



# Digital Learning Plan

A Digital Transition Guide  
March 30, 2020



OFFICE OF ACADEMICS  
*and* SCHOOL LEADERSHIP  
SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

# SAISD DIGITAL LEARNING PLAN

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## Introduction

In SAISD, we are proud to deliver high-quality instruction and fulfill our mission of being a model urban school district. We are also proud that we are able to do so under the exceptional circumstances that have led to the closure of campuses. In such circumstances, our commitment is to provide an alternative means of education in the form of the SAISD Digital Learning Plan. Digital Learning designates the experience students will have when school remains in session, yet when students are unable to physically attend school due to campus closure. While Digital Learning does not fully replicate onsite learning, it allows our teachers to deliver powerful instruction and it allows students to meet educational goals in an online environment.

The success of our Digital Learning endeavor is a partnership that is dependent on:

- careful planning by our dedicated educators;
- appropriate student motivation and engagement; and
- strong family support.

The result of such learning experiences will expand student academic progress and attend to student social and emotional well-being.

The purpose of this document is to outline how SAISD will continue to offer a digital learning model which includes both an asynchronous learning environment as well as synchronous, real-time engagements.

### Formats for Digital Learning

The SAISD Digital Learning Plan is predominantly asynchronous with synchronous touchpoints.

**Asynchronous** learning environments are learning environments that do not require teachers and students to be online at the same time. This type of online learning provides for flexibility and opportunities for students to learn at their own pace. The District's primary tools for asynchronous learning are the Google Classroom, SeeSaw, G-Suite, SAISD email, discussion boards, and recorded presentations.

**Synchronous** engagements are opportunities for students to participate with their teachers and classmates at an established time to allow for interactions in real time. This type of online learning provides for live, real time interaction between the student and teacher or student to student. The District's primary tools for synchronous interactions are Zoom, FaceTime, and phone calls.

### Digital Learning Experiences

Our commitment is to ensure:

- Digital learning in a safe online environment
- Asynchronous learning that provides for equitable opportunities for all students to learn
- Synchronous touchpoints to support learning and socio-emotional well-being of students through real time interactions
- Exemplary digital tools and resources to support a digital learning environment

## District Roles and Responsibilities

Central Office	<ul style="list-style-type: none"> <li>● Ensure the District is in compliance with all TEA requirements</li> <li>● Ensure students have digital devices</li> <li>● Ensure effective communication between and among the District’s, schools, families, and the community</li> <li>● Construct and deploy the custom <a href="#">SAISD Digital Learning Playground</a> for targeted communication for SAISD families with access to digital curriculum and instructional resources and lessons</li> <li>● Connect to students via a classwork help line and social/emotional hotline and embedded departmental resources for accommodations and differentiation</li> <li>● Distribute paper-based instructional packets, and facilitation of technical support resources for use of software and digital platforms targeted to parents</li> <li>● Implement and provide <a href="#">ClassLink</a>, a single sign-on into web and Windows applications, to provide instant access to district curriculum and instruction digital platforms and ensuring ease in remote learning</li> <li>● Implement learning management systems (Google Classroom and SeeSaw) and distance learning web-based video/chat platform for conducting synchronous instruction</li> <li>● Provide targeted professional development in Zoom, Google Classroom, Google Suites, SeeSaw, Nearpod, Digital Citizenship, Padlet, Flipgrid, EdPuzzle, Screencastify, KAMI, Snap &amp; Read, Translate It, SMART, Kahoot, Immersive Reader, and other applications</li> <li>● Implement TEQ PD, a web-based technology professional development platform for 24/7 access of personalized learning and digital badging for teachers</li> <li>● Construct and deploy custom training resources for teachers to support ease of use of digital products through digital choice boards</li> <li>● Develop student and parent choice boards for personalized learning</li> <li>● Curate viable digital and information literacy tools and technology applications for content integration</li> <li>● Curate literacy collections for ease of use in online learning environments and ease of access for remote learning and home use</li> <li>● Create technology training repositories to include videos, slide decks, and “how to” resources</li> <li>● Support teacher training via daily virtual office hours, expanded professional development offerings, and Single Sign-on digital helpdesk</li> <li>● Monitor digital platforms through usage reports and access to Web resources</li> </ul>
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	<ul style="list-style-type: none"> <li>● Provide resources to support student and staff well-being, and the integration of social-emotional skills, human connection, and community into the online learning environment</li> </ul>
Specialists	<ul style="list-style-type: none"> <li>● Establish model Google Classrooms</li> <li>● Curate resources for teachers to support the development of high-quality online learning experiences for all students</li> <li>● Create screencasts, videos, podcasts or other how-to resources for teachers</li> <li>● Support teachers in the development of Digital Learning experiences, as needed</li> <li>● Support teacher integration of social, emotional, and academic development elements to foster whole-child development and overall well-being during this uncertain time</li> <li>● Provide high-quality professional development as needed on digital tools and content</li> </ul>

