

TOLEDO PUBLIC SCHOOLS & CAPITALWORKS CASE STUDY

NAPT/TRANSFINDER WEBINAR SESSION 2 Questions and Responses

A NOTE FROM BRAD AND JIM

Greetings all:

Thank you for your interest in the work we are doing at Toledo Public Schools. We hope it provides a platform for developing a plan for your district. Our case study is a work in progress, and we are learning as fast as we can give the changing landscape. Our next steps are to implement items on our timeline and wait for the required policy decisions to accelerate the overall implementation and to calculate the budgetary impact of the plan.

We are also taking a look at how we manage our contractors in terms of their plans and compliance to TPS requirements.

Finally, please note that we are developing “responses” to your questions, not “answers”. Our responses will initially be based on what we may do in Toledo, and if we feel that we have acquired a bit of wisdom on a subject, we will share that as well. Our contact information is at the end of the document if you have more questions.

Regards

Brad Aemisegger, Director of Transportation, Toledo Public Schools
Jim Regan, Managing Partner, CAPITALWORKS Consulting Group

YOUR QUESTIONS

1. *If drivers/aides are clocking in on their phones and do not come into the office how will you be checking employees to make sure they are fit to drive? Sickness, drug and alcohol.*

RESPONSE: We will have assigned staff in positions in the parking lot (at TPS the car parking lot is separate from the bus area) to meet and greet drivers and monitor compliance. The staff will be composed of our OBI staff supplemented by supervisors.

2. *What is the obligation to staff that are in the “at risk” category?*

RESPONSE: Specifically, none. We are attempting to design a program that is inherently safe for all employees. There are some accommodations that we may make, if they can comply with district policies and our CBA. These could include:

- We may have to communicate routes with students with special needs so that “at risk” drivers can choose not to bid on a particular route
- Provide additional PPE if “at risk” drivers request it

As we mentioned, every employee must do what they feel is necessary for their safety. That includes possibly not returning to work as a bus driver if they feel their health may be placed in jeopardy. We understand the same situation applies to older teachers in the classroom

3. *When you fill the bus from back to front how are you going to handle the first students who are Pre-K and K students in the back of the bus?*

RESPONSE: Our view is that age is not a factor when we are operating a bus at 50% capacity. In addition, at TPS, buses with Pre-K students will have a monitor to assist these students.

4. Are you considering having the driver wear a mask and/or face shield while driving the bus?

RESPONSE: No. Operating a bus safely is the primary responsibility of the driver and we will not implement an action that impacts this responsibility. We envision the mask/face shield being used while boarding and unboarding students and using the mask in the bus garage.

5. Are you considering taking the temperature of students at the bus stop before they board the bus?

RESPONSE: No. Our early assumption is that the district will encourage parents to take their child's temperature at home in the morning. There are a number of temperature monitoring systems that can be used at a facility that manages the flow of people - like an airport - but for personal temperature taking, it is likely that it will become the responsibility of the schools. We are waiting for district policy.

6. On the topic of budget, are you receiving Federal funding through the cares act to support all the additional costs from this federally declared disaster?

RESPONSE: As of this date we know that TPS through the TREASURER'S office has applied for funds, we do not know if the district has received any funding. As mentioned in the webinar, the transportation department will adjust its budget based on district class size and scheduling policy decisions.

7. In respect to defining social distancing on a bus, how are you calculating rider capacity? Every other seat? Every two seats? What do you recommend for a 66 passenger? 78 passengers?

RESPONSE: If your district will apply social distancing in a classroom, the result will be a form of split schedule with roughly 50% of eligible students riding a bus each shift. So, you need to look at how many students you would have on each route if 50% of them were on each shift in a split schedule.

