



Review of the
Student Transportation Program
of the
Boston Public Schools
September 2022

The Boston Public Schools (BPS) requested that the Council of the Great City Schools (CGCS) provide a high-level management review of the District’s student transportation operations. Specifically, it was requested that the Council¹ --

- Evaluate the current BPS transportation system’s efficiencies, performance, equity, and costs; and
- Develop recommendations for route and schedule planning and optimization and update service parameters.

In response to this request, CGCS assembled a Strategic Support Team (SST) of highly experienced former and current school directors of transportation and business managers from major urban school districts to conduct the review. The team was composed of the following individuals. (Attachment A provides brief biographical sketches of the team members.)

Willie Burroughs
Director, Management Services
Council of the Great City Schools (Washington DC)

James Beekman
General Manager
Hillsborough County Public Schools (Florida)

Nathan Graf
Senior Executive Director, Transportation & Vehicle Maintenance
San Antonio Independent School District (Texas)

¹ The Council has conducted over 320 organizational, instructional, management, and operational reviews in over 65 big city school districts over the last 20 years. The reports generated by these reviews are often critical, but they also have been the foundation for improving the operations, organization, instruction, and management of many urban school systems nationally. In other cases, the reports are complimentary and form the basis for identifying “best practices” for other urban school systems to replicate. (Attachment E lists the reviews that the Council has conducted.)

Adam Johnson
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The team reviewed documents, electronic student data provided by the district, and information from federal and state sources prior to a four-day site visit to Boston on September 18-21, 2022. The general schedule for the site visit is described below, and the complete working agenda for the site visit is presented in Attachment B.

The team met with then Acting Superintendent, Drew Echelson; Assistant Superintendent, Data Strategy and Implementation, Monica Hogan; and the Executive Director of Transportation, Delavern Stanislaus during the evening of the first day of the site 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 of the site visit to 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 visit was devoted to synthesizing and refining the team's findings and recommendations and providing them to the incoming Superintendent, Mary Skipper; Acting Superintendent, Drew Echelson; Deputy Superintendent of Operations, Samuel DePina; Chief Operations Officer, Indira Alvarez; Assistant Superintendent, Data Strategy and Implementation, Monica Hogan; and Delavern Stanislaus, Executive Director of Transportation.

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.

The Council sent the draft of this document to the team members for their review to affirm the report's accuracy and to obtain their concurrence with the final recommendations. This management letter contains the findings and recommendations that the team has designed to help the district improve its transportation system to deliver efficient and effective transportation services that meet the evolving needs of all students.

Boston Public Schools

Founded in 1657, the Boston Public Schools is the oldest public school system in America. Although BPS has experienced declining enrollment of 18,000 students since 2010, BPS remains the largest school district in Massachusetts.³ Since 2020, four BPS schools have closed.

BPS currently educates approximately 46,001 students in 119 schools, including three attended solely by students with disabilities.⁴ Like other large urban school districts, BPS has a diverse student population, which includes --

- 43.8 percent of the students are Latinx, 28.4 percent are Black, 15.1 percent are white, 8.7 percent are Asian, and 3.6 percent are multiracial (not Latinx);
- 31.9 percent of the students are English language learners;
- 69.8 percent of the students are economically disadvantaged; and
- 21.5 percent of the students receive special education services; 24 percent have Individualized Education Programs (IEP); 33.6 percent of all students with IEPs are English language learners; and 83 percent of all students with IEPs are economically disadvantaged.

Department of Transportation (DoT)

The Executive Director of the Department of Transportation (DoT) reports to the Chief of Operations, who is one of nine direct reports through the Deputy Superintendent of Operations to the Superintendent. In addition, the Executive Director of Transportation has seven direct reports, which include: an Assistant Director of Customer Relations and School Support who oversees a Customer Service Team (11 FTEs and up to 20 seasonal staff), Operations Coordinators (2 FTEs), and a Supplemental Transportation Manager; an Assistant Director of Bus Monitors who oversees

³ Vaznis, James (November 18, 2021). "Boston Public Schools' enrollment drops below 50,000 students for the first time in decades". The Boston Globe.

Retrieved from <https://www.bostonglobe.com/2021/11/18/metro/boston-public-schools-enrollment-drops-below-50000-students-first-time/>.

⁴ Students with disabilities who have individualized education programs (IEPs) are also referred to as students with IEPs. For this report, students with disabilities exclude those who are eligible for services under Section 504 of the Rehabilitation Act (Section 504), unless otherwise stated.

Yard Managers (3 FTEs) and Operations Coordinators (6 FTEs) who supervise the Special Education Monitors who are assigned and paid for by the Department as well as a Customer Service team (3 FTEs) and is supported by an HR Manager (1 FTE) and Program Directors for ABA (2 FTEs); an Assistant Director of Finance, who with three Account Clerks oversee the departments Finance; an Assistant Director of Contract and Fleet Operations; an Assistant Director.⁵

BPS operates its transportation services under circumstances that are significantly different compared to other similarly sized urban school districts, which may explain why it has one of the highest transportation costs in the nation, according to a 2020 study.⁶ For example,

- BPS transports approximately 21,500 students to 242 sites, including 105 non-BPS charters and private, parochial, and out-of-district special education schools, which equates to over 43,000 miles daily (including home-to-school, athletic and after-school activities).
- The district sets annual calendars and daily schedules for BPS schools, but the calendars and daily schedules for non-BPS schools are designated by various governing boards resulting in challenges that include --
 - Annual calendars and daily schedules require transportation from as early as the second week of August through the last week of June for all schools;
 - The BPS routing system⁷ has 24 different morning bell times, 20 different mid-day bell times, and 29 different afternoon bell times;
 - Non-BPS schools schedule half-days or “early-outs” at their discretion with no regard to system-wide scheduling or available resources; and
 - Many special education schools are in session year-round, which causes “regular” school year calendars to overlap with summer programming for BPS and charter schools.
- The team learned in interviews that over the past five years, there has been a 70 percent increase in students whose IEP/504 plans require bus monitors who are hired, managed, routed, dispatched, and paid as district employees.
- District school assignment policies result in many students traversing the city each day rather than utilizing neighborhood schools, thus increasing the number of buses on the road at any given time.

