

WEBVTT

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00:00:02.580 --> 00:00:08.250

Tiffany Phelps: Hi everyone, I believe we are live. I hope

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00:00:09.450 --> 00:00:13.860

Tiffany Phelps: And we have our interpreter Jen Borland here with us today.

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00:00:15.240 --> 00:00:25.110

Tiffany Phelps: If you need her services, please click on the three dots to select the option to pin her so her video will stay up the entire time.

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00:00:28.770 --> 00:00:34.380

Tiffany Phelps: We are slowly rising in our participant numbers. So I'm going to give it just a minute.

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00:00:36.030 --> 00:00:39.210

Tiffany Phelps: Before I get started, you just bear with me.

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00:00:42.570 --> 00:00:50.490

Tiffany Phelps: Laura, why don't you pop on, just as the co host so that we can introduce you, Laura Coaxum our assistant principal

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00:00:51.030 --> 00:00:54.780

Tiffany Phelps: I guess I sort of introduced myself. I didn't know

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00:00:54.840 --> 00:00:58.680

Laura Coaxum: Ms. Tiffany Phelps our principal. Yes, yes.

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00:00:59.880 --> 00:01:10.350

Tiffany Phelps: And Susan Fambrough is live right now. AND SHE IS GOING TO BE IN THE DARK IN JUST A MINUTE. But she's here behind the scenes helping us facilitate our Q and A

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00:01:12.810 --> 00:01:22.530

Tiffany Phelps: And in just a minute. I'm going to get started, our participant numbers are still very slowly

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00:01:24.150 --> 00:01:24.930

Tiffany Phelps: Coming in.

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00:01:26.580 --> 00:01:30.030

Tiffany Phelps: Thank you to those of you that are joining us today.

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00:01:32.220 --> 00:01:42.540

Tiffany Phelps: Again, our interpreter Jen Borland is here. So feel free to pin her by clicking on the three dots. If you'd like to see her throughout this presentation.

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00:01:47.520 --> 00:01:50.220

Tiffany Phelps: And Laura, I think in the interest of time, you want to roll.

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00:01:50.730 --> 00:01:51.480

Laura Coaxum: Think so.

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00:01:51.780 --> 00:01:52.110

Laura Coaxum: Okay.

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00:01:53.040 --> 00:01:55.350

Tiffany Phelps: I'm going to have you go in the dark.

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00:01:55.410 --> 00:02:01.140

Tiffany Phelps: And Christy Isom if you want to start the presentation, Christie Isom is here's our educational partner.

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00:02:05.430 --> 00:02:09.120

Tiffany Phelps: OK. And I'm going to minimize my screen. So I don't see myself the whole time.

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00:02:10.770 --> 00:02:29.280

Tiffany Phelps: Well, welcome back. And we're super excited to be welcoming back more students into our building sooner than expected. We have been at approximately 25% capacity for this is our seventh day now. And I honestly think it's gone better than we could have expected.

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00:02:30.510 --> 00:02:37.440

Tiffany Phelps: We're going to have a lot to cover today and. But before we start, I want to just go over a few housekeeping items.

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00:02:38.490 --> 00:02:44.970

Tiffany Phelps: despite our best efforts to cover all of your wondering, I know you will undoubtedly still have questions.

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00:02:45.330 --> 00:02:51.060

Tiffany Phelps: And. By now you've probably attended enough webinars to know that there's rarely enough time to get through all of them.

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00:02:51.390 --> 00:03:03.600

Tiffany Phelps: So I'm going to ask you to consider including your full name in the Q and A's that you submit so that we can follow up with your questions. If they remain unanswered and sometimes we get very

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00:03:04.140 --> 00:03:13.020

Tiffany Phelps: Student specific, family specific questions. And so I will try my best to follow up with those individually in a different platform.

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00:03:13.920 --> 00:03:21.600

Tiffany Phelps: So let me introduce some of the panelists that we have behind the scenes that are going to help with me help with us today. As I mentioned,

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00:03:21.990 --> 00:03:31.320

Tiffany Phelps: Laura Coaxum our assistant principal will be co presenting with me and then I have some other guests here, Jeremy Trimble's our Chief Operations Officer.

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00:03:31.740 --> 00:03:38.010

Tiffany Phelps: He has been diligently working on our cleaning, our maintenance and operations and

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00:03:38.700 --> 00:03:45.360

Tiffany Phelps: Getting our schools safe to reopen Christy Isom, as I mentioned, is our educational partner and all things instructional

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00:03:45.900 --> 00:03:55.110

Tiffany Phelps: Essentially a teacher of teachers, Jennifer Cheatham is here as our school counselor and perhaps one of the most important people attending today.

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00:03:55.710 --> 00:04:07.500

Tiffany Phelps: is Ms. Sansom our school nurse, Michelle Hogan is the face of the school you have likely seen her at the front desk and she knows anything and everything.

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00:04:08.130 --> 00:04:16.590

Tiffany Phelps: And then Leslie Abbott our BCE kindergarten teacher and also 2019-2020 educator of the year.

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00:04:17.430 --> 00:04:26.430

Tiffany Phelps: Here is our agenda for today and you will see that a lot of these things are things you've probably heard in other webinars.

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00:04:27.000 --> 00:04:33.060

Tiffany Phelps: And other items will be new specific to our transition to this next phase.

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00:04:33.690 --> 00:04:44.460

Tiffany Phelps: A lot of our slides are really text heavy and it will feel like we're talking at you. I wish it could be more conversational. But this is the best way to get the most information out to the most people

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00:04:45.300 --> 00:04:52.980

Tiffany Phelps: So let's go ahead and dive in and get started. I'm going to invite Leslie Abbott BC educator of the year to pop in

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00:04:54.000 --> 00:04:59.370

Tiffany Phelps: On your screen. I can't see her. So I'm hoping. She's here, Leslie unmute yourself. So I know you're here.

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00:04:59.460 --> 00:05:00.750

Leslie Abbott: I hope I'm here to

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00:05:00.990 --> 00:05:06.450

Tiffany Phelps: awesome you are, I hear you. We were having a little bit of sound issues earlier today. They sound good. She's gonna yell.

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00:05:08.010 --> 00:05:19.650

Leslie Abbott: Hopefully I'm not yelling at you. But we've had an issue with my microphone for some reason. So hi, everybody. Seven days in and i think back to when school started and as a kindergarten teacher, we heard

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00:05:19.650 --> 00:05:20.010

Leslie Abbott: From

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00:05:20.160 --> 00:05:26.520

Leslie Abbott: Each other, we heard from parents like how are you going to do this when kids come into the building and we kind of thought.

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00:05:26.880 --> 00:05:33.270

Leslie Abbott: We don't know. But of course, we're going to, we're going to make it work. And I can tell you that these seven days to have

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00:05:33.540 --> 00:05:38.130

Leslie Abbott: Even the small group back in the building has been so wonderful and exciting.

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00:05:38.430 --> 00:05:46.800

Leslie Abbott: They have done remarkably well getting into the school. A Hand Sanitizing getting to the bathrooms with our new bathroom procedures.

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00:05:47.070 --> 00:05:55.140

Leslie Abbott: keeping their masks on. Of course, they might need reminders, but they are doing so well and bottom line, They're just happy.

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00:05:55.380 --> 00:06:08.730

Leslie Abbott: We're also still meeting with our kids via zoom for those kids that stay remote and with that smaller number, That's also just been really great. And those kids are still working so hard and we again. owe so much of this credit to our parents.

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00:06:09.090 --> 00:06:16.680

Leslie Abbott: They, they know what social distancing is because you have already instilled that in them, so they came and all we have to say is

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00:06:17.010 --> 00:06:30.960

Leslie Abbott: You know, where's your space bubble or whatever that teacher uses and they know what that means. So hats off to you as our parents for helping lay that groundwork that has made this so successful with the students coming back into the building.

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00:06:32.520 --> 00:06:33.720

Leslie Abbott: I'll go into the dark now.

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00:06:36.300 --> 00:06:37.410

Tiffany Phelps: I'll come out of the dark

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00:06:37.800 --> 00:06:46.680

Tiffany Phelps: Thank you, Leslie Abbott, so perhaps something that is at the forefront of everyone's mind right now is schedules.

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00:06:47.250 --> 00:06:54.690

Tiffany Phelps: So as you know, on you can advance there you as you go, on September 8 we began our hybrid schedule.

