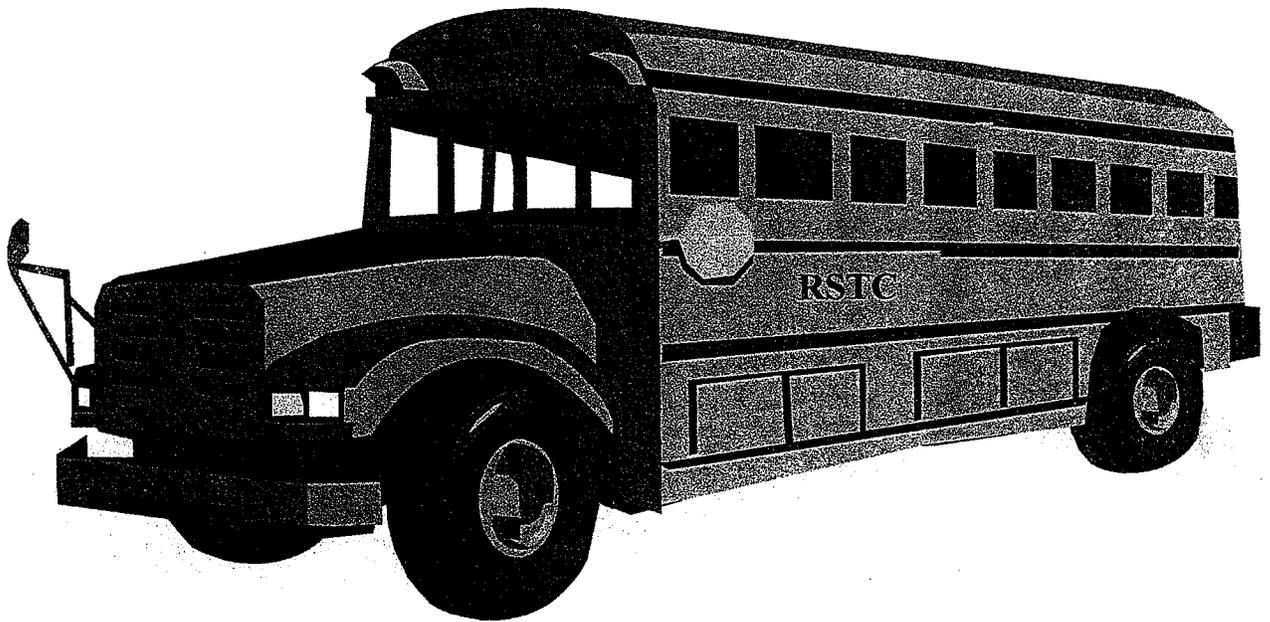


TAS

TRANSPORTATION ADVISORY SERVICES

**SHARED TRANSPORTATION STUDY
for
RENSELAER STUDENT
TRANSPORTATION COLLECTIVE**



MASTER COPY

August, 2010

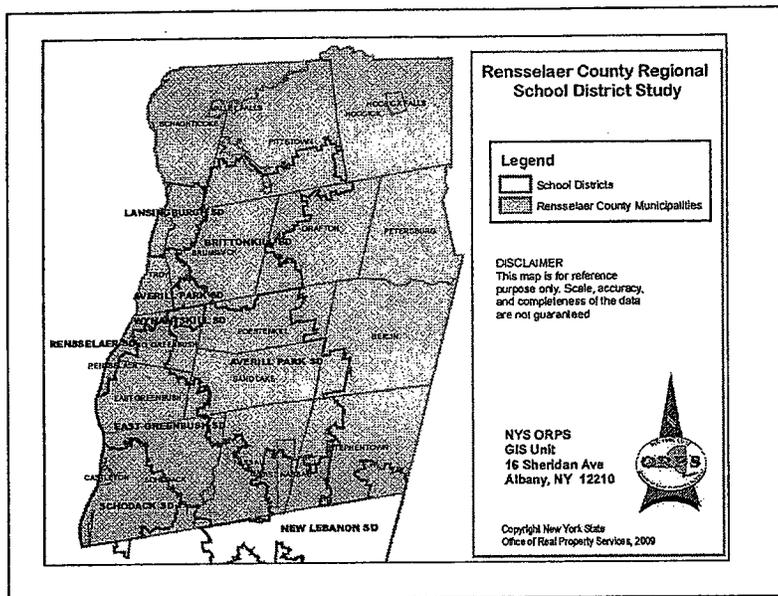
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“By failing to prepare, you are preparing to fail”

Ben Franklin

INTRODUCTION



Transportation Advisory Services (TAS) was engaged to perform a feasibility study for the sharing of transportation resources for the Rensselaer Student Transportation Collective. The participating entities were: Averill Park Central School District; Brunswick (Brittonkill) Central School District; East Greenbush Central School District; Lansingburgh Central School District; New Lebanon Central School District; Rensselaer City School District; Schodack Central School District;

Wynantskill Union Free Central School District; and the Rensselaer County Children with Special Needs program. In this report the above entities are frequently referred to as the "Collective".

The Study's liaison was Mr. William A. Lyons, Business Executive, Rensselaer City School District. Mark A. Walsh, CMC, and Louis J. Boffardi, were the primary consultants for TAS.

STUDY BACKGROUND

The eight districts, and the County pre-school program, issued a Request for Proposal on November 2, 2009 designed to solicit proposals from student transportation consultants for the review of various sharing options with a primary focus on the potential sharing of out-of-district transportation.

SUMMARY

Transportation Advisory Services (TAS) has been providing consulting services to New York State districts for the past 23 years. This knowledge and experience provides us with insights on what works and what does not work. We have coupled these unique perspectives with our knowledge and experience having worked in 17 other states (with districts of all sizes and structures). We have worked with regional programs in other states; we have worked with regional and national contractors; we have worked within regulatory environments; and we have experienced operating programs that function in a safe

and responsible manner without the onerous regulations that exist in New York State.

Thank you for providing the opportunity to address this critical issue. In this report we provide recommendations on additional methods of sharing over and above the informal cooperation that has existed between the districts for a number of years. Additionally, our work at developing a unique, integrated routing software system for out-of-district route coordination provides the entities with a solid foundation for integrating out-of-district services in the future.

We fully realize the enormity of what we are recommending in this report. Our 23 years of experience have provided us with insights on methods to assist districts enhance their educational goals through generating efficiencies in the key support service area of transportation. Based on the perspectives gained from our past engagements, we believe that without systemic changes, the economic realities facing districts will limit the educational opportunities for students... place students in smaller districts at a serious disadvantage... and result in disparate services between districts as historical service levels are changed or eliminated.

Hopefully, we have provided ideas and recommendations that will be implemented to improve services, save money, and/or create additional resources. It is important to keep in mind that sharing does not require all districts to participate at the same levels. In some cases, sharing may be just two districts, or contiguous districts, or the entire region. In some cases our specific recommendations may not prove to be workable, but they may spur discussions and analyses that result in even better changes.

The one factor that will be paramount in any success is the commitment from the Boards of Education, and the Administrations, to enact change and to provide the resources and incentives to achieve the desired results. This systemic change cannot and will not be driven from the bottom-up. It must be a top-down directive containing goals that are aggressively pursued.

PERSPECTIVE

WHY SHARE?

Given the financial challenges facing districts, the importance of this study cannot be understated. Districts are facing the economic reality that their residents experience some of the highest tax rates in the Nation. The current economy is struggling with structural costs in the educational system increasing due to jumps in health care costs for employees; pension contribution increases to support investment downturns; negotiated labor increases for both teachers and support staff; and utility and fuel increases. Exacerbating the cost increases is the expected reduction in education aid... including transportation aid... in the very near future, given the dramatic budget challenges facing New York State.

A change in transportation aid may have a significant impact on suburban and rural Upstate New York districts. These districts typically expend significant monies to transport students both with in-district runs from rural, low population density areas, and long runs to private/parochial and charter school locations where services are mandated by State regulations. Transportation aid is based on a district's wealth factor, and Upstate districts typically receive a much higher transportation aid rate than downstate districts.

At this point there is no indication of what type of aid modifications may occur if transportation aid changes are considered. However, if aid is decreased by a fixed percentage (use 10% for example purposes only), a district receiving 70% aid will experience a greater impact than a district who receives only 6.5% aid. Upstate districts typically receive up to the maximum aid of 90% while high wealth districts downstate may receive the State minimum aid of 6.5%.

It seems unrealistic to believe that dramatic property tax increases can be utilized to fill the revenue gap between decreased aid and increased expenses. Some districts have accumulated surpluses which can help in the near term while other districts are facing severe financial challenges. If the districts are going to continue to invest in the students to achieve a world class education for all, there must be economies realized in the support service functions.

The districts need to explore creative options to minimize monies expended on support services in order to create opportunities for funds

to assist with the educational goals. This is especially important given the escalating operating costs confronting student transportation: the significant cost increases when buying new buses; on-going fuel cost increases; labor costs including wages and benefits; and more demanding Federal standards.

The main focus of this report was to explore the feasibility of establishing a system for the entities to coordinate and share the demanding and relatively expensive out-of-district transportation services. These services include private/parochial and charter school routes plus out-of-district services for special education students. Many of these runs are financially inefficient given the relatively low ridership and high mileage requirements. In addition to the coordinated routing review, we have provided additional areas that we advise districts to explore in order to benefit from coordinated services.

It should be noted that many of the districts have a demonstrated history of sharing. Out-of-district routes have been shared on an informal basis; districts have utilized neighbors for maintenance services; and two districts have recently begun a shared supervisor function. The districts should be commended for these efforts.

There is no question that in order to be successful in some of the new areas that we have recommended, there will need to be a commitment to change. There will need to be a willingness to challenge historical practices... and to take on "turf" issues. This willingness will not only be on the part of the districts and the employees; the State must also be willing to evaluate the need for regulatory restrictions, the basis for aid payments and aid restrictions, the mandates for service levels, and the limitations placed on districts to manage and operate programs in the most cost effective manner.

Although the intent of this report is to address transportation, we believe that economic realities dictate that over the long term there may be either a reduction in educational sites, and/or an increase in specialized programs occurring in the Region. In either case, increased transportation resources may be necessary to move students to differing locations. Therefore, it will be critical to control costs while creating the infrastructures to allow the educational systems to meet the market demands.

**REPORT
STRUCTURE**

As we provide recommendations, in some areas they are tempered according to the realities of what can reasonably occur in New York State. We have taken the position that changes to the methods of providing transportation are only limited by the realities of time and space, tempered by legal or regulatory restrictions. In some cases, we have even challenged these legal or regulatory restrictions as we believe that efficiency is unnecessarily hampered due to positions that are frequently unique to New York State.

We have structured this report to provide the districts with recommendations that in most cases can be accomplished within the current regulatory environment in New York State. That does not imply that they will be “easy”, just technically achievable. However, due to the complexity of some of the integrated services, the implementation of recommendations may spread over the next several years.

In some cases, it may be advisable for districts to begin sharing some of the “easy” routes or services in order to realize immediate savings while participating in the regional approach to establishing a coordinated infrastructure for long term regional transportation services.

METHODOLOGY

Transportation Advisory Services (TAS) was engaged to perform a feasibility study for the coordination and sharing of transportation resources among the eight districts and the County pre-school program of the Rensselaer Student Transportation Collective.

The study process is straightforward and analytical. We survey the participating entities to obtain an understanding of the individual programs, and compare costs to established criteria. We test the feasibility of options available to participants, based upon the facts and comparisons made with other entities, and make recommendations accordingly. We conduct interviews with each of the participants in order to gain perspectives about their current operations, as well as gauging their interest in sharing resources.

The eight districts, and the Rensselaer County pre-school program, issued a Request for Proposal on November 2, 2009 with a due date of January 6, 2010. On January 26, 2010 TAS was informed that our proposal had been recommended by the selection committee to the Collective with a participant commitment by March 31, 2010. Upon finalization of the award of the study, the following efforts have been undertaken:

- 1) A data collection instrument was developed and distributed to the districts. This instrument was designed to facilitate responses from the Administrative, Financial and Transportation areas. The document requested information on a variety of transportation related items, including: practices and policies; historical financial information; operating procedures; labor information; current shared services; and possible program changes. The forms could be completed electronically and returned via email, or filled in manually and shipped as hard copy.

As a part of the data collection efforts, permission was requested from the six districts that utilized Transfinder routing software for the downloading of district routing data into the master routing database being developed by TAS. For the two districts and the County that did not use routing software, a customized

spreadsheet was developed to gather out-of-district data for integration into the database.

- 2) Upon return of the data collection instruments to TAS, the information was analyzed to establish an initial profile of the various operations. Areas requiring further clarification were highlighted as the basis for questions during the on-site visits to each participating entity.
- 3) Subsequent to this analysis, TAS representatives visited each of the participating entities May 17-24, 2010. Meetings at the districts were conducted on-site with the Superintendents, and/or Business Administrators and Transportation Supervisors. A meeting was also held with the Questar III BOCES to gain their perspectives about sharing opportunities and to discuss the BOCES education sites. The meeting at the Rensselaer County pre-school included program representatives and the County Attorney.
- 4) Upon receipt and analysis of the data requested, TAS extracted pertinent data for entry into a data base created for this study, which will be utilized to evaluate the various programs and identify potential sharing opportunities. Whenever necessary, follow-up memos were sent, or calls were made, to further clarify the information provided.
- 5) A significant aspect of this study was a determination of the feasibility of coordinating and sharing out-of-district transportation services. To this end, since six of the districts utilized Transfinder routing software, TAS developed a customized Transfinder database incorporating the data from all entities. In order to accomplish this unprecedented program, personnel at Transfinder provided exceptional assistance to the TAS representative in the database development process.

Additionally, given the need for local knowledge of districts and demographics, the Transportation Supervisor and Head Driver from the East Greenbush Central School District offered extensive time and expertise to assist the TAS consultant in developing potential shared routes.

Both Transfinder and the East Greenbush staff members should be recognized and commended for their efforts.

- 6) On August 3, 2010 TAS representatives presented our findings to a group meeting held at the Rensselaer City School District.
- 7) This document represents our report to the participating entities on our recommendations and insights. A draft report was prepared for review by the Study Liaison.
- 8) This study was conducted by members of the TAS consulting staff. In certain areas, outside advisors were consulted where specific expertise was necessary.

The information used in this study was obtained by TAS from a number of sources. While every effort was made to assure that such information was the most current and complete information available for the purposes of this study, TAS does not certify the accuracy of such information.

PARTICIPANT PROFILE

PARTICIPANTS PROFILE

The nine entities (“Collective”) included in the study operate their transportation programs utilizing conventional contracting (contractor owns buses and provides services), and district-operated (district employees and equipment).

District Operated

Averill Park
Brittonkill
East Greenbush
New Lebanon
Rensselaer City
Schodack
Wynantskill

Conventional Contract

Lansingburgh
Rensselaer County

In order to develop an understanding of the transportation programs operated by each district, a data collection instrument was developed and submitted to each participant (copy included in Appendix). The information gained through an analysis of the data submitted by the Participants was merged with information contained in the Transportation Aid Output Reports (TRA) covering the 2007-2008 operating year, 2008-2009 State Aid year (most recent reports available).

We believe that it is important to develop an understanding of the current costs and operating elements of the various programs as a basis for evaluating the potential effectiveness of recommendations and changes. It is very important for the reader to keep in mind that transportation is an area that is highly influenced by the variables that exist for a district, including: demographics; population density; special education population and services; bell times; proximity to out-of-district private/parochial schools; and geographic limitations. In most cases these factors are very difficult for an individual district to control, given the need to provide mandated services to the students.

Other elements of a program also affect cost but are within the control of the district. Labor agreement terms and conditions (wages, benefits, guaranteed times, paid days off), field and sports trips, fleet replacement (capital cost), and policy mandates (walker distances, riding time mandates).

Table 4 – 1

	Averill Park	Brittonkill	East Greenbush	Lansingburgh	New Lebanon	Rensselaer City	Schodack	Wynantskill
Enrollment	3,530	1,414	4,881	2,532	502	1,077	1,129	668
Students Transported	3,658	1,383	4,881	1,300	545	701	1,129	668
Sq. Miles	103.26	70.418	76.785	13.832	78.568	3.255	33.663	3.045
Transportation Expenses	\$4,271,265	\$1,637,248	\$6,332,151	\$2,100,024	\$1,209,122	\$651,196	\$1,340,223	\$766,711
# Buses	71	27	124	62	24	13	26	18
# Route Buses	58	19	84	62	20	9	20	14
Trans Aid Rate	76.2%	74.1%	68.2%	90.0%	44.1%	79.6%	73.7%	75.9%
Cost per Student Transported	\$1,168	\$1,184	\$1,297	\$1,615	\$2,219	\$929	\$1,187	\$1,148
Operating Method	District	District	District	Contracted	District	District	District	District

Districts only. Based on 2008-2009 TRA for financial information

The above table represents data from the eight school districts but does not contain data for the County program. Given the unique nature of the County pre-school contracts, a financial comparison of this nature is not helpful. The summary data above was compiled from both District information and the TRA. It is important to note that ST-3 data for transportation does not include the family portion of health/dental insurance for those district-operated programs providing family benefits. Districts that utilize contracted services have these costs included in their contracted expenses.

In addition to the dependent health/dental insurance costs, district-operated programs have retiree benefit costs that are due to the operation of the transportation program, but which are not reportable as transportation expenses. Given the difficulty in specifically identifying these costs, we have not factored this expense into our real-world cost examples.

Therefore, following are adjusted Total Transportation Expenses based on the reported dependent care insurance costs.

Table 4-2

	Averill Park	Brittonkill	East Greenbush	Lansingburgh	New Lebanon	Rensselaer City	Schodack	Wynantskill
TRA - District Transportation Expenses	\$4,271,265	\$1,637,248	\$6,332,151	\$2,100,024	\$1,209,122	\$651,196	\$1,340,223	\$766,711
District Paid Dependent Health/Dental Expenses	\$220,160	\$144,040	\$387,953	\$0	\$107,998	\$5,142	\$85,103	\$63,312
Adjusted Total Transportation Expense	\$4,491,425	\$1,781,288	\$6,720,104	\$2,100,024	\$1,317,120	\$656,338	\$1,425,326	\$830,023

The adjusted Total Transportation Expenses shown in Table 4-2 more accurately represent the financial burden that the transportation system places on a district.