⁵ Source: https://drive.google.com/file/d/175GrRaPYp5j3f7j6_JuR-RyFfgG9SSqE/view?usp=share_link

⁶ Source: <https://www.bostonherald.com/2020/02/24/boston-second-most-expensive-school-bus-ride-after-buffalo/>

⁷ Source: Department Overview - https://docs.google.com/document/d/1H7r3DgOSI2gBw5yF1sRAIYLg8vIRd8IE/edit?usp=share_link&ouid=100629812210175846543&rtpof=true&sd=true

- The district’s routing system is challenged by the lack of timely and accurate student, school, and special education data, which changes rapidly from August into September each year. In addition, this practice exacerbates BPS’s ability to finalize the driver bid by mid-August to meet contractual requirements.
- The district’s Department of Transportation (DoT) maintains and operates its yellow bus fleet through a school bus vendor contract.⁸ The contract between DoT and its vendor operates differently from other similarly sized public school districts in the United States. It also operates differently than other districts that maintain or operate their yellow bus fleet through vendors. As a result, the costs for providing these services have increased by \$24.2 million (16.9%) since FY 2018-2019 and is \$143.3 million or 10.7% of the district’s total budget for the 2022-2023 school year.
- The City/District is required to utilize the specific driver workforce regardless of which transportation vendor is under contract with the City/District to provide transportation operations services.
- While the City/District can change vendors as often as is feasible, the same front-line employees (drivers, mechanics, operations), under the same collective bargaining agreement (CBA) terms and conditions of employment, led by the same union leadership, will remain in place and dictate, to a large extent, the way BPS DoT operates. This remains true regardless of whether the City/District brings transportation in-house.

Background Information

A report⁹ released by the Massachusetts Department of Elementary and Secondary Education (DESE) in March 2020 highlighted serious challenges and inadequacies across a broad range of district functions, which included “poorly run operational functions, such as transportation and facilities management that were interfering with student learning.” The report was later updated in May 2022¹⁰ and led to a Systemic Improvement Plan (SIP),¹¹ jointly signed by the Mayor of Boston and representatives from BPS and accepted by the Massachusetts Department of Elementary and Secondary Education (DESE). This SIP outlined a series of initiatives intended to create a safe, effective, and responsive school transportation system, with immediate reforms to

⁸ Source: Request for Proposals (RFP) #824 – December 3, 2012 Source:

https://drive.google.com/file/d/11dFq49F4SwzevWskmAzIGapHnYFbe9Jd/view?usp=share_link

⁹ Source:

https://docs.google.com/document/d/1EEVxvpQkQ9ruvdGKKEE0xHsASLdweCvz/edit?usp=share_link&oid=100629812210175846543&rtpof=true&sd=true

¹⁰ Source: <https://www.doe.mass.edu/accountability/district-review/nolevel/2022-0035.pdf>

¹¹ Source:

<https://www.bostonpublicschools.org/cms/lib/MA01906464/Centricity/Domain/3031/BPSSIPSigned%20FINAL.pdf>

improve on-time school bus arrival rates and eliminate uncovered trips (i.e., trips that are scheduled but not run). The agreed-upon initiatives included:¹²

- Immediately begin implementing the operational reforms negotiated between BPS and the school bus drivers' union, ratified¹³ by the union on May 24, 2022, to improve on-time arrivals and eliminate uncovered trips.
- Achieving a districtwide school bus on-time arrival rate of 95% or better for all scheduled trips each month.
- Ensuring 99% of BPS school buses will arrive at school within 15 minutes of the start of the school day.
- Reporting on-time arrival rates to DESE each month, beginning in August 2022 (to capture information inclusive of all trips, including approved special education trips, charter school trips, and any uncovered trips).
- By August 15, 2022, launch a diagnostic evaluation of the current BPS transportation system to analyze efficiency, performance, equity, and cost. In addition, the diagnostic should yield recommendations for route, schedule planning, optimization, and updated service parameters.

Key Findings and Recommendations

The findings and recommendations in this Management Letter are limited to overarching issues. The BPS transportation team should focus on those improvement efforts that, if appropriately and timely addressed, could have an impact leading to improvements in the services provided by the BPS Department of Transportation.

Commendations

- The Council notes that BPS retained a senior manager with extensive experience managing school bus service operations in a large urban school district. In addition, the senior manager conducted an audit in 2019 that ran parallel to many of the findings in the state report. The written report¹⁴ was submitted in April 2020. The audit led to a superintendent's directive and subsequent action plan in May 2020 to address transportation service issues in critical areas, including high-performing bus operations, communication, customer service, and vendor and BPS office operational performance. While the onset of the COVID-19 Pandemic may have delayed some of the actions, and while some of the messaging and follow-up, including

¹² Source:

<https://www.bostonpublicschools.org/cms/lib/MA01906464/Centricity/Domain/3031/BPSSIPSigned%20FINAL.pdf>, p.3.

¹³ Source: https://drive.google.com/file/d/1E3idB92Dbubf4dOzKR6KE9N9MSSGXgPg/view?usp=share_link

¹⁴ Source: <https://docs.google.com/document/d/1Lj5VmFkh-Ren8bghB3OPDRWtvdPkp8xm/edit> - Boston Public Schools Department of Transportation Business Plan SY2020 – 2024

performance measures, may have been marginal, the Team saw evidence that the reforms within BPS DoT domain have been pursued. However, there are additional further recommendations where the team did not see evidence that BPS had made progress.

- The DoT has been reorganized, and the management team appeared to be laser-focused and dedicated to improving efficiencies and controlling costs.
- The team was told that the district’s Office of Internal Audit recognized the transportation compliance office for a no-errors found (“perfect”) audit relative to state reporting.
- District retained an outside consultant to address the current RFP for material weaknesses and created language in the Invitation For Bid (IFB) to manage them.
- DoT was responsive to information requests before, during, and following the site visit.

LEADERSHIP

Findings

- The team saw no evidence that the costs driving BPS to have one of the highest transportation costs in the nation¹⁵ are granularly tracked or differentiated by useful categories. The FY21 BPS Business Plan¹⁶ reported that 2020 regular education riders cost \$966 more than the benchmark, and special education riders cost \$3,398 more than the benchmark. However, BPS does not collect data such as bus utilization rates and other rider information that inform these costs. This data is essential for identifying opportunities to reduce costs and providing accurate estimates for future academic program initiatives requiring district-provided transportation. Categories typically tracked include, but are not limited to --
 - School type (BPS, charter, out of district, etc.),
 - Students Transported Out of Zone (see, for example, Exhibit 1),
 - Ridership and average bus utilization rates (projected and actual riders vs. bus capacity),
 - Eligibility type (more than 1.5 miles to the school of attendance, within 1.5 miles of the school of attendance),¹⁷

¹⁵ Source: <https://www.bostonherald.com/2020/02/24/boston-second-most-expensive-school-bus-ride-after-buffalo/>

