Review of the
Student Transportation Programming
in the
Guilford County Schools

October 2017

Scott McCully, Chief Operations Officer of the Guilford County Schools (GCS), requested that the Council of the Great City Schools (CGCS) provide a high-level management review of the school district's student transportation program. Specifically, he requested that the Council[1] --

- Review and comment on the existing organizational structure, business processes, outsourcing, planning and forecasting, and internal controls of the transportation department, and identify opportunities for improvement.

- Identify opportunities to improve existing department facilities and bus parking practices.

- Develop recommendations that would help the district's transportation operations achieve greater operational efficiency, effectiveness, and sustainability

In response to this request, the Council assembled a Strategic Support Team (the team) of senior managers with extensive experience in transportation operations from other major city school systems across the country. The team was composed of the following individuals. (Attachment A provides brief biographical sketches of team members.)

Robert Carlson, Project Director
Director, Management Services
Council of the Great City Schools

David Palmer, Principal Investigator
Deputy Director of Transportation (Retired)
Los Angeles Unified School District

James Beekman
General Manager, Transportation
Hillsborough County Public Schools

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[1] The Council has conducted some 300 instructional, management, and operational reviews in about 50 big-city school districts over the last 19 years. The reports generated by these reviews are often critical, but they have been the foundation for improving the operations, organization, instruction, and management of many urban school systems nationally. These reports have also been the basis for identifying "best practices" for other urban school systems to replicate. Attachment E lists the reviews that the Council has conducted.

Nathan Graf
Senior Executive Director, Transportation and Vehicle Maintenance
San Antonio Independent School District

Nicole Portee
Executive Director, Transportation Services
Denver Public Schools

Reginald Ruben
Director, Transportation Services
Fresno Unified School District

Janet Thomas
Executive Director, Transportation
Charlotte-Mecklenburg Schools

William Wen
Senior Director, Transportation Services
Orange County Public Schools

The team reviewed documents provided by the district prior to a four-day site visit to Guilford County, North Carolina, on October 8-11, 2017. The general schedule for the visit is described below, and the complete working agenda is presented in Attachment B.

The team met with Chief Operations Officer Scott McCully during the evening of the first day of the visit to discuss expectations and objectives for the review, and make final adjustments to the work schedule. The team used the second and third days to observe operations, conduct interviews with key staff members (a list of individuals interviewed is included in Attachment C), and examine additional documents and data (a complete list of documents reviewed is included in Attachment D).[2]

The final day of the site visit was devoted to synthesizing and refining the team's findings and recommendations, and providing the Superintendent and Chief Operations Officer with a briefing on the team's preliminary findings.

The Council sent the draft of this document to team members for their review in order to affirm the accuracy of the report and obtain their concurrence on the final recommendations. This management letter contains the findings and recommendations that have been designed by the team to help improve the operational efficiency, effectiveness, and sustainability of the Guilford County Schools' transportation program.

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[2] The Council's reports are based on interviews with district staff and others, a review of documents, observations of operations, and professional judgment. The team conducting the interviews must rely on the willingness of those interviewed to be truthful and forthcoming, but cannot always judge the accuracy of statements made by interviewees.
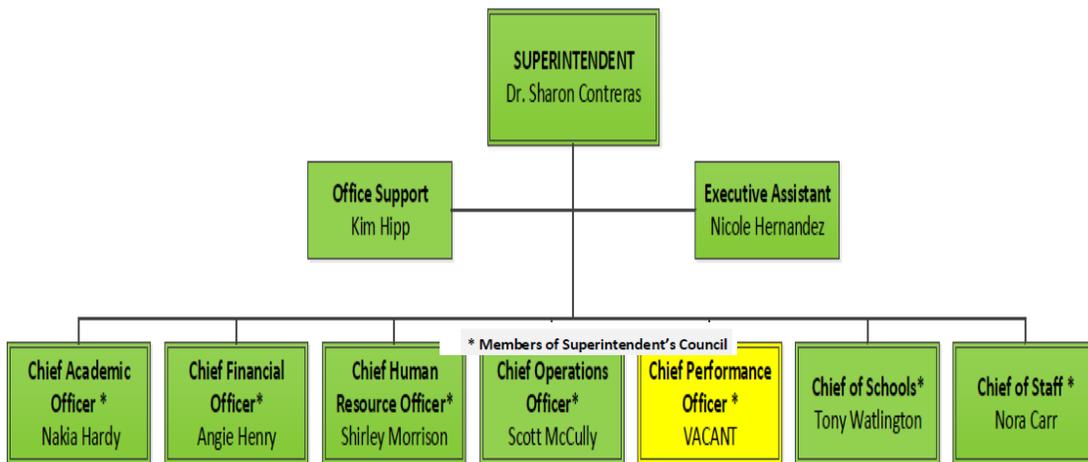
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Guilford County Schools, the third largest school district in North Carolina, serves 11 cities and towns that cover over 645 square miles.[3] GCS currently serves an enrollment of some 71,900 kindergarten through 12th grade students,[4] and employees over 10,000 individuals.

GCS is governed by a nine-member elected Board of Educations that appoints the Superintendent of Schools. The superintendent is responsible to the school board for the effective operation of the school system. GCS's mission states: *Guilford County students will graduate as responsible citizens prepared to succeed in higher education, or in the career of their choice.*

The superintendent is also responsible for the efficient management of the school district's resources. The GCS 2017-2018 budget will receive final approval in December 2017.[5] The 2016-2017 final budget was $880,296,008.[6] Exhibit 1 below shows the organizational structure of the Office of the Superintendent and her seven direct reports.

Exhibit 1. Office of the Superintendent Organizational Chart – September 2017

Source: Guilford County Schools

The Chief Operations Officer (COO), who is a direct report to the superintendent, is responsible for Emergency Management, Facilities, Maintenance, Student Assignment, Student Information, Technology, and Transportation. The Chief Operations Officer's organization is shown below in Exhibit 2.
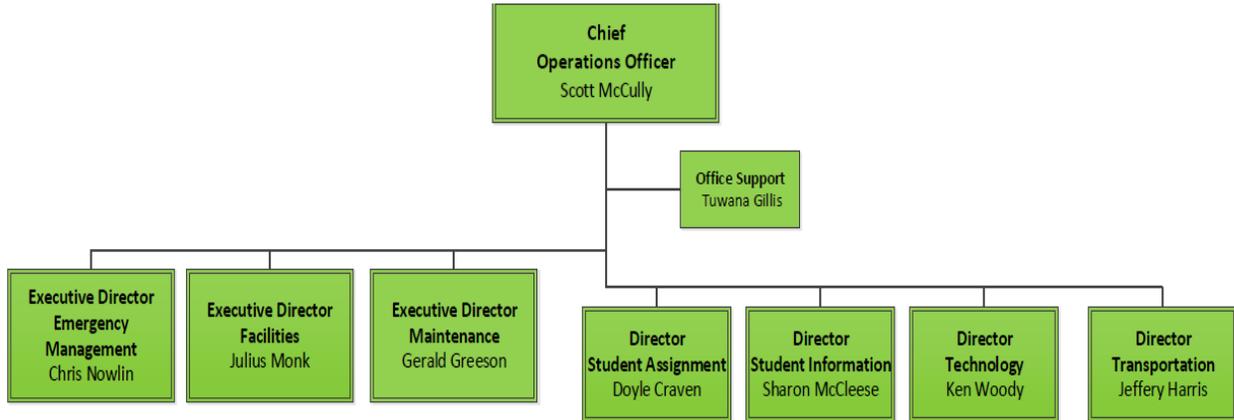
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[3] Source: 2016 GCS Annual Report.
[4] Source: GCS Facilities Planning.
[5] Source: GCS Financial Services.
[6] Source: *Ibid.*

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**Exhibit 2. Chief Operations Officer's Organizational Chart**

Source: Guilford County Schools

Department of Transportation

The DoT is led by a Director of Transportation. This position has four direct reports: one Assistant Director - Transportation, one Program Administrator II – TIMS[7] Coordinator, one Program Administrator I – Supervisor, Safety, Training & Recruiting, and one Program Administrator I – Transportation Support Services Specialist/Business Manager position. Exhibit 3 below presents an abridged overview of the Department's organizational structure.

Exhibit 3. Department of Transportation Organizational Chart
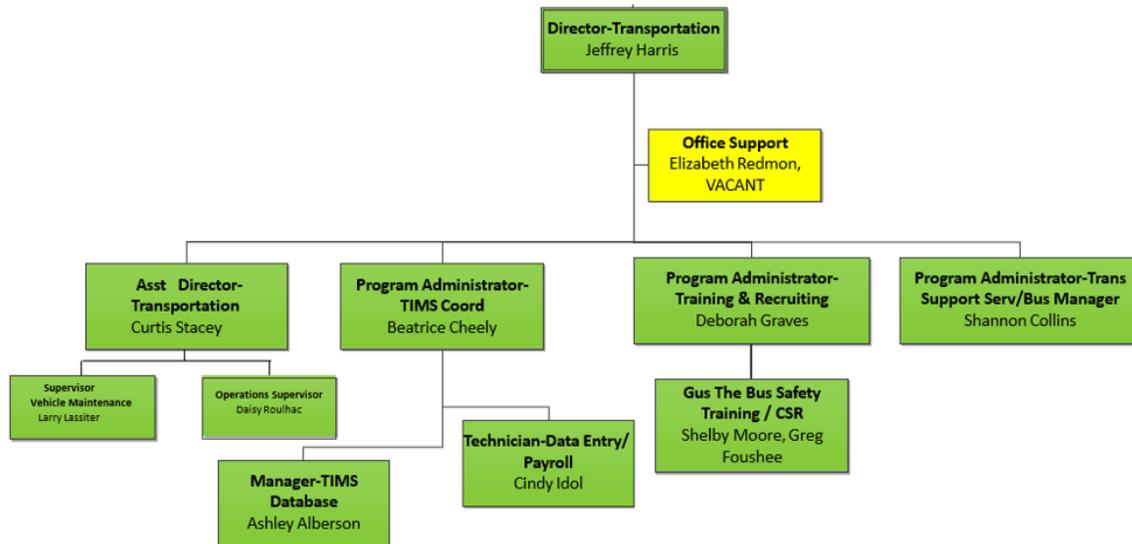
Source: Guilford County Schools

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[7] Transportation Information Management System, operated by the North Carolina Department of Public Instruction.

The Director of Transportation is responsible for the DoT budget. In FY17, the department's budget[8] was $35,510,751, which was 3.81 percent of the district's general budget. Exhibit 4 below compares DoT's budget allocations to actual expense summaries over the past four fiscal years, and shows the DoT budget as a percent of total district budget.

Exhibit 4. Department of Transportation Allocated Budget vs. Actual Expense

Fiscal Year	DoT Budget	DoT Actual Exp	Balance	District Budget	% of Dist Budget
FY14	$ 38,535,826	$ 35,657,484	$ 2,878,342	$ 922,353,185	4.18%
FY15	36,633,428	33,320,287	3,313,140	881,807,658	4.15%
FY16	33,471,718	31,562,818	1,908,900	865,402,363	3.87%
FY17	33,510,751	31,486,794	2,023,957	880,296,008	3.81%

Source: GCS Financial Services

The DoT is responsible for the daily transportation of 37,520[9] students (52 percent of total district enrollment). Students are transported on 619 district and contract-operated bus routes into all 127 district schools. GCS buses traveled nearly 8.5 million miles in FY16, picking-up and dropping-off students at approximately 12,000 separate stops.[10] Exhibit 5 below compares the number of students transported and routes used for each school year since 2013-2014.

