

Board Members' Questions and Staff Responses for 1-13-21 Boardbook materials

High School Course Catalog

| Question | Response |
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| 1. Page 15 - We don't have a current picture of BAHS principal to include? | Replaced the photo on page 15 with a different graduation photo. |
| 2. Going back to periodic check in on access to course content for all of our high school students... How are we doing with access to rigorous and stimulating content at BAHS? I see that, over the past couple of years, some new and interesting courses have been added. Just checking in on discussions/planning on this topic. | <p>The staff at BAHS is reviewing the current (prior to distance learning) model, and will be making recommendations to programming this spring. Each year for the last two years, we have made some successful first order changes to course offerings, class structure, instructional techniques, and assessments. BAHS staff are spending this year reviewing the entire program. Also, they are looking at ways to partner more with BHS and have a team including BAHS/BHS staff/administration to meet regularly to work on this.</p> <p>BAHS does have some unique rigorous courses, offers some individual on-line advanced courses and also offers some of the courses that BHS offers. With the possibility of a virtual academy in the future BAHS may be able to have their students attend BHS advanced/elective classes that way as well.</p> |
| 3. Will you be highlighting the new additions to Pathways, and those that are in planning stages | Yes, we will certainly do this as has been done in previous years. The additions are Advanced Manufacturing & Fabrication and Introduction to Criminal Justice for this year. A cybersecurity course is being discussed as a future possibility. |

COVID-19 Report Presentation*Meal Distribution*

| Question | Response |
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1. Meal distribution - How did we land on the decision to distribute meals at only three sites and with no bus delivery following Feb 3? We know that secondary families and those elementary families who remain in distance learning will be negatively impacted districtwide (not knowing elementary distance enrollment - request further down). Given that we have furloughed food service staff, I wonder if this is not pennywise, pound foolish. Please help me understand how we are doing to best serve all families under this more restricted model (fewer staff and fewer access points to meals). Even with elementary in school on Wednesdays, Wednesdays ostensibly represent a distribution opportunity at secondary, even if they return to hybrid. Further, we grew the food service fund balance last year. I do not want to continue to grow it on the backs of and at the expense of our children; if you believe this is the best approach, I will need more details to help me understand. Please help me understand why this is a fiscally sound model that serves each family to the best of our ability. Reduced staff, reduced access points, means less cost for us, and less food for our families. More money in our food service account in my opinion should not be our goal right now.

This is a matter of staffing abilities during this pandemic. Stacey, Lisa and I will relook at how we might add more meal delivery. We will continue our planning for a transition to in-person for elementary and a possible change in secondary learning models. We have only furloughed 5 positions, however it is not guaranteed these employees will accept a recall to their previous position. We have more staff who are on leave as they choose not to work at this time due to the virus. Under the requirements of In-Person learning, we need to have staff in the 8 elementaries as well as enough staff to address the community, VA, and secondary needs. We are considering Sioux Trail to take on eastside needs, therefore this site has labor needs also. There is difficulty in hiring additional support for this uncertain nature of what will be expected as we move forward. Additionally, due to the need for some employees to quarantine for up to 14 days if they test positive, it becomes challenging to cover their position with other employees. Wednesdays now serving elementary students will take those staff members out of the mix of preparing the meals for curbside distribution. There is a need for management and oversight at each site. There are 3 managers out on leave, Of the managers remaining, this type of work is taking its toll mentally and physically. Of the few assistant managers available, they would also struggle leading the operation or are not interested in taking on this role. We are concerned about staff needing to take leave. Every move of managers and sometimes daily and weekly reassignments of employees falls on the food service admin team, in addition to other duties. The intent is not to grow the fund balance, but to be able to establish a system that can manage the very different needs as a

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| | result of us working in an In-Person and DL/Hybrid model. |
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Transportation

| Question | Response |
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| <p>2. There are no details on busing. What social distancing can families expect for their children who must ride the bus to school?. As it is topical, I also would like to reiterate a previous question on social distancing in our buses.</p> <p>a. What is the maximum number of students that can ride a large bus and a small bus when they return to school?</p> | <p>When In-Person the seat behind the driver must be empty, the other 26 seats could potentially be filled. However, our guidelines (more health conscious) are to use only two per seat and not fill the first row of seats, so we are working with a high number of 47 for a large 77 passenger bus. Small buses, the same concept is 12 and six on the wheelchair buses.</p> |
| <p>b. How many buses do we require to meet social distancing requirements?</p> | <p>Depends on the actual number of students who choose to ride. For elementary In-Person: The front seat on both sides of the bus will not be filled when routing. This allows 6 ft from driver to students. Otherwise, two students per seat, with one in the smaller back seat. 47 capacity large buses, 12 capacity in small buses, and 6-8 on wheelchair buses as necessary. Secondary will remain as we have had at 23-38 depending if siblings who can sit together. Seating charts/attendance for all routes are required by ISD 191 staff. Masks will continue to be required by drivers, aides and students. Aides will be required to wear face shields as well.</p> |

