

**DRAFT: For Discussion Purposes Only**  
**Kory Proposal [Proposed Changes in Blue] -- 04/03/06**

**Phase 2 Scope of Work**

[Remove references to steps and number sequentially.]

Each of the following represents discrete tasks that are separable, the information from which can be used for different purposes. The contractor, however, shall also identify the least expensive method of achieving later high school start times.

1. Determine and quantify the potential reductions in current requirements for school buses by implementing the following:
  - Modification or elimination of transportation for students attending magnet programs
  - Modification or elimination of transportation for students attending GT centers outside of their base school boundaries.
  - Modification or elimination of transportation to high school academies, **which is in conflict with base school transportation.**
2. Determine and quantify potential reductions in requirements for school buses by consolidating bus stops.
3. Determine and quantify potential reductions in requirements for school buses by increasing the walking distance for secondary students to 2 miles from the current 1.5 miles.
4. Determine and quantify potential reductions in requirements for school buses by changes to school attendance areas to make them more compact, contiguous, and amenable to more efficient transportation routes and schedules.
5. Taking advantage of the **requirement reductions identified in step 4 Phase 1 study results**, develop a rolling bell schedule that has schools sequenced as follows within a 1 hour and 45 minute bell window with the first bell starting at 8:00 a.m.:
  - First Bell: Elementary schools
  - Second Bell: All high and secondary schools **and elementary schools as needed to balance tiers**
  - Third Bell: All middle schools and remaining elementary schools

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[Notes:

- It is acceptable to modify the length of the instructional day for elementary schools by +/- 5 minutes if this avoids the need to add buses.
  - ~~It might be necessary to try to place on the third bell those elementary schools with relatively short bus runs so as to avoid having those students dropped off after civil twilight.~~ Elementary schools with longest and shortest runs in tiers may be used as needed to reduce civil twilight or other conflicts.]
6. Assess other reasonable scenarios for later high school start times offered by the community, staff, or School Board members and identify those scenarios – if any – that the School Board should consider to achieve the objective of finding the most cost effective and efficient method of achieving the goal of later start times. ~~At least one scenario will include a variation of the above rolling bell schedule model without the 1 hour 45 minute bell window constraint and without adding buses.~~