AUSTIN
Independent School District

Open for Learning

Board Information Meeting
Monday, November 2, 2020
Dr. Stephanie Elizalde
Superintendent

This week

- November 2, students welcome to return
- Parent Survey – Oct. 21 thru Oct. 30
- November 3 – Student Holiday – Professional Development day (remote work, if not needed on campus for elections)

Survey Results

- Total responses 21,547
  - Remote Middle & High 78%
  - On-Campus Middle & High 22%
- Middle School
  - Remote 74%
  - On-Campus 26%
- High School
  - Remote 81%
  - On-campus 19%

NEW October 29, 2020

- **What constitutes on-campus instruction for purposes of generating funding?**

In meeting on-campus instruction requirements for purposes of generating funding, public schools have two options. The primary method of meeting the on-campus instruction requirement is by providing instruction in accordance with the Student Attendance Accounting Handbook (SAAH), without reliance on the COVID-19 based waivers for remote synchronous or synchronous instruction methods. The SAAH provides considerable flexibility for schools in providing instruction, given, among other reasons, that a traditional school day constitutes more than the required minimum minutes of instruction necessary to generate full-day funding. It should be noted that the SAAH, for on-campus online courses not provided through the TXVSN, states that *"[f]or the duration of [a] course, a certified teacher for the appropriate grade level must be present in the room in which the student is taking the course to answer questions and otherwise assist the student*."

For open-enrollment charter schools, districts of innovation (DOI), or other authorized innovative models that have adopted the appropriate exemptions, the certification requirement may not apply, though the school would still be subject to other teacher requirements. Given the variances in staffing capacity at schools and the impact of COVID-19 on communities, an alternative method will satisfy the requirements for on-campus instruction for the 2020–2021 school year. *The agency will treat on-campus instructional methods that would otherwise not generate instructional minutes for full- or half-day funding, due to a certified teacher not being present in the room with the students, as on-campus instruction if the students receive instructional support from staff who have the capacity and expertise to provide academic support specific to the student's grade level and content area. Some of the instruction may still be remotely delivered to on-campus students, but those students must also receive in-person instructional support for it to be considered on-campus attendance.*

It is important to note that this alternative method must otherwise satisfy the requirements of the SAAH. Students receiving instruction compliant with this method will be coded as on-campus learners in the LEA's Student Information System (SIS). If students are on-campus and engaging in remote instruction with no in-person instructional support specific to their grade level and content areas, then that would be considered remote instruction and would need to follow all remote instruction requirements, including marking the students as RA-Present or RS-Present for funding purposes.

Students On-Campus

	Elem.	% of Membership	Middle		High	
Monday						
Oct. 26	13,861	37%	1,950	12%	981	5%
Oct. 19	12,833	35%	1,868	12%	1,007	5%
Oct 12	6,045	16%	1,419	9%	927	4%
Tuesday						
Oct. 27	13,962	38%	1,937	12%	895	4%
Oct 20	13,107	35%	1,914	12%	1,003	5%
Oct 13	6,375	17%	1,427	9%	880	4%
Wednesday						
Oct. 28	13,854	37%	1,829	11%	860	4%
Oct 21	13,119	35%	1,923	12%	975	5%
Oct 14	6,426	17%	1,461	9%	860	4%
Thursday						
Oct 29	13,953	38%	1,314	8%	878	4%
Oct 22	13,201	36%	1,933	12%	908	4%
Oct. 15	6,461	17%	1,438	9%	739	3%

2020		Separation Summary: Date Range 3/1 to 10/31							
Count of CATE	Column Labels								
Row Labels	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	Grand Total
NON-TEACHER	95	30	58	54	71	105	61	80	554
Resign	51	13	41	45	66	92	49	65	422
Retire	44	17	17	9	5	13	12	15	132
TEACHER	147	65	94	62	73	41	37	68	587
Resign	106	52	77	58	66	32	33	57	481
Retire	41	13	17	4	7	9	4	11	106
Grand Total	**242**	**95**	**152**	**116**	**144**	**146**	**98**	**148**	**1141**

2019		Separation Summary: Date Range 3/1 to 10/31							
Count of CATE	Column Labels								
Row Labels	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	Grand Total
NON-TEACHER	46	111	127	54	112	91	61	79	681
Resign	34	81	106	48	100	84	59	66	578
Retire	12	30	21	6	12	7	2	13	103
TEACHER	39	90	155	121	106	34	15	10	570
Resign	23	72	136	119	100	33	15	9	507
Retire	16	18	19	2	6	1	0	1	63
Grand Total	**85**	**201**	**282**	**175**	**218**	**125**	**76**	**89**	**1251**