### School Roles and Responsibilities

All Campus Staff	<ul style="list-style-type: none"> <li>● Attend all required training</li> <li>● Emphasize internet safety by integrating <a href="#">digital citizenship</a> lessons/practices within the online learning environment</li> <li>● Adhere to all district policies and procedures related to use of technology resources (<a href="#">CQ (LOCAL)</a>), Administrative Procedures <a href="#">E6</a>, <a href="#">E35</a>, and <a href="#">F26</a> (See Appendix)</li> <li>● Use the <a href="#">Student Interaction Tracker</a> to log contact with students</li> </ul>
Leadership Team	<ul style="list-style-type: none"> <li>● Develop campus plans aligned to the District’s Digital Learning Plan for digital learning to include <a href="#">digital citizenship</a> and monitoring of online safety</li> <li>● Communicate with faculty/staff and parents</li> <li>● Support faculty/staff and parents during Digital Learning</li> <li>● Support faculty/staff in the transition to working from home</li> <li>● Encourage self-care to support health and well-being</li> <li>● Ensure effective implementation of Digital Learning Plan and accountability to student learning</li> <li>● Ensure that special populations such as special education and English learners are being properly served during online learning. This includes integrating IEPs, 504 plans, ESL and dual language into online learning experiences for students</li> <li>● Use the <a href="#">Student Interaction Tracker</a> to log contact with students</li> </ul>

<p>Teachers</p>	<ul style="list-style-type: none"> <li>● Ensure the safety and well-being of our students in online learning environments to include, but not limited to digital citizenship lessons and observing appropriate video/chat practices</li> <li>● Encourage students to follow the recommendations of health professionals regarding social distancing</li> <li>● Address the social, emotional, and academic development support needs of students to foster whole-child development and overall well-being during this uncertain time</li> <li>● Include activities that encourage connection and community, such as The Human Thread ideas; flyers in English and Spanish</li> <li>● Collaborate with colleagues and District program staff to design Digital Learning experiences for students</li> <li>● When meeting in PLNs, video should only be blocked for short periods of time when you need to step away</li> <li>● Monitor student adherence to Student Code of Conduct and report issues/concerns immediately to campus administration</li> <li>● Develop high-quality student learning experiences</li> <li>● Ensure that special populations such as special education and English learners are being properly served during online learning. This includes integrating IEPs, 504 plans, ESL and dual language into online learning experiences for students</li> <li>● Communicate with and provide timely feedback to students</li> <li>● Communicate with parents regularly</li> <li>● Direct parents to the <a href="#">SAISD Digital Learning Playground</a> if they would like more content for their children</li> <li>● Use the <a href="#">Student Interaction Tracker</a> to log contact with students</li> </ul>
<p>Counselors</p>	<ul style="list-style-type: none"> <li>● Create developmentally appropriate supports regarding self-regulation, anxiety, and/or wellness strategies that students can practice during this time of Digital Learning</li> <li>● Establish and provide virtual counseling office hours.</li> <li>● Create counseling lessons that students can complete “at home” based on the current curriculum as aligned with the Texas Model for Comprehensive School Counseling Programs (5th Edition)</li> <li>● Provide developmentally appropriate “blog-type” statement(s) that include resources regarding anxiety, isolation, health and wellbeing particular to grade level(s)</li> <li>● Respond to counseling needs of students and families, as needed</li> <li>● Ensure continuity of the student's academic record in preparation for post-secondary plans</li> <li>● Support school advocacy with colleges, College Board, IB, and other external bodies to ensure campus closure and its effects are understood</li> <li>● Use the <a href="#">Student Interaction Tracker</a> to log contact with students</li> </ul>

