Annual Transportation Report (ATR)
Instructions

Introduction

The annual transportation report is due each year on September 15. It combines with the special education supplement (SES) and certified annual report (CAR) to provide needed information about all the costs that are incurred for transporting students within each Iowa school district. The following instructions will guide school districts through the report and how to complete it in a timely and efficient manner.

Forward

You will access the report via the Department of Education Portal. As you enter the report, you will see the following screens that must be completed: mileage, student, costs/revenues, and miscellaneous. These must be completed in order. The diagram below shows what this will look like. Additionally, at the very top of the page will be a "Contacts" screen that must be filled out. Each screen will be explained below.

Annual Transportation Report		District not Updated	
Form Name	**Status**	**Updated By**	**Updated**
Mileage	District not Updated	Admin	9/3/2020
Student	District not Updated	Admin	9/3/2020
Costs/Revenues	District not Updated	Admin	9/3/2020
Miscellaneous	District not Updated	Admin	9/3/2020

On each page you will see the following buttons:
Save – save your work
Finish for District – click when your work on that page is complete
Close – close the page

Contacts

Click on the "Contacts" button in the header of the main screen. You will need to fill in contact information for both the "Annual Transportation Report" and "Transportation Director", even if that is the same person. When you click on "Add New Contact", you will have the option for choosing either one of those, or "Select All" if the same person fills both roles. "Contacts" must be completed before you can enter any of the remaining screens.

Mileage

1. COST PER MILE (Type III vehicles: district-owned vehicles of 12-capacity or less)

The cost per mile rate shown here will be used, where appropriate, to determine the cost for miles traveled by district-owned autos, vans, wagons, SUV's, and pickups. The default cost per mile is the amount currently allowed by the IRS for business mileage deductions. If the district's actual cost per mile rate is known and is different from the amount allowed by the IRS, enter that amount here.

2. TOTAL REGULAR ROUTE MILES TRAVELED:

There are two input columns for line 2. The left input column is for regular route miles traveled by district yellow school buses. The right input column is for regular route miles traveled by Type III vehicles with a maximum vehicle occupant capacity of twelve.

3. TOTAL KINDERGARTEN ROUTE MILES TRAVELED:

There are two input columns for line 3. The left input column is for kindergarten route miles traveled by district yellow school buses. The right input column is for kindergarten route miles traveled by Type III vehicles with a maximum vehicle occupant capacity of twelve.

4. TOTAL MISCELLANEOUS MILES TRAVELED:

There are two input columns for line 4. The left input column is for miscellaneous miles traveled by district yellow school buses. The right input column is for miscellaneous miles traveled by Type III vehicles with a maximum vehicle occupant capacity of twelve. These are miles which are not accountable to any specific activity or program travel. This may include miles traveled to and from, or for, vehicle maintenance, incidental travel in and around the school or garage facility, to and from the fueling station, and for other nonspecific purposes. This figure is generally "unaccounted for" miles left over when subtracting route, activity, and other known program miles traveled from the odometer readings of vehicles in the fleet.

5. TOTAL ROUTE AND MISCELLANEOUS MILES:

This line will be calculated automatically.

6. TOTAL MILES TRAVELED FOR SPECIAL EDUCATION:

There are two input columns for line 6. The left input column is for special education miles traveled by district yellow school buses. The right input column is for special education miles traveled by Type III vehicles with a maximum vehicle occupant capacity of twelve. Include here only those miles traveled by vehicles transporting special education students to and from their special education programs. For example, where a special education child rides a regular route bus to an attendance center but is then shuttled on to another town or site for instruction, include only those miles traveled (shuttled) from school to the instruction site as special education miles. Do not include the miles that special education children ride a regular route bus between home and their attendance center.

7. TOTAL ACTIVITY AND EDUCATIONAL TRIP MILES:

There are two input columns for line 7. The left input column is for activity and educational trip miles traveled by district yellow school buses. The right input column is for activity and educational trip miles traveled by Type III vehicles with a maximum vehicle occupant capacity of twelve.

8. TOTAL MILES TRAVELED FOR OTHER PERSONS AND GROUPS:

Enter total miles traveled for other persons or groups (non-school sponsored) which have leased the services of district vehicles under Iowa Code section 285.10(9) and (10), during this period. For example, a local senior citizen, church group or farm organization using a district-owned vehicle and services of a qualified driver for an outing.

9. MILES DRIVEN BY ADMINISTRATORS, TEACHERS OR OTHER STAFF:

The last section of this form has only one input area. In this field you should place miles traveled by administrators, teachers, custodians, or other school staff for such things as conferences, meetings and student driving miles for driver's education.

NUMBER OF DAYS

The first section of this form provides a place for you to enter the number of days district-owned buses ran in your district transporting students to and from school. The form automatically calculates the number of weeks the buses ran. Typically, the number of days will be approximately 180, resulting in 36 weeks for the year. However, if the school was closed due to such things as a health pandemic, you would not count the days the school was closed. As an example, in 2020 we had the COVID-19 pandemic. All schools were closed from mid-March until the end of the year. You would not count the days from mid-March until the end of the year.

