



Roles and Responsibilities

During Distance Learning

The purpose of this chart is to communicate at a high level the unique role that each stakeholder plays to ensure high levels of learning for each student. SBISD is a learning organization; as such, the distance learning plan will evolve over each period of implementation..

District Personnel Roles & Responsibilities	
Senior Staff	<ul style="list-style-type: none"> ● Provide leadership across every division with frequent reports and updates to the Board of Trustees, the community, and all employees ● Evaluate and implement guidance from federal, state, and local agencies ● Engage stakeholder groups in cycles of feedback and continued refinement ● Create and communicate the SBISD Distance Learning Plan ● Establish systems, structures, and clear lines of communication to ensure all students learn at high levels and all employees are supported
Executive Directors	<ul style="list-style-type: none"> ● Support all departments and schools in the implementation of DLP ● Provide leadership and supervision of specific teams, as part of coordinated efforts to ensure high quality education for all students. ● Perform routine monitoring of the district strategic plan in regards to technology learning goals and roles
Directors	<ul style="list-style-type: none"> ● Maintain and adjust curriculum road maps and assessment plans ● Design and facilitate professional learning to respond to needs ● Continued evaluation and recommendation of new techniques, digital tools, and processes as a result of teacher feedback and student learning needs ● Support all teachers and teams in the implementation of DLP ● Support all schools in developing strategies to differentiate instruction and provide meaningful feedback to students

Campus Personnel Roles & Responsibilities

Principal and Assistant Principal	<ul style="list-style-type: none"> ● Establish clear structure, systems, and channels of communication for staff, students, and parents in the event the DLP is activated ● Deploy campus plans to quickly reposition all aspects of the learning experience to an online setting ● Ensure grade-level teams or content-area teams identify essential standards, unit by unit, in each course, each grade level to ensure high levels of learning for all students ● Help teachers implement DLP and ensure high quality learning experiences for all students ● Monitor all district communication ● Participate in professional learning to support your growth ● Monitor and celebrate teaching and learning
Teachers	<ul style="list-style-type: none"> ● Teach, model, and deliver class content, using cycles of explicit teaching, small group instruction, student conferences, etc. ● Provide timely feedback to students, aligned to SBISD Grading Expectations. ● Collaborate regularly with your team to design instruction and assessment. ● Develop high quality learning experiences that address course TEKS while balancing online learning, volume of work assigned, and student/teacher interaction. ● Maintain course information on ITSL teacher pages. ● Participate in professional learning to support your growth. ● Communicate regularly with families regarding expectations and progress. ● Monitor district and school communications for up-to-date information. regarding instructional continuity plans and distance learning resources. ● Implement, document, and monitor use and effectiveness of individual student accommodations and positive behavior supports for students under SSC, 504, ESL, or SPED
In-Class Support, Resource, AIM and SBS Monitor Teachers	<p>In addition to the Roles and Responsibilities of the “Teacher” above:</p> <ul style="list-style-type: none"> ● Serve as case managers and be responsible for the development, implementation, progress monitoring, and evaluation of students’ IEPs ● Communicate regularly with other staff who teach the students on your caseload ● Collaborate and assist the general education teacher in adapting the curriculum, providing appropriate modifications, ensuring the implementation of accommodations and modifications, positive behavior supports, and assessing overall progress of the child

	<ul style="list-style-type: none"> ● Provide or assist the general education teacher with providing small group instruction for students who may benefit from additional practice to close academic and curricular gaps ● Communicate regularly with parents/guardians regarding student progress ● Implement student-specific interventions and IEP goals and track progress for all academic, social-emotional and functional goals ● Maintain documentation of IEP services and supports
Dyslexia Support Teachers	<ul style="list-style-type: none"> ● Deliver standard protocol dyslexia instruction, IMSE Orton-Gillingham, for identified students with dyslexia only ● Administer and gather pre/post instructional data to monitor program effectiveness and student growth in the area of reading ● Collaborate regularly with classroom teachers to discuss individual student needs. ● Communicate regularly with parents/guardians regarding student progress. ● Maintain all necessary student records required by the Dyslexia program. ● Assist in organizing and/or conducting professional learning opportunities for teachers and parents.
APPLE, CUBS, ECSE, LIFE, and self-contained AIM and SBS Teachers	<p>In addition to the Roles and Responsibilities of the “Teacher” above:</p> <ul style="list-style-type: none"> ● Serve as case managers and be responsible for the development, implementation, progress monitoring, and evaluation of students’ IEPs ● Collaborate and assist the general education teacher in adapting the curriculum, providing appropriate modifications, ensuring the implementation of accommodations and modifications, positive behavior supports, and assessing overall progress of the child ● Communicate regularly with parents/guardians regarding student progress ● Implement student-specific interventions and IEP goals and track progress for all academic, social-emotional and functional goals ● Maintain documentation of IEP services and supports
Counselors	<ul style="list-style-type: none"> ● Provide guidance and support for students to aid in monitoring and supporting student wellbeing ● Serve as liaison for communication with students/families in crisis ● Monitor students with intensive needs, and schedule regular check-ins; ● Maintain social-emotional lessons, resources, and supports. ● Host consistent virtual office hours for students to access counseling resources.

