

WEBVTT

1

00:00:00.179 --> 00:00:05.460

Julie Collins: Okay, let's get started I want the Kitchen Aid hand blender. But I guess that's not how this works. So

2

00:00:06.930 --> 00:00:14.910

Julie Collins: I was going to suggest before we get started if you are, it might be more interesting to have the

3

00:00:15.420 --> 00:00:26.880

Julie Collins: Video and the slide side by side. So if you were up look at the green bar. There's a View Options and you can select side by side mode and adjust and have the slides and

4

00:00:27.420 --> 00:00:33.840

Julie Collins: Me right next to each other. So I don't want to PowerPoint you all to death. But I want to thank you all for joining us.

5

00:00:34.890 --> 00:00:44.880

Julie Collins: I know this, that this is not the first virtual conference that famous has ever had. But I think this is the first one you could attend in your pajamas. So

6

00:00:45.360 --> 00:01:00.900

Julie Collins: Hopefully, everybody's very comfortable. What I'd like to do now is take you through some of the things that we're going to be talking about with regard to the changes to Sasser for this year. So first we are going to

7

00:01:02.310 --> 00:01:04.500

Julie Collins: Let's see. Make sure I can advance my slides.

8

00:01:05.280 --> 00:01:15.510

Julie Collins: Want to talk about what the base. Some sensor basics. For those of you that are not super familiar. We'll talk about what's new for this particular school year. You may be aware that we have a new state more role.

9

00:01:16.080 --> 00:01:22.680

Julie Collins: Which involves some new data elements and some edits and some changes to edit and then some new Sasser definitions.

10

00:01:23.100 --> 00:01:32.430

Julie Collins: And then web links and contact information. So for the basic stuff. And for those of you that are old school assessor and have been around for a long time you've seen this.

11

00:01:33.060 --> 00:01:43.620

Julie Collins: But basically it's been around since the mid 90s. It's based on criminal code, but there were places where it didn't match up exactly with criminal code. And that was one of the requirements that both

12

00:01:44.070 --> 00:01:53.280

Julie Collins: The stomach Douglas Commission and the statewide grand jury really focused on was that we needed a better alignment between the assessor definitions and the criminal code so

13

00:01:53.580 --> 00:02:00.540

Julie Collins: That's behind a lot of the changes that we have, we're still looking at 26 incident category. So we didn't add any incidents.

14

00:02:01.200 --> 00:02:07.920

Julie Collins: But we did add a related element with the raping related. So we've always had those other blue incidents.

15

00:02:08.580 --> 00:02:16.680

Julie Collins: For related elements but baking was added this year. So that's new, and we'll talk to that talk about that when we get to the new definitions.

16

00:02:17.550 --> 00:02:24.030

Julie Collins: Important to note that Sasser incidents are defined by the location where they happen so only on school grounds.

17

00:02:24.360 --> 00:02:34.530

Julie Collins: at Sloan School transportation and at school off campus school sponsored events and then we tell our school level folks that they always code for the most serious assessor incident.

18

00:02:34.920 --> 00:02:42.570

Julie Collins: And then use the related elements we talked about on this slide to add in any other elements to the incident that weren't

19

00:02:43.020 --> 00:02:48.030

Julie Collins: The primary so always code for the most serious and then use the related to fill in the gaps.

20

00:02:48.840 --> 00:02:55.980

Julie Collins: Another thing that's important to note assessor is 365 days a year 24 hours a day if it meets that location definition.

21

00:02:56.310 --> 00:03:05.850

Julie Collins: And it meets assessor incident definition schools really need to report those whether or not it happens in the middle of the night over the summer over the holidays, etc.

22

00:03:06.360 --> 00:03:15.270

Julie Collins: And then finally on this slide. It's very important to note that student while students make up the majority of the incidents that are reported

23

00:03:16.500 --> 00:03:27.330

Julie Collins: There are also incidents that are non student or unknown offenders and I know it's it's a challenge for your school level folks to figure out how to enter those because generally they do start with a discipline.

24

00:03:27.780 --> 00:03:42.810

Julie Collins: And then go in and add the incident. So it's important that they're trained on how to go in when it's a non student or unknown offender. How they can put the incident in first and then designate that as a non student or an unknown offender so that the the

25

00:03:44.310 --> 00:03:47.190

Julie Collins: Incident. So the assessor internet doesn't need a matching discipline.

26

00:03:48.900 --> 00:03:57.420

Julie Collins: Moving right along, and it's also important to note that sets or incidents or per incident meeting if there's one incident in one place.

27

00:03:57.960 --> 00:04:04.470

Julie Collins: It doesn't matter how many people are involved. It's one at one place and time. It's one incident. So one sensor fight.

28

00:04:05.070 --> 00:04:17.550

Julie Collins: Oh, sorry. One sensor fight would have I'd be one incident. It might have multiple disciplinary actions. But it's one incident. So these are some foundational concepts of SAS or just so you understand going forward.

29

00:04:18.210 --> 00:04:29.250

Julie Collins: Now this is a list of our current incident categories ranked for most serious to least serious and the ones that are read had some

30

00:04:30.240 --> 00:04:37.710

Julie Collins: Level of change to the definition. So you'll see it was pretty pervasive. I know the definitions are not as critical on the AMA AMA is side.

31

00:04:38.010 --> 00:04:48.930

Julie Collins: But if you're on the student services side it is important. So those in read text. I had some changes to their definitions. If there's an asterisk by and they had a major rewrite

32

00:04:49.320 --> 00:05:00.780

Julie Collins: So just to prepare you none of the three three digit or three letter codes changed for any of the incidents, but some of the names did, for example, the case of battery became aggravated battery.

33

00:05:01.980 --> 00:05:08.280

Julie Collins: But the codes all stayed the same. So from a programming standpoint, at least, we don't have to revisit that.

34

00:05:09.930 --> 00:05:19.530

Julie Collins: Next, I just want to remind you that it's still the same three reporting formats. We've always used. So the assessor reporting format the student discipline resulting action format.