**TRANSPORTATION
AID**

At the present time New York State is providing transportation aid to districts predicated on a baseline calculation determined by a resident wealth factor. In some districts, incremental aid is provided if the density of population is very low (on a relative basis) given the theory that these “rural” districts experience a disproportionate cost to transport students.

The minimum aid in New York State is 6.5% with a maximum aid rate of 90%. Certain elements of a program are not “aidable” as defined by services which are considered voluntary (not mandated by the State). These services are typically sports trips (known as other purpose miles), providing transportation to students who live less than 1.5 miles from school (known as non-allowable miles), and the voluntary benefits (family portion of health and dental benefits). The impact of these non-aidable services reduces a district’s aid rate from the gross aid (6.5% to 90%) to a net aid rate.

Table 4-3 State Reported Transportation Aid versus *Effective* Aid Rate

	Averill Park	Brittonkill	East Greenbush	Lansingburgh	New Lebanon	Rensselaer City	Schodack	Wynantskill
State Reported Gross Aid	76.2%	74.1%	68.2%	90.0%	44.1%	79.6%	73.7%	71.9%
Effective Aid Rate	69.5%	64.6%	58.6%	89.9%	38.7%	67.6%	60.6%	70.1%

We believe the above analysis of the true cost of transportation is critical as a district reviews the options for sharing, and the impact of potential absolute dollar savings.

**FINANCIAL
OVERVIEW**

As we review various options for sharing between the eight district participants, there are industry standards, ratios and calculations that will be utilized in our cost analyses. The figures represented on Table 4-4 are based on the Transportation Aid Output Report coupled with some district reported data.

Table 4-4

Report:	FINANCIAL ANALYSIS								
	AP	BR	EG	LA	NL	RC	SC	WY	Total/Avg
Trans Gross Aid Rate:	76.2%	74.1%	68.2%	90.0%	44.1%	79.6%	73.7%	71.9%	72.2% avg
Total Non-Capital Exp	\$3,858,538	\$1,322,323	\$5,762,591	\$2,100,024	\$1,129,599	\$577,273	\$1,224,980	\$616,119	\$16,591,447
Aidable Cap Exp	\$412,727	\$314,925	\$569,560	\$0	\$79,523	\$73,923	\$115,243	\$150,592	\$1,716,493
Total Trans Expense	\$4,271,265	\$1,637,248	\$6,332,151	\$2,100,024	\$1,209,122	\$651,196	\$1,340,223	\$766,711	\$18,307,940
Actual Trans Aid	\$3,121,411	\$1,151,271	\$3,937,185	\$1,887,786	\$509,923	\$443,761	\$863,471	\$311,288	\$12,226,096
Non-resident revenue								(\$270,392)	
Effective Trans Aid Rate	73.1%	70.3%	62.2%	89.9%	42.2%	68.1%	64.4%	75.9%	68.3% avg
Contracts - Routes	\$0	\$0	\$4,419	\$2,030,574	\$0	\$0	\$0	\$0	\$2,034,993
Contracts - Summer	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Contracts - Other Purpose	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Square Miles	103.26	70.418	76.785	13.832	78.568	3.255	33.663	3.045	382.826
Enrollment/Sq Mile	33159	19.497	59.972	189.921	6.962	313.056	33.835	128.735	4238.87 avg
Route Miles	929,983	341,528	1,422,161	0	352,866	109,632	314,073	155,978	3,626,221
4408 Summer Miles	11,067	9,628	43,635	0	18,993	12,486	6,676	4,410	106,895
Other Purpose Miles	31,958	19,182	67,062	0	14,263	16,769	21,642	3,186	174,062
Total Miles *	966,261	363,246	1,503,245	0	367,129	132,588	335,715	163,604	3,831,788
Other Purpose Ratio	3.30%	5.28%	4.46%	0.00%	3.88%	17.31%	6.44%	1.94%	5.33% avg
Non-Allow Ratio	0.70%	0.37%	3.61%	0.00%	0.18%	2.57%	7.82%	3.31%	2.32% avg
Trans Supv Expense	\$187,146	\$78,039	\$392,897	\$63,168	\$67,332	\$59,852	\$78,411	\$64,148	\$990,993
Staff wages *	\$2,166,946	\$757,230	\$3,278,564	\$0	\$568,434	\$267,627	\$709,423	\$172,980	\$7,921,204
Employee Benefits *	\$832,467	\$268,845	\$1,110,090	\$0	\$286,061	\$52,806	\$228,726	\$86,490	\$2,865,485
Supplies & Matis	\$491,360	\$130,231	\$700,258	\$0	\$132,939	\$70,800	\$133,774	\$85,739	\$1,745,101
Calculations:									
Total Cost per Student	\$1,210	\$1,158	\$1,297	\$829	\$2,409	\$605	\$1,187	\$1,148	\$1,230 avg
Oper Cost per Student	\$1,093	\$935	\$1,181	\$829	\$2,250	\$536	\$1,085	\$922	\$1,104 avg
Total Cost/Stud. Trans	\$1,168	\$1,184	\$1,297	\$1,615	\$2,219	\$929	\$1,187	\$1,148	\$1,343 avg
Oper Cost/Stud. Trans	\$1,055	\$956	\$1,181	\$1,615	\$2,073	\$823	\$1,085	\$922	\$1,214 avg
Total Cost per Bus	\$60,159	\$60,639	\$51,066	\$33,871	\$50,380	\$50,092	\$51,547	\$42,595	\$50,044 avg
Total Cost per Route Bus	\$73,643	\$66,171	\$75,383	\$33,871	\$60,456	\$72,355	\$67,011	\$54,765	\$65,457 avg
Operating Cost per Bus	\$54,346	\$48,975	\$46,473	\$33,871	\$47,067	\$44,406	\$47,115	\$34,229	\$44,560 avg
Operating Cost/Route Bus	\$66,527	\$69,596	\$68,602	\$33,871	\$56,480	\$64,141	\$61,249	\$44,009	\$58,059 avg
* Some areas do not include contractor costs									

FLEET

Given the prime issue of sharing out-of-district runs, it was important to evaluate the fleet status of the districts. As part of this review, one of the suggestions that we have provided in the recommendations section of this report addresses fleet availability and use.

Following is a chart that shows the route and spare buses for each district as of April, 2010.

Table 4-5

Report:		FLEET ANALYSIS - DISTRICTS ONLY								
		AP	BR	EG	LA	NL	RC	SC	WY	Total
Route Buses - District										
70/72 Pass							1			1
60-66 Pass		39	11	46		5	6	12	1	120
35-59 Pass								1	8	9
20-34 Pass		15	3	33		6	1	6		64
16-19 Pass									5	5
<16 Pass			1			8		1		10
Wheelchair	24 + 4		3							3
	21 + 1			1						1
	18 + 3						1			1
	18 + 1			3						3
	12 + 3	1								1
	12 + 2		1			1				2
	9 + 3	3								3
	8 + 5			1						1
Total Route Buses		58	19	84	0	20	9	20	14	224
Spare Buses - District										
70/72 Pass										0
60-66 Pass		8	5	20		3	4	3	3	46
35-59 Pass										0
20-34 Pass		5	1	13		1		2	1	23
16-19 Pass								1		1
<16 Pass				2						2
Wheelchair	18 + 1			4						4
	17 + 4		1							
	12 + 4		1							
	8 + 5			1						1
	6+2									
	14+1									0
Total Spare Buses		13	8	40	0	4	4	6	4	79
Total District Buses		71	27	124	0	24	13	26	18	303
Contracted Buses										
Route Buses										
65/66 Pass					21					21
22 Pass					5					5
20 Pass					12					12
19 Pass					24					24
Total Contracted Buses		0	0	0	62	0	0	0	0	62
Total Dist + Cont Route		58	19	84	62	20	9	20	14	286
Total Dist + Cont Buses		71	27	124	62	24	13	26	18	365
DOT % - Dist 08-09		95.8%	90.0%	96.1%	n/a	98.0%	89.7%	93.4%	86.8%	

IMMEDIATE SAVINGS

During the time that this study was underway, the dire financial circumstances in New York State have become more apparent. Although we all hope that a means can be found to provide adequate funding for districts, it is possible that one or more districts may need to evaluate very short-term methods of saving money, or generating income, in transportation.

Given the way that transportation is aided in New York, immediate savings (or income) is beneficial in the current fiscal year with the aid impact felt in the following fiscal year. However, regardless of the cash flow from aid, and regardless of the transportation aid rates, a dollar saved or earned is still better than no savings at all.

SAVINGS IDEAS

We have provided the following ideas for districts to explore and evaluate should they be in a position of needing to generate immediate financial savings. In some cases, these ideas may prove beneficial over time whether or not immediate savings were required.

This approach can be compared to a “brain-storming” effort at evaluating methods to save money. Not all ideas will apply or be helpful for all districts. In many cases, it will be very helpful if all districts undertake these reviews and share the results with others. Obviously, all efforts must be consistent with the terms and conditions imposed by labor agreements.

- Sell/buy inventory. Immediately conduct a detailed inventory and offer surplus items to other districts at cost. Purchasing districts may be able to acquire parts and supplies at lower cost than the current market rate.
- Borrow/rent buses. Evaluate the spares and rent buses if more equipment is needed, or rent to other districts who may have a need.
- Stop all capital expenditures. Evaluate the ability to share with a neighbor.

- Share with municipalities. All municipal entities will be financially challenged. Do maintenance for the local village. Cooperate on plowing or sanding. Share parts inventories.
- Enact tight labor controls. Track work hours and wherever allowed, institute management controls.
- Audit service levels to ensure that practice and policy are identical. Consider such areas as walker distances, distance to out-of-district locations, stop locations, ridership eligibility, and more.
- Reduce absenteeism. Every absent driver results in the need for a spare driver. Explain to Department staff members the realities of the financial demands facing the District. Evaluate the cost of creating an attendance incentive as opposed to paying for a substitute driver plus the absent driver.
- For districts that have consistently met the DOT goal of a 90% bus inspection passing rate, request from DOT permission to extend the PM schedules to 60 days or 3,500 miles... or longer.
- Evaluate mechanic productivity and if excess time is available, either have the mechanic drive a run or perform maintenance for area municipal entities.
- Compress sports schedules to limit competition to nearby schools. Organize an Athletic Directors' meeting to address common cost savings issues.
- Evaluate and coordinate bell times to share runs or to foster the use of distance learning options. Involve BOCES in this process.
- Review in-district bell times to determine if increasing the time between tiers would allow longer runs and thereby reduce buses.
- Evaluate the cost effectiveness of contracting maintenance work to another district or to an outside vendor.

- Should budget cuts threaten sports programs, consider allowing coaches to drive; they ride on most buses now! Include in the coaches job description a requirement for a CDL, so that they can drive a school bus on sports runs. In some cases they could be paid a small stipend to do so. Although some coaches won't like driving, they will like having the ability to keep their bus at the event.
- Suspend late bus runs requiring parents to transport.
- For "away" sporting events, return students to school buildings but do not transport to home.
- Restrict non-league competitive athletic events using travel time and/or mileage as determinants.
- Reevaluate bus runs to determine ridership with the intention of consolidating routes.
- Take a hard look at transportation services to non-public schools enforcing the provisions of Commissioner rulings or SED regulations:
 - *Appeal of Hamilton, 21 Educ. Dep't Rep 30 (1981)* – "Once children are transported to the nonpublic school, responsibility for their supervision belongs to the nonpublic school even if the children arrive before the start of the school day"
 - *SED Regulation found in 31st Edition of School Law Handbook – Section 30:118* – "Public schools are not required to transport to nonpublic schools on days when public schools are not in session"
 - *Matter of Berger, 22 Educ. Dep't Rep. 443 (1983)* – "...the adoption of an unreasonable schedule by a nonpublic school will not result in an obligation on the part of the public school district to provide special transportation services at additional expense in order to meet that schedule."

REGIONAL SHARING OPPORTUNITIES

As stated earlier, sharing can be between two or more districts. Not all districts will be willing or able to share in all aspects of every possible shared service. However, we encourage each district to evaluate the pro's and con's of each option with an eye toward the need to change historical practices in order to realize economies while potentially supplementing the services being offered.

COOPERATIVE PURCHASING

Based on an analysis of the ST-3 data for the 2008-2009 school year, the Collective districts spent \$1,745,101 on materials and supplies (A5510.45 & 5530.45). This figure does not include the monies spent on capital equipment (buses).

- We recommend that the district-operated programs immediately undertake a development project to conduct a regional cooperative parts, supplies and services bid. The contracted districts will not participate in this process given that the contractors are responsible for purchasing. Effectively, the centralized purchasing conducted by the contractors is equivalent to the direction that we are recommending for the district-operated programs.

In order for the cooperative approach to be successful, it will need a central point of coordination. Each district will provide specific parts and annual usage data. Additionally, districts will identify outside services that may lend themselves to regional pricing (i.e. transmissions; body work; towing; major engine repairs; tires; etc.). Once the data is accumulated, determinations then need to be made on streamlining the items through standardization. Both the Wayne-Finger Lakes BOCES, and the St. Lawrence-Lewis BOCES, have successfully developed this type of cooperative purchasing program.

By developing this type of program on a regional basis, the bid/RFQ will entice regional vendors who typically may not participate in any State Contract programs. Additionally, local vendors may be able to offer value added services such as free delivery, same day service, warehousing, and more.

A savings of 5% over the current purchasing method for parts, supplies and services would generate a regional savings of at least \$87,255 based on the FYE 2009 expenditures.

- In a similar fashion, the district-operated programs should consider moving toward a regional fleet standardization. At the present time, the districts are operating: International; Thomas; Blue Bird; Chevy; Ford; Corbiel and more.

We recommend that the districts evaluate the strengths and weaknesses of the various vendors and determine a make/model on which to standardize. A regional bus purchase bid should be considered to see if the results are better than might be available through the statewide OGS bid.

A standardization would allow districts to reduce the types and varieties of parts; share parts inventory; centralize mechanic training; share diagnostic capabilities; share buses with drivers having familiarity with the bus features; and facilitate shared maintenance services.

**SHARED
FUEL
FACILITIES**

- As mentioned, many of the districts have already experienced the benefits of sharing various transportation related services. One area that has proven successful is the sharing of fuel facilities. Sharing fuel facilities makes good sense, and it is already occurring in several communities. Should some of the participants and their municipalities purchase alternative fuel vehicles, a shared fuel facility may have even greater value.

With or without shared maintenance facilities, we recommend that interested participants work closely together to share fuel facilities whenever possible. There can be not only a reduction in costs, but a reduction in liability for those entities not operating a fuel station. We have provided in the Appendix a prototype Intermunicipal Agreement for customization and implementation of this recommendation. While a document this formal may not be required or desired by the participants, at the very least an abbreviated format should be used to indicate a sincere desire on the part of the signing parties to commit to the success of the venture. The use of either agreement should result in an efficient, effective program that benefits all participants. Any such agreement should be reviewed by legal counsel prior to use.

**SUB DRIVER
POOL**

A shortage of qualified substitute drivers can seriously impact the ability of a transportation program to meet the needs of a district. In times of driver shortages, districts have resorted to using mechanics, managers, and various district support staff members. This type of flexibility has diminished in recent years with the advent of the strict driver licensing and training requirements.

One of the difficult issues that districts face in keeping good substitute drivers is the ability to give the substitute drivers enough work. These drivers are required to participate in all the mandatory training that a regular driver must receive, plus they must incur the cost of the CDL, and pass the mandatory fingerprinting and drug/alcohol testing. All this for a job that may give them a few hours of work each week. It's not surprising that most subs will take a permanent driving job at another location as soon as one becomes available.

The development of an adequate sub roster is a "two-edged sword" for districts. On the one hand, the district wants the regular drivers on the same routes as much as possible, but on the other hand this lack of absenteeism by the regular staff creates difficulty in satisfying the work needs of the subs.

At the present time, most of the district-operated programs report an adequate roster of qualified substitute drivers. Following is a chart which describes the current substitute driver rate:

Averill Park - \$15.20	Brittonkill - \$14.00
East Greenbush - \$15.23	New Lebanon - \$14.87
Rensselaer City - \$18.23	Schodack - \$14.00
Wynantskill - \$12.50	

Typically, among Transportation Supervisors there are mixed sentiments toward the concept of sharing of drivers, especially as it relates to the training of the drivers and the familiarity of the drivers with the way that a particular district operates. As the availability of substitute drivers stays high, this sentiment can be supported as the best way of operating a program. However, as market conditions change and sub drivers become more scarce, this process must change.

As districts review the concept of a sub driver pool, we recommend that consideration be given to the level that subs are paid. Sub

drivers do not receive benefits. They typically are “on-call” without the stability of a standard paycheck. When they do work, they work a variety of runs which typically is stressful given the lack of knowledge of the routes or the students. This is a demanding part-time job that logically should make more per hour than a regular driver. If drivers are going to be shared between district programs, there may need to be consideration for a mileage reimbursement for staff members who leave their “home district”.

Under the current multi-district structure, operational procedures will need to be put into place in order to legally and efficiently operate this program. Each interested driver should be required to interview with each district that they have specified as a potential district. They should be instructed to bring a copy of their 19-A file for approval by the interviewing District. Therefore, it will be important that each “home” district facilitate the copying of driver files for those interested substitute drivers to bring on their interviews. As this program is implemented, we recommend that the districts work with SED and DMV to develop a centralized driver approval process to eliminate the need for each district to go through the hiring and approval process.

CENTRALIZED TRAINING AND RECRUITMENT

- All districts are required to train their drivers. It is a challenge to make the mandated training interesting and motivating for staff members, especially those drivers with many years of service. Over the years districts have found that utilizing “outside” presenters for portions of training days helps to better focus the message as new insights are offered and new ideas are presented.

Unfortunately, bringing in outside experts can become expensive. Therefore, we recommend that districts consider pooling resources to run centralized refreshers, thereby sharing the expense of the presenter.

An outgrowth of the shared training process can be a centralized recruitment and training process. Regional interviews and application programs at public events, malls, etc. can be conducted, especially if wage and benefit programs are relatively similar.

