

Establishing New Elementary Boundaries

GOAL: Reduce the number of buses necessary to transport students to and from school.

ROUTES - 3 TIER BUSING

Tier 1: Gen. Educ. Bus – 73 SPED Bus - 12

SHS, PMHS, C-9 Vocational School, Blind School, Deaf School

Tier 2: Gen. Educ. Bus – 96 SPED Bus - 21

PMMS/6A, SMS/6A, JG/JGKA, RP/RPKA, WV, Blind School, Deaf School,
St. Joseph, Rise Learning Center

Tier 3: Gen. Educ. Bus – 85 SPED Bus - 23

AL, CY, DM, GV, HB, HC, MB, SE, PTEC-PK

ROUTE TIMES

Tier 1: 85 Routes 7:00 am - 2:00 pm

Tier 2: 117 Routes 8:00 am - 3:00 pm

Tier 3: 108 Routes 9:00 am - 4:00 pm

Lot Time: 10 Minutes

Route Time: 50 Minutes

TRANSPORTATION: STAFFING

	Current Staff	Fully Staffed	Difference
Bus Drivers	102	117	-15
Sub Bus Drivers	0	23	-23

* Daily Absentee Rate: 10%

Office Staff

Mechanics, Routers, Trainers, Dispatch, Trip Coordinator, Assistant Director

Fully Staffed

Current Staff

16

16

CURRENT ISSUE

How we adapt:

1. Bus Barn Employees
2. Double Load
3. Go Backs

Prior to Fall Break: M-11; T-10; W-12; Th-12; F-18

After Fall Break: M-15; T-15; W-15; Th-12; F-15

Impacted Students:

600- 1,500 students; 50 - 60 + minutes late

Impacted Staff:

