

Goodwater Montessori Public Charter School

Goodwater Supplemental Board Meeting/COVID-19 Workshop Agenda

📅 Thu July 23rd, 2020

🕒 3:00pm - 4:30pm CDT

📍 Online

1. **Call To Order**

Expected in attendance: Carl Illig, Kathy Trullender, Mary Evelyn Bowling, Kimber Fucello, and Mark Cortinas. The following staff are expected in attendance: Dr. Bruce Tabor, Marcy Steward, Christi Cowden, Cheniese Armstrong and Michele Morales.

2. **Board President Statement - Carl Illig**

3. **Public Comments**

Speakers will be allocated 2 minutes for public comments.

4. **Delivery of Instruction Presentation – Abbie Park**

📄 [Delivery of Instruction.pdf](#)

5. **Operation Contingency For COVID-19 Presentation - Alma Lahmon**

📄 [Covid-19 Operations Task Force.pdf](#)

6. **Discussion and Action Items**

a. **TEA Guidance on Opening Schools**

📄 [TEA Public Health Guidance 07172020.pdf](#)

b. **Student/Family Survey Results - Christi Cowden**

📄 [Survey Results and Attendance.pdf](#)



c. **School Calendar**

The Goodwater Leadership Team is proposing delaying the start date of the school year from August 13, 2020 to August 20, 2020. The short delay will to provide more time to prepare for the start of instruction.

📄 [Approved 2020-2021 Calendar.pdf](#)

📄 [Proposed 2020-2021 Calendar.pdf](#)

d. **In-Person/Remote Learning**

-  KXAN - Area School District Plans.pdf
-  AAP COVID-19 Guidance for School Re-entry 07.21.2020.pdf

i. **Possible Delay of In-Person Instruction at the School**

The Goodwater Leadership Team is proposing beginning the year with four weeks of remote instruction for all students as allowed by TEA. The purpose behind this is to give an opportunity for the infection rate to decrease in Williamson County.

ii. **Remote Learning Platforms**

e. **Attendance Requirements**

-  Attendance and Enrollment FAQ 07172020.pdf

f. **Board COVID Response Resolution**

-  July 2020 RESOLUTION OF EMERGENCY COVID RESPONSE.pdf

g. **Staffing Concerns**

-  Buzzfeed Staffing Article.pdf

h. **Cleaning Procedures**

i. **Drop Off/Pick Up Procedures**

j. **Nap Room**

k. **After School Program**

l. **Wearing of Masks**

The Goodwater Leadership team is proposing that all students, staff and visitors be required to wear masks at all times while inside the building.

CDC recommends that everyone 2 years and older wear a cloth face covering that covers their nose and mouth in public settings when around people not living in your household, particularly where other social distancing measures are difficult to maintain. Cloth face coverings should NOT be put on babies or children younger than 2 because of the danger of suffocation. Children younger than 2 years of age are listed as an exception as well as anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the face covering without assistance.

-  Greg Abbott Mask Order.pdf

m. **Technology**

- i. **Chromebooks**
- ii. **Internet Access**

n. **Special Education - Cheniese Armstrong**

-  Special Education 2020-2021.pdf

7. **Closed Session**

Per Texas Government Code section §551.074 to discuss Personnel matters

8. **Announcements or Resolutions from Closed Session**

9. **Announce Date and Time of Next Meeting**

10. **Adjourn**

Instruction & Delivery



Task Force for Instruction and Delivery

Sandy Worcester, John Hooper, Crystal Hughes,
Randie Piscitello, Sharon Garcia, Andrea Norris,
Jasmine Bell, Abbie Park

Thursday, July 23, 2020
3:00 PM

Overview

- Staff Survey Results
- Dual - Learning Model: On-Campus and Remote
 - Remote Montessori Instruction
 - Student Engagement
 - Family Support
 - Staff Support



Staff Survey Results

July 3, 2020

76% of instructional and support staff response rate

- Health and personal safety are priorities
- Staff would like to see clear guidelines, expectations and, policies, for instruction and for student engagement
- Frequent communication from administration to support the planning and prep processes
- A fall focus on enhancing engagement, learning, and accountability



Staff Survey Results

July 3, 2020

Spring Instruction

- Google Classroom and Zoom worked well this spring
- Study Island provided analytics but did not provide enough lesson content
- Staff felt spring instruction lacked a connection to authentic Montessori work
- Technology is needed to support a more robust online learning experience
- Parent/caregiver support will help promote student engagement



Staff Survey Results

July 3, 2020

Spring Staffing

- Remote-learning roles for assistants should utilize their unique capabilities
- Professional development should focus on enhancing technology capabilities and teaching practice

Survey results will inform COVID-19
Fall instructional planning process



The Goodwater Montessori Fall Instruction

100% On-Campus
Synchronous Instruction
(required by TEA)

AND

100% Remote
Asynchronous Instruction



The Goodwater Montessori Fall Instruction

Committed to:

- Strengthening the relationships and connections within the Goodwater learning community
- Providing a high quality Montessori educational experience that is aligned to the Texas Essential Knowledge Standards (TEKS)
- Offering a choice of safe and healthy learning environments with equitable access



The Goodwater Montessori Fall Instruction

On-campus in-person instruction:

- Montessori instruction, in the classroom 5 days a week, includes instruction substantially similar to previous instruction while considering state and federal safety and health guidelines and school policies.
- Classroom instruction and student work are designed to be transferable to remote instruction.

Remote Instruction:

- Remote Montessori instruction includes daily asynchronous self-paced engagement via video lessons and guided assignments and synchronous instructional components.
- There is an expectation of **evidence of daily student engagement**.
- Guides will provide student work feedback and family support. Curriculum planning will help make any transition to on-campus more seamless.

Remote Instruction

TEA requires evidence of daily student work engagement for remote learners

PK3 90 daily minutes

PK4-5th grade 180 daily minutes

6th-8th grade 240 daily minutes

What does required engagement look like?

Guide observation of learning progress

Submitted work assignments

Synchronous learning attendance

Guides provide instructional content for students to meet TEA work requirements

Guides provide individual weekly feedback on student work

Guides and assistants provide instructional support for families

School will provide tech access to students

The Goodwater Montessori Fall Instruction

Montessori Instruction....but Remote

- Daily synchronous instruction via Zoom and daily asynchronous lessons and activities via Google Classroom
- Video Montessori lessons with daily guided follow-up work assignments and supplemental online learning through platforms like IXL and ReadWorks
- Google Classroom integration that provides consistent, well communicated schedules and work requirements
- Clearly communicated student daily engagement expectations
- Student accountability for completing daily work
- Daily participation in consistent weekly schedule
- Progress monitoring and face-to-face virtual support for students and families
- Working to supply families with the tech and materials needed for remote learning
- Special Education support to tailor the educational experience to meet the needs of each student

The Goodwater Montessori Fall Instruction

Successful implementation includes:

- Parent communication and support
- Volunteer help to make take-home materials
- A collaborative curricular approach and technology training to support staff implement a distance learning program



The Goodwater Montessori Fall Instruction

The Instruction and Delivery Task Force is continuing to plan for upcoming school year.

Future Parent Information Nights will provide more information about schedules and what to expect.



Covid-19 Operations Task Force Committee

Committee Members

Alma Lahmon

Heather Pencil

Michelle Morales

Beth Ringel

Marcy Steward

Christi Cowden

Dr. Bruce Tabor

Goal/Purpose

To establish guidelines and protocols necessary for the health, safety and welfare of all Goodwater students, staff and visitors.

What we are addressing?

Any and all potential guidance, procedure and policy associated with mitigating the spread of Covid-19 at Goodwater Montessori School campus.

Key Areas of Focus

1. Building Access Protocols
2. Interior Building Protocols
3. Health/Wellness/Covid-19 Protocols
4. Special Programs or Events

Recommendations are being developed in correlation with protocols, guidance and orders offered by the CDC, TEA, Office of the Governor and Williamson County Health District.

Building Access Protocols

- Access procedures for staff, students, parents, volunteers and other visitors
- Dismissal & Arrival processes
- Fully Remote, partial re-opening and full reopening restrictions and guidance
- Procedures focused on general guidelines for mask wearing, Covid-19 self assessment, social distancing requirements and capacity constraints

Interior Building Protocols

- General Community Guidance
- Specific Grade Level Community Guidance
- Food Guidelines Including Breakfast, Lunch & Snack
- Bathroom & Hallway Procedures
- Staff Offices and Staff Common Area Guidance
- Indoor/Outdoor Protocols
- Additional considerations for Special Programs, Professional Development, School Emergency Drills

Health/Wellness/Covid-19 Protocols

- Protocols for handling Covid-19 related incidents in the school setting for students and adults
 - Assessing & Identifying a Covid-19 case in school
 - Utilization of Isolation Room
 - Reporting to the Health Department/Contact Tracing
 - Return to school timelines
 - School closure/reopening in the event of a reported case
- PPE - Guidance on use and training for staff/students
- Sanitizing of school

Current Status of Task Force

- Continue gathering input, researching mandates and further developing needed operational steps
- Prioritizing recommendations moving forward into the school year
- Developing recommendations for review and approval
- Implementing approved guidelines, procedures and policies
- Staff training and student/parent information

This guidance document is being provided based on the public health situation as we understand it today and takes effect immediately, both for summer school instruction ending the 2019-2020 school year and to help support school systems in planning for the 2020-2021 school year, regardless of whether a school system starts at the date currently planned or the local school board votes to change the school system's calendar to delay the start of the school year. Changes to the public health situation over the course of the summer may necessitate changes to this guidance.

This guidance addresses:

- On campus and virtual instruction
- Administrative activities by teachers, staff, or students that occur on school campuses or virtually
- Non-UIL extracurricular sports and activities
- Any other activities that teachers, staff, or students must complete that cannot be accomplished virtually
- Visits by parents and the general public

It is recommended that after-school providers and other programs that operate in conjunction with campuses follow this guidance in coordination with the campus(es) they serve.

Public Health Considerations

The virus that causes COVID-19 can infect people of all ages, and school system leaders should do everything feasible to keep students, teachers, staff, and our communities safe. That said, research from the Centers for Disease Control (CDC), among others, has found that while children do get infected by COVID-19 and some severe outcomes have been reported in children, relatively few children with COVID-19 are hospitalized or have severe symptoms. Furthermore, the American Academy of Pediatrics notes that COVID-19 risks must be balanced with the need for children to attend school in person, given that lack of physical access to school leads to a number of negative consequences, placing "children and adolescents at considerable risk of morbidity, and in some case, mortality."ⁱ

While it is not possible to eliminate all risk of furthering the spread of COVID-19, the current science suggests there are many steps schools can take to reduce the risks to students, teachers, staff, and their families significantly. This guidance document contains information on four sets of practices that minimize the likelihood of viral spread, including some that are requirements for all schools and others that are recommendations:ⁱⁱ

- PROVIDE NOTICE: Requirements for parental and public notices
- PREVENT: Required practices to prevent the virus from entering the school
- RESPOND: Required practices to respond to a lab-confirmed case in the school

- MITIGATE: Recommended and required practices to reduce likely spread inside the school

The prevention and mitigation practices outlined in this document are designed to significantly reduce the likelihood that a coronavirus outbreak occurs on campus. Some practices are required for all school systems, some are required in areas with high levels of community spread, and some are recommendations. Consistently implementing recommendations to the extent feasible is the best way to reduce the potential negative impact of infection on students' educational experiences. Additionally, systems should consider stringently applying recommended practices to adults on campuses, even when it might not be feasible to do so for students, to more fully protect adult teachers and staff who are generally at greater risk from COVID-19 than students.

There will almost certainly be situations that necessitate temporary school closure due to positive COVID-19 cases in schools. Parents, educators, and school administrators should be prepared for this in the event that it occurs, while actively working to prevent it through prevention and mitigation practices.

PROVIDE NOTICE: Parental and Public Notices

Developing a Plan for On-Campus Activities and Instruction

School systems must post for parents and the general public, one week prior to the start of on-campus activities and instruction, a summary of the plan they will follow to mitigate COVID-19 spread in their schools based on the requirements and recommendations outlined here. This summary document can follow any format the school system deems appropriate to communicate the information, should broadly address the major points in this guidance, and must be posted on the school system homepage or another easily found area on the system website. The document should be developed in consultation with teachers, staff, and parents to ensure the plan provides for the safety of teachers, staff, and students. Neither this summary document nor any local school systems' reopening plans are subject to approval by any government entity.

It is recommended that, within this summary, school systems designate a staff person or group that is responsible for responding to COVID-19 concerns and clearly communicate for all school staff and families who this person or group is and how to contact them.

Attendance and Enrollment

1. Per Texas Education Code (TEC), §25.092, students must attend 90% of the days a course is offered (with some exceptions) in order to be awarded credit for the course and/or to be promoted to the next grade. This requirement remains in force during the 2020-21 school year.
2. Given the public health situation, student attendance may be earned through the delivery of virtual instruction.
3. Any parent may request that their student be offered virtual instruction from any school system that offers such instruction. If a parent who chooses virtual instruction wants their child to switch to an on-campus instructional setting, they can do so, but school systems are

permitted to limit these transitions to occur only at the end of a grading period, if it will be beneficial to the student's instructional quality. If a parent requests virtual instruction and the school does not offer it, the parent may enroll in another school that does offer it for transfer students.

4. School systems must provide on-campus attendance as an option for students otherwise entitled to attend school who follow this document's required public health procedures and whose parents wish them to attend on campus, subject to school closure and the exceptions listed in this document. In high school, school systems may offer a less than daily on campus instructional experience if there is a need to reduce the total count of people on campus at any one time to maintain social distancing.
5. In order to facilitate a safe, effective back-to-school transition process, during a period up to the first four weeks of school, which can be extended by an additional four weeks by vote of the school board, school systems may temporarily limit access to on-campus instruction. As a result, some parents opting for their student(s) to attend on campus may be required to start with remote instruction temporarily, although any family who does not have Internet access and/or devices for distance learning at home is still entitled to have their student receive on-campus instruction each day during this transition period, as they are during the rest of the year. School systems must clearly describe this transition process in their posted summary of their plans to operate campuses safely, as required above.
6. School systems are required to provide parents a notice of their public education enrollment and attendance rights and responsibilities during the COVID-19 pandemic using a document published by TEA.

PREVENT: Practices to Prevent the Virus from Entering the School

Screening Questions for COVID-19 Before Campus Access

1. School systems must require teachers and staff to self-screen for COVID-19 symptoms before coming onto campus each day. Symptoms are listed at the end of this document. The self-screening should include teachers and staff taking their own temperature. Teachers and staff must report to the school system if they themselves have COVID-19 symptoms or are lab-confirmed with COVID-19, and, if so, they must remain off campus until they meet the criteria for re-entry as noted below. Additionally, they must report to the school system if they have had close contact with an individual who is lab-confirmed with COVID-19, as defined at the end of this document, and, if so, must remain off campus until the 14-day incubation period has passed.
2. Parents must ensure they do not send a child to school on campus if the child has COVID-19 symptoms (as listed in this document) or is lab-confirmed with COVID-19, and instead should opt to receive remote instruction until the below conditions for re-entry are met. Parents may also opt to have their students receive remote instruction if their child has had close contact with an individual who is lab-confirmed with COVID-19 until the 14-day incubation period has passed. School systems may consider screening students for COVID-19 as well. Screening is accomplished by asking questions by phone or other electronic methods and/or in person. The screening questions should also be asked of a student's parent if that parent will be dropping off or picking up their child from inside the school. Regularly performing a

forehead temperature check of otherwise asymptomatic students in school is not recommended, but the practice is also not prohibited by this guidance.

3. Excluding parental drop-off and pick-up as discussed above, before visitors are allowed onto campuses, school systems must screen all visitors to determine if the visitors have COVID-19 symptoms (as listed in this document) or are lab-confirmed with COVID-19, and, if so, they must remain off campus until they meet the criteria for re-entry as noted below. Additionally, school systems must screen to determine if visitors have had close contact with an individual who is lab-confirmed with COVID-19, and, if so, they must remain off campus until the 14-day incubation period has passed. When practical, screening questions could be supplemented with temperature checks of adults.

Individuals Confirmed or Suspected with COVID-19

1. Any individuals who **themselves** either: (a) are lab-confirmed to have COVID-19; or (b) experience the symptoms of COVID-19 (listed below) must stay at home throughout the infection period, and cannot return to campus until the school system screens the individual to determine any of the below conditions for campus re-entry have been met:
 - In the case of an individual who was diagnosed with COVID-19, the individual may return to school when all three of the following criteria are met:
 - i. at least three days (72 hours) have passed since recovery (resolution of fever without the use of fever-reducing medications);
 - ii. the individual has improvement in symptoms (e.g., cough, shortness of breath); and
 - iii. at least ten days have passed since symptoms first appeared.
 - In the case of an individual who has symptoms that could be COVID-19 and who is not evaluated by a medical professional or tested for COVID-19, such individual is assumed to have COVID-19, and the individual may not return to the campus until the individual has completed the same three-step set of criteria listed above.
 - If the individual has symptoms that could be COVID-19 and wants to return to school before completing the above stay at home period, the individual must either (a) obtain a medical professional's note clearing the individual for return based on an alternative diagnosis or (b) receive two separate confirmations at least 24 hours apart that they are free of COVID via acute infection tests at an approved COVID-19 testing location found at <https://tdem.texas.gov/covid-19/>.

Identifying Possible COVID-19 Cases on Campus

- Schools must immediately separate any student who shows COVID-19 symptoms while at school until the student can be picked up by a parent or guardian.
- Schools should clean the areas used by the individual who shows COVID-19 symptoms while at school (student, teacher, or staff) as soon as is feasible.
- Students who report feeling feverish should be given an immediate temperature check to determine if they are symptomatic for COVID-19.

RESPOND: Practices to Respond to a Lab-Confirmed Case in the School

Required Actions if Individuals with Lab-Confirmed Cases Have Been in a School

1. If an individual who has been in a school is lab-confirmed to have COVID-19, the school must notify its [local health department](#), in accordance with applicable federal, state and local laws and regulations, including confidentiality requirements of the [Americans with Disabilities Act \(ADA\)](#) and Family Educational Rights and Privacy Act (FERPA).
2. Schools must close off areas that are heavily used by the individual with the lab-confirmed case (student, teacher, or staff) until the non-porous surfaces in those areas can be disinfected, unless more than 3 days have already passed since that person was on campus.
3. Consistent with school notification requirements for other communicable diseases, and consistent with legal confidentiality requirements, schools must notify all teachers, staff, and families of all students in a school if a lab-confirmed COVID-19 case is identified among students, teachers or staff who participate on any on campus activities.

MITIGATE: Practices to Mitigate the Likelihood of COVID-19 Spread Inside the School

Operational Considerations:

Health and Hygiene Practices: General

1. Schools should attempt to have hand sanitizer and/or hand washing stations with soap and water at each entrance. They should also attempt to provide hand sanitizer and/or hand washing stations with soap and water in every classroom.
2. Students, teachers, staff, and campus visitors should be encouraged to sanitize and/or wash hands frequently.
 - School systems are encouraged to have students engage in supervised handwashing for at least 20 seconds at least two times each day, in addition to being encouraged to wash hands after using the restroom and before eating.
 - School systems are encouraged to teach students good handwashing techniques.
 - Students, teachers, staff, and campus visitors should be encouraged to cover coughs and sneezes with a tissue, and if not available, covered in their elbows. Used tissues should be thrown in the trash, hands should be washed immediately with soap and water for at least 20 seconds, or hand sanitizer should be used.
3. Campuses should institute more frequent cleaning practices, including additional cleaning by janitorial staff, as well as provide the opportunity for children to clean their own spaces before and after they are used, in ways that are safe and developmentally appropriate.
 - Schools should arrange for additional cleaning and disinfecting of surfaces that are touched in common throughout the day. This would include objects such as door handles, common tables/desks, shared supplies such as art supplies, and high touch devices such as shared laptops or tablets.
 - Schools should arrange for cleaning of commonly-touched surfaces in classrooms between different class groups, if the same room will be used by multiple class groups.
 - The CDC has provided [guidance on cleaning community buildings](#) to prevent COVID-19 spread.
 - Schools should ensure these products are stored safely, including storing harmful products where children cannot access them, and ensuring that harmful cleaning products are not used near children.