Although some coordinated training is currently underway in the region, this process can be continuously enhanced to provide a full range of mandated and optional training for all employees in a

transportation department. Additionally, the standardization of buses will facilitate regional training by bus vendors.

SHARING SPARE BUSES

Many of the districts have been very good over the years in helping out their neighbors by loaning spare buses when they are needed. This type of informal sharing should be commended and continued. However, given the technical aspects of loaning assets between different municipal entities, the possible assumption of cost by one entity in support of another, and the potential liability issues that could result from an accident, this type of sharing should have an adequate documentation trail and appropriate approval procedures.

To put this into perspective, the 8 districts currently operate a total of 365 buses. 62 of these buses are owned and operated by Folmsbee for the Lansingburgh contract. The remaining 303 buses are owned by the districts. Of these 303 buses, there are 79 buses, of varying capacities, designated as spares by the districts. Therefore, with a baseline of 224 route buses, there is a spare ratio in the region of 35% of the route buses, and 26% of the entire fleet! The industry standard is typically 15% to 20% of a fleet depending on fleet age, outside needs, and fleet size.

Whether a bus is paid for or not, there is a cost of maintaining a vehicle. All buses must be inspected and maintained, insured, and housed by the districts. It is typically estimated that a spare vehicle costs approximately \$3,000 per year to own if it never runs.

We recommend that the districts aggressively attempt to share vehicles. This is especially helpful for specialized vehicles that may be able to be used for special services.

In an effort to facilitate this type of cooperation, TAS has developed the enclosed simplified leasing program. In developing this program, it was important not to create such a bureaucratic and logistical process that it would dissuade districts from sharing buses. Rather, we wanted to put into place a program that would allow the sharing of buses without unnecessary delays and concerns.

TAS retained an attorney experienced in municipal and school law to work with us to formalize this process. As part of this program, we

consulted an insurance underwriter versed in school bus coverage to discuss the liability issues from an insurance perspective.

As you will see by reviewing the proposed lease document, a rate per mile needs to be assessed to account for the normal operating expenses of utilizing the bus. We recommend that the districts which are participating in the lease document meet to establish a standard rate per mile, consistent with any regulations that may be in place relative to establishing transportation charges for other districts.

Once the document is executed each year by the participating districts, the borrowing of buses during the year is accomplished by the authorized transportation official in each district. We recommend that at year end, the participating districts perform a reconciliation of the cost calculated on each "School Bus Loan Confirmation" sheet. In this manner, any exchange of monies would be simplified.

Accompanying the actual loan document is a letter from the attorney which further explains the importance of the procedure, and his recommendations for the mechanics of the process. As in any contractual relationship, the participating districts may want to consult their own legal counsel prior to executing the agreement. Additionally, TAS has submitted this document to SED for their review.

It is important to realize that this document does not require a district to either loan or borrow a bus. It simply establishes a formal process should the district participate in either lending or borrowing a bus during the school year.

**SHARED
MAINTENANCE**

- Rensselaer City Schools has already begun utilizing the maintenance services being provided by Averill Park Central Schools. In a similar fashion, we recommend that Wynantskill investigate the option of using a neighboring district. In the course of our interviews, Averill Park, Brittonkill, and East Greenbush all expressed interest in possibly providing maintenance services to other entities.

We have included a draft *shared maintenance agreement* that could be considered by the parties. This draft agreement has been submitted to SED for their review.

**SHARED
ATHLETIC
RUNS**

- Sports trip transportation is expensive. The cost of providing this non-mandated service is borne by the local taxpayer as this is considered “other purpose” transportation relative to transportation aid. The current transportation aid formula deducts from aidable expenses a percentage of the money spent based on a ratio of “other purpose” miles to total miles. Therefore, the more miles traveled for sports runs, the higher the deduction for transportation aid purposes. Any monies saved in providing sports transportation translates into direct savings to the district and an increase in the transportation aid.

To this end, we encourage the districts to immediately undertake the computerized scheduling of athletic events utilizing one of the industry standard programs. Integral to most of these programs is a transportation module that facilitates the scheduling of runs. The districts, including the athletic directors, should be encouraged to look at sharing out-of-district runs. For example, a bus leaves District A with a varsity team, arrives at District B where it drops the varsity team, picks up District B’s modified team, and travels back to District A. This process reduces the number of vehicles required, and should reduce labor costs as drivers will be paid for the entire trip length whether they are sitting or driving.

Over the long term, if the districts move forward on a coordinated out-of-district run program, the oversight established for the out-of-district runs may be able to facilitate coordinated scheduling for athletic runs.

**SHARED
SUPERVISOR**

- The Schodack and New Lebanon Central School Districts have recently entered into a Shared Supervisor format. We commend the districts for this approach.

When opportunities arise, we believe that it is advisable to consider the sharing of a qualified transportation supervisor. These individuals are becoming harder to find, and are becoming increasingly expensive. For example, if two neighboring school districts each have a transportation supervisor, and one of them retires, perhaps the neighboring supervisor can oversee both programs. It *may* necessitate:

- 1) the hiring of a dispatcher in each location;

- 2) the district requesting the sharing to compensate the other district for services provided;
- 3) a supervisor pay increase to assume the added responsibility.

Assuming that these issues can be addressed, both districts should be able to maintain quality supervision at reduced cost. For those districts considering this possibility, we have included in the Appendix a prototype "Agreement for Shared Services of a Transportation Supervisor" that outlines the duties, terms, and compensation criteria of the shared position.

During the course of the study, the Rensselaer City School District has experienced the loss of their person overseeing transportation. Over the long term this may be an area that Rensselaer and other districts can consider.

SHARING CONTRACTED SERVICES

- Under current regulations, districts cannot "piggyback" on contracted runs operated by another district. It is our understanding that SED is reviewing a change to this limitation to make it permissible in the future. We encourage the districts to potentially make use of this option should the procedure be allowable in the future.

This type of change would be especially important to Lansingburgh Central given their current use of contracted services. This type of change may allow Lansingburgh to utilize contracted services provided to neighboring districts.

It is important that any bid specifications developed by any districts contain language providing flexibility to the District to utilize services offered by others. During the course of our review, we provided this recommendation to Rensselaer County pre-school for inclusion in their future bid specifications.

Following is an example of language that could be used:

"It is understood that the Contract in no way excludes the Schools from using their own vehicles, drivers, and/or monitors/attendants, or services provided by other school districts or BOCES. Additionally, it is understood that the Contract in no way limits the Schools from using other contractors in performing similar or other services consistent with New York State regulations should the Contractor not be able to furnish the required services.

While the primary focus of this contract is the transportation of students between home and school, the Schools reserve the right to utilize the vehicles supplied under this contract in any manner that best serves the needs of the students and the Schools. This shall include, but not be limited to, the provision of services required by Federal and State mandates, such as transportation to and from drug treatment facilities, respite centers, and work study programs."

**COUNTY
PRESCHOOL
SERVICES**

- The County Health Department issues bid specifications for services for Early Intervention and Preschool programs. During our program review these services are being provided by four area contractors.

As a part of the review of out-of-district routes, efforts were made to determine if any of the school districts could integrate runs with the County program in order to share vehicles. Given the variances in locations and service needs (car seats, bus aides) we were not able to determine any obvious shared runs.

However, we encourage the County to provide future bid specifications to the districts in order to allow the districts to determine if any of the runs could integrate with either current district runs, or could be operated at times when the district buses may be available (during the school days). Assuming that County purchasing procedures allowed intermunicipal agreements, the districts may be able to provide these services in a cost effective manner to the County.

OUT-OF-DISTRICT COORDINATION

A key focus of the sharing study was the evaluation of the feasibility of sharing out-of-district (“OOD”) routes. In order to put into perspective our findings, it is important to illustrate the process that was undertaken.

It is important to note that in order to verify that the coordinated approach to out-of-district routing is possible, it was necessary to utilize real-world data. Therefore, TAS utilized 2009-2010 student data for this review.

EVALUATION PROCESS

- Six (6) of the nine (9) entities had current and updated Transfinder routing software programs. TAS is an experienced user of the Transfinder routing software system, and has worked with the Transfinder firm over the years in reviews of routing programs. Based on this experience, we requested authorizations from these six districts to allow us to work with Transfinder to transfer each database into a new Transfinder OOD database that we established on our system.

As part of the new database development, we worked with Transfinder to review the current users and determined that the East Greenbush CSD database contained the most extensive and current map library. Therefore, this system was used as the baseline for the new OOD database.

Each district database was transferred to the new system on an individual basis. With each transfer, the integrity of the database was reviewed and any student data issues or locations were updated.

- It was necessary to identify potential out-of-district locations. To that end, TAS worked with State directories and individual district databases and developed a database of out-of-school district locations to include district schools, charter schools, private/parochial schools, and special education locations. A database of 238 locations was created with individual school codes established. (A copy of this listing is included in the Appendix.)

- Once the automated portion of the database was established, the two school districts and the County listings were merged. The data

from these three entities was provided by each entity in an Excel spreadsheet that was developed by TAS for this purpose. In some instances work was required to refine student addresses given the need to geocode students as part of an automated routing function.

- Once the new database was created it contained 1,490 students being transported to 122 locations. (A summary table of this data is included in the Appendix.)
- TAS then used this new OOD database to evaluate the potential for shared routes. In order to ensure that routes could be operated, and due to the need for local knowledge on locations and demographics, TAS solicited the assistance of local Transfinder users to offer advice.

The Transportation Supervisor (MaryAnn Belmont) and Head Driver (Mark Halsey) from the East Greenbush Central School District offered their assistance and an exceptional amount of time. Both individuals should be commended for their efforts and we thank them for their time and assistance.

TAS, working with the East Greenbush staff members, reviewed options and developed 14 sample routes that appeared to allow two or more districts to share a portion or all of a run to an out-of-district location. A summary memo of these 14 sample routes is contained in the Appendix.

It is important to state that the intent of this review was to determine the feasibility of the process. Although these sample routes certainly appear to validate the process, there could be operating issues with one or more of the routes. *It is quite possible that one or more of the routes, after extensive review by the participating districts, might prove to be problematic.* However, it is also very likely that several other potential combined routes could be developed in a similar fashion.

- As work was done on the development of the sample routes, it became apparent that the most logical consolidations represented routes serving private/parochial and charter schools. This does not mean that Special Education runs cannot be merged, but simply that the process was more straightforward for these locations. In the Implementation section of this report we address the Special Education issue.

- The database utilized represented the information provided by the participants. As runs were analyzed, it was obvious that a greater participation by other districts in the Region would significantly improve the effectiveness of the integration and sharing process. Districts that travel through the participating districts, or large population districts in the Region, could not only offer additional resources but should be able to realize comparable financial and operating benefits.

We encourage the districts who decide to implement the sharing options to solicit participation from all districts in the Region.

SAVINGS ESTIMATES

- It was important to identify the potential financial impact of sharing these OOD routes. In order to be very conservative in the cost saving estimates, the following estimates were established:

Labor – The average sub driver rate in the Region was \$14.86. By adding 13% to this figure to cover the cost of statutory charges, a variable rate of \$16.79 per hour was developed. The “low-end” sub rate was utilized given the typical “bumping” that would occur if run lengths were decreased or eliminated and senior drivers were impacted by the changes.

Mileage – The total supplies and materials shown for the district-operated programs on the Transportation Aid Output Report was \$1,745,101. Dividing this by the total mileage resulted in a cost per mile of 45.5¢. Given that fuel alone represented approximately 37¢ per mile, the 45.5¢ per mile is a very conservative variable cost for savings projections.

Per Bus – In some instances it appears that an entire bus may be able to be eliminated. In order to develop a conservative cost projection, we have assumed that a bus would represent four hours of driving and 100 miles per day, at the above labor and mileage rates for a 180 day school year. Therefore, a bus was projected at \$20,278.80 per year. Obviously, if a bus could be eliminated from a fleet, thereby eliminating the capital cost, the actual saving would exceed this figure.

- The 14 sample routes as described in the summary memo included at least one route from each of the 8 school districts. Based on the financial projections, if all 14 routes could be operated as described, the potential annual savings would be \$180,269.10.

There is no question that the integration of out-of-district routes can be done, and that this process can provide savings to the participants.

RENSSELAER STUDENT TRANSPORTATION COLLECTIVE

Cooperative Route	Potential	Potential	Potential	Potential	Potential	Comments
	Yearly Driving Hours Saved per Route	Yearly Miles Saved per Route	Yearly Hourly Cost Savings per Route	Yearly Mileage Cost Savings per Route	Total Yearly Cost Savings per Route	
1	720	25,200	\$ 12,088.80	\$ 11,466.00	\$ 23,554.80	
2	540	17,280	\$ 9,066.60	\$ 7,862.40	\$ 16,929.00	
3	360	9,000	\$ 6,044.40	\$ 4,095.00	\$ 10,139.40	
4	540	8,640	\$ 9,066.60	\$ 3,931.20	\$ 12,997.80	
5	360	10,800	\$ 6,044.40	\$ 4,914.00	\$ 10,958.40	
6	540	5,400	\$ 9,066.60	\$ 2,457.00	\$ 11,523.60	
7	360	14,400	\$ 6,044.40	\$ 6,552.00	\$ 12,596.40	
8	720	18,000	\$ 12,088.80	\$ 8,190.00	\$ 20,278.80	Route 8 is a savings of a whole vehicle
9	720	18,000	\$ 12,088.80	\$ 8,190.00	\$ 20,278.80	Route 9 is a savings of a whole vehicle
10	180	5,400	\$ 3,022.20	\$ 2,457.00	\$ 5,479.20	
11	720	18,000	\$ 12,088.80	\$ 8,190.00	\$ 20,278.80	Route 11 is a savings of a whole vehicle
12	180	540	\$ 3,022.20	\$ 245.70	\$ 3,267.90	
13	180	14,220	\$ 3,022.20	\$ 6,470.10	\$ 9,492.30	
14	90	2,160	\$ 1,511.10	\$ 982.80	\$ 2,493.90	
TOTAL					\$ 180,269.10	

Hourly Cost = \$16.79 including payroll taxes
Mileage Cost = 45.5 cents per mile including fuel
Estimates based on 180 days

School District or Agency	Cooperative Routes
Averill Park	Routes 1, 2, 3, 5, 6, 7, 10, 11
Brittonkill	Routes 8, 10, 11
East Greenbush	Routes 1, 2, 3, 4, 5, 6, 7, 12, 13, 14
Lansingburgh	Routes 8, 9,
New Lebanon	Routes 12, 13
Rensselaer City	Routes 9, 14
Rensselaer County	
Schodack	Routes 2, 4, 7
Wynantskill	Routes 1, 2, 4, 6



RENSELAER SCHOOL TRANSPORTATION COLLECTIVE

Student numbers represent those students enrolled in the school as of the spring of 2010. Information received from each of the eight Rensselaer Collective School Districts.

The cooperative routes shown below are not all inclusive and represent a sample of possible cooperative transportation opportunities. They are subject to the review by the participating school districts, and their operation (including specific routing detail) should be established by each school district's student transportation specialist as well as by an individual who should have the responsibility of putting this project together and of oversight.

These illustrative cooperative routes were prepared by Louis J. Boffardi of Transportation Advisory Services (TAS) with the cooperation of MaryAnn Belmont, Transportation Supervisor of the East Greenbush School District and with significant help from Mark Halsey, Head School Bus Driver, of the East Greenbush School District. Their assistance is appreciated.

Because of distances which created issues of time on the bus for some students (a desire not to have more than 1¼ hours of traveling time for the initial students who are picked-up/dropped-off), it was impossible in every instance to have a single bus pick-up and drop-off students in more than one school district who attend a common school. Therefore, in addition to the single bus pick-up/drop-off to a common school for more than one school district, the cooperative routing structure also has each school district picking-up/dropping-off their own students, has two or more school district vehicles meet at a common location, and has one school district transport its own and at least one other school district's students to/from the common school of attendance. The school district not continuing with the transportation to/from the common student school of attendance has a savings in driver time, fuel, and mileage. This can be a net savings to the school district or it can be used to make other parts of its transportation program operate more timely and efficiently.

Cooperative Route No. 1

Transportation to/from:

Bishop Maginn High School, 99 Slingerlands Street, Albany, NY (8:25 am to 2:30 pm)

Holy Name Academy – Lower School, 1065 New Scotland Avenue, Albany, NY (7:35 am to 3:00 pm)

Holy Name Academy – Upper School, 1075 New Scotland Avenue, Albany, NY (7:35 am to 3:00 pm)

LaSalle School – Albany, 391 Western Avenue, Albany, NY (8:30 am to 3:15 pm)
Although this school presently has no students in attendance from the school districts participating in this collective, it is listed because of its close proximity to the other three schools and in the event students may elect to attend this school at some future date.

Participating School Districts:

School	Averill Park	East Greenbush	Wynantskill	Total
Bishop Maginn High School	2	2	0	4
Holy Name Academy – Lower School	1	1	2	4
Holy Name Academy – Upper School	4	19	0	23
LaSalle School - Albany	0	0	0	0
Total	7	22	2	31

Transfer of students to a bus from the Averill Park School District, the East Greenbush School District, or the Wynantskill School District is to be at East Greenbush’s Columbia High School at 962 Luther Road in East Greenbush at 7:30 a.m.

Afternoon bus will meet other participating school district buses at 3:15 pm at East Greenbush’s Columbia High School.

Excluding the LaSalle School, potential savings are two daily driving hours for each of two drivers, 70 daily miles for each of two vehicles, and 10 daily gallons of fuel for each of two vehicles.

Cooperative Route No. 2

Transportation to/from:

Loudonville Christian School, 374 Loudonville Road, Loudonville, NY (8:15 am to 2:45 pm)

Participating School Districts:

School	Averill Park	East Greenbush	Schodack	Wynantskill	Total
Loudonville Christian Academy	17	18	3	4	42

Transfer of students to a bus from the Averill Park School District, the East Greenbush School District, the Schodack School District, or the Wynantskill School District is to be at East Greenbush’s Columbia High School at 962 Luther Road in East Greenbush 7:30 a.m.

Afternoon bus will meet other participating school district buses at 3:15 pm at East Greenbush’s Columbia High School at 3:30 p.m.

