



BALTIMORE CITY

PUBLIC SCHOOLS

Baltimore City Public Schools' Reopening Plan

Presentation to the
Baltimore City Council Transportation Committee
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Core Principles

We ground ourselves in the following guiding principles as we prepare for the reopening of schools in the fall.



Health & Safety: Maintain health and safety for all by ensuring proper safeguards



High-Quality Student Learning: Accelerate student learning and thriving



Equity: Provide the best learning environment to meet the needs of ALL students



Stakeholder Engagement: Engage with our stakeholders to ground our work in the needs of our students, staff, families, and communities and support all stakeholders in adapting to a new reality



Fluidity and Continuous Improvement: Apply best practices, research-based insights, and continue to iterate and be responsive based on new learnings and changing circumstances

3 Phase Framework

Given the fluidity of the pandemic situation, our education recovery planning incorporates strategies that align with the 3 phases below. We anticipate shifting between the phases during the 2020-21 school year based on health and safety conditions and virus progression.

PHASE I

Virtual learning

- 100% virtual learning
- *May include small groups of students in-person as conditions permit (following health and safety measures per local and national guidance)*

PHASE II

Hybrid model

- Medium-term recovery phase
- Mix of in-person and virtual learning occurs
- Option to continue 100% virtual learning available
- Health and safety measures per local and national guidance