¹⁶ Source: <https://docs.google.com/document/d/1Lj5VmFkh-Ren8bghB3OPDRWtvdPkp8xm/edit> - Boston Public Schools Department of Transportation Business Plan SY2020 – 2024

¹⁷ BPS provides transportation for K-5 students who live more than 1 mile from school and 6th grade students who live more than 1.5 miles from school. State requirement is that districts provide transportation for students who are

- Program type (school choice, students with disabilities, homeless, foster, etc.), and
- Type (mode) of transportation.
- The Department of Transportation lacked a formalized process to monitor and effectively utilize ridership and current bus capacity data throughout the school year to create opportunities for cost containment or reducing transportation costs.
- The Department of Transportation relies on self-reporting by drivers to determine when stops should be eliminated, as well as the names and number of students no longer riding the bus. Unfortunately, this methodology becomes a disincentive to drivers to accurately report ridership numbers and stop counts in fear of reducing their hours or losing their preferred route assignment.

Recommendations

1. Implement a consistent 3-tier bell schedule districtwide¹⁸ – Adopting staggered school start times can help ensure that the district’s buses can serve as many students as possible (i.e., maximize the district’s average bus utilization). There will likely be resistance to moving away from what has existed for a long time. Still, it is a best practice within the student transportation industry to operate under a multi-tier system. Variations in school starting and ending times increase the transportation system’s complexity and limit the time available for efficient routing. Changes to bell schedules, while not easy, are essential to improving on-time performance. This will positively impact the cost of operating transportation services, increase fleet utilization, and improve on-time performance. Effective implementation will require meaningful stakeholder engagement. A communication plan outlining stakeholder groups, engagement opportunities, and timelines should be developed.
2. Routinely update all policies and procedures and regularly review and update routes to maximize fleet utilization.
3. Continue to use a systematic approach to create and update routes (including computer routing) and bus stops that are effective and cost-efficient without compromising safety.
4. Identify and fiscally quantify opportunities to reduce transportation costs by maximizing or increasing --

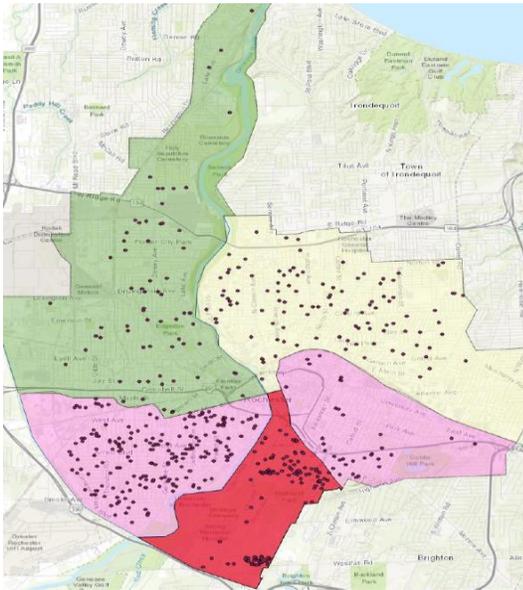
more than 2 miles from school (Source: Eligibility Requirements
https://drive.google.com/file/d/1_TswSZYtVZfi8wvWcD7SpISxEr1wPT0d/view?usp=share_link)

¹⁸ Currently there is a 3-tier schedule for BPS, but not all schools adhere to it. The BPS routing system has 19 different morning bell times, 16 different mid-day bell times, and 25 different afternoon bell times;

- a. Walk-to-stop distances,
 - b. Walk-to-school distances,
 - c. Average ride time,
 - d. Earliest pickup time,
 - e. Bus loads and seat utilization,
 - f. Tiering¹⁹, and
 - g. The opportunity to simultaneously transport students to two nearby schools on the same bus, such as an elementary school with a nearby middle school.
5. Design a DoT strategy for monitoring actual ridership throughout the school year to aggressively identify stops, runs, and routes that could be consolidated or eliminated.
 6. Establish cross-collaboration with school systems outside of BPS that receive transportation services to align calendars and schedules to the maximum extent possible.
 7. Strengthen internal fiscal and management controls by tracking the per pupil and per bus/van vehicle costs for all services provided. Regularly monitor and trend this data for anomalies, cost/budget projections, and opportunities to reduce costs. Consider tracking costs by --
 - a. School enrollment type (BPS school, charter school, non-public school);
 - b. Mode of transportation (district-owned contractor-operated school bus, contracted van, public transit (MTBS), and in lieu of transportation (payment to parent));
 - c. Length of transportation (students transported from schools in one area of the district to schools in other areas of the district as in Exhibit 1);

¹⁹ Tier (also known as a bus trip) is one component of a bus route. A bus route is comprised of multiple bus trips, such as one, two, or three trips in the morning transporting students to school, and one, two, or three trips in the afternoon returning students to their home or home areas.

Exhibit 1. Example of Students Transported from the Green and Yellow Zones to a Red Zone School



- d. Eligibility²⁰ (students that live 1.5 miles or more to their school of attendance and transported students that live less than 1.5 miles to their school of attendance);
- e. Program (general education, Students with Disabilities, McKinney-Vento, foster care, early education, etc.). Also, separately track and cost the transportation of --
 - i. Students with Disabilities, McKinney-Vento, foster care, and early education students that are transported --
 - a) Door to door,
 - b) Corner to corner (or school to school),
 - c) By van,
 - d) By single vehicle,

²⁰ Students attending Public Schools must meet a mileage requirement for their grade and also be attending a school within their home base/zone. The mileage requirement is based on the walking distance between the student's home address and assigned school. The student must live at least the distance below within their grade category to qualify for transportation to one of their home base schools: Grade K-5: 1 mile or more; Grade 6: 1.5 miles or more; Grade 7-12: All students eligible for an M7 (An M7 is a prepaid T Pass for the school year that remains active at all times, including the weekends. All students in grades 7-12 living and attending school in the City of Boston who do not receive door-to-door bus service are eligible for an M7 regardless of their distance from school).

- ii. McKinney-Vento and foster care students, separated by --
 - a) Name of the pickup Local Education Agency (LEA),²¹
 - b) Name of the receiving school LEA,
 - c) Students transported on a school bus,
 - d) Students transported on MTBS, and
 - e) Students transported by other means.

