



CSIS California School Information Services

# Rim of the World Unified School District

## Transportation Review

April 16, 2018



**Michael H. Fine**  
Chief Executive Officer







April 16, 2018

Michelle Murphy, Superintendent  
Rim of the World Unified School District  
27315 North Bay Road  
Blue Jay, CA 92317

Dear Superintendent Murphy:

In November 2017, the Rim of the World Unified School District entered into an agreement with the Fiscal Crisis and Management Assistance Team (FCMAT) for a study of the district's home-to-school and special education transportation. Specifically, the study agreement states that FCMAT will do the following:

1. Review the transportation delivery system for regular home-to-school and Special Education transportation, including but not limited to routing methodology, bus ridership averages, cost per mile comparisons, scheduling, operations and staffing and general fund contribution, and make recommendations for improvements and potential cost savings, if any.
2. Evaluate the transportation department's organizational structure and staffing, and make recommendations for staffing improvements or reductions, if any.
3. Review the transportation department operational processes and procedures, including use of technology for program support areas, safety and training program, required school bus driver record maintenance and professional development, and make recommendations for improved efficiency, if any.
4. Review the district's vehicle maintenance program identifying industry standard best practices; compliance with Title 13 Code of Regulations, California Air Resources Board and local Air Quality Management District regulations; vehicle maintenance records, school bus safety checks and district fleet preventative maintenance program design and documentation; inventory control and district fleet inventory assessment, and make recommendations for improvement, if any.
5. Review the district's transportation facility to include terminal offices, vehicle maintenance repair garages, fueling infrastructure, fleet parking, county storm water requirements and adherence, hazardous materials best practices and security, and make recommendations for improvement, if any.

**FCMAT**

Michael H. Fine, Chief Executive Officer

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Administrative Agent: Mary C. Barlow - Office of Kern County Superintendent of Schools

This report contains the study team's findings and recommendations.

FCMAT appreciates the opportunity to serve the Rim of the World Unified School District and extends thanks to its staff for their cooperation and assistance during this review.

Sincerely,

A handwritten signature in black ink that reads "Michael H. Fine". The signature is written in a cursive, flowing style.

Michael H. Fine  
Chief Executive Officer

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# About FCMAT

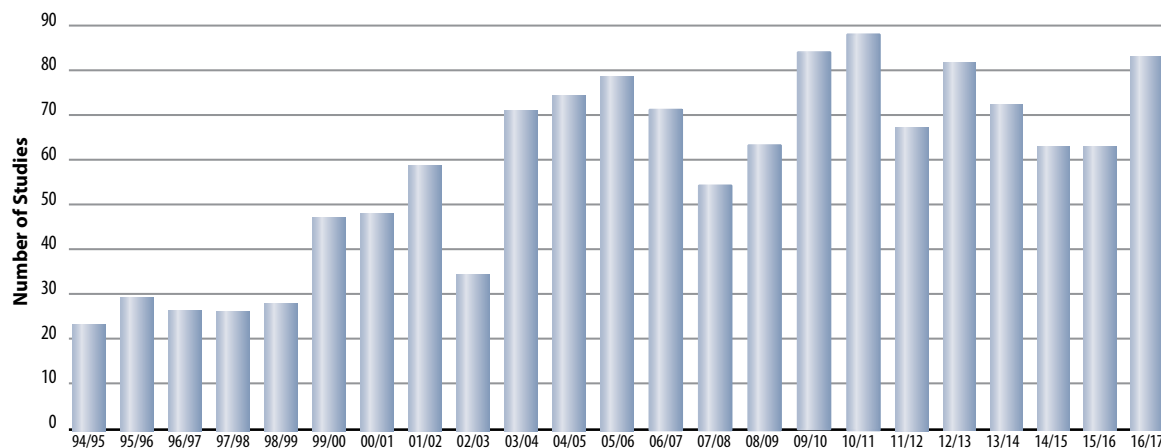
FCMAT's primary mission is to assist California's local K-14 educational agencies to identify, prevent, and resolve financial, human resources and data management challenges. FCMAT provides fiscal and data management assistance, professional development training, product development and other related school business and data services. FCMAT's fiscal and management assistance services are used not just to help avert fiscal crisis, but to promote sound financial practices, support the training and development of chief business officials and help to create efficient organizational operations. FCMAT's data management services are used to help local educational agencies (LEAs) meet state reporting responsibilities, improve data quality, and inform instructional program decisions.

FCMAT may be requested to provide fiscal crisis or management assistance by a school district, charter school, community college, county office of education, the state Superintendent of Public Instruction, or the Legislature.

When a request or assignment is received, FCMAT assembles a study team that works closely with the LEA to define the scope of work, conduct on-site fieldwork and provide a written report with findings and recommendations to help resolve issues, overcome challenges and plan for the future.

FCMAT has continued to make adjustments in the types of support provided based on the changing dynamics of K-14 LEAs and the implementation of major educational reforms.

**Studies by Fiscal Year**



FCMAT also develops and provides numerous publications, software tools, workshops and professional development opportunities to help LEAs operate more effectively and fulfill their fiscal oversight and data management responsibilities. The California School Information Services (CSIS) division of FCMAT assists the California Department of Education with the implementation of the California Longitudinal Pupil Achievement Data System (CALPADS). CSIS also hosts and maintains the Ed-Data website ([www.ed-data.org](http://www.ed-data.org)) and provides technical expertise to the Ed-Data partnership: the California Department of Education, EdSource and FCMAT.

FCMAT was created by Assembly Bill (AB) 1200 in 1992 to assist LEAs to meet and sustain their financial obligations. AB 107 in 1997 charged FCMAT with responsibility for CSIS and its state-wide data management work. AB 1115 in 1999 codified CSIS' mission.

AB 1200 is also a statewide plan for county offices of education and school districts to work together locally to improve fiscal procedures and accountability standards. AB 2756 (2004) provides specific responsibilities to FCMAT with regard to districts that have received emergency state loans.

In January 2006, Senate Bill 430 (charter schools) and AB 1366 (community colleges) became law and expanded FCMAT's services to those types of LEAs.

Since 1992, FCMAT has been engaged to perform more than 1,000 reviews for LEAs, including school districts, county offices of education, charter schools and community colleges. The Kern County Superintendent of Schools is the administrative agent for FCMAT. The team is led by Michael H. Fine, Chief Executive Officer, with funding derived through appropriations in the state budget and a modest fee schedule for charges to requesting agencies.



# Introduction

## Background

Located in San Bernardino County, the Rim of the World Unified School District's attendance boundaries encompass 121.4 square miles in the communities of Lake Arrowhead, Blue Jay, Twin Peaks, Crestline, Running Springs, Arrowbear Lake and Green Valley Lake. The district has three elementary schools, one middle school, one comprehensive high school and one continuation high school.

In 2016-17, the district had an enrollment of 3,521 students according to CDE data, with an unduplicated count of high-needs students of approximately 54%. The enrollment is less than 3,400 pupils, with a trend of approximately 3% decline for several years.

The district transports approximately 1,358 students on 17 bus routes, four of which are special education routes carrying approximately 61 pupils (included in the above total). Approximately seven special education students are transported by other modes, including three served by the San Bernardino County Superintendent of Schools, two by their nonpublic school and two by parents.

On November 2, 2017, the district entered into a study agreement with the Fiscal Crisis and Management Assistance Team (FCMAT) that requested FCMAT to perform the following:

1. Review the transportation delivery system for regular home-to-school and Special Education transportation, including but not limited to routing methodology, bus ridership averages, cost per mile comparisons, scheduling, operations and staffing and general fund contribution, and make recommendations for improvements and potential cost savings, if any.
2. Evaluate the transportation department's organizational structure and staffing, and make recommendations for staffing improvements or reductions, if any.
3. Review the transportation department operational processes and procedures, including use of technology for program support areas, safety and training program, required school bus driver record maintenance and professional development, and make recommendations for improved efficiency, if any.
4. Review the district's vehicle maintenance program identifying industry standard best practices; compliance with Title 13 Code of Regulations, California Air Resources Board and local Air Quality Management District regulations; vehicle maintenance records, school bus safety checks and district fleet preventive maintenance program design and documentation; inventory control and district fleet inventory assessment, and make recommendations for improvement, if any.
5. Review the district's transportation facility to include terminal offices, vehicle maintenance repair garages, fueling infrastructure, fleet parking, county storm water requirements and adherence, hazardous materials best practices and security, and make recommendations for improvement, if any.

## Study and Report Guidelines

FCMAT visited the district on January 29, 30 and 31, 2018 to conduct interviews with district staff, collect data, review documents and inspect facilities. This report is the result of those activities and is divided into the following sections:

- I. Executive Summary
- II. Transportation Funding and Finance
- III. Routing
- IV. Staffing
- V. Vehicle Maintenance, Fleet and Facility
- VI. Driver Training and Safety
- VII. Technology
- VIII. Appendices

FCMAT's reports focus on systems and processes that may need improvement. Those that may be functioning well are generally not commented on in FCMAT's reports. In writing its reports, FCMAT uses the Associated Press Stylebook, a comprehensive guide to usage and accepted style that emphasizes conciseness and clarity. In addition, this guide emphasizes plain language, discourages the use of jargon and capitalizes relatively few terms.

## Study Team

The study team was composed of the following members:

Eric D. Smith, MPA  
FCMAT Intervention Specialist  
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Leonel Martínez  
FCMAT Technical Writer  
Bakersfield, CA

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Director of Transportation  
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Poway, CA

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\*As a member of this study team, this consultant was not representing his respective employers but was working solely as an independent contractor for FCMAT.

# Executive Summary

## Transportation Funding and Finance

The San Bernardino County Office of Education transports approximately three of the Rim of the World Unified School District's special education students, and two are transported by their nonpublic school. This practice is quite expensive, costing respectively \$57,933 and \$17,572 per pupil compared to the district's average cost of approximately \$7,815 per pupil per year.

The district charges \$48 per hour and \$1.12 per mile for out-of-town field trips and \$2.32 per mile with no hourly charge for trips that remain in the community. An hourly rate regardless of the destination would be more cost-effective.

Drivers have been directed to take vacation days during school session instead of receiving pay for the vacation time. It would be more effective for the district to pay vacation days with the understanding that drivers take time off when school is not in session.

The district transportation fee generated \$133,884.59 in the 2016-17 fiscal year, and the 2017-18 budget projects revenue of \$135,000. Increasing the fee level would reduce the general fund contribution to transportation.

The department's mechanics provide maintenance for support vehicles. The department charges the parts necessary for repairs to the respective Maintenance, Operations, Grounds and Food Service departments, but does not charge labor, which would be more cost-effective.

## Routing

Approximately 16.5% of total special education students are identified as requiring transportation as a related service on their IEPs. This number is slightly high compared with what FCMAT has seen statewide.

AR 3541 stipulates the following nonservice zones or walking distance for students at various grade levels. However, the district has historically ignored these distances because of mountain roads, the lack of sidewalks and the need to cross highways. It should revise this policy to reflect the actual practice.

Field trips and athletic trips can place stress on a department when few substitutes are available to cover those that conflict with regular home-to-school, school-to-home route times. Considering many trips out of town ("down the hill"), the department probably does not cover all its costs. The district should ensure the transportation department recovers the costs to provide this service.

Bus route loading numbers appear to be relatively low, possibly indicating that regular education bus routes could be further consolidated. The district should strive to maximize the number of passengers per route and minimize the number of bus routes.

## Staffing

The collective bargaining agreement does not include a dispatcher position. The clerk III position performs dispatch services. This is a highly responsible duty, yet this position is paid the lowest in the department on Step I at \$14.60 per hour. The clerk III position should be upgraded to the administrative secretary classification.

Drivers are paid time and one half for six days to shovel snow. This is likely not in the district's best interest because of possible industrial injuries.

Because the transportation supervisor does not drive routes, the department is forced to run routes late and use costly substitutes that are also not bargaining unit members. Both mechanics have school bus certificates, but never drive. The mechanics could occasionally be used for this task.

The department employs two mechanics. The mechanic-skilled has a schedule of four 10-hour days but also works 10 hours on his unassigned day. This is a significant overtime expense. The mechanics should either both work five eight-hour days with a staggered shift time, or the department should resolve this overtime issue by developing its own schedule.

The district uses an independent, contracted school bus driver instructor at a rate of \$75 per hour. It should prepare the supervisor to become a delegated behind-the-wheel instructor and select a driver to be prepared as a state-certified school bus driver Instructor.

