

**SCC Campus Reps. Zoom Mtg.**  
**Thursday, Oct. 1, 2020**  
**Q & A**

**(Questions from the Meeting Chat are at the bottom)**

**Snow Heights ES**

1. **What is the district's long-term plan for reading intervention?** Currently, we have 2 or 3 MTA groups being pulled in each grade level. Due to multiple groups, how students enter into MTA, and the amount of students the interventionist can serve, students are missing large chunks of their tier 1 instruction. In addition, this leaves little room for the interventionist to serve our non-dyslexic Tier 2/Tier 3 students.

- A. Schedules are set by the campus and as in past years, interventionists will work with their campus to determine the best schedules to ensure fidelity to the program and minimum interruption of classroom Tier I instruction.

Every campus receives support from a reading interventionist through general funds. The District conducted a RtI Audit which resulted in adding five more District-funded reading interventionists for 2020–2021. These interventionists were assigned to campuses with the highest enrollment/at risk/Tier III/Dyslexia numbers which helped to ameliorate the issue of capacity to adequately serve all students who are in need of reading support. However, until we have an additional funding source, we are limited to the number of interventionists we currently provide. We will continue to look at this for the future.

2. **What is the long term plan to help expand staffing to meet the needs of students needing both dyslexia and reading intervention services, while maintaining tier 1 instruction?**

- A. All staffing is reviewed each year during the budgeting process.

**Watauga ES**

3. **Is it possible to include "Recovered" Staff and Student cases on the COVID dashboard?** That would mean once recorded active cases for the district have recovered then they are listed in the "Recovered" category. That transparency would help to give the whole picture of the COVID situation in our schools, and as a parent and employee of Birdville ISD, it would be greatly appreciated.

- A. Currently, our campus nurses are only being asked to track positive cases.

### North Ridge ES

4. We understand from a previous SCC meeting that we must move forward with the Reading Academy training this year due to following the requirements of House Bill 3. **Would it be possible to record the training sessions or place on an online learning format which would allow us to complete the modules at our own pace?** Face to face training could take place during our coaching sessions at our campus. This would allow us to fulfill our weekend family commitments we already have.
  - A. During the Thursday morning meeting, principals are reviewing the two options ESC 11 and TEA have offered for delivery of the Reading Academies. Training requirements are very specific and dictated by TEA and influenced by the context of health and safety guidelines. Information on delivery options will be available once a plan is approved.

### Shannon HS

5. In regards to the statements directing teachers to “do their very best to take care of your in person students first, focus on them, and then secondly within reason do your best with online students”. **What are some practical ways to accomplish this with our online learners and still give them the rigorous online instruction that was promised when parents chose online learning?** [Return To School Site](#)
  - A. Rigorous teaching would focus on teaching the curriculum based on the required TEKS. Doing your best has to do with all the things teachers are doing to try to get students engaged, completing the work, understanding the work, and tutoring students/providing help when students don't understand. When we say, “do your best”, we are affirming that our teachers are doing as much as is humanly possible to ensure student success. However, we don't expect teachers to work into the night helping students who are struggling. There are limitations on what teachers can do. The best way to ensure student success is when the teacher has the student in the classroom. Learning is then observed. Teachers have the ability to respond to students' needs immediately. Teachers and students are discussing content and this interaction leads to better understanding and more concrete learning. Remote instruction places limitations on what teachers can do to facilitate students' understanding and mastery of the content. Rigor is about designing student work based on the content, the cognitive rigor of the standard, and the context of the standard, or the condition the student needs to perform to demonstrate they know and can perform the standard.

In practical terms, the teacher should design the face-to-face lesson first and then find alternatives for the remote student for certain activities which are more organic in the classroom. It is very important to note that face-to-face students should not be working online with little to no engagement with content or the teacher during the class period. For example:

- Teacher teaches a mini-lesson in person and remote students can zoom in to view or watch a recording of the teacher teaching the mini-lesson.
- Both sets of students may read an article posted in Canvas and annotate, using the Three-Question Strategy, that article online using digital tools.
- Face-to-face students conduct a discussion based on their analysis and annotation.
- Remote students post their thoughts to a discussion board.

6. As a teacher and a parent of students in the district, I am concerned that some schools and teachers seem to be requiring synchronous learning against the districts asynchronous model. My children are at home (one in middle and one in elem) and I am rushing home to help them submit work so they don't lose points but I am not always able to get this done by the end of the school day because I am not home before the end of the school day. **Are some schools being given permission to have stricter requirements than the district with regards to synchronous versus asynchronous?**
- A. Our Instructional Plan calls for synchronous learning sessions in order for teachers to check on their students, to visually see them, to make connections with them for social emotional support, and to provide direct instruction. We have a TEA approved asynchronous plan that requires each teacher to post a schedule for students and parents to know when to connect synchronously with their teacher. Students have until 11:59 PM to complete work asynchronously.