35

00:05:19.800 --> 00:05:25.230

Julie Collins: And then there are a few items on the federal state indicator status that we need to keep track of. And that's

36

00:05:26.040 --> 00:05:36.300

Julie Collins: A student that was bullied or harassed, on the basis of sex, race, disability, sexual orientation or religion and also the school related arrest data element and sometimes we're concerned that

37

00:05:37.050 --> 00:05:43.830

Julie Collins: If these are not on the same screen are not easily accessible than when a school level person is entering a

38

00:05:44.400 --> 00:05:53.880

Julie Collins: Sensor incident. They may not know to to check school related arrest. So those are just some important notes on the reporting format.

39

00:05:54.240 --> 00:06:01.770

Julie Collins: So let's talk about what's new for the coming school year, there's still a lot of focus on Sasser I had mentioned the stomach Douglas Commission.

40

00:06:02.250 --> 00:06:16.860

Julie Collins: And the statewide grand jury the legislature as well. We did have a new rule that we drafted and the State Board approved it. It went into effect on June 16

41

00:06:17.400 --> 00:06:24.930

Julie Collins: So the new rule is out there. And when you get this presentation. If you download the PDF hyperlink should take you right to the rule.

42

00:06:25.560 --> 00:06:44.490

Julie Collins: As I mentioned before, we have a new vapor and related data element because we know between the last two full school years that we have data for the tobacco nicotine incidence. I think doubled the number went up significantly and anecdotally, it's been attributed to

43

00:06:45.750 --> 00:06:52.170

Julie Collins: Today thing. But we wanted to collect data on that this was a priority for the Commissioner. So we added that data element this year.

44

00:06:52.800 --> 00:06:58.950

Julie Collins: We also have a new incident setting data element. And I'll just show it to you. So it'll make a lot more sense in that context.

45

00:06:59.340 --> 00:07:08.100

Julie Collins: And then we've added opioids to the drug description. So we had marijuana and other cannabinoids we have other other illegal drugs with

46

00:07:08.610 --> 00:07:18.120

Julie Collins: Opioids as a specific category. Now, where it wasn't broken out separately. Before we also had some significant changes to report it to law enforcement.

47

00:07:18.540 --> 00:07:31.320

Julie Collins: And I want to talk a little bit about the HOPE Scholarship, and how that interfaces with sensor data that we collect and there's some eventual reporting requirements that will come along for that so

48

00:07:32.790 --> 00:07:33.540

Julie Collins: Who's talking

49

00:07:33.810 --> 00:07:36.660



famisflorida@gmail.com: Yes, we have a question that came in.

50

00:07:37.980 --> 00:07:41.910

famisflorida@gmail.com: Difference between an indicator any related elements.

51

00:07:43.530 --> 00:07:48.390

Julie Collins: An indicator tell him I'm not quite sure what they're asking in terms of an indicator

52

00:07:48.990 --> 00:07:58.320

famisflorida@gmail.com: Okay, so user 21951 that's their username. If you could just write in and clarify. We'll get back to your question. Okay. Julie I wait to get a response.

53

00:07:58.710 --> 00:08:10.980

Julie Collins: Okay, thanks a lot. So we're assessing the new sesa rule, which is six. A dash 1.0017 I mentioned it was approved by the State Board, it became final on June 16

54

00:08:12.090 --> 00:08:20.580

Julie Collins: It again updates definitions to align better with the Florida criminal code as well as the federal definitions that

55

00:08:21.240 --> 00:08:26.490

Julie Collins: That are in many times. The reason why we're reporting or collecting this data in the first place.

56

00:08:26.850 --> 00:08:37.800

Julie Collins: And then the last part of the rule I think is really important. I mean, it's all important. But one of the things that's in the last section of the rule is it clarifies the accountability for assessor reporting.

57

00:08:38.190 --> 00:08:48.030

Julie Collins: And it's and it specifies different people and what their responsibilities are, you know, the principal the superintendent and such. And there are consequences and statute for

58

00:08:48.510 --> 00:08:57.450

Julie Collins: School districts that are not in compliance with SAS reporting. So just so you're aware of this, it'd be worth taking some time to review the rule.

59

00:08:58.500 --> 00:09:14.250

Julie Collins: So next new thing we talked about incident facing related. This is basically like all the other related elements. It's a new data element. It's yes, no, or not applicable and then we define in the note at the bottom of what constitutes of a being related incident.

60

00:09:16.440 --> 00:09:23.550

Julie Collins: And so we have two new edits. As a result of this new data element, you'll see these

61

00:09:24.390 --> 00:09:37.740

Julie Collins: The education information systems folks have done a really good job of spelling out what changed and where so you'll be able to see this. It's all up on the database manual for you to see right now. So you can see all these examples.

62

00:09:39.360 --> 00:09:44.760

Julie Collins: The next new data element is called incident setting. And I'll give you a little background here.

63

00:09:45.270 --> 00:09:52.050

Julie Collins: It's basically you can see the codes in front of you, the offense was committed in person in the presence of the targeted individual

64

00:09:52.440 --> 00:09:56.340

Julie Collins: Or the offense was committed remotely either electronically or through other means.

65

00:09:56.640 --> 00:10:09.120

Julie Collins: This is has to do with threats and the and those sorts of things. So you'll see in the note down below. We're looking at bullying harassment, sexual harassment threat intimidation and the unsubstantiated instance

66

00:10:09.480 --> 00:10:18.480

Julie Collins: The idea is there some federal incidents where, for example, a threat is not considered a threat, unless it's not imminent unless it's done in person.

67

00:10:18.750 --> 00:10:26.940

Julie Collins: So a text threat would be different would be considered differently from an in person threat. So this new data element is designed to

68

00:10:27.750 --> 00:10:36.180

Julie Collins: So we can differentiate between offensive that happened, face to face the threat was imminent, of the threat of harm or the fear of harm was imminent.

69

00:10:36.540 --> 00:10:50.640

Julie Collins: As opposed to those things that are done remotely and maybe not not as severe. So that's incident setting. And that one is new for the school year. And then, of course, we have a new edit that accompanies that and that's one f

70

00:10:52.770 --> 00:11:01.590

Julie Collins: Next up we have drug description we have updated. This I had mentioned that we included the P code for opioids and we have a description there.

