

Puyallup School District
**Transportation Cost Control & Bell Time Study
Committee**

**FINAL REPORT
TO THE
SUPERINTENDENT**

February 20, 2009

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Dear Superintendent Dr. Tony Apostle,

Re: Transportation Cost Control and Bell Time Study Committee Final Report

You have asked us to review and study the Puyallup School District's current Transportation Operations; given Washington State's current economic crisis and its foreseen impact on K-12 education. In addition, you asked the committee to identify at least two possible options if a significant budget reduction were to occur. The first option outlined in this report reflects a 25% – 30% reduction in our current transportation operations program; while the second option reflects at 10% – 15% reduction.

As the following report will show, our current transportation program is an expensive program to operate and is subsidized by the general fund by approximately \$3.9 million dollars. As the options show in this report, the transportation department will still require subsidy by the general fund. The cost of operation continues to increase due to inflation increases to every aspect of the transportation program. This includes parts, tires, supplies, and to some extent fuel.

Unfortunately, during hard economic times there are never easy answers to complicated situations. As a result, the committee spent many hours reviewing and studying the possibilities in the event the transportation program is faced with substantial budget reductions. As you will see our options are not ideal or desirable, but provide options for further consideration in order to reduce operating costs within the transportation department.

Respectfully submitted on behalf of the 2009 Transportation Cost Control and Bell Time Study Committee,

Ailene Baxter
Principal, Ferrucci Junior High
Committee Co-Chair

Amy Fleming
Director of Business Services
Committee Co-Chair

Henry Hammond
Director of Transportation
Committee Co-Chair

Background

Introduction

The Transportation Cost Control and Bell Time Study Committee was commissioned by the Superintendent for the purpose of identifying changes in transportation services that would result in cost savings to the district if there were a significant budget reduction. To achieve cost savings, the committee has reviewed school arrival and dismissal times, route changes, and fleet utilization to increase efficiency in transportation and reduce costs. Committee membership consisted of the following individuals:

- Rick Wells, Director Athletics, Health & Fitness
- Brian Lowney, Principal Emerald Ridge High School
- Nancy Strobel, Principal Mountain View Elementary
- Ailene Baxter, Principal Ferrucci Junior High
- Henry Hammond, Director Transportation
- Amy Fleming, Director Business Services

In addition, resource advisors were utilized to help provide essential information about the costs and current transportation program. The following individuals served as resource advisors:

- Bev Bailey, Transportation Dispatcher
- Laura Marcoe, Director Accounting
- Joel Meek, Transportation Dispatcher

Meetings

Committee meetings began in October with the committee meeting every two weeks through the month of January.

Approach taken

The approach taken was to review the current operation of the transportation department and identify specific areas of review in order to make recommendations for the reduction of transportation operations. The committee identified all areas within transportation and looked at other district operation models as a pro/con approach for application within the Puyallup School District.

Current Program

The transportation department currently operates with a budget of \$8.3 million dollars. There are 157 transportation routes. 53 are Special Education routes and 104 are Regular Education routes. There are currently 185 buses in the fleet and 156 drivers who work an average of 6.03 hours per day (minimum 4.8 hours to a maximum of 8.0 hours per day, not including overtime). The transportation department also employs one transportation director, one bus driver trainer, three dispatchers, two administrative assistants, and eight mechanics who service the entire bus fleet and all other fleet vehicles in the district.

The district transports approximately 11,300 kids to and from school, driving 10,158 miles per day. During 2008-2009, the transportation program will drive approximately 1.8 million miles.

The following table represents the 2008-2009 operating budget for the Transportation Department:

Categories	FTE	Budget
Administration	5.79	\$ 610,821
Bus Drivers	86.75	5,561,629
Mechanics	7.84	595,266
Parts, Gas, Supplies		1,453,141
Insurance		175,096
Total Transportation	100.38	\$8,395,953

Each year, the transportation department is required to perform ridership counts for funding purposes by the State. During “count week”, the number of transported students is counted at each stop on each bus route in the morning for five consecutive days. The funding takes into consideration the bus stop distance to school based on radius mile (straight line mile to school), the number of daily routes, the number of children at each stop, and a distance weighting factor per radius mile to determine funding for the district. **The state does not fund transportation for any stops that fall within the radius mile.** This year, the district will receive approximately \$4.5 million in revenue for transportation as a result of ridership counts and the funding mechanism developed by the state.

More detailed information is provided in Appendix A on the current transportation funding mechanism provided by the State.

In addition to normal transportation operations, there are other factors that contribute to the cost of transportation. At times there are programmatic decisions made outside the control of the transportation department which impact the cost of doing business within the department. This is especially true in the area of Special Education. Often times, decisions must be made within the Special Education program for services to students, regardless of the cost of providing transportation services. These costs are not charged to the Special Education department, thus

transportation costs are not taken into consideration for the overall Special Education program operation. Many times these costs are driven by the individualized education program (IEP) of the student. Consideration should be given to include the transportation department in any special education transportation decisions. Refer to Appendix B for cost analysis of special education transportation.

Ideas

The committee met on a bi-weekly basis in order to review transportation services and possible changes to reduce costs and achieve efficiencies. The following areas were considered as a part of the work of the committee:

- Instructional minutes
- After school activities, including athletics
- Reasonableness of start and end times for each age span of students
- Walking distances to bus stops
- Lunch and breakfast programs
- Driver time and stand-by time
- Maximizing Vehicle Utilization, capacity analysis
- Optimizing routing schedules and route times
- Walking policy vs. Radius Mile policy
- Program costs to Transportation:
 - After school activities
 - Walker/Phoenix Program
 - Quest and Page Programs
 - Special Education programs

K-12 Regional Model Transportation

Due to the lack of a transportation automated routing system, the group was limited on performing scenario “what-if’s” for differing routing options throughout the district. This included looking at different transporting models, such as transporting students on a K-12 regional model basis. Although the committee believed there could be savings and efficiencies gained by moving to a K-12 transportation model, the labor intensive work involved due to the manual process, would not provide the desirable outcomes needed to make recommendation changes in such a short time-frame.

