

EXEMPT DETERMINATION

February 26, 2021

FWA # 00002030

Laurie Scott
 2406 ROBERT DEDMAN DR
 AUSTIN, TX 78712

+1 512 471 2496
 youngls@eid.utexas.edu

Dear Laurie Scott:

On 2/26/2021, the IRB reviewed the following submission:

Type of Review:	Initial Study
Special Determinations:	Children
Title:	An Exploratory Investigation of Reciprocal Peer Assisted Learning on Music Performance Outcomes of Fourth Grade Orchestra Students
Investigator:	Laurie Scott
IRB ID:	STUDY00000725
Funding:	None
Grant ID:	None
IND, IDE, or HDE:	None
Approval Date:	2/26/2021
Documents Reviewed:	<ul style="list-style-type: none"> • HRP-UT901-Saccardi&Scott_IRB_Proposal_Standard_Submission.docx, Category: IRB Protocol; • HRP-UT921-Saccardi&Scott_Parental_Permission_Form.pdf, Category: Consent Form; • HRP-UT922-Saccardi&Scott_Assent_Form.pdf, Category: Consent Form; • Performance Rubric for Student Evaluation, Category: Other;

	<ul style="list-style-type: none">• Research Application for UTES, Category: Other;• UTES Talent Release Form, Category: Consent Form;
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The IRB determined that this protocol meets the criteria for exemption from IRB review under 45 CFR 46.104 (1) Educational settings.

In conducting this protocol you are required to follow the requirements listed in HRP-103 - INVESTIGATOR MANUAL.

Ongoing IRB review and approval by this organization is not required. This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. Modifications that involve a change in PI, increase risk, or otherwise affect the exempt category or the criteria for exempt determination must be submitted as a modification. Investigators are strongly encouraged to contact the IRB staff to describe any changes prior to submitting an amendment.

If you have any questions, contact the RSC by phone at 512 -232-1543 or via e-mail at irb@austin.utexas.edu.

Sincerely,

Institutional Review Board

University of Texas at Austin

cc:

Laurie Scott (PI), David Saccardi (Primary Contact)



David J Saccardi <david.saccardi@utexas.edu>

Congratulations

2 messages

Whetstone, Nicole A <nwhetstone@austin.utexas.edu> Thu, Jan 28, 2021 at 9:39 AM
To: "Scott, Laurie P" <lascott@austin.utexas.edu>, "david.saccardi@utexas.edu" <david.saccardi@utexas.edu>
Cc: "Castaneda, Courtney L" <ccastaneda@austin.utexas.edu>

Congratulations! The UTES Management Board approved your research proposal. Please let us know if you would like to proceed this semester or post pone until the fall.

Sincerely,
Nicole Whetstone, Ph.D.
Deputy Superintendent
University of Texas Charter School System
Division of Diversity and Community Engagement
The University of Texas at Austin
Office: 512-495-3300

David J Saccardi <david.saccardi@utexas.edu> Thu, Jan 28, 2021 at 12:54 PM
To: "Whetstone, Nicole A" <nwhetstone@austin.utexas.edu>
Cc: "Scott, Laurie P" <lascott@austin.utexas.edu>, "Castaneda, Courtney L" <ccastaneda@austin.utexas.edu>

Good Afternoon Dr. Whetstone,

Thank you for the wonderful news! We do plan to move forward with the study this semester. We are currently still waiting on approval from the UT IRB. When we receive that approval, we will formally begin our research process.

Thanks,

David Saccardi, MME
Assistant Instructor of Music and Human Learning
Butler School of Music
[The University of Texas at Austin](#)

Orchestra & Double Bass Instructor
The University of Texas String Project



[Quoted text hidden]

Tell Us About Your Partner!

1. What is your partner's name?

2. How old is your partner?

3. What is your partner's favorite color?

4. What kind of music does your partner like to listen to?

5. If your partner were a potato, what type of potato would they be?
Would they be French fries, mashed potatoes, potato chips?

Now that you know your partner, ask each other these questions?

1. How will you set daily goals with your partner?

2. How will you talk to your partner?

3. How will you listen to your partner?

4. What kinds of questions will you ask your partner?

5. How will you decide who takes turns?

6. How will you teach your partner?

7. How will you and your partner stay "on task"?

The University of Texas Elementary School
Little Longhorn Orchestra

Violin Posture Checklist

- ___ HEAD OVER SPINE AND IN CONVERSATION POSITION
- ___ CHIN REST COVERED BY JAW (NOT CHEEK)
- ___ SHOULDER COVERED BY VIOLIN
- ___ FEET IN PLAYING POSITION
- ___ ABLE TO PLACE LEFT HAND ON RIGHT SHOULDER
- ___ INSTRUMENT LIKE A TABLE TOP - NO DROOPING
- ___ CAN SET ALL LEFT HAND FINGERS ON FINGERBOARD WITH TABLE T OP FINGERS AND A STRAIGHT WRIST

Bow Hold Checklist

- ___ 2-3 HAND POSITION WITH YOUR RIGHT HAND
- ___ MIDDLE AND INDEX FINGERS ON CONTACT POINTS
- ___ PLIE
- ___ CURVED PINKY ON TOP OF BOW
- ___ INDEX FINGER A SMALL SPACE AWAY FROM MIDDLE FINGER
- ___ CHECKMARK THUMB

Observer Name_____

Teacher Signature_____

Appendix D – PAL Training Protocol

Day 1- Positive Peer Interactions

Meet the students, introduce ourselves (myself and Jessica) Jessica takes the time she needs to re-establish classroom norms and routines over spring break (10-20 min)

Explain the scope of the project to students and how it will help us at Big UT and other students like them in the future.