4. Whenever possible, schools should open windows or otherwise work to improve air flow by allowing outside air to circulate in the building.
5. If a building has remained dormant for an extended period, we recommend you review [CDC guidance on maintaining water system safety](#) when buildings are unused for extended periods of time, and apply this guidance as appropriate.
6. The CDC provides a range of [printed resources](#) such as posters that promote protective measures and can serve as helpful reminders of best practices. Schools may use these or may create their own reminders.
7. On the first day a student attends school on campus, school systems must provide instruction to students on appropriate hygiene practices and other mitigation practices adopted in the local school system.

Health and Hygiene Practices: Masks

1. For the purposes of this document, masks include non-medical grade disposable face masks, cloth face coverings (over the nose and mouth), or full-face shields to protect eyes, nose, and mouth. Face shields may be superior to cloth face coverings in many circumstances, given improved ability to see mouth movements and improved air circulation.
2. Schools are required to comply with the governor's executive order regarding the wearing of masks.
3. In addition to the executive order, school systems may require the use of masks or face shields for adults or students for whom it is developmentally appropriate.
4. It may be impractical for students to wear masks or face shields while participating in some non-UIL athletic or other extracurricular activities. When it is impractical for students to wear masks or face shields during those activities, schools must require students, teachers, staff, and visitors to wear masks or face shields when entering and exiting facilities and practice areas and when not actively engaging in those activities. Schools may, for example, allow students who are actively exercising to remove masks or face shields, as long as they maintain at least six feet of distance from other students, teachers, and staff who are not wearing masks or face shields. However, schools must require students, teachers, and staff to wear masks or face shields as they arrange themselves in positions that will allow them to maintain safe distancing.

Student-Teacher Groupings

Where feasible without disrupting the educational experience, encourage students to practice social distancing.

1. In classroom spaces that allow it, consider placing student desks a minimum of six feet apart when possible.
2. In classrooms where students are regularly within six feet of one another, schools should plan for more frequent hand washing and/or hand sanitizing and should consider whether increased airflow from the outdoors is possible.

Use of Non-Classroom Spaces

1. When feasible and appropriate (for example, in physical education classes as weather permits), it is preferable for students to gather outside, rather than inside, because of likely reduced risk of virus spread outdoors.

2. Schools may continue to offer extracurricular activities, at their discretion and consistent with the guidance in this document, for non-UIL extracurricular activities and with the guidance found on the UIL website for all UIL activities.
3. As is the case in typical years, school systems with policies that allow it may open facilities to the public. Operation of the facilities should be done consistent with the governor's executive orders for similar activities.
4. Campuses must plan for entry, exit, and transition procedures that reduce large group gatherings (of students and/or adults) in close proximity. Consider staggering school start and end times, assigning students to entries to ensure even distribution of students entering/exiting at each door, providing guidance to students to enter one at a time and wait six feet apart outside the entrance, and, where appropriate, encouraging parents to remain outside during drop-off and pick-up.
5. Depending upon local conditions, school systems should consider eliminating assemblies and other activities that bring large groupings of students and/or teachers and staff together.
6. Consider adding dividers between bathroom sinks, especially when students cannot be at least six feet apart while using the sinks.
7. School systems should consider practices that reduce the likelihood that students meet the close contact definition (defined below) at lunch. This could include having students eat lunch at their desks. It could include the use of seats that are spaced at least 6 feet apart. It could include the use of dividers on cafeteria tables if they can serve the purpose of shielding the students from respiratory droplets with which they might otherwise come into contact. For meal service itself, consider individually plated meals with disposable food service items for students who do not bring their own lunch.

Transportation Recommendations

1. School systems should consider requiring students and staff to use hand sanitizer upon boarding the bus.
2. When possible, schools should open windows to allow outside air to circulate in the bus.
3. School systems should encourage families to drop students off, carpool, or walk with their student to school to reduce possible virus exposure on buses.
4. Buses should be thoroughly cleaned after each bus trip, focusing on high-touch surfaces such as bus seats, steering wheels, knobs, and door handles. During cleaning, open windows to allow for additional ventilation and air flow.

Visits to Schools

- Parents and other adults can visit schools, as permitted by local school system policies. During these visits, parents and other visitors must follow virus prevention and mitigation requirements of the school.
- Schools systems should restrict visits in schools to only those essential to school operations.

Staffing

1. Employees of school systems, like employees of any organization, must continue to meet the work expectations set by their employers, subject to any applicable employment contract terms or legal requirements. However, school systems should work with teachers and other staff to ensure the safety of students, teachers, and staff. This could include allowing those

staff, including teachers, who may fulfill their work duties remotely to do so. It could include modification of schedules to ensure, where feasible, that staff members, including teachers, interact with smaller and/or more consistent cohorts of individuals to further mitigate risk. In addition, teachers and staff who are in high risk categories may be entitled to paid leave under the federal [Families First Coronavirus Response Act \(FFCRA\)](#) in addition to leave already accrued.

2. School teachers and staff should be trained specifically on the protocols outlined in this document and the practices adopted by their school system. Additionally, while not developed with this exact guidance in mind, Texas Agri-Life Extension offers a free online course on [Special Considerations for Infection Control During COVID-19](#) (2hrs). This course is intended for frontline childcare workers, but the principles of the course apply equally to those working in school settings.
3. School systems should attempt to reduce in-person staff meetings or other opportunities for adults to congregate in close settings. When those meetings are necessary and cannot be done via electronic means, everyone must follow the mask protocols in this guidance, remain at least 6 feet apart where feasible, consider the use of dividers, and consider whether increased airflow from the outdoors is possible in those settings.

COVID-19 Symptoms

In evaluating whether an individual has symptoms consistent with COVID-19, consider the following questions:

Have they recently begun experiencing any of the following in a way that is not normal for them?

- Feeling feverish or a measured temperature greater than or equal to 100.0 degrees Fahrenheit
- Loss of taste or smell
- Cough
- Difficulty breathing
- Shortness of breath
- Headache
- Chills
- Sore throat
- Shaking or exaggerated shivering
- Significant muscle pain or ache
- Diarrhea

Close Contact

This document refers to “close contact” with an individual who is lab-confirmed to have COVID-19. Close contact is determined by an appropriate public health agency. For clarity, close contact is defined as:

- a. being directly exposed to infectious secretions (e.g., being coughed on while not wearing a mask or face shield); or

- b. being within 6 feet for a cumulative duration of 15 minutes, while not wearing a mask or face shield;

if either occurred at any time in the last 14 days at the same time the infected individual was infectious.

Individuals are presumed infectious at least two days prior to symptom onset or, in the case of asymptomatic individuals who are lab-confirmed with COVID-19, two days prior to the confirming lab test.

Screening Questionnaire Information

1. When asking individuals if they have symptoms for COVID-19, school systems must only require the individual to provide a “Yes” or “No” to the overall statement that they are symptomatic for COVID-19, as opposed to asking the individual for specific symptom confirmation. School systems are not entitled to collect information during screening on the specific health information of an individual beyond that they are symptomatic.
2. Once it is determined that individuals who responded “Yes” to either of these questions have met the criteria for re-entry, school systems must destroy those individuals’ responses.

ⁱ <https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

ⁱⁱ Within sections that primarily contain requirements, there are some recommended practices (indicated with “should”). Likewise, within sections that primarily contain recommendations, there are some required practices (indicated with “must”).

Parent Intention Forms

Not a Commitment Form

July 8 - July 14th

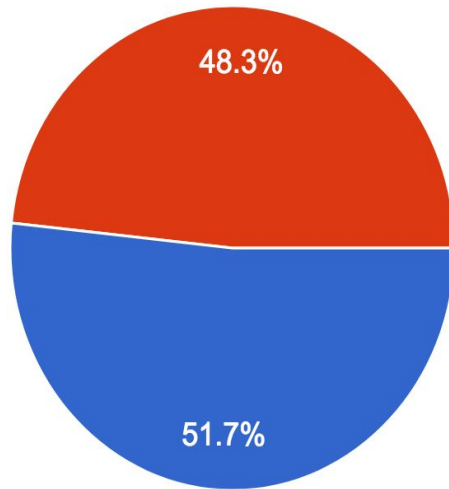
385 Responses (Total number of students for whom forms were submitted once duplicates and changed responses were accounted for)

Provides critical information for Instructional and Operations Planning

Remote or On Campus

Which learning option would you choose for the first 9 weeks of Fall 2020 for this student? Please note this does not commit your student to this option as a student can move to remote learning.

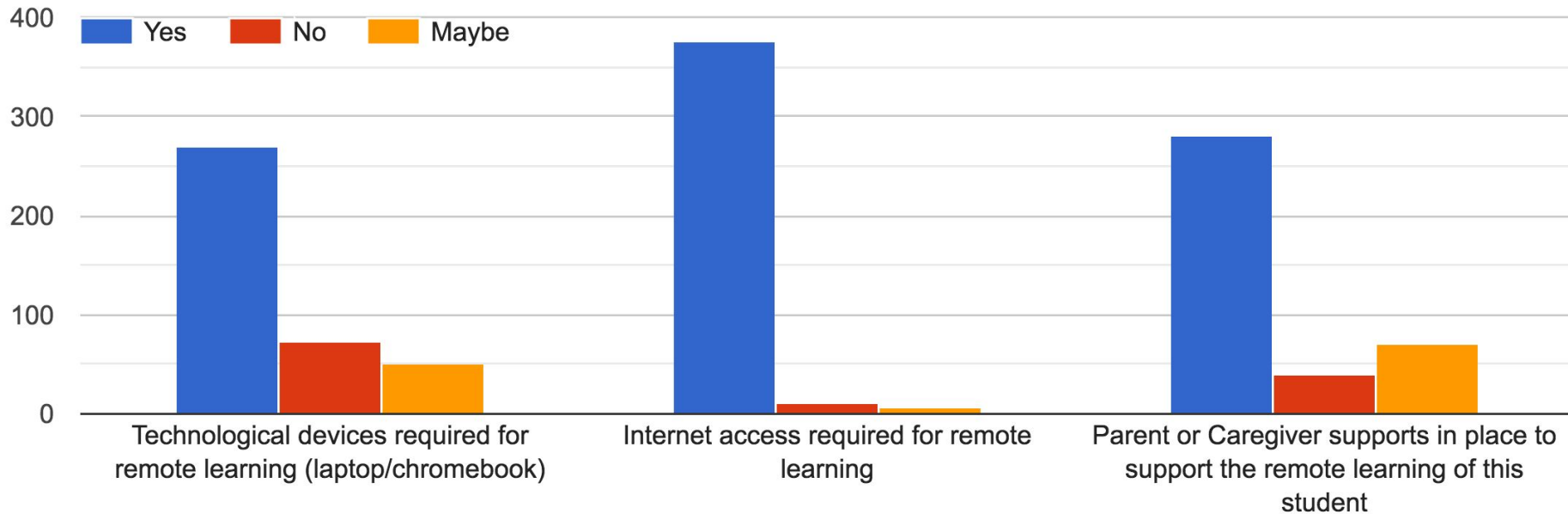
393 responses



- Full day on-campus instruction. More information will be forthcoming about in-person instruction.
- 100% remote learning. A combination of Guide-led instruction and student-paced learning. More information will be forthcoming about distance learning details.

Student Supports At Home

In the event of remote learning does your student(s) have sufficient access to:



ACTION ITEM

Revised Calendar Approval

- Moves the First Day from August 13th to August 20th
- Lengthens the School Day by 10 minutes
 - School Day begins at 7:50 AM and ends at 3:20 PM
 - 75,900 Total Minutes (including the 2100 minute Staff Development Waiver)
 -
- August Professional Development begins August 6th
 - Extends August PD time to 2 weeks

Attendance Update

- Attendance will be taken for funding purposes for both on campus and remote students.
- On campus attendance will be take daily at 10 AM as in previous years.
- Remote asynchronous attendance will be taken based on student DAILY participation and engagement in the work assigned for the day.
 - No certain time of day
 - Engagement will be marked by the Guide or based on educational software reports

Revised Proposed: 2020-2021 Academic Calendar

August 2020						
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	Holiday No School
	Staff Work Day No School
	Conference Day No School
	Weather Day No School
	STAAR Testing 6 Weeks
	9 Weeks
	Semester

SCHOOL HOURS
7:50 AM - 3:20 PM
450 Minutes Per Day

75,900 Instructional Minutes
(Includes PD waiver)

DAY COUNTS	
164	Student Days
183	Teacher Days
2	Weather Days

Aug 20	First Day of School
Sept 7	Labor Day Holiday
Sept 21	Staff Work Day
Oct 9	Parent Conferences
Oct 12 - 16	Fall Break

Nov 23 - 27	Thanksgiving Break
Dec 21 - Jan 4	Winter Break
Jan 5	Staff Work Day
Jan 18	MLK Holiday
Feb 12	Staff Work Day

Feb 15	Presidents Day Hol.
March 12	Parent Conferences
Mar 15 - 19	Spring Break
April 2	Weather Makeup Day
April 5	Staff Work Day

April 6 - 9	STAAR Testing
April 30	Weather Makeup Day
May 6 - 14	STAAR Testing
May 28	Staff Work Day
May 27	Last Day of School

710 Stadium Drive
Georgetown, TX 78626
512-931-3560
To Be Approved by Board:

2020-2021 Academic Calendar

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	Holiday
	No School
	Staff Work Day
	No School
	Conference Day
	No School
	Weather Day
	No School
	STAAR Testing
)	6 Weeks
]	9 Weeks
}	Semester

SCHOOL HOURS	
7:55 AM - 3:15 PM	
440 Minutes Per Day	
76,460	Instructional Minutes (includes PD waiver)
DAY COUNTS	
169	Student Days
183	Teacher Days
2	Weather Days

Aug 13	First Day of School
Sept 7	Labor Day Holiday
Sept 21	Staff Work Day
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710 Stadium Drive	
Georgetown, TX 78626	
512-931-3560	
Approved by the Board:	
3/24/2020	

Revised Proposed: 2020-2021 Academic Calendar

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710 Stadium Drive Georgetown, TX 78626 512-931-3560 To Be Approved by Board:	
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AUSTIN (KXAN) — In [response to the new Texas Education Agency guidance, which allows school districts to extend its online learning mandate to the first four weeks of the semester](#), most Central Texas districts told KXAN it was too early to officially announce any intention to do so.

On Friday, the TEA extended an extra week to its original allowance of three to “facilitate a safe, effective back-to-school transition process.” Districts will have the option to extend the exclusively virtual learning mandate an *additional* four weeks, providing eight total, pending a local school board vote.

More than a dozen school districts were contacted following Friday’s guidance. The following are the paraphrased responses KXAN received or a summary of what districts have outlined on their websites.

Austin ISD

The district will begin classes Aug. 18 [and will be all online for three weeks](#), according to the latest information earlier this week from the district.

Bastrop ISD

Bastrop ISD will start school on Aug. 18 with the first three weeks comprised of virtual instruction. That means no in-person learning will take place until Sept. 8 at the earliest.

“The safety and well-being of our students and staff is of utmost importance to us and we believe this 3-week transitional start affords us the greatest flexibility in creating a safe and secure learning and working environment,” Superintendent Barry Edwards said in a [statement to BISD families on July 20](#).

Del Valle ISD

[Del Valle ISD plans to start school Aug. 17 and have the first six weeks of the school year be 100% remote learning](#) pending approval by the school board on Tuesday. During the week of Sept. 8, families will receive an update based on the latest guidance. Del Valle ISD Superintendent [Dr. Annette Tielle said in an online update](#) that when in-person instruction resumes, families can continue using the online option. Most students will receive live, virtual instruction where students will receive real-time interactions with teachers.

Dripping Springs ISD

The possibility of shifting to four weeks virtual is still undetermined. There will be a board meeting on Monday, July 20 to discuss the merit of the idea for students and staff.

Eanes ISD

Classes will be held online only for the first three weeks of school, and they’ll have more details after a board meeting Tuesday night.

Georgetown ISD

District officials are reviewing Friday's TEA announcement but won't be revealing official plans yet. A survey is out now for families and staff asking their preference for learning in the fall. The survey will close on Monday and will be used to determine next steps.

The district plans to launch plans for parents [about how to choose on-campus or remote learning for students Tuesday](#).

Hays CISD

Hays CISD plans to welcome students back for in-person learning in late September. This comes after the district moved its start date back. The district will reevaluate that plan pending local health conditions.

The administration said earlier this week they'll have a plan out Monday, and they're "considering all options that would allow us to delay the start of in-person school as long as possible."

IDEA Public Schools

School begins August 11, and all classes will be done online, according to a release from the school earlier this week.

KIPP Charter Schools

The school year will begin 100% online Aug. 24, and said in a release it hopes to return to in-person learning with a "staggered, phased-in start beginning October 12 for families who choose in-person learning for the second nine-week instructional cycle."

KIPP will also provide curbside meals for students during the school year. It said in a release earlier this week it will loan technology to students who don't have it for the entire year.

Lake Travis ISD

"It is too early for us to determine if we will be adding the additional four weeks of online learning, staggering start/end times, eliminating assemblies, or allowing teachers to teach remotely," a district spokesperson said.

Leander ISD

Following a board of trustees meeting on Thursday, Leander ISD will [offer virtual learning until September 8, the first four weeks, and will then reassess the needs based on the local health guidelines](#). The district is [planning to forgo all large gatherings within the Fine Arts program, including musicals, marching band performances](#). Superintendent Dr. Bruce Gearing said he

wants Austin Public Health to reach phase two, where gatherings of 25 or more are allowed, before he lets students back into the classroom.

“Our number one priority is the safety of our students and the safety of our faculty and staff. Without them, we can’t hold in-person school,” Dr. Gearing said.

Liberty Hill ISD

Liberty Hill ISD has not specified on its website what its fall plan will be.

Lockhart ISD

Lockhart ISD is not ready to provide information on what the fall semester will look like based on the new TEA guidelines. A spokesperson said district officials are reviewing information and having daily discussions about the subject.

Manor ISD

No decision has been made yet.

Pflugerville ISD

“Our leadership team hasn’t had the opportunity to determine how this will affect us and what decisions will be made for the future. What I can say right now is that we have informed our families this past week that we will begin the school year 100% virtual for the first three weeks, and if there are any changes we will be sure to inform our staff, parents and community as soon as decisions are made,” a PFISD spokesperson said.

Round Rock ISD

A spokesperson with the RRISD said the district was the first Central Texas district to announce it would go all-virtual for the first three weeks of the school year. At this time, there is no plan to extend that to four weeks, although the district will monitor the ongoing conditions.

“We appreciate the flexibility granted by the state to allow public school districts to make decisions guided by local circumstances and with guidance from local health authorities,” RRISD Superintendent Dr. Steve Flores said. “We must protect the health and safety of our students and staff, their families, and our entire community. We can only do this by adhering to guidance based on data and medical evidence issued by our local health agencies. By doing everything we can to protect our community now, we will create a quicker route to all students and staff back in school safely.”

School will begin August 20. [The district says it'll offer on-campus classes starting September 10, but will also continue online classes for families that choose that option.](#)

During a town hall meeting Monday, the district said people wanted students and teachers to wear a face covering, and that students will eat lunch in classrooms, not the cafeteria. RRISD officials say they've installed plexiglass shields in all buildings, and they are trying to figure out a way to limit school bus travel.

San Marcos CISD

[San Marcos CISD announced Monday night they'll start classes Sept. 8](#), two weeks later than originally planned, and it will be online-only for the first four weeks.

The district plans to let students back on campus October 5, but they could still keep an online-only format for the first quarter of the school year.

Thrall ISD

Thrall ISD will begin its school year on Aug. 10 with in-person instruction, but at 50% capacity. That means families would have designated days to attend school and would work from home other days.

“Our goal is that within 3-8 weeks of August 10 everyone will be back to school DAILY, if protocols appear to be working and the Coronavirus Spread is improving/decreasing,” [the district said on its website](#).

We will update this list as more information becomes available.

Reach KXAN's Education Reporter Alex Caprariello by email at alexc@kxan.com or by phone at [512-703-5365](tel:512-703-5365), or find him on [Twitter](#) and [Facebook](#).