71

00:11:01.860 --> 00:11:12.090

Julie Collins: Opioids include the illegal drugs heroin synthetic opioids, such as fentanyl and pain medications available legally by prescription, such as oxy code on hydrocodone coding or Phoenix cetera

72

00:11:12.660 --> 00:11:25.320

Julie Collins: So that is there and we have several modified edits that add that code P, that wasn't an option before. So you'll see that all these have been changed to add that code p

73

00:11:26.070 --> 00:11:27.750

famisflorida@gmail.com: And Julie, we have another question.

74

00:11:28.080 --> 00:11:34.410

famisflorida@gmail.com: Okay. What happens if the offense was committed both remotely and in person.

75

00:11:35.310 --> 00:11:47.430

Julie Collins: Hmm. Oh, I think you would go with the most serious, which would be the in person. I mean, because that's really the threshold of whether or not a threat is imminent. And so

76

00:11:49.680 --> 00:12:03.660

Julie Collins: You know, in a sense, that's the more serious and. And I think that's what we're trying to capture there because I think for some, if I remember correctly, the feds want when we report to the fans on some of these incidents.

77

00:12:04.500 --> 00:12:21.720

Julie Collins: They don't consider it a threat, a traditional threat, unless somebody in imminent fear of harm and unless it's right there in person. So my suggestion would be if you have both elements present code, code, the more serious one, because that's what we're trying to capture

78

00:12:22.410 --> 00:12:25.170

famisflorida@gmail.com: And so would it be two different incidents.

79

00:12:25.200 --> 00:12:26.370

Julie Collins: Or would it I

80

00:12:26.910 --> 00:12:28.290

famisflorida@gmail.com: Okay, so it just be one.

81

00:12:28.740 --> 00:12:35.700

Julie Collins: No, we don't want to double report if it's if it's one. Now, if they happen to different places in different times and they were

82

00:12:36.060 --> 00:12:42.270

Julie Collins: You know, addressed separately, then you would report them. You know what happened. Two months ago. And what happened today.

83

00:12:42.660 --> 00:12:58.230

Julie Collins: Those would probably be two separate incidents, but if someone is in a campaign of harassment or threat is threatening you in person via text on social media, then that would probably if it's all happening in the context of one incident. You'd only report that once

84

00:12:58.920 --> 00:13:02.010

famisflorida@gmail.com: Okay, and then we did good clarification on that first question.

85

00:13:02.100 --> 00:13:12.120

famisflorida@gmail.com: Okay, so what they mean is for bullying and harassment indicators compared to related elements to primary offenses.

86

00:13:12.810 --> 00:13:23.850

Julie Collins: So with indicators. I'm not quite sure what they're talking about is that basis like sex, race, disability, sexual orientation, religion, I'm kind of confused by what they mean by indicator

87

00:13:24.090 --> 00:13:43.140

famisflorida@gmail.com: Yeah, so user 21951 if you wouldn't mind muting your microphone that would probably help. We could, you know, get your question addressed. And if you're unsure how to unmute we can certainly help you with that.

88

00:13:44.550 --> 00:13:47.010

21951: So, believe me from Orange County.

89

00:13:47.400 --> 00:14:00.960

21951: Hi. Hey. So really, my question is the bullying and harassment indicators or basis like you described it compared to the related elements. What's, what's the difference because

90

00:14:02.370 --> 00:14:14.490

21951: If it's a basis isn't isn't the bullying harassment. A or the sex, gender, sexual orientation, a related element to bullying and harassment, as well as an indicator

91

00:14:15.030 --> 00:14:25.590

Julie Collins: A they're two different things. You would report both. So you could have bullying, on the basis of sex and then you would have that incident basis would be

92

00:14:26.010 --> 00:14:38.070

Julie Collins: On the incident basis would be on the basis of sex and there would be student bullied harassed or harassed, on the basis of sex. This one is complicated, because there's an incident basis. And then there's a victim basis.

93

00:14:39.630 --> 00:14:47.310

Julie Collins: But for example, harassment, you couldn't have on the basis basis of sex because that sexual harassment, which is a separate incident category.

94

00:14:47.640 --> 00:14:58.530

Julie Collins: I have and I will share with you guys and I don't know if I'm on camera or not, but my little cheat sheet is linked at the end of this presentation, and I'll make sure

95

00:14:59.310 --> 00:15:14.310

Julie Collins: That you can get to it easily. But it shows sort of the relationship of those pieces and parts but related. Is it related stands alone. So you would use related if it applied, you could use none one or any combination of the related

96

00:15:14.970 --> 00:15:20.070

Julie Collins: And then if you had a basis. Such a sex, race, disability, sexual orientation or religion.

97

00:15:20.370 --> 00:15:30.150

Julie Collins: You would capture that in the incident basis and on the student record and federal state of for the on the student basis bullied or harassed, on the basis of one of those five

98

00:15:30.570 --> 00:15:46.440

Julie Collins: Or any combination. You could have a kid bullied or harassed on more than one. So hopefully that answers your question. It's a, it's, it's a deep dive into the details, but I think it's one of the ones that were people are generally not as comfortable with. So I'm glad you brought that up.



99

00:15:49.650 --> 00:15:55.650

Julie Collins: Okay, I'm gonna keep on moving them. One of the things that was a significant change for us is

100

00:15:56.400 --> 00:16:06.960

Julie Collins: Reported to law enforcement and i and i know we have a mix of em as people and student services type folks on here. So I'm trying to address everybody's needs and interests here.

101

00:16:07.530 --> 00:16:21.930

Julie Collins: But reported to law enforcement when we were looking at the rule. One of the things that we discovered as SDI, we, we did not have the authority to tell you that these five incidents must be reported to law enforcement or the record would be rejected.

102

00:16:22.470 --> 00:16:42.270

Julie Collins: So what we did was we had a lot of folks involved in this process. And there's a statute, the zero tolerance statute 106 point one three that says that every school board has to have a policy on a zero tolerance and it has to designate which incidents require

103

00:16:43.650 --> 00:16:51.210

Julie Collins: Consultation with law enforcement and which incidents require reporting to a referral to law enforcement. So really, that

104

00:16:51.660 --> 00:17:02.790

Julie Collins: determination is made at the district level, so we don't tell you. And so as a result, you'll see that some of the edits that were rejects will be gone.