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00:06:55.080 --> 00:07:01.950

Tiffany Phelps: In August, we had planned to stay in the schedule through October 9th. However, at the board meeting on September 9th

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00:07:02.340 --> 00:07:15.960

Tiffany Phelps: It was decided that we would move into the next phase of essentially everybody that once can come in on September 21 at that point we are to offer a full day schedule to both in person and remote learners.

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00:07:17.070 --> 00:07:27.750

Tiffany Phelps: The full day schedule will resume our regular 740 till 250 Bell schedule, our remote and in building schedules were will parallel each other.

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00:07:28.710 --> 00:07:37.950

Tiffany Phelps: We have several reasons for this, our campus support specialists and GT have to serve both in person and remote learners simultaneously.

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00:07:38.430 --> 00:07:44.550

Tiffany Phelps: Special Education staff is serving both environments. And in some cases, they're serving multiple grade levels.

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00:07:44.820 --> 00:07:53.220

Tiffany Phelps: And our special classes, specials art, music, P.E. They need to be at the same time. So our teachers can have common planning time with their entire team.

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00:07:54.120 --> 00:08:02.340

Tiffany Phelps: In our departmentalized grades and in our K-2 Spanish immersion classes, the teachers are teaching, both in person and remote learners.

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00:08:02.850 --> 00:08:09.300

Tiffany Phelps: Knowing that at any point in time we may be forced into remote learning. We need routine and consistency.

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00:08:09.900 --> 00:08:19.350

Tiffany Phelps: Y'all, there's no easy way to put this, it's a complex puzzle and it's not typical. Never have we had to operate two different settings.

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00:08:20.040 --> 00:08:34.140

Tiffany Phelps: Under one school year and with the exact same amount of staff. So this is further complicated by the fact that every nine weeks parents are able to offer a different learning environment for your students and placements can change.

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00:08:34.980 --> 00:08:44.040

Tiffany Phelps: If come October or January, I have a huge shift and preferences. I may need to ask remote teachers to become in building teachers or vice versa.

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00:08:44.550 --> 00:08:58.650

Tiffany Phelps: These changes have a huge ripple effect, the more consistency We can have and building our schedule the smoother the

transition will be in our ability to become creative with the limited staff We have becomes possible

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00:08:59.460 --> 00:09:04.770

Tiffany Phelps: I completely acknowledge that moving into a full day will be an adjustment for all of us.

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00:09:05.310 --> 00:09:16.020

Tiffany Phelps: I further acknowledge the concerns with screen time and zoom fatigue. Trust me, we get it. Our teachers understand this and they will accommodate you accordingly.

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00:09:16.380 --> 00:09:27.180

Tiffany Phelps: Particularly for our K through two grades, in K through two we are well aware that TEA requires us to offer asynchronous learning. And that's exactly what we're going to do.

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00:09:27.600 --> 00:09:35.160

Tiffany Phelps: However, our teachers will offer numerous synchronous opportunities, not requirements, opportunities.

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00:09:35.520 --> 00:09:49.260

Tiffany Phelps: So when your teacher since our scheduled with specific times you will notice a mix of synchronous whole group synchronous small group and synchronous learning. Let's look at a sample K through two break down have a schedule.

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00:09:51.000 --> 00:09:57.000

Tiffany Phelps: And Leslie I'm actually going to ask you to go ahead and pop in for this putting you on the spot.

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00:09:59.580 --> 00:10:07.560

Tiffany Phelps: So like I mentioned earlier, you'll notice the mix. Leslie. I would love for you. It's especially for our younger families.

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00:10:07.980 --> 00:10:18.600

Tiffany Phelps: Or remote families to give them a little bit of an idea of what this will look like throughout the day. I think the fear is. Oh my goodness. My child's going to be on zoom

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00:10:18.930 --> 00:10:30.990

Tiffany Phelps: Seven hours straight. Can you address that a little bit. And can you talk a little bit about how teachers, remote teachers will accommodate this? absolutely

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00:10:31.770 --> 00:10:48.420

Leslie Abbott: And we hear you. And we know we can see what the kids are doing it, how we know when they're getting wiggly and when they're struggling to stay engaged with zoom. So we see it and we feel for you. We also know that you have different circumstances.

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00:10:48.840 --> 00:10:56.640

Leslie Abbott: In each of your homes, every single one of you have a different home environment. Maybe you have dual working parents, maybe you're in a pod there are

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00:10:56.970 --> 00:11:03.330

Leslie Abbott: Many different scenarios that we're trying to accommodate here. So just as Ms. Phelps said

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00:11:03.780 --> 00:11:16.290

Leslie Abbott: Look at these as opportunities and we also as teachers, We want to work with you to meet your needs. The needs of your family and work as much as we can with that flexibility so as you look at the schedule.

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00:11:16.680 --> 00:11:19.770

Leslie Abbott: If you start with a synchronous whole group lesson.

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00:11:20.520 --> 00:11:27.690

Leslie Abbott: That would hopefully be you know everyone's included in that. However, if that time does not work for you for your family.

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00:11:27.960 --> 00:11:37.170

Leslie Abbott: There will be opportunities where the teacher will either have recorded that zoom lesson that then they can push out on to the learning management platform.

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00:11:37.740 --> 00:11:44.700

Leslie Abbott: Or they may have record, pre recorded a video of them just giving that lesson that, then they can still push out

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00:11:44.970 --> 00:11:55.890

Leslie Abbott: So there will be many options. This could also be a great way for students who may be just didn't get it the first time that there's that it's kind of a natural reteach opportunity.

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00:11:57.570 --> 00:12:10.380

Leslie Abbott: So once the teacher, once we get the lesson and then we're going to give the student time to work independently on whatever activity that is so you may see a little bit more of

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00:12:10.860 --> 00:12:23.850

Leslie Abbott: The I do we do you do. That's what we do as teachers we teach. We give them an opportunity to share and then the students have an opportunity to practice that independently. So

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00:12:24.450 --> 00:12:42.180

Leslie Abbott: They may still be logged into zoom, but they aren't necessarily engaging one on one through the screen. They might be more, you know, writing and Writers Workshop, or they're reading or they're doing other things, and that will be based on what your family might need.

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00:12:45.480 --> 00:12:51.360

Tiffany Phelps: So what I'm hearing is a lot of flexibility. So if I'm a working family and this

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00:12:52.440 --> 00:13:03.990

Tiffany Phelps: Schedule that the hybrid schedule that we were able to be in right now. Lended itself to maybe Chunking our day where either the AM works better for my family or the PM works better for my family.

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00:13:04.380 --> 00:13:11.580

Tiffany Phelps: I'm hearing you say that there will be some flexibility and that they just need to work with their teacher on that in K through two

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00:13:12.180 --> 00:13:20.730

Tiffany Phelps: Is that correct, that's absolutely correct. And we want to work with you. We want for your students to be successful. What, however, that works best.

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00:13:21.210 --> 00:13:29.910

Leslie Abbott: But we don't know what we don't know. So we will rely on our parents to let us know please email us. I've heard from

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00:13:30.600 --> 00:13:40.710

Leslie Abbott: Families in migratory we didn't want to bother you at this, but we need to know that is how we can help you. So please reach out to your teachers. That's what we're here for.

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00:13:41.970 --> 00:13:42.990

Tiffany Phelps: Thank you, Leslie.

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00:13:44.370 --> 00:13:51.420

Tiffany Phelps: I'm going to shift to a sample three through four schedule breakdown, you'll see a lot of similarities

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00:13:52.020 --> 00:13:59.070

Tiffany Phelps: But you'll also notice some differences because TEA actually requires synchronous learning for upper grades three through 12

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00:13:59.820 --> 00:14:11.490

Tiffany Phelps: So again, this is a mix of whole group and small group. And it's very similar to what they would experience in the building. And I want to reiterate that this is absolutely a sample.

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00:14:12.090 --> 00:14:23.220

Tiffany Phelps: This could vary with units of study. Sometimes our units and study are really complex and multifaceted and may require a little bit more whole group instruction. So this is just to give you an idea.

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00:14:23.490 --> 00:14:30.510

Tiffany Phelps: Of a general outline of what a day would look like. Again, not on a computer screen for seven hours a day.

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00:14:30.900 --> 00:14:40.380

Tiffany Phelps: Your teachers will work with you, email communication is going to come out from your teacher directly. There are so many complexities and layers.

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00:14:40.620 --> 00:14:51.930

Tiffany Phelps: To a school schedule. I can't even begin to tell you, and it will be better and less confusing if you just wait until you hear directly from your students teacher or teachers.

