

DOWNLOAD PDF CONSOLIDATION OF RURAL SCHOOLS AND TRANSPORTATION OF PUPILS AT PUBLIC EXPENSE

Chapter 1 : Consolidation of Rural Schools and Transportation of Pupils

Consolidation in its best form takes place when schools not forced to close for lack of pupils are deliberately abandoned for the purpose of creating a larger school where more efficient work may be done or equivalent work at less expense.

Questions and Answers A. Conditions Are there any school districts that are not required to provide transportation to nonpublic school pupils? City school districts that do not provide transportation to public school pupils are not required to provide transportation to nonpublic school pupils. Also, school boards of enlarged city school districts are not required to provide transportation to public school pupils who reside in the city portion of the district. Consequently, none is required for nonpublic school pupils who reside in the city portion of the enlarged city district. However, transportation, within the legal mileage limits, must be provided for public and nonpublic school pupils who reside in the enlarged portion of the city school district. May public school officials require nonpublic school pupils who qualify for transportation to use public service transportation? The services must be reasonable and adequate, but they need not be exactly the same for public and nonpublic school pupils. If a city school district opts to provide transportation, must it provide transportation beyond city limits? A city school district is not required to provide such transportation. However, it may provide such transportation upon majority vote of the board of education and may receive State aid for providing this service. Is the age of a pupil a factor in determining eligibility for transportation to a nonpublic school? Pupils attending nonpublic schools must meet the same age requirements that apply to public school pupils in a particular school district. Are public school officials required to provide transportation to pupils attending nonpublic schools during the summer? Such transportation is neither required nor authorized. See segment E, page 22, regarding transportation of handicapped pupils. Are public school officials required to provide nonpublic school pupils with transportation which exceeds the legal transportation limits that apply to public school pupils? The exception to this is the central pickup point arrangement, which is addressed in segment D. Are nonpublic school pupils entitled to be transported distances equal to those which are provided to public school pupils who are transported for the purpose of alleviating racial imbalance? Pupils transported to a public school for the purpose of alleviating racial imbalance are not in like circumstances to pupils attending a nonpublic school with respect to eligibility for transportation. Are nonpublic school pupils who live less than two miles from an elementary school K-8 or less than three miles from a secondary school eligible for transportation? However, if a school district provides transportation for public school pupils who live closer to their schools than these stated limits, it must provide transportation to nonpublic school pupils who are in the same circumstances. With the exception of New York City, are school districts required to provide transportation to nonpublic schools on days when public schools are scheduled to be closed? However, districts that do provide transportation to nonpublic schools on days when the public schools are closed may claim State aid for providing that service. Is the school district of New York City required to provide transportation to nonpublic schools on any days when the public schools are scheduled to be closed? The nonpublic school administrator may choose five days from among the following on which transportation is to be provided: The board of education has discretion to provide transportation beyond the five days mandated by law provided that the total number of transportation days does not exceed and that the additional days of service are not Federal holidays. If the board of education chooses to provide these additional days of service, it may not claim State aid. Is a non city school district required to provide transportation for pupils to nonpublic schools which are located beyond the school district boundaries or to nonpublic schools which are located outside of New York State? Transportation must be provided up to a limit of 15 miles. See also segment D, page In the event two or more parochial schools of the same denomination are within the maximum distance allowed for transporting public school pupils, may the parents of a nonpublic school pupil designate the school to which transportation will be provided? School districts generally are not required to transport pupils on a door-to-door basis. However, some handicapped pupils do

