

From Mearry Pilkinton:

3. **For Chromebooks, if the student was issued one for the first two weeks and is registered for face-to-face, will they be able carry their device from home to school daily?**

A. It depends on the grade level of the student as follows.

Secondary (6th 12th): Each student is assigned a Chromebook that they take home every day.

Elementary (PK 5th): Our recommendation is for a device to be assigned to each student, but the devices are kept at school. Students can carry the devices to other classrooms, but at the end of the day, the Chromebooks should be locked up in the charging stations in their homerooms. This will also ensure they are charged and ready for use the following day.

From Patrick Kelley:

4. **Can there be more clarification on absences due to mandatory quarantine for teachers, if it occurs?** There were multiple questions at our school about teacher guidelines about days missed/usage of absences, etc.



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A.

From Tyler McCoy:

5. In regards to co-teaching (face-to-face and online) our students are all enrolled in the same Canvas courses ... In the case that the two teaching methods are not on the same schedule or different assignments are assigned, having them in the same Canvas course has posed some issues.

A. From Clarence Simmons:

I notified Carol Adcock of the issue during the Zoom call and she was still at the

due dates for our online students and we build this into the course. Most instruction on the traditional campus will not require a two-week fix like the one above, however, by staying one or two days ahead with your online students you will build time in your schedule to correct issues.

From Taylor Greene:

6. **Elementary question: Could we clarify the expectation of meeting synchronously twice a day with online kids while also teaching in person? Other than planning, when is it suggested this takes place?** Thank you for clarifying!
 - A. We have asked elementary teachers to try to connect with their online students twice a day. The morning meeting counts as one opportunity. Other opportunities can include small groups, a Zoom where you are doing a read-aloud to the whole class, individual conferences or a phone call. This can be incorporated as a small group into your guided reading or math lessons. **The instructional plan submitted to the TEA does require that students learning remotely have a time where they can ask questions, and receive instruction and feedback from the teacher. Teachers are required to post a schedule so that students and parents can predict when a teacher is available. While trying to do both face-**

Question #7 (continued)

From Elizabeth Clark

- A.** I spoke directly with Dr. Joe Harrington, Deputy Superintendent in HEB. We talked extensively about teachers being required to do both online and F2F. He reported that their original plan, as was Birdville's, was to have designated teachers for F2F and online. However, trying to do this has not been possible. At some HEB school campuses they have been able to have dedicated F2F as well as dedicated online teachers. In most cases, however, teachers in HEB are being required to do both. One

From Dawnya Morrison:

9. HEB has provided online curriculum for their teachers to use with their online learners at the elementary level. Teachers can retrieve lessons and use them without creating lessons for each subject they teach. **Can this be done by our district?**
 - A. We are currently developing some videos to assist elementary teachers in ELAR. We are also in the process of searching for and/or developing more online instructional resources such as videos for mini lessons. We understand that elementary teachers have a greater challenge because of being responsible for multiple contents as well as students who are not independent learners. We are always interested in knowing what other districts do and we have been working closely with our neighbors in developing our Instructional Plan. However, HEB has a different philosophy from Birdville regarding curriculum development. In HEB, they have always provided teachers with district-developed lessons. Our philosophy has been that we provide curriculum documents that contain suggested classroom strategies and activities for each standard, and in our newest iteration of ELAR, we have provided some mini lessons, as well as student tasks for stations. Our philosophy is based on the belief that responsive teaching requires teachers to develop their lessons based on their students' needs. Not every school is the same, and certainly, not every student is the same. However, these are unprecedented times and we are looking for ways to provide some centralized mini lessons that will be placed in the curriculum documents. Last, our content coordinators and coaches are discussing options for providing more lessons.

From Elizabeth Huggins:

10. **Is there a backlog for subs to get set up?** The reason for this question is because some of our favorite subs have said they have not heard back on their application.
 - A. The process is taking a bit more time due to the rehiring of all subs which includes application, background check, the TEA 'Do Not Hire' list, documentation collection and subs waiting to apply now vs. earlier in the year.

We have additional help0.0ille

From Taylor Greene:

11. Parents have been given expectations on what to expect for online learning, as well as face-to-face learning. When the Google form came out today about two synchronous times we needed to meet with our online kids, it was new information. The most up-to-date expectation we heard as a campus was **one** daily check-in with our online students.

A. Refer to the Question #6 response.

12. **Is there a place the District is updating staff expectations, specifically for dual platform?** There seem to be things our parents are told, but haven't been directly communicated to staff as a responsibility. We know there is a lot to juggle, but just need clearer guidelines on what BISD expects directly from the teacher in regards to dual platform. Thank you so much for your time. Have a wonderful long weekend!

A. As we have worked through the instructional plan the past two weeks, at the secondary level, we found that there was a need to redefine the guidelines for attendance and expectations for interfacing with the students online. We do have a synchronous advisory SEL lesson planned each day and the online teachers will provide the students a Zoom link in their Canvas course that will articulate the times they are available for the students to interface with them. The campuses will be publicizing the daily online teacher availability so that the parents and students have clarity on when they are accessible. The guidance provided today from the office of Julie Hyman allowed for the principals to ensure that the teachers responsible for online learning had clarity on expectations related to recording attendance and engagement.

Similarly, elementary has worked to refine and explain the expectations of attendance and engagement with teachers, administrators and parents. The opportunity for an SEL lesson each day allows teachers to connect with all their students. While there may not be a defined time as specific as for elementary students, there will be opportunities for teachers and students to connect. As we work through this unique start of school, we will adapt and change as needed to make this the best possible learning environment for our students and teachers.