### **Binion ES**

7. **When does or should Kindergarten intervention start? Should it start after lena and lyska or November 15th in the 3rd 6 weeks?**
- A. While the LSKA has remained consistent in the number of tasks, the LENA was dramatically reduced for the 20-21 school year. As a result, campuses can use LSKA in conjunction with other data to tier Kinder for reading but should wait to do so for mathematics until the students take the MOY STAR Renaissance math screener.

If the campus schedule allows for kindergarten students to receive math assistance at this time, those students may still receive support based on the sections of LENA assessed as well as classroom observations though they will not have an official tier assigned until the MOY screener window.

### **West Birdville ES**

8. **Would the district consider the utilization of Google Classroom, in a similar way that SeeSaw is used through Canvas?**
- A. The District has already answered this question in previous rounds of the SCC. Canvas is our Learning Management System of choice and in order to have an approved instructional plan, the District was required to define a learning management system for TEA. Canvas is specifically defined in our Instructional Plan which was recently approved by TEA. Teachers can continue to use other Google Suite applications like Google Docs, Google Sheets, Google Forms and so forth. As an LMS, Canvas is far superior to Google Classroom in features and functionality. Canvas does everything Google Classroom does and much more. Our Digital Learning Team can help any teacher who is struggling and assist with the Canvas course structure and design to ensure the experience is simple for students, teachers, and parents. The use of Canvas Google Cloud Assignments replicates Google Classroom assignments.

### **West Birdville ES (#8 continued)**

Google Cloud Assignments in Canvas: You can create an online assignment that embeds a document directly from your Google Drive folder. Accepted assignment types are Google Documents, Spreadsheets, and Slides. Please note that in cloud assignments, Google Slide presentations are not displayed in presentation mode.

When students open the assignment, Google Drive will create a copy of the file as the student's submission. Students can make changes per the assignment instructions directly from the Canvas assignment page. When they are ready to submit the assignment, they can submit the assignment. The copied document is also added to the student's Google Drive folder for the course.

You can also view each student's document copy in SpeedGrader for grading. Submitted assignments are converted to a PDF to show the assignment at the time of submission. If students made any changes to their assignment, they will have to resubmit it for the changes to be visible in SpeedGrader.

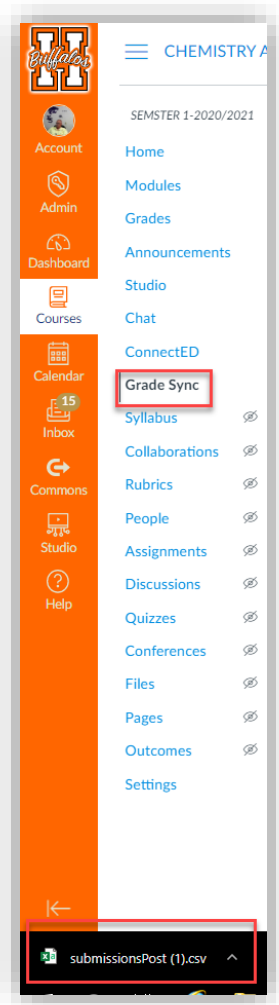
### **Green Valley ES**

9. Please update the steps the district is taking in regards to issues with the Skyward Gradebook and Canvas.
  - A. Overall, the Canvas/Skyward grade sync is working as intended. However, there are a few steps that need to be followed to ensure the grade sync process functions correctly. These steps were communicated to all Canvas teachers through the Canvas announcement feature and posted from Sept. 17 through Sept. 22. They are also available in Knowledge Base articles available at the following links:
    - [Elementary](#)
    - [Secondary](#)
    - [Remaster](#) (to be used if the sync isn't working)


