WEBVTT

1

00:00:03.120 --> 00:00:24.120

Aaron Nicely: Awesome. Well, welcome, everybody. Thanks for joining us today. We have a lot on the agenda, and we're so lucky to have double block session here famous. Thank you all. The famous folks that organized this. My name is Aaron nicely. We're in the session. This is the Florida focus users group.

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00:00:25.470 --> 00:00:32.610

Aaron Nicely: Hopefully you're called in the right session. And of course, the nice long one right at the end of the conference here.

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00:00:33.660 --> 00:00:41.370

Aaron Nicely: I'm going to start with just a brief introduction to the group. I think almost everyone I see on this list is probably familiar with us already. But

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00:00:41.940 --> 00:00:57.630

Aaron Nicely: You know for most of you, don't be a short review. So this is the focus, you know, student side user group. We are here to kind of collaborate and share ideas with each other and basically tried to unite and come up with a

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00:00:59.160 --> 00:01:05.730

Aaron Nicely: Consensus to give some direction to focus whenever there's a question, specific to

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00:01:06.750 --> 00:01:15.000

Aaron Nicely: Florida and Florida school districts. So this group tends to be a lot of just like sharing what we're working on and different projects and things that

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00:01:15.420 --> 00:01:26.640

Aaron Nicely: districts that have completed are working towards completing and I find this to be one of the most valuable sessions of famous because, you know, hearing from you all, what you're working on and

8

00:01:27.150 --> 00:01:40.050

Aaron Nicely: Some of the different ideas you come up with. They're always different things that I would have never thought of. And it's really great to hear other districts and how they're tackling some of these problems and this year is definitely a year, full of problems.

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00:01:41.160 --> 00:01:48.990

Aaron Nicely: I really am looking forward to hearing from all of you and please, you know, realize this is an open discussion so

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00:01:49.470 --> 00:02:08.520

Aaron Nicely: We will I expect we have 64 right now probably some more will be coming into the session as we get going. So you know if you have anything you can type in the chat at any point in time or unmute your microphone will probably save questions to the end of each presenter.

11

00:02:10.230 --> 00:02:21.630

Aaron Nicely: Typically we have six meetings a year now the meeting schedule. We were supposed to have an in person meeting here last April, but instead we did it online.

12

00:02:22.320 --> 00:02:31.530

Aaron Nicely: Obviously, things have changed a lot. So we meet at the beginning of the year. In February, the focus conference we meet in April. Typically, it's an in person meeting and Osceola

13

00:02:31.980 --> 00:02:36.360

Aaron Nicely: This time it was online. Then we meet now and June at the famous conference.

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00:02:37.020 --> 00:02:47.370

Aaron Nicely: Typically we meet again in July at the survey five summit, although we're going to discuss today what y'all want to do about that, since the survey five submit is online and whether we need to have another meeting or not.

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00:02:47.820 --> 00:02:55.920

Aaron Nicely: And then in October, the survey to summit and then we do a call and meeting in December. So that's our basic schedule for these meetings.

16

00:02:56.610 --> 00:03:04.830

Aaron Nicely: We've, of course, also have the forum and the forum is this site here and it has a really great URL rolls right off the tongue.

17

00:03:05.340 --> 00:03:19.320

Aaron Nicely: Groups Google com slash forums slash hashtag exclamation point forum slash FL FPC so it's easy to remember, if you forget you can email me and Aaron nicely and paste that or, you know, send it to you.

18

00:03:19.680 --> 00:03:29.760

Aaron Nicely: hopefully all of you have registered for the group. If you go to this page and you haven't registered before it will prompt you to join the group and then

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00:03:30.240 --> 00:03:42.630

Aaron Nicely: One of us admins will get a notification from you that you want to join. So that's something that you should definitely do. If you haven't done it already. The

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00:03:43.650 --> 00:03:59.340

Aaron Nicely: Group, we have four meeting coordinators. Now, we were just elected at the April meeting. So I am a meeting coordinator, along with Chiquita from Leon county Rebecca from Pascoe and Stephanie from Volusia to thank you all for

21

00:04:00.690 --> 00:04:07.680

Aaron Nicely: Our two new coordinators for signing up to help. And basically, our job is to try to get people to

22

00:04:08.670 --> 00:04:15.480

Aaron Nicely: Basically course of events of presenting for these different meetings and also just participate in the forum itself so

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00:04:15.960 --> 00:04:25.320

Aaron Nicely: It's a great thing. Having this group. And so it's fun to kind of get people signed up to do presentations. Once you register for the group.

24

00:04:26.040 --> 00:04:32.220

Aaron Nicely: This is actually just so you can see what it looks like. This is what the page looks like when you first go to it. You click Apply for a membership.

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00:04:32.610 --> 00:04:46.920

Aaron Nicely: And it will send a notification to me. Why did you right away. Then you'll see this page. And if you scroll down, you'll see at the bottom here, there's a forum and you can click on anybody's posts and read it respond to it.

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00:04:47.490 --> 00:04:55.890

Aaron Nicely: Right in here, whatever you want to do. You can do a new post. If you want on the homepage here you just go and click new topic.

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00:04:56.520 --> 00:05:06.450

Aaron Nicely: Here at the top and it'll create a new topic. Another thing you can do is you can email the group FL FPC at Google groups.com and that'll start a new thread.

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00:05:06.930 --> 00:05:12.510

Aaron Nicely: And then lastly, the one thing I always like to point out to people is up here at the top where there's this little

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00:05:13.050 --> 00:05:19.830

Aaron Nicely: Icon with a person and a gear. If you click on that. There's membership and email settings. This is really important.

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00:05:20.190 --> 00:05:28.950

Aaron Nicely: If you go in here, you can set your email delivery preferences. So basically, if you want to get notified when people are posting in the group.

31

00:05:29.250 --> 00:05:36.900

Aaron Nicely: This is where you go and set that so you can choose if you want to get the summaries or not. And if you want to get them weekly or once a day, we don't have

32

00:05:37.380 --> 00:05:47.250

Aaron Nicely: A ton of traffic on the forum, so I just get every time somebody posts. But if that's too much for you. You can change your settings at any time. It starts by

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00:05:47.760 --> 00:05:59.190

Aaron Nicely: It defaults to not send emails so I suggest you at least do like a weekly summary or something like that, because otherwise you just will be totally disconnected from the group and

34

00:05:59.670 --> 00:06:09.840

Aaron Nicely: It's, I think, participating in the forum is really helpful because I post questions all the time. Other people post questions and respond to questions. And it's really great to have a

35

00:06:10.170 --> 00:06:19.740

Aaron Nicely: Place. We can all discuss and share ideas and stuff like that. Also out here in the group is the Google Drive. If you click on this icon will take you out here to the drive.

36

00:06:20.850 --> 00:06:29.940

Aaron Nicely: This is full of documents queries reports things that people have developed over the years. So you're welcome to peruse through that.

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00:06:30.270 --> 00:06:35.490

Aaron Nicely: After you sign up for the group, you can go look at all these district reports out here, check them out.

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00:06:36.060 --> 00:06:43.530

Aaron Nicely: There's also all of our meetings are recorded and the recordings are posted here in the Google Drive. So if you

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00:06:43.950 --> 00:06:50.340

Aaron Nicely: You know, if you're ever bored at work one day and you want to watch a two hour recording of our session from famous it'll be posted out here.

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00:06:50.790 --> 00:06:59.040

Aaron Nicely: So that's really fun. So anyway, that's the basics of the group. Anytime we're getting ready to have a meeting at least a week out will

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00:06:59.520 --> 00:07:06.840

Aaron Nicely: Of course, post the meeting agenda for you so that you can go out there and look at it and add items to the agenda so

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00:07:07.080 --> 00:07:17.580

Aaron Nicely: We encourage you all to if you have something you want to discuss with the group where you have something you want to present to let us know. You can if you haven't we already have an agenda posted. You can just

43

00:07:18.630 --> 00:07:22.650

Aaron Nicely: Go out here to the group get into the agenda and add your suggested item.

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00:07:23.160 --> 00:07:34.920

Aaron Nicely: Your other option is you can email any of us coordinators, our emails are listed here on the homepage and just say, Hey, I have a really great thing I've been working on in my district, I want to present and put you on the agenda.

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00:07:35.910 --> 00:07:43.020

Aaron Nicely: So that's basically the how the group works. Does anyone have any questions.

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00:07:51.930 --> 00:07:57.570

Aaron Nicely: Alright, I'm gonna stop sharing my screen. So Jason, you can share yours.

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00:08:00.120 --> 00:08:00.480

Right.

48

00:08:02.730 --> 00:08:03.120

Jason Smith (FTE): So,

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00:08:06.390 --> 00:08:11.820

Jason Smith (FTE): It's so nice. It doesn't label your windows that you have here. So we're gonna get Google Chrome. Oh no. Number one, see, that's it.

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00:08:14.730 --> 00:08:15.600

Jason Smith (FTE): Me one second, guys.

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00:08:20.520 --> 00:08:21.510

Jason Smith (FTE): See what's great is that I

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00:08:24.600 --> 00:08:30.990

Jason Smith (FTE): I have never shared my screen with you before, it's going to ask me to close zoom before I can share my screen. So I can share my screen.

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00:08:32.100 --> 00:08:35.880

Aaron Nicely: When you click Share screen and then it'll ask you what window.

54

00:08:36.360 --> 00:08:37.440

Jason Smith (FTE): It's assistant preference.

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00:08:38.910 --> 00:08:42.330

Jason Smith (FTE): So y'all man for a second while I close to them. I'll be back in a second.

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00:08:43.770 --> 00:08:46.380

Aaron Nicely: That's why you guys don't use Mac right

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00:08:46.890 --> 00:08:47.910

Jason Smith (FTE): That's why zoom

58

00:08:50.610 --> 00:08:53.910

Aaron Nicely: You can gang up on me later and all the folks, folks.

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00:08:56.400 --> 00:08:57.960

Famis Florida2: already gone. Let's talk about them.

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00:09:00.960 --> 00:09:03.480

Famis Florida2: Aaron. Is this where you start singing to provide a little no

61

00:09:04.620 --> 00:09:05.310

Famis Florida2: No, no.

62

00:09:05.760 --> 00:09:07.170

Famis Florida2: Don't give him any ideas.

63

00:09:08.790 --> 00:09:09.780

Aaron Nicely: You don't want that.

64

00:09:11.910 --> 00:09:13.920

Aaron Nicely: Says, when I give you guys farm updates.

65

00:09:15.300 --> 00:09:17.010

Famis Florida2: Will get Katie to sing. That's better.

66

00:09:30.450 --> 00:09:35.940

Aaron Nicely: I got some baby chicks today. That's my exciting news for you guys. They're adorable.

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00:09:37.470 --> 00:09:39.000

Aaron Nicely: You should all go get some baby chicks.

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00:09:48.510 --> 00:09:49.200

Aaron Nicely: All right.

69

00:09:50.220 --> 00:09:51.870

Aaron Nicely: Can you make them a co host again.

70

00:10:00.780 --> 00:10:01.500

Aaron Nicely: No, you're good.

71

00:10:05.880 --> 00:10:06.780

Aaron Nicely: You there, Doug.

72

00:10:08.280 --> 00:10:10.320

Famis Florida2: Yes, I'm trying to find him in the list.

73

00:10:10.830 --> 00:10:12.870

Aaron Nicely: He might have jumped to the top because he's unmuted.

74

00:10:15.750 --> 00:10:16.440

Famis Florida2: There he is.

75

00:10:16.590 --> 00:10:18.900

Famis Florida2: He's right up at the top jet run understand

76

00:10:21.150 --> 00:10:23.940

Famis Florida2: Almost click put him in the waiting room, but okay, you're in the

77

00:10:24.510 --> 00:10:24.960

Keys.

78

00:10:27.060 --> 00:10:41.490

Jason Smith (FTE): Do you think, Doug. Alright, so let's try it again. Hey, they're gonna know shows me which ones they are. So here we go. Share and hopefully you guys can see my presentation to the apartment.

79

00:10:42.600 --> 00:10:43.620

Aaron Nicely: Yes, we can.

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00:10:43.710 --> 00:10:44.700

Jason Smith (FTE): That right

81

00:10:45.900 --> 00:10:50.130

Jason Smith (FTE): All right, thanks for thanks for bearing with things like look like I'm totally

82

00:10:51.180 --> 00:11:04.650

Jason Smith (FTE): computer illiterate. So I wanted to share with you guys something we're working on our school district our scholarship PALM BEACH COUNTY down in sunny Palm Beach and we have been doing an effort last year or two to

83

00:11:06.750 --> 00:11:13.500

Jason Smith (FTE): Kind of beef up how we handle secondary scheduling by beefing up. I mean, focusing on equity and access

84

00:11:15.450 --> 00:11:24.840

Jason Smith (FTE): The kind of the driving force. Yeah, this is one of our he was a regional superintendent over our central area and then now he's the chief of staff for our school district and he

85

00:11:25.650 --> 00:11:41.310

Jason Smith (FTE): wanted it to be a effort where we not just make sure everybody has a scheduled later has a good schedule and also that we're providing equity to all kinds of different types of demographic groups and gender and

86

00:11:42.420 --> 00:11:46.980

Jason Smith (FTE): racial groups that if your school is, you know, a third white third black or Hispanic

87

00:11:47.550 --> 00:11:53.490

Jason Smith (FTE): Then your college level classes at a high school should have that same kind of makeup, they should be third white third black or Hispanic, but as you all know,

88

00:11:53.880 --> 00:12:02.430

Jason Smith (FTE): Ends up being about 35% white 25% everybody else. And so we're trying to work out some ways for us to kind of look at those those kinds of

89

00:12:04.080 --> 00:12:15.810

Jason Smith (FTE): These kinds of trends that are happening at our different schools and making sure that we're that we're not exclude people from classes and and getting kids scheduling the classes that will challenge you for them and so

90

00:12:17.340 --> 00:12:27.240

Jason Smith (FTE): On here because some of those slides that you write, read the title, the slide and you put some stuff there. You come back to the slide. You've got to change the title. So these aren't really goals. This is where like

91

00:12:27.990 --> 00:12:31.110

Jason Smith (FTE): Stuff that really kind of drove the discussion. I've kind of talked about this a little bit already

92

00:12:32.520 --> 00:12:40.530

Jason Smith (FTE): We used to think scheduling and secondary in our school districts was successful when the first day of school. There's only a few kids in the media center.

93

00:12:41.490 --> 00:12:48.990

Jason Smith (FTE): That was the measure of success. And so what we're looking forward going to now instead of being that everyone's got a full schedule.

94

00:12:49.800 --> 00:13:04.950

Jason Smith (FTE): They have a good schedule that looks at kind of how our school district looks where our school looks like. And we're solution with like so that way. We're meeting the needs of all kinds of students well so giving opportunity to students who may, in the past, historically, not been

95

00:13:06.810 --> 00:13:09.930

Jason Smith (FTE): Sought after sought out to be in higher level classes.

96

00:13:10.950 --> 00:13:12.750

Jason Smith (FTE): And like I said before, we're trying to

97

00:13:14.100 --> 00:13:15.510

Jason Smith (FTE): Match the distribution of these

98

00:13:16.560 --> 00:13:26.070

Jason Smith (FTE): New things by school. Now the one thing that we don't do. I'm giving you guys the S is part of it. There's a big first step that kind of happens. That happens in our data warehouse side.

99

00:13:26.640 --> 00:13:32.550

Jason Smith (FTE): Where they give some stats to schools, saying, here's the here's the breakdown of demographics that your school

100

00:13:32.970 --> 00:13:40.740

Jason Smith (FTE): And here's the breakdown of demographics in different types of classes either college level dual enrollment API be as. Are you talking about like

101

00:13:41.340 --> 00:13:52.830

Jason Smith (FTE): Middle School students taking over one, we're trying to give them a bunch of data from the data warehouse team and then see where the differences lie. So if you're under represented in Hispanic students

102

00:13:53.280 --> 00:14:00.300

Jason Smith (FTE): In male Hispanic students and casual the classes. Then we want to see if we can find the kids that would be appropriate to be in those classes.