Exhibit 5. GCS Students Transported FY2014 – Present

Year	District Enrollment	# of Students Transported	# of Routes-District	# of Routes-Contract	Total Routes	% of Enrolled Students Transporteed
2013-2014	72,338	41,143	609	67	676	57%
2014-2015	72,192	37,384	610	67	677	52%
2015-2016	71,908	40,379	597	70	667	56%
2016-2017	71,747	37,384	560	67	627	52%
2017-2018	71,928	37,520	552	67	619	52%

Source: GCS DoT and Facilities Planning

Based on current statutes and regulations, GCS is required to provide transportation for students participating in special education programs, when transportation has been identified as a related service. Students are eligible based on the distance they live from school, hazardous walk-to-school areas, and students in transition under McKinney-Vento.[11] Exhibit 6 below shows the yearly costs per student, by program, since FY14.

[8] The FY18 budget is incomplete in that the full state allotment and final adjustments will not be made until December 2017.

[9] Source: GCS DoT. Includes approximately 85 pre-k students.

[10] Source: GCS DoT.

[11] The McKinney-Vento Homeless Assistance Act was reauthorized by the *Every Student Succeeds Act (ESSA)*, which was signed into law in December 2015.

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Exhibit 6. Transportation Cost per Student
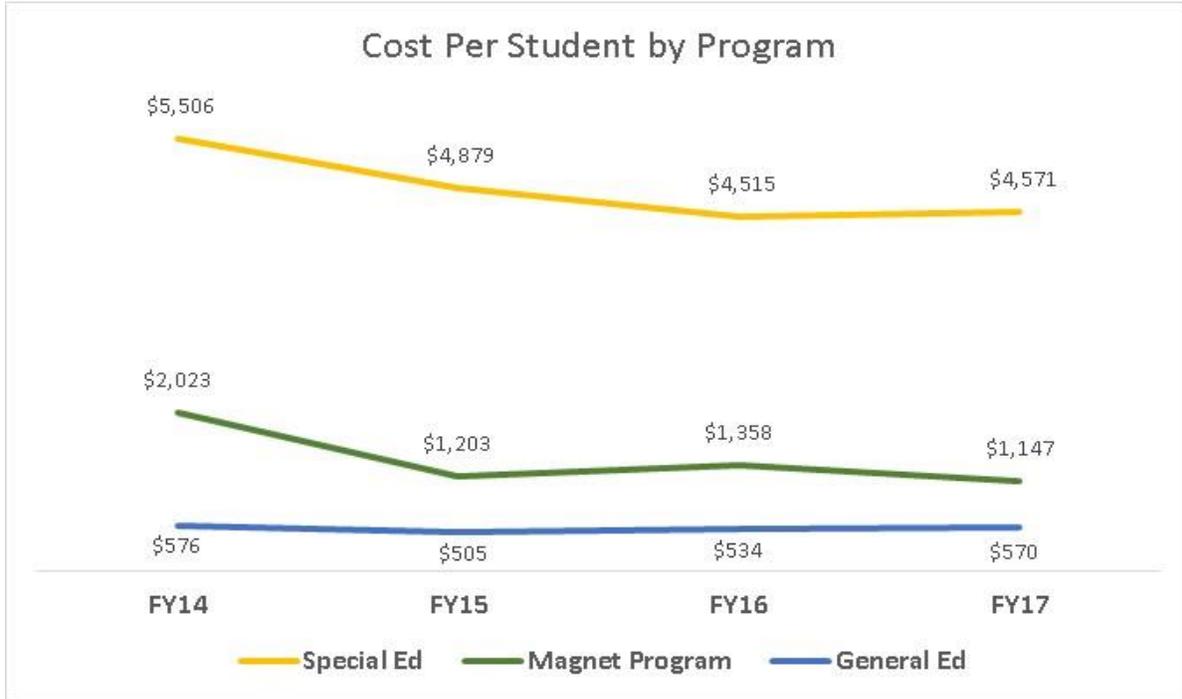
Source: GCS Department of Transportation

The Department of Transportation also provided 4,250 students with summer transportation services to selected locations, and the department facilitates transportation of more than 9,300 athletic and curricular trips annually. In addition to the 802 district-operated 35-78 passenger buses,[12] the DoT maintains 400 white fleet[13] vehicles, and numerous district-owned small engine equipment.

Findings

The findings of the Council's Strategic Support Team are organized into four general categories: Commendations, Leadership and Management, Organization, and Operations. These findings are followed by a set of related recommendations for the district.

Commendations

- The team observed a positive culture in the DoT and noted that employees displayed enthusiasm and pride, enjoyed their colleagues, and appeared to be committed to their jobs and student success.

- Principals interviewed indicated that they –

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[12] Includes spare, activity, and surplus buses.
[13] A white fleet vehicle is a district-owned vehicle that is not a school bus. White fleets typically include district trucks, vans, automobiles, and other equipment with engines (e.g., generators, lawnmowers).

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- o Are very satisfied with the district's transportation services

- o Respect the complexity of DoT's responsibilities

- o Find DoT supervisors accessible and responsive.

- To improve safety, the DoT installed extended stop arms on buses that serve routes where motorists often fail to stop, as required, when buses are displaying a mechanical signal or flashing red lights. Exhibit 7 below shows this safety device in operation with lights flashing.

Exhibit 7. Extended Stop Arm

Source: Guilford County Schools

- DoT staff members pursued and were awarded a $10,000 grant for school bus safety education.

- Specialized training is provided by the DoT to parents of pre-kindergarten age children on how to correctly secure their child in safety seats. Additionally, "Gus the Bus" and his "staff" visit kindergarten classes throughout the county to introduce children to school bus safety. Exhibit 8 below presents a photograph of "Gus the Bus."

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Exhibit 8. Gus the Bus

Source: Guilford County Schools

- The team noted that GCS was in the highest quartile in the 2015-16 CGCS's *Managing for Results* Key Performance Indicators (KPI)[14] survey in several areas. GCS DoT performed well on--

  o Miles between accidents

  o Daily ride time – Students with Disabilities.

Leadership and Management

- The team found a department that was stagnant and that contributed to many of the conditions described in this report**.** For example, the department has --

  o No business plans with financial and performance objectives measured against established targets, benchmarks, or key performance indicators

  o No plan to conduct formal surveys to gauge customer satisfaction with services

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[14] The Council's *Managing for Results* report is a Performance Measurement and Benchmarking Project that identifies performance measures, key indicators, and best practices that can guide the improvement of non-instructional operations in urban school districts across the nation.

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provided or to identify areas of concern

- o No clear succession plan to ensure continuity in the event of retirement, promotion, or resignation of key department staff

- o No departmental vision, mission, or objectives that would align to the GCS strategic plan.[15]

- Viable options for achieving greater efficiency and cost savings have been identified and presented to the administration and Board of Education by the DoT. District reluctance to support these initiatives has delayed implementation of cost-savings opportunities. For instance, the DoT identified costs that could be reduced or efficiencies that could be gained by --

- o Upgrading and adding vehicle maintenance facilities,[16]

- o Leveraging GPS technology,[17]

- o Reducing magnet program transportation costs,[18]

- o Outsourcing vehicle parts inventory and management,[19] and

- o Transitioning from a manual DoT payroll process to an automated process.

- Business cases for achieving greater operational effectiveness have not been developed. Options include --

- o Bringing contracted bus services in-house vs. maximizing the use of all available contracted bus seats,

- o Outsourcing white fleet[20] vehicle maintenance,

- o Outsourcing the fueling of district buses,

- o Integrating, to the greatest extent possible, students from all transportation programs on the same buses.

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[15] The last GCS strategic plan, *Strategic Plan 2016,* is now closed; nonetheless, the team found no alignment to the DoT day-to-day operations, other than on older department initiatives.
[16] Proposed in 2013.
[17] Proposed in 2013.
[18] Proposed in 2014.
[19] Proposed in 2015 and 2016.
[20] A white fleet vehicle is a district-owned vehicle that is not a school bus. White fleets typically include district trucks, vans, automobiles, and other equipment with engines (e.g. generators, lawnmowers).

- The perception of those interviewed was that onboarding of DoT employees was a lengthy and convoluted process that often took between 90 and 20 days.[21] As a result, DoT has been unable to fill key positions, especially driver and mechanic positions, for several years.[22] Contributing factors that make it difficult to attract, onboard, and retain staff include–

  o A difficult and complicated online application process,[23]

  o New bus driver candidates incur a minimum of $100.00 out-of-pocket expense for permits and certificates,

  o The current GCS pay schedule has 48 steps,

  o No minimum guarantee of daily hours,

  o Benefits are difficult to obtain,

  o Promotions do not appear to be based on merit or seniority,

  o The DoT lacks timely posting of open positions,[24]

  o Employee overtime is not paid, but is available as compensatory time,[25]

  o Surrounding operators[26] provide higher wages, improved benefits, guaranteed hours, attendance incentive bonuses, and weekly pay cycles,[27]

  o The DoT does not seem to own its recruitment and onboarding process, and it lacks a district-wide strategy to recruit and retain staff, and

  o The department does not require exit interviews to track the reasons why employees voluntarily separate from service. Exhibit 9 below illustrates the steps currently required for a new school bus driver applicant to navigate between an initial online application to a permanent position.

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[21] CGCS has found that there are typically insufficient FTEs in many Human Resource offices in many urban school districts to handle the recruiting and onboarding of classified personnel.

[22] This is a common issue that the Council has found in its reviews of district efforts to recruit and retain classified employees.

[23] Several team members who attempted to apply online as a bus driver found the process lacking in simplicity, ease of understanding, and some screens were challenging to complete for an entry level position. It should be noted that the online application was the same regardless of whether the applicant was applying for a certificated (teaching) position or a classified (non-teaching) position.

[24] At the time of the site visit, 25 full time open bus driver vacancies existed, and 14-part time vacancies existed.

[25] Per the "Public Schools of North Carolina – Department of Public Instruction, Division of School Business" the decision to provide overtime pay or compensatory time off for non-certified personnel rests with the local board of education. If compensatory time is used, it must be given at the premium rate of not less than one and one-half hours for each hour worked.

[26] This includes the current GCS contract provider, First Student.

[27] GCS employee pay cycles are monthly.

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Exhibit 9. Flow Chart – New Hire to Permanent Position

Steps Required From Onboarding to a Permanent Position

(1) Applicant Submits On-line Application	(2) Application Must Pursue Each Step Throughout Process	(3) Recruiter Pulls Application	(4) Reference Checks	(5) Interview Process
(10) Recruiter Sets-up Class Based on DMV Seat Capacity	(9) Drug Test and Health Screen	(8) Email Applicant for Bus Driver TrainingClass	(7) Human Resources Approval	(6) Director Approval
(11) 14 – Day Wait Period - $40 Permit	(12) DMV Driver Class - $64 Paid by Applicant	(13) DoT Orientation – Paid 6 Hours	(14) Assigned as a Substitute Bus Driver	(15) Drive Minimum 10 Days
(20) Human Resources for Approval	(19) Scored Interview – for Current Subs. and Transfer Requests	(18) Evaluation by Current Zone Supervisor	(17) Submit Application for Open Position	(16) Posting for Permanent Position
(21) Permanent Status				

Legend   Owner
- Applicant
- GCS - Department of Transportation
- GCS - Human Resources
- Department of Motor Vehicle

Source: GCS On-site Interviews

- The team saw no evidence of an internal follow-up plan to evaluate bus accidents by type, monitor trends, and customize training based on trends.

