

OSSEO AREA SCHOOLS



Transportation Service Model(s)		
<p>Assumptions: MDE/MDH guidance is specific regarding transportation services for MN schools. We will need to serve students with the current fleet of 163 vehicles as the opportunity for increased budget capacity, ability for contractors to acquire additional vehicles, and ability for contractors to hire additional staff will be significant challenges.</p>		
In Person - Scenario 1	Hybrid - Scenario 2	Distance Learning - Scenario 3
<ul style="list-style-type: none"> Keep current system design creating an efficiency-based system Encourage social distancing as feasible, not held to strict social distancing All buses may be routed to capacity, up to 77 students. Vans may be routed to capacity, up to 10 passengers All current services could be maintained Social distance practices will be observed, however challenging to follow Midday service would include SPED services, Early Childhood programming Midday services may include lunch delivery, and materials distribution Materials delivery for students and families choosing not to return would need additional services to delivery (Resources) MDE/MDH planning indicated discontinued in-person field trips (Required) 	<ul style="list-style-type: none"> MDE/MDH Guidance calls for 50% Capacity along with 6' between people at all times <i>Conflict between requirements</i> Two Models Proposed Model 1 - 20% Capacity Model would provide transportation one day out of five-day rotation A/B/C/D/E Target Ridership on full size bus would be 13, one student every other seat, with households seated together Model 2 - 50% Capacity Model would provide A/B every other day schedule. (see question below) Target ridership on full size buses is 26, one student per seat, with households seated together Student schedules would need to be based on transportation routing by neighborhood and bus Type III van service would result in increased number of vehicles and increased 	<ul style="list-style-type: none"> Bus service is reduced to SPED required services, care & treatment Meal delivery, and materials distribution Majority of 163 buses and 100 vans would sit idle. Strict social distancing could be practiced Emergency Care transportation for families is offered (Required)

<ul style="list-style-type: none"> ● Implement a school-age care program for critical workers (Required) 	<p>cost due to limited space (Resources)</p> <ul style="list-style-type: none"> ● Services such as sports shuttles and late activity transportation would need to be evaluated ● Social distance is limited to 3-4' ● Midday service would include SPED services, Early Childhood programming ● Midday services may include lunch delivery, and materials distribution ● MDE/MDH planning indicated discontinued in-person field trips (Required) ● Implement a school-age care program for critical workers (Required) ● Day of Attendance issued for walkers, parent drive, and self-drive required ● Opt-In Survey needed for secondary high school students to determined need 	
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Questions:
 Instructional - Would we run A/B model in scenario two for four days per week and provide a fifth day for meals delivery and instructional planning?

Would we run the A/B/C/D/E model five days per week, or would we use one day for meal delivery and instructional planning?

Does anyone have concerns about Transportation sending a communication to families asking them to Opt in for Transportation for the first time ever. This will provide us with a clear vision of expected ridership this school year. We would have a detailed communication package vetted by Communications.

Statement:
 MDE/MDH will need to provide clarification on 50% Maximum Capacity vs. 6 ft. social distancing at all times requirements. *(conference call coming on Thursday)*

Instructional work group would need to be included in considerations for which students attend which day on A/B day schedule and A/B/C/D/E day schedule.

Instructional mentioned a shortened day schedule in the meeting on 6.24.2020. This would be challenging and need consideration with Non-Publics, Dist. 287, and NWSISD schedules blended into existing transportation structures.

Two Day and Five-Day rotating schedule will impact partner districts.

Special Education & Partner District Obligations

Assumptions: Our transportation system works in collaboration with partner districts and businesses such as Intermediate District 287, Northwest Suburban Integration District, treatment facilities, local employers for SPED work experience.

In Person - Scenario 1	Hybrid - Scenario 2	Distance Learning - Scenario 3
<ul style="list-style-type: none"> ● 287 and NWSISD systems would need to adopt same or similar practices for routing to assure compatibility ● Student Services program needs would follow standard practices ● Non-public schools would continue with past practice 	<ul style="list-style-type: none"> ● 287 and NWSISD systems would need to adopt our system or alter their schedules to make transportation viable ● Misalignment of schedules will result in additional equipment & driver needs (Resources) ● Student Services staff must consult transportation when setting up schedules for student employment and treatment ● Care and treatment transportation would continue to provide continuity of care ● Non-public schools will need to alter their process if they wish to receive transportation from ISD279 ● Implement a school-age care program for critical workers (Required) 	<ul style="list-style-type: none"> ● We would only transport students based on IEP driven needs ● We would not transport magnet students if ISD 279 students are not being transported ● Care and treatment transportation would continue to provide continuity of care ● Implement a school-age care program for critical workers (Required)

Questions:

- Coordination between Dist. 287 and NWSISD will need to be done, which team(s) will take the lead to coordinate this?
- What is our path if there is no compatibility? How are priorities determined? **(Resources)**

Statements:

- In the Hybrid model, childcare transportation would need to be incorporated into the existing transportation model to avoid additional resources.