## **Vehicle Maintenance, Fleet and Facility**

### **Vehicle Maintenance**

The California Highway Patrol (CHP) Motor Carrier Inspector Unit annually inspects district buses and various transportation records. The results of the district's most current inspections resulted in three ratings of "unsatisfactory." This grade is based on driver records; however, it is considered serious. In each case, CHP clearly advises that a failure to correct the deficiencies can result in a recommendation to the Public Utilities Commission (PUC) to revoke the district's motor carrier operating authority, filing a complaint with the district attorney for potential prosecution, and filing an injunction. Charges can be brought against the board and the superintendent for failure to address these issues.

School buses are required to be inspected at regular intervals, but the district likely does so too frequently, incurring additional costs. It should extend its bus inspection intervals closer to the 45-day requirement or 3,000 miles, whichever comes first.

### **Fleet**

The district fleet has 32 school buses, which is excessive for the amount of routes it runs. It should reduce the fleet to seven special education buses and 18 coaches for a total of 25 buses to more closely match its need and reduce the excessive maintenance.

A new regulation will require all school buses in California to be outfitted with an electronic child check device to ensure students are not left unattended on school buses. The district should prepare for this regulation.

The district's school buses are not outfitted with video camera surveillance systems or global positioning systems (GPS). It should evaluate the need for these systems since they can be useful in reducing vandalism and enforcing student discipline.

### **Driver Training and Safety**

Driver training records appear to comply with state regulations, with no significant deficiencies.

A district Transportation Safety Plan complies with E.C. 39831.3, but it is dated and reflects the 2013-14 school year. A new law requires that all drivers check their bus after each route to ensure that no child is left on the bus. It must be revised to include new child check requirements.

After a driver is involved in a school bus accident, there is no formal process to evaluate whether or not the driver was at fault or if the accident was preventable. The district should establish an accident review and driver re-training practice.

The driver handbook was adopted in 1998 and should be updated.

The law requires that all commercial drivers to be trained on the vehicles they drive. The department utilizes drivers to train other drivers. This practice should be revised to ensure that the supervisor or a state-certified school bus driver instructor or delegated behind-the-wheel instructor provides the training.

The district provides six days at the beginning of each school year for in-service training and orientation. This is excessive and the amount of time should be decreased to the actual need.

The district should recruit drivers by advertising in local newspapers and insert an announcement in school newsletters that parents receive.

### **Technology**

The department utilizes little technology, but should explore low-cost, comprehensive pupil transportation software systems.



# Findings and Recommendations

## Transportation Funding and Finance

School transportation in California has been inadequately funded for many years. Until 1977, school districts reported their operational costs to the California Department of Education (CDE), and the state reimbursed those costs in the subsequent year. Capital costs were never reimbursed. After the passage of Proposition 13 in 1978, the state gradually reduced the percentage of reimbursement. In the 1982-83 school year, only 80% of reported costs were reimbursed, and the state capped the apportionment to each district at that percentage. Cost-of-living adjustments have been granted only occasionally since then. Costs increased and revenue remained static so that the state's funding share covered only about 45% of reported costs by the 2008-09 school year. That was the highest recent year of funding and it was identified as each participating school district's "approved apportionment." During the Great Recession, the state reduced all categorical program funding, including transportation, by approximately 20%, effectively meaning less than approximately 35% of the statewide transportation cost is covered, with individual districts varying widely in the percentage of funding allocated to transportation.

With the implementation of the state's Local Control Funding Formula (LCFF) in the 2013-14 fiscal year, districts continued to receive the amount certified in April 2013. Under LCFF, transportation revenue has never received a COLA, is restricted to transportation use and is subject to a maintenance of effort (MOE), which requires districts to spend at least as much as they receive. For the district, that amounted to \$1,437,005. The 2016-17 expenditures for regular and special education transportation were \$2,355,993.80, and the district's 2017-18 transportation budget is \$2,184,109. State funding is expected to cover approximately 65.8 % of the district's transportation expenditures, a significantly higher amount than the approximate statewide funding amount above. This is probably because of higher district transportation costs when the fund was capped 34 years ago. Because the state suspended school transportation data reporting at the outset of LCFF, the district's transportation costs cannot be compared with those of neighboring or similar districts.

The 2017-18 transportation budgets are \$1,707,387 for regular education and \$476,722 for special education. The estimated transportation cost per pupil for the year is approximately \$1,316 for regular education and approximately \$7,815 for special education. The California Department of Education (CDE) ceased collecting statewide school transportation data at the outset of the implementation of the Local Control Funding Formula (LCFF). The last statewide annual cost per pupil before the state eliminated TRAN reporting was an average of approximately \$1,500 for regular education and \$6,500 for special education transportation.

Several special education students are transported by other modes. The San Bernardino County Office of Education serves three students for \$173,800, or a per-child annual cost of \$57,933. Nonpublic schools transport two students for \$35,144 or \$17,572 per student. Two parents drive their children to school, one "down the hill (in San Bernardino or other communities)" for an estimated \$5,500 per year and the other "on the mountain (in the San Bernardino Mountains)" for approximately \$750 per year. These costs average \$3,125 per student, per year, but no contract is used for these students. Two sample contracts are attached as Appendix A to this report.

The district has an enrollment of approximately 3,400 students and plans for steadily declining enrollment of 3% per year, but with a 54% unduplicated count, it does not receive LCFF concentration funding. The district shared that there is a significant issue with approximately 1,000 students who live but are not enrolled in the district. This information was obtained from Census data. The district indicated that some attend private schools, but most are enrolled in online charter schools. Further, there is a reported 94% attendance rate for students in the district compared to a 2016-27 statewide average of 94.90%), resulting in lost ADA funding. The district has deficit spent for several years, resulting in a precarious financial position.

The San Bernardino County Office of Education did not accept the district's 2017-18 budget and gave the district an October 2017 deadline to make \$1.5 million in reductions. The district met that deadline with a plan that included layoffs, program cuts and position reductions. Some positions in the Transportation Department were reduced or left unfilled including two recent drivers; one retired near the end of the 2016-17 fiscal year and one retired during 2017-18. Bus routes have been consolidated from 19 to 17, providing similar service with fewer regular education bus routes.

The district charges its schools and teams \$48 per hour and \$1.12 per mile to provide transportation for field trips and athletic trips out of town. These fees are charged portal to portal, which means to and from the bus yard. For in-town shuttles and local trips, the cost is \$2.32 per mile without an additional hourly charge. The rationale is that the driver is usually already on the clock. However, implementing an hourly cost regardless of whether the driver is already being paid would better help the department defray its costs.

The district charges fees for pupil transportation in compliance with EC 39807.5 The rates are as follows: \$225 for the first child in a family, \$207 for a second child, \$189 for the third and no charge for the fourth. The price for students who qualify for a reduced-price bus pass is \$115. Single ride tickets are available for \$2 each at any district school, and bus drivers are not allowed to take cash. The district collected \$133,884.59 in the 2016-17 fiscal year and has budgeted \$135,000 for 2017-18. Increasing transportation fees may generate more income to support the budget; however, these increases usually result in fewer riders and more parents driving. FCMAT has observed that fees of above \$400 per child per year usually result in a significant reduction in bus ridership. The most recent CDE guidance letter on pupil transportation fees is attached as Appendix B to this report.

Instead of taking vacation, many classified employees prefer to be paid at the end of the fiscal year, creating an additional strain on the district's finances over time. As a result, the district has required all classified staff to take vacation days. This causes operational problems regarding coverage of bus routes and additional cost to hire substitutes. Work can be delayed to another day or covered by other employees for most classified workers. However, the Transportation Department requires a driver for each route every day, resulting in the necessity of using substitutes.

The Transportation Department mechanics maintain buses and all nonbus vehicles, including maintenance trucks and vans, grounds and food service vehicles, tractors and mowers. When the Transportation Department repairs these vehicles, it charges the appropriate departments for the cost of parts, but not labor.



## Recommendations

*The district should:*

1. Make efforts to serve as many special education students on district buses when reasonable instead of through the county office or nonpublic schools.
2. Develop a contract for parents who use their own vehicle to transport their child.
3. Charge in-town field trips the same rate as all other field trips.
4. Consider implementing a modest increase in school transportation fees to offset the general fund contribution to pupil transportation.
5. Pay for vacation days or schedule vacation when school is not in session.
6. Charge the appropriate departments for labor costs when performing support-fleet maintenance.



## Routing

The district transports approximately 1,358 students using 13 home-to-school routes for 1,297 regular-education students and four routes for approximately 61 special education pupils. Service is generally considered good, and the department generally provides transportation in a timely, responsive manner.

Routing was recently consolidated from 19 routes to 17 when one driver retired and one position was not re-filled. Seven special education students are transported by the following other modes:

- The county office transports three to its programs.
- Nonpublic school providers serve two.
- Parents transport another two and are reimbursed for mileage.

The Transportation Department reports it transports 61 special education students, but the Special Education Department indicated it requested transportation for 72, and Transportation cannot explain the difference. Some may use regular education routes, and others may receive transportation from parents by choice. This type of a difference is not unusual.

The Special Education Department provided data showing the district had 411 students with IEPs that on January 29, 2017, was approximately 12% of district enrollment. This is close to the average percentage of students with IEPs when compared to total enrollment statewide.

The district lacks a chart known as a “decision tree” to help IEP teams make transportation decisions. Further, the IEP case manager and lead is the classroom teacher. Teachers may not be as knowledgeable about providing transportation and certainly not sensitive to the cost. The 61 students transported are approximately 15% of the total number of students now with IEPs, which is high compared to what FCMAT sees statewide. Attached as Appendix C to this report is a sample decision tree and checklist that the district could use to help guide teachers when they make a decision on providing transportation during the IEP.

The Special Education Department lacks a transportation request form to notify the Transportation Department of a student who requires special education transportation, or to communicate changes regarding schools, a home address or other pertinent information. Instead, the Special Education Department typically telephones the Transportation Department and verbally relays the information, creating the potential for the omission of critical facts on the student’s disability or health condition. The Special Education Department indicates that a nurse contacts Transportation to share this information, but Transportation indicates its staff are often unaware of a critical disability or other health information, and the district nurse rarely calls to provide these facts. A sample transportation request form for this information is attached as Appendix D to this report. The Transportation Department has read-only access to Aeries, the district’s student information system, so it can obtain the phone numbers of important student and family emergency contacts.

Seventy-two students have IEPs that require transportation, which is approximately 17.5% of all special education students that are identified for transportation. This is slightly high compared with what FCMAT has observed statewide and could indicate that transportation is the only reasonable option or that transportation decisions are not effectively managed. Further, 61 students ride district routes and seven are transported by others, which is about 16.5% of the total district special education population. That is still a high percentage, but certainly not as high as FCMAT has observed in some school districts, where that number can approach 25%.

The Transportation Department staff reported that the number of bus routes has been reduced from 22 over the past decade, mainly through route consolidation that occurred because of declining enrollment. During the same time, the number of special education routes has increased from one to four. This would be consistent with the trend seen by FCMAT statewide.

The Transportation Department indicates it does not have access to bus pass information and therefore does not know who will be on each bus at the beginning of the school year. The department does not collect student rider data or require students to register for school transportation service. The district operates with similar routes and bus stops year after year, making adjustments based on the need according to students and parents at the beginning of each school year. Education Code Section 39831.5 requires school districts to collect such information so they can determine if students are required to be escorted across a roadway. The district does not identify students or develop a list of pupils for each bus stop before the beginning of the school year.

The district's Administrative Regulation (AR) 3541 establishes nonservice zones or walking distance as follows:

- K-3: Three-quarters of a mile
- 4-8: One mile
- 9-12: Two miles

However, the district has historically ignored these guidelines and provided bus stops within the distances. Few areas are safe walking paths to and from school. This policy could be revised to reflect the actual practice.

Because of budget issues, the district has required part-time or 10-month classified staff who generally work only when school is in session to take vacation days instead of being paid. This causes tremendous stress on the Transportation Department since all routes still need drivers and increases costs because of the necessity of paying substitutes. The district should continue to pay for the vacations of school bus drivers and prohibit them from taking vacation time when school is in session. This is a typical practice for most of the state's transportation departments since they recognize that drivers can typically take time off during winter break, spring vacation and summer without hindering service to students.

The department parks buses at two separate locations; four at Running Springs, a school site that has no maintenance facility for the buses or fuel, and two at the county's road maintenance yard at Crestline. Five buses were parked at Crestline at the beginning of the 2017-18 school year, but driver incompatibility forced the department to move three buses back to the main yard. Drivers report to these yards, drive their morning routes, return to the yards mid-day, and repeat the process for the afternoon route. The reported reason for the park-out locations is to reduce bus mileage; however, the mileage and time would be the same if the routes originated from the main yard. Problems could arise if a bus cannot start or has another mechanical problem in the mornings since the district typically does not park buses at these locations. Mechanical problems would cause a delay and late route(s).