105

00:17:03.210 --> 00:17:07.770

Julie Collins: But basically what happens now from a policy standpoint is

106

00:17:08.700 --> 00:17:20.940

Julie Collins: Schools report to law enforcement or consult with law enforcement based on whatever their district policy guidance is so that's that's not an SCA thing that comes from the local education agency now.

107

00:17:21.930 --> 00:17:33.270

Julie Collins: But we did change the definitions to be more consistent with that zero tolerance language. So you still have the same three options. Yes. No and consultation in terms of reported to law enforcement.

108

00:17:34.080 --> 00:17:42.510

Julie Collins: But the the the why behind this has changed. And so I wanted to make you aware of that. So this is a consultation.

109

00:17:43.050 --> 00:17:53.100

Julie Collins: This is again per whatever the district policy is on zero tolerance. So we have consultation, we have no and then we have, yes. And so all the green text is new.

110

00:17:53.550 --> 00:18:04.230

Julie Collins: And the black text is pre existing so you can see kind of what the changes are there. So as a result of this change, we have three edits that are now removed.

111

00:18:05.940 --> 00:18:13.320

Julie Collins: So all these rejects for and exceptions related to reporting a law enforcement are gone.

112

00:18:14.580 --> 00:18:19.980

Julie Collins: And then the next thing I wanted to mention I told you we would discuss the HOPE Scholarship.

113

00:18:21.660 --> 00:18:39.450

Julie Collins: You may or may not be familiar with this, but basically if a student reports are apparent reports that the student was a victim of one of 13 sets or incidents, there are provisions for that parent to request a scholarship to a private school or a transfer to another public school

114

00:18:40.590 --> 00:18:48.540

Julie Collins: And there's been some concern that parents who are due for this notification are not getting the notification.

115

00:18:48.990 --> 00:18:58.950

Julie Collins: And so we are looking at. We don't. It hasn't been finalized yet but for the coming school year there will be some mechanism to collect these numbers of forms distributed to parents

116

00:18:59.250 --> 00:19:09.180

Julie Collins: For both substantiated and unsubstantiated incidents, because when you look at the law. It doesn't have to be substantiated incident, it can be under investigation. But the parent may opt to

117

00:19:09.600 --> 00:19:15.600

Julie Collins: Either transfer their child's one other public school that has capacity or get a scholarship to go to private school

118

00:19:16.200 --> 00:19:23.190

Julie Collins: So ultimately, the schools will report either total numbers per school and then the districts will report total numbers per district.

119

00:19:23.490 --> 00:19:34.920

Julie Collins: Or it may be some data collection at the student level. We haven't decided it's actually not my decision. But the decision hasn't been made yet, but I wanted to give you a heads up about that so that you can be familiar with it.

120

00:19:36.660 --> 00:19:50.340

Julie Collins: Some other changes there was a modification in the center edit related to weapon description in the past that said basically, if there was any weapon used there should be

121

00:19:51.240 --> 00:20:01.500

Julie Collins: An expulsion or some like discipline and we wanted to clarify that. That's just for firearm related incidents. So that was the change for that particular sensor edit.

122

00:20:02.400 --> 00:20:12.270

Julie Collins: So what I'm going to do now is quickly go through the definitions and where they've changed if it's if it's if something's been added. It's green. If it's been

123

00:20:13.440 --> 00:20:17.670

Julie Collins: Removed or deleted. It's red. And my apologies to folks that are colorblind.

124

00:20:18.750 --> 00:20:25.770

Julie Collins: But I can provide that another format if that doesn't work for you. And also I've underlined. What is added to that might be useful.

125

00:20:26.160 --> 00:20:36.360

Julie Collins: I'm going to go through these rather quickly because most of the definition stays the same. I just really want to focus on the significant changes. So first up battery.

126

00:20:36.960 --> 00:20:49.980

Julie Collins: Has always been a complicated one. And now it is aggravated battery to more closely aligned with this, the Florida statute definitions and this is pretty much right out of the statute. So

127

00:20:50.730 --> 00:20:58.080

Julie Collins: The vague language that was there before that was always a challenge has been removed and the new text is underlined and that's

128

00:20:59.310 --> 00:21:04.500

Julie Collins: Available in the rule. You can see that. But this allows you to see what actually changed.

129

00:21:05.610 --> 00:21:08.010

Julie Collins: The definition of alcohol did not change.

130

00:21:09.030 --> 00:21:13.560

Julie Collins: Our Center has minimal change. It just adds the word intentional and some

131

00:21:15.180 --> 00:21:17.880

Julie Collins: Clarifying language. So that was a minimal change.

132

00:21:20.100 --> 00:21:24.990

Julie Collins: Breaking and entering burglary has is now simply burglary.

133

00:21:26.100 --> 00:21:36.180

Julie Collins: And that's unlawful entry into remaining no dwelling structure conveyance with the intent to commit a crime there. And so that was a significant change we delete a lot of language, they're

134

00:21:37.440 --> 00:21:41.280

Julie Collins: Bullying has a very minimal change just that last sentence was added.

135

00:21:43.140 --> 00:21:52.200

Julie Collins: Same for disruption on campus major just a sentence with examples. And so what I'm showing you here with the underline is the language as it appears in the final rule.

136

00:21:53.220 --> 00:21:54.570

Julie Collins: That the state board adopted.

137

00:21:55.980 --> 00:21:59.760

Julie Collins: Same thing with drug sale distribution just minimal language added

138

00:22:02.280 --> 00:22:04.440

Julie Collins: Drug use possession though change.

139

00:22:07.290 --> 00:22:14.190

Julie Collins: Fighting had a significant word change wording change, but I think it's basically the same meaning.

140

00:22:14.670 --> 00:22:26.130

Julie Collins: That physical intervention or injury or really the thresholds for something to be assessor fight and the the clarification that a lower level fight is a locally defined incident and not assessor incident.