Break into partner groups, have students report out on personal information about their partner (5-10 min)

- Pencils with clipboards
- Form a check off sheet with questions for students to ask one another
 - o What is your partner's name?
 - o How old is your partner?
 - o What is your partner's favorite color?
 - o What kind of music does your partner like to listen to?
 - o If you were a potato, what kind would you be?

Stay with groups and have students discuss the following with their partner: (10 min)

- o What does a teacher do?
- o What are some words that describe things?
- o What is a compliment?
- o What are some words we could use to give someone a compliment?
- o What is a mistake?
- o How can we nicely tell someone when they made a mistake?

Determine goals and rules for PAL groupings (20-25 min)

- Use prompts from Johnson (2015) paper:
 - o How will you set daily goals with your partner?
 - o How will you talk to your partner?
 - o How will you listen to your partner?
 - o What kinds of questions will you ask your partner?
 - o How will you decide who takes turns?
 - o How will you teach your partner?
 - o How will you and your partner stay "on task"?

Be sure to explain the importance of interdependence (i.e. willingness to help their partner) and intersubjectivity (i.e. the process of creating meaning together) using age-appropriate language. Students should also be aware of the concepts of feedback. Instead of positive and negative, maybe use complement and helpful comments?

Debrief time, followed by instructional time afterwards. Ask students in which other classes are they engaging with partners? Do they have siblings? Have they had experience teaching a friend or sibling how to do something?

Day 2-Left Hand Skills & Right Hand Skills

Jessica & I model for students what a good peer interaction looks like (15 min)

Student demonstration group models the same way Jessica and I did. Discuss what positive and negative feedback look like. Lead student models in discussion with class. Students practice DM scale on MSS (15 min)

All students break into pairs and partner teach the DM scale with MSS to each other. Encourage positive and negative feedback, and instruct students to be prepared to explain how their partner gave them feedback. If students finish early, they can partner teach another tune they know like Hoedown or Twinkle. (20 min)

Call on students to share how they taught their partner and the way they framed their feedback (10 min)

List of problem solving options in case either student doesn't know how to fix a problem. This can be on the side white board in the classroom above the cello rack. Use the guiding questions from the Johnson guide.

Fourth Grade Classes In-Person Students:

Hershey: n = 19

Manzanaras: n = 16

Total: N = 35

3 experimental groups, 12 students per group, 6 total dyads per treatment

Q1. Project Information

Title of Project

The Effect of Autonomy-Supporting Interventions on the Efficacy of Reciprocal Peer Teaching in Fourth Grade String Students' Music Performance Outcomes

Applicant Name

David Saccardi

Department

Music and Human Learning

Q2. UT Status

Faculty

Master's Student

Doctoral Student

Other

Q3. Mailing Address

Address

6308 HALL ST

Address 2

City

Austin

State

TX

Postal code

78757

Phone Number

720-289-1016

Email address

djsaccardi@gmail.com

Q4. UT Faculty Sponsor

Name

Laurie Scott

Department

Music and Human Learning

Email address

lascott@austin.utexas.edu

Q5. Summary of Research Question (40 words or fewer:)

(1) Do students who participate in reciprocal PAL experiences in addition to teacher-led instruction exhibit significant gains on repertoire-based music performance assessment measures than students who receive only teacher-led instruction, and (2) Do students who participate in PAL interactions demonstrate more autonomous behavior when allowed to freely interact or when they can choose how to interact from a list of effective options?

Q6. Study Information

Desired beginning date of study

8/10/2021

Terminal Date

12/17/2021

Information needed from UT Elementary Database

Student demographic information including free/reduced lunch status Most recent STARR data for the current 4th grade class

Q7. Participants Needed

Students

Teachers

Parents

Other

Q8. Student Information

Number of Students

40

Ages

9-10

Time Per Child

Minimal, as this is a group project

Q9. Special Requirements

None

Q11. Read the Guidelines for Conducting Research at UT Elementary School below and agree to adhere to them by entering name below.

Name

David Joseph Saccardi

Date

07/14/2021

Q12. Attach copy of study protocol and abstract.

A large, empty rectangular box with a thin black border, intended for the user to attach a copy of a study protocol and abstract. The box is currently blank.

Study Protocol

Title of the Project: The Effect of Autonomy-Supporting Interventions on the Efficacy of Reciprocal Peer Teaching in Fourth Grade String Students' Music Performance Outcomes

Principal Investigators: David Saccardi & Laurie Scott, University of Texas at Austin
Study Sponsor: Center for Music Learning

The purpose of this study is to investigate how different methods of peer assisted learning (PAL) effect outcomes on student performance tasks in a fourth grade orchestra class.

- This is a **follow up study** based on the results of a pilot study conducted in the Spring 2021 semester.
- Risks or discomforts from this research are not greater than everyday life
- Participation in this study is voluntary. Students may stop at any time.
- The possible benefits of this study include learning about which PAL scenarios are the most effective in elementary instrumental music education.

PAL has been shown to be an effective instructional method with nearly sixty years of research evidence demonstrating gains for both student tutors and student tutees. More recently, researchers have adopted a *reciprocal* PAL model, where each student in a dyadic interaction plays the role of both tutor *and* tutee. Copious research evidence and meta-analyses show that students who participate in PAL make both cognitive/academic and social/emotional gains. The effect size of these findings increases the younger the students' age (particularly 1-4 grade students), and higher effect sizes are present for students from historically disadvantaged minority groups, students with special needs, and students from low socioeconomic status families. As such, this study will take place at the University of Texas Elementary School (UTES) in cooperation with the school's music instructor, and all appropriate permissions from the school to conduct research on minors have already been received from the Management Board of The University of Texas Elementary School.