Parent Survey

| Question | Response |
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| <p>3. Where did we land with enrollment between hybrid and in person, from parent opt ins?</p> | <p>As of 1.8.21:</p> |

| | <p>Elementary has about 120-125 students moving from VA to In-Person. Middle Schools are fairly flat with about 10-15 students in each building moving to VA. High Schools are about 30-35 students moving to VA.</p> <table border="1"> <thead> <tr> <th>As of 1.11.21</th> <th>VA</th> <th>Hybrid / In-Person</th> </tr> </thead> <tbody> <tr> <td>9-12</td> <td>40.58%</td> <td>59.42%</td> </tr> <tr> <td>6-8</td> <td>40.30%</td> <td>59.70%</td> </tr> <tr> <td>K-5</td> <td>32.36%</td> <td>67.64%</td> </tr> </tbody> </table> <p>6-12 VA increased by 1.25-1.5% from 12.7.20 K-5 VA decreased by 3.92% from 12.7.20</p> | As of 1.11.21 | VA | Hybrid / In-Person | 9-12 | 40.58% | 59.42% | 6-8 | 40.30% | 59.70% | K-5 | 32.36% | 67.64% |
|----------------------|---|---------------------------|-----------|---------------------------|-------------|--------|--------|------------|--------|--------|------------|--------|--------|
| As of 1.11.21 | VA | Hybrid / In-Person | | | | | | | | | | | |
| 9-12 | 40.58% | 59.42% | | | | | | | | | | | |
| 6-8 | 40.30% | 59.70% | | | | | | | | | | | |
| K-5 | 32.36% | 67.64% | | | | | | | | | | | |

COVID-19 Presentation

| Question | Response |
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| <p>1. Is this model intended for the duration of the school year or if there are plans for returning to full distance learning if necessary?</p> | <p>Our learning models change based on Governor Walz's Executive Orders and associated guidance from Minnesota Department of Health (MDH) and Minnesota Department of Education (MDE). The MN Safe Learning Plan is the document sent to school districts to provide requirements and recommendations regarding our learning models. Here is the link to MDE website where the plan can be found: https://education.mn.gov/MDE/dse/health/covid19/ It should be noted that throughout this pandemic, as state officials learn more about COVID-19, the executive orders and guidance have changed. With changing expectations, our teams have adapted consistently to meet the requirements and expectations. As a result, we</p> |

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| | <p>would not take any model off the table including in person, hybrid and distant learning.</p> <p>After review of Executive Orders, our district uses our Learning Model Decision Framework to determine our learning model. Here's the link to this document: https://www.isd191.org/sites/default/files/Learning_Model_Decision_Framework_010721.pdf</p> |
| <p>2. Are the recommendations to continue Hybrid learning even if there are spikes in COVID cases? What about if there is a large percentage of students who become infected? Are there any significant changes from the previous hybrid model?</p> | <p>Learning models change based on public health data and the executive orders and associated guidance mentioned above. Currently, our district PreK-12 students are in a Distance Learning (DL) model. Per Governor Walz's Executive Order and updated Minnesota Safe Learning Plan on 12/16 there were changes for criteria to use for K-5 students and 6-12 students. These changes included the following:</p> <ul style="list-style-type: none"> ● Elementary schools' learning models are not required to be closely tied to county case rates. ● Elementary schools are allowed to change to hybrid or in-person learning models as early as Jan. 18 ● If they are moving to a hybrid or in-person model, schools must use a "rolling start," welcoming back a few grades at a time. In other words, as an example, grades PreK-2 could start on Jan. 18, followed by grades 3-5 on Feb. 1. ● Athletics & activities can resume in-person practices as early as Jan. 4. <p>Regarding students becoming infected, we follow the recommendations from MDH and our nurses follow those recommendations. Depending on confirmed case tracing if there is a large percentage of students who are close</p> |