- The team saw resistance to transporting non-disabled students on the same bus with their disabled peers. Virtually, one-hundred percent of transported students with disabilities (SWD) receive curb-to-curb service, pursuant to their Individual Educational Program (IEP)[28] that is designed to provide a Free Appropriate Public Education under the Individuals with Disabilities Education Act.[29]

- There is a lack of communication channels up-and-down and side-to-side within the Transportation Department. The team was told that--

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[28] An Individualized Education Program (IEP) is a written education plan designed to meet a child's learning needs.
[29] Pursuant to the U.S. Individuals with Disabilities Education Act, a least restrictive environment [LRE] is a principle that governs the education of students with disabilities and other special needs. LRE means that a student who has a disability should have the opportunity to be educated with non-disabled peers to the greatest extent appropriate. These students should have access to the general education curriculum, extracurricular activities, or any other program that non-disabled peers would be able to access, including transportation.

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- o There was weak intradepartmental collaboration since regularly scheduled staff meetings do not exist at all levels of the organization,

- o Several individuals interviewed by the team indicated that they did not know who does what in the department, and

- o Having 17 parking locations and 11 transportation zones were contributing factors to fragmented communications in the department.

- Of the five (5) largest school districts in North Carolina, Guilford County has the lowest efficiency rating (state reimbursement rate).[30] The state requires that (a) a pupil who lives one and one-half miles or more from their assigned school shall be eligible for school bus transportation, and (b) that a school bus shall be routed so that the bus passes within one mile of the residence of each pupil assigned to that bus,[31] but local districts have broad discretion in defining and operating the multiple factors that contribute to transportation efficiency, including –

  - o Student placement and school choice options,

  - o Bell schedules

  - o Bus stop policies, including stop locations, stop frequency, and walk-to-stop distances, and

  - o Locations of exceptional children programs.

- The team identified the following areas of concern about GCS's routing practices--

  - o While following a sample of buses, team members saw bus stops in very close proximity to one other,[32] which suggests in efficiencies,

  - o The team compared state transportation service data from the five largest school districts in North Carolina, and found that--

    - GCS had the shortest walk-to-stop distance of the five districts. A short walk-to-stop distance often requires additional stops. Additional stops add driver time and bus miles (fuel), which lowers efficiency

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[30] North Carolina Department of Instruction - School Bus Safety, Pupil Transportation Data 2015-16 (2016-17 data had not yet been posted). See: http://www.ncbussafety.org/resources.html.
[31] North Carolina General Statutes §115C-246 (b).
[32] North Carolina State Board of Education Policy TRAN-002 states, "Unless safety or other conditions make it inadvisable to do so, superintendents shall not plan bus stops closer together than 0.2 miles."

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- GCS has a very high percentage of students that are picked-up in front of their residence, which also impacts efficiency. Exhibit 10 below shows several service indicators reported by the Public Schools of North Carolina.[33]

Exhibit 10. Comparative Service Indicators

Local Education Agency	Efficiency Rating	Enrollment	Students Transported	Student Walk to Stop Distance, AM (feet)	% of Students Picked-up in Front of their Residence	Average Student Ride Time, AM (min.)
C-Mecklenburg	98.03%	148,951	92,839	577	10.80%	16
Wake	96.14%	159,462	73,224	646	19.20%	19
W-S/Forsyth	94.74%	54,552	28,689	453	30.72%	20
Cumberland	94.28%	50,459	26,044	468	13.42%	18
Guilford	85.28%	71,710	40,960	392	30.58%	23

Source: North Carolina Pupil Transportation Service Indicators Report, 2016-2017

- The team was told that the DoT and the Department of Exceptional Children (EC) Services do not have a process in place to collaborate when decisions are being made on –

  o The fiscal and service impact of moving programs and classes from one school to another, and

  o Transportation for EC students that require specialized equipment or have specialized needs.

- It is unclear whether the district has an ongoing procedure in place throughout the year to verify the eligibility of all McKinney-Vento "Students in Transition." As a result, unnecessary transportation costs could be negatively affecting the bottom line as GCS may be transporting students who are not currently eligible.

- In reviewing the current transportation services contract, the team noted that –

  o Only one vendor responded to the transportation services contract RFP and submitted a proposal,

  o The contract is silent on GCS's ability to inspect contractor buses at any time, with or without notice, or observe driver pre-trip inspections,

  o Current contract language does not require GCS to be provided a vendor radio to monitor GCS contracted operations, and

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[33] Source: Public Schools of North Carolina, State Board of Education, Department of Public Instruction. The source of the efficiency rating, enrollment, and students transported is from the North Carolina Department of Instruction - School Bus Safety, Pupil Transportation Data 2015-16 (2016-17 data has not yet been posted). See: http://www.ncbussafety.org/resources.html.

- o Current contract language does not exist in several key areas, including penalties if the contractor fails to --

    - Provide a bus or buses as required,

    - Provide on time service,

    - Provide timely notification to GCS in the event of an accident involving a bus with GCS students onboard or failure to follow all GCS accident procedures,

    - Provide a qualified driver as determined by GCS,

    - Provide a bus that meets all minimum state requirements,

    - Receive GCS approval before modifying a route or routes, and

    - Maintain a 10 percent spare ratio.

- The team found no written policy describing consequences for frequent absences of bus drivers.

Organization

- The DoT is not organized to optimize effectiveness or promote clear lines of responsibility, authority, and accountability. For example –

    - o Span and scope of responsibilities of management-level positions is inconsistent

    - o Many employees interviewed indicated they reported to multiple supervisors.

- Job titles often do not reflect what functions individuals performed. For example–

    - o The position "Program Administrator I - Transportation Support Services Specialist/Business Manager" inaccurately implies that it manages the department's business functions. The team found that this position supports *some* business and *some* budget functions, and

    - o The position "Program Administrator I – Supervisor, Safety, Training & Recruiting" incorrectly implies that it oversees the department's recruiting efforts. The team found that this position does not actively recruit employees, but becomes engaged with potential candidates *after* they have applied to GCS.

- The team saw no evidence that the department's organizational structure and workflows had been recently examined or evaluated to see if individuals could be reassigned to achieve greater operational efficiencies and effectiveness.

- The DoT lacks a driver training program led by an internal staff member trained by state certified instructors.[34] As a result, the DoT lacks--

  o Ongoing school bus driver training,

  o Evaluations of district and contract bus driver driving skills,

  o Specialized training based on accident trends, and

  o Remedial training.

Operations

- The DoT's manual payroll process is outdated, lacks internal controls, and exposes the district to possible errors and increased costs. For example –

  o The team was told that multiple errors on driver handwritten time sheets were consistently found, requiring significant staff time to correct, and

  o Staff interviewed indicated that drivers were sometimes being paid for time not worked.

- School-site staff does not have view-only access to routing information for their traveling students. As a result, staff members are unable to assist with the identification of traveling students in the event of an emergency.

- In reviewing the GCS student routing process, the team found few best practices in use. For example –

  o Daily uploads from the district's student information system have not occurred at all this school year.[35] The lack of daily uploads has created a situation where –

    ▪ The transportation routing database is not up-to-date,

    ▪ Manual paperwork, faxes, or email are required to add a student or change an existing student's information,

    ▪ There is no digital tracking of or immediately accessible emergency contact information for newly added students, and

    ▪ Changes of address and phone numbers for students that ride buses are not accessible in the transportation routing database

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[34] A survey of CGCS member districts was conducted during this review to determine if dedicated driver trainer resources were utilized when providing district-operated bus service. All districts that responded indicated they do have an internal training department.

[35] The 2017-18 school year started on August 28, 2017. The team site visit occurred October 8-11, 2017.

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- o Routing is conducted at 11 separate locations. This arrangement creates a "routing in isolation," environment. As a result –

    - Routing inconsistencies and differing policy interpretations occur within the DoT on how students are routed, how families are notified of route changes, or how drivers are notified of added or dropped students, and

    - Routing inefficiencies occur when routers are unaware of available buses in a nearby zone.

- o The digital routing map has not been updated in over three (3) years,

- o Route-optimization features[36] of the routing software appear to be underutilized or not utilized at all,

- o The DoT lacks ongoing plans or processes to monitor and leverage daily ridership data to contain or reduce transportation costs by consolidating or eliminating buses. For example, other than ridership data being collected for state reporting, the team found no other evidence that data are formally monitored throughout the year to review actual ridership to identify opportunities for consolidating routes, eliminating buses, or equalizing loads.

- Upon reviewing the *Route Summary with School Information Report* provided by the DoT, the team found significant anomalies in the data, including –

    - o Little correlation between "Assigned Count" and "Number of Stops" on an overwhelming number of runs,[37] which negatively affects printed route-driving directions, and pick up and departure times. For example –

        - Route ID 002, Run ID 481.001: Assigned Count-10, Number of Stops-30

        - Route ID 1102, Run ID 358.401: Assigned Count-3, Number of Stops-18

        - Route ID 623, Run ID 379.315: Assigned Count-4, Number of Stops-15

    - o Many runs have unrealistic stop counts, which negatively affects route timing, the ability to add students for efficiency gains, route driving directions, and pick up and departure times. For example—

        - Route ID 002, Run ID 379.315: Number of Stops-40

        - Route ID 006, Run ID 313.108: Number of Stops-70

        - Route ID 019, Run ID 313.013: Number of Stops-46.

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[36] Used to identify opportunities to increase efficiency, the software plans and models route best possibilities to reduce costs by consolidating routes, consolidating stops, reducing drive time and fuel maintenance costs.
[37] A run is a sequence of stops made by a school bus while traveling to or from school.

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- Principals interviewed by the team expressed concern about the multiple processes required to schedule field trips and activity buses and the limited use of automated trip scheduling software for all trip types.

- Although GCS utilizes the *Blackboard Connect*[38] communication system, the system is not utilized by the DoT to notify school administrators or parents of route delays.

- The team made the following observations about operations of contracted bus services –

  o There appears to be minimal oversight of the administration of the contract,

  o The district does not require the dispatching of a DoT supervisor to an accident scene involving a contracted bus that is transporting GCS students,

  o There is confusion among DoT staff about whether the district does or does not evaluate or inspect contractor equipment,

  o Contracted buses appear to have a high number of unused seats, and

  o There appears to be no written policy or decision matrix utilized when deciding if a SWD will be placed on a GCS bus or a contracted bus.

- Based on staff interviews, an on-site inspection of the vehicle service area, and document reviews, the team had several observations about fleet maintenance operations--

  o To maintain and support district buses, white fleet, and assorted equipment, the DoT operates only one, very inadequate, fleet maintenance garage facility. This finding is supported by –

    ▪ The Public Schools of North Carolina publication, *School Bus Facility Planner (2011),*[39] which recommends that–

      · Districts operate one bus maintenance garage for every 250 buses,[40] which equates to GCS being two garage facilities deficient,

      · Garage facilities have a minimum of 13 service bays per 250 buses. The current GCS fleet maintenance facility has nine (9) service bays, leaving GCS at least 25 service bays short

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[38] Blackboard Connect is a mass communications program that provides notifications to recipients via text message, email, voice, social media, or any combination thereof. Typical notifications about transportation could include route delays, emergencies, severe weather, substitute drivers on a route, and other related information.
[39] Source: http://www.schoolclearinghouse.org/pubs/BUS%20GARAGEXPNew2011.pdf.
[40] Multiple shifts can reduce this number if buses are parked nearby the maintenance facility, which is not the case in GCS.

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- Parts storage and dispensing areas be 1,000 square feet for each 250-bus service facility. The current GCS parts area is approximately 2,500 square feet, approximately 1,500 square feet undersized

- Written comments on the Public Schools of North Carolina – Department of Public Instruction 2013-2014 Annual Inspection Report state, in pertinent part –

  - "Guilford's minimal garage space creates scheduling issues for GCS technicians as they try to repair buses and perform required preventative maintenance."