Librarians (K-12) Transformational Learning Specialists (6-12)	<ul style="list-style-type: none"> ● Curate content and collaborate with colleagues to find and recommend resources for high-quality distance learning experiences ● Regularly check in with classroom teachers to identify ways to support their design of distance learning experiences ● Provide regular training for parents to assist in all aspects of DLP ● Work in tandem with Campus Technician and CTR
Instructional Specialists, Interventionists	<ul style="list-style-type: none"> ● Support teachers and teams in developing strategies to differentiate instruction ● Support teachers and teams as they design new methods to assess student learning ● Serve as a partner teacher and provide small group instruction
Instructional paraprofessionals/teacher associates	<ul style="list-style-type: none"> ● Communicate regularly with classroom teachers to identify ways you can support students and contribute to this DLP ● Monitor student learning and provide feedback to students, as requested by the teachers and teams you support ● Participate in professional learning to support your growth in distance learning
Campus Technician and Campus Technology Representative (CTR)	<ul style="list-style-type: none"> ● Continually monitor the needs of teachers, students, and parents and troubleshoot their challenges, as needed ● Be available in person or remotely to provide on-demand tech support help ● Support families in need of internet access by referring to external providers ● Monitor and maintain device inventory ● Responsible for understanding and implementing technology services resources

Student Roles & Responsibilities
<ul style="list-style-type: none"> ● Follow the designated schedule communicated by their teacher to attend class during synchronous times and complete asynchronous activities assigned ● Participate in learning through live class time at designated times, using proper etiquette ● Turn in school work at the direction of the assigned teacher ● Responsible for participation in the lesson ● Regularly monitor online platforms to check for announcements and feedback from your teachers (itslearning, class dojo, email, etc) ● Complete lessons with integrity and academic honesty, doing your best work ● Communicate with your teachers when you need additional support or cannot meet deadlines

<ul style="list-style-type: none"> ● Comply with SBISD’s Acceptable Use Policy, including expectations for online etiquette CQ (Exhibit) ● Seek out and communicate with other adults as different needs arise 	
For questions about:	Contact:
an assignment, course, or resource	Your teacher
a technology-related problem or issues	Your teacher, campus librarian, or the SBISD helpdesk
a personal, academic, or emotional concern	Your counselor
a health-related concern	Your school nurse
other issues related to distance learning	Your principal or assistant principal

Parent/Guardian Roles & Responsibilities

- Assist in supporting your child’s needs by establishing and managing the daily schedule communicated by the teacher
- Ensure your child is on track with assignments and coursework
- Provide your child with assistance on their day-to-day activities with the exception of designated independent work
- Provide a quiet, consistent place for your child to study
- Monitor communication from your child’s teachers, your principal, and the district
- Ensure that your child knows their username and passwords for instructional resources
- Engage your child in conversations about their learning, such as begin and end each day with a check-in with your child
- Remain mindful of your child’s stress or worry; encourage time for physical activity and time spent offline
- Help your child own their learning. Provide support and encouragement, and expect your children to do their part. Help your child understand when to ask for help. Being able to work independently is a goal of learning.

For questions about:	Contact:
an assignment, course, or resource	your child’s teachers
a technology-related problem or issues	your child’s teacher, campus librarian or the SBISD helpdesk

a personal, academic, or emotional concern	Your child's assigned counselor
a health-related concern	The school nurse
other issues related to distance learning	Your child's principal or assistant principal