

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

(Questions from the Meeting Chat are at the bottom)

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.

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 lina and

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.

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. 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.

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](#)

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	

Green Valley ES (#9 continued)

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

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 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

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
 - B. Host zoom meetings to demonstrate and guide online students
 - C. Host on-campus sessions of in-person teaching when virtual demonstrations and guides are

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-1st grade teachers. COVID-19 has created such a difficult situation 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

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- 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!!!