103

00:14:01.170 --> 00:14:09.090

Jason Smith (FTE): Right. So once that analysis happens because from our data warehouse team working with our regional instructional superintendents

104

00:14:09.450 --> 00:14:16.440

Jason Smith (FTE): And working with our high schools and middle schools at that point. That's where they kind of see where the differences are. And then look to some reports we building

105

00:14:17.490 --> 00:14:19.230

Jason Smith (FTE): Is to help them find students second

106

00:14:20.490 --> 00:14:25.200

Jason Smith (FTE): That can be placed in the classes. It's kind of a three step thing. The first one we do

107

00:14:26.580 --> 00:14:29.190

Jason Smith (FTE): Is we analyze the current schedules and so

108

00:14:30.540 --> 00:14:38.580

Jason Smith (FTE): We built a report. I'll show you in a second, that what you pick the active date can schedule. So if you want to see everybody who's sitting in a class on May 1

109

00:14:39.240 --> 00:14:50.520

Jason Smith (FTE): It'll show you all the, you know, schedules based on that. And then we give you a look at their schedule where we're just counting up. It's pretty simple. We're counting up the number of

110

00:14:51.510 --> 00:14:54.150

Jason Smith (FTE): unweighted classes honors classes and college level classes.

111

00:14:54.600 --> 00:15:03.720

Jason Smith (FTE): That the student is sitting, you know the date that she picks and also giving you other academic and demographic data so that way you can use a report to filter this. So that's kind of the first step we do this in the spring.

112

00:15:04.410 --> 00:15:13.170

Jason Smith (FTE): This is what the report looks like it's wider than this page. So I'll show you the other stuff on the right hand side. And second, but it's pretty self explanatory, but I'll show you from left to right.

113

00:15:14.670 --> 00:15:19.350

Jason Smith (FTE): It shows the name, obviously the grade and these names are all the fake names in our training sites. So it's not

114

00:15:19.890 --> 00:15:27.120

Jason Smith (FTE): Any real soon names, but a costume numbers, but it shows you the name the grade the UFC status or yellow status.

115

00:15:27.450 --> 00:15:33.780

Jason Smith (FTE): And then these three columns. Coming up next, and waited honors in college, like I said, it goes up the course catalog. It matches up the

116

00:15:34.200 --> 00:15:48.210

Jason Smith (FTE): Course number two the course catalog and it doesn't count of all the unweighted honors college level courses that the students taking gives you the ethnicity, their gender, their GPA, the way the GPA. How many credits. They burned and then this is so

117

00:15:49.230 --> 00:16:00.600

Jason Smith (FTE): After credits earned. The next thing moving from left to right, is their status on that they've met the reading FSA if they've passed the algebra wanted to see

118

00:16:02.040 --> 00:16:14.850

Jason Smith (FTE): Their last level for the FSA for reading score in the grade they took it the same thing for math, the last level, they took for the FSA. They took the score and the grade.

119

00:16:16.710 --> 00:16:27.000

Jason Smith (FTE): In questions on that make sense. Everybody, hopefully, so that layout of from left to right, is the same for all the reports. I'm going to show you. So

120

00:16:29.280 --> 00:16:39.360

Jason Smith (FTE): I'm not going to show you this is right side again and the PowerPoint. So just know that this information is also out there. So what we do is we say to ourselves, okay we're under represented for

121

00:16:41.400 --> 00:16:42.450

Jason Smith (FTE): Hispanic males.

122

00:16:43.770 --> 00:16:49.560

Jason Smith (FTE): taking college classes. Our school. So let's go find some students that could potentially be

123

00:16:50.760 --> 00:16:52.080

Jason Smith (FTE): Scheduled into those classes.

124

00:16:53.220 --> 00:16:55.440

Jason Smith (FTE): There static males over 3.0

125

00:16:57.330 --> 00:17:07.830

Jason Smith (FTE): That are able to be placed in college classes and just for the sake of show you all the filters across the top. This is showing you, anybody who is not

126

00:17:09.810 --> 00:17:15.930

Jason Smith (FTE): Just for filtering sake, not for anything that you would potentially probably do. But this shows you any student who is

127

00:17:18.000 --> 00:17:31.260

Jason Smith (FTE): Not in not placing you see who's not a hell wiles elf, who has no cultural classes on the schedule right now, but has a 3.0 GPA and this allows you to as a counselor to go in and start looking at

128

00:17:32.310 --> 00:17:39.090

Jason Smith (FTE): These the students. I want to talk to, as we start doing course request of the following school in order to start placing you for us is for next year.

129

00:17:40.350 --> 00:17:40.680

Jason Smith (FTE): Right.

130

00:17:42.840 --> 00:17:51.030

Jason Smith (FTE): So that's the student space. The classes are taking right now so that way as we go in, we are

131

00:17:54.840 --> 00:17:57.780

Jason Smith (FTE): A isn't you're cutting out a little bit there.

132

00:18:00.990 --> 00:18:01.680

Jason Smith (FTE): Think that you are

133

00:18:19.980 --> 00:18:28.290

Jason Smith (FTE): You talk to place right and we do pretty much the same report that after we've gone out and done of course requests.

134

00:18:29.640 --> 00:18:33.300

Jason Smith (FTE): We do the same exact report, but again, of course requests. So

135

00:18:35.250 --> 00:18:38.670

Jason Smith (FTE): As we go through and do the course selection process.

136

00:18:39.900 --> 00:18:41.040

Jason Smith (FTE): It shows you

137

00:18:43.230 --> 00:18:54.030

Jason Smith (FTE): The same exact thing. But instead, it is based on of course requests. And so, this report is the same as that looking report is the other one but it's county of course request in their quest green and you run this in the next school year.

138

00:18:54.930 --> 00:19:03.570

Jason Smith (FTE): So on here, this set of students inside of the same filtering, but this is now based on course request. So when you go to school, you're 21 you look for students who are

139

00:19:04.710 --> 00:19:17.220

Jason Smith (FTE): Whatever criteria, looking for it does the same exact thing where it looks at course requests and what you are taking for the following school year. What we have you signed up to take. And if we can also identify students who need to possibly be placing the courses that are

140

00:19:19.200 --> 00:19:25.680

Jason Smith (FTE): Above where they were requested to to identify students who could be taking more rigorous coursework.

141

00:19:28.380 --> 00:19:28.680

Jason Smith (FTE): Alright.

142

00:19:30.720 --> 00:19:40.890

Jason Smith (FTE): My, my coworker said I'm breaking up. So I'm going to talk to the rest of this fast. The way you can stop listening to my choppy choppy language. Alright, so the last thing I want to show you guys is report we we built that

143

00:19:43.200 --> 00:19:53.460

Jason Smith (FTE): Helps you after you've talked to students after you've got the course request kind of settled, you may want to look at a global scale of classes and this, this has less to do with the

144

00:19:54.690 --> 00:20:05.220

Jason Smith (FTE): Equity and access piece, but just kind of more to do with managing course requests. Overall, and we built a report looks at every single request your school and pulls in some academic information.

145

00:20:05.730 --> 00:20:15.270

Jason Smith (FTE): And you can look for students, globally, who may have been in this place. And what that looks like is very similar elements as well. But you're looking at. And I filter this one. I'll show you what I did here in a second.

146

00:20:16.560 --> 00:20:28.110

Jason Smith (FTE): You have all of your students who are signing up for English to I filtered on 1001 340 and I looked for kids who have a way to GPA of 3.5 and also are passing

147

00:20:28.950 --> 00:20:37.320

Jason Smith (FTE): Who have already taken or has level three above for the reading FSA. So these students. Maybe it's targeted the the honors class or to be a copy of the class.

148

00:20:38.670 --> 00:20:41.760

Jason Smith (FTE): And across the board. You're looking at how they are all

149

00:20:43.350 --> 00:20:50.790

Jason Smith (FTE): Going to do, how are they ought to be placed into the class and making sure that we're not missing students who get under requested.

150

00:20:54.030 --> 00:21:07.440

Jason Smith (FTE): I breezed as quickly as possible, because I know you play your suffering listening to minor I go in and out. So that's pretty much I want to show you guys today. We've been working on this, this project for a while and then stop sharing my screen and

151

00:21:08.490 --> 00:21:09.480

Jason Smith (FTE): You know, help with the

152

00:21:11.700 --> 00:21:14.160

Aaron Nicely: Lesson. So you're going to get all these reports.

153

00:21:15.450 --> 00:21:23.160

Jason Smith (FTE): I'll make sure that I asked Mike nicely to share the code for everybody. Put it on the on the Google Drive. But these reports, like I said, they are

154

00:21:24.420 --> 00:21:27.810

Jason Smith (FTE): wearing a shirt is there we go. Yeah, just

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00:21:28.110 --> 00:21:30.540

Famis Florida2: Anybody wants to just chat and we'll get it out there to you.

156

00:21:32.850 --> 00:21:37.920

Jason Smith (FTE): So we we've been using these for this year for the first time, and obviously with

157

00:21:39.210 --> 00:21:49.170

Jason Smith (FTE): School being up in the air, but how it's gonna run next year we won't be able to get the best picture of how well this paid off. And we are

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00:21:49.950 --> 00:22:00.630

Jason Smith (FTE): We are hoping that as we kind of get back into more normal, normal times that will be able to build a culture where schools are using this on the front end as much as possible and using this to inform scheduling.

159

00:22:03.030 --> 00:22:07.080

Jason Smith (FTE): It's, it's been a struggle for schools to be able to

160

00:22:08.370 --> 00:22:11.970

Jason Smith (FTE): Make good decisions about scheduling where they're not basically always running behind the game.

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00:22:12.480 --> 00:22:21.030

Jason Smith (FTE): Our goal was for everybody to have all their schedules done at the secondary level by July 13 this year. And that's pushing it back because a coven from an earlier anticipated goal of

162

00:22:21.540 --> 00:22:30.720

Jason Smith (FTE): June 15 I'm talking to every single high school and a 96,000 students School District. We're being very aggressive and we're trying to make these these things happen.

163

00:22:32.490 --> 00:22:41.280

Jason Smith (FTE): So that way, nobody's doing schedules in the last week of school we want people to be able to analyze schedules that are built that are done and

164

00:22:43.320 --> 00:22:55.050

Jason Smith (FTE): Have high quality over the month of July in August, is that way. We're not just waiting to the last day before school starts to finish to the schedules and then you have a big pile of crap of schedules that are really terrible so

165

00:22:56.820 --> 00:23:00.180

Jason Smith (FTE): Any questions about this stuff, or how are you using it or anything else.

166

00:23:04.380 --> 00:23:05.430

Aaron Nicely: You have about

167

00:23:06.750 --> 00:23:10.980

Aaron Nicely: 89 people that want the code. So you should probably just post it to the group.

168

00:23:11.010 --> 00:23:11.880

Jason Smith (FTE): Yeah, we're gonna we're gonna

169

00:23:13.590 --> 00:23:14.550

Jason Smith (FTE): Put on Google address

170

00:23:15.900 --> 00:23:19.770

Aaron Nicely: Awesome. That's really cool. Jason. Did anyone have any questions.

171

00:23:22.620 --> 00:23:23.760

Aaron Nicely: Everyone loves it.

172

00:23:27.210 --> 00:23:30.210

Jason Smith (FTE): Yes, I'm really proud of. We really wanted to try to

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00:23:31.980 --> 00:23:34.980

Jason Smith (FTE): Like I said Master scheduling and secondary is a pain.

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00:23:36.690 --> 00:23:41.580

Jason Smith (FTE): Close you and larger districts, especially, it's like herding cats that are all high on LSD. So we're trying

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00:23:42.210 --> 00:23:45.570

Jason Smith (FTE): We're trying like crazy them to get this kind of under control and make it so that everybody's

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00:23:46.260 --> 00:23:58.590

Jason Smith (FTE): Doing this kind of thing ahead of time. And really, the one thing I think it's really going to help schools, a lot is that last report I showed you, you know, we're, we're, we're trying hard to make it so that people make good decisions about about

177

00:23:59.610 --> 00:24:02.310

Jason Smith (FTE): Placing students in classes so that way we can

178

00:24:03.330 --> 00:24:04.050

Jason Smith (FTE): Help them.

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00:24:05.550 --> 00:24:12.360

Jason Smith (FTE): You know, give opportunity to students who are not been given opportunities before, but the last report I showed you really kind of helps with a lot of cleanup stuff where

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00:24:13.020 --> 00:24:24.030

Jason Smith (FTE): If you can get your course request in the system and then you can kind of analyze the course request to say, wow, I got a lot of kids that are really high performing students in English class, or vice versa. And I have some students have a bunch of level one students that

181

00:24:25.200 --> 00:24:31.920

Jason Smith (FTE): May have been the place not saying I love when students can be an honors classes, but, you know, at least you want to look at them that, make sure that you you feel comfortable students taking

182

00:24:32.460 --> 00:24:37.320

Jason Smith (FTE): Higher level courses. The problem we always have is that students. Students get placed in the courses that a little bit.

183

00:24:38.760 --> 00:24:50.160

Jason Smith (FTE): out of whack for with her level is and so that last report I showed you that just basically dumps all the course request in the system and then goes out and says, here's here's everything that we we have

184

00:24:51.510 --> 00:25:00.000

Jason Smith (FTE): And here's kind of like the economic profile. The students were really helping into that that report allows schools to make some better decisions about where everybody is placed

185

00:25:02.910 --> 00:25:04.500

Jason Smith (FTE): And work on this stuff smarter not harder.

186

00:25:07.800 --> 00:25:08.550

Jason Smith (FTE): That's all I got.

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00:25:15.060 --> 00:25:19.230

Aaron Nicely: Really awesome work Jason very innovative.

188

00:25:20.580 --> 00:25:22.590

Jason Smith (FTE): Everyone's giving you a big team effort. An artist.

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00:25:22.950 --> 00:25:27.510

Jason Smith (FTE): It's been a big team effort by districts, not just me. It's not just the programmers and me. It's a bunch of

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00:25:27.990 --> 00:25:36.510

Jason Smith (FTE): Other people as well. So we've been working hard in this and I'm really happy to show to you guys and we can share with you soon, so you can decide if it's worth worth it for your district.

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00:25:37.710 --> 00:25:42.930

Jason Smith (FTE): Thanks guys know in here and also all that stuff is still running by Google Drive. So if I ever retire. I'll make sure

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00:25:43.410 --> 00:25:44.250

Aaron Nicely: To give you a heads up.

193

00:25:45.090 --> 00:25:45.390

So,

194

00:25:46.410 --> 00:25:48.780

Aaron Nicely: That we can make we can extract the

195

00:25:48.810 --> 00:25:53.880

Jason Smith (FTE): FF bc from my from my personal account or working camp or I'm going to be now.

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00:25:54.000 --> 00:25:55.500

Jason Smith (FTE): And thanks, guys.

197

00:25:56.400 --> 00:25:57.540

Aaron Nicely: Awesome. Thanks, Jason.

198

00:25:58.680 --> 00:26:01.080

Aaron Nicely: So Sam, you are up next.

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00:26:02.940 --> 00:26:11.760

Sam Messick: All right. Hello. I can't quite follow up Jason's presentation with as magnificent as one, but I will do my best.

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00:26:12.150 --> 00:26:21.210

Sam Messick: So kind of one of the side projects I've been working on recently is trying to add some sort of gooey on top of some of our custom tables.

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00:26:22.020 --> 00:26:35.910

Sam Messick: In Pascoe, we have you know quite a few little ones that will maybe need to update had records to or delete them from once a year, delete from them once a year and kind of the problem with that is you

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00:26:36.960 --> 00:26:41.550

Sam Messick: You know, have to do that through Run Query or through an advocate and it's

203

00:26:42.450 --> 00:27:01.620

Sam Messick: Always. You know, just a minor inconvenience. So naturally I set out to do something as complicated as possible to fix that problem and version 10 with a district fields that kind of gave us the really cool option of, you know, having essentially one field per district.

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00:27:02.640 --> 00:27:03.630

Sam Messick: Assuming you know your

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00:27:04.740 --> 00:27:07.560

Sam Messick: District is the only one on that instance of focus, but

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00:27:09.360 --> 00:27:22.050

Sam Messick: Basically so well first off, actually, we were talking, you know. SIDE CONVERSATION earlier about auditing changes to the database. And, you know, if you do things through naveh cat.

207

00:27:22.590 --> 00:27:30.540

Sam Messick: How are you going to log that for me personally, one of the few things I use naveh cat with is a updating functions and views.

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00:27:31.110 --> 00:27:48.210

Sam Messick: Recently I've kind of started doing that all through district reports. So, you know, this is an example from our production site. I have a function called Pascoe is super user and it'll just return a one, if that person has the super user checkbox checked.