101

00:14:52.170 --> 00:15:04.620

Tiffany Phelps: And they will outline times they will utilize their Google Calendars, they will make sure that you guys have everything you need to know and your kids have everything they need to know to be logged in and on time.

102

00:15:05.130 --> 00:15:11.850

Tiffany Phelps: And the same for fifth grade, fifth grade will go through a rotation of three teachers just like they do in the building.

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00:15:12.390 --> 00:15:25.470

Tiffany Phelps: For their remote day math teacher, science teacher and then an ELA and social studies combo teacher. And here's another example of breakdown for that there'll be pieced and instructional blocks and they'll rotate through their day with those teachers.

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00:15:26.820 --> 00:15:38.670

Tiffany Phelps: So here is just an overview of grade level for both remote and are in building schedules, it does just include morning meeting lunch specials recess and breaks and fit.

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00:15:39.060 --> 00:15:42.600

Tiffany Phelps: These will be posted on our website for reference later. So don't feel like you have to

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00:15:42.960 --> 00:15:55.080

Tiffany Phelps: Frantically try to jot this down. You don't even need to screenshot it because it will be posted on our website. And again, you'll get full details on the actual instructional block pieces from your child's teacher later this week.

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00:15:57.210 --> 00:16:06.450

Tiffany Phelps: So I want to reiterate a few things as we were going through this process during the time that we were all fully remote, we were able to balance class sizes.

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00:16:06.750 --> 00:16:17.640

Tiffany Phelps: And during the high blend most teachers were serving both remote kids and in person kids in each half of the day. However, when we return to a full day schedule.

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00:16:18.420 --> 00:16:28.110

Tiffany Phelps: We have to group students, according to their placement selections. As mentioned before, this may result in uneven class sizes and unfortunately teacher changes.

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00:16:28.770 --> 00:16:41.220

Tiffany Phelps: Additionally port per TEA guidelines apparent may change their selection every nine weeks, adding a significant layer of complexity to reiterate changes have ripple effects.

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00:16:41.760 --> 00:16:46.050

Tiffany Phelps: If we have a significant shift and the number of students that offer in building

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00:16:46.350 --> 00:16:53.100

Tiffany Phelps: I may have to pull a remote teacher to an in building or conversely, if I have a significant number of families that change their minds.

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00:16:53.400 --> 00:16:57.570

Tiffany Phelps: And opt for remote learning. I will have to flip and in building teacher to remote

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00:16:58.050 --> 00:17:09.450

Tiffany Phelps: Even though our desire is to maintain relationships and consistencies for our teachers and our families and our students there will be situations where this is just simply not possible.

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00:17:10.350 --> 00:17:19.440

Tiffany Phelps: Now I also feel I should point out that as students need to quarantine or self isolate this could result in a slight increase in remote class sizes for a period of time.

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00:17:19.980 --> 00:17:34.140

Tiffany Phelps: If an entire class has to quarantine, their teacher would remain the same. And they would participate in remote learning

for that time. Once again, the beauty of the parallel schedule is that regardless of learning setting the schedule remains the same for the students.

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00:17:36.720 --> 00:17:46.380

Tiffany Phelps: Okay, here is where we are on numbers right now at BCE. On September 21 bce will have about 40% of our students returning to the building.

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00:17:47.520 --> 00:17:55.890

Tiffany Phelps: This is 210 students 60% of our students or 313 of our students will remain in remote learning

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00:17:56.520 --> 00:18:04.170

Tiffany Phelps: This equates to an average and building class size of 19 students in a classroom and an average remote class size of 22

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00:18:04.860 --> 00:18:11.220

Tiffany Phelps: I want to reiterate that this is an average and can vary by grade level. According to parents selection.

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00:18:12.060 --> 00:18:22.530

Tiffany Phelps: In this phase, I want to be very transparent with our in building families, social distancing within the classroom will become more challenging simply due to space constraints.

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00:18:23.520 --> 00:18:31.920

Tiffany Phelps: In many cases, we will be running a typically populated classroom later in this presentation, we will address how we will do everything we can.

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00:18:32.220 --> 00:18:39.000

Tiffany Phelps: Within this setting to socially distance. When possible, but I want to be clear that we will have full classrooms.

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00:18:39.810 --> 00:18:51.540

Tiffany Phelps: As I believe we mentioned before campus support specialist and GT teachers will use a blended model, which means they will be serving both remote students and in building students at the same time, just like our secondary campuses are doing

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00:18:52.350 --> 00:19:05.430

Tiffany Phelps: While we have some teachers designated to remote learning. We are planning to have our departmentalized and Spanish immersion teachers that will be serving both remote and in learning. I'm sorry in person, kids, but not simultaneously.

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00:19:07.020 --> 00:19:10.440

Tiffany Phelps: Okay, let's switch to something that has not changed much.

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00:19:11.490 --> 00:19:24.180

Tiffany Phelps: This is the welcome non changing event and you can go the next slide, for arrival and dismissal. So this is obviously relevant to our in building families only, our arrival and dismissal routes are the same.

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00:19:24.870 --> 00:19:29.340

Tiffany Phelps: Busses will still load and drop off in the front, and car riders will load and drop off in the back.

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00:19:30.630 --> 00:19:42.360

Tiffany Phelps: For arrival, our doors will open at 720. I want you to be cognizant of this time and not drop off too early. We want to make sure our staff are ready and prepared to receive your children.

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00:19:42.840 --> 00:19:51.210

Tiffany Phelps: A couple of notable changes, students will go directly to their classroom when they arrive, they will no longer report to the gym and cafeteria as a holding tank

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00:19:51.750 --> 00:19:58.080

Tiffany Phelps: Bus riders will go through the front doors and no longer through the side entrance, staff will be there to direct them.

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00:19:58.620 --> 00:20:09.510

Tiffany Phelps: One big change in something you'll see throughout this presentation is unfortunately parents will not be permitted to enter the building. This doesn't mean you can't walk your child.

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00:20:10.680 --> 00:20:21.210

Tiffany Phelps: At all. You just have to stop at the front door. You cannot enter the building and this does go for kinder as well. I know

that's probably inducing some

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00:20:22.140 --> 00:20:33.390

Tiffany Phelps: Understandable anxiety for kinder families have no fear or Kinder teachers will be reaching out to you and they will give you some a plan that we have that we put in place for our 25%

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00:20:33.750 --> 00:20:42.330

Tiffany Phelps: Children that seemed to help calm the nerves. So we promise to have plenty of staff on hand to greet your kiddos and safely get them to their destination.

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00:20:42.840 --> 00:20:51.630

Tiffany Phelps: In our car lines. Please always remain in your vehicle. We can't have hugs and putting on shoes or gathering items to be put in the backpack.

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00:20:51.930 --> 00:21:00.450

Tiffany Phelps: Have your students ready to hop out, we're trying very hard to run a very efficient car line we often joke that we aim to be like chick fil a

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00:21:00.900 --> 00:21:07.890

Tiffany Phelps: So if your child has a difficult time independently getting out of the car and particularly those that are in harnessed car seats.

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00:21:08.130 --> 00:21:19.770

Tiffany Phelps: Please Park and walk them to the front. Again, you can't walk in, but just walk them to the front and hopefully those routines will get established and set in place and they'll become more independent as time goes on.

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00:21:20.490 --> 00:21:33.690

Tiffany Phelps: late arrival. If your student arrives after the bell, they'll need to enter through the front doors, the back of the building will be closed again parents cannot enter the building. So there'll be a staff member there to sign them in on your behalf.

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00:21:34.860 --> 00:21:46.560

Tiffany Phelps: For dismissal. We will only have bus, car line, and after school provider bus options we can no longer accommodate the

parent walked upside option that we did in the past.

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00:21:47.100 --> 00:21:55.830

Tiffany Phelps: If you are picking up through the car line, please write in big bold letters, your child's name and grade level on a piece of paper and place it in your dash

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00:21:56.100 --> 00:22:04.230

Tiffany Phelps: We've changed up our systems, a little bit on the inside to eliminate some mass gatherings, but in the interest of time, I'll spare you those details.

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00:22:06.090 --> 00:22:18.390

Tiffany Phelps: Okay, signing out early. If you need to sign your students out early. Please Park, ring the buzzer, and remain outside have your ID on you so that we can confirm authorization for pickup.

145

00:22:18.840 --> 00:22:25.590

Tiffany Phelps: If your student was with a nurse, she will walk the student out to you after the above mentioned steps were completed.