Supervision of students

OTHER SOLUTIONS EXAMINED

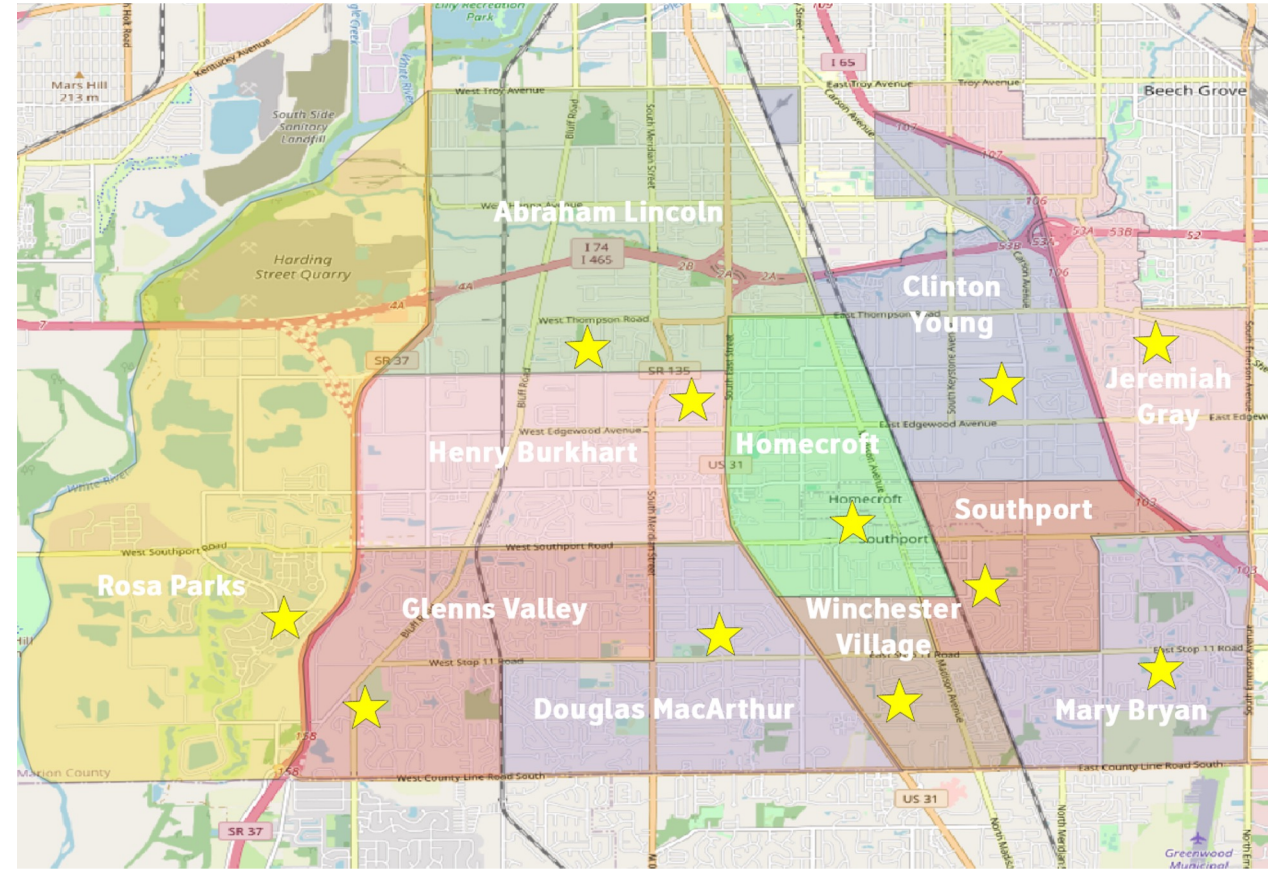
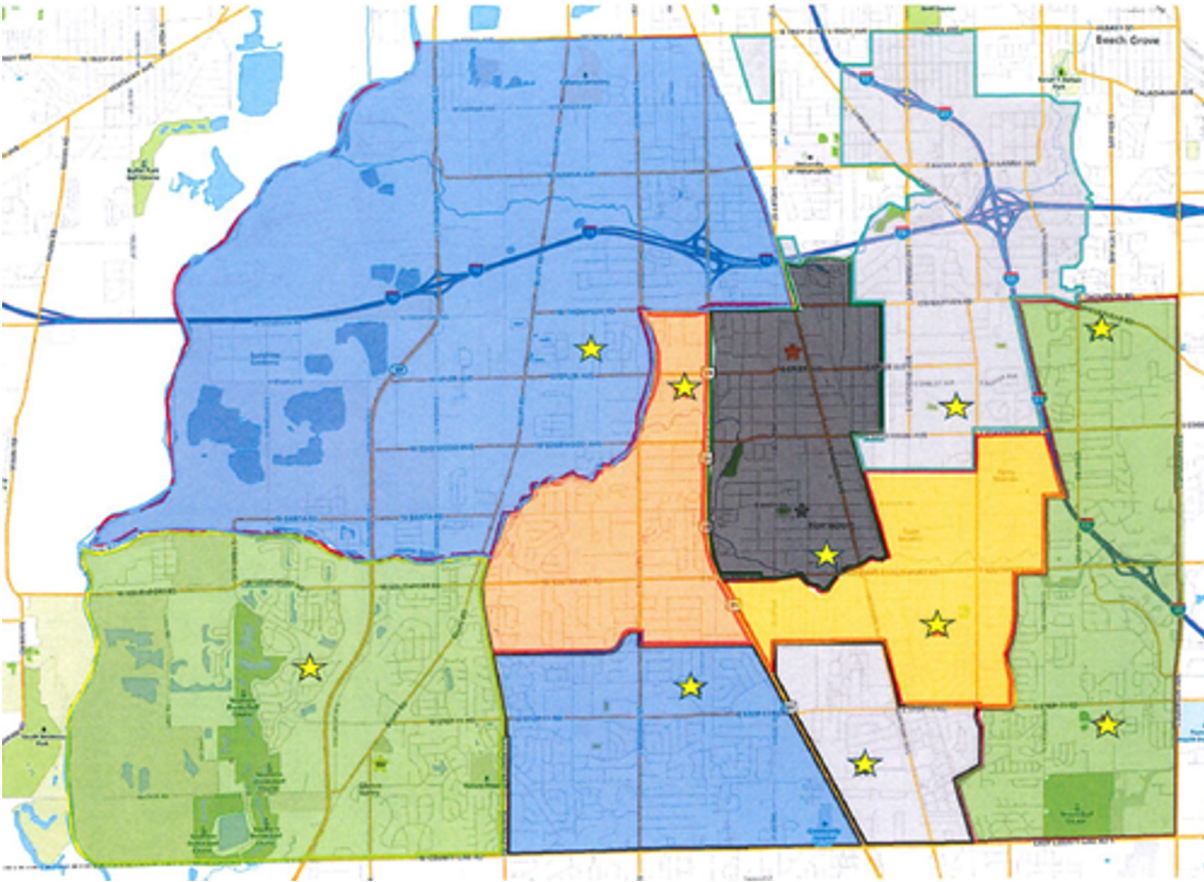
Global stops; walk zones; satellite schools; create additional tiers; multi-school routes; outsource transportation; contract McKinney-Vento routes; pair routes with after-school programming; staggered start times for schools; move WV to Tier 1; flip tier 2 and 3; reduce the number of students attending school each day (Hybrid attendance model); move SPED programs to more centralized school buildings; create two tiers at each school; create a Kindergarten Super School; Place more SPED students on Gen. Educ. buses; C-9 routing and establishing new elementary boundaries.