The purpose of this guidance is to support education, public health, local leadership, and pediatricians collaborating with schools in creating policies for school re-entry that foster the overall health of children, adolescents, staff, and communities and are based on available evidence. Schools are fundamental to child and adolescent development and well-being and provide our children and adolescents with academic instruction, social and emotional skills, safety, reliable nutrition, physical/speech and mental health therapy, and opportunities for physical activity, among other benefits. Beyond supporting the educational development of children and adolescents, schools play a critical role in addressing racial and social inequity. As such, it is critical to reflect on the differential impact SARS-CoV-2 and the associated school closures have had on different races, ethnic and vulnerable populations. These recommendations are provided acknowledging that our understanding of the SARS-CoV-2 pandemic is changing rapidly.

Any school re-entry policies should consider the following key principles:

- School policies must be flexible and nimble in responding to new information, and administrators must be willing to refine approaches when specific policies are not working.
- It is critically important to develop strategies that can be revised and adapted depending on the level of viral transmission in the school and throughout the community and done with close communication with state and/or local public health authorities and recognizing the differences between school districts, including urban, suburban, and rural districts.
- Policies should be practical, feasible, and appropriate for child and adolescent's developmental stage.
- Special considerations and accommodations to account for the diversity of youth should be made, especially for our vulnerable populations, including those who are medically fragile, live in poverty, have developmental challenges, or have special health care needs or disabilities, with the goal of safe return to school.
- No child or adolescents should be excluded from school unless required in order to adhere to local public health mandates or because of unique medical needs. Pediatricians, families, and schools should partner together to collaboratively identify and develop accommodations, when needed.
- School policies should be guided by supporting the overall health and well-being of all children, adolescents, their families, and their communities. These policies should be consistently communicated in languages other than English, if needed, based on the languages spoken in the community, to avoid marginalization of parents/guardians who are of limited English proficiency or do not speak English at all.

With the above principles in mind, **the AAP strongly advocates that all policy considerations for the coming school year should start with a goal of having students physically present in school.** The importance of in-person learning is well-documented, and there is already evidence of the negative impacts on children because of school closures in the spring of 2020. Lengthy time away from school and associated interruption of supportive services often results in social isolation, making it difficult for schools to identify and address important learning deficits as well as child and adolescent physical or sexual abuse, substance use, depression, and suicidal ideation. This, in turn, places children and adolescents at considerable risk of morbidity and, in some cases, mortality. Beyond the educational impact and social impact of school closures, there has been substantial impact on food security and

physical activity for children and families.

Policy makers must also consider the mounting evidence regarding COVID-19 in children and adolescents, including the role they may play in transmission of the infection. SARS-CoV-2 appears to behave differently in children and adolescents than other common respiratory viruses, such as influenza, on which much of the current guidance regarding school closures is based. Although children and adolescents play a major role in amplifying influenza outbreaks, to date, this does not appear to be the case with SARS-CoV-2. Although many questions remain, the preponderance of evidence indicates that children and adolescents are less likely to be symptomatic and less likely to have severe disease resulting from SARS-CoV-2 infection. In addition, children may be less likely to become infected and to spread infection. Policies to mitigate the spread of COVID-19 within schools must be balanced with the known harms to children, adolescents, families, and the community by keeping children at home.

Finally, policy makers should acknowledge that COVID-19 policies are intended to mitigate, not eliminate, risk. No single action or set of actions will completely eliminate the risk of SARS-CoV-2 transmission, but implementation of several coordinated interventions can greatly reduce that risk. For example, where physical distance cannot be maintained, students (over the age of 2 years) and staff can wear face coverings (when feasible). In the following sections, we review some general principles that policy makers should consider as they plan for the coming school year. For all of these, education for the entire school community regarding these measures should begin early, ideally at least several weeks before the start of the school year.

Physical Distancing Measures

Physical distancing, sometimes referred to as social distancing, is simply the act of keeping people separated with the goal of limiting spread of contagion between individuals. It is fundamental to lowering the risk of spread of SARS-CoV-2, as the primary mode of transmission is through respiratory droplets by persons in close proximity. There is a conflict between optimal academic and social/emotional learning in schools and strict adherence to current physical distancing guidelines. For example, the Centers for Disease Control and Prevention (CDC) recommends that schools "space seating/desks at least 6 feet apart when feasible." In many school settings, 6 feet between students is not feasible without limiting the number of students. Evidence suggests that spacing as close as 3 feet may approach the benefits of 6 feet of space, particularly if students are wearing face coverings and are asymptomatic. Schools should weigh the benefits of strict adherence to a 6-foot spacing rule between students with the potential downside if remote learning is the only alternative. Strict adherence to a specific size of student groups (eg, 10 per classroom, 15 per classroom, etc) should be discouraged in favor of other risk mitigation strategies. Given what is known about transmission dynamics, adults and adult staff within schools should attempt to maintain a distance of 6 feet from other persons as much as possible, particularly around other adult staff. For all of the below settings, physical distancing by and among adults is strongly recommended, and meetings and curriculum planning should take place virtually if possible. In addition, other strategies to increase adult-adult physical distance in time and space should be implemented, such as staggered drop-offs and pickups, and drop-offs and pickups outside when weather allows. Parents should, in general, be discouraged from entering the school building. Physical barriers, such as plexiglass, should be considered in reception areas and employee workspaces where the environment does not accommodate physical distancing, and congregating in shared spaces, such as staff lounge areas, should be discouraged.

The recommendations in each of the age groups below are not instructional strategies but are strategies to optimize the return of students to schools in the context of physical distancing guidelines and the developmentally appropriate implementation of the strategies. Educational experts may have preference for one or another of the guidelines based on the instructional needs of the classes or schools in which they work.

Pre-Kindergarten (Pre-K)

In Pre-K, the relative impact of physical distancing among children is likely small based on current evidence and certainly difficult to implement. Therefore, Pre-K should focus on more effective risk mitigation strategies for this population. These include hand hygiene, infection prevention education for staff and families, adult physical distancing from one another, adults wearing face coverings, cohorting, and spending time outdoors.

Higher-priority strategies:

- Cohort classes to minimize crossover among children and adults within the school; the exact size of the cohort may vary, often dependent on local or state health department guidance.
- Utilize outdoor spaces when possible.
- Limit unnecessary visitors into the building.

Lower-priority strategies:

- Face coverings(cloth) for children in the Pre-K setting may be difficult to implement.
- Reducing classmate interactions/play in Pre-K aged children may not provide substantial COVID-19 risk reduction.

Elementary Schools

Higher-priority strategies:

- Children should wear face coverings when harms (eg, increasing hand-mouth/nose contact) do not outweigh benefits (potential COVID-19 risk reduction).
- Desks should be placed 3 to 6 feet apart when feasible (if this reduces the amount of time children are present in school, harm may outweigh potential benefits).
- Cohort classes to minimize crossover among children and adults within the school.
- Utilize outdoor spaces when possible.

Lower-priority strategies:

- The risk reduction of reducing class sizes in elementary school-aged children may be outweighed by the challenge of doing so.
- Similarly, reducing classmate interactions/play in elementary school-aged children may not provide enough COVID-19 risk reduction to justify potential harms.

Secondary Schools

There is likely a greater impact of physical distancing on risk reduction of COVID in secondary schools than early childhood or elementary education. There are also different barriers to successful implementation of many of these measures in older age groups, as the structure of school is usually based on students changing classrooms. Suggestions for physical distancing risk mitigation strategies when feasible:

- Universal face coverings in middle and high schools when not able to maintain a 6-foot distance (students and adults).
- Particular avoidance of close physical proximity in cases of increased exhalation (singing, exercise); these activities are likely safest outdoors and spread out.
- Desks should be placed 3 to 6 feet apart when feasible.

- Cohort classes if possible, limit cross-over of students and teachers to the extent possible.
 - Ideas that may assist with cohorting:
 - Block schedule (much like colleges, intensive 1-month blocks).
 - Eliminate use of lockers or assign them by cohort to reduce need for hallway use across multiple areas of the building. (This strategy would need to be done in conjunction with planning to ensure students are not carrying home an unreasonable number of books on a daily basis and may vary depending on other cohorting and instructional decisions schools are making.)
 - Have teachers rotate instead of students when feasible.
 - Utilize outdoor spaces when possible.
 - Teachers should maintain 6 feet from students when possible and if not disruptive to educational process.
 - Restructure elective offerings to allow small groups within one classroom. This may not be possible in a small classroom.

Special Education

Every child and adolescent with a disability is entitled to a free and appropriate education and is entitled to special education services based on their individualized education program (IEP). Students receiving special education services may be more negatively affected by distance-learning and may be disproportionately impacted by interruptions in regular education. It may not be feasible, depending on the needs of the individual child and adolescent, to adhere both to distancing guidelines and the criteria outlined in a specific IEP. Attempts to meet physical distancing guidelines should meet the needs of the individual child and may require creative solutions, often on a case-by-case basis.

Physical Distancing in Specific Enclosed Spaces

Bussing

- Encourage alternative modes of transportation for students who have other options.
- Ideally, for students riding the bus, symptom screening would be performed prior to being dropped off at the bus. Having bus drivers or monitors perform these screenings is problematic, as they may face a situation in which a student screens positive yet the parent has left, and the driver would be faced with leaving the student alone or allowing the student on the bus.
- Assigned seating; if possible, assign seats by cohort (same students sit together each day).
- Tape marks showing students where to sit.
- When a 6-foot distance cannot be maintained between students, face coverings should be worn.
- Drivers should be a minimum of 6 feet from students; driver must wear face covering; consider physical barrier for driver (eg, plexiglass).
- Minimize number of people on the bus at one time within reason.
- Adults who do not need to be on the bus should not be on the bus.
- Have windows open if weather allows.

Hallways

- Consider creating one-way hallways to reduce close contact.

- Place physical guides, such as tape, on floors or sidewalks to create one-way routes.
- Where feasible, keep students in the classroom and rotate teachers instead.
- Stagger class periods by cohorts for movement between classrooms if students must move between classrooms to limit the number of students in the hallway when changing classrooms.
- Assign lockers by cohort or eliminate lockers altogether.

Playgrounds

Enforcing physical distancing in an outside playground is difficult and may not be the most effective method of risk mitigation. Emphasis should be placed on cohorting students and limiting the size of groups participating in playground time. Outdoor transmission of virus is known to be much lower than indoor transmission.

Meals/Cafeteria

School meals play an important part in addressing food security for children and adolescents. Decisions about how to serve meals must take into account the fact that in many communities there may be more students eligible for free and reduced meals than prior to the pandemic.

- Consider having students cohorted, potentially in their classrooms, especially if students remain in their classroom throughout the day.
- Create separate lunch periods to minimize the number of students in the cafeteria at one time.
- Utilize additional spaces for lunch/break times.
- Utilize outdoor spaces when possible.
- Create an environment that is as safe as possible from exposure to food allergens.
- Wash hands or use hand sanitizer before and after eating.

Cleaning and Disinfection

The main mode of COVID-19 spread is from person to person, primarily via droplet transmission. For this reason, strategies for infection prevention should center around this form of spread, including physical distancing, face coverings, and hand hygiene. Given the challenges that may exist in children and adolescents in effectively adhering to recommendations, it is critical staff are setting a good example for students by modeling behaviors around physical distancing, face coverings and hand hygiene. Infection via aerosols and fomites is less likely. However, because the virus may survive in certain surfaces for some time, it is possible to get infected after touching a virus contaminated surface and then touching the mouth, eyes, or nose. Frequent handwashing as a modality of containment is vital.

Cleaning should be performed per established protocols followed by disinfection when appropriate. Normal cleaning with soap and water decreases the viral load and optimizes the efficacy of disinfectants. When using disinfectants, the manufacturers' instructions must be followed, including duration of dwell time, use of personal protective equipment (PPE), if indicated, and proper ventilation. The use of EPA approved disinfectants against COVID-19 is recommended ([EPA List N](#)). When possible, only products labeled as [safe for humans and the environment](#) (eg, Safer or Designed for the Environment), containing active ingredients such as hydrogen peroxide, ethanol, citric acid, should be selected from this list, because they are less toxic, are not strong respiratory irritants or asthma triggers, and have no known carcinogenic, reproductive, or developmental effects.

When EPA-approved disinfectants are not available, alternative disinfectants such as diluted bleach or 70% alcohol solutions can be used. Children should not be present when disinfectants are in use and should not participate in disinfecting activities. Most of these products are not safe for use by children,

whose “hand-to-mouth” behaviors and frequent touching of their face and eyes put them at higher risk for toxic exposures. If disinfection is needed while children are in the classroom, adequate ventilation should be in place and nonirritating products should be used. Disinfectants such as bleach and those containing quaternary ammonium compounds or “Quats” should not be used when children and adolescents are present, because these are known respiratory irritants.

In general, elimination of high-touch surfaces is preferable to frequent cleaning. For example, classroom doors can be left open rather than having students open the door when entering and leaving the classroom or the door can be closed once all students have entered followed by hand sanitizing. As part of increasing social distance between students and surfaces requiring regular cleaning, schools could also consider eliminating the use of lockers, particularly if they are located in shared spaces or hallways, making physical distancing more challenging. If schools decide to use this strategy, it should be done within the context of ensuring that students are not forced to transport unreasonable numbers of books back and forth from school on a regular basis.

When elimination is not possible, surfaces that are used frequently, such as drinking fountains, door handles, sinks and faucet handles, etc, should be cleaned and disinfected at least daily and as often as possible. Bathrooms, in particular, should receive frequent cleaning and disinfection. Shared equipment including computer equipment, keyboards, art supplies, and play or gym equipments should also be disinfected frequently. Hand washing should be promoted before and after touching shared equipment. Computer keyboard covers can be used to facilitate cleaning between users. [Routine cleaning practices](#) should be used for indoor areas that have not been used for 7 or more days or outdoor equipment. Surfaces that are not high touch, such as bookcases, cabinets, wall boards, or drapes should be cleaned following standard protocol. The same applies to floors or carpeted areas.

Outdoor playgrounds/natural play areas only need routine maintenance, and hand hygiene should be emphasized before and after use of these spaces. Outdoor play equipment with high-touch surfaces, such as railings, handles, etc, should be cleaned and disinfected regularly if used continuously.

UV light kills viruses and bacteria and is used in some controlled settings as a germicide. UV light-emitting devices should not be used in the school setting, because they are not safe for children and adults and can cause skin and eye damage.

Testing and Screening

Virologic testing is an important part of the overall public health strategy to limit the spread of COVID-19. Virologic testing detects the viral RNA from a respiratory (usually nasal) swab specimen. Testing all students for acute SARS-CoV-2 infection prior to the start of school is not feasible in most settings at this time. Even in places where this is possible, it is not clear that such testing would reduce the likelihood of spread within schools. It is important to recognize that virologic testing only shows whether a person is infected at that specific moment in time. It is also possible that the nasal swab virologic test result can be negative during the early incubation period of the infection. So, although a negative virologic test result is reassuring, it does not mean that the student or school staff member is not going to subsequently develop COVID-19. Stated another way, a student who is negative for COVID 19 on the first day of school may not remain negative throughout the school year.

If a student or school staff member has a known exposure to COVID-19 (eg, a household member with laboratory-confirmed SARS-CoV-2 infection or illness consistent with COVID-19) or has COVID-19 symptoms, having a negative virologic test result, according to [CDC guidelines](#), may be warranted for local health authorities to make recommendations regarding contact tracing and/or school exclusion or school closure.

The other type of testing is serologic blood testing for antibodies to SARS-CoV-2. At the current time, serologic testing should not be used for individual decision-making and has no place in considerations for entrance to or exclusion from school. [CDC guidance](#) regarding antibody testing for COVID-19 is that

serologic test results should not be used to make decisions about grouping people residing in or being admitted to congregate settings, such as schools, dormitories, or correctional facilities. Additionally, serologic test results should not be used to make decisions about returning people to the workplace. The CDC states that serologic testing should not be used to determine immune status in individuals until the presence, durability, and duration of immunity is established. The AAP recommends this guidance be applied to school settings as well.

Schools should have a policy regarding symptom screening and what to do if a student or school staff member becomes sick with COVID-19 symptoms. Temperature checks and symptom screening are a frequent part of many reopening processes to identify symptomatic persons to exclude them from entering buildings and business establishments. The list of symptoms of COVID-19 infection has grown since the start of the pandemic and the manifestations of COVID-19 infection in children, although similar, is often not the same as that for adults. **School policies regarding temperature screening and temperature checks must balance the practicality of performing these screening procedures for large numbers of students and staff with the information known about how children manifest COVID-19 infection, the risk of transmission in schools, and the possible lost instructional time to conduct the screenings.** Schools should develop plans for rapid response to a student or staff member with fever who is in the school regardless of the implementation of temperature checks or symptom screening prior to entering the school building. In many cases, it will not be practical for temperature checks to be performed prior to students arriving at school. **Parents should be instructed to keep their child at home if they are ill.** Any student or staff member with a fever of 100.4 degrees or greater or symptoms of possible COVID-19 virus infection should not be present in school.

In lieu of temperature checks and symptom screening being performed after arrival to school, **methods to allow parent report of temperature checks done at home may be considered.** Resources and time may necessitate this strategy at most schools. The epidemiology of disease in children along with evidence of the utility of temperature screenings in health systems may further justify this approach. Procedures using texting apps, phone systems, or online reporting rely on parent report and may be most practical but possibly unreliable, depending on individual family's ability to use these communication processes, especially if not made available in their primary language. Although imperfect, these processes may be most practical and likely to identify the most ill children who should not be in school. School nurses or nurse aides should be equipped to measure temperatures for any student or staff member who may become ill during the school day and should have an identified area to separate or isolate students who may have COVID-19 symptoms.

COVID-19 infection manifests similarly to other respiratory illness in children. Although children manifest many of the same symptoms of COVID-19 infection as adults, some differences are noteworthy. [According to the CDC](#), children may be less likely to have fever, may be less likely to present with fever as an initial symptom, and may have only gastrointestinal tract symptoms. A student or staff member excluded because of symptoms of COVID-19 should be encouraged to contact their health care provider to discuss testing and medical care. In the absence of testing, students or staff should follow local health department guidance for exclusion.

Face Coverings and PPE

Cloth face coverings protect others if the wearer is infected with SARS CoV-2 and is not aware. Cloth masks may offer some level of protection for the wearer. Evidence continues to mount on the importance of universal face coverings in interrupting the spread of SARS-CoV-2. Although ideal, universal face covering use is not always possible in the school setting for many reasons. Some students, or staff, may be unable to safely wear a cloth face covering because of certain medical conditions (eg, developmental, respiratory, tactile aversion, or other conditions) or may be uncomfortable, making the consistent use of cloth face coverings throughout the day challenging. For individuals who have difficulty with wearing a cloth face covering and it is not medically contraindicated to wear a face

covering, behavior techniques and social skills stories(see resource section)can be used to assist in adapting to wearing a face covering. When developing policy regarding the use of cloth face coverings by students or school staff, school districts and health advisors should consider whether the use of cloth face coverings is developmentally appropriate and feasible and whether the policy can be instituted safely. If not developmentally feasible, which may be the case for younger students, and cannot be done safely (eg, the face covering makes wearers touch their face more than they otherwise would), schools may choose to not require their use when physical distancing measures can be effectively implemented. School staff and older students (middle or high school) may be able to wear cloth face coverings safely and consistently and should be encouraged to do so. Children under 2 years and anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove a face covering without assistance should not wear cloth face coverings.

For certain populations, the use of cloth face coverings by teachers may impede the education process. These include students who are deaf or hard of hearing, students receiving speech/language services, young students in early education programs, and English-language learners. Although there are products (eg, face coverings with clear panels in the front) to facilitate their use among these populations, these may not be available in all settings.

Students and families should be taught how to properly wear (cover nose and mouth) a cloth face covering, to maintain hand hygiene when removing for meals and physical activity, and for replacing and maintaining (washing regularly) a cloth face covering.