Bell Times

As a part of the work commissioned, the committee was asked to review the current bell times and show implications and savings by changing bell times. The committee met and reviewed possible bell time changes for the 2009-10 school year. As a result, the committee is bringing forth two examples of bell times for discussion. By changing bell times, the transportation department can gain some efficiencies in the current transportation model and provide some cost savings. This would be achieved by reducing driver stand by time resulting in significant cost savings. The efficiencies and savings would be nearly the same regardless of which bell time option that might possibly be adopted.

The first proposed bell time extends the elementary school day by 15 minutes (10 minutes earlier in the morning and 5 minutes later in the afternoon) and provides some minor changes in the Edgemont and Ferrucci start and end times. The Wednesday schedule would be changed to better align runs for that day. Detailed information on bell time option 1 can be found in Appendix C.

The second proposed bell time extends the elementary school day by 15 minutes (10 minutes in the morning and 5 minutes in the afternoon). In addition, elementary start times would begin at either 7:30 or 8:00 am, while secondary start times would start between 8:40 and 8:55 am. In this option, the Wednesday schedule would be changed to better align runs for that day. Detailed information on bell time option 2 can be found in Appendix D.

Athletics

The committee discussed athletic transportation and the costs associated with this function. Because much of the cost of transportation to and from athletic events is covered through user fees to students, fundraising, and a general fund subsidy of \$200,000 to cover the remaining costs, this area was not reviewed further with the exception of the costs associated with after school activity buses. After school activity buses will be discussed in option A and option B of the report and the accompanying appendixes below.

Options to consider:

The following two options were discussed and identified as possible scenarios if there were an ultimate reduction in transportation operations.

Option A

1. Reduce driver standby time costs by extending the elementary school day by 15 minutes (10 minutes in AM and 5 minutes in PM).
2. Eliminate all transportation bus stops within a radius mile of school
 - Reduces Regular Education from 104 runs to 59 runs.
3. Eliminate all extra program operations
 - A. Regular Education:
 - Page/Quest
 - After School Activities
 - Walker/Phoenix
 - Puyallup High School to Kalles Shuttle
 - Reading program – Kalles to Wildwood
 - All Day Kindergarten take home *

* In this scenario AM Kindergartner's would be required to walk to school but would be transported home. A PM Kindergartner would be transported to school but would be required to walk home. This scenario is shown, because the state only funds transportation for Kindergartner's at pick up and not the midday shuttle home.

B. Special Programs:

- Reduces Special Education from 53 runs to 48 runs as a result of consolidation of programs to different locations in the district
- Orion (Federal Way)
- Centerforce (Fort Lewis area)
- Summit (Sparks Stadium)
- High School late starts
- ELL Puyallup High School to Aylen
- Advance
- Mercer Island (Child) (Three children transported to and from Mercer Island in separate vehicles)
- Mercer Island (ETC) (Two children transported to and from Mercer Island in separate vehicles)

Option A would reduce our current level of operations by \$3.4 million. The revenue loss for Option A would be approximately \$400,000. The net program savings by implementing Option A would equal \$3 million.

The following table shows the expenditure cost savings by implementing Option A:

Expenditure Categories	08-09 FTE	08-09 Budget	09-10 FTE (approx.)	09-10 Savings
Administration (includes Director, Secretaries and Dispatchers)	5.79	\$ 610,821	5.79	
Bus Drivers	86.75	5,561,629	63.75	2,717,783
Mechanics	7.84	595,266	7.84	
Parts, Gas, Supplies		1,453,141		731,730
Insurance		175,096		
Total Transportation	100.38	\$8,395,953	79.38	\$3,449,513
Revenue loss				(400,000)
Net Savings				\$3,049,513

Please refer to Appendix E for a detailed financial analysis of Option A.

What are the constraints of Option A?

1. Federal laws surrounding Special Education would make it difficult to entirely eliminate all Special Education Transportation as noted under the Special Education section above.

What are the ramifications of Option A?

1. Elimination of all bus stops in the radius mile could result in traffic issues in some areas.

2. Unsafe walking conditions in many areas of the district may make it difficult to eliminate all transportation within a radius mile.
3. The Puyallup patrons have grown accustomed to the current transportation service model, thus reductions of this magnitude will create significant public outcry.
4. Possible bargaining implications for elementary teachers by extending the school day by 15 minutes.
5. Reduced attendance in Page, Quest, Athletics and other programs due to lack of transportation.
6. Elimination of Page, Quest, Athletics and other programs may raise equity issues.

Option B

1. Reduce driver standby time costs by extending the elementary school day by 15 minutes (10 minutes in AM and 5 minutes in PM).
2. Eliminate some transportation bus stops within a radius mile of school and move some stops further away from the radius mile.
 - Reduces Regular Education from 104 runs to 78 runs.
3. Eliminate all extra program operations
 - A. Regular Education:
 - Page/Quest
 - After School Activities
 - Walker/Phoenix
 - Puyallup High School to Kalles Shuttle
 - Reading program – Kalles to Wildwood
 - All Day Kindergarten take home *

* In this scenario AM Kindergartner's would be required to walk to school but would be transported home. A PM Kindergartner would be transported to school but would be required to walk home. This scenario is shown, because the state only funds transportation for Kindergartner's at pick up and not the midday shuttle home.

- B. Special Education:
 - Reduces Special Education from 53 runs to 48 runs as a result of consolidation of programs to different locations in the district

Option B would reduce our current level of operations by \$2.1 million. The revenue loss for implementing Option B would be approximately \$203,000. The net program savings by implementing Option B would equal \$1.9 million. The following table shows the cost savings by implementing Option B:

Expenditure Categories	08-09 FTE	08-09 Budget	09-10 FTE (approx.)	09-10 Savings
Administration (includes Director, Secretaries and Dispatchers)	5.79	\$ 610,821	5.79	
Bus Drivers	86.75	5,561,629	70.50	\$1,628,000
Mechanics	7.84	595,266	7.84	
Parts, Gas, Supplies		1,453,141		467,000
Insurance		175,096		
Total Transportation	100.38	\$8,395,953	86.13	\$2,100,000
Revenue loss				(203,000)
Net Savings				\$1,897,000

Please refer to Appendix F for a detailed financial analysis of Option B.

What are the constraints of Option B?

1. We see no legal or contractual barriers that would prevent us from implementing this option.

What are the ramifications of Option B?