PUBLIC/OPEN ENROLLMENT SCHOOL STUDENTS

Please read carefully each category to determine which types of students are counted on which line. Leave blank any boxes that do not apply to your transportation program.

AGGREGATE WEEKS

Aggregate weeks determines how many students rode the bus during the year. If a student rode the bus once during any given week, they are assigned one aggregate week. No student should have more aggregate weeks than school was in session. The number of aggregate weeks should never exceed the number of students multiplied by the number of weeks school was in session and will usually be less.

Figures also include those students who moved into and out of the district during the report period. Even if a pupil moved out of the district after only two weeks of transportation eligibility, you need to include this as one pupil in the first column titled, "Number of Students" and two aggregate weeks beneath the second column titled "Aggregate Number of Weeks." The student count and aggregate weeks for students moving into the district after the session has begun is figured in the same manner.

FOR EXAMPLE: Line 1 - Elementary students transported who live more than 2 miles from school.

A. While gathering data for completing Item 1, you discover that there are 40 elementary pupils transported living more than two miles from school and who attended school for the entire year (36 weeks). (Aggregate Weeks = 40 pupils x 36 weeks = 1440 Total Aggregate Weeks)

B. You also find that five additional elementary pupils living more than two miles from school moved into the district after the first six weeks (36 – 6 = 30) of the semester and attended classes for the remaining 30 weeks. (Aggregate Weeks = 5 pupils x 30 weeks attended = 150 Total Aggregate Weeks)

C. In addition, one pupil moved out of the district after attending only the first three weeks of the semester. This pupil lived more than two miles from school. (Aggregate Weeks = 1 pupil x 3 weeks attended = 3 Total Aggregate Weeks)

You may need to devise a spreadsheet to track the pupils and aggregate weeks. In doing so, your spreadsheet would look similar to the example below in determining what numbers to enter into Line 1. The pupil and aggregate week count for Line 1 would be:

Example	Number of Pupils	Aggregate Number of Weeks
A	40	1440
B	5	150
C	1	3
Total	46	1593

This is what you would then enter into Line 1: Number of Pupils=46, Aggregate Weeks=1593

Follow this same example for lines 2-11.

NOTE: A pupil who is picked up and transported to an attendance center or some other exchange point where he or she then transfers to a shuttle bus and is transported to the pupil's attendance center is to be counted only once.

NOTE: Special education students are to be counted only once, even if being transferred/shuttled to another town or site for instruction after having been transported to an initial attendance center or some other exchange point where he or she then transfers to a shuttle bus to the other town or site. An example would be a special education student who spends part of the day in one town and is then transported to another town or site for the rest of the day. Or a student that is transported to a site in the resident district and is then shuttled to another town or site for their instruction. Those students are only counted once.

WATCH FOR: The biggest mistake typically made is in aggregate weeks. One example is a school will count 1000 students with 36 aggregate weeks (mistakenly thinking the weeks the school was in session is the total aggregate weeks). This is not a correct count. The actual number should be 36,000 aggregate weeks (1000 students x 36 weeks = 36,000 aggregate weeks). **Double check your calculations in this area!** Several error messages will help guide you through this process.

Cost/Revenues

Almost all the entries will be pre-filled with data from the CAR Upload. The CAR information must be completed and uploaded first for the cost/revenue fields to be populated. Vehicle depreciation will be calculated from the Purchase Year and Purchase Price entered on the Vehicle Information System application and will be pre-filled from the VIS application. Beginning with FY21, the depreciation will be calculated from the purchase month/year instead of just the purchase year.

Miscellaneous

This summarizes the information on the annual report. It is here that final calculations are done and presented to the user for verification. At the bottom of the form is an assurance that your school district did the mandated twice-annual school bus emergency evacuation drills. Check this box only if your school did these drills.

CALCULATIONS FOR AVERAGE COSTS PER PUPIL AND PER MILE

The calculation for the average transportation cost per pupil transported is derived by dividing the net operating cost by the average number of students transported. This is done for you automatically.

The calculation for the average transportation cost per mile is derived by dividing the net operating cost by the route miles. This is done for you automatically.

NOTE: Please check these two numbers carefully (average cost per student transported and average cost per mile). If either of them seems extreme, recheck your mileage numbers, student numbers, and/or aggregate week numbers. Averages will typically be in the $500-$1000 range for cost per student, and in the $3-$5 range for cost per mile.

If your average numbers are extreme on either side of these averages, there likely is an incorrect number (mileage, students, aggregate weeks) that has been entered. Please recheck your work and correct as needed.

Completing the Report

You must complete the report in order of contacts, mileage, student, cost/revenue, and miscellaneous. As you save each one, you can then move on to the next one. As you "Finish for District", a green 'thumbs up' will appear by that section of the report, and that section of the report will shift to the bottom of the list of screens. When all screens have been finished, you will then get the option to certify your report to the state. Changes can be made up until the time you certify your report. <u>Once certified, changes cannot be made, so be sure your work is accurate and correct prior to certifying.</u>

The "Contacts" screen must be completed first. Your report cannot be certified unless the contacts have been added and you've clicked "Finish for District" on each screen.

Questions?
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