

WEBVTT

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00:00:16.289 --> 00:00:19.530

Tom Leonard: We are waiting just a second or two if anyone is coming in.

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00:00:20.670 --> 00:00:36.480

Tom Leonard: Because I am always told that I'm supposed to wait a few seconds when I'm starting these till people can get into these zoom webinars so I apologize. We're soaring over 600 people right now so

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00:00:40.650 --> 00:00:41.280

Tom Leonard: And

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00:00:43.440 --> 00:00:45.000

Tom Leonard: Get this thing set up.

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00:00:46.950 --> 00:00:47.610

Tom Leonard: Okay.

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00:00:49.680 --> 00:00:56.640

Tom Leonard: Again, I'm waiting a minute or two if that's okay. I'll maybe not a minute or two, but at least 30 or 40 more seconds.

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00:00:57.270 --> 00:01:07.950

Tom Leonard: I've been told that that's the wise thing to do when I'm having people come into one of these things. And the numbers are still increasing fairly rapidly. I'm going to wait a little bit till I think it slows down, if that's okay.

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00:01:25.110 --> 00:01:28.050

Tom Leonard: Okay, I think we're getting close.

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00:01:31.980 --> 00:01:33.990

Tom Leonard: Wait 30 more seconds.

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00:01:39.870 --> 00:01:41.790

Tom Leonard: Okay. Good evening, um,

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00:01:43.530 --> 00:01:48.540

Tom Leonard: If you don't know who I am, I am Tom Leonard. I am the Superintendent of Eanes ISD and

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00:01:49.590 --> 00:02:00.570

Tom Leonard: We want to give you an update of where we are right now. And I want to give you a little bit of information about this presentation tonight. First of all, this presentation is

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00:02:01.800 --> 00:02:11.250

Tom Leonard: fairly similar to a presentation we gave to the Board of Education on Tuesday night, and it's also fairly similar to one that we did with our staff yesterday.

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00:02:13.020 --> 00:02:23.280

Tom Leonard: As with the staff, yesterday we gave the presentation and then we had a little time go by. And then we had a question and answer. We didn't do the question and answer

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00:02:23.550 --> 00:02:35.910

Tom Leonard: in this presentation, and the reason we didn't is this is very long this is going to take roughly 90 minutes or maybe a little longer to get through to give you all the details we think you deserve. But

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00:02:36.930 --> 00:02:51.420

Tom Leonard: we do want to have an opportunity to answer questions because we do have a new survey coming out. And so we have talked to the principals and the principals and some of their staff will be available tomorrow and those links will be going out soon.

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00:02:52.440 --> 00:03:00.240

Tom Leonard: And these will be recorded as well. And we'll have them on our website. As soon as they're completed. So they will be

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00:03:00.900 --> 00:03:12.030

Tom Leonard: tomorrow for grades secondary, 6-12 at 2pm and elementary K-5 at 4pm and in those meetings will also have special education staff.

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00:03:12.420 --> 00:03:26.490

Tom Leonard: We will have staff that have expertise in the elementary,

one in particular on Spanish immersion. So some of those questions that you might have, that you formulate tonight, I would ask you to jot them down and you can put them in the question.

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00:03:27.690 --> 00:03:39.270

Tom Leonard: column in zoom right now and our staff will collect them. But again, they probably unlikely that there'll be answered today in this meeting. Again, this meeting is more I'm trying to get information out

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00:03:39.630 --> 00:03:50.040

Tom Leonard: to you. We also have a website and we update our frequently asked questions, pretty much daily. So that's another place people can go if they would like to

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00:03:50.610 --> 00:04:07.140

Tom Leonard: maybe, maybe the question you asked is, has already been answered. So that's a place that you can go. So I want to give you a little bit more of who you're going to be seeing tonight we have multiple presenters. I will kind of frame. Some of this and I will come in and out, but

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00:04:08.250 --> 00:04:09.420

Tom Leonard: I am fortunate

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00:04:10.800 --> 00:04:17.010

Tom Leonard: Especially when I talked to my fellow Superintendents and I know they're having difficulties. Many people are having difficulties during this time.

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00:04:17.460 --> 00:04:22.560

Tom Leonard: But I am so grateful for the talented team of people and you're going to hear from some of them tonight as well.

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00:04:23.040 --> 00:04:28.020

Tom Leonard: So I'd like to tell you how this presentation is laid out, it's laid out into four pieces.

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00:04:28.860 --> 00:04:37.290

Tom Leonard: And first of all, it's, you know, we're where we always began. You know what's important to us. What do we, what do we really believe. And then what has changed this summer and

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00:04:37.890 --> 00:04:47.340

Tom Leonard: this has been a summer where things have been changing a lot at a very fast pace and then we're talking about where do we go from here. What are our plans. What are our schedules.

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00:04:47.970 --> 00:04:52.920

Tom Leonard: What is the county thinking, County Health Department thinking, will share some of that information.

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00:04:53.910 --> 00:05:01.890

Tom Leonard: There's a lot of elements here of information that I think you need to know about and it pretty much lays out our schedules, our plans and our thinking.

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00:05:02.520 --> 00:05:14.730

Tom Leonard: And then finally, we'll have a few things that we want to make sure that we come back to and make sure that it's really clear before we leave this meeting. What you need to know. So let me get started.

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00:05:15.900 --> 00:05:16.680

Tom Leonard: Where do we begin

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00:05:17.760 --> 00:05:25.650

Tom Leonard: I have been here now starting my seventh year and I found this picture actually about seven years ago, my mom had it.

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00:05:26.280 --> 00:05:29.820

Tom Leonard: Had been hidden behind another picture in a frame and I opened it up and

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00:05:30.180 --> 00:05:39.120

Tom Leonard: my mom had passed away about 17 years ago. And so when I looked at this, I just kind of froze for a minute. That's my mom's classroom. She's the teacher in the back of the room.

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00:05:39.930 --> 00:05:48.780

Tom Leonard: And she emphasized. And for me that when I was going into teaching that you got to have your priorities straight. And you got to know how

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00:05:49.110 --> 00:05:54.900

Tom Leonard: And what you need to value the most. And she said, the first thing in a school that's most important are always the kids.

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00:05:55.500 --> 00:06:05.190

Tom Leonard: And second, right after that she would say the teachers. Third, she would say would be the support staff and particularly this school year. They're going to be extremely important.

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00:06:05.700 --> 00:06:14.070

Tom Leonard: I know our counselors, our social workers connected a SEL, our nurses, our custodians, making sure everything is as clean as possible.

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00:06:14.340 --> 00:06:28.080

Tom Leonard: You know, those are the ones that really try to support the teacher in any way they possibly can support the teacher and after that and she said it was a pretty good distance after that it was the administrators and she said, when I became an administrator, she said to me.

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00:06:29.400 --> 00:06:30.840

Tom Leonard: Call me, Tommy. She said, Tommy.

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00:06:32.520 --> 00:06:39.810

Tom Leonard: Whatever you do, as an administrator. You make sure you're supporting the staff so that they can support the kids and I always keep that as my focus

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00:06:40.140 --> 00:06:46.530

Tom Leonard: And what we also always have known, but we really found out in the spring that there's another group out there and it's the parents.

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00:06:46.830 --> 00:06:54.900

Tom Leonard: And really, in some ways, they are supporting all of us. I know. And we had to go into a virtual world within a week it was quick.

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00:06:55.590 --> 00:07:05.910

Tom Leonard: And the kids weren't ready completely the staff wasn't ready completely and our parents really played a big role in terms of supporting the kids on those first couple of weeks, really,

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00:07:06.300 --> 00:07:23.190

Tom Leonard: all through the spring and I don't see that changing as we go into the fall. Yes. The model is going to change. Yes, we're going to get kids back into school but we're still going to need parents support. So I want to make sure that you understand. That's where I come from. So one night,

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00:07:24.240 --> 00:07:30.150

Tom Leonard: I was having trouble sleeping. Now, actually, I was sleeping like a baby because I was thinking about all the things connected to

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00:07:31.980 --> 00:07:36.570

Tom Leonard: COVID-19 yes sleeping like a baby slept for two hours woke up crying.

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00:07:38.460 --> 00:07:44.970

Tom Leonard: Right back to sleep. Two hours rolled up time and finally got up and I'm teasing a little bit. I don't cry in the middle of the night.

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00:07:45.240 --> 00:07:58.290

Tom Leonard: But I started thinking, you know, why am I having so much trouble trying to figure out how we're going to make all this work. And I started thinking, well, what do I believe about learning and just scribble this down on a piece of paper. sustainable learning

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00:07:59.460 --> 00:08:04.290

Tom Leonard: Takes place when we can get a highly effective teacher. The best teacher we can, in a safe environment,

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00:08:04.830 --> 00:08:09.450

Tom Leonard: who can form some relationships with a reasonable number of kids and has time to deliver the content.

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00:08:10.080 --> 00:08:15.540

Tom Leonard: And then I started thinking about those words and sustainable was extremely important, particularly in this situation.

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00:08:16.050 --> 00:08:27.870

Tom Leonard: You know with contact tracing and if we have to start self-quarantining some of our staff are our teachers, a lot of the models without the teachers become unsustainable quickly.

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00:08:28.740 --> 00:08:41.400

Tom Leonard: And we do know in this COVID-19 world when we bring large groups of people together, we have the chance of a highly contagious virus spreading quickly.

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00:08:42.060 --> 00:08:48.900

Tom Leonard: And so, sustainable is something that's on our mind and our mind in terms of our plan and we got to keep our teachers healthy.

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00:08:49.470 --> 00:08:55.770

Tom Leonard: We have to keep them healthy as long as possible because they will not be effective if we cannot get them in the classroom.

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00:08:56.520 --> 00:09:06.030

Tom Leonard: Safe environment. We'll talk about the environment changes that we're going to be making it really is a reasonably safe environment. I cannot tell you will ever be able to keep COVID-19

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00:09:06.570 --> 00:09:14.850

Tom Leonard: out of our schools, but we're going to do everything we can do to keep this environment as safe as possible for our kids and for our staff.

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00:09:15.540 --> 00:09:26.430

Tom Leonard: Solid relationships. You know, we went three quarters last year where the teachers had relationships with the kids. And then we went into virtual world.

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00:09:27.120 --> 00:09:40.260

Tom Leonard: But the relationships remained. At least the teachers still knew who the kids were and now we're in a situation where we're in the first quarter and some of the teachers don't know the kids at all.

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00:09:41.340 --> 00:09:48.270

Tom Leonard: New freshman at the high school, new kindergarten kids coming in and those relationships have to be formed because

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00:09:48.990 --> 00:09:57.960

Tom Leonard: it's important for a teacher to have a good relationship with a student. Kids need to learn from people who they are connected to.

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00:09:58.710 --> 00:10:08.460

Tom Leonard: And then adequate time. It's hard when you're in the virtual world and we will be for a couple weeks and we'll explain why that is, you know, we're cognizant of screen time.

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00:10:09.780 --> 00:10:15.840

Tom Leonard: No one wants to sit on a screen for hours and hours and hours. It's a much more vibrant and much more.

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00:10:16.860 --> 00:10:24.600

Tom Leonard: healthy environment when we're moving around and we're dealing with people like we do in our normal school that we've had in the past and

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00:10:25.260 --> 00:10:33.660

Tom Leonard: It's hard when you have to limit the amount of time on a screen and your virtual, to give teachers enough time to teach the content.

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00:10:34.470 --> 00:10:48.870

Tom Leonard: So kids can master the content. So we have had conversations about if we are in a situation where we are forced as we were in the spring by the governor, where we were told to shut down trustees didn't take a vote, I didn't take a vote

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00:10:49.410 --> 00:10:55.680

Tom Leonard: Or how we will be shut down for the first three weeks will be remote because we're under a county health order.

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00:10:57.120 --> 00:11:06.600

Tom Leonard: We have to focus at times we may have to focus on critical content and you'll see that in our plans as well. So I wanted to show that, and I'll show this slide also



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00:11:07.110 --> 00:11:18.120

Tom Leonard: I want to tell you we are committed to caring for the kids. And I'm committed to caring for the staff, I need to be committed committed to caring for them because my mom would come down and really give it to me if I wasn't

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00:11:19.020 --> 00:11:27.510

Tom Leonard: Second, we're about teaching and learning. But in an environment that we haven't been using, you know, many of our teachers have never been in this environment for a long time.

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00:11:28.080 --> 00:11:40.740

Tom Leonard: Yes, a little experience in the spring, but this is new to a lot of us, there is still a chance that we will be in 100% remote learning at some point in the year, it could be November, it could be December. I don't know.

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00:11:41.190 --> 00:11:46.950

Tom Leonard: It depends on what's going on with the virus in our community and it depends on the governing agencies that may give us direction.

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00:11:47.970 --> 00:12:00.450

Tom Leonard: Right now our calendar will remain the same. We considered pushing back and decided against it. I think AISD may push their date back three or four weeks. Some have pushed back to

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00:12:00.900 --> 00:12:16.680

Tom Leonard: September 28 in the state. And we're reluctant to do that. Now, I do not want our kids going to school into July of the next year because we have to do a certain number of hours in our school calendar for the year to count for the kids.

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00:12:17.760 --> 00:12:25.470

Tom Leonard: So right now we will start the same date. Thanksgiving break will be when Thanksgiving break is. All of our holidays will be where there are in our calendar is online.

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00:12:26.010 --> 00:12:41.670

Tom Leonard: We are going to work hard on forming relationships early and we know these, this situation is going to be involving we just know that it's been changing since March and we anticipate it will

continue to change as we go into the school year.

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00:12:43.650 --> 00:12:55.710

Tom Leonard: Governing agencies have been adjusting parameters and I'm not saying they're wrong and adjusting them, but they have been adjusting them throughout this school year throughout the summer and it's important for people to know that.

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00:12:56.640 --> 00:13:00.000

Tom Leonard: These are the parameters that we operate under and I'm going to ask

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00:13:01.560 --> 00:13:07.860

Tom Leonard: Our General Counsel who is Allyson Collins to come in right now. And she's going to briefly.

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00:13:08.460 --> 00:13:14.070

Tom Leonard: Walk you through this. Now this presentations online so office if one of the slides goes fairly fast.

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00:13:14.550 --> 00:13:28.770

Tom Leonard: You will be able to access this presentation, we are recording it will make sure you have copies of it. That's not a problem. But I think she's just going to go through this fairly rapidly, just to give you an idea how things have been changing so Allyson. I hope you're in the room.

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00:13:29.160 --> 00:13:41.790

Allyson Collins: I'm here. Dr. Leonard. Thank you. Hello, everybody. Thanks for joining us today. As Dr. Leonard said there is a lot of information. I know you are here mostly to get details on the beginning of school. And so I will

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00:13:42.870 --> 00:13:49.530

Allyson Collins: Be brief in my comments like Dr. Leonard said the slides are online. If I go through any of them quickly. And you'd like some more information.

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00:13:49.860 --> 00:13:56.070

Allyson Collins: But I am going to try to provide some information on where we've been this summer and how we've gotten to the place where we are now.