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require door-to-door transportation. Is a school district required to provide transportation because of hazardous conditions? If there is a transfer point, who is responsible for the supervision of pupils during the time they wait for and change buses? The school district is responsible for reasonable supervision of pupils at transfer points. Are there any laws or rules and regulations regarding limitations on the amount of time pupils may be required to travel on school buses? However, the amount of time should be reasonable in terms of distances traveled and services provided for pupils in like circumstances. May public school officials refuse to provide transportation for nonpublic school pupils at the close of a half-day of kindergarten program? May public school officials deny transportation to nonpublic school pupils when the school which they attend has a daily schedule which differs from the public school schedule? Transportation may be denied if the nonpublic school schedule is unreasonable or differs significantly from the public school schedule. Public and nonpublic school officials are strongly urged to cooperate in the planning schedules which accommodate the needs of all pupils in the most efficient and economical way. May public school officials enter into contracts with the parents of nonpublic school pupils to provide transportation for their own children? However, such contracts are subject to the approval of the Commissioner of Education which is based, in part, on a test for reasonable cost. If the contract is limited to reimbursement for expenses, as distinguished from wage or salary expenses, the requirements of Article A of the Vehicle and Traffic Law do not apply. However, if wages or salary are paid, then the parent is required to comply with Article A. In either case the vehicle which the parent uses for such transportation must be inspected by the Department of Transportation. May public school officials enter into contracts with the parents of nonpublic school pupils to provide transportation to other than their own children? However, the parent must meet all requirements for qualification as a school bus driver as stipulated in Section The parent must also satisfy all of the appropriate requirements described in the answer to question 19 above. Requests for Transportation Are the parents of nonpublic school pupils required to request public school authorization to provide transportation to their children? Parents must request transportation services in writing by April 1. This can be done directly to public school authorities, or, in some cases, requests are channeled through the nonpublic school to the public school authorities. However, the obligation to submit a timely request rests with the parents, and the neglect of the nonpublic school authorities to file a request is not a reasonable excuse. Are public school officials obligated in any way to notify or remind the parents of nonpublic school pupils that requests for transportation are due? The law does not require public school officials to notify parents. However, it is recommended that districts publish the dates in a local newspaper or use other means to inform parents of the due date. Must the requests for transportation which are made on behalf of the nonpublic school pupils be made in writing? In most cases the board of education provides request forms for this purpose. Is there a deadline for submitting written requests for transportation from home to a nonpublic school? The deadline is the first day of April which precedes the next school year. In other words, requests for transportation which is to begin in September must be made by April 1. Must a written request for transportation be made every year? Public school officials need to know every year who is requesting transportation in order to provide efficient service. If a pupil moves into a public school district after April 1, must the district provide transportation to a nonpublic school? If the district receives a request from a new resident after April 1, the request must be treated in the same way as requests received before April 1, provided that it is received by local school officials within 30 days of the date on which the pupil became a legal resident of the school district. How must a board of education accommodate the request for transportation when the parent has requested transportation to one nonpublic school prior to April 1 and then decides to transfer the pupil to another nonpublic school? This should be addressed in the same way as a late request; that is, the transportation should be provided if it will entail no extra expense to the district or if the board finds the reason for the transfer to be reasonable. When is a request considered to be "late"? A "late" request is one filed by a resident after the April 1 deadline or by a new resident more than 30 days after moving into the district. May public school officials deny a request for transportation to a nonpublic school simply because the request was not submitted on time? Late requests must be granted if there are good reasons

