

WEBVTT

1

00:00:01.860 --> 00:00:03.510

Tom Leonard: Hey, we are

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00:00:05.009 --> 00:00:07.020

Tom Leonard: Going to be waiting a minute or two.

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00:00:08.610 --> 00:00:10.860

Tom Leonard: So people can come into our meeting.

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00:00:15.480 --> 00:00:21.210

Tom Leonard: And hang on. I need to do one other thing to make things get better over here.

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00:00:22.650 --> 00:00:23.700

Tom Leonard: Okay.

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00:00:24.840 --> 00:00:26.670

Tom Leonard: I think that's probably pretty good right now.

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00:00:29.610 --> 00:00:36.150

Tom Leonard: Again, if people are coming in right now, I want to wait a minute, or saw before we get started.

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00:00:38.730 --> 00:00:42.390

Tom Leonard: Thank you for joining us. If you are able to join us tonight.

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00:00:45.210 --> 00:00:49.500

Tom Leonard: And I'm going to wait a little while, maybe another 30 seconds or so.

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00:00:59.490 --> 00:01:01.590

Tom Leonard: We still have quite a few people coming in.

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00:01:04.260 --> 00:01:05.670

Tom Leonard: And this meeting is

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00:01:06.900 --> 00:01:11.040

Tom Leonard: For anyone in the community. It can also include staff.

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00:01:13.080 --> 00:01:15.780

Tom Leonard: Who may be coming in tonight as well to watch this.

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00:01:20.550 --> 00:01:23.220

Tom Leonard: Okay, I think I'm going to get started.

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00:01:24.240 --> 00:01:25.860

Tom Leonard: Let me just make sure I've got

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00:01:29.100 --> 00:01:35.790

Tom Leonard: As many people as I think I'm numbers are still coming up.

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00:01:37.500 --> 00:01:42.810

Tom Leonard: I am going to go back and stop sharing quickly. I'm going to share one more time.

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00:01:44.790 --> 00:01:48.270

Tom Leonard: And we are going to start soon.

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00:01:50.490 --> 00:02:02.430

Tom Leonard: Numbers are still coming up had like to wait just a little bit more. Let me do a few things so people know what's going on. We have two sign language interpreters who will be with us tonight.

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00:02:03.210 --> 00:02:11.940

Tom Leonard: Melissa and Jen, I think Jen is going to be starting and they will they will switch off probably every

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00:02:13.020 --> 00:02:25.770

Tom Leonard: 20 or 30 minutes when they shipped off if you would like to have the interpreter on your screen, sometimes it's helpful if you pin them. That's what I've been told to say, so I

want to make sure everyone understood that.

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00:02:27.180 --> 00:02:29.910

Tom Leonard: Okay, I think we're gonna get started let me

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00:02:31.680 --> 00:02:37.200

Tom Leonard: And I'm not seeing the interpreter on my screen are the see interpreter there. I hope so.

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00:02:38.580 --> 00:02:41.340

Tom Leonard: Let me just back out. One second.

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00:02:43.380 --> 00:02:45.180

Tom Leonard: Interpreter, do we have you here.

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00:02:48.390 --> 00:02:50.580

Tom Leonard: I am not seeing the interpreter

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00:02:54.480 --> 00:03:10.860

Tom Leonard: Hang on. Oh yes, I am seeing the interpreter now. Okay, thank you. I just want to make sure I apologize, but I just for anyone who needs the sign language interpreter. I wanted to make sure we had that. Okay. I hope we can see my screen. We can see the slides.

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00:03:12.240 --> 00:03:20.280

Tom Leonard: Great. So I'm going to get started. Um, first of all, as I was saying this is a meeting this afternoon, this evening.

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00:03:21.000 --> 00:03:35.550

Tom Leonard: It is for staff and any community member, but primarily for parents. I think we're all want to have the best understanding of what's going to happen as we start coming back with in person, learning, which I think we're all excited to get started on

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00:03:36.900 --> 00:03:45.360

Tom Leonard: Again, we have two interpreters right now you see Jen on your screen. You can pin her and Melissa will be coming in at a certain point to give john a little bit of a break.

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00:03:46.380 --> 00:03:47.910

Tom Leonard: This will be videoed

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00:03:48.990 --> 00:03:53.370

Tom Leonard: And we will, and we will have a hard stop at 6pm

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00:03:54.630 --> 00:04:03.930

Tom Leonard: If we have time, we will answer some questions, but we have multiple meetings at the building levels scheduled for the next couple days and

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00:04:04.350 --> 00:04:09.360

Tom Leonard: We did that purposely so that there would be an opportunity to ask questions.

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00:04:09.660 --> 00:04:16.980

Tom Leonard: directly connected to the different schools. Tonight I'm going to give the district overview of some of the things we're going to be doing as we come back.

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00:04:17.340 --> 00:04:25.170

Tom Leonard: So I want to just bring us back shortly and for a quick period of time, this was my administrative steering team that helped me

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00:04:26.310 --> 00:04:27.900

Tom Leonard: put a plan together.

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00:04:29.010 --> 00:04:39.660

Tom Leonard: Behind them though we're many early, early in the summer. These are just some of the names of the many people who helped diamond different task forces that we put together.

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00:04:39.930 --> 00:04:48.390

Tom Leonard: And behind each of these names. There's probably multiple names. So quite a few people had input in the plans that we have been developing

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00:04:48.780 --> 00:04:57.570

Tom Leonard: And those plans will be enhanced more in some information that's going to be posted to them. Actually, I think it's being posted right now.

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00:04:58.020 --> 00:05:05.910

Tom Leonard: Because we're a week away from the beginning of school in in-person learning and we want to make sure that everyone knows what to expect.

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00:05:06.840 --> 00:05:14.490

Tom Leonard: Yes, we've been in virtual learning since August 19. Some smiling faces of some kids have pictures that have been sent into

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00:05:15.420 --> 00:05:27.690

Tom Leonard: Virtual Learning, remote learning is not our ideal, but there are some families who want it right now we're at about 40% of our families who want to be virtual, at least for the first grading period.

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00:05:28.230 --> 00:05:33.060

Tom Leonard: And there are some with underlying medical conditions or particular reasons why they chose that.

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00:05:33.960 --> 00:05:41.100

Tom Leonard: I guess one advantage as you can get your dogs to go to school with you if you'd like. And it was fun for me to show off

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00:05:41.640 --> 00:05:50.880

Tom Leonard: my dog to a couple of kindergarten classes a couple weeks ago. So just, it is going and for some, it will be it'll be the

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00:05:51.540 --> 00:05:58.080

Tom Leonard: Methodology that they want to use for a period of time. This is our timeline as we go into

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00:05:58.890 --> 00:06:13.530

Tom Leonard: In person learning, you will see that the high school

has a webinar scheduled for tomorrow. All of these webinars will be video recorded. I believe all the ones for parents will be posted on our website.

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00:06:14.550 --> 00:06:25.680

Tom Leonard: We also will have another board meeting on September 8 starting at 6pm. We zoom those meetings right now and you can see the link for that on our website.

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00:06:26.070 --> 00:06:37.020

Tom Leonard: And we have a target for the phase and of students right now, we will have the first 25% coming in on September 8 and we will have more coming in.

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00:06:38.310 --> 00:06:43.200

Tom Leonard: Further into September, and I'll talk about that later in this meeting.

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00:06:45.840 --> 00:06:47.250

Tom Leonard: This is the objective.

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00:06:50.430 --> 00:06:57.090

Tom Leonard: No matter what the rhetoric is that's out there. We want in-person learning my teachers wanted my administrators want it

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00:06:57.750 --> 00:07:03.960

Tom Leonard: The trustees want it this is, this is what we want. I, but we want to sustain it. Once we get started.

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00:07:04.590 --> 00:07:12.630

Tom Leonard: And we want to make sure it's as safe as possible. Obviously, there's some risks when you're in the middle of a pandemic. We understand that.

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00:07:13.140 --> 00:07:25.710

Tom Leonard: But we want to make sure we're sustainable and that's what tonight's about talking about some of the things that are going to be in place and some of the things that people should expect. So I want to let you know how this meeting will go

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00:07:26.820 --> 00:07:40.230

Tom Leonard: Tonight we're focused on trying to make people trying to give people some insight into what's going to be happening, what will be the experience like when they come into the schools, one

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00:07:40.890 --> 00:07:56.010

Tom Leonard: And two, what expectations are we going to have and some of our expectations are obviously governed by different agencies, whether it's TEA, UIL, State Health Authority, Travis County.

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00:07:56.730 --> 00:08:05.730

Tom Leonard: Austin Public health, there's CDC. There's quite a few agencies involved and giving schools guidance and in some cases requirements.

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00:08:06.480 --> 00:08:21.870

Tom Leonard: We have put those into a document that we are using, which we'll talk about throughout this program. Both of these documents have now been placed on our website so people can look at them anytime they would like to look at them. So

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00:08:22.980 --> 00:08:37.980

Tom Leonard: Tonight I want to go through certain critical components so that people know what to expect and what we're going to be going into in the next couple weeks, for some on September 8. We want to talk a little bit about building safety,

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00:08:39.180 --> 00:08:54.180

Tom Leonard: self monitoring, social distancing, face coverings, contact tracing and a phased approach. And so those are the six domains that we will cover and I'll have a lot of help from my friends and

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00:08:54.930 --> 00:08:58.620

Tom Leonard: Mainly central office administrators will be helping me with this presentation.

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00:08:59.160 --> 00:09:13.800

Tom Leonard: In each one of these areas. We will talk about two

things. We will first talk about what are the requirements out there and what is the guidance from CDC, TEA, Travis County, City of Austin, Austin Public Health.

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00:09:14.370 --> 00:09:26.730

Tom Leonard: Now again, some are requirements. Some our guidance and we won't read all of these documents, we'd be here forever if we did that, but we will give the critical components and then show

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00:09:27.810 --> 00:09:32.700

Tom Leonard: Right after that on each one of those domains, how we will be implementing that

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00:09:33.240 --> 00:09:45.330

Tom Leonard: at the district level, and how we will be implementing that at campuses. Again we'll be giving a broad picture today with some specific details, but then each elementary is a little different.

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00:09:45.900 --> 00:09:53.820

Tom Leonard: Each middle school is a little different and the high school obviously has a different schedule. And so there's, there are some changes. But you'll see

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00:09:54.210 --> 00:10:02.430

Tom Leonard: the basics today. And then at the building meetings, you'll get more detail. So the first thing I want to start with is building safety.

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00:10:03.420 --> 00:10:13.920

Tom Leonard: And I'm going to bring in a couple people. Each time the first person. I'm going to bring in is Dr. Jeff Arnett and he's going to be assisted on this topic by Jeremy Trimble.

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00:10:14.940 --> 00:10:27.180

Tom Leonard: Jeff is my Deputy Superintendent and Jeremy is our chief operating officer. So Jeff and Jeremy, I'll let you take it on. I'm building safety. Go ahead.

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00:10:27.480 --> 00:10:37.560

Jeff Arnett: Alright. Thanks, Dr. Leonard. Today we're going to look at several regulations orders and procedures that apply to safely reopening school by keeping our students and staff healthy

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00:10:37.950 --> 00:10:44.880

Jeff Arnett: I think it's really important for us to underscore here that we're following common guidance from a variety of local, state, and federal authorities.

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00:10:45.360 --> 00:10:54.360

Jeff Arnett: These are not rules, we've made up specifically for Eanes ISD rather these are guidelines, we must adhere to, based on official directors, so

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00:10:54.840 --> 00:11:02.160

Jeff Arnett: While some of the guidance is straightforward and easy to understand other topics are a little more complex. So today.

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00:11:02.760 --> 00:11:10.380

Jeff Arnett: We're going to try to highlight where the recommendations are congruent and how they apply to Eanes ISD. So, for example,

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00:11:10.830 --> 00:11:16.890

Jeff Arnett: Let's begin with the deep cleaning and air filtration measures we have in place or a return to school.

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00:11:17.640 --> 00:11:26.670

Jeff Arnett: The Texas Education Agency or TEA along at the Centers for Disease Control, Travis County, Austin Public health, they've all issued guidance in this area.

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00:11:27.090 --> 00:11:37.800

Jeff Arnett: Jeremy Trimble our Chief Operations Officer and his team are on top of all of these preparations. So Jeremy directives in this area are a little less complicated. What can you tell us

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00:11:38.910 --> 00:11:49.020

Jeremy Trimble: Sure. Well, if, if you remember from some of the previous webinars that we've hosted you know we we still have this

commitment or commitment remains to providing the safest and healthiest

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00:11:49.590 --> 00:11:55.710

Jeremy Trimble: Environment possible with all the resources that we have. So with that we put in putting a lot of things into place.

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00:11:56.430 --> 00:12:03.150

Jeremy Trimble: If you look at the next slide, you'll see some of those measures that we're putting into place. Sanitization stations,

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00:12:03.840 --> 00:12:12.330

Jeremy Trimble: Cleaning on our buses, improvement to our existing HVAC systems and playscape safety as well. And so we've developed an updated

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00:12:12.930 --> 00:12:22.020

Jeremy Trimble: Campus operational Readiness Guide to help guide our campuses and getting ready for returning our students back to the campuses on September 8.

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00:12:22.650 --> 00:12:27.900

Jeremy Trimble: So diving a little bit deeper. You may wonder what a sanitization station is

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00:12:28.230 --> 00:12:36.720

Jeremy Trimble: There's a picture at the top left of the screen that represents what these are, these are being installed in each classroom and other designated areas across the campus.