This study is a follow-up study in response to a pilot study conducted in the spring of 2021. Results of that study indicated that in reciprocal peer teaching interactions amongst fourth grade instrumental music students, students responded best when allowed to choose how they interacted with their partners as opposed to having to implement a newly modeled teaching strategy presented prior to peer teaching.

The present study aims to further validate those findings by testing two equally balanced fourth grade music classes ($N = 20$ for each class approximately). This study aims to assess the efficacy and validity of PAL in a more naturalistic setting than the pilot study, which had treatments administered by the researcher in pull-out contexts. This study will be implemented primarily by the classroom music teacher during regular class instruction with the occasional aide of the researcher and research aids, who are UT undergraduate music studies students. Once again, students will be asymmetrically paired, meaning that each dyad will have a student who has been designated by their classroom teacher in the top 50% of performers in the class and a student from the bottom 50% of performers.

Students in this study will be part of one of two treatments groups: a control group that participates in regular, unstructured PAL interactions following training, and a group that engages in PAL with the aid of a “menu” of options for how they can best interact with their partner. All these strategies will be covered in training for both groups, but the purpose of the investigation is to see whether the menu option provides more autonomy for students or thwarts their autonomy in their interactions compared to the control group on a music performance assessment.

Students who elect to take part in this study will be asked to:

- Provide signed consent/ascent forms from home signed by a parent or guardian
- Participate in three 30 minute PAL trainings conducted by the researchers and the classroom teacher
- Be randomly assigned to one of two experiment groups, a treatment group or a control group
- Participate in PAL sessions for 15-20 minutes per lesson during class instruction for sixteen weeks during the fall 2021 semester
- Work with researchers and classroom teacher to play and record a post-test performance of the assessment metric
- Fill out a survey about their musical goals and experiences

This study will last approximately sixteen weeks, ideally from the beginning of the semester at the end of August up to when students leave for winter break in December. We will enroll approximately 40 students, comprising the entire 4th grade class at UTES

There are no known risks to this study. Student interactions and data collection will be completed in person when UTES students return from summer break and all appropriate measures will be observed to maintain proper social distancing and COVID protocols. Should a resurgence of the virus impact the school, data collection can be done virtually, with all student interactions taking place over Zoom to minimize risk of COVID-19 transmission. Data collected from this study will include student teaching episode video recordings, student survey data, and student demographic information, including age, ethnic group, identified gender, and free/reduced lunch status, as well as standardized test reading scores, such as STAAR, DIBELS, or Lexile scores.

Data will be gathered using a student score on a final performance rubric, where each student will perform individually and receive a score out of 30. There will be a maximum of five points earned in each of the following categories: tone, posture (including placement of feet, bow hold, and instrument hold), intonation, note accuracy, and bow distribution, and overall musical communication. Data will be scored by both researchers, with inter-observer reliability determined and differences resolved prior to analysis. Additionally, three outside reliability judges who are experts in the field of string pedagogy will be asked to score a random sample of 20% of the student recordings with student names withheld to protect anonymity of a minor.

Once data on the final performance metric data has been gathered, a *t* test will determine which group showed the stronger performance gains, if any. Unlike the pilot study, a group has not been designated to receive no peer teaching intervention, partially for availability of research subject reasons, but also because the efficacy of PAL interactions was determined in the pilot study, and this study aims to implement that treatment in a more naturalistic setting. For availability reasons, we have chosen the number of participants outlined above.

This study has been developed in consultation and collaboration with UTES music teacher, Courtney Castaneda. Mrs. Castaneda will be the primary instructor for this project, with assistance from the researchers. Prior research suggests that the most germane environment for PAL to occur is when the classroom teacher provides the training and implementation of PAL sessions.

Any questions? Please contact the study team:

David Saccardi
Phone: 720-289-1016
Email: david.saccardi@utexas.edu

Laurie Scott
512-627-5938
lascott@austin.utexas.edu

Summary of Research Questions

(1) Do students who participate in reciprocal PAL experiences in addition to teacher-led instruction exhibit significant gains on repertoire-based music performance assessment measures than students who receive only teacher-led instruction, (2), Do students who observe an expert model of effective teaching show more significant performance gains than students who are allowed to freely interact in an unstructured dyad, and (3) Do students who participate in PAL interactions demonstrate more autonomous behavior when allowed to freely interact or when they can choose how to interact from a list of effective options?



The University of Texas Elementary School

Little Longhorns

The mission of the University of Texas Elementary School is three-fold:

- Develop students into lifelong learners through rigorous research-based curricula delivered in a nurturing environment that includes parental and community involvement;
- Provide opportunities for professional development and outreach for the University's academic units; and
- Serve as a model of an exemplary program for diverse learners.

