

Description: District, school and building level coaches who will be making procedural decisions regarding the use of Campus and providing first level support and training at the building level.

Time: 4 days

<p>Campus Overview (30 minutes)</p>	<p>Learn to:</p> <ul style="list-style-type: none"> • Navigate • Search • Use the Help documents • Create School Notices
<p>Census Training (3 hours)</p>	<p>Learn about:</p> <ul style="list-style-type: none"> • New Family Registration • Student Enrollment • Employment Records • Relationships • Emergency Contact Information <p>Discuss topics for practice and procedure review</p>
<p>Student General (2 hours)</p>	<p>Understand the information available in Student Information > General tabs:</p> <ul style="list-style-type: none"> • Schedule (Walk-in Scheduling) • Attendance • Grades • Transcript • Credit Summary • Assessment • Behavior • Transportation • Fees • Lockers <p>Discuss topics for practice and procedure review</p>
<p>Attendance (1 hour)</p>	<p>View all attendance functions including the:</p> <ul style="list-style-type: none"> • Attendance Wizard • Classroom Monitor • Daily Attendance • Attendance Reports • Attendance Letter Wizard • Attendance Messenger <p>Discuss topics for practice and procedure review</p>
<p>Day 1 Wrap up (30 minutes)</p>	<ul style="list-style-type: none"> • Review questions/activities • Q/A with the trainer

Campus Key Words

PersonID

Student Number

StateID

GUID

Enrollment Start Date

Enrollment End Date

Secondary Address

Non-household Relationship

Batch

Batch Edit

Check In

Check Out

Overwrite Existing Marks

Review Questions

1. Add yourself as a student into Census.
2. Attach yourself to 2 households; make yourself secondary in one. Father is in the primary household, Mother is in the secondary.
3. Search for an address for both households and attach the address to the household.
4. Set yourself up to receive a mailing at both households.
5. Set up a relationship between you and a father and you and a mother. Mark the relationship guardian.
6. Establish an emergency contact for yourself as a student.
7. Complete a full schedule for yourself as a student.
8. Modify a different student's schedule.
9. Create a fee for yourself as a student and add a payment.
10. Give yourself a behavior event, role, and resolution as a student.
11. How is it possible to mark all the students in Band absent for 4th hour for a week?
12. How is it possible to mark the entire 9th grade class out for 3 periods for standardized testing?
13. Name 5 things a person can learn from Classroom Monitor.

<p>Review (30 minutes)</p>	<p>Review the concepts learned on Day 1:</p> <ul style="list-style-type: none"> • Student census and enrollment process • Student Information tabs • Attendance
<p>Curricular Set Up: Standards, Scheduling, System Admin, Instruction (4 hours)</p>	<p>Understand:</p> <ul style="list-style-type: none"> • Course and section set up per school year • Set up course catalog and course masters • Score group options • Set up for standards and grading tasks • GPA calculation options • Elementary schedule set up • Standards based report card set up options • Grading task report card set up options • Teacher view for grading with grading tasks and standards per course • Curriculum programs and grad planner <p>Discuss topics for practice and procedure review</p>
<p>Instruction (2 hours)</p>	<p>Learn how teachers will:</p> <ul style="list-style-type: none"> • Navigation, Search and use Help • Take Attendance • View the Roster • Grading by task • Grading by student • Learn the grade book functionality • Admin • Lesson Planner • Gradebook • Daily Planner • Teacher Messenger • Learn about and how to generate teacher reports
<p>Portal (30 minutes)</p>	<p>Learn about:</p> <ul style="list-style-type: none"> • Portal view • Account set up • Portal options • How Census set up impacts Portal <p>Discuss topics for practice and procedure review</p>

Campus Key Words

Max Seat Count

Terms-Schedules-Periods

Allow Requests

GPA Weight

Grading Task

Score Group

Term Mask

Active Mask

Default Gradebook Task

Credit Group

Curve

Assignment/activity

Group

Review Questions

1. Why do you want to assign a course to a department?
2. Who will see the course description?
3. Where can you assign a team?
4. Create a homeroom course for a grade level. Add two sections to that course, and roster 20 unique students into each section.
5. Where do you activate a grading task for teachers to post their grades?
6. How do you determine which grading tasks are contributing to the Term GPA?
7. How can you tell if a grading task or standard is going to post to the transcript?
8. Where must a teacher attach a curve? Why would a teacher attach a curve to an assignment?
9. Which areas can you right click in the gradebook to get more options?
10. What are 3 ways a teacher can post grades to the report card at the end of a term?
11. What is the difference between selecting late, exempt, cheated, missing, and dropped on a student's assignment?

Review (30 minutes)	Review the concepts learned on Day 2: <ul style="list-style-type: none"> • Instruction • Scheduling
Health (2 hours)	View and practice entering: <ul style="list-style-type: none"> • Health Visits • Conditions, Resolutions, and Contacts • Screenings • Immunizations Discuss topics for practice and procedure review
Special Education (2 hours)	Learn how to: <ul style="list-style-type: none"> • Set up Teams • Enter information of Sped forms • Set up Sped Templates • Create new forms Discuss topics for practice and procedure review
User Communication (30 minutes)	<ul style="list-style-type: none"> • Learn how to create school or district wide notices • Discuss topics for practice and procedure review
Day 3 Wrap Up (30 minutes)	<ul style="list-style-type: none"> • Learn how to create email messages for both students and guardians. • Discuss topics for practice and procedure review
Day 3 Wrap Up (1.5 hours)	Review the concepts learned: <ul style="list-style-type: none"> • Health • Special Education • User Communication • District Messenger Clarify any items on Core Team Checklist

Review Questions

1. What kind of set up can be done to make filling out Special Education forms easier?
2. Why is it important for a completed IEP to be locked?
3. What type of documents can be uploaded for a student in Special Education?
4. What is the difference between Blank Forms and Active FDF Forms?
5. Create as school notice.
6. Create a district notice that will appear for one week.

Campus Key Words

[Condition/Treatment](#)

[Contact on a treatment](#)

[Event/Resolution](#)

[Team Member & Roles](#)

[Locked IEP](#)

[Find & Link v. Enter New Team Member](#)

Review (30 minutes)	Review the concepts learned on Day 3:
Reporting (3 hours)	<p>Available Reports in Campus</p> <p>Learn the basics of Ad Hoc Reporting:</p> <ul style="list-style-type: none"> • Filter Designers • Data Export • Report Designer • Report Builder <p>Discuss topics for practice and procedure review</p>
System Admin (2 hours)	<p>Overview the following areas for discussion purposes only:</p> <ul style="list-style-type: none"> • Custom Data • User and Calendar Groups • Programs • Report Cards • Assessments • End of Year/Beginning of Year Processes • Discuss topics for practice and procedure review <p>Discuss topics for practice and procedure review</p>

Review Questions

1. In the report builder, what are some fields that could be used to create a customized report card?

2. What are some applications of the filters elsewhere in the product?

3. What type of filters would you need to create an attendance letter for all students with 5 or more absences?

4. What's the difference between selecting Union and Intersection when designing a report?