Potential savings are one daily driving hour for each of three drivers, 32 daily miles for each of three vehicles, and four-and-a-half daily gallons of fuel for each of three vehicles.

Cooperative Route No. 3

Transportation to/from:

Latham Christian Academy, 495 Watervliet Shaker Road, Latham, NY (8:20 am to 2:50 pm)

St. Gregory’s School for Boys, 121 Old Niskayuna Road, Loudonville, NY (8:25 am to 3:30 pm)

St. Pius X School, 23 Crumitie Road, Loudonville, NY (8:00 am to 3:00 pm)

Participating School Districts:

School	Averill Park	East Greenbush	Total
Latham Christian Academy	0	2	2
St. Gregory’s School for Boys	2	4	6
St. Pius X School	8	11	19
Total	10	17	27

Transfer of students to a bus from the Averill Park School District or the East Greenbush School District is to be at East Greenbush’s Columbia High School at 962 Luther Road in East Greenbush 7:30 a.m.

Afternoon bus will meet other participating school district buses at 3:30 pm at East Greenbush’s Columbia High School.

Potential savings are two daily driving hours for one driver, 50 daily miles for one vehicle, and seven-and-a-quarter daily gallons of fuel for one vehicle.

Cooperative Route No. 4

Transportation to/from:

LaSalle Institute – Troy, 174 Williams Road, Troy, NY (8:10 am to 2:30 pm)

Participating School Districts:

School	East Greenbush	Schodack	Wynantskill	Total
LaSalle Institute - Troy	50	5	19	74

The 32 East Greenbush School District students from the southern part of the School District (south of US Route 43) will be combined with the five Schodack School District students at East Greenbush’s Columbia High School at 962 Luther Road in East Greenbush at 7:30a.m.

The 18 East Greenbush School District students from the northern part of the School District (north of US Route 43) will be combined with the 19 Wynantskill School District students at East Greenbush's Bell Top School at 39 Reynolds Road in Troy at 7:45a.m.

Potential savings are one-and-a-half daily driving hour for each of two drivers, 24 daily miles for each of two vehicles, and three-and-a-half daily gallons of fuel for each of two vehicles.

Cooperative Route No. 5

Transportation to/from:

Emma Willard School, 285 Pawling Avenue, Troy, NY (8:00 am to 3:30 pm)

Oakwood Christian School, 260 Oakwood Avenue, Troy, NY (8:45 am to 3:45 pm)

Participating School Districts:

School	Averill Park	East Greenbush	Total
Emma Willard School	4	4	8
Oakwood Christian School	3	5	8
Total	7	9	16

Students are to be transferred to a bus from the Averill Park School District or the East Greenbush School District at East Greenbush's Columbia High School, 962 Luther Road in East Greenbush at 7:30 am.

Potential savings are two daily driving hours for one driver, 60 daily miles for one vehicle, and five daily gallons of fuel for one vehicle.

Note: Because of the 45 minute school start time difference, in the morning this can be two separate routes.

Cooperative Route No. 6

Transportation to/from:

Catholic Central High School, 625 Seventh Avenue, Troy, NY (8:15 am to 2:50 pm)

Participating School Districts:

School	Averill Park	East Greenbush	Wynantskill	Total
Catholic Central High School	16	16	13	45

Transfer of students to a bus from the Averill Park School District, the East Greenbush School District, or the Wynantskill School District is to be at East Greenbush's Columbia High School at 962 Luther Road in East Greenbush at 7:30 a.m.

Afternoon bus will meet other participating school district buses at 3:30 pm at East Greenbush's Columbia High School at 3:30 p.m.

Potential savings are one-and-a-half daily driving hours for each of two drivers, 15 daily miles for each of two vehicles, and eight-and-a-half daily gallons of fuel for each of two vehicles.

Cooperative Route No. 7

Transportation to/from:

Albany Academy for Boys, 135 Academy Road, Albany, NY (8:00 am to 3:25 pm)

Albany Academy for Girls, 140 Academy Road, Albany, NY (8:00 am to 3:25 pm)

Participating School Districts:

School	Averill Park	East Greenbush	Schodaek	Total
Albany Academy for Boys	7	8	1	16
Albany Academy for Girls	12	10	1	23
Total	19	18	2	39

Transfer of students to a bus from the Averill Park School District, the East Greenbush School District, or the Schodaek School District is to be at East Greenbush's Columbia High School at 962 Luther Road in East Greenbush at 7:30 a.m.

Afternoon bus will meet other participating school district buses at 4:00 pm at East Greenbush's Columbia High School.

Potential savings are one daily driving hours for each of two drivers, 40 daily miles for each of two vehicles, and five-and-a-half daily gallons of fuel for each of two vehicles.

Cooperative Route No. 8

Transportation to/from:

Susan O'Dell Taylor School, 116 Pinewoods Avenue, Troy, NY (8:45 am to 3:30 pm)

Participating School Districts

School	Brittonkill	Lansingburgh	Total
Susan O'Dell Taylor School	1	2	3

This is a route that can be operated by one bus for both school districts. There is only four miles (approximately seven minutes) between the two students who are furthest apart and there are only six-and-a-half miles (15 minutes) between the furthest student and the school.

Potential savings is one vehicle.

Cooperative Route No. 9

Transportation to/from:

Genet (Citizen Edmund) School (Questar III Program), 29 Englewood Avenue, East Greenbush, NY (8:00 am to 2:00 pm)

Participating School Districts:

School	Lansingburgh	Rensselaer City	Total
Genet (Citizen Edmund) School	2	2	4

This is a route that can be operated by one bus for both school districts. All four students live in a line on the western portion of the County. The two Rensselaer City School District students can be picked up on the way to East Greenbush School District's Genet (Citizen Edmund) School. There is less than 20 miles (approximately 25 to 30 minutes) between the two students who are furthest apart and there is only four miles (seven to ten minutes) between the last student and the school.

Potential savings is one vehicle.

Cooperative Route No. 10

Transportation to/from:

Emma Willard School, 285 Pawling Avenue, Troy, NY (8:00 am to 3:30 pm)

Participating School Districts:

School	Averill Park	Brittonkill	Total
Emma Willard School	4	2	6

Transfer three Averill Park students and two Brittonkill students to a bus from the Averill Park School District or the Brittonkill School District at the Poestenkill Elementary School at One School Road in Poestenkill at 7:30 am. On the way to the Emma Willard School the bus would pick-up the one Averill Park student who resides on Cole Lane in Troy at 7:45 am.

Afternoon bus will meet other participating school district at 4:00 pm at the Poestenkill Elementary School after dropping off the Averill Park student at home at 3:45 pm.

Potential savings are one daily driving hours for one driver, 30 daily miles for one vehicle, and two-and-a-half daily gallons of fuel for one vehicle.

Cooperative Route No. 11

Transportation to/from:

Oakwood Christian School, 260 Oakwood Avenue, Troy, NY (8:45 am to 3:45 pm)

Participating School Districts:

School	Averill Park	Brittonkill	Total
Oakwood Christian School	3	1	4

This is a route that can be operated by one bus for both school districts. There is approximately 25 minutes (less than 20 miles) between the two students who are furthest apart and there are only six miles (10 minutes) between the last student to be picked-up and the school.

Potential savings is one vehicle.

Cooperative Route No. 12

Transportation to/from:

Genet (Citizen Edmund) School (Questar III Program), 29 Englewood Avenue, East Greenbush, NY (8:00 am to 2:00 pm)

Participating School Districts:

School	East Greenbush	New Lebanon	Total
Genet (Citizen Edmund) School	6	2	8

Transfer of students to a bus from the East Greenbush School District or the New Lebanon School District is to be at East Greenbush's Donald P. Sutherland School at 4 John Street in Nassau at 7:35am

Afternoon bus will meet other participating school district at 2:30 p.m.

Potential savings are one daily driving hours for one driver, 33 daily miles for one vehicle, and two-andthree-quarter daily gallons of fuel for one vehicle.

Cooperative Route No. 13

Transportation to/from:

Questar III program at the Tamarac Elementary School, 3992 NY Route 2, Troy, NY (7:50 am to 2:11 pm)

Participating School Districts:

School	East Greenbush	New Lebanon	Total
Tamarac Elementary School	1	1	2

Transfer of students to a bus from the East Greenbush School District or the New Lebanon School District is to be at East Greenbush's Donald P. Sutherland School at 4 John Street in Nassau at 7:20am

Afternoon bus will meet other participating school district at 2:45 p.m.

Potential savings are one daily driving hour for one driver, 79 daily miles for one vehicle, and six-and-a-half daily gallons of fuel for one vehicle.

Cooperative Route No 14

Transportation to/from:

St. Coleman's School, 11 Haswell Road, Watervliet, NY (8:15 am to 3:00 pm)

Participating School Districts:

School	East Greenbush	Rensselaer City	Total
St. Coleman's School	2	5	7

Transfer of students to a bus from the East Greenbush School District or the Rensselaer City School District is to be at Rensselaer City School District campus at 25 Van Rensselaer Drive in Rensselaer at 7:45am

Afternoon bus will meet other participating school district at 3:35 p.m.

Potential savings are a one-half daily driving hour for one driver, 12 daily miles for one vehicle, and one daily gallon of fuel for one vehicle.

IMPLEMENTATION

SUMMARY

Transportation Advisory Services has had the opportunity over the years to participate in a number of regionalization studies. Candidly, some have been more successful than others. Sharing does and can work. The road is not easy, but a concerted, planned effort by the districts can result in operating efficiencies and improvements to allow limited financial resources to be directed toward educating our students.

There are a number of variables we have found that appear to impact the effectiveness of the shared services studies. These are not intended to be listed in any priority order.

LEADERSHIP

- The studies that work are the ones where there is one or more respected leaders who are willing to organize, encourage, cajole, track, and support the participants. We are very encouraged by the significant efforts being put forth by participants in this study, and by the level of sharing that has already occurred among the districts.

Although a great deal of work has been done to date, the implementation of a regional OOD program will require resolve and planning. On-going leadership skills will be critical to keep participants focused on the end benefits while withstanding the challenges that will come from parties that would like to maintain the status quo.

As we state in this report, there are areas that may require changes from the State Education Department or the legislature. The regional leadership will need to identify the structural limitations and address the necessary changes.

TOP DOWN COMMITMENT

- The type of program integration that we recommend requires a strong commitment from district leadership. The only successful shared programs were based on a top-down process and direction. It is critically important that the school boards, superintendents, and business officials be strong in their resolve to institute change.

Transportation is an area that typically opposes significant changes. Although it can be dangerous to state generalities... typically, drivers like to stay on the same routes from one year to the next. Significant

routing changes are frequently problematic. Vendors are maintained from one year to the next, and once a service level is established it never seems to change. The type of redirection envisioned in this report challenges the historical practice.

It is incumbent on the administration to make decisions about moving toward a shared model, and then directing staff members to implement the changes. Significant changes that really address the financial realities will not be made without direction.

Although we have attempted in this report to evaluate options for the region, each district must assess their own needs and potential benefits. Once the districts identify and prioritize the changes that meet their individual goals, it is reasonable to consider demonstration projects to evaluate the effectiveness of the planned changes.

REASONS FOR FAILURE

- Unfortunately, many sharing models have not been successful. There are a number of reasons, with some that are unique to a region, but several that are consistent throughout the State.

LABOR

- Labor has historically been the greatest hurdle in implementing sharing. Labor agreements have restricted the ability to modify job assignments, outsource services, or reduce staff.

The sharing of out-of-district transportation has strong precedent in the Region. Additionally, it would appear that in most cases the route adjustments would not lead to layoffs but would simply be the type of routing changes that are normal and customary in transportation. Having stated that, it may require that some route consolidations be delayed until the beginning of a school year to allow the run changes to be part of a "run package" within a labor agreement and run assignment process.

Districts must find ways to save money. Historical practices cannot be allowed to restrict this effort. To that end, all the participants should review their labor agreements to ensure that any limiting provisions be addressed during the next negotiations.

TURF ISSUES

- Although we appreciate how people identify with their home districts, the issue of "turf" frequently derails sharing efforts. The centralization of the OOD transportation functions into one regional

program that operates more cost effectively while enhancing services will help to provide the financial resources to districts to maintain their educational independence.

As the districts move forward on sharing runs, the issue of "district name" may be raised. As students are consolidated they will inevitably ride on a bus supplied by another district. This could certainly raise questions. Each district will need to address this question based on their individual position. However, there are no regulatory mandates that necessitate a district to operate their own vehicle, and there are no mandates that require that districts providing out-of-district services must not utilize transfers or merged routes.

LACK OF INCENTIVE

- The basic premise throughout this report has been the sharing of services to improve service levels and/or reduce costs. In order for a district to undertake the type of changes that we have recommended, there needs to be adequate incentive.

Six of the eight participating districts receive a gross transportation aid of 70% or more. Over the years districts have expressed a lack of interest in making significant changes in transportation because any incremental costs are only "10 cent dollars" (based on the theory that districts were receiving 90% aid). However, as we demonstrated in Table 4-3 in the Participant Profile section, once full costing of transportation is taken into consideration, the average net transportation aid in the region is only 64.95%.

All of this is based on the current level of transportation aid. Given the financial challenges facing the State, is it reasonable to believe that over the long term the transportation aid rate will remain at this high level? If the reader believes that the aid level may change, it is important to move forward now on changes that can realize savings as the transition from the current operating modes can take a considerable amount of time.

OOD ISSUES

- As stated earlier, the sample OOD runs that were developed provide services to students attending private/parochial and charter schools. Some of these runs appeared to be very straightforward run consolidations while others will require additional review and analysis.

As work is done, each participating district will need to evaluate the appropriateness of consolidation for their student population. Additionally, there may be a need to evaluate transportation staffing impacts and the timing of making any route changes. Therefore, not all run changes need to be made at the beginning of the school year.

SPED RUNS

- Special education run changes involve significantly more work and analysis time given the need to evaluate variables such as riding times; vehicle requirements (lifts, special seating); disabilities and population mixing; variable class schedules; and more. However, we believe this effort is certainly worthwhile given the significant cost of many special education transportation services. In fact, within the Region some of the districts already merge special education and private/parochial students on out-of-district runs, thereby demonstrating that merging student populations on out-of-district runs can certainly be effective.

As a part of special education services, the transporting district will require access to the appropriate IEP data on the student. Although the participating districts can certainly work out the proper procedures, it may be appropriate to utilize the centralized OOD coordination function that we have recommended as the information collection and dissemination coordinator. In most cases the relevant data can be stored in the routing software and provided to the driver and aide.

PROGRAM DEVELOPMENT

- For those districts who decide to move forward on the utilization of a centralized approach to out-of-district work, we suggest that the persons responsible for transportation (Transportation Supervisors or Business Officials) meet to discuss operating issues such as:

- What will the process be if there is a snow day at the home district or the destination district?
- What will be done if the school calendars do not coincide?
- How will driver reviews be accomplished? (This is an issue that should be discussed with SED consistent with the conversation that TAS held with the State Director of Transportation)
- What will the coordinated emergency response plan consist of? Will the contact data be resident in the software program? Who are the responsible parties at each district with phone numbers and position on the phone trees?

**PROGRAM
OPERATION
AND
MANAGEMENT**

We believe that it is very important to develop these protocols at the local level so that each district's needs are considered, and so that "ownership" of this coordinated program is based at the local level. Many of these issues may already be determined given the level of informal sharing that has occurred in the Region over the years.

- The Transfinder database developed by TAS for this project is a solid foundation for the future. The sample runs demonstrate that the database can be utilized to identify and track shared routes. However, now that the feasibility review has shown success, the districts need to move forward on structuring and utilizing an on-going system.

The first step should be to solicit participation from as many districts as possible in the Region. The greater the participation, the more likely the success of consolidating runs.

We recommend that an experienced Transportation Department assume responsibility for the operation of the software. This will entail:

- Gathering student data on an annual basis
 - Developing a methodology with the participating districts to receive information on adds, deletes and changes to the database
 - Operation of the Transfinder software system
 - Development of proposed shared routes
 - Field testing routes as required
 - Development of projected savings based on established pricing protocol
 - Communication of routes to participating districts
 - On-going maintenance of shared route data in database
- The operation of the program will entail some expenses. Following are the *projected* amounts that we have used to demonstrate the cost-effectiveness of this project:

- One time purchase of Transfinder license for this system. The published price is \$3,500.
- Annual software maintenance fee. The published price is \$700.

- Annual cost for personnel to operate routing software, including occasional operation of trial runs. We have estimated for program development purposes this cost to be \$10,000. The routing software oversight portion of this fee was developed by TAS based on our estimates of man-hours. This is purely an initial estimate. We suggest that once a program administrator is chosen, a more definitive time estimate be established for the first year program operation. Once the program is operational, time and efforts can be tracked to develop a more accurate on-going program fee.
- Administrative fee for "home" district. We believe the district that provides the personnel should receive an administrative fee in recognition of the work and responsibility that will occur. We have estimated \$2,500.

Cost summary - One time software - \$3,500
 Annual software fee - \$700
 Routing labor and trial runs - \$10,000
 Administrative fee - \$2,500

- The participating districts will need to determine a method for charging districts who choose to participate. For example, assuming the above cost estimates are accurate for the first year, the total program cost would be \$16,700. Should the cost be allocated based on enrollment? Total student ridership? Students utilizing out-of-district services? Some other method?

We recommend that the participating districts meet to discuss options and come to an agreement. The home district of the program coordinator would initiate the billing to cover the cost of program operation.

- A key issue is the operation of the program. We recommend that the Collective participants meet to discuss the program and to solicit input from districts who are willing and capable of operating the system. The Collective will then need to select the district to operate the system.

It should be clear among the participants that the Transfinder program purchase represents an acquisition by the group. In that

way, should a different district accept responsibility in the future, the program operation/license would be transferred to that district.

SHARING AGREEMENTS

- We have included with this report various prototype agreements that should be reviewed by the districts. In those cases where fees will be exchanged between districts for shared runs, a standard State Contract form (TC) should be completed. We have included a copy of this form in the Appendix.

The prototype forms should be considered in draft form and should be reviewed by legal counsel. We have submitted these forms to SED but as of the writing of this report we have not received comments or changes. Should we receive a response from SED subsequent to the issuance of this report, we will forward this information to the Collective.