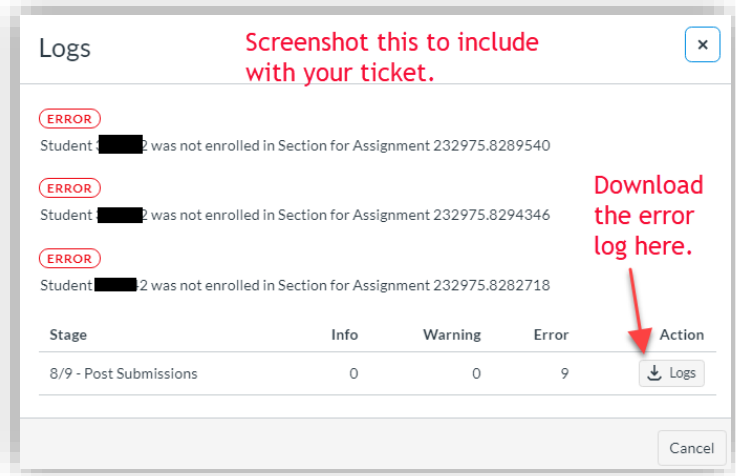
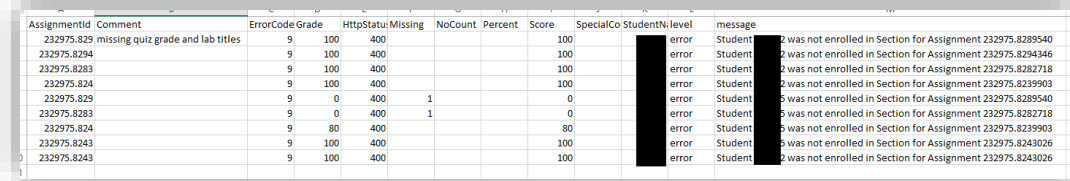
### Green Valley ES (#9 continued)

Other issues with the grade sync are being dealt with on a case-by-case basis as tickets come in. We encourage anyone experiencing ongoing issues with the grade sync process to submit a ticket. To ensure that we can focus on providing you a solution as quickly as possible, please include the web address of the course landing page. Also, try and include a screenshot of the error message or one of the error files that can be downloaded by going to:

Course --> Grade Sync --> History tab (steps with screenshots included below)

STEP #	SKYWARD/CANVAS SCREEN SHOT
Step 1	 <p>The screenshot shows the Canvas LMS interface for a course titled 'CHEMISTRY A'. The left sidebar contains navigation options: Account, Admin, Dashboard, Courses, Calendar, Inbox, Commons, Studio, and Help. The main content area displays the course menu for 'SEMESTER 1-2020/2021', including Home, Modules, Grades, Announcements, Studio, Chat, ConnectED, Grade Sync (highlighted with a red box), Syllabus, Collaborations, Rubrics, People, Assignments, Discussions, Quizzes, Conferences, Files, Pages, Outcomes, and Settings. At the bottom, a file named 'submissionsPost (1).csv' is visible in a download bar, also highlighted with a red box.</p>

**Green Valley ES (#9 continued)**

STEP #	SKYWARD/CANVAS SCREEN SHOT
Step 2	
Step 3	
Step 4 (Error File to attach to ticket)	

10. **Are elementary campuses allowed to continue the tradition of hosting "Thanksgiving Feasts" for students by grade level? If so, are there specific guidelines to follow? No visitors? No homemade items/only purchased or professionally prepared items with nutrition labels?**

A. Any events that involve food need to have individually wrapped items. We will not be allowing visitors, at this time.

### Green Valley ES (continued)

11. Some hourly personnel are expressing difficulty completing the scope of their role within the allotted number of weekly hours and are wondering what to do. They know it is possible to earn and use comp time, but **what is the balance/limit based on Fair Labor Standards?**
  - A. Hourly personnel should discuss with their supervisors any issues completing their duties within their scheduled work hours. The employee and supervisor can create a plan to address the workload within their allotted hours or the supervisor may authorize the employee to work beyond their normal schedule. The supervisor has the authority to authorize additional work that may create comp time. Supervisor approval should be received prior to the additional hours. The employee should work with their supervisor to ensure that their comp time balance stays within the maximum allowed by Board Policy DEAB (Local) which states “Compensatory time earned by nonexempt employees may not accrue beyond a maximum of 40 hours. If an employee has a balance of more than 40 hours of compensatory time, the District shall require the employee to use the compensatory time, or at the District's option, the District shall pay the employee for the compensatory time.”

### BCTAL

12. This year has brought many new job duties and a greater workload to teachers across the state. With learning to use the new Canvas LMS, the time requirements of building courses and content, and the restructuring of teaching methods to fit the blended learning format ... teachers have lost any additional time during the normal school day to do much of anything else. In order for our teachers to offer our online learners, the labs/hands-on skills training/certification preparation projects that are required and crucial for CTE courses, a great deal of additional time outside of contract hours is needed to ...
  - A. Plan, package, and host supply pick-up windows for the online students to obtain the needed materials to complete the projects at home...
  - B. Host zoom meetings to demonstrate and guide online students through these projects...
  - C. Host on-campus sessions of in-person teaching when virtual demonstrations and guides are not suitable or productive, which allow for these students to come to our campus after 4 PM (when face-to-face students have left) and/or on Saturdays, which greatly reduces the risk of exposure and increases available classroom/teaching space to ensure social distancing is achievable.