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| | contacts it may result in quarantine for a classroom, grade, and/or school. |
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Pre-K program.

| Question | Response |
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| 1. Will Imina be reviewing why the goal for Latinx was not met? | Yes, Imina will review why the goal for Latinx was not met. Generally, we are seeing the impact of responding to COVID-19 in the way we deliver instruction and other factors. |
| 2. What measurements were used to identify that the goals were being met? | Letter-name fluency on a fall assessment |
| 3. In the meetings with the community stakeholders were there identified ways to reach targeted families? | <p>Improving system collaboration is a priority in order to increase our ability to reach and serve families effectively. Identified strategies include:</p> <ol style="list-style-type: none"> a. increasing the availability of free READY! For Kindergarten sessions to partner families - includes family child care, center based care and education, Head Start b. cross referral based on family needs and program models c. collaboration around professional development for early educators to increase consistency in experiences for children and families, d. Minnesota Department of Education Transitions community of practice with stakeholders begins Jan 2021 - Head Start, 191 and Parent Aware coach who serves child care programs are participating. |

Virtual Academy presentation

| Question | Response | | | | | | | | | | | | |
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| <p>1. Slide 9 -</p> <p>a. "Class size norms" is a very vague and broad term. Would you be able to narrow this down to a specific range on this slide, so that we can understand (and our families can see) what "norms" we are talking about? We are aware of a range of class sizes both during a typical year and during COVID.</p> | <p>We are using the same class sizes as we use for our in-person class sizes at the different levels. Note: The application itself will spell out our current class ratios.</p> <p>Current Average Class Ratios. Ratios for our online school will be aligned to our in person schools.</p> <table border="1" data-bbox="930 688 1611 1098"> <tbody> <tr> <td data-bbox="930 688 1159 793">Kindergarten 23:1</td> <td data-bbox="1159 688 1393 793">1st Grade 26:1</td> <td data-bbox="1393 688 1611 793">2nd Grade 27:1</td> </tr> <tr> <td data-bbox="930 793 1159 898">3rd Grade 28:1</td> <td data-bbox="1159 793 1393 898">4th Grade 29:1</td> <td data-bbox="1393 793 1611 898">5th Grade 30:1</td> </tr> <tr> <td colspan="3" data-bbox="930 898 1611 1003">6th - 8th Grades 32:1</td> </tr> <tr> <td colspan="3" data-bbox="930 1003 1611 1098">9th -12th Grades 35:1</td> </tr> </tbody> </table> | Kindergarten 23:1 | 1st Grade 26:1 | 2nd Grade 27:1 | 3rd Grade 28:1 | 4th Grade 29:1 | 5th Grade 30:1 | 6th - 8th Grades 32:1 | | | 9th -12th Grades 35:1 | | |
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| 6th - 8th Grades 32:1 | | | | | | | | | | | | | |
| 9th -12th Grades 35:1 | | | | | | | | | | | | | |
| <p>b. Start up costs</p> <p>- In what range of cost are we looking at, if we compare to comp sized districts? Or what is the overall range that districts of all sizes have experienced?</p> | <p>We don't have good comparisons to other districts because there aren't that many K-12 public school districts who are MDE approved online learning providers for both supplemental and comprehensive programs. We do know that our start ups costs will include:</p> <ol style="list-style-type: none"> 1) Curriculum and professional development 2) Staff time to integrate the online school into enrollment, onboarding, etc. (new forms, training, reports) 3) Marketing and website updates | | | | | | | | | | | | |
| <p>- Are you aware of State reimbursements for special situations such as Virtual Academies? Specifically as it relates to unique costs for these institutions.</p> | <p>We are not aware of any specific state reimbursements for online schools. However, students from anywhere in MN could opt to enroll in our online school which would generate additional revenue.</p> | | | | | | | | | | | | |