NYS PILOT PROGRAM FOR SHARING

- It is our understanding that the State will be developing a process to determine pilot programs for various methods of achieving savings and efficiencies through sharing transportation resources. Based on comments that we received, SED will be developing a method of selecting various programs that represent alternative methods of sharing resources. Although there will not be dedicated funding in this program, selected systems will receive increased support from the Department and many of the activities will qualify for transportation aid. The participating programs will have the inside track to facilitating changes based on the program results.

We recommend that the Collective keep abreast of this program and consider applying to participate in the pilot program.

APPENDIX

- DATA COLLECTION INSTRUMENTS
- SPRING 2010 DESTINATION SUMMARY CHART
- DATABASE LISTING OF SCHOOLS
- DATA TABLES:
 - FLEET ANALYSIS
 - STUDENT DATA
 - FINANCIAL ANALYSIS
 - LABOR DATA
 - OUT-OF-DISTRICT DESTINATIONS
- STATE CONTRACT FORM (TC)

The following documents should be considered to be in DRAFT form and should receive legal review prior to implementation

- SHARED MAINTENANCE AGREEMENT – PROTOTYPE
- SHARED SUPERVISOR AGREEMENT - PROTOTYPE
- SCHOOL BUS LOAN AGREEMENT – PROTOTYPE
- STUDENT TRANSPORTATION COOPERATIVE AGREEMENT – PROTOTYPE
- EQUIPMENT LEASING AGREEMENT – PROTOTYPE
- VEHICLE PAINTING AGREEMENT



2010
RENSSELAER STUDENT TRANSPORTATION COLLECTIVE
INFORMATION SURVEY

DISTRICT _____ DATE SUBMITTED _____

PHONE #(____)_____ FAX #(____)_____

EMAIL ADDRESS _____

Please provide the following information by _____ to **TAS**, 3181 Valley Drive, Walworth, NY 14568. Unless otherwise noted, financial information being evaluated is based upon the current school year. Whenever additional information is necessary, number attachments to coincide with the question number they relate to on this survey. Check boxes () have been provided in those areas where attachments or exhibits should be included in your response.

In order to make the completion of this important information as easy as possible, we have separated the request forms into various functional sections. Thank you for your assistance in completing this survey. Should certain items that are requested not be available at this time, please submit this survey with a notation of those items that will be submitted to **TAS** at a later date. Please do not delay submission of this survey data while waiting for a few items.

Should any questions arise during the completion of this survey, please feel free to call **TAS** at 1-800-233-3251, fax us at (315) 986-1901, or email us at "MWalsh@TransportationConsultants.com".

**TRANSPORTATION
SHARED SERVICES STUDY
INFORMATION SURVEY**

Contact Information: District: _____

Superintendent: _____

Phone #: _____ Fax #: _____ E-Mail: _____

Business Official: _____ Title: _____

Phone #: _____ Fax #: _____ E-Mail: _____

Transportation: _____ Title: _____

Phone #: _____ Fax #: _____ E-Mail: _____

ADMINISTRATIVE

1-1. Board Transportation Policy

- a. Provide a copy of existing transportation policy and administrative regulations.
b. Please explain any operating procedures that may differ from policy:

1-2. Possible Changes

Please describe any transportation program modifications that may be under consideration at this time.

- a. Routing: _____
b. Facility: _____
c. Personnel: _____
d. Change in bell times of school(s): _____
e. Other: _____

1-3. Contracting

Does your District currently contract with another school district, BOCES, or a contractor for any part of your transportation? Yes No

If NO, proceed to the next question.

- If YES, please attach a copy of the original contract/specifications and most recent contract extension form. Also, please complete the attached "Contract Analysis Form" for each contract

1-4. Fleet Replacement

- Provide a copy of the Board Policy. If none exists, please provide an explanation of past practice. Also provide a copy of any existing fleet replacement projections.

1-5. Job Descriptions

- a. Provide job descriptions for the following positions:
Supervisor, Mechanics, Dispatcher, Assistants, Drivers, Monitors, Attendants, Others
- b. If any percentage of time should be allocated to another function, other than those listed in the job description, please indicate that allocation below:

<u>TITLE</u>	<u>ADDITIONAL FUNCTION ALLOCATED %</u>	
e.g. Mechanic (Smith)	Buildings & Grounds	25%
_____	_____	_____
_____	_____	_____

1-6. Labor Information

- a. Provide a copy of transportation labor agreement(s) that covers the current 2009-2010 school year. If there is more than one bargaining unit in the Transportation Department, please provide information for each unit.
- b. Provide a list of employees covered and not covered by this agreement if it is not clearly indicated in the agreement.

1-7. Shared Services

- a. Detail any existing shared services between districts and/or municipalities, both formal and informal. _____

- b. Please provide a brief listing of those areas where you believe there exists potential for sharing between districts and/or municipalities: _____

THANK YOU!

FINANCIAL INFORMATION

2-1. Purchasing

Does the District currently participate in any bulk or cooperative purchasing programs?

YES NO

If your answer is NO, proceed to the next question. If your answer is YES, please provide the following information:

a. Bulk Purchase Program: Please list the types of items available through this program:

2-2. Transportation Aid Reports

a. If available, we will obtain a copy of the current TRA (Transportation Aid Output Report), which will provide detail on 2008-2009 expenses and 2009-2010 transportation aid, from the State Education Department through the internet. We may need to request this from the District at a later date if we are not able to gain access.

b. Current building aid rate: _____%

c. Provide the total family portion (i.e., health and dental insurance) of the District's benefits cost for transportation personnel, **IF THIS COST HAS NOT** been reported in the District's transportation costs: _____

Cost of single policy: _____ Cost of family policy: _____

d. If your district provides retiree health benefits for transportation employees, please provide your estimate of the annual accrued cost for these liabilities: _____

2-3. Annual Accounting

a. Please provide a copy of the FYE 6/09 ST-3 Pupil Transportation detail and Transportation Schedules (G thru L). We may need to request supplemental or clarifying data from the District at a later date.

b. Provide a description of any unusual expenses that occurred during the 2008-09 year, such as accidents, blown engines, legal settlements, etc.: _____

c. Explain any pro-rated costs, i.e., insurance, utilities, labor, etc.: _____

d. Provide a copy of the District's 6/30/09 final Budget Reconciliation report (line item detail) with detail expenditures for all transportation related accounts for the 2008-09 school year, plus comparable detail on the current year.

e. Please provide the following expenditures from your ST-3 for FYE 2009:

A5510.15	Trans Supv Salaries	_____
A5510.16	Department Wages	_____
A5510.2	Equipment	_____

A5510.21	Buses	_____
A5510.4	Contractual & Other	_____
A5510.45	Material & Supplies	_____
A5510.49	BOCES	_____
A5530.16	Maint Salaries	_____
A5530.2	Garage Equipment	_____
A5530.4	Garage Contractual	_____
A5530.45	Garage – Matl & Supp	_____
A5540.4	Contract Trans.	_____
A5540.4	Public Trans.	_____
A5581.49	Trans from BOCES	_____

Any comments or clarifications? _____

2-4. Trip Information

Please provide the total mileage and total labor cost (if available) for all athletic, field and extracurricular trips for the 2008-09 school year:

Total Mileage _____ Total Labor Cost \$ _____

Please provide the total mileage and total labor cost (if available) for the 2009 summer programs:

Total Mileage _____ Total Labor Cost \$ _____

2-5. Labor Information

Please fill in the requested information on the Employee Profile Table provided in Excel format. Also, please provide description/detail below on pre and post trip times that are paid to drivers, in addition to any actual driving times. _____

Provide detail on employee attendance/absenteeism in the Transportation Department in the format generated by the District's personnel management system.

2-6. Substitute Drivers

a. Hourly rate: \$ _____ per hour; trip; run.

b. Any benefits: _____

c. Minimum hours guarantee for subs, if any? _____

d. Are they covered under the labor agreement? YES NO

e. Does the District pay for the CDL training and license for subs? YES NO

f. Does the District pay for the fingerprinting for subs? YES NO

THANK YOU!

TRANSPORTATION DATA

3-1. District Data

a. Total number of students enrolled in District: _____

b. Total number of students transported to:

1. Public (in-district): _____

2. Private - (provide name of school and number to each):

SCHOOL	# OF STUDENTS
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

TOTAL: _____

(insert lines above, if necessary)

3. Special Education (out of district) - (provide locations and number to each):

SCHOOL	# OF STUDENTS
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

TOTAL: _____

(insert lines above, if necessary)

c. Total students transported (b.1. + b.2. + b.3.) _____

d. Total number transported by: **(Note: Total of d.1. + d.2. + d.3. should equal c.)**

1. District: _____

2. Contractor(s): _____

3. Public Transportation: _____

e. Number of District school buildings:

f. Bell times for the District (opening and closing times):

TIMES	GRADES	BUILDING NAME
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- g. For those districts utilizing Transfinder routing software, please execute the attached authorization form (if not already submitted) to allow **TAS** to access routing and map data. *It is very important that the information in the database be accurate!*
- h. Included in this information request packet is a file named "Out-of-District Data Collection Form". This Word Input file requests information on all out-of-district locations that you transport to. This information is critical to allow us to evaluate sharing options.

3-2. Computerization

If the District is involved in any type of computerization in the Transportation Department, please respond to the following questions. If not, move to question 3-4.

- a. Please indicate for which functions the Department is utilizing computerized software:

<u>Function</u>	<u>System/Software Used</u>
<input type="checkbox"/> Athletic/Field Trips Requests	_____
<input type="checkbox"/> Driver Compliance Records	_____
<input type="checkbox"/> Inventory Control	_____
<input type="checkbox"/> Attendance reporting	_____
<input type="checkbox"/> Fleet Maintenance	_____
<input type="checkbox"/> Routing	_____
<input type="checkbox"/> Spreadsheets	_____
<input type="checkbox"/> Word Processing	_____

- b. If you are currently evaluating any computerized programs, please describe the review status and the name of the system(s) that you are reviewing: _____

3-3. Maps, Calendar and Schedules

- a. Supply a readable District map with identification of school buildings, District offices, and the transportation facility.

District Office street address: _____

Transportation Facility street address: _____

- b. Supply a copy of the District's school calendar for the current year.

3-4. Fleet Profile

- a. Provide a current student transportation vehicle list utilizing the Excel file provided.
- b. Please designate on the vehicle list those buses that are equipped for wheelchair transport with their appropriate capacity.
- c. Provide a list of any non-student transportation vehicles, owned by the District, and maintained by the transportation department on the Excel file provided.
- d. Describe any major changes to the fleet that are scheduled to occur during the 2010-11 school year.

- e. Unless we will be able to access this data from your Transfinder file, provide detail on the use of each bus, including actual times for all scheduled runs, scheduled ridership, actual ridership, and any other data that will provide an understanding of the use of each vehicle. Be sure to identify all spare vehicles.
- f. Provide copy of most recent *DOT Operator Profile* report, including all sections.

3-5. Radios, Cameras and GPS

- a. Provide detail on the type of cameras (tape or digital), brand, and number of operating cameras in the District: _____
- b. Provide details on any GPS systems operating on buses serving District: _____

3-6. Outside Maintenance

Provide a brief description of the types of maintenance work where you utilize outside vendors, i.e., tires, transmissions, painting, etc.

TYPES OF MAINTENANCE	VENDOR'S NAME	ADDRESS	ANNUAL EXPENDITURES
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3-7. Facility

- a. Number of lifts, condition: _____
- b. Number of work bays: _____
- c. Number of indoor storage bays and vehicle capacity for storage: _____
- d. Approximate size of parts and tire storage area(s): _____
- e. Room for expansion of facility? _____
- f. Any facility problems that will need repair? (Drains, lifts, roof, etc.) Please describe any existing estimates on repair costs, and any current plans to modify the facility: _____

- g. Please complete the attached Fuel Survey form.

3-8. Training

- a. Who performs the various driver training programs? _____
- b. Cost of providing training? \$_____
- c. Any specialty training that is provided? _____

3-9. Substitute Drivers

- a. How many substitute drivers are available on a normal day?
- b. What method(s) do you use to find subs? _____

3-10. Staffing

Please list the work hours for all personnel, other than drivers, in the Transportation Department:

i.e.	1 Mechanic	6:00 am - 2:30 pm
	1/2 Mechanic	8:00 am - 12:30 pm
	Clerical	7:00 am - 3:00 pm

NAME & TYPE OF POSITION	HOURS
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3-11. Municipal Information

- a. Describe any local maintenance or fueling facilities operated by a local municipality, and provide a contact person and phone number: _____
- b. _____ Provide contact information for any municipal entity that is currently sharing transportation related resources with the District:

THANK YOU!



CONTRACT ANALYSIS FORM

(Please reproduce this form, and complete for **each** contract)

DISTRICT: _____ CONTRACTOR: _____
 District Contact should there be questions about this information: _____ Phone: _____ Fax: _____
 Email: _____

ORIGINAL CONTRACT DATE: _____ CURRENT CONTRACT EXPIRATION DATE: _____

1. Please describe the type of service(s) provided under this contract. (Home/School; Extra-Curricular: Special Education - Ambulatory and/or Non-Ambulatory; Private/Parochial; Summer; Other): _____

2. Number and type of vehicles, hours of service, and cost provided under this contract (*samples are in shaded italics*):

# OF VEHICLES	TYPE	HOURS	MILES PER DAY PER VEHICLE	# OF STUDENTS TRANSPORTED PER VEHICLE	CURRENT COST Specify per bus, per mile, per day, per hour, per student, other	NOTES
3	66 pass	4 hrs	48	57	\$212.67 per day per bus	Extra \$40 per hour if over 4 hours
24	20 pass	3 hrs	33	16 avg	\$2568 per bus per month	

3. Who provides the fuel for the contract? District Contractor If District, on what basis is fuel allowance determined? _____

4. Are there monitors (bus aides; attendants) provided under this contract? Yes No
 If yes, what is the charge? _____ Are the routes Single Double Triple Other tripped?

5. Who does the routing? District Contractor Is the routing computerized? Yes No If Yes, software used _____

6. Who owns the fleet? District Contractor Who is responsible for fleet replacement? District Contractor

7. Are there any requirements under this contract for the Contractor to provide a dedicated terminal manager? Full-time dedicated dispatcher? Full-time, dedicated safety person? Other personnel that would impact the Contractor's cost? _____

8. Who provides the facility? District Contractor If the District is involved in the provision of facility, what is the charge to the Contractor? _____

9. What was the 2008-09 annual cost for this contract? \$ _____ How many students were transported under this contract? _____

10. Are there any "special" services, or features, under this contract that would be important as part of the contract analysis? _____

11. What is the annual mileage for this contract? _____

12. Is the majority of the fleet single, double, triple, or quad tripped?
 Please complete next page relative to Extra-Curricular pricing.

EXTRA-CURRICULAR SERVICES (Field Trips; Sports)

DISTRICT: _____ CONTRACTOR: _____

How are extra-curricular services charged to District?

Rate per mile of \$ _____ Does this rate change after a certain number of miles? Please describe: _____

Rate per hour of \$ _____ Is there a guaranteed minimum number of hours? _____
Is the charge based upon **both** a rate per mile and a rate per hour, or is the charge exclusively per mile or per hour? _____

Charge by destination? _____ If so, is the destination charge increased by an hourly charge over a certain number of hours? _____
Waiting time. Is there a charge for waiting time that is different than the above rates? If so, when does the charge begin and how much is charged? _____

Please provide any further description of charges that will help us as we evaluate this important area of the student transportation program:

Please provide a copy of a typical month's invoice from the contractor(s) which will assist us in determining volume and pricing schedules. It will be used to insure that we properly interpret the pricing mechanisms.