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00:13:56.490 --> 00:14:04.680

Allyson Collins: Remember, like Dr. Leonard said in the spring, the governor closed all Texas schools that was not anything Dr. Leonard or the board did.

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00:14:05.040 --> 00:14:12.480

Allyson Collins: And at that time, districts were in emergency remote learning and districts handled that different ways. Some did remote some did

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00:14:12.990 --> 00:14:18.300

Allyson Collins: homework packets. We certainly did. The most here in Ames have any district in Central Texas.

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00:14:18.990 --> 00:14:32.730

Allyson Collins: But as far as I know, most if not all school districts last year were fully funded for whatever instruction, they were able to do on an emergency basis and this summer, we were really waiting for some guidance from the state on how would

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00:14:33.780 --> 00:14:40.830

Allyson Collins: 2021 look like what would the different agencies governing us, tell us for how we had to do school in the next school year.

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00:14:41.190 --> 00:14:50.040

Allyson Collins: We've gotten a lot of feedback legitimately from staff and community members saying enough. Why don't you have the plan ready yet. Why does the plan, keep changing, why do we keep

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00:14:50.370 --> 00:14:58.320

Allyson Collins: getting updated information. And so hopefully I can give you a little bit of insight in my few minutes as to what we've been trying to work through this summer.

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00:14:59.100 --> 00:15:09.690

Allyson Collins: Let me just say, since May, there have been over 11 major changes to the guidelines that we've had on how and when to open school in in the fall.

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00:15:10.050 --> 00:15:26.010

Allyson Collins: And there have been many more changes to the minutia of running school the day to day operations probably 100 or more dealing with the mechanics, but there have been over 11 major changes that have made us really re-evaluate our position.

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00:15:28.530 --> 00:15:39.750

Allyson Collins: The first, as I said, we were waiting for any guidance and the first we got was from UIL, while the university interscholastic league which govern sports and other academics fine arts competitions here in Texas.

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00:15:40.200 --> 00:15:49.110

Allyson Collins: And the UIL said in late May that we could start limited summer strength and conditioning and marching band practice on June eight, and that was for All school districts in the state.

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00:15:49.560 --> 00:16:07.290

Allyson Collins: The UIL did lay out some health and safety requirements and guidelines such as social distancing masks cohort of students. Some sanitary things, washing hands. And so we started to get it the first look at what we might see from the state in terms of

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00:16:08.430 --> 00:16:18.900

Allyson Collins: school restarting. But, you know, that was all we were hearing for quite a while and all through May and June we were hearing nothing from TEA, and so on. But we were still working. We knew

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00:16:19.230 --> 00:16:23.790

Allyson Collins: we had to keep working on, what would the fall look like and so on June 23

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00:16:24.120 --> 00:16:36.210

Allyson Collins: Some of you may remember, we released our fall 2020 ready to reengage plan and it went through all of our options we had had hundreds of people on task forces developing this plan and we released it on June 23

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00:16:36.630 --> 00:16:42.930

Allyson Collins: From June 28 of July 8 we had our first fall Options window open, where staff and parents

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00:16:44.160 --> 00:16:49.200

Allyson Collins: told us what their preference might be for remote or in person instruction.

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00:16:50.430 --> 00:17:03.090

Allyson Collins: Remember I said, Either we released our plan on June 23 THAT WAS IN THE MORNING ON JUNE 23. In the afternoon on June 23 TEA came out with their first guidance on reopening school and fall 2020

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00:17:03.720 --> 00:17:15.360

Allyson Collins: And we got it wasn't very detailed certainly not like anything like what we have now, but we said, you know, TEA first gave us a glimpse on. We think you can reopen unless there's some significant closure.

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00:17:15.870 --> 00:17:24.630

Allyson Collins: We first learned the word synchronous and asynchronous. That was not in our educational vocabulary and I know you've had to learn that along with us.

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00:17:25.350 --> 00:17:34.620

Allyson Collins: It didn't significantly change our, R2R plan that had been released to that same day. But we did have to go back and see what's consistent, what's inconsistent.

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00:17:35.040 --> 00:17:45.420

Allyson Collins: Particularly with some of our kindergarten through second grade plans that we had. And so that was our first, you know, opportunity to see how does our plan fit with where the state is going.

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00:17:46.470 --> 00:17:52.950

Allyson Collins: A few days later, on June 26 the governor issued his reopening order reopening Texas.

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00:17:53.340 --> 00:18:00.450

Allyson Collins: And the majority of the order really was focused on reopening businesses, recreational activities, camps, that kind of thing.

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00:18:00.750 --> 00:18:14.640

Allyson Collins: But he did have a nod here as you can see quoted on the screen to start saying schools can reopen schools can have graduations, and we got tons of guidance from the state on graduation, how we could have it and not.

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00:18:15.210 --> 00:18:23.910

Allyson Collins: But this is our first look that okay, from the very top from the governor. They're thinking we will probably be open able to reopen in some form in the fall.

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00:18:27.540 --> 00:18:39.210

Allyson Collins: In the meantime, remember I told you May, in may UIL said strength and conditioning for sports could start and strength and conditioning programs has been going on since June.

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00:18:39.630 --> 00:18:50.880

Allyson Collins: And what we saw is districts across the state started seeing COVID positive tests in students or staff numbers or exposures that there are some are strengthened conditioning camps.

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00:18:51.360 --> 00:18:57.210

Allyson Collins: I want to say we did not have a positive case at its strength and conditioning camp. I want to be very clear about that.

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00:18:57.600 --> 00:19:02.610

Allyson Collins: Other districts in Central Texas did. And so, you saw those summer program start shutting down.

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00:19:03.060 --> 00:19:15.240

Allyson Collins: For two weeks, more than two weeks indefinitely. And so, in response to that UIL on July 1 said, Okay, we're going to pause strengthen and conditioning workouts, any marching band rehearsals for a week.

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00:19:15.630 --> 00:19:24.480

Allyson Collins: We're going to reassess see how we're doing. See if we need to issue any any additional rules resumed back on July 13th

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00:19:25.560 --> 00:19:25.920

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00:19:27.450 --> 00:19:39.990

Allyson Collins: Then July 7 right after the July 4 holiday was when TEA released its real significant guidance on reopening schools and fall 2020. This made the news. It was all over social media.

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00:19:41.010 --> 00:19:48.330

Allyson Collins: And TEA, like I said, it already released some guidance, but this was a wholesale revision of what they had originally posted back in June.

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00:19:48.750 --> 00:19:57.330

Allyson Collins: And here in the first bullet. You see, they start to say, okay, we recognize this may be new for us. You can maybe do three weeks transition

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00:19:57.600 --> 00:20:10.860

Allyson Collins: where your virtual or hybrid and coming back. But as you see in that second bullet TEA said after those first three weeks. Any student that wants to come back must be allowed to come back on campus for a full day.

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00:20:11.910 --> 00:20:30.330

Allyson Collins: Social distance only if feasible, social distancing was not required. Follow the governor's orders requiring masks, which was 10 and above. And so this was very significant and you saw quite an emotional reaction from teachers and teachers organizations across the state.

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00:20:31.620 --> 00:20:39.060

Allyson Collins: Parents and parents groups really reacted to the idea that after three weeks, which would be you know September

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00:20:39.510 --> 00:20:46.050

Allyson Collins: Any student that wanted to go back to school could go back full time and there were some significant health and safety concerns about that.

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00:20:46.650 --> 00:20:58.980

Allyson Collins: I will note you see the date July 7 you may remember, we our Eanes options survey was open until July 9th. And so in the middle of the survey window, the rules shifted

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00:20:59.940 --> 00:21:07.800

Allyson Collins: on its head. And so we have gotten some questions from parents about, you know, I answered on the survey one thing, but now the rules are something else.

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00:21:08.130 --> 00:21:18.510

Allyson Collins: Your questions aren't relevant anymore. They're not accurate anymore. And this is part of the reason why the questions were relevant on June 23 but not on July 7th anymore.

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00:21:18.990 --> 00:21:22.350

Tom Leonard: And that's a, that's a great point. Allyson, you know, when we did the survey.

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00:21:23.670 --> 00:21:30.930

Tom Leonard: We said in person in person instruction. Do you want it. Would that be your preference and if that was your preference that said

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00:21:31.740 --> 00:21:41.310

Tom Leonard: with social distancing, with masks with all these things that were really in the CDC's plan but TEA in this

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00:21:42.270 --> 00:21:52.650

Tom Leonard: information, pull that away and many of our parents had already filled out the survey. And so there they really had answered question that was not necessarily accurate.

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00:21:53.400 --> 00:22:00.840

Tom Leonard: Was not accurate because we didn't have this information when we wrote the survey and we didn't even know this was coming. The other point that's important there is

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00:22:02.010 --> 00:22:10.680

Tom Leonard: we then did start getting emails from parents and said, Well, I, I signed up or in person, but this is not the rules I wanted it to be under so I want to get off that so

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00:22:11.490 --> 00:22:22.110

Tom Leonard: We, we knew right then we were going to have to re-survey at some point and and the TA at that point said you should re-survey a two weeks before school started. So we just held off for that reason.



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00:22:22.530 --> 00:22:24.180

Tom Leonard: The other thing I want to make sure it's clear.

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00:22:24.390 --> 00:22:29.700

Tom Leonard: That survey was on our end because we really wanted, you know, initially, before we got some of the guidance that comes later.

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00:22:29.790 --> 00:22:39.990

Tom Leonard: We wanted to let everyone have their choice. Those are wanting to be in where in those are wanted to be in remote be remote because some people have underlying medical conditions or someone in their family has an underlying medical condition.

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00:22:40.230 --> 00:22:49.710

Tom Leonard: And they really might want to be remote. And so we wanted to honor that it was to find out individual preferences. It wasn't a vote for the community.

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00:22:50.340 --> 00:22:58.800

Tom Leonard: It wasn't if more wine. And if you know 51% wanted to be remote that we're all remote or at 51% wanted to be virtual as I'm sorry,

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00:22:59.310 --> 00:23:10.500

Tom Leonard: in person we were all in person was just to gauge where people needed to be or wanted to be and will regain well we'll, we'll do that again under a little different circumstances that you'll find out in a minute.

143

00:23:11.730 --> 00:23:25.020

Allyson Collins: Thank you, Dr. Leonard. So after that TEA guidance and on July 7 we did hear from Travis County, the health authority on July 14 and we started seeing these across the state. And you may have seen this in the news or on social media.

144

00:23:25.470 --> 00:23:33.780

Allyson Collins: We saw county health authorities really thinking about do we need to take some action to govern the reopening of schools, based on what's happening in our area.

145

00:23:34.170 --> 00:23:40.260

Allyson Collins: I think El Paso County may have been the first one to do something like this. But you saw most of the big counties, take this action.

146

00:23:40.680 --> 00:23:46.200

Allyson Collins: And on your screen is what the city of Austin Travis County Health Authority said that school systems.

147

00:23:46.590 --> 00:23:53.580

Allyson Collins: Shall not reopened for face to face instruction until after September 7, meaning our first day would be September 8th,

148

00:23:53.970 --> 00:24:09.120

Allyson Collins: You can certainly do virtual instruction. During that time, but also you could not have any extracurricular sports or activities and you had to work with the health authority to establish and develop your reopening plan. So that was July 14.

149

00:24:11.130 --> 00:24:18.600

Allyson Collins: So in the meantime, as I stated TEA was really feeling the pressure from it's really significant July 7 guidance.

150

00:24:19.680 --> 00:24:27.780

Allyson Collins: That pressure was from teachers districts and parents and so on July 17 they responded to that and really

151

00:24:28.470 --> 00:24:41.130

Allyson Collins: attempted to make their guidelines more flexible and you can see that second bullet. I said in their original guidance TEA allowed a three week transition and here on July 17 for the first time.

152

00:24:41.700 --> 00:24:53.070

Allyson Collins: TEA said that a school district could begin a school year with 100% remote for four weeks and then if a board wanted to take action to extend that for another four weeks, based on

153

00:24:54.060 --> 00:25:06.840

Allyson Collins: what's happening in their area or the care and safety of staff and students that they could take that action. And so for the first time on just July 17 TEA established this eight week transition

option.

154

00:25:08.070 --> 00:25:11.880

Allyson Collins: Again, giving us perhaps more flexibility in their minds.

155

00:25:13.830 --> 00:25:24.810

Allyson Collins: Then next big move as some of you may have heard if you were interested in UIL was on July 21 UIL modify their calendar by activity and conference for UIL, Westlake and 6A.

156

00:25:25.260 --> 00:25:32.010

Allyson Collins: TEA. I mean you UIL, excuse me, establish that first practices or matches or meets for the particular sports here

157

00:25:32.850 --> 00:25:36.900

Allyson Collins: were pushed just September 7th, you know, other conferences had different dates.

158

00:25:37.350 --> 00:25:43.470

Allyson Collins: And that note down there at the bottom in italics is really important. It's just one day difference, but you can see Travis County,

159

00:25:43.950 --> 00:25:50.730

Allyson Collins: remember said activities couldn't happen until September 8 and you UIL said the date is September 7 so that was really

160

00:25:51.060 --> 00:26:04.650

Allyson Collins: One of our first experiences with thinking we have these governing agencies that are not consistent and maybe in conflict and how do we comply with everything that may be affecting us.

161

00:26:05.790 --> 00:26:13.410

Allyson Collins: So just July 28, last week, last week was a very big week for us in school opening guidance.

162

00:26:13.950 --> 00:26:22.680

Allyson Collins: A July 28 the Attorney General release some guidance on reopening schools and here the mayor of Stephenville a city up near

Fort Worth had posed a question on

163

00:26:22.980 --> 00:26:27.870

Allyson Collins: whether local health authorities could close schools and under what circumstances.

164

00:26:28.410 --> 00:26:34.290

Allyson Collins: And the summary of the Attorney General's letters in the second bullet and he opined that under current law.

165

00:26:34.680 --> 00:26:47.880

Allyson Collins: Local Health authorities could not close school for the sole purpose of preventing COVID-19 outbreaks rather health authorities role was to close schools, when there was an actual outbreak of the disease in the area.

166

00:26:49.290 --> 00:27:01.530

Allyson Collins: And as a note, the Attorney General does have the authority to issue binding rulings. This was a letter and interpretation of the law, answering a question from the mayor and

167

00:27:02.490 --> 00:27:15.630

Allyson Collins: pretty immediately, there was a difference of opinion on how binding this Attorney General's letter was some of the associations that govern school districts, for example, came out very strong and said this is a non binding opinion.

168

00:27:16.020 --> 00:27:30.690

Allyson Collins: This is just one attorney's interpretation of the law, granted the highest attorney in the state. And so there was some confusion over the binding effect of this letter, and we'll discuss that in more detail in just a few slides.

169

00:27:33.930 --> 00:27:42.330

Allyson Collins: So on July 28 the same day, just a few hours later, as if it was perhaps coordinated.

