APPLICATION OF STARTS TASK FORCE DATA
A TOLEDO PUBLIC SCHOOLS CASE STUDY
DISTRICT TRANSPORTATION PROFILE

- Toledo Public Schools
- In-house Transportation Operation
- Total fleet: 175 vehicles
- Total staff: 250
- Scheduling: School beginning online moving to a possible blended schedule in October
- District operates all K-8, Academies, Special Needs and Head Start transportation
- Target ridership of 24 students per yellow bus, masks required by staff and students
- High school transportation provided by local public transportation agency (wants to limit ridership to 10 students per bus which presents a challenge)
- Active user of STARTS documents
TRANSPORTATION PLAN MIGRATION

APRIL 2020
TPS REOPENING PLAN V1
Brad A. & Jim R.

JUNE-JULY 2020
STARTS TASK FORCE
Jim R. w/ Tim A. & 100+ staff

AUG - SEPT 2020
TPS REOPENING PLAN V2
Brad A. & Jim R.

- Based on “A Day in the Life…” vs original CDC Guidelines
- Plan comprised with Tasks with 8 Functional Segments
- A set of Guidelines was not developed
- Very little science available
- No metrics

- Based on 50 State and Corporate Reopening Plans
- Final Report comprised of 27 Guidelines and a Menu of over 215 Tasks
- Guideline based vs Functionally based
- More science was available
- Metrics not developed

- Based on V1 + STARTS REPORT
- Plan based on 21 of 27 Guidelines and a subset of Tasks
- Moved to a Guideline Perspective vs Functional
- Used SOP’s to Localize Plan
- Developed Plan Metrics and Scorecard
V2 TRANSPORTATION PLAN

- Guideline and Task Selection (from STARTS Task Force Document)
- SOP Creation
- Metrics and Dashboard
- Implementation Plan (used STARTS Gantt Chart Template)
GUIDELINE AND TASK SELECTION

- I reviewed the STARTS 27 Guidelines and selected 21 Guidelines to be the elements of The TPS COVID-19 transportation plan. The 21 have the highest correlation to the overall policy direction of Toledo Public Schools (TPS).

- I then reviewed the menu of tasks for each of the 21 selected Guidelines and selected those tasks that I felt he needed to be applied at TPS. In some cases it was all of the tasks, in other cases it was as few as 50% of the tasks.

- Each Guideline was then assigned to a member of the management team to develop SOP’s.
1. The district selected 21 of the 27 guidelines
2. The district selected a subset of tasks for each guideline
3. Assigned a person to each guideline
A Standard Operating Procedure (SOP) template was selected for use. A simple version was selected to accelerate the SOP writing process.

Each member of the management team was assigned to develop an SOP for their guideline.

We provided a 1-1 tutorial on SOP writing using one of their guidelines.

The GUIDELINES and TASKS were cut and pasted into the SOP template. The TASKS were placed in the STEPS SECTION of the SOP template.

The SOP required the following additional data:
- The reason
- The staff impacted
- How compliance would be managed
- Exceptions
- Additional information required

All SOP’s were required to be completed in 2 weeks.
**Guideline Name:**

**List of Tasks:**

<table>
<thead>
<tr>
<th>Procedure Name:</th>
<th>Eff. Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedure No.: 1</td>
<td>Approved by:</td>
</tr>
<tr>
<td>Procedure Author:</td>
<td>Approval date:</td>
</tr>
</tbody>
</table>

1. **Reason**
   - Describe the reason for the Procedure

2. **Responsibilities and Compliance**
   - Procedure manager:
     - Staff who must comply with the procedure:
   - Describe how procedure compliance will be managed:

3. **Procedure Process and Steps:** Describe the steps and tasks relevant to the procedure

4. **Exceptions and Considerations**
   - Describe any exceptions or considerations relevant to the implementation of this policy.

5. **Related Documents / Forms**

<table>
<thead>
<tr>
<th>Document Title</th>
<th>Description</th>
<th>Last Reviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. **Additional Information**
   - Describe any additional information relevant to the implementation of the procedure.
The KEY ACTIVITY was the adding of sub-steps to the STARTS TASKS.

The sub-steps enabled the “localization” of the STARTS DATA. The MENU of TASKS are a great source, but they are generic. The sub-tasks were used to “TPS-ize” the STARTS DATA. The sub-tasks answered the question as to how the task would be applied locally at TPS.

The SOP development process also fostered ownership of the GUIDELINES by placing someone responsible for its development and deployment.

It also created a department perspective for the management team. They each were developing an SOP for all functions within Transportation so collaboration was required.
1. Post guidelines signs at all entrances informing all who enter that they must: a) Not enter if they have a cough or fever; b) maintain a minimum of six-foot distance from one another; c) not shake hands or engage in any unnecessary physical contact.

   1.0 Create an internal department marketing program to ensure all staff understands new procedures. Program should be an 8 week effort.

1. Establish procedures for safely transporting sick individuals home.

   2.1 Have quarantine locations established for individuals that do not feel well.
   2.2 Contact family members to arrange for safe transport of sick individuals.