The department provides most of the district's transportation for field trips and athletic trips. In the 2016-17 fiscal year, the department provided 194 total trips, 117 for athletics, 10 for the band and the remaining 67 for other purposes. This is not an excessive number of trips for a district of this size. Thus far in the 2017-18 fiscal year, the number of trips is 52 fewer than for the same time last year. Field trips and athletic trips can place stress on a department when there are few substitutes to cover those that conflict with regular route times. The department reported

that if there is a conflict, it encourages teachers to select another day and generally tries to limit the number of these trips to one per day. Athletic trips cannot be rescheduled, but the department can request that the team leave early, shuttle them to the game significantly before the start time, complete a route, and return later to pick them up. Field trip revenue for the 2016-17 fiscal year was \$50,171. Divided by 194 trips, this amount yields approximately \$258.61 average revenue per trip. This seems low considering that many trips are out of town, and the district may not cover all its costs. It would be more efficient for the Transportation Department to cover all its costs for field trip and athletic trip service.

One of the drivers on staff fills in her nondriving time with the extra duty of booking field trips, assigning the trips to drivers according to the collective bargaining agreement, and collecting the completed mileage and time reports from drivers to consolidate a billing report, allowing the district office to appropriately charge each school or associated student body account. The district uses a field-trip form, and the chief business official (CBO) approves all trips. The district rarely uses charter buses that would qualify as school pupil activity buses (in compliance with California Vehicle Code Section 546), otherwise known as a special pupil activity bus (SPAB). The department indicated it was unsure if the district has approved SPAB companies. The Transportation Department would typically book these trips and bill them to the school.

The department has not recently cooperated with other local school districts to assist with trips. This is a strategy that some school districts utilize to occasionally provide field trip service.

To reduce costs, some teams used parent drivers instead of a bus. The district has a well defined and comprehensive policy on the use of parent drivers that is more fully explained in the driver training and safety section of this report.

Bus routes are entered and managed in Microsoft Excel and/or Word, which is adequate for a department of this size.

At the beginning of the 2017-18 school year, all special day class (SDC) classes were moved to a single site. This necessitated some additional transportation and complicated logistics for the special education bus routing. The resulting difficulties at the beginning of the school year took approximately a week to resolve.

The district has not established an articulated ride time limit for regular or special education students on bus routes; however, staff indicated that they tried to keep these times to under an hour. That might be difficult, considering the distances that students live from their campus. Longer special education bus ride times can result in greater route efficiency and fewer bus routes.

The district has instituted bell times that greatly increase route efficiency. The high school begins at 7:10 a.m., the middle school at 8:10 a.m., and the elementary at 9:10 a.m. for breakfast, with the bell ringing at 9:20 a.m. This allows approximately one hour between runs (a route consists of multiple runs). Separated bell times such as this allow each bus route to be utilized for three runs, morning and afternoon. Some regular education bus routes appear to have relatively light passenger loads. This could be the result of the geographic distances and area the district must travel to serve its population, but the issues should be studied to maximize bus use and minimize the number of bus routes.

Bus routing and trip scheduling are performed manually, increasing labor time. However, routing software is probably not warranted for so few routes.

## Recommendations

*The district should:*

1. Develop and utilize a transportation decision tree for IEPs.
2. Develop and utilize a special education transportation request form.
3. Ensure that the Transportation Department receives student bus pass registration information so it can identify students who cross the road and therefore need to be escorted.
4. Eliminate the bus park-out location arrangements.
5. Revise the “walking distance” criteria in BP 3541 to reflect current practice.
6. Prohibit school bus drivers from taking vacation during regular school days.
7. Consider requiring athletic teams to dismiss early so the bus can transport them to the game, provide route service, and return later to pick up the team when there are driver shortages. Ensure that field trip revenue covers costs.
8. Strive to maximize regular education bus route passengers, and minimize the total number of bus routes.
9. Ensure that the field trip rate charged to teams and schools recovers the cost of performing the trip.

## Staffing

The Transportation Department is staffed as follows:

- One 11-month, eight-hour per day transportation supervisor
- One FTE lead driver
- One FTE clerk III
- One 0.5 FTE administrative secretary
- One FTE mechanic-skilled
- One FTE mechanic-apprentice
- Seventeen 215-day, eight-hour per day school bus drivers
- Five substitute school bus drivers (not always available)

Of the above, two school bus drivers are on administrative leave. The lead driver is on an industrial injury leave, and the lead position was not assigned a bus route, but probably drove as a substitute. The lead was also a state-certified school bus driver instructor, but that has probably been invalidated since maintenance of the certification prohibits all associated certifications from lapsing. Since the lead driver has been absent on an industrial injury that prohibits that individual from performing regular work duties including bus driving, the position has probably been unable to pass a required Department of Transportation (DOT) physical exam that is required to maintain the commercial driver license.

A new supervisor was hired in the spring of the 2016-17 school year. That position was advertised as a 12-month/260-day work schedule, but the supervisor requested a 240-day schedule (11 months). The supervisor likely cannot adequately perform her duties on an 11-month schedule.

The department's dispatcher is a clerk III, a highly responsible position that is paid the lowest in the department at Step I (\$14.60 per hour). The collective bargaining agreement does not have a dispatcher classification. This individual should be reclassified to the level of an administrative secretary. An administrative secretary assists the Transportation Department at a reported level of 0.5 FTE, and has the duties of processing leaves and payroll data for the Transportation Department as well as covering the two-way radio from 9:30 a.m. to 12:15 a.m. daily. Little radio activity occurs at this time because bus routes are generally not active.

Drivers have a 215-day work calendar, eight hours per day. Training occurs on the six days before the school year begins. This amount of training and orientation time is excessive. Buses are cleaned and waxed on the six days after the school year ends, a length of time that could be reduced by at least half. The bus driver calendar also includes six additional snow days although snow often does not fall. During an actual snow day, school would not be in session, but drivers would work the makeup day. Such additional days could be paid on a supplemental payroll. On snow days, drivers were expected to come to work and shovel snow at school campuses, but the district recently eliminated this requirement and instead compensates drivers with time-and-a-half pay to perform this task. This work could increase the possibility of industrial injuries. However, the 215-day calendar entitles drivers to full health and welfare benefits under the collective bargaining agreement. The district would benefit from negotiating reductions to the guaranteed number of workdays for school bus drivers. That could include grandfathering in the current employees with new employees having fewer guaranteed workdays.

Most regular education bus routes include pretrip inspection (30 minutes), fueling (15 minutes), breaks (two to 15 minutes), washing (15 minutes per day that accumulate so buses can be washed about once every two weeks), and sweeping and cleaning (15 minutes). Some drivers have additional duty time assigned to their route, but other idle time is paid with no assigned duty. This amounts to more than \$100,000 per year in additional cost.

Two drivers repair seats and one books field trips as part of their duties. This field-trip person effectively performs those duties. However, many buses are dirty, seats are ripped or cut, and many Coach buses used compressed natural gas and require no fueling time per day.

At the time of FCMAT's fieldwork, no bus aides were assigned to special education routes although the special education director indicated that an aide will soon be assigned for a student with a seizure disorder. The Special Education Department will pay for these aides.

The new supervisor recently instituted monthly "staff" or safety meetings. However, with the department's labor unrest, it may be beneficial to schedule a regular, calendared department employee-employer relations meeting to discuss contractual issues and can function as an open forum. That could help reduce union issues.

The supervisor indicated she cannot drive a bus route when substitutes are needed because the union disapproves. As a result, routes are late, and students arrive at school after they should. Further, substitute bus drivers are not union employees, and they drive routes without drawing complaints. It is important for the supervisor to drive routes when necessary to maintain the reputation of the department and its service. Neither mechanic drives although both have school bus certificates. Although the mechanics' time is necessary in the shop, they could be occasionally used for driving duties. This is similar to the above critical need of the department to cover bus routes.

The district has two mechanics although it once had four positions in the shop. The district does not need this many mechanics, but could benefit from a mechanic helper position. If the district can negotiate the elimination of driver duties, it could eventually create a position that works half-time as a driver and half-time as mechanic helper position (an existing classification in the contract). The two roles are paid at different rates, which would make sense. If the contract cannot be changed soon, drivers need to do this work more religiously, and the shop should utilize some available driver duty time to perform more light mechanical duties other than just seat repair.

The skilled mechanic has a schedule of four 10-hour days (Monday-Thursday), but also works a 10-hour shift on Friday, which is his day off, creating excessive overtime. The other mechanic works five eight-hour days. These positions could either both work five-day, eight-hour shifts, with a staggered shift schedule, or the issue could be resolved with a schedule developed by the district.

One of these positions is classified as a mechanic-skilled, and the other as a mechanic-apprentice. Both perform the same work, and the mechanic-apprentice is an experienced and skilled journeyman. The mechanic-apprentice should be elevated to the mechanic-skilled classification.

When transportation staff calls one driver at home to ask a question, she considers it "call-back time" and believes she should receive two hours of pay. The collective bargaining agreement clearly defines call-back time as the hours logged when an employee is summoned back to work after he or she has finished a regular shift.



The Transportation Department uses an independent, contract school bus driver instructor who receives \$75 per hour for training drivers and maintaining driver training files. A plan calls for sending the new supervisor to the CDE's instructor training program to become a state-certified school bus driver instructor. This may not be in the district's best interest. Department needs require her to be present daily, and this training requires three weeks in a residential program in Sacramento. The position's responsibilities would increase to the point of being almost unmanageable. Instead, the supervisor could be trained as a delegated behind-the-wheel instructor, which is another type of driver instructor certified by the California Department of Education. This type of training would not require time away from the district, and another driver could be selected to become an instructor. Before selecting someone to become state-certified school bus driver, it might be prudent to wait until lead driver issue is resolved and the district knows whether that individual will return to work. The use of a delegated behind-the-wheel instructor or a state-certified school bus driver instructor would generally be only on an as-needed basis, not a regular position. If the lead driver does not return, it would not be necessary to fill this position. The supervisor could train behind the wheel as needed within her regular schedule to become a delegated behind-the-wheel instructor.

## Recommendations

*The district should:*

1. Encourage the transportation supervisor to work 12 months.
2. Reclassify the clerk III position to the position of administrative secretary. The administrative secretary time assigned to the Transportation Department should be evaluated and reduced if duties do not constitute 0.5 FTE.
3. Work to negotiate and minimize bus driver guaranteed workdays and hours, perhaps grandfathering in current drivers.
4. Assign the transportation supervisor as a substitute driver on bus routes when driver coverage is not complete. Mechanics need to drive as a substitute on bus routes as necessary.
5. Elevate the mechanic-apprentice to mechanic-skilled, and better manage the latter position's overtime.
6. Ensure drivers with extra-duty time complete that work, and assign other duty time to assist the shop with light maintenance. Work to negotiate the end of driver duty time by reducing routes to the actual time necessary, and eventually hire a 0.5 FTE mechanic helper.
7. Clarify the definition of "call-back time in the classified collective bargaining agreement.
8. Prepare the transportation supervisor to become a delegated behind-the-wheel instructor. Pending the disposition of the lead driver, select and prepare one driver to become a state-certified school bus driver instructor.



# Vehicle Maintenance, Fleet and Facility

## Vehicle Maintenance

Each year, the California Highway Patrol (CHP) Motor Carrier Inspector Unit inspects buses, vehicle maintenance records, driver records, driver timekeeping records and federal drug and alcohol training records. The agency produces a report of its findings entitled the “Safety Compliance Report/Terminal Record Update,” or more commonly known as the “terminal grade.” The district’s most current inspections are as follows:

- 9/1/15: Unsatisfactory for DMV Pull Notice and Driver time keeping records
- 1/15/16: Unsatisfactory for Driver Records
- 5/26/16: Satisfactory
- 8/19/16: Satisfactory
- 8/11/17: Satisfactory
- 8/17/17: Amended to Unsatisfactory based on drug and alcohol testing records. This was upgraded to a Satisfactory rating as of December 6, 2017.
- 12/6/17: Satisfactory

“Satisfactory” is the highest grade awarded to any motor carrier and indicates general compliance with laws and regulations governing school bus safety. An “unsatisfactory” grade is very serious. In each case, CHP clearly advises that a failure to correct the deficiencies can result in a recommendation to the Public Utilities Commission (PUC) to revoke the district’s motor carrier operating authority, filing a complaint with the district attorney for potential prosecution, and filing an injunction. Charges can be brought against the board and the superintendent for failure to address these issues.

The reason for the district’s prior unsatisfactory ratings, though serious, do not constitute a significant concern about vehicle maintenance procedures or vehicle safety since the violations were related to driver records, not vehicle maintenance.

