

Thursday, Sept. 3, 2020
SCC Campus Reps. Zoom Mtg.
Q & A

From Carrie Goodman:

1. **When I have tried to change student passwords, it only gives me the option to change it to a temporary password. How do we change it without it being temporary?**

A. Hi Carrie, We don't have the ability to remove that setting that requires the kids to change their password. Technically, for good security and data integrity, each student is supposed to have their own unique password known only to them. The system allows us to set a temporary password that they use to log in, but then the students are prompted to change it to something unique and personalized.

From Tyler McCoy:

2. Hey Dave, I appreciate the attendance help on the FAQ, however in my case and several teachers from my campus ... have a large amount of sections in our Skyward Canvas courses. In my case, I have 39 sections, of which only 12 have students. Working through those to take attendance by sections is extremely time consuming. Those sections are also not labeled differently, so trying to navigate through those is next to impossible.

A. From Clarence Simmons:

Tyler, I sent the video you did to Mr. Lambson. Have you connected with your DLS?

From Dave Lambson:

Hi Tyler, Canvas reflects what is in Skyward. I received your video and will have our team get with you on cross-listing and help with some other best practices. Mike Charland, Kelli Montgomery and Trista are already digging into the details. Can you do me a favor and submit your video as a ticket? I want to be sure it doesn't get lost in email.

From Meariy Pilkinton:

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

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

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

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

From Patrick Kelley:

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



COVID Poster.pdf

A.

From Tyler McCoy:

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

A. From Clarence Simmons:

I notified Carol Adcock of the issue during the Zoom call and she was still at the BCTAL. She went to Tyler's classroom and worked through the issue with Tyler and created a solution to the issue.

SOLUTION: The issue at hand was this: He had ordered flowers for this particular lesson and they are on backorder for two weeks. We just altered his plans. He is pushing the lesson so that it is in line with the ordering of the flowers. He will be adding lessons to the front end where the original problem existed. **Note:** I know you all know this, but things can happen in any instructional setting that will knock your scope and sequence out of sorts. This happens all the time without Canvas and he would have done the same exact thing. I remind my teachers they can solve issues in much the same way they always have, so work the problem and do not get caught up in the moment of "panic". I encourage my teachers to stay one or two days ahead of the online students with instruction, so they have time to adjust. We do this by altering the

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

From Taylor Greene:

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

From Dawnya Morrison:

7. Teachers at my campus have friends in HEB, Northwest, Keller, and Forney who say they have separate F2F and online teachers. **How were they able to make this happen?**

From Clarence Simmons:

- A. At the secondary level, teachers do have separate face-to-face and online sections, if they had to be assigned an online section. The only exception to this are the synchronous courses for Advanced Academics, Fine Arts and CTE that were approved.

From Lorene Ownby:

- A. I can't speak to how other districts are able to have separate teachers for online versus face-to-face, however, campuses were asked to evaluate what the best option was for their students. There is no ideal in this situation. The benefit of having one teacher who has both is the fact that the students can connect with their teacher, and the likelihood of changing teachers is reduced if they switch back and forth from online to face-to-face or have to go to online due to isolation or quarantine. While we did look for teachers that could be dedicated to online teaching, we were not able to find the quality of teachers we would need to serve the students of BISD.

Question #7 (continued)

From Elizabeth Clark

- A.** I spoke directly with Dr. Joe Harrington, Deputy Superintendent in HEB. We talked extensively about teachers being required to do both online and F2F. He reported that their original plan, as was Birdville's, was to have designated teachers for F2F and online. However, trying to do this has not been possible. At some HEB school campuses they have been able to have dedicated F2F as well as dedicated online teachers. In most cases, however, teachers in HEB are being required to do both. One of the factors that makes it very difficult and next to impossible to implement a model where you have only dedicated online teachers, is the fact that students are changing schedules every grading period. When students make these changes, it requires teachers to be reassigned. Changing the schedule every grading period is just not realistic. In Birdville's situation, the fact that we have small elementary campuses limits our ability to have the flexibility to have dedicated F2F teachers and/or dedicated online teachers in the same grade, especially when considering the dual-language needs. HEB, Keller, and Northwest all have larger elementary campuses making it more feasible to have multiple teachers per grade level, thus having the ability to vary the assignments. In conclusion, all of the districts we have collaborated with started out thinking that having dedicated online teachers was the preferable model. In fact, we tried to hire 10 online teachers. We were successful in hiring only one individual who has been reassigned to cover a coaching vacancy. We definitely understand how difficult it is for our teachers to teach both F2F and then online. We stand ready to do all we can to help teachers. Our content coordinators are working to make videos as well as other helpful online activities that can be placed into our curriculum. Dr. Harrington also shared that HEB has not developed online lessons. He told me that their teachers were using the district curriculum, which included some plans, but nothing that has specifically been developed for online. Instead, he discussed developing an online Canvas shell for each course so that teachers can use the shell to actually develop their course content.

From Tyler McCoy:

- 8. If there are additional tools/apps that canvas has to offer that we have heard from other educators are beneficial, what can we do to request access to those?**
- A.** We are in the process of evaluating and making improvements to our District software request process. The current form is available at <https://helpdesk.birdvilleschools.net> in the service catalog. You do have to be signed in to view the service catalog. In the left hand Service Categories menu, select TECH ACQ: Software. TECH ACQ stands for Technology Acquisition, but we are limited on the number of characters that can be entered. Once you select the TECH ACQ: Software link in the left menu, the New Software Purchasing form will appear. This form will ask for details about funding source, the software, and so forth. It will be submitted to the Teaching & Learning, Technology, and Federal & State Programs departments for review.

From Dawnya Morrison:

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

From Elizabeth Huggins:

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

We have additional help now from other HR assistants to expedite the processing. However, if a principal or the campus sub coordinator contacts David Smith (in HR) regarding a particular sub he will fast track the process.

What we have found is that often the applicant being asked about has not applied. If that is the case, then David Smith (in HR) will contact the principal and let them know that.

From Taylor Greene:

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

A. Refer to the Question #6 response.

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

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

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