  - [North Carolina General Statues] "GS: 115-249(e) . . . 'It shall be the duty of the county board of education to provide adequate buildings and equipment for the storage and maintenance of all school buses and service vehicles owned or operated by the board of education. . . It shall be the duty of the tax-levying authorities . . . to provide in its capital outlay budget for the construction or acquisition of such buildings and equipment as may be required for this purpose.'"

o Industry productivity measurement tools, including flat-rate times for specific functions, repairs or services, are not utilized

o The district lacks a comprehensive white fleet vehicle replacement plan

o State-conducted GCS school bus maintenance program reviews over the past several years indicate significant need for improvement. For example–

- GCS performed poorly in annual random school bus inspections.[41] The percent of vehicles removed from service is extraordinary high when compared to other CGCS member districts that participated in the latest Key Performance Indicators (KPI) Project survey. The median CGCS 2016 KPI score for buses that failed inspection on the first try was 10.3 percent. Exhibit 11 shows inspection scores, the high number of vehicles placed out of service, and equivalent percentages.

Exhibit 11. State School Bus Inspections

Factor	2016-2017	2015-2016	2014-2015	2013-2014
*GCS Score	36.69	33.69	36.97	39.72
*Regional Average Score	29.30	31.12	30.28	34.19
Number of Buses Inspected	61	62	61	61
Buses Removed from Service Due to Major Defect(s) Found	15	12	17	18
Percent Removed from Service	24.59%	19.35%	27.87%	29.51%

*A low score indicates **fewer** defects found.

Source: Documents provided by GCS

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[41] These inspections provide a critical window into the condition of GCS school buses, the GCS preventative maintenance program, and daily school bus inspections by GCS school bus drivers.

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- The team was told that GCS utilizes two radio channels: one for SWD transported on 70 GCS buses, and a second channel for the remaining 480 GCS buses, which suggests communications challenges in the event of an emergency on the 480-bus channel.

- The team did not see evidence that all transported students have been instructed on bus evacuation or other emergency situations.

- The DoT lacks appropriate parts-inventory controls. For example–

  o Since 2006-2007, nearly $1.75M in parts inventory was unaccounted for. Beginning in 2014-2015, districts were required to reimburse the state for each year's loss. Exhibit 12 below shows ten years of inventory loss.

Exhibit 12. Parts Inventory Loss

Year	Inventory Loss
2006-2007	$ 75,488
2007-2008	8,649
2008-2009	196,963
2009-2010	217,350
2010-2011	265,306
2011-2012	501,767
2012-2013	282,533
2013-2014	196,040
2014-2015	70,247*
2015-2016	28,112*
Total	$ 1,744,096

* Required reimbursment back to state for inventory loss began 2014-2015.

Source: GCS - Department of Transportation

  o There are no systems in place to determine which parts are obsolete and no longer needed,

  o Some parts still under warranty are not tracked in the work-order system in the event of failure, and not all warranty reimbursements were being sought,

  o Due to space limitations, not all parts are stored in secured areas, and parts and debris line walls in the parts room, limiting emergency exit,

  o The team found an exterior door to the main parts area unsecured, and team members wandered through the parts area unchallenged. Exhibit 13 below shows parts storage issues and an unlocked door.

Exhibit 13. Parts Room
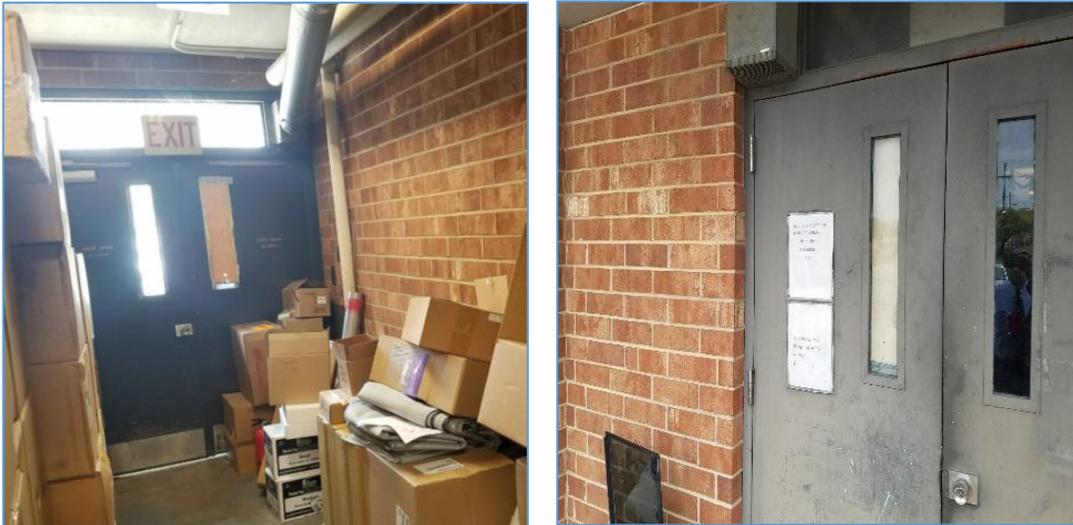
Source: CGCS Review Team Site Visit

- The DoT parks school buses at 17 separate locations, which creates operational, safety and security issues, and adds risk to the district. For example–

  o Only one of the 17 locations was secured, i.e., buses were parked in an enclosed and locked area.[42] Unsecured bus parking increases the possibility of –

    ▪ Theft of parts or buses,

    ▪ Vandalism,

    ▪ Potential for terrorist activity, or

    ▪ Injury to children and others "playing" in and around the buses

  o Seventeen (17) route mechanics were assigned daily to these satellite locations, which requires driving to and from the central garage to pick up parts and drop-off paperwork. As a result, this practice –

    ▪ Exacerbates non-productive use of a resource that is currently experiencing vacant mechanic positions and a low GCS reimbursement efficiency rating, and

    ▪ Questions management's ability to monitor and provide employee oversight and accountability.

  o These is weak supervision to ensure that driver pre-trip bus inspections are appropriately completed. Exhibit 14 below shows the 17 bus-park locations.

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[42] Source: GCS DoT.

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Exhibit 14. Map - Bus Park Locations
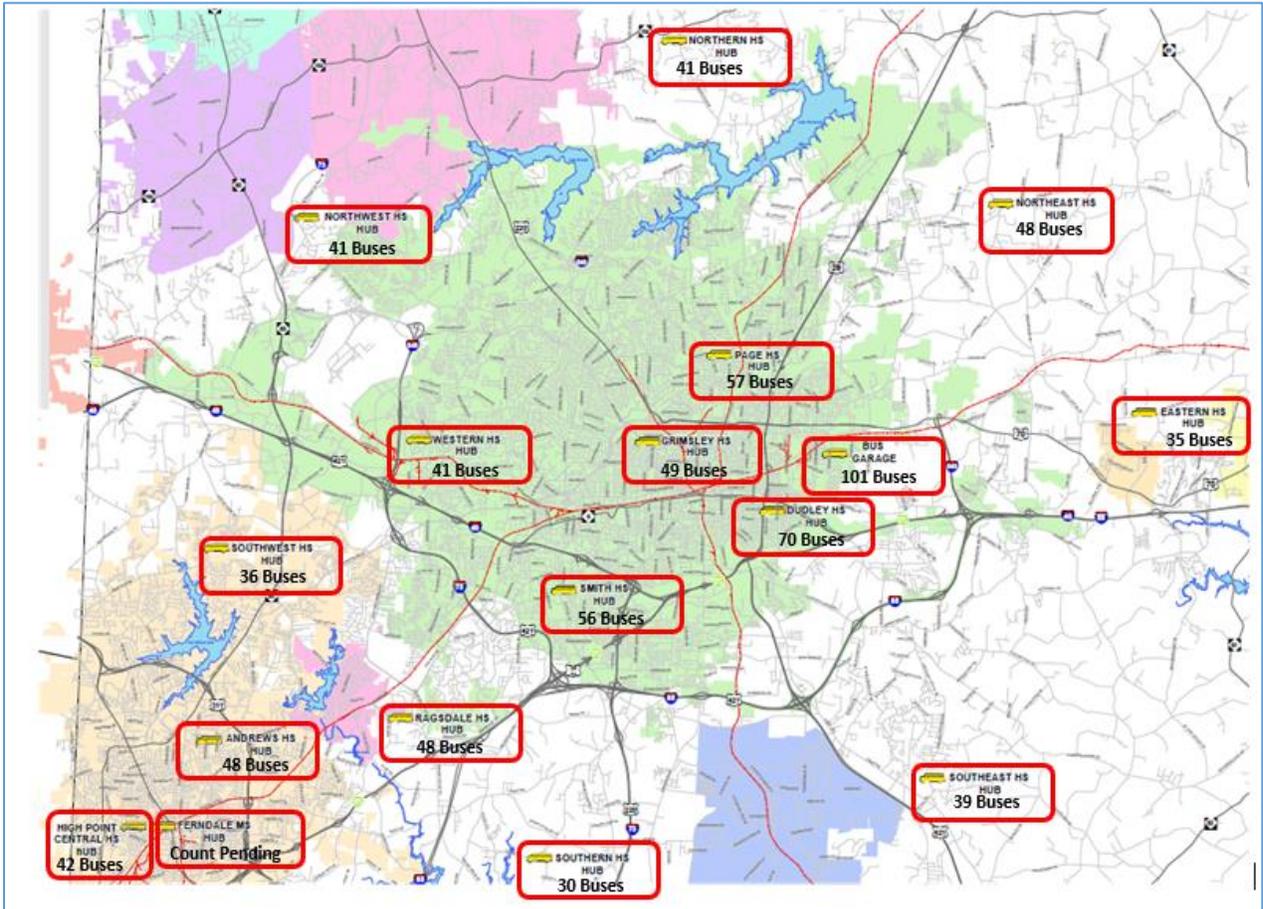
Source: GCS – Department of Transportation

- The fueling of buses parked at the 17 bus-park locations is handled internally and requires GCS employees to drive fuel trucks to and from the GCS central-vehicle maintenance facility, which, in and of itself, adds risk and liability. Additionally, the amount of fuel dispensed to each vehicle is a manually recorded process that lacks internal controls. As a result –

  o Accurate vehicle fuel usage is jeopardized,

  o There is an increased potential for fuel theft, and

  o Waiting to load fuel trucks requires non-productive paid time. Exhibit 15 shows fuel trucks waiting to load fuel.

Exhibit 15. Trucks Waiting to Load Fuel

Source: CGCS Team Site Visit

- Dry runs[43] at the beginning of the school year are performed in the driver's personal vehicle, which is not consistent with industry best practice of driving a route in the actual bus to be used. As a result–

  o There is no means to ensure prior to transporting students that the driver can safely maneuver the bus through the route, and

  o There is no process to verify if the dry run was performed.

- The team saw a significant number of vehicles identified as surplus or out-of-service located in the back portion of the fleet maintenance facility. A loss of revenue exists if surplus buses and equipment are not sold. Exhibit 16 shows a portion of surplus buses observed by the team.

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[43] A dry run is an opportunity for the driver to practice driving through the route to familiarization him or herself with the specifics of that route prior to the start of school.

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Exhibit 16. Surplus Buses

Source: CGCS Team Site Visit

- It was reported to the team by interviewees that –

  o There has been no improvement in student discipline and behavior on buses, although cameras were installed for that purpose, and

  o Not all GCS buses were equipped with GPS, and those that had GPS installed were not fully leveraging available technology. For example –

    ▪ GPS data was not integrated with the routing software,

    ▪ Driver 'start of shift' and 'end of shift' times were not captured for payroll reporting

    ▪ GPS data were not tracked to measure on-time bus arrival and departure.