School buses are required to be inspected every 45 days or 3,000 miles, whichever occurs first, as per Title 13 of the California Code of Regulations, Section 1232 (13 CCR 1232). The district keeps a white board in the shop listing the due dates of the inspections and performs them on a 30-day rotation. Mileage intervals are generally between 1,000 and 2,000, indicating that the department likely overinspects buses. Although this practice ensures general compliance with the regulation, it can be costly, necessitating 12 inspections per year instead of the eight required for a 45-day rotation. For 32 buses at an average of two hours per inspection, this requires mechanics to work an additional 256 hours of labor that could be spent on other mechanical duties. The department indicates it does this because of safety concerns in the district’s mountainous area; however, 45 days is a high standard and applies to all school districts in the state. The CHP has no higher standard based on geography. To allay safety concerns, the district could inspect and adjust bus brakes more frequently, which would take far less labor time.

The shop has no inventory of parts, tires and equipment; therefore, the value and types of parts the district stores are unknown.

Recent state legislation requires districts to train school bus drivers to check buses after every route to ensure that no students are left behind unattended. This training should be provided,

and the district's transportation safety plan should be revised to include the new requirements. In addition, the district must install some type of compliant electronic device for this purpose by the beginning of the 2018-19 school year.

During the 2016-17 fiscal year, outside repairs for the Transportation Department cost \$83,767. This amount is not excessive for the size of the fleet since most school district vehicle maintenance shops are not equipped to perform all vehicle repairs.

Parts for nonstudent transportation vehicles (i.e. "white fleet") are charged to appropriate department, but labor is not.

A review of the special education transportation budget found that it does not have line items for outside repairs, parts, and some other categories that would be charged to the district's buses. More appropriate separation of these costs would better inform the district of the actual cost of this service. The regular education transportation budget appears to bear the greater burden, giving the impression that it is much more costly.

The bus preventive maintenance program also includes oil change, filter change and chassis lube at 10,000 miles, along with a check of air brake slack adjusters. The "C" check is for all support-fleet maintenance. These vehicles should be in the shop every 3,000 miles for inspection and service, which should be monitored by the driver and a mileage sticker placed on the vehicle. However, the staff do not routinely bring the vehicles in for inspection or service. The shop has no other way of knowing the mileage. The "D" service is an annual school bus check and includes all fluids, a differential check, a four-wheel drive check, a transmission service, a fuel and air filter change, hydraulic oil filter and coolant filter change and spark plugs. The service would be performed annually.

When a driver finds a bus defect during a daily pretrip inspection and reports it, the department routes the report to the shop. The repair is made, but no mechanism that communicates this to the driver.

## Fleet

The district has 32 buses and recently declared four others as surplus and sold them. It also has one 2003 minibus donated by A-Z Bus Sales and the South Coast Air Quality Management District that has never been registered to the district. The department plans to rehabilitate this vehicle for use as a special education bus; however, it needs new CNG tanks and other work to make it roadworthy and legal to operate. Recently, the district applied to the South Coast Air Quality Management District for grants to replace three Crown Coach school buses. Two replacement buses will be 81-passenger CNG Coaches, and one will be a 42-passenger CNG Coach with wheelchair lift for special education. When all is completed, the district will have 33 buses: eight for special education and 25 Coaches. This is too many buses for the actual need and unnecessarily increases maintenance and insurance costs. Because of the growth of special education transportation and the continuing need for field trip services, the district should reduce the fleet to seven special education buses and 18 Coaches for a total of 25.

The average fleet age is 14.8 years, which is not excessively old and indicates the district has made regular investments in school buses. The district's support-fleet list includes 23 vehicles, but the Vehicle Maintenance Department is responsible for additional wheeled, motorized vehicles including tractors and mowers.

The buses have no video cameras, but the district wishes to purchase some to reduce the number of seats damaged by students. Video camera systems usually have four camera heads and are

digital and relatively reliable, but they are expensive at approximately \$2,500 per bus. Camera systems take a great deal of time to manage and maintain, and do not always provide the video necessary to identify students who damage buses since the high seat backs conceal the seating area.

The fleet does not have global position system (GPS) devices. These devices can be relatively inexpensive, and some are integrated in video camera systems; however, ongoing satellite costs can be expensive. Real-time GPS devices can be helpful in determining where buses are at all times, and can verify information when parents and schools complain that a bus did not stop at its location at a particular time. The devices track where buses are when they stop and how long they are stopped.

The district has a two-way radio system that allows drivers and the transportation office to communicate vital information. The department reported that the district reduced the number of mountain-top antenna repeater sites some years ago. This has resulted in poorer radio coverage since some of the district is outside of the area of clear reception. This could produce unintended safety issues for the department.

## Facilities

The bus maintenance facility is functional, modern, clean, and outfitted with necessary tools and diagnostic software, and appropriate for the number of vehicles.

The district complies with the State Water Board's Storm Water Pollution and Prevention Plan and works to ensure that contaminated storm water does not enter into local waterways. The district also complies with industrial waste regulations. The Maintenance and Operations Department manages these two critical tasks.

The district operates a CNG fueling system that is of adequate size for its needs and is maintained by an external contractor.

The district has a 3,000-gallon tank and an 8,000-gallon tank for diesel fuel on site. The tanks are underground with the fuel pumps in a locked shed in the middle of the bus yard. The district purchases gasoline at the San Bernardino County Road Maintenance Yards.

## Recommendations

*The district should:*

1. Extend bus inspection schedule to intervals closer to 45 days per bus or 3,000 miles, whichever comes first.
2. Create a system to inspect and service white fleet vehicles on the stipulated 3,000-mile intervals.
3. Prepare for the state's new child check statutes and regulations.
4. Evaluate the need for video cameras and GPS devices on buses.
5. Improve two-way radio coverage.
6. Inventory tires, parts and equipment to establish value and know what parts are in stock. Sell or return parts for buses that are no longer in the fleet.

7. Charge the appropriate departments for mechanic labor time for working on the support fleet. Develop a procedure to notify the driver that a bus repair has been completed.
8. Revise the special education transportation budget to include an appropriate share of parts, outside labor and other department costs.
9. Reduce the number of school buses to a number that is closer to the actual need.

## Driver Training and Safety

School bus driver training in California is highly regulated. Prospective school bus drivers must receive a minimum of 20 hours of classroom training and 20 hours of behind-the-wheel training (E.C. 40080-40089) on curriculum developed by the California Department of Education's Office of School Transportation. The classroom-training units take approximately 35 hours to complete, and approximately the same amount is necessary for behind-the-wheel training. In addition, every year school bus drivers must receive a minimum of 10 hours of in-service training time. Only a state-certified school bus driver instructor can conduct the training (E.C. 40084.5). A delegated behind-the-wheel instructor, which is another certification allowed by law and performed by the CDE's Office of School Transportation, may provide behind-the-wheel training. The training must be meticulously recorded. In addition, school bus drivers must submit to a background check (fingerprinting) for licensing and for employment, and drug and alcohol testing in compliance with Federal Department of Transportation (DOT) rules (49CFR382).

The district's driver training records appear to be in order with no significant deficiencies, indicating that the contract instructor is keeping the department's drivers up to date on their required training.

The district has a Transportation Safety Plan that complies with E.C. 39831.3, but it is dated for the 2013-14 school year. The plan must be revised to include new child check requirements to ensure drivers check their bus at the conclusion of each route to ensure that no child is left behind unattended. The district must have a plan available for inspection by a CHP officer at each school. A sample plan that complies the law is attached as Appendix E to this report.

E.C. 39831.5 requires school bus emergency evacuation drills and student safety instruction to be performed annually, and specific records kept for students in grades K-6. Specific safety information must be announced before every field trip. The Transportation Department is aware of these regulations and appears to have conducted these drills.

Board Policy 3543 has a limited visibility policy in compliance with VC 34501.6. This law requires adoption of such a policy and gives the drivers the discretionary authority to cease operation of the vehicle when visibility is less than 200'.

The department has occasional school bus accidents. The supervisor reported that she and the contracted driver instructor evaluate these events to determine preventability and fault, but usually default to CHP report. They determine if training is necessary, but usually only after a driver has more than one accident in a short period of time.

Data indicates two accidents in which the driver was not at fault occurred in 2015-16. Eight accidents occurred in 2016-17, and the driver was at fault in six, and six have happened so far in the 2017-18 school year, with five drivers at fault. A copy of the district's submitted table of recent bus accidents is attached as Appendix F to this report. However, the supervisor indicated that district records appear to be incomplete. In only three of the above accidents were drivers trained after the accident, and one retraining is scheduled in the future. The supervisor also reported that the district has a form the contract driver instructor uses when she retrains to record what remedial training was performed.

The supervisor manages the DMV pull notice program. This program requires each commercial driver to be enrolled so the district receives annual reports of a driver's record and gets notified when an accident or moving violation occurs. Teachers and coaches do not drive district vehicles,

so really none are in the program; however, Maintenance and Operations staff do, so they should be enrolled. The district also enrolls parent volunteers, which is appropriate.

The district allows parents to drive students on field trips and some athletic trips. As required in board policy, a packet of information and requirements for parents indicates that they are enrolled in DMV pull notice program and must at a minimum have insurance in the following amounts: \$100,000 for bodily injury, \$300,000 for liability and \$50,000 property damage. They submit a copy of their driver license and sign a form that outlines their responsibility as a parent driver. This is one of the best processes for parent drivers that FCMAT has seen.

School bus drivers who drive field trips are required to have one year of experience as a contract driver and receive additional field trip training with the state-certified instructor before being placed on the field trip rotation list. This ensure that field trip drivers receive additional training and have sufficient experience before driving outside of the area or down the hill for field trips.

Title 13 California Code of Regulations section 1213 (13CCR 1213) requires logbooks to be kept for most commercial drivers. School bus drivers are generally exempt except for overnight trips, or trips that exceed 100 air miles. Log books are rarely necessary for the district's field trips, but the department is aware of the responsibility and occasional need for a driver to log his or her time.

A third-party administrator, Addiction Medicine Consulting Inc. in Redlands, California, manages the federal DOT drug and alcohol-testing program. The supervisor is the only district employee who receives direct communication from the company and recently received training to detect and test drivers who are reasonably suspected of being impaired. This supervisor training is required. All the drivers are now properly enrolled. The supervisor is part of the pool, because she is also a commercial driver. The district should consider properly managing the notification of the supervisor if she is ever selected for a random drug or alcohol test. Dual notifications with the HR Department or some other mechanism should be used to ensure that the supervisor will test when she is selected for a random drug or alcohol test.

The district's driver handbook is quite old. The current version is dated March 9, 1998, and the department is in the process of updating it.

13CCR 1229 requires drivers to demonstrate proficiency on any commercial vehicle before driving it unsupervised on the road; therefore, records must be maintained listing each vehicle and which drivers are proficient on it. The district has these documents and updates them when required. The regulation does not specify who will provide the training and declare proficiency; therefore, other drivers in the department often do so. Although 13CCR1229 does not specify who may declare proficiency, the supervisor or instructor would logically accomplish this task.

The district has not provided substantive special education driver training in a significant amount of time. The drivers could benefit from this training. The training should include information on the types of disabilities and behaviors exhibited by the district's special education students and how they may be addressed and mitigated on a school bus. The special education director indicated that the SELPA could give this type of training. The district nurse could also provide some of the training as could district psychologists.

The department provides annual in-service training at the beginning of each school year during the six available days when drivers are paid. The contract driver instructor only provides a relatively small amount of training during that time. As noted in a previous section, these six days could be reduced.



The contract driver instructor has trained nine drivers in the past two years, this being necessary because a rather large number of retirements occurred over this time. The contract driver instructor has been extremely instrumental in ensuring the viability of the department, making certain the district has an adequate number of certified drivers to provide transportation service. The contract driver instructor is experienced, and charges a reasonable price for her services. As noted in a previous section, the district would benefit from having its own instructors instead of depending on a contracted individual. Instruction is a critical need for any school transportation department since lack of such service could severely hamper the district's ability to adequately staff driver positions and keep drivers up to date on their training requirements.

As suggested in the previous section, the district should train the supervisor to be a delegated behind-the-wheel instructor and select another driver to become a state-certified school bus driver instructor, pending the potential return of the lead driver. The state-certified school bus driver instructor would be the only position that could legally document the training. Staff members who become certified instructors do not need to have a regular position, but could be paid for the service at a differential rate only when the training is provided.

The supervisor does ride-alongs with drivers, but has no form to memorialize these reviews. A sample is attached as Appendix G to this report.

Driver recruitment is an issue for school districts throughout the state. The department utilizes banners placed at several schools to encourage individuals to consider employment as a school bus driver. To advertise jobs, the Human Resource Department uses EdJoin, a recruiting website used by most school districts in California; however, this site is not optimal for school bus driver recruitment because candidates typically do not seek a job there. The district should consider publishing notices in school newsletters and local newspaper advertisements to attract and recruit school bus drivers.