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for the delay. Who has the authority to decide which reasons are good and which are unacceptable reasons for a late request? This authority rests with the board of education, whose policies are carried out by the public school officials. Are public school officials required to honor a late request for transportation if providing that transportation would result in additional cost to the school district? A late request must be honored if a reasonable excuse is provided for the delay in filing a timely request. May public school officials deny a late request if there is an empty seat on the bus which would be designated to transport the nonpublic school pupil and the provision of such transportation would not result in additional cost to the school district? As long as there is an empty seat on the bus which the pupil would normally be assigned, a request cannot be denied, even if it is submitted late and even if the excuses for making the late request are not reasonable, provided that there would not be any additional cost to the school district. Do parents of nonpublic school pupils have recourse in the event public school officials deny a transportation request? The parent of a pupil who is denied transportation to a nonpublic school may make an appeal to the Commissioner of Education, if a satisfactory resolution cannot be reached with the transportation office, the superintendent, or the board of education. Are there specific procedures for making an appeal to the Commissioner of Education? Copies of the procedure to be used for making an appeal may be obtained from the Education Department. Is there any time limit for making an appeal to the Commissioner? An appeal must be filed within 30 days from the date on which the board of education denied the transportation, or the appeal may be denied on the basis of timeliness. Late Bus Transportation Are school districts required to provide late bus transportation? School districts may provide late bus transportation but are not required by law to do so. However, many districts do provide late bus transportation to allow pupils to take advantage of after-school activities and programs. If late bus transportation is provided, it must be made available equally to nonpublic and public school pupils. The district may receive State aid for providing this service. If a school district provides late bus transportation in some circumstances, is the district required to provide it in all circumstances? School districts are not required to provide late bus transportation specifically for convenience, regardless of the number of pupils involved, nor is there any requirement that late transportation be provided from all schools simply because it is provided from one or two schools. School officials have the prerogative of establishing late bus transportation policy as they see fit. However, such policies must apply equally to nonpublic and public school pupils. Is it necessary to request late bus transportation if approval has been received for regular transportation? Nonpublic school officials or parents of the pupils involved should make a special request for late bus transportation. However, there are no deadlines for such requests. They should be made with sufficient time for school officials to make arrangements to honor the requests. Do the parents of nonpublic school pupils have recourse if public school officials deny their request for late bus transportation?

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Chapter 2 : Rural School Consolidation

Excerpt from Consolidation of Rural Schools and Transportation of Pupils at Public Expense I suggest that the rural schools be consolidated as much as can be done with out too much inconvenience for children or too great a cost for transportation.

As a part of the study of consolidated schools, the practicability of this feature of the Minnesota law was theoretically tested in several States under a variety of geographical and topographical conditions by tentatively districting entire counties into districts suitable for consolidation. The experiment has in each case resulted satisfactorily and suggests the means of introducing into a county a compact, economical rural school system, in which all children have equal opportunities and in which there is no duplication of expenditures nor of school work. The research movement which began during the latter half of the nineteenth century has accumulated vast stores of agricultural knowledge which is being organized into useful sciences that daily find application in the field, orchard, barn, and home. Research into every possible phase of agriculture is being made with constantly increasing interest. Changed economic conditions which have given a new direction to urban life and institutions, are also gradually extending their influence to the rural districts. Already a different trend foreshadows a basic reorganization of our country life affairs and institutions. Farming is rapidly becoming more specialized, more difficult, and calls for more refined methods than formerly.. Each successive year places a higher premium on intelligence, on the better understanding of the details of farm engineering and farm management, of crop production, of the rearing of livestock, and of the use and adjustment of expensive and often complex machinery. The existing agencies for the distribution of the accumulations of valuable knowledge are admittedly unequal to the task of reaching all people in the country. Universities and colleges which teach agriculture and home economics reach less than one per cent of the country people. Many of those who are educated in agriculture and home economics enter into research work or teaching along these lines. But the vital point in the vocational education of the productive workers and home makers of the next generation assembled in the rural schools has not heretofore been touched. The forms of national and racial vitality centered in the farm homes are just beginning to be appreciated. The vitalizing forces. Leaders in statecraft and education are building up a philosophy of rural education and rural organization in which the rural schools are essential parts. It is worthy of note that agricultural studies have gained such a status as educational subjects that they are being introduced as culture studies in some city schools. Most other States are putting this subject forward in the common schools, and many normal schools as well as state colleges of agriculture are beginning to prepare teachers to give instruction in agriculture. Agriculture in rural schools, though not required by law, is encouraged in Arizona, Maryland, Missouri, Illinois, and Virginia. The time of its general adoption as part of the course of study of rural schools is probably not far distant. And it is certain that money will be expended by school boards for equipment and illustrative material to be used in teaching vocational studies. The question of how and under what conditions agriculture can be most efficiently taught is beginning to receive serious attention, and the object of the investigation reported in this bulletin was to ascertain which kind of rural school will most easily allow the addition of agriculture to its course of study; through which school this knowledge can be communicated to the largest numbers; and whether the present system of rural district schools is adequate to a task of such immense importance. The consolidation of rural schools is not only of educational interest to farming communities, but it also establishes a new limit of area for country social and business organization. The investigations herein recorded show that the importance of this system as a country-life institution can scarcely be overestimated, and from this broad point of view it has commanded the interest of the United States Department of Agriculture. The general method of investigation was personal study on the ground. However, no source of information regarding school consolidation was neglected, and the current literature of the agricultural and educational press, consisting of contributions by teachers, educators, and tax-paying