STUDENT ASSIGNMENTS, ENROLLMENTS, AND ROUTING

Findings

- The student assignment process creates significant delays in getting students into the classroom. Delays were a key finding during the recent review and in previous assessments. In addition, DESE reported that BPS had not made progress in tackling systemic barriers to district improvement, such as overhauling the school assignment system or securing significant changes to the transportation contract, which was a major barrier to dependable transportation services for all students²². For example --
 - The team heard from several interviewees that the school assignment plan and program placement impacted DoT services, e.g., SPED placements (time and distance to provide required services) and multiple school choices for students; and
 - The team was told that the transportation data team does not have the necessary access to improve SIS programs – an implicit choke point between IT, transportation, and special education that limits program improvements, collaboration, and cooperation.
- There was no indication that a formal interdepartmental annual route planning timeline existed that integrated input from essential stakeholder offices. These offices typically include Special Education, Welcome Services, Technology (OIIT), Expanded Learning Team, Communications, Safety Services, Department of Transportation, Athletics, State and Federal Programs, and other departments impacting transportation as appropriate. As a result --
 - There was no established and agreed-upon annual route planning timeline that impacted stakeholders developed;
 - The agreed-upon final date that critical student data would be sent to transportation to begin summer and fall routing appears to be out of sync with the need. The team observations

²¹ Local Education Agency (LEA) is a commonly used synonym for a school district.

²² <https://www.doe.mass.edu/accountability/district-review/nolevel/2022-0035.pdf>, p.4-5

revealed that the data is needed earlier in the routing process to determine projected bus, driver, and bus monitor needs;

- The team was told that due to summer staffing practices, there is a student routing backlog that occurs after determining projected bus, driver, and bus monitor needs;
- Routes were built on eligibility rather than actual average ridership, which resulted in additional buses and unnecessary costs;
- Downloads between BPS and the contractor can add up to 2 weeks before students receive service;²³
- SPED does not provide accurate or timely roll-over of student IEP data, including --
 - Special equipment (harness),
 - Monitor requirements;
- The school assignment plan and program placement have negative impacts on DoT services, including --
 - SPED placements (time and distance to provide required services),
 - Multiple school choices for students;
- There is a lack of coordination between SPED & DoT, resulting in inconsistent eligibility requirements and a significant increase in monitor assignments impacting on-time arrivals, overall inefficiencies, and increased costs; To illustrate --
 - The district's Individualized Education Program (IEP) software does not sync with the district's Student Information System (SIS) software (transportation eligibility information from the IEP / 504 plan does not automatically update transportation records) - BPS Transportation has to perform a weekly manual analysis to ensure student IEP information is correct in the routing database (door-to-door and monitor needs);
 - Special Education Out of District (OOD) placement and transportation data have historically been an issue. A September 2022 review of the 88 OOD students assigned to a BPS yellow bus for the start of the school year revealed that ten students did not require transportation for various reasons;

²³ **General Overview of Routing Process:** 1. Data is sent to the routing system nightly from the district's student information system nightly. 2. For every transportation eligible student, a request is made for their inbound and outbound trips. These requests are routed by the routing team. 3. Every Thursday, the routing program database is transmitted to the bus contractor via secure file transfer protocol (SFTP). The routing is effective the following Wednesday.

- Fall bid timeline - Fall bid data must be sent to the contractor by early/mid-August, which means BPS needs the majority of student data for routing to be accurate and complete by early August; To illustrate --
 - The contractor needs at least a week to process the bid data;
 - Bid letters must be sent to drivers two weeks prior to the bid;
 - Route sheets must contractually be posted at least three working days before the bid;
 - Time for dry runs (now contractually required);
 - Fall service needs to start the last week of August due to many charter schools with earlier start dates;
 - The vendor does not have direct access to the routing program (RP);
- A transportation confirmation process is lacking in the enrollment process. For example, the 2000 students who enrolled in summer 2022 were expected to require services. However, not all 2000 students needed school bus service, which created inefficiencies and increased costs providing buses for students that did not materialize;
- BPS is limited in its ability to integrate and pass information across systems resulting in manual entries that cause errors, delays, and challenges with student assignments and transportation services; and
- BPS provides transportation to 103 non-BPS schools (charters, Out of District, and parochial) that utilize multiple Student Information Systems (SIS) that do not communicate with the BPS routing systems.
- There are apparent shortcomings in the current routing process, as the vendor receives weekly route updates but does not have access to routing program (RP) software, which causes delays in updating routes. As a result, drivers are currently using hard-copy route descriptions.
- BPS does not effectively manage its athletic transportation program resulting in canceled athletic events and creating a disconnect between students and parents.

Recommendations

1. Create a committee of leaders from the Departments of Transportation (DoT) and the Department of Special Education (SPED) to confer on issues of mutual concern. At a minimum, these discussions should cover --

- a. The feasibility of moving the hiring, assigning, oversight, and budget for the school bus monitors from the DoT to the Department of Special Education to better match individual student needs with monitor skills and training.
 - b. Establishing when a DoT representative should be present at an IEP meeting to discuss specialized equipment or services a student might require.
2. Commence a comprehensive review of all routing practices and processes to identify opportunities to improve routing outcomes and route efficiency. To move forward, BPS should --
- a. Establish an annual interdepartmental routing timeline committee to develop appropriate and acceptable deadlines for submitting data and completing tasks. This committee shall comprise key staff from Special Education, Welcome Services, Technology (OIIT), Excellence for All, Communications, Safety Services, Department of Transportation, State and Federal Programs, and others as appropriate. The committee shall ensure that --
 - i. Routing staff has sufficient time to prepare summer and fall routes that are efficient and cost-effective;
 - ii. The entire routing process is mapped, and timelines are set or revised, to maximize the completion of routing and minimize the number of unrouted students prior to determining projected bus, driver, and bus monitor needs.
 - iii. The timeline includes adequate time for recruiting/hiring/training drivers and monitors, completing and reviewing backgrounds and driving records, dry run(s), and vehicle maintenance in preparation for the start of the school year;
 - iv. The BPS Department of Communications is invited to participate in recruitment opportunities and job fairs by leveraging mass communication systems and social media approaches. Consider inviting parents and family members to join the BPS “team;”
 - v. The Department of Transportation is engaged early in the process to evaluate any service or fiscal impact of proposed changes to bell schedules, program placements, or new academic initiatives;
 - vi. The agreed-upon cutoff date for finalizing routes is enforced before the opening of school;
 - vii. Contractors receive routes on time and can review routing and provide feedback before the opening of school;
 - viii. Student routing information provided to school sites before the opening of school is received timely and presented in a clear and understandable format; and