We base our calculations on a 72 pax bus which has 12 rows. Here is what we have so far for all yellow buses:

- Minimum seating 24 students: 1 per seat = 2 per row at the window
- Maximum seating 36 students: 3 per row = window seat and alternative middle seat see below
 - S - - S - S
 - S - S - - S
 - S - - S - S
 - S - S - - S
- Depending on ridership numbers - trying to keep first row open or eliminating middle seat students
- Students: Given the fact that social distancing will not be maintained between rows, we hope the district will support students wearing masks (awaiting a decision on this one)
- Boarding - Distancing in the line to board and first in goes to the rearmost seat to minimize passing students with mandatory seating charts for contact tracing. There could be a seating exception for Special needs students with IEP instructions who may require specialized location seating.
- Auditing: Random checks via camera system

8. Which mobile app is Brad using for time keeping?

RESPONSE: TPS's clock in system is TIMECARD PLUS. The link for more information is:

<https://www.timeclockplus.com/software/mobile-application>

9. Do you feel that wearing a mask while driving is safe?

RESPONSE: At this point - NO. It has not been tested. Until the State Highway Patrol issues a statement that it is safe, TPS will not even consider it.

COMBINING 2 QUESTIONS

10. How can you social distance on a bus?

11. Do you anticipate a situation where you have to have students social distance on a bus and have full attendance at each school? How would you address this situation? not enough buses & drivers to deliver all students while social distancing?

RESPONSE: While it is mathematically possible to social distance on a bus: 1 to a seat at the window and leaving entire rows empty, the department does not have the number of buses and drivers to support a route network with bus capacity reduced to that extent. CDC guidelines indicate that when social distancing is not possible, masks should be worn. We hope the district will support the use of masks by students. Social distancing is impossible on an elevator - given some elevators, you would have 1 passenger per ride: not practical in big office buildings - so face masks on elevators will become the norm.

If schools open with full attendance, it is likely the district has a low infection rate and they would deem students at low risk both in the classroom and on a bus. That is not the case in TOLEDO and Lucas County which is in the TOP 5 in number of COVID cases.

12. Has anyone found a non UV-C solution where the lights can help destroy germs?

RESPONSE: This is an area we have not researched but our FACILITIES department may have and if they recommend its use, we will test it.

13. Have the electrostatic guns been tested with Covid-19?

RESPONSE: YES. We found this link on electro-static cleaning that was informative:

<https://www.youtube.com/watch?v=-t01NqwRPHg&feature=youtu.be>

It appears that this technology is becoming the norm in a number of industries, but you have to make your own decision. We encourage you to GOOGLE: "electrostatic cleaning and COVID" to get a number of additional links on the subject.

14. You mentioned the possibility of face shields for the drivers... has anything been considered for protecting the aides in addition to the gloves/mask option?

RESPONSE: In the Webinar, Brad mentioned the use of face shields for aides as well. For students that have a high risk condition from a COVID point of view we could increase the PPE profile to include protective clothing. This would be decided on a case by case basis.

15. How much time should be allotted for staff to sanitize buses daily?

RESPONSE: We will be testing to determine the target times, 10 minutes per bus is the target. See Question 13 and watch the link; <https://www.youtube.com/watch?v=-t01NqwRPHg&feature=youtu.be>

Keep in mind sanitizing is in addition to the normal cleaning and the “cleansing” of high contact areas like seat tops and entry handrails with a wipe. We would expect cleansing after a run to take 3-5 minutes.

16. Do any of your routes have a nurse riding a bus to accompany a medically fragile student?

RESPONSE: Yes. One of our schools has a medically fragile student unit. These buses operate with reduced capacity already. We pick the student and the nurse up together at the house so the nurse will have the required PPE already.

17. How will you address driver shortages when many drivers are in the at risk groups?

RESPONSE: In a word: PRAY. In reality we will be using our sub pool to the max. We will encourage our newer aides to acquire a CDL. If there is a shortage of drivers, we will be delivering students to schools and to their homes late.