With word of “extra-duty pay” being provided to teachers participating in the BISD Reading Academy on Saturday’s, numerous teachers have reached out to see if they could also be eligible to receive extra-duty pay. If doing so had the advanced approval and confirmation of necessity is given from CTE/campus admin or another avenue of approval.

Our teachers are very appreciative of the additional payments that have been requested and approved by the board already, however they feel that these additional hours and Saturdays go above and beyond that being asked of most teachers already.

- A. From Dr. Clark: Everyone would agree that all teachers are going beyond their normal duties of teaching now that we are required to have a dual platform. The items that have been mentioned are the result of students working remotely and not attending F2F, thus making it necessary to provide instructional services in ways that separate these remote students from the general population as much as feasible. During the development of the TEA Instructional Plan for Asynchronous Learning, it became very obvious that in order to meet the strict

### **BCTAL (#12 continued)**

guidelines for receiving funding for remote learners, as well as the strict guidelines for earning weighted funding for CTE, we would need to provide services to students differently, which would include distribution of materials. This requirement has impacted the technology department tremendously, especially regarding distributing devices and assisting families with all the technical difficulties. CTE is probably experiencing some of the same things because of the technical requirements of many of the CTE courses.

In terms of extra duty pay, teachers who attend Reading Academies are receiving a stipend for attending 10 full days of training, submitting all the required work, having that work graded, and attending two F2F coaching sessions in order to receive credit for successfully completing a course in the science of teaching reading. This course was developed by the TEA and is required for all elementary teachers in grades K-3. These teachers, including special education teachers, music and physical education teachers, interventionists, and administrators are also required to take this course. The funds for this course were allocated by the Legislature through HB3 and must be spent on full-day PK and reading academies.

This stipend would not have been paid if we would have been able to pull teachers during the day and provide campuses with the needed substitutes. It would take 60 substitutes for a day of training times four different cohorts in order to train all the K-1<sup>st</sup> grade teachers. COVID-19 has created such constraints that it has made everyone's jobs more complicated and certainly more difficult for our teachers.

### **Watauga MS**

13. In the previous SCC meeting, the topic of GoGuardian for screen monitoring was addressed, noting a lack of funds. **Has the district looked into other options aside from GoGuardian?** The change to all work being completed through Canvas has made it much easier for off-task students to engage in off-task behavior such as internet games, especially in large classrooms where students can close open tabs before the teacher can catch them in the act. A screen monitoring tool would be a tremendous asset in ensuring our students' educational time is used effectively.

A. The District reviewed several solutions before selecting GoGuardian. Eighth grade is already in as a result of Algebra 1. Adding 6<sup>th</sup> and 7<sup>th</sup> grades requires another \$22,000 per year and adding Elementary would require an additional \$46,000 per year. The total annual cost for future years would be over \$110,000. GoGuardian was not budgeted and we are still exploring funding sources for 6<sup>th</sup> and 7<sup>th</sup> grades, as well as the elementary schools, but our Technology budget has already been significantly impacted by other items that also were not planned for, but necessary due to the pandemic, such as Seesaw for all elementary campuses and a Districtwide license for Zoom.

If campuses are interested in pursuing purchasing GoGuardian with campus funds, we can work together with the Business Office to transfer funds and adjust the campus budget allocation for future budget years to account for the annual cost which is \$4.90 per student per year. Campuses would have to cover the prorated cost from their existing budget for the rest of the fiscal year and reduce their allocation in future years by the full annual amount.



## Chat from Oct. 1 SCC Zoom Meeting

### Mullendore ES/Elizabeth Huggins

1. An EA asked how the stipend will be distributed to them. **Can you explain this please so that I can answer their question?**

A. **From Mark Thomas:** Are you asking about the added incentive pay?

From Elizabeth Huggins: Yes I am. Sorry wrong wording.

A. **From Katie Bowman:** All full-time employees employed no later than October 1, 2020 will receive a \$500 stipend in their November 2020 pay check. Non-exempt employees (eligible for overtime and comp time) employed no later than November 15, 2020 will receive an additional \$500 in their February 2021 pay check. Full-time exempt employees employed no later than November 15, 2020 will receive \$1,000 in their February 2021 pay check.