<p>Instructional Coaches</p>	<ul style="list-style-type: none"> <li>● Curate resources for teachers to support the development of high-quality online learning experiences for all students</li> <li>● Create screencasts, videos, podcasts, or other how-to resources for teachers</li> <li>● Support teachers in the development of Digital Learning experiences, as needed</li> <li>● Use the <a href="#">Student Interaction Tracker</a> to log contact with students</li> </ul>
<p>Digital Teacher Librarians</p>	<ul style="list-style-type: none"> <li>● Provide digital learning and information literacy resources to teachers</li> <li>● Facilitate implementation of technology tools and digital resources through professional development (i.e. Google Classroom, Nearpod, Google Suite, Flipgrid, Padlet, etc.); and inventory and management of remote deployment of students devices through the Destiny system</li> <li>● Ensure communication of digital library collections is provided to teachers and families via digital platforms</li> <li>● Support teachers with technology integration in lesson development and/or curation of resources via digital platforms</li> <li>● Use the <a href="#">Student Interaction Tracker</a> to log contact with students</li> </ul>
<p>Teaching Assistants</p>	<ul style="list-style-type: none"> <li>● Provide support and assistance to assigned grade level and/or subject area teachers as requested</li> <li>● Use the <a href="#">Student Interaction Tracker</a> to log contact with students</li> </ul>
<p>Support Team</p>	<ul style="list-style-type: none"> <li>● Provide timely responses to students, family, and faculty requesting assistance with technology issues</li> <li>● Use the <a href="#">Student Interaction Tracker</a> to log contact with students</li> </ul>

## Student Roles and Responsibilities

Students	<ul style="list-style-type: none"> <li>● Engage in all assigned Digital Citizenship lessons assigned by the campus</li> <li>● When engaged in synchronous online learning, appropriate dress and behavior guidelines must be followed. This includes wearing appropriate clothing - no tank tops, revealing clothing, inappropriate messages on clothing - and using appropriate language when participating in synchronous learning. Students should refer to the Student Code of Conduct for guidance. <a href="#">FNC (LOCAL)</a></li> <li>● Dedicate appropriate time to learning, comparable to a school day and/or as guided by your teacher(s)</li> <li>● Check appropriate online platforms for information on courses, assignments, and resources daily</li> <li>● Attend, as much as possible, the regular synchronous engagements offered by each of your teacher(s)</li> <li>● Identify a comfortable and quiet space to study/learn</li> <li>● Engage in all learning posted with academic honesty</li> <li>● Submit all assignments in accordance with provided timeline and/or due dates</li> <li>● Explore and adopt healthy strategies and routines to support well-being and social-emotional balance</li> </ul>	
<b>Questions related to:</b>	<b>Contact:</b>	
A course, an assignment, a resource	Teacher of record through email or other method of contact communicated by the teacher	
A technology issue/request	<a href="mailto:helpdesk@saisd.net">helpdesk@saisd.net</a>	
Any other issue related to digital learning	Campus Administration through email, telephone, or other established mechanisms for parent-school communication	