1. Working parents that rely on bus transportation.
2. Possible bargaining implications for elementary teachers by extending the school day by 15 minutes.
3. Reduced attendance in Page, Quest, Athletics and other programs due to lack of transportation.
4. Elimination of Page, Quest, Athletics and other programs may raise equity issues.

Additional items to consider

Boundary Area Review for Waller Road and Karshner Elementary Schools

As a result of closing Riverside Elementary school in 2007-08, the district began transporting those students to Waller Road and Karshner Elementary schools. However, the district did not adjust the boundaries to clearly define student attendance at Waller Road vs. Karshner Elementary. As a result, the transportation department is bussing students in the West Pioneer/River Road area to both Karshner and Waller Road without clear delineation of a defined boundary. For example, there are students living across the road from each other. One student attends Waller Road and the other Karshner due to the choice of the parent. This is

causing inefficiencies to transportation due to two different buses transporting students to two different locations within a small geographic area. The district should consider identifying the boundary area for these two schools in this area.

Computerized Transportation Routing System

Because the district does not have an automated transportation system, it is difficult to perform “what-if” scenarios on changes in routing for transportation for various reasons. An investment in this software would give the department the ability to perform bell time changes and determine impacts to both capacity of buses as well as cost ramifications to the transportation department. Although this system has been placed on the Capital Levy proposal awaiting approval, we feel an investment in this software is of utmost importance to increase efficiencies within the department.

Safety Advisory Committee

According to Board Policy 6605, A Safety Advisory Committee (SAC) is established to develop a school trip safety program and review safety concerns in the district. Currently there is no SAC. Because of the proposed reductions and consolidation of bus stops, the perceived safety concerns will be important to consider. A SAC should be formed to address any possible changes in transportation.

Pierce Transit Bus Passes

As a part of the work of the committee, we explored the possibility of providing bus passes to secondary students in lieu of transportation by district buses. There are well established Pierce Transit lines that provide ample transportation to Puyallup, Kalles, Aylen, and Rogers. However, due to time constraints involved, this analysis will require further study and a phased in implementation approach to determine cost savings to the district by providing bus passes and reducing transportation costs.

Summary

The Transportation Committee was commissioned to evaluate the transportation program and create two options if substantial budget reductions were to occur. The committee worked hard to configure two options that could show costs savings to the district, while maintaining the overall integrity of home to school transportation. We believe the two options outlined in this report can achieve this objective.

Appendix

Appendix A

Excerpt of Transportation Funding study provided by the Joint Legislative Audit and Review Committee (JLARC). The entire report can be found at:

<http://www.k12.wa.us/transportation/pubdocs/JLARCFundingStudy.pdf>

Appendix B

Cost of Special Education Transportation as compared to Special Education Transportation Revenue received from the State and explanation of Special Ed programs impacting Transportation

Appendix C

Bell Time Consideration Option 1

Appendix D

Bell Time Consideration Option 2

Appendix E

Detailed cost information for Option A

Appendix F

Detailed cost information for Option B

APPENDIX A

**Excerpt of Transportation Funding study provided by the
Joint Legislative Audit and Review Committee (JLARC)**

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Five Major Factors Drive Funding

- A. Student Count** (also known as the **Ridership Count**) — Students are counted as they get on the bus in the morning for five consecutive days at the beginning of each school year. Statistical modes¹⁶ are then used to calculate a student count for every bus stop on every bus route in each district.
- B. Number of Trips per Day** — Most routes have two trips per day (morning and afternoon). However, some trip types have one trip per day, or run less than four days per week and are prorated accordingly. These trips include shuttles between schools and/or learning centers that may only run once or twice a week.
- C. Distance Between Bus Stops and School** — This distance is determined by measuring the straight line distance between a bus stop and the school it serves, also known as the radius mile. Districts are **funded up to a maximum of 17 radius miles** for each student counted.
- D. Distance Weighting Factor per Radius Mile** — OSPI established regular and special transportation¹⁷ distance weighting factors in WAC for each radius mile between bus stops and schools, learning centers, or special education agencies.¹⁸ The distance weighting factors are used to “weight” the student count, resulting in more funding for longer distances. The regular and special transportation distance weighting factors are used for 11 different types of trips, including home to school (known as basic tripper routes); in lieu or private party contract transportation, which is transportation provided by a private individual under special circumstances; public transit trips (where the district provides passes or tokens for student riders); shuttles of varying frequency between schools and/or learning centers or special education agencies; and midday Kindergarten pick up and drop off.
- E. Allocation Rate** — A per weighted student allocation rate is set by the Legislature and adjusted each year in the Appropriations Act.¹⁹ In 2004-05, the allocation rate was \$40.66. This rate is multiplied by the student count, number of trips per day and distance weighting factor to determine funding amounts.

Example of How Funding Method Works for a Hypothetical District

To illustrate how the funding method works, we have applied it to a hypothetical district in Figures 3 and 4. In this example, the district is transporting 40 students on four different routes. For simplicity, each hypothetical route has only one bus stop, which is located two radius miles from the

¹⁶ The mode is the most frequently occurring number in a data count. For example, if the 5-day student counts for a bus stop were 3, 4, 4, 2, and 4, then the mode would be 4 students for that bus stop. If the student count is different every day of the week, then an average is used.

¹⁷ Special transportation routes are routes that exist to “transport students who, due to the nature of their educational programs, require special transportation from home to school.” This includes special education students; students who require transportation due to a disability under Section 504 of the Rehabilitation Act of 1973; and gifted and bilingual students whose programs require special routes. This category also includes to/from transportation required by the McKinney-Vento Act for homeless students. OSPI Bulletin No. 083-05, Pupil Transportation and Traffic Safety Education, Attachment 1 — General Instructions for Data Collection, Explanation under Route Type S.