170

00:27:43.830 --> 00:27:51.000

Allyson Collins: The TEA it revised its guidance to reference the Attorney General's letter and remember I said some

171

00:27:51.330 --> 00:27:57.660

Allyson Collins: people thought the Attorney General's letter was not binding and did not actually affect any county orders or school closures.

172

00:27:58.110 --> 00:28:07.740

Allyson Collins: But something that's not binding can become binding fairly quickly on school districts if state funding is tied to it. And that's exactly what TEA did just last week.

173

00:28:08.160 --> 00:28:12.300

Allyson Collins: TEA a revised its guidance to say districts would not receive funding.

174

00:28:12.630 --> 00:28:24.900

Allyson Collins: If they were providing remote only instruction per one of these existing County Health orders that closed schools on a preventative basis as opposed to after an outbreak it already happened, and

175

00:28:25.710 --> 00:28:33.990

Allyson Collins: They can TEA, as you've seen that last bullet continues to fund this eight week transition period and the board is currently discussing that option now but

176

00:28:34.770 --> 00:28:52.380

Allyson Collins: This move from TEA really caused some significant concern within school district some threatening legal action against TEA for withholding funding in the event of a closure based on outbreak, but that was just last week in a very interesting development.

177

00:28:57.450 --> 00:28:58.800

Tom Leonard: I did. You got it.

178

00:29:00.030 --> 00:29:04.140

Allyson Collins: Oh, there we go. Yes, thank you, um,

179

00:29:06.450 --> 00:29:13.650

Allyson Collins: Right so in the meantime after TA Dionysus lie, Tom. I'm sorry, excuse

180

00:29:14.100 --> 00:29:14.430

Tom Leonard: Me.

181

00:29:14.790 --> 00:29:15.810

Allyson Collins: Write that one.

182

00:29:16.380 --> 00:29:16.680

Yeah.

183

00:29:20.430 --> 00:29:36.900

Allyson Collins: Right. So, excuse me, I'm sorry. I'm so after this TEA guidance. Thank you, Tom. Yes, excuse me so many changes. I got confused. I'm on July 30 TEA again attempted to clarify that there was this big reaction. A couple days before to say, you know,

184

00:29:37.740 --> 00:29:46.290

Allyson Collins: You're really hamstringing school districts. Take your time. If we can't even follow a county health order, we can't be closed. What are we supposed to do, we don't understand

185

00:29:46.650 --> 00:29:54.780

Allyson Collins: And Commissioner Morath issued a press release saying we have actually given schools quite a bit of flexibility you have a lot of authority here.

186

00:29:55.140 --> 00:30:03.960

Allyson Collins: I am not going to read all these bullets. But you can see sort of all the things to TEA suggests that it gives flexibility to school districts on. Go ahead, Tom.

187

00:30:06.450 --> 00:30:17.220

Allyson Collins: Go ahead. One more. But he definitely wants to be clear that there are certain things, school districts do not have authority on and these seem just like two simple bullets on the screen, but they're fairly significant.

188

00:30:18.270 --> 00:30:28.650

Allyson Collins: School districts do not have the authority to offer 100% remote instruction beyond the eight week transitional period, unless there is a lawful closure order and again

189

00:30:29.640 --> 00:30:40.620

Allyson Collins: I've talked about what the state thinks a lawful County Health closure order is. And then the second bullet denied daily in person instruction to any student with parents who choose that option. So right now

190

00:30:42.090 --> 00:30:46.770

Allyson Collins: these are, you know, definitely some parameters TA have put in place for us as of July 30.

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00:30:49.320 --> 00:31:04.620

Allyson Collins: So on July 31 just on Friday. Less than a week ago, um, the governor put out a statement essentially reiterating all the guidelines TEA had put into place and supporting the Attorney General's ruling about local county health authorities.

192

00:31:05.040 --> 00:31:13.080

Allyson Collins: And their ability to close schools and I haven't summarized the statement here, I've really quoted it. I wouldn't attempt to summarize the governor.

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00:31:13.410 --> 00:31:21.000

Allyson Collins: I'm not going to read it. You can read it in the slides, but the governor definitely says, you know, the top priority is protecting students, teachers and staff.

194

00:31:21.450 --> 00:31:36.480

Allyson Collins: The authority to make decisions about how schools open rest with school boards and you can see there at the bottom of that last bullet, school boards have the ability to base their decisions on recommendations by public health authorities, but are not bound by those recommendations.

195

00:31:37.890 --> 00:31:51.180

Allyson Collins: Go ahead, Tom. Here in this first bullet. The Governor references. If any school district needs to close beyond eight weeks the TEA could review that that was sort of the first we had ever heard of something like that.

196

00:31:51.690 --> 00:32:03.300

Allyson Collins: And then I'm again that last bullet reiterate with the Attorney General had said that a local public health authority

could close school buildings in response to an outbreak. Next slide.  
Time.

197

00:32:04.800 --> 00:32:11.640

Allyson Collins: And here I do just want to reiterate that the Governor, similar to how I said the Attorney General can issue a ruling.

198

00:32:12.030 --> 00:32:16.230

Allyson Collins: But he issued a letter in response to a question here. Similarly,

199

00:32:16.560 --> 00:32:30.360

Allyson Collins: the Governor can issue executive orders that are binding on governmental entities individuals and businesses. Here, this was just a statement released through the governor's press office. This was not an executive order.

200

00:32:30.690 --> 00:32:38.910

Allyson Collins: So again, we had some confusion in the community about what exactly is the nature of this and how binding is it on school districts.

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00:32:41.100 --> 00:32:53.760

Allyson Collins: So it may really seem like we've been struggling with quite a bit of conflict between TEA, UIL, the county, the Governor, the Attorney General, how do we sort of

202

00:32:54.270 --> 00:32:57.570

Allyson Collins: Understand all of the rules that we're playing under at this time.

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00:32:57.990 --> 00:33:06.690

Allyson Collins: And it is our opinion that despite the Attorney General's letter the Travis County Health order prohibiting in person instruction and activities until September 8th stands

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00:33:07.230 --> 00:33:14.190

Allyson Collins: And that's because orders from health authorities are binding unless they've been revoked by the Governor through an executive order and that has not happened.



205

00:33:15.000 --> 00:33:26.940

Allyson Collins: overruled by a court and that has not happened in Travis County. Some county health authorities have seen litigations from private and public schools challenging their orders, but that has not happened and Travis County yet.

206

00:33:27.930 --> 00:33:38.310

Allyson Collins: Or if the order is rescinded by the health authority themselves. And again, that has not happened in Travis County. Travis County has not rescinded their order, some counties have but not on Travis County.

207

00:33:38.850 --> 00:33:48.810

Allyson Collins: And let me just say here. I know. Reasonable minds do disagree on this slide and disagree on whether they county order stands and the binding nature of the Attorney General's letter.

208

00:33:49.260 --> 00:33:57.360

Allyson Collins: And even though, even if you say think the Attorney General's letter was binding and the county health authority is now superseded and their order.

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00:33:57.750 --> 00:34:07.320

Allyson Collins: I will state that TEA and the Governor and the Attorney General all have stated that school districts must work with their local public authorities and public health agencies

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00:34:07.680 --> 00:34:18.300

Allyson Collins: to determine whether schools whether and how school should open. So it's very clear right now, Travis County Public Health thinks it's unsafe for schools to open until september 8th

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00:34:18.630 --> 00:34:35.820

Allyson Collins: And so that's guidance for us if even if the the county order is not finding in in someone's opinion. And you do see some school districts like Austin pushing their start back date, start date back pretty coincidentally with Travis counties order. Go ahead, Tom.

212

00:34:36.330 --> 00:34:39.030

Tom Leonard: Um, that's your last slide, I believe.

213

00:34:39.360 --> 00:34:42.840

Allyson Collins: I have one more. Just a quick summary slide. Okay.

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00:34:42.870 --> 00:34:43.350

Tom Leonard: I'm sorry.

215

00:34:43.920 --> 00:34:48.090

Allyson Collins: That's okay. I have talked about so much here. We thought it might be easy just to have an analysis

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00:34:49.290 --> 00:35:07.290

Tom Leonard: You know, it's also the Texas Association of School boards that have and tests tests, its association of school administrators who also have legal counsel who have come to the same conclusions you have come to related to the Attorney General's guidance.

217

00:35:07.530 --> 00:35:10.380

Tom Leonard: And that right now we are not under an executive order

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00:35:11.370 --> 00:35:14.460

Tom Leonard: negating the county health departments order.

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00:35:14.970 --> 00:35:21.420

Allyson Collins: That's exactly right. Tell them. Yes, thank you. And I will say it also is the opinion of those agencies

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00:35:22.110 --> 00:35:33.150

Allyson Collins: and me as the district's counsel and outside counsel that Travis County at any time could reissue an order with other restrictions or regulations extend the current order.

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00:35:33.540 --> 00:35:40.350

Allyson Collins: And even the Attorney General and Governor recognized and under certain circumstances county health authorities have the authority to do that.

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00:35:41.280 --> 00:35:50.100

Tom Leonard: While we're while we're fixated on September 8 as you said in the spring, the dates kept moving on us and September 8 may

move

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00:35:50.610 --> 00:35:55.050

Allyson Collins: Absolutely. That is the current date right now under Travis County Health, but

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00:35:55.470 --> 00:36:08.730

Allyson Collins: depending on where the the data health data in Austin, Travis County goes that could be you know changed by the the health agency as appropriate. So where are we now, this is a little snapshot of where we based on all the

225

00:36:09.270 --> 00:36:17.820

Allyson Collins: legal Research and opinions and analysis we've done as of this moment in time, and it could change at any moment as you seen through my presentation.

226

00:36:18.450 --> 00:36:25.050

Allyson Collins: Right now, City of Austin Travis County Health, as I've stated says no instruction or activities face to face until September 8th

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00:36:25.590 --> 00:36:31.200

Allyson Collins: You I'll said September 7 but means will not have any activities happen until September 8th

228

00:36:32.130 --> 00:36:44.760

Allyson Collins: TEA does allow funding up to eight weeks of transition, but after that eight weeks or four without board action right now under current TEA rules any student that wants to come back must be allowed to come back

229

00:36:45.150 --> 00:36:48.870

Allyson Collins: in person all day with no required social distancing.

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00:36:49.350 --> 00:36:57.690

Allyson Collins: And again, as we've stated the Governor has not issued any executive order outlining the reopening of schools, specifically or revoking local health authorities.

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00:36:57.990 --> 00:37:05.370

Allyson Collins: And so this as you've seen it keeps changing. Even on Tuesday TEA changed its guidance and that's not in this presentation, but

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00:37:05.670 --> 00:37:12.480

Allyson Collins: We are hoping that at some point we'll have some some stability in these guidelines, some school districts start school next week.

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00:37:13.020 --> 00:37:20.880

Allyson Collins: And so we are all nimble enough to pivot, but we do hope at some point we'll get a safe, stable solid set of rules that perhaps we can

234

00:37:21.330 --> 00:37:32.550

Allyson Collins: really rely on for any amount of time to start school, but hopefully that helps you understand a little bit of what district and campus administrators have been trying to analyze this summer, as we've gotten to this point.

235

00:37:33.600 --> 00:37:43.920

Tom Leonard: And so, thank you. Allyson. And so I think that's really important because this really lays out the playing field that we're operating under

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00:37:44.880 --> 00:38:01.680

Tom Leonard: It lays out the rules we're operating under and we realize those rules may change. And, you know, I've been meeting and talking to staff all summer but three, four days ago, I was talking to Todd Dodge, arguably one of the better football coaches out there, and I said, Todd,

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00:38:02.760 --> 00:38:12.810

Tom Leonard: He's asked me questions about this. I said, Todd, I'm thinking about it this way. I was a coach, but never in his league. But if I was coaching football.

238

00:38:13.620 --> 00:38:26.550

Tom Leonard: And I had one of these two quarterbacks who pretty famous quarterbacks who went to Westlake playing and every time I was going on on offense. The referees, right before I went on offence

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00:38:27.690 --> 00:38:39.960

Tom Leonard: decided, hey, we're gonna change the length of the field, um, the defense now can have 14 players or 20 players or two players on the offense. Now you

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00:38:40.920 --> 00:38:48.570

Tom Leonard: cannot have any running backs. It makes it really hard to create an offense or a defense to navigate that situation.

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00:38:48.960 --> 00:38:54.330

Tom Leonard: And unfortunately, that's what we've been trying to do in schools. Now luckily I have a pretty good team.

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00:38:54.840 --> 00:39:03.120

Tom Leonard: And so we've talked about what has changed. And we always said we would need to be adaptable and flexible because we figured the rules would change and

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00:39:03.420 --> 00:39:11.880

Tom Leonard: Again, this is no criticism to the agencies and different people would change the rules. They've been dealing with a different climate connected to COVID.

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00:39:12.930 --> 00:39:22.530

Tom Leonard: Back in March, when we close there were almost very, very, very, very few cases of COVID in the whole Austin area. Now, there are thousands.

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00:39:23.160 --> 00:39:35.310

Tom Leonard: So as things change. And as things changed in Texas, and as we learn more about the virus, these agencies felt they needed a way in and make changes. That said, it does make it

246

00:39:35.820 --> 00:39:39.060

Tom Leonard: complicated for us as we try to go plan and go forward.

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00:39:39.630 --> 00:39:48.900

Tom Leonard: Nonetheless, side got a great staff and so you're now going to hear about some of our plans and what we plan on trying to do to open up schools because we got to get kids into schools.

248

00:39:49.290 --> 00:39:55.560

Tom Leonard: And you're going to hear from some of these people. I will not read all their names, but they'll jump in at different points in this part of the presentation.

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00:39:55.920 --> 00:40:09.180

Tom Leonard: You'll also hear from some of these principals that we have from our new chief learning officer, Susan, who was the principal at Cedar Creek Elementary up until a late spring.

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00:40:10.380 --> 00:40:15.000

Tom Leonard: Right now, I'd like to bring in Dr. Jeff Arnett, and I'm going to turn it over to you, Jeff.

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00:40:16.200 --> 00:40:25.440

Jeff Arnett: Right. Thank you, Dr. Leonard, and thank you, Mrs. Collins. It was a great legal primer and now we want to transition to the second half of our presentation.

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00:40:25.800 --> 00:40:33.750

Jeff Arnett: To talk about what does this practically mean for your family. What does this look like in terms of a schedule for your children.

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00:40:34.230 --> 00:40:40.470

Jeff Arnett: And as Dr. Leonard said earlier in the presentation. We have these phrases that sort of act as our guideposts

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00:40:40.920 --> 00:40:50.070

Jeff Arnett: and our touch points as we think now about what the fall and the ensuing months will look like. So we're going to show you a graphic and this is a layout of a timeline.

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00:40:50.520 --> 00:41:00.000

Jeff Arnett: To kind of give you a picture of the first nine weeks of the first semester, essentially, the first quarter or first grading period of the year. Dr. Leonard, if you don't mind, advancing.