UTES Management Board Calendar: 2021-2022 School Year

Date	Activity / Agenda Items
August 6, Friday (11:30 – 1:00)	A Welcome Back Board and Staff “Get Together!” UT Club Dean’s Room (postponed due to COVID)
August 24, Tuesday (8:30 am – 10:00 am)	Board Meeting Committee Assignments and Board Calendar Approve Annual Budget Final Budget Amendments for Prior Year ESSER II and III Funding Report Approve MEOP Approve Student and Staff handbook Approve Wellness Policy Summer School Report
September - TBD	Board Committee Work Session
September 24, Friday (5:00 pm – 7:00 pm)	Dr. Sharpe’s Celebration and Naming Ceremony - UTES
October 26, Tuesday (8:30 am – 10:00 am)	Board Meeting Approve Student Code of Conduct Approve District Improvement Plan Review HB 3 Early Childhood Literacy Goals Approve Textbook Committee
November 30, Tuesday (9:00 am – 4:00 pm)	All Day Board Retreat – Board Training UT Club
November - TBD	Public Hearing on School FIRST Public Hearing on Texas Academic Performance Report
December - TBD	Board Committee Work Session <i>Governance and Conflict of Interest Forms Due to TEA</i>
January	Board Appreciation Month
January 25, Tuesday (8:30 am – 10:00 am)	Board Meeting Approve Annual Financial Report (Audit) Approve Board Policy
February - TBD	Board Committee Work Session Develop School Calendar
March 22, Tuesday (8:30 am – 10:00 am)	Board Meeting Approve School Calendar Approve Board Policy
April 21, Thursday (5:30 pm – 7:00 pm)	Pre-K to PhD Annual Ask Event
April 26, Tuesday (8:30 am – 10:00 am)	Board Meeting Instructional Materials Allotment – TEKS certification Approve Board Policy Approve Summer School Plan
May 26, Thursday (5:00 pm – 7:00pm)	5 th Grade Completion Ceremony

Board Work:

- Update board policy
- Create a new agenda format with a “action items for consideration by consent”
- Review committee assignments and schedule committee meetings
- Board training plan (options - In person, online, TPCSA conference)

UT Elementary School Management Board

Committee Appointments 2021-2022

Strategic Planning Committee

Kathy Armenta, Chair

Kal Kallison

Terrance Greene

Shasta Buchannan

Nicole Whetstone

Melissa Chavez

Solis Rough

Development Council Liaison

Mark Williams, Chair

Felipe Estrada

Ian Tuski

Sharon Yarbrough

Nicole Whetstone

Melissa Chavez

Solis Rough

Education and Research

Committee

Cynthia Franklin, Chair

Sharon Vaughn

JE Jackson

Nicole Whetstone

Melissa Chavez

Solis Rough

Health and Safety (Facility) **Committee**

Victor Saenz, Chair

Scott Gray

Starla Simmons

Autumn Leal-Shopp

Melissa Chavez

Solis Rough

Finance Committee

William Lasher, Chair

Kal Kallison

Sherry Field

Jenny Davis

Melissa Chavez

Solis Rough

Nominating Committee

Alexandra Eusebi, Chair

Kathy Armenta

Bob Micks

Autumn Leal-Shopp

Melissa Chavez

Solis Rough

An Inside Look: Understanding Governing Boards of Texas Public Charter Schools

BY TIMOTHY MATTISON, Ph.D.

Research Brief No. 5

JULY 2021

SUMMARY

The Role of Public Charter School Boards of Directors

About **1,300 experienced professionals** serve on the governing boards of Texas public charter schools, volunteering their time and talent so that students are well-positioned to succeed. Their experience enriches the way that public charter schools – designed to be creative and flexible – operate each day.

Public charter school boards of directors in Texas oversee school operations for over **365,000 students** and manage over **\$3 billion** in taxpayer revenue across the state every year. This role requires an understanding of not only school operations, but school finance and governance laws and regulations in order to meet the high standards for academic and financial accountability set by the Texas State Legislature, the Texas Commissioner of Education, and the federal government.

“As a charter school board member, I get to see the bigger picture and help guide the organization towards our shared vision. As volunteers, we are invested in the school and its focus on developing relationships with students, families, teachers and staff. Seeing decisions we made at the board level come to life as they are implemented at the school and classroom levels, things that might be considered innovative in another school, but at Legacy are just ‘the way we do things’ is what makes this work so rewarding.”

