WA 3.0 District Advisory Group - User Permissions and Roles-20260918_153019-Meeting Transcript

September 18, 2026, 8:30PM

41m 24s

LaBounty, Steven started transcription



Hayes, Heather 0:17

I know there's a lot of stuff people put in the chat, but I think a lot of them are going to be that wrap up after we get through the first three and you can kind of get oriented to the situational analysis that Sarah has provided for us for a couple of the specific things she's gotten. And then we will



Meller, Jennifer 0:17

Great, yep, we'll add it.



Hayes, Heather 0:36

move to the items in the chat to discuss as well.



Meller, Jennifer 0:39

And I should clarify if this wasn't clear before, this group is one that we are looking to provide ongoing input in specific areas. So we're essentially instituting any major shifts, any big questions we have, we're going to come back to this group and the other two groups.

to get your input to evaluate the best path forward before we make any of those changes. Because we really want that input to be there. So I want to ask Steven to talk us through this part because we want you to be thinking about this as we go through the three scenarios that we can hopefully get to some decision points. Today.



Shepherd, Sarah 1:35

Oh.



LaBounty, Steven 1:35

permission for who owns the meeting or not, but I wanted everyone to know it is not here because of that, but we will get that to you. So working on a solution.



Meller, Jennifer 1:38
Okay.
Ohh.



Shepherd, Sarah 1:41
Okay.



Meller, Jennifer 1:44
Maybe Kris, I think Kris is on, maybe she can help. She set up the meeting invite and can maybe, or even e-mail it out to folks. So thanks for that.



LaBounty, Steven 1:50
Great, we'll make sure either way. And because we are in this virtual setting, one way we thought we could go through each of the three decisions is I will take a clear prompt shortly after talking through it and put it in the chat. And then you all, each of you will engage with that prompt toward making a decision, really a recommendation as a group that Jennifer mentioned is part of the role and function.



Shepherd, Sarah 1:50
Yeah.



LaBounty, Steven 2:14
So we're thinking about it and trying to be clear-cut in that you're one of three things. Based on the decision, you support it. Clear, I think this is good. I'm happy with that decision based on what I know right now. The second choice is I support it, but I need a clarification. There's a condition to address or a concern. And so you would just say, like, I support it. However, I need to better understand X.
So just give us that qualifier in the chat so we can understand the concern or condition. And that third choice is I just don't support it at this time, and then tell us why. Just let us know what that is, if that barrier can be addressed and add it to the discussion. And so having it in the chat will also be helpful. So as we put these decisions together for communications,

post-meeting, that will help us both now and later.
Let us know if you have any questions on that.



Meller, Jennifer 3:07
All right.
Heather, do you want to talk us through with support from Sarah on this one?



Hayes, Heather 3:15
Yes. So again, these are three situations that Sarah has gotten questions, concerns, and requests around. So inactive student access, our current situation, currently in 3.0, access to inactive students is limited to one,
one day and two, but districts have requested that we open it up to users in three and four. So what we want you to know about doing that, the pros and the cons, right? Access to inactive student information can be turned on for those additional groups. That is not a problem. However,
The one caveat is that it can no longer then be by caseload. So I believe, and Sarah can correct me, in three and four, I don't know if it's both three and four, Sarah, are caseload only.



Shepherd, Sarah 4:04
Mhm.
No, they're not both caseload only. So that's what I want to really talk through. Right. It is, it is actually, let's see, I'm going to get my thoughts around me for just a second. So in groups three, they can see the students at their whole school.



Hayes, Heather 4:07
Okay.
Thank you.



Shepherd, Sarah 4:25
that they're assigned to, and maybe they're assigned to more than one. Then we have a 3A. They are the ones that only see students on their caseload. And then in group 4, they see them at school. So there's just some variation within group 3. So Heather, I think it's just explaining that differentiation between group

3 and group 3A couldn't both see or they could see inactive students, but they're not set up correctly in the system to support that.



Hayes, Heather 4:57
So essentially what we're saying then, so it sounds like just 3A is the potential issue. So 3A is currently set to not be able to see all the kids in the whole school. When a student becomes inactive in the system, the caseload drops away. So people no longer, they're no longer on a user's caseload. So if we are to open up



Shepherd, Sarah 5:00
Mhm.