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00:41:00.630 --> 00:41:10.470

Jeff Arnett: As Mrs. Collins said, right now, TEA has given us a four week transition period within that four week window. We're currently under

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00:41:11.220 --> 00:41:22.620

Jeff Arnett: a three week order from Travis County Health that restricts us from attending school in person. We can only offer remote learning during those three weeks. In week four

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00:41:23.130 --> 00:41:33.180

Jeff Arnett: we could, unless Travis County extends its health order, we could begin bringing students back to school and what TEA says then is after we core

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00:41:33.900 --> 00:41:44.790

Jeff Arnett: Currently, if every student wanted to return you would have to give them that opportunity unless our Board of Trustees decides to extend the transition period so

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00:41:45.390 --> 00:41:54.750

Jeff Arnett: Right now, the board has not made that decision. It was discussed at their meeting earlier this week. If nothing changes, we have four weeks in a transition period.

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00:41:55.290 --> 00:42:05.730

Jeff Arnett: And in week four we might begin transitioning students into the classroom, but then potentially in week five everybody who wanted to return would be given the opportunity to do so.

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00:42:06.270 --> 00:42:12.990

Jeff Arnett: If our board extends that transition period. The next slide the Dr. Leonard is going to show you depicts what that would look like.

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00:42:13.440 --> 00:42:22.920

Jeff Arnett: So if we extend that four week transition period with approval of our board of trustees that would take us through Columbus Day weekend through October the ninth.

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00:42:23.760 --> 00:42:34.950

Jeff Arnett: So during those actually five weeks. So we have the three week Travis County Health order. And then we have the balance of that transition period that TEA would allow

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00:42:35.400 --> 00:42:43.740

Jeff Arnett: And in that time, we would propose that we would bring in up to 25% of our students based upon those with the greatest need.

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00:42:44.280 --> 00:42:48.570

Jeff Arnett: And if you recall in the R2R plan and we'll look at that criteria again in just a moment.

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00:42:49.230 --> 00:42:57.330

Jeff Arnett: We actually indicated what that criteria would be and how we would determine who the students are with the greatest needs in our current population.

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00:42:57.870 --> 00:43:04.710

Jeff Arnett: So you can see by this timeline we're indicating that for five weeks. Essentially, if the board extends us to the

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00:43:05.700 --> 00:43:15.570

Jeff Arnett: Fulfillment of the eight weeks, we would allow up to 25% of our students in person, based upon that criteria, the rest of our population approximately 75% or more

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00:43:16.320 --> 00:43:23.490

Jeff Arnett: would remain in remote learning, then in Week nine unless something changes with TEA or Travis County Health Orders.

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00:43:23.940 --> 00:43:33.960

Jeff Arnett: Up to up to 100% of our student population per TEA funding and it's requirements could be allowed to return to school, beginning on October the 13th.

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00:43:34.410 --> 00:43:42.720

Jeff Arnett: Now what does this mean for students and staff of would kind of overlay how they would return to the building Dr. Leonard, if you don't mind, advancing the slide.

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00:43:43.140 --> 00:43:50.490

Jeff Arnett: So in Week nine all students who want to return to school may do so, those who want to remain remote and also do so.

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00:43:51.450 --> 00:43:54.960



Jeff Arnett: For our staff. If you look back during the first three weeks of school.

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00:43:55.350 --> 00:44:05.580

Jeff Arnett: In roughly weeks one into all teachers and all students continue to connect remotely. Remember that's during the three week Travis County Health order where everybody has to be learning remotely.

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00:44:06.120 --> 00:44:14.370

Jeff Arnett: But then in week three as we prepare for the possibility of students transitioning back. Most of our staff may work from school.

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00:44:14.730 --> 00:44:23.280

Jeff Arnett: All students with continue to connect remotely in week three, but our staff as they begin to prepare for the return of students those teachers who want to

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00:44:23.580 --> 00:44:31.830

Jeff Arnett: get their classrooms ready. They wouldn't begin to gradually come back into the buildings, then in week four is Dr. Leonard will show you on the next slide.

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00:44:33.510 --> 00:44:40.980

Jeff Arnett: And we for most of our staff would work from school, unless they have an underlying health condition or they have medical documentation.

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00:44:41.400 --> 00:44:48.900

Jeff Arnett: We would ask our staff to return to the campuses, even if they're teaching remotely for those students that would remain in remote.

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00:44:49.470 --> 00:44:59.700

Jeff Arnett: They can still use their classrooms to do so, whereas others would welcome students back that 25% there that's indicated in the lower green bar bottom of the screen.

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00:45:00.150 --> 00:45:11.370

Jeff Arnett: So what about that 25% just as a reminder of what that criteria looks like I'm going to ask Molly May to come in and talk

through that criteria, once again, Dr. Leonard, do you have something you wanted to add

283

00:45:11.370 --> 00:45:15.690

Tom Leonard: There's a one or two points I want to make on this slide as well, if you don't mind.

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00:45:17.310 --> 00:45:27.090

Tom Leonard: Before we get into the criteria that 25%. Look we want to bring we you know we want to follow the rules we want to bring in as many people as we can bring in safely.

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00:45:27.960 --> 00:45:41.850

Tom Leonard: We also want to sustain it as long as we can. And one of the reasons and the thinking that a lot of school districts right now are going through the same process and seem to be landing under TEA's rules with something like this.

286

00:45:42.480 --> 00:45:51.240

Tom Leonard: Is the fear is that if we bring in too many staff members and too many kids immediately and large

287

00:45:51.600 --> 00:46:01.500

Tom Leonard: Population before we make sure we have our protocols in place and have tested our protocols, there is a considerable chance that we may get

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00:46:01.890 --> 00:46:13.470

Tom Leonard: Staff members ill, and if we get staff members ill, we may have to shut down. And so the thinking here is to phase in the staff.

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00:46:13.980 --> 00:46:26.970

Tom Leonard: Phase in with 25%, up to 25% of the kids. Some of our staff have underlying medical conditions and they may be remote for a long period of time, but they may be serving the needs of kids who

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00:46:27.630 --> 00:46:33.600

Tom Leonard: want to be remote and we, it will be unlikely that 100% of our kids will come back.

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00:46:34.230 --> 00:46:45.480

Tom Leonard: I think there's a percent that for whatever reasons the families will make the decision to remain or move. So it's probably not 100% but it might be 60, it might be 70, it might be 50, I don't know, till we do the next survey.

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00:46:46.290 --> 00:47:00.090

Tom Leonard: But we felt that if we go in week four, and bring in 25%. Make sure we're going through the protocols, make sure everything's working. Work on that a little bit more, get our teachers comfortable with the new situation of in person learning

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00:47:01.200 --> 00:47:10.710

Tom Leonard: And make sure it works for a couple weeks without getting people sick or hardly any, hopefully nobody sick, if there is somebody does get sick. Hopefully it's very few

294

00:47:11.190 --> 00:47:25.410

Tom Leonard: And we establish a routine. We can then bring in more population and then be sustainable, as long as possible. So that's kind of the thinking behind it. So to that 25%, how are we going to make that decision. And as Dr Arnett said I want to bring in Molly May.

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00:47:27.870 --> 00:47:39.720

Molly May: Well, thank you, Dr. Leonard. So yes, in looking at the 25% and this prioritization. This was based on guidance that we received this summer from TEA when they were looking at

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00:47:40.080 --> 00:47:52.080

Molly May: prioritizing students that might possibly come in for summer services. So this was part of the original R2R plan and discussed with that focus group that we had around this area.

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00:47:52.680 --> 00:48:01.920

Molly May: So the criteria for this our students was significant academic apps which are defined as students who failed either the STARR test or their end of course exams.

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00:48:02.490 --> 00:48:09.810

Molly May: Students who are receiving direct Dyslexia intervention and then students who are at risk of dropping out or if not graduating.

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00:48:10.260 --> 00:48:15.420

Molly May: Then we have students who have challenges to the learning in a virtual environment.

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00:48:15.750 --> 00:48:26.070

Molly May: And that was really significant challenges. So students for him the virtual environment really was not productive for them, due to various reasons of attention or

301

00:48:26.460 --> 00:48:30.750

Molly May: disability, being able to stay on the remote in within the remote environment.

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00:48:31.320 --> 00:48:41.610

Molly May: So those students are our students, our special education students who are served through life skills or our special education students who receive instruction in a modified curriculum.

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00:48:42.300 --> 00:48:46.710

Molly May: We're also looking at this group of students that have significant mental health issues.

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00:48:47.100 --> 00:48:57.090

Molly May: These students may be served through special education. Some of them are through 504 and these recommendations after discussions with families data that we've gathered from the spring.

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00:48:57.900 --> 00:49:02.970

Molly May: Are based on either recommendations from special education staff or from counseling staff.

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00:49:03.750 --> 00:49:15.480

Molly May: We also have our students that are homeless that are prioritized, our English learners are also prioritized. Knowing that we have our staff that needs to be back in the building, given that we have

307

00:49:16.410 --> 00:49:27.900

Molly May: up to 100% of our students coming back. We needed to prioritize the children of our own staff members. Students in foster care are also in this prioritization category.

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00:49:28.560 --> 00:49:44.880

Molly May: And this others includes students who are economically disadvantaged and students who have a lack of access to internet. And then lastly, the siblings of those that were prioritized and all of the categories above are also considered in this count.

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00:49:46.680 --> 00:49:47.280

Tom Leonard: Thank you, Molly.

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00:49:49.680 --> 00:50:03.630

Tom Leonard: And I want to now go through some of the health and safety protocols, because again we have to be sustainable. And I'd like to bring in Jeremy Trimble. If you can come in at this point. Jeremy is our chief operating officer.

311

00:50:04.680 --> 00:50:13.920

Jeremy Trimble: Is Hello everyone, Jeremy Trimble here again i'm i'm really glad that we can all come together to have this discussion and and we are going to share as much information.

312

00:50:14.610 --> 00:50:24.870

Jeremy Trimble: As we can because it's important. It's important to you it as a parent, I've got three kids at home. So it's important to me to understand what it looks like, going back in the school. It's important to

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00:50:25.920 --> 00:50:33.780

Jeremy Trimble: our students, it's important to our teachers, I'm married to an elementary school teacher so her concerns are my concerns and

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00:50:34.650 --> 00:50:43.980

Jeremy Trimble: And I'm able to share those through some of the plans with with our team. And so if we look at all of this problem through the lens of a parent, through the lens of a student, through the lens

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00:50:44.820 --> 00:50:54.630

Jeremy Trimble: of a teacher. I think you can, it can help us remain committed to providing the healthiest safest environment possible, given the resources that we have

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00:50:55.140 --> 00:51:07.320

Jeremy Trimble: available to us. I think our goal is to provide an environment that we would welcome our own family into. So that's become a become the priority on through through all this will continue to have that in place.

317

00:51:08.040 --> 00:51:19.770

Jeremy Trimble: But all these protocols, all, all of these safety recommendations coming from the Centers for Disease Control prevention from our county and state health officials from TEA, the number of them.

318

00:51:21.390 --> 00:51:28.320

Jeremy Trimble: These are things that we are putting into place, but just let you know we've always had health and safety protocols in place.

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00:51:28.590 --> 00:51:37.260

Jeremy Trimble: But what we've done now to this point is we've enhanced those. So effectively, we're cleaning for health. That's kind of what it comes down to.

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00:51:37.680 --> 00:51:51.720

Jeremy Trimble: And that's our priority now and moving forward because there's always been assurances that we can provide. But there's some things that we just can't assure every single day. But these protocols, these health and safety protocols

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00:51:52.800 --> 00:51:57.300

Jeremy Trimble: are our assurance to you as a parent to our students and our staff as well.

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00:51:58.350 --> 00:52:00.900

Jeremy Trimble: And and some of the things we've had many, many

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00:52:01.890 --> 00:52:12.300

Jeremy Trimble: updates through the R2R plan, that still remains in place. Just so you know, that's a great resource. A lot of these protocols are in there and they remained but a couple of them looking at social distancing and face covering

324

00:52:12.870 --> 00:52:27.030

Jeremy Trimble: We those have evolved and I'll cover those in a chart and a few slides to show how we landed where we did, but a couple of stories I've speak of resources. So one of the resourses, looking at the classroom. So we look at the next slide.

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00:52:28.080 --> 00:52:37.050

Jeremy Trimble: This is just one of those things that we've been putting into place. Sanitization stations in our classrooms every single classroom and throughout the campuses as well.

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00:52:37.530 --> 00:52:54.840

Jeremy Trimble: What this is, it's, it's a single station in a consistent, consistent manner and every classroom providing hand sanitizer, for all we provide gloves, but also sanitizing wipes for a high touch on horizontal services. If we look at the next slide.

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00:52:55.920 --> 00:53:04.980

Jeremy Trimble: One thing that we have to consider that attacking this problem, we have to. It's going to take every single one of us in our campus in our buildings.

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00:53:05.670 --> 00:53:12.990

Jeremy Trimble: What we're going to have as our teachers in the classroom will have access to those sanitizing wipes so they can sanitize

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00:53:13.470 --> 00:53:23.010

Jeremy Trimble: during breaks of instruction. This is incredibly important, so we can keep this environment safe and healthy throughout the entire day that allows our custodians

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00:53:23.370 --> 00:53:40.110

Jeremy Trimble: To go into our common spaces, into our restrooms and make sure that those are sanitized on a regular pattern throughout the day and hit high touch services throughout the rest of the camp. So again, looking at a unified approach to making sure that we keep that environments safe.

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00:53:41.190 --> 00:53:48.720

Jeremy Trimble: Another aspect is, you've seen one way hallways, things like that are not all of our campuses are conducive to one way hallways.

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00:53:49.230 --> 00:54:02.160

Jeremy Trimble: But one thing that will be in place is to social distance to the extent possible. So looking at our hallways in any transition period will have signage reminding our students and our staff to stay to the right.

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00:54:03.000 --> 00:54:15.870

Jeremy Trimble: This is just one thing that we can do as a district to try to provide that social distancing as as much as possible. So we'll provide that signage in that in those directions to our students.

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00:54:16.320 --> 00:54:25.620

Tom Leonard: And, you know, Jeremy at the high school and middle school. We're also going to be lengthening the passing periods. So, we can have a little more

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00:54:26.970 --> 00:54:41.520

Tom Leonard: time and stagger people just a little bit darker mood and at the elementary will be trying to keep people in cohorts, as much as we can. And again, when they are moving through the building. They've always moved, typically with their teachers and their class.

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00:54:43.470 --> 00:54:50.100

Jeremy Trimble: Another thing that's important, the expectations we can put anything into a plan an R2R plan, but

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00:54:50.550 --> 00:55:03.540

Jeremy Trimble: What we have to do is we have to consistently remind everyone that's involved and come when we come back, it's going to be different. And so we want to create those new habits and those new patterns and so communication and messaging is going to be important.

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00:55:04.050 --> 00:55:10.620

Jeremy Trimble: And so before anyone ever enters our building, we're going to have those reminders. This is just an example.

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00:55:11.340 --> 00:55:21.720

Jeremy Trimble: Of what we want to make sure that we communicate out to everyone what those expectations are. When you do enter our building. And so this is going to be very important. This is just an example. There's gonna be plenty more.