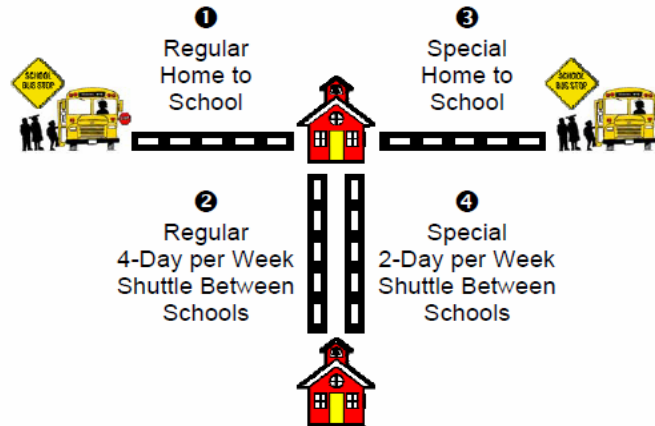
¹⁸ WAC 392-141-170 (3) contains a table of the distance weighting factors. The regular transportation factors were adopted in 1984 and special transportation factors were adopted in 1992.

¹⁹ Although the statute defining the pupil transportation formula requires OSPI to calculate a standard per mile allocation rate (see RCW 28A.160.180), Washington Administrative Code 392-141-130 states that the rate is established by the Legislature and that is current practice. The allocation rate is adjusted annually in the budget to account for employee salary and benefit increases and to make inflationary adjustments for non-employee related costs using the Implicit Price Deflator.

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school. First we show an illustration of the four bus routes. Then we show how the funding method is applied to determine annual funding levels for each of these routes.

Figure 3 – Illustration of Four Bus Route Types
 (Each route = 2 radius miles)



Source: JLARC.

Figure 4 – Example of Formula Calculations for a Hypothetical District

	A	B	C	D	E	
Hypothetical Routes	Student Count (modes)	Funded Trips per Day	Radius Miles Between Bus Stop and School	Distance Weighting Factor (for stop at 2 radius miles)	Allocation Rate	Annual Funding (A x B x D x E)
Route 1 - Regular Home to School	10	2	2	3.20	\$40.66	\$2,602.24
Route 2 - Regular 4-Day per Week Shuttle Between Schools	10	1 (shuttles counted 1 way)	2	3.20	\$40.66	\$1,301.12
Route 3 - Special Home to School	10	2	2	4.89	\$40.66	\$3,976.55
Route 4 - Special 2-Day per Week Shuttle Between Schools	10	0.4	2	4.89	\$40.66	\$795.31
Total						\$8,675.22

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Additional Funding Adjustments

Beyond the five major funding drivers, the current funding method includes other adjustments that may significantly impact the amount of state funding a district receives.

- **Minimum Load Factor** — The funding method provides extra funding to districts that have **average bus loads of less than 74 students** for their regular morning home to school routes. OSPI reports that this factor was designed to compensate districts that are unable to fully load their buses but WAC states it is intended to achieve efficient bus loads. A district may not fully fill buses due to geography, pupil density, desegregation plans, or school choice and program decisions. Funding amounts are determined by the ratio of students transported on home to school routes to the total number of buses used by the district for these routes. In 2004-05, **200 school districts and three Educational Service Districts received minimum load funding**. Total annual funding amounts ranged from \$1,124 (Orchard Prairie School District) to \$1,589,826 (Seattle School District). Minimum load funding represented approximately 10% of total state pupil transportation funding.
- **Special Education Load Factor** — Additional funding is provided for all special transportation home-to-school routes. The special load factor amount varies depending on the number of riders on each bus route and reflects the fact that the special needs of these students limit the number of students that can be placed on each bus. Funding decreases as average bus load size increases and is capped at 74 students. This additional funding is included in the base amount districts receive for special transportation routes, which makes it difficult to separate out the amount of total state special load funding.
- **Kindergarten Through Fifth Grade Enrollment Funding** — To compensate districts that need to transport **students that live one radius mile or less from their destination school**, the State allocates funding based on the number of kindergarten through fifth grade students in the district who live one radius mile or less from their enrolled school.²⁰ Students living within these distances typically do not generate funding under the funding method described in Figure 4 because the funding method excludes regular transportation bus stops within one radius mile of the school. Districts may need to transport some of these students because they are unable to access safe walking routes.²¹ In 2004-05, **289 school districts received K-5 enrollment funding** and total annual amounts ranged from \$52.45 (Benge, Liberty, North River, and Washtucna School Districts) to \$556,719 (Spokane School District). This funding represented approximately 6% of total state pupil transportation funding.
- **District Car Allocation** — The State also allocates funding to districts for to/from transportation provided by district-owned cars and vans. Districts use cars and vans for a variety of purposes, including shuttling a single student between programs or transporting a homeless student to another district. The allocation is based on a 180-day school year and a declining rate for each 50-mile increment of daily miles driven per car. For example, the first 50 miles are funded at \$.745 per mile and the next 50 miles at \$.54 per mile. Anything over 250 miles is paid for at a flat rate of \$.12 per mile. This rate is intended to cover the operations and depreciation of district-owned vehicles. In 2004-05, **76 school districts received district car allocation funding** and the total annual amounts ranged from \$268.20

²⁰

The K-5 enrollment count is based on the number of students living one radius mile or less from their destination school during the 5-day count week determined by each district in the beginning of every school year.

²¹

WAC 392-151-025 requires the development of walking routes for each elementary school where students are walking to and from school. The WAC specifies elements that the walking route plan must contain as well as issues to consider when developing the plan.

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(Cheney, Rainier, and Ritzville School Districts) to \$85,642 (Everett School District). This funding represented less than 1% of total state pupil transportation funding.

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Hazardous Walking Conditions and the K-5 Within One Mile Formula

Until 1996, districts were funded to transport students who lived within one radius mile if the reason for the transportation was because of hazardous walking conditions. In 1996, the Legislature eliminated hazardous walking conditions funding. This funding was replaced with a different funding formula based on the district's number of enrolled K-5 pupils living within one radius mile of school.

The **major differences** were that the new K-5 formula:

- Is based on the number of students **enrolled** in grades K-5;
- Is **unrelated to** the number of **students transported** within one radius mile **or their grade level**;
- Replaced the distance weighting factor of 2.85 with a 1.29 adjustment factor **in a separate formula**;
- **Provides funding** to districts **without regard to the need to transport** students within one radius mile. In fact, it **provides funding to districts that do not transport their students**; and
- **Generates about 22% of the funding per 100 students that the hazardous walking conditions formula generated.** A district with 100 enrolled K-5 students living within one radius mile was funded at \$5,245 in 2004-05. Under the hazardous walking conditions formula, a district that transported 100 students with bus stops within one radius mile due to hazardous conditions would have been funded at \$23,176.