Hayes, Heather 5:17
inactive student access to 3A, it means when they go to that search screen and search for a student, theoretically, they can access any inactive student in that school. So that is the caveat in terms of that one permission group. So three and four, it does not sound like there would be any concern from our side to turn it on for the three, looks like there's a 3B or a four, but only for 3A.



Shepherd, Sarah 5:48
And I do want to point out too that when we talk about inactive student access, we would be mirroring what their access is in the system with active students. So folks have asked me that question, but when we set up access to inactive, so what they can do normally in their practice in that permission group with active students, we would mirror that for inactive students. And again, that caveat is tied to this is for folks that can see all students at the schools they're assigned. So 3A, that particular group would not have access to inactive students.



Hayes, Heather 6:25
That's why you're seeing that one pulled out of the proposal. So the proposal is for that list, 33B, 44A, all of those already have full access to students at their own school. So we can immediately turn on and mirror that access for inactive students. And I guess one of the conditions, one example,

Shepherd, Sarah 6:28
Uh-huh.

Hayes, Heather 6:44
might be of, I want it for three and four, but not five and six. So there might be some valid, some variation there. Let's start with that one first. And if there are anybody who wants to come off mute and ask questions or clarifications, now would be great for that before you kind of wrap your head around that idea.

Shepherd, Sarah 6:52
Mhm.

Hayes, Heather 7:10
Mhm.

Shepherd, Sarah 7:18
And Steven also put decision.1 in chat. So if you're inclined and feel like you can respond, of course, that's open to you as well.

Carrick, Kelly 7:36
I don't know if anybody who requested this could just give me an example. Like, it hasn't, I don't think this has been an issue for us. So I'm just curious what has been the problem in that. I want to support as many districts, obviously, and I just want to, I don't know if anybody has an example.

Shepherd, Sarah 7:50
Mm-hmm.

Meller, Jennifer 7:52
Yeah.

Carrick, Kelly 7:56
That's been a barrier.

Shepherd, Sarah 7:56
I can share.
Yeah, I'll give a moment just in case anyone else on the call has experienced this, and if not, I can share an example that was given to me.

Meller, Jennifer 7:58
Yep.

Shepherd, Sarah 8:14
doing my teacher pause, but I'm not hearing anything. So I'll just say the example that was given to me, that's a great question, was around completion of like a written notice. For example, the student was exited from their district, but that individual, they're the case manager, they were in permission level 3.
they needed to go in to that student's record still. It's now shifted to that inactive student menu in the system, and they needed to go in there and finish out some paperwork related to a written notice. That's a specific example that's been given to me. That wouldn't be something that obviously they wanted to shift up to one of their admin or those folks at the district level, right?
They just want to be able to go in and finish that out in the student's record.

Carrick, Kelly 9:03
OK, that that helps me as I think about it.

Shepherd, Sarah 9:05
Sure.

Meller, Jennifer 9:15
Stupid.

Shepherd, Sarah 9:18
Franklin's asking in the chat there. Steven, I'm sure you saw that, but oh, I see you posted it now. He was asking for just the decision making options again.
Thanks for posting that.



LaBounty, Steven 9:31

Yeah, and Paige had a great first go at support with conditions, so that's a great example of how to add that in the chat.



Meller, Jennifer 9:38

It.

MC

Michaela Clancy 9:42

Do you support with conditions?

Can someone clarify for me what the downside on the technology side is? Because when we were thinking about this, I just wanted expanded. Our ESA is district-wide or four. Three is where I'm having the most problems in terms of students that move in and out. And what I'm realizing is impacting our reporting. What's the

Like group 5 is principles for the most part. They don't like what is the downside of this that we might be missing from a technical team?



Hayes, Heather 10:15

Personally, I don't see any downside because they already had access. If the student was active, they would have access to them now. So it's just the fact that they have exited out of the district and there might be something they needed to go back and look up or as Sarah said, finish that they didn't finish before. So all of these permission groups that we're proposing, I do not personally see a downside or a risk there because they would have already had access.

to that student, you know, the day before. So there's no security risk, in my opinion, or things that I could think of.

FD

Franklin Day 10:49

They would also presumably still have that. Sorry, Michaela. They would also presumably still have access in the SIS. I mean, in for the most part, so.

MC

Michaela Clancy 10:49

And was that the original? Go ahead, sorry. No, go ahead.

Shepherd, Sarah 10:57
Home.