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00:12:37.080 --> 00:12:44.460

Jeremy Trimble: This helps with self cleaning this. This allows our staff, our teachers to be able to use disinfecting wipes on

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00:12:45.150 --> 00:12:53.730

Jeremy Trimble: highly touched surfaces in the classrooms in any other workspace. We have hand sanitizer. They're all in one station for both our staff and our students.

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00:12:54.150 --> 00:13:03.390

Jeremy Trimble: Then you go into the school buses. We're going to be transporting students and we need to make sure that we maintain the cleanliness and sanitization of our school buses so

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00:13:04.320 --> 00:13:12.690

Jeremy Trimble: These buses will be disinfected upon morning and afternoon routes. Once they are completed will go through there and they will be completely cleaned, wiped down to disinfected.

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00:13:13.230 --> 00:13:18.480

Jeremy Trimble: And we've gotten a lot of questions over the last several months on HVAC. And so we've

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00:13:19.350 --> 00:13:25.380

Jeremy Trimble: dug deep with our consultants in our engineers and professionals, looking at how we can improve our system. So we've

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00:13:26.160 --> 00:13:33.840

Jeremy Trimble: Improved the unit filter efficiency across the entire district, to the extent possible. We've also increased our run times

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00:13:34.710 --> 00:13:44.430

Jeremy Trimble: Our inside air, you'll see a lot of documentation saying you need to bring in outside air. And so we're flushing are inside air with outside air between daily occupancies. All this

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00:13:45.000 --> 00:13:50.610

Jeremy Trimble: Following guidance from those professional organizations in the field of heating, ventilation and air conditioning.

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00:13:51.030 --> 00:13:58.440

Jeremy Trimble: And lastly, real quick, I wanted to cover play spaces. These are an integral part of our outdoor activities in our campuses, when we are in person.

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00:13:58.770 --> 00:14:03.960

Jeremy Trimble: And so our playscapes, the high touch surfaces,

there'll be in this disinfected before each school day

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00:14:04.560 --> 00:14:14.460

Jeremy Trimble: In the early morning hours will make sure that we disinfect those high touch surfaces on our place case for for our children even arrive on our campuses. Those just some highlights of some of the things that we're putting in place.

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00:14:19.950 --> 00:14:25.140

Jeremy Trimble: And also we look at confirmed cases, whether it be in a classroom or any area across

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00:14:26.340 --> 00:14:38.580

Jeremy Trimble: the schools. Those areas will be thoroughly clean and in some instances, depending on the circumstance. Some of those areas are classrooms, they may need to be closed for a few days for the cleaning purposes and

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00:14:39.210 --> 00:14:45.600

Jeremy Trimble: a class, some students may have to move to another classroom while these measures are being taken.

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00:14:47.160 --> 00:14:53.040

Tom Leonard: And we want to keep that as short as possible, but in some cases it could be three, four days that kids would

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00:14:53.970 --> 00:15:07.230

Tom Leonard: Move from one classroom to another classroom, if necessary, and this would be a confirmed case of that was in the room, and we want to make sure we thoroughly clean the room for the guidance that we've been given. Right Jeremy?

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00:15:09.390 --> 00:15:09.810

Jeremy Trimble: Yes, Sir.

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00:15:11.280 --> 00:15:27.720

Tom Leonard: The secondary. I'd like to move into thanks Jeremy is self monitoring and there is a lot of guidance that comes from this. So again, I'd like to bring back Jeff and I think Molly May is going to join us on this as well. Molly May is in charge of Student Services.

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00:15:27.750 --> 00:15:35.460

Jeff Arnett: Alright Tom. Thank you. This is a little bit more of a personal and complex aspect of COVID symptoms and self monitoring.

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00:15:35.850 --> 00:15:48.660

Jeff Arnett: There are a lot of different directives from many different agencies here. So, Molly May is our chief student support officer. She is over all of our nurses and health protocols. Molly if you could break this part down for us.

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00:15:48.690 --> 00:15:57.030

Molly May: Thank you Dr. Arnett. Yeah, so, um, different guidance again from all of these agencies. So we are required the staff and the students to

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00:15:57.450 --> 00:16:08.070

Molly May: Screen every day for symptoms of COVID and so we are currently using the symptoms that are published from Austin public health and we're asking

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00:16:08.430 --> 00:16:14.700

Molly May: All of our students, all of our parents and all of our staff every day to look through these symptoms.

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00:16:15.450 --> 00:16:25.830

Molly May: See how you're feeling and not come to work not come to school if you have any of these symptoms and you know that's the protocol for people, you know, anywhere you go. These days,

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00:16:26.610 --> 00:16:35.430

Molly May: You know, people are being asked to look at these symptoms to self screen and not go into facilities or other places if they have any of these symptoms.

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00:16:35.820 --> 00:16:51.900

Molly May: We are not using any particular app or tool to do this. So we again are really relying on our staff and our families and our students to do this every morning, take it very seriously and make sure that they stay home if they are symptomatic.

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00:16:53.460 --> 00:16:54.090

Tom Leonard: And Molly.

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00:16:55.950 --> 00:16:59.130

Tom Leonard: A sore throat happens all the time.

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00:17:00.840 --> 00:17:07.020

Tom Leonard: They would, this guidance is coming from multiple sources. Correct, including Austin public health.

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00:17:07.590 --> 00:17:21.900

Molly May: Yes, yes. So, you know, they, we all realize that people have different symptoms for different things. But these are the symptoms that we need to be that we need to be looking at if you know in relation to COVID

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00:17:27.270 --> 00:17:36.420

Molly May: Dr. Leonard mentioned earlier, our health services management plan and we've gotten, done a lot of work on this. This summer, and

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00:17:36.810 --> 00:17:46.770

Molly May: Shout out to all of our nurses who were really instrumental in getting this document out. So in terms of our campus in our district point people. So each team

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00:17:47.460 --> 00:17:51.930

Molly May: On a campus kind of looking at the how we're going to manage this so

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00:17:52.350 --> 00:18:03.540

Molly May: If a student presents with symptoms or we do get a positive case of COVID we have a campus team that's going to be made up of our nurse, our administration and our front office staff.

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00:18:04.080 --> 00:18:13.770

Molly May: And our in so they'll be kind of dealing with things on the district level. Matt Greer, who are our director of safety and

risk management is our district point person.

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00:18:14.010 --> 00:18:19.050

Molly May: And he has some obligations for reporting at the state level. And I'll get into that a little bit later.

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00:18:19.500 --> 00:18:27.390

Molly May: And it's terms of our nurses. Our nurses are really on the front lines. So every day our nurses are going to be, you know, working hard to

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00:18:27.750 --> 00:18:37.200

Molly May: Treat the students as they do every day they'll be really a point for communication. If a student is ill and they need to go home, or they need to reach out

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00:18:37.770 --> 00:18:49.830

Molly May: For other reasons to families. And so we just really asked, you know if your nurse contacts you you get a call from the school and you know follow those protocols that we have in place, the nurses will also be running

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00:18:50.490 --> 00:19:00.930

Molly May: simultaneously kind of two clinics, a well clinic and then really more of an isolation or sick clinic for students who are symptomatic of COVID so

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00:19:01.380 --> 00:19:04.980

Molly May: They'll be they'll be really busy and then again support from the campus.

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00:19:05.730 --> 00:19:09.810

Molly May: If we have students that are needing to be in that more that isolated area.

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00:19:10.170 --> 00:19:19.020

Molly May: In terms of the roles of family and staff again this goes back to what I mentioned earlier, we need everyone to be really cognizant of symptoms.

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00:19:19.260 --> 00:19:25.350

Molly May: And we need people to stay home and just communicate, communicate, communicate. That that's really, that's really key. If

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00:19:25.620 --> 00:19:33.900

Molly May: If there's something going on with a student something going on with a staff member, we need to know the more information we have, the better that we can respond.

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00:19:34.140 --> 00:19:44.070

Molly May: The more communication we get out. So that's really important for our families and our staff. As far as confidentiality and confidential communications and if we have

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00:19:44.460 --> 00:19:54.780

Molly May: A staff member student who symptomatic, or actually has a positive case of COVID, we will not be relaying the information of who that particular individual is

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00:19:55.530 --> 00:20:03.210

Molly May: That is confidential information and we ask that you know if for some reason you know a student in your child's class.

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00:20:03.570 --> 00:20:21.750

Molly May: You know leaves class and then you know your child comes home and says so. And so never came back today. We also ask that you really try to, you know, not speculate or provide information to other families as we really try to honor and protect the confidentiality of all of our students.

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00:20:27.030 --> 00:20:37.230

Molly May: So in terms of what happens if the student or staff member is symptomatic. So if a student or staff member has one of those symptoms that was listed on

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00:20:37.890 --> 00:20:46.770

Molly May: the chart prior they will be separated from their peers and taken to like what I what I mentioned in isolation area or kind of that that other clinic.

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00:20:47.610 --> 00:21:01.920

Molly May: For the student, the parents going to be notified that the student needs to be picked up within an hour. And so again, when I mentioned, you get a phone call from the office from your school. It's really important. And we really need that child to be picked up very quickly.

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00:21:03.030 --> 00:21:06.660

Molly May: In this particular case, if a student or staff member

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00:21:07.350 --> 00:21:14.160

Molly May: does present with one or more symptoms of COVID they will need to self isolate for 10 days, unless other requirements.

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00:21:14.400 --> 00:21:22.470

Molly May: That are laid out in the plan have been met. And so in the plan that is posted on the website, you'll see that there are some criteria that if they're met

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00:21:22.950 --> 00:21:33.420

Molly May: A student or staff member could return and prior to that 10 day period. And you can look in there. If there's perhaps an alternate diagnosis for a student who maybe came into the

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00:21:33.690 --> 00:21:44.340

Molly May: to the office and they were coughing very significantly. But, you know, it ends up that they were having it was an asthma, you know, incident or something like that. And we had an alternate

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00:21:44.730 --> 00:21:48.960

Molly May: diagnosis, they might they could come back early. So there's some criteria in there.

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00:21:49.950 --> 00:21:55.950

Molly May: For the student, The student would be given the option to move into remote learning for the amount of time that they're out

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00:21:56.430 --> 00:22:00.570

Molly May: And if your child ends up being sick at home.

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00:22:01.080 --> 00:22:07.800

Molly May: We would ask that you contact the school if they're staying home and relay that they have COVID related symptoms if they do.

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00:22:07.980 --> 00:22:14.970

Molly May: Or if they're absent for something else. If there was an injury if they broke their arm or something like that, letting us know that really helps.

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00:22:15.180 --> 00:22:23.640

Molly May: And so I know that there's ways. Each at the elementary and secondary for you guys to put in. When you have a student that's absent. So if you'll just be

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00:22:23.880 --> 00:22:33.450

Molly May: A little bit more detailed and why they're absent that really helps us again, be proactive be responsive and make sure that we're keeping the health and safety of everyone on the forefront.

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00:22:33.780 --> 00:22:46.170

Molly May: For student who's absent. And if we don't know exactly why they're absent and there's a possibility. We're going to try to call you to see what's going on, just again for that proactive and responsive approach.

153

00:22:47.010 --> 00:22:59.520

Tom Leonard: And Molly. This one, I ask you just a couple of things I know the, I think, I think I know the answers to these questions, but I think sometimes you know you and I have looked at this a lot and others haven't um

154

00:23:01.140 --> 00:23:15.240

Tom Leonard: First of all, Molly You didn't make up the 10 days, you didn't make up the term self isolate you didn't. This is coming right out of the documents that were receiving from multiple sources. Correct.

155

00:23:15.390 --> 00:23:18.420

Molly May: That is correct, yes. This is not an Eanes ISD

156

00:23:19.830 --> 00:23:21.870

Molly May: policy that this is coming from.

157

00:23:22.260 --> 00:23:33.540

Tom Leonard: Right, we're just showing what we're going to do we're following those the guidance of those other agencies. Now this is a situation where, for example, either a staff member or a child.

158

00:23:34.350 --> 00:23:43.290

Tom Leonard: Comes to the nurse and says, I have a headache I seem to have lost my sense of taste of food and we don't have a confirmed

159

00:23:44.910 --> 00:23:57.510

Tom Leonard: test. We haven't confirmed whether the student has coven 19 or not, but the guidance were given in that situation, and what the nurse will do the professional thing to do would be to separate that student

160

00:23:57.990 --> 00:24:09.330

Tom Leonard: As soon as possible, or staff member the staff member may just call home in that situation. But if it's a student that we would contact the parent and would want them to

161

00:24:09.930 --> 00:24:27.630

Tom Leonard: Be with their parents as soon as possible. Correct. Absolutely. Okay. Make sure now this is not connected to contact tracing at this point and it is not connected to close contact and word that's coming up a little later in the presentation, but I just wanted to

162

00:24:27.720 --> 00:24:29.910

Tom Leonard: This is just like what happens during the day.

163

00:24:29.910 --> 00:24:31.020

Tom Leonard: If something happens.

164

00:24:32.370 --> 00:24:36.450

Molly May: This is just someone presents with a symptom or symptoms. Correct.

165

00:24:36.510 --> 00:24:37.440

Thank you, Molly.