- ix. Adjust all employee contracts as needed so that they are in alignment with efficiencies identified in the state’s findings and this management letter;
- b. Meet regularly with charter and non-public school administrators to share areas of concern, improve communication, and create opportunities to enhance service levels and expectations;
- c. Use, to the greatest extent possible, the previous school year’s ending routing configuration as the starting point for next year’s routing. Build routes based on historical knowledge and experience, not total eligibility. During this transition in routing schema, allow for up to 15 percent contingency seating/space and perform adjustments, if necessary;
- d. Review routing policies and practices to collectively maximize ride times, earliest pickup times, the number of students on each bus (load counts and seat utilization), walk to stop distances, and the number of stops on each run to reduce the number of runs, buses, vans, and single vehicles used;
- e. Review (annually) all transported students that live within 1.5 miles of their school of attendance for required transportation appropriateness, if the same hazardous conditions still exist, and that each student’s transportation eligibility is consistent with current board policy;²⁴
- f. Provide current and possible future routing staff refresher and optimization training of the district’s routing software;
- g. Consider identifying an existing Department of Transportation employee or onboarding a new employee to maintain the electronic map used for routing and routing simulations. This person should become a “superuser” in the general use of the routing software. Invest in appropriate training provided by the software vendor to ensure competency;
- h. Develop routing simulations and optimizations utilizing a test database to identify potential efficiencies in advance of and throughout the routing process;
- i. Integrate, to the greatest extent possible, students from all transportation programs (BPS, charter, parochial) on the same buses;
- j. Create a quality control review process that will ensure, before implementation, all runs and routes are evaluated as viable, efficient, and within guidelines. Adjust routes as necessary before employing; and
- k. Acquire and use technologies to improve operations, access to information and communications, e.g. --

²⁴ With few exceptions (i.e., students with disabilities), BPS does not receive state reimbursement allocation funding for students transported that live within 1.5 miles of their school of attendance

- i. Installation of data tablets on buses for access to real-time information,
- ii. Expand district messaging and SIS software to include transportation data, and
- iii. Revise the DoT website to be more interactive and linked to other BPS applications.

MANAGEMENT

Finding:

- City/District transportation services significantly and inequitably affect student learning. On-time bus arrival rates remain unacceptably low, and uncovered routes can affect thousands of students monthly. Many students whose morning bus routes are uncovered do not attend school that day, and students with disabilities are disproportionately affected.²⁵
- DESE found that high-quality transportation services to BPS students, key performance indicators identified by the district and its vendor were not effectively addressed, including the performance issues exacerbated by the current Collective Bargaining Agreement, which expired at the time of the review.²⁶ For example --
 - Pass-through costs are not managed effectively,
 - Quarterly performance reviews were not being performed,
 - Annual financial reviews were not conducted, and
 - Ligated damages were amended and not aligned with the standard terms and conditions of the contract.
- The Systemic Improvement Plan²⁷ provides specific measures and targets for the priority initiatives, including that the district will achieve a districtwide school bus on-time rate of 95 percent each month and for the school year overall. This measure refers to the percentage of buses that arrive before the opening bell. BPS is not currently meeting this performance goal.
- DoT has not linked its modern call center to the vendor or retained a multi-linguist that could provide a higher level of customer service to parents and administrators when there are missed bus stops.

²⁵ Source: <https://www.doe.mass.edu/accountability/district-review/nolevel/2022-0035.pdf>, p.16

²⁶ Source: <https://www.doe.mass.edu/accountability/district-review/nolevel/2022-0035.pdf>, p. 108

²⁷ Source: <https://www.bostonpublicschools.org/cms/lib/MA01906464/Centricity/Domain/3031/BPSSIPSigned%20FINAL.pdf>, p.3

- DoT has not scheduled a customer service survey since November 2021.

Recommendations

1. Update and fully implement the comprehensive business plan²⁸ with goals, objectives, benchmarks, performance, accountabilities, and costs that support the district's strategic plan. The plan shall include timelines and process descriptions. The team recommends BPS implement this plan as a part of its overall student transportation strategy. At a minimum, it should ensure the following activities --
 - a. A departmental business plan linked to the BPS vision and strategic plan;
 - b. After collecting bus utilization rates and other recommended data, assess additional yearly cost-savings initiatives and recommendations;
 - c. Identification of all new or moved program placements and policy changes;
 - d. Annual route planning, including the timely receipt of student data;
 - e. Timely routing, procurement of all services connected to transportation (e.g., route bidding), and release of routing information;
 - f. Budget development;
 - g. Fleet replacement;
 - h. Training and professional development;
 - i. Technology and program initiatives;
 - j. Defined performance measures, including KPIs and industry standards for all primary functions of the department, and manager accountability for these measures; and
 - k. Employee performance appraisal and evaluation for all DoT staff.
2. Create an effective communications system throughout the DoT organization, including communications channels up and down and side to side that involves regular meetings at each level with specific agendas, documented minutes of discussions, decisions, and follow-up activities. Require the attendance of key operations staff at these meetings. Both teams should submit agenda items, so employees know --
 - a. The department's goals and objectives and how they will be achieved;

²⁸ Source: <https://docs.google.com/document/d/1Lj5VmFkh-Ren8bghB3OPDRWtvdPkp8xm/edit> - Boston Public Schools Department of Transportation Business Plan SY2020 – 2024

- b. How will employees be held accountable for and be evaluated on the goals; and
 - c. Managers and supervisors are held accountable for ensuring that information is decimated throughout the organization and feedback is passed back to the organization.
3. Implement a system for tracking progress and measuring outcomes on all initiatives.
 4. The IFB seems to do a thorough job of defining service and performance requirements, interface structure and mechanisms, oversight process, etc. Ensure that the contract includes performance indicators that address on-time bus performance that is easily measured and hold the vendor and its staff directly accountable for providing dependable student service. Performance measurements should include, but are not limited to --
 - a. On-time performance,
 - b. Missed trips,
 - c. Maintenance/vehicle inspection results, and
 - d. Monthly financial and statistical reporting adherence.
 5. Collaborate with city officials to address any shortfalls in the Collective Bargaining Agreement.