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| <p>In terms of budget, are there anecdotal examples of how unique costs do not lead a district into greater debt due to increased enrollment?</p> | <p>Unlike our current pandemic-driven Virtual Academy, permanent online learning providers have flexibility to run or not run grades or programs based on enrollment and other factors. Therefore, we can set minimum enrollment requirements just as we do for courses in secondary and can opt not to run specific grades if we do not have enough students enrolled to make it fiscally appropriate.</p> |
| <p>2. Slide 10</p> <ul style="list-style-type: none"> - Frequency of surveys? - What does community involvement look like? - Advisory committee - typical or anticipated membership? | <p>The surveys for the Virtual Academy will align to the district surveys we currently administer. We may opt to survey Virtual Academy parents and students more often (i.e. 2 times per year instead of once) in the initial year or two of the Virtual Academy.</p> <p>Community Involvement will be developed through similar means as a traditional school including a Virtual Academy Advisory Committee. We anticipate membership including parents, staff, and students. We will evaluate for potential community members to participate understanding the term community for our Virtual Academy will include students from outside our geographic area.</p> <p>We will also engage parents through virtual events such as open houses, meet the teacher, conferences, as well as registration events for secondary students and college and career exploration events. We also anticipate that the Virtual Academy will design social activities such as family bingo nights or other community building events.</p> |
| <p>3. TDE and observations - How will this translate consistently into a Virtual Academy? There will also need to be discussion about ProPay in a virtual environment when all others return in person.</p> | <p>The VA is considered a school and will fall under the same requirements as any of our schools. The instructional delivery model is different but all expectations would be the same. Note: This is addressed in the Application.</p> <p>Teachers who will teach in the Virtual Academy will be on the same contract as other ISD191 teachers. They will participate in standard and</p> |

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| | unique professional learning. They will participate in ProPay and be observed and coached similar to what is currently happening in our distance learning model. |
| 4. Slide 11 - As one of seven, I will be looking for more concrete and well-defined financial estimates of cost and budget impact prior to taking action. Between costs, projected enrollment, etc. we need to be aware of the risks. | The application itself outlines more specific details on costs and projected enrollments. We are currently working to outline estimates based on the information and feedback we have received from families. We will also plan to allow for flexibility since next year's enrollment for virtual academy may still be impacted by the pandemic. |

Transportation Addendum

| Question | Response |
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| <p>1. We have an active contract with Schmitt and Sons. How are we leveraging this expense with the change in learning model? They are running at only half demand at best, in terms of routes, especially with families having the option to remain in distance learning.</p> <p>How many routes do we usually run in 100% in person? How many will we run with the shift to hybrid at elementary?</p> | <p>[Please see below for a copy of the Addendum last spring when the Executive Order required us to pay our contractors even though schools were shut down for the pandemic.]</p> <p>For 20-21 general education routes and not including special education; we have possibly 53 routes to use and are currently using 48 routes while we were in hybrid including the needs of Food & Nutrition. The numbers of students at each site are just now available to the routers. Normally, the final start and end times need to be determined before we can begin the routing process; however, as we are still vetting the final times, we will move forward in anticipation of the final decision. Routing will take 10 business days and preparation of communication for families and bus driver dry runs will need 3-5 days. Therefore we cannot wait to begin. Once determined the final bus routes will be communicated.</p> <p>Historically:</p> |

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| | <p>2017-2018: Gen Ed routes with Durham Bus Co = 52 plus SAS = 8 Spec Ed routes with Durham Bus Co = 28 plus SAS = 6 and 1 van</p> <p>2018-2019: Gen Ed routes with SAS = 60 Spec Ed routes with SAS = 32 and 9 vans</p> <p>2019-2020: Gen Ed routes with SAS = 53 Spec Ed routes with SAS = 32 and 9 vans</p> <p>Currently: 2020-2021: Gen Ed routes with SAS = started in Sept with 46 and ended with 48 of the 53 utilized for student transportation. Spec Ed routes with SAS = 28 and 7 vans Special requested routes for delivery of Food & Nutrition 8 small and 1 large bus and Materials and Supply routes were tacked on or coordinated with a total of 1 buses at any given time. Moving forward after Feb 1 we are planning for the need of 2 large buses and 1 Small Bus with 1 aide each and depending on what materials are needed for the VA and other programs. We have been utilizing bus aides to assist with the shortage of available F&N employees on a given day.</p> <p>Effective for February 1, General Ed and Special Ed student routes to and from school are yet to be determined. CESO is currently beginning their work on the routes.</p> |
| <p>2. Please elaborate on why you believe it makes sense to pay Schmitt 90% of the total contract without requiring 90% of buses and drivers on our roads and serving our students. Correct me if I am wrong, but I am unaware of any ancillary</p> | <p>Prior to beginning our discussions with the vendor, we researched what other districts were agreeing to. Staff spoke directly with Lakeville who is also served by SAS and we discussed with CESO our transportation router and</p> |