166

00:24:39.360 --> 00:24:48.660

Tom Leonard: The next thing I would like to talk a little bit about is social distancing again, you know, this again is not just schools you're

167

00:24:49.200 --> 00:24:59.820

Tom Leonard: Seeing this in restaurants. You're seeing this in multiple places right now and but there is an aspect of it connected to schools as well. So again, I'm bringing in

168

00:25:00.480 --> 00:25:15.210

Tom Leonard: Jeff Arnett our deputy superintendent and I'm bringing in Jeremy Trimble our chief operating officer to talk a little bit about this and show you some pictures of how we've set up some of our classrooms. So Jeff, Jeremy. All right.

169

00:25:15.960 --> 00:25:21.060

Jeff Arnett: Jeremy is joining me now. We're going to talk about a common aspect of COVID 19 and that social distancing

170

00:25:21.450 --> 00:25:30.600

Jeff Arnett: Universally almost all guidance from the CDC, Austin public health, Travis County, they all refer to the typical six foot span between individuals.

171

00:25:31.080 --> 00:25:36.840

Jeff Arnett: However, when we return more students and staff to campus, particularly at 50% and above.

172

00:25:37.560 --> 00:25:53.910

Jeff Arnett: Some classrooms will be near capacity is the buildings fill back up, which is going to make social distancing especially challenging. Jeremy, even TEA recommends social distancing were feasible. What does that mean, and what should we

expect with regard to social distancing and

173

00:25:53.940 --> 00:25:54.570

Eanes ISD.

174

00:25:55.590 --> 00:26:04.440

Tom Leonard: And Jeff before you go there. I just want to make sure that's clear of something you said because I think you sat at and I'm not sure everyone may have heard it completely.

175

00:26:06.060 --> 00:26:16.200

Tom Leonard: When we're at 50%, you know, one might think that each of our classes would only have half the number of kids in the class. Correct. I mean, just in general, you might think that

176

00:26:16.860 --> 00:26:24.510

Tom Leonard: But the reality is we may have about almost 40% of our kids who are not in the building, who are being taught by

177

00:26:25.350 --> 00:26:40.140

Tom Leonard: Some of our staff so we could be in a situation, while we may have roughly half the kids in the building. We also may have roughly half the staff because the other staff is teaching the kids remotely.

178

00:26:40.590 --> 00:26:48.000

Tom Leonard: And we'll show numbers later about some of the staff that will need to stay home due to the underlying medical conditions. Is that what you meant by that.

179

00:26:51.600 --> 00:26:52.350

180

00:26:52.650 --> 00:26:53.010

Now,

181

00:26:54.030 --> 00:26:55.950

Jeff Arnett: That's what I was trying to say, okay,

182

00:26:56.730 --> 00:27:05.460

Tom Leonard: So I just want to make sure that's clear. I will show that in some pictures later but I Jeremy, you want to talk a little bit about the classrooms and some of the things we're doing

183

00:27:05.910 --> 00:27:15.900

Jeremy Trimble: Here, if you want to go to the next slide. Dr. Leonard what we're talking about is space right space for all the students and all the staff to to operate educational

184

00:27:16.620 --> 00:27:29.490

Jeremy Trimble: Process and experience it, and a socially distance way. But when it comes to spaces, we're looking at classrooms, cafeterias, buses, hallways, all of those considerations and we took

185

00:27:30.120 --> 00:27:42.480

Jeremy Trimble: Some focus in our new operational readiness guide to kind of lay out some of those different spaces, but right now I want to focus on classrooms, cafeterias, and buses. So we look at the next slide.

186

00:27:43.290 --> 00:27:51.120

Jeremy Trimble: We'll kind of what's the best way to understand this. It's to get your hands dirty and start laying out some of these classrooms to kind of mock these spaces up

187

00:27:51.840 --> 00:27:58.650

Jeremy Trimble: And so looking at a classroom. This is kind of a, an elementary scenario, but it can be applied to a secondary setting.

188

00:27:59.520 --> 00:28:15.360

Jeremy Trimble: On the top, we have just our standard elementary desks. Okay. And in lines, socially distance apart, you can see at the 25% number again not 25% necessarily in the classroom but 25% of the overall enrollment, you can kind of stagnate every other desk every

189

00:28:16.530 --> 00:28:26.670

Jeremy Trimble: Staggered cross rows. Then when we start bringing more students back into our classrooms. You can see that you're

not able to maintain that consistent

190

00:28:27.390 --> 00:28:36.720

Jeremy Trimble: Six foot distancing so it narrows as you bring more students in. Also looking at tables in a classroom because we have a lot of elementary

191

00:28:37.290 --> 00:28:47.790

Jeremy Trimble: classrooms that have tables set up for students. So with that, and wanting to acknowledge social distancing it poses a challenge. So we come up with a solution and that solution are

192

00:28:48.390 --> 00:28:59.880

Jeremy Trimble: Polycarbonate barriers. You've seen a lot of these shields going in and around. We have some in our reception area, but we've been able to partner with not only a community member but also a parent at the high school

193

00:29:00.960 --> 00:29:07.080

Jeremy Trimble: And him using his company and to provide these barriers and produce these barriers

194

00:29:07.500 --> 00:29:19.500

Jeremy Trimble: at a high rate. So we are very great for that. For that partnership and being able to roll these out to our, our campuses that have this scenario with tables. So we're trying to come up with solutions to as many different scenarios

195

00:29:19.920 --> 00:29:26.880

Jeremy Trimble: as possible. But again, this social distancing doesn't only apply to classrooms. So if you look at the next slide. You go ahead

196

00:29:27.720 --> 00:29:34.770

Tom Leonard: Before you leave this Jeremy. So the students for example in the 25% slide would sit in the desks that are colored blue

197

00:29:36.180 --> 00:29:39.360

Tom Leonard: And not in the other deaths, if possible, and

198

00:29:40.410 --> 00:29:53.880

Tom Leonard: the other piece. I know that in certain cases at the high school if we have a large class and are able, we may move to a bigger area than the typical classroom, they've been in if that's if that's feasible or necessary.

199

00:29:54.630 --> 00:30:07.680

Tom Leonard: So we are going to try to keep the social distancing as much as possible. Again, in order to say keep the spread of germs and the disease down so we can stay sustainable as long as possible.

200

00:30:08.790 --> 00:30:13.230

Tom Leonard: Again, I want to make sure that point is clear. Let's go to the next slide.

201

00:30:16.020 --> 00:30:25.950

Jeremy Trimble: Again, reiterating that goal. In our cafeterias, to the extent possible, we're going to separate designate seating. We're going to assigned seating and our cafeterias

202

00:30:26.610 --> 00:30:34.560

Jeremy Trimble: to implement social distancing as much as possible. Again, and it does vary it does change as we bring more students in there but assigning the elementary level.

203

00:30:34.890 --> 00:30:45.330

Jeremy Trimble: Grade Level, single grade levels to a lunch at a time, same thing at the secondaries and expanding our cafeteria eating areas to other other areas within our secondary campuses that are a little larger.

204

00:30:46.020 --> 00:30:58.440

Jeremy Trimble: But then it leads us to school buses. So we wanted to show example in the graphic that you see at the top represented with 25%. Our goal is to transport one student per seat.

205

00:30:58.980 --> 00:31:10.380

Jeremy Trimble: Again against the window, try to get as much spacing as possible. But as you see with the graphic below that,

as we bring in more students as we transport more students social distancing

206

00:31:11.010 --> 00:31:23.970

Jeremy Trimble: does get limited wanting to maintain that service to our students. And so our buses will begin to to get fuller and get more towards our normal load capacities.

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00:31:25.140 --> 00:31:28.320

Tom Leonard: And Jeremy will be using smart tag as we have in the past.

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00:31:28.680 --> 00:31:33.180

Jeremy Trimble: Smart Tag is an incredible tool. It was an incredible tool before

209

00:31:34.650 --> 00:31:42.000

Jeremy Trimble: And now we just found a new use for smart tag and contact tracing it allows us to see who was on that bus.

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00:31:42.900 --> 00:31:53.070

Jeremy Trimble: And we're seating charts allows us know where that student was sitting so it's going to be a very important tool that we make sure that we keep implemented starting up this new school year.

211

00:31:53.820 --> 00:32:03.540

Tom Leonard: And the assigned seating important when we get later in the presentation. We talk about contact tracing because the assigned seating

212

00:32:04.680 --> 00:32:09.120

Tom Leonard: helps us identify people who are within a certain distance for a period of time. Correct.

213

00:32:09.630 --> 00:32:23.430

Jeremy Trimble: Yes. Yes, sir. And also, is how you load the bus right load it back to front and you exit front to back as as much as possible. So there's strategies that we've tried to implement for this new school year. Thank you.

214

00:32:25.110 --> 00:32:29.040

Tom Leonard: So the next area. We want to go through is face coverings.

215

00:32:30.360 --> 00:32:35.460

Tom Leonard: Obviously, this has been mandated by multiple

216

00:32:36.750 --> 00:32:43.980

Tom Leonard: groups and I'll bring back in Jeff, and I'll bring back in Jeremy again. But this is again not just us. This is

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00:32:46.260 --> 00:32:53.190

Tom Leonard: throughout Travis County throughout areas of Texas. Some of this goes all the way to the governor in terms of the orders that he has put in so

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00:32:55.500 --> 00:33:03.900

Tom Leonard: Let's have Jeff and Jeremy talk us through this, what, what are they going to see what's the situation would be when they come to our schools.

219

00:33:04.560 --> 00:33:09.900

Jeff Arnett: And we're all familiar with wearing face coverings. Now it's become a daily part of our wardrobe.

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00:33:10.410 --> 00:33:25.320

Jeff Arnett: And the various agencies have a nearly consistent stance on face coverings. Even the governor has Dr. Leonard said as issued an order requiring face coverings for those aged 10 and above. So Jeremy, what will our approach be at Eanes ISD.

221

00:33:27.030 --> 00:33:34.980

Jeremy Trimble: Next doctor that so we've broken this down into a couple areas. We wanted to find the type of masks.

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00:33:35.820 --> 00:33:47.940

Jeremy Trimble: That will be allowed in our campuses and around our campuses. District inventory, we're very fortunate that the State did provide us a certain number of masks.

223

00:33:48.930 --> 00:33:58.110

Jeremy Trimble: Just in case we do have staff for students forget them. We do have some substitutes for those. And then where are we going to require those and special programs have special requirements.

224

00:33:58.560 --> 00:34:11.640

Jeremy Trimble: Both in the band, the choral and the athletic areas and all this ties back to a health plan and and also our operational plan. We wanted to make sure that we line out all these requirements. So they're all in there.

225

00:34:12.360 --> 00:34:13.770

Jeremy Trimble: So if we look at the next slide.

226

00:34:14.370 --> 00:34:18.600

Tom Leonard: With Jeremy, the state gave us, I think, I think it said roughly 44,000

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00:34:18.600 --> 00:34:28.650

Jeremy Trimble: We were over 40-40,000 masks that we will go through eventually throughout the year and substitutes. If someone forgets. There's or misplaces them right

228

00:34:28.920 --> 00:34:30.300

Tom Leonard: And we also know that

229

00:34:31.920 --> 00:34:41.280

Tom Leonard: I don't know about others in the community. I think I have three masks right now that I just have and some people feel more comfortable with the mask, they have

230

00:34:42.450 --> 00:34:58.770

Tom Leonard: Ours are disposable and 44,000 masks. When you think of 8000 students and another thousand or so of staff. We are going to use those. And we need to use them. But if someone has the right type of mask and they bring it in. We have had

231

00:34:59.790 --> 00:35:07.380

Tom Leonard: We have had residence offer to get us masks. In fact,

I know we've got some N95 masks that have been donated to us recently. So

232

00:35:08.700 --> 00:35:13.020

Tom Leonard: Yes, we, we have the we have the materials we need in this domain. But again,

233

00:35:14.220 --> 00:35:19.320

Tom Leonard: We want to use them and make sure people wear them daily. So I go to the next slide for you. Go ahead.

234

00:35:20.910 --> 00:35:32.970

Jeremy Trimble: So breaking it down into what. So to define our face coverings right, face coverings. They, they must be made out of material that adequately blocks the transmission of air and droplets. That's the definition

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00:35:33.540 --> 00:35:43.110

Jeremy Trimble: So looking at your cloth face mask that we're familiar with KN95 again, we still want to respect and reserve the N95 for the health care professionals.

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00:35:43.590 --> 00:35:53.070

Jeremy Trimble: But also our disposable masks, like those that we did receive from TEA. I wanted to also point out our, what we call Face Buffs or gaiters

237

00:35:53.850 --> 00:36:08.160

Jeremy Trimble: We have to think of circumstances that our students will be in and to have a face mask out on a say a football field or a baseball field and softball field, we have to have consideration of the circumstances so

238

00:36:09.330 --> 00:36:15.420

Jeremy Trimble: The face buffs or gaiters may only be utilized and approved face covering for the outdoor extracurricular activities.

239

00:36:15.810 --> 00:36:28.620

Jeremy Trimble: And we do require that that fabric be doubled up. And this is just going with the science of the Gaiters in the material that that it's made out of, you'll see a lot of the

professional organizations sports and also the at the collegiate level.

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00:36:29.220 --> 00:36:34.950

Jeremy Trimble: going this route, allowing their players to to wear these in those outdoor activities.

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00:36:35.940 --> 00:36:48.450

Jeremy Trimble: Also, you'll see in bold, no bandanas, valve or vented face coverings. There's a lot of science behind this and the CDC recommending that these not be utilized. They all have, they have differences.

242

00:36:48.960 --> 00:36:58.050

Jeremy Trimble: That don't allow the proper shielding of the virus from one person to the other, they're meant for a very specific purpose.