In order to retain any relationship between radius and road miles or any relationship to operating costs that they may have had, the distance weighting factors beginning at two radius miles would have needed adjustment when the K-5 formula was adopted. **No adjustments were made.**

Ridership Count Process

The ridership count process presents a fourth structural and implementation challenge. Without an accurate ridership count, the funding method cannot generate correct funding. This is because all of the other elements of the funding method are multiplied by the number of riders, or a weighted number of riders. Ridership reports are audited and reliable, but may not reflect true ridership for six reasons:

1. Timing of the count. The ridership count is performed once per year, for five consecutive mornings, most often during the end of September or first week of October so that the ridership count can be submitted by the third Monday in October.
 - In September and early October, many special education students have not yet been identified. Therefore, some special education programs have not been fully implemented, resulting in lower counts for these programs.
 - The five days length means that many things outside district control can affect ridership. Examples are start of school year illnesses and weather that has an impact on ridership. A longer count, or multiple counts, would minimize the effect of these variables.
 - The statute and WAC permit a district to amend its count if its total ridership increases by at least 10% for 20 consecutive days. Only ESD 112, which operates a special

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transportation program for 23 districts, has been able to meet this standard. Neither OSPI nor the regional transportation coordinators were able to identify any **district** that had qualified for this adjustment.

2. Morning only count. The count is conducted in the morning and the results are multiplied by two to achieve a full day count. Some districts believe their afternoon count is much higher. There is no statewide data on these differences, but JLARC’s consultants indicate that it is typical to have very different morning and afternoon ridership populations.
3. Use of Modes. Riders are counted at each stop and reported using a modified statistical “mode” or most frequently appearing number. Figure 15 is a simple illustration of how districts are instructed to report ridership using modes for four hypothetical stops on one route. Modes can create a count that does not reflect actual ridership and stops B through D illustrate this:
 - At stop B, both 2 and 3 are modes. Districts are instructed to use the higher mode.
 - At stop C, there is no mode. In this case the district computes an average and rounds up to the next whole student.
 - At stop D, the mode is 4 even though it is more common to have 10 to 12 riders.

In this illustration, the total modes (15) for the four stops are lower than the average ridership (19 when rounded up to the next whole student).

Figure 15 – Calculation of Modes

Stop	Mon.	Tues.	Wed.	Thurs.	Fri.	Mode
A	3	3	3	4	3	3
B	2	2	3	1	3	3 (<i>higher mode</i>)
C	5	7	3	2	6	5 (<i>rounded average</i>)
D	4	10	12	11	4	4 (<i>anomalous mode</i>)
TOTAL	14	22	21	18	16	15

4. Reporting forms exclude some eligible transportation routes. For reasons that will be discussed below, the ridership count forms used to generate funding do not include places to report the following kinds of pupil transportation, which have associated costs:
 - The use of **public transit as a shuttle**, which is most typical for life skills courses, where students go to different locations each day and are taught how to use public transit. Only transit trips between home and school are counted.
 - **Regular transportation** shuttles that run less than 144 days per year, as described in the next section. Equivalent special transportation shuttles are counted.
 - **Mixed population shuttles.** Shuttles are segregated into regular and special transportation shuttles. Mixing student groups on a shuttle means that the shuttle cannot be counted as special transportation and, therefore, must run at least 144 days per year to generate funding. This can result in a district operating both special and regular shuttles when only one may be needed in order for the district to generate funding.
5. Students in gifted and transitional bilingual programs are counted with special transportation. Early documents and funding factors suggest that special transportation categories were for students with special transportation needs but students in special programs including some

APPENDIX B

Special Education Cost Analysis and explanation of Special Education Programs impacting Transportation

The following table shows approximate costs of operating Special Education Transportation compared to Special Education Transportation Funding by the State for 2008-09:

Transportation Revenue – Special Education	\$1,988,372
Cost of Operations:	
Bus Driver Salaries and Benefits	1,609,000
Fuel	850,000
Mechanics Salaries & Benefits, bus parts, tires, etc. for maintenance of Special Education Buses	395,000
Insurance costs for Special Ed. Buses	45,000
Total Cost of Operations	\$2,899,000
Difference between Revenues and Cost of Operations	(\$910,628)

Explanation of Special Education Programs impacting Transportation Costs:

Orion – Program located in Federal Way providing Special Education services to students.

Centerforce – Program located in the Fort Lewis area for work based learning.

Summit – Program located at Sparks Stadium.

High school late starts – Individualized Education Program (IEP) driven depending on student needs.

English Language Learners (ELL) Puyallup High School transportation to Aylen Junior High

Advance – Program designed for students aged 18 -21, and provides transportation to work sites throughout the district (e.g., Walmart).

Mercer Island (Child) – Out of district transportation costs for three students in three separate vehicles to Child Learning Center on Mercer Island.

Mercer Island (ETC) – Out of district transportation costs for two students in two separate vehicles to ETC on Mercer Island.