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00:55:22.260 --> 00:55:30.960

Jeremy Trimble: Examples of messaging in this manner, but also, you know, via the web and emails and things like that to make sure everyone understands what those expectations are.

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00:55:32.550 --> 00:55:43.830

Jeremy Trimble: So the next slide is that big chart I was talking about. And just covering all of the guidance that we've continued to get you can see all the guidance. So we've gotten from so many different different areas.

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00:55:44.700 --> 00:55:47.310

Tom Leonard: And Jeremy, let me jump in here. Um,

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00:55:49.260 --> 00:55:58.530

Tom Leonard: Many of you may know, I've been meeting with the area superintendents, there's about 12 of us and Travis County that meet on a weekly basis for the last three, four weeks I've been meeting.

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00:55:59.040 --> 00:56:05.820

Tom Leonard: With Dr. Escott, about four or five superintendents meet with him on a weekly basis. He's with Travis County Health

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00:56:07.140 --> 00:56:10.860

Tom Leonard: And we are also meeting with city of Austin and so

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00:56:12.210 --> 00:56:22.320

Tom Leonard: It's interesting as we look at the guidance that we're getting from CDC, from Travis County Health, from TEA, they're not all identical

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00:56:23.130 --> 00:56:40.260

Tom Leonard: And the TA guidance that we're putting there is once we hit that eighth week when so many people who want to come in can come in, they have said social distancing as much as you can do, but it's not required that not required on the boss necessarily and not required in the in the building.

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00:56:41.430 --> 00:56:46.530

Tom Leonard: And that's one of the reasons, they've done that is they

understand that they bring 100% of the kids in

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00:56:48.300 --> 00:56:57.210

Tom Leonard: And I want to keep them six feet apart. I have to triple the number of schools and triple the number of staff, you know, if I'm using common areas and outside classrooms and

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00:56:57.600 --> 00:57:11.880

Tom Leonard: tents and everything else. It's just a difficulty and they want to try to get everyone in. So for us, in Eanes ISD again, we want to be sustainable, as long as possible and we are leaning and those first

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00:57:12.540 --> 00:57:22.800

Tom Leonard: 4, for 8 weeks if our board allows, we're keeping ourselves focused on CDC and Travis County and you'll see that

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00:57:23.520 --> 00:57:31.530

Tom Leonard: We will be wearing masks. Yes, there are going to be situations where some students will not be required to wear masks and certain situations, depending on

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00:57:31.890 --> 00:57:45.570

Tom Leonard: their condition and their needs. They're also be face shields. For some, but right now the recommendation from everyone is that masks are better. You know, it's interesting. You know, when we talked about the Governor's orders at one point it was

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00:57:47.550 --> 00:58:03.180

Tom Leonard: more optional to wear masks and the state of Texas, and then that changed and change probably rightly as the disease spread. So, and you're seeing that happen all over the country, we may go back the other way. If things get better, but right now this is what we're looking at.

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00:58:04.230 --> 00:58:07.560

Tom Leonard: And this will evolve, but I just wanted to let you know that

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00:58:08.640 --> 00:58:18.960

Tom Leonard: It is complex in terms of temperature screening and people have asked about that we're looking at that and we do have some

thermometers that we have that we can that we can use. But

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00:58:19.290 --> 00:58:29.010

Tom Leonard: it can get difficult, even if we brought in only 50% of the students to Westlake High School just 50% of the students and staff to Westlake high school

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00:58:29.400 --> 00:58:39.600

Tom Leonard: We would be approaching about 1600 people in the building and bringing them in and making sure we're taking temperatures of all of them in one location or a couple locations

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00:58:40.080 --> 00:58:49.860

Tom Leonard: will be tough. So we'll ask students and staff to do self screening. So again we want them as healthy as possible when they're in the building and we will have protocols for our nurses

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00:58:50.130 --> 00:58:59.880

Tom Leonard: You know, should someone start feeling ill and we are going to be following those recommendations again from the CDC and from Travis County. In talking with

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00:59:00.900 --> 00:59:12.030

Tom Leonard: the health officials in Travis County. They have shared some information with me, that's, I don't know where they will go. Precisely. In fact, I'm actually having a webinar in a couple hours with

362

00:59:13.290 --> 00:59:17.160

Tom Leonard: Travis County and Dr. Escott and I are going to be talking on a panel.

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00:59:18.240 --> 00:59:23.820

Tom Leonard: With two I think about 1000 doctors in the area. So it'll interesting. Another interesting conversation.

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00:59:24.720 --> 00:59:36.000

Tom Leonard: But these are the stages as defined. And this is not just our county, this is across the country. We do not want to get to stage five because that's where our healthcare infrastructure starts to be threatened.

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00:59:36.510 --> 00:59:43.770

Tom Leonard: And we were in stage four and creeping into Stage five about a week or so ago, maybe two weeks ago.

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00:59:44.160 --> 00:59:52.560

Tom Leonard: It seems like we're moving back down to stage three. And what we really all want is to be in stage one. None of us want to be in any stage, more than one but

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00:59:53.100 --> 00:59:58.890

Tom Leonard: There's a significant chance until there's a vaccine will be somewhere, and we're going to be in one of these stages, for sure.

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00:59:59.370 --> 01:00:16.110

Tom Leonard: And what Travis County, in our conversations has indicated, is they're much more comfortable with a lot of kids in a building or a lot of kids in a restaurant or a lot of kids are a lot of adults anywhere if we're stage one and at stage five. They're not

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01:00:18.600 --> 01:00:21.660

Tom Leonard: interested in having large group gatherings anywhere.

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01:00:23.040 --> 01:00:29.100

Tom Leonard: And how that affects schools will depend on what kind of recommendations or orders that they put out this is one that

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01:00:30.480 --> 01:00:31.200

Tom Leonard: has been

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01:00:32.640 --> 01:00:40.470

Tom Leonard: at least discuss. Now, I don't know if these will be the percentages that Travis County will go with or some other percentages, but there is some

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01:00:41.400 --> 01:00:50.970

Tom Leonard: Degree of logic to this that if we are in stage five where our healthcare is being threatened our hospitals, emergency rooms are being threatened.

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01:00:51.420 --> 01:01:08.100

Tom Leonard: That they could shut us down and make us go 100% remote. So our plan has to be set. So if that happens, if we are ordered to go 100% remote that our kids can slide across you know we are so blessed and Eanes ISD.

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01:01:09.150 --> 01:01:21.180

Tom Leonard: Our kids have one to one devices they had them before COVID, we've been doing using those devices with some software and with our and learning management systems for probably about 10 years

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01:01:21.570 --> 01:01:33.300

Tom Leonard: Right now I know four superintendents that are trying to order enough devices for their staff and for their kids and they have been told they will not have the devices until November.

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01:01:34.800 --> 01:01:39.420

Tom Leonard: Now, they will be by Travis counties order, they will be remote for three weeks.

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01:01:40.710 --> 01:01:45.060

Tom Leonard: The first three weeks, but they will not have devices and the kids hands till November.

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01:01:46.080 --> 01:01:54.420

Tom Leonard: Now, what we believe is that stage one, they're going to let 100% of the kids in, they're not going to care. I mean, not, not, they're going to care, but

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01:01:55.140 --> 01:02:01.260

Tom Leonard: The things will be better, they'll be able to let more kids. And because they're not as concerned about the health of the community.

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01:02:01.710 --> 01:02:08.610

Tom Leonard: And somewhere in between there you can see what we have now you'll see social distancing. And this is, again, just my mathematical hypothesis.

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01:02:09.210 --> 01:02:16.230

Tom Leonard: But it's, not it, there's probably some logic to it. Everyone has talked about six feet, but as we bring more and more people in

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01:02:16.740 --> 01:02:19.080

Tom Leonard: that distance is going to be harder and harder and maintain

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01:02:19.980 --> 01:02:29.280

Tom Leonard: Three feet is good if you're in masks. So I can imagine, at some point, they'll move us to a lower number. And obviously if the health of the community is good. We believe that they'll go

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01:02:29.760 --> 01:02:39.090

Tom Leonard: even further. While I'm not sure where they're going to go, but we're waiting for guidance from them at some point should county start putting in these types of rules.

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01:02:40.440 --> 01:02:57.840

Tom Leonard: So we are going to have to return our staff. We did share this with our staff. We probably won't go in as much detail of this with the parents, but we're still answering more questions for staff, but I'm bringing in Laurie Lee, who is our Chief Human Resources officer. Laurie, are you here.

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01:02:58.410 --> 01:03:00.000

Laurie Lee: I'm here. Thank you, Dr. Leonard

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01:03:00.420 --> 01:03:07.440

Laurie Lee: Thank you. Thank you for joining us, as we've tried to remind our staff. I hope everyone here is healthy and safe.

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01:03:08.040 --> 01:03:18.150

Laurie Lee: And, you know, as you can tell, with our conversations today, there have been many decisions about returning to school and they've all been guided by the highest concern for our staff and students.

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01:03:18.870 --> 01:03:28.410

Laurie Lee: We will work to align our staff preferences or even medical documentation with the needs of our returning students we know we have children coming in.

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01:03:28.710 --> 01:03:33.240

Laurie Lee: And we know we have to face our staff and just like Dr. Leonard and Dr Arnett mentioned

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01:03:33.960 --> 01:03:46.290

Laurie Lee: for a safe reopening. We know that many of our job duties will look different. As Jeremy mentioned staff will be cleaning desk or touch points. So our staff is aware that their responsibilities will be different.

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01:03:47.190 --> 01:03:56.520

Laurie Lee: A really common thread has been child care. We know our CDC, which is a different acronym, then we've heard all day to day our. Child development center

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01:03:56.970 --> 01:04:11.160

Laurie Lee: has been closed. We've been very thoughtful in that process. We want to be flexible. We know our staff, just like our teaching staff miss your children are CDC staff really miss the children and we're ready to open when things are safe.

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01:04:12.480 --> 01:04:13.050

Laurie Lee: Dr. Leonsrd.

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01:04:15.120 --> 01:04:25.560

Laurie Lee: Part of our phasing in our staff is that we have been looking at underlying medical conditions with our staff and talking with them. We've been having individual conversations and we are

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01:04:26.010 --> 01:04:33.090

Laurie Lee: looking at that we want everyone to feel safe and we want our staff members to come in and feel comfortable

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01:04:33.570 --> 01:04:40.110

Laurie Lee: We have staff criteria for those returning to work and we have employees who are willing and are ready to come back.

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01:04:40.590 --> 01:04:49.050

Laurie Lee: And we have employees who can't can't teach remotely, they may not have reliable internet and we have those who can't perform their job.

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01:04:49.740 --> 01:05:02.070

Laurie Lee: We need our bus drivers. We need our child nutrition. We need those custodians, we've talked about who we need cleaning the classrooms and in the bathrooms. We need many of our staff members and we also have those employees.

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01:05:03.750 --> 01:05:10.500

Laurie Lee: Who we may need to accommodate the attending students, you know, if we have specialized needs. We want to make sure those employees are fair

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01:05:11.550 --> 01:05:12.210

Laurie Lee: Thank you, Tom.

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01:05:14.400 --> 01:05:17.220

Laurie Lee: And as we are having a second

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01:05:18.270 --> 01:05:27.630

Laurie Lee: survey for our students, we will not have a second survey for our staff and we have mentioned this to our staff but we believe our first survey has allowed our department

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01:05:28.170 --> 01:05:36.660

Laurie Lee: to really know the needs and desires. We've had individual conversations we've encouraged our staff to really reach out to us if they have any of those concerns.

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01:05:39.960 --> 01:05:47.790

Laurie Lee: And then I just guess mentioned mentioned earlier, you know, we really are here for each other. We

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01:05:48.210 --> 01:06:04.050

Laurie Lee: develop those relationships every day with our students and we want to take care of each other, that's, you know, one of the greatest priorities that we have and I you know I just want to close with, you know, we want to be kind and take care of each other. Thank you.

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01:06:04.470 --> 01:06:08.010

Tom Leonard: Thank you Laurie. HR has been a interesting situation. I want to mention this.



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01:06:09.210 --> 01:06:12.150

Tom Leonard: Pflugerville ISD last year, they had

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01:06:13.320 --> 01:06:14.790

Tom Leonard: I think six or 700

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01:06:17.400 --> 01:06:28.230

Tom Leonard: Personnel and there's some cool. They're down to 100 right now. We had about three were smarter district. We have about 300 in our sub pool. We're down to 100 right now.

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01:06:29.010 --> 01:06:41.580

Tom Leonard: And I am concerned that we may get people, we're in a pandemic, I may get staff sick and we need subs. And by the way, if anyone's interested out there who's listening and you want to apply to be a sub Laurie.

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01:06:41.850 --> 01:06:50.640

Tom Leonard: Is the one to contact and I think it is on our website and HR, please. We may need some people to solve during the school year. I hope everyone stays healthy

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01:06:51.060 --> 01:07:00.960

Tom Leonard: But we're in a pandemic and I'm not sure that's going to happen and staffing becomes difficult early in the summer we had a custodian who

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01:07:02.940 --> 01:07:05.100

Tom Leonard: tested positive for COVID-19

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01:07:06.180 --> 01:07:15.600

Tom Leonard: And is doing fine that which is good. But that meant I had by I think was like 10 or 12 custodians, then that were self.

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01:07:16.710 --> 01:07:21.840

Tom Leonard: Quarantine for 14 days. So all of a sudden I had 15 custodians out

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01:07:24.960 --> 01:07:35.400

Tom Leonard: And then we came back and then someone else had to go in

for a test and sometimes the tests took a week or two to get the test back so it was well to be self quarantine. Don't we sell quarantine.

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01:07:35.880 --> 01:07:43.410

Tom Leonard: And so I staffing has been difficult. So Laurie, I know you're doing the best you can, and I thank you for everything you're doing in that

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01:07:43.410 --> 01:08:00.870

Tom Leonard: domain. So we're moving. Like I said, we are lucky in terms of the technology we have compared to some school districts. There's a school district. I said, near here that 60% of their families 60% of their families do not have internet access at home.

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01:08:02.220 --> 01:08:06.750

Tom Leonard: Ours is much smaller. In fact, when we did grow remote

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01:08:07.470 --> 01:08:18.360

Tom Leonard: We were getting a lot of parents from a lot of other school districts, even though we weren't happy. We can do better, but they were saying, oh, look, he is doing a little bit better what we had a lot of advantages and

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01:08:18.720 --> 01:08:23.730

Tom Leonard: here to talk a little bit about those are Eric and I think you're here and Kristy

424

01:08:25.440 --> 01:08:27.270

Tom Leonard: I believe you're great.

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01:08:27.330 --> 01:08:32.430

Eric Wright: Thanks, Dr. Leonard. Good afternoon. I'm Eric Wright and the chief technology officer here for Eanes ISD, you know,

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01:08:32.880 --> 01:08:41.340

Eric Wright: I'd also like to introduce Dr. Kristy Sailors our director of educational technology and digital learning. We have a real quick update for everyone.