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00:36:58.710 --> 00:37:09.450

Jeremy Trimble: But those vents allow droplets to get outside of that mask and then moving on to the face shield conversation. So the CDC does not recommend the use of face shields

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00:37:10.080 --> 00:37:28.950

Jeremy Trimble: For that these normal everyday activities or as a substitute for masks. So this is very important. Now, there may be some circumstances pre approved circumstances that a student may need to wear these in special needs purposes, but we will take those case by case.

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00:37:30.090 --> 00:37:39.390

Jeremy Trimble: And must be pre approved and then we worked our way down to the choral and band programs. If you've tracked as there are some very interesting things coming out.

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00:37:39.840 --> 00:37:48.090

Jeremy Trimble: Some science behind these masks that are custom made for instruments is pretty phenomenal half. So some of these markets and programs have developed their

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00:37:49.050 --> 00:37:58.350

Jeremy Trimble: Masks to enable these programs to still go on and so those program directors will implement appropriate mask provisions for each one and

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00:37:58.830 --> 00:38:01.830

Tom Leonard: And I do believe at the high school meeting and

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00:38:03.030 --> 00:38:08.580

Tom Leonard: They are going to have Kerry Taylor and maybe some others be part of that in terms of staff.

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00:38:09.030 --> 00:38:14.430

Tom Leonard: To at least give a little information there. And if they are not able to do that in great enough detail or do not have enough time.

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00:38:15.240 --> 00:38:30.660

Tom Leonard: Parents who are in band programs or orchestra programs or in our choral programs should be expecting some information coming from the from their teachers in that domain as we get closer to kids coming in in-person.

252

00:38:33.300 --> 00:38:42.120

Jeremy Trimble: So now we know what, let's move on to who and this is the definition that we have defined within our operational plan and in our health plan.

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00:38:42.510 --> 00:38:55.890

Jeremy Trimble: If developmentally appropriate all staff and students and all grade levels are required to provide and wear their own masks or designated face coverings and and so this does expand across all grade levels as an expectation

254

00:38:57.000 --> 00:38:59.670

Jeremy Trimble: For the protection of all of our staff and all of our students.

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00:39:00.720 --> 00:39:07.530

Jeremy Trimble: Looking at where. On the interior and around the outside of all buildings and district buses. So on the the bus. They're going to be required our bus drivers.

256

00:39:07.800 --> 00:39:15.570

Jeremy Trimble: Will have one. If a student may have forgotten. There's or misplaced. There's but also we have to look at the outside of our buildings and

257

00:39:15.840 --> 00:39:24.780

Jeremy Trimble: Not just when you enter the door, we, we want to make sure that we have our masks on as we approach our buildings in in the case that someone may be exiting that building at the same time.

258

00:39:25.830 --> 00:39:33.570

Jeremy Trimble: And then we look at it look at why right, the one thing that we do know is face coverings are not a replacement for the physical distancing

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00:39:34.620 --> 00:39:41.340

Jeremy Trimble: So physical distancing will always be important, but combined. They're very powerful and preventing the spread of this virus.

260

00:39:42.270 --> 00:39:55.590

Jeremy Trimble: And then how each campus. We will have disposable masks available both for our staff and our students if they happen to forget their masks, or if they do misplace them, we will have those a stock of those on our campuses.

261

00:39:57.270 --> 00:39:58.650

Tom Leonard: And I just want to make a point here.

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00:40:00.090 --> 00:40:17.250

Tom Leonard: There will be some exceptions to this obviously if someone has special needs, has a medical requirement that a mask is not appropriate. Then we will do whatever we can do to still prevent the spread of the virus and to meet that special needs situation if it's documented.

263

00:40:18.660 --> 00:40:22.650

Tom Leonard: We do know that there's younger kids it's harder.

264

00:40:23.670 --> 00:40:36.330

Tom Leonard: But we want to make sure that in our elementary is that we stay sustainable as long as possible. In fact, all year. I do not want to have kids going out. I do not want to have classrooms going out.

265

00:40:36.960 --> 00:40:46.320

Tom Leonard: And we'll talk about that in contact tracing and bringing in 60% of our students at an elementary school not wearing masks.

266

00:40:47.760 --> 00:40:55.080

Tom Leonard: Was not what we think is the best way to keep ourselves sustainable. So we're going to ask that everyone wear masks.

267

00:40:56.640 --> 00:41:03.450

Tom Leonard: Because if it stops the spread of the virus or help stop the spread of the virus.

268

00:41:03.780 --> 00:41:16.770

Tom Leonard: We will not get staff member sick and we will be able to not have as much contact tracing or self quarantining and, therefore, be able to keep the school operational for all as long as possible.

269

00:41:18.480 --> 00:41:21.690

Tom Leonard: Okay, I'm going to move to the next topic, which

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00:41:22.830 --> 00:41:23.610

Tom Leonard: Really

271

00:41:25.710 --> 00:41:26.940

Tom Leonard: Is the one that has always

272

00:41:28.650 --> 00:41:39.330

Tom Leonard: weighed heaviest on me and i right from the start, when we were hearing the requirements from all these agencies on contact tracing

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00:41:40.380 --> 00:41:57.810

Tom Leonard: And self quarantining and the definitions of close contact. What's remarkable is the definition of close contact when you look at CDC, TEA particularly TEA even UIL and I'll bring that into play here.

274

00:41:59.010 --> 00:42:11.130

Tom Leonard: Are very similar in fact UIL just came out with a new update today and it. They basically looks like they lifted the exact language from TEA

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00:42:12.660 --> 00:42:20.160

Tom Leonard: If you remember early. I don't know when it was maybe May when we talked about some of the challenges that we had and we

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00:42:20.640 --> 00:42:37.950

Tom Leonard: We talked about. We had some slides that were connected around Apollo 13 and we talked about what if one of the astronauts is a confirmed case of COVID-19 and all of a sudden, those who are in close contact have to have to self quarantine.

277

00:42:39.000 --> 00:42:51.390

Tom Leonard: And later, I know Dr. Arnett tried to show that with some slides, I think, in June that again. That was one of our biggest concern. So we're gonna spend a little time and in this area because

278

00:42:52.680 --> 00:43:01.440

Tom Leonard: I think our biggest threat to being able to keep kids in school for a long period of time, which is our greatest objective.

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00:43:03.000 --> 00:43:06.750

Tom Leonard: This is where it will get very difficult and so

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00:43:08.490 --> 00:43:15.090

Tom Leonard: Jeff, I think I have you talking about this and I think Molly May you're coming back in, I believe, as well. So I'll let you take it.

281

00:43:15.900 --> 00:43:24.630

Jeff Arnett: So, Molly is going to join me now for as what Dr. Leonard said is probably the most sensitive topic today. And that's contact tracing, self quarantining

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00:43:25.110 --> 00:43:31.920

Jeff Arnett: When someone has possibly been exposed to COVID I think the fact that this is probably the most

283

00:43:32.430 --> 00:43:41.670

Jeff Arnett: Sensitive aspect of this story is evidenced by the number of questions that are already being asked this afternoon about this topic, I would have to give

284

00:43:42.540 --> 00:43:51.660

Jeff Arnett: Compliments to Molly May and all of her nurses, the preparation that they had done for this school year, particularly with regard to contact tracing and

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00:43:52.140 --> 00:43:57.630

Jeff Arnett: Trying to help families prepare for self quarantining is really remarkable and Molly is going to walk through that here.

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00:43:57.990 --> 00:44:11.880

Jeff Arnett: And as Dr. Leonard said even the university interscholastic league that oversees high school athletics has weighed in on this topic. So, Molly, What are the protocols to help us now align with all of these reporting requirements?

287

00:44:13.140 --> 00:44:20.100

Molly May: Yeah, Thanks. And in terms of the contact tracing in the definition and it has evolved.

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00:44:20.490 --> 00:44:27.240

Molly May: Over time, and we right now have the current definition that TEA is using and it's up there on the screen.

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00:44:27.630 --> 00:44:39.450

Molly May: And down below where it really talks about the guidance for schools. The most important thing is the guidance TEA is asking schools to really work with their local health authority.

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00:44:40.050 --> 00:44:47.010

Molly May: Relying on information with their health authority partnering with them in terms of contact tracing and identifying

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00:44:47.820 --> 00:44:53.970

Molly May: Those close contacts and positive cases. Austin public health has provided us information.

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00:44:54.930 --> 00:45:12.450

Molly May: And on what we should be doing in terms of our case tracking and our identifying close contacts and really want us without delay to be identifying those close contacts so that we can help slow the spread of the virus. And so

293

00:45:13.530 --> 00:45:20.790

Molly May: we are authorized by awesome public health to be identifying those close contacts we are supposed to be.

294

00:45:21.060 --> 00:45:32.280

Molly May: Communicating that out with families and we are also supposed to be communicating back with Austin public health. And so that's the guidance that we as a school district have gotten I'm in terms of contact tracing

295

00:45:33.150 --> 00:45:45.030

Tom Leonard: And so if we find out a confirmed case. If a parent tells us we have a confirmed pays case. If one of our staff members lets us know that they themselves are confirmed case we would know.

296

00:45:46.350 --> 00:45:54.330

Tom Leonard: If, if they were in a classroom, if they were on a bus who was within six feet for cumulative of 15 minutes

297

00:45:55.680 --> 00:46:12.600

Tom Leonard: And so we would have the list of those people and our point person who's connected. First of all, our nurses have an obligation to report a professional obligation to report and beyond that we have an obligation to report this from

298

00:46:13.710 --> 00:46:28.530

Tom Leonard: Multiple sources and we report those names and we are basically at that point told that close contacts will need to self quarantine and not be on our campus for 14 days. Correct. Molly.

299

00:46:28.800 --> 00:46:30.210

Molly May: That is correct, yes.

300

00:46:31.080 --> 00:46:32.400

Tom Leonard: Okay, let me show you the next slide.

301

00:46:33.660 --> 00:46:45.300

Molly May: So right, to that in the next slide. It talks about, you know, once someone's identified as a close contact they need to stay home and monitor their system monitor their symptoms.

302

00:46:45.990 --> 00:46:52.740

Molly May: That time for quarantine is that 14 days. And at that point, they have the option to move into remote learning

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00:46:53.040 --> 00:47:05.250

Molly May: And within the school system will be providing information to anyone, as Dr. Leonard said that we identify as a close contact, whether that is someone on the bus someone that was in a particular class.

304

00:47:05.880 --> 00:47:12.570

Molly May: If it was somebody who was, you know, on a sports team. What does that look like in terms of the close contact and we'll be sending out

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00:47:13.350 --> 00:47:22.380

Molly May: Information via email and our skylert system so that a parent would know if their child was in close contact and needed to

306

00:47:23.010 --> 00:47:37.110

Molly May: Stay home for that 14 day period. There has been some discussion about the six feet. And you know, I think that we will be looking at that. It is very difficult in certain situations to

307

00:47:37.710 --> 00:47:52.620

Molly May: You know, to know exactly who was six feet away from whom at all times. And for that particular 15 minutes but to the best of our ability will be looking at that, to determine who would be under that close contact definition.

308

00:47:56.640 --> 00:48:11.550

Molly May: In terms of if a student needs to quarantine and then also the guidance. And as Dr. Leonard referred to earlier UIL is really tracking what TEA says. So if a student is quarantined due to being a close contact, then

309

00:48:11.940 --> 00:48:22.650

Molly May: They cannot participate in extracurricular activities, either. So they would be in remote learning should they choose to do that, but would not be able to participate in after school activity.

310

00:48:24.000 --> 00:48:31.230

Tom Leonard: And you know most of our sports they have an academic class connected to the sport as well. And the goal...

311

00:48:32.160 --> 00:48:47.460

Tom Leonard: There there's consistency between TEA right now and UIL and that if one is self quarantining out of math and out of English. They want them self quarantining out of all extracurricular activities as well.

312

00:48:50.670 --> 00:48:54.000

Tom Leonard: I think this is Jeff correct or is are we going back to

313

00:48:54.570 --> 00:48:54.960

Me.

314

00:48:56.310 --> 00:48:56.820

Tom Leonard: I'm sorry.

315

00:48:57.000 --> 00:49:05.940

Molly May: That's okay. And we kind of alluded to this a couple times, but we do have reporting requirements and we are reported. We are required from

316

00:49:06.240 --> 00:49:17.940

Molly May: Austin public health to report any positive cases of COVID and then TEA is supporting the Texas Department of State Health Services. And so we also are required every week to

317

00:49:18.240 --> 00:49:27.060

Molly May: Submit information through a portal that the district has and I mentioned earlier, our district point of contact, who's Matt Greer will be the one who is

318

00:49:27.510 --> 00:49:36.960

Molly May: Reporting this information to both the county and state health services, the information that we are required to provide will be what they asked us for

319

00:49:37.290 --> 00:49:50.280

Molly May: And so they, you know, they may be asking for the particular students name or birth date or other information close contacts and so we will be obligated to provide that information, but I mentioned earlier.

320

00:49:50.580 --> 00:49:58.050

Molly May: And all the other information will remain confidential and we were only report what we're obligated to do and legally through these agencies.

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00:49:58.680 --> 00:50:04.200

Molly May: And we will work very hard to communicate to those who need to sell quarantine answer questions like,

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00:50:04.560 --> 00:50:12.540

Molly May: Dr Arnett said our nurses have been phenomenal this this summer working so hard they can answer a lot of questions. I know that.

