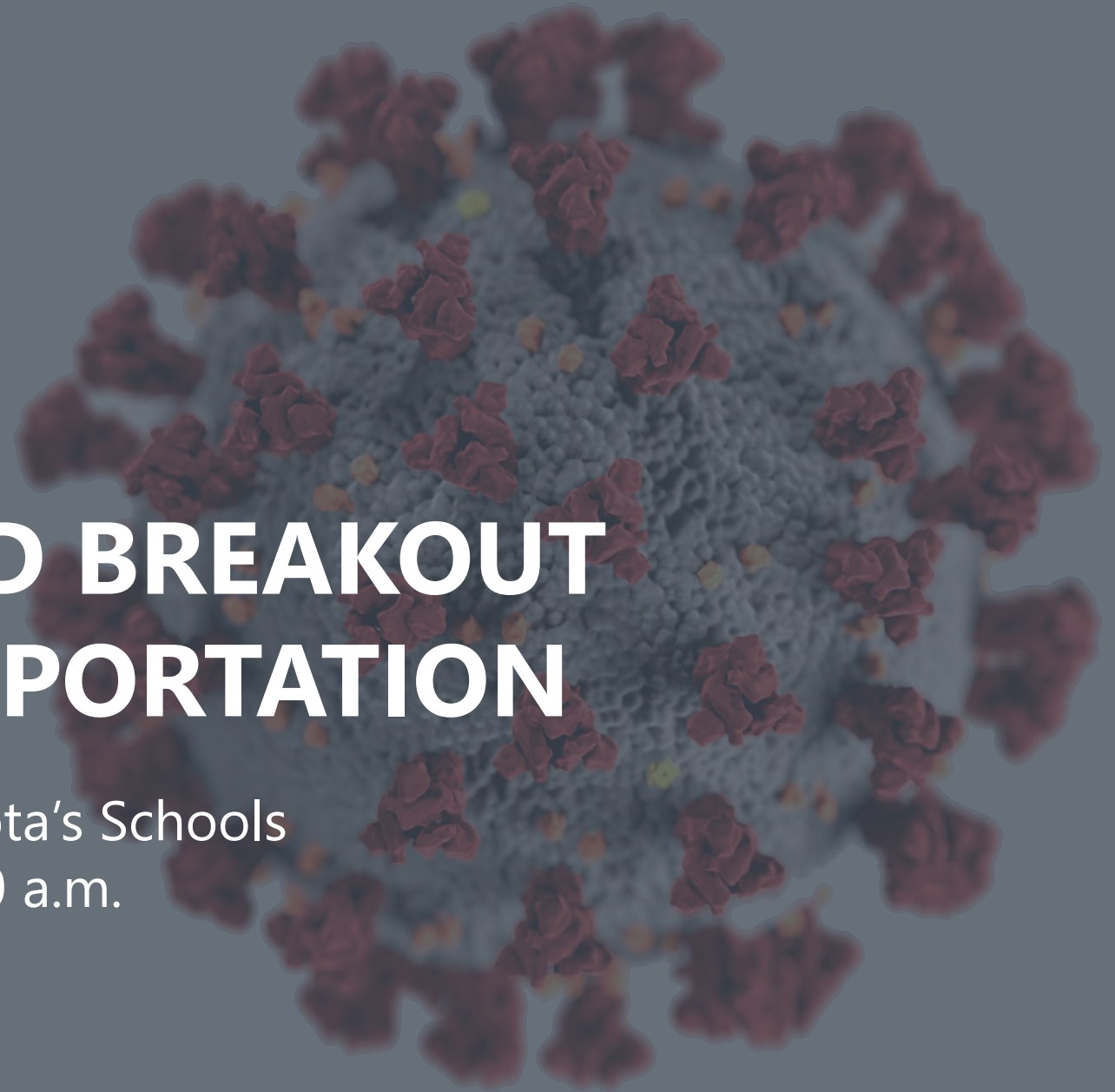




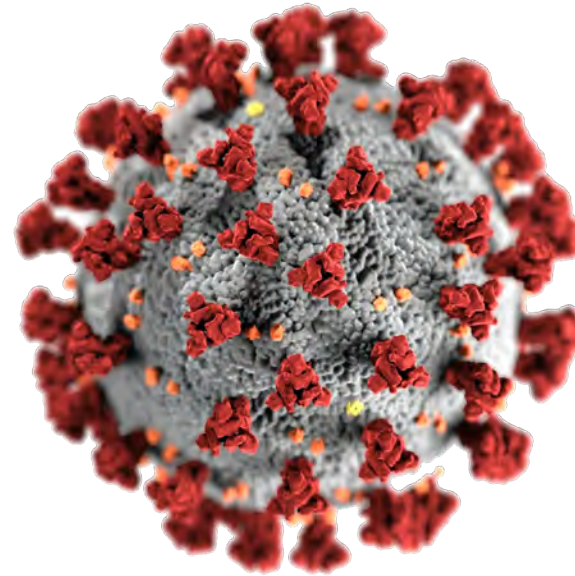
READY, SET, COVID BREAKOUT SESSIONS: TRANSPORTATION

A Playbook for Reopening Minnesota's Schools
July 21, 2020 from 9:30 a.m. – 10:30 a.m.