Hayes, Heather 10:59
That's a good point.

Meller, Jennifer 11:00
Mhm.

Michaela Clancy 11:02
And I'm always trying to find the, was this created because of data security problems? Like that's what the concern was, correct? Like in terms of the users and the limit to active and inactive. And my, as Franklin stated earlier in the chat, hi Franklin, the issues have been mostly with
our school psychologists, our SLPs, our OTs that serve across the district, and then things that we're finding that are impacting reporting that are, the reason is, well, it's inactive and active, which may not be this group, right? Okay, I just want to make sure, am I missing something? Because often I'm missing things.

Hayes, Heather 11:38
I don't think so. I think you summarized it well.

Michaela Clancy 11:40
Okay. Thank you. Okay.

Meller, Jennifer 11:47
I can see one hand up of Jasper. I...

Newkirk, Jasper 11:51
Thank you. Yeah. So you mentioned that we would be able to complete a record for an inactive student. That's not currently something that I have the ability to do as a level one. I'm not sure if that's

Meller, Jennifer 11:52
Did it, yeah.

Newkirk, Jasper 12:07
going to affect my own account's ability to do that as well? Or what's the implication there? Because this is the first time I'm hearing of being able to do documents on inactive students.

Hayes, Heather 12:27
Then we might have to circle back on that one, Sarah.

Shepherd, Sarah 12:31
Yeah, sorry, that one is catching me a little bit off guard in terms of the documentation. The example I shared, right, with the written notice specifically, not, I, and you might be referring to even thoughts around finishing out an IEP or an eligibility. I do think Heather's right, we need to take that back for consideration.

Hayes, Heather 12:31
Thinking.

Shepherd, Sarah 13:14
Only.

Hayes, Heather 13:14
Typically, you reactivate the student to finish like an IEP or to do major things to the record, versus just viewing. Like, I want to go view the document and pull something. But that is a great point. I think there might be some limitations on the actions that you can take while a student is inactive, which might also...
point Sarah to a conversation around who has the ability to reactivate students. So that that could happen if necessary.

Shepherd, Sarah 13:35
No.

Meller, Jennifer 13:38
Deactivate. Yeah, I was thinking that too. Yeah.

Shepherd, Sarah 13:41
Yeah.
Mhm.

Meller, Jennifer 13:46
I think that's a...
an important follow-up for us. I think that for the purpose of this question, I don't... I think we, I think we can still proceed with determining access. I think it's then a question of, okay, so the student's inactive, I think to what you were saying, Heather, who has permission then to reactivate the student and, you know, certainly where the right back comes into that of the SIS and like where those changes need to happen.

Hayes, Heather 14:17
Yes.

Meller, Jennifer 14:17
But for the purpose of viewing inactive records, I think that's the question still at hand here.

Hayes, Heather 14:24
And I think at least for the three or four people that have put in the chat, it seems like there is a fair consensus on three, but not more than three.

Meller, Jennifer 14:34
But not what? I'm sorry, I couldn't hear you said.

Hayes, Heather 14:35
But not only three that the others may not need it.

Meller, Jennifer 14:37

Only three. Okay.
Okay.

Shepherd, Sarah 14:40
Okay.

Michaela Clancy 14:42
Interesting. Yeah, I don't see. Sure about group. Will you explore the why of that? Like I almost want to go point of clarification. The why there, because 44A for me is our ESAs. And that's where actually my biggest problem has been, is because they're the ones managing the transition in and out. We have a lot of flux.

Meller, Jennifer 14:44
Have most folks had a chance to vote?

Hayes, Heather 14:44
And all for all.

Meller, Jennifer 14:52
Yeah.
Mm.

Michaela Clancy 15:04
regionally. We have a lot of flux between buildings, especially with our online academy. Four 4A is my ESAs. I think they have to, if I'm a school psych and I'm doing a transfer and it's an in and out kid, I have to have access to active and inactive. It's what's been causing me the biggest issues. So if people are saying not four, can I hear more before I have not voted yet, but I need 4.
So.
See, that's what I didn't realize. Kelly, are you there? Where do you have Sykes as two? And we just like, that's the other thing we could do is move our assigned permissions. We have like, no, we have Sykes at now.

Meller, Jennifer 15:48
So, yeah.