Overall, how would you describe the quality of services provided by your primary contractor? Poor Fair Average Good Great

THANK YOU FOR YOUR ASSISTANCE IN THIS IMPORTANT REVIEW

FUEL SURVEY FORM

ENTITY NAME: _____ DATE: _____

COMPLETED BY: _____ PHONE: _____

1. Please describe your current fuel system(s), one section for each fuel type. Make as many copies as needed.

- a. Fuel type: Gas Diesel Other
Tanks: Above ground Below ground Capacity: _____ gallons
Approximate age of tanks: _____
Pump system: Non-automated
 Automated: Pump brand _____
Number of cards/keys available: _____

Name of fuel supplier: _____ Phone: _____

Price per gallon paid on last shipment: _____ Date: _____

Normal size of fuel drops: _____ gallons. How often do you receive drops: _____

Are your fuel purchases a part of any cooperative bid? Yes No If yes, please name purchasing program: _____

Location of pumps: _____ Annual Consumption: _____

Users of this fuel system: _____

Could this system be expanded? _____

Comments: _____

- b. Fuel type: Gas Diesel Other
Tanks: Above ground Below ground Capacity: _____ gallons
Approximate age of tanks: _____
Pump system: Non-automated
 Automated: Pump brand _____
Number of cards/keys available: _____

Name of fuel supplier: _____ Phone: _____

Price per gallon paid on last shipment: _____ Date: _____

Normal size of fuel drops: _____ gallons. How often do you receive drops: _____

Are your fuel purchases a part of any cooperative bid? Yes No If yes, please name purchasing program: _____

Location of pumps: _____ Annual Consumption: _____

Users of this fuel system: _____

Could this system be expanded? _____

Comments: _____

2. Please supply a complete list of vehicles that utilize these fuel systems.

REGIONAL OPERATIONS FEASIBILITY STUDY FLEET LISTING

DISTRICT:									
Fleet Listing as of:									
BUS #	YEAR	CAPACITY	MAKE/MODEL	MILEAGE	USAGE	AGE	Sample entry	Usage options would be Route or Spare.	
63	1997	42 + 2 W/C	International	128,998	Spare	13			
76	2004	65	Thomas/Freightliner	75,125	Route	6			
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Begin entering here on line #7. Insert lines if more space needed for fleet. </div>									
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> This data will recalculate based input. </div>									
Average mileage:		102,062							
Average age:		9.5							
Number of vehicles:		2							
NON-STUDENT VEHICLES									
VEH #	YEAR	CAPACITY	MAKE/MODEL	MILEAGE	USE	AGE	Sample input. Begin entering data below shaded sample area.		
5	2001		Chevy Pick-up		B&G Food Svc	9			
	2008		Ford F-250		B&G	2			

RENSSELAER SCHOOL TRANSPORTATION COLLECTIVE

Spring 2010 Out-of-School District Schools and Special Education Locations

No.	School Code	School Name	City/Town	State	Total	Averill Park	Brittonkill	East Greenbush	Catsburgh	New Lebanon	Rensselaer City	Rensselaer County	Schoharie County	Windsor
1	ACCHL	Academy of Christian Leadership	Valatie	NY	12	2		3		2				5
2	ACHVM	Achievement Academy Charter School	Albany	NY	4				4			1		
3	ACHVT	Achievements, PLLC (Special Education Location)	Albany	NY	1									
4	ALBOY	Albany Academy for Boys	Albany	NY	17	7		8	1					1
5	ALGIR	Albany Academy for Girls	Albany	NY	29	12		10	6					1
6	ALBCC	Albany Community Charter School	Albany	NY	1			1						27
7	ALGNN	Algonquin Middle School	Averill Park	NY	27									
8	ARKCS	Ark Community Charter School	Troy	NY	21				21					
9	ARTS	Arts Center for the Capital Region	Troy	NY	1	1								
10	AVPHS	Averill Park High School	Averill Park	NY	41									
11	BGN-1	Beginnings - Berlin (Special Education Location)	Berlin	NY	2							2		
12	BGN-10	Beginnings - Children's Place (Special Education Location)	Albany	NY	1							1		
13	BGN-4	Beginnings - Stepping Stones 1 (Special Education Location)	Troy	NY	6							6		
14	BGN-5	Beginnings - Stepping Stones 2 (Special Education Location)	Rensselaer	NY	1							1		
15	BGN-6	Beginnings - St. Joseph (Special Education Location)	Rensselaer	NY	6							6		
16	BGN-7	Beginnings - Troy UPK (Special Education Location)	Troy	NY	4							4		
17	BSCDS	Berkshire Country Day School	Stockbridge	MA	8					8				
18	BERFM	Berkshire Jr. - Sr. High School (Special Education Location)	Canaan	NY	1			1						

NO	School Code	School Name	City/Town	State	Total	Verill Park	Britton Hill	East Greenbush	Tansingburgh	New Lebanon	Rensselaer City	Rensselaer County	Schocket	W. Manskill
19	BISHM	Bishop Magrinn High School	Albany	NY	4	2		2						
20	BLSAC	Blessed Sacrament School	Albany	NY	6			4					2	
21	CRCTS	Capital Region Career and Technical School	Albany	NY	2	1			1					
22	CACHS	Catholic Central High School	Troy	NY	79	16	12	16	22					13
23	CPC	Cerebral Palsy Center (Special Education Location)	Albany	NY	1			1						
24	CBA	Christian Brothers Academy	Albany	NY	7		1	5	1					
25	CRCLE	Circle of Friends - Delmar (Special Education Location)	Delmar	NY	1							1		
26	CLVRP	Cloverpatch - Center for Disabled (Special Education Location)	Albany	NY	1							1		
27	CGEC	Columbia-Greene Education Center	Hudson	NY	2			1		1				
28	COLHS	Columbia High School	East Greenbush	NY	40								2	38
29	CRCC	Crossroads Center for Children (Special Education Location)	Glenville	NY	1			1						
30	CRSRD	Crossroads (Special Education Location)	Scotia	NY	1							1		
31	DARRW	Darrow School	New Lebanon	NY	2	1				1				
32	DVRUX	Deverux in NY (Special Education Location)	Red Hook	NY	1						1			
33	DSBLT	Disabilities Services (Center for) (Special Education Location)	Albany	NY	10	4			2		4			
34	DOANS	Doane Stuart School (The)	Rensselaer	NY	16	2	3	8	1		1		1	
35	DRAPR	Draper Middle School	Schenectady	NY	2		1							
36	ECE-1	ECEC - Albany (Special Education Location)	Albany	NY	4							4		
37	ECE-2	ECEC - Guildenland (Special Education Location)	Schenectady	NY	2							2		
38	ECE-3	ECEC - Village Site (Special Education Location)	Troy	NY	7							7		
39	EMWHS	Emma Willard School	Troy	NY	12	4	2	4	2					
40	FRNSW	Farnsworth Middle School	Guildenland	NY	1						1			

No.	School Code	School Name	City/Town	State	Total	Averill Park	Brattonkill	East Greenbush	Flemingburgh	New Lebanon	Rensselaer City	Rensselaer County	Saratoga	Wantskill
41	GENET	Genet (Citizen Edmund) School	East Greenbush	NY	16	1		6	2	2	2		3	
42	GOFF	Goff (Howard L.) Middle School	East Greenbush	NY	3			2	1					
43	GMEAD	Green Meadow School	Castleton	NY	3			3						
44	HEBRE	Hebrew Academy – Capital District	Albany	NY	6		3	3						
45	HANDS	Helping Hands – Werner Road (Special Education Location)	Clifton Park	NY	1						1			
46	HJHNS	Henry Johnson Charter School	Albany	NY	4				4					
47	HONAL	Holy Name Academy – Lower School	Albany	NY	5	1		1					1	2
48	HONAU	Holy Name Academy – Upper School	Albany	NY	23	4		19						
49	HSPIR	Holy Spirit School	East Greenbush	NY	109	6		82		7			14	
50	HOVES	Hoosic Valley Elementary School	Schaghticoke	NY	1	1								
51	HUDHS	Hudson High School	Hudson	NY	1	1								
52	ICRMS	Ichabod Crane Middle School	Valatie	NY	2					1			1	
53	ICRHS	Ichabod Crane Sr. High School	Valatie	NY	3			1	1				1	
54	KIPPT	Kipp Tech Valley Charter School	Albany	NY	2			2						
55	KNBMS	Knickerbocker Middle School	Troy	NY	11				11					
56	LNGAN	Langan (Kevin G.) School (Special Education Location)	Albany	NY	3		2			1				
57	LNSHS	Lansingburgh Sr. High School	Troy	NY	14				14					
58	LASLT	LaSalle Institute - Troy	Troy	NY	125	17	10	50	24				5	19
59	LACAD	Latham Christian Academy	Latham	NY	4			2	2					
60	LISHA	Lisha Kill Middle School	Albany	NY	2		1	1						
61	LCHR1	Loudonville Christian School	Loudonville	NY	52	17	6	18	4				3	4
62	MAYWO	Maywood School (Special Education Location)	Albany	NY	3	1		2						
63	MEDES	Mary E. Dardness Elementary School	Chatham	NY	1					1				
64	MIHIE	Miller Hill (and Sand Lake) School	Averill Park	NY	23									23
65	MNTSR	Montessori School	Schenectady	NY	1	1								

No	School Code	School Name	City/Town	State	Total	Averill Park	Brittonkill	East Greenbush	Lansingburg	New Lebanon	Rensselaer City	Rensselaer County	Schoharie	Wynantskill
66	MTMOR	Mount Moriah Academy	Glenmont	NY	2	2								
67	MNTNR	Mountain Road School	New Lebanon	NY	2	2								
68	NVSNS	New Visions (Special Education Location)	Slingerlands	NY	2		2							
69	NVMDW	Newmeadow Saratoga School (Special Education Location)	Malta	NY	1							1		
70	NISKY	Niskayuna High School	Niskayuna	NY	1	1								
71	NEPCS	Northeast Parent and Child Society (Special Education Location)	Schenectady	NY	3			1	2					
72	OASHI	Oak Hill School (Special Education Location)	Scotia	NY	1				1					
73	OAKCH	Oakwood Christian School	Troy	NY	22	3	1	5	13					
74	OSALU	Our Savior's Lutheran School	Albany	NY	6	2		1	3					
75	PRKER	Parker (Robert E.) School	Wynantskill	NY	19	3	1	11	2					2
76	PARSO	Parsons Center - Hellman School (Special Education Location)	Albany	NY	13	4		5	2				2	
77	RMILL	Red Mill School	Rensselaer	NY	9	2		1		1			4	1
78	REDEM	Redemption Christian Academy	Troy	NY	1				1					
79	RENAC	Rensselaer Academy (Special Education Location)	Rensselaer	NY	18	4		5	4		2		2	1
80	RENEC	Rensselaer Education Center (Special Education Location)	Troy	NY	39	1	28	4	5		1			
81	RENHS	Rensselaer High School	Rensselaer	NY	2						2			
82	RENMS	Rensselaer Middle School	Rensselaer	NY	1						1			
83	RENPK	Rensselaer Park Elementary School	Troy	NY	15				15					
84	RTD-1	Rotterdam Academy (Special Education Location)	Schenectady	NY	3			1	2					
85	RPI	Rensselaer Polytechnic Institute	Troy	NY	4	4								
86	SCKTT	Sackett (John E.) Education Center (Special Education Location)	Castleton	NY	9	1		5	2				1	
87	SAHAT	Sacred Heart School	Troy	NY	19	6	3		5					5
88	SPZEB	Spotted Zebra Learning Center (Special Education Location)	Albany	NY	1			1						

No.	School Code	School Name	City/Town	State	Total	Averill Park	Brittonville	East Greenbush	Hansburg	New Lebanon	Rensselaer City	Rensselaer County	Schodack	Wynantskill
89	SPRNG	Springbrook New York, Inc. (Special Education Location)	Oneonta	NY	1						1			
90	STAMB	St. Ambrose School	Latham	NY	1	1								
91	STANN	St. Anne Institute (Special Education Location)	Albany	NY	1					1				
92	STAUG	St. Augustine's School	Troy	NY	16	1			15					
93	SRBRG	St. Brigid's Regional Catholic School	Watervliet	NY	1				1					
94	STCAA	St. Catherine Center for Children (Special Education Location)	Albany	NY	5	1		3	1					
95	STCOL	St. Coleman's School (Special Education Location)	Watervliet	NY	7			2			5			
96	STGRG	St. Gregory's School for Boys	Loudonville	NY	6	2		4						
97	STJOE	St. Joseph Central High School	Pittsfield	MA	1					1				
98	STJUD	St. Jude the Apostle School	Wynantskill	NY	38	11	3	8	4					12
99	STMAR	St. Mary's School	Waterford	NY	27		3		24					
100	STMRY	St. Mary's Academy - Elementary	Hoosic Falls	NY	3		3							
101	STPIU	St. Pius X School	Loudonville	NY	26	8	1	11	2					4
102	STRSE	St. Rose College	Albany	NY	1	2								
103	STTHO	St. Thomas the Apostle School	Delmar	NY	2			2						
104	STPLC	Story Place Preschool, Inc. (Special Education Location)	Castleton	NY	35							35		
105	SUNY	SUNY @ Albany - East Campus	Rensselaer	NY	3	3								
106	SUODL	Susan Odell Taylor School	Troy	NY	17	9	1	5	2					
107	TAMES	Tamarac Elementary School	Troy	NY	6			1	4	1				
108	TAMHS	Tamarac Middle/High School	Troy	NY	56	3			5	1				47
109	TECHV	Tech Valley High School	Rensselaer	NY	21	3	3	3	4	2	1		2	3
110	TIMES	Times Union (Newspaper)	Albany	NY	1		1							
111	TRYHS	Troy High School	Troy	NY	75									75
112	TNTPC	True North Troy Prep Charter School	Troy	NY	10				10					
113	TRNPK	Turnpike Elementary School	Troy	NY	27				27					
114	UCP-U	UCP of Utica (Special Education Location)	Utica	NY	1						1			

No.	School Code	School Name	City/Town	State	Total	Averill Park	Brittonkill	East Greenbush	Fanningburgh	New Lebanon	Rensselaer City	Rensselaer County	Schoharie	Wynantskill
115	UNTY	Unity Sunshine (Special Education Location)	Troy	NY	30							30		
116	VRENE	Van Rensselaer Elementary School	Rensselaer	NY	7						7			
117	VANHL	Vanderhyden Hall (Special Education Location)	Wynantskill	NY	5	1		2	1	1				
118	WESEL	Westmere Elementary School	Albany	NY	2				1					1
119	WILDA	Wildwood - Albany (Special Education Location)	Albany	NY	3	1		1		1				
120	WILDC	Wildwood - Curry Road (Special Education Location)	Schnectady	NY	15	2	2	4	4	2				1
121	WILDL	Wildwood - Latham (Special Education Location)	Latham	NY	11			4	7					
122	WMONT	Woodland Hill Montessori School	Rensselaer	NY	33	4	1	26						1
					1,490	187	95	374	293	35	30	104	54	318

Prepared by Transportation Advisory Services (TAS)



RENSSELAER SCHOOL TRANSPORTATION COLLECTIVE

Database of Out-of-School District Schools and Special Education Locations Contained Within The Routing Software

Listing No.	School Code	School Name	City/Town	State
1	ABRLA	Abraham Lansing School	Cohoes	NY
2	ABROK	Abrookin Vo-Tech Center	Albany	NY
3	ACCHL	Academy of Christian Leadership	Valatie	NY
4	ACHVM	Achievement Academy Charter School	Albany	NY
5	ACHVT	Achievements, PLLC	Albany	NY
6	ALBOY	Albany Academy for Boys	Albany	NY
7	ALGIR	Albany Academy for Girls	Albany	NY
8	ALBCC	Albany Community Charter School	Albany	NY
9	ALPCS	Albany Prep Charter School	Albany	NY
10	ASHUM	Albany School of Humanities	Albany	NY
11	ALGNN	Algonquin Middle School	Averill Park	NY
12	ANNUR	Annur Islamic School	Schenectady	NY
13	ARKCS	Ark Community Charter School	Troy	NY
14	ARTS	Arts Center for the Capital Region	Troy	NY
15	AVPHS	Averill Park High School	Averill Park	NY
16	BGN-1	Beginnings - Berlin	Berlin	NY
17	BGN-10	Beginnings – Children’s Place	Albany	NY
18	BGN-3	Beginnings – Family Residential Center	Troy	NY
19	BGN-2	Beginnings – Hoosic Falls	Hoosic Falls	NY
20	BGN-8	Beginnings – Hoosic Valley UPK	Schaghticoke	NY
21	BGN-11	Beginnings – New Lebanon UPK	New Lebanon	NY
22	BGN-9	Beginnings – Rensselaer UPK	Rensselaer	NY
23	BGN-6	Beginnings – St. Joseph	Rensselaer	NY
24	BGN-4	Beginnings – Stepping Stones 1	Troy	NY
25	BGN-5	Beginnings – Stepping Stones 2	Rensselaer	NY
26	BGN-7	Beginnings – Troy UPK	Troy	NY
27	BTOP	Bell Top School	Troy	NY
28	BSCDS	Berkshire Country Day School	Stockbridge	MA
29	BERFM	Berkshire Jr.- Sr. High School	Canaan	NY
30	BRLES	Berlin Elementary School	Berlin	NY
31	BTHLM	Bethlehem Children’s School	Albany	NY
32	BISHM	Bishop Maginn High School	Albany	NY
33	BLSAC	Blessed Sacrament School	Albany	NY
34	BLUCK	Blue Creek School	Latham	NY
35	BRADT	Bradt (Herman L.) Elementary School	Rotterdam	NY
36	BRT-B	Brighter Choice School – Boys	Albany	NY
37	BRT-G	Brighter Choice School – Girls	Albany	NY

Existing No.	School Code	School Name	City/Town	State
38	BROWN	Brown School	Schenectady	NY
39	CDPC	Capital District Psychiatric Center	Albany	NY
40	CRCTS	Capital Region Career and Technical School	Albany	NY
41	CRLL	Carroll Hill School	Troy	NY
42	CASEL	Castleton Elementary School	Castleton	NY
43	CACHS	Catholic Central High School	Troy	NY
44	CPC	Cerebral Palsy Center	Albany	NY
45	CHTHS	Chatham High School	Chatham	NY
46	CHTMS	Chatham Middle School	Chatham	NY
47	CHRST	Christ the King School	Chatham	NY
48	CBA	Christian Brothers Academy	Albany	NY
49	CRCLE	Circle of Friends – Delmar	Delmar	NY
50	CLVRK	Claverack Academy	Hudson	NY
51	CLVRP	Cloverpatch – Center for Disabled	Albany	NY
52	COBBM	Cobb Memorial School	Altamont	NY
53	COSHS	Cohoes High School	Cohoes	NY
54	CSTRO	College of St. Rose	Albany	NY
55	COLCH	Colonie Christian Academy	Albany	NY
56	CGEC	Columbia-Greene Education Center	Hudson	NY
57	COLHS	Columbia High School	East Greenbush	NY
58	CRSRD	Crossroads	Scotia	NY
59	CRCC	Crossroads Center for Children	Glenville	NY
60	CROSR	Crossroads/Sackett Center	Castleton	
61	DARRW	Darrow School	New Lebanon	NY
62	DVRUX	Deverux in NY	Red Hook	NY
63	DSBLT	Disabilities Services (Center for)	Albany	NY
64	DOANS	Doane Stuart School (The)	Rensselaer	NY
65	DPS	Donald P. Sutherland School	Nassau	NY
66	DOYLE	Doyle (W. Kenneth) Middle School	Troy	NY
67	DRAPR	Draper Middle School	Schenectady	NY
68	ECE-1	ECEC – Albany	Albany	NY
69	ECE-2	ECEC – Guilderland	Schenectady	NY
70	ECE-3	ECEC – Village Site	Troy	NY
71	EMWHS	Emma Willard School	Troy	NY
72	FRNSW	Farnsworth Middle School	Guilderland	NY
73	FORTS	Forts Ferry School	Latham	NY
74	FREE	Free School (The)	Albany	NY
75	GARDI	Gardner – Dickenson School	Wynantskill	NY
76	GENET	Genet (Citizen Edmund) School	East Greenbush	NY
77	GWSHN	George Washington School	Troy	NY
78	GRMCS	Germantown Central School	Germantown	NY