School health staff should be provided with appropriate medical PPE to use in health suites. This PPE should include N95 masks, surgical masks, gloves, disposable gowns, and face shields or other eye protection. School health staff should be aware of the [CDC guidance on infection control](#) measures. Asthma treatments using inhalers with spacers are preferred over nebulizer treatments whenever possible. The [CDC recommends](#) that nebulizer treatments at school should be reserved for children who cannot use or do not have access to an inhaler (with spacer or spacer with mask). Schools should work with families and health care providers to assist with obtaining an inhaler for students with limited access. In addition, schools should work to develop and implement asthma action plans, which may include directly observed controller medication administration in schools to promote optimal asthma control. If required while waiting for a student to be picked up to go home or for emergency personnel to arrive, when using nebulizer or a peak flow meter, school health staff should wear gloves, an N95 [facemask](#), and eye protection. Staff should be trained on proper donning and doffing procedures and follow the CDC guidance regarding precautions when performing [aerosol-generating procedures](#). Nebulizer treatments should be performed in a space that limits exposure to others and with minimal staff present. Rooms should be well ventilated or treatments should be performed outside. After the use of the nebulizer, the room should undergo routine [cleaning and disinfection](#).

School staff working with students who are unable to wear a cloth face covering and who must be in close proximity to them should ideally wear N95 masks. When access to N95 masks is limited, a surgical mask in combination with a face shield should be used. Face shields or other forms of eye protection should also be used when working with students unable to manage secretions.

On-site School Based Health Services

On-site school health services should be supported if available, to complement the pediatric medical home and to provide pediatric acute and chronic care. Collaboration with [school nurses](#) will be essential, and school districts should involve School Health Services staff early in the planning phase for reopening and consider collaborative strategies that address and prioritize immunizations and other needed health services for students, including behavioral health and reproductive health services.

Education

The impacts of lost instructional time and social emotional development on children and adolescents

should be anticipated, and schools will need to be prepared to adjust curricula and instructional practices accordingly without the expectation that all lost academic progress can be caught up. Plans to make up for lost academic progress because of school closures and distress associated with the pandemic should be balanced by a recognition of the likely continued distress of educators and students that will persist when schools reopen. If the academic expectations are unrealistic, school will likely become a source of further distress for students (and educators) at a time when they need additional support. It is also critical to maintain a balanced curriculum with continued physical education and other learning experiences rather than an exclusive emphasis on core subject areas.

Students With Disabilities

The impact of loss of instructional time and related services, including mental health services as well as occupational, physical, and speech/language therapy during the period of school closures is significant for students with disabilities. Students with disabilities may also have more difficulty with the social and emotional aspects of transitioning out of and back into the school setting. As schools prepare for reopening, school personnel should develop a plan to ensure a review of each child and adolescent with an IEP to determine the needs for compensatory education to adjust for lost instructional time as well as other related services. In addition, schools can expect a backlog in evaluations; therefore, plans to prioritize those for new referrals as opposed to re-evaluations will be important. = Many school districts require adequate instructional effort before determining eligibility for special education services. However, virtual instruction or lack of instruction should not be reasons to avoid starting services such as response-to-intervention (RTI) services, even if a final eligibility determination is postponed.

Behavioral Health/Emotional Support for Children and Adolescents

Schools should anticipate and be prepared to address a wide range of mental health needs of children and staff when schools reopen. Preparation for [infection control](#) is vital and admittedly complex during an evolving pandemic. But the emotional impact of the pandemic, financial/employment concerns, social isolation, and growing concerns about systemic racial inequity — coupled with prolonged limited access to critical school-based mental health services and the support and assistance of school professionals — demands careful attention and planning as well. Schools should be prepared to adopt an approach for mental health support.

Schools should consider providing training to classroom teachers and other educators on how to talk to and support children during and after the COVID-19 pandemic. Students requiring mental health support should be referred to school mental health professionals.

Suicide is the second leading cause of death among adolescents or youth 10 to 24 years of age in the United States. In the event distance learning is needed, schools should develop mechanisms to evaluate youth remotely if concerns are voiced by educators or family members and should be establishing policies, including referral mechanisms for students believed to be in need of in-person evaluation, even before schools reopen.

School mental health professionals should be involved in shaping messages to students and families about the response to the pandemic. Fear-based messages widely used to encourage strict physical distancing may cause problems when schools reopen, because the risk of exposure to COVID-19 may be mitigated but not eliminated.

When schools do reopen, plans should already be in place for outreach to students who do not return, given the high likelihood of separation anxiety and agoraphobia in students. Students may have difficulty with the social and emotional aspects of transitioning back into the school setting, especially given the unfamiliarity with the changed school environment and experience. Special considerations are warranted for students with pre-existing anxiety, depression, and other mental health conditions; children with a prior history of trauma or loss; and students in early education who may be particularly

sensitive to disruptions in routine and caregivers. Students facing other challenges, such as poverty, food insecurity, and homelessness, and those subjected to ongoing racial inequities may benefit from additional support and assistance.

Schools need to incorporate academic accommodations and supports for all students who may still be having difficulty concentrating or learning new information because of stress associated with the pandemic. It is important that schools do not anticipate or attempt to catch up for lost academic time through accelerating curriculum delivery at a time when students and educators may find it difficult to even return to baseline rates. These expectations should be communicated to educators, students, and family members so that school does not become a source of further distress.

Mental Health of Staff

The personal impact on educators and other school staff should be recognized. In the same way that students are going to need support to effectively return to school and to be prepared to be ready to process the information they are being taught, teachers cannot be expected to be successful at teaching children without having their mental health needs supported. The strain on teachers this year as they have been asked to teach differently while they support their own needs and those of their families has been significant, and they will be bringing that stress back to school as schools reopen. Resources such as Employee Assistance Programs and other means to provide support and mental health services should be established prior to reopening. The individual needs and concerns of school professionals should be addressed with accommodations made as needed (eg, for a classroom educator who is pregnant, has a medical condition that confers a higher risk of serious illness with COVID-19, resides with a family member who is at higher risk, or has a mental health condition that compromises the ability to cope with the additional stress). Although schools should be prepared to be agile to meet evolving needs and respond to increasing knowledge related to the pandemic and may need to institute partial or complete closures when the public health need requires, they should recognize that staff, students, and families will benefit from sufficient time to understand and adjust to changes in routine and practices. During a crisis, people benefit from clear and regular communication from a trusted source of information and the opportunity to dialogue about concerns and needs and feel they are able to contribute in some way to the decision-making process. Change is more difficult in the context of crisis and when predictability is already severely compromised.

Food Insecurity

In 2018, 11.8 million children and adolescents (1 in 7) in the United States lived in a food-insecure household. The coronavirus pandemic has led to increased unemployment and poverty for America's families, which in turn will likely increase even further the number of families who experience food insecurity. School re-entry planning must consider the many children and adolescents who experience food insecurity already (especially at-risk and low-income populations) and who will have limited access to routine meals through the school district if schools remain closed. The short- and long-term effects of food insecurity in children and adolescents are profound. **Plans should be made prior to the start of the school year for how students participating in free- and reduced- meal programs will receive food in the event of a school closure or if they are excluded from school because of illness or SARS-CoV-2 infection.**

Immunizations

Existing school immunization requirements should be maintained and not deferred because of the current pandemic. In addition, although influenza vaccination is generally not required for school attendance, in the coming academic year, it should be highly encouraged for all students. School districts should consider requiring influenza vaccination for all staff members. Pediatricians should work with schools and local public health authorities to promote childhood vaccination messaging well before the start of the school year. It is vital that all children receive recommend vaccinations on time

and get caught up if they are behind as a result of the pandemic. The capacity of the health care system to support increased demand for vaccinations should be addressed through a multifaceted collaborative and coordinated approach among all child-serving agencies including schools.

Organized Activities

It is likely that sporting events, practices, and conditioning sessions will be limited in many locations. Preparticipation evaluations should be conducted in alignment with the [AAP Preparticipation Physical Evaluation Monograph](#), 5th ed, and state and local guidance.

Resources

- [Coalition to Support Grieving Students](#)
- [Using Social Stories to Support People with I/DD During the COVID-19 Emergency](#)
- [Social Stories for Young and Old on COVID-19](#)

Additional Information

If you need a print version of this guidance, use the Print icon at the top of the page or download a pdf [here](#).

- Information for Parents on HealthyChildren.org: [Returning to School During COVID-19](#)
- [Guidance Related to Childcare During COVID-19](#)
- [Guidance on Providing Pediatric Well-Care During COVID-19](#)
- [List of latest AAP News articles on COVID-19](#)
- [Pediatrics COVID-19 Collection](#)
- [COVID-19 Advocacy Resources](#)(Login required)
- [Centers for Disease Control and Prevention: Considerations for Schools](#)
- [Centers for Disease Control and Prevention: School Decision Tree](#)
- [Centers for Disease Control and Prevention: Activities and Initiatives Supporting the COVID Response](#)

Interim Guidance Disclaimer: The COVID-19 clinical interim guidance provided here has been updated based on current evidence and information available at the time of publishing. Guidance will be regularly reviewed with regards to the evolving nature of the pandemic and emerging evidence. All interim guidance will be presumed to expire in December 2020 unless otherwise specified.

Last Updated 06/25/2020

Source American Academy of Pediatrics

Attendance and Enrollment FAQ: Section Topics

Click on the links below to go directly to that section of the FAQ.

- [Definitions](#)
- [Attendance Methods](#)
- [State Funding](#)
- [Attendance](#)
- [Enrollment](#)
- [PEIMS Attendance Reporting](#)
- [Calendars and Waivers](#)

Definitions

Remote Synchronous Instruction – Two-way, real-time/live, virtual instruction between teachers and students when students are not on campus. In this method, the required amount of instructional time is scheduled each day, and funding is generated when attendance is recorded daily at a locally selected snapshot time. Synchronous instruction is provided through a computer or other electronic device or over the phone. The instructional method must address the required curriculum, per TEC, §28.002.

Remote Asynchronous Instruction – Instruction that does not require having the instructor and student engaged at the same time. In this method, students learn from instruction that is not necessarily being delivered in-person or in real time. This type of instruction may include various forms of digital and online learning, such as prerecorded video lessons or game-based learning tasks that students complete on their own, and pre-assigned work and formative assessments made available to students on paper. The instructional method must address the required curriculum, per TEC, §28.002.

Attendance Methods

Remote Synchronous Instruction

This method replicates the current on-campus method of taking daily attendance in a remote synchronous instructional setting. In a remote synchronous teaching and learning method, students who are logged in at the teacher's documented official attendance time are marked remote synchronous present for that day, and students who are not logged in at the teacher's documented official attendance time are marked absent. An LEA will post on its website and submit to TEA a signed attestation that outlines what the LEA will provide in order to serve students through the remote synchronous instruction method. The attestation must include a summary of training and support for teachers and LEA staff, instructional framework, the platform and technology the district will utilize, grading and progress monitoring, and student access.

How Is Remote Synchronous Attendance Measured?

Teachers will take and post attendance as if the student were physically present in the on-campus classroom. In this type of environment, the LEA would need to provide students a minimum number of daily instructional minutes for students to earn full-day funding, as follows:

- *Pre-K through 2nd grade* – ADA for Foundation School Program (FSP) funding purposes is not available in a remote synchronous method.
- *3rd through 5th grade* – 180 instructional minutes (not necessarily consecutive)
- *6th through 12th grade* – 240 instructional minutes (not necessarily consecutive)

Just as with traditional on-campus attendance, official attendance will be taken at a certain time determined by the LEA's policy. For remote synchronous instruction, time spent for in-class breakfast and recess has been excluded from the calculation of daily instructional minutes listed above and should not be included in the instructional minutes. If the student is not participating remotely, the student would be marked absent under this option and would generate zero funding for the day.

The daily instructional minutes need not be consecutive. A program would meet the remote synchronous method requirements if the daily instructional minute minimums above are met, even if part of the day includes asynchronous activities. For example, a high school program that scheduled synchronous instruction for 120 minutes in the morning, then released students to work independently for several hours before a second scheduled synchronous session totaling 120 minutes in the afternoon would meet the daily instructional minute requirement detailed above.

Time students spend participating in work-based learning opportunities can continue to be included in the daily instructional minute calculation. Work-based learning opportunities could include internships, externships, apprenticeships, and mentorships.

This method also allows students who are taking career and technical education (CTE) courses to continue teacher-led instruction and would generate CTE funding. Special education students who are coded mainstream can receive their regular instruction and special education services through this remote synchronous instruction method, as well, unless their individualized education programs (IEPs) reflect that the services must be provided on campus.

Local education agencies (LEAs) are required to maintain daily schedules that document the amount of instruction a student or group of students is scheduled to receive on a given day. The schedule should detail the amount and type of instruction being provided and should also include the official attendance time the LEA has chosen for the purpose of taking attendance for funding purposes. Additionally, the LEA is required to attest to what an LEA will provide in order to serve students in remote synchronous instruction.

Remote Asynchronous Instruction

This method allows LEAs the flexibility to earn daily attendance through an approved plan for providing high-quality instructional practices with daily engagement measures. LEAs can earn ADA through primarily asynchronous instructional methods OR through a combination of asynchronous and synchronous instruction together. The LEA's approved instructional plan determines the daily

engagement, instructional materials, progress monitoring, and teacher supports the students receive in order to earn daily attendance.

For students who typically attend school on campus but may periodically generate daily attendance via a remote asynchronous instructional method, they should be coded full-day or half-day based on their on-campus schedule. For students who generate daily attendance via remote asynchronous instructional methods throughout the year:

- All students in grades kindergarten through 5th grade will be coded for full-day attendance.
- Prekindergarten students will be coded as half-day students.
- Middle school and high school students can be coded as half-day or full-day students, depending on their daily class schedules.

How Is Remote Asynchronous Attendance Measured?

Measurement frequency is daily. Under an approved learning plan, students earn daily attendance through daily engagement measure(s). The approved engagement methods are listed below:

- Daily progress in the Learning Management System (LMS), as defined in the approved learning plan; or
- Daily progress via teacher-student interactions, as defined in the approved learning plan; or
- Completion/Turn-in of assignments from student to teacher (potentially via email, on-line, or mail).

Student engagement with the LMS or other instructional avenues and/or any daily contact by the teacher with a student focused on supporting or monitoring student academic progress, as defined by the approved asynchronous instructional plan, will establish daily attendance. A student will be considered absent if the student does not have documented engagement with the LMS and/or daily contact with the teacher, and/or documentation of completion/turn in of daily assignments. A teacher or campus representative will input the student's daily attendance into the Student Information System (SIS) for the asynchronous method, based on the student's daily engagement with the LMS or other instructional avenue and/or the daily contact with the teacher, by marking the student remote asynchronous present or absent on that day.

If the LEA has an approved remote asynchronous plan with students participating in both synchronous and asynchronous classes, the student's attendance recorded by the teacher in the synchronous class can count for official attendance for funding purposes. A student who misses the synchronous class can still be counted remote asynchronous present for the day by engaging with the teacher or progressing in the LMS during that same day.

Remote Course Completion (Existing full-time TXVSN)

Full-time virtual campuses are currently funded under the remote course completion method. Students must have completed the Texas Virtual School Network (TXVSN) education program and demonstrated academic proficiency with passing grades equivalent to 70% or above on a 100-point scale.

How Is Remote Course Completion Attendance Measured?

As with the regular, on-campus attendance calculation, the equivalent of 2 hours of course completion is worth half-day attendance, and 4 hours count towards full-day attendance. For single semester courses, completion-based attendance is calculated for each semester, meaning a student can generate between $\frac{1}{4}$ of an ADA (completion of 2 hours of courses for one semester) to a full ADA for completing 4 hours in each semester.

Students in elementary grades (for example, 4th grade) would either receive full attendance if the grade-level coursework is completed and the student is promoted to the next grade level or zero attendance if the course is not successfully completed.

On-Campus Instruction

When schools are open and operating normally, students are scheduled to attend school on campus each day. Student schedules determine whether they will generate full- or half-day funding, and students generate funding when attendance is recorded for students who are physically present at school at a locally selected snapshot time. Traditional on-campus instruction will continue to be funded as it was before the COVID-19 pandemic.

Subject to certain exceptions listed below, **on-campus instruction must be offered for all grades served by the campus every day for every student** whose parents want them to access on-campus instruction for each day a campus is providing instruction given its instructional calendar. Exceptions, as more fully described in this FAQ below, include:

- Remote only instruction provided by a full-time virtual campus operating under the TXVSN.
- Remote only instruction provided because on-campus instruction is prohibited by an order issued by an entity, other than an LEA, authorized to issue such an order under state law.
- Remote only instruction provided any day a LEA closes a campus as a result of a confirmed COVID-19 case on campus, subject to the limits described in this FAQ below.
- Remote only instruction provided during a **start-of-school transition period**. This period can occur up through the **first four weeks of the school year**, with the option of **extending four additional weeks** by vote of the school board (as defined more fully below). During this transition period, LEAs can, if they choose to do so locally, limit access to on-campus instruction to facilitate a **safe, effective** return to on-campus instruction for students, teachers, and staff. Students who cannot participate in remote learning at home because of lack of broadband internet access or devices must still have access to on-campus instruction during this time.
- Remote instruction as the only option for a subset of students as part of a high school hybrid plan. Specifically, for students in grades 9-12, school systems may establish a less-than-daily on campus attendance option to reduce the number of individuals on a campus at any one time and increasing the total number of students served in an on-campus setting in the LEA, subject to the requirements described in this FAQ below.

UPDATED
7/17/2020

State Funding

UPDATED
7/17/2020

1. Will there be an ADA hold harmless for the 2020-2021 school year? **UPDATED July 17, 2020**

Yes, TEA is implementing an ADA and student full time equivalent (FTE) grace period (ADA hold harmless) under the limited circumstances described below. TEA recognizes the challenges associated with implementing remote instruction in the new school year in light of COVID-19. Therefore, TEA will institute the ADA hold harmless for the first two six-week attendance reporting periods as follows: if an LEA's Refined ADA counts during those first two six-week reporting periods are less than the ADA hold harmless projections (described in the paragraph below), the first two six-week attendance reporting periods for 2020–2021 will be excluded from the calculation of ADA and student FTEs for FSP funding purposes and will be replaced with the ADA hold harmless projections.

TEA will replace attendance numbers for each eligible LEA's 2020-2021 first two six-week attendance periods with projected ADA and student FTE numbers calculating using a three-year average trend of final numbers from the 2017-2018 through the 2019-2020 school years, unless this projection is both 15% higher and 100 ADA higher than the 2020-2021 LPE projections. In the latter case, 2020-2021 LPE counts will be used. Note: this trend methodology is the same hold harmless methodology used during Hurricane Harvey.

The calculation for each LEA's projected ADA number will be posted the week of July 20, 2020. For purposes of the 2020-2021 ADA hold harmless calculation, the 2017-2018 attendance counts used will be the counts adjusted for the Hurricane Harvey ADA hold harmless. In addition, the 2019-2020 attendance counts used will be the counts currently in the District Planning Estimate (DPE) column of the 2019-2020 Summary of Finances report as of July 15, 2020. For school districts, TEA calculated the 2019-2020 ADA and FTEs using LEA enrollment counts from the Fall 2019 PEIMS Snapshot, based on attendance rates from the 2018-2019 school year. For open-enrollment charter schools the 2019-2020 ADA and FTEs are from charter submitted attendance data as of March 2020.

This adjustment should mitigate any negative financial impact that the inclusion of the first two six-weeks periods would otherwise have had on an LEA. This "ADA hold harmless" methodology will only apply to attendance-based counts, and will not apply to enrollment-based FSP allotments such as the state compensatory education allotment and the dyslexia allotment.

Open-enrollment charter schools that are operating for the first time in 2020–2021 will be ineligible for the ADA hold harmless. For open-enrollment charter schools that were not in operation during the 2017-2018 school year, but were in operation in either 2018-2019 or 2019-2020, TEA will use 2019-2020 ADA and FTE counts for the purposes of the ADA hold harmless calculation. In addition, open-enrollment charter schools will continue to submit current year attendance to the State Funding Division per normal processes. If these processes result in cash flow issues for a charter school, then the charter school should contact the State Funding Division prior to submission of the six-weeks attendance data.

In addition, please note that for state funding purposes, the aggregate attendance rate for eligible students at the LEA for the 2020–2021 school year will be capped at the level of the aggregate attendance rate for eligible students at the LEA from the 2018–2019 school year. LEAs that were not in operation during the 2018–2019 school year will have their aggregate attendance rate capped at the aggregate attendance rate for the LEA for the 2019–2020 school year. LEAs that were not in operation in either the 2018–2019 or 2019–2020 school years will have their aggregate attendance rate capped at the state average attendance rate from the 2018–2019 school year.