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| <p>recommendation or plan to even come close to using 90% buses/drivers.</p> | <p>assistant in managing our account with SAS. They know what metro districts are doing as well. The norm for agreements is between 87% and 100%. In the marketplace, others are paying very similarly, particularly south of the river. SAS makes the point that they made an initial cost investment with us in taking us on purchasing all brand new buses which are still being paid for, the cost to maintain an open plant and the need to maintain the drivers so as not to be without when we need them as we start back up. We could not feed our community without their help. During an MDE call with superintendents and charter school leaders they recommended that we try to maintain as much as possible our agreements for transportation because we want the drivers available when we would eventually transition to an in-person learning model. Also, schools continue to receive funding for the general education transportation portion of the formula and are being reimbursed for the special education transportation charged.</p> |
| <p>3. As it stands currently, you have announced that buses will no longer deliver meals, and that meals will only be available at three school sites. Even with special family requests, does this get us to the 90% active drivers and buses that we are paying for?</p> | <p>The addendum only runs through January. With the 125 additional students planning to now come In-Person, routes will be re-run and although we could, per guidance, load up our buses; we believe it is best to continue with as much space between students as possible. Therefore, we will not plan to fill buses to the full extent we could, however, we will leave the front row empty and route students 2 to a seat. We will then communicate with families with a</p> |

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| | <p>request for them to “help out” if able and determine if they would choose to “opt out” of transportation and transport their students directly. This will then lighten the buses a bit more adding greater spacing for our students and limit the number of students who may be required to quarantine if the entire bus must quarantine.</p> |
| <p>4. Since we are using taxpayer dollars to pay Schmitt, please elaborate on how our taxpayers will benefit from the addendum as it is currently structured. While I do understand that bus drivers are in high demand in our market and effectively retaining them has implications for One91, I am not currently convinced that this addendum is in our best interests as a district, for our students, and in the best interests & safety of our students. As mentioned before, paying something for nothing is an unusual "ask."</p> | <p>Prior to beginning our discussions with the vendor, we researched what other districts were agreeing to. Staff spoke directly with Lakeville who is also served by SAS and we discussed with CESO our transportation router and assistant in managing our account with SAS. They know what metro districts are doing as well. The norm for agreements is between 87% and 100%. The marketplace, others are paying very similarly, particularly south of the river. SAS makes the point that they made an initial cost investment with us in taking us on purchasing all brand new buses which are still being paid for, the cost to maintain an open plant and the need to maintain the drivers so as not to be without when we need them as we start back up. We could not feed our community without their help. During an MDE call with superintendents and charter school leaders they recommended that we try to maintain as much as possible our agreements for transportation because we want the drivers available when we would eventually transition to an in-person learning model. Schools continue to receive funding for the general education transportation portion of the formula and are being reimbursed for the special education transportation charged.</p> |

Transportation contract with Schmitty and Sons

| Question | Response |
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| <p>1. For my own understanding, per the recommendation, if the addendum is not approved, then we will not pay Schmitty at 100% of the current contract. We will only pay for active routes. Correct?</p> | <p>Yes, if no addendum is approved, payment will be made only for actual work conducted directly for ISD 191 per the existing contract. We currently have invoices from SAS which we have not vetted for accuracy as we do not have an addendum to pay from. We have paid for actual routes run in September, October, November with the exception of the special routes indicated in the addendum. December invoices were just received and have not yet been paid.</p> |
| <p>2. If this addendum is not approved, how much will Schmitty be paid Sept - January?</p> | <p>December is not yet finalized for payment and January work is not yet complete, so I cannot provide an answer. To date we have paid SAS \$1,246,213.21 for September, October, and November. December is yet to be approved and January is still in progress.</p> |
| <p>a. How much savings does this represent for One91 budget?</p> | <p>An exact dollar amount cannot be given. If compared to prior year same months, we have paid about 50% of the typical costs on a monthly basis. However, FY21 has been in Hybrid compared to FY20 in Pre-Covid learning. Savings is determined on an annual basis as our budget is intended for annual costs.</p> <p>We are hopeful we can end the year within budget, as we may have saved some while in Distance Learning or Hybrid, but we will pay far more for normal due to the health and safety restrictions we place on capacity for various bus</p> |