Carrick, Kelly 15:54
I think we've moved our SLPs to three because they could be a case manager for students as well. Jasper, correct me if I'm wrong on that.

Newkirk, Jasper 16:03
Believe they are four.

Carrick, Kelly 16:06
Okay.

Michaela Clancy 16:07
See that, when we did the same thing, I'm just, we're grabbing our list right now. So that's why I'm like, okay, the other choice, if whatever we make here is to switch the user permissions that we are assigning as a district, right? We're not going to lose that ability.

Franklin Day 16:09
Yeah.


Meller, Jennifer 16:12
Yes.


Shepherd, Sarah 16:21
Oh, correct. Yeah, you can make changes. Absolutely.

Michaela Clancy 16:22
Okay.

Franklin Day 16:28
Yeah, Michaela, we have our psychs, our threes also. Not that we're right or wrong, but that is where we hold them at the moment.

Paige Williams 16:41
This is Paige. I'm going to chime in. The reason we have our psychs here at NSD as

two is for a couple of reasons. One, they get to IDT access, so they can request IDTs. And we also have them at 2 because they also
Can assign other team members, so that's why we moved our sites to two, because in four they don't have that access.

Meller, Jennifer 17:17
great. Yeah, I think I hope it's helpful for each of you to be sharing how you've approached these different user groups, because as we're highlighting, they can vary in how you set them up within your district.
In terms of who's in which group I need.
So I'll rely on you, Steven, to to kind of take a pulse again on the the chat. It sounds like.
Maybe we have some consensus and let's revisit that to make sure that we do.

LaBounty, Steven 17:56
Yeah, I think I have four sort of official responses. I know we've had some additional conversations, so a few others may want to add their level of agreement in the chat.

Meller, Jennifer 18:13
And, Michaela, I hope that conversation helps with your thinking as well, or understanding, I guess.

Michaela Clancy 18:19
It did. There were some Medicaid implications for us as well that we're just processing as a team. So I'm like, oh, okay. So I'm just going to vote here. So that's great.

Meller, Jennifer 18:22
No.
Yeah, yeah.

Shepherd, Sarah 18:24
Yeah.

LaBounty, Steven 18:40

And to your point, Jennifer, I think we're seeing the support with conditions as the majority. And so what we can do is clarify sort of a clearer statement of what we're looking for in just a few minutes.



Meller, Jennifer 18:49
Yes.
Okay.



LaBounty, Steven 19:28
I think I have nearly everyone, and so if we work in parallel, I can gather these depending on if we wanted to move to the next recognizing time.



Meller, Jennifer 19:38
Okay, Steven, do we need clarification on the conditions at all or is that what we want to?



LaBounty, Steven 19:44
That's what I'm going to need a minute to sort through. Yeah.



Meller, Jennifer 19:46
To gather, okay, yep. Sounds fair. Okay.
Well, in the interest of time, let's move on to the next scenario and stop us if you know you want to revisit this or have another question, but we'll let Steven do the tally and then we'll come back and finalize this one. So scenario #2 or question #2. Sarah and Heather, you want to talk through this one?



Hayes, Heather 20:13
Yes, sir, I think you're closer to this one if you. Do you want to take this one? Because this is a hopefully simpler one, but we'll see.



Shepherd, Sarah 20:15
Yeah, uh, uh...
No, I do think this one is very straightforward. So I'll just take a moment to just level set on what the question really is. So when we went live with 3.0, there were access concerns around reports. And so we did the first action, which is we're going to pull

all of that back.
And so currently reports are accessed by groups 1 and 1A, but we recognize and certainly have heard great feedback from districts that report access needs to be opened back up. So before that was possible, we did some development behind the scenes and changed the structure of, and I'm talking specifically about the reports that you can go to
in that everyday kind of canned standard reporting that's in the system. And so we did some development behind the scenes to ensure that as a user, if I go in and pull a report and all my parameters, obviously I'm only going to see the data for the students that I have access to.
but the report output, the file itself, is now only going to be available under the My Reports in the menu. Before we were seeing kind of a comprehensive long list of reports that were being generated across the district. And obviously that's concerning because we don't want folks to access other student data that they don't have the privy to see.
So now that you know that the development piece is finished and the My Reports functionality allows users only to see the reports they generate, we just wanted to verify with this group that we can go ahead and restore report access. And our recommendation is not to limit by any permission group. So
all other permission groups two through six that matches with what their access is. So if they only see certain students on their caseload or they see all students in their assigned schools or level ones, all students in the entire district, that's what their report data will contain.
So again, it's really about positioning the access to those files, being very limited to the user that pulls the report. So just wanting to find that comfort.
and that move forward. Happy to answer questions, though, if I said anything that was confusing.
So I know Steven will put that decision in there and then folks can kind of weigh in, but happy to answer questions that might come to top of mind as well.
I see lots of typing going on, so I know y'all are weighing in. This is pretty straightforward.