This cap could result in a reduction of ADA generated via the two remote instructional methods allowed under the commissioner’s waiver. ADA generated via any on-campus instruction that occurs, individually, is not subject to the applicable cap variation.

2. When comparing ADA to the prior year, how do you accommodate a growing LEA? What if a LEA is projecting additional students but the attendance rate is lower? [Posted June 30, 2020](#)

The comparison will be based on actual ADA, not projections. If actual ADA is down from the prior year, an adjustment will be made, even if initial projections showed an increase in student membership.

3. Given the unpredictability of ADA because of the COVID-19 virus, will TEA exclude certain indicators from the 2021–2022 FIRST ratings (normally released August 2022) given that those ratings rely on data from the 2020–2021 school year? [Posted June 23, 2020](#)

Yes, there are certain indicators that are impacted by the uncertainty of ADA and the adjustments being made to FSP funds that will be excluded from the 2021–2022 FIRST ratings. The indicators being excluded are listed below:

- Indicator #10 - Did the school district average less than a 10 percent variance (90%-110%) when comparing budgeted revenues to actual revenues for the last 3 fiscal years? (All LEAs)
- Indicator #15 - Was the school district's actual ADA within the allotted range of the district's biennial pupil projection(s) submitted to TEA? If the district did not submit pupil projections to TEA, did it certify TEA's projections? (school districts)
- Indicator #16 - Was the charter school's actual average daily attendance (ADA) within 10 percent of the charter school's annual estimated ADA? (open-enrollment charter schools)

4. How will CTE classes be funded if asynchronous instruction is long term? [Posted June 30, 2020](#)

CTE classes earn full funding through both remote methods so long as instruction is provided.

5. What about SPED funding? [Posted June 30, 2020](#)

Funding for students receiving special education will continue to flow so long as LEAs are serving students as required by their IEPs.

6. If we provide synchronous instruction for PK - 2nd grade students, would we not receive funding for this in the fall? [Posted June 30, 2020](#)

Synchronous instruction can be provided as part of a LEA's asynchronous learning plan. The LEA will define progress in its asynchronous plan and confirm all other asynchronous requirements in the plan as well. It is assumed that there will be many instances of synchronous remote instruction provided to students who are participating through the remote asynchronous instruction method. These synchronous experiences wouldn't need to meet the daily instructional minute minimums for a remote synchronous instruction method but would need to meet the definition of progress in the LEA's approved asynchronous plan.

7. Why is synchronous instruction for PK – 2 prohibited? *Posted June 30, 2020*

As noted in the question above, synchronous instruction is not prohibited for PK-2, just the synchronous method for recording attendance. The synchronous method for attendance requires a minimum of 180 minutes be completed per day through a synchronous virtual method (e.g., a Zoom call), which after extensive stakeholder engagement with educators and district leaders, was determined to be neither developmentally appropriate nor good instructional practice as a 5-day-a-week practice for PK-2 students. Using Asynchronous Remote for these students would allow districts, for example, to provide synchronous instruction for these students in shorter time increments in areas such as foundational literacy practices mixed with asynchronous learning activities that build in opportunities for student practice, interactions, exercise, and play-based activities.

8. What if my district will not be able to serve prekindergarten students in a full-day program during the 2020-2021 school year? *Posted July 7, 2020*

Districts that will reopen for school year 2020-2021 with a shortened instructional day that does not meet the full-day requirement (75,600 minutes/year) may need to request an exemption from full-day prekindergarten. Districts can access the process for the [Full-day Prekindergarten Waiver](#) on the State Waivers page of the TEA website.

When completing the Full-day Prekindergarten Waiver application for reopening with a modified daily schedule, districts should choose the exemption condition that states: *Implementation would result in fewer eligible children being enrolled in prekindergarten.*

9. Can we use remote instruction for students who are absent for ANY reason, (even something other than COVID-19 absences) and receive funding? *Posted June 30, 2020*

Yes, one of the two methods of remote instruction is an acceptable way to provide instruction to students for 20-21 school year and continue to receive funding for those students. Documented attendance/engagement must occur on the day of the absence.

10. How can we be funded under asynchronous instruction for students who do not have Internet access at home? *Posted June 30, 2020*

Remote instruction for students without internet access at home will need to be provided via an approved asynchronous instruction plan. In order to be approved, the plan will need to include an instructional schedule which ensures the student is engaging with approximately the same amount of academic content as in a regular, on-campus school day, materials which are designed for an asynchronous learning environment (which could include paper packets as an alternative to online work), mechanisms for student progress monitoring (which could include regularly turning in, grading, and providing feedback on paper packets), and implementation support for educators and families. The plan will also need to include a daily measure of student engagement with a teacher to ensure the student is making adequate

progress with work for the day, which could include daily teacher and student interactions over the phone focused on discussion of the student's academic work and progress as an alternative to online engagement methods.

UPDATED
7/17/2020

11. If a district/campus is ordered closed, how does that impact funding for the district?

UPDATED July 17, 2020

If the district/campus is ordered closed and does NOT provide remote instruction, then the district will need to make up the days later in the year or forego funding for the closed days. If a district is ordered closed and DOES provide qualifying remote instruction, then the district may claim attendance for remote instruction for those days even though they are fully remote during those day(s). See also the related question under Calendars and Waivers, and the related questions near the end of the Attendance section below.

Attendance

- 1. Under the remote synchronous instruction method, can my LEA use a more flexible minute requirement for providing instruction to students? Instead of providing 180 minutes of instruction daily to students in grades 3-5, may we break up the minute requirement across multiple days? For example, can the school engage a group of 3rd grade students for 150 minutes on Monday and then add the remaining 30 minutes to Tuesday thereby lengthening Tuesday's instruction to 210 minutes? *Posted June 23, 2020***

No. Under the remote synchronous instruction method, the minute requirements associated with the student grade level must be provided each day for an LEA to earn full-day ADA for those students. Minutes can be broken up throughout the day; however, the overall minute requirement must be earned in the same day credited.

- 2. What if our LEA is unable to provide all daily instructional minutes required under the remote synchronous instruction method for all grade levels? Can we generate half-day funding if we provide instruction but do not meet the full-day minute requirements outlined in the guidance? *Posted June 23, 2020***

Yes, half-day funding is possible under the remote synchronous instruction method. To determine the instructional requirements for half-day funding, divide the minute requirements in half, based on the grade level you are considering for half-day instruction. The LEA could also consider offering remote asynchronous instruction as an alternative in order to receive full-day funding.

- 3. Do in-class breakfast and recess count as part of the overall daily minute requirements in the remote synchronous instruction method? *Posted June 23, 2020***

No. The grade-based minute requirements exclude in-class breakfast and recess. LEAs are still encouraged to provide time for these activities in the students' daily schedules; however, the time will not count as instructional time toward earning full-day ADA for purposes of attendance and funding.

- 4. How does my LEA report attendance under the remote asynchronous instruction method? *Posted June 23, 2020***

LEAs that choose to serve students through a remote asynchronous instruction method must submit a learning plan to TEA that includes details on how student engagement will be tracked daily. Students who are engaged on a given day will be marked remote asynchronous present and generate funding on that day. Students who are not engaged would be marked absent for the day and the attendance cannot be changed based on the student completing an assignment or participating in some other asynchronous engagement at a later date. Approved engagement methods are listed below:

- Daily progress in the Learning Management System (LMS), as defined in the approved learning plan; or
- Daily progress via teacher-student interactions, as defined in the approved learning plan; or
- Completion/Turn-in of assignments from student to teacher (potentially via email, on-line, or mail).

5. Under the remote asynchronous instruction method, can individual campuses within an LEA have different monitoring/engagement tracking systems if the LEA would like to use different systems at the primary and secondary levels? *Posted June 23, 2020*

Yes. Plans can vary by campus. However, an LEA must submit only one plan for the whole school system (and that plan can incorporate differentiation by grade or campus).

6. If my school re-opens in the fall and provides on-campus instruction but large numbers of students remain at home, what should my approach to documentation and instructional support be? *Posted June 25, 2020*

The LEA has the option to choose one of the remote methods described above to ensure that students who remain at home continue to receive a high-quality education. If the LEA chooses the remote asynchronous instruction method, it must receive approval of its instructional plan from TEA. If the LEA chooses the remote synchronous instruction method, it must submit a signed attestation to TEA. Please be aware that, in order for an LEA to receive funding for remote instruction, the LEA's grading policies for remote instruction must be consistent with the LEA's grading policies for on campus assignments.

7. How will students who are receiving virtual instruction be included in the accountability system? *Posted July 7, 2020*

Many districts are thinking of organizing teachers to deliver remote instruction to full-time remote students via a district-wide "virtual school," regardless of the student's home school. For accountability purposes, students who elect to participate in a district-provided remote learning option will be coded to the physical campus that they would have been assigned to.

For students who have transferred into a school district, such students must be assigned to a physical campus for accountability purposes, and the campus assignment process must comply with the requirements of TEC, Chapter 25, Subchapter B.

8. Has TEA guidance regarding grading for remote instruction changed for the 2020–2021 school year? *Posted June 23, 2020*

While LEAs have the authority to determine local grading policies annually, in order for LEAs to receive funding for remote instruction, grading policies that apply to student work done in

either remote synchronous or remote asynchronous instructional methods in the 2020–2021 school year must be consistent with the LEA’s grading policies for on-campus assignments.

9. Can my LEA opt to move students from a letter grading system to a pass/fail basis because they are participating in remote asynchronous learning? *Posted June 23, 2020*

No, in order for an LEA to receive funding for remote instruction, the LEA’s grading policies for remote instruction must be consistent with the LEA’s grading policies for on-campus assignments.

UPDATED
7/17/2020

10. How will LEAs take attendance for students who are receiving instruction at home? *UPDATED July 17, 2020*

The instructional method chosen will dictate how attendance is taken.

If the remote synchronous instructional method is utilized, then the LEA will use an official attendance time documented in the teacher’s daily schedule, and the teacher will take attendance from students in virtual attendance to mark students as remote synchronous present or absent. This will typically be taken in real time and/or the same day, marked in an LEA’s local student information system, in a way that is similar to how attendance is taken in real time with students on campus. Additionally, attendance clerks would follow up with attendance taken for remote synchronous instruction in ways that are similar to follow up actions taken for on-campus instruction.

If the remote asynchronous instructional method is utilized, students would be marked remote asynchronous present or absent based on whether the student was engaged through one of the approved asynchronous engagement methods on that day. The entry of this attendance into local student information systems does not need to occur daily and typically would not happen the same day, as the information as to whether engagement occurred might not be available until the following day. For example, if engagement occurs via interaction with an LMS, a report could be pulled **once weekly** from the LMS to document asynchronous attendance only once a week, rather than each day. Even if it were documented daily, the information as to whether a student was engaged could potentially include student activity up to 11:59 pm, and so it would not be available until the following day. LEAs should adjust their procedures so that remote asynchronous attendance is entered into their local student information system periodically. Additionally, TEA is working to ensure LMS tooling is available that can automatically enter asynchronous attendance into local student information systems.

11. What is the process for submitting and approving remote asynchronous instruction plans? *Posted June 30, 2020*

In order to receive contingent approval to record attendance via the asynchronous instruction method, LEAs must submit a letter of intent via a Qualtrics survey that will be opened on July 15th. As soon as the letter of intent is received by TEA, the LEA will have contingent approval to record attendance for students using the remote asynchronous instruction method. The district will be fully funded for attendance recorded via the remote asynchronous instructional method throughout the contingent approval period. Contingent approval will remain in place through a grace period, which ends at the end of the LEA’s third six-week attendance reporting period (for the purposes of PEIMS attendance reporting).

In order to continue to be funded for remote asynchronous instruction beyond the grace period, the LEA must submit a plan that meets of the requirements as verified by a TEA approval process. TEA will publish a plan template, requirements for plan approval, exemplar plan responses, and training for how to develop and submit plans beginning July 2, 2020.

The application window to submit plans will open on July 20, 2020, and plans can be submitted on a rolling basis.

TEA will review and either confirm final approval for plans that meet all requirements or share feedback on plans that do not meet all plan requirements within 45 days of submission. If the plan does not receive final approval, the LEA will have 30 days to respond to feedback and resubmit plans, and TEA will have an additional 30 days to review and provide final approval or disapproval. If the LEA's plan does not receive final approval by the end of the grace period, the LEA will no longer be able to record attendance using the remote asynchronous instruction method.

12. What is the deadline for submitting the letter of intent and the plan for remote asynchronous instruction? *Posted June 30, 2020*

LEAs must submit a letter of intent prior to the first day of remote asynchronous instruction in order to receive contingent approval for providing the remote asynchronous instruction method. In order to receive contingent approval prior to the beginning of the school year, the letter of intent must be received by TEA prior to the first day of instruction.

TEA will accept and review asynchronous instruction plans on a rolling basis beginning on July 20, 2020. In order to ensure the timeline necessary for review, revision, and resubmission of plans that do not initially meet plan requirements prior to the end of the grace period, LEAs should submit plans by October 1, 2020.

13. Will at-home parent-led instruction count towards our instructional minute requirements as part of either remote instruction method? *Posted June 30, 2020*

No, at-home, parent-led instructional time will not count towards meeting daily attendance or engagement requirements under either remote instruction method. Teachers must be the primary provider of instruction in any remote setting.

14. What happens if my LEA's remote asynchronous instruction plan is disapproved by the agency? Will my LEA's funding be negatively impacted? *Posted June 23, 2020*

Your LEA's FSP funding will not be negatively impacted for initially disapproved plans, as long as your plan is ultimately approved and implemented with fidelity beginning with your LEA's 4th six-week attendance reporting period. This means that there is a "grace period" for attendance generated through the remote asynchronous instructional method through the end of the 3rd six-week attendance reporting period. If your plan is not initially approved, the LEA will receive feedback on the plan and have 30 days to resubmit the revised plan to the agency. TEA will review revised plans within 15-30 days of submission and will then communicate a final decision about plan approval.

Any remote asynchronous attendance taken during the contingent approval grade period will be fully funded. Beyond the grace period, funding is only provided for remote asynchronous attendance for LEAs with approved plans.

15. Under the remote asynchronous instructional method, if a student fails to complete Monday's measure of engagement on Monday but completes the assignment later in the week, can the student's attendance coding be changed to remote asynchronous present for Monday? *Posted June 23, 2020*

No. In the remote asynchronous instructional method, student engagement is measured daily, and attendance is assigned based on the student's completion of that day's engagement measure. Students who do not complete the daily measure of engagement are to be counted absent for that day, and that absence cannot be changed to remote asynchronous present if the student completes the engagement measure on a later date. In the example above, the student would be counted absent on Monday.

16. Under the remote asynchronous instructional method, if a student decides to complete the entire week's worth of work on Monday, can the student's attendance be coded to show perfect attendance for the week? *Posted June 23, 2020*

No. In the remote asynchronous instructional method, student engagement is measured daily, and attendance is assigned based on the student's completion of that day's engagement measure. Students who do not complete the daily measure of engagement are to be counted absent for that day, and that absence cannot be changed to remote asynchronous present if the student completes the engagement measure on a later date. In the example above, the student would be counted absent Tuesday-Friday.

17. Does an LEA need to submit anything to TEA to provide remote synchronous instruction? *Posted June 23, 2020*

Yes, LEAs are required to submit a signed attestation that outlines the LEA's plans for providing instruction to students through the remote synchronous instruction method. The attestation must be submitted to TEA before the LEA begins serving students remotely, and the signed attestation must be posted on the LEA's website.

18. What plans or attestations does a district need to submit? *Posted July 2, 2020*

The type of plan or attestation to be submitted will depend on the instructional experience offered, as described as follows:

- If your district plans remote (for student who choose remote 100% of the time, for students who become remote briefly because of COVID, or as part of an intentional hybrid schedule) for grades K-2, then you must submit an asynchronous plan for approval. Any asynchronous plan could (and should) include some synchronous instruction, but it would not have a minimum daily minute requirement.
- If your district plans remote (for student who choose remote 100% of the time, for students who become remote briefly because of COVID, or as part of an intentional hybrid schedule) for grades 3-12, and you will not meet the 180-minute and 240-minute thresholds each day, then you must submit an asynchronous plan for approval in order to be able to mark a student as "Present-Asynchronous" for any given day

- If your district plans remote (for student who choose remote 100% of the time, for students who become remote briefly because of COVID, or as part of an intentional hybrid schedule) for grades 3-12, and you will meet the 180-minute and 240-minute thresholds any day to claim students as “Present-Synchronous”, then you must submit an attestation that you are capable of delivering that level of synchronous remote instruction

19. Does the board need to meet to approve the synchronous instruction attestation/ asynchronous plan or can board members just sign the documents individually? *Posted July 9, 2020*

Yes. Board action is only valid if authorized in a public meeting through a vote of the board. However, the board can vote in advance of the final attestation/plan submission to authorize the superintendent to submit the attestation/plan once the attestation/plan is finalized by the superintendent.

20. Do the required minutes under the remote synchronous instruction method need to be fulfilled with continuous, teacher-led instruction? *Posted June 23, 2020*

No, the required minutes do not need to be provided as one continuous block of teacher-led instruction. Students should have age-appropriate opportunities for breaks during the instructional day, and blocks of instructional time should consist of teacher-guided, but student driven, learning time. The instructional time could include students applying the lesson taught by the teacher through various avenues as if the student was in a classroom setting. An example of this would be the teacher leading a lesson in Zoom for 20 minutes and then the students logging into an online learning application to work on an activity with the teacher actively monitoring progress and providing real-time feedback to the students.

21. Will the 90/10 minimum student attendance for class credit rule be in effect for the 2020–2021 school year? *UPDATED July 17, 2020*

UPDATED
7/17/2020

Yes. The minimum attendance for class credit rule of TEC, §25.092, will be in effect for the 2020–2021 school year, and TEA will not be issuing waivers for LEAs to exempt themselves from the rule. Students are required to attend at least 90% of their classes (with some exceptions) to receive credit and be promoted. Determination that a student has met the minimum attendance for course credit requirement is made locally.

Tracking of attendance for course credit may differ from the method used to track attendance for funding purposes. More specifically, engagement, as defined for asynchronous remote attendance purposes, would not need to be recorded daily in each class for the purposes of the 90/10 minimum student attendance for class credit rule.

See also a similar question near the end of this section.

22. Will truancy laws be in effect during the 2020–2021 school year for students receiving remote instruction due to COVID-19 related closure or health concerns? *Posted June 23, 2020*

Truancy laws will apply to students who fail to attend school, but remote attendance satisfies attendance requirements.

23. What are the requirements to earn full-day funding for general ed homebound and PRS CEHI students and how should attendance be reported? *Posted June 23, 2020*

When in-home instruction cannot be provided due to COVID-19, students who had been receiving instruction at home should be served through the LEA's remote synchronous or asynchronous instructional methods. While students are served through one of these methods, attendance should be reported in accordance with the rules for each method described in this document. Pregnancy related services (PRS) students who receive Compensatory Education Home Instruction (CEHI) services through a remote synchronous or asynchronous method can continue to earn CTE contact hours, as long as CTE instruction continues while remote instruction is provided.

24. How should we take attendance for our special education students when COVID-19 prevents teachers from providing in-person instruction? *Posted June 23, 2020*

Attendance taking for special education students should track as closely as possible to the requirements for non-special education students.

25. Do we need a new attendance taking policy? *Posted June 30, 2020*

Yes, the LEA will need to update or amend its attendance policy to include the remote instruction methods for taking attendance. In addition, the LEA is required to submit a signed affidavit to the TEA if it is utilizing remote synchronous instruction method. If the LEA is utilizing the remote asynchronous method, then the LEA is required to submit and obtain approval from the agency on its instructional plan. If the LEA is utilizing both remote methods, then the LEA must complete both the affidavit and the instructional plan.