Recommendations

The CGCS Strategic Support Team developed the following recommendations[44] to help improve the efficiency and effectiveness of the district's transportation organization, leadership and management, and operations.

1. Develop a comprehensive and definitive departmental business plan with goals, objectives, benchmarks, performance measures, accountabilities, and costs that support the district's Mission and Core Values. The DoT plan should include timelines and process descriptions for, at least, the following activities–

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[44] Recommendations are not listed in any specific order or priority.
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    a. A department business plan aligned with the superintendent's goals and future GCS strategic plan,

    b. Yearly department initiatives,

    c. Annual department forecasting, planning, and timelines,

    d. Budget development,

    e. Training and professional development,

    f. Defined performance measures, including KPIs and industry standards for all major functions of the department, including manager and supervisor accountability for all measures

    g. Employee performance appraisal and evaluations for all DoT staff, and

    h. An ongoing departmental process-improvement program to encourage innovation.

2. Update, and, in consultation with the COO, prioritize all past proposals previously developed to reduce costs and increase efficiencies. Prepare a presentation for the Superintendent and the Board of Education that emphasizes statutory mandates[45] and highlights quantifiable cost savings options.

3. Examine and prepare business-case justifications for the following activities–

    a. Bringing contracted bus services in-house vs. continuing contracted bus services and maximizing use of all available contracted bus seats,

    b. Outsourcing all or part of the white fleet vehicle maintenance function vs. maintaining the existing internal model,

    c. Outsourcing the fueling of district buses vs. maintaining the existing internal model, and

    d. GPS technology availability on all buses that transport GCS students, and other technologies needed to integrate driver time reporting, routing software integration, and on time performance monitoring.

4. Create a comprehensive staff development plan that provides opportunities for new and current employees at all levels to enhance their skills and learn industry best practices through–

    a. Participation in professional organizations

    b. In-depth new employee orientation

    c. Cross-functional training

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[45] Required minimal fleet maintenance facilities.

    d. Visiting peer districts to gather routing, safety, customer service, and technology leveraging strategies.

5. Establish an annual interdepartmental routing timeline committee that will develop appropriate and acceptable deadlines for the submission of data and completion of tasks. This committee should be comprised of key staff from Technology, Exceptional Children Services, Transportation, Student Assignment, and other departments. The committee should ensure--

    a. That the timeline allows routing staff sufficient time to prepare summer and fall routes that are efficient and cost-effective,

    b. That daily uploads of student adds, drops, and changes to DoT routing software occur throughout to the school year to keep transportation routing databases up-to-date,

    c. That student routing information provided to schools is received in a timely manner and presented in a clear and logical format, and

    d. That student eligibility is validated several times throughout the school year for programs requiring transportation, including Magnet, Students in Transition, and other specialized programs.

6. Design a strategy to monitor actual ridership throughout the school year with the goal of aggressively identifying stops, runs, and buses that could be consolidated or eliminated.

7. Relocate all routing functions into a single location to improve routing efficiency, routing consistency, teamwork, and intradepartmental communication. In addition –

    a. Require TIMS refresher and optimization training for all routing staff,

    b. Develop a routing policy that collectively maximizes ride times, earliest pick up times, number of students on each bus, walk-to-stop distances, and minimizes the number of stops on each run with the goal of reducing the number of runs and buses used,

    c. Scrub and update, as soon as possible, all routing maps and data to ensure data elements are correct, and that all runs reflect only active riders and stops,

    d. Develop procedures to ensure all routing maps and databases remain updated throughout the year, and

    e. Utilize a test database, and run routing simulations and optimizations to identify potential efficiencies. Maximize opportunities to leverage and improve TIMS service indicators while maximizing stop, run, and route consolidation opportunities. Simulations should include –

        i. Assigning students to any nearby bus, regardless of zone of origin, with the goal of reducing costs and increasing the district's efficiency rating,

     ii. Integrating, to the greatest extent possible, students from all transportation programs on the same buses, including, as appropriate, SWD, and

     i. Creating a quality control review process that will ensure that, prior to implementation, all runs, and routes are evaluated as viable, efficient, and within guidelines. Make manual adjustments as necessary prior to implementation.

8. Expand the use of *Blackboard Connect* to allow the DoT to notify parents and school site administrators on a timely basis of route delays, and other critical transportation-related information.

9. Require DoT to become the "owner" and the Department of Human Resources to become the primary "supporter" of recruiting and onboarding of bus drivers and mechanics. Together, the two departments should –

    a. Maintain and track all DoT verified vacancies, which drive recruiting, onboarding, training, and position control,

    b. Appoint one individual from each organization (DoT and HR) who will have the authority, and be held accountable, for the timely completion of all processes within their respective departments. Together, these two individuals should review the onboarding procedures (see flowchart) and design a process that reduces the number of days between application and onboarding by at least 50 percent. Redundancies should be identified and eliminated, the number of "hands" involved in the process should be reduced, and opportunities for "fast tracking" candidates should be implemented,

    c. Bi-weekly status reports should be forwarded to the Chief Human Resources Officer, Chief Operations Officer, and Transportation Director,

    d. Monitor turnover rates, establish exit interview protocols for DoT employees that voluntarily separate from the district, and identify and track the causes for personnel leaving the district for opportunities to recommend changes in policy,

    e. Plan and staff recruitment opportunities and fairs by leveraging mass communications and social media venues. Consider using *Blackboard Connect* to invite parents to join the "team," and

    f. Conduct employee classification and compensation studies that analyze job classifications, duties, salaries, and benefit structures in comparable organizations, so the district can take appropriate steps to better compete for and retain employees.

    g. Develop opportunities for and invest in making GCS a more attractive employer by –

      i. Streamlining the online application procedure to make it more user friendly for entry-level classified positions. Design strategies to assist applicants that are not computer savvy to navigate the online application process,

    ii. Reducing the number of steps in the current GCS salary schedule to better align with North Carolina Public Schools bus driver salary schedules,

    iii. Evaluating the benefits of GCS's covering the up-front cost to candidates for permits, certificates, and physicals. Recover this cost during their first 120 (or 180) days of employment through payroll deductions from applicants who are hired,

    iv. Continuing starting salary placement by factoring-in prior experience at the time of onboarding while monitoring salary compression effects on existing employees,

    v. Exploring the possibility of creating minimum-hour guarantees for permanent employees,

    vi. Promptly posting permanent bus driver openings that would allow non-permanent (subs) drivers to apply for and acquire benefits, and

    vii. Allowing retired employees who are properly licensed to work at school startup periods and during high absentee periods, such as paydays or after the winter holiday break.

10. Expand best practices into fleet services by –

    a. Developing a white fleet replacement program that incorporates, at a minimum, vehicle age, vehicle mileage, and vehicle cost per mile to operate,

    b. Reducing the number of spare and surplus school buses in inventory to national averages in order to eliminate unnecessary costs associated with maintaining these buses,

    c. Implementing standardized industry productivity measurement tools, including flat-rate times for specific functions, repairs, or services,

    d. Investing in a parts-inventory management software system if the district elects not to pursue outsourcing vehicle parts inventory and management. Select a system that supports the utilization of bar-code inventory technology, and can automatically interface with and transfer fleet parts inventory transactions to the state Business Systems Information Portal (BCIP),[46] and

    e. Investing in a fuel management system that can capture the amount of fuel dispensed into vehicles parked at satellite locations, and supports the ability to interface with BCIP.

11. Implement programs to measure customer satisfaction, including use of customer surveys, to identify service concerns and establish future priorities. At a minimum, input from parents, school administrators, teachers on field trips, athletic directors, and coaches should be solicited.

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[46] See: http://www.ncbussafety.org/BSIP/index.html.
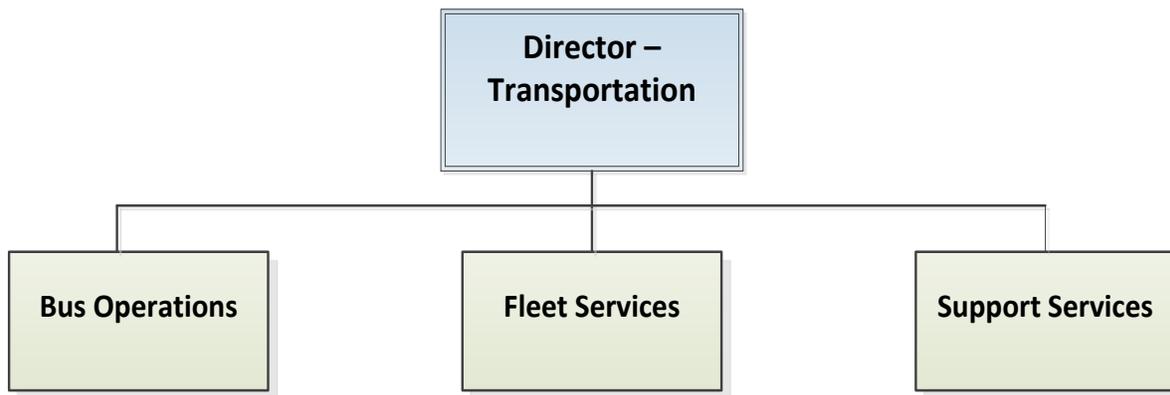Council of the Great City Schools

12. Conduct succession planning within the DoT to ensure knowledge transfer and orderly transition of responsibilities.

13. Convene a team of facilities staff, DoT staff, and other stakeholders, and charge them with the task of decreasing--over the next three (3) years--the number of bus park locations by at least 50 percent. To move forward, the team should–

    a. Evaluate the amount of bus parking space that can be gained by disposing of older, out of service buses currently stored behind the fleet maintenance facility, and all other space available on that property,

    b. Evaluate and recommend the appropriate number of spare buses needed at each location and dispose of unnecessary buses,

    c. Evaluate the feasibility of parking route buses behind and next to the building that houses the office of the COO, located at 120 Franklin Boulevard, and

    d. Investigate funding opportunities from federal, state, local agencies, and secure grant funds to fully secure the remaining bus lots. Ensure that all bus-park locations, including locations where activity buses are parked, provide --

        i. Secured perimeters,

        ii. Locking gates,

        iii. Lights,

        iv. Video surveillance, and

        v. Restroom facilities.

14. Invest in an internal bus driver training unit. This effort should reduce risk and liability to the district while monitoring and improving delivery of services to students and schools. This unit should be charged with –

    a. Developing a process for timely review and follow-up of all school bus accidents by –

        i. Tracking bus accidents by type[47]

        ii. Monitoring trends by type

        iii. Customizing and delivering accident prevention training based on trends

    b. Providing ongoing training to bus drivers on school bus driving standards and maintaining acceptable student discipline,

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[47] Accident types generally include accidents that occur while turning right, turning left, backing, or moving forward.

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   c. Evaluating the driving skills of district and contract bus drivers using check rides and providing corrective training as necessary, and

   d. Monitoring bus inspections at bus park locations.