## Recommendations

*The district should:*

1. Update the Transportation Safety Plan to include child check procedures.
2. Establish accident review and driver retraining practices.
3. Update the driver handbook.
4. Create dual notification for all DOT drug and alcohol testing to ensure that the supervisor is properly notified since she is also in the pool.
5. Establish practices and individuals to perform proficiency training.
6. Provide regular, topical training for special education drivers.
7. Evaluate the actual need for beginning of the year in-service training.
8. Utilize a behind-the-wheel check-ride evaluation form.
9. Utilize other creative bus driver recruitment strategies.



## Technology

The Vehicle Maintenance Department utilizes an old version of a school bus maintenance software called “Trapeze.” This is the only transportation software utilized in the department. However, it is not fully utilized since repairs and inspections are entered in the program, and paper work orders are printed. Those orders are then given to the clerk III, and data is hand-written on a summary sheet. This system provides little useful management information for the department.

As previously reported, bus routes are typed in Microsoft Word or Excel. This is generally adequate for a school district with few bus routes. A bus routing program is generally not warranted until a district has approximately 50 bus routes, and the program would require an additional staff person to learn it and use it regardless of the number of bus routes. These bus routing programs are extremely complex.

Another multimodule transportation software program is available that could integrate a simple routing program, student database, bus pass processing database, vehicle maintenance database, driver training database, and field trip module, all with reporting features that would provide valuable management information. At least one on the market is reasonably priced and easy to operate.

## Recommendation

*The district should:*

1. Research transportation software programs to determine the cost/benefit for the district.




## Appendices

- A: Sample Contract for Parent “in-lieu” Transportation**
- B: CDE Guidance Letter**
- C: Sample Decision Tree and Checklist**
- D: Sample Transportation Request Form**
- E: Sample Transportation Safety Plan**
- F: Table of Recent District Accidents**
- G: Sample Ride Along Data Sheet**
- H: Study Agreement**



## Appendix A - Sample Contract for Parent "in-lieu" Transportation

|   |  |  |
|---|--|--|
| <p>MR. DOUGLAS MARQUAND<br/>ASSISTANT SUPERINTENDENT<br/>ADMINISTRATIVE SERVICES</p> <p>MR. JEFFREY TOOKER<br/>ASSISTANT SUPERINTENDENT<br/>EDUCATIONAL SERVICES</p> <p>MS. LILA McALLISTER<br/>DIRECTOR OF CHILD NUTRITION SERVICES</p> <p>MR. GREGG RAMSETH<br/>DIRECTOR OF TECHNOLOGY &amp; ASSESSMENT</p> <p>MR. GREGG ROBERTS<br/>DIRECTOR OF CONSTRUCTION MANAGEMENT<br/>&amp; FACILITY PLANNING</p> <p>MS. SANDRA RUSSO<br/>DIRECTOR OF BUDGET &amp; ACCOUNTING</p> <p>DR. LORENA SPITZER<br/>DIRECTOR OF Pupil SERVICES</p> <p>MR. ERIC VERSEYSEN<br/>DIRECTOR OF HUMAN RESOURCES</p> |  <p><b>PLACER UNION<br/>HIGH SCHOOL DISTRICT</b></p> <p>13000 NEW AIRPORT ROAD, AUBURN, CA 95603<br/>530-886-4400 FAX: 530-886-4439<br/><a href="http://www.puhsd.k12.ca.us">www.puhsd.k12.ca.us</a></p> <p><b>MR. DAVE HORSEY</b><br/>SUPERINTENDENT</p> | <p>CHANA HIGH SCHOOL</p> <p>COLFAX HIGH SCHOOL</p> <p>DEL ORO HIGH SCHOOL</p> <p>FORESTHILL HIGH SCHOOL</p> <p>MAIDU HIGH SCHOOL</p> <p>PLACER HIGH SCHOOL</p> <p>PLACER SCHOOL FOR ADULTS</p> |
|---|--|--|

This Agreement is made between the Placer Union High School District, hereinafter referred to as "District," and XXX, parent of XXXX, hereinafter referred to as "Parent."

District is a school district in the County of Placer, State of California, and has its principle place of business at 13000 New Airport Drive, Auburn, California, 95603.

Elena DalFavaro, Coordinator of Certificate Bound Programs, and parent have discussed and agreed that it is in the best interest of the child, and the PUHSD to maintain the past arrangement Parent had with Placer Hills Union School District and reimburse Parent for the transportation of their child to and from the bus stop or school.

- Term:** This Agreement shall commence on XXXXXX, 2012, and shall continue until XXXXX, 2013. This Agreement may be terminated by either party with Sixty (60) day's written notice to the other party. Should there be a material breach in this agreement, this contract may be terminated with ten (10) day's written notice to the other party.
- Services:** Parent has agreed to transport their child from their residence to the school bus transfer stop at the Raley's shopping center located at 13384 Lincoln Way, Auburn CA. In addition, when District school bus transportation is not scheduled to operate, but the child's school is in session, Parent shall transport their child to and from their residence to the Placer Learning Center (PLC) located at 5477 Eureka Rd. #2, Granite Bay, CA 95746.
- Expenses:** Parent shall be responsible for all expenses and provide all the necessary equipment, supplies and/or materials necessary to render services pursuant to this Agreement. Parent agrees at all times to comply with all applicable ordinances, laws, and regulations as they relate to the execution of this Agreement.
- Fee:** For the services rendered pursuant to this Agreement, Parent shall be entitled to reimbursement for the cost of transportation based on the current (2012) IRS per mile reimbursement rate of \$ 0.555. Parent shall be paid within 4 weeks after receipt, and District approval, of the mileage reimbursement request form (attached).
- Licenses:** As an independent contractor, it shall be the sole responsibility of Parent to maintain the appropriate California Driver's License and automobile insurance as required by law.
- Insurance and Taxes:** Parent shall be an independent contractor and not an agent or employee of District under this Agreement. District shall not withhold or set aside income tax, Federal Insurance Contributions Act (FICA) tax, unemployment insurance, disability insurance, or any other federal or state funds whatsoever. It shall be the sole responsibility of Parent to account for all of the above liabilities.
- Indemnification & Hold Harmless Agreement:** The District and Parent hereby respectfully agree, to the fullest extent permitted by law, to indemnify, defend and hold harmless the other party and its board of trustees, officers, agents, invitees and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages, injuries and liabilities arising from any accident, death or injury whatsoever or however caused to the other Parties person or property, due to, arising out of, or related to the negligence of the other Party.
- Entire Agreement:** This Agreement supersedes any and all other agreements, either oral or in writing, between the parties hereto with respect to the subject matter hereof, and no other agreement, statement or promise relating to the subject matter of this Agreement which is not contained herein shall be valid or binding.

|   |              |
|---|--------------|
| Douglas Marquand, Placer Union High School District | Date:        |
| Parent Name and Signature                           | Date:        |
| Parent Address                                      | Phone Number |
|   | E-mail       |

The Placer Union High School District, an equal opportunity workplace,  
is committed to student learning by providing teaching excellence in a supportive environment.



*Consortium Member District Letterhead*  
**TRANSPORTATION AGREEMENT**  
 (For contracting with Parents or Guardians)

**THIS AGREEMENT** is entered into this Date: \_\_\_\_\_, between *district*, hereinafter called the District, and Parent hereinafter called the Contracted for (Student Name) hereinafter referred to as the Pupil.

**WITNESSETH:**

**WHEREAS**, the District has agreed to transport a student to ( ) for special education and/or related services to the Pupil identified above, pursuant to Education Code Sections 56030-5640 or 56300-56367; and

**WHEREAS**, it has been determined that the Contracted will transport the Pupil to and from ( ) for the 2009-2010 school year.

**NOW THEREFORE** the District and Contracted hereby agree as follows;

The District shall reimburse the Contracted for the transportation of the Pupil to and from the school the sum of the current IRS mileage rate payable upon presentation of an itemized mileage report to the District Business Manager. Payment shall be made as soon as possible in the month succeeding that in which the transportation was performed.

Total number of miles per day to be reimbursed will not exceed ( ). It is expressly understood and agreed to by both parties that the Contracted, while performing services under the Agreement, is an independent contracted and is not an officer, agent, or employee of the District.

The Contracted shall defend, save harmless, and indemnify the District and its officers, agents, and employees from all liabilities and claims for damages for death, sickness, or injury to persons or property including without limitation all consequential damages, from any cause whatsoever arising from or connected with its service hereunder, whether or not resulting from the negligence of the Contracted, its agents or employees. Proof of automobile insurance shall be presented to the Business Manager prior to completing this contract.

Service under this Agreement shall commence on ( ) and shall terminate on ( ). Inclusive, unless terminated sooner. **Reimbursement forms to be submitted monthly.**

**IN WITNESS WHEREOF**, the parties hereto have executed this agreement as of the date and year first above written.

*District*

**CONTRACTED**

By \_\_\_\_\_

By \_\_\_\_\_

Title \_\_\_\_\_

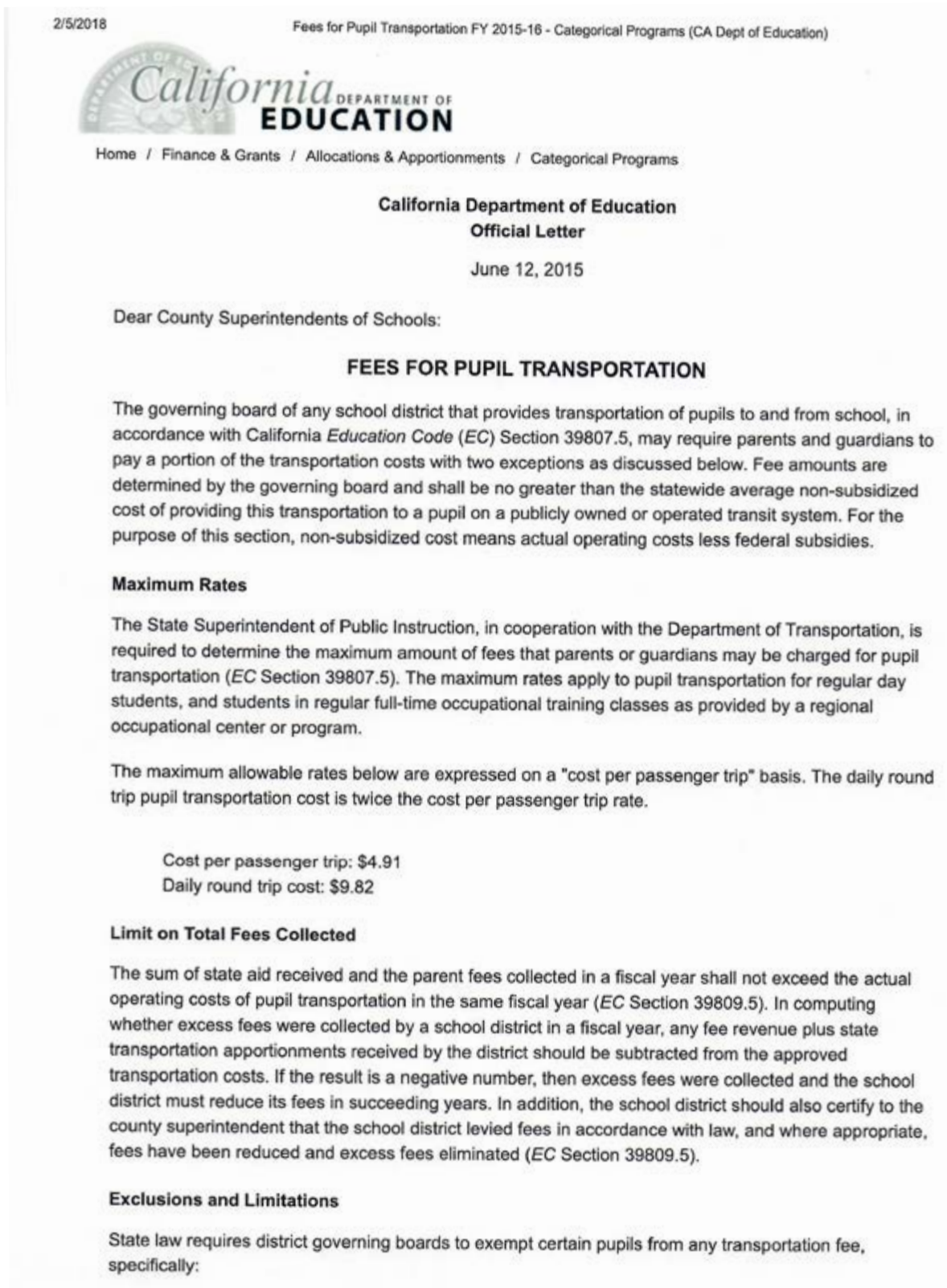
Title \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_



## Appendix B - CDE Guidance Letter



2/5/2018

Fees for Pupil Transportation FY 2015-16 - Categorical Programs (CA Dept of Education)

1. Individuals with exceptional needs whose individualized education program requires the local educational agency to provide transportation services (*EC* Section 39807.5[e]).
2. Pupils whose parents or guardians are indigent as set forth in rules and regulations adopted by the governing board (*EC* Section 39807.5[d]).