18. Cost of those sprayers please

RESPONSE: The units we purchased were approximately \$1450 a piece

19. What type of behavioral policy changes are you anticipating?

RESPONSE: The behavioral policy changes will be at the staff and student levels:

At the **staff** level behavioral changes will include but not limited to:

- social distancing
- clean before using - protect yourself
- mask wearing in the facility
- more coaching of students during boarding and unboarding
- applying new student guidelines for seating on the bus such as maintaining seat assignments
- when possible submit questions via email or make phone calls to support staff vs. visiting their desk
- asking them to hold each other accountable for compliance - helping them helps everyone
- frequent hand washing
- wearing face shield/mask during boarding and unboarding
- adopting new facility restrictions
- cleansing high contact areas after each run

At the **student** level behavioral changes will include but not limited to:

- social distancing at the bus stop
- occupying assigned seat and maintaining max distance on the bus
- spacing on the bus while boarding and unboarding
- compliance with anticipated student mask policy

Overall, we will revisit:

- Student Discipline Policy for non-compliance to virus prevention practices
- Special Education Management Protocols
- Early Childhood Education Protocols

20. What about cleaning the bus between runs?

RESPONSE: This is a category we see in levels.

Level 1: bus cleaning/sweeping at the end of the run and the day

Level 2: bus cleansing by using disinfectant wipes for high contact areas at the end of the run and the day

Level 3: bus disinfecting using ELECTROSTATIC DISINFECTION TECHNOLOGY at a yet TBD schedule.

21. I love your example of walking through the steps in each employees' day to identify needs. Did you have the luxury of involving any of those individuals directly (drivers, technicians, parts personnel, etc.)?

RESPONSE: We worked with the supervisory staff from each area. Going forward we will be applying a continuous improvement plan with both staff and the union.

22. Will you be giving hazard pay for these new duties?

RESPONSE: Thus far the district has indicated NO. We will review the situation on a case by case basis. If student Services via their IEP process identifies a student as high risk from a COVID point of view we could open up a discussion. But this would quickly elevate as would it apply to that student's special education teacher as well??

23. Do you allow or will you be allowing your drivers to take their bus keys home with them to limit the amount of staff in the building?

RESPONSE: No, we leave our keys in the bus overnight due to the security of our compound

24. Special Needs requires one monitor on many buses. How can we ensure protection with some kids that are not able to act or behave within guidelines, short of having to put more monitors on these vehicles? Some of these kids are not even aware of COVID. Costs will be exorbitant for a company that transports strictly Special Needs. What resources can we utilize to help us make good economic decisions and formulate a workable plan?

RESPONSE: Monitors are usually assigned to vehicles with students with the special needs you refer to. We are assuming and will test when school opens, the open space seating plan in the bus described in Q7. This seating plan is low density and will likely reduce student incidents on the bus. Of course, this remains to be seen. In addition, we will be doing random camera auditing to test for compliance, and we will do targeted auditing on buses that have frequent issues. This is why we will be updating the student discipline policy. Also, when we do the bus safety training for the students, we will add COVID related items to the program. Working closely with our Student Services Department is imperative for any type of success in dealing with students on an IEP.

25. Has there been any discussions on using "fogging machines" to disinfect the school buses?

RESPONSE: TPS has decided to use electrostatic dissecting technology. See Q.13.

26. Can GPS be used at the depot as a clock in device?

RESPONSE: YES. ZONAR, for example, has a tablet option that enables driver clock-in at the vehicle.

27. What solutions have you heard of to socially distance wheelchair students.

RESPONSE: The wheelchair configuration and tie downs are not engineered for social distancing. The optimal scenario is if we are operating on a split schedule, half the wheelchair students are scheduled in each grouping.

28. Who will transportation depend on within the school district for expertise regarding children with disabilities?

RESPONSE: The EARLY CHILDHOOD AND SPECIAL EDUCATION DEPARTMENT within TPS will be our primary resource to test and discuss special education student management. This department will interface with external agencies at the local and state levels.



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