2018		Separation Summary: Date Range 3/1 to 10/31							
Count of CATE	Column Labels								
Row Labels	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	Grand Total
NON-TEACHER	72	112	114	87	95	139	63	60	742
Resign	46	75	90	76	84	131	56	51	609
Retire	26	37	24	11	11	8	7	9	133
TEACHER	140	161	167	104	112	38	25	18	765
Resign	115	108	152	102	107	36	24	16	660
Retire	25	53	15	2	5	2	1	2	105
Grand Total	**212**	**273**	**281**	**191**	**207**	**177**	**88**	**78**	**1507**

What we're hearing from LEAs

Managing remote and on-campus instruction simultaneously is **challenging** and often exhausting for teachers…

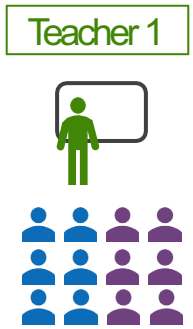
…but the path to alternative staffing and scheduling models can seem complicated and **unclear**…

…and, ultimately, we need a strong solution that supports all students and families **now.**

Four models to manage remote and in-person learning

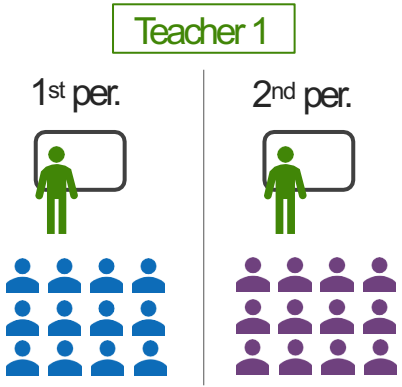
Concurrent

Teachers deliver remote **and** in-person instruction **in the same class period simultaneously**



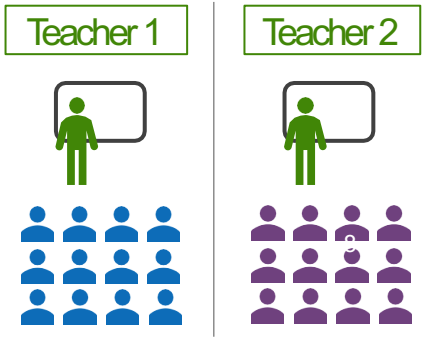
Split Scheduling

Teachers deliver remote **and** in-person instruction **but in separate class periods**



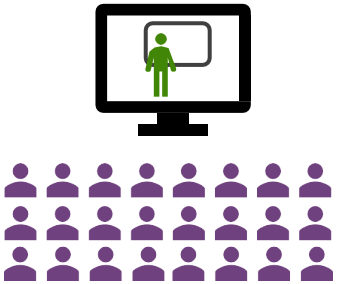
Split Staffing

Teachers within one site are staffed to deliver **either** remote or in-person instruction, not both



Virtual Academy

One virtual academy set up to support all remote learners in the district; other students attend school on campus



Consider lift for teachers, principals, and central systems in selecting a model

*Greater lift for **individual teachers, principals***

*Greater lift for **LEA leaders, central systems***

Concurrent	Split Scheduling	Split Staffing	Virtual Academy

Key considerations in selecting a model

If considering…	…then consider:
Concurrent	**How might we <u>support teachers</u> managing both modalities at once?** • PD, Coaching, and PLCs • Additional planning or "off" time to support sustainability • Additional technology supports
Split Scheduling **Split Staffing** **Virtual Academy**	**How might we <u>set up</u> these alternative models?** • Master scheduling for split assignments **How might we support students <u>switching teachers</u> when switching between remote and on-campus?** • Strong family and student engagement plan • Common scope & sequence • Common curriculum • Common LMS • Common teacher team planning time

Key enablers *especially* needed to effectively operationalize each model

*Greater lift for **individual teachers, principals***

*Greater lift for **LEA leaders, central systems***

	Concurrent	Split Scheduling	Split Staffing	Virtual Academy
Common Curriculum, Scope & Sequence		✓	✓	✓
Common Teacher Team Planning Time		✓	✓	✓
More Individual Planning Time for Two Modalities	✓	✓		
Master Scheduling to Engineer "Split" Assignments		✓	✓	
Family Engagement when Switching Modalities		✓	✓	✓

COVID-19 Dashboard – Week of Oct 26 – Nov. 1

		last week			
Total New Positive Cases	21	15	Total New Exposures	170	97
Students	14	5	Students	138	57
Employees	6	9	Employees	32	40
Other	1	1	Other	0	1
As of September 8					
Cumulative Positive Cases	79	58	Cumulative Exposures	674	504
Students	32	18	Students	524	386
Employees	40	34	Employees	148	116
Other	7	6	Other	2	2