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| | <p>sizes. Federal dollars are only eligible to be used if we are exceeding our current budget.</p> |
| <p>3. If the addendum is approved, how much will Schmittty be paid Sept - January?</p> | <p>Cumulative invoices not yet vetted show a request of approximately \$1,050,000, September through December; not including January invoices as we are mid-month.</p> |
| <p>4. Please list all other contractors with One91 who get paid for services that are NOT rendered to One91, as is being suggested by this addendum.</p> <p>Please list all contractors who fall into this bucket.</p> <p>a) How much have we paid in dollars thus far for all contractors who fall in this bucket?</p> <p>b) How much do we anticipate paying through June 30th?</p> | <p>Since we were asked in July to put together plans to deliver education in distance, hybrid and in-person models; how we find ourselves needing or using existing contracts has shifted frequently. For example, with Teachers On Call we agreed to pay for the full year of a certain number of subs, regardless of if we needed them. Headway agreement was continued regardless of the lack of in-person ability; however, they have worked to fulfill commitments to students and families as best as possible. We are responding to a pandemic that has affected schools as this one does.</p> <p>We need more time to review all contracts to prepare a list of "all contractors", to identify how much we have paid thus far and through June 30th.</p> |
| <p>a. Is there a prior precedent to pay a contractor for services that were not received? If there is, please elaborate.</p> | <p>Last spring, the Executive Order required schools to pay their contractors. SAS began asking questions as soon as August 26 of how to respond to their many drivers who were concerned about their ability to continue employment if not paid. Each week we wondered if the next week we may have to change models. SAS expected and wanted the</p> |

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| | <p>same for all of this year and began their push for similar treatment with invoices received for September and October dates which included non-transportation days that were scheduled school days. We reached out to MDE and to other school districts and found that other school districts were also agreeing to some level of payment for routes not fully utilized and paid from general ed funds. Some were even allowing for Special Education which was not going to be reimbursed at the time. Special education was not allowable for reimbursement until guidance came from MDE on November 9th in reading the EO20-94 page 10.</p> <p>10. Upon approval by the Executive Council, schools operating under a distance or hybrid model may charge additional special education contracted transportation costs beyond actual services provided but limited to what the school would have paid if they were fully on-site for State Fiscal Year 2021. Transportation contractors are strongly encouraged to provide discounts for fuel savings and other avoided costs related to idle vehicles.</p> <p>At which time, SAS asked us to update the addendum for the latest change which would allow us to be reimbursed and could no longer be the reason not to pay on all routes. We updated the addendum and on November 23 we were notified that SAS would reluctantly agree to the proposed agreement which only took us through January 31. SAS was negotiating for payment of routes we did not ever use this year.</p> |
| <p>5.a. Topline question here is, how many routes did we run and how many buses/drivers did we use Sept 2020-January 2021? (Typical year 48 general and 28 special).</p> | <p>Historically:</p> <p>2017-2018: Gen Ed routes with Durham Bus Co = 52 plus SAS = 8 Spec Ed routes with Durham Bus Co = 28 plus SAS = 6 and 1 van</p> <p>2018-2019: Gen Ed routes with SAS = 60 Spec Ed routes with SAS = 32 and 9 vans</p> |

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| | <p>2019-2020: Gen Ed routes with SAS = 53 Spec Ed routes with SAS = 32 and 9 vans</p> <p>Currently: 2020-2021: Gen Ed routes with SAS = started in Sept with 46 and ended with 48 of the 53 utilized for student transportation. Spec Ed routes with SAS = 28 and 7 vans Special requested routes for delivery of Food & Nutrition 8 small and 1 large bus and Materials and Supply routes were tacked on or coordinated with a total of 1 buses at any given time. Moving forward after Feb 1 we are planning for the need of 2 large buses and 1 Small Bus with 1 aide each and depending on what materials are needed for the VA and other programs. We have been utilizing bus aides to assist with the shortage of available F&N employees on a given day.</p> <p>Effective for February 1, General Ed and Special Ed student routes to and from school are yet to be determined. CESO is currently beginning their work on the routes.</p> |
| <p>b. For item 1 in Addendum. During Fall Hybrid: Total weekly # General Routes and # buses: Total weekly # Special and # buses:-</p> <p>Please detail the cost (above and beyond active routes) to One91 if addendum is approved.</p> | <p>Working with CESO on the estimated billing, I hope to have a response by Tuesday or Wednesday evening.</p> |
| <p>c. For item 2 in Addendum. During Distance Learning:</p> <p>Total # General Routes and # buses:</p> | <p>Working with CESO on the estimated billing, I hope to have a response by Tuesday or Wednesday evening.</p> |