146

00:22:26.970 --> 00:22:36.840

Tiffany Phelps: Delivering items to campus. I totally know how it is as a parent of two young children, and despite our best efforts, I think our students and

147

00:22:37.320 --> 00:22:40.560

Tiffany Phelps: Undoubtedly, forget things from time to time and and

148

00:22:41.280 --> 00:22:56.220

Tiffany Phelps: We're okay with that. We just ask that, and you place that item you ring the buzzer. And we'll let you into the little foyerr and then you can leave that item in the labeled bin and but not entered the front office, we will get that item to your child on your behalf.

149

00:22:57.330 --> 00:23:05.310

Tiffany Phelps: Okay, I need a drink of water. So I'm going to take a break and I'm going to pass it off to our assistant principal Laura Coaxum.

150

00:23:07.020 --> 00:23:10.140

Laura Coaxum: Hey, we're transitioning into talking about

151

00:23:10.170 --> 00:23:16.890

Laura Coaxum: What the day will look like for students who are returning to the building. So this will focus more on our in building

152

00:23:17.250 --> 00:23:24.120

Laura Coaxum: Learners for this portion, although we acknowledge you know that some students are not able to return to the building yet. And that is just fine, too.

153

00:23:24.690 --> 00:23:31.110

Laura Coaxum: And but we want to make sure we get this information out to those of you who are, so a lot of thi You've probably already

154

00:23:31.680 --> 00:23:41.070

Laura Coaxum: Seen, read if you've been watching other webinars or read any of the resources on the R2R websites. I'm going to highlight a few things for you but know that you can always

155

00:23:41.370 --> 00:23:47.460

Laura Coaxum: Go read this detailed reports and documents that are going to talk in depth about the cleaning process.

156

00:23:48.000 --> 00:23:59.040

Laura Coaxum: So our classrooms will be disinfected daily, our custodial staff will be cleaning at the end of the day, but will also have our teachers cleaning throughout the day. So all of those high touch surfaces that

157

00:23:59.370 --> 00:24:09.180

Laura Coaxum: Are frequently utilized, our teachers will be cleaning as needed. And we will be doing that social distancing as much as possible as Phelps mentioned that looks a little different.

158

00:24:09.960 --> 00:24:13.110

Laura Coaxum: Right now, and we have smaller numbers in a classroom, then we have a

159

00:24:13.620 --> 00:24:21.090

Laura Coaxum: Full classroom but and we have some things put in place to help with that. And one of those is the way that we're situated in our classrooms. So

160

00:24:21.480 --> 00:24:26.010

Laura Coaxum: And you will you won't notice because I guess she won't see the building but your students will probably share with you.

161

00:24:26.370 --> 00:24:31.710

Laura Coaxum: That their classrooms look a little different than what is typical. So our desks are set up facing

162

00:24:32.130 --> 00:24:41.160

Laura Coaxum: In rows facing one direction and in classrooms where we have tables group together. We have clear dividers play still knows and I'll show you an example of that in just a moment.

163

00:24:41.700 --> 00:24:45.120

Laura Coaxum: But will also have students keep their materials, backpacks.

164

00:24:45.450 --> 00:24:53.820

Laura Coaxum: Supplies, things like that, at their desk so that they're not having to congregate and gather around this common areas throughout the classroom. So we'll really be looking at

165

00:24:54.090 --> 00:25:00.030

Laura Coaxum: traffic flows and patterns within the room and what we can do to minimize any of that and gathering

166

00:25:00.480 --> 00:25:07.290

Laura Coaxum: I will also send those iPads back and forth daily so please make sure you're charging those every night and getting them sent back

167

00:25:07.590 --> 00:25:17.400

Laura Coaxum: The next day as they'll utilize them throughout the school day as well. And then we just want to be prepared. Should they need to go into remote learning for any reason that they have that device with them.

168

00:25:19.350 --> 00:25:23.340

Laura Coaxum: So this gives you an idea of what those classrooms look like. Like I mentioned, you can see

169

00:25:23.730 --> 00:25:37.050

Laura Coaxum: the right hand side is a classroom where we're able to spread those desks apart to give you kind of a sense of how that looks. Now again, this is in our 25% percent capacity. So as we move into 100%

170

00:25:37.440 --> 00:25:49.140

Laura Coaxum: Or all in that one in which would be about 100% per classroom and all of those desks would be filled with students, but they're spread apart there, so we're able to maintain social distancing in that way.

171

00:25:49.560 --> 00:25:57.690

Laura Coaxum: And the other photo shows you what it would look like in a classroom where we're not able to separate the desks because of numbers. So, for example, or older students

172

00:25:58.380 --> 00:26:08.370

Laura Coaxum: Have larger desks. They have larger bodies then kindergartener so their furniture can't always spread in rows and the distance. So we would spread some in rows and then the ones that are clustered

173

00:26:08.610 --> 00:26:18.390

Laura Coaxum: We would have this clear dividers on them. Same thing if a classroom has tables and doesn't have desks, we would have put those clear dividers on this desk so that they have that physical barrier between them.

174

00:26:21.060 --> 00:26:28.740

Laura Coaxum: In our classrooms. We are going to have our students working in small groups are doing partner work whenever we're able to do that safely so

175

00:26:29.040 --> 00:26:37.560

Laura Coaxum: And that might mean they're sitting at a teacher table, but they have chairs in between them. Instead of having five students at a table. There's three or there's clear barriers there.

176

00:26:37.860 --> 00:26:43.620

Laura Coaxum: And if they're working on a game on the floor. They're not passing materials back and forth. They're sitting farther apart.

177

00:26:43.980 --> 00:26:50.880

Laura Coaxum: And so we'll try to honor that as much as possible when we can do that social distancing because we know our kids thrive in that environment.

178

00:26:51.540 --> 00:27:00.990

Laura Coaxum: And anytime they are, those teacher tables are common spaces utilize they will be cleaned in between. So the teacher will make sure that everything is disinfected

179

00:27:01.590 --> 00:27:09.690

Laura Coaxum: Between us and then we will be using classroom books. But we have some plans and some methods for that to be safe, book quarantining and

180

00:27:10.710 --> 00:27:13.530

Laura Coaxum: Handling hand sanitizer before and after.

181

00:27:14.010 --> 00:27:25.890

Laura Coaxum: We do not have our library up and going, yet you hope to get there. And that's as you can imagine a larger scale of books than in a classroom. So we've got to really think through how we're going to make that safe with quarantining and

182

00:27:26.430 --> 00:27:29.880

Laura Coaxum: what's feasible, but hopefully soon we'll have our campus library back going

183

00:27:32.730 --> 00:27:43.740

Laura Coaxum: And one change throughout the building and the spigots on the water fountains have been removed. So students really need to be bringing a refillable water bottle with them to school. And that's going to be

184

00:27:44.310 --> 00:27:48.810

Laura Coaxum: The only real way they're going to have a drink throughout the day. So please send those water bottles.

185

00:27:49.320 --> 00:27:58.500

Laura Coaxum: And we will also have snack times. I don't know if you noticed on that lunch schedule, but we will talk more about lunch in a moment, but we do have the lunches pretty spread throughout the day.

186

00:27:58.860 --> 00:28:06.930

Laura Coaxum: And I'll explain why. But that means that we know that they're going to want to snack on the opposite end of the day. So send a snack with them. That's totally fine.

187

00:28:07.260 --> 00:28:12.630

Laura Coaxum: And snacks. Do need to be nut free. So everything is nut free right now. So make sure you're doing that.

188

00:28:13.290 --> 00:28:20.010

Laura Coaxum: And then masks stay on students while in the classroom working. So, even while they're at their desk, they need to keep their mask on.

189

00:28:20.520 --> 00:28:29.640

Laura Coaxum: They can, of course, take it off to drink or eat, but then it needs to go back on they've really been doing an awesome job with that. So kudos to you all there they're ready.

190

00:28:30.930 --> 00:28:38.700

Laura Coaxum: Okay, we're going to move into talking about some of those campus things outside of the classroom, but I still with the focus of this in building learners.

191

00:28:39.000 --> 00:28:46.170

Laura Coaxum: So lunch, like I mentioned that lunchtime is pretty spread. And that's because we're going to be social distancing and cafeteria.

192

00:28:46.530 --> 00:28:50.250

Laura Coaxum: So we will be cleaning this table sanitizing between each class.