ATTACHMENT A. STRATEGIC SUPPORT TEAM

Willie Burroughs

Willie Burroughs, a veteran school business official, was recently named Director of Management Services for the Council of the Great City Schools. In this position, he will conduct strategic support teams and manage operational reviews for superintendents and senior managers; convene annual meetings of chief financial officers, chief operating officers, human resources directors, chief information officers and technology directors; and field requests for management information. Prior to joining the Council, Burroughs served as the COO for the San Antonio Independent School District, heading the operations services division with more than 1,600 employees. He also served in the Dallas Independent School District as executive director with responsibilities for maintenance, HVAC, grounds, environmental services, custodial, capital improvement, and energy management. In addition, Burroughs held a number of positions with the Houston Independent School District for nearly 11 years, including general manager of construction services (bond), senior manager of contract administration, and senior manager of special projects. Burroughs holds a Bachelor of Science degree in industrial engineering and an MBA from Clemson University. He was commissioned as an officer in the United States Army Signal Corps.

James Beekman

James Beekman is the General Manager of Transportation for Hillsborough County (Florida) Public Schools (HCPS). HCPS is currently the 7th largest school district in the nation servicing over 220,000 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 serves 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 837 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 has been the Senior Executive Director of Transportation and Vehicle Maintenance for the San Antonio Independent School District since March 2017. Mr. Graf earned a master's degree in business administration (M.B.A.) from The University of Texas at Austin, earning the distinction of a Sord Honors Graduate. He also earned a B.S. in Psychology from The University of Houston, graduating with Honors. Mr. Graf served for 15 years in various management roles, each with increasing responsibility, for The Houston Independent School District (HISD); 9 of these years were in transportation. Under his leadership both HISD and SAISD have earned many industry awards and recognition for the efficiency and effectiveness of their transportation services

from organizations such as The Council of the Great City Schools, The 100 Best Fleets in the Americas, The City of Houston, The City of San Antonio, the Propane Education and Research Council, District Administration Magazine, Telly Awards, School Transportation News and School Bus Fleet Magazine. He has authored and managed many grants worth several million dollars to introduce propane school buses into both the HISD and SAISD fleets. Since March 2017 about 40% of SAISD route buses are now fueled by propane and SAISD is the only school district in Bexar County to have 100% of route buses that have Wi-Fi, interior and exterior cameras, GPS, and a parent school bus tracking app. Mr. Graf believes passionately in building a strong and energetic team that encourages innovative ideas that come to life such as the SAISD Rolling Reader Program, the School Bus Stop Arm Camera Program, the Clean Green Yellow School Bus Machines Program, and SAISD Eats Meal Delivery Buses.

Nicole Portee

Nicole Portee serves as the Assistant Superintendent of Operations for the Charlotte Mecklenburg Schools (CMS) in Charlotte North Carolina. CMS is the 17th largest school district in the United States where she supports operations. Mrs. Portee also served as Senior Executive Director of Operations at Guilford County Schools and Executive Director of Transportation for Denver Public Schools. Under her leadership the transportation department was honored for the launch of its innovative school bus shuttle system, the Success Express. The department also received a Gold Peak Award for “New Product or Service Launch”. She served on a 25-member group to evaluate recommend changes to the Regional Transportation District’s pass programs and on the City of Denver 2017 GO bond stakeholder committee responsible for examining the capital facilities and infrastructure needs of Denver and making project recommendations for bond funding. As a distinguished leader Mrs. Portee was named Administrator of the year in 2018 by School Transportation News, recognized 14 Phenomenal Women in School Transportation, one of the Fascinating Personalities and continues 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) along with a host of other positions. Nicole received her degree at American Intercontinental University and Colorado State University.

Adam Johnson

Adam Johnson started his career in pupil transportation at age 19, Adam drove a school bus to put himself through college and graduated from UNC-Chapel Hill with a degree in Public Relations and Spanish. In 2001, he then accepted a new position as Transportation Specialist in Moore County, North Carolina, and then Charlotte-Mecklenburg Schools in 2002. At age 29, he was named Director of Transportation for Union County Public Schools and served there and then ultimately returned to Charlotte-Mecklenburg Schools as Executive Director of Transportation in 2018. Johnson currently oversees a fleet of nearly 1,300 vehicles, including 950 daily school buses that transport approximately 75,000 students.

Trevis C. Sallis

Trevis C. Sallis is the Executive Director of Student Transportation for the Omaha Public School District (OPS). Mr. Sallis has served in a senior management position with the District for 24 years. OPS is the largest school district in the state of Nebraska. Mr. Sallis oversees an operation that supports a school district of approximately 53,000 students, where 20,000 students are transported daily. Mr. Sallis is a graduate of the University of Nebraska at Omaha with both a B.S. and M.S. in Urban Studies with an emphasis in Education. Under Mr. Sallis' leadership, OPS transferred the entire regular education fleet to liquid propane buses. This initiative was a major impact to the city and the district's "Go Green Initiative Plan". Mr. Sallis is actively involved in the Nebraska Student Transportation Association and the Mayor's appointed "Vision Zero City Committee." The goal of the committee is to build a culture in the city where safety for all road users is always top priority

James Lynch

James Lynch is the Executive Director of Student Transportation for Charleston County (South Carolina) School District (CCSD). CCSD is currently the 2nd largest school district in South Carolina servicing over 49,000 students. Mr. Lynch is a retired Connecticut State Police Sergeant with more than 20 years of leadership experience, holding various positions with investigative units, emergency planning, and management. In March of 2017 he relocated to Charleston, South Carolina, where he accepted an Operations Manager position with CCSD. As the Operations Manager, he was responsible for daily operational activities of the transportation vendor, ensuring contract compliance and resolving evolving transportation issues. In January of 2020 he was named Executive Director of Student Transportation for CCSD. In March of 2020, Mr Lynch was responsible for the transition of bus vendors during the onset of the COVID pandemic. He has been active in the South Carolina Association of Pupil Transportation where he served as Region Director and was assigned to fleet and school bus specifications committees. CCSD represents a unique blend of urban, suburban, and rural schools spanning 1,300 square miles along the coast. CCSD serves approximately 49,000 students in 88 schools and specialized programs. In his role at CCSD, he directs the daily operation of Transportation Services which transports over 20,000 students daily on 372 routes with two tiers of service, and 5,300 bus stops. He is a graduate of the University of Connecticut in Storrs with a B.A. in Communications.

Edward Romero

Edward Romero is the Executive Director of Operations & Business Services for the San Antonio Independent School District and holds over 17 years of school district experience in K-12 business operations. He has served in the role of Director of Purchasing & Risk Management for Southside ISD, Business Consultant for Region 20 Education Service Center, and Lead Buyer for Edgewood ISD. Edward has served as an elected official for the Edgewood Independent School District Board of Trustees and is currently an active member of the Alamo Area Association of School Business Officials, Texas Association of School Business Officials, and National Institute of Governmental Purchasing.