Introduction from Arif

- What do we know now? **What's changed?**
- The “**why**” **behind the playbook**
- Webinar and speaker(s) **introduction**
- Breakout **session content**
- **Q&A**



Disclaimer:

This presentation is for general educational purposes only and is not intended as neither legal or medical advice or as a substitute for the advice of your own legal counsel, physician, business, or health and safety professional.

The following slides are based on interpretations of information received to date from local, state, and national resources as well as derived from the expertise of our task force.



Agenda

- Introduction of our panelists
- Transportation safety
- Capacity building in the hybrid model
- Integration with scheduling
- MACCRAY experience
- Q&A



Our Transportation Panel



Fred Nolan
Consultant at ICS



Aaron Smith
Assistant GM at 4.0 Services



Amy Tiedens
Transportation Manager at ISD 287



Sherri Broderius
Superintendent at MACCRAY
Public Schools



Jeff Schiltz
Principal at ICS

Assemble Your Planning Team

- Transportation director or manager
- Principal who knows the families
- Assistant who can run the Student Information System



Driver Safety

- **Minimize exposure**
- **Social distancing** from fellow employees/closing the drivers' lounge
- **Providing PPE** for drivers and paraprofessionals
- Arrange **alternate transportation home** for students who become ill at school





Recruiting Drivers

- Current bottleneck: **delays in obtaining learning permit**
- Waiver of **14-day waiting period** for behind the wheel test (until September 30)
- Send **district-wide recruiting email** through district's mass email list
- **Mitigate safety concerns** for new drivers
- Consider **increasing hiring bonuses, referral bonuses, and/or retention bonuses**

"No one knows they want to be a bus driver until they actually are one."



Student Safety in the Hybrid Model

- 50% maximum capacity, maintain proper social distancing of six feet
- **Color code every other seat**
 - For double routing, have students sit in different color for second route
- Seat behind driver is empty
- **Families can be in one row**
 - Keep families together in schedule unless requested otherwise by parent(s)
- No food or drinks consumed on the bus
- Load back to front and unload front to back



SPED Transportation in Hybrid Model

- **50% maximum capacity** (families can be one row)
- Minivans (Type III Vehicles) limited to two families
- Set protocols for **families to take their child's temperature and do a health check** every morning
- Require **bus staff to complete a health check** every morning
- Attempt to **social distance bus staff and students**
- **Sanitize vehicles** after each route (requires extra time)
- Strongly recommend that **bus staff and students wear masks**
- Work with school principals to **determine how to split routes** to minimize anxiety for students and for safety



Clean and Safe Buses

- Perform **regular cleaning and disinfecting** of frequently touched surfaces
- **Open windows to improve air circulation** (weather permitting)
- **Train students** on new loading and unloading procedures
- Ensure parent attestation
- Assigned seating
- Ensure **communications between school and transportation department**

Safe Bus Garage (Terminal)

- Consider daily temperatures
- Stagger driver arrival times
- Keep hanging out to a minimum
- Clean break areas constantly
- Clean restrooms constantly
- Encourage good hygiene
- Discourage community donuts/snacks/candy



Increasing Capacity



Walkers

- Expand walking zone to 1 mile for K-5th grade and 2 miles for 6th - 12th grade
- For safety, consider resources such as [Walking School Buses](#) and [Safe Routes to School](#)

Private vehicles

- Encourage juniors and seniors who drive to school to also drive siblings
- Encourage parents to informally carpool, they do need to be consistent
- Contract directly with parents to transport their own children

Bus capacity

- Count families and calculate average family size
- Calculate the number of students transported in one set of runs
- Consider adding a second run (since each run only picks up 12-14 families, the runs should take less time)



Communication with Parents

Survey parents on transportation plan and need for cooperation

- **Inform walkers** of new options
- Inquire if **juniors and seniors will be driving and encourage families to allow siblings to ride with them**, and get responses
- Inquire about **parents driving or car pooling**, especially for off-cycle additional days in school
- Combine this survey with other communications, or run as a stand-alone survey
- Follow-up with non responders



Integrate with Scheduling

- Determine your **district cycle** (A, AB, ABC, ABCD)
- **Balance your base cycle days by families**, starting with the largest families
- **Cluster families on cycle days** for efficient bus routing
- **Determine students you want to bring in additional days**, and add them to the other day(s) in the cycle (primary students, families with no internet, equity reasons)
- Minus the walkers and families who will be driving either with older siblings or parents from survey results
- Minus the students and families that have voluntarily requested distance learning
 - Note: they need to request it
- Now you are ready to determine the number of routes needed and schedule them