Listing No.	School Code	School Name	City/Town	State
79	GLENE	Glenclyff School	Rexford	NY
80	GOODR	Goodrich School	Latham	NY
81	GOFF	Goff (Howard L.) Middle School	East Greenbush	NY
82	GMEAD	Green Meadow School	Castleton	NY
83	GREEN	Green Tech High Charter School	Albany	NY
84	GUIEL	Guilderland Elementary School	Guilderland	NY
85	GUIHS	Guilderland High School	Guilderland Center	NY
86	HARTL	Hartland School	Albany	NY
87	HWTRV	Hawthorne Valley School	Ghent	NY
88	HEBRE	Hebrew Academy (Bet Shraga)	Albany	NY
89	HLDRB	Helderberg Christian School	Westerlo	NY
90	HANDS	Helping Hands – Werner Road	Clifton Park	NY
91	HJHNS	Henry Johnson Charter School	Albany	NY
92	HILLS	Hillside School	Niskayuna	NY
93	HCRSS	Holy Cross School	Albany	NY
94	HONAL	Holy Name Academy – Lower School	Albany	NY
95	HONAU	Holy Name Academy – Upper School	Albany	NY
96	HSPIR	Holy Spirit School	East Greenbush	NY
97	HOOSC	Hoosac School	East Greenbush	NY
98	HOVES	Hoosic Valley Elementary School	Schaghticoke	NY
99	HOVHS	Hoosic Valley Sr. High School	Schaghticoke	NY
100	HOVMS	Hoosic Valley Middle School	Schaghticoke	NY
101	HOFES	Hoosick Falls Elementary School	Hoosick Falls	NY
102	HOFHS	Hoosic Falls High School	Hoosick Falls	NY
103	HUDHS	Hudson High School	Hudson	NY
104	HUDMS	Hudson Middle School	Hudson	
105	ICRMS	Ichabod Crane Middle School	Valatie	NY
106	ICRPS	Ichabod Crane Primary School	Valatie	NY
107	ICRHS	Ichabod Crane Sr. High School	Valatie	NY
108	IROQU	Iroquois Middle School	Niskayuna	NY
109	JLE	John L. Edwards School	Hudson	NY
110	KIPPT	Kipp Tech Valley Charter School	Albany	NY
111	KNBMS	Knickerbocker Middle School	Troy	NY
112	LNGAN	Langan (Kevin G.) School	Albany	NY
113	LNSHS	Lansingburgh Sr. High School	Troy	NY
114	LASLT	LaSalle Institute - Troy	Troy	NY
115	LASLA	LaSalle School - Albany	Albany	NY
116	LACAD	Latham Christian Academy	Latham	NY
117	LINCO	Lincoln School	Scotia	NY

Listing No.	School Code	School Name	City / Town	State
118	LISHA	Lisha Kill Middle School	Albany	NY
119	LCHRI	Loudonville Christian School	Loudonville	NY
120	LYNWD	Lynwood Elementary School	Schenectady	NY
121	MMNDS	Maimonides Hebrew day School	Albany	NY
122	MAPHS	Maple Hill High School	Castleton	NY
123	MHIMS	Maple Hill Middle School	Castleton	NY
124	MAPLE	Maplewood Elementary School	Watervliet	NY
125	MARCC	Maria College Campus School	Albany	NY
126	MARIT	Maritime Center (Capital Region)	Alplaus	NY
127	MHGES	Martin H. Glynn Elementary School	Valatie	NY
128	MTVB	Martin Van Buren Elementary School	Kinderhook	NY
129	MEDES	Mary E. Dardness Elementary School	Chatham	NY
130	MAYWO	Maywood School	Albany	NY
131	MIHIE	Miller Hill (and Sand lake) School	Averill Park	NY
132	MOHON	Mohonasen Sr. High School	Schenectady	NY
133	MTPMS	Mount Pleasant Middle School	Schenectady	NY
134	MNTSR	Montessori School	Niskayuna	NY
135	MCSIS	Montgomery C. Smith Intermediate School	Hudson	NY
136	MTMOR	Mount Moriah Academy	Glenmont	NY
137	MNTNR	Mountain Road School	New Lebanon	NY
138	MTACD	Mountain View Academy	Johnsonville	NY
139	NCVNT	New Covenant Charter School	Albany	NY
140	NLJSH	New Lebanon Jr. – Sr. High School	New Lebanon	NY
141	NVSNS	New Visions	Slingerlands	NY
142	NVMDW	Newmeadow Saratoga School	Malta	NY
143	NISKY	Niskayuna High School	Niskayuna	NY
144	NGS	North Greenbush School	Troy	NY
145	NEPCS	Northeast Parent and Child Society	Schenectady	NY
146	NDBGS	Notre Dame – Bishop Gibbons School	Schenectady	NY
147	OASHI	Oak Hill School	Scotia	NY
148	OAKCH	Oakwood Christian School	Troy	NY
149	OLVCT	Our Lady of Victory School	Troy	NY
150	OSALU	Our Savior's Lutheran School	Albany	NY
151	PAGE	Page Avenue School	Cohoes	NY
152	PRKER	Parker (Robert C.) School	Wynantskill	NY
153	PARSO	Parsons Center – Hellman School	Albany	NY
154	PINB	Pine Bush Elementary School	Schenectady	NY
155	PINEE	Pinewood Elementary School	Schenectady	NY
156	PSTNK	Poestenkill Elementary School	Poestenkill	NY
157	PS2	P.S. 2	Troy	NY
158	PS12	P.S. 12	Troy	NY
159	PS14	P.S. 14	Troy	NY
160	PS16	P.S. 16	Troy	NY

Listing No	School Code	School Name	City / Town	State
161	PS18	P.S. 18	Troy	NY
162	RMILL	Red Mill School	Rensselaer	NY
163	REDEM	Redemption Christian Academy	Troy	NY
164	RENAC	Rensselaer Academy	Rensselaer	NY
165	RENEC	Rensselaer Education Center	Troy	NY
167	RENHS	Rensselaer High School	Rensselaer	NY
168	RENMS	Rensselaer Middle School	Rensselaer	NY
169	RENPK	Rensselaer Park Elementary School	Troy	NY
170	RPI	Rensselaer Polytechnic Institute	Troy	NY
171	RTD-1	Rotterdam Academy	Schenectady	NY
172	RTD-2	Rotterdam Academy	Rotterdam	NY
173	SACAN	Sacandaga School	Scotia	NY
174	SCKTT	Sackett (John E.) Education Center	Castleton	NY
175	SAHAT	Sacred Heart School	Troy	NY
176	SADWO	Saddlewood Elementary School	Albany	NY
177	SCHCS	Schenectady Christian School	Scotia	NY
178	SCNHS	Schenectady High School	Schenectady	NY
179	SCOMS	Scotia-Glenville Middle School	Scotia	NY
180	SPZEB	Spotted Zebra Learning Center	Albany	NY
181	SPRNG	Springbrook New York, Inc.	Oneonta	NY
182	STAMB	St. Ambrose School	Latham	NY
183	STANN	St. Anne Institute	Albany	NY
184	STAUG	St. Augustine's School	Troy	NY
185	STBRG	St. Brigid's Regional Catholic School	Watervliet	NY
186	STCSM	St. Casimir Regional School	Albany	NY
187	STCAA	St. Catherine Center for Children	Albany	NY
188	STCAT	St. Catherine of Siena School	Albany	NY
189	STCOL	St. Coleman's School	Watervliet	NY
190	STGRG	St. Gregory's School for Boys	Loudonville	NY
191	STHLN	St. Helen School	Schenectady	NY
192	STJMS	St. James Institute	Albany	NY
193	STJES	St. John the Evangelist School	Schenectady	NY
194	STJJS	St. Joseph and St. John School	Rensselaer	NY
195	STJOE	St. Joseph Central High School	Pittsfield	MA
196	STJUD	St. Jude the Apostle School	Wynantskill	NY
197	STMDL	St. Madeline Sophie School	Schenectady	NY
198	STMRY	St. Mary's Academy – Elementary	Hoosic Falls	NY
199	STMAR	St. Mary's School	Waterford	NY
200	SMARY	St. Mary's School	Rensselaer	NY
201	STMTH	St. Matthew Lutheran School	Albany	NY
202	STPIU	St. Pius X School	Loudonville	NY
203	STRSE	St. Rose College	Albany	NY
204	STTRS	St. Theresa of Avila School	Albany	NY

Listing No	School Code	School Name	City/Town	State
205	STTHO	St. Thomas the Apostle School	Delmar	NY
206	STEIN	Steinmetz Center	Schenectady	NY
207	STPLC	Story Place Preschool, Inc	Castleton	NY
208	SUNY	SUNY @ Albany – East Campus	Rensselaer	NY
209	SUODL	Susan Odell Taylor School	Troy	NY
210	TCHES	Taconic Hills Elementary School	Craryville	NY
211	TCHHS	Taconic Hills High School	Craryville	NY
212	TCHNS	Taconic Hills Middle School	Craryville	NY
213	TAMES	Tamarac Elementary School	Troy	NY
214	TAMHS	Tamarac Middle/High School	Troy	NY
214	TECHV	Tech Valley High School	Rensselaer	NY
216	TIMES	Tines Union (Newspaper)	Albany	NY
217	TRYHS	Troy High School	Troy	NY
218	TNTPC	True North Troy Prep Charter School	Troy	NY
219	TRNPK	Turnpike Elementary School	Troy	NY
220	UCP-U	UCP of Utica	Utica	NY
221	UTY-2	Unity Sunshine – Samaritan Day Center	Troy	NY
222	UTY-1	Unity Sunshine – St. Paul	Troy	NY
223	UTY-3	Unity Sunshine - Toddlers	Troy	NY
224	UTY-4	Unity Sunshine – United Presbyterian	Troy	NY
225	UTY-5	Unity Sunshine - YWCA	Troy	NY
226	VANTW	Van Antwerp Middle School	Wynantskill	NY
227	VRENE	Van Rensselaer Elementary School	Rensselaer	NY
228	VANHL	Vanderhyden Hall	Wynantskill	NY
229	VOREL	Voorheesville Elementary School	Voorheesville	NY
230	VOTTR	VocTec Troy	Troy	NY
231	WBHES	Walter B. Howard Elementary School	West Lebanon	NY
232	WSLES	West Sand Lake Elementary School	West Sand Lake	NY
233	WESEL	Westmere Elementary School	Albany	NY
234	VANCC	Vanderhyden Community Center	Wynantskill	NY
235	WILDA	Wildwood – Albany	Albany	NY
236	WILDC	Wildwood – Curry Road	Schnectady	NY
237	WILDL	Wildwood – Latham	Latham	NY
238	WMONT	Woodland Hill Montessori School	Rensselaer	NY

Prepared by Transportation Advisory Services (TAS)



RENSELAER STUDENT TRANSPORTATION COLLECTIVE

Report:	FLEET ANALYSIS - DISTRICTS ONLY									
	AP	BR	EG	LA	NL	RC	SC	WY	Total	
Route Buses - District										
70/72 Pass						1			1	
60-66 Pass	39	11	46		5	6	12	1	120	
35-59 Pass							1	8	9	
20-34 Pass	15	3	33		6	1	6		64	
16-19 Pass								5	5	
<16 Pass		1			8		1		10	
Wheelchair		3							3	
24 + 4			1						1	
21 + 1						1			1	
18 + 3									1	
18 + 1			3						3	
12 + 3	1								1	
12 + 2		1			1				2	
9 + 3	3								3	
8 + 5			1						1	
Total Route Buses	58	19	84	0	20	9	20	14	224	
Spare Buses - District										
70/72 Pass									0	
60-66 Pass	8	5	20		3	4	3	3	46	
35-59 Pass									0	
20-34 Pass	5	1	13		1		2	1	23	
16-19 Pass								1	1	
<16 Pass			2						2	
Wheelchair			4						4	
18 + 1		1								
17 + 4										
12 + 4		1								
8 + 5			1						1	
6+2										
14+1									0	
Total Spare Buses	13	8	40	0	4	4	6	4	79	
Total District Buses	71	27	124	0	24	13	26	18	303	
Contracted Buses										
Route Buses										
65/66 Pass									21	
22 Pass									5	
20 Pass									12	
19 Pass									24	

RENSSELAER STUDENT TRANSPORTATION COLLECTIVE

Report:	FLEET ANALYSIS - DISTRICTS ONLY									
	AP	BR	EG	LA	NL	RC	SC	WY	Total	
Total Contracted Buses	0	0	0	62	0	0	0	0	62	
Total Dist + Cont Route	58	19	84	62	20	9	20	14	286	
Total Dist + Cont Buses	71	27	124	62	24	13	26	18	365	
DOT % - Dist 08-09	95.8%	90.0%	96.1%	n/a	98.0%	89.7%	93.4%	86.8%		

RENSSELAER STUDENT TRANSPORTATION COLLECTIVE

Report:		STUDENTS TRANSPORTED										WY (1)		Total	
		AP	BR	EG	LA	NL	RC	SC							
Total Enrollment		3,530	1,414	4,881	2,532	502	1,077	1,129					668	15,733	
Students Transported		3,658	1,383	4,881	1,300	545	701	1,129					668	14,265	
Transported by District		3,658	1,383	4,881		545	682	1,129					668	12,946	
Transported by Contractor					1,300									1,300	
Public Transportation							19							19	
Transported to Public		3,530	1,299	4,510	1,003	500	665	1,074					347	12,928	
Transported to Private		108	71	314	180	32	21	36					319 (2)	762	
Transported to Sped		20	13	57	114	13	15	19					2	253	
BELL TIMES:															
1st Tier	Times	7:45/7:50-2:16/2:30	7:26-2:11	7:25-2:13	7:50-2:02	7:32-2:10	7:45-2:40	7:30/7:40-1:55/2:05					8:15-2:15		
	Grades	9-12.6-8	6-12	9-12	6-8,9-12	7-12	6-12	5-8,9-12					EI		
	Schools/Bldgs	2	1	1	2	1	1	2					1		
2nd Tier	Times	9:05-3:30	8:45-3:25	7:55-2:50	9:00-3:00	8:45-3:15	8:15-3:15	7:55-2:25					8:35-3:17		
	Grades	K-3, K-5	PK-5	6-8	K-5	PK-6	PK-5	K-4					MS		
	Schools	2-Jan	1	1	2	1	1	1					1		
	Times			8:45-3:15											
	Grades			K-5											
	Schools			1											
4th Tier	Times			9:00-3:30											
	Grades			K-5											
	Schools			4											
Routing Software		Transfinder	Transfinder	Transfinder	Transfinder	Transfinder	Transfinder	Transfinder	Transfinder	Transfinder	Transfinder	Transfinder	Transfinder	Transfinder	Transfinder
													(1) Includes Little Red School		
													(2) Includes OOD Grades 9-12		

RENSELAER STUDENT TRANSPORTATION COLLECTIVE - DISTRICTS ONLY

(2008-2009 TRA USED FOR FINANCIAL INFORMATION)

Report:	FINANCIAL ANALYSIS										Total/Average
	AP	BR	EG	LA	NL	RC	SC	WY			
Trans Gross Aid Rate:	76.2%	74.1%	68.2%	90.0%	44.1%	79.6%	73.7%	71.9%			72.2% avg
Total Non-Capital Exp	\$3,858,538	\$1,322,323	\$5,762,591	\$2,100,024	\$1,129,599	\$577,273	\$1,224,980	\$616,119			\$16,591,447
Aidable Cap Exp	\$412,727	\$314,925	\$569,560	\$0	\$79,523	\$73,923	\$115,243	\$150,592			\$1,716,493
Total Trans Expense	\$4,271,265	\$1,637,248	\$6,332,151	\$2,100,024	\$1,209,122	\$651,196	\$1,340,223	\$766,711			\$18,307,940
Actual Trans Aid	\$3,121,411	\$1,151,271	\$3,937,185	\$1,887,786	\$509,923	\$443,761	\$863,471	\$311,288			\$12,226,096
Non-resident revenue								(\$270,392)			
Effective Trans Aid Rate	73.1%	70.3%	62.2%	89.9%	42.2%	68.1%	64.4%	75.9%			66.3% avg
Contracts - Routes	\$0	\$0	\$4,419	\$2,030,574	\$0	\$0	\$0	\$0			\$2,034,993
Contracts - Summer	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			\$0
Contracts - Other Purpose	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			\$0
Square Miles	103.26	70.418	76.785	13.832	78.568	3.255	33.663	3.045			382.826
Enrollment/Sq Mile	33159	19.497	59.972	189.921	6.962	313.056	33.835	128.735			4238.87 avg
Route Miles	929,983	341,528	1,422,161	0	352,866	109,632	314,073	155,978			3,626,221
4408 Summer Miles	11,067	9,628	43,635	0	18,993	12,486	6,676	4,410			106,895
Other Purpose Miles	31,958	19,182	67,062	0	14,263	16,769	21,642	3,186			174,062
Total Miles *	966,261	363,246	1,503,245	0	367,129	132,588	335,715	163,604			3,831,788
Other Purpose Ratio	3.30%	5.28%	4.46%	0.00%	3.88%	17.31%	6.44%	1.94%			5.33% avg
Non-Allow Ratio	0.70%	0.37%	3.61%	0.00%	0.18%	2.57%	7.82%	3.31%			2.32% avg
Trans Supv Expense	\$187,146	\$78,039	\$392,897	\$63,168	\$67,332	\$59,852	\$78,411	\$64,148			\$990,993
Staff wages *	\$2,166,946	\$757,230	\$3,278,564	\$0	\$568,434	\$267,627	\$709,423	\$172,980			\$7,921,204
Employee Benefits *	\$832,467	\$268,845	\$1,110,090	\$0	\$286,061	\$52,806	\$228,726	\$86,490			\$2,865,485
Supplies & Mats	\$491,360	\$130,231	\$700,258	\$0	\$132,939	\$70,800	\$133,774	\$85,739			\$1,745,101
Calculations:											
Total Cost per Student	\$1,210	\$1,158	\$1,297	\$829	\$2,409	\$605	\$1,187	\$1,148			\$1,230 avg
Oper Cost per Student	\$1,093	\$935	\$1,181	\$829	\$2,250	\$536	\$1,085	\$922			\$1,104 avg
Total Cost/Stud. Trans	\$1,168	\$1,184	\$1,297	\$1,615	\$2,219	\$929	\$1,187	\$1,148			\$1,343 avg
Oper Cost/Stud. Trans	\$1,055	\$956	\$1,181	\$1,615	\$2,073	\$823	\$1,085	\$922			\$1,214 avg
Total Cost per Bus	\$60,159	\$60,639	\$51,066	\$33,871	\$50,380	\$50,092	\$51,547	\$42,595			\$50,044 avg
Total Cost per Route Bus	\$73,643	\$86,171	\$75,393	\$33,871	\$60,456	\$72,355	\$67,011	\$54,765			\$65,457 avg
Operating Cost per Bus	\$54,346	\$48,975	\$46,473	\$33,871	\$47,067	\$44,406	\$47,115	\$34,229			\$44,560 avg
Operating Cost/Route Bus	\$66,527	\$69,596	\$68,602	\$33,871	\$56,480	\$64,141	\$61,249	\$44,009			\$58,059 avg
	* Some areas do not include contractor costs										

RENSSELAER STUDENT TRANSPORTATION COLLECTIVE

Report:	<u>LABOR</u>							
	AP	BR	EG	LA	NL	RC	SC	WY
UNION	UPSEU	CSEA	CSEA	Contracted	CSEA	CSEA	CSEA	Individual
Expiration Date	6/11	6/10	6/11		6/10	6/11	6/09	
# Subs	5	2	20	n/a	4	3	2-4	1
Sub Rate	\$15.20	\$14.00	\$15.23		\$14.87	\$18.23	\$14.00	\$12.50
# Mechanics	5	2	9	contracted *	1.5	contracted *	2	contracted *
Hrly Rate Range	\$17.19 - \$24.65	\$20.67 - \$22.86	\$20.94 - \$28.10		\$22.66		\$26.43- \$28.44	
Avg Hrly Rate	\$20.46	\$21.77	\$24.97	* part of full contract	\$22.66		\$27.44	* Mulson's Garage

(SED CODE)

The State Education Department
Transportation Unit, Room 876 EBA
Albany, New York 12234

C
Contract Number
(SED will fill in)

TRANSPORTATION CONTRACT

(Do not use for Addendums or Extensions - See Note on Reverse)

Form with fields for Contact Person, School District/BOCES, Street or P.O. Box, City, State, Zip Code, Tele, Fax.