## Family Roles and Responsibilities

Parents/Guardians	<p>Support their child/ren in their learning and:</p> <ul style="list-style-type: none"> <li>● Provide an environment conducive to learning (access to technology, safe and quiet space during daytime)</li> <li>● Engage in conversations on posted materials and assignments</li> <li>● Monitor time spent engaging in online and offline learning, including variables like that of preferred learning times (morning, afternoon, evening)</li> <li>● Encourage attendance, as much as possible, to the regular synchronous engagements offered by each of their child’s teacher(s)</li> <li>● Support social-emotional well-being by providing ample opportunities and space for reflection, physical activity, conversation, and play</li> </ul>
<b>Questions related to:</b>	<b>Contact:</b>
A course, an assignment, a resource	Teacher of record through email or other method of contact communicated by the teacher
A technology issue/request	<a href="mailto:helpdesk@saisd.net">helpdesk@saisd.net</a>
Any other issue related to digital learning	Campus Administration through email, telephone, or other established mechanisms for parent-school communication

## General Guidelines for Digital Learning

### Recommended Times for Daily Instruction

**Asynchronous** learning environments are learning environments that do not require teachers and students to be online at the same time. This type of online learning provides flexibility and opportunities for students to learn at their own pace. The District’s primary tools for asynchronous learning are the Google Classroom, Google Docs, email, discussion boards, and recorded presentations.

**Synchronous** engagements are opportunities for students to participate with their teachers and classmates at an established time to allow for interactions in real time. This type of online learning provides live, real time interaction between the student and teacher or student to student. The District’s primary tools for synchronous interactions are SeeSaw, Zoom, FaceTime, and phone calls.

The time a student spends under the SAISD Digital Learning Plan in total should not exceed 3 hours per day.\*

<b>Synchronous Instruction Recommendation</b>	<b>PK-1<sup>st</sup></b>	<b>2<sup>nd</sup>-3<sup>rd</sup></b>	<b>4<sup>th</sup>-5<sup>th</sup></b>	<b>6<sup>th</sup> – 8<sup>th</sup></b>	<b>9<sup>th</sup> – 12<sup>th</sup></b>
Real-Time Communication Sessions	15 min.	30 min.	45 min.	1 hour	1 - 1.5 hours

In secondary grade levels, synchronous learning will require coordination of teachers to ensure that students do not get overwhelmed by overlapping requests. One way to accomplish this is to designate a day for each content area. For example:

- Mondays - Math
- Tuesdays - ELAR/SLAR
- Wednesday - Science
- Thursdays - Social Studies

*\*The digital learning plan for students enrolled in college-level and/or dual credit courses may exceed the average times indicated above. Students in dual credit courses will participate in digital learning as outlined by the partner college with whom the District has a Memorandum of Understanding. Students in Advanced Placement and IB Diploma Programme courses will participate in digital learning as recommended by The College Board and IB, respectively.*

It is permissible for all instruction to be asynchronous and use synchronous platforms for non-instructive touchpoints, tutoring, and/or differentiation strategies.

### Maintaining Instruction for Dual Language Classrooms

Students in the SAISD Dual Language Program must continue instruction in alignment with best practices. Please adhere to the [Digital Dual Language Model](#).

### **Establishing a Digital Classroom**

The digital classroom should not attempt to recreate the traditional classroom or school experience. In the digital environment, the time in school is reduced. Teachers should provide “small-bites” of learning experiences that are both meaningful and manageable.

### **Attendance and Monitoring Student Interaction**

Traditional attendance will not be taken. All staff will use the [Student Interaction Tracker](#) to log contact with students.

### **Grades**

Teachers should maintain grades in TxGradebook for the 4th 9 weeks. A minimum of 1 grade per week shall be recorded. Teachers may determine grading categories and weights in collaboration with teachers on their campus who teach the same grade level/course and with the approval of their campus principal.

### **Samples of Student Work**

Teachers must maintain samples of student work. It is recommended that teachers upload one sample of each assignment in the Google Classroom. If students are submitting work in the Google Classroom, this will meet the requirement of collecting samples of student work.