KATRINA MARTINEZ, Board Member,
Legacy Preparatory Charter Academy

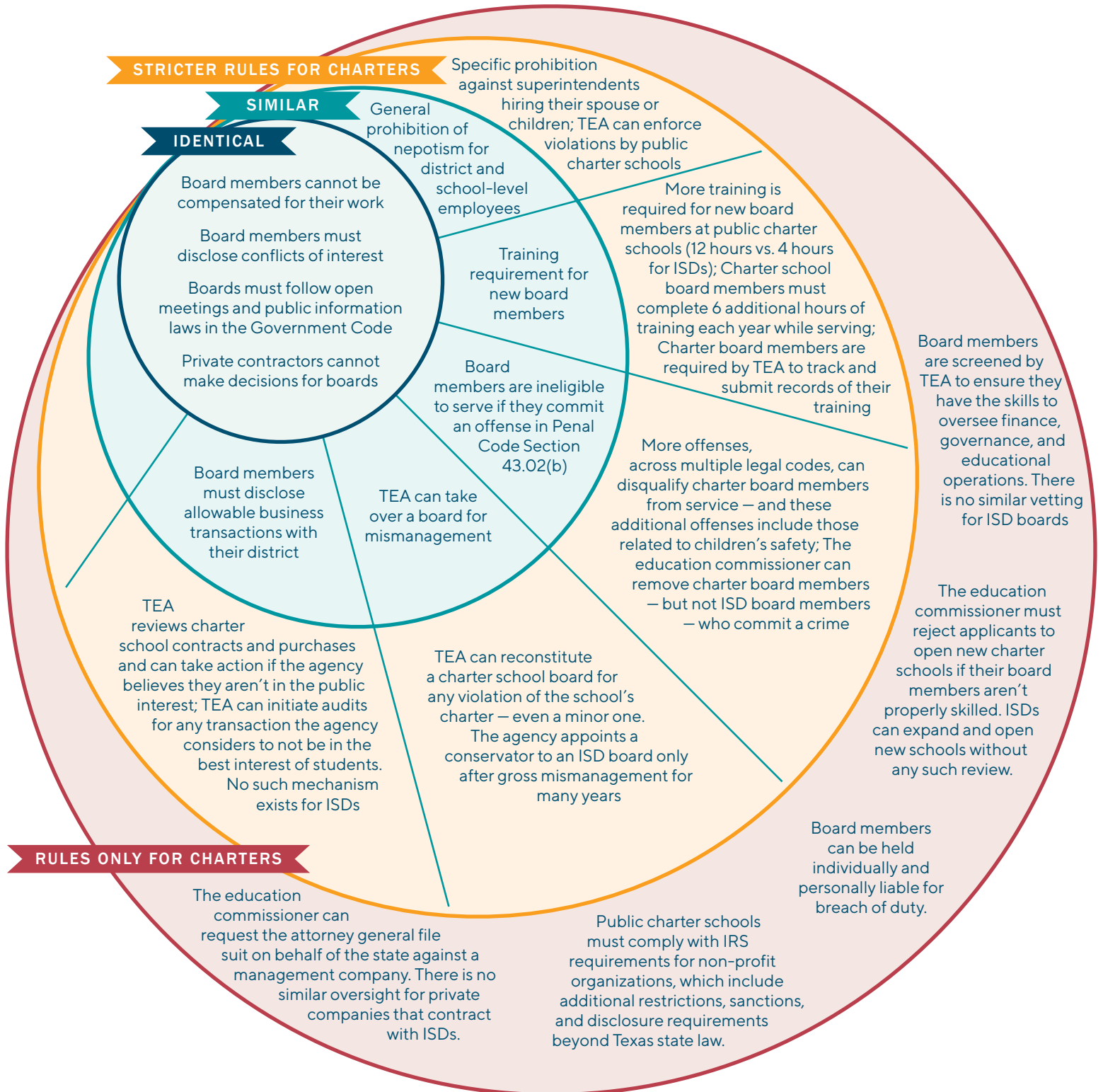
Public Charter School Boards are Accountable to Taxpayers

Charter schools are public schools designed to put the needs of students first and they face tough accountability standards to ensure they deliver on that promise. The nonprofit volunteer board governance system in Texas is one reason why Texas public charter schools educate 6% of the state’s public schools students, but represent 67% of the state’s top-rated school districts. In fact in Texas, the accountability standards are among the strictest in the nation.

- Texas has strict standards for those who may serve on a public charter school board. These standards are far stricter than those governing who may serve on an ISD board.
- Texas public charter school board members receive no compensation for their service and cannot have a financial stake in a management company.
- Texas public charter school boards are held just as accountable, and must be just as transparent, as those in traditional public school districts. As 501(c)3 nonprofit organizations, public charter schools and their boards must also comply with additional IRS accountability guidelines.
- Texas public charter school board members receive training to ensure they understand state law.
- Texas public charter school boards are separate from the boards of management organizations.
- Texas public charter school board members who breach their duty or commit a crime can be removed with relative ease, whereas ISDs and the State have virtually no authority or ability to remove ISD trustees who have breached their duty.
- Texas public charter school board members are directly accountable to the TEA and Attorney General and can be held individually and personally liable for breach of duty. There is no similar mechanism for ISD trustees.

Public Charter Schools vs. Traditional Districts

On this chart, the inner circle shows what accountability standards apply to both public charter schools and ISDs. The next two circles show areas where similar measures apply, but the rules for charters are stricter. Finally, the outer circle shows what accountability measures are totally unique to charter schools.





Public Health Guidance

August 19, 2021

The guidance in this document is authorized by Executive Order GA-38, which has the effect of state law under Section 418.012 of the Texas Government Code. Executive Order GA-38 provides TEA with the legal authority to publish requirements for the operation of public school systems during the COVID-19 pandemic. This document takes effect immediately, replacing all prior guidance. TEA recommends that public school systems consult with their local public health authorities and local legal counsel before making final decisions regarding the implementation of this guidance. This guidance is subject to change as new information becomes available.

This guidance addresses:

- On-campus instruction
- Non-UIL extracurricular sports and activities
- Any other activities that students must complete

For guidance on matters related to school system staff, please refer [here](#). Additionally, as a reference for practices recommended by the CDC, see [here](#).

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

1. If an individual who has been in a school is test-confirmed to have COVID-19, the school must notify its [local health department](#), in accordance with applicable federal, state and local laws and regulations, including confidentiality requirements of the [Americans with Disabilities Act \(ADA\)](#) and Family Educational Rights and Privacy Act (FERPA).
2. Upon receipt of information that any teacher, staff member, student, or visitor at a school is test-confirmed to have COVID-19, the school must submit a report to the Texas Department of State Health Services via an online form. The report must be submitted each Monday for the prior seven days (Monday-Sunday).
3. Consistent with school notification requirements for other communicable diseases, and consistent with legal confidentiality requirements, schools must notify all teachers, staff, and families of all students in a classroom or extracurricular or after-school program cohort if a test-confirmed COVID-19 case is identified among students, teachers or staff who participated in those classrooms or cohorts.

Masks

Please note, mask provisions of GA-38 are not being enforced as the result of ongoing litigation. Further guidance will be made available after the court issues are resolved.