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00:27:49.500 --> 00:27:53.730

Sam Messick: It's needlessly well not needless complex, but

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00:27:54.810 --> 00:28:06.960

Sam Messick: Essentially, you know, I just have the definition for the function as a district report. And so I can run that at any time to just kind of update the code for the functions that all lives within district reports.

211

00:28:07.680 --> 00:28:20.280

Sam Messick: It's just, you know, an idea that maybe help reduce reliance on the have a cat. And of course, now the cat, you know, is useful for other things. But for me personally just doing this I found I open it a lot less

212

00:28:21.780 --> 00:28:29.730

Sam Messick: Going back to what I was going to talk about. So Pascoe survey dates is an example of one of the

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00:28:32.220 --> 00:28:43.230

Sam Messick: tables that we we need keep up. It's essentially just a table. This is what I actually use to create the insert statement or rather used

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00:28:44.100 --> 00:28:55.260

Sam Messick: That just stores, you know, off the different dates related to a survey and I pulled from that in various reports focus does store a lot of these dates in one of their tables, however.

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00:28:56.940 --> 00:29:03.720

Sam Messick: I don't recall which dates, it was, but some of them either weren't stored or I was having trouble extracting them.

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00:29:04.800 --> 00:29:08.610

Sam Messick: To use in queries. And so I opted to just make my own

217

00:29:09.630 --> 00:29:18.510

Sam Messick: You know, focus. So your survey is here, really, you know, the only difference there. A survey one, of course, because it kind of takes place in the previous school year.

218

00:29:19.470 --> 00:29:32.490

Sam Messick: Anyway, so, you know, this was a pain to fill out every year, but with district fields see cover options. So this is kind of an example of converting that table over to a district field.

219

00:29:33.570 --> 00:29:34.620

Sam Messick: The problem with that.

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00:29:35.970 --> 00:29:46.920

Sam Messick: Is then you know it's not as easy to join to it because you're essentially joining to custom field blog entries that, you know, because that's where all these log entries for logging field are stored

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00:29:48.210 --> 00:30:02.160

Sam Messick: So then also you know that breaks compatibility with everything else you've ever done. So I kind of set out to instead replace the custom table with a view first migrating the

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00:30:03.240 --> 00:30:04.050

Sam Messick: Data over

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00:30:05.460 --> 00:30:13.650

Sam Messick: You know, I, I'll post this example, although it might not necessarily be germane to your district, but I had

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00:30:15.030 --> 00:30:28.860

Sam Messick: First, you know, I went created my actual logging field. And then I just kind of put together this insert to insert the data from that table into custom field logging log entries, excuse me, and

225

00:30:30.030 --> 00:30:34.350

Sam Messick: So, you know, convert the data from the custom table, so I didn't have to read key everything

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00:30:35.850 --> 00:30:43.440

Sam Messick: And then from there I and this is the part where I'm kind of at a roadblock. I had first set out to create a view.

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00:30:44.700 --> 00:30:55.290

Sam Messick: You know the thing with views is that they are not stored in the database it as I'm not database admin, but you know like runs the query to retrieve the data every time you call the view.

228

00:30:55.980 --> 00:31:07.920

Sam Messick: That's a little slower. And also, you can't index it though granted on a table this small I don't necessarily think an index is necessary because you know it's like 13 rows but

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00:31:09.060 --> 00:31:16.710

Sam Messick: So set out to create a view replaced it with a materialized view that seems to work a little better. And so that's what the code is here.

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00:31:17.790 --> 00:31:26.190

Sam Messick: And, you know, this also is probably not the most efficient materialized view that, you know, this is on our testing site smart proof of concept.

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00:31:28.110 --> 00:31:30.900

Sam Messick: And again, small set of data, probably doesn't matter as much

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00:31:34.110 --> 00:31:35.910

Sam Messick: And so then you of course

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00:31:37.260 --> 00:31:55.050

Sam Messick: The issue run into with materialized view, you have to update the data. Fortunately focus gives us edit rules and workflow with execute sequel so you can, you know, set your criteria on change for various fields to in the case of materialized view refresh the materialized view.

234

00:31:57.240 --> 00:32:14.670

Sam Messick: In future, I'm probably going to try to do just a straight create table and essentially you instead of creating materialized you create table and just have the code. The sequel here drop that table every time instead of just refreshing the materialize to you, but

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00:32:15.780 --> 00:32:23.610

Sam Messick: Just kind of wanted to throw this concept out there real quick, just in case you know you guys are struggling with some of your own custom tables.

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00:32:24.240 --> 00:32:40.440

Sam Messick: In particular for us we have like a cross reference table which is you know what someone's job code is and then which profiles, they are supposed to have. I know focus has their own if use their earpiece system, I believe.

237

00:32:41.460 --> 00:32:55.080

Sam Messick: Don't quote me on that. But are they have some sort of mechanism like that. But we kind of have our own and that table is always fun to edit, of course, because it's fairly large and stuff so

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00:32:56.100 --> 00:32:58.260

Sam Messick: Yeah, I guess. Any questions or

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00:32:58.890 --> 00:33:10.590

Aaron Nicely: This is so cool. Sam, that's a great idea to move all this in here makes a lot more sense to give people a little bit of context, in case. So you may not be on version 10 yet because I think

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00:33:11.340 --> 00:33:20.430

Aaron Nicely: Focus added this district fields and version 10 right so the screen Sam's on. It's kind of like the student field screen basically

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00:33:21.300 --> 00:33:40.380

Aaron Nicely: Or the student info but now it's district info. So this would be like site wide settings. So Sam's just basically take taken things out of the just straight up stored in the database and given it to some kind of interface using this district fields function which is really cool.

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00:33:40.860 --> 00:33:48.570

Sam Messick: Exactly. And so the nice thing is as well you know before you really, we, we, as the admins really had to manage

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00:33:49.650 --> 00:33:56.670

Sam Messick: The data and these tables. But if you have, you know, select subset of users in the district who are really in charge of that data.

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00:33:57.870 --> 00:34:10.050

Sam Messick: Then you're able to give them edit access to the field. And then, you know, of course, be wary of data entry errors and such. But they're able to take a little more control and that takes some things off of your plate.

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00:34:11.250 --> 00:34:12.030

Sam Messick: And so

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00:34:13.080 --> 00:34:19.140

Sam Messick: Also here, I just had the example I'd renamed the original table, you know, and this is now the materialized view and

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00:34:19.920 --> 00:34:30.060

Sam Messick: You know the results essentially come in the same except I don't have an ID column in the materialize to you because it's not really needed for anything. Anyway, that was all I had.

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00:34:32.100 --> 00:34:34.230

Aaron Nicely: You're getting lots of kudos in the chat.

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00:34:35.730 --> 00:34:50.190

Aaron Nicely: Really great idea, you know, there's so many uses for this district fields area. And I think that this is a great way to get people an idea of what they can do. It's just awesome anything you need to report that you'd run across your whole district is a great way to store it.

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00:34:51.450 --> 00:34:53.310

Aaron Nicely: Anyone have any questions for Sam.

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00:35:05.520 --> 00:35:14.820

LaQuita: This is liquid. Yeah, I don't have any questions, but just to give people other ideas. I know we're trying to figure out some thing to do with our transportation

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00:35:15.270 --> 00:35:22.080

LaQuita: I figured out a different way. But one of the places I was using to begin with was the district fields because I was gonna have some transportation

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00:35:22.320 --> 00:35:35.250

LaQuita: Or bus route information in there. I've come up with a different way since then. But that's what I was doing as well. I never thought about using it for the survey days and being able to do stuff with that. So thank you.

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00:35:37.740 --> 00:35:49.410

Sam Messick: You're welcome. Yeah. I also use in a lot of interest nightly jobs that no one would function in certain dates within the survey and it's made that a lot easier to manage.

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00:36:08.280 --> 00:36:10.290

Aaron Nicely: Thank you so much for sharing that.

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00:36:14.220 --> 00:36:21.480

Aaron Nicely: So the next part of the meeting. We're going to have a opportunity to have a like group discussion with everyone.

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00:36:22.320 --> 00:36:32.430

Aaron Nicely: So the main topics that people have asked to discuss with the group is what worked for you and quarter for and what didn't.

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00:36:33.150 --> 00:36:41.970

Aaron Nicely: School reopening plans district plans and then version 10 upgrade. So I guess we can start with the first two which is

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00:36:42.360 --> 00:36:58.380

Aaron Nicely: You know what worked in quarter for which was of course the wonderful coronavirus quarter. And what are your reopening plans. Does anyone want to jump in and share their successes or failures and quarter for and what they're planning on doing next year.

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00:37:08.820 --> 00:37:10.410

Jason Smith (FTE): Aaron. I know that aren't specifically from it.

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00:37:14.040 --> 00:37:20.070

Jason Smith (FTE): Here we're talking to simply from like an MS perspective or like the whole district is the whole district is a whole ball of wax, but for Mark

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00:37:20.700 --> 00:37:23.550

Jason Smith (FTE): From me from the focus. I, that's a different story.

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00:37:24.270 --> 00:37:34.260

Aaron Nicely: So I guess it's kind of twofold said to me, I've heard some all kinds of different things. I read about you guys in the news. What are your

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00:37:34.770 --> 00:37:41.010

Aaron Nicely: How is your district going to proceed with the reopening like are you guys going to do split schedules and then how are you going to

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00:37:41.490 --> 00:37:51.060

Aaron Nicely: You know, I guess if there's something specific to focus, how you're going to deal with that, and how are you going to deal with it from a data reporting stand point, if you consider that

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00:37:52.140 --> 00:37:53.640

Aaron Nicely: So that the

267

00:37:53.730 --> 00:37:57.660

Jason Smith (FTE): Work at work and trying to get some our arms around is

268

00:37:59.610 --> 00:38:02.460

Jason Smith (FTE): What can qualify as attendance of asynchronous.

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00:38:03.960 --> 00:38:08.970

Jason Smith (FTE): Meaning and kind of attendance versus if everybody has to be in a in a

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00:38:10.140 --> 00:38:17.190

Jason Smith (FTE): In some version of the class, the same time for us to be able to write attendance as being present for

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00:38:19.230 --> 00:38:23.220

Jason Smith (FTE): For survey purposes there nobody can really decide like what our

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00:38:23.250 --> 00:38:25.050

Jason Smith (FTE): Next steps going to be you're trying to get some

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00:38:27.030 --> 00:38:36.330

Jason Smith (FTE): Get some answers from the, from the D. We are trying to see if see if we need to change more policy to to change certain things, but we're, we're not at the point now where even have a good good solid plan moving forward.

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00:38:37.830 --> 00:38:50.460

Jason Smith (FTE): We, we kind of had a wild west and quarter for every school decide on their own. What they're going to do. I got a feeling that no matter what we do in this in the fall, it's going to be something that is more top down and regimented with

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00:38:51.480 --> 00:38:59.250

Jason Smith (FTE): If we have some sort of virtual thing going on that everybody's doing the same thing, but unfortunately we're not at the point our Palm Beach counties able to say that we're doing this, that, or the other.

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00:39:00.510 --> 00:39:05.490

Aaron Nicely: You know, one of my questions I have for you, Jason. Because you're the FT wizard is what

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00:39:06.960 --> 00:39:20.640

Aaron Nicely: What are you, I mean, so you're when you're saying attendance, you know, for asynchronous. I get that. But then at the same time, to me the way do you ease defining minutes on these classes is based on you being in a classroom. So I mean, are you

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00:39:21.030 --> 00:39:21.300

Jason Smith (FTE): Right.

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00:39:21.420 --> 00:39:31.290

Aaron Nicely: You know, kind of, I think that presentation. Even the condition or governor put out about, you know, oh, you could do a split schedule. Well, if you do that, how do you report f t

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00:39:32.670 --> 00:39:35.880

Aaron Nicely: To me it's you can only get fit for the sea time

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00:39:36.900 --> 00:39:39.150

Aaron Nicely: You interpret that differently. Currently,

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00:39:39.450 --> 00:39:47.940

Jason Smith (FTE): Yeah, yeah. It seems like that's the big thing is that if we can, if we can say that you being online for 15 minutes the same time you would have been in the classroom.

283

00:39:48.360 --> 00:39:53.490

Jason Smith (FTE): Where other people might be in the classroom with the teachers basically broadcasting their class from a classroom setting.

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00:39:53.940 --> 00:40:00.690

Jason Smith (FTE): And you're either in front of them seeing it live or you're at home, seeing the broadcast version.

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00:40:01.380 --> 00:40:11.040

Jason Smith (FTE): Does that kind of attendance, because I don't think there's any other way to kind of get around it. The laws are blended are pretty dry, you can't really call what we did in order for blended learning

286

00:40:13.110 --> 00:40:16.380

Jason Smith (FTE): You make a call virtual learning because those are special rules. This is, you know,

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00:40:17.490 --> 00:40:19.200

Jason Smith (FTE): Or rules. You gotta follow them so

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00:40:20.370 --> 00:40:20.700

Jason Smith (FTE): That's

289

00:40:21.030 --> 00:40:21.990

Aaron Nicely: Something we're working around

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00:40:22.290 --> 00:40:24.750

Jason Smith (FTE): The only a third category called, what the hell we do now.

291

00:40:25.500 --> 00:40:27.300

Aaron Nicely: So one of the things I've been

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00:40:27.420 --> 00:40:37.710

Aaron Nicely: Thinking in do he hasn't addressed this, but I think as districts, we should consider is tracking this virtual attendance separate and having separate attendance codes for

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00:40:38.400 --> 00:40:44.610

Aaron Nicely: You know, student attended virtually because otherwise, you know, at some point in time, people are going to want to know.

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00:40:45.060 --> 00:40:55.260

Aaron Nicely: If this is falling behind, because they took you know a year of school online, but it was actually an in person class, even though. Like last quarter. Do we gave us kind of a

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00:40:56.520 --> 00:41:03.840

Aaron Nicely: Blank a waiver to do whatever we wanted, we should really know whether that time was attended in person or virtually

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00:41:05.190 --> 00:41:12.240

Jason Smith (FTE): Right, and I think that the problem you have is that you need to have some sort of rule coming after the leasing what counts is virtual attendance.

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00:41:12.750 --> 00:41:27.570

Jason Smith (FTE): Because otherwise it's it's thousands of teachers in our school districts certifying that somebody did something online. That's a cool that this 15 minutes of see time per day over the course of five days and you know there's no way we're going to be able to to faithfully

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00:41:29.190 --> 00:41:34.440

Jason Smith (FTE): Say they met that so it's, you know, I'm not really the person in my district, who's

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00:41:35.790 --> 00:41:44.610

Jason Smith (FTE): Leading. Leading the discussion about about the Fc part of that my boss PJ isn't and he's been in more those discussions. It's just, these are the kinds of things he brings back to us with

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00:41:45.480 --> 00:41:55.680

Jason Smith (FTE): Talking about, you know, what the heck's going on in our school districts. So we got a lot of scissors to make, but it's going to be helped by the deal we getting some better guidelines that they have so far as I know.

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00:41:55.920 --> 00:41:57.750

Gayle Cape: Aaron. This is Gail, and I'll see Ola.

302

00:41:58.440 --> 00:42:15.600

Gayle Cape: And hey, our Deputy Superintendent is asked me if we can add a virtual present code into focus because he has a feeling that he that we are going to want to track present virtually as opposed to present in the classroom.

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00:42:17.670 --> 00:42:19.020

Aaron Nicely: Yeah, I think it's a good idea.

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00:42:19.290 --> 00:42:21.600

Aaron Nicely: Supposedly not going to collect it.

305

00:42:21.960 --> 00:42:28.770

Gayle Cape: Yeah, supposedly tonight at our board meeting tonight, where it's going to be discussed what we're going to do for the fall

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00:42:30.240 --> 00:42:34.950

Gayle Cape: You know, we have news crews out in the parking lot and so on and so forth. So I don't know what we're doing.

307

00:42:35.910 --> 00:42:41.400

Famis Florida2: Is using code is not defined and do even if there's some kind of transformation before you kick it out in a survey, though.

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00:42:42.450 --> 00:42:43.080

Aaron Nicely: There's a lot of

309

00:42:43.830 --> 00:42:49.770

Gayle Cape: I think it will all go to do we have present, but I think it's going to be just, if we can identify it locally. Yeah.