141

00:22:28.380 --> 00:22:29.910

Julie Collins: Harassment is the same.

142

00:22:31.320 --> 00:22:32.760

Julie Collins: hazing is the same.

143

00:22:34.560 --> 00:22:36.000

Julie Collins: Homicide is the same.

144

00:22:37.710 --> 00:22:39.240

Julie Collins: Kidnapping is the same.

145

00:22:41.190 --> 00:22:57.360

Julie Collins: larceny theft is a minimal change. Just a little clarifying sentence at the end there about the threshold and what becomes a look, we defined incident to make sure that those things are getting reported, but getting reported is locally defined

146

00:22:58.380 --> 00:23:02.130

Julie Collins: Other major we put the word consultation in there.

147

00:23:03.840 --> 00:23:05.250

Julie Collins: And that was the only change.

148

00:23:07.470 --> 00:23:09.390

Julie Collins: Physically physical attack. No change.

149

00:23:11.550 --> 00:23:13.230

Julie Collins: Robbery. No change.



150

00:23:16.410 --> 00:23:23.010

Julie Collins: Sexual assault was a minimal change. I think this aligns better with the federal definition.

151

00:23:26.850 --> 00:23:31.440

Julie Collins: Sexual battery just includes some clarifying language. And that last sentence.

152

00:23:35.370 --> 00:23:52.890

Julie Collins: Sexual harassment, the last sentence was deleted, and it turns out we had an attorney call to our attention that that last sentence is actually a description of an incident that falls under sexual battery. So we did not fit in sexual harassment. So we deleted that language.

153

00:23:55.980 --> 00:23:58.170

Julie Collins: sex offenses other no change.

154

00:24:01.290 --> 00:24:16.020

Julie Collins: Threat intimidation had a pretty significant change it. I couldn't even fit all the deleted language on there, but the definition was completely rewritten, and I believe this has to match the, the statute, the State statute.

155

00:24:20.520 --> 00:24:28.620

Julie Collins: Tobacco was changed to reflect the new federal requirement that the age of it's the age of 21 is the legal age to buy tobacco.

156

00:24:30.510 --> 00:24:45.660

Julie Collins: We are I had mentioned the vapor and related vapor and can be tobacco or it can be drugs. So it or it could be neither. It could be something that's not a harmful substance. So it's up to the district or the school to determine

157

00:24:47.190 --> 00:25:00.150

Julie Collins: What the what the substance is if they can. And if it's a tobacco incident if their tobacco or nicotine pods accompanying the vapor than it would be a tobacco, they've been real up tobacco incident bathing related

158

00:25:01.410 --> 00:25:03.780

Julie Collins: And that's basically what we're looking for. They're

159

00:25:05.370 --> 00:25:07.470

Julie Collins: Trespassing there was no change.

160

00:25:09.840 --> 00:25:16.440

Julie Collins: vandalism just include some clarifying language that anything that falls below the thousand dollar threshold is a locally defined incident.

161

00:25:20.790 --> 00:25:35.580

Julie Collins: And then weapons possession had a pretty significant rewrite. I know there was there's been some heartburn, that the the weapon statute 790 point one was taken out of the language here.

162

00:25:37.770 --> 00:25:50.460

Julie Collins: The key with weapons are, you know, you can't possess anything that's defined as a weapon, but again, anything can be used as a weapon. So we've had the conversations about the kid who stabbed another in the neck with a pencil.

163

00:25:51.180 --> 00:25:57.210

Julie Collins: Possession of a pencil is certainly allowed on school campus. But if it's anything that's wheel it as a weapon becomes a weapon.

164

00:25:57.720 --> 00:26:03.540

Julie Collins: But then you wouldn't necessarily in that pencil incident, he wouldn't be coding it as a weapons possession

165

00:26:03.900 --> 00:26:14.130

Julie Collins: You would be coding it as an aggravated battery or wherever it fits in terms of the injury and harm done. And then it would be weapon related because they were used some instrument as a weapon.

166

00:26:16.140 --> 00:26:25.920

Julie Collins: Okay, so that's it for the definitions. I know that's kind of a dry part. I did want to mention I've included a link. This is the document that I had referred to, that's kind of my

167

00:26:28.170 --> 00:26:45.240

Julie Collins: My little cheat sheet. It shows and highlighted me our what's new. I'll provide you a link at the end of this presentation to download that and will be providing it as I go around and do training. Um, I do have a

168

00:26:46.560 --> 00:27:04.020

Julie Collins: version that's available for download has hyperlink. So it'll take you to the current data elements so that you can see what's up there. So that's all I have at this point. My contact information is here the first link takes you to the

169

00:27:05.280 --> 00:27:17.520

Julie Collins: Our data page. The second link is for the form that I just showed you. And if you want, we can spend the rest of the time on questions because that's all I have in terms of a presentation. Thank you.

170

00:27:33.090 --> 00:27:33.510

Julie Collins: Um,

171

00:27:35.100 --> 00:27:38.460

Julie Collins: If I can I, should I just go through the questions that are in the chat box.

172

00:27:42.540 --> 00:27:45.450

Julie Collins: I have one question about sastre

173

00:27:49.620 --> 00:27:56.880

Julie Collins: sastre posters and we are working on assessor posters. I have a sneak peek at what they look like.

174

00:27:58.290 --> 00:28:02.130

Julie Collins: But they're not ready yet. Once they're printed there'll be sent to the

175

00:28:03.330 --> 00:28:04.350

Julie Collins: To the districts

176

00:28:12.540 --> 00:28:19.320

Julie Collins: With regard to threats. I see that there's a question about providing a guidance on the language because the threat is vague.

177

00:28:19.920 --> 00:28:37.140

Julie Collins: The threat language, the new definition is vague. We're working on that. I think what we'll do is address it in the FAQ section of each of the incident categories to give a little bit more guidance. I think it will still reflect the intent fear and capability that we talked about.

178

00:28:38.220 --> 00:28:41.460

Julie Collins: In the old definition. It'll just be part of the description

179

00:28:42.780 --> 00:28:45.360

Julie Collins: I'm looking at some of the other questions.

