What is a realistic day for an elementary student versus middle school student versus a high school student? How many hours a day should you be spending on instruction?

About half a day. When you’re at home, you have so much going on throughout the day that you have to take into account. This is a true different way of learning, you have to be flexible. I think the key is mental health for the parents, the adults and the kiddos. You can’t have them sit in front of a laptop or iPad for eight hours; you have to take breaks. Keep a sense of routine to keep kids engaged and make sure you have plenty of physical activity. Those can be science experiments, walking or even just pitching a ball.

Do you have some examples of some the innovative things that some of teachers are doing?

One of our teachers at the Advanced Technology Center in construction is actually having kiddos build structures at home. So, I think this is an opportunity for kiddos to do a lot of hands on activities. I know that in the elementary world, our kiddos are doing a lot of crafts; at the same time, it’s involving mathematics and also literacy and numeracy.

When we think of teaching at home, we’re thinking of our younger ones, our elementary age. And so, how does this look for a high school student to be learning from home?

For elementary students and their parents, that’s going to be more of us beside them and working with them. But at the high school level, a lot of this going to be self-directed. You know, sometimes I think we do things backwards. Actually, we probably need more parents support at the high school level; maybe more of an interaction with the parents sitting by the child trying to learn statistics, for example, or biology or chemistry or English. If there are questions or concerns, we recently changed our communication protocol so that when you call a school, you’re actually going to get the school secretary, who will take a message or forward your information to get your questions answered.

So what are some resources that LISD is offering to parents out there who are teaching from home?

Well, a couple of things. Every student has a Chromebook to learn with now, so there’s that support. We also are working to provide hot spots or the jetpacks. So, every kid, by the end of next week, for sure, will have access to Wi-Fi. We’ve already set up wireless access at our middle schools and high schools, called Park and Learn. Parents or their students can go to a certain spot in the parking lot, and they have access to Wi-Fi. In Lubbock ISD, we have 75% of our kids that are low socioeconomic status. So basically, three out of four kids live in poverty in our district. And you can imagine what the times we’re in right now is probably even higher than that with the loss of jobs, etc. So, we wanted to make sure that we took care of those basic needs first, before we get to the learning piece.

We also have another group of parents who I think also have some unique challenges. That’s the group of parents who are teaching special needs students.

There’s such a large range when you say special services or special needs. I mean, that can be behavior, that can be instructional, that can be all kinds of things. Our special services director, Kami Finger, is instrumental in helping parents with that. Again, we want to make sure that all kiddos have those basic needs — they’ve got
to have their Chromebooks, and they've got to have (Wi-Fi) available to them. And remember, we have all of our resource teachers that are on board, too, so they're actually working with those kiddos the same way. I do think that the one key is the parents dealing with kiddos who may have learning disabilities. Yes, the challenges are greater, and so the need is greater. I encourage them to reach out to the teacher and or the principal for their particular campus.

The parent, the teacher and the employee. How do we make all that work in a day? And can you just give us some examples and share any stories that you may have about those individuals that are filling all three of those roles?

I talked to friends of mine who work in the school district, and one of the things they use over and over is the word fun, have fun. Don’t forget, you know, kiddos are kids, and everybody is living in a stressful time. You've got to have fun. You also have to encourage your kiddos that this too will pass. We're going to be okay. We will go back to school, and we'll have some normalcy in our lives right around the corner. And I think that's key. The social, emotional part of all of this is key to being successful not only for the kiddos, but also for the adults. One thing I want to make clear for our audience, I want you to know, too, that in Lubbock ISD, we are passing out over 8,000 meals per day. And we have 20 plus slots that are places that parents can drive through with their kiddos and pick up not only lunch, but also breakfast for the next day. And that's being done daily. We even delivered meals on Good Friday. That's one of those basic needs that has to be met, and we feel like it's so important in our school district that we make sure that that's provided for our families. The LISD website under "COVID 19" will take you to that piece where it tells you all of the different places and times that those are delivered.

Any tips on getting a high school boy who doesn't want to get out of his "batcave" to get outside and get moving without making it feel like a punishment?

Well, most teenagers, and most adults, love technology. In fact, I have a really good friend, an assistant principal at Coronado, said they use technology as a motivator. You do “X,” and we'll give you so much time on the phone. And so that's been a motivator. That's one thing you might try. Also, maybe you want to get out there with your child. Do some kind of activity that maybe the adult can be involved in as well. It's also a great time to build relationships with your kids.