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00:42:50.910 --> 00:42:57.840

Jason Smith (FTE): It's one of those unring the bell situations, you know, once we get once we decide that we're doing something you started bringing up virtual bell, and then you can't do it.

311

00:42:58.230 --> 00:43:06.600

Jason Smith (FTE): Yeah, so you have to figure out a way to go back and pick out all these pieces that you kind of left me on the floor and make something out of it.

312

00:43:07.110 --> 00:43:13.920

Jason Smith (FTE): And if you can better to find on the front end, even if you if it's, you know, not really blessed by the do we, at least you have something to fall back on.

313

00:43:15.330 --> 00:43:20.730

Aaron Nicely: I Pascoe, folks. I want to ask you, I read about you in the newspaper. And I heard about this.

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00:43:20.940 --> 00:43:26.070

Rebecca Musselman: Yeah, we're in legendary always in the newspapers. Sorry, guys. Okay.

315

00:43:27.210 --> 00:43:32.490

Aaron Nicely: Something that y'all are proposing doing next year that I thought was really interesting where you're talking about having

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00:43:33.300 --> 00:43:42.930

Aaron Nicely: Like synchronous Virtual School where it's like a set schedule during the school day, or they stream normally attend and they log in on their computer. You have any idea how you're going to report that

317

00:43:45.480 --> 00:43:54.630

Rebecca Musselman: We have proposed three versions traditional my school online is what we called it as a district. And then we have our virtual

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00:43:54.990 --> 00:44:01.050

Rebecca Musselman: We have a large school program. And so right now we're at the point where we're collecting family feedback through next week.

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00:44:01.650 --> 00:44:13.980

Rebecca Musselman: And then we are working through plans. We've made some suggestions for folks to reach out to powers that be, but we have not definite defined anything yet. So we're in the same boat as both what Jason was describing

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00:44:15.390 --> 00:44:27.630

Rebecca Musselman: As well as what the previous school district that just spoke was talking about. So our district has definitely worked hand in hand. I know we have something written that we are proposing. I'm just not sure who and how it's getting sent to the state.

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00:44:30.630 --> 00:44:41.610

Aaron Nicely: Gotcha. I wasn't sure because to me it's like what you're doing is almost equivalent to see time in a classroom. I mean, they're logging in on the computer in this teachers see them.

322

00:44:41.640 --> 00:44:48.870

Rebecca Musselman: Right, right. In our whole purpose behind that the instructional group as a big push to that too is because we know students are more successful if they're

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00:44:49.470 --> 00:44:58.230

Rebecca Musselman: You know, continuously monitored and structured and we found that many of our students and quarter for I'll be at they were doing great, because they were involved at all.

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00:44:58.500 --> 00:45:07.680

Rebecca Musselman: They fell off during points of the quarter because of just sheer different things that happen and family dynamics. So we feel strongly that by having it more closely.

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00:45:08.010 --> 00:45:23.220

Rebecca Musselman: Connected to a traditional will see our students be more successful, even though we have to, you know, pay attention to your surroundings and what's happening in the world and may not be a comfort for many of our families to come back right now in a traditional format.

326

00:45:25.350 --> 00:45:39.870

Rebecca Musselman: But we're definitely in limbo, and we're definitely like I feel really not. Okay. But I'm trying to be okay. So our team is definitely problem solving and brainstorming and working closely on how we can monitor we're building some structures inside a student inside of the students system.

327

00:45:40.890 --> 00:45:53.010

Rebecca Musselman: We did a mock form on our website. So we didn't put that information in our students system, but we're bouncing it off what the families say versus what's actually displaying and so folks like Sam and members of our team are creating

328

00:45:53.490 --> 00:46:03.510

Rebecca Musselman: And Judy and our team are creating reports that show us the truth. So what a family put in the system and then kind of bouncing not off what we have in the student system. True or not true.

329

00:46:04.320 --> 00:46:14.190

Rebecca Musselman: For validity reasons, and then we're at the point where we're kind of making determinations about our allocations, because obviously when you pick these different formats. You have to think about the allocations on our schools.

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00:46:16.530 --> 00:46:17.010

Jason Smith (FTE): Rebecca

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00:46:18.030 --> 00:46:22.410

Jason Smith (FTE): I think our district is using some discussion that's happening at yours is the

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00:46:22.410 --> 00:46:22.680

Base.

333

00:46:23.970 --> 00:46:24.480

Rebecca Musselman: For me,

334

00:46:25.950 --> 00:46:26.520

Jason Smith (FTE): Something about

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00:46:26.580 --> 00:46:28.200

Jason Smith (FTE): Board lossy and attendance. Yeah.

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00:46:28.350 --> 00:46:36.990

Rebecca Musselman: Yeah, we're yeah I think you're right. In fact, I know you're right. Yeah, there's quite a few they're working together in that particular

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00:46:38.220 --> 00:46:47.790

Rebecca Musselman: Group. So hopefully that will get us some answers. But we're definitely in the waiting game and and I think it will be important. And as as we do get those defined answers. Maybe this group can

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00:46:47.790 --> 00:46:57.810

Rebecca Musselman: Come back together to kind of work smarter, rather than harder because all of you, collectively will help us all, do the right thing, you know, whatever it might be.

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00:46:59.160 --> 00:47:00.270

Rebecca Musselman: But yeah, definitely.

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00:47:02.730 --> 00:47:03.960

Aaron Nicely: Anyone else want to share

341

00:47:08.100 --> 00:47:09.690

Bruce M: Hey this is Bruce and clay.

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00:47:11.010 --> 00:47:22.800

Bruce M: Our superintendent wants to send out a survey to parents about you know what their feelings are about what they want to see in the new school year.

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00:47:24.060 --> 00:47:36.120

Bruce M: So we are going to use focus the re enrollment process, which we haven't used before, not as a re enrollment process, but just as a survey tool.

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00:47:37.710 --> 00:47:44.340

Bruce M: So that when the because we have a fairly high adoption rate of we have a very high adoption or a really of the Parent Portal.

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00:47:45.510 --> 00:47:49.950

Bruce M: Because that's the only way we send out report cards for several years now.

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00:47:51.840 --> 00:48:05.550

Bruce M: That he, you know, we're just going to notify everybody to get on the Parent Portal and with that re enrollment thing we have will have a lockdown. So they can't see anything until they fill out the survey for each of their students.

347

00:48:06.330 --> 00:48:07.560

Bruce M: But my concern is

348

00:48:08.670 --> 00:48:22.260

Bruce M: You know he's wanting to know what what parents are wanting. What kind of environment, you know, they want their kids to be in. Well, that's fine. We asked him now, but

349

00:48:23.370 --> 00:48:29.190

Bruce M: Things are changing so fast that you know five days after school starts

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00:48:30.660 --> 00:48:35.910

Bruce M: You may have 20% of the population wants to change their answer so

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00:48:37.080 --> 00:48:41.370

Bruce M: You know, I just, I don't know. You have to have

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00:48:43.050 --> 00:48:53.100

Bruce M: You have to have a process setup or options set up not only to accommodate you know what people need to get stuff done.

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00:48:54.330 --> 00:48:58.440

Bruce M: But if you don't have any flexibility between those options.

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00:48:59.490 --> 00:49:09.570

Bruce M: You know, it's, it's going to last for a week and then you're going to have a mess. Again, so I'm just not quite sure how how that's gonna play out but

355

00:49:11.400 --> 00:49:12.180

Missy Atkinson: Yes, it's

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00:49:12.270 --> 00:49:17.010

Missy Atkinson: Missy Leon and we're doing the we're sending out our surveys to mock our

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00:49:17.400 --> 00:49:28.470

Missy Atkinson: Our intent because we already did a survey. So we're doing the same thing. We use the re enrollment forms for a lot of different things like to collect our clinic card information at the beginning of each year.

358

00:49:29.190 --> 00:49:42.060

Missy Atkinson: And ours is going out tomorrow and our superintendent saying it's going to be binding for the first semester but we still have concerns is, you know, people are going to change their mind or something happens.

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00:49:43.140 --> 00:50:00.600

Missy Atkinson: With that, and then looking at you know how the same kind of thing with whether we're doing asynchronous or not instruction in what we're calling our learning academies, but we're trying to get an idea of how many parents are going to select each option at this point.

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00:50:01.320 --> 00:50:09.780

Bruce M: Yeah, our he's saying Irish are going to be binding to but they'll, they'll be binding until the lawyers get involved, you know,

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00:50:09.930 --> 00:50:12.300

Missy Atkinson: I mean that we're all the superintendent's off.

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00:50:12.330 --> 00:50:15.180

Bruce M: Yeah, that'll that'll last the last three days.

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00:50:15.480 --> 00:50:25.350

Bruce M: And then they won't be binding anymore because, you know, because you don't know what's going to come out in the news and and you know people are just on that edge of

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00:50:26.550 --> 00:50:27.000

Bruce M: You know,

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00:50:28.410 --> 00:50:40.050

Bruce M: Just on that edge that any little thing now it's just going to throw people out of kilter even more and and then if you tell them no on something that's it.

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00:50:41.220 --> 00:50:45.270

Bruce M: So it's gonna be interesting. We find

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00:50:47.370 --> 00:51:01.440

Aaron Nicely: Someone's asking you a question. Mary is asking a question here in the chat. She wants to know how you get your parents to create accounts in focus. They have a third to half using Aaron accounts and what other methods are you using the survey.

368

00:51:01.680 --> 00:51:03.330

Bruce M: We had a big push

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00:51:04.410 --> 00:51:08.880

Bruce M: A couple years ago to really increase our usage of the Parent Portal.

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00:51:09.900 --> 00:51:15.120

Bruce M: I'm sorry, I just realized my microphone was pushed up to the top of my head. So you probably couldn't even hear me.

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00:51:17.700 --> 00:51:30.330

Bruce M: So we made a big push a couple of years ago to really get as many people on the Parent Portal as as possible. And we did that primarily by saying this is how you're going to get report cards so

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00:51:31.050 --> 00:51:36.780

Bruce M: You know, get over it. Of course, you know, we have hardship cases of people that can't do that. But

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00:51:39.180 --> 00:51:50.250

Bruce M: So, but after, after two years, two or three years now of that's how people get report cards. They're, they're registered for the Parent Portal and then on new registrations.

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00:51:50.970 --> 00:51:59.100

Bruce M: We are trying to get towards a more centralized registration and now with pretty much everything's going to be online here now so

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00:52:00.720 --> 00:52:10.710

Bruce M: It is kind of centralized in that aspect that you pretty much have to have a Parent Portal registration to register your student anymore so

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00:52:13.440 --> 00:52:13.860

Bruce M: That's

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00:52:15.300 --> 00:52:19.230

Bruce M: You know, we've we've made a push for that for several years now.

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00:52:20.010 --> 00:52:27.690

Rebecca Musselman: So hey, this is Rebecca from Pascoe, one thing that helped us with the parent accounts, um, because we struggled to with the same things. You guys are describing

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00:52:27.930 --> 00:52:33.390

Rebecca Musselman: We push to report cards. They aren't printed anymore. Two years ago, that was a big push so that helps

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00:52:33.720 --> 00:52:38.820

Rebecca Musselman: But what catapulted us and what helped helped us most was when we went with the school choice module.

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00:52:39.120 --> 00:52:47.310

Rebecca Musselman: And so that is the only way they can do that. And so that helped us tenfold. And so we have seen, you know, we have a majority of our families and now and then.

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00:52:47.640 --> 00:52:54.180

Rebecca Musselman: We've really straight change our strategy to focus on the k. So, as they register K, getting them in from the beginning.

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00:52:54.570 --> 00:53:06.180

Rebecca Musselman: And we're really our new precious as they enroll trying to do more what you were describing with that centralized registration or something similar to that process because we do find it hard to get the number. Once you get a man, you're done.

384

00:53:07.140 --> 00:53:08.430

LaQuita: This is what Queda

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00:53:08.580 --> 00:53:09.300

LaQuita: From Leon

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00:53:09.720 --> 00:53:19.920

LaQuita: And when we did. We got a big push because we had a contest among the schools. So, and I believe they want like

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00:53:21.090 --> 00:53:27.930

LaQuita: TVs, or something like that for their schools. So that's how we did it. And the schools really pushed it

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00:53:29.130 --> 00:53:46.710

LaQuita: But now we have the new students who register the parents have to create an account to even register them anyway. So they're automatically doing it. But if you maybe turn it into a contest between your schools that might help get more people

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00:53:48.120 --> 00:54:03.630

Bruce M: Yeah, back, back when we first started the push, I, I did a portal an admin portal chart in focus that just a simple bar chart that shows the percentage of students that have

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00:54:04.080 --> 00:54:22.380

Bruce M: An active Parent Portal account by grade level. And so it kind of, I think we did actually have a school contest of some sort. I don't remember exactly what it was. But, you know, just looking at that chart. They were pretty serious about getting their numbers up

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00:54:23.190 --> 00:54:23.490

Missy Atkinson: Yeah.

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00:54:23.640 --> 00:54:26.400

Bruce M: Those bars across the top. Yeah.

393

00:54:26.670 --> 00:54:40.500

Missy Atkinson: This is a mistake, Leon with Chiquita we have a report that says the number of students that don't have a portal account attached and the principles can use that and what they started doing is printing the letters or having the teachers contact

394

00:54:41.160 --> 00:54:46.920

Missy Atkinson: The parents during Open House during the parent teacher conferences that are required no entry.

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00:54:47.160 --> 00:54:57.060

Missy Atkinson: And we also have our pre K screening. So every student that screen for Pre K or wants to enroll in Pre K must do it through the portal, along with our school choice.

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00:54:57.300 --> 00:55:16.530

Missy Atkinson: And now we have a hardship application. And so they cannot participate in any of those programs without having a portal. And so in two years, we've got schools at 98% and we've got title one schools that are over 75 or 80% so that has made a huge difference.

397

00:55:16.830 --> 00:55:30.030

Bruce M: And this this past quarter of the school year help too. Because you know we parents kind of got the message pretty quick, that if they didn't have a Parent Portal account they weren't going to know what was going on.

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00:55:31.140 --> 00:55:31.620

Bruce M: So,

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00:55:33.030 --> 00:55:35.310

Bruce M: You know, they just kind of did.

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00:55:43.560 --> 00:55:46.290

Aaron Nicely: Anyone else want to share about reopening plans.

401

00:55:46.860 --> 00:56:02.700

Bruce M: I let me just reply to marry one more time on on the, the students account. Yeah. When we first got on focus the Parent Portal stuff was a little bit kludgy we were, we came in on like version for her version five

402

00:56:04.320 --> 00:56:27.180

Bruce M: And so what happened is a lot of this parents just ended up creating a using their students account. And so that was part of that push to is to tell them no. You need an account so we can send information to you that your student doesn't necessarily need to see and

403

00:56:28.740 --> 00:56:34.470

Bruce M: And so we, we, it took a while. But we kind of were able to then filter out

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00:56:35.970 --> 00:56:39.960

Bruce M: These parents that were just using there's the Student Accounts and

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00:56:42.300 --> 00:56:48.660

Bruce M: And that helped a lot because they're, you know, that's just not right, they, they need to have a place where you can communicate with them.

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00:56:50.970 --> 00:56:51.930

Bruce M: Away from the student

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00:56:54.480 --> 00:56:54.990

Bruce M: That's it.

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00:57:02.730 --> 00:57:04.050

Aaron Nicely: You Bruce

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00:57:06.960 --> 00:57:15.390

Rebecca Musselman: So Aaron is Rebecca, I was just gonna ask. I know. At one point, our district was looking at possibly doing an A and a B day kind of concept.

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00:57:15.750 --> 00:57:22.350

Rebecca Musselman: I just didn't know if any other districts out there were looking at that. I'm just curious. In case for some reason that we're up, I would like to have some

411

00:57:22.710 --> 00:57:32.100

Rebecca Musselman: Some contacts or ideas because we thought about doing that we did. I don't think that's the direction we're taking effect. I know it's not right now, but you never know what might come

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00:57:33.930 --> 00:57:39.990

Aaron Nicely: zagging an ad words in person and a be days where it's online, are you talking about, you know, just

413

00:57:40.110 --> 00:57:40.680

Aaron Nicely: Regular yeah

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00:57:41.310 --> 00:57:44.910

Rebecca Musselman: So the structure that we threw around with two days in school.