193

00:28:50.640 --> 00:28:58.680

Laura Coaxum: And we've got the tables marked with green dots to show

students where to sit, so there's about six kids at a table and this really helps us to have them spread out.

194

00:28:59.100 --> 00:29:06.150

Laura Coaxum: In order to do that, and to accommodate that social distancing all student lunches must be nut free. I know that's hard for some so

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00:29:06.480 --> 00:29:12.660

Laura Coaxum: Apologize, but this is really necessary for everyone to be safe. We can't have half of the cafeteria nut free anymore.

196

00:29:13.320 --> 00:29:16.080

Laura Coaxum: Because we also have to have assigned seats at lunch so

197

00:29:16.410 --> 00:29:25.140

Laura Coaxum: And that's really going to help us with the contact tracing piece of it to where we know who should a student be positive and we need to have students quarantining or isolating

198

00:29:25.500 --> 00:29:30.330

Laura Coaxum: We would know who they were around. So we would need assigned seats in the cafeteria.

199

00:29:31.260 --> 00:29:42.030

Laura Coaxum: And also, unfortunately, I know this is hard, but parents will not be able to have lunch with their children at this time and again to help with that social distancing and reduce the spread of disease.

200

00:29:42.660 --> 00:29:50.790

Laura Coaxum: And helping with that as well, will be that students won't be getting up and down as much in the cafeteria. We really want to limit them wandering or moving

201

00:29:51.420 --> 00:30:01.650

Laura Coaxum: Around to other students. So we're going to ask that they only go through the line once and that line may look a little different in turn will obviously have spread out in there and you won't have been using a keypad at the end.

202

00:30:02.430 --> 00:30:10.650

Laura Coaxum: But they'll just be able to go through once, and then should they need something staff and then will, of course, help and get them silverware and napkins or that sort of thing.

203

00:30:11.070 --> 00:30:17.250

Laura Coaxum: Again, those disposable cups will be gone. So this refillable water bottles that they should already be bringing will be super key here.

204

00:30:17.790 --> 00:30:28.680

Laura Coaxum: And unfortunately, we do have to remove the microwaves in the cafeteria again for safety. So sorry that's disappointing but hopefully one day they get to come back.

205

00:30:29.370 --> 00:30:36.690

Laura Coaxum: Here's an idea that cafeteria what it'll look like. So that top right diagram gives you kind of a bird's eye view of the seats.

206

00:30:37.020 --> 00:30:51.480

Laura Coaxum: And then that bottom picture shows you actually in our cafeteria right now, how they're marked. So whether they're the round seats or the benches. They've got those green dots right for where they should sit and that will just help us keep very clear on the social distancing in the cafeteria.

207

00:30:53.730 --> 00:31:03.090

Laura Coaxum: Okay specials. Our specials class has been reduced by five minutes. So they're now 45 minutes instead of 50 and that's to accommodate the extra time for cleaning, we

208

00:31:03.570 --> 00:31:13.800

Laura Coaxum: Often in our normal schedules run these classes almost back to back, or with just five minutes in between. And we want to make sure that our specials teachers are really able to sanitize in between classes.

209

00:31:14.100 --> 00:31:19.770

Laura Coaxum: Because our in building students will be going to the physical specials classroom. So we had to shorten that a little bit to do that.

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00:31:20.340 --> 00:31:29.700

Laura Coaxum: Remote students will still get to have specials and you will have a daily specials time and your schedule is the same as the in building students, as I mentioned earlier,

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00:31:30.030 --> 00:31:39.150

Laura Coaxum: And our special features will be communicating with those students Friday This week to let you know what that will look like and what they have which day and that sort of thing.

212

00:31:40.050 --> 00:31:44.940

Laura Coaxum: So the kids that are in the building going to specials will hand sanitize before and after.

213

00:31:45.210 --> 00:31:52.350

Laura Coaxum: And they'll have assigned seats in those classes as well and equipment will be sanitized in between, like I said, that's why we have that extra cleaning time

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00:31:52.890 --> 00:32:00.660

Laura Coaxum: And and then our students will keep their masks on during all of their specials, including PE. So, they will be wearing the masks during PE

215

00:32:03.510 --> 00:32:15.750

Laura Coaxum: Recess. So yay, we get to go to recess. As soon as we move into that full day schedule and they haven't been using the playground during the high blend schedule. So that will be new as we transition to that next phase.

216

00:32:16.200 --> 00:32:21.510

Laura Coaxum: And we do have that built into our schedule for both our remote and in building students so

217

00:32:21.900 --> 00:32:33.120

Laura Coaxum: Obviously if you're a remote student, we're not going to give you any structure at this time. It's a break and you as a parent can determine how they utilize that time, but we want to give them and honor those breaks for them as well.

218

00:32:33.720 --> 00:32:42.600

Laura Coaxum: And our in building students will like I said get to go to the playground and we will be maintaining social distancing as much as possible.

219

00:32:43.080 --> 00:32:53.190

Laura Coaxum: When they're outside at the playground. So some ways we're supporting this is where grouping Our students by homeroom and that will really help us. Should we need to do any contact tracing

220

00:32:53.550 --> 00:33:01.800

Laura Coaxum: And there'll be assigned different areas of the playground. So for example, when class might get the physical play structure One day while another class gets the field.

221

00:33:02.130 --> 00:33:09.720

Laura Coaxum: And then the next day they would swap. So they'll kind of have an assigned space, but even within that we're asking that they maintain social distancing

222

00:33:10.410 --> 00:33:20.490

Laura Coaxum: If they are able to maintain social distancing and that six feet and they're outside, then they can take the mask off. So if they're outside and they're spread out, then they can take the mask off.

223

00:33:21.150 --> 00:33:30.780

Laura Coaxum: If they're playing in a group and they're clustering have are some of our littles when they're on the Play structure have a hard time with the six feet than they do need to keep the mask on.

224

00:33:31.230 --> 00:33:36.420

Laura Coaxum: So I just want to be very clear on that the mask can come off outside if they are social distancing

225

00:33:36.990 --> 00:33:47.040

Laura Coaxum: And we have also purchased some breakaway mask lanyards that will attach to their masks, so that if they take them off. They don't have to worry about where to set it down and their breakaway so they're safe.

226

00:33:47.430 --> 00:33:58.950

Laura Coaxum: And we're hoping we have this in by Monday, of course,

the lovely world of online ordering right now through Amazon and things like that. It's a little difficult. So we hope we have them Monday. But if not, we should have them very soon.

227

00:34:01.080 --> 00:34:11.610

Laura Coaxum: And that playscape will be disinfected daily so that'll be happening. And then we'll have some equipment that they can utilize for their class that will also be disinfected by the teacher regularly.

228

00:34:12.030 --> 00:34:18.060

Laura Coaxum: So, and then unfortunately they got up, it will need to be closed. That's just thought doesn't really lend itself to social distancing

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00:34:18.390 --> 00:34:24.660

Laura Coaxum: And so we won't use that for the time being, and we're going to ask that students don't bring any equipment from home for recess.

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00:34:24.990 --> 00:34:33.690

Laura Coaxum: At just to help keep that sanitation piece and then of course will hand sanitizer before and after recess and they can also wash their hands they prefer to do that.

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00:34:36.180 --> 00:34:43.950

Laura Coaxum: Speaking of Hand Sanitizing, will obviously be important. And, and, as Ms Abbott mentioned earlier, they've really been doing a great job at this

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00:34:44.400 --> 00:34:52.530

Laura Coaxum: And it's amazing how quickly they just adjust to walk in, in getting their hand sanitizer and moving right along, and it's habit for them now already so

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00:34:52.890 --> 00:34:56.730

Laura Coaxum: I'm confident that we'll be able to keep that up as we all come in the building.

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00:34:57.180 --> 00:35:05.400

Laura Coaxum: And we've got it located at every entrance and exit to the building around a lot of common areas in every classroom. So we

have it really readily accessible.

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00:35:06.000 --> 00:35:14.820

Laura Coaxum: For all of our students. We also know handwashing is important. So we'll be doing that plenty as well, and especially around eating and using the restroom.

236

00:35:15.270 --> 00:35:25.560

Laura Coaxum: If you would prefer that your child use a different hand sanitizer, and you want to provide it for your child that is just fine. Just make sure you're following those guidelines for the alcohol percentage

237

00:35:25.920 --> 00:35:39.060

Laura Coaxum: And you can keep a little individual one for them at their desk or on their backpack or whatever works for you. And then, of course, will continue to post signage and talk to them about good hand washing techniques.