### **Daily Work Schedules**

Teachers work an 8-hour work day with a 30-minute duty-free lunch and one 45-minute conference. A sample schedule might be 8:00 a.m. - 12:00 p.m. to engage in activities related to individual instructional planning, creating, or providing feedback on interactions with students (asynchronous or synchronous) and 12:30 - 4:00 p.m. for team planning through PLNs, parent engagement, and/or individualized student interaction and support. Alternatively, a teacher may adjust hours to accommodate the work-from-home environment provided that the teacher fulfills all obligations to students and the campus as required.

### **Instructional Days**

Schools will follow the Board approved [District Instructional Calendar for 2019-2020](#), which designates April 10 and April 24 holidays during the month of April.

### **Resources for Social Emotional Learning**

We acknowledge that learning is a social experience, and now more than ever, it is important to stay connected with students and colleagues, preserve social opportunities, health, and well-being, and design learning that promotes whole-child skills development. There are many resources available to integrate social, emotional, and academic development support into the online learning environment -

- Student Support
  - [Helping Children Cope](#) - a developmental guide to student reactions and what adults can do to help.
  - [The Human Thread](#) - daily connection prompts can be used as a welcoming ritual, journal prompt, etc. The prompts are also great for community check-ins.
  - [Social Emotional Learning Curriculum](#) - Sanford Harmony, Overcoming Obstacles, and Choose Love offer lessons that you can use with students. [Sanford Harmony](#) lessons on

- their website are available in English and Spanish and are ready to pull up and use during a Zoom session.
- Activities and tools such as [SEL Bingo](#) and breathing strategies like these ideas for [PK-2](#) and [3-12](#).
- Adult Self-Care
  - [Self-Care during COVID-19 - Working from Home](#) professional learning opportunity covers the COVID-19 experience, tips and tricks for working from home, and the essentials of self-care planning.
  - The [Self-Care Planning Worksheet](#) supports staff in planning for balance and self-care during this uncertain time.
  - SAISD's [Employee Assistance Program \(EAP\)](#) offers no-cost phone and televideo counseling for staff and their families.

### Feedback and Communication

- Timely feedback is essential to student learning; this is especially true in online learning environments where students are unable to ask questions as they normally would in a classroom setting.
- Clear communication regarding where and how students should ask questions and seek clarification specific to learning targets, task requirements, and/or deadlines.
- Ongoing dialogue on [digital citizenship](#) is critical, including topics such as cyberbullying, privacy, and effective collaboration practices.
- Active monitoring of your email for questions and communications from students and families is required.

### Deadlines

- Provide students ample time to complete assignments. More time than you would usually provide in class may be necessary for students.
- Keep tasks simple and directions clear to make sure students understand what they are required to do.

### Bandwidth

- Consider the size of the files to be downloaded by students; students' WIFI access may have limited bandwidth.
- If you embed videos, keep the size of the files small and avoid HD quality.

### Files

- Try to post only portable document format (PDF) files as they capture the document in an image which preserves the original graphic appearance making the content easily portable from one computer to another without modifying the appearance or relying on particular fonts.
- To the maximum extent possible, require students to submit work, documents, and images using the secure applications, i.e. Google Classroom, SeeSaw, or Google Docs.

### Guidance on Establishing Zoom Classrooms

Below are guidelines for establishing safe Zoom classrooms:

- Always use your SAISD Zoom account.
- Always require students to use their SAISD student email accounts.
- Always require a password. Change your link and password weekly.