15. Reorganize the Department of Transportation to optimize efficiency and effectiveness, sharpen its focus, improve internal communication, eliminate silos, and promote clear lines of responsibility, authority, and accountability. Exhibit 16 below shows a potential high-level functional reorganization for the department. Under this organization –

Exhibit 16. Suggested Organizational Structure of the Department of Transportation

Source: Council of the Great City Schools

   a. The Director's span of control is simplified and reduced from four to three, permitting increased departmental oversight, goal setting, and ownership of the school bus maintenance program's annual inspection scores and parts inventory administration,

   b. The Bus Operations function would oversee and be accountable for the delivery of high quality transportation services to students and schools. This function would also provide oversight of contracted services,

   c. The Fleet Services function would oversee and be accountable for the maintenance of all district vehicles, review or prepare vehicle procurement and fleet maintenance equipment specifications, parts inventory management, fuel management, and successful annual state reviews,

   d. A new Support Services function would oversee and be accountable for efficient school bus routing, DoT staff development, DoT new hire onboarding, bus driver training and remedial training, school and community outreach (i.e., Gus the Bus and specialized training for parents), securing grants, and maintaining and reporting on departmental KPIs, and

   e. Individuals would be placed in leadership positions that have the appropriate skills, expertise, experience and ongoing training to be successful. Changes to classifications and job descriptions to support the reorganization might be necessary.

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16. Explore the possibility of "fast tracking" the rollout of field-trip scheduling software, which is currently being tested, to include all trip types.

17. Require that dry runs, both district and contract, be conducted by the driver assigned to the route in the bus assigned to the route.

18. Create an effective communication system up and down the DoT organization that includes regular meetings at each level with specific agendas, documented minutes of discussions, decisions, and follow-up activities so employees know–

    a. The Department's mission, goals, and objectives and how they will be achieved,

    b. How employees will be held accountable and be evaluated,

    c. Managers and supervisors are held accountable for ensuring that information and feedback is disseminated up-and-down the organization, and

    d. Communication channels are in place to distribute--on a regular basis--department news and information. A sample Communications Matrix is shown in Exhibit 17 below.

Exhibit 17. Sample Department Communications Matrix

Annually	Quarterly	Twice Monthly	Weekly
Department All-Employee Meeting	Department Central Office Staff Meeting	Department Leadership Team Meeting	Direct Report Meetings
Purpose			
Provide team building, employee recognition, mandatory training, common vision, and points of emphasis for the year.	Provide central staff with team building, interdepartmental updates, introduction of new staff, and review safety, telephone, and emergency procedures.	Provide department leadership staff an opportunity to share information on department projects, status reports, priority issues and challenges, and personnel updates.	Identify concerns and issues that affect unit and department that require support or action plans.
Required Attendees			
All Department of Transportation staff.	All central office staff.	Directors, managers, and others as appropriate	Managers/supervisors and direct reports

Source: Council of the Great City Schools

19. Identify opportunities to increase student safety and reduce risk and liability by –

    a. Reviewing the student behavior referral process to ensure school administrators receive prompt notification of any referrals,

b. Confirming that video recording equipment on all buses is working properly,

c. Requiring all drivers of district students and operations staff receive continuous training on GCS policies, and are held accountable for –

   i. Picking-up and dropping-off students at the correct location,

   ii. Not releasing any student who requires an authorized receiver until the driver confirms the authorized receiver is physically present at the stop, and

   iii. Required responses to bus accidents, breakdowns, buses running late, bullying and harassment, unauthorized individuals attempting to board the bus, smoking on the bus, reported weapons on the bus, and all other safety related situations.

d. Requiring all students that ride, or could ride, school buses are instructed in school bus evacuation procedures and other emergency situations,

e. Reviewing the number of buses on each GCS radio frequency, and equalizing, to the greatest extent practical, the number of buses on each channel.

20. Create a committee comprised of leaders from transportation and the Department of Exceptional Children Services to regularly confer on issues of mutual concern. At a minimum, these discussions should include –

a. Establishing when a transportation representative should be present at an IEP meeting to discuss specialized equipment or services a student requires,

b. The pros, cons, and costs associated with changing or adding Exceptional Children programs at schools,

c. Identifying opportunities to incorporate *least restrictive environment* principles whenever possible by –

   i. Identifying students that can be integrated on buses with their non-disabled peers[48]

   ii. Designing runs that will safely accommodate both corner and curb-to-curb stops.

21. Conduct--with appropriate DoT, purchasing, and legal staff--an in-depth review and analysis of the existing service contract with First Student. This process should involve–

a. Identifying causes as to why only one vendor bid was received on the last RFP, and identifying and implementing remedies that would encourage additional vendors, both local and national, to submit bids,

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[48] See continuum for transportation assignment of a child with a disability on page 1-26 of *A Guide for the Transportation of Preschoolers and Children with Disabilities for North Carolina Public Schools*, at http://www.ncbussafety.org/EC/Manual/EC_Transp_Manual2008.pdf.

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b. Reviewing a variety of transportation-related contracts being used in similarly sized or larger school districts throughout the country for "best practice" contract language that could be incorporated into future GCS contracts,

c. Revising future contract language to incorporate performance standards and consequences for failure to perform,[49] and strengthening existing contract language that is ambiguous or difficult to enforce, and

d. Reviewing or adding, as appropriate, liquidated damages and performance-incentive language into future contracts.

22. Collaborate with Human Resources staff to develop a written policy describing DoT's employee attendance expectations, poor attendance consequences, and progressive discipline. In addition–

a. Require new and current employees to acknowledge receipt of a copy of the attendance policy and retain the signed copy in the employee's HR file,

b. Include an attendance appraisal in annual performance evaluations,[50]

c. Stress positive attendance at every staff meeting throughout the year,

d. Reintroduce or implement attendance incentives. If paid incentives are not practical, identify nonmonetary incentives, such as allowing drivers with perfect attendance records to select their routes the next school year (as opposed to being assigned) or selecting, depending on the route, their bus, and other such incentives. A representative team of bus drivers (and other DoT staff) should be included in this conversation to contribute input and suggestions, and

e. Recognize perfect attendance annually at all department meetings with "Perfect Attendance" pins that employees can proudly wear.

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[49] Several suggested items are identified in the Findings section of this management letter.
[50] A visual attendance grid printed on the performance evaluation is recommended. The grid should include days of the week to highlight absence trends such as Mondays, Fridays, days before and after holidays.

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ATTACHMENT A. STRATEGIC SUPPORT TEAM

Robert Carlson

Robert Carlson is Director of Management Services for the Council of the Great City Schools. In that capacity, he provides Strategic Support Teams and manages operational reviews for superintendents and senior managers; convenes annual meetings of Chief Financial Officers, Chief Operating Officers, Transportation Directors, and Chief Information Officers and Technology Directors; fields hundreds of requests for management information; and has developed and maintains a Web-based management library. Prior to joining the Council, Dr. Carlson was an executive assistant in the Office of the Superintendent of the District of Columbia Public Schools. He holds doctoral and master degrees in administration from The Catholic University of America; a B.A. degree in political science from Ohio Wesleyan University; and has done advanced graduate work in political science at Syracuse University and the State Universities of New York.

David M. Palmer

David Palmer, Deputy Director of Transportation (retired), Los Angeles Unified School District, is a forty-year veteran of the school bus industry. Mr. Palmer's executive responsibilities included the management and oversight of bus operations (transportation of over 75,000 students on 2,500 school buses into over 850 schools and centers), fleet maintenance (3,300+ vehicles), strategic planning and execution, budget development and oversight, and contract administration. Mr. Palmer oversaw the design and implementation of performance standards, benchmarks and accountabilities for department staff and advised the Council of Great City Schools on the *Key Performance Indicator* project. Mr. Palmer has also instructed the transportation component in the School Business Management Certificate Program at the University of Southern California. Mr. Palmer currently provides consulting services for school districts and providers.

James Beekman

James Beekman is the General Manager of Transportation for Hillsborough County (Florida) Public Schools (HCPS). HCPS is currently the 8th largest school district in the nation servicing over 205,000 students. Mr. Beekman began his career in student transportation in 1983 and has been in a leadership role since 1989. He has been active in the Florida Association of Pupil Transportation where he served as a Regional Director, as President and has chaired numerous committees in both operations, fleet and school bus specifications. He was recognized by School Bus Fleet Magazine as the national 2014 Administrator of the Year. In his role at HCPS, he directs the daily operation of Transportation Services which transports over 90,000 students daily on 996 routes that cover an annual total of 17 million miles. In addition to yellow bus, Transportation Services also maintains over 600 vehicles in its white fleet used by a variety of departments in the District. He is a graduate of Florida Southern College in Lakeland with a B.S. in Business.

Nathan Graf

Nathan Graf is Senior Executive Director of Transportation and Fleet Maintenance for The San Antonio Independent School District (SAISD). SAISD is in the seventh largest city in the nation and serves over 50,000 students daily. Mr. Graf earned a master's degree in business

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administration from The University of Texas at Austin in 1994, graduating in the top ten percent of his class and earning the distinction of a Sord Honors Graduate. Under Mr. Graf's leadership, the transportation department for SAISD has earned several industry awards such as being recognized for exemplary performance in 2017's "100 Best Fleets" list; the SAISD Transportation Department was one of two districts in the nation to receive this award. In addition, the department received a Telly Award for its training video on school bus safety expectations; out of 12,000 entries about 25% are selected for this prestigious award. Mr. Graf oversees a department with more than 350 employees and a budget of over $10 million.

Nicole Portee

Nicole Portee currently serves at the Executive Director of the Denver Public Schools (DPS) Transportation Department, overseeing a fleet of more than 400 school buses, 500 personnel*,* $24M budget*,* and transportation for over 39,000 students throughout Denver. Mrs. Portee earned a B.A. from American InterContinental University. She is a distinguished leader within the field of school bus transportation. Her passion for Transportation came while working for the Air Force & Accounting on Lowry AFB and United Parcel Service (UPS) where she served in various capacities with emphasis on Workforce Planning. In 2003 Nicole joined Denver Public Schools Transportation team and served in various capacities before accepting the role of Executive Director in 2010. In 2013 Nicole was honored by the DPS Superintendent and awarded "Persons of the Year" for exemplifying DPS Shared Core Values. In 2014 she was also named one of the 14 Phenomenal Women in School Transportation by the School Bus Fleet magazine and again in 2014 one of the 14 Fascinating Personalities in Pupil Transportation School Bus Fleet magazine. Nicole has continued to be recognized by various organizations for her leadership and outstanding out of the box thinking. Nicole served as the President of the Colorado State Pupil Transportation Association (CSPTA) from 2013-2014 and 2014-2015. She has presented as several National Conferences such as Transporting Students with Disabilities and Preschoolers National Conference.

Reginald Ruben

Reginald Ruben is the Director of Transportation for Fresno Unified School District, has been in the field of transportation for twenty – plus years in the school bus industry. Mr. Ruben, has worked his way up the ranks in this field, from a bus driver, state certified instructor, and in 2012 promoted to Director of Transportation for the 4th largest school district in California. He is responsible for transporting 29,000 students daily, not including sports and activities, with 102 buses in his fleet traveling 1.5 million miles each year.

Janet Thomas

Janet Thomas is the Executive Director of Transportation Services for Charlotte-Mecklenburg Schools (CMS) in Charlotte, North Carolina. CMS is the second largest school district in NC yet operates the largest fleet in the state with 1078 active route buses transporting approximately 125,000 students. With over 1400 employees, Ms. Thomas oversees the largest department within the school district and provides oversight for all facets of student transportation. Ms. Thomas began her career in public education as a classroom interpreter for hearing impaired students and a bus driver in 1988; she has held various positions within transportation ranging from driver

supervisor, safety specialist and operations manager. In her current capacity as Executive Director, Ms. Thomas has had three specific overarching goals; improving daily service to families, ensuring compensation is adequate to attract a quality workforce, and improving maintenance facilities to support the safe operation of the fleet. Ms. Thomas is a graduate of Catawba College in Salisbury, North Carolina.

