

## SCC Campus Reps Q & A Questions Received the Week of 10/26–30/20

### Binion ES

1. I have noticed some discrepancies in the COVID dashboard and what is happening on the campus level concerning the reporting of cases. I see other districts with more cases popping up and know that not all of the cases in Birdville have accurately been reported. I am referring parents to this resource when they have questions, and want to make sure it is accurately reporting what is happening at their school and within the district. **What steps are we taking to make sure that all cases are reported so that parents truly have the best information available? What criteria goes into reporting and who makes the decision as to whether something is added to the dashboard? When is something removed from the dashboard and considered resolved?**
  - A. The numbers reflected on BISD's COVID-19 dashboard are correct. They are updated daily by Michelle Provence, director of health services. Remember, the District's dashboard reflects only test-confirmed active cases that are reported to the District by the Health Department or families. The numbers can change daily based on students or staff being considered active. Once they are no longer active, they drop off the active numbers.

### West Birdville ES

2. **Could more information be provided about the duties of the online teachers and how this will help the regular classrooms?**
  - A. Duties will include, but may not be limited to, the following:
    - Staff the Academic Help Desk to take reservations for academic support from students of all grades/subjects. Online teachers will provide tutoring to students struggling with specific concepts or assignments; sessions may last 10 to 20 minutes in length per request. Classroom teachers will be included in follow up information on what concepts/content was addressed in the tutoring session.
    - Support for students enrolled in Edgenuity courses for original credit/credit recovery/grade repair.
    - Test proctoring.
    - Design of instructional resources to be included in the curriculum for all subjects/grades.
    - Outreach to remote students who are not actively engaged in learning.
    - Design of digital assessment item banks.

Duties of these teachers may change over time as we receive requests for assistance and as needs are presented.

### **Watauga ES**

3. **Is it possible to add a column for total enrollment and total number of staff for each school to the Covid Dashboard? What about the percent of active cases based on these numbers?** (Example 2 cases out of 100 people = 2% vs. 2 cases out of 1000 people = 0.2%.)
- A. Cabinet will review your suggestion and will discuss any possible changes with Michelle Provence, director of health services, to determine if additional information is needed on the COVID-19 dashboard.

### **Green Valley ES**

4. **Are there any plans/possible changes to the two required Zooms? Is there any flexibility with two required Zooms a day? Can this be adjusted to one a day if appropriate?**
- A. Campuses have the flexibility to adjust the number of Zoom meetings, as appropriate. With the number of students that are face to face increasing, it would be feasible to think the number of Zoom sessions could be reduced.

However, remember that conducting Zoom meetings for instructional purposes is one of three ways to mark attendance in order to meet the TEA requirements for participation.

5. **Does the district foresee teacher dual platform duties for the rest of the school year? Online teacher updates?**
- A. From Dr. Clark: Yes. I do not see COVID going away, therefore, the need to continue asynchronous will continue. I do believe that we could possibly see more students returning because of the number of failures we are seeing as we analyze data for our online students. We have discussed with principals how important it is to communicate with parents about the lack of success of their online students and the possibility of the students returning to face-to-face may be the better option, especially if we do not see substantial increases with COVID cases.

Updates on online teachers included in previous question.

### **Green Valley ES (continued)**

6. **During the 2021–2022 school year, will the district still plan to have teachers perform duties for both face-to-face scholars and remote scholars or will an alternative plan be created if social distancing and Covid conditions still exist? Will the district’s plans for teacher duties be communicated prior to the start of a contract year so teachers can make informed decisions?**
- A. It is impossible to predict what 2021–22 will bring. However, asynchronous learning requires TEA to approve attendance through this means. If the TEA does not do that, then we will not. Funding is tied to attendance. Without attendance being approved for asynchronous, districts will be forced to require students to attend face-to-face. The opposite is also true. If the state requires districts to offer this option for parents who do not feel that face-to-face is safe, then we will be required to offer that option. The districts that have already moved away from asynchronous to being completely face-to-face are doing so knowing that students are not required to come back. These districts are being required to tell parents that they can move to a district that offers asynchronous. This means giving up average daily attendance (ADA).

### **North Richland Middle**

7. **Can you ask if the district could do away with the athletic passes and allow teachers/staff to get into any BISD game (except playoff)?** This truly increases the relationships built with students and encourages more staff to go to the games.
- A. Maintaining the BISD athletic passes allows the District to better plan for social distancing at District games during the pandemic. The District will consider this request in future school years where social distancing is not required.
8. **Will the district be updating its definition of “close contact” to match the CDC’s new definition?** Specifically, the school district defines close contact as being within 6 feet of a person for 15 minutes. However, the new definition per the CDC reads, “someone who was within 6 feet of an infected person for a cumulative total of 15 minutes or more over a 24-hour period.” This change in definition has made me reconsider how I am able to monitor my classroom (i.e., walking around and assisting students up close). Since under HIPPA we are not notified of who tests positive, it would be helpful for me as a teacher to know whether or not I have fallen under the new definition of being in “close contact” with an infected student. This affects not only my job, but also the decisions I make in my personal life when considering whether or not it is safe for me to visit at-risk relatives.
- A. Per Tarrant County Public Health Department’s guidance, BISD’s definition of close contact has included the cumulative 15 minutes over a calendar day since our return to school. We have used this definition to evaluate close contacts and to determine those that need to quarantine and for how long.