

**SCC Campus Reps. Zoom Mtg.**  
**Thursday, Sept. 17, 2020**  
**Q & A**

**(Questions from the chat are at the bottom)**

**Porter ES**

1. Since elementary school now ends at 3:35, we usually are not back to our classrooms from dismissal duty until close to 4:00. As soon as we get inside, the AC turns off. I know we can override it in our classrooms, but it still gets very hot, very quickly. Many teachers are staying until 6:00 or later to work. **Is there any possibility the district can give us AC later than 4:00?** We would be extremely appreciative, especially during these hot months.
  - A. Since all staff may not need the additional time in the classroom each day, we will increase the override time from 30 minutes to one hour during September and October for Porter Elementary. In some of the older campuses, the override function must be adjusted one space at a time. If other campuses would like to have their override time increased to one hour for September and October, please enter a work order requesting the increased override time. If the facility cannot be adjusted through the energy management system like Porter, the energy specialist will notify the campus. Under those circumstances, each space that needs the override will have to be listed individually.

**Francisco ES**

2. I think it was mentioned in the first meeting at least that the safety protocols were being discussed to see where we could lift some of the restrictions. **My question is, could it be considered to not wear masks when outside at recess?**
  - A. We can remove masks as long as students are able to be socially distant.

**North Oaks Middle**

3. **Is there a way to take up money from online students (dues, T-shirts, etc.) in an online way?** Perhaps something similar to the way lunch money can be paid online? At the moment, I believe our solution is for them to come by the school and drop off cash or check at the front desk. **Is there a recommended procedure for this, or an online option?**
  - A. The District has an online payment system called RevTrak. Many of the campuses already utilize the RevTrak system. Cristina Soriano in the Business Office can assist campuses with the setup.

**ACFT**

4. **Since BISD's enrollment is lower than expected this year, and schools are being combined in the future (example Major Cheney and Richland Elementary) how will this effect district staffing?**
  - A. The District will continue to follow campus staffing guidelines to determine the number of staff for each campus. Historically, any reduction in staff has been accomplished by attrition resulting in no employees losing their jobs.

### **BCTAL**

5. **If the state and county health officials release or ease the mask mandate, will teachers/students be able to wear the face shields that were purchased earlier in the year?**

A. Yes, if the health department recommendations change regarding wearing masks, the District will consider changes to the current guidelines as well.

### **Spicer ES**

6. Teachers cannot be troubleshooting with technology on a daily basis when they are also responsible for teaching, recording lessons, and giving daily feedback to students as well.

We are experiencing technology issues for our face-to-face students that need to be addressed immediately and yet we cannot get anyone to answer the phone to help with our problems.

For example: Issues with Istation passwords not working. It was a time sensitive issue and we needed a quick answer, yet we were unable to reach anyone at the help desk.

A. We are continuously adjusting technology service models to more effectively support both in-person and remote learning. The help desk does answer phones as much as possible. We have also started implementing a process where all phone calls will be kept under 5 minutes as much as possible and a ticket will be escalated and assigned out for those issues that will take more than the allotted time. This will help to service a larger number of calls and specifically address time sensitive, quick answers such as the one discussed in the question.

7. **We need Canvas experts from the district level to help us. Is it possible for the district to have a technology help desk extension or a DLS extension designated specifically for teachers to use?**

A. There are nine (9) digital learning specialists (DLS) for 1,640+ teachers. There is no capacity for the DLS to be available for instant service. Still, the DLS respond very quickly to email and have open zoom help hours each day. The DLS collaborate with our support teams and assist to setup numerous articles on the knowledge base for common or regularly occurring issues. Our entire team is constantly looking for ways to improve efficiency. We are exploring an update in our support processes to facilitate requesting DLS support via tickets instead of emails/phone calls.

8. We need for content coordinators to record and upload lessons so teachers do not have to teach and then record as well. If the content coordinators could begin working on lessons for the second six weeks now and have them ready to go for each content area, then this would alleviate some of the stress for hybrid teachers and allow this hybrid model to be more successful.

Hybrid teachers are being asked to teach the face-to-face students, and then video tape lessons for the online students, while also giving feedback to all students in both platforms.