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00:57:46.440 --> 00:57:59.760

Rebecca Musselman: Other days not and then a second group of students coming in two days in school. Couple of days not but all still scheduled five days. That was a structure that they talked about

416

00:58:00.450 --> 00:58:13.020

Rebecca Musselman: It wasn't one. We went forward with. I didn't know if anybody else was thinking about that at one point, there were a couple of districts that were calling us about it. So I didn't know if if anybody had anything like that they were still looking at doing

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00:58:14.340 --> 00:58:24.030

Missy Atkinson: This is Missy and Leon, we have set. We have a couple of options that we planned out as pandemic 3.0

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00:58:24.660 --> 00:58:32.910

Missy Atkinson: Just in case we do have to lower class size based on up number of increasing numbers. So we've got a

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00:58:33.540 --> 00:58:40.710

Missy Atkinson: AB model, kind of like a block schedule where we would divide them into groups. A and B. And we have a

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00:58:41.070 --> 00:59:00.360

Missy Atkinson: On odd it on even days. A on and be on odd days or do the two days, two days with one day off for remediation or ESC type services on the on that extra day. Then we have a 25% model where we divide them into four groups and do

421

00:59:01.530 --> 00:59:22.530

Missy Atkinson: You know, each to each group will get one day per week at school and then the teacher would have one day a week to work with those students at home with that model. So we've got like 100% 50% of 25% kind of models, but we are not going with those for the school opening

422

00:59:24.240 --> 00:59:31.260

Aaron Nicely: And Bethany is going to share a little bit some recommendations from focus about scheduling with school reopening

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00:59:31.770 --> 00:59:41.430

Rebecca Musselman: Oh, thank you. Hey, thank you. Missy, for sharing that. Um, we appreciate your, your brainstorming because, I mean, you never know. Maybe we may have to reach out and think more with you. So thanks a lot.

424

00:59:48.540 --> 00:59:51.690

Aaron Nicely: I'll share a few of the districts. I've talked to

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00:59:52.710 --> 01:00:01.260

Aaron Nicely: Our districts represent some of the lowest number of coronavirus cases in the state and fact I have one that's the lowest didn't they have five cases total

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01:00:02.310 --> 01:00:07.710

Aaron Nicely: So, you know, most of the districts. I've talked to plan to reopen is normal.

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01:00:08.760 --> 01:00:21.630

Aaron Nicely: In August, so there you know very lucky to have very low cases right now. So several of them are talking about contingency plans and are are looking at alternate rotations and things like that.

428

01:00:22.710 --> 01:00:30.390

Aaron Nicely: If things ever do get out of control. But as you all know, the hardest part with work in schools is we can't just change anything on a dime.

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01:00:31.500 --> 01:00:40.500

Aaron Nicely: Despite what quarter for showed, we learned that in that process that it's not very easy to adjust and especially with a lot of the districts. I work with

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01:00:41.280 --> 01:00:53.580

Aaron Nicely: Internet access is a big issue and buying a hotspot doesn't solve it to unfortunately to even some of the folks with you. We learning that there are places in this state that don't have cell phone.

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01:00:54.810 --> 01:00:56.790

Aaron Nicely: cell tower accent so

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01:00:58.410 --> 01:01:03.960

Aaron Nicely: There's just, you know, so many issues with that. But, you know, so far, very lucky.

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01:01:08.700 --> 01:01:11.970

Aaron Nicely: Anyone else want to share about school reopening

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01:01:17.970 --> 01:01:19.230

Aaron Nicely: Okay version 10

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01:01:20.820 --> 01:01:24.060

Aaron Nicely: Who. How many people have not upgraded yet that's on the call.

436

01:01:27.330 --> 01:01:28.500

Aaron Nicely: You know mine chatting in

437

01:01:33.030 --> 01:01:35.550

Jeanne Miller: Will be next week. This is Manatee County.

438

01:01:36.300 --> 01:01:36.930

Aaron Nicely: All right.

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01:01:38.700 --> 01:01:40.260

Jeanne Miller: How's it working for everybody.

440

01:01:41.940 --> 01:01:42.630

Famis Florida2: Wonderful.

441

01:01:43.410 --> 01:01:45.300

Rebecca Musselman: This is Rebecca from Pascoe, we're happy.

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01:01:45.630 --> 01:01:47.520

Jeanne Miller: Oh, good, good, good. Yeah. We're excited

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01:01:48.090 --> 01:01:49.710

Rebecca Musselman: This is I think our second week

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01:01:50.700 --> 01:01:53.100

Sam Messick: smoothest update we've had, I think,

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01:01:53.760 --> 01:01:54.750

Rebecca Musselman: For sure.

446

01:01:55.050 --> 01:01:56.280

Famis Florida2: Without a doubt, yes.

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01:01:56.490 --> 01:02:04.020

Jeanne Miller: Oh, great school so I don't have to do anything. Then on the weekend. Right. They can do all the work. And we can be on our way on Monday.

448

01:02:05.580 --> 01:02:06.030

Bethany: Every

449

01:02:09.870 --> 01:02:11.100

Jeanne Miller: Yes, yes. So here

450

01:02:11.100 --> 01:02:14.280

Rebecca Musselman: That you do have to prepare that so that you have it timed out right

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01:02:14.490 --> 01:02:16.050

Aaron Nicely: Very good. We're using SAML

452

01:02:16.470 --> 01:02:18.600

Jeanne Miller: Yeah, okay. Yeah.

453

01:02:18.660 --> 01:02:26.850

Bethany: Jeannie we already have that on your site because we had to do it for the kiosks so we just have to double check because know where we set that up.

454

01:02:28.290 --> 01:02:29.700

Bethany: Way back in the beginning.

455

01:02:31.260 --> 01:02:34.260

Jeanne Miller: I need to get David hair and we just need to test it. When

456

01:02:34.560 --> 01:02:35.880

Jeanne Miller: On Friday, then. Okay.

457

01:02:36.360 --> 01:02:38.100

Jeanne Miller: I'll get him make sure he's available then

458

01:02:38.550 --> 01:02:47.700

Rebecca Musselman: So the one thing we were really happy about with this is that our families, you know, of course, they have a different view. And we were very pleasantly surprised that the feedback from families, thus far, like

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01:02:48.090 --> 01:02:53.130

Rebecca Musselman: About how much they love it. We were, you know, you always brace for impact, but any change, but really positive.

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01:02:53.460 --> 01:02:53.730

Right.

461

01:02:57.390 --> 01:03:03.510

Rebecca Musselman: But we had a report cards out way before that, because it did change the way we access to report cards. So that is something to consider.

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01:03:06.630 --> 01:03:13.680

Aaron Nicely: Everything's gone really well with the district. So we've gotten an upgraded so far, my only recommendation is that

463

01:03:14.820 --> 01:03:24.120

Aaron Nicely: If you could finish using the builder before you upgrade to version 10 or just don't do start the builder until after version 10 hopefully at this point.

464

01:03:24.510 --> 01:03:33.600

Aaron Nicely: You're done with the builder, but we had a couple districts who went in the middle, and they had to set some things up again. But other than that everybody's been really happy.

465

01:03:35.040 --> 01:03:35.430

Jeanne Miller: I

466

01:03:36.000 --> 01:03:36.630

Jason Smith (FTE): think's important

467

01:03:36.900 --> 01:03:38.370

Jason Smith (FTE): Ability is very important. Those

468

01:03:39.960 --> 01:03:43.860

Jason Smith (FTE): There's a few things there so broken about it that they need to get sorted out and

469

01:03:44.130 --> 01:03:53.160

Jason Smith (FTE): We only have one school in our district with using it again and a hell of a time and I'm just telling them, and I can use ever again. So that was my opportunity to not not support the builder anymore. So I appreciate the the bug.

470

01:03:56.490 --> 01:04:03.510

Jeanne Miller: Yeah, that's some we might want to mention that because I'm sure they're not done building the schedule always late.

471

01:04:04.530 --> 01:04:09.000

Bethany: Yet genial, we can discuss that on Thursday morning. I made a note for that.

472

01:04:09.210 --> 01:04:09.960

Jeanne Miller: Okay, thank you.

473

01:04:18.540 --> 01:04:29.550

Aaron Nicely: Okay. Anything else anyone wants to share about version 10 in fact actually Sam's presentation there on the district fields. It's a really good piece of versions and that you can think about

474

01:04:32.070 --> 01:04:36.390

Bruce M: I don't know when it actually came in, but I love the Run Query option on the menu now.

475

01:04:38.760 --> 01:04:39.510

Aaron Nicely: Yes.

476

01:04:43.170 --> 01:04:47.940

Bruce M: That only took about six years longer than it needed to but that's okay. It's there now.

477

01:05:00.720 --> 01:05:09.330

Bruce M: Yes, I did just discover the run button on the scheduled jobs page. That was nice because for integrations that actually does the

478

01:05:10.680 --> 01:05:16.650

Bruce M: The SF T transfers and everything so very nice addition.

479

01:05:18.330 --> 01:05:29.250

Aaron Nicely: I love that little bit of text. I mean, it's the little things that I fell in love with. I love the little texts that they put on all the nonprofit's is over the logo. So you just know that you're not on production.

480

01:05:37.380 --> 01:05:46.530

Bruce M: I would still like to have on integrations, the ability to just temporarily turn off like one or two files out of multi file integration.

481

01:05:48.630 --> 01:05:59.430

Bruce M: About the only way I can do that now is to just rename the output file to something that the other product won't understand but it'd be nice to just have a

482

01:06:00.510 --> 01:06:06.330

Bruce M: Active inactive flag on each one. But again, you know, it's just little things like that.

483

01:06:29.430 --> 01:06:33.690

Aaron Nicely: I'm going to stop sharing my screen Bethany and that way you can share your screen.

484

01:06:40.380 --> 01:06:41.040

Aaron Nicely: See

485

01:06:46.320 --> 01:06:50.220

Aaron Nicely: You should see the share screen at the bottom and then just choose. Yep. You got it.

486

01:07:00.150 --> 01:07:02.190

Bethany: So hopefully everyone

487

01:07:02.220 --> 01:07:08.070

Bethany: Can everybody see my screen and I document on secondary scheduling.

488

01:07:08.550 --> 01:07:09.150

Yes.

489

01:07:10.290 --> 01:07:10.980

Bethany: So,

490

01:07:11.070 --> 01:07:19.710

Bethany: What I just wanted to touch base on with is just as the discussions are going around with the various districts on what are we going to do

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01:07:20.460 --> 01:07:29.490

Bethany: In the school year, as you were discussing. There's all kinds of different proposals out there. There are some similarities to the different proposals.

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01:07:29.760 --> 01:07:37.710

Bethany: But what one of our districts has already done is they've already. It's already went to their school board, a week ago. It's already been out in the newspapers and

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01:07:38.550 --> 01:07:57.270

Bethany: Through the media and so they put together a document that is just going through how they're rebuilding their master schedules. So for this district is about. I would say they had two schools last week there were completely done rebuilding their master schedule.

494

01:07:58.470 --> 01:08:06.270

Bethany: To handle the way they're going to handle the new school year. So this document here was actually wasn't written by us. This was actually written by

495

01:08:06.570 --> 01:08:14.730

Bethany: The district. It was written by principles as well as PM is group of how they're going to redo their schedules.

496

01:08:15.210 --> 01:08:25.800

Bethany: So this is an example of a district that used to have alternating day schedules, as well as street seven as well as they think they have five

497

01:08:26.220 --> 01:08:40.500

Bethany: True blocks at some magnet programs. But what their district decided to do is kind of what you were talking about Rebecca, a little bit is they have decided they were opening school with students at the elementary school coming to school full time.

498

01:08:41.190 --> 01:08:49.560

Bethany: But students at the secondary level will be coming to school. And this is a high school situation. The students are going to be broken into.

499

01:08:50.460 --> 01:08:57.030

Bethany: Two groups. One group is going to come to school on Mondays and Thursdays and the second group of students is going to come to school on Tuesdays and Fridays.

500

01:08:57.510 --> 01:09:19.590

Bethany: And then all student students are working remotely on Wednesdays, so that the campuses can have a deep cleaning. And so that's what this schedule scenario was was based around was making those types of changes to the schedule and are in talking with several of you, you know,

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01:09:20.760 --> 01:09:31.110

Bethany: Everybody's been approaching it a little bit differently from the scheduling perspective. Some folks are going to leave their schedules 100% intact with what they're building right now.

502

01:09:31.590 --> 01:09:37.860

Bethany: And instead of making changes to the schedule record. They're making some student field changes.

503

01:09:38.340 --> 01:09:56.610

Bethany: And so they're adding student fields to designate the results of the survey whether a student is going to school full time if they're going to be coming to school on an alternating day or if the preference was they're going to remain virtual now what I have heard from many of the

504

01:09:56.610 --> 01:10:12.570

Bethany: Districts for the districts that are going where they're giving the option for the Virtual School that it needs to be through the district Virtual School and not through Florida Virtual so that the funding can be retained in district and so

505

01:10:13.050 --> 01:10:13.260

christina.sparr: For

506

01:10:13.410 --> 01:10:30.120

Bethany: districts that are leaving their schedules, as is they're putting a flag at the student record level to say the student is going to be, you know, when a student or a beat a student, whatever it might be. So that from the attendance perspective.

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01:10:31.200 --> 01:10:40.530

Bethany: When I open up my attendance roster. I'll see the alert icon on my students to know whether I should be seeing that student in person today rushing to seeing that students

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01:10:40.950 --> 01:10:51.480

Bethany: Through you know some online learning tool. So that's what one of our districts is doing this district that has the documentation that

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01:10:52.440 --> 01:11:05.010

Bethany: The link was shared with you made the decision to do the the alternating day or the Monday, Thursday Tuesday Friday. And so this is kind of a guide that they put together for their

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01:11:05.550 --> 01:11:17.700

Bethany: For their schools to essentially. And in addition to that, the district made the decision that they were moving from an eight period. A be scheduled to a straight seven

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01:11:18.240 --> 01:11:33.150

Bethany: So that's why some of the documentation that's in here is here because the district made the decision not only to set up this alternating day plan with students, but to cut the master schedule from eight periods to seven periods.

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01:11:33.990 --> 01:11:45.150

Bethany: So in the documentation you see here, this is just a couple of key administrators at schools that kind of put together a guideline for the rest of the campuses.

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01:11:45.480 --> 01:11:55.350

Bethany: As to here's what you need to consider for your bell schedule. Here's what you need to consider for how you're going to do that planning.

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01:11:55.770 --> 01:12:03.540

Bethany: Because one of the biggest concern points that's come up is if you are going to separate out the students into a Monday, Thursday or Tuesday Friday.

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01:12:03.960 --> 01:12:09.300

Bethany: How do you decide which courses meet on which days which students are going to come to school on which days.

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01:12:09.900 --> 01:12:20.970

Bethany: So one of the suggestions that this district had was that maybe ninth and 11th graders are going to come on Monday, Thursday and 10th and 12th graders are going to come on Tuesday Friday.

517

01:12:23.220 --> 01:12:28.740

Bethany: The and then it just it's going through explaining to them how to dissolve their eight period section.

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01:12:29.670 --> 01:12:39.660

Bethany: How to move everything to a seven period day. And so again, it's just a few of the strong schedulers in the district that put this together for their other schools.

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01:12:40.230 --> 01:12:49.920

Bethany: They got rid of the actual ab piece of it because, again, the students aren't necessarily coming every other day. They're coming two days a week.

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01:12:50.430 --> 01:12:57.030

Bethany: And so this is where the you know the model comes from for this example.

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01:12:57.600 --> 01:13:11.820

Bethany: If I scroll down, they even kind of give some samples on. Here's how we could change our Bell schedules to accommodate those changes again because they're going from a seven period day or eight period day down to a seven period day

522

01:13:12.690 --> 01:13:21.720

Bethany: They actually gave some recommendations. They gave three different recommendations on if you are going to be doing shifts with your students how to do those shifts

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01:13:23.070 --> 01:13:33.390

Bethany: The 911 1012 doing some type of an alphabetical splits or demographic regions in the school because you have to look at, you know, what

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01:13:33.840 --> 01:13:42.450

Bethany: Do you have a ninth grade wing or do you have an English when you have a math wing. Do you have those different things to determine where you're going to have that flow.

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01:13:43.320 --> 01:13:52.980

Bethany: We've also seen our campuses setting up one way hallways and so all the flow on campuses will be

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01:13:53.400 --> 01:13:58.440

Bethany: You know, a single direction. So when the students are coming out between classes are always flowing in one direction.