Students Who Have COVID-19

As provided in this [Department of State Health Services \(DSHS\) Rule](#), school systems must exclude students from attending school in person who are actively sick with COVID-19, who are

suspected of being actively sick with COVID-19, or who have received a positive test result for COVID-19, and must immediately notify parents if this is determined while on campus.

Parents must ensure they do not send a child to school on campus if the child has COVID-19 symptoms or is test-confirmed with COVID-19, until the conditions for re-entry are met. See the [DSHS rule](#) for more details, including the conditions for ending the exclusion period and returning to school.

During the exclusion period, the school system may deliver remote instruction consistent with the practice of remote conferencing outlined in the proposed *Student Attendance Accounting Handbook* (SAAH) rules, as described [here](#).

To help mitigate the risk of asymptomatic individuals being on campuses, school systems may provide and/or conduct recurring COVID-19 testing using rapid tests provided by the state or other sources. Testing can be conducted with staff. With prior written permission of parents, testing can be conducted with students.

Students Who Are Close Contacts

As a reference, close contact determinations are generally based on guidance [outlined by the CDC](#), which notes that individuals who are fully vaccinated may not need to follow the stay-at-home period.

As noted above, public health authorities will be notified of all positive cases in schools. While school systems are not required to conduct COVID-19 case investigations, local public health entities have authority to investigate cases and are currently engaged in cooperative efforts on that front. Participation by individuals in these investigations remains voluntary. If school systems are made aware that a student is a close contact, the school system must notify the student's parents.

Parents of students who are determined to be close contacts of an individual with COVID-19 may opt to keep their students at home during the recommended stay-at-home period. Parents who opt to send their children to school in the two weeks following exposure are encouraged to closely monitor their children for symptoms.

For individuals who are determined to be close contacts, a 14-day stay-at-home period was previously advised by the CDC based on the incubation period of the virus. CDC has since updated their guidance, and the stay-at-home period can end for students experiencing no symptoms on Day 10 after close contact exposure, if no subsequent COVID-19 testing is performed.

Alternately, students can end the stay-at-home period if they receive a negative result from a PCR acute infection test after the close contact exposure ends.

During the stay-at-home period, the school system may deliver remote instruction consistent with the practice of remote conferencing outlined in the proposed *Student Attendance Accounting Handbook* (SAAH) rules, as described [here](#).

Staff Who Have COVID-19 or Who are Close Contacts


Similar to students, school systems must exclude staff from attending school in person who are actively sick with COVID-19, who are suspected of being actively sick with COVID-19, or who have received a positive test result for COVID-19. Staff may return when the re-entry conditions have been met, as described in the [DSHS rule](#) used for students.





For staff who are not fully vaccinated who meet the close contact threshold with a COVID-19 positive individual, it is recommended that the staff remain off campus during the stay-at-home period.

For staff who meet the close contact threshold with a COVID-19 positive individual, if these staff continue to work on campus, rapid testing must be performed at the start of the day, at least once every other day until the end of day 10.

Home > COVID-19 Home > COVID-19 School Readmission Criteria

COVID-19 School Readmission Criteria

 COVID-19 Home

     [Subscribe](#)



Coronavirus disease 2019 commonly referred to as COVID-19 is a disease requiring exclusion from school under 25 Tex. Admin. Code § 97.7.

A school administrator shall exclude from attendance any child having or suspected of having COVID-19. Exclusion shall continue until the readmission criteria for the conditions are met. The readmission criteria for COVID-19 is as follows:

If symptomatic, exclude until at least 10 days have passed since symptom onset, and fever free*, and other symptoms have improved. Children who test positive for COVID-19 but do not have any symptoms must stay home until at least 10 days after the day they were tested.

*Fever free for 24 hours without the use of fever suppressing medications. Fever is a temperature of 100° Fahrenheit (37.8° Celsius) or higher.

For a complete list of all disease requiring exclusion from school and the readmission criteria, please visit [DSHS_School_Health_Recommendations_for_the_Prevention_and_Control_of_Communicable_Diseases_in_a_Group-Care_Setting](#).

INFORMATION FOR:

- Public
- Businesses & Employers
- Travelers
- Hospitals & Healthcare Professionals
- Laboratories
- Public Health
- First Responders
- Communities & Other Specific Groups
- News Media

MORE RESOURCES

- Vaccine Information
- FAQs
- Testing Information
- Mental Health Support
- Communication Tools
- Executive Orders & Disaster Declarations
- DSHS Office Closures
- DSHS-Related Waivers
- Volunteer, Donate, or Sell to Texas
- Contact Us

Last updated July 30, 2021



Remote Conferencing FAQ

The Texas Education Agency will be proposing changes to the *Student Attendance Accounting Handbook* to add certain flexibility to rules for Remote Conferencing. Remote Conferencing is a mechanism by which remote instruction can be provided, but was previously available only upon issuance of a waiver requested for each individual student. In order to allow school systems to begin implementing changes in practice to align with the new rule (which, when adopted, would apply to the entirety of the 2021-22 school year), the relevant portion of the proposed rule language is provided below. In addition, this document describes answers to questions districts may have when attempting to implement changes aligned to the new flexibilities.

Certain SAAH To-Be-Proposed Language:

12.3.1 Remote Conferencing—Regular Education Students

In this subsection, remote conferencing means remote instruction in which a student at an off-campus location is able to virtually participate in classes provided by a teacher on the student's campus.

If your school district provides instruction through remote conferencing to a regular education student, your district may count that instruction as classroom time for FSP funding purposes and count the student in attendance for FSP funding purposes, provided certain requirements are met.