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| <p>Total weekly # Special routes and # buses:</p> <p>- Please detail the additional cost (above and beyond active routes) to One91 if addendum is approved.</p> | |
| <p>d. Based on parent opt out survey, what do we expect this month moving forward:</p> <p>Total weekly # General Routes and # buses:</p> <p>Total weekly # Special and # buses:</p> | <p>Message is that we can expect approximately 120 more students moving from VA to In-Person at the elementary level. Just under 40 students moving from Hybrid to VA for MS and approximately 100+ HS students moving from Hybrid to VA. What this means to transportation is too soon to say. Routers will be working on this with the data now being shared.</p> |
| <p>6. Item 4 in contract: How many scheduled/chartered field trips?</p> <p>- Cost to One91?</p> | <p>Through today's date this is very limited. Beginning now with sports picking up, we anticipate costs will increase over normal due to limited capacity on sports buses ($\frac{1}{3}$ of normal capacity)</p> <p>Unknown at this time, it will depend on the activities/athletics planned.</p> |
| <p>7. Item #5 I read this to mean that in addition to being charged rates as noted above, we will not incur additional costs for the delivery of food and materials, if addendum is approved. Correct?</p> | <p>As we are paying 90% for the routes, we will incur the final 10% of the route requested for delivery of food and materials.</p> |
| <p>So if the addendum is not approved, how would these be charged to One91? Total amount billed to One91?</p> <p>- What is the cost to us to have bus aids as noted in addendum item #5?</p> | <p>All services rendered to One91 would be paid at full rate per current contract. An exact amount is dependent upon the services requested which are changing on a daily/weekly basis. Schools continue to receive funding for the general education transportation portion of the</p> |

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| | <p>formula and are being reimbursed for the special education transportation charged.</p> <p>November was an additional \$351.12 and 1,371.53 December based on invoices still unpaid.</p> |
| <p>8. Curious that the proposal is for us to pay inactive routes at 90% and active routes at 100%. Why didn't we negotiate a flat discounted rate across all routes, knowing that the proposal includes paying something for nothing? Paying all routes at 60% would have been a good starting point, imo. Where we stand now, we are receiving only a slight discount for inactive routes, which does not serve us well. As a partner, it appears that we are bearing the brunt of these costs, which runs counter to the concept of "partnership."</p> <p>If the range is between 87% - 100%, why aren't we at 87%?</p> | <p>Prior to beginning our discussions with the vendor, we researched what other districts were agreeing to. We spoke directly with Lakeville who is also served by SAS and we discussed with CESO our transportation router and assistant in managing our account with SAS. They know what metro districts are doing as well. The norm for agreements is between 87% and 100%. SAS made the point that they made an initial cost investment with us in taking us on purchasing all brand new buses which are still being paid for, the cost to maintain an open plant and the need to maintain the drivers so as not to be without when we need them as we start back up. We could not feed our community without their help. We pay 100% for the routes we use as this then includes the cost of fuel etc.</p> <p>November 13, 2020 Friday Board Update Business/Operations As was mentioned at Thursday's board meeting, we are working with our transportation contractor to determine what may be possible for payments above our current agreement. The Executive Order recognizes the necessity of having school bus drivers available for service when needed during this pandemic. Unfortunately, without payment contractors are forced to lay off drivers. A stipulation of the Executive Order: <i>10. Upon approval by the Executive Council, schools operating under a distance or hybrid</i></p> |