Meller, Jennifer 23:29
Crazy.
Yeah. And if you feel like you're ready to vote, go for it. You know, we just want to

make sure we had opportunity to answer questions. So this is maybe a little bit more straightforward. I don't know.



Shepherd, Sarah 23:35

Yeah.

Yep.

It is.



LaBounty, Steven 23:51

I have also added a synthesis of what the group had said for decision.1. I know we're sort of doing two things at once here, but if folks also want to review that and just affirm that it's what we're seeing and hearing, we'll make sure that's correct. I'll also put a prompt in for decision.2.



Shepherd, Sarah 24:10

And I just saw a comment Carrie put in just as that as that support with clarification. I appreciate that. Just reaffirming, of course, that if they only get the reports that they have, you know, that they have that access level for, you know, not seeing a downside to that.



Hayes, Heather 24:36

That's a great point, Jasper. Jasper said, you know, we should be, we need to be clear in our messaging once we turn these reports back on that the same user could run the same, or sorry, 2 users could run the same report and get different levels of results based on their permissions. So we will, Sarah can take a note, we'll make sure that that's included in kind of the training guidelines. Thank you for pointing that out.



Meller, Jennifer 24:48

Mhm.



Shepherd, Sarah 24:52

Yeah.



Hayes, Heather 25:20

Perfect.
Is anyone still considering?
their vote before they put it in the chat.
I think we might have a unanimous one, which is great. Something we can do today with clear messaging, with clear messaging, absolutely.



Shepherd, Sarah 25:34
Yeah.
Yeah.
Mm.



Meller, Jennifer 25:39
Yeah, that's a great point.



Hayes, Heather 25:44
Okay. So we want to, I know we're running low on time. So do we want to run to our third one just to try to get that one wrapped up? And then I'm sure Jennifer or Walsh will help us. I know there's some in the chat that we will want to kind of review and prepare kind of that summary and proposal. And then we'd like to probably get our next one.
or talk about getting our next session back together.



Shepherd, Sarah 26:08
Yeah, I'll quickly jump into IDTs. We've gotten lots of feedback from districts. We even heard just now in this small group setting, right, where you have some folks that are in permission group 2, and that's because of their role in doing those district transfers. And so specifically, there may be other questions, and we'll circle back to those, but I think
specific for this request. We have equal amounts of districts across the state that want permission group 2 users to be able to transfer students and approve and request those IDTs. We have just as many who still need their users to be in permission group 2. There's lots of other, you know, functions like assigning team members.
that those individuals can do, but they do not want them to be able to request and approve transfers in the system. So the proposal here is very straightforward. Do you

support us in creating like a 2A that exactly mirrors permission group to accept exclusion
of that IDT function.
I tried to say it quick in the interest of time, but I'm happy to answer questions. I don't want anybody to feel like they didn't get the full picture here.



Meller, Jennifer 27:26
Yeah.
Any questions on this piece?



Shepherd, Sarah 27:57
I'm seeing lots of typing, so I know folks are weighing in and Steven posted that decision point in there for tracking.



Meller, Jennifer 28:20
We know we're demanding your brainpower on a Friday afternoon, so thank you for staying focused and with us on it. Really appreciate it.



Shepherd, Sarah 28:39
This just creates that pathway to, I think, I think someone mentioned it earlier, but in term, it might have been you, Michaela, but in terms of if you have your users, once we have a permission to a, if that's the direction this group wants to take, then there'll be districts that can, you know, quickly action that and move folks out of permission group 2 to permission group 2A.
without disruption of that setup.
So that's how this would play out or action for districts quickly.

LaDonna Fogle- Wahluke 29:09
Hi, it's LaDonna Fogle. I was wondering then what would be the difference between group 2 and group 3 as I'm looking at the assigned user permission levels. It looked like the only thing that was different.



