

July SHAC Meeting

Wednesday, July 1, 2020

Zoom Meeting

Attendance:

Members

Cynthia Soliz – Co-Chair

Julia Hoke - Secretary)

Lisa Flores

Gena McKineley

Kelly Tarun

Jeff Davis

Michelle Mejia

Jackie Platt

Timothy Ruttan

Susanne Kerns

Kelly Jones

Dolly Lambdin

Swati Avashia

Courtney Perry

Kevin Foster ?

AISD Staff

Shechem Sauls (AISD, School Mental Health Coordinator)

Alexandra Copeland

Ryan Cengel

Stephanie Hawkins

Michele Rusnak

Visitors

Ross Tobleman

Matthew Shead ?

Kimberly Toruta ?

Melissa Lamm

Cicely Bega

Called to order – 6:39 pm

Introductions – Members and Guests

Community Comments

none

Items from members

Approved 11/4/20 (HG)

Cynthia Soliz – Question for Ryan Cengel – Has timeline for Wellness Audit been extended? Yes—it has been extended to June 2021.

Reading and Approval of Minutes

Julia confirmed that there is a quorum (11 needed; 13 present)

Dolly corrected one item from the minutes (missing word)

Lisa motioned that we table approval of minutes and Swati seconded; approved by voice vote

One abstention (Dolly Lambdin)

Will vote on approval of February and March 2020 minutes at next meeting

No Department Updates

Update on District Opening

Monica Gonzales, Executive Director of Elementary Schools: Leading task force along with Director of Middle Schools

- Conflicting guidance from authorities
- Models that we must be agile with all year
 - Face to face
 - 100% distance
 - Hybrid
- Guidance for a hybrid model
 - Schools will:
 - be prepared to pivot between all models (F2F, DL, Hybrid)
 - Adhere to capacity model at 25% capacity each day (# of students and staff in a classroom – 6 – 9 students depending on size) – depends on enrollment of that particular school
 - Continue to prioritize students based on need (academic, social emotional support)
 - Serve all students with F2F instruction at least one day per week
 - Different campuses may have different models based on needs
 - As guidance changes, be prepared to implement whatever is necessary
- Connecting, Communicating, and Engaging
 - Surveys
 - Task force advisory group
 - ACPTA
 - UT
 - Let's Talk
 - Conversation Circles

Questions:

Approved 11/4/20 (HG)

- Tim Rutan – Everyone has heard 25% circulated, but no one knows how to apply this to their schools. When will this info be released?
 - Principals have this information now. They are able to determine what 25% capacity is and once family surveys are completed to determine number of students returning to campus, they can see what that means for their campus.
- How is capacity figured to make sure it's fair across all schools, including those targeted for closure? Are they using FABPAC numbers?
 - Each principal was asked to submit number of instructional spaces, including portables
 - Then, there were caps applied for different school levels (e.g., at elementary school 22 x number of instructional spaces)
- Dolly Lambdin – Does calculation of instructional spaces account for 6-foot distancing?
 - Yes, this was taken into account.
 - This varies by campus because some older schools have smaller classrooms, and this reduced capacity was taken into account.
 - 7 – 9 students in the classroom is range for elementary schools
- Lisa Flores – Is there a metric or rubric to determine prioritizing students based on need? Is this determined on a campus level or is there a standard criterion? Is there a survey to gather info about what students have higher need with regard to child care, etc?
 - Commitment that all student whose families choose to return them to school will be on campus at least one day/week
 - Number of times attended per week will be on a rotation, some weeks may attend more days
 - Plan to do another survey – Monica thinks that this information will be important to gather in a future survey (conducted before school returns)
- Susanne Kerns – How will health/physical education be addressed on campus and through distance learning?
 - This is being figured out right now. Gyms could be used for storage if needed, but for schools that are on campus, they will receive PE as scheduled. Online/virtual learning will have online rotation for Music/Art/PE at elementary school level.
- Swati Avashia – How are we going to handle masking and social distancing in different settings (bus, classrooms, passing periods)? Right now, we see people in the community not wearing masks appropriately or not wearing them at all. What happens when a kid decides they do not want to wear their mask?
 - Monica deferred to Alexandra for some of this information.
 - Transportation: A plan has been developed that takes social distancing into account. Fewer students will be transported by bus (one student in every other seat).
- What is being done to ensure equity in instruction? How can all campuses learn from schools that had best practices during the spring?
 - Professional development will be delivered to all campus instructional staff re: best practices for distance learning
 - Identifying essential standards for every content at every grade level, sample lessons that master teachers have put together (based on input from principals)
 - Developing a library of sample lessons

