

POINT/PLOVER BUSSING HANDBOOK

2017





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WELCOME STATEMENT AND GOALS

Thank you for considering the TRCCS Point/Plover bus, and for new families, thank you for returning. We are looking forward to a great year, with lower costs, more organization, and more engagement. The Point/Plover bus program was created by parents, for parents, in collaboration with the school. Because of this, we need all parents to be aware of all aspects of the program and be committed to its success. This handbook will serve as the main communication of rates, policies, schedule, fundraising opportunities and behavior expectations.

WHY DO FAMILIES USE THE BUS?

For families considering the bus, I'd like to discuss the goals of the bussing program. The bus is not just a mode of transportation, although that is the ultimate purpose. The bus is also a place where friendships are made and relationships are developed. It is an avenue through which TRCCS parents can be supportive of one another. It is an environment that fosters independence and confidence, and it is a way to live out the green initiatives that are held in such high regard by TRCCS. Did you know that the #1 way you can reduce your carbon footprint is by reducing the amount that you drive? As you will see in later slides, the hidden costs of driving can be very deceiving. In the next slides, I will discuss some common misconceptions of the bus, and hopefully you will get a clearer, more accurate picture with which to decide.

COMMON MISCONCEPTIONS

DRIVING IS CHEAPER

If you are considering driving from the Point/Plover area each day to drop your child(ren) off at TRCCS, I would urge you look at this bus feasibility analysis. It is a comparison of the costs of driving vs. using the bus. This does not factor in reimbursement provided for students who qualify for Transportation Reimbursement from DPI, as the amount reimbursed varies from year to year. If your family qualifies financially please visit: <http://dpi.wi.gov/open-enrollment/applications/transportation> to learn more. In the following section, you will see several examples of the results generated by the tool.

EXAMPLE 1

The following is an analysis of a dual income Plover family with one child (driving a small, fuel efficient vehicle). The bus would save a whopping \$5,000 per year and it would prevent the burning of 610 gallons of a nonrenewable energy source (gas).

Bus Feasibility Analysis for TRCCS parents

Step 1:
 Select a time frame to explore.....
 Select the number of children.....
 Select your vehicle type.....

School Year
1 child
small car

Top 3 yellow boxes are drop downs

Step 2:
 Answer the following questions

How many miles is it (one way) from your location to the school?	25
How long does it take, in minutes, to drive from your location to the school?	25
About how many miles per gallon does your vehicle get?	28
Optional: What would you say your time is worth? (in dollars per hour)*	\$15.00

Middle 4 yellow boxes are free form, with the cost of time being applicable to those who would lose the ability to work by driving

Step 3:
 View your results

Bus	Driving	
0	17100	miles driven
0	285.0	hours spent in the car
0	610	gallons of gas utilized
\$0.00	\$1,527.03	spent on gas
\$1,080.00	\$180.00	other expenses**
\$0.00	\$2,867.10	car depreciation***
\$0.00	\$4,275.00	cost of time
\$1,080.00	\$5,982.03	True cost of driving
	\$8,849.13	Including depreciation

* Enter your hourly wage if drive time to/from school would reduce your ability to work
 **This is the bus cost. Other expenses for driving refers to additional oil changes needed, valued at \$30 each and performed every 3,000 miles.
 *** Results are based on your school year miles, and are displayed as a percentage of the depreciation reported in a study done by Triple A in 2015 (see below). To maintain consistency, the study examined new vehicles only.

EXAMPLE 2

Here is an example of a family with 2 children, living on the East side of Point and driving an SUV. This family has one nonworking spouse, so driving would not reduce their income.

Bus Feasibility Analysis for TRCCS parents

Step 1:
 Select a time frame to explore..... School Year ▾
 Select the number of children..... 2 children
 Select your vehicle type..... SUV

Step 2:
 Answer the following questions

How many miles is it (one way) from your location to the school?	15
How long does it take, in minutes, to drive from your location to the school?	15
About how many miles per gallon does your vehicle get?	15
Optional: What would you say your time is worth? (in dollars per hour)*	\$0.00

Step 3:
 View your results

Bus	Driving	
0	10260	miles driven
0	171.0	hours spent in the car
0	684	gallons of gas utilized
\$0.00	\$1,710.00	spent on gas
\$1,980.00	\$90.00	other expenses**
\$0.00	\$3,177.86	car depreciation***
\$0.00	\$0.00	cost of time
\$1,980.00	\$1,800.00	True cost of driving
	\$4,977.86	Including depreciation

* Enter your hourly wage if drive time to/from school would reduce your ability to work
 **This is the bus cost. Other expenses for driving refers to additional oil changes needed, valued at \$30 each and performed every 3,000 miles.
 *** Results are based on your school year miles, and are displayed as a percentage of the depreciation reported in a study done by Triple A in 2015 (see below). To maintain consistency, the study examined new vehicles only.