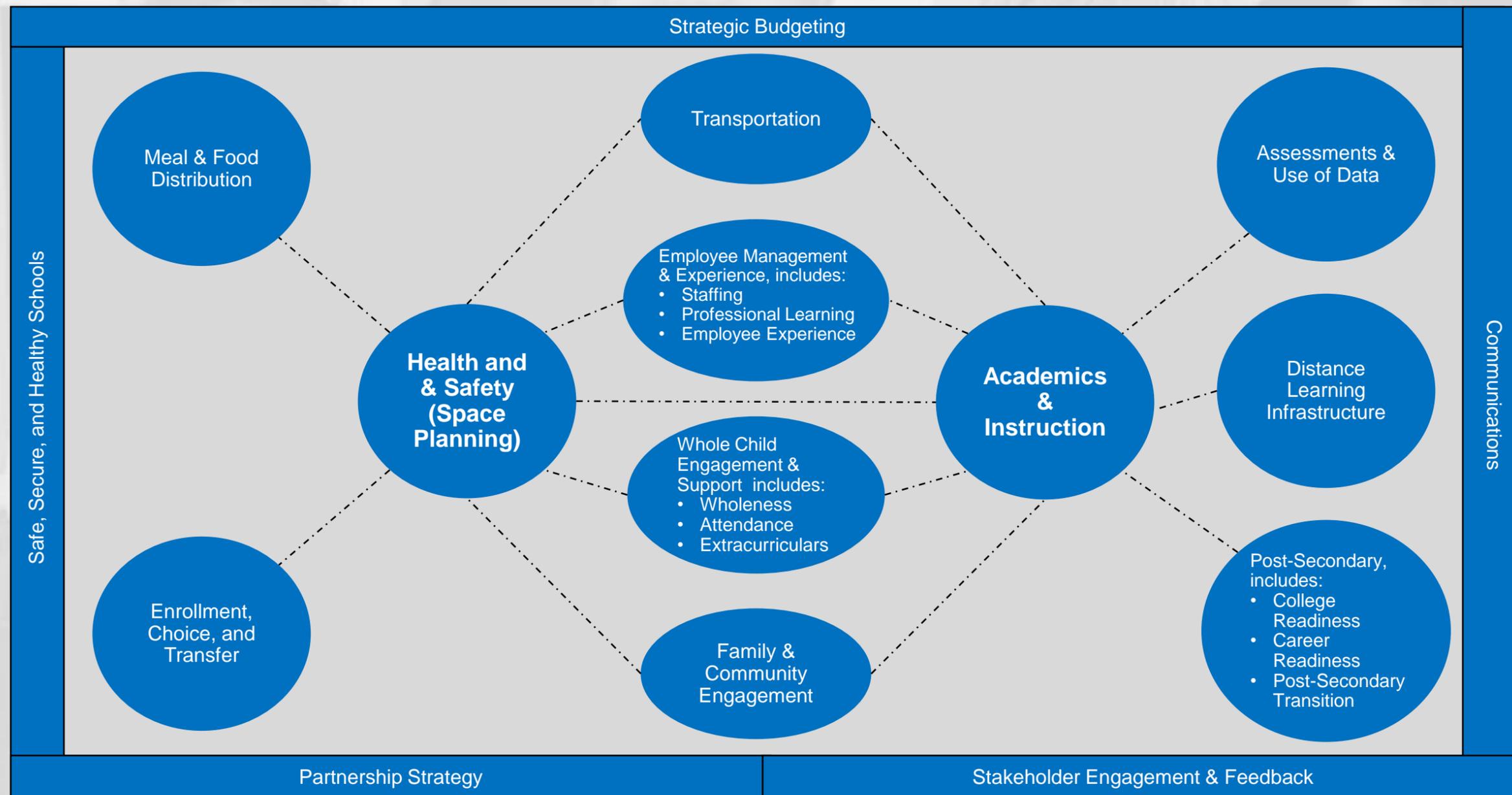
PHASE III

A new normal

- Long-term planning
- Majority in-person learning with some virtual components
- Incorporate lessons learned and innovative efforts from virtual learning during Phases I and II

Approach & Organizational Structure

Our planning efforts were led by **16 workgroups** that worked collaboratively and included cross-functional staff from across the organization, in addition to teachers, principals, and BTU-identified representatives. **Two core components** that grounded the workgroups were **Academics and Instruction** and **Health and Safety**.





Transportation



City Schools Traditional Services Provided

MTA	Corner-to-Corner	Curb-to-Curb 	Swing Space	Extracurricular & Special Events
<ul style="list-style-type: none"> • Eligibility: >1.5 miles from school • Grades 6 to 12 • 5am to 8pm-4 trips per day/120 minutes each 	<ul style="list-style-type: none"> • Eligibility: >1.0 mile from school • Grades: K to 5 • Yellow bus only 	<ul style="list-style-type: none"> • Eligibility: IEP, 504 plan, medically fragile, homeless, foster care, pre-school, ESOL and sibling • Grades: PK to 12 or until student ages out at 21 • Yellow bus or taxi cab assignments 	<ul style="list-style-type: none"> • Eligibility: Students who attend a 21st Century school under construction • Grades: PK to 8 • Yellow bus only • Funded by Maryland Stadium Authority (MSA) 	<ul style="list-style-type: none"> • Grades: PK to 5 • Special Olympics • Athletics • Pre-K at Play • Cultural Events
29,000 Students	2,000 Students	5,000 Students	2,000 Students	

95%
Contractor Operated

5%
District Operated



This group receives the bulk of yellow bus and cab services

Transportation Planning



We will follow these strategies to ensure students are safely transported to and from school. Given social distancing guidelines, modified bus scheduling will be required.

 <p>Face masks / shields required for staff and students on bus; optional face shields for bus staff</p>	 <p>Regular and intensified cleaning protocols</p>
 <p>Training for students and staff on importance of health and safety practices when commuting</p>	 <p>One student per seat, with every other seat when possible. 2 students a seat only if they are living in the same household.</p>

Additional Notes

- Students will be picked up and dropped off from their residential address only. Curb-to-curb service will be reduced, including for homeless students.
- Seats will be offered first to students with special needs, with an IEP, and the medically fragile.
- We will ensure that transportation is provided if it's required as part of a student's IEP or the McKinney-Vento Homeless Assistance Act. We will work to prioritize individuals and set criteria by which students attend A or B day in the hybrid model.
- Siblings that do not qualify for transportation will not be approved to ride with siblings.
- It will be extremely challenging for our students to travel to and from school on MTA if current operations continue.

MTA support for City Schools' Plan

Below are supports needed from MTA to give all students access to schools sites during reopening phases

Preparation for SY20/21

- Gather feedback from families and MTA experts to recommend routes and student services needed.
- Submit preliminary school tripper bus assignments.
- Discuss MTA service changes.

PHASE I

Virtual Learning

- Student transportation to approximately 90 meal sites
- Student transportation to Student Learning Sites or other small group in-person meetings
- Student transportation to schools to get needed materials and/or supplies that support virtual learning.