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01:08:41.730 --> 01:08:54.210

Eric Wright: So I'll let you know that we did order new iPads that

were funded by the bond back in May, for both students and teachers. And the good news is they should be arriving sometime in late September.

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01:08:55.440 --> 01:09:03.120

Eric Wright: We are in good shape to start the school year with our current devices. So I just want everybody to know we don't anticipate any technology issues on the startup.

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01:09:03.840 --> 01:09:18.270

Eric Wright: And we all be are going to be continuing our draft through services for our help desk this fall to support your students and a staff to have hardware issues that you may be experiencing with your devices and turn it over now to Dr. Sailors for PD update.

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01:09:20.190 --> 01:09:23.880

Kristy Sailors: Just really quickly, I wanted to point out that, as always, our emphasis

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01:09:24.330 --> 01:09:32.160

Kristy Sailors: And focus is supporting this teachers and the students. So, we will have targeted professional development and to ensure a smooth transition

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01:09:32.550 --> 01:09:36.870

Kristy Sailors: Into the remote learning environment for fall. And we also have

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01:09:37.650 --> 01:09:50.220

Kristy Sailors: established technology sessions for families so you might check that out on the website. The sessions are designed to help you better understand how you can support your students using the digital resources as part of their work.

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01:09:51.660 --> 01:09:55.530

Tom Leonard: Thank you. Thank you, guys. And thanks for the work all summer.

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01:09:56.940 --> 01:10:08.190

Tom Leonard: So now you're going to start hearing about the actual plans at the high school, middle, and at the elementary and I'll bring my principals into this and our chief learning officer, but

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01:10:09.240 --> 01:10:12.330

Tom Leonard: We felt that before we got into that we had to basically

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01:10:12.750 --> 01:10:22.770

Tom Leonard: Paint the picture of what we're dealing with. And what the rules are. So you understand that as they have designed these plans as they talked about asynchronous and synchronous and

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01:10:23.010 --> 01:10:40.860

Tom Leonard: social distancing and in person and remote and as they were designing these plans. I wanted you to have a good understanding of what was in the back of their minds. So we have a group coming on. But I think we're starting off with Steve Ramsey, the principal at Westlake High School, Steve.

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01:10:41.220 --> 01:10:49.830

Steven Ramsey: Thank you very much, Dr. Leonard. So one thing is you look at the schedule it looks very similar to our current and the traditional schedule at Westlake High School.

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01:10:50.250 --> 01:11:00.450

Steven Ramsey: When we were looking at the most important thing when it came to stability, our students and staff, especially beginning at the end, beginning of the year, as opposed to the end of the year, like in the spring,

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01:11:01.080 --> 01:11:09.780

Steven Ramsey: was a solid teacher, student relationship. And that's at the forefront of how we design our schedule by keeping the schedule.

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01:11:10.380 --> 01:11:23.010

Steven Ramsey: Or whether a student is remote or whether they're in building or we're going in and out, depending on the current conditions. This gives us the best ability to have that one relationship per student for teacher

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01:11:23.820 --> 01:11:31.110

Steven Ramsey: I had the privilege today of meeting our new teachers for the second or third time as they were going through professional development and it was rather exciting to see

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01:11:31.530 --> 01:11:44.280

Steven Ramsey: new faces, who I think are going to build great relationships and get us off to a good start, even from the remote world. So one thing to think about and you kind of give you examples, not only the middle school but high school when it comes to importance of having one teacher.

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01:11:45.750 --> 01:11:57.750

Steven Ramsey: Guaranteed viable experience in curriculum are paramount in Eanes ISD. We understand our academic standards person always like to throw out there is maybe like a Mark Misage and Denise Demartino

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01:11:58.620 --> 01:12:03.540

Steven Ramsey: Different folks who kind of have their one area of expertise that they're very, very successful in

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01:12:04.110 --> 01:12:12.150

Steven Ramsey: And we are going to keep one master schedule for the whole campus still. So Mr. Misage, usually has 120 to 130

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01:12:12.630 --> 01:12:20.160

Steven Ramsey: kids and physics 2C. All of our students will have Mr. Misage, whether they choose remote or whether they choose in the building.

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01:12:20.640 --> 01:12:32.580

Steven Ramsey: And that does create work while we're kind of caught in a blended learning environment. Some of our students will be remote will be looking at Mr Misage, possibly with kids in the classroom and he'll be teaching kids in both environments.

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01:12:33.840 --> 01:12:38.100

Steven Ramsey: That could be kind of a challenge for our teachers, but we've done that with other different

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01:12:38.610 --> 01:12:47.310

Steven Ramsey: Situations over the year so we feel pretty confident that that can work and we do want to make sure that the same student has the same teacher all year.

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01:12:47.850 --> 01:12:56.490

Steven Ramsey: For sure. So one thing to look at two and this is kind of a kind of becoming more evident as we get closer to coming back to school, as you see 8:50 to 4:15

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01:12:57.270 --> 01:13:11.550

Steven Ramsey: That's when kids are in class. If you guys have a student West like high school or have had one, you know, there's a lot that happens before 8:50 and a lot happens after 4:15. And so, just so you guys aware school is going to look a lot different. It has to.

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01:13:12.990 --> 01:13:20.940

Steven Ramsey: You know, we're going to allow the UIL and us allow students to be eligible for UIL activities and being remote learning

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01:13:21.420 --> 01:13:25.560

Steven Ramsey: So some of our football players will show up to football practice before school

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01:13:25.890 --> 01:13:32.130

Steven Ramsey: they'll participate in games. Hopefully on Friday nights and there'll be in the remote learning environment. They won't come in for athletic period.

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01:13:32.460 --> 01:13:42.690

Steven Ramsey: But that could also be for kids who are in robotics and other activities as well because at 8:15 on a normal school day, we're going to have kids going to their classroom.

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01:13:43.740 --> 01:13:50.520

Steven Ramsey: One of the things that, you know, been asked me by different parents along the way, who, you know, have freshmen coming up because I have two daughters who will be freshman is

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01:13:50.820 --> 01:13:57.990

Steven Ramsey: Oh they're going to go get to study at 7:30 in the chap court, they'll get a cup of coffee with their friends. They'll get caught up on things will go hang out the commons, they'll go library.

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01:13:58.350 --> 01:14:03.750

Steven Ramsey: Then they'll go to their class about 8:45 well that's

going to feel different. Obviously with masks.

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01:14:04.350 --> 01:14:10.170

Steven Ramsey: With social distancing and the fact that we're going to, you know, ask our teachers to be available at 8:15 and let's get kids going to class.

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01:14:10.500 --> 01:14:17.970

Steven Ramsey: And make sure that we eliminate as much exposure as possible so 10 minute passing that's going to feel different, because we're going to stagger those 10 minutes more than likely

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01:14:18.450 --> 01:14:21.570

Steven Ramsey: Will let a different alphabet group go or maybe grade level go

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01:14:22.140 --> 01:14:27.330

Steven Ramsey: So we're going to do different things and the end of the day will feel much different as well. We won't have one huge rush hopefully

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01:14:27.690 --> 01:14:42.630

Steven Ramsey: At the end of the day, also what's unique to this is we did not want our students to stay on zoom all day. If you look at the high school schedule, middle schools will look different, and Mrs Sullivan, I'll talk to that. Is you have 10 seven minute passing periods.

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01:14:44.160 --> 01:14:50.970

Steven Ramsey: I mean, Seven 10-minute passing periods, you get seventy minutes. That way you get a full hour for lunch. That's two hours and 10 minutes that the students will have a break.

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01:14:51.420 --> 01:15:00.480

Steven Ramsey: And then you also throw in, Dr. Leonard if you like to go to the next slide, we're going to have one day per week, where each subject

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01:15:01.170 --> 01:15:06.630

Steven Ramsey: area is not going to be in attendance. They're going to check in with their teacher and then their teacher will let them know

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01:15:06.810 --> 01:15:13.830

Steven Ramsey: Let's get some tutoring done, let's do some small group activities. Let's put a couple students in breakout rooms. You could help each other do some peer review.

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01:15:14.220 --> 01:15:17.760

Steven Ramsey: Our maybe independent work. They're not going to do a synchronous new work.

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01:15:18.060 --> 01:15:26.940

Steven Ramsey: It'll be a day where, let's say we've already moved Monday and Thursday math teachers like Dr Leonard get very fussy about their normal schedule. So we went ahead and made that change like fought pretty hard yesterday.

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01:15:27.660 --> 01:15:34.230

Steven Ramsey: But, you know, so if you had Tuesday science, you'll check in with Mrs Strayhan you'll check in.

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01:15:34.560 --> 01:15:45.960

Steven Ramsey: With Ms Thomas and they'll say stay or go or How's everything going check in and that student will have that time off as well. The big day. And this is what we purposely designed on Wednesday was

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01:15:46.470 --> 01:15:54.060

Steven Ramsey: All electives whether that CTE world languages. Fine Arts performing arts, visual arts, all of those electives. They will not have

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01:15:54.480 --> 01:16:00.690

Steven Ramsey: a true class period that day. So you only have the four cores on a Wednesday and that's hopefully a day for everybody kind of recover,

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01:16:00.990 --> 01:16:06.000

Steven Ramsey: Get ready for the next two days to finish strong and so really pretty excited about our schedule that was well received

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01:16:06.480 --> 01:16:20.040

Steven Ramsey: by not only our teachers, but our teachers with kids



who had kids go through Westlake and kids teachers and students go through this spring and felt like that was going to be a pretty good schedule so far. So even go ahead and go the next one.

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01:16:20.580 --> 01:16:23.460

Tom Leonard: To be clear out the teachers will be working five days a week.

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01:16:23.760 --> 01:16:37.380

Tom Leonard: Yes, I'll be working five days a week, but they may be doing some tutoring of kids on the one day, or they may be creating materials for kids that can be used at other times are collaborating with their peers, but they will be there, five days a week.

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01:16:37.560 --> 01:16:45.330

Steven Ramsey: And one other thing we talked about during that time, as students who get extra time on different things based on accommodations, because we don't have a testing center that would also be a great day.

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01:16:45.750 --> 01:16:50.070

Steven Ramsey: To get students that allowed to do that. So we built that and for students with accommodations as well.

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01:16:50.520 --> 01:16:57.300

Steven Ramsey: Um, one thing that always comes up at the secondary level, obviously the most of the questions that was interesting to R2R a lot of how to do extracurriculars

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01:16:57.600 --> 01:17:03.630

Steven Ramsey: All different kinds of activities and yes. Remember, you can be eligible and be remote or you can be eligible and be in the building.

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01:17:04.860 --> 01:17:08.550

Steven Ramsey: What we're gonna do is we're gonna fall the UIL guidelines and that's very important.

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01:17:09.000 --> 01:17:19.950

Steven Ramsey: We are having success with strength and conditioning and then shut down by UIL and now by the county health orders and so we're going to follow all those. One thing that is even in the world

of band,

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01:17:20.580 --> 01:17:27.210

Steven Ramsey: Choir, Orchestra and athletics. If you're not actively participating or if you're participating. You may be wearing a mask.

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01:17:27.990 --> 01:17:36.630

Steven Ramsey: The UILs even gone so far as to say, while you're walking to practice, you need to be wearing a mask and choir teachers and students will wear masks.

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01:17:37.170 --> 01:17:43.320

Steven Ramsey: Inside of all those rooms, we're doing some social distancing I would feel like we can accommodate that. So the use of the PAC.

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01:17:43.740 --> 01:17:52.920

Steven Ramsey: At the high school. Obviously the gyms in different areas as well as the middle schools. Also, there's a lot of new techniques out there for cleaning and keeping your instruments hygienic.

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01:17:53.340 --> 01:17:56.490

Steven Ramsey: So students will be doing that or that's guitar class, whether that's

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01:17:57.330 --> 01:18:04.290

Steven Ramsey: you know, playing trombone in the band, you can actually wear masks. They're building masks for instruments. Now, which is kind of a new thing.

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01:18:04.710 --> 01:18:08.370

Steven Ramsey: And also, one thing you want to do is try to control environmental conditions as much as we can.

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01:18:09.060 --> 01:18:14.400

Steven Ramsey: We mainly have new HVACS, which is nice and also limiting the exposure time to those activities.

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01:18:15.120 --> 01:18:25.500

Steven Ramsey: The viral load is kind of increasing. So we want to

make sure we're pretty cognizant of that and Kerry Taylor's been leading the way in that in the fine arts world and Coach Dodge, making sure we're doing everything as athletics as well so

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01:18:28.710 --> 01:18:32.790

Tom Leonard: So now we're going to the middle school and I'm gonna bring in Kathleen Sullivan.

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01:18:34.440 --> 01:18:42.120

Tom Leonard: And one thing, Kathleen, as I'm kind of transitioning to you. You're doing the same thing in terms of kids being assigned to a teacher just like

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01:18:42.960 --> 01:18:49.530

Tom Leonard: Mr Ramsey talked about Mark Misages class. And the reason that's so important is if

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01:18:49.890 --> 01:19:02.580

Tom Leonard: Let's keep the math simple if Mark had 20 kids in his class and the county says you can only bring in 25% well maybe we're only bringing in five kids into that class. But if they move it to 50 we can bring in 10

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01:19:03.390 --> 01:19:13.350

Tom Leonard: But the kids are all still seeing each other all 20 kids are seeing each other. Maybe some in person. Some outside and if the county or the state or the governor shuts us completely to be remote

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01:19:13.890 --> 01:19:26.460

Tom Leonard: Mark can move right away into remote and that's why keeping those same kids with the same teacher is critical because our landscape and are playing field may be changing throughout the school year. Kathleen. Come on in, please.

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01:19:27.300 --> 01:19:34.710

Kathleen Sullivan: Thank you, Dr. Leonard, I'm just to follow up to that. The other piece of keeping that same teacher same structure.

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01:19:35.250 --> 01:19:54.420

Kathleen Sullivan: It does provide the GVE that we work so hard to ensure for our students. I've seen a couple of questions regarding will the rigor be the same will instruction be the same. And that's as

important to us as it is to you. Let me just segway to the schedule that you see in front of you.

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01:19:55.470 --> 01:20:06.330

Kathleen Sullivan: Mr Ramsey hit a lot of the high points that will occur both at the middle and high school, our schedules the times are different than the high school, but

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01:20:07.080 --> 01:20:17.550

Kathleen Sullivan: You'll see we have 10 minute passing periods, and that is to allow for the students that are in the building gives us some flexibility with some staggered release.

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01:20:18.000 --> 01:20:30.360

Kathleen Sullivan: Some alternate routes students that are remote that gives you 10 minutes to get up wiggle around a little bit, get a drink, what have you. At lunchtime is another time where we have a little bit of a break.

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01:20:32.160 --> 01:20:44.550

Kathleen Sullivan: Now I will say if students are in the building for lunch. We are going to follow guidelines set forth by the TEA so it may, if you've ever seen the cafeteria at middle school.

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01:20:45.000 --> 01:20:52.890

Kathleen Sullivan: The kids love to clump together, you know, as many kids as possible at one table. And that's going to look very different as well.