323

00:50:12.840 --> 00:50:21.570

Molly May: You know, things can be you know kind of scary or just,

you know, I'm not exactly sure what this means, how exactly do we need to do this in our family.

324

00:50:21.810 --> 00:50:33.840

Molly May: And really, the nurses can help walk you walk you through that the school administrators that whole campus team that we're developing as a support for our families, we've mentioned several times that should a student

325

00:50:34.890 --> 00:50:43.680

Molly May: test positive for COVID or be symptomatic or be a close contact and they always have that option to remove to move to remote instruction.

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00:50:44.160 --> 00:50:49.800

Molly May: Should they be healthy enough to do that and we we have ways and our plans that we've been working on all summer.

327

00:50:50.040 --> 00:51:04.830

Molly May: Allow that flexibility of students to come in and out of remote learning due to health situations and we will support and help and get our students back you know as quickly and safely and responsibly as possible. And that's absolutely our goal.

328

00:51:05.910 --> 00:51:09.630

Tom Leonard: And to keep the school open and with in-person learning

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00:51:11.520 --> 00:51:20.220

Tom Leonard: We understand why the Texas Department of State Health Services is making this recommendation if we have a teacher who

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00:51:20.790 --> 00:51:30.540

Tom Leonard: Tells us on a Monday afternoon or Monday night that they have gone in and been tested and has COVID-19 so they are confirmed case.

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00:51:31.410 --> 00:51:42.810

Tom Leonard: It's our responsibility to immediately not have that teacher on campus. We wouldn't want them potentially spreading the

virus to other teachers or other kids or to anyone.

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00:51:43.800 --> 00:51:56.070

Tom Leonard: The same holds if it's a student and the reason for people in close contact, Molly, staying out for 14 days is sometimes the symptoms don't

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00:51:56.460 --> 00:52:10.560

Tom Leonard: Occur immediately for someone. And so the 14 days is not something we came up with. But that's pretty consistent from the guidance from all agencies TEA, CDC, Austin public health, etc. Correct.

334

00:52:11.010 --> 00:52:19.050

Molly May: That's correct. And sometimes the question gets asked if they could come back if they have a negative COVID tests. But often, like you said, those symptoms, take a while to

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00:52:20.040 --> 00:52:29.760

Molly May: To show up. And so really that 14 day incubation period is the waiting period. And as you said that is through all public health guidance documents.

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00:52:33.120 --> 00:52:35.310

Tom Leonard: And this, this is a

337

00:52:36.690 --> 00:52:38.370

Tom Leonard: Something we've already been dealing with

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00:52:39.690 --> 00:52:46.950

Tom Leonard: And I just want to bring in Laurie Lee, a little bit. Laurie Lee is our Chief Human Resources officer and

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00:52:48.180 --> 00:53:09.120

Tom Leonard: You know, we have not had people on our campus since June 1 except for some custodians, and obviously some teachers now who are back. And since June one we've had 13 positive cases among our staff, which, following the rules and these are rules that apply to

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00:53:10.230 --> 00:53:26.040

Tom Leonard: us when we were in remote learning or whether we were in in person, learning, we've had to, Laurie, We've had 86 individuals who've had a quarantine for 14 days and I think it was just last week we had

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00:53:27.660 --> 00:53:36.510

Tom Leonard: A couple of teachers working to get ourselves, our rooms ready. They were coming in to get their classrooms ready to get started and working together

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00:53:37.680 --> 00:53:45.720

Tom Leonard: with masks but in close contact for more than 15 minutes and I'm

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00:53:47.130 --> 00:53:49.200

Tom Leonard: One of them did test positive for COVID-19

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00:53:50.280 --> 00:54:02.520

Tom Leonard: And all three of them while one obviously is recovering. We hope to recover soon. But the other two in that situation will be out for the next 14 days. And so that's something that we

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00:54:03.570 --> 00:54:09.120

Tom Leonard: It's a reality for us and we see it being a reality for us for a considerable amount of time.

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00:54:11.280 --> 00:54:14.340

Tom Leonard: That correct Laurie, you get that fairly right

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00:54:14.550 --> 00:54:32.280

Laurie Lee: That's correct. Dr. Leonard, we did have a very skeletal small group of people working over the summer, yet we still, you know, had 13 positive cases. You know it's it's been very interesting and difficult, as we've had to quarantine individuals but you know we are working through this

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00:54:32.790 --> 00:54:44.250

Tom Leonard: Right. And we can be in a situation, sometimes where someone was quarantine for 14 days come back for a couple days and

then are in contact with someone else and go out another 14 days.  
Correct, Laurie.

349

00:54:44.490 --> 00:54:56.040

Laurie Lee: Absolutely. It was not uncommon to have multiple individuals who quarantine several times this summer just due to working conditions and who they were, you know, exposed to or working with at that time.

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00:54:57.570 --> 00:55:02.100

Tom Leonard: And in terms of staffing, obviously, if we're

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00:55:03.720 --> 00:55:10.110

Tom Leonard: If we have staff that are self quarantining then that makes it a little more difficult.

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00:55:11.220 --> 00:55:20.310

Tom Leonard: To run our operations, but we also have a significant number of staff who have underlying medical conditions. I know last week, you had told me

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00:55:21.210 --> 00:55:34.620

Tom Leonard: We had paperwork, I believe from doctors that our staff had turned in. I think was approximately 130 staff members that number has now gone. I think on the slide that you're showing me

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00:55:36.390 --> 00:55:36.840

Tom Leonard: Correct.

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00:55:36.960 --> 00:55:51.750

Laurie Lee: That's correct. As we prepare to bring students and employees back. It was evident that we had members of our staff with underlying medical conditions that really increased their risk of severe illness or especially if they were exposed to COVID-19

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00:55:53.310 --> 00:56:00.360

Laurie Lee: under ADA and accommodation. So we offered our staff and they provided that medical documentation.

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00:56:00.840 --> 00:56:10.560

Laurie Lee: And at this time, as you mentioned, we have 143 staff members who have presented medical documentation to my office and 87 of those are teachers in our district.

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00:56:10.890 --> 00:56:27.750

Laurie Lee: Now I you know on remind you, these teachers will be serving or staff members will be serving in a remote area in order to support our students so they will be working it just will look very different for those members of our staff as we want to protect them and their family members.

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00:56:28.200 --> 00:56:34.140

Tom Leonard: And in some cases at the elementary level, they may be teaching a group of students who are who are remote

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00:56:36.000 --> 00:56:42.780

Tom Leonard: And it could be for a period of time at the high school level, there could be a teacher who teaches a special has special certification.

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00:56:43.830 --> 00:56:55.560

Tom Leonard: And needs to teach remote and we will talk about how that is being dealt with a little bit later in this, but much more detail will come with that at the building meetings in the next couple of days.

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00:56:56.460 --> 00:57:16.500

Tom Leonard: Substitutes that our numbers on our sub list has come up, which we we've been advertising, we're thankful for any community members who have signed up to be subs. But typically, Laurie when we have 250 to 300 subs there sometimes are times where we have trouble filling a position. Correct.

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00:57:16.860 --> 00:57:17.550

Absolutely.

364

00:57:19.140 --> 00:57:28.380

Laurie Lee: 300 is optimal. You know, optimal, we would like to have higher and, you know, even when we have 300 when there are events going on or or flu season we may see

365

00:57:28.830 --> 00:57:40.590

Laurie Lee: You know classes going covered and you may even hear about that from your own children who come back and tell you that they were trying to cover classes today for a particular teacher. So we do appreciate

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00:57:41.190 --> 00:57:52.830

Laurie Lee: All of the committee members who did come out and and apply for substitute positions as Dr. Leonard mentioned, we did advertise that at several board meetings and we really are seeing our numbers increase. So thank you.

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00:57:54.180 --> 00:57:54.570

Tom Leonard: And

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00:57:56.130 --> 00:58:00.900

Tom Leonard: This is an interesting time I received a really heartfelt

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00:58:02.880 --> 00:58:07.560

Tom Leonard: email from one of our teachers, probably about three, four weeks ago.

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00:58:08.760 --> 00:58:17.760

Tom Leonard: And that person had said, you know, they were retirement age and they had planned on working two-three more years. That was their intent.

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00:58:19.920 --> 00:58:34.680

Tom Leonard: But this was not necessarily, not in a pandemic, I guess. And so they decided to take retirement early and we have some people who are may not have medical documentation, but are fearful at this time and have resigned.

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00:58:36.330 --> 00:58:41.040

Tom Leonard: I know we've had resignations just in the last couple days that we're still working with correct

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00:58:41.670 --> 00:58:45.570

Laurie Lee: Yes, that's correct. You know, normally, at this time, we do not see those

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00:58:46.800 --> 00:58:51.300

Laurie Lee: resignations for our teacher professional staff, but we are up in that area.

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00:58:51.990 --> 00:58:58.500

Laurie Lee: This is typically the time that we may see resignations for support staff and that's not unusual for us.

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00:58:58.890 --> 00:59:06.000

Laurie Lee: But our professional staff is usually in their classrooms and getting ready for our kids to come and, you know, or with the students already and

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00:59:06.420 --> 00:59:22.800

Laurie Lee: As you mentioned, Dr. Leonard. We have seen several resignations just with the anticipation of knowing they cannot come back to the classroom and wanting to do the best things for the students and themselves and their families. We have seen multiple resignations in the last few weeks.

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00:59:23.160 --> 00:59:32.730

Tom Leonard: And this is not unique to Eanes ISD, I can tell you that I've been talking to Pflugerville superintendent, Round Rock, Lake Travis.

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00:59:33.690 --> 00:59:40.350

Tom Leonard: multiple districts, and this is something that is happening throughout the country. And I know

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00:59:40.950 --> 00:59:50.070

Tom Leonard: This is one of the reasons, you'll hear later that we want to be as safe as possible. We want to have masks on kids and teachers. We want to social distance

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00:59:50.550 --> 01:00:06.810

Tom Leonard: We want to make sure we're cleaning as much as possible to keep our staff and our students as comfortable as possible so that we keep them in there with us because we need

them in the buildings teaching the kids in order to have in person instruction.

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01:00:08.250 --> 01:00:09.420

Tom Leonard: So we're going to move to

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01:00:10.710 --> 01:00:25.740

Tom Leonard: A little bit you know we've talked about this slide before and Jeff, I think I'm gonna have you come in and we're going to introduce two more speakers into the program to kind of walk you through some of the logistics of this in a real way to understand

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01:00:27.210 --> 01:00:38.010

Tom Leonard: Some of the hurdles. We're going to, we are going to sail over these hurdles. So we're going to make sure things work and keep kids in school, but we want to make sure people understand

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01:00:39.150 --> 01:00:47.850

Tom Leonard: Some of the expectations and what could happen from day to day so, Jeff, are you gonna introduce why we have these two people speaking next or am I

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01:00:48.270 --> 01:00:57.450

Jeff Arnett: I'll take care of it. Molly explained the rationale for contact tracing, self quarantining and the confidential reporting requirements to which were held

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01:00:57.990 --> 01:01:02.970

Jeff Arnett: All with the goal of returning students and teachers back to school as quickly and safely as possible.

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01:01:03.510 --> 01:01:14.160

Jeff Arnett: Now we want to transition and provide some real life examples of what contact tracing and quarantining might look like for our students, staff and their families. So over the summer.

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01:01:14.520 --> 01:01:23.100

Jeff Arnett: We've run various models of how this might impact the in-person experience in our schools here to help us walk through

some practical scenarios.

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01:01:23.550 --> 01:01:30.270

Jeff Arnett: Will be two former principals. Susan Fambrough is our chief learning officer previously, the principal of Cedar Creek Elementary.

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01:01:30.600 --> 01:01:41.730

Jeff Arnett: And she will be followed by Linda Rawlings our senior advisor and past principal of Westlake high school. Susan we're going to start with you and looking at what this might appear to be at the elementary level.

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01:01:43.050 --> 01:01:53.790

Susan Fambrough: Thank you, Dr Arnett and we want to start by telling you, elementary parents since and also secondary parents, you will have a time to hear from your building principal

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01:01:54.270 --> 01:02:04.410

Susan Fambrough: Either tomorrow or Thursday the elementary webinars will be Thursday and your principal will be sharing with you more specific information about your child's campus.

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01:02:05.460 --> 01:02:23.040

Susan Fambrough: So what we're going to look at is we're going to look at some classes. And what this might look like as we go through a specific scenario. So what we're looking at here are some fourth grade classes, we have four sections with 22 students in each classroom.

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01:02:24.090 --> 01:02:35.100

Susan Fambrough: Based on the parent input from the survey that you completed we place students in classes based on that input some students were remote some students will be in-person.

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01:02:35.820 --> 01:02:45.990

Susan Fambrough: We want to say we truly hope that a student does not contract COVID. We do not want that to happen. And that is why we're putting so many

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01:02:46.350 --> 01:03:03.570

Susan Fambrough: systems in place wearing face masks, social distancing, contact tracing we're doing all kinds of things, social distancing to make sure that our students are safe, but there's always that possibility that a student might contract COVID

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01:03:04.680 --> 01:03:12.600

Susan Fambrough: If that were to happen. Let's look at a specific classroom. So this is Miss Smith's fourth grade classroom.

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01:03:13.860 --> 01:03:32.910

Susan Fambrough: If someone were to contract COVID we would have to identify who that student came in contact with these students will be given the option to be remote and not to return back to the classroom for 14 days if they were in contact with someone who had COVID

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01:03:33.630 --> 01:03:41.040

Tom Leonard: But if they if they were in close contact 15 minutes six feet, they would not be able to come back to the school.