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| | <p><i>model may charge additional special education contracted transportation costs beyond actual services provided but limited to what the school would have paid if they were fully on-site for State Fiscal Year 2021. Transportation contractors are strongly encouraged to provide discounts for fuel savings and other avoided costs related to idle vehicles.</i></p> <p>We are working on what this may look like for us.</p> <p>For the question about why we are not at 87%, I want to give you a definitive answer. I will respond before the board meeting tomorrow.</p> |
| <p>Assuming we land on a need for fewer buses, and assuming we will continue to pay for services rendered, it will be this board member's expectation to receive a report no later than January 31st identifying how we will come closer to using 90% of our buses and 90% of our drivers between student transport, meal delivery, and material delivery. Imagine this making a difference for a food-insecure family, beyond the fiscally prudent measures of getting what you pay for.</p> | <p>Thank you for sharing your request. I look forward to further direction from the board once you discuss with your fellow board members.</p> |
| <p>Why is this only now coming forward?</p> | <p>At November 30 Officers' meeting I shared the following:</p> <ol style="list-style-type: none"> 1. Transportation contract update (Theresa): Through January 31, 2021: When the ISD 191 district's learning model is distance learning: the SFY21 active general education and special education routes that were not run on these days will be invoiced at a rate of 90% of the contracted rates for the distant learning days. Any routes actively engaged in transporting students to and from school on distance learning |

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| | <p>days will be invoiced instead at a rate of 100% of the contracted rates.</p> <p>3) Given there is no funding for special education routes that do not serve special education students directly, the above rates in 1) and 2) may not be applied to special education routes to and from. As required by the MDE Guidance, the contractor guarantees that they are continuing to pay their drivers and staff.</p> <p>4) Only scheduled charter/field trips conducted will be invoiced at the contracted rates.</p> <p>5) Schmitty and Sons will provide student learning materials, food and emergency trips relating to COVID-19 during the duration of this addendum upon the request of the district or designee. These trips will be included in the 90% of the invoice, therefore the additional charge is 10% of the daily rate.</p> <p>We received signed addendum after the November 30 Officers meeting when the December 10 board meeting was reviewed. Boardbook materials sent to board on Friday, December 4. There was not a second board meeting in December to add the addendum. Next Officers meeting was January 4 and the agenda for January 14 was reviewed.</p> |
| <p>9. How much of all of these additional FY21 costs outlined above are anticipated to be covered by CARES at this point in time?</p> | <p>Only costs above our budget are eligible for CARES. We cannot use the funds to keep a vendor solvent.</p> |

- What is the total FY21 cost (above and beyond active routes) to our own budget should the addendum be approved?

Estimate through January as DL, we expect it will be about \$1,500,000. We will have drivers and aides ready to roll for the 48 or so routes we anticipate needing for In-Person.

Below is the Addendum to the Contract last Spring when the Executive Order required us to continue to pay our contractors.

Independent School District No. 191, Burnsville-Eagan-Savage
COVID-19 Daily Rate Agreement

ISD-191 – Burnsville-Eagan-Savage
Burnsville, Minnesota
ADDENDUM TO PUPIL TRANSPORTATION SERVICES AGREEMENT

This addendum to the Pupil Transportation Services Agreement, Rates for Student Transportation Services, which was signed by Schmitt and Sons in 2018, is made and entered into as of the 30th day of March, 2020, by and between Independent School District 191, Burnsville, Minnesota, and Schmitt and Sons, Burnsville, Minnesota.

Beginning on March 16, 2020, and through the end of the calendar 2019-2020 school year (unless MDE or governor orders are modified in regard to COVID-19 school transportation reimbursement), or when ISD191 schools are back in session, the following changes will occur to Rates for Student Transportation Services as part of the Pupil Transportation Services Agreement:

- 1) All previously scheduled regular and special education routes will be invoiced at a rate of 90% of the contracted rates. Example: 4-hour base rate is \$306.00. This currently equates to \$38,959.20 daily.
- 2) All previously scheduled charter/field trips will be invoiced at a rate of 90% of the contracted rates. Example: In-District – Live Hour Rate (2.0 hrs base) is \$76.50. This currently equates to \$2,102.40 daily.
- 3) Schmitt's and Sons will provide student learning materials, food and emergency trips relating to COVID-19 during the duration of this addendum upon the request of the district or designee. These trips will be included in the 90% of the invoice, with a maximum amount of (eight) 8 vehicles per day. If the need per day exceeds beyond eight (8) vehicles, the district would pay 100% of the daily rate on those vehicles above the eight.
- 4) Schmitt's and Sons is required to compensate all hourly route and charter drivers/staff associated with the ISD191 contract at their normal scheduled pay.

Schmitt's and Sons Bus Company

Independent School District No. 191

By: Mike Forbord
Name: Mike Forbord
Title: Div. Ops.
Date: 3/30/2020

By: Lisa Rider
Name: Lisa Rider
Title: Exec Director of Business Services
Date: 3/30/2020