These two requirements must be met:

- The student is unable to attend school because of a temporary medical condition.¹
- The total amount of remote conferencing instruction does not exceed more than 20 instructional days over the entirety of the school year.

In addition, one of the following requirements also must be met:

- The student's temporary medical condition is documented by a physician licensed to practice in the United States. The documentation must include a statement from the physician that the student is to remain confined to their home or to a hospital.
- The student has a positive test result for a communicable condition listed in [25 TAC §97.7](#).
- The student has been identified as having been in close contact with COVID-19.

If the documented temporary medical condition persists longer than 20 instructional days over the entirety of the school year, a waiver request must be submitted for an extension of remote conferencing beyond the allowable cumulative 20 instructional day period. The waiver request must include an explanation of the circumstances. (For example, a child was in close contact with COVID-19 more than twice over the course of the year, and the family opted to follow the stay-at-home recommendations each time). Waivers will be granted on a case-by-case basis. A waiver will not be granted if the student is unable to attend school for a reason other than a medical condition, such as confinement at home for disciplinary reasons.

Students participating through remote conferencing will generate attendance in the following ways:

- Students in grades pre-K to five must receive the equivalent of four hours of instruction with at least two hours of synchronous instruction each school day. This instruction does not need to be consecutive.
- Students in grades six to twelve must receive at least four hours of instruction through synchronous instruction each school day. This instruction does not need to be consecutive.

Additionally, attendance will be generated based on whether the student is virtually “present” at the official attendance-taking time. Instruction must be provided synchronously, which means two-way, real-time/live virtual instruction between teachers and students. The instruction cannot be concurrent, which means remote students must not be taught by a teacher who is also teaching in-person students at the same time.

Remote conferencing similarly applies to special education students.

1. Will students participating in remote conferencing generate funding?

Yes, if your school district provides instruction through remote conferencing, your district may count that instruction as classroom time for FSP funding purposes and count the student in attendance for FSP funding purposes, provided the following requirements are met:

(1) The student’s circumstances meet one of the of the following criteria:

- The student’s temporary medical condition is documented by a physician licensed to practice in the United States. The documentation must include a statement from the physician that the student is to remain confined to their home or to a hospital.
- The student has a positive test result for a communicable condition listed in [25 TAC §97.7](#).
- The student has been identified as having been in close contact with COVID-19.

(2) Instruction will be provided synchronously, which means two-way, real-time/live virtual instruction between teachers and students. The instruction cannot be concurrent, which

means remote students must not be taught by a teacher who is also teaching in-person students at the same time.

Note that funding may only be generated for up to 20 instructional days under this option.

2. Can special education students participate in remote conferencing? What are the requirements for special education students to participate in remote conferencing?

Yes. The student's ARD committee must have determined, in a manner consistent with state and federal law,¹ that the remote instruction to be provided is required for the provision of FAPE and the ARD committee must have documented that determination in the student's individualized education program.

Please note that the remote conferencing instruction described in this subsection is different from remote special education homebound program instruction. For general requirements related to special education homebound instruction, see [4.7.2 Code 01 - Homebound](#). For requirements specific to remote special education homebound instruction, see [12.3.4 Remote Homebound Instruction—Special Education Students](#). If a student is eligible to be placed in the special education homebound instructional setting, it is the responsibility of the student's ARD committee to determine whether it is more appropriate to place the student in that setting or in another setting that is provided via remote conferencing.

3. Does the individual delivering instruction via Remote Conferencing have to be certified? How might districts with limited available staff meet Remote Conferencing requirements of delivering synchronous nonconcurrent instruction for students?

LEAs must provide Remote Conferencing students with a dedicated individual delivering instruction. That individual does not have to be the original teacher of record; however this individual must meet the certification requirements to teach the content area. If you are unable to provide a certified teacher in this area, you may pursue an applicable [certification assignment flexibility option](#).

Additionally, LEAs with limited staffing options may consider:

- i. Designating a guest teacher or substitute to deliver instruction to students via Remote Conferencing
- ii. Designating a paraprofessional or other non-teacher of record staff member to provide remote conferencing support to students as needed
- iii. Using ESSER funds to proactively hire additional staff members

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4. Which students would be eligible to receive Remote Conferencing for more than 20 days?

- A student who is “[medically fragile](#)” is a student who has a serious medical condition documented by a physician who is licensed in the United States. The physician’s note must also document that the student is expected to be confined at home or in a hospital bed for a minimum of four weeks. The weeks need not be consecutive. Medically fragile is defined as a student who has a serious, ongoing illness or a chronic condition that has lasted or is anticipated to last at least 12 or more months or has required at least one month of hospitalization, and that requires daily, ongoing medical treatments and monitoring by appropriately trained personnel which may include parents or other family members.
- If a child was a close contact more than twice over the course of the year, and the family opted to follow the stay-at-home recommendations each time.

An “Other” waiver request must be submitted in TEAL for an extension of remote conferencing beyond the allowable cumulative 20 instructional day period. The waiver request must include an explanation of the circumstances. Waivers will be granted on a case-by-case basis. A waiver will not be granted if the student is unable to attend school for a reason other than a medical condition, such as confinement at home for disciplinary reasons.

5. Will a student be eligible to begin remote conferencing on the first day of school?

Yes, a student who meets remote conferencing requirements as described above may begin the year through remote conferencing.

6. If a charter school decides to provide Remote Conferencing, will that school need to request a non-expansion amendment?

As long as a charter school is following its approved educational plan when providing remote instruction in compliance with either TEA’s August 5, 2021, Remote Instruction Guidance or Remote Conferencing FAQ, then there is no need to request an amendment. However, if a charter school intends to deviate from its approved educational plan when providing remote instruction, then a non-expansion amendment request would be necessary before beginning any remote instruction.