- A. Content coordinators and coaches are currently developing mini-lessons, videos, and other types of resources to place into the curriculum documents for teacher use. Dr. Hyman and her staff are also developing plans to expand this development through contracting with outside support and posting online teaching support positions. These positions would serve students at elementary and secondary levels as an “academic helpdesk” to get just-in-time academic assistance if the teacher is not available. These teachers will also work to produce digital resources to include in the curriculum and provide assistance with assessment. We have attempted at the beginning of the school year to hire online teachers. We were not successful. However, we are posting once again to see if there are some individuals who are willing to develop lessons and provide content support for students.

**Breaking news:** 24 Video Focus Lessons for Patterns of Power in English and Spanish will be produced for Birdville ISD.

### **Snow Heights ES**

9. Teachers are having to work until late at night and full days on the weekends to prepare lessons for both online and f2f learners. This schedule is not sustainable for our health and our families.

**What steps can admin take to ease some of the burden on teachers?**

- A. We are looking into creating online only sections and the T&L department is also working on potential solutions.
10. **What is the district’s plan for online learners when a teacher is out and is unable to teach online?** As of now, teachers have been told that they are to monitor their absent teammates’ online learning for the duration of the absence. With the current workload, this seems impossible. In addition, departmentalized grades are not as familiar with content and cannot provide the necessary support.
    - A. We are looking for solutions and would ask that you work with your campus leadership team to create a solution that works best for your campus.

## Shannon HS

11. **What can we do to fully support remote learners in OC Edgenuity classes who are more tactile, have lower reading levels and struggle with working online?** OC Edgenuity does not seem to make allowances for these factors, besides the online text reader feature.
  - A. Edgenuity provides guided notes which can be printed off and students can complete the notes as they watch the videos. Accommodations such as sharing of the guided notes is available to students with a 504 or special education designation. Teachers of OC courses should meet with the students to clarify misunderstandings, discuss topics, and extend thinking. The teacher of record can also provide re-teaching, alternate assignments, and modifications of the assignments to meet individual student needs. Please reach out to Tammy Daniel for assistance.

## Birdville ES

12. **What is the possibility we can make Google Classroom an option for elementary students going forward?** Canvas and Google continue to have issues “talking to one another.” Our consistent problem, in elementary at least, is the time it takes to prepare the Canvas lessons for our kids, only then to have them not work because of error messages such as “access denied” or loading errors. We have tried the fixes for Canvas-Google issues from our DLS, and they work sometimes and other times they do not. We’ve seen these problems firsthand with our students that are now in school, and they are showing so amazing perseverance and patience as they refresh, restart, click submit multiple times, open and close the window, wait for less traffic on the system, etc., but sometimes their work never shows up or isn’t received. It is very frustrating knowing that these problems could be avoided if we were using Google Classroom with our younger students.
  - A. The loading, refresh and restart problems were directly related to the known network issues that BISD and other districts around the country are experiencing due to such an increase in demand. This week, we explicitly allowed many web sites to pass through the content filter without a proxy. These sites include Canvas, Edpuzzle, Loom, Zoom etc. The network-related issues would have occurred regardless of which LMS was being used. We are working daily with iboss, Region 11 and Zayo to determine the best routing method to provide the fastest possible internet service to staff and students. Right now, we are seeing a vast improvement in performance thanks to the hard work being done by BISD network staff and multiple vendors collaborating to develop a permanent solution.

Most “access denied” errors result from teachers linking to content in Canvas that they have not yet published, or in Google when they don’t have the share settings configured correctly. This would also be an issue in Google Classroom for items teachers are linking to in Google drive. If the Google share settings are not configured correctly, Google will deny access no matter what LMS is trying to access the content.

Also, Google and Canvas are working through some issues with their new integration. Canvas is the only LMS that Google has directly partnered with. We have spoken with Canvas and are assured that they are dedicated to making the integration seamless. Even with the current issues, Canvas is still superior to Google Classroom as a Learning Management System. Seesaw can be used in conjunction with Canvas for the younger students. That is our recommendation for younger students.