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01:13:59.070 --> 01:14:09.690

Bethany: And then the third option that they had here was just this the focus area for the students are they parts of different programs. So what programs should meet on which days in person.

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01:14:10.200 --> 01:14:26.760

Bethany: So these are the three different options that they gave to the schools as they were thinking they weren't making this decision for the schools. They were just saying you need to split your students up essentially in a 5050 manner and gave these three suggestions on how to do that.

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01:14:27.900 --> 01:14:37.380

Bethany: And then, what they did is based on what option that was selected, they kind of built some teams. So they went in and they said, all right, on a

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01:14:37.920 --> 01:14:51.990

Bethany: Monday, Thursday team or I'm a Tuesday Friday team or however they wanted to do that. And they built depending on the method they were taking they built teams. And what they did is they then assign the students

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01:14:53.220 --> 01:14:58.440

Bethany: To the team that they were going to be on am I going to be on that Monday, Thursday team or am I going to be on that Tuesday Friday team.

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01:14:59.040 --> 01:15:04.950

Bethany: And they assign the students two teams and then they did the same thing at their section level.

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01:15:05.460 --> 01:15:14.490

Bethany: And they set up all of the the Monday, Thursday sections to be on one team and the Tuesday Friday sections to be on a second team.

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01:15:15.180 --> 01:15:28.170

Bethany: And so this goes through in this school. The school colors are red and white. So instead of having a bay be a de de de they decided that they were going to have their two teams, a red group and a white group.

535

01:15:28.680 --> 01:15:35.520

Bethany: Now what this campus chose to do is they have two separate sections.

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01:15:36.030 --> 01:15:48.840

Bethany: One section. That's the Monday, Thursday section in a second section. That's the Tuesday Friday section so I can see. And they called one of them, the red group. So they ended every section number with an R

537

01:15:49.320 --> 01:15:57.360

Bethany: And then they have the white group which and every section and in a W. And so they essentially took all of their existing sections.

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01:15:57.870 --> 01:16:07.530

Bethany: And they created two sections of that course one that's representing the students that will be on campus for Monday, Thursday and another that

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01:16:08.250 --> 01:16:15.180

Bethany: Identifies the students that are on campus for Tuesday friday so that they know when the teacher is in their grade book.

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01:16:15.660 --> 01:16:22.020

Bethany: Even though they may have a combined grade book of both of these sections, if the student is in the section.

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01:16:22.830 --> 01:16:32.070

Bethany: That's the one on one are I know when I'm taking attendance. I should be looking at the students that are physically sitting in front of me to determine whether they are absent or present

542

01:16:33.300 --> 01:16:52.170

Bethany: The second and the same thing on the other day. If this is not a red day then when I'm taking the attendance for my students that are in my white section. I am going to be in this case they are looking to the students turn in an assignment or do they log into their, their teams classroom.

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01:16:53.400 --> 01:17:05.580

Bethany: Meeting and so they're using either the assignment or the login and participation in class to determine the that present value for the student when they are in the remote learning instance when they're at home.

544

01:17:07.020 --> 01:17:21.900

Bethany: And so this is where, and again, here's how they give some more recommendations and then they show a sample teacher schedule of what it would look like. So here is face to face. And here's online.

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01:17:22.920 --> 01:17:35.670

Bethany: So that I can see I've got one group face to face. I got another group that's online for that section. And so they just show how they're doing that and that they're doing a Wednesday, as you know, their online support.

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01:17:36.090 --> 01:17:51.450

Bethany: Day, where they know students will be on campus. So this is kind of an option of how they were setting up those teacher schedules and then just a second option of how some things would look like. So this is kind of a pattern of what they were looking at

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01:17:53.250 --> 01:18:01.800

Bethany: They also look at how am I going to divide up when they were looking at that division of how you're going to divide your students. You also have to look at your teachers.

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01:18:02.070 --> 01:18:08.100

Bethany: Because you want to make sure that when you're splitting things up that you're kind of evenly distributing what's going to happen.

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01:18:08.370 --> 01:18:21.510

Bethany: With your teachers at the same time. So when they were looking at those groups, A, B, and C that I looked at above. They also did that same thing when they were doing the split from a teacher perspective. What is it we're going to be offering on

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01:18:21.930 --> 01:18:33.060

Bethany: If we use group want a method Group B method or a group see method. So they analyze their master schedule that way and then they kind of look at it from

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01:18:33.840 --> 01:18:43.320

Bethany: You know, the three different types of students, they get I've got my face to face. I've got my virtual and then I may have some hybrid classes.

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01:18:44.550 --> 01:18:56.940

Bethany: So then from a scheduling perspective. I don't need these rotation days anymore. But what you will see from a teacher schedule perspective is, instead of having one section of 20

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01:18:57.270 --> 01:19:01.950

Bethany: It's kind of, I apologize. It's hard to see the blue on the background here.

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01:19:02.580 --> 01:19:12.090

Bethany: But I have two sections of 10 one is my W section and one is my our section. And so from a teacher perspective, they will have two sections.

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01:19:12.510 --> 01:19:22.500

Bethany: Of each of the courses with half the number of students in each section there is the, the, you know, concern that if the teachers want to have

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01:19:23.070 --> 01:19:33.510

Bethany: All the students in one section and they would have a combined grade book and again rotation days are not needed, because we are just looking at a Monday, Thursday Tuesday Friday.

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01:19:34.080 --> 01:19:39.960

Bethany: So that's just one of the examples. And then this district is just actually gave their

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01:19:40.440 --> 01:19:48.450

Bethany: Schools, a reminder of here's how you can mass drop some of those courses so that you can fix some of your schedules. If you're at that point in your scheduling process.

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01:19:49.320 --> 01:19:59.850

Bethany: But this is just what one of our, our districts has has agreed upon. It's gone to the board. And this is how they are starting their secondary schools to start the school year. So

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01:20:00.930 --> 01:20:02.940

Bethany: Any questions on this example.

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01:20:03.750 --> 01:20:05.790

Jason Smith (FTE): About the have a question. Um,

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01:20:06.870 --> 01:20:13.350

Jason Smith (FTE): I was a former high school guidance counselor and my favorite activity in the world was to put kids in the classes and not pay attention to class size so

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01:20:14.880 --> 01:20:19.380

Jason Smith (FTE): I'm just worried that in. I know that we're probably going to face the same kind of thing where we have

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01:20:21.510 --> 01:20:28.620

Jason Smith (FTE): Some kind of split section situation where it's the same group of kids stack on top of each other with other section in the same section.

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01:20:31.080 --> 01:20:37.770

Jason Smith (FTE): I think that's probably gonna be something similar across, across the state. Is there any thought to when we're talking about like

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01:20:39.360 --> 01:20:46.290

Jason Smith (FTE): On the interface where we do schedule changes, having something that says building room period mass

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01:20:47.340 --> 01:20:51.600

Jason Smith (FTE): Seat all together like just saying in this one period. This one room and this one building

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01:20:52.320 --> 01:21:05.490

Jason Smith (FTE): So many kids are in here. In total, like some way to expose that to everybody. I don't know if that's even possible to something like this when I guidance counselor. So accounts was going through and making schedule changes they are able to easily see

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01:21:06.660 --> 01:21:09.660

Jason Smith (FTE): How many kids are actually physically in that room at once because at some point.

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01:21:10.830 --> 01:21:16.050

Jason Smith (FTE): You know, God willing, the things over and we're all back in the building all day long. And we have to take this schedule.

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01:21:16.620 --> 01:21:24.210

Jason Smith (FTE): And unring the bell and match these kids together and actual room together and we had to kind of like mentally see that in the beginning.

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01:21:25.020 --> 01:21:37.890

Jason Smith (FTE): Whether it's this kind of method where we're splitting kids up or if we are, if we have some other way of representing something similar, where we're going to have a whole bunch of kids in one room at the same time, we kind of need to be able to see that all once. Am I making sense here.

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01:21:38.490 --> 01:21:46.290

Bethany: Yes. So what this district did is they actually went to their on the master schedule report and change their cap of their class sizes from

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01:21:46.950 --> 01:21:53.460

Bethany: 25 or 30 down to 10 or 12 so when the counselor is doing that hand scheduling.

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01:21:53.940 --> 01:22:10.320

Bethany: Instead of being able to keep putting students in there getting the pop up that says this section is full, when they get the 10 or 12 so it's so they would know. I guess from my there isn't anywhere on the screen it says oh hey we've got two sections of this to the same period, and

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01:22:10.590 --> 01:22:11.100

Bethany: Adding those

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01:22:11.220 --> 01:22:22.830

Bethany: Other but by lowering your class size on the individual sections, then that counselor is going to get the alert that okay you're over your, your half of the section.

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01:22:23.400 --> 01:22:31.290

Jason Smith (FTE): I think we both know there's going to be like some some sections that just don't neatly get split in half. I'm saying, like, you're going to

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01:22:31.710 --> 01:22:37.710

Jason Smith (FTE): This plan totally makes sense in my head in a perfect world, this is exactly how I do it. If I was going to do a split

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01:22:38.130 --> 01:22:48.930

Jason Smith (FTE): Half, one half the other, but I know that like this certain fourth hour Algebra one class my Monday, Thursday group is going to be a lot larger than my Tuesday Friday group.

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01:22:49.380 --> 01:22:54.210

Jason Smith (FTE): Because I, I just know that it's going to be that way because I can't solve for everything.

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01:22:54.960 --> 01:23:11.220

Jason Smith (FTE): It's gonna be hard to either authorized one person to be the keeper of the of the of the of the seat cap and have everybody safely, you know, do that especially role working from home or some you work from home. I don't know. I'm just, I'm just seeing a collision against

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01:23:12.240 --> 01:23:26.400

Jason Smith (FTE): The see caps on individual sections being maintained to safely say, you know, we're splitting and half 1010 or 1212 whatever those verses one's going to be 20 and no one's going to be five, just because that's the only way this one's going to work.

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01:23:27.570 --> 01:23:36.660

Jason Smith (FTE): I don't know. I'm programming at this point, but just, it, it, it, it's, it seems like it'd be hard to maintain a class size across

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01:23:37.410 --> 01:23:49.230

Jason Smith (FTE): Two sections across the whole entire school if we do something like that, just so that people are gonna be having a challenge to to meet. And if you guys can think of some way to help us solve that, if that's what service are going to do that. That'd be helpful.

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01:23:50.310 --> 01:24:06.240

Bethany: Yeah, I would. I would probably do just off the top my head is I'm thinking about it is I would probably created a district report that combines what I have the period in the room matching on on the same days, I would probably

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01:24:07.470 --> 01:24:23.880

Bethany: Have one that sums it up, and if it exceeds the, you know, whatever your threshold, you set in your report or may have a portal alert for your master scheduler or for your principal that basically says, you know, out of compliance sections, something like that. And then

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01:24:24.540 --> 01:24:29.940

Jason Smith (FTE): That would be a good way to tackle if we can't, if we can't do it on the schedule change, Tom. Right.

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01:24:30.840 --> 01:24:43.620

Jason Smith (FTE): Yeah, but I'm just, I'm just thinking as we all are trying to come up with situations where we solve this craziness that that's one of the things that unfortunately I think some people are going to not think about until after you're already deep in the mud of looking at a CSR after

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01:24:44.700 --> 01:24:54.390

Jason Smith (FTE): You know, you get a weekend to try to make this all work. So, if not a solution that's something that everybody kind of needs to tell their schools to be mindful of, if they go this route time around.

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01:24:55.020 --> 01:25:12.930

Bethany: Yeah. And then what I will say for this district that's doing this. They're also for the students that want to go 100% virtual so they're going into the district's Virtual School for that they're having clusters of teachers. So instead of making

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01:25:13.980 --> 01:25:22.260

Bethany: The classroom teacher also provide that virtual instruction or, you know, you're not going to necessarily have it at the Virtual School, but you are going to have teachers who are

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01:25:22.800 --> 01:25:30.270

Bethany: Not coming back to school. Either they're going to be working virtually so they're putting together different clusters based on school

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01:25:30.870 --> 01:25:43.050

Bethany: Region and location and having say maybe there's seven schools, those seven schools are all going to have a pot of three virtual teachers. So all the students that are choosing to go over

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01:25:43.740 --> 01:25:52.710

Bethany: Role in that school cluster will all report to these three virtual teachers. So they're taking that that approach to have

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01:25:53.610 --> 01:26:03.420

Bethany: You know how many virtual students. Am I going to have, how are we going to support those virtual students and no kind of instruction. Are we going to provide they're creating clusters of virtual instructors.

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01:26:04.770 --> 01:26:16.260

Jason Smith (FTE): For those districts like me who are as far along in the in the decision processes. This one is could you ask them to be willing to share this document out to us so we can have users look kind of a jumping off point or at least another idea. Yeah.

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01:26:16.290 --> 01:26:20.970

Bethany: Actually, I got the permission. This morning to you guys can have this document.

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01:26:21.420 --> 01:26:22.440

Jason Smith (FTE): Fantastic. Thank you so much.

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01:26:29.310 --> 01:26:38.070

Jamie Title: And this document has been linked to the agenda and has been uploaded to the presentations folder and the and the shared drive

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01:26:46.560 --> 01:26:54.720

Bethany: You know, and the only other thing I will say, and you know you guys it's it's preaching to the choir does it to you, but I know you don't have a lot of

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01:26:55.200 --> 01:27:08.820

Bethany: Power in the decision making. Some of you have what your school board or district leaders are going to do as far as changing the schedule. But, you know, we encourage the districts to

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01:27:09.960 --> 01:27:13.050

Bethany: To find the creative solutions, but don't also try

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01:27:14.070 --> 01:27:22.770

Bethany: And build a whole new master schedule plan at the same time because I will say, I've had two additional conversations this week with districts who

605

01:27:23.580 --> 01:27:40.290

Bethany: The, the learning part of the district has decided that it would possibly be better to go to a four by four block or a modified four by four. In addition to doing remote learning. And that's just

606

01:27:41.490 --> 01:27:55.920

Bethany: That's making, making the scheduling even more creative. So I'm just hoping for your sakes, that your districts are not also is anybody's district looking at changing the method in which they schedule. In addition to doing part of it, remote

607

01:27:56.910 --> 01:28:02.130

Rebecca Musselman: A brainstorm, not in Pasco but we quickly talked about how much time we had to accomplish what we needed

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01:28:03.540 --> 01:28:03.870

Bethany: Yeah.

609

01:28:09.360 --> 01:28:13.620

Bethany: And we've got some scenarios out there. So if any of your districts do say we want to go to a

610

01:28:14.850 --> 01:28:25.410

Bethany: Four by four or want to go to another one district. It's doing a modified four by four for three periods and to skinnies during the course of the day looking at those models. So we've

611

01:28:26.010 --> 01:28:41.970

Bethany: We've drafted, how to get yourself from where you're at now to some of those scenarios. So if you do have some of those those things come up, you know, just reach out and we can share what we brainstorm so far to change your master schedules to accommodate some things

612

01:28:53.160 --> 01:28:55.680

Bethany: Anybody else found any other scheduling.

613

01:28:57.330 --> 01:29:02.580

Bethany: Things that they're trying to figure out, or pretty much everybody kind of waiting for your districts to make their decisions.

614

01:29:07.980 --> 01:29:18.120

Famis Florida2: Think a lot of Bethany is there's a lot of different scenarios being played by almost every district and you can't try to solve every possibility that they currently have out there so

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01:29:19.440 --> 01:29:19.770

Bethany: Right.

616

01:29:26.580 --> 01:29:28.050

Famis Florida2: And No four by fours, please.

617

01:29:28.380 --> 01:29:28.920

Jason Smith (FTE): Yeah, I liked it.

618

01:29:29.100 --> 01:29:37.500

Jason Smith (FTE): I was just gonna say that Mike. I like to vocally tell everybody. If you haven't already avoided four by fours. Please continue to avoid four by fours.

619

01:29:38.070 --> 01:29:38.520

Yeah.

620

01:29:41.700 --> 01:29:59.580

Bethany: GOOD. WE HAD ONE DISTRICT THAT IS GONE TOO WELL. They're talking about going to a four by four, but then bringing the students in on a rotating week basis. So I might come this week, but then not come for another two weeks and then come again three weeks from now and

621

01:30:00.600 --> 01:30:04.500

Bethany: Tried to curtail that just because that means the student is going to be home for for

622

01:30:05.130 --> 01:30:09.270

Bethany: Content weeks of instruction before they come on campus. Again, which

623

01:30:11.580 --> 01:30:12.450

Bethany: Not sure.