### Watauga ES/Daphne Smyrl

2. I think they meant to keep the total numbers of cases reported on campus on the dashboard- even after they have recovered.

### Holiday Heights ES/Tonya Bishop

3. **So is the reading academy face to face on Saturdays?**

A. **From Mark Thomas:** The Reading Academies will be synchronous through Zoom.

**From Dr. Clark:** Reading Academies will be a choice between three days for two hours after school during the same week that the Saturday session is scheduled. So, teachers have a choice between the two options.

### Binion ES/Nichole Wood

4. **So delay Math but start Reading intervention based on the Lyska?**

A. **From Mark Thomas:** Yes. More detail on ELA:

Kindergarten should start instruction based on the LSKA data right after they receive the data. They can form small groups based on the number of letters students know. The teachers should use the Jan Richardson template for Pre-A Lesson. This helps students to start learning to come to small group and learning the letters in their name.

Many of the students will know enough letters to begin meeting with them to learn about how books work.

### RHS/Patrick Kelley

5. Quick question about Google drive within Canvas: There are 2 separate Google drive icons. As I think I have heard at the secondary level, sometimes when students tried to submit through Google Drive, if you used the "wrong" Google drive, it went into the stratosphere and teachers never received it. **Are we going to make just 1 Google drive icon function???**

### **Watauga ES/Daphne Smyrl**

6. There are two Google options in Canvas. Very confusing to students.

- A. **From Dave Lambson to Patrick Kelley and Daphne Smyrl (privately) to questions #5 & #6: Are you referring to two Google assignment features in Canvas?**

**From Daphne Smyrl to Dave Lambson (privately):** Yes, in the assignment submission area, there are two tabs that say Google.

**From Dave Lambson to Patrick Kelley and Daphne Smyrl (privately):** Got it. Google had one available from like 2017 and they just released a new one fairly recently. The version from 2017 is going to be disabled by Google here shortly. I'll get some more info and see if we can get it disabled so there isn't any confusion about what we and Google/Canvas want people to use.

**From Daphne Smyrl to Dave Lambson (privately):** Thank you

### **Snow Heights ES/Dawnya Morrison**

7. Our campus had several of online learners return to F2F instruction. However, the same amount of work/time is needed to create online learning regardless of the number of students who remain online. **Can the district take the remaining online learners in each grade level and assign them to an "online" teacher that will serve several schools who have fewer online learners like our campus?**

- A. **From Skip Baskerville: Comp hours should NOT be accrued beyond 40 hours.**  
Friendly reminder, comp hours cannot be used for flex days. Flex days can only be earned by staff development time.

### **Dr. Brown/Cabinet**

8. **Should we continue to meet weekly?**

- A. **BHS/Dr. Marnie Choate:** What if we tried 1st and 3rd for a bit? :-)
- A. **West Birdville ES/Mrs. Lyons:** Teachers do appreciate frequency of feedback, and opportunity to have questions answered more than once a month.
- A. **Binion ES/Nichole Wood:** My thoughts are every other week or once a month depending on how things are going.
- A. **Mullendore ES/Elizabeth Huggins:** I think every other week for our meetings would be good.
- A. **BHS/Dr. Marnie Choate:** I like every other week...I am afraid to say if things get worse...then we go back to weekly...but I WON'T SAY THAT and jinx us. ACK! So, 1 and 3 maybe? :-)
- A. **Spicer ES/Carrie Goodman:** Twice a month sounds good for meetings for now.
- A. **Walker Creek ES/Nicole Anderson:** Twice a month will be great
- A. **RHS/Patrick Kelley:** Twice a month
- A. **Smithfield ES/Taylor Greene:** Every other week.

- A. **Hardeman ES/Alyssa Butler:** Twice a month would be good.
- A. **Snow Heights ES/Dawnya Morrison:** Twice a month would be great
- A. **Francisco ES/Kristin Gaines:** Twice a month.
- A. **HHS/Cong Trinh:** Twice a month would be great
- A. **Richland MS/Amanda Walker:** Twice a month will work!
- A. **Mullendore ES/Elizabeth Huggins:** Every other week
- A. **Foster Village ES/Craig Roberts:** Twice a month would be great
- A. **Mullendore ES/Elizabeth Huggins:** not on chromebooks
- A. **Spicer ES/Carrie Goodman:** So, we will meet first and third Thursdays?
- A. **BHS/Dr. Marnie Choate:** I am making apple butter this weekend!!!