APPENDIX C

Proposed Bell Time Schedule Option 1

PROPOSED BELL TIME 2009-2010										
Option 1										
HIGH SCHOOLS										
<u>Emerald</u>			<u>Puyallup</u>			<u>Rogers</u>			<u>Walker</u>	
<u>Ridge</u>										
7:40 a.m.			7:45 a.m.			7:40 a.m.			7:45 a.m.	
2:10 p.m.			2:15 p.m.			2:10 p.m.			2:15 p.m.	
JUNIOR HIGH SCHOOLS										
<u>Avlen</u>		<u>Ballou</u>		<u>Edgemont</u>		<u>Ferrucci</u>		<u>Glacier View</u>	<u>Kalles</u>	<u>Stahl</u>
7:55 a.m.		7:30 a.m.		7:55 a.m.		7:40 a.m.		7:40 a.m.	7:55 a.m.	7:30 a.m.
2:25 p.m.		2:00 p.m.		2:25 p.m.		2:10 p.m.		2:10 p.m.	2:25 p.m.	2:00 p.m.
EARLY ELEMENTARY SCHOOLS + 15 minutes										
<u>Brouillet</u>		<u>Carson</u>		<u>Firgrove</u>		<u>Sunrise</u>		<u>Wildwood</u>	<u>Woodland</u>	<u>Zeiger</u>
8:15 a.m.		8:15 a.m.		8:15 a.m.		8:15 a.m.		8:15 a.m.	8:15 a.m.	8:15 a.m.
2:50 p.m.		2:50 p.m.		2:50 p.m.		2:50 p.m.		2:50 p.m.	2:50 p.m.	2:50 p.m.
LATE ELEMENTARY SCHOOLS + 15 minutes										
<u>Edgerton</u>		<u>Fruitland</u>		<u>Hilltop</u>		<u>Hunt</u>		<u>Karshner</u>	<u>Maplewood</u>	<u>Meeker</u>
8:45 a.m.		8:45 a.m.		8:45 a.m.		8:45 a.m.		8:45 a.m.	8:45 a.m.	8:45 a.m.
3:20 p.m.		3:20 p.m.		3:20 p.m.		3:20 p.m.		3:20 p.m.	3:20 p.m.	3:20 p.m.
<u>Mt. View</u>		<u>Northwood</u>		<u>Pope</u>		<u>Ridgecrest</u>		<u>Shaw Rd.</u>	<u>Spinning</u>	<u>Stewart</u>
8:45 a.m.		8:45 a.m.		8:45 a.m.		8:45 a.m.		8:45 a.m.	8:45 a.m.	8:45 a.m.
3:20 p.m.		3:20 p.m.		3:20 p.m.		3:20 p.m.		3:20 p.m.	3:20 p.m.	3:20 p.m.
<u>Waller Rd</u>										
8:45 a.m.										2/13/2009
3:20 p.m.										Revised

WEDNESDAY'S PROPOSED BELL TIMES 2009-2010											
Option 1											
HIGH SCHOOLS											
<u>Emerald</u>			<u>Puyallup</u>			<u>Rogers</u>			<u>Walker</u>		
<u>Ridge</u>											
9:10 a.m.			9:15 a.m.			9:10 a.m.					
2:10 p.m.			2:15 p.m.			2:10 p.m.					
JUNIOR HIGH SCHOOLS											
<u>Avlen</u>		<u>Ballou</u>		<u>Edgemont</u>		<u>Ferrucci</u>		<u>Glacier View</u>		<u>Kalles</u>	<u>Stahl</u>
9:25 a.m.		9:00 a.m.		9:25 a.m.		9:10 a.m.		9:10 a.m.		9:25 a.m.	9:00 a.m.
2:25 p.m.		2:00 p.m.		2:25 p.m.		2:10 p.m.		2:10 p.m.		2:25 p.m.	2:00 p.m.
EARLY ELEMENTARY SCHOOLS + 15 minutes											
<u>Brouillet</u>		<u>Carson</u>		<u>Firgrove</u>		<u>Sunrise</u>		<u>Wildwood</u>		<u>Woodland</u>	<u>Zeiger</u>
8:15 a.m.		8:15 a.m.		8:15 a.m.		8:15 a.m.		8:15 a.m.		8:15 a.m.	8:15 a.m.
12:05 p.m.		12:05 p.m.		12:05 p.m.		12:05 p.m.		12:05 p.m.		12:05 p.m.	12:05 p.m.
LATE ELEMENTARY SCHOOLS + 15 minutes											
<u>Edgerton</u>		<u>Fruitland</u>		<u>Hilltop</u>		<u>Hunt</u>		<u>Karshner</u>		<u>Maplewood</u>	<u>Meeker</u>
8:45 a.m.		8:45 a.m.		8:45 a.m.		8:45 a.m.		8:45 a.m.		8:45 a.m.	8:45 a.m.
12:35 p.m.		12:35 p.m.		12:35 p.m.		12:35 p.m.		12:35 p.m.		12:35 p.m.	12:35 p.m.
<u>Mt. View</u>		<u>Northwood</u>		<u>Pope</u>		<u>Ridgecrest</u>		<u>Shaw Rd.</u>		<u>Spinning</u>	<u>Stewart</u>
8:45 a.m.		8:45 a.m.		8:45 a.m.		8:45 a.m.		8:45 a.m.		8:45 a.m.	8:45 a.m.
12:35 p.m.		12:35 p.m.		12:35 p.m.		12:35 p.m.		12:35 p.m.		12:35 p.m.	12:35 p.m.
<u>Waller Rd</u>											
8:45 a.m.											2/13/2009
12:35 p.m.											Revised

APPENDIX D

Proposed Bell Time Schedule Option 2

PROPOSED BELL TIME 2009-2010										
Option 2										
HIGH SCHOOLS										
<u>Emerald</u>			<u>Puyallup</u>			<u>Rogers</u>			<u>Walker</u>	
<u>Ridge</u>										
8:40 a.m.			8:45 a.m.			8:40 a.m.			8:45 a.m.	
3:10 p.m.			3:15 p.m.			3:10 p.m.			3:15 p.m.	
JUNIOR HIGH SCHOOLS										
<u>Aylen</u>		<u>Ballou</u>		<u>Edgemont</u>		<u>Ferrucci</u>		<u>Glacier View</u>	<u>Kalles</u>	<u>Stahl</u>
8:55 a.m.		8:30 a.m.		8:55 a.m.		8:40 a.m.		8:40 a.m.	8:55 a.m.	8:30 a.m.
3:25 p.m.		3:00 p.m.		3:25 p.m.		3:10 p.m.		3:10 p.m.	3:25 p.m.	3:00 p.m.
EARLY ELEMENTARY SCHOOLS + 15 minutes										
<u>Brouillet</u>		<u>Carson</u>		<u>Firgrove</u>		<u>Sunrise</u>		<u>Wildwood</u>	<u>Woodland</u>	<u>Zeiger</u>
7:30 a.m.		7:30 a.m.		7:30 a.m.		7:30 a.m.		7:30 a.m.	7:30 a.m.	7:30 a.m.
2:05 p.m.		2:05 p.m.		2:05 p.m.		2:05 p.m.		2:05 p.m.	2:05 p.m.	2:05 p.m.
LATE ELEMENTARY SCHOOLS + 15 minutes										
<u>Edgerton</u>		<u>Fruitland</u>		<u>Hilltop</u>		<u>Hunt</u>		<u>Karshner</u>	<u>Maplewood</u>	<u>Meeker</u>
8:00 a.m.		8:00 a.m.		8:00 a.m.		8:00 a.m.		8:00 a.m.	8:00 a.m.	8:00 a.m.
2:35 a.m.		2:35 a.m.		2:35 a.m.		2:35 a.m.		2:35 a.m.	2:35 a.m.	2:35 a.m.
<u>Mt. View</u>		<u>Northwood</u>		<u>Pope</u>		<u>Ridgecrest</u>		<u>Shaw Rd.</u>	<u>Spinning</u>	<u>Stewart</u>
8:00 a.m.		8:00 a.m.		8:00 a.m.		8:00 a.m.		8:00 a.m.	8:00 a.m.	8:00 a.m.
2:35 a.m.		2:35 a.m.		2:35 a.m.		2:35 a.m.		2:35 a.m.	2:35 a.m.	2:35 a.m.
<u>Waller Rd</u>										
8:00 a.m.										2\13\09
2:35 a.m.										Revised