238

00:35:41.460 --> 00:35:47.550

Laura Coaxum: The restrooms are another space where and we want to make sure we're supporting social distancing so

239

00:35:47.820 --> 00:35:57.210

Laura Coaxum: We have a system. You can see it somewhat picture here in that photo so you if you look closely, there's some spots on the floor that designate a waiting spaces.

240

00:35:57.450 --> 00:36:04.710

Laura Coaxum: Should there be a line we're really using one at a time in the restroom. So they've got a little sign that they turn around and note, if it's the

241

00:36:05.100 --> 00:36:18.660

Laura Coaxum: Restroom is open are available and and then they obviously wash their hands sanitize on the way in and out of there and we won't take whole classroom restroom break. Since we're going one at a time. But teachers will allow students to go as needed.

242

00:36:21.510 --> 00:36:39.270

Laura Coaxum: Okay, I'm going to turn it over to nurse Sansom who is going to talk to us a little bit about some covid 19 specifics and

procedures. She has really been very instrumental in all of this and a great help. So I'm going to send it to her.

243

00:36:40.950 --> 00:36:42.060

Marilyn Sansom: So everybody

244

00:36:43.140 --> 00:36:43.680

Marilyn Sansom: So,

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00:36:44.160 --> 00:36:50.790

Marilyn Sansom: When you think about it, we're part of this epic historic experiment of trying to keep the school open

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00:36:51.900 --> 00:36:59.130

Marilyn Sansom: During a pandemic, keeping all the children and staff healthy enough to keep the school operating, so

247

00:37:00.600 --> 00:37:13.980

Marilyn Sansom: One of the things you can do to really help is to screen your children every morning for fever and symptoms of illness. Keep your child home. If you suspect an illness is developing

248

00:37:15.900 --> 00:37:16.680

Marilyn Sansom: Call me

249

00:37:18.000 --> 00:37:34.320

Marilyn Sansom: And we can figure out the best course of action. And then when you list a symptom. When you list an absence in smart tag, please give the details of your child's symptoms and give me a call.

250

00:37:35.760 --> 00:37:47.220

Marilyn Sansom: So this year we have two clinics. So we'll clinic in a sick clinic and if your child has one of the symptoms of covid

251

00:37:48.330 --> 00:38:03.840

Marilyn Sansom: I will care for your child in the sick clinic and I want to ask you in advance to plan ahead to make sure that either you or someone you trust is available to pick up your child within 30 minutes to an hour.

252

00:38:05.550 --> 00:38:17.070

Marilyn Sansom: And you'll need to give us authorization to release your child to a trusted individual by listing them as an emergency contact in skyward.

253

00:38:19.230 --> 00:38:39.810

Marilyn Sansom: Now symptoms of covid are also symptoms of many other illnesses such as flu, strep throat, stomach viruses, etc, and nurses aren't trying to make a diagnosis. So if your child has one of these symptoms.

254

00:38:41.100 --> 00:38:55.680

Marilyn Sansom: He or she will need to see a doctor to get a note with an alternate diagnosis or a negative covid test in order to return to school before the 10 days of self isolation have elapsed.

255

00:38:57.960 --> 00:39:05.700

Marilyn Sansom: I recommend that you add my clinic phone number to your contacts so that you'll know it's me calling and

256

00:39:06.810 --> 00:39:08.670

Marilyn Sansom: It's listed there on the screen.

257

00:39:13.080 --> 00:39:15.990

Marilyn Sansom: You can see it. Now let's go to the next slide.

258

00:39:18.960 --> 00:39:30.870

Marilyn Sansom: Ah, OK. This is one of the most helpful things in our return to reengage plan the covid plan that the district.

259

00:39:32.340 --> 00:39:33.150

Marilyn Sansom: Put together.

260

00:39:34.200 --> 00:39:57.720

Marilyn Sansom: We helped a lot. This summer, just putting this together. Now this flowchart list. It's the last page in the covid plan and it lists the symptoms at the top and then it lists, what you can expect for each situation and that always feel free to call me if you have any questions.

261

00:40:00.540 --> 00:40:01.380

Marilyn Sansom: Thank you.

262

00:40:04.680 --> 00:40:07.170

Tiffany Phelps: Okay, you can go in the dark, but I bet you there's going to be

263

00:40:07.170 --> 00:40:10.260

Tiffany Phelps: Questions coming your way. Soon, so don't go too far.

264

00:40:11.490 --> 00:40:15.570

Tiffany Phelps: Okay, so let's talk a little bit about community involvement.

265

00:40:17.100 --> 00:40:26.820

Tiffany Phelps: So we don't want the parent barrier to entering the building to send a message that we don't desperately still really need and value your

266

00:40:27.330 --> 00:40:34.230

Tiffany Phelps: Help and involvement. We need the partnership. Unfortunately for now that partnership will have to remain virtual

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00:40:34.500 --> 00:40:42.030

Tiffany Phelps: So all the meetings that we have will be on zoom and there's not going to be any in person assemblies at this time.

268

00:40:42.420 --> 00:40:54.510

Tiffany Phelps: But we are going to work to find creative ways to still unite the school is the community. And after we get our feet underneath as a little bit. We'll be sending and communicating those new ways of

269

00:40:55.200 --> 00:41:02.250

Tiffany Phelps: Integrating both remote and in person learners together and bringing in parents to the classroom virtually

270

00:41:03.330 --> 00:41:07.770

Tiffany Phelps: Okay, attendance and smart tag

271

00:41:08.820 --> 00:41:15.810

Tiffany Phelps: The attendance piece. There's a lot of questions surrounding that. So for the in building students

272

00:41:16.170 --> 00:41:27.900

Tiffany Phelps: And we have very typical attendance taking procedures, if you're not in the building by 10am your absent. If you have to be absent. However, you cannot just attend a virtual class and then be counted present

273

00:41:28.380 --> 00:41:40.410

Tiffany Phelps: However, if you are required to quarantine for an extended period of time, then we will switch you to remote learning. If at that point you were unable to attend virtual classes that you will be marked absent.

274

00:41:41.850 --> 00:41:50.580

Tiffany Phelps: For remote students K through two students are required to interact with their learning management system at some point in the day to be counted present

275

00:41:51.210 --> 00:41:59.760

Tiffany Phelps: If you do not participate in any of the virtual activities that day, you'll be counted absent. If you do engage in learning at some point in the day you will be counted present

276

00:42:00.540 --> 00:42:07.440

Tiffany Phelps: Teachers are going to take attendance, regardless of grade at 10am just like they do for their in building students

277

00:42:07.800 --> 00:42:23.730

Tiffany Phelps: But Michelle could clarify if she wants to pop in, feel free. Michelle to pop in but she has a system and method for communicating with those teachers at the end of the day, to see if they have interacted or engaged at any point with a K through two learner.

278

00:42:24.900 --> 00:42:32.760

Tiffany Phelps: So as I mentioned in three through five. This differ significantly, you're required to appear in live virtual instruction to be counted present

279

00:42:33.300 --> 00:42:39.630

Tiffany Phelps: I want to point out some differences between the TEA compulsory attendance requirements and report card requirements.

280

00:42:40.140 --> 00:42:48.690

Tiffany Phelps: Our teachers have to be able to assess your students progress on the acquisition of required skills, that means they need to interact and engage with your students.

281

00:42:49.020 --> 00:42:53.970

Tiffany Phelps: knowledge acquisition can not always be accurately assessed in the online work submission only

282

00:42:54.240 --> 00:42:58.140

Tiffany Phelps: So if they can assess that can appropriately document this on the report card.

283

00:42:58.380 --> 00:43:06.210

Tiffany Phelps: So I just want to be clear that while we are going to be very flexible, especially with our K through two families for asynchronous learning, just like Miss Abbott said

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00:43:06.510 --> 00:43:15.150

Tiffany Phelps: And please continue to communicate with your teacher so that we can find opportunities where we could have some live engagement and be able to adequately assess kids.

285

00:43:15.390 --> 00:43:23.130

Tiffany Phelps: It's very hard to assess student reading and fluency and decoding of words, if the teachers aren't able to hear them.

286

00:43:24.120 --> 00:43:30.810

Tiffany Phelps: Okay, smart tag, we will continue to use the system to submit absences and dismissal changes.