If you have questions regarding the information provided in this letter, please contact Julie Klein Briggs, Fiscal Consultant, Office of Categorical Allocations and Management Assistance, by phone at 916-323-6191 or by e-mail at [jbriggs@cde.ca.gov](mailto:jbriggs@cde.ca.gov).

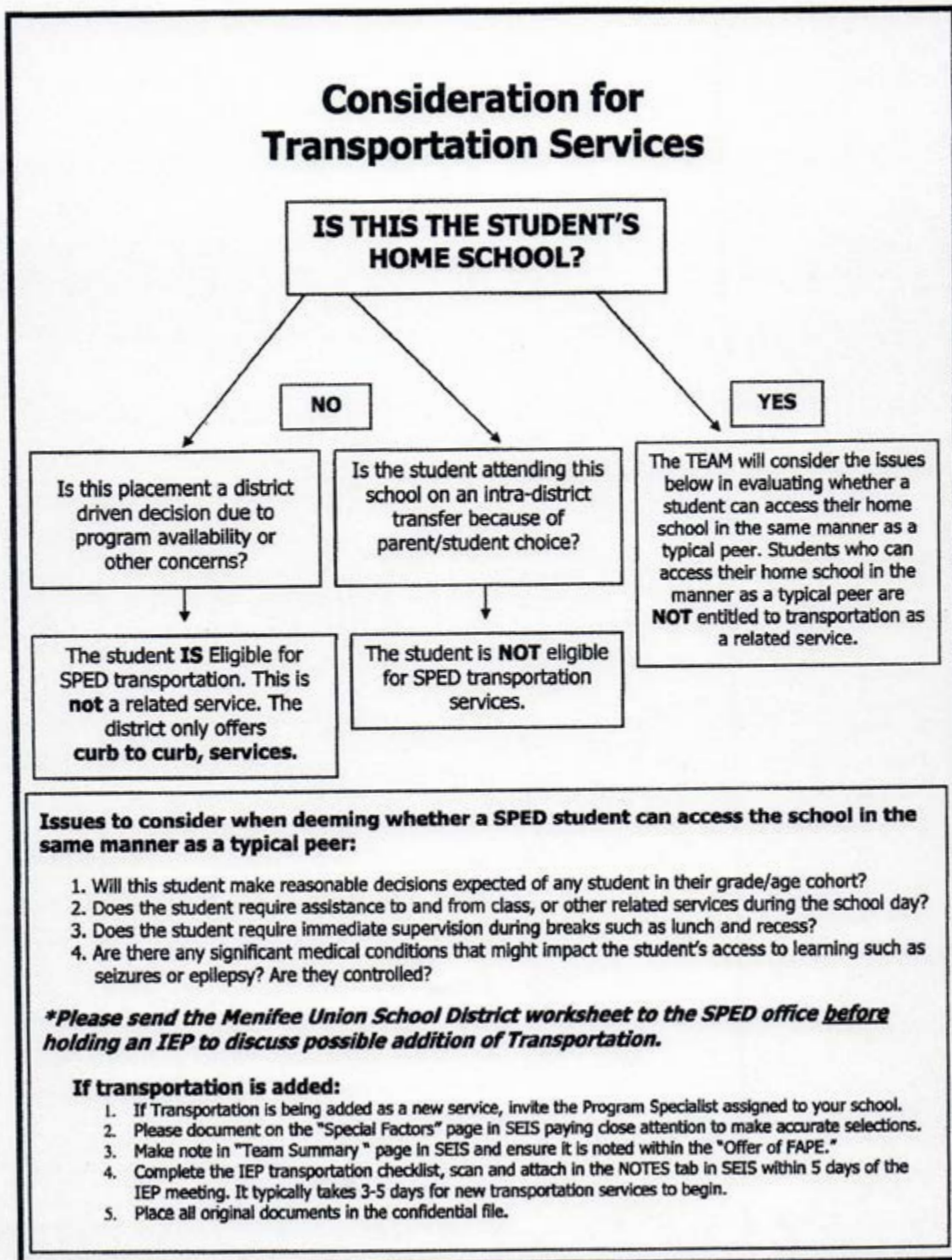
Sincerely,

Peter Foggiano, Director  
School Fiscal Services Division

Last Reviewed: Friday, October 27, 2017

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## Appendix C - Sample Decision Tree and Checklist





## Menifee Union School District Transportation Eligibility Checklist

Name: \_\_\_\_\_ Date of IEP: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

The IEP Team will consider student needs including, but not limited to:

### 1. Medical Diagnosis and Health Needs:

Does the student have significant limitations in strength, vitality or alertness that prevent him/her from riding the regular bus?

Yes ☐ No ☐

Does the student have a medically fragile condition that prevents them from riding the regular school bus?

Yes ☐ No ☐

Does the student have special medical equipment that must be transported on a specialized school bus?

Yes ☐ No ☐

### 2. Physical Needs:

Does the student have a wheel chair requiring a special securement system on the school bus?

Yes ☐ No ☐

Does the student have a visual impairment that prevents him/her from riding the regular school bus?

Yes ☐ No ☐

### 3. Safety Needs:

Does the students' disability or level of functioning prevent them from being able to travel to school independently?

Yes ☐ No ☐

Does the students' disability or level of functioning prevent them from being able to travel to and wait independently at a regular school bus stop?

Yes ☐ No ☐

### 4. Behavioral Needs:

Does the student have a behavior plan that requires certain transportation services?

Yes ☐ No ☐

Is the student's behavior, after implementing a behavior plan, so severe that s/he cannot ride the regular school bus?

Yes ☐ No ☐

### 5. Program Location:

Is the student required to attend a program outside of the district of residence geographic boundary?

Yes ☐ No ☐

Does the student require special transportation in order to access services designated on the IEP e.g. occupational therapy, physical therapy, mental health related service, etc?

Yes ☐ No ☐

\*Other needs may also be taken into consideration when the IEP team discusses a pupil's placement and transportation needs.

## Appendix D - Sample Transportation Request Form

### Transportation Request

Instructions: To be completed by Program Operator. Important: Be sure to complete all applicable information. Incomplete forms may be returned which will result in a delay in processing your request.

|                                       |  |                  |              |
|---------------------------------------|--|------------------|--------------|
| TO: <u>West County Transportation</u> |  | From: _____      | Date: _____  |
| FAX: <u>206-9901</u>                  |  | Principal: _____ | Phone: _____ |

|  |  |   |   |
|--|--|---|---|
| <input type="checkbox"/> New Child         | <input type="checkbox"/> Delete Child      | <input type="checkbox"/> Change of School   | <input type="checkbox"/> Change of Schedule |
| <input type="checkbox"/> Change of Address | <input type="checkbox"/> Change of Pick-Up | <input type="checkbox"/> Change of Drop-Off | <input type="checkbox"/> Integration        |

☐ Transportation Emergency Information Form Attached - Transportation may not begin until received and properly filled out (required for all new children)

|   |                                |
|---|--------------------------------|
| Student Name: _____                       | School: _____                  |
| Address: _____ Apt. # _____               | Teacher: _____                 |
| Apt. Complex Name: _____                  | Classroom/Contact #: _____     |
| Mailing Address: _____                    | Old School: _____ Grade: _____ |
| City & Zip Code: _____                    | Age: _____ Birthdate: _____    |
| District of Residence: _____              |                                |
| Parent/Guardian: _____                    |                                |
| Home #: _____ Work #: _____ Cell #: _____ |                                |

|   |
|---|
| <b>School Times:</b><br><div style="display: flex; justify-content: space-around;"> <span>AM</span> <span>PM</span> <span>Midday</span> </div>  |
| Is this child residing in a foster family home or a licensed day care facility?<br>Daily? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No<br>(If no, specify days): _____ |

|   |                                     |
|---|-------------------------------------|
| Is there a seizure protocol for this student? <input type="checkbox"/> Yes <input type="checkbox"/> No<br>If yes, protocol is attached. |                                     |
| <input type="checkbox"/> Wheel Chair  | <input type="checkbox"/> Car Seat   |
| <input type="checkbox"/> Safety Vest  | <input type="checkbox"/> Huggy Vest |
| <input type="checkbox"/> A/C Bus  | <input type="checkbox"/> Bus Aide   |
| <input type="checkbox"/> Other (Specify) _____  |                                     |

**Student's AM Pick-Up and PM Drop-Off Address (other than residence):**

AM Pick-Up: \_\_\_\_\_

PM Drop-Off: \_\_\_\_\_

**Student's AM Drop-Off and PM Pick-Up Locations:**

AM Drop-Off: \_\_\_\_\_

PM Pick-Up: \_\_\_\_\_

**Check day of week (AM & PM) and state program start/end times for each day you are requesting Transportation**

Am/Trip: ☐ Mon \_\_\_\_\_ ☐ Tue \_\_\_\_\_ ☐ Wed \_\_\_\_\_ ☐ Thu \_\_\_\_\_ ☐ Fri \_\_\_\_\_

PM/Trip: ☐ Mon \_\_\_\_\_ ☐ Tue \_\_\_\_\_ ☐ Wed \_\_\_\_\_ ☐ Thu \_\_\_\_\_ ☐ Fri \_\_\_\_\_

List any mid-day program Transportation Requests: \_\_\_\_\_

☐ This student must be met by an adult staff member when exiting the bus.

Additional Comments: \_\_\_\_\_

Proposed Start Date: \_\_\_\_\_

Effective Date: \_\_\_\_\_

| Transportation Use Only |                 |                                     |  |
|-------------------------|-----------------|-------------------------------------|--|
| Student # _____         | P/U Time: _____ | Date Rec'd at Transportation: _____ |  |
| AM Rtc. # _____         | D/O Time: _____ | Date School Notified: _____         |  |
| PM Rtc. # _____         |                 | Date Parent Notified: _____         |  |

Revised 6/2/10

## Appendix E - Sample Transportation Safety Plan

### WEST COUNTY TRANSPORTATION AGENCY

#### TRANSPORTATION SAFETY PLAN FOR SCHOOL PERSONNEL

This Transportation Safety Plan contains procedures for school personnel to follow to ensure the safe transport of pupils and is in compliance with Education Code Section 39831.3. It must be physically present at each site where school transportation is provided and available for inspection by any member of the California Highway Patrol.

##### HOME-TO-SCHOOL TRANSPORTATION PROVIDER

West County Transportation Agency is a public, Joint Powers Agreement or Agency formed by your school district or contracted by your district to provide safe, child-centered, economical and coordinated school transportation service for you. The information in the following paragraphs is intended to assist school personnel in their task of providing safe transportation.

Students shall receive a packet of school transportation safety and ridership information at least once when they are enrolled in school (Education Code Section 39831.5). The parent packet of school bus safety information is included in this plan and is updated annually and must be included in the district's back to school parent information. A district may supplement this information based on additional procedures adopted locally, but may not remove anything. If there are additional procedures, the District shall share that information with WCTA. Most of this same information is presented below so school personnel may include this information in their daily contact with students, may utilize this in answering questions for students or the public, or teachers may utilize this in developing instructional lessons for school transportation safety.

##### BUS ROUTES

Regular home-to-school bus route schedules are delivered to school offices several weeks prior to the beginning of the school in August. Although bus routes and stops change infrequently, occasionally notices are sent to schools or given directly to students. Any questions regarding any revised bus schedules should be directed to the Dispatchers at West County Transportation Agency. Routes are identified by a number. That number is located next to the entrance door on each bus. Students need to have a designated school bus stop, and any student who wishes to ride another bus or travel to a different bus stop must have a signed permission note from a parent. Students without such a note will be allowed to leave the bus at their regular stop only, or will be returned to school. If there is not a bus stop located in close proximity to a student's home, one may be established by calling West County Transportation Agency at 707-206-9988 x19.

Students newly enrolling in school shall be assigned a bus stop by a School or Agency official. Special education students are assigned their bus stop location when service is requested. WCTA schedulers will notify the family of the bus stop location before service begins. Regular education students are issued a bus pass that identifies the location of the bus stop that is assigned for that student. The bus pass shall be carried with the student at all times.

Students are urged to get to the bus stop at least five minutes prior to the posted stop time. Bus stop times may slightly change or vary depending on ridership changes made in the first couple of weeks of school. Drivers make a point to notify students and parents of any changes. Buses never leave the bus stop location prior to the posted time.