WEDNESDAY'S PROPOSED BELL TIME 2009-2010											
Option 2											
HIGH SCHOOLS											
<u>Emerald</u>			<u>Puyallup</u>			<u>Rogers</u>			<u>Walker</u>		
<u>Ridge</u>											
8:40 a.m.			8:45 a.m.			8:40 a.m.					
1:40 p.m.			1:45 p.m.			1:40 p.m.					
JUNIOR HIGH SCHOOLS											
<u>Avlen</u>		<u>Ballou</u>		<u>Edgemont</u>		<u>Ferrucci</u>		<u>Glacier View</u>		<u>Kalles</u>	<u>Stahl</u>
8:55 a.m.		8:30 a.m.		8:55 a.m.		8:40 a.m.		8:40 a.m.		8:55 a.m.	8:30 a.m.
1:55 p.m.		1:30 p.m.		1:55 p.m.		1:40 a.m.		1:40 a.m.		1:55 p.m.	1:30 p.m.
EARLY ELEMENTARY SCHOOLS + 15 minutes											
<u>Brouillet</u>		<u>Carson</u>		<u>Firgrove</u>		<u>Sunrise</u>		<u>Wildwood</u>		<u>Woodland</u>	<u>Zeiger</u>
7:30 a.m.		7:30 a.m.		7:30 a.m.		7:30 a.m.		7:30 a.m.		7:30 a.m.	7:30 a.m.
12:10 p.m.		12:10 p.m.		12:10 p.m.		12:10 p.m.		12:10 p.m.		12:10 p.m.	12:10 p.m.
LATE ELEMENTARY SCHOOLS + 15 minutes											
<u>Edgerton</u>		<u>Fruitland</u>		<u>Hilltop</u>		<u>Hunt</u>		<u>Karshner</u>		<u>Maplewood</u>	<u>Meeker</u>
8:00 a.m.		8:00 a.m.		8:00 a.m.		8:00 a.m.		8:00 a.m.		8:00 a.m.	8:00 a.m.
12:40 p.m.		12:40 p.m.		12:40 p.m.		12:40 p.m.		12:40 p.m.		12:40 p.m.	12:40 p.m.
<u>Mt. View</u>		<u>Northwood</u>		<u>Pope</u>		<u>Ridgecrest</u>		<u>Shaw Rd.</u>		<u>Spinning</u>	<u>Stewart</u>
8:00 a.m.		8:00 a.m.		8:00 a.m.		8:00 a.m.		8:00 a.m.		8:00 a.m.	8:00 a.m.
12:40 p.m.		12:40 p.m.		12:40 p.m.		12:40 p.m.		12:40 p.m.		12:40 p.m.	12:40 p.m.
<u>Waller Rd</u>											
8:00 a.m.											2\13\09
12:40 p.m.											Revised

APPENDIX E

Detailed Cost Information for Option A

Option "A"

No Regular School Bus Stops Within One Radius Mile of School

1. Run Reductions:

- Reduce RegEd From 104 Runs to 59 Runs
- Reduce SpEd From 53 Runs to to 48 Runs
- Estimated Driver Salary & Benefits

\$1.650M

2. Extra Program Costs:

- Regular Education 381K
- Special Education 592K*

3. Driver Standby Time Reduction: 95K

4. Estimated Fuel Savings: 439K

5. Estimated Parts-Tire Savings: 292K

Estimated Potential Reduction 3.449M

Revenue Loss (.4)M

Net Savings \$3.049M

*May not be able to reduce the 592K SpEd service based on Student IEP.



OPTION A COST DETAIL

No School Bus Stops Within One Radius Mile of School

		<u>09-10 Daily Cost</u>	<u>09-10 Yearly cost</u>	
Reg	59	\$ 10,775	\$ 1,939,569	
SpEd	48	\$ 10,954	\$ 1,971,725	Includes Mid-day Pre-School and Mid-day 1/2 day Kindergarten
	107	\$ 21,729	\$ 3,911,294	Est. Driver Salary & Benefits for No Stops Radius Mile

08-09 Driver Salary & Benefits \$ 5,561,629 104 RegEd Runs-53 SpEd Runs - Total Runs 157

09-10 Est Driver Salary & Benefits \$ 3,911,294 59 RegEd Runs-48 SpEd Runs - Total Runs 107

