

## 8.2 Round One – Demonstration Cases

### Case 1: Attendance and Lunch Counts Anticipated Demonstration Time: 5 Minutes

An elementary teacher is starting the day in their classroom with 27 students. Within the first thirty (30) minutes, the teacher needs to take attendance and record lunch counts for students. The students do not know what lunch options are available. Four students are absent in the class, two students are tardy, and one student is in the nurse's office.

Demonstrations to the provided scenario should include the following:

- Updating attendance for a classroom using the SIS seating chart;
- Displaying the available lunch options for students;
- Recording lunch counts for individual students;
- Updating attendance for a late arrival student after attendance has been submitted; and
- Displaying the class attendance list which reflects a student that is in the nurse's office.

Answer each of the following questions prior to the site visit:

- Does your system have a default setting for attendance? In our current system, student attendance is set to "Present" unless changed.
- What options are available for recording attendance? For example, can attendance be collected by period or homeroom?
- Does your system have the ability to collect attendance "on-the-fly" or in an emergency? For example, a class is on a field trip and wants to collect attendance at different times during the day.

## Case 2: Seating Chart

### Anticipated Demonstration Time: 10 Minutes

District classrooms are using flexible seating in our classrooms, in addition to traditional seating in structured rows. A middle school teacher has 25 students in their classroom. Three students in the class have IEPs/504 plans, two students are allergic to latex and one student is not eligible to participate in sports. Students are returning from winter break and the teacher has reorganized the classroom and needs to update their seating chart.

Demonstrations to the provided scenario should include the following:

- Printing a seating chart on a single page with user-selected fields and pictures;
- Displaying user-selected fields that can appear in the online seating chart;
- Showing the ability for substitute teachers or other users with permission to view the seating chart;
- Auto-assigning students to a seating chart;
- Modifying the layout of an existing seating chart with students already assigned to the seating chart;
- Adding and removing students from a seating chart;
- Saving a draft of the seating chart proposed changes; and
- Saving a template and applying the template to another class.

Answer each of the following questions prior to the site visit:

- What fields can be displayed in a seating chart?
- If indicators are available on the seating chart, can they be customized by the District?
- Can teachers adjust the size of student pictures on the seating chart – printed and/or online?

**Case 3: Lesson Planning**  
**Anticipated Demonstration Time: 10 Minutes**

A high school teacher is planning their next unit on American History and the Civil War. The teacher has “connected” parents and students who are involved in the classroom on a regular basis – online and in-person.

Demonstrations to the provided scenario should include the following:

- Creating a new learning unit, including the anticipated start and end dates for the unit;
- Reviewing available curriculum units from the system curriculum catalog;
- Adding previously created curriculum items from the catalog to a lesson in the unit;
- Copying an activity/assignment from another class gradebook;
- Adding a new assignment for a lesson in the unit created by the teacher;
- Adding a formative and summative assessment for a lesson in the unit;
- Connecting/assigning a standard to a lesson or assessment;
- Sharing a unit or lesson with another teacher or staff member;
- Designating a component of a lesson as shared or hidden from a student and/or parent;
- Modifying a component of a lesson, a complete lesson or a unit, as visible only on a designated date, after a designated date or in a range of dates; and
- Adjusting a learning unit once created, including moving lessons or the overall unit.

Answer each of the following questions prior to the site visit:

- If a lesson or unit can be shared with a staff member, can this be leveraged for evaluations?

**Case 4: Evaluation and Communication**  
**Anticipated Demonstration Time: 15 Minutes**

A high school teacher is ready to grade final exams, which were completed in Google Classroom. The teacher is reflective and interested in the overall performance and trends from the year. Parents and students are notified 24 hours after grades from the final exam are available.

Demonstrations to the provided scenario should include the following:

- Grading an assignment in Google Classroom and updating the score in the gradebook;
- Connection between the gradebook and attendance, including visual indicator of status (i.e. a student was absent on the day of the assignment or its due date);
- Changing a grade in the gradebook;
- Viewing the history on a specific grade;
- Providing a retake of the final examination;
- Adding comments on the final examination score;
- Reviewing a summary and analytic report of the exam performance;
- Displaying the notification options available to a teacher from a gradebook action; and
- Displaying the options available for parents and students to receive / opt-out of notifications.

Answer each of the following questions prior to the site visit:

- What level of integration is available from LMS platforms and/or Google Classroom directly to the gradebook?
- How are blank grades factored into a student's final grade?
- Does your system have a mobile application for teachers? students? parents?

**Case 5: Online Registration (Family)**  
**Anticipated Demonstration Time: 15 Minutes**

The Smiths are a family with two children already served by the District. Online registration has opened. The Smith's recently moved within District boundaries, need to update their address. Each parent wants to complete *as much as possible* online, given the following:

- Two children live only with Parent A and attend a high school and a middle school.
- The family has a third child who will be attending kindergarten in the Fall, and lives only with Parent B.
- A grandmother is a shared emergency contact for all three children.

**Both parents are not legally permitted to view the children who do not live with them.**  
**The District needs to maintain the data and connection between the students and their parents.**

Demonstrations to the provided scenario should include the following:

- Adding a new child/student to begin an online registration;
- Completing online registration for a Kindergarten student;
- Completing online registration for two returning students;
- Reviewing custom pages in the online registration process, highlighting PTA, boosters or other building forms;
- Uploading residency documents from their recent move (3 forms required);
- Uploading or completing required documents (Court Order, Home Language Survey, Birth Certificate, Race/Ethnicity);
- Checking the status of their online registration;
- Reviewing communications from the District in their online portal; and
- Reviewing communications from the District in their app.