**Birdville ES** (*Question #12 continued*)

There are still many unknowns as to what the best practices are for content development in Canvas. Many teachers used to keep lesson resources in a file cabinet and would just pull out those resources to plan our lessons throughout the year. They would add or remove resources from the physical files as necessary. These files were organized in a fashion that became familiar to them as individuals because they were the ones that created them. However, rifling through another teacher's file cabinets was always difficult because they didn't know the organizational pattern.

In today's world, teachers need to move those resources into digital format. This is going to be laborious the first year regardless of which LMS platform we use. As we become more familiar with all things Canvas/Skyward/other digital resources, we'll be able to develop a deep set of best practices to use to guide our lesson development. As teachers move their resources into Canvas, they will be creating an organizational schema that they will use going forward to reapply the resources to future lessons and build capacity and understanding of the systems. It's not an overnight change. Some of the issues we are seeing with students/staff accessing resources are a yearly issue due to the summer rollover. It takes time to work those issues out and vary rarely are they widespread.

**Snow Heights** (from Sept. 10)

13. It has been suggested by our district to create assignments that meet the needs of both online learners and F2F learners. There is a growing concern at our campus from parents who are upset that their kids are using devices at school to complete the same assignments teachers have created for their online learners. They are not sending their kids to school to have the same experience they could have if they were sitting at home. As teachers, these two experiences are prepared very differently and are two separate jobs. **Is there any consideration to separate these two teaching jobs like our neighboring districts?**

- A. We are looking into options for having dedicated online teachers as some campuses have been able to do. It is easier to accomplish if there are more sections of teachers.

The use of devices for face-to-face instruction is rooted in the concept of blended learning and in safety protocols around use of digital tools rather than shared resources in the classroom. For example: Both students may receive a mini-lesson in either a live or recorded session. Students may then go to stations where manipulatives may be online or learning activities may be housed online. If students read a primary document or text excerpt online and the face to face students hold a discussion using the three-questions signpost strategy and the online students respond to the three questions on a discussion board, you have used the same resources and differentiated for the two learning platforms. Another example might be using a common flipped lesson in Go Math, EduSmart, or reading a common mentor text in Learning A-Z. Students may then create artifacts which demonstrate the learning online or with more traditional materials. All of these examples are appropriate uses of devices in a blended classroom.

**Snow Heights** (Question #13 from Sept. 10 continued)

It is important to help parents understand that using a device in the face-to-face classroom is often best practice. Communicating how lessons might be differentiated might help parents understand the difference. The critical difference between the two platforms is immediate access to the teacher in the face-to-face setting. Teachers are able to be responsive to student needs in this setting in a more traditional manner.

**North Ridge ES** (from Sept. 10)

14. **Will something be done in Canvas to help those of us who have a whole grade level in a dashboard?** It is hard to go through and figure out who is an online learner vs a face to face. You have to go through grades and decide who is not turning in stuff online. Someone told us they were going to put online learners in a different dashboard so we didn't post to everyone.
- A. Canvas does not have indicators to reflect whether students are online students or face-to-face students. Skyward implemented an indicator that is orange, and we worked with them to get it populated. There is no place in Canvas for that value to reside. The recommendation is to have the students scheduled into separate sections in Skyward, one for online and one for face-to-face to have it reflected in Canvas as such. That way they would appear as separate sections all together which would make it easier to identify who is online and who is face-to-face.

**From Patrick Kelley to Dave Lambson** (Privately, from Sept. 10)

15. Quick question for Mr. Lambson:

All courses that we see in Canvas are basically the same color and look almost identical as you move through the course. **Is there a way to at least change the color on the left banner so each course is distinguishable from the other?** It becomes laborious when I get interrupted then have to go back to the coursework. Then you have to revert to the very top of the course to see where you were. **Can those colors be changed to make that easier to identify?** When you have multiple courses, they just all look alike.

- A. Canvas has functionality to change the color of the left banner, however, it is campus specific. Mr. Lambson personally visited Mr. Kelley's classroom and showed him how to look at the course number in the URL as an easy way to identify which course he is working on in the system. Knowing that Canvas assigns an internal course ID to each course behind the scenes and that this ID is visible in the URL helps.