26. If a student who is originally scheduled to receive instruction through the synchronous instructional method is not present at the designated official attendance time, could the student still be marked present for the day by engaging through the remote asynchronous method? *Posted June 30, 2020*

A student who is scheduled to receive instruction through the LEA's remote synchronous method but is not present at the official attendance time can still be marked present if the student is engaged through the LEA's remote asynchronous method that same day. In this scenario, the teacher should mark the student absent when attendance is taken at the official attendance time and the absence could later be changed to remote asynchronous present with documented engagement through one of the approved remote asynchronous engagement methods that occurred the same day. However, the LEA's approved asynchronous plan would need to include the relevant grade/subject as being eligible for asynchronous instruction, and that synchronous instruction would be provided concurrently.

27. If students make academic progress at night, are we able to adjust the attendance for that day if they were initially marked absent? *Posted June 30, 2020*

If the asynchronous method is utilized then as long as the student is providing daily engagement through completion of daily assignments, making daily progress in the LMS, or has made daily contact with the teacher regarding the student's progress then the student would be considered remote asynchronous present. For synchronous remote instruction, attendance must be taken as designated in your attendance policy, and it would not be appropriate to adjust after the fact unless the student made progress that day via the asynchronous method as part of the approved asynchronous plan for that grade/subject.

28. Can I require my parents to commit to remote or on campus instruction? *Posted July 7, 2020*

LEAs may ask their parents to commit to either on campus or remote instruction for their students no earlier than two weeks before the start of the school year. LEAs may survey parents prior to that period, but parents cannot be bound to the choice prior to two weeks before the start of the school year. In the event a parent chooses remote instruction for their child, an LEA may, if the LEA believes it is in the student's educational interest, choose to limit the student's return to an on-campus setting to occur only at the end of a grading period (e.g. 6-week or 9-week). **However, LEAs cannot require a student to remain in remote instruction for more than a single grading period.** Note: students who begin receiving remote instruction as a result of staying at home to isolate from COVID-19 exposure should be permitted to return to campus at the end of their isolation period, as opposed to the end of a grading period.

29. Can LEAs require a student to come on campus to complete assignments for certain electives while the student is being served through one of the remote instruction methods? *Posted July 9, 2020*

Some elective courses may have coursework that can only reasonably be completed in person, even if some components of the course could be taught virtually (e.g., welding). These courses (with one exception, noted below) must be made available to students who are otherwise learning virtually, although the LEA can require a student to come to campus to complete a required assignment or project for an elective course if the course requires assignments that cannot be reasonably completed remotely. Some courses may require a student to obtain equipment from campus in order to complete coursework virtually. For an illustrative list of courses that might require on-campus experiences or for students to obtain equipment from campus, see [this link for CTE courses](#) and this [link for non CTE courses](#).

There is an exception made for elective courses that are only open to students participating in a particular UIL activity (e.g., an athletics class or band class). For these electives, LEAs may follow their local policy, as outlined in question 32 below.

LEAs must communicate which courses have on-campus requirements and notify parents and students before the start of the course that failure to complete the required on-campus assignments could cause the student to not be awarded course credit. This notification to ensures students have an option to select courses that can be completed remotely if desired. In this case, it is appropriate to encourage students whose parents wish for them to remain fully remote to choose different electives that can be satisfied in a fully remote setting. Failure to appear on campus to complete on-campus assignments could also result in absences that could subject the student to the 90/10 minimum attendance for class credit requirement.

Schools should consider organizing on-campus curricular requirements in groupings specific to students who are remote, so they come to campus separately and on a schedule that allows for travel from home. These students would need to be screened for COVID-19 and

follow any other school requirements and practices consistent with practices for other students.

30. Is it allowable for a LEA to decide that certain CTE courses must be taught 100% on-campus?
Posted July 9, 2020

Yes, LEAs may create a list of CTE courses that require students to be on-campus to receive instruction.

31. Can LEAs prevent a student from attending an on-campus lesson that is required for course credit if the student has chosen a remote instructional method? *Posted July 7, 2020*

If an LEA offers virtual instruction, they must offer all **core** (foundation) courses in an entirely virtual format and must ensure that a student is able to meet all statutory requirements, including the requirement that 40% of instructional time includes laboratory and field investigations for full course credit. For these required courses, LEAs are not obligated to allow a student to optionally participate in on-campus components of the course if they are able to meet all course requirements virtually. For example, an LEA must offer a fully virtual version of biology for students who are learning virtually. The LEA must ensure all labs can be conducted virtually or that students are provided with certain supplies and/or equipment to conduct the labs at home. If a student's parent wanted him to participate in on-campus biology labs while taking the rest of the course virtually, an LEA *may* allow the student to do that but is *not obligated to do so if the same labs can be conducted virtually*. Please note: TXVSN catalog courses are likely available to support fully remote instruction for these courses.

If an LEA partners with an institute of higher education (IHE) to offer a **dual credit** foundation course, it may not be possible to offer the course in an entirely virtual format. LEAs should consult with their IHE partners to determine whether or not a course may be offered virtually. For **electives**, as noted above, LEAs cannot prevent students from participating in on-campus activities required for courses, even if the student has elected to receive most of their instruction through one of the remote instructional methods. However, as noted above, LEAs are encouraged to organize these on-campus course activities in ways that reduce on-campus visits by students who otherwise have chosen remote instruction.

32. Can LEAs prohibit students who have chosen to receive all their instruction through a remote instruction method from participating in extracurricular activities? *Posted July 9, 2020*

LEAs may develop a local policy that would exclude students who are learning remotely from all extracurricular activities if they choose to do so. The policy can apply to all remote students or solely to non-resident remote students (who transfer in from outside of the LEA's geographic boundaries). If the LEA decides to allow non-resident remote students to participate in extracurricular activities, the residency requirements for UIL activities still apply. Any exclusion policy must be applied equally to all students and equally to all extracurricular activities. These students may also be excluded from participation in elective courses open only to students participating in a particular UIL activity (e.g., an athletics class or band class), as noted in question 29 above.

33. Will students who were enrolled in private school, including a home school, the prior year in Texas be eligible for funding through the remote synchronous or asynchronous instructional methods? *Posted July 2, 2020*

No. Consistent with the laws governing the Texas Virtual School Network, school systems may not submit for funding educational delivery through either a remote synchronous or asynchronous method for students who attended a private school, including being homeschooled, in Texas the prior year, unless the public school campus the student would otherwise attend is closed to on-campus instruction because of a COVID-19 case on campus or a closure order. This limitation does not apply to: (a) students who transition from early education programs, where no entitlement to enroll in the public school existed, to public school; (b) students who transfer in from outside the state; or (c) students whose prior year private school does not offer the appropriate grade level (e.g., a private school ends at 6th grade so students moving on to 7th grade would no longer be able to attend the private school). Students who attended a private school, including being homeschooled, in Texas the prior year will be eligible to earn funding under the traditional on-campus method. LEAs are not required to provide remote instruction to these students and can require the students to attend through the on-campus method. The agency is exploring additional, possible exceptions to the funding limitations described in this answer.

34. Can my LEA decide to only offer remote instruction for a campus, or for all of my campuses? *Posted July 7, 2020*

No. Campuses cannot be solely remote (excluding full-time TXVSN campuses), except during COVID-19 closures (as described below) or during the start-of-school transition (as described below). On-campus instruction *must* be offered for all students who want to attend on campus in order to be eligible to receive funding for remote instruction.

UPDATED
7/17/2020

35. Can districts develop a hybrid instructional model that intentionally blends on campus, remote asynchronous, and remote synchronous experiences? *UPDATED July 17, 2020*

Yes. With limited exceptions, as described more fully below, LEAs must offer schooling that is fully on-campus. In addition, they may also offer the option for students to receive instruction that that is fully remote, or a hybrid model that is designed to have some on-campus attendance days and some remote attendance days. When delivering instruction remotely, a district can choose to offer any grade/subject synchronously, asynchronously, or a mix of both.

Assuming the options are available from the school, students can generate attendance that varies by day, on campus, or remote (synchronous or asynchronous). For intentionally designed hybrid experiences, this will vary by design. But for some students, it will vary because they want to change their instructional setting as circumstances change over the course of the year.

36. How do we record attendance if we are delivering a mix of synchronous and asynchronous remote instruction on the same day for a student? *Posted July 7, 2020*

When generating remote attendance, whether a given day is remote synchronous or remote asynchronous will depend both on what the district offers (from the submitted attestation and/or plan) and the nature of the daily remote experience for students, as follows:

- If the students receiving remote instruction on a given day are in grades 3-12 and receive at least 180 minutes of synchronous (grades 3-5) or 240 minutes of synchronous (grades 6-12) instruction during off-campus days and are in attendance at the designated synchronous attendance time, then they generate funds through the synchronous method (and would be marked as Present-Synchronous).
- If the students receiving remote instruction on a given day are in grades 3-12 and do not meet minute/attendance time thresholds above, then they can generate funds through the asynchronous method, assuming they meet the daily asynchronous progress requirements as defined in the asynchronous instruction plan (and would be marked Present-Asynchronous).
- If the students receiving remote instruction on a given day are in grades PK-2, then they can only generate funds through the asynchronous method, even if their instruction does include synchronous delivery, assuming they meet the daily asynchronous progress requirements as defined in the asynchronous instruction plan (and would be marked Present-Asynchronous).

UPDATED
7/17/2020

37. My LEA wants to offer a hybrid on-campus and remote instructional model (on and off campus on varying days/weeks) for different groups of students in several grades. Can I require students to participate in this hybrid model? *UPDATED July 17, 2020*

Except for students in high school grades, as described in the paragraph below, LEAs cannot offer *only* an intermittent on-campus attendance option for any given grade. Students may choose to opt in to receive hybrid instruction, but, **in order for the LEA to be eligible to receive funding for remote instruction for any student for any day, the LEA must offer sufficient on-campus instruction in every grade PK-8 so that every parent has an on-campus attendance option every day for their student in the LEA**, excluding COVID-19 closures (described below) or the start-of-year transition period (described below). A campus (or portion of a campus) may establish hybrid instruction as long as another nearby campus (or portion of the same campus) in the LEA is available to provide on-campus only instruction to students whose parents request such instruction.

For students in grades 9-12, school systems may establish a less-than-daily on campus attendance schedule as the sole offering for students in one or more high school campuses of the LEA in order to reduce the number of individuals on a campus at any one time and increase the total number of students served in an on-campus setting in the LEA. In the event there is not a daily on-campus attendance option in one or more of these grade levels, the LEA must ensure that on-campus attendance is offered as part of the hybrid schedule at least 40% of the days in each grading cycle (typically 6- or 9-weeks periods). Any LEA that pursues this hybrid option while not providing a daily on-campus offering for students who otherwise wish to attend on campus may do so after submitting a waiver request to TEA and should do so no later than two weeks prior to the first day of on-campus instruction. All waivers will be conditionally approved upon receipt but may be subject to further review by TEA.

Note: in the event an LEA does not offer a daily on-campus instructional experience at a given campus and as a result some students would not attend on campus at their typical campus, LEAs must continue meeting the individual needs of all affected students.

38. **If one of my campuses (or my entire LEA) closes because of a confirmed positive case of COVID-19, can my LEA decide to simply switch over to 100% remote instruction for the rest of the school year for that campus (or for my entire LEA)?** *Posted July 7, 2020*

No. For any day an LEA closes a campus as a result of a confirmed COVID-19 case on campus, remote instruction will be funded. However, to allow sufficient time to resolve the public health concerns while minimizing academic disruption, campuses may only remain closed to on-campus instruction for up to five consecutive days (including the original closure) day, while drawing funding for all students participating in remote instruction. A closure period does not end until the campus has reopened for on-campus instruction for at least one instructional day.

- NEW**
7/17/2020
39. **If an LEA closes one of its campuses (or the entire LEA) for a reason other than a confirmed case of COVID-19 on one of its campuses, can the LEA provide remote instruction during the closure and, therefore, receive funding?** *NEW July 17, 2020*

An LEA may request a waiver from the agency to receive funding while providing remote instruction during an LEA-determined closure that does not involve a confirmed case of COVID-19 on one of its campuses. Such waiver requests will be considered on a case by case basis.

40. **If one of my teachers or principals believes that a student would be better served via one of the remote instructional methods instead of via on-campus instruction, can my LEA require that student to stay home to receive remote instruction?** *Posted July 7, 2020*

No. Unless a student is lab-confirmed to have COVID-19, is symptomatic for COVID-19, or is determined to be a close contact to an individual lab-confirmed to have COVID-19, the student must be allowed to receive on-campus instruction, if that instructional setting is desired by the parent. Except as may occur during the start-of-year transition period described below, students receive remote instruction solely at the discretion of their parents or legal guardians. As noted elsewhere in this FAQ, in the event a parent chooses remote instruction for their child, an LEA may, if the LEA believes it is in the student's educational interest, choose to limit the student's return to an on-campus setting to occur only at the end of a grading period (e.g. 6-week or 9-week). However, LEAs cannot require a student to remain in remote instruction for the entirety of a semester. Parents are not required to make this commitment more than two weeks prior to the beginning of any grading period.

- UPDATED**
7/17/2020
41. **Can I establish a phased return to on-campus instruction to ensure my public health procedures are fully up and running?** *UPDATED July 17, 2020*

As part of a start-of-year transition period, for up to the first four weeks of your instructional calendar, and with board approval, for an additional four weeks, you may limit the number of students who otherwise access on campus instruction. This could be done by capacity limit by classroom across all grades, a limited number of grades starting by day, or some similar means, and could include being fully remote during this period. To the extent an LEA chooses to implement this transition period, school systems should still begin on-campus instruction as soon as possible while keeping staff and students safe and should continue to monitor the local public health situation accordingly.

If a school system believes it is best for the health and safety of students and staff to continue to restrict access to on-campus instruction beyond the first four weeks of their instructional

calendar, they must submit a board approved waiver request to TEA to access the second four-week transition window. The board must take action to authorize this waiver by specific vote, and cannot otherwise delegate the waiver application to the superintendent. The waiver application must include an indication as to the local public health conditions that the LEA believes would warrant a faster end to the transition period (e.g., the most recent weekly count of COVID-19 cases is lower than the prior week in the county, and test positivity rate in the county is under 10%). Teachers, staff, and parents should be consulted about the transition plan before the waiver is submitted. All waivers are approved upon receipt.

During this transition period, LEAs are still required to allow all students to access on campus instruction who come from households without internet access or appropriate remote learning devices. In the event a board extends the initial four-week transition, at least some on campus instruction must be provided each day during the extended transition period. All parents who want on campus instruction must be provided that on campus attendance for their students at the immediate conclusion of the transition period (as opposed to the end of the first grading period, when parents otherwise choose remote instruction).

The procedures used by the LEA to limit access to on campus attendance during this period should be clearly communicated to families in advance. Beyond access provided to those students without internet access or appropriate remote learning devices, LEAs are encouraged to prioritize on campus access during the transition window for students most academically or otherwise at risk who will benefit the most from an on campus instructional experience.

- 42. Given significant levels of community spread, we believe it is best to delay the start of the school year – both on campus and remote. Can I change my school calendar to delay the start of the school year? *NEW July 17, 2020***

NEW
7/17/2020

Yes. Local school boards control the local instructional calendar. Many LEAs in areas with high levels of community spread have begun discussions of a possible delayed start to school. While the uniform start date of the 4th week of August establishes the earliest date that some school systems may begin instruction, no state law or rule precludes school systems from delaying the start of school to a date later in the year school year—the week following labor day, for example. This may also prove advantageous if school systems are continuing to prepare to deliver highly effective remote instruction and/or continuing to work to distribute devices as needed.

Similarly, even after the school year starts, if a school system decides it is prudent to make additional adjustments to the instructional calendar, local school systems have that authority.

Please note that any instructional calendar must still satisfy the appropriate 75,600 operational minutes requirement for the entirety of the school year and there may be contractual issues that need to be considered.

- 43. How are high school teachers supposed to track daily student engagement as required for asynchronous instruction when they have 150+ students every day? *UPDATED July 17, 2020***

UPDATED
7/17/2020

Student engagement must be tracked for two different purposes, funding and course credit. Tracking ADA requires one measure of student engagement per day, not one measure of student engagement per day per course.

In order for students taking high school credit courses to be awarded course credit, a district will need to be able to determine that the student was in attendance for at least 90% of the days each course is offered. Determination that a student has met the minimum attendance for course credit requirement is made locally and engagement for this purpose does not need to be recorded daily.

Engagement can be tracked in many different ways. For example, a teacher might document engagement at the end of each week or the end of the grading period. Another option is for educators to use an LMS to track daily student engagement in each course. A third option is to have one teacher track engagement for a smaller group of students each day, such as a homeroom/advisory teacher who calls the students and checks in on their progress across assignments/courses, ensuring students have made progress in each course each day. That “homeroom teacher” could also make sure students go to the weekly office hours/synchronous lesson/small group tutoring session for each of their courses where they need help.

Enrollment

- 1. For parents who wish to enroll or reenroll their homeschooled students, must they come from an accredited program? *Posted June 30, 2020***

Students who meet age and residency requirements must be enrolled, and LEAs should follow their local policies to determine grade level placement for all new enrollees. Homeschooled students who were not enrolled in a Texas public school during the 2019–2020 school year may not generate funding if the students will only be attending school through a remote synchronous or asynchronous method. Please see the question above in the Attendance section above for additional information.

- 2. When is a student considered to be enrolled in my LEA for purposes of determining the daily enrollment count? *Posted June 30, 2020***

Students who are on campus receiving instruction are considered enrolled when they are physically present for the first time during the official attendance period. Except for students who attended a private school, including being homeschooled, in Texas the prior year, students who are receiving remote synchronous or asynchronous instruction are considered enrolled on the first day the student participates through one of the engagement methods listed in this document.

- 3. When considering students receiving instruction via remote synchronous or remote asynchronous methods, can my school system accept an out-of-district transfer student in school year 2020-21? *NEW July 17, 2020***

NEW
7/17/2020

	School District	Open-Enrollment Charter School
Allowability	Yes, just as in any year, as long as the district complies with the applicable transfer requirements of TEC, Chapter 25, Subchapter B.	For the 2020-2021 school year only, open-enrollment charter schools with final academic ratings of A or B issued in the fall of 2019 are eligible to serve students in a fully remote instructional setting (synchronous or asynchronous) who transfer from an attendance boundary the charter school is not currently approved for.
Limits	There are no limits to the number of transfer students an ISDs can accept.	Transfers will be allowed, as long as the enrollment of students: 1) does not exceed the charter school's approved maximum enrollment; 2) does not fall outside the approved grade spans the charter school may serve; and 3) is in compliance with all other applicable admission requirements of TEC, Chapter 12, Subchapter D.
Student Assignment	Transfer students must be assigned to a physical campus for accountability purposes, and the campus assignment process must be done in a manner consistent with the assignment-specific parameters of TEC, Chapter 25, Subchapter B.	Students accepted under this one-year provision must be assigned to a physical campus with an existing county-district campus number (CDCN) for accountability purposes.
PEIMS Reporting and Student Coding	No change in data reporting is required for districts that accept out-of-district transfers under this provision.	Eligible open-enrollment charter schools enrolling students outside an approved attendance/geographic boundary will be required to submit an attribution code for their students in PEIMS that informs the agency as to whether the student resides within or outside of the charter's approved attendance/geographic boundaries.
Instructional Setting Considerations	School districts may require students they admit from outside their geographical boundaries to be served fully remotely for the entire year. Provisions for English learners, students with Section 504 plans, and students with Individual Education	Open-enrollment charter schools may require students they admit from outside their approved attendance/geographic boundaries to be served fully remotely for the entire year. Provisions for English learners, students with Section 504

	Plans will not be waived in the all-remote instructional setting. Note: This is an exception to the grading period virtual requirement that school districts have for students residing within their boundaries.	plans, and students with Individual Education Plans will not be waived in the all-remote instructional setting. Note: This is an exception to the grading period virtual requirement for students residing within approved attendance/geographic boundaries.
Funding Considerations	Districts will be fully funded for these transfer students, as normal.	Open-enrollment charter schools will not receive the small and mid-size average charter school allotment for any students enrolled under this provision that reside outside the charter school's approved geographic boundaries.
Waiver Submission	Remote attestation/plan requirements must be met. Students attending on campus who are bused from out-of-district will require an interlocal agreement, per TEC, 34.007(a)(2), or a waiver as described here . No additional waiver is required to accept out-of-district transfers.	Remote attestation/plan requirements must be met. Additionally, eligible open-enrollment charter schools enrolling students outside an approved attendance/geographic boundary will be required to submit a waiver through the waiver submission process.