William Wen

William Wen currently serves as the Senior Director of Transportation Services for Orange County Public Schools (OCPS) in Orlando, Florida. OCPS is the 10th largest school district in the nation (4th largest in Florida) transporting approximately 70,000 students. OCPS operates just over 900 buses daily traveling over 18 million miles per year. Mr. Wen has been involved in passenger transportation for over 31 years, including fixed route service, transit contracting, charter/sightseeing, para-transit, and pupil transportation with OCPS for the last 10 years. During his transportation career, he has served as a Bus Operator, Radio Dispatcher, Road Supervisor, Safety and Training Manager, Security Officer, ESF-1 representative at the Orange County Emergency Operations Center, and Area Operations Manager. He was also a member of the Traffic Safety Department of the AAA National Office where he worked on driver safety education and child passenger safety programs. He is a graduate of the University of Maryland, University College with a MS in Applied Management.

ATTACHMENT B. WORKING AGENDA

CGCS Strategic Support/Technical Assistance Team
Transportation Review
Guilford County Schools
October 8-11, 2017

Scott McCully
Chief Operations Officer
mcculls@gcsnc.com
Cell: 336-907-6387

Subject To Change As Required

Sunday, October 8	**Group Team Arrival** Sheraton Greensboro 3121 West Gate City Blvd. 336.292.9161	
6:15	**Team to Meet in Hotel Lobby**	
6:30	**Dinner Meeting**	**Scott McCully** Chief Operations Officer
Monday, October 9		
7:00 - 7:45	Team Continental Breakfast 131 Franklin Blvd	
8:00 - 8:45	**Team Interview**	**Jeff Harris** Director, Transportation
9:00 - 9:45	**Team Interview**	**Curtis Stacey** Asst. Dir., Route Operations/Vehicle Maintenance
10:00 - 10:45	**Team Interview**	**Larry Lassiter** Vehicle Maintenance Supervisor
11:00 - 11:45	**Team Interview**	**Daisy Wilkins** Operations Supervisor
12:00 - 1:00	Working Luncheon	
1:00 - 2:00	**Team Interview**	**Deborah Graves** Program Administrator, Training & Recruiting **Shelby Moore, Greg Foushee** Bus Safety Training
2:15 - 3:00	**Team Interview**	**Shannon Collins** Program Administrator, Support Serv/Bus Manager
3:15 - 4:00	**Team Interviews**	**Beatrice Cheely** Program Administrator, TIMS Coordinator

		Ashley Alberson Manager, TIMS Database **Cindy Idol** Technician-Data Entry
4:15 - 5:00	**Team Interview**	**Paul Perrotta** Interim Executive Director, Exceptional Children

5:30 p.m.	Group Team Discussion of Work Plan

Tuesday, October 10

	Team Site Visit – Bus Yard	
8:00 - 8:45	Team Continental Breakfast 131 Franklin Blvd	
9:00 - 9:45	**Team Interviews**	**Hampton Sands** Route Mechanic Coordinator **Jerry Campbell** Shop Maintenance Coordinator
10:00 - 10:45	**Team Interviews**	**Johanna Stone** **Catina George** **Venessa Delany** **Tammy Whittaker** **Elands Benton** **Rhaseeda Short** Zone Routing Specialists
11:00 - 11:45	**Team Site Visit – Vehicle Maintenance**	

12:00 - 1:00 p.m.	Working Luncheon

1:00 - 1:45	**Team Interviews** 131 Franklin Blvd	**Judy Patterson** **Lynette Ratliffe** **Kevin Ross** **Frances Willingham** **Robbie McNeill** Zone Transportation Supervisors
2:00 - 2:45	**Team Office Visit** - **Routing Office**	
3:00 - 4:00	**Team Interviews**	**Randomly Selected Principals Across Grade Levels Across zones**
4:15 - 5:00	**Team Interview**	**Jeff Steven** First Student

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Group Team Discussion of Work Plan for Balance of Site Visit

Wednesday, October 11

7:00 - 7:30	**Team Continental Breakfast** TAC Building	
7:30 – 12:00 .	**Team Working Meeting**	**Synthesis of Findings & Recommendations**
12:00 - 1:00	**Team Working Luncheon**	**Sharon L. Contreras** Superintendent **Scott McCully** Chief Operations Officer
	Adjournment & Departures	

ATTACHMENT C. DISTRICT PERSONNEL INTERVIEWED

- Jeff Harris, Director. Transportation
- Larry Lassiter, Vehicle Maintenance Supervisor
- Daisy Wilkins, Operations Supervisor
- Deborah Graves, Program Administrator, Training & Recruiting
- Shelby Moore, Bus Safety Training
- Greg Foushee, Bus Safety Training
- Shannon Collins, Program Administrator, Support Services/Bus Manager
- Beatrice Cheely, Program Administrator, TIMS Coordinator
- Ashely Alberson, Manager, TIMS Database
- Paul Perrotta, Interim Director, Exceptional Children
- Hampton Sands, Route Mechanic Coordinator
- Jerry Campbell, Shop Maintenance Coordinator
- Johanna Stone, Zone Routing Specialist
- Catina George, Zone Routing Specialist
- Venessa Delany, Zone Routing Specialist
- Elands Benton, Zone Routing Specialist
- Rhasseda Short, Zone Routing Specialist
- Judy Patterson, Zone Transportation Supervisor
- Lynette Ratliffe, Zone Transportation Supervisor
- Kevin Ross, Zone Transportation Supervisor
- Frances Willingham, Zone Transportation Supervisor
- Robbie McNeill, Zone Transportation Supervisor
- Ralph Kitley, Principal
- Sherry Keels, Principal
- Kevin Carr, Principal
- Eric Taylor, Principal
- Jeff Steven, First Student

ATTACHMENT D. DOCUMENTS REVIEWED

- North Carolina Department of Public Instruction (NCDPI) Transportation Funding Information for Guilford County Schools
  - 2013-2014
  - 2014-2015
  - 2015-2016
  - 2016-2017
- Public Schools of North Carolina (PSNC) – Review of School Bus Maintenance Program, Letter Dated January 24, 2014
- PSNC – Review of School Bus Maintenance Program, Letter Dated February 3, 2015
- PSNC – Review of School Bus Maintenance Program, Letter Dated January 11, 2016
- PSNC – Review of School Bus Maintenance Program, Letter Dated January 11, 2017
- PSNC – Annual Inspection of Office Accounting, Letter Dated December 2, 2015
- PSNC – Annual Inspection of Office Accounting, Letter Dated November 28, 2016
- Response to 2012-2013 Annual School Bus Inspection Report Dated May 24, 2013
- Response to 2013-2014 Annual School Bus Inspection Report Dated May 13, 2014
- Response to 2014-2015 Annual School Bus Inspection Report Dated February 15, 2015
- GCS Policies and Administrative Procedures – Drug and Alcohol-Free Workplace
  - Revised January 26, 2006
  - Revised December 15, 2006
- GCS Employee Handbook 2017-2018
- GCS BOE Energy and Natural Resource Conservation and Management
- Procedure for Compensation for Bus Drivers, March18, 2008
- Guideline PRN-P009 (Transportation Guidelines for Activities and Experiences)
- Budget Summary Consolidated
- Comparisons of Student Counts by Zones
- Request for Proposal – Contract Transportation for 2016-2017
- COO Organization Chart – September 2007
- Bus Garage Survey Results
- Transportation Service Contract – July 2017
- GCS Driver Handbook
- Route Summary Report with School Information
- Master Bus List 2017-2018
- Master School Calendar 2017-2018
- NCDPI – Refund Rates for School Buses, September 1, 2012
- NCDPI – Refund Rates for School Buses, September 12, 2013
- NCDPI – Refund Rates for School Buses, September 25, 2015
- NCDPI – Refund Rates for School Buses, September 29, 2016
- NCDPI – School Bus Passenger Report Summary, September 2013
- NCDPI – School Bus Passenger Report Summary, September 2015
- North Carolina Department of Public Instruction – School Bus Passenger Report Summary, September 2016

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- NC Pupil Transportation Data
  - 2013-14
  - 2014-15
  - 2015-16
- NC School Transportation Fleet Manual
- NC Transportation Director's Manual
- NCDPI - Transportation Allotments and Budget Ratings, April 2014
- GCS – Job Descriptions
  - Assistant Director, Vehicle Maintenance & Route Operations
  - Bus Driver
  - Bus Driver – CSRS Trainer
  - Bus Driver/Talking Safety School Bus Driver
  - Bus Driver – Fuel Truck Operator
  - Shuttle Bus Driver
  - Cost Clerk I
  - Cost Clerk II
  - Data Entry Technician
  - Director – Transportation
  - Mechanic I
  - Mechanic II
  - Mechanic III – Route Mechanic
  - Route Operations Supervisor
  - Safety Assistant
  - Shop Mechanic Coordinator
  - Vehicle Maintenance Supervisor
  - TIMS Data Manager/Manpower Coordinator
  - Zone Routing Specialist
  - Zone Transportation Supervisor
- Index of GCS Transportation Standard Operation Guideline and Guidelines
- School Bell Schedule 2017-2018
- GCS Transportation Department Overview, August 2016
- School Bus Maintenance Facility Plans, August 1, 2013
- Site Assessment Report, printed September 10, 2013
- Pictures and Videos of Extended Stop Arm
- GCS – RFP GPS/AVL System, September 17, 2013
- Executive Summary = Synovia Solutions GPS for School Buses
- PowerPoint - GCS – Time & Attendance / Global Positioning System
- PowerPoint – GCS Transportation for Magnet Schools / High School Options, January 14, 2014
- GCS – Alternative Plan for Magnet Transportation – Option 2 – Shuttle Points
- Magnet Transportation Option 2 Map
- Magnet Transportation Option 3 Map
- Magnet Transportation – Alternative Plan – Attachment B
- Magnet Transportation – Alternative Plan Option 3 – Attachment C
- Magnet Transportation Costs 2013-2014 – Attachment A, January 14, 2014

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- Magnet Transportation Memo to BOE, January 14, 2014
- Alternative Parts Management Memo, August 12, 2015
- Bid Summaries
- GCS Parts Personnel Worksheet, January 2017
- PowerPoint – Alternative Vehicle Parts Management System
- Parts Personnel Proposal, August 2015
- Proposal 5820 Vendor Calculations
- Memorandum to BOE - Vehicle Parts Supply Outsourcing
- GCS Transportation Salary Proposal Detail, March 2, 2016
- PowerPoint – Vehicle Maintenance Salary Proposal
- Salary Proposals Skill and Step Bands 2017
- North Carolina Public School *Personnel Employee Salary and Benefits Manual 2016-2017*
- Regional Map – Guilford County and Contiguous Counties
- GCS – Required Reporting – Required Reports
  - 2013-14
  - 2014-15
  - 2015-16
  - 2016-17
- Multiple Web Pages – Public Schools of North Carolina
- Description of Program Codes Used in Expenditure of State Funds 2016-17
- North Carolina School Bus Safety Web
- Article - News and Record: *Lack of Garage Space Threatens Guilford School Bus Safety*, March 11, 2014
- PowerPoint - GCS Available Property, April 4, 2017
- Forms
  - New Transfer Student Information
  - New Student and/or Bus Stop Information
  - Change of Bus Stop Location
  - Please Remove the Following Student and/or Stop from Your Route
  - New Student and/or Bus Stop Information
  - Magnet East Transportation – Student Bus Information
- Guilford County Schools – Master Salary Schedule – Monthly for 12-Month Employees, Fiscal Year 2017-2018, Effective July 1, 2017
- EC Student Counts by Learning Area, dated October 9, 2017
- News Paper Article from News & Record, Title: *"Lack of Garage Space Threatens Guilford School Bus Safety,"* by Marquita Brown, March 11, 2014
- Public Schools of North Carolina, Department of Public Instruction. DPI Transportation Services Annual Inspection of Office Accounting – Guilford County, dated December 2, 2015, "*BSIP Processes"*
- Transportation Inventory Losses 2015-2016 letter from Jeff Harris, dated June 22, 2017

About the Council of the Great City Schools

The **Council of the Great City Schools** is a coalition of 70 of the nation's largest urban public-school systems.[51] The organization's Board of Directors is composed of the superintendent, CEO, or chancellor of schools and one school board member from each member city. An executive committee of 24 individuals, equally divided in number between superintendents and school board members, provides regular oversight of the 501(c)(3) organization. The composition of the organization makes it the only independent national group representing the governing and administrative leadership of urban education and the only association whose sole purpose revolves around urban schooling.