Answer each of the following questions prior to the site visit:

- Can the communications or notifications be customized? If so, to what extent?
- What District level reporting, analytics and insights are available regarding online registration? (i.e. progress, stalled applications, percentage of completed forms by school)
- When connecting students or emergency contacts, what address verification options are available?
- When connecting students to a parent/guardian, what relationships are established (parent-to-student, student-to-student, household-to-student, etc.)?

**Case 6: Online Registration (School)**  
**Anticipated Demonstration Time: 15 Minutes**

The elementary secretary received the Smith's application for their child's Kindergarten enrollment. The Smith family submitted two applications for their child who will be attending Kindergarten – one from Parent A and another from Parent B.

The secretary needs to complete the application review, verify residency and connect Parent B's child to their Parent, adhering to the legal requirements.

Demonstrations to the provided scenario should include the following:

- Reviewing and approving the change of address for residency verification when materials were provided online (3 forms required);
- Reviewing, uploading and approving the change of address for residency verification when materials were provided in person (3 forms required);
- Reviewing and approving the required documents (Court Order, Home Language Survey, Birth Certificate, Race/Ethnicity) when materials were provided online;
- Reviewing, uploading and approving the (Court Order, Home Language Survey, Birth Certificate, Race/Ethnicity) when materials were provided in person;
- Communicating with Parent B regarding required changes and missing information from the online application;
- Reviewing the online registration for completeness and approval from Parent B;
- Connecting the Smith's child to Parent B, while protecting Parent A associated children;
- Reviewing the online registration for completeness and denial from Parent A; and
- The transition of the Kindergarten student record from completing an online registration to being enrolled in a future academic year.

Answer each of the following questions prior to the site visit:

- What are the archival and retention policies on documents or resources uploaded into the system?
- How are changes indicated when a registration form is completed?
- How does the system provide access/visibility to historical registrations?
- What level of intervention is available in the system for honoring legal holds?
- What level of intervention is available in the system for prevent/reduce duplicate record creation for students, contacts or emergency contacts?

### Case 7: Scheduling

**Anticipated Demonstration Time: 15 Minutes**

A high school guidance counselor is building the schedule for the next academic year and needs to provide several reports for the department chairs. The counselor needs to ensure that the schedule accounts for student course requests, students assigned to courses based on counselor choices, graduation requirements and factors like a 70%/30% balance for students with disabilities (IEP/504). The counselor wants this process to be as automated as possible, while still being highly accurate based on the parameters above.

Demonstrations to the provided scenario should include the following:

- Reviewing requests from students and indicating that the requests were reviewed, including making comments on the requests;
- Identifying up to 3 alternative options on a course-level;
- Manually adjusting the balance percentages for a course from 70%/30% to 80%/20%;
- Locking a designated course and section to a student, which cannot be overridden;
- Overriding a prerequisite to enroll a student in a course, including a required comment;
- Reviewing and completing a four-year plan of courses, which includes prerequisites, graduation requirements and progress of completion;
- Completing a spin on the master schedule, showing separation between success, warnings, areas where the schedule was not honored, and recommendations to reduce overall impact;
- Building custom and on-the-fly reports (i.e. enrollment counts based on the 70%/30% students); and
- Running standard out-of-the-box reports for scheduling.

Answer each of the following questions prior to the site visit:

- Does the system have the ability to save a draft of the master schedule prior to the spin?
- Does the system have the ability to complete a spin for an individual student, for groups of students, or for all students?
- Does the system have the ability to make recommendations for a master schedule based on student course requests?

### Case 8: Behavior

#### Anticipated Demonstration Time: 15 Minutes

A middle school student was fighting with another student during passing period. Two teachers separated the fight and walked the students to the principal's office. The incident needs to be recorded to initiate the discipline as well as meet reporting requirements for the State. Later in the day, a teacher notices that both students have talked about a fight earlier in the day.

Demonstrations to the provided scenario should include the following:

- A teacher creating a referral for the incident which includes Student A and Student B;
- A second teacher providing additional information on the incident in the same referral;
- Ability to add witnesses (staff), who can provide additional information in the referral, when requested;
- Ability to add notification contacts who can receive status updates;
- Ability for other staff to review behavior information on a student, with associated permissions determining the level of information available
- Recording the outcome and consequences of the discipline meeting;
- Delivery communications to parents, as determined by the staff member (i.e. time delay, no notification, information provided, using templates);
- Notification to the referral sources of the stages of the referral, but not the outcome or full details, unless permitted; and
- Adding attachments to the behavior incident.

Answer each of the following questions prior to the site visit:

- Does your system have the ability to customize behavior form(s) by level, while meeting state reporting requirements?

**Case 9: State Reporting**  
**Anticipated Demonstration Time: 10 Minutes**

Technology Services submits reports to the State of Illinois and federal government. It is the first week of school and the District needs to submit a KIDS report (<https://www.isbe.net/kids>) to the State. In this process, Technology Services needs to reduce as much manual effort from the overall workflow.

Demonstrations to the provided scenario should include the following:

- The overall workflow for completing the KIDS report for the State of Illinois.

Answer each of the following questions prior to the site visit:

- What are the Service Level Agreements (SLAs) for your system when the State of Illinois makes changes to reporting formats, requirements or introduces a new report?
- How does your company stay informed and up to date on reporting requirements in the State of Illinois?
- What are the SLAs for your system when the federal government makes changes to reporting formats, requirements or introduces a new report?
- How does your company stay informed and up to date on reporting requirements by the federal government?