1. Install physical barriers in reception areas and at workspaces where the environment does not accommodate social distancing.

   3.1 Generate work orders for installation of barriers in locations where they are needed.

1. The department will encourage all staff to wash their hands with soap and water or use hand sanitizer, especially after touching frequently used items or surfaces.

   4.1 Hand sanitizers installed in high traffic locations in the building for ease of access.
   4.2 Check level of soap and sanitizer daily to ensure availability at all times.

1. Have staff store personal items into containers or baskets that are not shared with other employees. Do not allow staff to share desks and equipment.

   5.1 Encourage staff to limit the amount of personal items they bring to work.
   5.2 Require staff to clean and sanitize work materials and work areas after each use.

1. Institute a “common shop tools” cleaning process whereby they are cleaned after each use.

   6.1 Require staff to wear gloves while using shared tools and equipment.
   6.2 Require staff to clean and sanitize shared tools and equipment after each use.

1. Institute the use of cleaning and gloves in the parts management process.

   7.1 Require the use of gloves when retrieving parts.

1. Install a see-through keyboard cover at shared workstations with cleaning protocols after each use.

   8.1 Require the use of gloves when utilizing shared laptops.
   8.2 Require staff to clean and sanitize shared laptops after each use.

1. Provide an abundant supply of disinfectant and toweling available in all common areas for immediate availability.

   9.1 Management staff to check stock of these items daily to ensure availability at all times.
This was a challenging activity.

We first went through each of the GUIDELINES to determine “if and how” we could measure performance and success in implementing that GUIDELINE.

Once we had a criteria for measuring the GUIDELINE performance, we had to develop the algorithms and set up a process for collecting the required data.

Sample metrics being considered:

- COVID related Absence as % of total absence
- Work From Home (WFH) hours as % of total weekly hours of eligible WFH staff
- Actual Ridership as % of Forecasted Ridership
- Daily % of total staff who use remote check-in
- Daily % of employees who confirm pre-work symptom check
- SOP Violations
<table>
<thead>
<tr>
<th>VIOLATIONS</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
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<tbody>
<tr>
<td>Face Covering Violations</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>2</td>
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<td>10</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Cleaning Violations</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
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<td>5</td>
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<tr>
<td>Facility Entry Violation</td>
<td>15</td>
<td>12</td>
<td>9</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Health Reporting Violation</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Violations</strong></td>
<td><strong>49</strong></td>
<td><strong>46</strong></td>
<td><strong>37</strong></td>
<td><strong>34</strong></td>
<td><strong>27</strong></td>
<td><strong>24</strong></td>
<td><strong>21</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>
DASHBOARD with sample data

Total Absences, COVID Related Absences

Total Employees, Confirmed Self Tests

Total Staff Hours, Work from Home Hours

Total Employees, Staff using Remote Check In

Forecasted YB Ridership, Actual Ridership

Face Covering Violations, Social Distancing Violations, Cleaning Violations, Facility Entry Violation, Health Reporting Violations
TPS used the **STARTS GANTT CHART**: Appendix B to develop the implementation plan

- Given the time constraints, implementation of the GUIDELINES is simultaneous

- However there were cases where GUIDELINES had to be coordinated in a sequential manner.

- The GANTT chart will be used to track progress
SOP to Staff Training

The team has begun creating short videos in support of some of the SOP’s: Arrival and remote check-in, driver area cleaning, facility usage, student boarding and unboarding.

Managers are using their IPHONES to make the videos.

The videos are being used for training drivers and staff.

Since May, to stay in touch with the staff, I initiated a BREAKFAST with BRAD program where every Monday, I post a video and slide presentation on emerging and relevant topics.

We expanded the program in mid July to be the TPS BREAKFAST CLUB so that all managers can be a part of the communication process.

We launch the SOP videos during the BREAKFAST CLUB.

Then, they are posted on the department’s Google Driver for future reference creating a library.

While not 100% ad agency perfect, they have the legitimacy of coming from and being narrated by department managers. You can see a video at:

https://www.youtube.com/watch?v=opLH2OurMFM&feature=youtu.be
We identified district policy requirements and some policies have not been finalized by the administration and therefore some SOP’s remain incomplete awaiting policy updates.

Convincing the staff of the importance of the COVID transportation plan.

Manager’s SOP writing and planning learning curve.

Implementation schedule for COVID activities alignment with operational start-up activities.

Defining metrics and supporting algorithms.

TBD: Staff reception and compliance.
The STARTS Task Force Data was an excellent data source to start with. It enabled TPS to accelerate the development of V2 of its Transportation Plan. We were able to use the tools provided by the task force and easily modify them for TPS use. The STARTS data is a generic data template and to use it effectively you have to “localize” it. The SOP process was the way TPS “localized” the GUIDELINES and TASKS. The METRICS and DASHBOARD are a work in progress as TPS will be in a “remote learning” mode. Data will be generated when “in-person” classes begin, and transportation operations commence. Overall, the additional work has been a value-added management exercise.
Thank You!

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