- Check if applicable:
() Special Education Pupils - Transportation required as a related service.
() Contract will begin part way through the school year and cost \$10,000 or less.
() One-month emergency contract -31 Calendar Days.
() Contract for bus maintenance only.
() District will supply contractor with fuel.
Specifications include:
() Provision for attendants, escorts or monitors.
() Clause for increasing or decreasing service.

This AGREEMENT made this ___ day of ___ 20___ by and between

(Name of School District or BOCES), County of ___, N.Y.

party of the first part and (Contractor), party of the second part.

WITNESSETH. That whereas party of the first part is duly empowered (by the provisions of Section 1604, 1709, 2021, 2503, 4401 and 4402 of the Education Law) to enter into a contract for the purpose of providing transportation for children of said district for the period of service to begin

and to end

Month Day Year Month Day Year

NOW, THEREFORE, the said party of the first part hereby agrees to pay to the said party of the second part the sum of \$ (If lump sum contract) or \$ (Unit Cost) if on a per-bus, per-diem, per-mile or

other unit cost basis for providing such transportation on a suitable conveyance.

Total Anticipated Annual Cost \$

If awarded through a request for proposals, date of request of such proposals (see note on reverse)

IN WITNESS WHEREOF, The parties have set their hands the day and year above written.

(Signature of Trustee or President of Board of Education) (Party of the First Part) (Post Office Address)

(Signature of Contractor) (Party of the Second Part) (Post Office Address)

COMPLIANCE CERTIFICATION. I certify that this contract was awarded in accordance with the competitive bidding provisions of Section 103 of the General Municipal Law, Section 305 (14) of the Education Law, and Section 156.1(b) of Commissioner of Education Regulations, or in accordance with the request for proposals provisions of Section 305(14) of the Education law and Section 156.12 of Commissioner of Education Regulations. I also certify that this contract has been authorized by the voters in accordance with Section 1709(27) of the Education Law, and has been approved by the Superintendent of Schools in accordance with Section 3625(1) of the Education Law.

Approval Date: (Date of Superintendent's Approval) Filed by: (Signature of Superintendent or Designee)

SUBMIT ORIGINAL TO THE STATE EDUCATION DEPARTMENT. RETAIN A COPY FOR YOUR SCHOOL DISTRICT RECORDS.

The party of the second part covenants with the party of the first part that in consideration of the payments hereinbefore stated and of the covenants and agreements set forth that said school children will be conveyed safely, that said duties and obligations in relation thereto pursuant to this contract will be faithfully performed, at all times exercising proper supervision over said children and that said party of the second part will abide by all reasonable rules and regulations and that the driver will be at least 21 years of age and duly licensed and that said driver will be currently approved by the chief school administrator. And the party of the second part further covenants and agrees that the vehicle shall come to a full stop before crossing the tracks of any railroad and before crossing any State highway and that it shall at all times comply with the rules and regulations of the Department of Transportation applying to such vehicles.

It is mutually agreed that this contract shall not become valid and binding upon either party thereto until the same shall be signed by the trustee or president of the board of education and the contractor. This contract or any right, title or interest therein may not be assigned by the party of the second part without the previous consent in writing of the party of the first part. This contract shall be void and of no effect unless the party of the second part shall comply with all applicable provisions of the Workman's Compensation Law in respect to employees engaged in the performance of this contract. The party of the second party will comply with the Labor Law.

"The contractor hereby consents to an audit of any and all financial records relating to this contract by the Department of Audit and Control." "The contractor further agrees to provide to the board of education, trustee(s), or the Commissioner of Education, upon request, any information relating to this contract including financial data."

State aid will be computed on account of this contract in accordance with the total sum specified. Any expenditure in excess of this total sum will not be considered in computing State aid. For school districts eligible for transportation aid, no aid shall be allowed for a period greater than 120 days prior to the filing of the contract in accordance with Section 3625 of the State Education Law.

MINIMUM STATUTORY INSURANCE REQUIREMENTS as provided in Section 370 of New York State Vehicle and Traffic Law must be complied with.

If **COMPETITIVELY BID** date of bid opening _____ Complete **BID TABULATION** below:

1. _____ (Name)	_____ (Amount of Bid)	3. _____ (Name)	_____ (Amount of Bid)
2. _____ (Name)	_____ (Amount of Bid)	4. _____ (Name)	_____ (Amount of Bid)

Was contract awarded to the lowest responsible bidder? Yes No If not awarded to the lowest bidder, state reasons why. Give detailed and completed reasons on a separate sheet and attach to this contract. If no bids are received, it is necessary for the district to re-advertise.

Attach Affidavits of Publication which you can secure from the newspapers. Also, attach one printed copy of each Notice to Bidder which appeared in the papers. If detailed specifications were used, kindly forward a copy.

MULTI-YEAR CONTRACT: A separate line item shall be included in the Annual Budget and Budget Brochures. Also a footnote to that line item shall indicate: " _____ year (first, second, etc.) of a _____ - year (two, three, etc.) contract, the total cost of which is \$ _____ " (total cost of multi-year contract).

REQUEST FOR PROPOSALS: If contract was awarded through a request for proposals (RFP), submit evidence of the date of the request, the forms and instructions used in making the request, the contract specifications, all proposals received, the criteria used in evaluating the proposals, the weights assigned to each criterion, and the scores used to assess each category of the criteria, in accordance with the provisions of Section 156.12 of Commissioner of Education Regulations.

EXTENSIONS AND ADDENDUMS: An Extension of Contract (Form CE) must be filed for all extensions. Please notify the Department by letter of any additions to a contract after it has been filed with the Department. Such additions can only be made where authorized by the contract specifications.

SHARED MAINTENANCE AGREEMENT

THIS AGREEMENT, made this ____ day of ____, 20__, by and between:
The Board of Education of the _____ School District, a municipal corporation with principal address at _____ Street in the Town of _____, _____ County, New York (hereinafter referred to as "____"), and
The Board of Education of the _____ School District, a municipal corporation with principal address at _____ Street in the Town of _____, _____ County, New York (hereinafter referred to as "____")

WITNESSETH

WHEREAS, _____ currently own facilities for the maintenance of school transportation vehicles at a site within the _____ School District at _____ Road in the Town of _____, New York, and

WHEREAS, _____ is in need of maintenance of its school transportation vehicles and requires a site and source of labor for the proper maintenance and inspection of its transportation vehicles, and

WHEREAS, _____ currently has site and resources available to provide the services required by _____, and

WHEREAS, _____ and _____ have reached agreement as to the terms and conditions of a contract to provide such services and are desirous of memorializing in writing their understandings, expectations, and representations as to their agreement, and

WHEREAS, a majority of the governing board of _____ and _____ have, by separate resolution of each entity, approved the execution of this agreement by its appropriate executive officer:

NOW, THEREFORE, in consideration of the premises and the covenants hereinafter set forth, _____ and _____ agree as follows:

1. For the 20__ - __ school year, _____ anticipates having in use ____ () minibuses (vans) and _____ () large or full-sized buses for its student transportation program. ____ of the minibuses and ____ of the full-sized buses are operated as spares. _____ agrees to provide maintenance and inspection services with respect to these vehicles in order to meet the regulatory standards of the State Department of Transportation and to enable _____ to carry out its student transportation program.

2. In consideration of _____ providing the services described in paragraph (1) of this agreement, _____ agrees to pay _____ on the following basis:

a) Shop labor will be billed to _____ at the rate of \$__ dollars per hour.

b) Parts and tires will be billed to _____ in an amount equal to _____'s actual cost plus _____ (___%) percent thereof.

c) In the event _____ requests _____ to service a _____ vehicle at a location other than the _____ Transportation Department, _____ shall pay _____ on the basis set forth in section (a) and (b), together with any additional actual costs associated therewith, plus an additional charge in the amount of _____.

d) For the 20__ - __ school year, _____ shall pay _____ the amount of _____ Hundred Dollars (\$xxx) per vehicle, which is reflective of a pro-rata allocation of personnel and facility costs associated with the services to be provided by _____ under this agreement.

3. Billing shall be on a monthly basis and _____ shall make payment within thirty (30) days of invoice. The payment called for in paragraph 2(d) of this agreement shall be made on or before September first of each year of this agreement.

4. _____ shall be responsible for transporting the vehicles to be serviced and inspected to and from _____'s Transportation Facility, except under circumstances where a service call is required under paragraph 2(c) of this agreement. In the event a service call is required, _____ shall be responsible for transportation of any students who may be affected thereby.

5. _____ shall be able to store vehicles at _____'s Transportation Facility with the prior approval of _____.

6. _____ shall ensure that all vehicles serviced and inspected under this agreement shall be radio equipped. _____ will endeavor to equip such ratios with dual crystals to allow direct communications with both district base units.

7. Maintenance records for those vehicles serviced and inspected under this agreement shall be maintained at _____.

8. _____ outsources its body work and spring work, and may do so with

respect to _____ vehicles upon prior notice to _____ of the necessity therefor. _____ shall pay the cost associated with such body or spring work.

9. In the event that the districts determine that software and hardware for the tracking of maintenance services would be beneficial, _____ agrees to participate in the net costs associated with securing and implementing such technology.

10. _____ agrees to name _____ as an additionally insured on its fleet liability policy and shall maintain such policy with _____ as an additionally insured as long as this agreement is in effect.

11. _____ agrees to abide by the rules and regulations established by _____ regarding _____'s use of _____'s Transportation Facility.

12. This agreement may be extended for future years upon the acceptance of both parties as to the terms and conditions, including but not limited to, any changes to the charges noted herein.

13. Both parties agree to complete any necessary State contracts and forward them to the State Education Department in a timely fashion.

The signatures below represent each district's acceptance of the terms and conditions of this agreement, and are executed based upon proper authorizations of the Board of Education of each respective district.

Executed this ___ day of ____, 20__.

Superintendent

School District

Superintendent

School District

**AGREEMENT FOR SHARED SERVICES
OF TRANSPORTATION SUPERVISOR**

THIS AGREEMENT, dated the _____ day of _____, 20____, by and between:

_____ SCHOOL DISTRICT (hereinafter referred to as
“_____”); and _____ SCHOOL DISTRICT
(hereinafter referred to as “_____”).

WHEREAS, _____ currently has as a full-time employee a Transportation Supervisor; and

WHEREAS, _____ desires to share the services of a Transportation Supervisor:

NOW, THEREFORE, the parties hereto agree as follows:

1. **STATUS** The person assuming the position of shared Transportation Supervisor will be an employee of _____ and shall receive all compensation and related benefits from _____.

2. **DUTIES** The shared Transportation Supervisor shall have the responsibility of general supervision over the transportation systems of _____ and _____ . He/she shall be responsible for the efficient and economical operation and maintenance of the transportation systems of both districts and shall supervise the work of bus drivers, mechanics, dispatchers, trainers, and monitors of both districts through the inspection of vehicles and observance of their operation. His/her duties for both districts shall include, but not be limited to, the following:

a. Determining routes to be followed by all drivers, keeping in mind maximum safety and efficiency of operation;

b. Determining the location of bus stops in accordance with Board policies regarding distance intervals between stops;

c. Consulting with district administrative personnel to coordinate transportation services with school schedules;

d. Developing a schedule to provide for assignment of buses and drivers to sports and field trips during the school year;

- e. Developing procedures to ensure maximum safety in the operation of buses on the school premises, and in the loading and unloading of pupils at designated areas;
- f. Supervising/conducting training programs for the transportation staff;
- g. Holding meetings with drivers regarding problems associated with safety;
- h. Supervising repair work on buses and approving work orders for parts and supplies and outside maintenance;
- i. Consulting with parents concerning transportation problems;
- j. Establishing the procedures for handling student discipline problems on the buses and, when necessary, referring cases to the building principals;
- k. Supervising the accumulation of data for transportation cost analysis and reporting;
- l. Preparing requisitions for the purposes of supplies and equipment;
- m. Preparing state transportation reports, including the data required for state aid reimbursement;
- n. Assisting in the development of the annual transportation budget;
- o. Recruiting and interviewing prospective employees, validating their licensure and ability to perform assigned tasks;
- p. Verifying time records for payroll processing;
- q. Ensuring that there are ample drivers and substitute drivers available for all regular runs, special runs, early closing, and emergency situations;
- r. Meeting with sales representatives, local and state officials, and any others who may have business with the department.
- s. Ensuring that the districts comply with all federal and state laws and regulations regarding the transportation of students;
- t. Performing any other duties as assigned by the Superintendents of both districts.

3. TERM The term of the Agreement shall commence on _____, 20__, and run through _____, 20__. This Agreement can be renewed each year thereafter upon written agreement of the parties.

4. COMPENSATION AND COSTS All compensation and costs related to the shared Transportation Supervisor will be divided between _____ and _____.

These costs include his/her salary, family medical insurance, life insurance, retirement plan contributions, FICA and Workers' Compensation contributions, and travel allowance. The total of these annual costs for the first year of this Agreement is \$ _____. _____ District shall be responsible for __%, and will invoice _____ District monthly for the remaining __%. Variable costs, such as travel, cell phone, conferences, etc., shall be apportioned under the same % and billed as incurred.

5. This Agreement shall not be amended, except by agreement of _____ and _____, and any such amendment shall be in writing.

6. This Agreement shall be construed according to the law of New York State.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on this date.

_____ School District _____ School District

By: _____ By: _____

Title: _____ Title: _____

EQUIPMENT LEASING AGREEMENT

_____ School District agrees to allow neighboring school districts to utilize its equipment under the following conditions:

1. The equipment is made available at the convenience of _____ School District maintenance personnel.
2. Personnel using the equipment shall be employees of _____ Schools, or shall be neighboring district employees who have been trained and approved by _____ School District employees.
3. The equipment shall be cleaned after use, and all safety regulations and procedures shall be followed.
4. Scheduling shall be done at least two weeks in advance.
5. Payment for the use of the equipment, at the rates shown on the attached schedule, shall be made to the _____ School District within 30 days of the use of the equipment.
6. _____ Schools does not assume any liability for damage to property or injury to personnel, while utilizing the equipment.

This agreement has been read and understood by:

Superintendent

Schools
Date: ___/___/___

Superintendent

Schools
Date: ___/___/___

(This document has been designed to provide the general framework of an equipment usage agreement. Any contract should be reviewed by an attorney prior to execution.)

EQUIPMENT USAGE FEE SCHEDULE

Use of equipment, only \$____.00/hour

Use of equipment and labor \$____.00/hour + materials

One time training fee \$____.00

Note: Included in this cost calculation may be such items as labor costs including all fringe benefits, insurance, utilities, depreciation, management overhead allocation, consumable supplies, and interest payments.

VEHICLE PAINTING AGREEMENT

_____ Central School District agrees to allow neighboring school districts to utilize its paint equipment under the following conditions:

1. The equipment is made available at the convenience of _____ Central School District maintenance personnel.
2. Personnel using the paint operation shall be employees of _____ Central Schools, or shall be neighboring district employees who have been trained and approved by _____ Central School District employees.
3. The equipment shall be cleaned after use, and all safety regulations and procedures shall be followed.
4. Scheduling shall be done at least two weeks in advance.
5. Payment for the use of the equipment, at the rates shown on the attached schedule, shall be made to the _____ Central School District within 30 days of the use of the facility.
6. _____ Central Schools does not assume any liability for damage to vehicles or injury to personnel, while utilizing the paint equipment.

This agreement has been read and understood by:

Superintendent

Central Schools
Date: ___/___/___

Superintendent

Central Schools
Date: ___/___/___

(This document has been designed to provide the general framework of an equipment usage agreement. Any contract should be reviewed by an attorney prior to execution.)

PAINT EQUIPMENT USAGE FEE SCHEDULE

Use of equipment, only	\$ __.00/hour
Use of equipment, paint	\$ __.00/hour + materials
Use of equipment, paint, labor	\$ __.00/hour + materials
One time training fee	\$ __.00

Note: Included in this cost calculation may be such items as labor costs including all fringe benefits, insurance, utilities, depreciation, management overhead allocation, consumable supplies (air filtration media; disposable materials), and interest payments.