624

01:30:13.350 --> 01:30:24.570

Bethany: Will work. So those are just some of the scenarios that are out there right now. So hopefully, keeping our schedules as close to what they are now as possible, but then figure out how to

625

01:30:25.650 --> 01:30:28.020

Bethany: Rotate students if it comes to rotating students

626

01:30:33.240 --> 01:30:34.410

Jason Smith (FTE): So things I'm not

627

01:30:35.760 --> 01:30:36.750

Jason Smith (FTE): Special obviously

628

01:30:43.110 --> 01:30:43.590

Jason Smith (FTE): Virtual

629

01:30:52.710 --> 01:30:53.040

Jason Smith (FTE): One week

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01:30:53.490 --> 01:30:54.360

Bethany: Last week on the

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01:30:56.820 --> 01:30:57.960

Jason Smith (FTE): Survey week or anything.

632

01:31:01.860 --> 01:31:02.100

But

633

01:31:04.740 --> 01:31:05.760

Famis Florida2: Breaking up really bad.

634

01:31:09.720 --> 01:31:10.890

Bethany: Okay. It wasn't just me.

635

01:31:13.770 --> 01:31:15.450

Famis Florida2: I think that's the best I've ever heard. Jason

636

01:31:18.000 --> 01:31:30.060

Bethany: Jason, were you saying that if you do an alternating week or something like that. And the week that you're alternating is the week of f t, what do we is asking us to do for that or how are we supposed to handle that. Is that what I heard.

637

01:31:45.930 --> 01:31:46.980

Aaron Nicely: Anything that he said

638

01:31:48.960 --> 01:31:54.000

Famis Florida2: Jason is, Hey, sorry, he's he's he's chatting everybody right now everyone

639

01:31:56.370 --> 01:31:58.500

Aaron Nicely: Hey, Jason, do you want to ask your question in the chat.

640

01:32:13.410 --> 01:32:14.820

Bethany: Okay, yeah.

641

01:32:16.470 --> 01:32:28.440

Bethany: Yeah. So I think for that. I think I guess the question for Dr. Leon, that would be you know the the very little used field of was an alternate and date.

642

01:32:29.220 --> 01:32:40.470

Bethany: Alternating day date certain flag that you use only if date certain as a day that your campus is not currently in schedule so that all sections on your campus get considered for safety purposes.

643

01:32:41.460 --> 01:32:50.400

Bethany: My guests again just my guess is if it comes to that that you'd have to use an alternating date date certain field for that.

644

01:33:00.420 --> 01:33:06.450

Aaron Nicely: Thank you for sharing that Bethany, is it really a great document from from the district.

645

01:33:07.560 --> 01:33:11.280

Bethany: Yes, and I mean I'm sure if people want to collaborate

646

01:33:13.140 --> 01:33:15.450

Bethany: There will be more than willing to talk with you.

647

01:33:20.040 --> 01:33:22.620

Aaron Nicely: Does anyone else have any questions. Any other questions for Bethany.

648

01:33:28.290 --> 01:33:30.630

Aaron Nicely: You're getting question. What's the issue with a four by four.

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01:33:31.530 --> 01:33:39.360

Bethany: Well, the probe. The biggest problem with a four by four is if you have one or two random four by four schools in your district and everybody else.

650

01:33:39.810 --> 01:33:51.450

Bethany: Is a, you know, straight seven or whatever it might be. When you set up everything in your course catalog and you're not using a special course for your four by fours. When you set that course history term.

651

01:33:51.870 --> 01:34:00.990

Bethany: And you set some of those other pieces. Those apply to the bulk of your courses and not to the courses at your four by four campuses. So then you have to

652

01:34:01.440 --> 01:34:09.840

Bethany: Either make some adjustments to some of those defaults in the catalog use a separate eight digit or you need to turn on the double block flag.

653

01:34:10.500 --> 01:34:19.230

Bethany: And ensure that you can properly set up all of your grade books and options for that four by four.

654

01:34:19.620 --> 01:34:26.610

Bethany: And depending on the extent of your four by four takes it. They're going to be posting grades every four and a half weeks.

655

01:34:26.970 --> 01:34:39.990

Bethany: And if they want to do progress reports that are in progress reports every two and a half weeks. And so it does muddies the waters. If you only have a couple of those schools in your district versus, you know, a district wide policy where a grade level is four by four.

656

01:34:40.980 --> 01:34:42.570

Famis Florida2: It's twice the grading pools.

657

01:34:43.890 --> 01:34:44.340

Yes.

658

01:34:47.550 --> 01:34:57.900

Bethany: And also if your, if your teachers aren't trained to how to truly teach a 90 minute block of time, then you're losing instructional time during that process anyway because they're not getting

659

01:34:58.920 --> 01:35:02.100

Bethany: A truly a full two days worth of instruction in that 90 minute block.

660

01:35:02.910 --> 01:35:04.770

Famis Florida2: Case you didn't see to check Kim Britain.

661

01:35:04.800 --> 01:35:05.970

Famis Florida2: Capital letters don't

662

01:35:09.960 --> 01:35:10.620

Bethany: Yes.

663

01:35:13.650 --> 01:35:15.570

Aaron Nicely: Any other questions for Bethany. Oh.

664

01:35:22.920 --> 01:35:23.700

Rebecca Musselman: Thank you.

665

01:35:25.290 --> 01:35:26.370

Rebecca Musselman: That was a great resource.

666

01:35:41.730 --> 01:35:42.210

Aaron Nicely: All right.

667

01:35:43.980 --> 01:35:45.900

Aaron Nicely: Do you want to go ahead and share your screen.

668

01:35:47.040 --> 01:35:48.390

Brigritte Foster: Okay, yes, I will.

669

01:35:49.200 --> 01:35:49.770

Create

670

01:35:51.750 --> 01:35:52.410

Long Becky.

671

01:36:01.290 --> 01:36:01.950

In

672

01:36:03.090 --> 01:36:06.300

Brigritte Foster: Can everybody see screen says managed students

673

01:36:06.720 --> 01:36:15.540

Brigritte Foster: Yes. Okay, great. So what you're looking at. This is Bridget, I am one of the lead trainers with focus some of your districts that are on here. I may or may not have trained you

674

01:36:16.530 --> 01:36:28.530

Brigritte Foster: But at any rate, we have inside of the focus special Student Services module, we now have the do we standardize state assessment as a threat assessment tool.

675

01:36:29.280 --> 01:36:36.420

Brigritte Foster: And so you'll see that I'm right inside the students demographic record where I can access the SPSS and just go to this threat assessment tab.

676

01:36:37.200 --> 01:36:46.380

Brigritte Foster: And then I can go ahead and open this document. And so what you'll see. Are we have all of the forms that come from do we

677

01:36:46.920 --> 01:37:00.840

Brigritte Foster: And we have set as require the five pieces that do we says must be completed and then as needed, you have access to all of the other forms that may or may not be need needed as part of that process.

678

01:37:01.860 --> 01:37:18.300

Brigritte Foster: So I'm going to just for a moment just kind of collapse decide here and expand this and just kind of scroll through so you can take a look at the content of the fields of the forums and here you have your overview with the decision making tree as guidance that's built in.

679

01:37:19.800 --> 01:37:30.030

Brigritte Foster: And then the actual threat report and you'll see on a lot of the forms that the fields that are read are required, your users will have to input data in those fields.

680

01:37:30.570 --> 01:37:38.970

Brigritte Foster: And some fields will be programmed to like automatically bring in the students name. So example I have this student open and if this is the student was making the threat.

681

01:37:39.180 --> 01:37:49.890

Brigritte Foster: Their name come automatically populate in this field, I'm not going to fill out any to form fields. This is going to take more time than what I have. But you can see you have your incident fields.

682

01:37:51.000 --> 01:37:53.040

Brigritte Foster: And then you have your assessment findings.

683

01:37:54.450 --> 01:38:03.750

Brigritte Foster: And because now that we are inside of the actual threat assessment tool, you'll see that we no longer have those links at the top to the students demographic record.

684

01:38:04.080 --> 01:38:07.140

Brigritte Foster: But if you need it to in the process of filling this out.

685

01:38:07.530 --> 01:38:18.510

Brigritte Foster: You needed to access the students discipline record, you can do so simply by clicking on this link, you can access their course history record here and throughout. Some of the other forums, you'll see links like this to take you to

686

01:38:19.350 --> 01:38:26.670

Brigritte Foster: Maybe the students attendance screen if you need to go view that or their schedule. If you need to view that while you're in the process of filling out the form

687

01:38:28.290 --> 01:38:40.290

Brigritte Foster: You have here where you can select from each drop down which role at your school would be responsible for doing which piece of the required portion of the threat assessment.

688

01:38:40.860 --> 01:38:51.780

Brigritte Foster: And what displays in this drop down is based on the profiles that you have built and also given access to the SS s module because they would have to have access to SS module.

689

01:38:52.110 --> 01:39:00.210

Brigritte Foster: To access this. The other thing that you will have available to you is when you select the role. So if I just say that this is the school based person.

690

01:39:00.900 --> 01:39:12.060

Brigritte Foster: You, we have the ability, where you can then when this is selected and this form is saying that we can set up a portal or a portal alert if they have access to focus or an email alert.

691

01:39:12.390 --> 01:39:16.500

Brigritte Foster: That says you need to complete the subject interview of the

692

01:39:16.980 --> 01:39:23.730

Brigritte Foster: Behavioral threat assessment and then they'll be able to click on the link in that alert and it'll bring them right to the students record where they could go in

693

01:39:23.940 --> 01:39:31.080

Brigritte Foster: And complete whatever process, they need so that prevents anything from falling through the cracks where something that's supposed to get done doesn't get done.

694

01:39:31.530 --> 01:39:35.880

Brigritte Foster: So you notice here you have your subject interview, you have the target interview.

695

01:39:36.690 --> 01:39:47.850

Brigritte Foster: You have the person who may do the key observations part and the person who might be responsible for doing the threat response. So you just go through and for each one you would just make that role selection for who's responsible for doing that.

696

01:39:48.900 --> 01:40:01.170

Brigritte Foster: And then you have the ones that are not set as requirement that each of these match your additional field options here for those additional forms, what would be the role or the person responsible for making sure that these pieces get filled out

697

01:40:04.680 --> 01:40:05.940

Brigritte Foster: And that's that form.

698

01:40:07.620 --> 01:40:09.810

Brigritte Foster: Then you have the subject interview form.

699

01:40:11.520 --> 01:40:19.590

Brigritte Foster: And it's all categorized. So who's the person. This is all of this is about the person that made a threat or engaged in the threat threatening behavior.

700

01:40:19.800 --> 01:40:33.510

Brigritte Foster: These fields are grayed out because I haven't filled out anything on the first form that will automatically populate this information. So some of our fields will automatically populate based on information filled on a previous field. So your users won't have to do double entry.

701

01:40:34.530 --> 01:40:41.130

Brigritte Foster: All right, and then you just have your guiding questions as they go through and again all the fields on the subject interviewer said as required.

702

01:40:41.400 --> 01:40:52.680

Brigritte Foster: And so they would just have to go through and fill out all those forms, all of those fields and then save it when they're done know get a little green checkmark. This is you've completed this form successfully by filling out all the required fields.

703

01:40:53.940 --> 01:40:55.740

Brigritte Foster: You have your target interview form.

704

01:40:57.270 --> 01:41:02.640

Brigritte Foster: And again, you probably have a different role person that would be filling this out. What is their affiliation to the student

705

01:41:03.900 --> 01:41:13.860

Brigritte Foster: All right, you have your school now the school drop down that shows here will be based upon the role or the profile of the person who's filling out this form and what schools they have access to view.

706

01:41:14.130 --> 01:41:22.800

Brigritte Foster: So this has to be filled out by a school bus school based individual and they only have access to students at this one school that's all that would show in this drop down

707

01:41:23.700 --> 01:41:37.290

Brigritte Foster: If there's a specific program or building that's tied to that, then they will have the ability to fill that out as well. And then you have all your emergency contact information and again. Then there are the questions for the person who was the target of that students

708

01:41:38.340 --> 01:41:38.790

Direct

709

01:41:41.220 --> 01:41:46.800

Brigritte Foster: We have the threat key observations which again, you may have a different person completed in this process, and they could come in.

710

01:41:47.100 --> 01:41:56.430

Brigritte Foster: And then based on the answers that are set. Rather, it's a threat is likely to be less serious or if the threat is likely to be more serious.

711

01:41:56.850 --> 01:42:05.430

Brigritte Foster: Based on how these fields are answered. So for example, if I'm, if there was one that

712

01:42:06.420 --> 01:42:15.570

Brigritte Foster: Thought this was like here. For question number 12 if someone were to answer yes, that the student. The subject is suicidal answering yes on this field.

713

01:42:16.140 --> 01:42:26.910

Brigritte Foster: In our setup options back here, we would be able to set up a portal alert or an email alert to go to a specific profile to tell them they might need to do something, or it could be tied

714

01:42:27.120 --> 01:42:35.220

Brigritte Foster: To having another form display here to be filled out or a whole nother event where that form is filled out like maybe a mental health assessment.

715

01:42:35.940 --> 01:42:48.480

Brigritte Foster: That process can be generated. Once this pharmacy. So we have the ability based on how forms fields are answered to generate other steps in the process to make sure, again, nothing falls through the cracks.

716

01:42:49.620 --> 01:42:54.060

Brigritte Foster: You could also here at the bottom. Once this form is filled out your threat classification

717

01:42:54.960 --> 01:43:03.600

Brigritte Foster: Based on your series substantive or your various series substantive if there's another process that needs to take place based on these answers again.

718

01:43:04.110 --> 01:43:11.940

Brigritte Foster: Perhaps another step might become required or someone can get a portal alert or email alert that there's another process, they need to start or form. They need to fill out.

719

01:43:13.590 --> 01:43:20.940

Brigritte Foster: And then you have your observations and notice that this is not set as required because this is optional to assist with intervention planning.

720

01:43:22.350 --> 01:43:24.540

Brigritte Foster: Right, and so you have all of those questions there.

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01:43:26.790 --> 01:43:35.100

Brigritte Foster: Then there's the threat response. And this is just some of our built in cautious there. I didn't save anything. And so here's just some common actions.

722

01:43:35.700 --> 01:43:45.300

Brigritte Foster: That you can select that may, what are we going to do to assist this student and say, here I've selected mental health assessment, we could also have if you have the mental health assessment.

723

01:43:45.810 --> 01:43:57.360

Brigritte Foster: By checking this box. Once this play just save, we can have that mental health assessment either this step here, become required or it can be an additional event form all by itself.

724

01:43:58.170 --> 01:44:07.080

Brigritte Foster: So you guys know how some of that focus stuff works with the workflow triggers, kind of like that. And then you have your resolution plan and your follow up plan.

725

01:44:09.180 --> 01:44:17.400

Brigritte Foster: So those are the five required pieces and what they look like. This is exactly from do ease on threat assessment tool. And then you have your mental health assessment.

726

01:44:18.960 --> 01:44:20.040

Brigritte Foster: Subject interview.

727

01:44:21.240 --> 01:44:24.090

Brigritte Foster: And again, the students name will pull in from the prior field.

728

01:44:25.710 --> 01:44:29.760

Brigritte Foster: And then this is divided into categories. The review of the threat.

729

01:44:31.530 --> 01:44:38.340

Brigritte Foster: The relationship to the intended victim and how much time I have here. So let me know if I'm going to slow family support.

730

01:44:40.230 --> 01:44:42.000

Brigritte Foster: Questions about stress and trauma.

731

01:44:43.590 --> 01:44:48.510

Brigritte Foster: And there is these are all open text fields. The students mood in the psychotic symptoms.

732

01:44:50.220 --> 01:44:56.460

Brigritte Foster: Their access to or threat to US weapons access to firearms aggressive behavior.

733

01:44:57.810 --> 01:45:02.040

Brigritte Foster: And they notice. Remember I said that there are other pages were so if we're talking about school discipline.

734

01:45:02.220 --> 01:45:09.600

Brigritte Foster: Again, you can click this link and I'll actually take you and open up that students discipline record where if they had any referrals, it would show that to you.

735

01:45:09.810 --> 01:45:16.950

Brigritte Foster: It opens in a different window so I could literally just close that window and return me right back to the event inside the SS s module.