Bus Capacity Management		
Assumptions: Capacity management will be critical to assure adequate space, provide accurate tracking ability, and to insure compatibility between schools and transportation.		
In Person - Scenario 1	Hybrid - Scenario 2	Distance Learning - Scenario 3
<ul style="list-style-type: none"> ● Routing would occur at normal capacity with social distancing applied were possible ● Assignment process would not change ● Daily load counts would continue ● Eligibility and opportunity would be minimally impacted ● Social distancing is encouraged but may not be feasible. Bus drivers and families need training on spacing and practices 	<ul style="list-style-type: none"> ● <i>Routing and Transportation would need to drive student contact assignments to balance school need with transportation capacity</i> ● Equitable review of non-required services such as open enrollment transportation, joint custody transportation, 4 Star Express, and eligibility zones to conserve general capacity requirements ● Process for shuttles that do not have student assignments would need to change to balance capacity ● Additional vehicles may need to be added 	<ul style="list-style-type: none"> ● Capacity management minimal during distance learning scenario ● Buses would need to be allocated for emergency care transportation with proper social distancing (Required) ● Appropriate bus capacities assigned for food service delivery
<p>Questions:</p> <ul style="list-style-type: none"> ● Does the district support an opt-in survey for all high school students under the hybrid model to conserve critical capacity needs! <p>Statements:</p> <ul style="list-style-type: none"> ● Hybrid model would require routing and transportation to determine which students come to school on rotational days to maintain load and grade balances throughout the routing structure. 		

Safety Measures

Assumptions: The district will follow CDC/MDH guidelines for health screening and cleaning related to COVID 19. Additionally, we may need to create guidelines to mitigate the inability to follow strict social distancing and a confined environment on the bus.

In Person - Scenario 1	Hybrid - Scenario 2	Distance Learning - Scenario 3
<ul style="list-style-type: none"> ● Require staff health screening and temperature checks at start of shift ● Conduct daily temperature checks before boarding buses (Recommended) ● Require parent/guardian to pre-screen student based on MDH guidelines ● Recommend cloth face coverings for staff and students (Recommended) ● Bus staff may need additional PPE, based on student need or situation (ex. Spitting or body fluid cleanup) (Required) ● Require that students who become ill during the day not use group transportation to return home (Required) ● Implement vehicle cleaning protocols that include end of day sanitizing procedures and high touch point cleaning between tiers ● Encourage all students to wash hands or use sanitizer after deboarding school bus ● Provide hand sanitizer to support healthy 	<ul style="list-style-type: none"> ● Require staff health screening and temperature checks at start of shift ● Conduct daily temperature checks before boarding buses (Recommended) ● Require parent/guardian to pre-screen student based on MDH guidelines ● Recommend cloth face coverings for staff and students (Recommended) ● Bus staff may need additional PPE, based on student need or situation (ex. Spitting or body fluid cleanup) (Required) ● Require that students who become ill during the day not use group transportation to return home (Required) ● Implement vehicle cleaning protocols that include end of day sanitizing procedures and high touch point cleaning between tiers ● Encourage all students to wash hands or use sanitizer after deboarding school bus ● Provide hand sanitizer to support healthy 	<ul style="list-style-type: none"> ● Require staff health screening and temperature checks at start of shift ● Require parent/guardian to pre-screen student based on MDH guidelines ● Recommend cloth face coverings for staff and students (Recommended) ● Bus staff may need additional PPE, based on student need or situation (ex. Spitting or body fluid cleanup) (Required) ● Implement vehicle cleaning protocols that include end of day sanitizing procedures and high touch point cleaning between tiers ● Implement protocols addressing positive COVID-19 case

<p>hygiene on buses (Recommended)</p> <ul style="list-style-type: none"> ● Implement protocols addressing positive COVID-19 case ● Staggered arrival and dismissal times, if feasible (Recommended) ● Schools would need to receive buses as they arrive, not able to hold students on buses. ● Review all points of entry and departure to minimize large funneling of students (Recommended) 	<p>hygiene on buses (Recommended)</p> <ul style="list-style-type: none"> ● Implement protocols addressing positive COVID-19 case ● Staggered arrival and dismissal times, if feasible (Recommended) ● Schools would need to receive buses as they arrive, not able to hold students on buses. ● Review all points of entry and departure to minimize large funneling of students (Recommended) 	
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Questions:

- There are industry and regulatory concerns and objections over the safety of drivers performing temperature checks. Does the district want health screening to occur at the bus stop?
- If bus vendors do not allow drivers to perform the checks, additional staff resources would have to be allocated on all buses. **(Resources)**
- Will the district supply PPE's for ESP's & Students. I.E. Face Masks, Spit Shields, etc.?
- Will sanitizing buses prior to use and end of day be sufficient? If sanitizing between tiers is necessary, bell time adjustments and on-site sanitizing stations at schools will be required.