180

00:28:50.670 --> 00:28:59.400

Julie Collins: Their questions about physical restraint and I am hesitant to answer those questions because a lot of that is transferring to BS. They're going to oversee all of that.

181

00:28:59.910 --> 00:29:07.080

Julie Collins: So I'm going to defer to BS on that we should have some more guidance. If there are any changes this point but

182

00:29:07.500 --> 00:29:23.550

Julie Collins: That something that I usually looked at used to look at for regular ed students and I now all BS the exceptional lead group is going to handle all of those reports of restraints occlusion. So I'm not going to answer those questions just yet because things are in transition.

183

00:29:29.040 --> 00:29:31.890

Julie Collins: We had talked about somebody was asking about

184

00:29:34.770 --> 00:29:35.640

Julie Collins: Let's see.

185

00:29:41.520 --> 00:29:43.470

Julie Collins: I guess I should unmute folks, um,

186

00:29:46.290 --> 00:29:47.070

Julie Collins: Let's see.

187

00:29:48.450 --> 00:29:49.560

Julie Collins: Is anybody there.

188

00:29:52.020 --> 00:29:52.770

Liz Layfield - Brevard: There, Julie.

189

00:29:53.130 --> 00:29:55.650

Julie Collins: Okay. Sorry, I'm going to get out.

190

00:29:55.950 --> 00:29:58.680

Liz Layfield - Brevard: I don't know where the person that's supposed to be monitoring this is

191

00:29:59.430 --> 00:30:03.720

Julie Collins: She's here. I know she's running and running, many, many things. So do you have a question for me.

192

00:30:04.650 --> 00:30:06.420

Liz Layfield - Brevard: Now I just was answering you okay

193

00:30:06.450 --> 00:30:11.130

Julie Collins: Good, yeah cuz I was. It was so quiet. It was looking a little scary. Here I'm

194

00:30:11.310 --> 00:30:14.010

Liz Layfield - Brevard: To like I see a lot of questions on there so I'm

195

00:30:14.250 --> 00:30:17.670

Julie Collins: I'm rolling through the meme rolling through them in reverse order. So

196

00:30:19.140 --> 00:30:25.200

Julie Collins: Let's see indicator. Okay, so I think I caught up on the questions. If you guys have

197

00:30:27.150 --> 00:30:28.200

Julie Collins: Any

198

00:30:29.820 --> 00:30:38.610

Julie Collins: It does anybody have any live questions that wants to unmute and discuss. I think we've got we've got plenty. We've got six pages of people here. So we've got a lot of people with questions.

199

00:30:39.060 --> 00:30:40.290

Nordia: I have one Julie.

200

00:30:40.680 --> 00:30:41.100

Julie Collins: Okay.

201

00:30:41.130 --> 00:30:41.790

Julie Collins: Going on here.



202

00:30:42.480 --> 00:30:54.060

Nordia: This is nordion Hi, just real quickly, I noticed that the contact information than the two links on the bottom is different from the original document that was posted and I wanted to know if you will, in the swap those out for us.

203

00:30:54.120 --> 00:31:00.960

Julie Collins: Yes, I talked to Katie and she agreed to as soon as we're done. I'm going to send her this version and she'll

204

00:31:00.960 --> 00:31:01.950

PAEC Student Data Services: Replace

205

00:31:02.100 --> 00:31:02.700

Julie Collins: The one that I

206

00:31:05.100 --> 00:31:17.610

Julie Collins: Thank you. Okay. Yes, I got some inspiration. After I submitted my slideshow and added some more stuff. So I'll, I'll swap it out and they're just two additional slides and I added the link there. So,

207

00:31:18.060 --> 00:31:19.950

Nordia: It's better to cheat link the last one.

208

00:31:20.640 --> 00:31:22.230

Nordia: Yes. Okay. Thank you.

209

00:31:23.070 --> 00:31:38.010

PAEC Student Data Services: Yes, Julie. I am. This is Katie, I'm the facilitator. I'm going to go ahead and get that posted after the session is over. So give me about 15 minutes after the session Julian send that over and I will update the version that is online.

210

00:31:39.090 --> 00:31:40.230

Julie Collins: Katie's on top of it.

211

00:31:42.660 --> 00:31:54.900

Julie Collins: Okay. Oh, here's another question. Do you have an update when the assessor training website will be moved over to single sign on, will there be new training examples. I think what we're going to do. I'm trying to

212

00:31:57.030 --> 00:32:00.300

Julie Collins: The challenge here is the scenarios are still the scenarios.

213

00:32:00.840 --> 00:32:12.600

Julie Collins: Nothing. I mean, we can we, I'm always open to suggestions for new scenarios if you guys have recommendations of things that need to be replaced or that, or I've had some people say this scenario is terrible. Please get rid of it.

214

00:32:13.740 --> 00:32:14.160

Julie Collins: But

215

00:32:16.410 --> 00:32:29.730

Julie Collins: We don't know exactly the date that we're switching over to single sign on. And the reason why that's relevant is when we go to single sign on, we're going to delete all the prior users. So one of the things I sent out about a week or so ago to

216

00:32:30.330 --> 00:32:44.880

Julie Collins: The assessor district liaisons is for all of your users. They need to download their latest certificate if they want to keep it because once we delete the user accounts, we're going to lose all that and then we will immediately switch over to single sign on.

217

00:32:47.880 --> 00:32:56.850

Julie Collins: I got a question the fields that are reported in the federal state indicator status or they intended to be reported for the victim or for the bully and that is for the week we say

218

00:32:57.180 --> 00:33:05.220

Julie Collins: Victim or target that's really for the target. So if I as a student come to you and say, I've been bullied, on the basis of my disability.

219

00:33:05.610 --> 00:33:11.430

Julie Collins: Even if you determine that the bullying is unsubstantiated, you can't determine that it met the definition

220

00:33:11.730 --> 00:33:23.760

Julie Collins: You would report it as unsubstantiated bullying, on the basis of the students disability. So that's what that is and federal, state, it's linked to the student and it says the student reported

221

00:33:25.110 --> 00:33:36.570

Julie Collins: Being bullied or harassed on one of one none. Uh, well, none. You wouldn't report, but on one or more of those five bases. So hopefully that clarifies that I'm

222

00:33:38.340 --> 00:33:39.720

Julie Collins: Let's see.