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01:03:42.360 --> 01:03:43.200

Tom Leonard: Correct, Susan.

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01:03:43.560 --> 01:03:44.130

Susan Fambrough: Yes, sir.

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01:03:44.340 --> 01:03:48.330

Tom Leonard: For 14 days, they would have the option of whether they wanted to go remote

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01:03:49.020 --> 01:03:50.640

Susan Fambrough: Yes, sir. That's correct.

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01:03:51.030 --> 01:03:56.130

Tom Leonard: So if it was just these couple of students in this area, we may be able to, it might be minimal.

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01:03:57.300 --> 01:03:58.680

Tom Leonard: Okay, I'll let you take it from here.

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01:04:00.120 --> 01:04:12.270

Susan Fambrough: So if your child was in the classroom and they were in close contact with a student who contracted COVID, then they would have to be out for 14 days and be quarantined.

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01:04:13.770 --> 01:04:19.890

Tom Leonard: And that could affect a portion of the class, but it also potentially could affect more, correct

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01:04:20.790 --> 01:04:31.290

Susan Fambrough: That's right, because these students are going to cohort. And if they were in that classroom for x amount of hours where they were in contact with a student who contracted COVID

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01:04:32.220 --> 01:04:39.630

Susan Fambrough: That would result in the whole class having to be quarantined for 14 days which could include the teacher as well.

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01:04:40.050 --> 01:04:41.550

Tom Leonard: So just to play this out.

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01:04:42.810 --> 01:04:51.960

Tom Leonard: When we're back in this situation, we might be able to just identify five students that were in close contact

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01:04:52.350 --> 01:04:58.980

Tom Leonard: And we could potentially take those five students and move them into remote classroom, if need be, if that's possible.

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01:04:59.580 --> 01:05:08.040

Tom Leonard: But there's also the possibility that the students have been in the room together for quite a bit of time and we may have to

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01:05:08.610 --> 01:05:15.840

Tom Leonard: Identify them all as being in close contact because they could be in the elementary classroom for a couple hours during the day.

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01:05:16.500 --> 01:05:28.380

Tom Leonard: And that would affect the teacher as well. And they may as a group, wind up going remote for 14 days while we are required to keep them out of our buildings. Correct.

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01:05:29.280 --> 01:05:40.380

Susan Fambrough: That's correct. And so you could look at having a substitute teacher if if the teacher had to be removed, but most likely in this case it would be the entire class would be remote

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01:05:40.590 --> 01:05:55.440

Tom Leonard: Right. So if the teacher got COVID, or reported COVID our first goal would be to try to get a substitute teacher. But again, if the teacher had had close contact with multiple kids in the class, they would be in self quarantine as well.

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01:05:57.720 --> 01:05:57.900

Yeah.

420

01:05:59.190 --> 01:06:03.750

Tom Leonard: And if we can high. It's a little different, we keep our kids, pretty much in a

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01:06:03.750 --> 01:06:05.520

Tom Leonard: Cohort at the elementary level.

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01:06:05.970 --> 01:06:09.210

Tom Leonard: But Linda at the high school level, that's a little harder. Correct.

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01:06:09.690 --> 01:06:21.720

Linda Rawlings: Yes, it is. Dr. Leonard. So let's look at some examples there. This slide is intended to demonstrate a typical Westlake high school freshman's schedule.

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01:06:22.110 --> 01:06:29.430

Linda Rawlings: So they all have seven classes and they're eighth class is a lunch period, and it would be typical you heard

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01:06:29.760 --> 01:06:42.300

Linda Rawlings: Lori Lee talk about the number of staff that are remote and that percentage, it wouldn't be unusual for that high school freshman to have to remote teachers within his schedule.

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01:06:43.050 --> 01:06:50.430

Linda Rawlings: And so while Steve Ramsey, Dianne Carter, Kathleen Sullivan will tell you the specifics of that.

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01:06:50.820 --> 01:07:10.230

Linda Rawlings: You know that during those two remote classes that that student has he will be reporting to a location on campus for he'll remotely tap into the to the teacher who was teaching from home. So that's the scenario that you see here seven classes, two remote teachers, a lunch period.

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01:07:11.100 --> 01:07:19.830

Tom Leonard: And let me say this, Linda, you know, I was a high school principal as well. And I know you were high school principal a couple places in Texas and in Colorado, as well.

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01:07:21.360 --> 01:07:32.370

Tom Leonard: Our experiences, we have different certifications of teachers and a kid goes through the periods and it goes to the different teachers and as we go back to in person at the middle and high school

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01:07:32.790 --> 01:07:43.560

Tom Leonard: Our principals wanted to make it look as normal as it looked in the past, there are. And I don't know if everyone knows this, but there are at least two large school districts in our area.

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01:07:44.100 --> 01:07:53.580

Tom Leonard: That when they bring students into in-person. The 25 students, perhaps in a class will sit in one room all day long.

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01:07:54.690 --> 01:08:06.090

Tom Leonard: And they will have headsets on and they will basically not see their teacher directly the teacher will be remote and so different kids in the room maybe

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01:08:06.630 --> 01:08:19.260

Tom Leonard: In different classes, but what they're trying to do is create a cohort inside a high school. So while they're getting in-person instructions, technically, because they're in-person in the school.

434

01:08:19.740 --> 01:08:23.700

Tom Leonard: The situation is that they are actually just getting remote learning from their

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01:08:24.150 --> 01:08:34.200

Tom Leonard: From their remote teachers. And the reason some districts have had to do that is because some of their kids do not have a significant number of their kids may not have internet access in their homes.

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01:08:34.560 --> 01:08:42.690

Tom Leonard: So they need to access the internet that's in the buildings, we are not doing that. We want our kids to go from teacher to teacher

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01:08:44.070 --> 01:08:49.140

Tom Leonard: And in some cases in rare cases with the number of teachers we have with underlying medical conditions.

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01:08:49.620 --> 01:08:57.660

Tom Leonard: It may be a remote teacher but Steve Ramsey, Dianne Carter, Kathleen Sullivan will talk about how they are going to manage that in some of the building meetings.

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01:08:58.080 --> 01:09:12.690

Tom Leonard: But now, Linda. Let's go through again as Susan said we don't want anyone to get COVID, but whether it be a teacher or a student or anyone we just don't want it to happen. But let's walk through it and a high school situation or middle school situation. Go ahead.

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01:09:13.380 --> 01:09:29.280

Linda Rawlings: Exactly, Dr. Leonard okay go ahead to the next slide. And so as we look at this, this hypothetical student will call him, Johnny, so that we can have that to go on notice that

that is one student in each of those classes, Johnny.

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01:09:29.760 --> 01:09:35.220

Linda Rawlings: That he has seven classes during the school day where it comes into contact with other kids.

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01:09:35.910 --> 01:09:47.670

Linda Rawlings: That one student then same scenario was elementary, we have to do some contact tracing. Look at the proximity that that student had to other students.

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01:09:48.090 --> 01:10:09.840

Linda Rawlings: Because we know that a high school classes 45 minutes long and the contact period is 15 minutes or longer. And so theoretically hypothetically, it could happen that you would have more than just a couple of children around that student. It's going to depend on the contact in that classroom.

444

01:10:11.160 --> 01:10:20.790

Linda Rawlings: You could theoretically have those teachers have to drop into remote learning as well because they had close contact with that individual as well.

445

01:10:21.300 --> 01:10:36.900

Linda Rawlings: And so this particular slide demonstrates what happens when those when that happens with the teachers because now you can see in that one schedule you have the need for five substitute teachers to fill in there.

446

01:10:37.560 --> 01:10:48.180

Linda Rawlings: And so that that demonstrates what you heard Laurie earlier talk about the fact that we have less substitutes than we've had in the past and so that could be problematic.

447

01:10:48.570 --> 01:10:50.430

Linda Rawlings: And again, as Tom said the the

448

01:10:50.430 --> 01:11:01.470

Linda Rawlings: Point of the mask or Susan said the point of some of the procedures that we're putting in places so that we minimize the risk of this over time.

449

01:11:02.070 --> 01:11:12.210

Tom Leonard: Right. And this is a case that we're showing on the slide right now where we only have a couple of kids in each class and possibly a couple of the teachers who

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01:11:13.710 --> 01:11:21.480

Tom Leonard: Were in close contact and maybe we try to keep those in-person classes going but there's also the chance that

451

01:11:22.860 --> 01:11:42.960

Tom Leonard: You know it may be a significant number of kids in that class, and it may be more operational wise for 14 days for them all to go to remote again the students would have that choice. But the teacher may go remote if need be. So very complex.

452

01:11:44.760 --> 01:11:53.400

Linda Rawlings: Very much so. And then, you know, finally this last slide. And I think that Molly alluded to this demonstrates that

453

01:11:53.850 --> 01:12:04.260

Linda Rawlings: When a child drops into the remote learning if they're able to do that. Obviously, if they're ill when they are able to do it, they can participate in that.

454

01:12:04.650 --> 01:12:19.350

Linda Rawlings: But if they're dropped into that for 14 days. That means that they are not allowed to participate in any UIL extracurricular or co curricular activities on campus during that time.

455

01:12:19.800 --> 01:12:33.300

Linda Rawlings: And that of course is because you don't want children coming in that you're quarantining from academic classes or other classes that they're taking. And then, causing the spread because this is all about sustainability.

456

01:12:35.130 --> 01:12:44.400

Tom Leonard: The same thing holds on buses Jeremy, you want to pop in really quickly and we don't need to spend a lot of time here

but I just want to make sure we at least show it. Go ahead. You'll have assigned seats.

457

01:12:45.270 --> 01:12:56.220

Jeremy Trimble: Yep, assigned seats and again where that smart tag comes into places like this could happen on school buses as well. And so these graphics to show with one student sitting in the middle of the bus.

458

01:12:57.360 --> 01:13:02.670

Jeremy Trimble: You know, has a positive test of COVID-19 that affects everyone around them. But one thing is

459

01:13:03.060 --> 01:13:14.160

Jeremy Trimble: When you look at close contact. This comes into place, especially on the school bus with assigned seating, you're not moving around like a like a classroom and so it can be mitigated to some degree so didn't take out the entire

460

01:13:14.670 --> 01:13:22.920

Jeremy Trimble: School Bus. But again, this could happen on a school bus, smart tags are important because if we don't have we, if we don't utilize the system we have, we could have, what, what

461

01:13:23.370 --> 01:13:36.510

Jeremy Trimble: Looks like the next slide where if you know based on contact tracing it may end up taking the entire school bus out that that's again, a possibility. So we just wanted to elaborate on the scenarios. From the classroom to the school bus. Yeah.

462

01:13:36.720 --> 01:13:45.450

Tom Leonard: And I know there's lots of questions again. That's why, as we did a webinar a couple weeks ago, we made sure that we get the main information out today.

463

01:13:45.930 --> 01:13:56.550

Tom Leonard: And if we can't get to questions tonight. This is going to be handled at the building level and much more specifics. And we also put a lot of this on our FAQs as we get questions along the way.

464

01:13:57.090 --> 01:14:09.990

Tom Leonard: This is real. I know some people find that this is maybe dramatic, but I want to just, you know, there are a few school districts that have opened are ready for in-person instruction.

465

01:14:10.620 --> 01:14:22.740

Tom Leonard: More have not in the area, but a few have opened and you can see just in, a couple of days since they've opened. They are quarantining students and quarantining teachers.

466

01:14:23.700 --> 01:14:34.500

Tom Leonard: And so it is a you're seeing the effect of the number quarantine. But that also has an effect on the operations and you're also seeing it in the UIL domain.

467

01:14:36.900 --> 01:14:44.220

Tom Leonard: Finally, I want to talk a little bit about the phase approach. And there's some new information here. We'll also go through this with our board on September 8th

468

01:14:44.610 --> 01:14:55.140

Tom Leonard: But I wanted to make sure our staff and our, our families know a little bit more about that. Again, we've been. I'm not going to go through all this. I've we've gone through this many times but

469

01:14:55.500 --> 01:15:00.270

Tom Leonard: The recommendation from Austin public health and from the city of Austin has been

470

01:15:00.870 --> 01:15:15.090

Tom Leonard: For when you when you start, start for at least two weeks at less than 25% no matter what the stage is and and I'm so thankful that we're at a stage four in stage three. And I honestly think we're gonna be in stage two. I hope soon.

471

01:15:15.990 --> 01:15:24.900

Tom Leonard: A little nervous about what's happening right now. University of Texas, but we'll see. I'm hopeful that we're going to get into stage two and hopefully

472

01:15:25.290 --> 01:15:36.450

Tom Leonard: Not be dealing with this for very long. I'm not going to go through this again. But these documents are available if people want to see what the rules are what the stages are what's being talked about there.

473

01:15:37.620 --> 01:15:44.580

Tom Leonard: But here again we just took the word verbiage exactly from them that they want you to start at 25%

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01:15:45.030 --> 01:15:50.790

Tom Leonard: They want you to stay, no matter what the stage, by the way, and they want you to stay there for two weeks at least

475

01:15:51.180 --> 01:16:03.960

Tom Leonard: Before you move to the least restrictive stage and they pretty much bring you up in 25% increments. Now, that's been the conversations with a lot of superintendents related to that. And some of what you're going to see is a little different.

476

01:16:05.040 --> 01:16:06.780

Tom Leonard: Tonight, then you've seen before.