- Always require a [waiting room](#) to ensure you are allowing students into the room.
- Students must be directed that they cannot record sessions.
- Never post Zoom links on the internet.
- Lock your meeting once it has all of your students
- Go to <https://zoom.us/signin> to login and modify your settings.
  - Adjust the following features
    - Audio Type: Telephone and Computer Audio
    - Turn on Require a password
    - Turn on Mute participants upon entry
    - Turn off Participant Video - this can be turned on once students join
    - Turn off private chat
    - Allow meeting participants to send a message visible to all participants and choose whether or not you want the students to be able to save the group chat
    - Turn on play sound when participants join or leave, if you want notification
    - Turn on the feature that allows the host to remove uninvited participants, put attendees on hold, and turn on the ability to temporarily remove an attendee from the meeting
    - Turn off screen share. Ensure screen share is host only
    - Turn on annotation
    - Turn on the whiteboard
    - Turn on nonverbal feedback
    - Turn on breakout rooms if you intend to monitor them
    - Turn on virtual background to get creative with your background
    - Turn off the feature that gives participants the permission to record locally
    - Turn off the feature that allows the recording to participants' names in the recording
    - Turn on record meetings automatically as they start
- Make one recurring Zoom meeting for each class and post a simple password. This will ensure that there is one Zoom link for a specified period. Change the link and password weekly.
- Establish Zoom norms.
- For large classrooms, use the raise your hand feature.
- Be cognizant of your background.
- Ensure you log off and close out the client or browser when you are done.
- In accordance with the American School Counseling Association ethical guidelines, it is important to recognize and mitigate the limitation of virtual school counselor confidentiality, which may include unintended viewers or recipients. To this extent - refrain from recording one-to-one counseling Zoom sessions.

### Google Classroom

- Always use your SAISD Google account. It is the same as the SAISD email account.
- Always limit access to the Google Classroom to students' SAISD email addresses only.
- Keep the Google Classroom up to date.
- Do not openly post student grades with identifiers.

### Equity and Safety

- Always record your whole group class sessions. This will allow students who are not able to join your synchronous class to view the videos asynchronously. Upload the videos to the Google Classroom.
- Record, but never post individual tutoring sessions. You should upload these to a Google Folder.
- No pictures of students may be posted to social media.
- No pictures, videos, pictures of videos, or screenshots may be posted on the internet, on social media, or for any use other than for instructional purposes within the Google Classroom.
- For the safety of all students within the virtual classroom, teachers retain the right to remove any attendee who has not secured prior approval from the principal.
- In extreme circumstances, teachers retain the right to temporarily remove any student who is behaving inappropriately following established school behavior policies.

### Support

- Central Office program directors and specialists will be available for virtual office hours between 3:00 and 4:00 p.m. using the same link provided during online training.
  - Elementary: [https://bit.ly/SAISD\\_March23Elem](https://bit.ly/SAISD_March23Elem)
  - Secondary: [https://bit.ly/SAISD\\_March23Sec](https://bit.ly/SAISD_March23Sec)
- Optional training will be provided via Zoom. Check Performance Matters for session offerings.

## Employee Ethics and Standards

As always, educators are expected to comply with professional standards of practice and ethical conduct toward students, parents, colleagues, school officials, and members of the community. The virtual environment presents unique situations, so it is important that educators remain vigilant.

In addition to complying with the SAISD’s Code of Ethics and all board policies (including the Educator’s Code of Ethics listed in [DH \(EXHIBIT\)](#)), employees should be diligent in ensuring the following expectations:

- Dress in attire that is business casual and appropriate for the classroom.
- Ensure everything in the camera’s visual field is appropriate. Monitor what is going on behind you.
- Be vigilant about who is admitted into the digital classroom. Like the physical classroom, parents should request permission to log into the Zoom classroom from the principal ([DKC Local](#)).
- Ensure communication is appropriate at all times.
- Ensure the group chat is monitored.
- Ensure student safety within the online classroom. Never post open links or passwords on the internet for public viewing.
- Ensure access to students is behind SAISD security features. Always ensure students use their SAISD email accounts and access instructional resources through the [Classlink](#) or Google Classroom.
- Verify that Zoom applications are completely closed after each meeting and refrain from private communication until after you have verified that the microphone is off.

- Communicate to parents and students which digital tools will be used for communication and limit your communication to these established digital tools.
- Ensure student confidentiality. Never post pictures, videos, pictures of videos, or screenshots on the internet, on social media, or for any use other than for instructional purposes within the approved instructional platforms, i.e. Zoom, Google Classroom, SeeSaw.