**Watauga Middle** (from Sept. 10)

16. **At what point, if any, will BISD abide by the Tarrant County Health Department guidelines in reference to schools being open?** Per their current guidelines, it states referencing: active infection per 100,000 residents in the district, hospital bed use in the county and positive case percentage in the county. If everything is green, they recommend full face to face, if there is any yellow, they recommend a hybrid approach (virtual and face to face) and if there is any red, they recommend virtual only. For example, when we opened we were in the yellow/hybrid mode, but as of this week, the rate of positive cases has climbed to over 10% and they are recommending virtual until the positive rate slows down.

**Watauga Middle** (Question #16 from Sept. 10 continued)

- A. If a closure is needed, Tarrant County Health will work directly with individual campuses or districts. Their dashboard can change daily based on various factors and should not be the one tool used to make decisions.
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## Chat from Sept. 17 SCC Zoom Meeting

### Mullendore

- 1. **Does our school have the shields on our campus?**
  - A. Yes. Your principal will get instructions tomorrow on ordering additional PPE as needed. Check with your principal.

### Watauga ES

- 2. I have had questions from coworkers about the dashboard. Keller is updating their data each day.
  - A. [birdvilleschools.net/covid19dashboard](http://birdvilleschools.net/covid19dashboard)
- 3. Just to clarify ... **Students prek-2 can take their masks off at desk/table during learning if they are social distanced or they have to at least wear a shield?**

### West Birdville ES

- 4. Dr. Brown mentioned a little about this, but a West Birdville teacher commented—Keller ISD does face to face instruction in the morning and online instruction in the afternoon, while monitoring face to face. Sorry if this is a repeat ... just the messenger!

### Watauga ES

- 5. It would be nice to have a dumping ground for lessons that are grade and subject level specific for teachers across the district. Teacher-created
  - A. Daphne, we have created either Canvas courses at secondary and Google folders at elementary to allow specific subject level teachers to share lessons and resources.

### Snow Heights ES

- 6. **Will these videos come with student self-checking activities, student independent activities and assessments?** The entire package is what our campus needs to cut down the hours we are working. Videos alone will still leave a lot of work for teachers to do.
  - A. Teaching, Learning, and Advanced Academics is working to develop resources which include videos, mini-lessons, station work, assessments, etc. to link into the curriculum. We are encouraging teachers to collaborate and share resources that they are creating as well.



**From Taylor Greene to Dave Lambson (Privately)**

7. Would the fully online teachers be creating content—or actually teaching the online students?

**Richland HS**

8. It would be nice to have quizzes you could import from Canvas that were TEKS aligned.

A. We will work with the DLS team

**Dr. Brown to SCC reps**

9. Is the weekly SCC call with Cabinet helpful?

A. **Birdville HS:** Me too ... because we all know two weeks from now, we could be faced with another 'issue' that we need help!! :-) Thank you for being available to us!!

**Mullendore ES:** I am thankful of the time that you are giving us

**Spicer ES:** I am also thankful for this time.

**ATPE:** Thank you Mark...got that one handed to me this afternoon!

**North Richland Middle:** Yes, this is helpful. Thank you for your support.

**Binion ES:** very helpful! Thank you

**Hardeman ES:** This is helpful. I like doing it every week for now.

**ACFT:** Very helpful, thank you.

**Porter ES:** Thank you for this time. I appreciate it

**North Ridge Middle:** I'm grateful for this time as well

**Richland HS:** Yes, very helpful

**BCTAL:** Enjoy this and really would like to continue

**Smithfiled ES to Dave Lambson (Privately):** Yes, we are grateful. Thank you.

**West Birdville ES:** Thank you!

**Major Cheney ES:** This is helpful. Thank you.

**Walker Creek:** it is beneficial!

**Stowe ES:** Helpful for sure, thank you!

**Foster Village ES:** Very helpful

**Richland Middle:** I am grateful for the opportunity to hear the Q&A live

**Birdville ES:** Yes this is helpful. Lets continue for now. Thanks. We have a sub in case I can't make it.

**Shannon HS:** The time is very helpful Thank you.

**Haltom HS:** Thank you!

**Mark Thomas**

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**Watauga ES**

10. Will you be asking for questions each week? If so, when will the questions be due?

A. I like to have them by noon on Wednesday. I use the questions to build topics we need to discuss. We also answer all of the questions in the Q&A after the meeting. Make your subject line [IMPORTANT SCC QUESTION]