Edward's commitment to service includes mentorship, community service, and supporting non-profit organizations such as the Compadres for Scholarships, Region 20 Lions Club, FIRST Tech Challenge and Robotics Competition.

Dr. Robert "Bob" Carlson

Robert Carlson is Senior Advisor for 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, Human Resources Directors, and Chief Information Officers and Technology Directors; fields requests for management information; and has developed and maintains a Web-based management library. Prior to joining the Council, Robert was an executive assistant in the Office of the Superintendent of the District of Columbia Public Schools. He holds doctoral and master's degrees in administration from The Catholic University of America; a bachelor's 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.

ATTACHMENT B. WORKING AGENDA

CGCS Strategic Support/Technical Assistance Team

Transportation Review

Boston Public Schools

September 18-21

Contact: Delavern Stanislaus

Director of Transportation

dstanislaus@bostonpublicschools.org

6:15

Team to Meet in Hotel Lobby

6:30

Dinner Meeting

Bar Mezzana

360 Harrison Avenue

Boston, MA 02118

617-530-1770

<https://www.barmezzana.com/>

Dr. Drew Echelson

Acting Superintendent

Tentative **Mary Skipper**

Incoming Superintendent

Monica Hogan

Assistant Superintendent,

Data Strategy &

Implementation

Del Stanislaus

Director of Transportation

Monday, September 19

7:30 - 8:30

Team Continental Breakfast & Working Session

8:45 - 9:30

Team Interview

Dr. Sam DePina

Deputy Superintendent, Operations

Indy Alvarez

Chief Operations Officer

Teresa Neff-Webster

Deputy Chief Operations Officer

Delavern Stanislaus

Director, Transportation

9:45 - 10:45

Team Interview

Daniel Rosengard

Ass. Dir. of Cust Rel & School Support

11:00 – 12:00

Team Interview

Emanuel Zanzerkia

12:00 - 1:00	Working Luncheon
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1:00 - 2:00	Team Interview	<u>Shanda Williams</u> Ass. Dir. of Routing and Planning
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2:15 - 3:15	Team Interviews	<u>Jacqueline Hayes</u> Fleet & Compliance Manager
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3:30 - 4:15	Team Interviews	<u>Mark Racine</u> Chief Information Officer <u>Eric Hankwitz</u> IT Director of Applications <u>Monica Hogan</u> Assistant Superintendent, Data Strategy & Implementation
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4:45 - 5:15 p.m.	Group Team Working Session
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Tuesday, September 20

7:00 - 7:45	Team Continental Breakfast Conference Room TBD
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8:00 - 9:00	Team Interview	<u>James Folk</u> General Manager
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9:15 - 10:00	Team Interview	<u>Nathan Kuder</u> Chief Financial Officer <u>David Bloom</u> Deputy Chief Financial Officer <u>Jamie Racanelli</u> Director, Planning & Analysis
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10:15 - 10:45	Team Interviews	<u>Barry Kaufman</u> Senior Systems Manager, Welcome Services
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11:00 - 11:45	Team Interview <i>focus on monitors unit</i>	<u>Varsha Ramsumair</u> <u>Asst. Dir. of Monitors Unit</u> <u>Delavern Stanislaus</u> <u>Emanuel Zanzerkia</u>
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Asst. Dir. of Data Management

12:00 - 1:00 p.m.	Working Luncheon	
12:15 - 1:00	Team Interview	Naveen Reddy Business Manager
1:00 - 1:30	Team Interviews	<u>Kristin Dearden</u> Student Support Services Transportation Project Manager
1:45 - 2:15	Team Interviews	<u>Shanda Williams</u> <u>Roudcha Serizer</u> Transportation Officer
2:30 - 3:15	Team Interview	<u>Monica Hogan</u> <u>Amy Goodnough</u> Special Education Data Analyst
3:30 - 4:15	Team Interview	Lauren Viviani Interim Asst Superintendent, Special Education
4:30 - 5:00	Team Interviews	<u>Tommy Welch</u> <u>Mary Driscoll</u> School Superintendent
4:45 - 5:15 p.m.	Group Team Working Session	

Wednesday, September 21

7:00 - 7:30	Team Continental Breakfast	
7:30 - 12:00	Team Working Meeting	Synthesis of Findings & Recommendations
12:00 - 1:00	Team Working Luncheon & Debriefing	<u>Drew Echelson</u> Acting Superintendent <u>Monica Hogan</u> Assistant Superintendent, Data Strategy & Implementation

Delavern Stanislaus
Director of Transportation

Adjournment & Departures

ATTACHMENT C. DISTRICT PERSONNEL INTERVIEWED

Dr. Mary Skipper, Incoming Superintendent
Dr. Drew Echelson, Acting Superintendent
Monica Hogan, Assistant Superintendent, Data Strategy & Implementation
Del Stanislaus, Director of Transportation
Dr. Sam DePina, Deputy Superintendent, Operations
Indy Alvarez, Chief Operations Officer
Teresa Neff-Webster, Deputy Chief Operations Officer
Daniel Rosengard, Assistant Director of Customer Relations & School Support
Emanuel Zanzerkia, Assistant Director of Data Management for Transportation
Shanda Williams, Assistant Director of Routing and Planning
Jacqueline Hayes, Assistant Director of Contract and Fleet Operations
Mark Racine, Chief Information Officer
Eric Hankwitz, IT Director of Applications
James Folk General Manager
Nathan Kuder, Chief Financial Officer
David Bloom, Deputy Chief Financial Officer
Jamie Racanelli, Director, Planning & Analysis
Naveen Reddy, Business Manager
Barry Kaufman, Senior Systems Manager, Welcome Services
Varsha Ramsumair, Assistant Director of the Monitors Unit
Kristin Dearden, Student Support Services Transportation Project Manager
Roudcha Serizer, Transportation Officer
Amy Goodnough, Special Education Data Analyst
Lauren Viviani, Interim Assistant Superintendent, Special Education
Tommy Welch, School Superintendent
Mary Driscoll, School Superintendent