477

01:16:07.890 --> 01:16:09.120

Tom Leonard: Why do we want to phase-in

478

01:16:10.230 --> 01:16:22.560

Tom Leonard: You know, we're operating in an environment that our staff and our students have never experienced we've never been wearing masks social distancing, contact tracing, self quarantining

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01:16:23.400 --> 01:16:33.150

Tom Leonard: sending someone home if they have immediately for some things. Sometimes we would just go through the day. But now under the rules that we're operating. We have to send them home right away.

480

01:16:34.200 --> 01:16:39.240

Tom Leonard: We're in a situation where we haven't had the same

before and after school

481

01:16:40.260 --> 01:16:53.040

Tom Leonard: procedures. We want to make sure they're set, we want to make sure that when we bring in 25% that they get used to social distancing that our teachers had time to set up their rooms and feel comfortable with the protocols.

482

01:16:53.460 --> 01:17:10.500

Tom Leonard: Those protocols are important because the more solid we are in those, the more likely we are to prevent cases and the more likely we are to keep in person learning going throughout the whole year. This gives us a trial run a test with smaller numbers of staff to learn and adjust

483

01:17:11.940 --> 01:17:20.310

Tom Leonard: This is extremely important. What we are doing right now and we want to finish this well.

484

01:17:21.750 --> 01:17:31.830

Tom Leonard: We don't want to start out so fast and haphazard and run a risk of having too many classes going to self quarantine too quickly.

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01:17:32.160 --> 01:17:40.050

Tom Leonard: We don't want it to happen at all, but we believe if we do this this minimize is that we allow the students and the staff to get comfortable with the new environment.

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01:17:40.470 --> 01:17:45.120

Tom Leonard: And in conversations with other superintendents, that's what they are thinking as well.

487

01:17:46.020 --> 01:17:53.850

Tom Leonard: I will show you this slide and I'm going to show you a slightly different version of this because of the numbers in a minute. This is one we show it at our last board meeting.

488

01:17:54.330 --> 01:18:02.190

Tom Leonard: We will be remote till September 4. On September 8 we will bring in 25% and we have notified those parents

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01:18:03.030 --> 01:18:19.620

Tom Leonard: So they know who's coming our teachers are right now mostly in the buildings, getting ready for September 8th. We're doing these back to school webinars so people know what to expect when they walk in on September 8th and you can see I have it in about two weeks.

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01:18:20.820 --> 01:18:34.770

Tom Leonard: So moving up and I think that is very possible. But what's a little interesting here is when you look at the percentages. They've been changing over time of the number of people who want to be in-person and the number of people who want to be remote.

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01:18:35.460 --> 01:18:45.390

Tom Leonard: These are our latest numbers and our latest percentages, but I'd like to really focus really just on these numbers right now and I've just taken a subset of that chart.

492

01:18:46.440 --> 01:19:00.210

Tom Leonard: You may notice at Barton Creek right now we have 46% to want to be in person 54% who want to remain remote. So we go to 50% we basically have everyone who wants to come in is coming in.

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01:19:01.230 --> 01:19:07.710

Tom Leonard: You'll see a lot of other schools are close to 50/50 Cedar Creek 54%, Eanes 53%

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01:19:09.240 --> 01:19:17.610

Tom Leonard: Earlier in the summer, we were running around 72% of the people who wanted in person instruction that is dropped. As you can see, to about

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01:19:18.870 --> 01:19:25.140

Tom Leonard: Roughly 60% so right now we're roughly 60/40. Now, this creates a dilemma for us.

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01:19:26.070 --> 01:19:40.830

Tom Leonard: And we understand that. And we've been talking to Austin public health, I've been talking to other superintendents,

you know, none of our principals, let's say, Lesley Ryan, she does not want to identify 50% and lead 3% out

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01:19:41.280 --> 01:19:56.550

Tom Leonard: We do not want to do that, we do not want to have Valley View Jennifer Dusek told me you know just said no time. She goes, we have 55% we do not want to identify 5% that will not come in.

498

01:19:57.180 --> 01:20:05.760

Tom Leonard: And in talking to Austin public health, they pointed out several things. They said, Look, when you're at 100% of enrollment. You have 5-6% that are gone daily.

499

01:20:06.840 --> 01:20:16.230

Tom Leonard: And they want us to say, close to these guidelines, but what they really want to have no more than 50% in the building at any given time. So,

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01:20:16.590 --> 01:20:23.370

Tom Leonard: When talking to our principals we do not think it will look exactly like this. We think it'll look more like this.

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01:20:23.970 --> 01:20:32.700

Tom Leonard: We will start at 25% on September 8 for at least two weeks and after that first 25% we believe will be able to bring in

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01:20:33.540 --> 01:20:42.030

Tom Leonard: Whoever wants to come in, whoever is chosen in-person learning at the beginning of this grading period. So what that would look like is something like this.

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01:20:42.390 --> 01:20:55.470

Tom Leonard: We would be 25% for two weeks and then after that waiver or no waiver, we would basically be 41% and 59% and this would mean that anyone who wanted to come in, would be coming in.

504

01:20:56.130 --> 01:21:03.900

Tom Leonard: And I know it stops at week eight I'll talk about that in a minute. But basically, that's just a funding issue.

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01:21:04.200 --> 01:21:10.230

Tom Leonard: After that it would pretty much remain because we would be at this through our grading period, which would be for the whole nine weeks.

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01:21:10.920 --> 01:21:32.070

Tom Leonard: So that 41% remote and 59% remote would go along further on. Now obviously if there was contact tracing. If we had a self quarantine. Some kids there may be more that leave the in-person because of the rules were under and have to move to remote so that percentage may go down.

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01:21:33.630 --> 01:21:45.270

Tom Leonard: Regardless of what stage the county is or anyone else is in. And that would be our particular situation. So that's pretty much where we'll be talking to our board with board about on September 8

508

01:21:46.650 --> 01:21:58.560

Tom Leonard: But that's pretty much how we're planning on going and we'll get input from the trustees. Then again, this is the logic behind that. And I will tell you, I've heard from multiple teachers that they say

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01:21:59.070 --> 01:22:09.030

Tom Leonard: That they really want to start smart. They want to be able to stay in school as long or the whole year. They do not want to have

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01:22:09.330 --> 01:22:16.560

Tom Leonard: A breakdown in our procedures and believe that this is the best way to do that. This is not unique to Eanes ISD. Lake Travis

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01:22:17.100 --> 01:22:27.840

Tom Leonard: approved a waiver last night, they are going to be doing a phased approach. Leander is doing a phased approach bringing in 25% initially and then bring bringing it up later.

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01:22:28.320 --> 01:22:36.300

Tom Leonard: Pflugerville, a little different, but basically the

same Round Rock, they're going from 1% for a couple of days. I think or

513

01:22:37.170 --> 01:22:47.340

Tom Leonard: 1% I think for four or five days and then they're moving to 30% because in their elementary population, only about 30% want to come into the building.

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01:22:47.880 --> 01:22:59.310

Tom Leonard: Now, Austin is probably the largest district in the area they have not even started remote learning, they will start remote learning they push their calendar back on till

515

01:23:00.030 --> 01:23:12.810

Tom Leonard: They'll start remote learning on September 8 they will then go, I believe, almost a month in remote learning and then they will start their phase-in and under their plan. They probably would not have

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01:23:13.800 --> 01:23:22.440

Tom Leonard: Numbers similar to ours in the building until November, but I wanted to let you know, many other school districts are thinking in a similar manner.

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01:23:23.430 --> 01:23:33.450

Tom Leonard: So I want to make sure I showed this slide again tonight. This will be recorded the whole presentation is recorded, and we'll make sure that this gets on our website as soon as possible.

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01:23:35.310 --> 01:23:41.520

Tom Leonard: Just want to give a couple of final thoughts and I, my gosh, I'm looking at my time you're trying to figure out where I am.

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01:23:42.300 --> 01:23:59.040

Tom Leonard: I said I'd end this by six and but I do want to say a couple things. And if I can handle one or two questions. I'll try to pull some off quickly if I can, but I think tonight, most of the questions are probably going to go to our FAQs or probably going to go to the buildings tomorrow, look.

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01:24:01.410 --> 01:24:11.550

Tom Leonard: I can sincerely tell you we want our kids in school. We want all the kids who want to be in school to be in school.

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01:24:12.630 --> 01:24:21.360

Tom Leonard: We want to start smart. I want to keep my staff on board with me and I want to make sure that we do this right

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01:24:22.500 --> 01:24:23.460

Tom Leonard: And I need some help.

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01:24:25.590 --> 01:24:35.340

Tom Leonard: I need you to try to stay safe for every child who comes in with COVID, for every staff member who gets called, you can see what that does with contact tracing

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01:24:36.030 --> 01:24:43.650

Tom Leonard: And what that does with self quarantining to my ability remain operational, we need to monitor our health. We need to be good to the community.

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01:24:44.010 --> 01:24:56.970

Tom Leonard: If one of us feels we potentially have COVID, we need to get tested. And we need to let the school know as soon as possible, because if we don't know, we can't protect others, and we can't stay operational for a long period of time.

526

01:24:58.680 --> 01:24:59.880

Tom Leonard: I need your understanding.

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01:25:02.610 --> 01:25:09.300

Tom Leonard: Molly May who went through a lot of those rules, Jeremy Trimble who went through a lot of information. They didn't make this up.

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01:25:09.690 --> 01:25:19.170

Tom Leonard: They didn't come up with 10 days, 14 days they didn't come up with a list of symptoms. They didn't come up with the requirements that were under they didn't come up with the masks rules.

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01:25:20.760 --> 01:25:31.260

Tom Leonard: They're trying to make sure that your kids and our staff are as safe as possible. You know, we have to support each other in this because if we don't support each other.

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01:25:33.150 --> 01:25:36.300

Tom Leonard: It's unlikely that we're going to be able to be as successful as possible.

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01:25:37.650 --> 01:25:38.790

Tom Leonard: So please

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01:25:40.530 --> 01:25:48.420

Tom Leonard: Please let's be as kind to one another as we can during this. I know this is a anxious time for many. I know there's a lot of uncertainty.

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01:25:49.050 --> 01:25:58.260

Tom Leonard: You know there are multiple companies that parents have emailed me and said they're bringing a phased approach, just like you're doing in terms of bringing people in

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01:25:59.070 --> 01:26:13.140

Tom Leonard: Restaurants started at 25% they brought a phased approach in terms of making sure their protocols were working and we're safe. We want to do the same thing with extremely important people our kids and our teachers.

535

01:26:14.010 --> 01:26:23.250

Tom Leonard: And I want you know I want to start as soon as possible, but I want to start smart and in this situation, it's how we finished that is going to matter.

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01:26:24.480 --> 01:26:37.080

Tom Leonard: We need this is our major goal to sustain effective and safe per safe in-person instruction. I also want to have good and remote instruction because I need that as well. And I want it all year.

537

01:26:38.370 --> 01:26:41.730

Tom Leonard: You know, over the weekend. Somebody sent me

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01:26:42.930 --> 01:26:45.570

Tom Leonard: Something that really touched me.

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01:26:46.800 --> 01:26:51.060

Tom Leonard: I don't know if you know I but there was a, I guess there was a football game in Texas. I

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01:26:52.440 --> 01:26:53.850

Tom Leonard: can't remember where it was, but

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01:26:55.440 --> 01:26:59.970

Tom Leonard: there were some parents in the stands not wearing masks and

542

01:27:01.410 --> 01:27:03.180

Tom Leonard: The AD and football coach.

543

01:27:04.230 --> 01:27:09.630

Tom Leonard: Stopped the game got on the PA system and said look

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01:27:11.070 --> 01:27:12.450

Tom Leonard: We need you to help us

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01:27:13.500 --> 01:27:24.480

Tom Leonard: keep this going. So we'll have another game next week. And the next week. And the next week, please put them masks on. And if we don't put the masks on my team is leaving the field.

546

01:27:26.040 --> 01:27:35.430

Tom Leonard: And it was interesting. There was a high school and Utah. Somebody sent me a news article about and there was. And I know masks are controversial

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01:27:36.570 --> 01:27:40.350

Tom Leonard: For some and I and I don't like wearing a mask. I really don't like it.

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01:27:42.060 --> 01:27:43.080

Tom Leonard: And there were

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01:27:44.370 --> 01:27:54.360

Tom Leonard: Some people in the stands that were mounting a campaign to not wear masks and the students found out about it and

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01:27:55.620 --> 01:27:57.000

Tom Leonard: The football players,

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01:27:58.140 --> 01:27:58.830

Tom Leonard: The band,

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01:28:00.030 --> 01:28:09.540

Tom Leonard: And the cheerleaders all stood with masks on and face the stands. And this one cheerleader took the mic.

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01:28:13.260 --> 01:28:14.280

Tom Leonard: And she said, please.

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01:28:16.800 --> 01:28:19.290

Tom Leonard: She said we saw what happened to class of 2020

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01:28:20.490 --> 01:28:22.020

Tom Leonard: How things are taken away from us.

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01:28:24.810 --> 01:28:27.570

Tom Leonard: She said, We know wearing masks are not fun.

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01:28:29.130 --> 01:28:33.090

Tom Leonard: Maybe now wearing a seat belt or life jacket. I won't use her, these are her words.

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01:28:34.260 --> 01:28:35.910

Tom Leonard: But we do these things. So we

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01:28:37.530 --> 01:28:40.800

Tom Leonard: Can have a game every week and class every day.

