



Changing School Start Times

Transportation Implications Analysis

Part 1 – Understanding the Baseline

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Transportation Services Mission

1. Provide access to school in support of the core mission:
 - The logistical implications of transportation services should inform, not define, educational programming decisions.
2. Provide for effective and efficient logistics:
 - Statutes, regulations, and policies define core constraints.
 - School start and end times define the most impactful policy constraint on effectiveness and efficiency.
 - Efficiency is a relative, not an absolute measure.
 - Hard and soft constraints prescribe the limits.
 - Management and operational effectiveness defines the outcome.



Comparison Baseline: Scale of the Program

1. Public school students eligible for transportation:
 - 50% of the enrolled student population
2. Private school transportation impact:
 - 28% of all students transported are private school students
3. Route buses required to operate the system:
 - A total of 78 buses are in use on any given service day, of which (per SBC allocation methodology):
 - 45 are attributable to the core public school system
 - 20 are attributable to the private school demand
 - 13 are attributable to special needs



Comparison Baseline: Resources Expended

1. Allocated annual expenditures (SBC methodology):
 - \$7.0 million for all home-to-school services
 - \$1.8 million for private school component (26% of total)
2. Proportion of total district-wide expenditures:
 - 4.9% of total reported on website for FY2015
 - 3.6% net of private school component

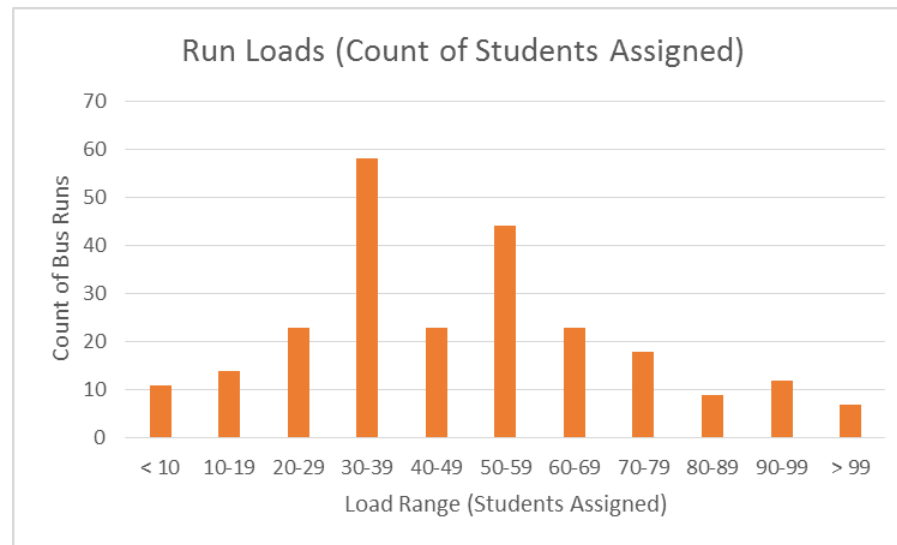
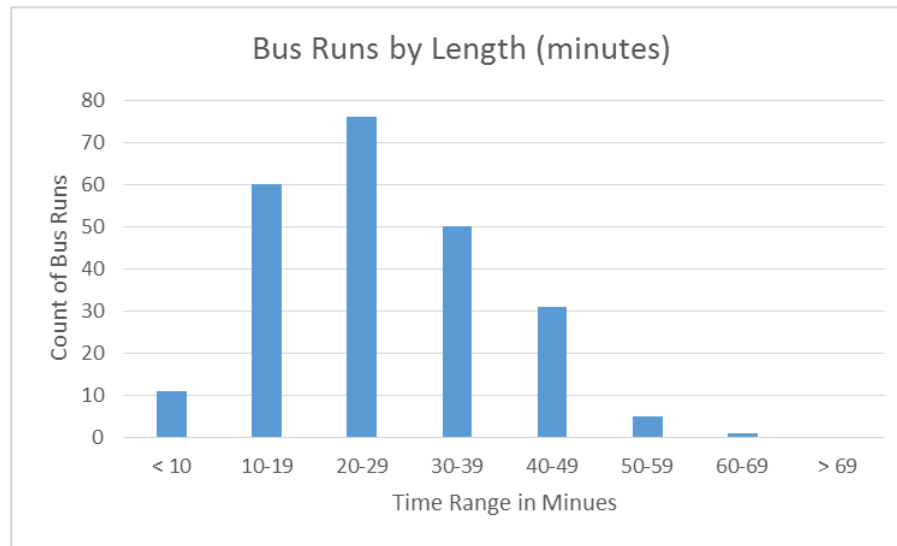