Alexandra Copleand, Directive of Health Services

- Working to make sure health authority information is guiding district decisions and planning
- Health Guidance: CDC, DSHS, Travis Co HHS, Austin Public Health, UT Public Health and Epidemiology, Ascension Seton (Director of Student Health Services, Medical Director, School Nurses), AAP
- Partners: Ascension Seton, Virtual Care for Kids (telehealth, have added Covid testing), Vida Clinic (will continue to provide teletherapy services)
- Some of the Health Measures AISD will be Adopting:
 - Temperature readings and symptom screening,
 - hand sanitizer stations,
 - social distancing (arranged classrooms and visual markings, one way traffic in hallways),
 - facial coverings (district will provide for students who don't have, accommodations for students with disabilities, face shields for very young children and their teachers)
 - disinfect commonly used surfaces frequently,
 - promote frequent 20-second hand washing practices among staff and students,
 - signage through campus,
 - designated isolation space,
 - require students and staff to stay home if they or anyone in their household have tested positive for COVID-19 and/or are showing any symptoms
- When do we Quarantine? (decision points)
 - Confirmed positive COVID-19 test
 - Presumed Positive
 - Displaying COVID-19 related symptoms
 - Primary exposure: Direct contact, potential exposure to someone that is presumed/confirmed positive (CDC definition of direct contact: Less than 6 feet of distance for at least 15 minutes)
 - Keeping groups small in classrooms helps with preliminary contract tracing
- Symptom include fever or chills, cough, shortness of breath or difficulty breathing, fatigue, etc.
- Scenario examples:
 - Student or staff has direct contact with person confirmed positive outside of district = only that student or staff member will have to quarantine; if no symptoms within 14 days, they can return; if symptoms do arise, then they have to meet CDC three-point criteria
 - Student or staff have direct contact with person presumed positive/displaying symptoms outside of district = same as above but if that person has a negative test or is determined not to have covid, then student can return
 - Student or staff testing positive – every student or staff who has had direct contact within last 7 days will have to quarantine for 14 days – this could mean the entire campus going on virtual learning
 - Student or staff presumed positive – same as above but if that person has a negative test or is determined not to have covid, then student can return
 - Student/staff doesn't pass screening – sent home immediately and will be asked to quarantine for 14 days

- If campus has to close = campus closes down for 3 days and then deep cleaning occurs, operations can resume on Day 5
- Questions:
 - Dolly Lambdin – How will transfer process work? *Question noted and will be asked of Monica, who is no longer in the meeting.
 - Gina – For teachers who have children, how are they supported when there is only school in person 1 – 2 days per week? Is there a certain timeframe when parents have to make a decision about whether their students will return in person? How does district weigh information from different sources (TEA, health authorities, etc)?
 - Highest need students will be able to have face-to-face instruction. Children of staff may be part of this group, as well as at-risk students, special ed, etc. This is still being figured out through an internal staff survey that is collecting this info
 - New TEA guidance was just released
- Courtney Perry – Is 100% digital learning an option? Yes (e.g., immunocompromised students). What is this going to add to teacher's workload? If the numbers are continuing to rise in Travis County, why can't we just plan for 100% virtual learning? Hybrid model involves two preps for teachers.
- If teacher tests positive, will there be a substitute? Classroom (all students) will be quarantined. Still unclear how learning will proceed during that time – probably virtual learning (maybe with a sub?), if teacher is sick, they won't be teaching, but if teacher is quarantined for another reason (not ill), they could teach virtually
- Whose responsibility will it be to track quarantine requirements? If a student tests positive has a sibling at the school, will the sibling's class also have to quarantine?
 - Discussed contact tracing (school nurses) – still not clear who tracks all these complicated requirements to quarantine
 - Only sibling, not sibling's class will have to quarantine
- Are adult and child positive cases treated differently?
 - Still in communication about this
- Lisa: Will children be moving between classes? Guidance seems to be that movement should be limited? How will this work if student needs speech therapy or resource, etc?
 - Special education services will be provided – may look different this next year
 - Different options are being considered
- Dolly: How will teachers keep track of instruction students are receiving if students present are different each day? Who is providing virtual learning when teacher is teaching in the classroom?
 - This is still being worked out. Different instructional models are being considered combining synchronous and asynchronous learning. Students could have one teacher for virtual learning and a different teacher for in-person learning, depending on the model adopted and the campus level
- Michelle: What is the community impact for areas with a lot of marginalized individuals? How will this affect spread of virus in these communities? E.g., large proportion of essential workers in these communities
 - We are still getting a lot of information, district will adjust and adapt as needed

Loree LaChance – there are some holes in staffing