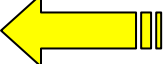

Savings  **\$ 1,650,335** 32% Reduction in Runs 

Extra Program Costs

		<u>Number of Students</u>	<u>Driver Cost</u>	<u>Miles Per Day</u>	<u>Bus Cost</u>	<u>SpEd</u>	<u>RegEd</u>
Reg	PAGE After School	57	\$ 77,112.00	207	\$48,811		\$ 125,922.60
Reg	Act	171	\$ 56,227.50	251	\$44,389		\$ 100,616.85
Reg	WHS	25	\$ 20,230.00	33	\$5,836		\$ 26,066.05
SpEd	Orion	4	\$ 26,775.00	116	\$27,392	\$54,167.10	
Reg	Phoenix	12	\$ 20,230.00	87	\$19,375		\$ 39,604.90
SpEd	CenterForce	8	\$ 15,172.50	50	\$11,135	26,307.50	
SpEd	Summit	8	\$ 20,230.00	46	\$10,244	30,474.20	
SpEd	HS late starts	6	\$ 25,793.25	53	\$11,803	37,596.35	
Reg	PHS - Kalles Shuttle	6	\$ 5,057.50	2	\$445		\$ 5,502.90
Reg	Reading Program Kalles to Wildwood	5	\$ 5,057.50	5	\$1,114		\$ 6,171.00
SpEd	ELL PHS-Aylen	30	\$ 51,408.00	165	\$38,907	90,315.00	
SpEd	Advance	21	\$ 17,701.25	238	\$53,003	70,703.85	
SpEd	Mercer Island (Child)	3	\$ 67,473.00	118	\$27,824	95,297.40	
SpEd	Mercer Island (ETC)	2	\$ 24,633.00	157	\$37,021	61,653.60	
Reg	Quest	61	\$ 51,408.00	244	\$57,606		\$ 109,013.94
Reg	All Day KG						
Reg	Take Home	110	\$ 38,020.50	236	\$55,649		\$ 93,669.30
			\$ 522,529.00	2,008	\$ 450,553.54		
		529				\$ 466,515.00	\$ 506,567.54

OPTION A COST DETAIL (Continued)

Driver Standby Time

59	Reg-Routes					
<u>0.3</u>	15 minutes per day					
17.7	Hours per day					
120.9	Current Standby hours per day					
17.7	New Bell Time Standby hours			85% Reduction in Standby time		
	hours per day	\$ 3,597	Amount per day	\$ 647,420	Amount per year	
120.9	day					
	hours per day	\$ 527	Estimated amount per day	\$ 94,784	Amount per year	
17.7	day					

School Bus Mileage, Fuel, and Parts

		Miles Per Day 09-10		09-10 Miles Per Year	
Reg	59	<u>3,487</u>		<u>627,703</u>	
SpEd	<u>48</u>	<u>3,633</u>		<u>653,869</u>	
	107	7,120		1,281,572	29% Less Miles (Reduce from 1.8 million miles)

09-10 Estimated Parts-Repair-Tire-Supply Cost Reduct.

 \$ 292,356

09-10 Estimated Fuel Cost Reduction

 \$ 439,374

APPENDIX F

Detailed Cost Information for Option B

OPTION "B"

Limited School Bus Stops Within One Radius Mile of School

1. Run Reductions:	
• Reduce RegEd From 104 Runs to 78 Runs	
• Reduce SpEd From 53 Runs to 48 Runs	
• Estimated Driver Salary & Benefits Reduction	\$1.026M
2. Extra Program Reduction:	
• Regular Education	\$507K
3. Driver Standby Time Reduction:	\$95K
4. Estimated Fuel Reduction:	\$259K
5. Estimated Parts-Tire Reduction:	\$208K
Estimated Potential Reduction	\$2.1 M
Revenue Loss	(.2) M
Net Savings	\$1.9 M

OPTION B COST DETAIL

No School Bus Stops Within One Radius Mile of School

		<u>09-10 Daily Cost</u>	<u>09-10 Yearly cost</u>	
Reg	78	\$ 14,245	\$ 2,564,176	Includes Mid-day Pre-School and Mid-day 1/2 day Kindergarten Est. Driver Salary & Benefits for some Stops in the Radius Mile
SpEd	48	\$ 10,954	\$ 1,971,725	
	126	\$ 25,199	\$ 4,535,901	

08-09 Driver Salary & Benefits \$ 5,561,629 104 RegEd Runs-53 SpEd Runs - Total Runs 157

09-10 Est Driver Salary & Benefits \$ 4,535,901 78 RegEd Runs-48 SpEd Runs - Total Runs 126

Savings



\$ 1,025,728

20% Reduction in Runs



Extra Program Costs

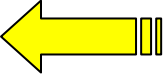

		<u>Number of Students</u>	<u>Driver Cost</u>	<u>Miles Per Day</u>	<u>Bus Cost</u>	<u>RegEd</u>
Reg	PAGE After School	57	\$ 77,112.00	207	\$48,811	\$ 125,922.60
Reg	Act	171	\$ 56,227.50	251	\$44,389	\$ 100,616.85
Reg	WHS	25	\$ 20,230.00	33	\$5,836	\$ 26,066.05
Reg	Phoenix	12	\$ 20,230.00	87	\$19,375	\$ 39,604.90
Reg	PHS - Kalles Shuttle Reading Program	6	\$ 5,057.50	2	\$445	\$ 5,502.90
Reg	Kalles to Wildwood	5	\$ 5,057.50	5	\$1,114	\$ 6,171.00
Reg	Quest	61	\$ 51,408.00	244	\$57,606	\$ 109,013.94
Reg	All Day KG Take Home	110	\$ 38,020.50	236	\$55,649	\$ 93,669.30
		<u>447</u>	\$ 273,343.00	1,065	\$ 233,224.54	



\$ 506,567.54

OPTION B COST DETAIL (Continued)

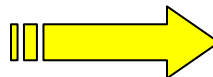
Driver Standby Time

78	Reg-Routes					
<u>0.3</u>	15 minutes per day					
23.4	Hours per day					
120.9	Current Standby hours per day					
23.4	New Bell Time Standby hours			81% Reduction in Standby time		
	hours per day	\$ 4,022	Amount per day	\$ 723,948	Amount per year	
120.9	day					
	hours per day	\$ 778	Estimated amount per day	\$ 140,119	Amount per year	
23.4	day					

School Bus Mileage, Fuel, and Parts

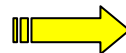
		Miles Per Day 09-10		09-10 Miles Per Year	
Reg	78	4,610		829,845	
SpEd	<u>48</u>	<u>3,633</u>		<u>653,869</u>	
	126	8,243		1,483,714	19% Less Miles (Reduce from 1.8 million miles)

09-10 Estimated Parts-Repair-Tire-Supply Cost Reduct.



\$ 208,422

09-10 Estimated Fuel Cost Reduction



\$ 258,545