Comparison Baseline: Relative Efficiency

1. Annual cost per student (SBC methodology):
 - \$1,125 average across all student types
2. Annual cost per route bus (SBC methodology):
 - \$89,803

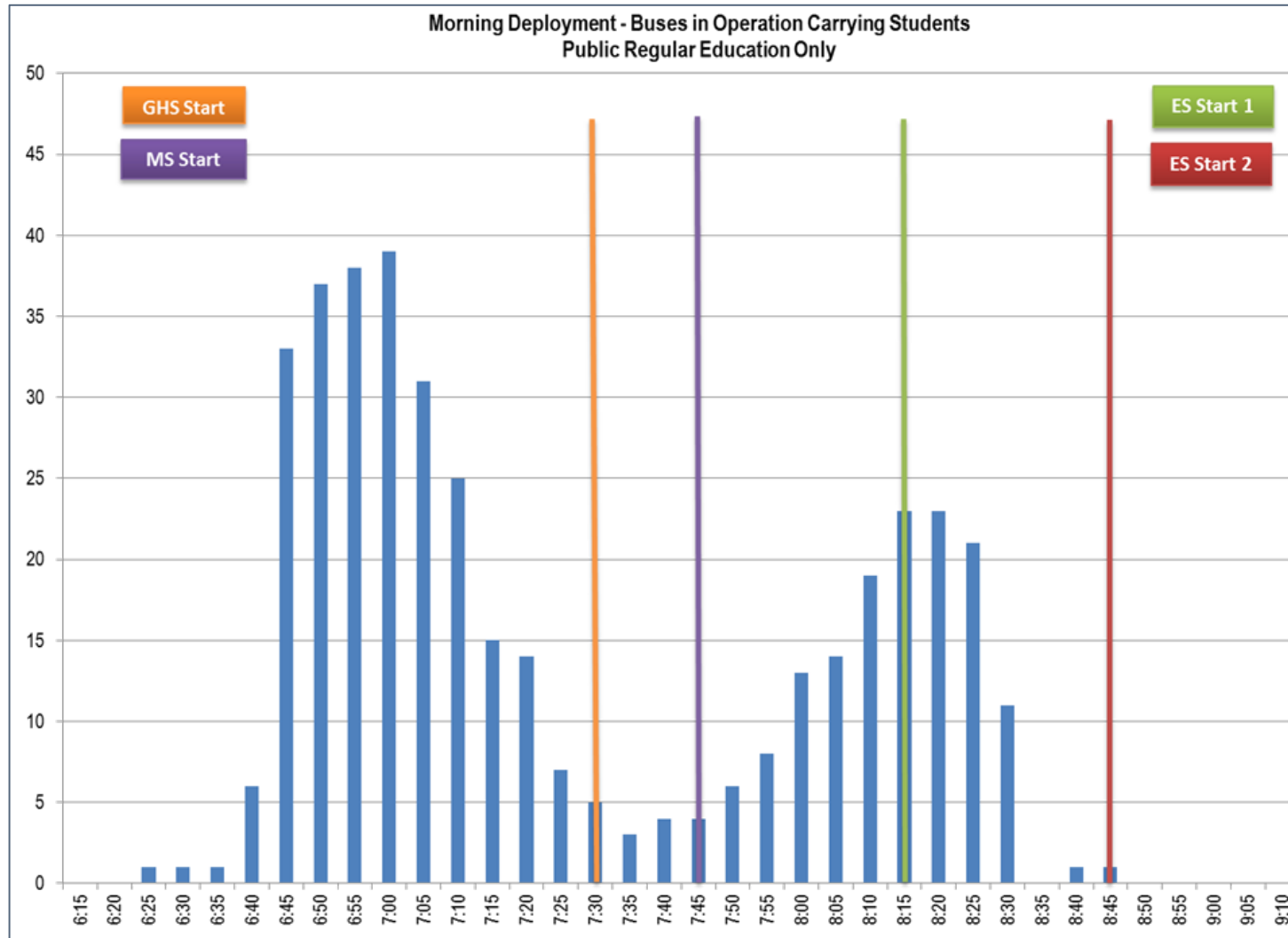


Comparison Baseline: Relative Effectiveness



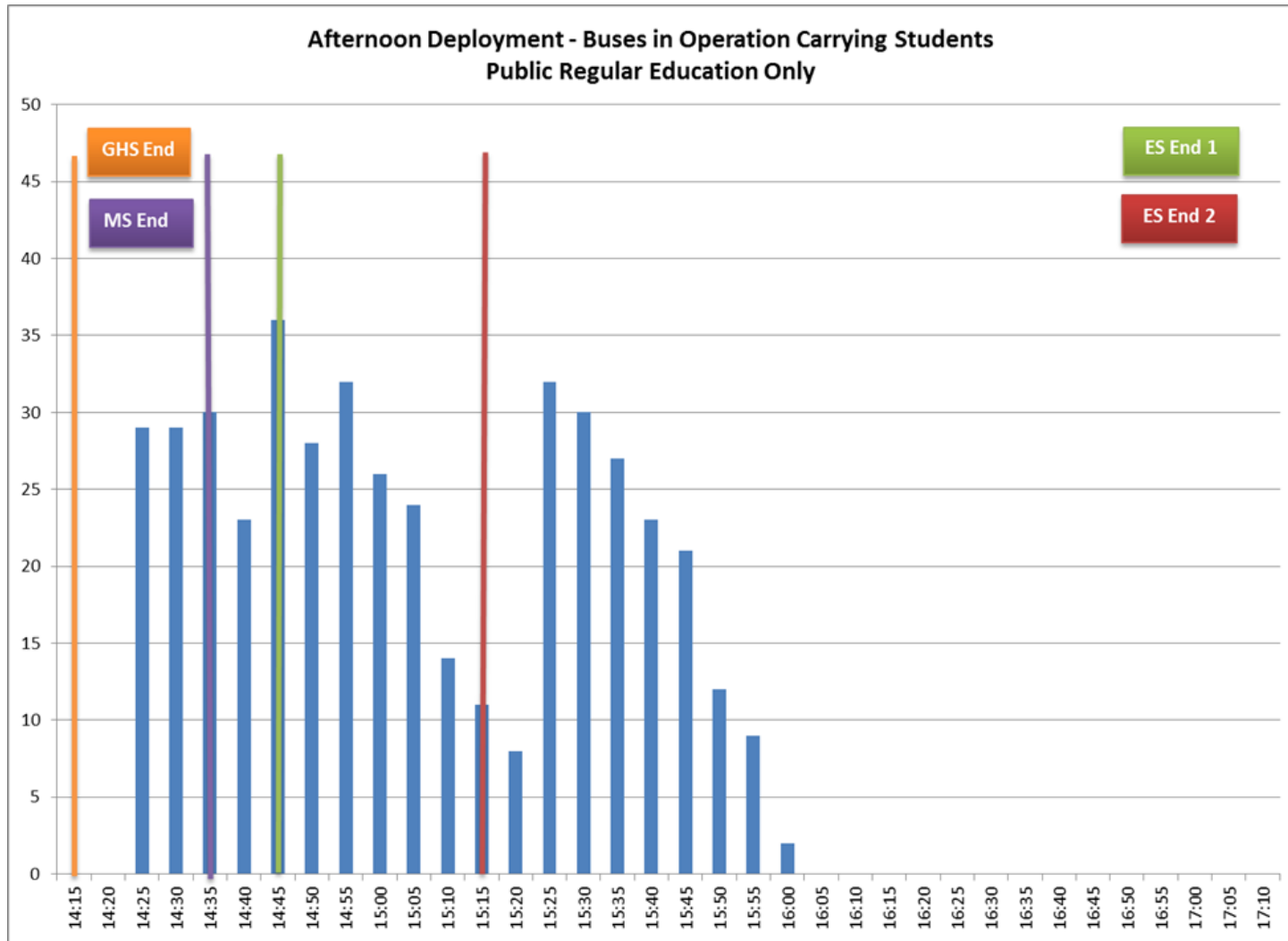


Bell Times & Buses: Core System Fleet Deployment, AM



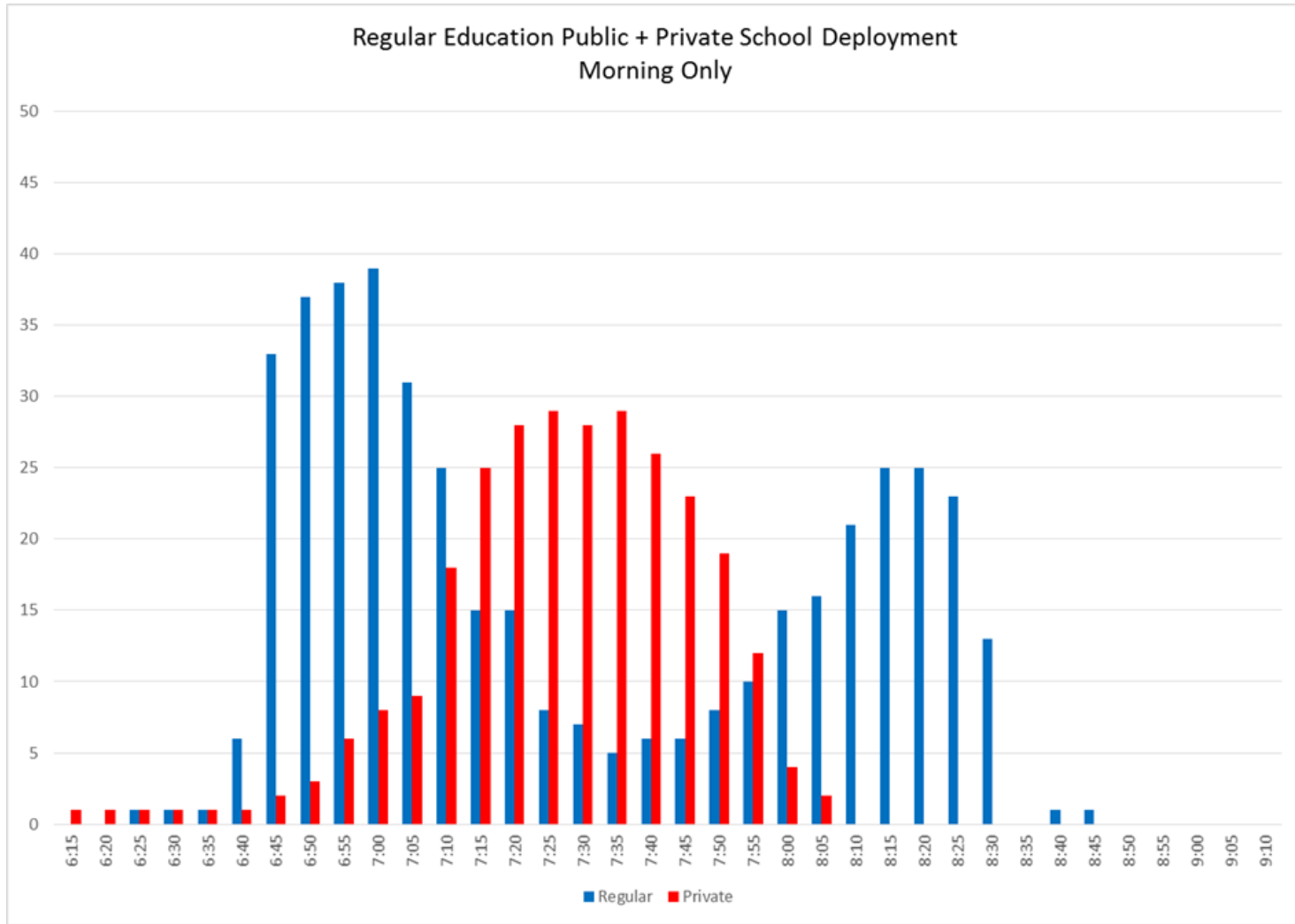


Bell Times & Buses: Core System Fleet Deployment, PM





Combined Public & Private Fleet Deployment, AM





Current Structure: Implications for the Analysis

- Regular services to public schools:
 - Time is available to work with in the afternoon.
 - The transportation system operates on a three-tier deployment, integrating private school runs on the 2nd tier.
 - Public schools as a stand-alone system could potentially operate on all three tiers.
- Special education implications
 - Not considered in the graphics
 - Will generally conform to new bell time structure as this part of the system operates quasi-independently.
- Private school implications
 - Absence of coordination with public schools, particularly in regards to length of instructional day, but also as it applies to school start times, is posing a major constraint on the ability of the public schools to adjust times within the current design framework.



Next Steps and Milestones

1. Analyze & discuss options with staff
2. Present results of the options analysis to School Board and community
3. Superintendent's recommendation to the School Board
4. School Board action
5. Document plan of action for implementation
6. Develop new bus routes for implementation