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01:20:54.420 --> 01:21:03.000

Kathleen Sullivan: We have our advisory in the afternoon, which is a little different than the high school. And this is a time that we really want to use to

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01:21:03.360 --> 01:21:11.730

Kathleen Sullivan: have adults checking on kids. This is not something that after we get going, you know, for a couple weeks that they're going to meet every single day.

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01:21:12.450 --> 01:21:21.360

Kathleen Sullivan: you envision that as a time where the advisory teachers would be checking in with small groups of students. Last year

we found this to be incredibly beneficial.

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01:21:22.920 --> 01:21:33.660

Kathleen Sullivan: In order to make sure that students were on top of things, how their social emotional needs are. So it's kind of like, I like to refer to it as kind of a school mom, if you will.

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01:21:35.490 --> 01:21:36.750

Kathleen Sullivan: And I should wish I had one

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01:21:38.190 --> 01:21:39.510

Kathleen Sullivan: So as you see,

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01:21:40.560 --> 01:21:42.450

Kathleen Sullivan: we have a lot of the same

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01:21:43.320 --> 01:21:54.510

Kathleen Sullivan: features in place, we too will be following that one day per week where students will have a subject that they just check in, in the class. And then there's the opportunity for

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01:21:54.750 --> 01:22:07.380

Kathleen Sullivan: small group tutorials or if the student is rocking and rolling in that class, then that's an opportunity then for them to get a little bit of a brain break the Wednesday elective day is the same.

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01:22:09.120 --> 01:22:17.640

Kathleen Sullivan: And the teachers, I want to also mention are very cognizant of the time on screen and concern as well.

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01:22:18.930 --> 01:22:23.670

Kathleen Sullivan: And they're going to be gauging their kids and they're going to determine

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01:22:25.020 --> 01:22:33.450

Kathleen Sullivan: does it seem like we need a break here so we don't envision 45 minutes of the teacher talking at you like I'm doing right now.

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01:22:34.650 --> 01:22:41.580

Kathleen Sullivan: They're excellent instructors and they really are looking to be what is the best for our students.

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01:22:42.780 --> 01:22:47.700

Kathleen Sullivan: Mrs Carter, did you want to pop in and reiterate, anything that I had said.

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01:22:49.110 --> 01:23:02.070

Dianne Carter: You know, honestly, I'll summarize very simply secondary across the board. We've tried very hard to to come up with what it is we can keep consistent for our kids.

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01:23:02.580 --> 01:23:13.440

Dianne Carter: Throughout all of the craziness that is going on and that is not consistent and that consistency is that relationship with the teacher.

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01:23:14.520 --> 01:23:27.780

Dianne Carter: We've, we've also worked with our teachers and worked with each other to come up with ways to be very cognizant of screen time and always. We've also worked on building in opportunities for support for our kids.

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01:23:29.250 --> 01:23:36.900

Dianne Carter: And that's I think that kind of summarizes the the main things that we've successfully done

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01:23:37.320 --> 01:23:43.620

Tom Leonard: Well, thank you guys and parents, remember I won't, we will not get to questions really in this session.

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01:23:44.520 --> 01:24:00.540

Tom Leonard: Write them down. We are seeing some come in and we will utilize some of those questions. The secondary team will be meeting tomorrow afternoon can answer parents questions. So we'll have a zoom meeting then and that'll be focused really on just answering questions and

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01:24:01.980 --> 01:24:12.540

Tom Leonard: And the elementary team will also be doing that. So you'll be getting invites to those if you wish to go to them and

special ed personnel will be in both of those meetings, also to answer questions so

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01:24:13.710 --> 01:24:20.100

Tom Leonard: I'd like now to move to the elementary and you know I have a, I don't know about you.

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01:24:21.600 --> 01:24:33.150

Tom Leonard: Susan, chief learning officer, is coming in this really through what when these terms came out from TEA a bunch of superintendents like myself with doctorates and curriculum and instruction, we're going

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01:24:33.570 --> 01:24:50.730

Tom Leonard: What are they talking about with asynchronous instruction, some of this. We were just trying out what exactly does this mean, now you got to remember when I was in college, taking classes. The internet didn't exist. So some of this didn't make sense, Susan. Are you there.

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01:24:51.210 --> 01:25:02.760

Susan Fambrough: I am here. Dr. Leonard. Thank you. And I'm so excited. One of the questions that was asked in our Q&A is what is the difference between synchronous and asynchronous. So I'm glad this is a part of our presentation.

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01:25:03.270 --> 01:25:12.930

Susan Fambrough: So remote synchronous instruction is two way real live virtual instruction between a teacher and a student when teachers are not on campus.

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01:25:13.260 --> 01:25:17.430

Susan Fambrough: In this method, the required amount of instructional time is scheduled each day.

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01:25:17.940 --> 01:25:25.500

Susan Fambrough: Whereas asynchronous instruction is instruction that does not require the instructor and student to be engaged at the same time.

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01:25:25.860 --> 01:25:34.500

Susan Fambrough: Students learn from instruction that is not

necessarily being delivered in person or in real time and it could include things like digital and online learning,

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01:25:34.770 --> 01:25:46.320

Susan Fambrough: pre-recorded video lessons and game based learning tasks that students complete on their own. It could also be pre assigned work or formative assessments that students complete on paper.

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01:25:46.860 --> 01:25:54.630

Susan Fambrough: And at this time, I'd like to invite Heather Meek the principal at Bridge Point to come in and start sharing some of the specific elementary schedules.

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01:25:55.980 --> 01:26:03.870

Heather Meek: Thank you, Mrs. Fambrough. So, good evening, everybody. We know that we're going to be remote for the first three weeks.

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01:26:04.590 --> 01:26:12.750

Heather Meek: So we're going to flip over on the slide to show a schedule of what it would look like for your students. The first three weeks of school.

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01:26:13.200 --> 01:26:26.730

Heather Meek: This will be a district wide elementary remote schedule for all students and teachers. So this shows kindergarten through fifth grade, but why don't you walk through this with me by looking at the second grade

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01:26:27.840 --> 01:26:28.500

Heather Meek: bars.

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01:26:29.550 --> 01:26:44.640

Heather Meek: The gray areas in the second grade schedule shows when teachers will be focused on individual relationships, the blue area shows when students will be given the opportunity for synchronous or live instruction with the teacher.

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01:26:45.660 --> 01:26:55.380

Heather Meek: There, there was some concern in the spring that students would be on the screen for too long in K through two especially. But really, all of kindergarten through fifth



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01:26:56.010 --> 01:27:13.110

Heather Meek: And I want to highlight that and the blue areas, students are not going to be on screen for three hours straight teachers in the blue area will structure small group time and independent work time to differentiate instruction within this instructional block.

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01:27:14.250 --> 01:27:35.760

Heather Meek: In the blue area critical content will remain the focus driving live instruction. In addition to the blue area live instruction or synchronous instruction will happen in the purple and in the light yellow areas. So in intervention time which is Tier two or fit.

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01:27:36.870 --> 01:27:45.360

Heather Meek: That will happen every day in a synchronous fashion in the morning. Counselors are also included in that purple area.

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01:27:46.050 --> 01:27:56.790

Heather Meek: In the light yellow area specials will take place in a synchronous fashion and specials will include art, PE, music and the librarian.

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01:27:57.720 --> 01:28:10.380

Heather Meek: based on feedback from our staff and our families, we see the value in keeping a common lunchtime in the middle of the day for families who have multiple elementary age students learning remotely.

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01:28:11.250 --> 01:28:17.940

Heather Meek: Please note that the teachers are also going to have a common lunch and planning during that time that the students have the recess and lunch block.

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01:28:18.240 --> 01:28:27.240

Heather Meek: And that's to accommodate their important work of planning, professional learning communities, IEP meetings, 504 meetings and staff meetings.

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01:28:27.750 --> 01:28:35.160

Heather Meek: I'm going to go back to the gray area again and you'll

see that teachers will be scheduling individual and student family appointments

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01:28:35.520 --> 01:28:42.600

Heather Meek: And completing assessments with their students. The goal here is to build relationships in this remote start

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01:28:43.140 --> 01:28:48.210

Heather Meek: Content and curriculum are very important but relationships are even more important.

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01:28:48.660 --> 01:28:59.880

Heather Meek: And in the spring as you can remember we were unexpectedly pushed into a remote schedule but that happened in the fourth quarter when teachers had already established relationships with the students.

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01:29:00.510 --> 01:29:05.970

Heather Meek: We learned so much from that experience. And again, as we start a new school year.

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01:29:06.570 --> 01:29:17.610

Heather Meek: it's an utmost priority to build into this schedule our commitment to building strong relationships with all staff, students in their families. So during the first three weeks of school,

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01:29:18.180 --> 01:29:26.850

Heather Meek: we're going to use this time to schedule individual appointments with students and families to build these current critical connections, the beginning of the school year.

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01:29:27.750 --> 01:29:37.050

Heather Meek: I Mrs. Fambrough is going to come back on and briefly talk about what is going to happen when we move into the fourth week with the hy-blend schedule.

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01:29:40.560 --> 01:29:49.470

Susan Fambrough: So whenever we were trying to figure out our plan. We have some awesome elementary principles, who came up with the term hy-blend

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01:29:49.800 --> 01:29:58.350

Susan Fambrough: And basically, that's a mixture of hybrid and blending blended learning models where a teacher has a class with a set group of students.

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01:29:58.650 --> 01:30:07.140

Susan Fambrough: Part of the day, the teacher is in the school with a group of students. And the other part of the day, the same teacher instructs a separate group of students remotely.

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01:30:07.620 --> 01:30:15.420

Susan Fambrough: So I'd like to invite Jennifer Dusek the principal at Valley view to explain what that hy-blend plan will look like for weeks, four through eight

564

01:30:17.070 --> 01:30:21.390

Jennifer Dusek: Thank you so much, and good evening, everyone. If you're still with us. We just want to thank you

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01:30:21.990 --> 01:30:30.870

Jennifer Dusek: It is a long presentation, but it is calculating months of work and we really appreciate you listening and being with us and supporting us tonight.

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01:30:31.260 --> 01:30:39.480

Jennifer Dusek: So this is the exciting part if we could have everybody on campus right away and sustain it. We would love to do so, but this was our creative way.

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01:30:39.780 --> 01:30:46.890

Jennifer Dusek: Of looking at how can we build those relationships and keep those relationships between staff and students and families.

568

01:30:47.220 --> 01:30:56.010

Jennifer Dusek: So when you look at this chart, it can be a little bit overwhelming. So I'm going to narrow down your focus to second grade. So if you'll follow to the left side column for me.

569

01:30:56.400 --> 01:31:08.970

Jennifer Dusek: And again, I want to reiterate wouldn't let Mrs Fambrough just said. So if you can imagine as a classroom in a second grade, you have one teacher and that teacher is assigned a full group

of students a whole class. Let's say 20 kids.

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01:31:09.870 --> 01:31:17.040

Jennifer Dusek: She starts her day and students ride the bus and come to school or they arrived with their parents and they start their day. Traditionally, with a class meeting.

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01:31:17.670 --> 01:31:28.800

Jennifer Dusek: Then they move into their core instruction their language arts, social studies and their math and science, while this is going on. Let's imagine this is five students at 25%

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01:31:29.250 --> 01:31:41.070

Jennifer Dusek: The other 15 students are starting their morning asynchronously. So there'll be assignments that they would do sometimes independently, but would not have live instruction with their teachers just yet.

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01:31:41.460 --> 01:31:53.880

Jennifer Dusek: Until they got to this purple section right here where they would engage in small group assignments with their live teacher their counselors, CSS, dyslexia services, Tier three services.

574

01:31:54.270 --> 01:31:56.640

Jennifer Dusek: And other things that they qualify for.

575

01:31:57.180 --> 01:32:06.000

Jennifer Dusek: Then they have a little break and then they move into their specials, which is live with their specials teacher. Well, again, in the morning. This 25% is working with our teacher

576

01:32:06.270 --> 01:32:18.240

Jennifer Dusek: And this 75% is working asynchronously, or would there fit teachers in time or their specials teachers at 11am the students on campus ride the bus or transition home.

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01:32:18.780 --> 01:32:27.180

Jennifer Dusek: While staff also transition the same teacher that was teaching these five students is now in preparation to shift her day to now have live instruction.

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01:32:27.390 --> 01:32:33.030

Jennifer Dusek: With the students who were at home in the morning and now or at home but anticipating time with her or with him.

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01:32:33.750 --> 01:32:45.300

Jennifer Dusek: At 12:45 those students who in the morning or asynchronous, in that bottom row, are now engaged with their teacher and now they're receiving Language Arts and Social Studies and math and science.

580

01:32:45.750 --> 01:32:50.730

Jennifer Dusek: While the students on the top row and the pink line are now doing their asynchronous learning

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01:32:51.630 --> 01:32:59.850

Jennifer Dusek: Then joining their specials teacher for their live instruction for specials and again for any assigned small groups that they might receive during fit time

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01:33:00.360 --> 01:33:09.780

Jennifer Dusek: Ending their day in with the pink group a synchronous and that second group that's at home, still finishing their day with their math and science.

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01:33:10.410 --> 01:33:20.100

Jennifer Dusek: Again as Mrs Meek pointed out from the start of the school year. You can see that we've given a visual of these for small groups dividing that 75% into smaller

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01:33:20.640 --> 01:33:31.830

Jennifer Dusek: Teacher guided lessons that allow them to honor the time that we're all concerned about of constant zooms and internet connectivity and allowing them to work in small groups and have access to their teacher

585

01:33:32.670 --> 01:33:49.500

Jennifer Dusek: The beautiful thing about this hy-blend is your assignment to your teachers and remaining in that and it allows us to ebb back and forth at anything that's thrown at us if we ever did have to go back remote or if we could enter kids and start to add them into campus at higher percentages.

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01:33:50.850 --> 01:33:53.400

Tom Leonard: And Jennifer stay on for a second.

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01:33:54.600 --> 01:34:02.430

Tom Leonard: Again at the high school level, middle school level elementary level, even in the first three weeks. If you are assigned to a particular teacher

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01:34:03.450 --> 01:34:13.470

Tom Leonard: Once we go into hy-blind, you're still assigned to that same teacher, you're still in the same class if if things get bad and we have to go into full remote, you're still at that same teacher

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01:34:13.800 --> 01:34:20.430

Tom Leonard: Yes. So I think that's important. And when we are bringing in 25% I think sometimes there's been some confusion.

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01:34:21.030 --> 01:34:36.120

Tom Leonard: That could be 25% of the whole building, but it would increase it would include kids who are in fifth grade fourth grade kindergarten, first grade, you know, we're going to have kids of the different grades. It's not one grades eliminated or in any way. Correct.