How is LISD handling athletics right now?

UIL (University Interscholastic League) has shut us down indefinitely. We don't know what the governor announcement might be tomorrow or what it might look like a week from now. However, right now, of course, we're not participating those kinds of activities. However, if I am a coach, for example, at Monterey High school or Mackenzie Middle School, we still have an athletic period. And so, the coach, just like the teacher, they have expectations for their kids. There are activities that they're asking their kiddos to do. And those are physical activities, whether it’s in your living room, your bedroom or outside in the backyard, but they still have activities they have to complete.

What about things like band and choir?

Same thing. They’re practicing their scales; they’re practicing their rhythms. For example, in high school, they have the All-state process and the etudes that they have to look at. In Google Meets or Zoom, you can actually have breakouts. So you can actually talk to two or three kiddos without the rest of the group hearing it, or you can have them practice without the rest of the group hearing it.

What about mental health support for our students?

We have an entire department on social, emotional learning. We have behavior specialists; we have licensed counselors that work with the kids. We have a watch list, and we have a process. When a teacher knows that someone is struggling, they make a referral. And so that is a big plus. We have a partnership with Texas Tech University for counseling for our kiddos. I think that it’s very important for parents to watch their kids, and if there is something that they’re struggling with to reach out to our staff in the Social Emotional Learning Department. Martha Dodge is her name. She is phenomenal. She's actually a Lubbock ISD product, and she has a heart the size of Texas and works well with kiddos every day.

As a parent/employee teaching and doing my work is not an easy task. What is a workday supposed to look like when you are filling all the roles? What is acceptable for TTUHSC?

LRS: From TTUHSC, we know that you’re having to fill multiple roles, and we support you. During this time period, we know it cannot be easy. So, we’re encouraging everyone who is filling these multiple roles to communicate as much as you can with your supervisor or with your division lead. We hope that you’ll reach out to the resources

4/16/20 TOWN HALL - CARING FOR CHILDREN AT HOME | TTUHSC | Page 2
that we have available in counseling, where you can get ideas. We’re trying to do as many of these town halls to
give some thoughts around these subjects. Your work day looks very different now. Some staff have shared
with me that it’s easier for them to get up in the morning and do a couple hours of work before the kiddos are
up. Then, they have their school up and then do a couple hours later in the evening. We want you to know we’re
trying to support you on our end as well, and we encourage you to reach out to resources.

Vogler: I was going to say something that I left off about the social emotional learning piece; in this time, you
know, we don’t have the face-to-face interactions that we normally would have in the classroom. So if we have
situations where a child hasn’t been taught, or a child hasn’t logged in, we have a wellness form that a principal
or a teacher fills out, and then we actually go and knock on that door. We need to find out if there is an issue.
Does this child need technology? Does the child need a jetpack? Is there food in the house? And frankly, is there
some kind of abuse in the house going on? So we want to make sure that our kids are safe. And then also at that
time, we can find out if there’s some mental health resources or other needs. So ask, email and call. If you don’t
get the answer, keep trying, do not give up.

I have a third and a fifth grader. It seems like my third grader has more work to complete, and we struggled
to get it done within a few hours. I have to also help them with the work and take time out of my work
schedule to do so. I end up working through evening hours. I feel like I’m not giving my kids enough
attention as I am working while they are looking for things to do. Any advice on how to balance things?
In that case, and our teachers are struggling with this too. What is the balance? How much is too much? How
much is not enough? As far as work goes with the third grader, the parent needs to call the teacher. I had one
that popped up recently, a fourth grader was doing more than a junior in high school. Hey, there’s something
wrong with that picture. So we took care of it. Sure enough, the teacher was having trouble balancing.

Do you think LISD may consider changing how they deliver curriculum to certain groups of students?
Oh, definitely. I think we’re going to look and see how kids did during this time, those who did well, and those who
didn’t. And I think we’re going to have to give more options. I think that’s going to be key. kids what they need and
what will make them successful.

QUESTIONS NOT ANSWERED DURING EVENT

I don’t have children in school. I don’t have a sense of how the teaching is occurring. Are the LISD teachers
using Zoom to meet online with their students? Or are the parents providing the teaching materials? Is the Khan
Academy a source of teaching that is useful?

Is tutoring available if a parent doesn’t feel sufficiently knowledgeable or capable with regard to a particular
subject matter?

Is there an opportunity to volunteer tutoring assistance remotely?