COVID-19 Dashboard – Week of Oct 26 – Nov. 1

		Positive Employees	Positive Students	Positive Others	Total Positives	Quarantine Employees	Quarantine Students	Quarantine Others	Total Quarantines	
Weekly TOTAL	16 Affected Campuses	6	14	1	**21**	32	138	0	**170**	2 reports of unfollowed health measures
Cumulative TOTAL	42 Affected Campuses/ 4 Others	**40**	**32**	**7**	**79**	**148**	**524**	**2**	**674**	5 reports of unfollowed health measures

COVID-19 Dashboard – Travis County

Current Stage- **3**
Current Positivity Rate- **3.9**
New cases in last 14 days (10/19/2020-11/01/2020)- **1,266**
Average cases over last 7 days- **96**
Average reproduction estimate (UT)-**0.98**
14-Day Change Rate- **17% Decrease in infections**

COVID-19 Dashboard – Travis County

	Oct 26 (Previous)	Nov 2 (Current)	Change
Current Stage	3	3	No Change
Current Positivity Rate	3.3	3.9	↑ 18.1% Increase
New Cases in Last 14 Days	1,284 (Oct 12-25)	1,266 (Oct19-Nov01)	↓ 18 Cases
Average Cases in Last 7 Days	85	96	↑ 11 Cases
Average Reproduction Estimate (UT)	1.45	0.98	↓ 32.41% Decrease
14-Day Change Rate	110% increase	17% decrease	↓ 93% Change

Texas K-12 School System COVID Rapid Testing Project

Superintendent Kick-Off

October 28, 2020

TEA's Focus on Health and Safety

Keep school safe in the time of COVID by making operational adjustments

Policy and Guidance

- Public Health Guidance
- Remote Instruction Fully Funded for Families that Choose Remote
- On Campus Instruction Flexibility Provided When There is a Health Need to Reduce Density of People On Campus
- Joint TEA/DSHS Case Tracking Requirements

Operational Support, Resources, and Tools

- Public Health Operational Guidebooks & Planning Exercises
- PPE
- Public Health Campaign
- Emergency Child Care Finder[1]
- Meal Finder

COVID Rapid Testing Project Overview

Goal of this effort

In partnership with DSHS and TDEM, keep TX schools safe and open for on campus instruction by strategically deploying rapid COVID testing resources

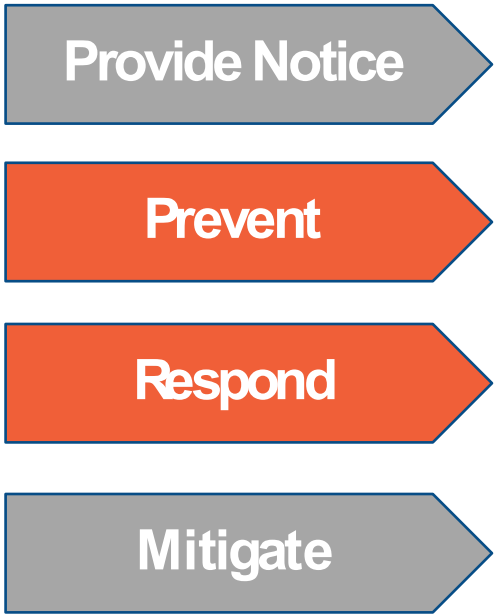
Testing approach

School systems are provided flexibility to use Abbott Laboratories BinaxNOW tests provided by the state and federal government as their local context requires

Participating in the testing project is optional for Texas schools[2]

Testing can support school systems' efforts to reduce COVID cases on campus

TEA's Public Health Guidance Framework



By conducting tests on campus, school systems can:

- Use tests as an additional screening tool in some cases to **prevent** the virus from coming on campus
- Provide another source of testing to which the school can quickly **respond** by removing the individual before they can spread COVID on campus

About the Abbot Labs BinaxNOW Test

How long it take to get test results?
15 Minutes

How is the test administered?
Tests are administered with a nasal swab (to the shallow front of the nostrils only). Adults will be able to self-administer the test with the oversight of a test administrator.

How are the tests packaged?
Tests are the size of a credit card and contain a nasal swab and reagent testing solution (one bottle per testing kit). They are packaged 40 to a shoebox-sized kit.

Accuracy of the BinaxNOW Test

- Abbott Labs evaluated its test in 102 patients who had shown COVID-19 symptoms for fewer than 7 days and compared the results with a PCR test. This analysis showed that BinaxNOW has a:
  - sensitivity (true positive rate) of 97.1%
  - specificity (true negative rate) of 98.5%
- BinaxNOW tests are significantly more accurate than the previous generation of rapid antigen tests.