Students must remain orderly at the bus stop, must remain at least twelve feet back of the main traveled portion of the roadway and should be visible to the driver. Students must be respectful of property-owners where the bus stop is located, must keep their voices down and keep off of the property.



School staff should assist student bus riders particularly the first couple of weeks of school by reviewing the bus they are to board at the end of the day, identifying that on a temporary name tag, and walking out with students to the buses.

#### DETERMINING IF A PUPIL REQUIRES ESCORT

The driver, in conjunction with the Transportation Agency, the School and the student's input shall determine if escort is required at a particular bus stop in compliance with Section 22112 of the California Vehicle Code. Particularly with new students registering in a school, with whom the Transportation Agency may not have exact address information or home location, the driver shall get verification of their address from the Dispatcher or School Office, and may have to rely on the student input for clarification. Every stop requiring an escort will be clearly marked on the route sheet.

#### WALKING TO AND FROM SCHOOL BUS STOPS

Students should be very careful when walking to and from school bus stops. Parents should accompany young children to the bus stop and assist in keeping order while waiting for the bus. Children should be instructed to keep on sidewalks or on the shoulder, and far away from the main traveled portion of the roadway. Children should pay close attention to traffic, weather conditions, and visibility conditions. Visible clothing, or clothing and backpacks with reflective material should be worn at all times. Children should remain orderly at all times and refrain from boisterous conduct or horseplay while walking to and from the school bus stop. Children should not engage in conversation with strangers or accept rides from passing motorists. When walking to or from a bus stop, children should face traffic.

#### GENERAL RULES OF CONDUCT AT SCHOOL BUS LOADING ZONES

Students should wait in an orderly fashion while at the bus stop in the morning. They should be at the bus stop at least five minutes prior to the posted stop time. Students should be at least twelve feet back from the main traveled portion of the roadway and visible to the driver. Pushing, shoving or horseplay is not allowed at the bus stop. Students should be mindful of the bus stop location. Many are in driveways and on private property. Students are not allowed to throw rocks or other objects, play around, cause excessive noise, touch or tamper with the other private property or vehicles nearby. Once the bus arrives students shall wait for the driver to come to a complete stop and the door of the bus to open before they begin to move forward to the bus. Students should board the bus one-at-a-time, using the available hand-rails, and move quickly to an open seat. If a student drops papers or other objects while boarding the bus he/she should get the attention of the driver. NEVER GO UNDER OR NEAR THE BUS TO RETRIEVE PAPERS OR OTHER OBJECTS. The driver may not be able to see you!

In the afternoon, students should wait at school according to the established pre-bus-loading procedure at the school. Teachers or aides on duty at the bus loading area shall maintain order over students, keep the students well away from the location where the buses pull up and orderly release or escort the students to their buses. Teachers or aides on duty must remain at the bus loading zone until all buses have departed. Drivers may need their help for disciplinary matters or to take students back to the office. Ensure that no students get close to buses, touch them, and in no case may a student go under the bus.

When students depart from school on the bus and they are arriving at their bus stop, they must remain seated until the bus comes to a complete stop, the brakes are set and the door is open before they stand up to exit the bus. Students should have all of their clothes and supplies together in preparation for their bus stop. Students should use handrails when leaving the bus and shall walk away from the bus to the shoulder or sidewalk and walk directly home. If a student drops papers or other objects while he/she is leaving the bus, please get the attention of the driver. NEVER GO UNDER OR NEAR THE BUS TO RETRIEVE PAPERS OR OTHER OBJECTS. The driver may not be able to see you.

#### SCHOOL BUS DANGER ZONES

The areas closest to the perimeter of the bus are called the danger zones. Students are directed to be no closer than twelve feet to the bus, except when loading and unloading. The vast majority of school bus accidents and

injury to students occur outside of the bus in this danger zone. If a student drops papers, lunch boxes or other objects while loading or unloading from the bus the student must get the attention of the driver. NEVER GO UNDER OR NEAR THE BUS TO RETRIEVE PAPERS OR OTHER OBJECTS. The driver may not be able to see you!

#### SAFE RIDING PRACTICES

In compliance with Education Code Section 39831.5, students annually receive instruction on proper loading and unloading procedures including escorting by the driver, proper passenger conduct, bus evacuation and location of emergency exits and emergency equipment. Instruction may also include responsibilities of passengers seated next to an emergency exit.

Prior to departure on any school activity trip, all pupils riding on a school bus or a school pupil activity bus (SPAB) shall receive safety instruction which includes, but is not limited to, location of emergency exits, and location and use of emergency equipment.

In addition to the expectations spelled out to students in the above, drivers orient students to rules and expectations their first days of each school year. Rules are posted in the buses. Consequences for poor behavior and rewards for good behavior are discussed. Classroom behavior is expected on all school buses. Students must remain seated at all times, must keep all body parts inside the windows of the bus, must not eat, drink or smoke on the bus, must keep noise down, are not allowed to "roughhouse" on the bus and must follow all directions of the driver.

#### RED LIGHT CROSSINGS

When a student needs to cross the road and the stop is designated as an escorted crossing, the driver sets the parking brake, secures the bus, turns on the red lights, takes the key, opens the door and exits the bus with a hand held stop sign to escort the student across the road. The student should follow all of the directions of the driver, and not cross the road until the driver verbally tells the student to proceed. This crossing maneuver is considered most dangerous and students must be aware, alert and follow directions of the driver.

#### CLOTHING HAZARDS

In the past few years, there have been several serious student injuries or fatalities in other states due to clothing or backpacks that have drawstrings. The drawstrings have gotten caught in handrails on the bus, without the driver's knowledge. Please inspect the children's clothing or backpacks to ensure there are not drawstrings or other hanging objects that could get caught in the handrail or the door.

#### FIELD TRIPS

When planning a field trip, the school has several options. They may use a school bus, a school pupil activity bus (SPAB) operated by a charter bus company, use school owned automobiles or vans, use public transit or use parent-owned vehicles.

##### School Buses

School buses are the most highly regulated student transportation vehicles and school bus drivers are the most highly trained drivers in California. On any school field trip, whether on a bus or not, teachers shall have a roster of all students on the trip, an itinerary of the trip and should carry a supplemental first aid kit appropriate for the trip destination and activity intended. Teachers or coaches should plan all stops in conjunction with the transportation provider and should not allow students to eat while the vehicles are moving.

##### SPAB Buses

School Pupil Activity Buses are operated by a Charter Party Carrier (for-hire charter bus operator). SPAB buses need to be certified by the CHP Motor Carrier Inspector within the past 13 months and must have a certificate on board that is signed and dated by the inspector. The driver must also have received some special training and



must have at least a Class B license and a Special Driver Certificate valid for driving a SPAB bus. When you book a SPAB bus you must specify such and a school official shall inspect the bus certification and driver certification upon arrival at the school to pick up the group.

#### Public Transit

If the group intends to use public transit for their trip, the school should call the transit agency prior to the trip to ensure they are prepared for the group and to inquire regarding any special requirements for student groups.

#### School Vehicles

If school vehicles are to be used, they must be consistent with the law (may not seat more than nine students and the driver—and constructed so as not to hold more than that) and have a properly licensed driver who is an employee of the District. All passengers must be seat-belted while in the vehicle. It is ideal if such drivers received training in defensive driving and first aid practices and if the vehicle were part of a regular and systematic preventive maintenance program. The district should enroll the driver in the DMV Pull Notice program so the district receives notification of any accident, moving violation, driver safety points, or suspensions of the driver's license. It would be recommended that district employees that drive students in district vehicles also participate in a drug and alcohol testing program similar to school bus drivers.

#### Parent Vehicles

The use of parent vehicles for field trips shall strictly adhere to District Policy. All parents shall show proof of appropriate insurance. In no case shall a vehicle be used that is designed for more than nine passengers and the driver. In no case shall more than nine passengers plus the driver be seated in a parent vehicle. Parents should be fingerprinted and background checked as volunteers. This is the most dangerous mode of transportation for district field trips. The district will have no knowledge of a parent's vehicle and its relative mechanical safety nor of the stability and condition of the parents. Licensed high school students that are participating in school activities should never drive other high school students in their own vehicles or in district vehicles to or from school activities, practices or games off-site.

#### DRIVER RESPONSIBILITY TO CHECK FOR STUDENTS AFTER EACH RUN AND ROUTE

At the conclusion of each bus run, when the driver believes that all students have exited the bus, the driver shall, as soon as possible, find a safe location to park the bus, secure it and walk through the passenger compartment to ensure that no student is aboard. At the end of each route (a route consists of several runs) when the driver returns to the bus yard, every driver shall again walk through the driver compartment and complete the post-trip, child-check with Zonar to log that the passenger compartment of the bus has been inspected. Upon adoption of regulations by the California Highway Patrol relative to an electronic child check alarm by January 1, 2018, the Agency may need to amend this Plan to ensure compliance with new laws or regulations.

#### SPECIAL SITUATIONS OR CIRCUMSTANCES

If you encounter a student transportation safety situation that is not covered in this plan or seems unique, please contact West County Transportation Agency for direction or the School Pupil Safety Officer of the California Highway Patrol for direction.

## Appendix F - Table of Recent District Accidents

### School Bus Accidents/Incidents

| DATE      | BUS # & DRIVER | STUDENTS ON BOARD? | DRIVER SENT FOR DRUG TEST | DETAILS  | Driver Trainer taken for Post-accident training    |
|-----------|----------------|--------------------|---------------------------|--|--|
| 6/5/2015  | Bus #8         |                    |                           | Rim bus rear ended vehicle   |  |
| 10/9/2015 | Bus #7         |                    |                           | Motorcycle struck bus  |  |
| 8/23/16   | Bus #12        | Yes - 17           | No                        | Driver backed into light pole in district parking lot when turning around                      | Yes  |
| 11/8/16   | Bus # 12       | Yes - 36           | No                        | Bus hit side of hill with rocks as going around corner. Claimed car came into her lane         | No   |
| 12/20/16  | Bus #48        | No                 | No                        | Bus slide into car   | No   |
| 12/21/16  | Bus #52        | Yes - 24           | No                        | Bus hit sign and rock turning around   | No   |
| 1/26/17   | Bus #12        | Yes – 16           | No                        | Bus hit snow bank when turning around  | No   |
| 3/15/17   | Bus #1         | Yes                | No                        | Per driver Branch dropped and hit upper eyebrow of bus. Per driver CHP declined to investigate | No   |
| 3/22/17   | Bus #1         | Yes                | No                        | Driver hit right mirror on utility pole (mirror broke)   | Yes  |
| 5/4/17    | Bus # 2        | Yes -29            | Yes                       | Vehicle his side of bus on Daley Canyon  | No   |
| 9/6/17    | Bus #53        | No                 | YES                       | Bus rear ended vehicle   | Yes  |
| 9/7/17    | Bus # 9        | Yes -35            | No                        | Car hit Bus in high school parking lot   | No   |
| 10/27/17  | Bus #7         | Yes – 12           | No                        | Bus his rear end of bus on wall with tail swing  | Yes  |
| 12/18/17  | Bus #6         | Yes – 12           | No                        | Driver turned too sharp and went over curb and child hit head on window                        | No   |
| 1/9/18    | Bus #51        | Yes – 38           | No                        | Driver rear ended car  | No   |
| 1/29/18   | Bus #5         | No                 | No                        | Car scrapped Bus when exiting VOE School   | Scheduled to happen with driver trainer next visit |

Note: Every accident is different. If I feel additional training is needed I will schedule with Merit to take out and fill out our form.

2015 and 2016 there might have been more, but this is all I can find. It seems we could value to have a driver trainer on site.

## Appendix G- Sample Ride-Along Data Sheet

West County Transportation Agency  
**DRIVER SAFETY OBSERVATION**  
 Check each individual box that the driver demonstrated, then evaluate and circle the P, NI or NP for each main category.