NEW
7/17/2020

4. My charter school currently has a waitlist. Can I accept all students on my waitlist if they agree to fully remote instruction for the entire year? *NEW July 17, 2020*

Charter schools are subject to an enrollment limit based on their charter school agreement with the agency and are only authorized to enroll up to the number of students allowed by that limit. Many charter schools admit a smaller number of students than legally authorized, given space constraints on their campuses, and manage a waitlist accordingly. Per statute, charter schools may enroll as many students as they are legally authorized to serve.

As noted above, LEAs, including charter schools, cannot require students in their geographic service area eligible to attend the school to remain remote for the entire year. Parents can choose on-campus or remote instruction, and, if they choose remote instruction at some point but then choose to receive instruction on campus, an LEA can only require them to remain remote through the end of a grading period. Charter schools should consider this requirement when evaluating physical capacity and self-imposed enrollment limits.

PEIMS Attendance Reporting

1. How will my LEA report days present and absent for the remote synchronous and remote asynchronous instruction methods? *Posted June 30, 2020*

New PEIMS data elements will be created to report Remote Synchronous (RS) Eligible Days Present and Remote Asynchronous (RA) Eligible Days Present. The LEA will need to track the instructional method in which the student is participating each school day. Days Present will need to be identified as days present in the RS method or days present in the RA method. Absences will not need to be distinguished between instructional methods.

There are no changes to the way on-campus Days Present and Days Absent will be reported.

- The teacher will identify the student as present on-campus, remote synchronous present, or remote asynchronous present or identify the student as absent. For both on-campus present and remote synchronous present, the student must be in attendance at the official attendance time, either in the class or online remotely to be counted present. To be counted as remote asynchronous present, the student does not have to be present at a designated official attendance time but must be engaged in one of the following ways during that day:
 - Shown daily progress in the Learning Management System (LMS), as defined in the approved learning plan; or
 - Daily progress via teacher-student interactions, as defined in the approved learning plan; or
 - Completed/Turned-in assignments to the teacher (potentially via email, on-line, or mail).

The following table provides an example of how the attendance could be identified for a hypothetical student:

8/17/2020	Present
8/18/2020	Present
8/19/2020	Present
8/20/2020	Present
8/21/2020	Absent
And so on until 11/2/2020	
11/2/2020	RS Present
11/3/2020	RS Present
11/4/2020	Absent
11/5/2020	RS Present
11/6/2020	RS Present
And so on until 2/15/2021	
2/15/2021	Present
2/16/2021	Present
2/17/2021	Absent

2/18/2021	Present
And so on until 3/1/2021	
3/1/2021	RA Present
3/2/2021	Absent
3/3/2021	RA Present
3/4/2021	RA Present
3/5/2021	Absent

RS = Remote Synchronous RA= Remote Asynchronous

2. Will there be new data elements to report days present for ineligible students receiving remote instruction? *Posted June 23, 2020*

There will not be new data elements to report days present for ineligible students. Days Present for ineligible students will still be reported through the Ineligible Days Present data element.

3. Will my LEA be allowed to report perfect attendance for students on any of the remote instruction methods? *Posted June 23, 2020*

LEAs should report the appropriate days present and absent depending on the requirements listed throughout this document.

4. Will my LEA be able to report special program instructional settings (i.e. bilingual/ESL, special education, CTE, etc.) via the remote methods? *Posted June 23, 2020*

Yes, as long as those services are provided to students. LEAs will need to make decisions locally to account for the individual needs of special education students. New PEIMS data elements will be created to report remote synchronous and remote asynchronous days present in the special program areas (for example: **RS** Total Elig Bilingual/ESL Days Present, **RA** Total Elig Bilingual/ESL Days Present, **RS** Total Elig Residential Facility Days Present, **RA** Total Elig Residential Facility Days Present, **RS** Total Elig Preg Rel Svs Days Present **RA** Total Elig Preg Rel Svs Days Present).

5. How should I code OFSDP students who are served through the remote synchronous or asynchronous instructional methods? *Posted June 30, 2020*

ADA eligibility codes for Optional Flexible School Day Program (OFSDP) students must be changed to a regular ADA eligibility code (ADA 1-6) when instruction is no longer provided on campus and their instruction changes to one of the remote methods. Once the coding is changed, these students will generate funding based on daily attendance, as detailed in this document, instead of accumulating daily minutes. Once a student resumes on-campus instruction, their ADA eligibility code can be changed back to the OFSDP code, and they will resume accumulating daily minutes to generate funding.

6. When there are students from the same physical school receiving remote synchronous and asynchronous instruction, should the students in each of the instructional methods be reported on different tracks? *Posted June 23, 2020*

There is no reporting reason to separate students receiving instruction through different methods onto separate tracks. Students educated via the remote synchronous instruction method can be placed on the same calendar track as students being educated through the remote asynchronous instruction method.

- 7. Will the Summer PEIMS due date be changed (pushed back) for LEAs who choose to run an intersessional calendar, even though they may not be designated as a year-round LEA?**

Posted June 23, 2020

TEA will consider intersessional calendars the same as year-round calendars. LEAs registered with TEA with year-round tracks ending later than June 17, 2021, may delay PEIMS Summer resubmission until two weeks following completion of the latest year-round track or August 12, 2021, whichever comes first. However, the initial data delivery for submission 3 must still be made by June 17, 2021, for all LEAs. This initial submission of data will not necessarily include data through the end of the school year. In no case will any resubmission be processed after August 12, 2021. Data corrections made after August 12, 2021, will be processed by the State Funding Division.

- 8. Will crisis coding be required?** *Posted June 30, 2020*

At this time, there are no crisis codes defined for the 2020-2021 school year.

- 9. For PEIMS purposes, will only one attendance type per day be reported?** *Posted June 30, 2020*

Eligible Days Present will be reported by instructional method. Days present indicates the total number of days the student was present and eligible for Foundation School Program based on attendance taken during the official attendance period.

Calendars and Waivers

UPDATED
7/17/2020

- 1. If my LEA experiences a COVID-19 closure during the school year and we continue to educate our students through the remote instructional methods, will I continue to earn minutes toward my 75,600 operational minute requirement while we are closed?** *UPDATED July 17, 2020*

If your LEA continues to educate students by providing daily instructional minutes at the level necessary to earn full-day funding through one of the remote methods, you may claim the number of operational minutes that you would have claimed had school been operating normally. However, additional considerations may impact this issue depending on whether the closure is ordered (please see related question under State Funding above), is part of the start-of-year transition or initiated by the school (please see related questions under Attendance above).

- 2. Should I submit low attendance waivers if I experienced low attendance due to parent decisions to not send their children to school?** *Posted June 25, 2020*

Not necessarily. LEAs should make every effort to support student instructional needs through the remote methods of instruction detailed in this document. LEAs should plan for students who are not on campus due to COVID-19 to receive instruction through a remote instruction method. The use of a remote instruction method for such students would result in engaged students being counted as remote synchronous present or remote asynchronous present, and those engaged students would not negatively affect LEAs' attendance rates. Low attendance waivers are generally only granted if enrolled students are absent due to

health/safety/weather issues, and TEA currently has no plans to grant low attendance waivers for COVID-19 reasons unless:

- An LEA's school calendar continues to meet the 75,600 operational minute requirement without including the granted low attendance waiver minutes in the operational minutes calculation; and
- The LEA can provide a suitable reason as to why it could not educate students through one of the remote instruction methods on the day(s) for which the LEAs is requesting a waiver.

3. Will TEA be granting missed school day waivers if my schools are closed for on-campus instruction due to COVID-19? *Posted June 25, 2020*

The agency has no plans to issue missed school day waivers due to COVID-19 during the 2020–2021 school year to LEAs that do not offer remote instruction when campuses are closed. LEAs should plan for school closures during the upcoming school year and either build extra minutes into their calendar or be prepared to educate students through a remote instruction method during periods that on-campus instruction cannot be provided. LEAs that do not provide instruction to students through a remote instruction method when campuses are closed due to COVID-19 may need to add additional instructional days to their calendar to meet the 75,600 operational minute requirement.

4. How do I report my operational minute calendar when my LEA could potentially be educating students through both on-campus and remote instruction methods? *Posted July 2, 2020*

LEAs should already have a board-approved calendar in place for on-campus instruction that meets at least the 75,600 operational minute requirement. On-campus students and remote students can be reported on this calendar track and LEAs must ensure that days present are properly reported using the new PEIMS data elements that have been created to document how students are receiving instruction each day. All other calendar tracks (pre-kindergarten, alternative education, etc.) must also meet the minimum minute requirements of those tracks.

5. Can an LEA claim the operational minutes that a campus operates for the students who receive remote instruction to meet the 75,600-minute requirement? *Posted July 7, 2020*

Because campuses are required to be open for on-campus instruction, LEAs will be accumulating daily operational minutes towards the minutes requirement even while some students are participating remotely. Campus daily operational minutes will be submitted as part of the LEA's summer PEIMS submission through the calendar track reporting process. All students who would normally be reported on a 75,600-minute calendar track can continue to be reported on this track even if they are provided instruction through a remote method during the week. The instructional minute requirements that are mandated as part of the synchronous learning model and detailed in the LEA's asynchronous learning plan are meant to ensure that student instructional needs are met during remote instruction and do not have an impact on the operational minute reporting requirement.

GOODWATER MONTESSORI PUBLIC CHARTER SCHOOL
AMENDED BOARD RESOLUTION
OF EMERGENCY DECLARATION
COVID-19 RESPONSE
JULY 2020

WAIVER OF PROCUREMENT POLICIES &
AUTHORIZATION FOR COVID-19 RELATED PROCUREMENT AND WORK
WAIVER FOR MISSED INSTRUCTIONAL DAYS/LOW ATTENDANCE
APPROVAL OF PAY DURING CLOSURE/QUARANTINE
AUTHORIZATION OF TEA ATTESTATIONS
APPROVAL OF CLOSURES
APPROVAL OF DISTANCE INSTRUCTIONAL LEARNING/SYNCHRONOUS AND
ASYNCHRONOUS LEARNING
APPROVAL OF ATTENDANCE ACCOUNTING POLICIES & PROCEDURES
AND OTHER AUTHORIZATIONS AND STATE WAIVERS

WHEREAS, the global COVID-19 Virus pandemic is continuing to spread throughout the State of Texas, nation and communities served by the charter schools and will have significant impact for the fiscal year and 2020-21 school year such that emergency action and authorizations continue to be necessary and in the best interest of students and the school;

WHEREAS, the Texas Education Agency will be providing guidance to charter schools to continue funding for distance learning, virtual education, potentially on-site instruction and other continuity of instruction options for students and maintains appropriate records of these efforts including on-site, distance, synchronous and asynchronous education options for the 2020-21 school year;

WHEREAS, it is the desire of the Board that the Administration be prepared and authorized to act swiftly and decisively in response to anticipated increases in reported infections, governmental guidance and edicts and to take other appropriate and immediate actions to protect the health, safety and welfare of the students and staff of Goodwater Montessori Public Charter School.

WHEREAS, the Board of Directors of Goodwater Montessori Public Charter School has a substantial public interest to protect the health and safety of its students, staff, their families and community;

WHEREAS, the school's community, including school personnel, students and their families, have been and are likely to continue to be substantially impacted by the COVID-19 Virus for the duration of the summer and 2020-21 school year;

WHEREAS, the Board and Administration are following advice and directives from federal, state and local authorities in responding to the continuing COVID-19 Virus pandemic and emergency;

WHEREAS, through circumstances completely beyond their control, school employees may be forced to miss work-days due to the closure of school facilities and operations;

WHEREAS, the Board finds that a public purpose exists for excusing absences of employees who are under medically appropriate quarantine or other medically directed or advises absence related to the emergency;

WHEREAS, there is a public purpose served and a benefit to the school to continue to pay salaries, wages and health benefits during school-wide closures to the extent the Administration determines necessary, to demonstrate support of its employees, enhance morale and support retention of critical and necessary employees so they can resume work with minimal impact on students once school reopens/work resumes;

NOW THEREFORE, BE IT RESOLVED, that the Board of Directors of Goodwater Montessori Public Charter School, at a lawfully called meeting of the Board, held in compliance with the Texas Open Meetings Act, formally declares that:

1. COVID-19 continues to harm the students, families, employees and communities of the school and constitutes an unavoidable emergency.
2. **Need for Immediate Action.** Immediate action is necessary to be able to continue to minimize the COVID-19 impact to students, staff, families and the community. Therefore, the instructional campuses and other school facilities operated by Goodwater Montessori Public Charter School shall be subject to physical closure as determined by the Superintendent/CEO of Charter Holder or as determined by order of the Governor of Texas or local authorities, in accordance with state law.
 - a. As authorized by TEA, the administration shall provide for instructional continuity for its students including but not limited to options for distance learning and/or virtual learning, on-site learning, synchronous and asynchronous learning, and follow TEA Guidance for same, including appropriate attestations and record keeping. Further, the Board directs and authorizes the Superintendent/CEO or designee, to develop attendance accounting policies and procedures to meet state requirements and guidelines for TEA authorized instructional options.
 - b. The Superintendent/CEO may restructure and reassign/redeploy faculty and staff as necessary to accomplish this purpose and continue services to students, including the provision of food services to students in non-traditional manners **but to do so compliance with guidelines and requirements promulgated by the U.S.**

Department of Agriculture, Texas Department of Agriculture and in compliance with CDC, State and Local social distancing orders and guidance.

- c. The Superintendent/CEO may open or re-open school facilities on as needed to facilitate school business and instructional continuity for students and following local and state guidelines.
3. **Use of School Equipment and Facilities:** In response to this emergency, the Superintendent/CEO is authorized to make school equipment and facilities available for use to provide child care and other support services to first responders, health care workers, other critical infrastructure workers and other personnel, as determined by the Superintendent, including staffing such services with school personnel and use of school equipment. **The Superintendent/CEO is authorized to make school equipment and facilities available for use by other local government, public schools, public charities, and faith-based organizations when and where necessary to provide critical support to the community. The Superintendent/CEO is authorized to make school facilities available for use by the local public health authority, county health system, hospital districts, university hospital systems or other hospitals and to enter into facility use agreements/cooperative agreements under Govt. Code chapter 791 or other applicable law to enable such use of school facilities. The Board also finds that the use of school facilities and equipment is necessary in the conduct of public schools pursuant to Education Code 45.105(c) and in the best interest of students in that it will aid in stabilizing the community and supports for employees, students and their families.**
4. **Procurement Waiver:** The delays posed by **purchasing policy and regulatory procurement process** and the need to likely procure services and support to respond to COVID-19 to ensure the safety of all students and staff and to maintain and safeguard property and equipment will prevent or substantially impair student safety and or other essential school activities; therefore, the Board is suspending its normal purchasing policies and authorizing the Superintendent/CEO or designee, to make emergency procurements reasonably necessary to respond to COVID-19 issues. This action is in accordance with Education Code 44.031(h) and other applicable law and policy. The Board further authorizes and approves such procurements as determined necessary by the Superintendent/CEO or designee. **However, to the degree necessary to nonetheless comply with the federal procurement standards established under the Code of Federal Regulations, Title 2, Part 200, Subpart D, the Superintendent or designee must nevertheless first determine that the present emergency circumstances warrant an exception to competitive procurement requirements and, if such a determination is made, adequately document the justification for using noncompetitive procurements. In utilizing the procurement by noncompetitive proposals method, the Superintendent or designee must still comply with other procurement requirements, ensure that costs are reasonable and ensure that the work performed under the noncompetitively procured contracts is specifically related to the present emergency circumstances.**

5. **Waiver for Instructional Days:** The Superintendent/CEO is authorized to apply for missed instructional day waivers and low attendance day waivers are also to be submitted for future dates, as may be necessary and approved by the Texas Education Agency.
6. **Absence Waivers:** The Superintendent/CEO or designee is authorized to excuse absences for any employee who is under a medically appropriate quarantine.
7. **Pay During Closures:** The Board authorizes the Superintendent/CEO to determine where the school may continue to pay salaries and benefits, subject to any requirements or guidance from the State, to employees who are impacted by a federal, state or local health agency ordered school-wide closure of the employee's assigned campus or duty-station. The Board finds that a public purpose and benefit to the school and its students exists to compensate employees for work days missed due to the closure of their assigned school facilities as a result of COVID-19, and that this is necessary in the conduct of the public schools pursuant to Education Code § 45.105(c). The Board authorizes the Superintendent or designee to make compensation decisions and adjustments to impacted employees as deemed appropriate to fulfill the purposes of this Resolution. It is the Board's intent that employees are redeployed and reassigned to conduct work supporting this emergency and that compensation is for that work performed; however, if a complete closure and work-stoppage is ordered that this paragraph is also in effect.
8. **TEA Attestations, Waivers and Submissions:** The Superintendent/CEO and Board President are authorized to execute and file the 2019-2020 COVID-19 Missed School Day Waiver Attestation Statement. Additionally, the Superintendent/CEO and Board President are authorized to execute and file the Attestation of Off-Campus Programs Approved for Purposes of Average Daily Attendance (TEC §48.007) with TEA. Additionally, the Superintendent/CEO and Board President are authorized to submit waivers, notices, elections or attestation relating to synchronous or asynchronous education options following TEA guidelines.
9. **Instructional Continuity:** In addition to or in lieu of closure, the Superintendent/CEO is authorized to develop and implement education continuity plans following state guidelines to allow students to be educated through low-tech, workbooks/worksheets/packets, online learning, tele- and video-learning, and other virtual or distance learning/low-tech programs including synchronous and asynchronous instructional options and traditional on-site instruction options. The Superintendent/CEO is authorized and fully supported by the Board in reassigning staff to aid in development and implementation of education continuity plans to benefit and serve students. The Superintendent/CEO is authorized to make procurements necessary to fulfill the purposes of this resolution and to meet the needs and best interest of students. The Superintendent/CEO shall inform TEA of these plans within 24 hours or as otherwise directed by TEA. The Superintendent/CEO shall adopt policies and procedures for attendance accounting and record keeping and report same to TEA as required, and shall ensure appropriate attendance records are taken and maintained to meet TEA requirements.

10. In the event other waivers or immediate action is needed, the Superintendent/CEO is authorized, in consultation with the Board's Chair, to take other action and to submit/apply for other waivers in accordance with guidance and instructions from the State of Texas. The Board will consider ratifications of such action where determined necessary.

PASSED AN APPROVED BY THE MAJORITY OF MEMBERS OF THE BOARD OF DIRECTORS OF GOODWATER MONTESSORI PUBLIC CHARTER SCHOOL ON THIS 23RD DAY OF JULY 2020. This amends and supersedes the Board's earlier resolution on March 16, 2020.

[Signature Page Follows]

Members voting in favor of the Resolution:

Carl Illig

Signature

Kathy Trullender

Signature

Mary Evelyn Bowling

Signature

Kimber Fucello

Signature

Mark Cortinas

Signature

The undersigned, being the Secretary of the Corporation, hereby certifies that the foregoing represents a true copy of a Resolution of the Directors of the Corporation, duly held on July 23, 2020, which Resolution is in full force and effect and has not been revoked or amended.

Mary Evelyn Bowling , Board Secretary

07/23/2020

Back To School: Teachers Are Ready To Quit Rather Than Put Their Lives At Risk

This spring, a teacher in Dallas was invited to the high school graduation of the first class of students she had taught when she became a teacher a little over a decade ago — but the ceremony was canceled because of the [coronavirus](#) pandemic. Now, just a couple months later, facing an uncertain plan for reopening schools, she's applying for jobs in the private sector and considering quitting teaching altogether.

“At this point, if anybody were to offer me something, I would rather do that than risk my health,” she said.

Typically, the Dallas-based teacher, who requested anonymity to protect her job, teaches 25 elementary-age students in a small classroom with windows that don't open. She has major reservations about going back, but in Texas, where cases of the coronavirus are surging and some hospitals are running out of beds, it's [illegal](#) for teachers to strike, and those who break their contracts can lose their teaching certification altogether.

Earlier this week, the superintendent of her district said at a video staff meeting that the plan is still for students to attend school in person. At the end of the meeting, he acknowledged the unprecedented difficulties and risks teachers will face.