223

00:33:41.460 --> 00:33:43.620

Julie Collins: I'm scrolling up for more questions.

224

00:33:48.570 --> 00:33:50.400

Julie Collins: Okay, um,

225

00:33:52.680 --> 00:34:00.150

Julie Collins: I don't know if we didn't get to the prize question yet. That's a challenge. I'm going to have to think of something that's really

226

00:34:00.510 --> 00:34:11.040

Julie Collins: Tough. But I don't know, we haven't gotten to that yet. We still have a few more minutes before we wrap up. So that's how we'll keep you hooked in till till the bitter end anyway. Go ahead.

227

00:34:15.180 --> 00:34:15.450

PAEC Student Data Services: Sorry.

228

00:34:18.630 --> 00:34:19.170

Julie Collins: Yes.

229

00:34:20.700 --> 00:34:26.010

Julie Collins: Okay, I see another question. What Hope Scholarship go into effect for the 2021 school year, or the

230

00:34:27.000 --> 00:34:39.990

Julie Collins: School year tracking for the HOPE Scholarship I, my understanding is it's going to be this coming school year. So we're just trying to figure out what that data was I say we, I'm not really involved in it because it's handled out of the choice office but

231

00:34:41.550 --> 00:34:52.140

Julie Collins: One of the things, if it's linked to the student, it would be easy enough to take care of in your student information system because when you gave them the form, you could just add a one.

232

00:34:53.160 --> 00:34:54.390

Julie Collins: So we're

233

00:34:56.160 --> 00:35:06.000

Julie Collins: We're just uh you know I think somebody else's working on that. But the idea is, it would be for the coming school year. So once there's some information about them that they'll make sure that it's shared widely so that everybody's aware of it.

234

00:35:08.100 --> 00:35:10.590

Julie Collins: Um, let's see.

235

00:35:12.900 --> 00:35:19.530

Julie Collins: I'm trying to see, I don't see. Did I miss any questions if I did, I'm looking through the list here.

236

00:35:22.350 --> 00:35:25.290

Julie Collins: Somebody says randomly pick me for the price.

237

00:35:29.070 --> 00:35:34.110

PAEC Student Data Services: Okay, who had most of them. I'm looking back through as well with you, Julie.

238

00:35:34.500 --> 00:35:35.010

Okay.

239

00:35:36.240 --> 00:35:43.290

Julie Collins: One day message. And I have to say, you know, for somebody who does some of this, but not much of this, you guys.

240

00:35:43.740 --> 00:35:55.950

Julie Collins: Famous and Katie and crew have done a really good job of handling this I've sat in on some other sessions and they've made it very easy for the presenters and I hopefully y'all are like you said it comfortably in your pajamas. So

241

00:35:57.510 --> 00:36:04.440

Julie Collins: The question is, will you be notifying accessory users about deleting accounts and. Yes, we will. I'm waiting for

242

00:36:05.610 --> 00:36:08.130

Julie Collins: I don't have access to the user list but are

243

00:36:09.570 --> 00:36:16.650

Julie Collins: There's one unit that does so they're going to provide me a comprehensive list of users and we'll send an all call email saying

244

00:36:17.190 --> 00:36:23.820

Julie Collins: You know, in a week, your account will be will be deleted. So please download your certificate if you need it.

245

00:36:24.660 --> 00:36:32.730

Julie Collins: For those of you that are familiar with assessor.org. One of the challenges that we have. And one of the things that we did not anticipate was the need

246

00:36:33.090 --> 00:36:41.220

Julie Collins: That that folks would take the training more than once. So right now, if you take the training for a second time, your certificate still has the original date on it so

247

00:36:41.940 --> 00:36:54.990

Julie Collins: That's something by deleting everybody we will initially address that in the short term, but we're also working on a programming fix so that every time a user takes the training, there'll be able to generate a certificate with the latest date on it so

248

00:36:56.010 --> 00:37:00.210

Julie Collins: Trying to clean up some old the moldy problems that we didn't know we had so

249

00:37:01.650 --> 00:37:03.000

Julie Collins: Any other questions.

250

00:37:06.870 --> 00:37:08.070

Julie Collins: I know you're out there.

251

00:37:10.020 --> 00:37:13.800

Julie Collins: I'm trying to think of who gets what would be a good question. Again, a hand blender.



252

00:37:14.880 --> 00:37:16.320

Julie Collins: I'm thinking, somebody who

253

00:37:16.320 --> 00:37:23.670

Nordia: Used to leave. When will the successor definitions website be updated because I don't think it was updated yet.

254

00:37:24.090 --> 00:37:39.150

Julie Collins: It has not been updated. What I generally my I know yeah yes is really good about getting everything up in the database manual before famous for me it's after famous. So we are working on an extensive FAQ document.

255

00:37:39.810 --> 00:37:50.910

Julie Collins: We're working on updating the definitions. We're working on the new poster making changes to the training and so all that's what the switch will hit to make those changes in the next week or so.

256

00:37:51.510 --> 00:37:56.550

Nordia: When will that will then FAQ document be available on the website as well.

257

00:37:56.850 --> 00:38:00.930

Julie Collins: Yes, we're going to figure out some logical place to put it. And we might even

258

00:38:01.290 --> 00:38:10.020

Julie Collins: link it to the top of the definition page so that it will be really obvious because we've gotten I didn't all call on my successor district contacts for questions.

259

00:38:10.350 --> 00:38:22.020

Julie Collins: And boy, did we get. I get nine pages of questions. So I've got a lot of answers. But once those are complete will put those up there. There's very few questions from the parent perspective. Most or questions from

260

00:38:22.590 --> 00:38:30.870

Julie Collins: The coding perspective or, you know, how do we do this. How do we do that. So I'm working my way through the list and it should be ready, maybe even this week.

261

00:38:31.920 --> 00:38:33.030

Nordia: Okay, thank you very much.