7. What is the official enrollment date for a qualified student who participates in an LEA’s remote conferencing program prior to attending school in person?

LEAs should use the first day the qualified Remote Conferencing student is virtually present at the official attendance time as the enrollment date for the student.

8. How should attendance for Remote Conferencing be captured?

Remote Conferencing is a setting where students are to engage in daily instruction. Attendance must be taken in accordance with the LEA's local attendance procedures manual at the official attendance-taking time during remote synchronous instruction. The teacher must see the student's face on the camera.

9. Is a parent's statement or documentation regarding a student's close contact status sufficient for a student to qualify for Remote Conferencing?

Yes. A parent or LEA may provide documentation that a student has been in close contact with someone who has an eligible communicable disease. This may include an email...

10. Is accelerated instruction required during weeks when students are out for testing COVID positive? Can Remote Conferencing be utilized to meet HB 4545 requirements?

If a student is out due to a temporary medical condition and the student is receiving instruction via remote conferencing, the HB 4545 supplemental accelerated instruction should continue. If the supplemental instruction is not delivered during remote conferencing, or if the student is out and not receiving instruction, the district can pause the accelerated instruction, and the remaining time towards the 30 hours should be completed upon the student's return to campus. An LEA, in partnership with the parent/guardian, can determine what method is best for the student. Please refer to the *Student Attendance Accounting Handbook* rules described [here](#).

11. Will LEAs violate HIPAA or FERPA in grouping remote conferencing students in one class?

Grouping students in a remote conferencing class violates neither HIPAA nor FERPA, as long as individual reasons for placement in the remote conferencing class are not shared.

12. How will Remote Conferencing affect attendance for credit (ie, the 90% attendance rule) for students participating in multiple class periods in secondary?

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Recording attendance for school finance purposes – to satisfy Remote Conferencing requirement – is subject to agency rules related to attendance. However, the process of documenting and determining attendance for academic credit is made locally.

13. Can Remote Conferencing be delivered in a group setting?

Yes, Remote Conferencing may be delivered in a group setting.

14. For Remote Conferencing, elementary needs to provide two hours of synchronous learning in a daily four-hour day and secondary needs to provide four hours of synchronous learning in a daily four hour day. Do those synchronous hours need to be consecutive?

No, the required hours can be broken up over the course of the day.

15. Are we able to create a temporary alternate bell schedule for students under Remote Conferencing?

Yes, a temporary alternate bell schedule can be developed, but your district policy will need to be adjusted, particularly your attendance time.

16. How will students in a Bilingual program be addressed when a student goes into Remote Conferencing?

For emergent bilingual students, the LEA will need to develop a plan, if not already outlined in the CIP, to continue providing the bilingual/ESL services for which the parent/family member has provided consent. Linguistic services and support should be consistently provided regardless of the setting.

17. If a whole class is participating in remote conferencing, is the teacher of record eligible to provide Remote Conferencing for these students?

In the unusual circumstance, yes, the teacher of record may provide Remote Conferencing as long as they are not teaching concurrently.

18. Is there a specific return process / clearance a student must go through prior to returning to campus after Remote Conferencing?

No. LEAs may establish their own return to on-campus instruction process.

19. Can a student qualify for remote conferencing if someone else in their household is confirmed positive with COVID-19, due to their close contact status?

Yes.

20. Can a student qualify for remote conferencing to if a member of their household has a medical condition (other than a communicable disease such as COVID that makes the student a close contact)?

No.

21. How should attendance be taken if the campus official attendance time doesn't fall within the daily window where students are provided with synchronous instruction as part of the LEA's remote conferencing program?

If the campus official attendance time falls outside of the synchronous instruction window, LEAs must assign an alternative attendance time in alignment with SAAH Section 3.6.2.2.

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Division of Diversity and Community Engagement
University of Texas Elementary School
FY 20-21
Budget vs. Actuals as of 7/31/2021

	2020-2021 Budget	Actuals as of 07/31/2021	Variance	%
5700 Local and intermediate sources	694,067	694,837	(770)	100%
5800 State program revenues	2,816,657	2,604,613	212,044	92%
5900 Federal	176,337	259,326	(82,989)	147%
Total Revenues	\$ 3,687,061	\$ 3,558,776	\$ 128,285	97%
0011 Instruction	2,139,395	1,899,300	240,096	89%
0012 Instructional resources & media services	89,519	80,652	8,867	90%
0013 Curriculum/instructional staff development	11,500	2,250	9,250	20%
0023 School leadership	264,389	250,535	13,854	95%
0031 Guidance, counseling, evaluation services	89,005	79,784	9,221	90%
0033 Health services	40,987	31,573	9,414	77%
0034 Student transportation	5,000	-	5,000	0%
0035 Food services	221,281	180,888	40,393	82%
0041 General administration	317,406	250,040	67,366	79%
0051 Plant maintenance and operations	299,068	256,730	42,338	86%
0052 Security and Monitoring Services	19,600	4,928	14,672	25%
0053 Data Processing Services	22,000	19,140	2,860	87%
0081 Development	212,378	200,921	11,457	95%
Total Expenditures	\$ 3,731,528	\$ 3,256,741	\$ 474,787	87%
Net Surplus (Deficit)	\$ (44,467)	\$ 302,035		
Beginning Fund Balance	\$ 1,096,780	\$ 1,096,780		
Ending Fund Balance	\$ 1,052,313	\$ 1,398,815		