ATTACHMENT D. DOCUMENTS REVIEWED

- Massachusetts Department of Elementary and Secondary Education Boston Public Schools Comprehensive Review Conducted September 30 – November 7, 2019 -
- Boston Public Schools Follow-Up District Review Report dated May 23, 2022
- Boston Public Schools Systemic Improvement Plan dated June 27, 2022
- Systemic Improvement Plan Project Scope: Transportation Diagnostic Evaluation
- Collective Bargaining Agreement (CBA)
- Letter A
- Letter B
- Invitation For Bid (IFB)
- Department of Transportation Annual Budgets
 - FY21
 - FY22
 - FY23
- BPS Transportation Action Plan presentation dated May 22, 2020
- Safe Routes To School Boston Strategic Plan
- Bus Footage Standard Operating Procedure
- Transdev BPS AM Dispatch Checklist
- Transdev BPS PM Dispatch Checklist
- AM Operations Checklist
- PM Operations Checklist
- Transdev BPS AM Yard Supervisor Checklist
- Transdev BPS PM Yard Supervisor Checklist
- Team Lead Checklist (AM)
- Team Lead Checklist (PM)
- BPS DOT Routing Guidelines – SY22-23 Reopening
- Department Overview
- Eligibility Requirements
- Boston Public Schools Department Of Transportation Business Plan SY2020 – 2024
- Playbook – February 2021
- COVID Health Safety Protocol November 2021
- School Messenger How-To & Scripts
- Serious Incident SOP (BPS OPS)
- Superintendent Transportation Update dated December 21, 2021
- Training and Onboarding Resources
- Training Guide (SY22-23)
- Transdev Audit Results/Improvements 08-11-2022
- Transdev Org Chart 8.16.22

- TRN-1_Schedule of School Hours_2022-2023
- TRN-02 Student Transportation Safety_Discipline SY22
- TRN-3 Athletics and Field Trips SY16
- Washington PM 2021-2022
- Transportation Review Observations & Findings dated November 21, 2019
- Transdev RFP 167-RP-12-1 BPS Contracts – 2012 RFP
- TD MPR Update_NOV 2022
- F10 BPS Improvement Prioritization_YEAR IN REVIEW_KPIS 11.16.21

ATTACHMENT E. COUNCIL REVIEWS

The Council of the Great City Schools is a coalition of 70 of the nation’s largest urban public-school systems. 105 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.

City	Area	Year
Albuquerque	Facilities and Roofing	2003
	Human Resources	2003
	Information Technology	2003
	Special Education	2005 & 2018
	Legal Services	2005
	Safety and Security	2007
	Research	2013
	Human Resources	2016
	Special Education	2018
	Anchorage	Finance
Communications		2008
Math Instruction		2010
Food Services		2011
Organizational Structure		2012
Facilities Operations		2015

City	Area	Year
Atlanta	Special Education	2015
	Human Resources	2016
	Facilities	2009
	Transportation	2010
	Classified Staffing	2019
	Teaching and Learning	2020
	Student Support Services	2021
Aurora	Information Technology	2019
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
	Special Education	2022
	Safety and Security	2022
	Transportation	2022
Bridgeport	Transportation	2012
Broward County (FL)	Information Technology	2000
	Food Services	2009
	Transportation	2009
	Information Technology	2012
	Information Technology	2018
	Facilities Operations	2019
	Information Technology	2022
Buffalo		

City	Area	Year
	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
	Facilities Operations	2019
Caddo Parish (LA)		
	Facilities	2004
Charleston		
	Special Education	2005
	Transportation	2014
	Finance	2019
Charlotte-Mecklenburg		
	Human Resources	2007
	Organizational Structure	2012
	Transportation	2013
	Information Technology	2022
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
Clark County		
	Operations	2019
	Special Education	2019
Cleveland		
	Student Assignments	1999, 2000
	Transportation	2000
	Safety and Security	2000

City	Area	Year
	Facilities Financing	2000
	Facilities Operations	2000
	Transportation	2004
	Curriculum and Instruction	2005
	Safety and Security	2007
	Safety and Security	2008
	Theme Schools	2009
	Special Education	2017
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
	Human Resources	2020
	Transportation	2020
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		

City	Area	Year
	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
	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
	Special Education	2018
East Baton Rouge	Human Resources	2021
	Special Education	2022
	Bilingual Education	2022
El Paso	Information Technology	2019
Fresno	Curriculum and Instruction	2012
	Special Education	2018
Guilford County	Bilingual Education	2002
	Information Technology	2003
	Special Education	2003
	Facilities	2004
	Human Resources	2007
	Transportation	2017
Hawaii	Financial Operations	2019
Hillsborough County	Transportation	2005

City	Area	Year
Houston	Procurement	2005
	Special Education	2012
	Transportation	2015
Houston	Facilities Operations	2010
	Capitol Program	2010
	Information Technology	2011
	Procurement	2011
	Finance	2021
Indianapolis	Transportation	2007
	Information Technology	2010
	Finance and Budget	2013
	Finance	2018
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

City	Area	Year
Little Rock	Curriculum and Instruction	2016
	Information Technology	2022
Los Angeles	Curriculum and Instruction	2010
	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
	Organizational Structure	2018
Memphis	Information Technology	2007
	Special Education	2015
	Food Services	2016
	Procurement	2016
Miami-Dade County	Construction Management	2003
	Food Services	2009
	Transportation	2009
	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

City	Area	Year
Nashville	Transportation	2016
	Organizational Structure	2016
	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
	Special Education	2008
New York City	Testing and Assessment	2003
	Curriculum and Instruction	2012
	Transportation	2018
	Finance	2018
	Facilities Operations	2018
Omaha	Buildings and Grounds Operations	2015
	Transportation	2016
	Information Technology	2010
Orange County	Transportation	2015
	Safety & Security	2018
Philadelphia	Curriculum and Instruction	2003
	Federal Programs	2003
	Food Service	2003
	Facilities	2003
	Transportation	2003
	Human Resources	2004
	Budget	2008

City	Area	Year
	Human Resource	2009
	Special Education	2009
	Transportation	2014
	Curriculum and Instruction	2019
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
	Human Resources	2018
	Information Technology	2018
Facilities Operations	2018	
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
	Bilingual Education	2019
Puerto Rico	Hurricane Damage Assessment	2017
	Bilingual Education	2019
Reno	Facilities Management	2013
	Food Services	2013
	Purchasing	2013
	School Police	2013
	Transportation	2013
	Information Technology	2013

City	Area	Year
Richmond	Transportation	2003
	Curriculum and Instruction	2003
	Federal Programs	2003
	Special Education	2003
	Human Resources	2014
	Financial Operations	2018
Rochester	Finance and Technology	2003
	Transportation	2004
	Food Services	2004
	Special Education	2008
	Human Resources	2022
	Operations	2022
Sacramento	Special Education	2016
San Antonio	Facilities Operations	2017
	IT Operations	2017
	Transportation	2017
	Food Services	2017
	Human Resource	2018
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		

City	Area	Year
	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
	Transportation	2019
Stockton		
	Special Education	2019
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