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school patrons, was freely consulted. The annual reports of the state superintendents of schools of several States, notably Indiana and Massachusetts, have, for a number of years past, contributed information of great interest and value. All this information, mainly local in character, demanded study and coordination, and was useful in outlining the course to be pursued in this investigation. The counties are divided into townships, which as a rule are about 5 miles square, or 25 square miles in area, and fairly regular. The schools shown are all of the typical consolidated kind, except the union schools, which are in various stages of partial consolidation. The blank townships have district schools. The townships of Williamsfield and Southington were at the time of investigation district school townships, but have consolidated their schools since then as indicated. In the spring of the United States Department of Agriculture, through the medium of the Bureau of Statistics, began a study of rural consolidated schools. This work was planned to proceed at first along statistical, and later along constructive, lines. In this manner all phases of both kinds of schools were comparable under similar conditions. Statistical methods of investigation were resorted to whenever the phase of the subject under consideration would permit, and figures were always preferred to individual views or opinions. Well water is pumped into the building by a gasoline engine. After the conclusion of this detailed investigation other district and consolidated schools, numbering several hundred, were visited in all parts of the United States where consolidation is in successful operation and where it is supplanting the small district school. Cases of extensive consolidated school systems, embracing almost entire counties, were noted in several States, and instances of these are cited in the bulletin. The constructive part of the bulletin deals with some of the principles and methods of school consolidation, and these are illustrated by showing how certain counties might be divided into consolidated school districts and how their present district schools might be consolidated. The locality chosen for the detailed local study was in northeastern Ohio, popularly known as the "Western Reserve." Cost, including furniture, equipment, etc. A moderate-cost, steam-heated frame building with stone foundation and slate roof containing four large and three small class rooms, with a basement under the entire building. The upper story consists of two rooms separated by a sliding partition and capable of being converted into a single room for lectures or entertainments. The school is provided with a library, apparatus for instruction in physics, and an organ. In the basement one room is reserved for use of the school board and for the preservation of school records. The grounds contain 2½ acres. The three townships Kinsman, Johnston, and Greene maintaining consolidated schools, hereinafter called consolidated school townships, are in Trumbull County see fig. The facts collected in this investigation have furnished material for two bulletins: Dairying is the leading form of agricultural industry, chiefly the production of cheese and commercial milk. Attention is also paid to potato, onion, and egg production. The dairy stock is well graded up and there are a number of pure-bred dairy herds, Holstein-Friesian blood greatly predominating. A substantial, steam-heated, brick building with stone foundation and slate roof. It contains eight rooms, viz: The grounds occupy 4 acres. It is gradually becoming the center of the intellectual activities of the community as is indicated by an annual lecture course, the well-attended graduation exercises, and various other entertainments held there. The school records of each of the six townships were examined and data covering a period of three years compiled therefrom. Hence all data given concerning the schools in those townships Tables 5, and 13 to 22 are three-year averages. This group of townships was selected for purposes of study, because as farming communities they stand somewhat above the average, and their consolidated and district schools are of a high standard. A neat brick structure with slate roof. Contains four rooms, basement under entire building, and is furnace heated. Southington Center is a village of about 80 population, and is the only village in the township. It is one of the three townships whose district schools were selected for analytical and statistical study; a year after the investigation the schools were consolidated. The high-school grades are accommodated in a separate specially erected building. The three consolidated-school townships and the three district-school townships were selected for comparison because they represent similar conditions of agriculture, population, soil, topography, roads, general wealth, and culture. The township owns 10 school wagons, all of uniform make and size. Its use is correct where all the pupils in one township are conveyed to one centrally located school, or where all former district schools "centralize" in one school, but