Statements:

- Staggered arrival or departure times may affect staff contract hours or require bell time changes.

Transportation Contracts		
Assumptions: Contracts for service with vendors and government agencies may need to be renegotiated.		
In Person - Scenario 1	Hybrid - Scenario 2	Distance Learning - Scenario 3
<ul style="list-style-type: none"> ● Minimal changes to contracts with vendors ● Minimal changes to contracts with government agencies 	<ul style="list-style-type: none"> ● Minimal changes to contracts with vendors ● Minimal changes to contracts with government agencies 	<ul style="list-style-type: none"> ● Would likely renegotiate vendor agreements based on MDE guidance and funding

	<ul style="list-style-type: none"> Additional Equipment may be needed, discounted rating for additional equipment may apply 	<ul style="list-style-type: none"> Would likely need to address agreements with government agencies to ratify language for student need while distance learning Vendors would be notified of reductions and expenditures not covered by county and school districts
Questions:		

Service Expectations		
Assumptions: To comply with MDE/MDH guidance, we would need to alter our protocols of service to set reasonable expectations		
In Person - Scenario 1	Hybrid - Scenario 2	Distance Learning - Scenario 3
<ul style="list-style-type: none"> Bus stop expectations would need to be changed to add respect for social distancing Loading and unloading processes would need to change to minimize student interaction with other students <ul style="list-style-type: none"> First on, Last Off Loading Ridership expectations would need to include COVID protocols and discipline for violation Recommend assigned seats at all grade levels 	<ul style="list-style-type: none"> Bus stop expectations would need to be changed to add respect for social distancing Loading and unloading processes would need to change to minimize student interaction with other students <ul style="list-style-type: none"> First on, Last off Loading Ridership expectations would need to include COVID protocols and discipline for violations Recommend assigned seats at all grade levels 	<ul style="list-style-type: none"> Process changes for meal and materials deliveries would continue
Questions:		
<ul style="list-style-type: none"> What support and resources would be available for students who are non-compliant to social distancing efforts such as face masks, spacing, and driver guidance? 		

Departmental Impact		
Assumptions: We will be creating and managing multiple systems impacting routing and customer service		
In Person - Scenario 1	Hybrid - Scenario 2	Distance Learning - Scenario 3
<ul style="list-style-type: none"> Would require minimal change to current process 	<ul style="list-style-type: none"> Would require additional steps to current process 	<ul style="list-style-type: none"> Routing of deliveries and food service would be expected

<ul style="list-style-type: none"> • Time to service for new student enrollments, address changes, and needs based changes may be increased due to additional consideration in routing processes • Reduced routing timeline may delay communication of information to families and required process changes • Additional staff training for bus companies and drivers for social distancing supports 	<ul style="list-style-type: none"> • Management of two routing systems would occur • Time to service for new student enrollments, address changes, and needs based changes will be increased due to additional consideration in routing processes • Additional customer service staff may be needed due to additional service need resulting from the complexity • Reduced routing timeline may delay communication of information to families and required process changes • Additional staff training for bus companies and drivers for social distancing supports 	<ul style="list-style-type: none"> • Flexible and adaptable routing requests would be necessary to delivery most efficient services to families during distance learning • Clear expectations and communications to schools when delivery/collection necessary
<p>Questions:</p> <ul style="list-style-type: none"> • Would scenario three be reviewed, standardized, and improved upon the Spring 2019 model? 		

<p>Interdepartmental Collaboration</p>		
<p>Assumptions: Transportation will likely need to support other department initiatives under all models</p>		
<p>In Person - Scenario 1</p>	<p>Hybrid - Scenario 2</p>	<p>Distance Learning - Scenario 3</p>
<ul style="list-style-type: none"> • Continued food service delivery on a likely small scale • Continued materials and technology distribution in a small capacity • Could likely serve with existing fleet, may incur additional costs where normal fleet can't cover needs (Resources) 	<ul style="list-style-type: none"> • Continued food service delivery on a significant scale • Continued materials and technology on a significant scale • Integrating system needs into existing schedule could be challenging • <i>Recommend that a rotating schedule would allow for one day a week of no onsite learning to conduct remote deliveries</i> 	<ul style="list-style-type: none"> • Continued food service delivery on a large scale • Continued materials and technology on a large scale • Could facilitate any schedule of delivery with existing resources • Funding decisions at the state level would determine if additional cost would be incurred (Resources)

Questions:		