PHASE II

Hybrid

- Monitor implementation of health and safety protocols for MTA riders
- Adjust MTA routes as needed

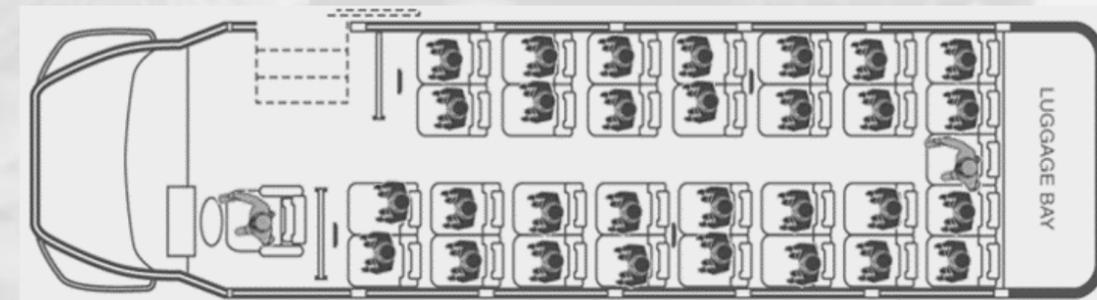


General feedback from City Schools' Town Hall Meetings

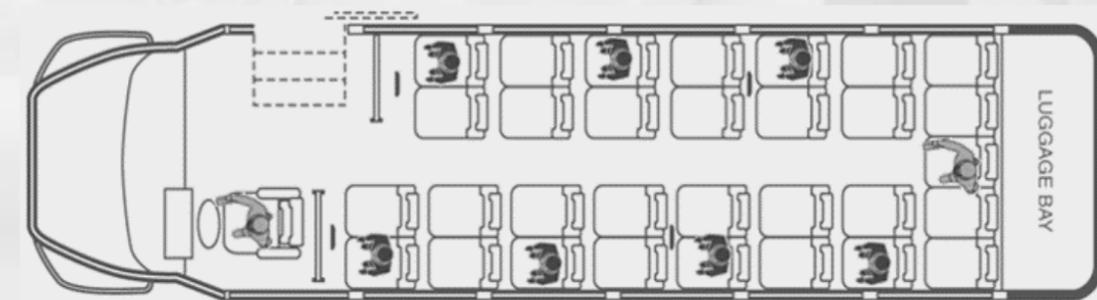
During Town Hall Meetings, the community expressed the following general concerns:

- Delays in routes for students due to social distancing on buses and fewer buses on routes
- MTA social distancing guidance that do not align with guidance and practices on City Schools managed yellow bus routes (e.g. one student per seat on yellow buses)
- Student lack of access to school sites during virtual due to reduction in MTA services and routes

Before
COVID
-19



After
COVID
-19





MTA Impacts due to Service Cuts

Based on research by Baltimore Education Research Consortium (BERC), the following are assumptions of MTA service cut impacts (Using data 2014-2015):

- **Longer travel times and needing more vehicle/transfers – Absenteeism, tardiness and early high school transfers**
 - **Average commute time City Schools student with current routes is estimated to be 36 minutes. This is higher than estimates for students in New York City (31 minutes) and Philadelphia (29 minutes)**
 - **Approximately 2/3 of high school students likely rely on public transit to commute to school**
 - **Student commutes are more complicated than typical public transit users – they were estimated to need more transfers**
- **Each 10-minute increase in commute time, holding constant the number of vehicles needed between eighth and ninth grades, is equivalent to approximately an additional one third of a day absent. Increasing the number of vehicles taken, holding constant travel time, translates to an additional day and a half of absence.**

Sources: Stein, Grigg, Cronister, Chavis & Connolly. (2017). Getting to high school in Baltimore: Student commuting and public transportation. Baltimore, MD: Baltimore Education Research Consortium.

Stein & Grigg. (2019). Missing bus, missing school: Establishing the relationship between public transit use and student absenteeism. *American Education Research Journal*, 56(5), pp. 1834-1860.