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these conditions do not always obtain. In sections where the civic or school units are irregular in form or are very large in size, and where a township or district perhaps requires several consolidated schools to serve its needs, centralization can not take place in the exact sense of that word, and in such cases the term consolidation applies rather than centralization. The ideal consolidated school district is 4 to 7 miles across each way, its size being determined by the practical limits of the team haul. In time, as the consolidated schools become solidly cemented into rural life affairs, some new name will no doubt be found. Small classes lack in enthusiasm, and the pupil loses the immense advantage of one in a large class who listens to the recitations of others, the repetition of questions and answers being a drill which is most helpful. Many of the consolidated schools, especially those located within villages, are cramped for room. Five acres should be the least, while 10 or 12 acres is about the right size for school grounds. If there is no immediate prospect for using this land as a school farm for purposes of instruction, part of it may be sown to grass and set No. Therefore, in the selection of a site for the school building, regard should always be had to securing ample ground for a school farm and the uses to which that farm is eventually to be put. The term "consolidated district" is used in this bulletin to designate a permanent union of one-room, or common-school, districts. A modern, steam-heated, brick building with slate roof. The total enrolment is and the high school enrolment is , or over 13 per cent of the total. Eight school wagons convey about of the children to school, all living outside city limits being entitled to public transportation. Not all, however, make use of the privilege. The school has 2 acres of playtiroound and a school farm of 4 acres. The high school offers a strong commercial course, and agriculture, having a bearing on local farming conditions, is taught. Four years ago the ground where this building now stands was a solid growth of sagebrush -and the country for miles around was arid and uninhabited. Attention is called to the carefully planted and staked young trees and the closely clipped lawn on three sides of the building. This union may comprise an entire township or part of a large township, or a magisterial district, an election district, a tax district or a "town," as used in the New England States. A large variety of names is given in different parts of the country to the same civil unit or subdivision of the county. Consolidation may also take place in special or independent school districts especially organized for the purpose. In every case the consolidated district represents 1 a tax district, the resources from which go to the support of one or more No. The consolidated schoolhouses should Fig. The topography of the Twin Falls consolidated district is level ; roads run mostly on section lines, and owing to slight rainfall are good and solid the year around. At times dust is disagreeable. The landscape shows a considerable dearth of houses ; homes as yet are far apart. That some of the farm population live in tents is seen to the left. The simplicity of this picture is quite in contrast to the impress! In these newly settled western lands, to which civilization has suddenly been transplanted, progressive educational ideas seem to find sustenance and quickly bear results. These new communities with their commodious schoolhouses, neat, well-planted and carefully tended school grounds, and well-organized systems of school transportation, assembling pupils from even remote homes, some located in what is practically "desert," imply a firm faith in education. It is safe to say that educationally such districts as this are half a century in advance of some of the older sections of country. Convenience in travel and justice to all the patrons make this almost imperative. Cases are not rare where, in order to build the school in the exact geographical center of the township or district, it has come to be located at some distance from the village or town which constitutes the business center. On the other hand, where existing town or village schools were turned over to and accepted by the No.

Chapter 3 : 'Consolidated rural schools and organization of a county system', USDA, | calendrierdelascience

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Chapter 4 : The U.S. School Transportation System is Massive: Rural School & Community Trust

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Chapter 5 : Full text of "Consolidation of rural schools and transportation of pupils at public expense"

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