“We appreciate you, we care about you, we want to provide the best opportunity, the best climate we possibly can,” the superintendent said, according to an employee who attended the meeting. “So many people ask me each and every day how can we support and, I don't know if you are religious or not, but we need your prayers. We need your prayers for our children and our families.”

But many staff members' concerns were not assuaged by this.

“Everyone on the group text was like, *What do you mean, pray?* It's not comforting by any means,” the teacher said.

“I love, love my job. But this? It's not worth my life,” she continued. “I'm scared of getting sick and bringing it to my family. I'm scared of dying. I think we all are, you know?”

The Trump administration is [eager to reopen schools](#) in part because parents can't return to work and be efficient economic engines without childcare. But in many states, it's proving difficult if not impossible to send kids back to school safely because businesses reopened too early, and the health system is now once again dealing with a surge in infections, hospitalizations, and [deaths](#).

The crisis over when and how to reopen schools underscores a central contradiction in American society: It can't function without the public school system, which doesn't have the funding and resources to follow the basic health and safety guidelines that would make reopening schools during a global pandemic feasible.

Teachers are quick to acknowledge that remote, online learning isn't nearly as effective as being in the classroom, but with coronavirus cases rising all over the country, many don't feel prepared to go back, either. A lack of national leadership on the schools issue has left states to give orders and school districts to make piecemeal plans that many teachers don't understand or trust.

While some school staffers feel ready to go back, others are so frustrated and afraid that they've floated the idea of organizing a national walkout similar to the [2018 and 2019 teacher strikes](#) over [low pay](#). But as public employees, teachers in some states are [legally barred from striking](#), and some are afraid that [breaking their contract](#) by resigning at the last minute or organizing "[sick-outs](#)" as a form of protest could lead to them losing not just their jobs, including insurance and salary, but their [teaching certifications](#) and therefore their [ability to work at all](#).

Rather than face that decision, Michael McCann, who taught middle school English in Virginia for the last three years, decided to quit in June. The problem, he said, is that leaders are "expecting teachers to be the glue that holds society together."

McCann was lucky to be hired as a technical writer, a job he can do from home, just a month before his wife is due to give birth to their son in August.

Quitting his teaching jobs wasn't an easy decision for McCann, who said he'll miss the students he worked with last year and those he would have taught this year in eighth grade. But he ultimately felt he couldn't reconcile the lack of leadership, and the country's failure to get the pandemic under control, with the safety of his family.

"If they were more straightforward with the employees as far as what to expect ... They keep on sending out surveys, but we don't know what decisions are being made based on those surveys," he said. "I'm like, *Are you guys going to make this decision the week we're supposed to start back?* If they could give us some sort of secure answer or give us some comfort as far as what we're expecting, I probably wouldn't have applied for that position."

McCann said he worries for his former students' safety and education, but also for the nurses, counselors, administrators, food handlers, and other adults at school who he feels don't have the appropriate support to deal with the crisis.

School bus drivers, some of whom are left alone with dozens of students at a time, will also experience health risks when school reopens. Buses in districts that go back on a rotating schedule will have more room for distancing, but in other areas, drivers will have to make multiple trips per morning, sanitizing buses between runs and enforcing rules about masks while also driving. The school staff union in Houston has said 80% of bus drivers are declining to come back because of health issues and age concerns related to the virus, according to [KHOU](#).

Vicki has been driving a school bus in a city in Indiana for almost 30 years. School this year is currently scheduled to start on Aug. 5. She drives a bus for children with disabilities, so there are fewer students and an aide is available to help keep everyone safe. But she has friends who drive buses that can carry as many as 54 students at a time, and she's worried about their safety.

"I'd be a lot more nervous if I had to drive a big bus," said Vicki, who asked to be identified only by her first name. "I am worried some about myself getting sick but more worried about possibly being a carrier and giving it to others in my family or one of my special needs kids."

Jeffery Yarger has been driving a school bus for 21 years and is partially retired. He considered not going back this year because of the virus, but with plans put in place for him to drive fewer students and time to sanitize the bus between trips, he's decided he's up to the job.

"I have thought about it, but I love my job very much," he said. "I am nervous about it. Anybody in their right mind would be nervous."

Earlier this month, the American Academy of Pediatrics [recommended that schools reopen](#) for in-person learning, as long as reasonable safety measures are taken. But teachers in some districts are concerned that even basic protocols are simply not possible.

"They're saying they will keep social distancing, but I don't know if we have the physical space for that," said a teacher in St. Paul, Minnesota, who requested anonymity to protect her job.

Some teachers are worried that students won't wear masks, or bring them to school, or perhaps even be able to afford them. Teachers in Dallas were told students would wear masks, but one kindergarten teacher was skeptical of that promise. "They said we'd have masks and face shields and everyone is going to be covered, but it's a school district — sometimes we don't have soap," he said.

He was also worried about having the room to distance kids and the staff to monitor them, especially given the number of teachers he's heard are [considering early retirement](#) to avoid the health risks. The Minnesota-based teacher had similar concerns, saying masks are a manageable problem in her district compared to the issue of space.

"Kids will wear T-shirts over their faces. Volunteers will make masks if they need to — community fundraising and mask drives and sewing circles and all that stuff," she said. "But plexiglass shields around kids? Or being able to put them 6 feet apart? That's where the budgeting stuff would have to come in, and as far as school districts, we don't have the money for that."

The situation she describes stands in stark contrast to some schools in places like [Indonesia, China, and Thailand](#) where students are temperature screened, tested for COVID-19, and provided with plexiglass barriers and disinfection chambers.

In the US, many students don't have regular access to [the internet or a computer](#), which makes remote learning a nonstarter. Some teachers feel the time and energy currently being spent on

how to reopen schools would be better put to use addressing how to make distance learning more equitable, more feasible for parents, and more effective for students.

The St. Paul–based teacher worries this is just one way the pandemic will widen inequality between students of different socioeconomic backgrounds. She’s also seen parents posting ads online for tutors to help their students get a better education from home, a resource lower-income families can’t afford.

“Our budgets,” the St. Paul–based teacher said, “are a reflection of our societal priorities.”

The eruption of [protests](#) over the police killing of George Floyd sparked a national debate over racist policing and, in turn, the size of police department budgets; in 2017, Minneapolis spent a [higher percentage of its discretionary budget on policing](#) than all but two other American cities. Funding for schools and other community needs has [not grown apace](#) with funding for law enforcement in US cities. The Minneapolis board of education canceled its \$1.3 million contract with the Minnesota Police Department and promised to “redirect those funds into our schools and our community” according to [the Nation](#). But elsewhere, school budgets are being [slashed](#).

Some school staffers are worried that funding issues could even lead to furloughs or layoffs. Whether school is in person or online, teachers will be required to show up, but other school employees like cafeteria workers and bus drivers don’t know what will happen to their jobs if schools don’t physically reopen. Like millions of other workers, they’re caught between wanting a paycheck and wanting to stay healthy.

A security guard who works on contract at a high school in Turlock, California, said she’s more worried about losing her job than the health risks of going back to school. She’s confident that school staff will be able to get kids to wear masks and maintain social distancing.

“I hope it opens. My kids need their teacher and classroom setting and this is also my livelihood. I would be losing so much if I get laid off,” she said. “We can’t put our lives on hold otherwise we will be homeless.”

While states have struggled to figure out how to reopen schools, bars, restaurants, and even theme parks have reopened in communities around the country. Disney World [reopened](#) — complete with no-mask-required “[relaxation zones](#)” — in the same week that Florida set a record for new coronavirus cases, according to the [New York Times](#).

Just 45 minutes north of Disney in Seminole County, Florida, one teacher who requested anonymity is wrestling with what to do when school starts. “We are going to open back up full scale Aug. 10, and many are terrified,” he said.

He worries about the health of his wife, who recently underwent heart surgery, and his daughter, who’s been in and out of the hospital for a lung condition. The district where he works, in which classrooms are typically crowded, hasn’t said it will mandate masks. “Most parents have no idea how bad this is going to be,” he said. “I am just sitting here looking around in bewilderment.”

The Florida teacher said he's suggested a sick-out — a labor action in which employees coordinate to call in sick at the same time — but teachers in Florida are [legally barred](#) from going on strike. “They are afraid of [losing] their license and job and healthcare due to taking a stand,” he said.

Teachers in other states, including Texas, are also not legally allowed to strike, and some, including the teacher from Dallas, are even worried that turning in a last-minute resignation could be considered a breach of contract. “We’re scared of losing our license,” she said. “The state of Texas can take away your certification.”

As of now, schools in Texas are supposed to open next month. The Dallas-based teacher said she's having trouble sleeping as more people in the area get sick. “Before it was like a friend of a friend. Now it's people that you know that are sick. It's getting closer,” she said.

She's still not sure what she'll do if the district decides to reopen in-person schooling at full capacity. While she may not have a choice about going back, she said if she had her own kids she'd sign them up for online learning, and she recommends that parents do the same.

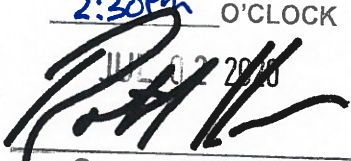
The other day, she said a student's mom called her and asked if she would speak to her son. “She was like, ‘Can you talk to him? Because he is crying that he doesn't want to go to school and come back and kill us,’” she said.

“I can't lie to them,” the teacher said. “That's what I told her. I wish I could tell him it's going to be okay, but I'm scared, too.”



GOVERNOR GREG ABBOTT

July 2, 2020

FILED IN THE OFFICE OF THE
SECRETARY OF STATE
2:30 PM O'CLOCK
JUL 02 2020

Secretary of State

The Honorable Ruth R. Hughs
Secretary of State
State Capitol Room 1E.8
Austin, Texas 78701

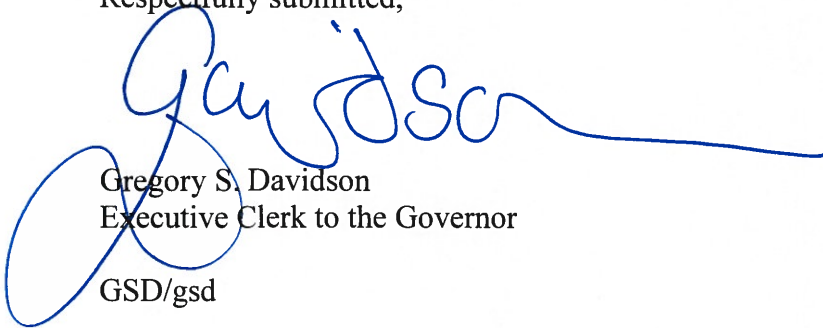
Dear Secretary Hughs:

Pursuant to his powers as Governor of the State of Texas, Greg Abbott has issued the following:

Executive Order No. GA-29 relating to the use of face coverings during the
COVID-19 disaster.

The original executive order is attached to this letter of transmittal.

Respectfully submitted,


Gregory S. Davidson
Executive Clerk to the Governor
GSD/gsd

Attachment

Executive Order

BY THE
GOVERNOR OF THE STATE OF TEXAS

Executive Department
Austin, Texas
July 2, 2020

EXECUTIVE ORDER GA 29

Relating to the use of face coverings during the COVID-19 disaster.

WHEREAS, I, Greg Abbott, Governor of Texas, issued a disaster proclamation on March 13, 2020, certifying under Section 418.014 of the Texas Government Code that the novel coronavirus (COVID-19) poses an imminent threat of disaster for all counties in the State of Texas; and

WHEREAS, in each subsequent month effective through today, I have renewed the disaster declaration for all Texas counties; and

WHEREAS, the Commissioner of the Texas Department of State Health Services (DSHS), Dr. John Hellerstedt, has determined that COVID-19 continues to represent a public health disaster within the meaning of Chapter 81 of the Texas Health and Safety Code; and

WHEREAS, I have issued executive orders and suspensions of Texas laws in response to COVID-19, aimed at using the least restrictive means available to protect the health and safety of Texans and ensure an effective response to this disaster; and

WHEREAS, as Texas reopens in the midst of COVID-19, increased spread is to be expected, and the key to controlling the spread and keeping Texans safe is for all people to consistently follow good hygiene and social-distancing practices; and

WHEREAS, due to recent substantial increases in COVID-19 positive cases, and increases in the COVID-19 positivity rate and hospitalizations resulting from COVID-19, further measures are needed to achieve the least restrictive means for reducing the growing spread of COVID-19, and to avoid a need for more extreme measures; and

WHEREAS, I have joined the medical experts in consistently encouraging people to use face coverings, and health authorities have repeatedly emphasized that wearing face coverings is one of the most important and effective tools for reducing the spread of COVID-19; and

WHEREAS, given the current status of COVID-19 in Texas, requiring the use of face coverings is a targeted response that can combat the threat to public health using the least restrictive means, and if people follow this requirement, more extreme measures may be avoided; and

WHEREAS, wearing a face covering is important not only to protect oneself, but also to avoid unknowingly harming fellow Texans, especially given that many people who go into public may have COVID-19 without knowing it because they have no symptoms; and

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SECRETARY OF STATE
2:30pm O'CLOCK

JUL 02 2020

WHEREAS, the “governor is responsible for meeting ... the dangers to the state and people presented by disasters” under Section 418.011 of the Texas Government Code, and the legislature has given the governor broad authority to fulfill that responsibility; and

WHEREAS, failure to comply with any executive order issued during the COVID-19 disaster is an offense punishable under Section 418.173 by fine;

NOW, THEREFORE, I, Greg Abbott, Governor of Texas, by virtue of the power and authority vested in me by the Constitution and laws of the State of Texas, do hereby order the following on a statewide basis effective at 12:01 p.m. on July 3, 2020:

Every person in Texas shall wear a face covering over the nose and mouth when inside a commercial entity or other building or space open to the public, or when in an outdoor public space, wherever it is not feasible to maintain six feet of social distancing from another person not in the same household; provided, however, that this face-covering requirement does not apply to the following:

1. any person younger than 10 years of age;
2. any person with a medical condition or disability that prevents wearing a face covering;
3. any person while the person is consuming food or drink, or is seated at a restaurant to eat or drink;
4. any person while the person is (a) exercising outdoors or engaging in physical activity outdoors, and (b) maintaining a safe distance from other people not in the same household;
5. any person while the person is driving alone or with passengers who are part of the same household as the driver;
6. any person obtaining a service that requires temporary removal of the face covering for security surveillance, screening, or a need for specific access to the face, such as while visiting a bank or while obtaining a personal-care service involving the face, but only to the extent necessary for the temporary removal;
7. any person while the person is in a swimming pool, lake, or similar body of water;
8. any person who is voting, assisting a voter, serving as a poll watcher, or actively administering an election, but wearing a face covering is strongly encouraged;
9. any person who is actively providing or obtaining access to religious worship, but wearing a face covering is strongly encouraged;
10. any person while the person is giving a speech for a broadcast or to an audience; or
11. any person in a county (a) that meets the requisite criteria promulgated by

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SECRETARY OF STATE
2:30pm O'CLOCK

JUL 02 2020

the Texas Division of Emergency Management (TDEM) regarding minimal cases of COVID-19, and (b) whose county judge has affirmatively opted-out of this face-covering requirement by filing with TDEM the required face-covering attestation form—provided, however, that wearing a face covering is highly recommended, and every county is strongly encouraged to follow these face-covering standards.

Not excepted from this face-covering requirement is any person attending a protest or demonstration involving more than 10 people and who is not practicing safe social distancing of six feet from other people not in the same household.

TDEM shall maintain on its website a list of counties that are not subject to this face-covering requirement pursuant to paragraph number 11. The list can be found at: www.tdem.texas.gov/ga29.

Following a verbal or written warning for a first-time violator of this face-covering requirement, a person's second violation shall be punishable by a fine not to exceed \$250. Each subsequent violation shall be punishable by a fine not to exceed \$250 per violation.

Local law enforcement and other local officials, as appropriate, can and should enforce this executive order, Executive Order GA-28, and other effective executive orders, as well as local restrictions that are consistent with this executive order and other effective executive orders. But no law enforcement or other official may detain, arrest, or confine in jail any person for a violation of this executive order or for related non-violent, non-felony offenses that are predicated on a violation of this executive order; provided, however, that any official with authority to enforce this executive order may act to enforce trespassing laws and remove violators at the request of a business establishment or other property owner.

This executive order hereby prohibits confinement in jail as a penalty for the violation of any face-covering order by any jurisdiction.

Executive Order GA-28 is hereby amended to delete from paragraph number 15 the phrase: “, but no jurisdiction can impose a civil or criminal penalty for failure to wear a face covering.”

The governor may by proclamation amend this executive order or add to the list of people to whom this face-covering requirement does not apply.

This executive order does not supersede Executive Orders GA-10, GA-13, GA-17, GA-19, GA-24, GA-25, GA-27, or GA-28 as amended. This executive order shall remain in effect and in full force until modified, amended, rescinded, or superseded by the governor.

FILED IN THE OFFICE OF THE
SECRETARY OF STATE
2:30 PM O'CLOCK

JUL 02 2020



Given under my hand this the 2nd
day of July, 2020.

A handwritten signature in black ink that reads "Greg Abbott".

GREG ABBOTT
Governor

ATTESTED BY:

A handwritten signature in black ink that reads "Ruth R. Hughs".

RUTH R. HUGHS
Secretary of State

FILED IN THE OFFICE OF THE
SECRETARY OF STATE
2:30pm O'CLOCK

JUL 02 2020

Special Education 2020-2021 School Year

Team Members

Andrea Norris- Academic Resource Teacher

Emily Arciba- Academic inclusion & ESL Teacher; Coordinator

Erin Brooks- Behavior Teacher

Cheniese Armstrong- Director

Incoming Team members:

Franz Pacquing- Aide

Sue Landry- Aide



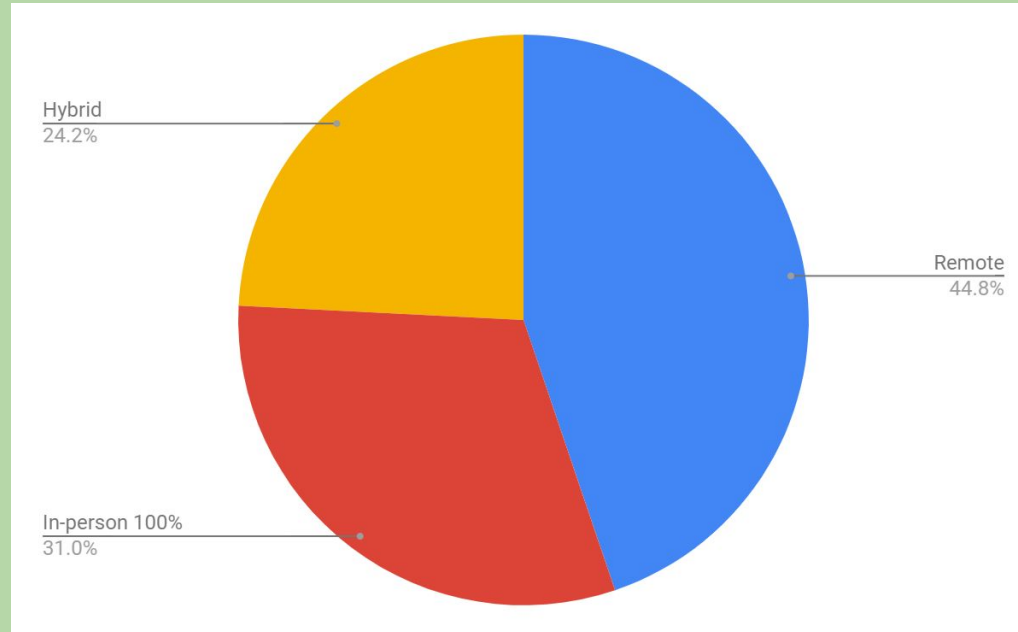
**GOODWATER
MONTESSORI**

Public Charter School

Results of Special Programs Family Survey

Responses: 29 out of 100 families

Synchronous vs. Asynchronous



Results of Special Programs Family Survey

Responses: 29 out of 100 families

Results

- Many Special programs children struggled significantly in the virtual environment.
- Disproportionate expectations on parents and families of these students as they had increased time on Zoom and other supports
- Will have to be significantly scaled down going into remote learning again due to change in families schedules and availability