The mission of the Council is to advocate for urban public education and to assist its members in to improve and reform. The Council provides services to its members in the areas of legislation, research, communications, curriculum and instruction, and management. The group also convenes two major conferences each year; conducts studies of urban school conditions and trends; and operates ongoing networks of senior school district managers with responsibilities for areas such as federal programs, operations, finance, personnel, communications, instruction, research, and technology. Finally, the organization informs the nation's policymakers, the media, and the public of the successes and challenges of schools in the nation's Great Cities. Urban school leaders from across the country use the organization as a source of information and an umbrella for their joint activities and concerns.

The Council was founded in 1956 and incorporated in 1961 and has its headquarters in Washington, DC. Since the organization's founding, geographic, ethnic, language, and cultural diversity has typified the Council's membership and staff.

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[51] Albuquerque, Anchorage, Atlanta, Austin, Baltimore, Birmingham, Boston, Broward County (Ft. Lauderdale), Buffalo, Caddo Parish (Shreveport), Charleston County, Charlotte-Mecklenburg, Chicago, Buffalo, Clark County (Las Vegas), Cleveland, Columbus, Dallas, Dayton, Denver, Des Moines, Detroit, Duval County (Jacksonville), East Baton Rouge, Fort Worth, Fresno, Guilford County (Greensboro, N.C.), Hillsborough County (Tampa), Houston, Indianapolis, Jackson, Jefferson County (Louisville), Kansas City, Little Rock School District, Long Beach, Los Angeles, Memphis, Miami-Dade County, Milwaukee, Minneapolis, Nashville, Newark, New Orleans, New York City, Norfolk, Sacramento, Oklahoma City, Omaha, Orange County (Orlando), Palm Beach County, Philadelphia, Pittsburgh, Portland, Providence, Richmond, Rochester, Sacramento, Salt Lake City, San Diego, San Francisco, Santa Ana, Seattle, St. Louis, St. Paul, Toledo, Washington, D.C., and Wichita

Council of the Great City Schools

History of Council of the Great City Schools
Strategic Support Teams

The following is a history of the Strategic Support Teams provided by the Council of the Great City Schools to urban school districts over the last 20 years.

City	Area	Year
Albuquerque		
	Facilities and Roofing	2003
	Human Resources	2003
	Information Technology	2003
	Special Education	2005
	Legal Services	2005
	Safety and Security	2007
	Research	2013
	Human Resources	2016
Anchorage		
	Finance	2004
	Communications	2008
	Math Instruction	2010
	Food Services	2011
	Organizational Structure	2012
	Facilities Operations	2015
	Special Education	2015
	Human Resources	2016
Atlanta		
	Facilities	2009
	Transportation	2010
Austin		
	Special Education	2010
Baltimore		
	Information Technology	2011
Birmingham		
	Organizational Structure	2007
	Operations	2008
	Facilities	2010
	Human Resources	2014
	Financial Operations	2015
Boston		
	Special Education	2009
	Curriculum & Instruction	2014
	Food Service	2014
	Facilities	2016
Bridgeport		

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	Transportation	2012
Broward County (FL)		
	Information Technology	2000
	Food Services	2009
	Transportation	2009
	Information Technology	2012
Buffalo		
	Superintendent Support	2000
	Organizational Structure	2000
	Curriculum and Instruction	2000
	Personnel	2000
	Facilities and Operations	2000
	Communications	2000
	Finance	2000
	Finance II	2003
	Bilingual Education	2009
	Special Education	2014
Caddo Parish (LA)		
	Facilities	2004
Charleston		
	Special Education	2005
	Transportation	2014
Charlotte-Mecklenburg		
	Human Resources	2007
	Organizational Structure	2012
	Transportation	2013
Cincinnati		
	Curriculum and Instruction	2004
	Curriculum and Instruction	2009
	Special Education	2013
Chicago		
	Warehouse Operations	2010
	Special Education I	2011
	Special Education II	2012
	Bilingual Education	2014
Christina (DE)		
	Curriculum and Instruction	2007
Cleveland		
	Student Assignments	1999, 2000
	Transportation	2000
	Safety and Security	2000
	Facilities Financing	2000
	Facilities Operations	2000
	Transportation	2004

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	Curriculum and Instruction	2005
	Safety and Security	2007
	Safety and Security	2008
	Theme Schools	2009
Columbus		
	Superintendent Support	2001
	Human Resources	2001
	Facilities Financing	2002
	Finance and Treasury	2003
	Budget	2003
	Curriculum and Instruction	2005
	Information Technology	2007
	Food Services	2007
	Transportation	2009
Dallas		
	Procurement	2007
	Staffing Levels	2009
	Staffing Levels	2016
Dayton		
	Superintendent Support	2001
	Curriculum and Instruction	2001
	Finance	2001
	Communications	2002
	Curriculum and Instruction	2005
	Budget	2005
	Curriculum and Instruction	2008
	Organizational Structure	2017
Denver		
	Superintendent Support	2001
	Personnel	2001
	Curriculum and Instruction	2005
	Bilingual Education	2006
	Curriculum and Instruction	2008
	Common Core Implementation	2014
Des Moines		
	Budget and Finance	2003
	Staffing Levels	2012
	Human Resources	2012
	Special Education	2015
	Bilingual Education	2015
Detroit		
	Curriculum and Instruction	2002
	Assessment	2002
	Communications	2002

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	Curriculum and Assessment	2003
	Communications	2003
	Textbook Procurement	2004
	Food Services	2007
	Curriculum and Instruction	2008
	Facilities	2008
	Finance and Budget	2008
	Information Technology	2008
	Stimulus planning	2009
	Human Resources	2009
Fresno		
	Curriculum and Instruction	2012
Guilford County		
	Bilingual Education	2002
	Information Technology	2003
	Special Education	2003
	Facilities	2004
	Human Resources	2007
	Guilford County	2017
Hillsborough County		
	Transportation	2005
	Procurement	2005
	Special Education	2012
	Transportation	2015
Houston		
	Facilities Operations	2010
	Capitol Program	2010
	Information Technology	2011
	Procurement	2011
Indianapolis		
	Transportation	2007
	Information Technology	2010
	Finance and Budget	2013
Jackson (MS)		
	Bond Referendum	2006
	Communications	2009
	Curriculum and Instruction	2017
Jacksonville		

	Organization and Management	2002
	Operations	2002
	Human Resources	2002
	Finance	2002
	Information Technology	2002
	Finance	2006
	Facilities operations	2015
	Budget and finance	2015
Kansas City		
	Human Resources	2005
	Information Technology	2005
	Finance	2005
	Operations	2005
	Purchasing	2006
	Curriculum and Instruction	2006
	Program Implementation	2007
	Stimulus Planning	2009
	Human Resources	2016
	Transportation	2016
	Finance	2016
	Facilities	2016
	Curriculum and Instruction	2016
Little Rock		
	Curriculum and Instruction	2010
Los Angeles		
	Budget and Finance	2002
	Organizational Structure	2005
	Finance	2005
	Information Technology	2005
	Human Resources	2005
	Business Services	2005
Louisville		
	Management Information	2005
	Staffing Levels	2009
Memphis		
	Information Technology	2007
	Special Education	2015
	Food Services	2016
	Procurement	2016
Miami-Dade County		
	Construction Management	2003
	Food Services	2009
	Transportation	2009

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	Maintenance & Operations	2009
	Capital Projects	2009
	Information Technology	2013
Milwaukee		
	Research and Testing	1999
	Safety and Security	2000
	School Board Support	1999
	Curriculum and Instruction	2006
	Alternative Education	2007
	Human Resources	2009
	Human Resources	2013
	Information Technology	2013
Minneapolis		
	Curriculum and Instruction	2004
	Finance	2004
	Federal Programs	2004
	Transportation	2016
	Organizational Structure	2016
Nashville		
	Food Service	2010
	Bilingual Education	2014
	Curriculum and Instruction	2016
Newark		
	Curriculum and Instruction	2007
	Food Service	2008
New Orleans		
	Personnel	2001
	Transportation	2002
	Information Technology	2003
	Hurricane Damage Assessment	2005
	Curriculum and Instruction	2006
New York City		
	Special Education	2008
Norfolk		
	Testing and Assessment	2003
	Curriculum and Instruction	2012
Omaha		
	Buildings and Grounds Operations	2015
	Transportation	2016
Orange County		
	Information Technology	2010
Palm Beach County		
	Transportation	2015
Philadelphia		

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	Curriculum and Instruction	2003
	Federal Programs	2003
	Food Service	2003
	Facilities	2003
	Transportation	2003
	Human Resources	2004
	Budget	2008
	Human Resource	2009
	Special Education	2009
	Transportation	2014
Pittsburgh		
	Curriculum and Instruction	2005
	Technology	2006
	Finance	2006
	Special Education	2009
	Organizational Structure	2016
	Business Services and Finance	2016
	Curriculum and Instruction	2016
	Research	2016
Portland		
	Finance and Budget	2010
	Procurement	2010
	Operations	2010
Prince George's County		
	Transportation	2012
Providence		
	Business Operations	2001
	MIS and Technology	2001
	Personnel	2001
	Human Resources	2007
	Special Education	2011
	Bilingual Education	2011
Puerto Rico		
	Hurricane Damage Assessment	2017
Reno		
	Facilities Management	2013
	Food Services	2013
	Purchasing	2013
	School Police	2013
	Transportation	2013
	Information Technology	2013
Richmond		
	Transportation	2003
	Curriculum and Instruction	2003

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	Federal Programs	2003
	Special Education	2003
	Human Resources	2014
Rochester		
	Finance and Technology	2003
	Transportation	2004
	Food Services	2004
	Special Education	2008
Sacramento		
	Special Education	2016
San Antonio		
	Facilities Operations	2017
	IT Operations	2017
	Transportation	2017
	Food Services	2017
San Diego		
	Finance	2006
	Food Service	2006
	Transportation	2007
	Procurement	2007
San Francisco		
	Technology	2001
St. Louis		
	Special Education	2003
	Curriculum and Instruction	2004
	Federal Programs	2004
	Textbook Procurement	2004
	Human Resources	2005
St. Paul		
	Special Education	2011
	Transportation	2011
	Organizational Structure	2017
Seattle		
	Human Resources	2008
	Budget and Finance	2008
	Information Technology	2008
	Bilingual Education	2008
	Transportation	2008
	Capital Projects	2008
	Maintenance and Operations	2008
	Procurement	2008
	Food Services	2008
	Capital Projects	2013
Toledo		

	Curriculum and Instruction	2005
Washington, D.C.		
	Finance and Procurement	1998
	Personnel	1998
	Communications	1998
	Transportation	1998
	Facilities Management	1998
	Special Education	1998
	Legal and General Counsel	1998
	MIS and Technology	1998
	Curriculum and Instruction	2003
	Budget and Finance	2005
	Transportation	2005
	Curriculum and Instruction	2007
	Common Core Implementation	2011
Wichita		
	Transportation	2009
	Information Technology	2017