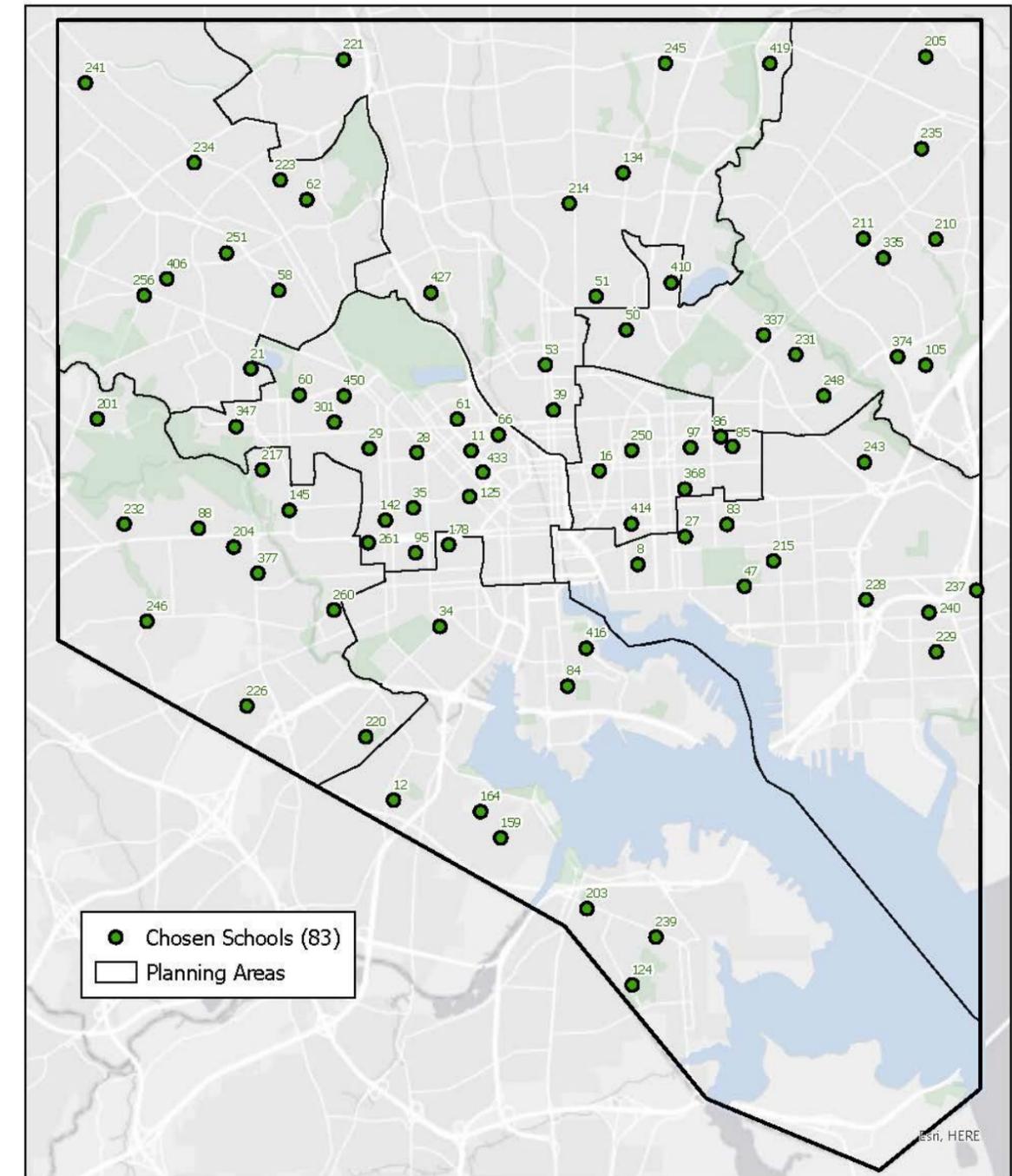
MTA Impacts due to Service Cuts



Follow up analysis is necessary to determine further impacts to students:

- **Review of student ridership data to determine impacts by areas of the City to determine which students will be impacted in the upcoming year during the different phases**
- **Assess data to determine transportation impacts to access to feeding sites and schools for instructional materials**
- **Review of route changes to determine impacts to or delays for students given social distancing on MTA buses**

Fall Food Sites as of 8.20.20



N
0 0.5 1 2 Miles
Date: 8/27/2020

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<https://www.baltimorecityschools.org/meal-sites>

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