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01:28:42.420 --> 01:29:00.090

Tom Leonard: And we don't have groups of teachers and groups of students being forced to self quarantine for 14 days and then come back and being forced to quarantine again for 14 days we none of us want that to happen. I do not want that to happen. I want to get kids in the building.

561

01:29:01.140 --> 01:29:11.370

Tom Leonard: Safely smartly as soon as possible with a phased approach, make sure our protocols are set, and I want to keep it going all year.

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01:29:14.040 --> 01:29:14.850

Tom Leonard: Sometimes

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01:29:17.220 --> 01:29:19.020

Tom Leonard: Sometimes kids can say things well.

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01:29:20.160 --> 01:29:31.470

Tom Leonard: So that's about the time I had, I said, 6pm I'm going to look rapidly to see what my team is telling me in terms of some questions.

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01:29:33.330 --> 01:29:38.850

Tom Leonard: I guess I'll do this. I mean, kind of slide out of this, if you don't mind.

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01:29:40.680 --> 01:29:45.480

Tom Leonard: And my team can come on, if you'd like. Please, anyone who would like to

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01:29:46.920 --> 01:29:52.140

Tom Leonard: Pull I again we will not be able to answer questions throughout, but

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01:29:53.250 --> 01:30:01.830

Tom Leonard: Is there any and I haven't been able to be reading

the questions at the same time, many of you may have while I was talking or others were talking

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01:30:02.160 --> 01:30:10.080

Tom Leonard: A team members. Is there someone who sees are really critical question that you would like to answer tonight. And if we have to go a few minutes longer. We will. That's okay.

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01:30:10.590 --> 01:30:17.760

Molly May: Tom, there was a question when we were talking just about symptomatic individuals and that there were ways for people

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01:30:18.180 --> 01:30:26.610

Molly May: To not have to stay out those 10 days. And so I just wanted to clarify that, because there were several questions around that. So if a student presents as symptomatic.

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01:30:27.120 --> 01:30:39.060

Molly May: If they obtained a medical professionals note clearing them for return based on an alternate diagnosis and then they could return before that 10 days or if they do obtain a negative

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01:30:39.660 --> 01:30:49.740

Molly May: In COVID test, they can also return. Now that is different than if they're self quarantining because they were a close contact and a negative test does not get them in

574

01:30:50.940 --> 01:31:00.210

Molly May: Because of the incubation period, but just for symptomatic. Those are the two ways that you can that you can get back into the building prior to the 10 days.

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01:31:01.590 --> 01:31:01.830

Right.

576

01:31:03.030 --> 01:31:03.270

Tom Leonard: And I'm

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01:31:03.630 --> 01:31:13.500

Tom Leonard: Scanning questions to Lind, a Laurie, Jeff. Anything

else you think that you're seeing that we would like to try to clear up tonight if we could

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01:31:13.890 --> 01:31:24.360

Jeff Arnett: Tom, it comes up often about if a student begins in person or when everyone who is allowed to return that wants to do so is back in the building.

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01:31:24.810 --> 01:31:30.420

Jeff Arnett: If you're in-person at any point you want to go remote and certainly, you would still have that flexibility.

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01:31:30.690 --> 01:31:43.770

Jeff Arnett: It's much easier to be in-person and then go remote than it is to be in remote and then decided to come in-person, which can't happen at any point during the course of the grading period, it needs to wait until the grading period transitions.

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01:31:44.760 --> 01:31:54.900

Tom Leonard: Yeah, Jeff and I think that's a great point. I know that we've had some emails, even this week from parents who, as they understand more.

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01:31:55.440 --> 01:32:04.350

Tom Leonard: Or they or they may when they start you know if they are in the building meetings or start getting contacted by some of their teachers, they may realize that the high school or middle school level.

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01:32:04.830 --> 01:32:09.060

Tom Leonard: That they're coming into the building to be in-person and some of their teachers are remote

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01:32:09.840 --> 01:32:15.810

Tom Leonard: And as they start learning which of those teachers and we will be contacting them. So they'll know which teachers will be remote

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01:32:16.710 --> 01:32:23.610

Tom Leonard: They may make a decision that maybe I don't want to be in the building. But again, it's much easier for us to make

that shift

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01:32:24.480 --> 01:32:38.040

Tom Leonard: To remote, particularly at the high school and middle school. It's a little harder at the elementary. But while we're in the hybrid. That's why that was put in place, we are able to do that if we need to do that for the first two weeks. So I think that's an important point as well.

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01:32:40.080 --> 01:32:44.370

Tom Leonard: I think, Linda, you're there, is there something you saw that you thought we might want to clarify.

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01:32:44.970 --> 01:32:49.350

Linda Rawlings: You know this one time, I think you probably can best answer.

589

01:32:50.310 --> 01:33:05.100

Linda Rawlings: Somebody said, you seem like you're doing your best, if the goal is sustainability. Do you have statistics from other school districts that have already opened with similar plans that give you confidence that sustainability is realistic.

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01:33:06.240 --> 01:33:08.160

Tom Leonard: I do think sustainability is realistic.

591

01:33:09.390 --> 01:33:15.720

Tom Leonard: I do. I don't think this is going to be a simple year. You know, it's interesting, sometimes people will say,

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01:33:16.680 --> 01:33:28.800

Tom Leonard: Well, this school over there is going to do this and the school is over there is going to do that. And why aren't you doing that. And sometimes they point to Highland Park, my good friend Tom Trigg is superintendent there. I think they're starting in person. On September 8

593

01:33:29.880 --> 01:33:40.470

Tom Leonard: And I Tom's a great guy, and he's very smart guy like him a lot been friends for years. I don't know how things are going to go when he goes in person. They're not in person yet.

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01:33:41.430 --> 01:33:48.540

Tom Leonard: I don't know how Lake Travis is going to do Pflugerville has a little different model and bringing in their 25% versus our model.

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01:33:49.350 --> 01:34:07.200

Tom Leonard: We're bringing in the first 25% we decided we wanted to bring in the most needy students, those with with special needs, 504s and certain criteria. We've shared before other schools are bringing in potentially sixth graders. The ninth graders and

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01:34:09.360 --> 01:34:12.180

Tom Leonard: Kindergarten, I'm not saying, which is right or wrong.

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01:34:13.740 --> 01:34:27.330

Tom Leonard: This is an experiment we're all in. We do know that in other countries and in other states schools and I showed a couple of contracting taste tracing have had to close or had to go remote

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01:34:27.750 --> 01:34:34.140

Tom Leonard: University of Notre Dame tested everybody 14 days ahead of time before they let anyone on campus.

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01:34:34.860 --> 01:34:43.950

Tom Leonard: Within a couple days, the kids who are on campus were remote and they're still evaluating University North Carolina you there's it's happening different places in different ways.

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01:34:44.220 --> 01:34:55.200

Tom Leonard: We know that it's been reported that there's a couple of cases in the dorms at UT right now and we don't know how that will play out. I think I've heard 80% of the classes at UT will be taught only remote

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01:34:55.650 --> 01:35:04.590

Tom Leonard: Now, it might be a lot easier for a college kid than it is for an elementary, I get it. That's why we want to make sure

that they do get in the building.

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01:35:05.730 --> 01:35:16.680

Tom Leonard: And keep them in the building as long as we can keep them in the building because that's the best situation, we can have. And for those families that choose remote

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01:35:18.030 --> 01:35:24.600

Tom Leonard: We'll do the best job we can do throughout. I do think it can work, but I will tell you, we got to work together.

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01:35:25.740 --> 01:35:26.700

Tom Leonard: We're going to be honest.

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01:35:27.930 --> 01:35:46.890

Tom Leonard: If your kid has a COVID if one of my teachers has COVID, we need to react and try to slow the spread so that we can keep as many people healthy as possible. And I think we all want that I really do believe we all want that. And, you know,

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01:35:48.120 --> 01:35:57.690

Tom Leonard: We want to support those teachers I you know I care. My mom said the most important people in schools are kids, I believe that

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01:35:58.020 --> 01:36:02.250

Tom Leonard: But she said right behind them, are the teachers, I believe that

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01:36:02.610 --> 01:36:18.840

Tom Leonard: And we don't do in person school if we don't have kids and teachers working together, wearing masks, social distancing being safe. And boy, I hope we get a vaccine as soon as possible, so we can just let all of this go beyond us.

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01:36:20.730 --> 01:36:23.580

Tom Leonard: Not so I'm looking rapidly.

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01:36:26.160 --> 01:36:36.090

Tom Leonard: Somebody says, Can students remain remote all year.

Yes, they can. If they want to remain remote all year. I'm trying to look at some that I can answer fast.

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01:36:38.220 --> 01:36:43.740

Tom Leonard: These documents that we referred to Molly, you know,

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01:36:45.090 --> 01:36:46.110

Tom Leonard: In terms of

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01:36:47.550 --> 01:36:58.500

Tom Leonard: What people can do to get back in, not in a contact tracing situation. But if they were symptomatic that is on our document. I think you have the details there. Um,

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01:36:58.620 --> 01:37:08.100

Molly May: Yeah, there were several questions that if people, you know, dig a little deeper into that document that we didn't have time to do this evening, a lot of those questions are answered in that document.

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01:37:08.850 --> 01:37:18.930

Tom Leonard: Yeah, and there is a question here. It says, you know, Dr. Leonard, will you, is there a point in your mind where you would shut down an entire campus.

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01:37:21.120 --> 01:37:27.960

Tom Leonard: I don't want to shut down the campus. I'll be real clear, I do not want to shut down a campus. Now, first of all,

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01:37:29.250 --> 01:37:37.320

Tom Leonard: Even the governor and the Attorney General and the documents they put down said Austin public health can shut down a campus if they believe

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01:37:37.650 --> 01:37:46.530

Tom Leonard: That it is widespread in that campus. They can shut it down again, one of the reasons why we want to have as many precautions and protocols in place and do it as smart as we can.

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01:37:47.940 --> 01:38:02.760

Tom Leonard: The thing that gets me in the most trouble, and I'm not gonna lie. I've never started a school year with 140 staff members who for good medical reasons are going to be remote

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01:38:04.230 --> 01:38:17.550

Tom Leonard: I've never started a school year where I may have staff members who may need to go out for 14 days just because they were within six feet of someone for 15 minutes

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01:38:18.930 --> 01:38:25.620

Tom Leonard: Never been the case that I've had those rules. If I lose too many staff members in a building.

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01:38:28.200 --> 01:38:30.960

Tom Leonard: If I lose too many staff members in a building.

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01:38:32.820 --> 01:38:50.940

Tom Leonard: Where I cannot provide proper supervision and some semblance of in-person learning, then we might have to consider closing that campus for 14 days.

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01:38:51.600 --> 01:39:06.150

Tom Leonard: I do not want to do that. I want to start smart want to get the protocols in place and I want to stay open. And by the time we make that next jump.

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01:39:06.840 --> 01:39:21.540

Tom Leonard: From 25% somewhere around 50 maybe a little higher we'll be honoring what parents want. Those who want to be in will be in those who want to be remote will be remote

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01:39:22.110 --> 01:39:38.730

Tom Leonard: And toward Week seven per TEA which will be roughly around October 1 we will re-survey a the community because TEA requires that we re-survey a the community at the beginning of each grade period. Well,

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01:39:39.750 --> 01:39:43.410

Tom Leonard: For each grade period, but we're going to need about

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01:39:44.670 --> 01:39:59.250

Tom Leonard: 10 days after we get the results from the survey to potentially change some things and maybe I hope not but changed some class assignments, depending on how many want to come in and how many want to stay remote

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01:39:59.970 --> 01:40:11.610

Tom Leonard: And so that's in our plan. And that's what we're going to be doing. And it looks like we're losing Jan and going to Melissa. But actually, we're losing both of them soon because I promised this would end at 6pm

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01:40:12.750 --> 01:40:20.700

Tom Leonard: And instead of ending at 6pm it's it's 6:10 but I do want to make sure people are aware

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01:40:22.020 --> 01:40:23.820

Tom Leonard: Get to at least one slide.

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01:40:26.430 --> 01:40:36.870

Tom Leonard: We will be talking about the phase-in again with the board on September 8 we will be having 25% a little less than 25 or right around 25% coming in on September 8

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01:40:37.560 --> 01:40:44.370

Tom Leonard: And we have these back to school meetings so you can see the times all of these will be recorded. I'm not sure about the staff meeting, but

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01:40:44.880 --> 01:40:50.550

Tom Leonard: All of the meetings with parents will be recorded. This one has been recorded, they'll all be put on our website.

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01:40:51.060 --> 01:41:01.530

Tom Leonard: And I thank you. I really do. Thank you. Together, we can do this. I really do believe we can do this and I thank the team that did presentations tonight.

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01:41:01.830 --> 01:41:06.480

Tom Leonard: And now you get to hear from the really special people who will be those building

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01:41:07.170 --> 01:41:16.710

Tom Leonard: Principals and some of their staff in the next couple days. And I'll tell you, I'm looking forward to September 8 when we have kids in the building and I get to see them.

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01:41:17.370 --> 01:41:35.490

Tom Leonard: And I'm looking forward to that next stage when hopefully we can accommodate everyone's wishes and I thank you for your understanding, and I thank you for supporting our teachers, our kids, our administrators. I really do. Thank you. And

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01:41:36.840 --> 01:41:42.360

Tom Leonard: Please stay safe and be well, wash your hands and wear that mask. We're all in this together. Thank you.

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01:41:51.120 --> 01:41:52.740

Gotta figure out how to end this