For inquiries regarding the SAISD Digital Learning Plan, please contact Patti Salzman, Chief Academic Officer, at [psalzman1@saisd.net](mailto:psalzman1@saisd.net).

For inquiries regarding Classlink or digital resources, please contact Becky Landa, Executive Director for 21st Century Learning, at [blanda@saisd.net](mailto:blanda@saisd.net).

For inquiries regarding technical issues and accessing student Usernames and Passwords, all faculty, students, and parents are encouraged to contact the SAISD Technology Department for help at (210) 554-2929 or at [helpdesk@saisd.net](mailto:helpdesk@saisd.net).

### Frequently Asked Questions

**1. How can I get the Zoom link and the password to my students?**

*You can pin the Zoom link and password in your Google Classroom. Access to the Google Classroom is protected behind the students' SAISD credentials. Pin the Zoom link and passwords to the top of the Google Classroom. Change the Zoom link weekly.*

**2. What if I'm using SeeSaw? Can I send the Zoom link and password to students through SeeSaw?**

*Yes, you can send the Zoom link and password through SeeSaw because it is protected behind the students' SAISD credentials.*

**3. Can I send the Zoom link and password by email to families?**

*Yes. You may use the email(s) provided in SchoolMint. As outlined in the SchoolMint directions, this is an approved method of communication.*

**4. Can I send the Zoom link and password by email to students?**

*Yes. You may use students' SAISD email addresses. This is an approved method of communication.*

**5. Do I need to record every Zoom meeting?**

*Yes, every meeting must be recorded and saved.*

**6. Do I need to upload every Zoom meeting to the Google Classroom?**

*No, only upload those videos that are intended for whole class instruction or interaction. Do not upload video of individual student tutoring sessions. When videos are uploaded, **DO NOT** show student names. Go to recording settings and adjust the settings to automatically remove student names in the recording.*

**7. Do I upload check-ins (live morning meetings)?**

*You are not required to conduct morning meetings; however, if you intend to host Zoom morning meetings intended for the whole class, you should upload them to the Google Classroom.*

**8. Is it permissible for students to see each other students' faces and names in Zoom, Google Classroom, or SeeSaw?**

*Yes. As long as the images and names are only posted within Zoom, Google Classroom, or SeeSaw. Since these platforms are protected, only students should be able to view them.*

**9. Can I post a picture, video clip, video, or screen capture that includes images and/or names of students on social media?**

*No. Never post pictures, videos, pictures of videos, or screenshots on the internet, on social media, or for any use other than for instructional purposes within the approved instructional platforms, i.e. Zoom, Google Classroom, SeeSaw.*

**10. Can I post a picture, video clip, video, or screen capture that includes images and/or names of students on social media if the District has a signed media approval form?**

*No. Never post pictures, videos, pictures of videos, or screenshots on the internet, on social media, or for any use other than for instructional purposes within the approved instructional platforms, i.e. Zoom, Google Classroom, SeeSaw.*

**11. Can I post a picture, video clip, video, or screen capture that includes images of me teaching my students on social media?**

*Yes. Teachers may post pictures, screenshots, video clips, video, or screen captures of themselves provided that there are no student faces or names visible.*

**12. Can I post student work on social media?**

*Student work may be posted on social media provided it is de-identified - no student name or ID.*

**13. What if parents are watching the Zoom meeting from the child's room?**

*This is permissible as long as the parent is not participating or recording.*



**14. What if a parent logs on with their child’s account and joins the Zoom meeting?**

*It is permissible for the teacher to explain that parents should seek permission from the principal ([DKC Local](#)).*

**15. In the virtual classroom, I will be able to see inside childrens’ homes. What if I see something that causes me to suspect child abuse?**

*Texas law requires any professional who suspects that a child is being abused or neglected to make a report to the Texas Department of Family and Protective Services within 48 hours. All educators have an obligation to report whether or not they are in a face-to-face or virtual classroom environment.*