Shepherd, Sarah 29:11
Yeah.

LaDonna Fogle- Wahluke 29:29
is would be the access to inactive students.


Shepherd, Sarah 29:36
So, is this OK?

LaDonna Fogle- Wahluke 29:36
If we created a 2A.


Shepherd, Sarah 29:39
Ah, I've got you. So let's think about two, 2A, if 2A is a reality and then three. So let me circle back first to the difference right now between 2:00 and 3:00 is also around assigning others case loads. So it's about removing, adding and removing students from other individuals case loads. That's something that a permission group 2 user can do, not a permission group 3 user in the system today. The introduction of a 2A maintains that same distinction about assigning
assigning folks to a student's caseload, but then just removes that IDT ability for folks in 2A. So it is a slight adjustment, not that big of a difference, but it does just remove that IDT function.

LaDonna Fogle- Wahluke 30:41
Thank you.


Shepherd, Sarah 30:43
Yeah, absolutely.


Meller, Jennifer 30:49
I'm seeing in the chat, I realized where I could see the chat at the same time.
With the addition of this group, it doesn't mean necessarily that you have to change the staff and how you have them set up. This is a decision to provide the ability to do that. But if you feel like how you're working and how you have them set up with the configuration of the different
user types, absolutely you can keep them that way. This is just to provide one additional level of flexibility.

Hayes, Heather 31:30
Paige, I do want to highlight Paige's comment because I think that's an important consideration. If other districts move people, you know, into this or keep people in that second group and don't have the two-way option potentially, they are able to receive and approve the transfer requests. So I think it is a consideration that it could be used on both sides.
So the 2A might give folks more capacity to make sure that people who should not be approving transfers, maybe it's not about requesting, but you don't want them to be able to approve those transfers.

Meller, Jennifer 32:17
So I know where.

Hayes, Heather 32:18
I think everyone's probably waiting. Go ahead, Jennifer.

Meller, Jennifer 32:20
Yeah, I think it looks like, well, that folks maybe vote for a second and Steven can summarize. I think there was some.
seeming like questions about how this would work and different considerations for folks roles.
but maybe not to impact voting so much. So we'll give everyone just another minute. And Steve, are you able to summarize? I see quite a number of ones, but wanted to verify.

LaBounty, Steven 33:05
Yeah.
Yeah, I just wanted to make sure we captured, but I'll run that right now.

Meller, Jennifer 33:53
As Steven is telling, I do know that you have full plates and we don't want to keep you too far over here. So what we will do after this call, we will send out, and this will go through other, you know, we're working on the updates from these work groups and kind of next steps.

Writ large, but we know there's some follow-up for you as well, but we can send the summary of where we believe we've landed, and you know our our.
thinking is around at least an 80% majority of an affirmative vote and we're moving ahead. So we'll let you know when these, you know, we can summarize these numbers and then finalize that so you're clear then on the next steps that PCG is taking. And because you're representing your ESDs, you know, gives you the information to share with your districts. Our goal is
we said earlier on is to really make sure we're aligned on communication and sharing out decision points as quickly as possible, as widely as possible. So you'll see some follow-up from this call as well.



Hayes, Heather 35:06
And I just wanted to address Paige's last question because I may be misunderstanding, but we're actually proposing the opposite. So right now, user group 2 has the permission and three does not. And people are wanting a version of two that does not. So if we added it to three, then there's a whole nother, we're expanding it even further.
Without the ability to to limit any of those groups, if if that makes sense.



LaBounty, Steven 35:44
So I think the majority of responses are sort of in support or with conditions. We do have one not in support. So there's a bit more of a range, but I don't know if that clarification that was just shared helped move toward a decision, but it sounds like most are in support, though there might be some conditions for clarification on rollout or who uses it locally.



Hayes, Heather 35:45
Yeah, go ahead, Steven.



LaBounty, Steven 36:05
That might be the sort of strategic way to move forward with this one.



Hayes, Heather 36:13
I did see one in the chat, and again, I want to be really respectful of time, but did see one in the chat that could be extremely quick, potentially win, and it might, so if this

affects you, it was that the compliance emails for one and 1A, which is probably likely all of you,



Meller, Jennifer 36:17
Yes.