736

01:45:19.140 --> 01:45:23.790

Brigritte Foster: You have questions here on the assessing bullying, they appear relations.

737

01:45:24.810 --> 01:45:30.870

Brigritte Foster: Coping and then that's that subject mental health assessment for that student that needs it.

738

01:45:32.370 --> 01:45:40.080

Brigritte Foster: The parent, guardian teacher staff interview those questions, those forms are pretty standard and and pretty much the questions are pretty much the same. What's the parents knowledge.

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01:45:41.310 --> 01:45:43.680

Brigritte Foster: Questions about the child's school adjustment.

740

01:45:44.760 --> 01:45:48.390

Brigritte Foster: family relationships and any stressors that the child may be experiencing.

741

01:45:50.670 --> 01:46:00.000

Brigritte Foster: Any relations that the student has with their peers and any instances of bullying. They may have been involved in, and they need delinquent behavior. Do they have a history of aggression.

742

01:46:01.440 --> 01:46:03.150

Brigritte Foster: Do they have access to weapons.

743

01:46:04.950 --> 01:46:06.870

Brigritte Foster: Have they been exposed to violence.

744

01:46:08.070 --> 01:46:10.530

Brigritte Foster: And you have some social developmental history questions.

745

01:46:11.850 --> 01:46:13.530

Brigritte Foster: And then some mental health questions.

746

01:46:17.730 --> 01:46:25.020

Brigritte Foster: And then you have your teacher staff interview and notice down here, there's this threat assessment supplements if more than one staff member needs to be interviewed

747

01:46:25.350 --> 01:46:31.080

Brigritte Foster: You would be able to click on this threat assessment supplements and pull up another version, another instance of this form.

748

01:46:31.320 --> 01:46:43.110

Brigritte Foster: To be filled out of there multiple people that need to complete this form. Same with your target interview if there was multiple students. That was the target you have access to those additional forms right here in your threat assessment supplements.

749

01:46:43.710 --> 01:46:57.120

Brigritte Foster: And so again, just academics information for the teacher to fill out. And this is a much shorter version, then what is done for the parent, guardian, but covers a lot of the same categories of information, any contact with parents.

750

01:46:59.010 --> 01:47:08.640

Brigritte Foster: Then here's your built in threat mental health assessment. And again, based on questions on any one of the field on these other forms this step can be set to become required and here's your overview

751

01:47:10.680 --> 01:47:12.210

Brigritte Foster: And then at the bottom.

752

01:47:13.530 --> 01:47:21.180

Brigritte Foster: Notice we have the computer table that just pulls in the students identifying information I'm on a demo site. So that's why these fields aren't displaying

753

01:47:21.870 --> 01:47:30.360

Brigritte Foster: And then here is just basic. Why is the student been referred for mental health assessment. Where did the information come from, what were the major findings and conclusions.

754

01:47:33.120 --> 01:47:39.810

Brigritte Foster: Based on how a question was answered on one of those other forums to threat behavior intervention plan could become a required step.

755

01:47:41.430 --> 01:47:54.540

Brigritte Foster: And we're indicating whether there's any connection to the student have an IP or 504 plan or is this behavior plan tied to your school safety plan a threat assessment form and just. What's the date that that that plan was created.

756

01:47:55.860 --> 01:48:02.430

Brigritte Foster: And then this is just a standard, what, what's the baby behavior impeding self or others, what's the need

757

01:48:03.660 --> 01:48:11.910

Brigritte Foster: Your frequency who's reporting this information and who observed this information, any of these issues.

758

01:48:12.990 --> 01:48:17.130

Brigritte Foster: What are your prevention, how we can prevent that that behavior from occurring.

759

01:48:18.660 --> 01:48:20.580

Brigritte Foster: What's purpose does it serve for the student.

760

01:48:22.260 --> 01:48:27.720

Brigritte Foster: What alternative behaviors and supports might be needed to replace that problem behavior.

761

01:48:29.790 --> 01:48:34.770

Brigritte Foster: And then you have your reaction strategies for support. What are the students coat goals and outcomes.

762

01:48:35.850 --> 01:48:40.230

Brigritte Foster: And then what are the team's conclusions are the individuals conclusions of this behavior intervention plan.

763

01:48:43.260 --> 01:48:48.570

Brigritte Foster: And then here's all your parts of the individuals that were responsible or a part of this process.

764

01:48:50.340 --> 01:49:05.430

Brigritte Foster: Any of these things, or any other additional supporting documents that might be necessary to go with any of these steps you have an uploads option where any additional information can be scanned into or dread from a computer or a thumb drive to become part of this document.

765

01:49:06.750 --> 01:49:09.570

Brigritte Foster: Any questions on the actual forms themselves.

766

01:49:14.670 --> 01:49:25.020

Brigritte Foster: Okay. So just quickly. I'll show you here based on those forums and like I said on your setup menu that you at the district level, you would be able to come in and use our alert triggers.

767

01:49:25.560 --> 01:49:33.060

Brigritte Foster: And this is where you would be able to build. We're not providing any default alert triggers because of the users, it would be based on individual user names.

768

01:49:33.390 --> 01:49:44.850

Brigritte Foster: Or it'd be based on the profiles at your school. So this is very school and district specific so we wouldn't be providing any default alert triggers, you'd be able to simply go in there and you can build an alert based off a form itself.

769

01:49:45.090 --> 01:49:51.480

Brigritte Foster: Being started or completed or based off of. Once you select the form. So if I go in here and select

770

01:49:54.210 --> 01:50:02.430

Brigritte Foster: key observations, then every field that's on that form you can choose a field. If it's answered a specific way.

771

01:50:02.910 --> 01:50:05.700

Brigritte Foster: What do we want to happen. We want a specific user

772

01:50:06.060 --> 01:50:16.410

Brigritte Foster: Or a specific specific profile to get an email or to get a portal alert about this form or some action they might have to take. So again, that will control your process to make sure

773

01:50:16.620 --> 01:50:21.240

Brigritte Foster: Everything is supposed to get done gets done and every person that's supposed to be part of the loop as part of the loop.

774

01:50:23.520 --> 01:50:28.320

Brigritte Foster: And that's pretty much what I have. Let's do some specific questions.

775

01:50:30.840 --> 01:50:33.510

Aaron Nicely: Thank you, Bridget. Does anyone have any questions.

776

01:50:45.030 --> 01:50:49.680

Aaron Nicely: Do you have any districts that are using this right now or looking at it.

777

01:50:50.910 --> 01:50:54.180

Brigritte Foster: I'm Bethany Jamie, you would be

778

01:50:55.200 --> 01:51:04.590

Jamie Title: Yes, we've got a handful of districts that are looking at it right now to to implement, but none that are fully live

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01:51:05.700 --> 01:51:15.210

Jamie Title: But, you know, really, we wanted to route to respond as a company to, you know, what was such a big push and continues to be such a big push

780

01:51:15.780 --> 01:51:35.160

Jamie Title: In terms of tracking that that mental health and threat information when we saw just how lengthy that you know form was that was provided from this state, we just looked at it and said it's a perfect fit for our form builder and for SS s

781

01:51:36.390 --> 01:51:47.850

Jamie Title: So if you're, you know, interested in in getting a little bit more information, you know, just reach out to your support representative or account executive would be happy to have a one on one conversation with you.

782

01:51:49.080 --> 01:51:58.290

Jamie Title: You know, another benefit of having it within focuses should be requirements for this information change in the future. You know, it's in your student information system.

783

01:51:59.040 --> 01:52:06.450

Jamie Title: Where it can be easily kind of gathered and collected for purposes, you know, that we might not know what those are going to be in the future.

784

01:52:07.050 --> 01:52:13.260

Jamie Title: So it just makes you know just makes sense. But again, if you're interested in and looking at this a little bit further.

785

01:52:13.560 --> 01:52:29.640

Jamie Title: Just, again, reach out to your account executive, we'd be happy to have that discussion with you on your next support call and I did go ahead and upload. Just a quick brochure about the feature and that is in the Florida users group shared folder as well.

786

01:52:31.020 --> 01:52:33.270

Brigritte Foster: And I just like to add that you will when you

787

01:52:33.660 --> 01:52:43.050

Brigritte Foster: With an upgrade, you'll be able to, I don't have it turned on, on this site, but we have a new reporting feature for SPSS where you'll be able to pull an advanced report type report.

788

01:52:43.380 --> 01:52:51.750

Brigritte Foster: For any form or for any field on this form. So if you need to know how many students at a specific school or how many students in the district.

789

01:52:51.990 --> 01:53:02.280

Brigritte Foster: Have had the threat assessment completed or started or have been found substantial you'll be able to pull reports from the form level right down to a specific field level.

790

01:53:07.980 --> 01:53:11.730

Brigritte Foster: Okay. And if there are no other questions for me. I'm going to stop sharing my screen.

791

01:53:18.870 --> 01:53:35.640

Bethany: And Aaron, something we can probably touch base on on the next meetings. I know. That's next on your agenda is we've added some new functionality to link things like the threat assessment form to to discipline as well as linking

792

01:53:37.440 --> 01:53:51.300

Bethany: You know, hope, hope forms and different things to to auto populate letters through discipline actions in code. So, you know, what if we have some time on our next call we can show how how those links are going to work.

793

01:53:53.220 --> 01:53:53.610

Great.

794

01:53:54.870 --> 01:53:56.640

Aaron Nicely: Thank you, Bridget. Thank you, Bethany.

795

01:54:00.840 --> 01:54:05.340

Aaron Nicely: Bethany mentioned our last agenda item is when do you guys want to meet again.

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01:54:06.600 --> 01:54:21.270

Aaron Nicely: So, you know, normally we would meet at the survey five Summit, which is in July, of course, that's going to be online now and we're a little bit more flexible. First question is, do you want to meet in July.

797

01:54:27.840 --> 01:54:42.360

Famis Florida2: Aaron, it might be good to go and schedule a meeting, especially as do we might be offering some type of guidance in the future about the split scheduling and the f t, how that would work out and

798

01:54:43.410 --> 01:54:47.970

Famis Florida2: There's so many unknowns right now. There might be a few more answers by then, or more questions.

799

01:54:49.170 --> 01:54:53.700

Rebecca Musselman: And more can celebration on what we're doing. So Pascoe would be interesting.

800

01:54:55.080 --> 01:54:55.770

Aaron Nicely: Awesome.

801

01:54:56.100 --> 01:55:01.890

Bruce M: Everything's changing so fast. If we I think we'd find something to talk about.

802

01:55:03.270 --> 01:55:12.960

Aaron Nicely: Awesome. Well, we have the focus survey summit, it's going to be on the 23rd, and I'm sorry let me pull those dates again.

803

01:55:16.380 --> 01:55:18.330

Aaron Nicely: 23rd and 24th. Is that right,

804

01:55:25.230 --> 01:55:26.460

LaQuita: That sounds right here.

805

01:55:31.980 --> 01:55:33.570

Aaron Nicely: Yeah, that's

806

01:55:35.220 --> 01:55:36.630

Aaron Nicely: Thursday and Friday.

807

01:55:38.190 --> 01:55:44.790

Aaron Nicely: So do you all want to schedule a meeting, maybe on Wednesday, the 22nd of July.

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01:55:47.190 --> 01:55:48.240

Famis Florida2: Might be a good idea.

809

01:55:49.980 --> 01:55:53.940

Aaron Nicely: 2PM Eastern

810

01:55:57.720 --> 01:55:58.710

LaQuita: Yeah, that sounds good.

811

01:56:05.790 --> 01:56:11.520

Aaron Nicely: Anyone have any obviously I think the biggest agenda item there is going to be a

812

01:56:13.650 --> 01:56:20.430

Aaron Nicely: You know, kind of an update on what's going on with schools reopening. Does anyone have any other things they want to share presented the meeting.

813

01:56:29.640 --> 01:56:41.130

Famis Florida2: We're working up several things with the district fields in addition to what Sam was presenting. So we might have something by then worth presented

814

01:56:45.120 --> 01:56:45.630

Aaron Nicely: Okay.

815

01:56:47.610 --> 01:56:48.810

Aaron Nicely: put you down as a tentative

816

01:56:52.140 --> 01:56:55.080

Bruce M: I could share my Countdown to retirement clock, but

817

01:56:55.950 --> 01:56:57.360

Bruce M: That only takes a second

818

01:56:59.220 --> 01:57:00.870

Bruce M: Actually I don't have one yet but

819

01:57:02.490 --> 01:57:03.720

Bruce M: Everybody says I should

820

01:57:07.020 --> 01:57:09.090

Sam Messick: Build one is a bar graph on the portal.

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01:57:10.980 --> 01:57:14.640

Sam Messick: I don't know how you would do that, but that's your assignment for next meeting.

822

01:57:14.850 --> 01:57:20.340

Bruce M: I could do that. Yeah, and it needs to display on everyone's computer, not just mine.

823

01:57:22.200 --> 01:57:23.400

Aaron Nicely: Let them all know, Bruce.

824

01:57:27.330 --> 01:57:40.500

Aaron Nicely: Alright, well, we'll we're going to plan on having another meeting July 22 2PM Eastern I'll send out a zoom invite for everybody and a doc. If you think of anything you want to share besides vs retirement clock.

825

01:57:41.940 --> 01:57:50.910

Aaron Nicely: We can add that in there. And of course, we'll have a big discussion I think again about school reopening and any guidance that people get from do we

826

01:57:52.200 --> 01:57:53.970

Aaron Nicely: Would be good to discuss that as well.

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01:57:58.230 --> 01:57:58.500

Aaron Nicely: Yeah.

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01:57:58.590 --> 01:58:00.240

Famis Florida2: Aaron, we have a door prize winner.

829

01:58:00.780 --> 01:58:02.220

Aaron Nicely: Oh yeah, thanks for reminding me.

830

01:58:02.790 --> 01:58:17.580

Famis Florida2: Yes, and I hope I get the name right. Um, and know again. I do not have that magic will but the door prize winner is, and I hope I get your name right here need a cob and Nina I'm putting in chat you need, Cindy.

831

01:58:18.990 --> 01:58:20.490

Aaron Nicely: Yes, Hardy.

832

01:58:22.200 --> 01:58:29.670

Famis Florida2: So just send an email to famous Florida at GMAIL. COM. One reminder right there is one more session, we have a closing session there.

833

01:58:30.750 --> 01:58:35.850

Famis Florida2: Will not be door prizes. Like we typically have but there are several more door prizes. Katie has to give away during that session.

834

01:58:36.240 --> 01:58:50.370

Famis Florida2: And also just a reminder, if you've not done so already, go back and complete your session surveys we read every one of those is very important. We value your input. This is your conference, not ours.

835

01:58:51.120 --> 01:58:52.470

Aaron Nicely: Why didn't need a when

836

01:58:53.310 --> 01:58:56.820

Famis Florida2: She has won a Google smart light kit.

837

01:58:58.830 --> 01:59:01.800

Aaron Nicely: You're gonna have the nicest lighting in town me know

838

01:59:04.800 --> 01:59:12.540

Aaron Nicely: Awesome. Well, thank you very much. Doug and everyone who famous for helping put this together. Don't forget to login to the closing session.

839

01:59:13.770 --> 01:59:23.460

Aaron Nicely: appreciate everyone who presented. Thank you, Bethany Bridget Sam and Jason and I look forward to talking to you. Yeah, you do. Yeah.

840

01:59:23.670 --> 01:59:25.050

Famis Florida2: Yeah, exactly.

841

01:59:25.260 --> 01:59:33.480

Aaron Nicely: You know, Florida gmail.com, make sure you say your address. You want a lighting kit. It's like smart light bulbs, I guess, right.

842

01:59:33.750 --> 01:59:40.650

Famis Florida2: Yes, smart light bulb in a Google, what are the little Google thing is the Google meaning.

843

01:59:40.740 --> 01:59:41.430

And Alexa

844

01:59:42.570 --> 01:59:43.710

Aaron Nicely: Yeah, their version of legs.

845

01:59:43.980 --> 01:59:44.370

Famis Florida2: Yeah.

846

01:59:44.760 --> 01:59:46.950

Aaron Nicely: It wouldn't tell it will turn on your lights. Yeah.

847

01:59:50.160 --> 01:59:53.370

Aaron Nicely: All right, we'll see you all at the closing session virtually

848

01:59:54.600 --> 01:59:57.780

Famis Florida2: Thanks Erin, y'all. Take care. Bye bye.