287

00:43:31.170 --> 00:43:36.720

Tiffany Phelps: For the those coming in and the next phase you will log into your smart tag system and set your default

288

00:43:37.050 --> 00:43:53.670

Tiffany Phelps: And your child's method of transportation. Hopefully soon you'll receive some communication from transportation about this.

If you're new to eanes ISD or your kindergarten, a new kindergarten family coming in. We will give these to you and on your first day of in building learning

289

00:43:55.080 --> 00:44:04.350

Tiffany Phelps: And the nurse, You will also enter absences using their smart tag. If your child is ill and as nurse Sansom mentioned, she will be following up with you as needed.

290

00:44:04.710 --> 00:44:15.000

Tiffany Phelps: And you can also confidentially report exposure to covid through this method, or if you're more comfortable you can email myself or nurse Sansom directly to report that

291

00:44:17.850 --> 00:44:18.660

What's next,

292

00:44:20.820 --> 00:44:30.840

Tiffany Phelps: Ah, sustaining and we know that the spring and the start of the school year has been anything but normal. And we know this is hard, and none of us wanted this

293

00:44:31.170 --> 00:44:49.440

Tiffany Phelps: But we can get through this together and will become stronger because of it. And so let's continue to assume positive intent. Let's focus and monitor our health and let's continue a we not me mentality. I'm gonna stop right now for a second and glance over

294

00:44:50.910 --> 00:44:54.060

Tiffany Phelps: At some questions I'm going to ask Nurse Sansom to pop in

295

00:44:56.880 --> 00:45:01.530

Tiffany Phelps: If we didn't cover something. This is the tail end of it. So feel free to start

296

00:45:02.910 --> 00:45:08.430

Tiffany Phelps: jotting your questions in the Q AND.Nurse Sansom I think you're there, I

297

00:45:08.820 --> 00:45:11.310

Marilyn Sansom: Am Here. I have a couple of questions I can answer.

298

00:45:11.520 --> 00:45:12.330

Tiffany Phelps: Go for it. Please.

299

00:45:12.750 --> 00:45:19.410

Marilyn Sansom: Okay. Um, first question is in what situation will individual students quarantine.

300

00:45:19.860 --> 00:45:32.430

Marilyn Sansom: Versus the entire class. And the answer is that we will you to utilize seating charts to help with contact tracing and figure out who is, who meets the

301

00:45:33.360 --> 00:45:51.810

Marilyn Sansom: Criteria for a close contact. And the second question is, can you clarify what masks are and are not permitted? the masks that aren't are not permitted or masks with valves,

302

00:45:53.250 --> 00:45:58.170

Marilyn Sansom: neck gators, and bandanas, and if you have any questions you can always call me.

303

00:46:01.800 --> 00:46:02.850

Tiffany Phelps: Did you have one

304

00:46:04.140 --> 00:46:05.850

Marilyn Sansom: Those are the only two. I see.

305

00:46:06.060 --> 00:46:10.080

Tiffany Phelps: Okay, man, we must have been really good.

306

00:46:11.820 --> 00:46:20.460

Tiffany Phelps: Y'all don't have many questions. I love it. Um, okay. Let me see. But there is one on here. I'm actually going to shoot this to Ms. Fambrough

307

00:46:21.690 --> 00:46:23.640

Tiffany Phelps: If you don't mind coming out from the dark

308

00:46:23.850 --> 00:46:30.330

Tiffany Phelps: There was a question about the board meeting that is coming up. Can you address that.

309

00:46:30.750 --> 00:46:36.270

Susan Fambrough: Absolutely. And so our school board has called a special meeting tomorrow night.

310

00:46:36.630 --> 00:46:44.730

Susan Fambrough: And the purpose of that meeting is to discuss our phase to start date. So as of right now at the last school board meeting, they decided that

311

00:46:45.000 --> 00:46:59.190

Susan Fambrough: Monday the 21st would be our phase to start in and I think tomorrow. We're going to have a discussion if that will remain the start date or if we will push that to October so we encourage you to login and join our discussion tomorrow night at the school board meeting.

312

00:47:01.200 --> 00:47:02.040

Tiffany Phelps: Thank you.

313

00:47:02.460 --> 00:47:05.520

Tiffany Phelps: OK, Michelle. Whoa, good. You're not getting off the hook.

314

00:47:07.230 --> 00:47:21.870

Tiffany Phelps: There is a question about smart tag. If they're riding home with the friend, hold on. Do you see it on here. Do we still update smart tag. If a student is riding home with a friend, even if that is their normal mode of transportation home.

315

00:47:23.010 --> 00:47:29.160

Michelle Hogan: So they can't pass ride on any other bus, other than their own. And then if it is

316

00:47:29.790 --> 00:47:46.080

Michelle Hogan: Going at home and a car rider if they could, yes, say they're going to be a car rider and who they're riding with in the notes so that the teacher can see that at the end of each day. Those

notes in the clear more comment. You could have in there, the less questions we have on our end

317

00:47:47.370 --> 00:47:58.770

Tiffany Phelps: Awesome just to y'all know, for I know I said I wasn't going to go into the logistics of car line and how we run that. But if you could help us by placing that name of the friend that you're picking up

318

00:47:59.130 --> 00:48:13.290

Tiffany Phelps: In addition to your child on the sheet of paper on your dash. That would be amazing. We have some people out there that are using technology to record their names and it blasts into a screen.

319

00:48:14.070 --> 00:48:19.890

Tiffany Phelps: in cyber world into a cloud. And we see their name come up and then that's how the kid knows to go out to the car.

320

00:48:20.520 --> 00:48:25.350

Tiffany Phelps: And I think there was a question about face shields that they are approved. I think nurse Sanson

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00:48:25.650 --> 00:48:36.030

Tiffany Phelps: Answer that, but I'm going to answer it quickly anyway. Face shields are fine as long as they also have a mask underneath. In addition to the face shields alone are not approved at this time.

322

00:48:37.020 --> 00:48:49.290

Tiffany Phelps: And if as remote students attend the synchronous time the optional synchronous opportunities, but they don't get to see saw. Do they still get attendance credit, and the answer for that is yes in K through two

323

00:48:50.190 --> 00:48:53.940

Tiffany Phelps: They just have to interact with the teacher once throughout the day and I

324

00:48:54.510 --> 00:49:10.560

Tiffany Phelps: Would just repeat and reiterate. However, our, our teachers really do need to know and be able to assess student

learning. So work with your teacher individually on your schedule. I promise you they will be flexible and make it work for your particular family and K through two

325

00:49:14.910 --> 00:49:20.520

Tiffany Phelps: The difference, changing teachers and all of that and I address at the very beginning.

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00:49:20.970 --> 00:49:27.840

Tiffany Phelps: We are doing the best we can to keep that student teacher relationship intact and in place.

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00:49:28.200 --> 00:49:40.410

Tiffany Phelps: However, because TEA is mandating that we resurvey families and they can change their options every nine weeks that becomes somewhat challenging if I have huge shifts in preferences.

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00:49:40.800 --> 00:49:53.640

Tiffany Phelps: So if we did the best we can, based off your first survey in August and place as best we can and your student with the remote learning teacher and however there's so many different layers to this that

329

00:49:54.900 --> 00:50:07.980

Tiffany Phelps: If you want to reach out to me directly. I can talk through that. But this could change at any time for any of us at any grade level. Unfortunately, according to parents choices and nurse Sansom you're not off the hook.

330

00:50:10.620 --> 00:50:12.780

Tiffany Phelps: Why are we not checking temperatures

331

00:50:16.260 --> 00:50:17.130

Tiffany Phelps: you're muted

332

00:50:18.270 --> 00:50:20.040

Tiffany Phelps: We need a shirt that says that, by the way.

333

00:50:21.990 --> 00:50:30.300

Marilyn Sansom: Okay, well, we don't check temperatures in the morning because the public health experts have determined that it's not a very

334

00:50:32.430 --> 00:50:49.860

Marilyn Sansom: Good way of screening and the best way is to screen for all symptoms not just temperatures and we're already asking parents to do that every morning before school check a temperature check for symptoms. And that way if any

335

00:50:51.000 --> 00:50:58.500

Marilyn Sansom: Child becomes ill during the day, I should be able to screen and figure out the best course of action from there.

336

00:51:00.360 --> 00:51:02.190

Tiffany Phelps: Thank you. Let's see.

337

00:51:03.300 --> 00:51:04.470

Tiffany Phelps: I'm going on the spot here.

338

00:51:05.190 --> 00:51:06.090

Tiffany Phelps: Laura.