Hayes, Heather 36:31
are currently set to all kids in the schools that you have access to, which would be every student in the district. That could be changed to simply caseload. So if there happened to be someone in permission group 1 or 1A that had a caseload, they would still get those compliance emails, but we could turn it to that, change that permission so that it's not.
all kids in your district, but just if you have a caseload. So I know that's an on the fly decision point, Steve, but I don't know if folks that are that are still on. Yes, in all caps. Yes, please in all caps. So I think that one, if everyone else, if anyone has a problem with that, I was going to say I would.
Love to be able to solve that one for you today as well.
Okay, great. And then we could expand that conversation maybe next time to see if there's other permission levels that you would also recommend just doing own caseload instead of all staff. Yeah.



Meller, Jennifer 37:27
Okay.
Yep, OK.



Hayes, Heather 37:32
Add that in. Thank you, guys.



Meller, Jennifer 37:35
Great. Great. Well, thank you all. Thank you for the focus, the quick decisions and input. So we are, we will be sending out additional information on the next set of meetings. We are working to determine what that cadence should be. We certainly envision having more sessions
in more rapid succession as we work through these things. We don't want to space it out. We want to talk with you as frequently as possible. We know your time is limited

to drive to some of these decisions to make it easier. So stay tuned for that and certainly get in touch with us. Send an e-mail to the e-mail address we provided for Mike.
to share any specific items for this group that you want to make sure we cover. We're getting them from all the other inputs we have, but if there's anything else that you think hasn't been shared yet, we certainly want to know that to focus this conversation.



Hayes, Heather 38:41
So next time we meet, we hopefully will just go through a whole rundown of any situations that you bring up. And we will also, any of the other ones in the chat that we saw will be top of top of list for the next session.



Meller, Jennifer 38:54
We don't have to go through user permissions, like the background again, but we want to make sure you are grounded in it, because I know it's highly technical and I know sometimes I have to stop and pause my own brain to figure out, okay, what are all the implications? So want to make sure we started at the same spot.
Cadence for this group, that's what we give us a second to regroup. We still have one more group for early next week. And then it, as I said, it will be more frequent in the next couple weeks. And then we are hopeful that we can space them out a little bit more.
Um, but stay tuned on that, um, that that piece.
Right.
Great. Well, thanks, everyone. We appreciate it. If you think of anything after, you know, reach out to us, but we're going to start moving ahead. So love having decisive people on that can help us move it forward. So have a great weekend.
Thanks, everyone, and we will be talking to you soon.



Hayes, Heather 39:38
See you all again.



Shepherd, Sarah 39:59
Bye, guys. Thanks so much.

Hayes, Heather 40:00
Bye. Thank you.

Meller, Jennifer 40:00
Bye.

Dana Anderson 40:02
Thanks, Jennifer and team. Great job.

Carrick, Kelly 40:07
I am just going to hang back the translation thing that we talked about at the beginning. I know there was no decisions made there. And I did verify, I know there's different fee structures for the translation and we pay a flat rate. We've got a lot of kids that we use that for. So I would be, you know, I know we didn't make any decisions, but

Shepherd, Sarah 40:13
Yeah.
Yeah.
Sure.

Carrick, Kelly 40:25
From our district standpoint, I'd be very against turning that into a one or a 1A only. And, you know, for districts that are maybe on the per page rate, it seems like that's some internal training processes that they would need to look at. So I just wanted to put my two cents in there.

Shepherd, Sarah 40:31
Yeah, that makes sense.
Ohh.
Hey, girl.

Carrick, Kelly 40:45
That would be very problematic for us. Yes.



Shepherd, Sarah 40:45

Thank you, Kelly. Yes, yes, no, I really appreciate that. That's good context and we've captured it in the transcript, so I'll pass that along for sure. Thanks, Kelly. Bye.

CK

Carrick, Kelly 40:52

Okay.

Okay, great. Thank you.



Shepherd, Sarah 40:59

Thanks, Dana. Anything else for your perspective?

DA

Dana Anderson 41:05

No, I think very good. And then probably working together on some summaries for everybody on where we're at on the right back journey.



Shepherd, Sarah 41:07

Okay.

Yep.

Yep, sounds perfect. We will get some things actioned out this afternoon.

DA

Dana Anderson 41:17

Okay, very good. Thanks, everybody.



Shepherd, Sarah 41:19

Yeah, thanks, Tina. Bye.

Corrie Wilder stopped transcription