Test kit allocation and distribution methodology

Trauma Service Area COVID-19 Hospitalization Rate	Allocation Distribution Methodology
<7%	On-Campus Staff Count + 5% of Student Enrollment
7-15%	On-Campus Staff Count x2 + 5% of Student Enrollment
>15%	On-Campus Staff Count x4 + 5% of Student Enrollment

- Tests will be resupplied monthly once supplies have reached 25% of inventory provided
- Allocation will be recalculated on the 15th of every month based on regional health data

Participating school systems will also receive PPE

- Test kits
- Foldable N95 Masks
- Face Shields
- Surgical Masks
  - *Enough for test administrators and individuals taking the test*
- Gloves
- Gowns

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Consider the recommended testing approaches

Screening

Recurring testing of asymptomatic individuals. Suggest limiting to staff only.

Targeted Response

Testing of individuals who are symptomatic

While school systems are encouraged to implement the recommended testing strategies, they have flexibility to use the tests to meet the needs of their local contexts. In developing the plan, we encourage you to talk your local health authority.

Summary of K-12 COVID Rapid Testing Process

Submit Opt-In Application

- School systems opt-in to testing program if eligibility requirements are met
- Test coordinators are identified

Distribution & Inventory

- TDEM distributes test kits and PPE directly to school systems
- District Testing Coordinator manages inventory in collaboration with TDEM, and oversees distribution within school system

Test Administration

- District identifies Test Administrators and completes mandatory training requirements
- District prepares school community for testing and administers tests

Reporting

- Individual results are reported through STRAC application
- District follows weekly case & test volume reporting to DSHS

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Before submitting opt-in applications, school systems must:

- Meet and commit to TEA's eligibility requirements
- Consider the recommended testing approaches
- Review school system's test kit allocation
- Understand the critical roles and responsibilities of the test coordinator and test administer
- Implement the reporting and notification requirements
- Review the resources and support materials available

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Meet and commit to TEA's eligibility requirements

School System Eligibility Requirements

- Allows any student that wants to attend on-campus to do so (within the next 2 weeks)**
- Reviewed the requirements of the testing program participation, including requirements to administer tests, track inventory and report results
- Commits to:
  - testing only district employees and/or students
  - making testing optional
  - Obtaining formal consent from student's legal guardian (for those under 18) or individual being tested (18+)
  - not charging students/staff for testing

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Understand the critical roles and responsibilities of the test coordinator and test administer

Test Coordinator

- Inventory liaison with TDEM
- Oversees inventory processes within the school system
- Supports school leaders with test program implementation

Test Administrator

- Administers test to students/staff (if not self-administered)
- Implements safety protocols
- Reports test results

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Implement Reporting and Notification Requirements

School systems have two reporting responsibilities

1. Report cases via the pre-existing DSHS COVID-19 Case Reporting Form, which includes test counts and testing results.

2. Each school must meet specific testing reporting requirements using a web-based portal and inventory management requirements associated with receiving these tests. This includes maintaining a weekly inventory tracker.

Campuses have two notification responsibilities

1. Campuses should be prepared to notify individuals, or, in the case of a student under 18, the student's parents, in the event of a positive test, though they will receive a formal notification within 24 hours via email and/or text.

2. In addition, school systems must provide notification to their campus communities of positive cases on campus, consistent with TEA Public Health Guidance notification requirements.[13]

Review the resources and support materials available

From TEA

https://tea.texas.gov/texas-schools/health-safety-discipline/covid/covid-19-support-public-health-orders

- COVID Testing Project Playbook
- Permission slip example
- Communications templates
- FAQ

From TDEM

https://tdem.texas.gov/k-12testing/

- Test Administrator and Test Coordinator Roles and Responsibilities
- Best Practices Guide
- Testing Quick Guide and Support Guide
- QR Process
- FAQ

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What to expect after you submit your opt-in application

- Click here for opt-in application:
  - LEAs or Private Schools
- An auto-generated email with key contact information to ask questions and receive additional support
- If you meet TEA's on-campus eligibility requirement, TDEM will contact your test coordinator within 48 hours of completing the required training to coordinate delivery of test kits and PPE
- If you cannot meet TEA's on-campus eligibility requirement, TEA will contact you to discuss options

For More Information

Agency:	Type of Questions:	Contact:
TEA Texas Education Agency	▪ Best practices playbook for schools ▪ Communication templates ▪ DSHS Weekly COVID Case Reporting including reporting test counts and results	COVIDCaseReport@tea.texas.gov
Texas Division of Emergency Management	▪ For logistics and supply issues ▪ For PPE allotment and use	k-12logs@tdem.texas.gov https://tdem.texas.gov/k-12testing/
txrapidtest	▪ For Test Registration and the testing application Txrapidtest, test coordinators can contact:	Phone support: (512) 399-8050 Email support: support@txrapidtest.org FAQ: https://helpdesk.txrapidtest.org
Abbott	▪ For issues with individual test kits	Phone support: 1-800-257-9525

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