PRE-TRIP INSPECTION Start Time: \_\_\_\_\_ End: \_\_\_\_\_ Name: \_\_\_\_\_ Date: \_\_\_\_\_ Bus # \_\_\_\_\_

|   | P | NI | NP |
|---|---|----|----|
| 1 Engine Compartment  |   |    |    |
| 2 Tires, Wheels, Lugs, Fuel Cap                                   |   |    |    |
| 3 Required Certificates: CHP 292, Registration                    |   |    |    |
| 4 Interior: Seats, Steering Wheel, Windows, Doors                 |   |    |    |
| 5 Gauges: Dash, Panel Warning Lights                              |   |    |    |
| 6 Horns, Wipers, Mirrors  |   |    |    |
| 7 Ventilation System: Heater, Defroster, Fans                     |   |    |    |
| 8 Brake System  |   |    |    |
| Compressor Cut In   |   |    |    |
| Compressor Cut Out  |   |    |    |
| Static  |   |    |    |
| Applied   |   |    |    |
| Low Air Warning Devices   |   |    |    |
| Emergency Stopping System   |   |    |    |
| Service Brake   |   |    |    |
| 9 Hydraulic Brakes  |   |    |    |
| Parking Brake / Service Brake                                     |   |    |    |
| 10 Safety Equipment: First Aid Kit, Fire Extinguisher, Reflectors |   |    |    |
| Handheld Stop Sign  |   |    |    |
| 11 Lighting Devices: Interior / Exterior                          |   |    |    |
| 12 Cleanliness: Interior / Exterior                               |   |    |    |
| 13 Emergency Exits and Warning Devices                            |   |    |    |
| 14 Special Needs Equipment / Wheelchair Lift                      |   |    |    |

**BUS OPERATION** Start Time: \_\_\_\_\_ End: \_\_\_\_\_

|   | P | NI | NP |
|---|---|----|----|
| 15 Seatbelts, Headlights                              |   |    |    |
| 16 Hand, Seat Position                                |   |    |    |
| 17 Starts, Stops, Rollback                            |   |    |    |
| 18 Clutch, Gears, Throttle Control                    |   |    |    |
| 19 Lane Position, Lane Changes                        |   |    |    |
| 20 Traffic Laws                                       |   |    |    |
| 21 Speed, Following Distance                          |   |    |    |
| 22 Turns: Signal, Position, Speed                     |   |    |    |
| 23 Railroad Crossings, Door (Type I) Window (Type II) |   |    |    |
| 24 Backing, Turnaround                                |   |    |    |
| 25 Defensive Driving                                  |   |    |    |

**Weather / Roadway Conditions:**

Equipment: Van \_\_\_\_\_ Conventional \_\_\_\_\_ Transit \_\_\_\_\_  
 Manual \_\_\_\_\_ Auto \_\_\_\_\_ Hydraulic \_\_\_\_\_ Dual Air \_\_\_\_\_

**PROFICIENT** Yes \_\_\_\_\_ No \_\_\_\_\_ T-02 Time: \_\_\_\_\_

P = Proficient NI = Needs Improvement: Requires Comments  
 White Copy - Instructors Yellow Copy - Operations Supervisor Pink Copy - Driver

04/14/2006 G:trainingforms

**LOADING AND UNLOADING**

|   | P | NI | NP |
|---|---|----|----|
| 26 Position of Bus, Distance to Students  |   |    |    |
| 27 Park Brake, Transmission, Door Control |   |    |    |
| 28 Use of Amber Lights, Use of Red Lights |   |    |    |
| 29 Red Light Escort                       |   |    |    |
| Keys                                      |   |    |    |
| Align, Light Check                        |   |    |    |
| Traffic                                   |   |    |    |
| Escort                                    |   |    |    |
| Cancel Red Lights                         |   |    |    |
| Mirror Use: 5 Count, Recheck Right Side   |   |    |    |

**PUPIL MANAGEMENT**

|  | P | NI | NP |
|--|---|----|----|
| 30 Assertive, Passive, Hostile           |   |    |    |
| 31 Communication                         |   |    |    |
| 32 Laws, Policy, Safe Practices, Seating |   |    |    |

**SAFETY SKILLS**

|                                       | P | NI | NP |
|---------------------------------------|---|----|----|
| 33 Awareness                          |   |    |    |
| 34 Attitude: Positive, Negative, Both |   |    |    |
| 35 Mirror Use                         |   |    |    |
| 36 Space Cushion                      |   |    |    |

**WORKPLACE SKILLS**

|                                     | P | NI | NP |
|-------------------------------------|---|----|----|
| 37 Appearance, Uniform              |   |    |    |
| 38 Two-Way Radio Use                |   |    |    |
| 39 Route Sheet                      |   |    |    |
| 40 Schedule                         |   |    |    |
| 41 Checkout Sheet, Personality Card |   |    |    |

Comments: \_\_\_\_\_

Route Observed: \_\_\_\_\_ Schools: \_\_\_\_\_

Observed By: \_\_\_\_\_ Driver Signature: \_\_\_\_\_

## Appendix H - Study Agreement

# FCMAT

FISCAL CRISIS & MANAGEMENT  
ASSISTANCE TEAM

CSIS California School Information Services

### FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM STUDY AGREEMENT November 2, 2017

The Fiscal Crisis and Management Assistance Team (FCMAT), hereinafter referred to as the team, and the Rim of the World Unified School District, hereinafter referred to as the district, mutually agree as follows:

#### 1. BASIS OF AGREEMENT

The team provides a variety of services to local education agencies (LEAs). The district has requested that the team assign professionals to study specific aspects of the district's operations. These professionals may include staff of the team, county offices of education, the California State Department of Education, school districts, or private contractors. All work shall be performed in accordance with the terms and conditions of this agreement.

In keeping with the provisions of Assembly Bill 1200, the county superintendent will be notified of this agreement between the district and FCMAT and will receive a copy of the final report. The final report will also be published on the FCMAT website.

#### 2. SCOPE OF THE WORK

##### A. Scope and Objectives of the Study

1. Review the transportation delivery system for regular home-to-school and Special Education transportation, including but not limited to routing methodology, bus ridership averages, cost per mile comparisons, scheduling, operations and staffing and general fund contribution, and make recommendations for improvements and potential cost savings, if any.
2. Evaluate the transportation department's organizational structure and staffing, and make recommendations for staffing improvements or reductions, if any.
3. Review the transportation department operational processes and procedures, including use of technology for program support areas, safety and training program, required school bus driver record maintenance and

professional development, and make recommendations for improved efficiency, if any.

4. Review the district's vehicle maintenance program identifying industry standard best practices; compliance with Title 13 Code of Regulations, California Air Resources Board and local Air Quality Management District regulations; vehicle maintenance records, school bus safety checks and district fleet preventative maintenance program design and documentation; inventory control and district fleet inventory assessment, and make recommendations for improvement, if any.
5. Review the district's transportation facility to include terminal offices, vehicle maintenance repair garages, fueling infrastructure, fleet parking, county storm water requirements and adherence, hazardous materials best practices and security, and make recommendations for improvement, if any.

### B. Services and Products to be Provided

1. Orientation Meeting - The team will conduct an orientation session at the district to brief district management and supervisory personnel on the team's procedures and the purpose and schedule of the study.
2. On-site Review - The team will conduct an on-site review at the district office and at school sites if necessary.
3. Exit Meeting - The team will hold an exit meeting at the conclusion of the on-site review to inform the district of significant findings and recommendations to that point.  
Exit Letter – Approximately 10 days after the exit meeting, the team will issue an exit letter briefly memorializing the topics discussed in the exit meeting.
4. Draft Report - Electronic copies of a preliminary draft report will be delivered to the district's administration for review and comment.
5. Final Report - Electronic copies of the final report will be delivered to the district's administration and to the county superintendent following completion of the review. Printed copies are available from FCMAT upon request.
6. Follow-Up Support – If requested by the district within six to 12 months after completion of the study, FCMAT will return to the district at no cost to assess the district's progress in implementing the recommendations included in the report. Progress in implementing the recommendations will be documented to the district in a FCMAT management letter. FCMAT will work with the district on a mutually convenient time to return for follow-up support that is no sooner than eight months and no later than 18 months after completion of the study.



### 3. PROJECT PERSONNEL

The FCMAT study team may also include:

- |                            |                         |
|----------------------------|-------------------------|
| <i>A. To be determined</i> | <i>FCMAT Staff</i>      |
| <i>B. To be determined</i> | <i>FCMAT Consultant</i> |
| <i>C. To be determined</i> | <i>FCMAT Consultant</i> |

### 4. PROJECT COSTS

The cost for studies requested pursuant to Education Code (EC) 42127.8(d)(1) shall be as follows:

- A. \$800 per day for each staff member while on site, conducting fieldwork at other locations, presenting reports and participating in meetings. The cost of independent FCMAT consultants will be billed at their actual daily rate for all work performed.
- B. All out-of-pocket expenses, including travel, meals and lodging.
- C. The district will be invoiced at actual costs, with 50% of the estimated cost due following the completion of the on-site review and the remaining amount due upon the district's acceptance of the final report.

Based on the elements noted in section 2A, the total not-to-exceed cost of the study will be \$16,000.

- D. Any change to the scope will affect the estimate of total cost.

Payments for FCMAT's services are payable to Kern County Superintendent of Schools - Administrative Agent located at 1300 17<sup>th</sup> Street, City Centre, Bakersfield, CA 93301.

### 5. RESPONSIBILITIES OF THE DISTRICT

- A. The district will provide office and conference room space during on-site reviews.
- B. The district will provide the following if requested:
  - 1. Policies, regulations and prior reports that address the study scope.
  - 2. Current or proposed organizational charts.
  - 3. Current and two prior years' audit reports.
  - 4. Any documents requested on a supplemental list. Documents requested on the supplemental list should be provided to FCMAT only in electronic format; if only hard copies are available, they should be scanned by the district and sent to FCMAT in electronic format.

5. Documents should be provided in advance of fieldwork; any delay in the receipt of the requested documents may affect the start date and/or completion date of the project. Upon approval of the signed study agreement, access will be provided to FCMAT's online SharePoint document repository, where the district will upload all requested documents.
- C. The district's administration will review a preliminary draft copy of the report resulting from the study. Any comments regarding the accuracy of the data presented in the report or the practicability of the recommendations will be reviewed with the team prior to completion of the final report.

Pursuant to EC 45125.1(c), representatives of FCMAT will have limited contact with pupils. The district shall take appropriate steps to comply with EC 45125.1(c).

## 6. PROJECT SCHEDULE

The following schedule outlines the planned completion dates for different phases of the study and will be established upon the receipt of a signed study agreement:

|                         |                                |
|-------------------------|--------------------------------|
| Orientation:            | to be determined               |
| Staff Interviews:       | to be determined               |
| Exit Meeting:           | to be determined               |
| Draft Report Submitted: | to be determined               |
| Final Report Submitted: | to be determined               |
| Board Presentation:     | to be determined, if requested |
| Follow-Up Support:      | if requested                   |

## 7. COMMENCEMENT, TERMINATION AND COMPLETION OF WORK

FCMAT will begin work as soon as it has assembled an available and appropriate study team consisting of FCMAT staff and independent consultants, taking into consideration other jobs FCMAT has previously undertaken and assignments from the state. The team will work expeditiously to complete its work and deliver its report, subject to the cooperation of the district and any other parties from which, in the team's judgment, it must obtain information. Once the team has completed its fieldwork, it will proceed to prepare a preliminary draft report and a final report. Prior to completion of fieldwork, the district may terminate its request for service and will be responsible for all costs incurred by FCMAT to the date of termination under Section 4 (Project Costs). If the district does not provide written notice of termination prior to completion of fieldwork, the team will complete its work and deliver its report and the district will be responsible for the full costs. The district understands and agrees that FCMAT is a state agency and all FCMAT reports are published on the FCMAT website and made available to interested parties in state government. In the absence of extraordinary circumstances, FCMAT will not withhold preparation, publication and distribution of a report once fieldwork has been completed, and the district shall not request that it do so.

## 8. INDEPENDENT CONTRACTOR

FCMAT is an independent contractor and is not an employee or engaged in any manner with the district. The manner in which FCMAT's services are rendered shall be within its sole control and discretion. FCMAT representatives are not authorized to speak for, represent, or obligate the district in any manner without prior express written authorization from an officer of the district.

## 9. INSURANCE

During the term of this agreement, FCMAT shall maintain liability insurance of not less than \$1 million unless otherwise agreed upon in writing by the district, automobile liability insurance in the amount required under California state law, and workers compensation as required under California state law. FCMAT shall provide certificates of insurance, with Rim of the World Unified School District named as additional insured, indicating applicable insurance coverages upon request prior to the commencement of on-site work.

## 10. HOLD HARMLESS


FCMAT shall hold the district, its board, officers, agents and employees harmless from all suits, claims and liabilities resulting from negligent acts or omissions of its board, officers, agents and employees undertaken under this agreement. Conversely, the district shall hold FCMAT, its board, officers, agents and employees harmless from all suits, claims and liabilities resulting from negligent acts or omissions of its board, officers, agents and employees undertaken under this agreement.

## 11. CONTACT PERSON

Name: Jenny Haberlin  
 Telephone: (909) 336-4140  
 E-mail: [jenny.haberlin@rimsd.k12.ca.us](mailto:jenny.haberlin@rimsd.k12.ca.us)

  
 Michelle Murphy, Superintendent  
 Rim of the World Unified School District

  
 Date

  
 Michael H. Fine,  
 Chief Executive Officer  
 Fiscal Crisis and Management Assistance Team

November 2, 2017

Date