Route Design Tips

- **Maintain consistent routes** to minimize parent/student uncertainty
- Maximize efficiencies by **anticipating ridership to the best of your ability**
- Consider **adding additional tiers of routes** to help reduce capacity
- Allow **time for cleaning in-between routes** or tiers
- **Communicate with principals** and get communications from them throughout the process
 - The cycle day assignments may need to be adjusted for routing considerations
 - This will be a dance between principals and transportation to line this up
- Nothing is final until it is final
- Anticipate changes



Nutrition Delivery Tips

- **Meals can be delivered with the afternoon routes:**
 - Put the meals in tubs in the seat behind the driver
 - Add a para to the bus to deliver the food to the tub/receptacle for the family
 - *Note: you do lose a student seat capacity to allow the para to sit safely*
- Meals can be delivered for an entire week if the district has one day with 100% distance learning and staff development/curriculum planning

Dismissal

- Each district needs to have a plan to **have students enter from back to front and to try their best to not have students pass each other while loading/unloading the bus.**
- Considerations for **students with low incidence disabilities in hybrid and in-person models for returning to school**
- Potential **“soft” start and end times to each day** with structured advisory times to allow flexibility with students arriving and departing



Considerations for Students with Low Incidence Disabilities in Hybrid and In-Person Models for Returning to School

As school districts and charter schools begin planning for teaching and learning models that may include in-person contact, the accessibility and safety needs of all students and staff must be considered. While districts and schools must follow Minnesota Department of Health (MDH) [2020-21 Planning Guide for Schools](#), along with and Centers for Disease Control and Prevention (CDC) health guidelines, there are unique considerations that must be made to ensure access for all students and not inadvertently limit the access of some. Special consideration and planning must be made to address the unique cleaning and disinfection needs, communication access and educational implications of social distancing of some students and staff. This document is intended to initiate consideration and conversation to plan for the unique needs of this population and is not intended to be an all-inclusive list.

Cleaning, Disinfection and Storage of:

- Shared and/or specialized equipment used to facilitate communication and access (e.g., hearing aids, cochlear implant processors, augmentative and alternative communication (AAC) devices, hearing assistive technology [microphones and transmitters, batteries, attachments to devices], monocular aids, hand held magnifiers, wheelchairs, walkers, orthotics, standers, straps, railings, and mats).
- Equipment used for assessments and evaluations (e.g., audiology booths, low vision devices and equipment, intelligence and academic testing manipulatives, headsets).
- Educational materials used in the classroom (e.g., computers/tablets, keyboards, refreshable braille displays, digital book readers, desk top magnifiers, manipulatives, adaptive furniture, microphones, screens, books, writing instruments).

Communication Access:

- Cloth face masks can limit or obstruct access to communication for persons who rely on speechreading, facial expressions and American Sign Language (ASL) grammatical markers. Masks with clear, plastic “windows” still obscure access to the face, which is a critical part of speechreading and impacts spoken language comprehension.
- Cloth face masks can also limit or obstruct access to instruction and classmates/peers for social interaction.
- Cloth face masks and greater distances between people may distort or reduce the volume of speech sounds. It can also make accessing and understanding facial expressions and ASL grammatical markers difficult.
- Because of the straps around the ears or around the head, wearing masks can be difficult for persons who use behind-the-ear hearing aids, cochlear implant processors, eye protection, glasses, helmets, head gear, head/neck supports on a wheelchair/in standers.

MACCRAY Experience



Transportation in a Hybrid Scenario

- **What we needed to start:**

- Infinite campus list of families largest to smallest
 - Include student names, grades, and elementary building
- Route sheets/Google maps from Palmer Bus Company
- High School class lists by first and last names
- Elementary class lists by first and last names & elementary building
- Electronic spreadsheet
- Blue/green highlighters/markers

MACCRAY Experience



Transportation in a Hybrid Scenario

- **What we learned:**

- First, find out which kids will not ride (student drivers, students distance learning from home, expanded number of walkers)
- **There will be tweaks!**
- Decide if any grade levels will attend every day
 - We decided later that PreK and K will attend every day
- **There will be tweaks!**
- Divide all students blue/green regardless of how they get to school
- Bus supervisor will need to plan shuttles
- **There will be tweaks!**



Next Steps

- **PowerPoint slides, webinar recordings, and more** are available on our [website](#) and more will be available in the coming months
- **Monthly updates through December from districts discussing reopening schools topics including:**
 - Challenges of reopening
 - What's gone well?
 - What hasn't gone well?
 - What processes have been implemented?
 - How has your plan changed?
 - Any lessons learned?
- Combined **links/resources available** at the end of the presentation



Q&A



Thank You for Your Time!

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Presentation Resources

- [Walking School Buses](#)
- [Safe Routes to School](#)
- [MDE Special Education Resources](#)
 - Including “Considerations for Low Incidence Disabilities in Hybrid and In-Person Models for Returning to School”
- [ICS Reopening Schools Page](#)
 - Previous webinar presentations and recordings
 - Local, state, and national resources
 - Contact information for task force