As you can see, the actual bus cost is slightly higher than the cost of driving, however when factoring in the depreciation that would cause on a vehicle, it could represent a savings of almost \$3,000. For this family, driving also represents 684 gallons of gas, and 171 hours (7 days!) spent in the vehicle.

COMMON MISCONCEPTIONS

MY CHILD IS TOO YOUNG

We routinely have Pre-grades (PK and K) students on the bus and they do well. The bus is arranged with youngest children in the front, so they quickly get to know their peers and develop rapport with the driver.

THE RIDE IS TOO LONG

We realize the trip may be long for some younger students, and because of this the transportation committee will work with families to supply quiet activities such as books and dry erase boards, that are kept at the front of the bus and available for all students. Students are also welcomed to bring their own quiet activities, though no food or drink is allowed. In the past, we have seen older students “adopt” younger students, and interact by drawing pictures with them and reading them books. It is truly a heartwarming sight.

As mentioned in the welcome page, the bus is about more than just transportation. It is about fostering relationships and building confidence as well. Do not forget that quiet “free play” (aka the bus ride) provides rich opportunities for children to learn and grow, just as structured educational blocks of times do.

BUS STOPS

Please be at the stop early! In the morning, the bus will leave on schedule and in the afternoon the bus cannot move onto the next stop until all children are with a parent or approved ride. If being dropped off at the BC&G no need for parent to be there (please make sure to know the BC&G schedule as they sometimes have no services when we have school).

A M

- 7:20: Bus arrives at Plover B&G club
- 7:25: Bus departs Plover B&G club
- 7:40: Bus arrives at YMCA
- 7:45: Bus leaves YMCA
- 8:15: Bus arrives at TRCCS

P M

- 2:55: Bus leaves TRCCS
- 3:20-3:25: Bus arrives at the Stevens Point B&G club
- 3:30-3:35: Bus arrives at YMCA
- 3:50-3:55: Bus arrives at the Plover B&G club

2017: BILLING AND RATES

Please remember to take advantage of the DPI's

Transportation Reimbursement for out of District families who qualify financially. Visit <http://dpi.wi.gov/open-enrollment/applications/transportation> to learn more.

FULL TIME BILLING

- Bills will be the same every month based on number of days in the school year, not exact days ridden per month. Bills will be for the months of September through May (no June bill).
- Bills will go out on the 10th of the month and will be due by the 20th for that month.
- Full time cost to families will not exceed \$215 a month.

FULL TIME RATES (M-F)

- 1st child = \$110 per month ~\$5.86 per day
- 2nd child = \$80 per month ~\$4.26 per day
- 3rd child = \$25 per month ~\$1.33 per day
- 4th child = FREE

PK RATES (M/W OR T/TH)

- 1st child = \$45 per month ~ \$5.63 per day
- 2nd child = \$40 per month ~ \$5.00 per day
- 3rd child = \$25 per month ~ \$3.13 per day

PART TIME BILLING AND RATES

- Part time riders who have a consistent weekly schedule will let the office know and a monthly rate will be developed for them.
- Part time riders without a consistent schedule will purchase a punch card **ahead of time**. The punch cards will be held by the bus driver and marked off when the child rides. Cards can be bought at any time throughout the year and do not expire. Cards are non-refundable.
 - The rate will be \$35 per card, which will be 10 rides, with a punch representing a one-way trip to or from TRCCS
- If a card is not purchased ahead of time, children should be sent with money to pay for the ride(s) to get on the bus, this cost is \$5 per ride one way.
 - Exceptions will be made in emergencies at the discretion of the school. In these instances, the fee must be collected prior to the student utilizing the bus again.



2017: FUNDRAISING

Fundraising is a main reason we can keep rates reasonable, and is an essential pillar of the program's success.