2022-23 SOLUTIONS IMPLEMENTED

C-9 Routes

Begin studying the impact of establishing new attendance boundaries

Boundaries: Current / Proposed



IMPACT OF NEW BOUNDARIES ON TITLE I

Tier 2 Schools

	22-23	Projected 23-24
JGE	65.45%	77.64%
RPE	57.91%	60.37%
WV	84.83%	85.28%

*Red denotes Title I schools.

Tier 3 Schools

	22-23	Projected 23-24
AL	78.98%	80.53%
CY	85.83%	81.50%
DM	65.08%	65.44%
GV	70.43%	71.65%
HB	84.46%	78.22%
HE	78.57%	76.29%
MB	73.53%	72.23%
SE	78.30%	82.48%

IMPACT OF NEW BOUNDARIES ON SPED PROGRAMS

CIP Program	Students	Staff
AL	42	4
MB	34	3

Autism Program	Students	Staff
CY	20	2

Behavior Program	Students	Staff
WV	14	2
RP	11	2

DATA: ENROLLMENT BY BUILDING

	22-23	23-24
DM-K	255	255
HE-K	242	242
JG-K	351	351
RP-K	315	315
AL	708	600
CY	638	572
DM	651	518
GV	525	581

	22-23	23-24
HB	503	480
HE	471	459
JG	489	492
MB	690	630
RP	666	652
SE	449	453
WV	504	531

DATA: PROJECTED ENROLLMENT BY BUILDING

	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Total
CY	106	127	97	110	132	572
HE	103	96	75	103	82	459
JG	99	100	82	113	98	492
MB	118	111	129	147	125	630
SE	77	86	100	89	101	453
WV	91	108	111	114	107	531
AL	118	120	119	117	126	600
DM	92	83	104	114	125	518
GV	116	105	112	116	132	581
HB	92	95	90	97	106	480
RP	116	129	137	141	129	652

DATA: BUS ROUTES

Tier 2

	K	Gr. 1-5	Total	% Routed	Current GenEd/SPED	Projected 54 GenEd/SPED	Projected 70 GenEd/SPED
JG	351	492	843	75% / 5%	14 / 3	12 / 3	9 / 3
RP	255	652	967	77% / 3%	15 / 2	13 / 2	11 / 2
WV		531	531	88% / 4%	6 / 1	9 / 1	7 / 1

DATA: BUS ROUTES (cont.)