339

00:51:06.180 --> 00:51:09.540

Tiffany Phelps: Can you come out of the dark, just to make sure and keep me honest here.

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00:51:10.110 --> 00:51:18.030

Laura Coaxum: Definitely, I think there's a few more things about smart tag for Miss Hogan she wants to clarify those real quick.

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00:51:22.350 --> 00:51:25.260

Michelle Hogan: Sorry, I'm not seeing exactly what the question was in smart tag.

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00:51:25.800 --> 00:51:35.280

Laura Coaxum: So the question was sorry throwing you on the spot as well and that do virtual students need to interact with smart tag. Is there anything they need to do.

343

00:51:35.730 --> 00:51:48.000

Michelle Hogan: They do for absences. So that's where they will go in and enter all absences. And again, the more detail in their notes that

they could put the less likely that nurse Sansom might have to call them.

344

00:51:48.990 --> 00:51:59.700

Michelle Hogan: I also have some information regarding the default. The first 25% students that came in on nine eight they have updated their defaults. Unfortunately, when we

345

00:52:00.150 --> 00:52:14.340

Michelle Hogan: Add the new students coming in building on 921 all in building students will need to go in and update their default, here's the tricky part. It is a very small window when you can do that. So it will open up on

346

00:52:15.510 --> 00:52:24.210

Michelle Hogan: On Friday at 8am and will stay open until Monday at 8am, when it closes and you will no longer be able to update

347

00:52:24.600 --> 00:52:35.880

Michelle Hogan: Your students default dismissal, how you want your students to go home every day. And that's what the teachers will see and they are required to send their student home for what is in their default

348

00:52:36.540 --> 00:52:47.460

Michelle Hogan: So if you, for some reason, missed that window, you will need to email BCE attendance at Eanes ISD and request us for us to update that default for you.

349

00:52:47.820 --> 00:52:56.850

Michelle Hogan: But we would love it for the majority of you to go in at some point between Friday morning and Monday morning at 8am and update that for us.

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00:52:58.140 --> 00:53:07.980

Laura Coaxum: And those smart tags will be given to students when they come to the building. So for any new students or kindergarteners they'll get those on Monday.

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00:53:08.640 --> 00:53:18.360

Michelle Hogan: And I do have a list of a few students that they're smart tag is not working or it is broken. We are waiting for the smart

tag.

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00:53:20.730 --> 00:53:31.260

Michelle Hogan: Not our tech people, but they resource it out to come repair our program and and update it. So I will get those printed as soon as possible.

353

00:53:31.920 --> 00:53:41.580

Michelle Hogan: So please let your kids know that they can still get on the bus without it. I know bus drivers aren't thrilled with that, but until we can have our system updated here. I can't get those printed

354

00:53:44.790 --> 00:53:45.750

Thank you. So again,

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00:53:47.400 --> 00:53:49.590

Marilyn Sansom: If any, I see another question.

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00:53:49.650 --> 00:53:50.820

Tiffany Phelps: Okay,

357

00:53:51.210 --> 00:54:01.410

Marilyn Sansom: Okay, so the question is, do kids need to quarantine if they have even one of the list of covid symptoms. And the answer is yes. Um,

358

00:54:03.240 --> 00:54:09.600

Marilyn Sansom: You know, we have to cast a very wide net in order to keep things running and

359

00:54:10.950 --> 00:54:30.120

Marilyn Sansom: That I do want to clarify. There's a difference between isolation, which is the contagious period of the virus is 10 days and your child would be able to come back earlier than the 10 day isolation period if a doctor.

360

00:54:31.650 --> 00:54:40.950

Marilyn Sansom: sent us a result and the negative covid test or provided a note with a, with an alternate diagnosis and

361

00:54:42.030 --> 00:55:03.690

Marilyn Sansom: Isolate I mean quarantine. On the other hand, is for people who have been in close contact with someone who is positive for covid and that is 14 days because the incubation period of the virus is 14 days. That's the difference between the 10 and 14

362

00:55:06.870 --> 00:55:11.910

Tiffany Phelps: Okay. And I probably have time for maybe one more question.

363

00:55:12.930 --> 00:55:28.590

Tiffany Phelps: Will remote students in Spanish immersion K through two be able to keep their teachers, even if the majority of the kids go back in October, and the answer is yes, they'll have the same to teachers we're getting very creative in

364

00:55:29.760 --> 00:55:33.030

Tiffany Phelps: How we're going to serve both environments.

365

00:55:33.450 --> 00:55:42.690

Tiffany Phelps: And especially being that we only have one Spanish speaking teacher at each grade level. So I'm clarity will come on that before the end of this week about what your

366

00:55:42.900 --> 00:55:53.220

Tiffany Phelps: Particular students, whether their remote or in building schedule will look like for that. But again, it will mirror what their other traditional classroom peers are doing

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00:55:56.640 --> 00:56:07.110

Tiffany Phelps: When will we know a teacher changes if any of your teacher will be contacting you by Friday, if your teacher has changed. There have been some that were

368

00:56:07.440 --> 00:56:17.040

Tiffany Phelps: Declining their in building spots and their preferences from August and if you reached out to me about that directly. I've been communicating with you.

369

00:56:17.670 --> 00:56:31.320

Tiffany Phelps: About that change and Susan. This is too big of a

thing for us not to clarify. I see. There was just a little bit of confusion still about that board meeting, I don't know if you're still there and

370

00:56:33.330 --> 00:56:41.280

Tiffany Phelps: So it's. Wait, wait, wait. So is the board possibly going to change the full day starting next week or everybody coming back, or both.

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00:56:42.330 --> 00:56:52.110

Susan Fambrough: The information that I have that I've gotten is that we're having a school board meeting tomorrow night to discuss our phase to start date. And that really is all the information that I have. And so

372

00:56:52.440 --> 00:57:09.720

Susan Fambrough: We, we just encourage everyone to log on and I'll be I'll be logging on with you to find out what that discussion and possible decision is going to be so I wish I had more information, but I'm in the same boat as you were, we're just going to kind of log in and hear the discussion.

373

00:57:12.150 --> 00:57:24.330

Tiffany Phelps: Awesome. Okay, that's it for Q AND. A I want to say a few closing remarks. However, Christy, I can't not let them see that beautiful collage of photos of all the kindness that they have given us

374

00:57:25.470 --> 00:57:27.840

Tiffany Phelps: And generosity throughout and

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00:57:29.070 --> 00:57:42.120

Tiffany Phelps: I can't thank you enough for hanging with us through this and the kindness and compassion. You've shown the staff and each other is just remarkable. You've been incredibly generous and so generous that I hate to ask you for one more thing, but I'm going to

376

00:57:43.590 --> 00:57:52.470

Tiffany Phelps: My ask is that you please continue to trust us, please know that we do not approach any of these school decisions haphazardly.

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00:57:52.860 --> 00:58:04.530

Tiffany Phelps: And I know that sometimes this is hard to see, especially when it's natural to see things through an individual lens, but I promise you, there's logic and rationale behind all of our decisions. So please trust us.

378

00:58:05.130 --> 00:58:12.030

Tiffany Phelps: However, if at any point you would like an explanation behind something we have decided to do, please don't hesitate to reach out to me.

379

00:58:12.630 --> 00:58:19.710

Tiffany Phelps: Like I'm sure you've heard Dr. Leonard say we are in the same storm, but we are in different boats and know that we know that

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00:58:20.160 --> 00:58:23.310

Tiffany Phelps: We know that for some the remote plan doesn't seem to be enough.

381

00:58:23.730 --> 00:58:33.090

Tiffany Phelps: Well for others. It's too much. We know that classes will fluctuate in sizes and that that's not ideal. Either we know that wearing a mask all day is uncomfortable.

382

00:58:33.360 --> 00:58:39.840

Tiffany Phelps: We know that we're being asked to self isolate or self quarantine is very inconvenient. We know that change is hard.

383

00:58:40.440 --> 00:58:47.400

Tiffany Phelps: Regardless of all of this know we remain steadfast in our commitment to the success of your children. We love them.

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00:58:48.360 --> 00:58:58.380

Tiffany Phelps: And we are here for you. We will work together to make the best of this incredibly unfortunate situation. I thank you for taking the time to listen to us today.

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00:58:58.860 --> 00:59:13.260

Tiffany Phelps: I'm going to go get into some classrooms now and see your kids to bring some joy and smile to my face I'm wishing you well and I really, really, really thank you for your continued support.

Have a wonderful, wonderful day.