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01:34:36.480 --> 01:34:43.710

Jennifer Dusek: I'm glad you said that. Absolutely, yes. And keep in mind when Molly May was going over the criteria. This includes siblings, so

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01:34:44.520 --> 01:34:57.660

Jennifer Dusek: Often time you'll identify needs as students progress through the elementary school. So if I'm a fourth grader a fifth grader and I fall within that 25% so to my younger siblings, which go across kinder, first, second, third, fourth or fifth so

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01:34:58.050 --> 01:35:01.410

Tom Leonard: Right. And we want to get the protocols at 25% set

594

01:35:02.070 --> 01:35:12.180

Tom Leonard: At each grade level with the teacher at each grade level stuff, so if we're doing it with five kids and get them into a pattern and it may be, it moves up to 10 or maybe it moves up to 15

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01:35:12.510 --> 01:35:18.030

Tom Leonard: Depending on what the community wants when we get to that we gave we're going to be ready and we're going to know that our systems work.

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01:35:19.530 --> 01:35:20.820

Tom Leonard: I'm going back to you.

597

01:35:23.010 --> 01:35:38.850

Susan Fambrough: Okay, so now we're in Week nine and your survey choice will be honored. According to the TEA guidelines. TEA has stated that if the, if, after week eight your student wants to be instructed in person.

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01:35:39.330 --> 01:35:49.680

Susan Fambrough: Your child will be allowed to come in person. If you selected to be remote, this right here would be your remote schedule your full day remote schedule.

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01:35:50.100 --> 01:36:00.570

Susan Fambrough: If you selected in person. Your child will come into the school and follow the traditional master schedule with school and start times mirroring the campus schedule.

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01:36:01.290 --> 01:36:13.800

Susan Fambrough: TEA has stated that grades K through two must include asynchronous instruction and grades three through five must have at least 180 synchronous minutes of instruction.

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01:36:15.000 --> 01:36:23.250

Susan Fambrough: As you can see with this schedule that a remote student would follow, the schedule is different than in that this synchronous instruction is in the morning.

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01:36:23.430 --> 01:36:31.380

Susan Fambrough: So if you look at the left hand side of the schedule the blue shaded areas are the synchronous live instruction with the teacher.

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01:36:31.740 --> 01:36:38.790

Susan Fambrough: So let me walk you through what a second grade students schedule would look like. if you look all the way over to the left where it says second

604

01:36:39.150 --> 01:36:46.650

Susan Fambrough: If you're a second grade student and you have chosen remote you would log on at 7:45 and have your class morning meeting.

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01:36:47.100 --> 01:36:56.070

Susan Fambrough: Then you would have synchronous live instruction with your teacher between eight and 11 your student would not be on a device for that entire period of time.

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01:36:56.700 --> 01:37:06.480

Susan Fambrough: That's why we have small groups underneath there, we want to break up our instruction so that teachers have quality time with their students. But in smaller chunks of time.

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01:37:07.020 --> 01:37:20.160

Susan Fambrough: Then we're still going to honor that lunch recess specials block of time between 11 and 1230 and then if you're a second grade student in the afternoon after 1230 you would be an asynchronous instruction.

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01:37:20.610 --> 01:37:36.330

Susan Fambrough: Your child's teacher would have pre-recorded videos for you and independent activities. Now if you'll notice, third, fourth, and fifth grade have more blue shaded areas because TEA has required for us to have more live synchronous instruction with them.

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01:37:38.430 --> 01:37:48.570

Susan Fambrough: You can anticipate that your child's teacher will be scheduling that small group time with you so you'll know when those times are and you won't just be waiting around to figure that out.

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01:37:49.320 --> 01:37:58.860

Susan Fambrough: Specials and intervention time would be provided through asynchronous and synchronous based on the grade level and then number of students selecting remote instruction.

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01:38:02.490 --> 01:38:11.040

Tom Leonard: Um, so I'm going to go to the next schedule again as we



go forward. And if you want to walk through this or should I walk through this a little bit, Susan. What would prefer?

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01:38:11.190 --> 01:38:12.510

Susan Fambrough: You are welcome to walk through it.

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01:38:13.500 --> 01:38:25.740

Tom Leonard: So we just wanted to give you an idea again. Let's say we got. We're just giving you a grade level. We got 80 kids four sections and let's there's a chance that one of the teachers, let's say, Teacher 4

614

01:38:26.400 --> 01:38:37.260

Tom Leonard: Um, has an underlying health condition and is needs to be remote and let's say 20 of these kids want to be remote. So we would assign those 20 kids who want to be remote to teacher for

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01:38:38.010 --> 01:38:49.080

Tom Leonard: But the first three weeks. They're all remote even the 60 to the left. Some of them. They all want to come in, let's say, but they're not going to be able to come in the first three weeks, per the order from the county.

616

01:38:49.890 --> 01:39:03.510

Tom Leonard: So we get to the transition period, and we can bring in 25% of the class 25% of the kids would be about 2020 kids and when they say percent of its percent of the number of kids in the building.

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01:39:03.780 --> 01:39:09.900

Tom Leonard: It's not a particular class or particular grade level 20% of the number of kids in the building so

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01:39:10.260 --> 01:39:19.080

Tom Leonard: We may bring 10 in person. And we know in our classrooms. We've kind of measured it out we can keep six feet at 25% 10 in the room, we can pretty much pull that off.

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01:39:19.500 --> 01:39:35.310

Tom Leonard: And we would have masks, but we can't get everybody in because really at 25% so teacher three is still doing remote teacher one and two, they are actually kind of having some kids in the building, getting the protocols down as we go further on.

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01:39:36.570 --> 01:39:46.170

Tom Leonard: Per TEA funding rules, at week eight we would bring in all 60 kids, they are now in the building. But again, those 20 kids who wanted to remain remote

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01:39:46.620 --> 01:39:56.760

Tom Leonard: Their parents chose to be remote would be allowed to do that. So everyone if they weren't, according to TEA right now, if the rules don't change will get their desire by week eight

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01:39:57.390 --> 01:40:06.780

Tom Leonard: That's assuming again the county has an issue another order or the governor or new shoes and executive order or the county health by extends their orders.

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01:40:07.530 --> 01:40:14.250

Tom Leonard: So what are we done to prepare Jeff Arnett, I'm gonna have you come in here with me a little bit. We have had some meetings.

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01:40:14.850 --> 01:40:21.660

Tom Leonard: I want to make sure you know that we have a survey going out tonight. It'll be a very simple survey and I'll show you the questions in a second.

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01:40:22.290 --> 01:40:32.400

Tom Leonard: And then we have some question and answer sessions tomorrow because we didn't want to go for two hours here and then try to start answering questions and we wanted you to digest this a little bit.

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01:40:32.970 --> 01:40:52.020

Tom Leonard: Now, there's no time date stamp on this survey anymore because under the new rules with TEA whatever you want. You get once we are able to based on the county and based on TEAs transition period there Jeff anything on this slide. I didn't hit that you want me to highlight

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01:40:53.130 --> 01:41:02.520

Jeff Arnett: Just to emphasize, Dr. Leonard that in about 45 minutes, we're going to launch that survey for parents only we're not doing a re-survey of our staff.

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01:41:02.910 --> 01:41:14.100

Jeff Arnett: That survey will go live at six o'clock tonight, but there's no need to rush off of your computer, because there is not a time and date stamp we collected that time and date stamp. When you participated in the first survey.

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01:41:14.610 --> 01:41:27.420

Jeff Arnett: Back in June and early July. So we'll keep that data and apply it if we need to, to your final response that survey is live at six o'clock tonight. You'll have until noon on Monday to respond.

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01:41:28.410 --> 01:41:36.090

Tom Leonard: And we're now within two weeks of the beginning of the school year, which is again for TEA said we need to re survey within two weeks of the start of the school year.

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01:41:37.080 --> 01:41:50.550

Tom Leonard: And then we also then on August 11 at 6pm we have a special meeting of the Board of Trustees and that's where one of the pockets of conversations is whether or not we extend the transition period.

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01:41:51.360 --> 01:41:59.340

Tom Leonard: Past four weeks to eight weeks and the board instructed us to put a waiver together for TEAs guidance.

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01:41:59.640 --> 01:42:07.860

Tom Leonard: And so that will be discussed at the board meeting on the 11th and the press needs may or may not take action, our first day of school remains august 19

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01:42:08.580 --> 01:42:24.750

Tom Leonard: And per Travis counties order that isn't a fact, we will be remote and you've seen the schedule for the first three weeks. I'm Jeff, you want to talk to them a little bit about what the survey questions will be only a couple of questions. Correct.

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01:42:24.870 --> 01:42:28.890

Jeff Arnett: It's very simple and it shouldn't take you more than just a couple of minutes to respond.

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01:42:29.160 --> 01:42:37.470

Jeff Arnett: After you've had a chance to participate in the Q&A session tomorrow if you want to look at the schedules that were shared just a moment ago. That's all posted on our website.

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01:42:37.890 --> 01:42:46.290

Jeff Arnett: But this the survey is very simple. It's simply yes or no. Do you want your child to return to the building or do you want your child to continue in remote learning

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01:42:46.650 --> 01:42:56.010

Jeff Arnett: If your answer is yes, that you want to return to school. Eventually, then we need to know whether or not you intend to use the district transportation. But once again, there's no time and date stamp.

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01:42:56.400 --> 01:43:02.220

Jeff Arnett: So no urgency for you to complete it, you have until noon on Monday to make up your mind and respond.

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01:43:03.630 --> 01:43:04.200

Tom Leonard: Thank you, Jeff.

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01:43:05.820 --> 01:43:10.920

Tom Leonard: I'm finally I just think there's some things that I think are important just to be said. Okay.

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01:43:13.290 --> 01:43:13.650

Tom Leonard: Look,

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01:43:15.450 --> 01:43:24.420

Tom Leonard: I want 100% of the kids and 100% of the teachers in the building, every day. I want athletics to happen the way it always happened.

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01:43:24.930 --> 01:43:35.160

Tom Leonard: I play saxophone and band. I want to start it all up again. But I want to make sure I'm not like the school in Indiana that started up right away and within one day they shut down.

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01:43:36.030 --> 01:43:48.090

Tom Leonard: I want it sustainable. We all want some certainty we want something that we can keep going and part of our phasing in is to try to make sure we get there. One of the reasons we want to have masks is because

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01:43:48.480 --> 01:43:57.630

Tom Leonard: We need to get there. Now we have been given masks, Jeff, I think you were gonna say, I think we got 44,000 masks from the state of Texas.

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01:43:58.620 --> 01:44:07.560

Tom Leonard: Now, that's when you calculate that with all our, our staff that's only for disposable masks for the entire year.

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01:44:08.220 --> 01:44:19.260

Tom Leonard: So, um, I don't know about you, but I've got masks. I think a lot of people have their own masks, sometimes you're comfortable with your own masks. So we'll ask people to bring masks and we'll then we'll look, then we will provide one if we need to.

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01:44:21.870 --> 01:44:38.250

Tom Leonard: And I already talked about screening and we will do contact tracing per the county's rule which will be if we know of somebody who has a staff member or if somebody reports to us that they have called it will let them know. And then we'll try to let anyone know who is in close proximity.

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01:44:40.260 --> 01:44:45.690

Tom Leonard: So where do we go from here. And what do we need to remember. Finally, I just want to say a couple things.

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01:44:46.710 --> 01:44:48.750

Tom Leonard: I've got that picture on my wall in the hall.

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01:44:49.830 --> 01:44:51.930

Tom Leonard: I pass it every single day before I go to work.

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01:44:56.220 --> 01:45:00.150

Tom Leonard: I got in this game. Because I care about kids and I care about

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01:45:01.590 --> 01:45:03.510

Tom Leonard: teachers and everyone works in buildings.

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01:45:05.460 --> 01:45:17.790

Tom Leonard: And I want us to get back to something that's good for kids. But if I'm forced at some point to be remote or if a parent chooses to have their kid remote, for whatever reason, I want to have the best possible program.

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01:45:18.840 --> 01:45:23.040

Tom Leonard: The best possible program for all our kids and

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01:45:24.090 --> 01:45:25.230

Tom Leonard: we need to sustain it.

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01:45:26.940 --> 01:45:32.100

Tom Leonard: We need to sustain it because we all want to make this work. We all want to make this work.

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01:45:32.550 --> 01:45:45.330

Tom Leonard: And this gradual phased approach is to make sure that we can try to keep this thing going, as long as possible and that eventually we will get to that stage one or stage two, when things are really great in the county

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01:45:45.900 --> 01:45:57.030

Tom Leonard: And hopefully we'll get a vaccine or we'll just have everyone back immediately I would hope but that may be a while and I need to be ready for any number of

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01:45:57.480 --> 01:46:04.200

Tom Leonard: situations. And again, I don't know what those referees are going to do with my playing field or with the rules as we go through this.

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01:46:04.530 --> 01:46:09.780

Tom Leonard: Again, we'll be watching this very carefully and we'll be watching to see what happens with Travis County.

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01:46:10.710 --> 01:46:17.400

Tom Leonard: And we're involved in those conversations and happy to be involved we'll see TEA has changed things

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01:46:18.300 --> 01:46:29.820

Tom Leonard: Many times they have weekly meetings with superintendents, all I can't tell you that things will not change, but whatever they change to we will be ready to serve you and to serve your kids.

665

01:46:30.810 --> 01:46:40.140

Tom Leonard: I'm not sure exactly what the rules may look like, but this is an idea of what they might and I know some of the writing is small here. All of these slides will be on the on our website.

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01:46:40.710 --> 01:46:55.350

Tom Leonard: So that was our program for tonight. I want to remind people, the Q&A sessions will be tomorrow. I know our team if you put a question in tonight. They are looking at them. They are recording them and they will probably group them into some

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01:46:56.220 --> 01:46:59.100

Tom Leonard: different sections and that might be how they start out tomorrow.

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01:47:00.600 --> 01:47:09.150

Tom Leonard: But, and those Q&A sessions will also be recorded and we will put all of this on our website and we are recording these

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01:47:09.660 --> 01:47:28.230

Tom Leonard: webinars so they'll be on our website and we will keep updating the frequently asked questions we have to do this together. We really do need to do this together. We all want the same things. If you do not believe that my teachers want to be with your kids, then you don't know my teachers.

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01:47:29.880 --> 01:47:36.030

Tom Leonard: Then you don't know my teachers, they want to be with the kids, they got into teaching because they love kids.

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01:47:37.740 --> 01:47:53.550

Tom Leonard: And we're going to do everything we can do to make this work. So you have that promise. I know that our trustees are going to

be giving us more input on the 11th and you're welcome to tune into that webinar as well, but I wish you a wonderful weekend.

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01:47:55.080 --> 01:48:01.890

Tom Leonard: Tomorrow, you'll see more of my team and it'll extend to a wider group, and we're going to do this.

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01:48:02.910 --> 01:48:07.230

Tom Leonard: We are Eanes ISD when we put our mind to something we do it and we do it well.

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01:48:08.430 --> 01:48:12.450

Tom Leonard: And I'm very proud of all my staff.

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01:48:13.740 --> 01:48:24.210

Tom Leonard: And I really want to thank the community. I want to thank you for having patience with us while we have tried to navigate. One of the most complex beginnings of a school year that I've ever seen.

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01:48:25.620 --> 01:48:27.210

Tom Leonard: Thank you and have a great evening.