POTENTIAL FUNDRAISERS TO GET INVOLVED WITH

- Spring Bulb Sales – generated \$1,025 in 2016 and \$900 in 2015
- Miola Meals – generated \$285 in 2016
- Chico Bag Fundraiser – generated \$3,187 in 2017
- Summer Rummage Sale – generated \$1,900 in 2016
- Year-round pendant/candle holder sales – Generated \$1,750 in 2015

AUXILIARY FUNDRAISERS WE HAVE DONE IN THE PAST

- Coin collection at a parent owned restaurant
- “Party” fundraising (Jamberry, Lularoe, etc)

OTHER IDEAS

- Soliciting personal donations
- Kids lemonade/bakery stand (priced per donation, this works well!)
- Selling crafts on Etsy or Ebay



2017: TRANSPORTATION COMMITTEES

FUNDRAISING COMMITTEE

Basic Description

Select and coordinate bus fundraising programs and activities. Work to get other parents involved and engaged, and help out with some or all of the main fundraisers.

Approximate Commitment – Meets several times per year, in addition to volunteer hours at events.

AUXILLIARY COMMITTEE

Basic Description

Other duties besides fundraising. May plan a schedule of parent contacts at each stop (to ensure no students are left without a parent), help supply quiet activities on the bus, assist with communicating CARES, etc.

Approximate Commitment – Meets several times per year, more if there are discussion topics.

BEHAVIOR EXPECTATIONS

At TRCCS, our goal is to create an environment where all members of the community feel safe, valued, and heard. We expect staff, students, and parents to continually work on demonstrating our TRCCS Cares on the Bus. We aim to model and teach students the expectations, creating a strong and clear school culture of respect, kindness and safety. We aim to avoid punishment and praise, humiliation and exclusion. Teachers and staff are expected to use methods that focus on helping children find solutions and giving them encouragement to learn and grow.

All students are different and have different needs. In addressing discipline, we will strive to provide opportunities for children to focus on a solution to the problem behavior or event. We reserve the right to treat every incident on a case by case basis, and to select appropriate consequences in line with school and district protocol. Our district and school administrators will be available when additional support is needed.

TRCCS Cares

Care for Self: All students will be taught and expected to care for their personal needs.

Care for Others: At TRCCS students and staff are expected to care for the wellbeing of others and their belongings.

Care for Learning: Students and teachers have the right to teaching and learning, all are expected to participate in supporting a strong learning environment. This includes caring for the environment.

Discipline Philosophy

TRCCS is dedicated to a positive discipline approach in which the ultimate goal is that the children develop self-discipline, mutual respect, a sense of responsibility for their actions, and an intrinsic desire to make things right. TRCCS is committed to creating a safe and nurturing environment for every child. We are equally committed to helping our children grow into healthy, happy, responsible adults. In order to respect, care for and work with others, children must learn to truly love and respect themselves.

We expect that students behave in a respectful way towards their teachers, any adults, their classmates, and towards the property of others. Each teacher is fully responsible for the discipline in his or her classroom. Students will be approached in a dignified manner and asked to comply with the standards of behavior. Clear explanations of Bus expectations are given.

Consequences for Inappropriate Behavior

At TRCCS, we endeavor to understand the needs of our students as individuals. The school reserves the right to choose consequences that best meet the needs of each child within the framework of school and district policies.

In order for a discipline program to be consistent and effective, parents and guardians are expected to support the Bus Driver and administrators.

It is a worthy goal that every student has a clear understanding of how their actions affect others. Our goal is to encourage the child to right the wrong and do better in the future. Thus, conflict resolution and esteem building are integral parts of our curriculum. We use the following guidelines to help the children learn these skills:

When a situation occurs which requires disciplinary action, the first step will be to ask the student(s) involved what happened so that the Bus Driver and the student(s) understand what has occurred. Then the Bus Driver will have the student(s) "right the wrong". Depending on the situation, the student(s) may fix what was broken, apologize to the one who was hurt, draw a picture or write a letter, etc. An ***incident report*** may be written by the Bus Driver to alert and inform parents and administration of any student behavior that merits concern and/or further problem solving. These reports are kept on file and will be sent home for a parent signature. The Bus Driver may ask the student to sit in the first two seats. If behavior is chronic the student's will have to sit in an assigned seat until the Bus Driver feels they are ready to sit back with their peers.