Tier 3

	K	Gr. 1-5	Total	% Routed	Current GenEd/SPED	Projected 54 GenEd/SPED	Projected 70 GenEd/SPED
AL		600	600	76% / 7%	11 / 4	9 / 4	7 / 4
CY		572	572	88% / 5%	11 / 3	9 / 3	7 / 3
DM	255	518	773	84% / 3%	14 / 2	12 / 2	9 / 2
GV		581	581	84% / 2%	10 / 1	9 / 1	7 / 1
HB		480	480	95% / 2%	9 / 1	8 / 1	7 / 1
HE	242	459	701	75% / 3%	9 / 3	9 / 2	8 / 2
MB		630	630	83% / 6%	12 / 5	10 / 4	8 / 4
SE		453	453	84% / 1%	9 / 1	7 / 1	6 / 1

DATA: BUS ROUTE TOTALS (cont.)

		Current	Proj. 54	Proj. 70
	Total Students	2022-23	2023-24	2023-24
Tier 2 (K-5)	2,341	35 / 6	34 / 6	27 / 6
Tier 2 (6-8)		61 / 15	61 / 15	61 / 15
Tier 3	4,793	85 / 20	73 / 18	59 / 18

+15 +36

Proposed Models

Model #1

- Establish new attendance boundaries for all elementary schools.
- CHOICE program ends.
- All students attend school within their attendance boundary

Impact

On Students: 31% of elementary students could change schools

Building Capacity: No negative impact on building capacity

On Bus Routes: Approx. 15 – 36 bus routes eliminated

Proposed Models

Model #2

- Establish new attendance boundaries for all elementary schools
- CHOICE program ends
- Intra-District Transfer would be available depending on space
- No transportation will be provided for students outside of their attendance boundary (SPED programs are the exception)

Impact

On Students: 31% students could change schools prior to Intra-District Transfer

Building Capacity: Dependent upon Intra-District Transfer requests

On Bus Routes: Approx. 15 – 36 bus routes eliminated

Proposed Models

Model #3

- No Change in attendance boundaries
- Continue CHOICE program with no transportation provided outside of the attendance boundary (SPED programs are the exception)

Impact

- On Students: Minimal impact on students; Dependent upon families that would choose to be car riders
- Building Capacity: JG and RP would be car rider only; this would underutilize those two buildings while overcrowding the other schools
- On Bus Routes: Approx. 15 – 36 bus routes eliminated

Proposed Models

Model #4

- Establish new attendance boundaries for all elementary schools
- Allow CHOICE within a smaller territory – “Kindergarten Zone”
- No transportation will be provided for students outside of their attendance boundary (SPED programs are the exception)

Impact

On Students: 31% students could change schools prior to Intra-District Transfer

Building Capacity: Dependent upon Intra-District Transfer requests

On Bus Routes: Approx. 15 – 36 bus routes eliminated

SUMMATION

Model #1

- Buildings are not underutilized nor overpopulated
- Enrollment is equitable throughout the district

Model #2 and #4

- Are very similar in concept – both allow for Intra-District Transfers
- Model #2 allows for more flexibility for families

Model #3

- JG / RP would be dependent upon all car rider attendance
- JG/RP would be underutilized and other buildings overcrowded

SUMMATION (cont.)

GOAL: Reduce the number of buses necessary to transport students to and from school.

Two concepts to consider:

1. Establish new boundaries vs. keep the current boundaries
 - a. Establishing new boundaries and not transporting students from outside of those boundaries will eliminate 15-36 bus routes.
2. Students go to school within their attendance boundaries vs. allow Intra-District Transfers
 - a. Intra-District Transfers provides more flexibility for families
 - b. Dependent upon space available and the number of families that choose Intra-District Transfers