Intentional hitting with hands or an object to inflict pain or to damage or destroy property will result in immediate action being taken by the Bus Driver and/or administration. The student will stay on the bus after it has stopped to discuss the incident. For this as well as other serious breaches of student expectations, an ***incident report*** will be written and a copy will be given to the Principal, another will be kept on file, and a third will be given to the student's parents to sign and return. The Bus Driver or administrator will notify the student's parents within 24 hours by phone or in person. The Bus Driver, School Coordinator or Principal and parents, and possibly the student, will determine the course of action. Aggressive behavior will not be allowed.

A parent-teacher conference will be called if the child experiences hindrances in learning or implementing the school's Bus expectations. All such meetings shall include the parents, the Bus Driver, and possibly one other faculty representative and/or the School Coordinator, and also may include the student, depending on grade level. This conference will include a discussion of the situation, and then the parents and teacher(s) will work together as a team to jointly prepare a ***written course of action***. This plan will outline the steps that will be taken both at home and at school, to address the student's hindrances and help him or her find success. The plan will include a date at which the group will meet again to determine if improvement is being made.

If the written plan does not improve the situation, a teacher will call the parents to schedule another conference to determine the next appropriate course of action. It may be recommended that a Child Study Team, consisting of a Faculty Council member, the School Coordinator or designee and other appropriate support staff, be convened to study the child and his/ her special needs. The members of this team will work with the child's family and teacher to cultivate healthy school behavior.

Bullying and Harassment Policy

The school strives to nurture the emotional well-being of its whole community. In order to feel good about yourself, you need to feel good about how you treat others. All students are expected to refrain from any comments, attitudes, bullying, physical touching, or attentions that are unwanted by or upsetting to another person. It is of the utmost importance that each student develops and practices a respectful sensitivity for the physical and emotional boundaries and well-being of the other people in the school and on the bus. A good guiding principle is this: if something would make you feel uncomfortable it will probably make another person feel the same way, usually more so.

Repeated, unwanted and disrespectful attention is called harassment; it takes many forms, all of which are serious personal and social offenses. Your feelings and conscience will tell you whether you are caught up in harassment, either on the receiving or the giving end. If you find yourself in a situation involving harassment it is of the utmost importance that you seek immediate guidance and help from a trusted adult. You should always speak to a parent/guardian; he/she will contact your teacher, who will then do what is needed to put a stop to the harassment. Similarly, if you witness a situation involving harassment you have a moral obligation to report this situation to a parent or teacher so the harassment is stopped.

Children at the TRCCS are entitled to participate fully in the educational process and on the bus free from discrimination, harassment, intimidation, and bullying. We will take affirmative steps to combat racism, sexism and other forms of bias. We will work to prevent and respond to acts of hate, violence and bias-related incidents in an urgent manner. We will teach and inform students about their rights and rights of others in order to increase awareness and understanding to promote tolerance and sensitivity.

Anti-Bullying

TRCCS does not allow harassment, bullying and intimidation of pupils on the Bus. Such breaks in policy will be recorded and kept in the student's file. TRCCS follows the Tomorrow River School District Bullying Policy for reporting purposes. Stage 1 Bullying will be dealt with according to our discipline philosophy. If you have information on or have witnessed bullying on the bus, please report it in writing to the School Coordinator as soon as possible so we can deal appropriately with the situation.

We believe that educating students against bullying, using common language and common expectations will lead to a compassionate school culture, such as:

There is a difference between tattling and telling.

The “Silent Majority” must stand up against bullying of any kind.

Students and adults can say, “We don’t do that here” when witnessing inappropriate behavior.

TRCCS Bus Cares

Care for self (heart)

- Stay seated with back against the seat until doors open at your stop.
- Keep aisles and exits clear.
- Keep your belongings with you.
- No eating or drinking.

Care for others (hands)

- Keep hands, feet, and other items in your space.
- Use your manners.
- Ask the driver or a teacher before opening windows.

Care for learning (head)

- Follow the driver’s directions.
- Sit in the area designated for your age group.
- Be on time.
- Exit and enter carefully.

TRCCS Bus Cadet Program

The Cadet Program is available for students in Ms. Maggie’s and Ms. Emily’s classrooms. These students will meet monthly (like a club), to discuss behavior strategies and to do fun activities. Cadets will be allowed to sit wherever they see fit and will be responsible for helping children follow the bus behavior expectations. Cadet’s will wear a special article of clothing so that the other students on the bus can identify them and ask for their assistance when needed. The TRCCS Governance Board and Staff will direct this group and maintain a schedule for the Cadets. There will be two Cadet’s on duty for each bus ride.