262

00:38:33.420 --> 00:38:35.070

Julie Collins: Okay, any other questions.

263

00:38:37.500 --> 00:38:39.600

PAEC Student Data Services: Something just came in the chat for you.

264

00:38:40.980 --> 00:38:43.320

PAEC Student Data Services: A question. Do you see it there. Do you want me

265

00:38:43.320 --> 00:38:48.930

Julie Collins: Yes, yes. So that's a great question, thank you. If the question is

266

00:38:49.410 --> 00:39:02.190

Julie Collins: The language that was removed from sexual harassment about an incident when one person demands a sexual favor from another under threat of physical harm or adverse consequence if you look in the sexual battery definitions and statute and I

267

00:39:03.240 --> 00:39:07.320

Julie Collins: Can't come up with the exact citation. At this moment, but

268

00:39:08.430 --> 00:39:12.990

Julie Collins: That is, that's one of the conditions under sexual battery so

269

00:39:14.190 --> 00:39:23.550

Julie Collins: That would probably, you know, maybe we need to provide an example in the FAQ section of sexual battery to provide it to make that make that obvious.

270

00:39:24.540 --> 00:39:36.510

Julie Collins: But generally, what we try and do with the individual incident category pages is if somebody's arrested under particular statute. We have sort of a crosswalk where we list.

271

00:39:36.780 --> 00:39:45.030

Julie Collins: The criminal statutes. And so if you're arrested under one of these three statutes, then in terms of Sasser it meets the definition of this incident.

272

00:39:45.360 --> 00:40:00.690

Julie Collins: But we can do some clarification on that one, because it was, frankly, I had no idea it was an attorney that pointed it out to me and we were really shocked when we saw that that was there in that context, and that it didn't fit so

273

00:40:04.620 --> 00:40:14.310

Julie Collins: I got a question that says, Did I get the impression that there could be potentially another data element to be added. Yes, the one if if we're talking about the same thing.

274

00:40:14.880 --> 00:40:27.360

Julie Collins: The one that we anticipate adding is the HOPE Scholarship notification if you are familiar at all with the HOPE Scholarship. There was a requirement that parents get notified.

275

00:40:28.380 --> 00:40:37.200

Julie Collins: Of a get notification in terms of the form that says what their options are and right now it looks like this. And of course it's backwards and it doesn't help you much.

276

00:40:37.650 --> 00:40:54.810

Julie Collins: Of the new draft rule has a slightly different form. What it lists on here is the 13 incidents in Sasser that apply for that would make a student eligible for Hope Scholarship again those incidents don't have to be substantiated the parent or student just has to report one of those

277

00:40:54.810 --> 00:41:02.220

Julie Collins: Incidents and it would make them either eligible for transfer to another public school within the district.

278

00:41:03.240 --> 00:41:15.690

Julie Collins: If pending capacity or eligible for a scholarship to a private school. And so there's there's a lot more to the HOPE Scholarship Program. That's sort of the Cliff Notes version but

279

00:41:16.950 --> 00:41:31.290

Julie Collins: That data element. They're trying to decide if they should just receive aggregated numbers by school and by district or if they would want to link those numbers to the student and I think from a

280

00:41:32.880 --> 00:41:34.830

Julie Collins: From a data, data reporting.

281

00:41:35.910 --> 00:41:43.920

Julie Collins: It might be easier to just link it to the student, but I'm not making that determination. So once that information is available, we will share it.

282

00:41:45.060 --> 00:41:49.650

Nordia: Surely you mentioned that they, the voice office is going to be revising the form

283

00:41:50.370 --> 00:41:58.050

Julie Collins: Yes, the rule. Actually, the rule is going before the state board on July 13 so there's a draft rule that's out there.

284

00:41:58.800 --> 00:42:06.180

Julie Collins: If you are interested in looking at the changes in the draft rule any school any department of education rules.

285

00:42:06.810 --> 00:42:14.940

Julie Collins: Can be found, and we'll see if I can get this right. If you go to the NFL do we.org website and there's the

286

00:42:15.630 --> 00:42:19.740

Julie Collins: One of the top menu items on the far right, I think, is policy.

287

00:42:20.220 --> 00:42:29.340

Julie Collins: And then the one of the last options is the State Board of Education and on their left menu on their webpage. You can see which rules are open for comment.

288

00:42:29.730 --> 00:42:43.770

Julie Collins: Or going before the board, etc. So, and I'm only familiar with this because I just went through this whole process with the assessor rules. So it's a good resource and you will see that the draft assessor sorry the draft Hope Scholarship rules should be there for your review.

289

00:42:44.580 --> 00:42:46.650

Nordia: May I beg a favor of you, Julie.

290

00:42:46.800 --> 00:42:54.570

Nordia: Sure, like you did with assessor rule. Can you send the HOPE Scholarship rule out to the assessor contacts.

291

00:42:55.110 --> 00:42:59.310

Julie Collins: I can do that or I can also provide it as an addition to this.

292

00:43:00.420 --> 00:43:04.110

Julie Collins: Format. So I'll send a link to the HOPE Scholarship rule I will do

293

00:43:04.110 --> 00:43:04.830

Nordia: Thank you.

294

00:43:06.810 --> 00:43:09.330

Julie Collins: I see that someone has raised a hand.

295

00:43:11.490 --> 00:43:13.260

Julie Collins: Up the hand to go away.

296

00:43:14.340 --> 00:43:26.520

Julie Collins: Okay, I see there are other questions, it would fit best on those offenses within the si es and I imagine. The question is, or I imagine you're commenting on the HOPE Scholarship.

297

00:43:27.870 --> 00:43:35.880

Julie Collins: So we talked about different formats for where this would fit. The thing is, it's really linked to the student that's the victim.

298

00:43:36.570 --> 00:43:52.320

Julie Collins: So if it's not aggregated at the school or the state level than the school that was the student that rashes, a victim, we say target the student that was targeted by particular offense, that's another option so. Okay. Thanks for the clarification.

299

00:43:53.550 --> 00:44:05.130

PAEC Student Data Services: Julie, one of the if you if on that original question about the new data element, the there was a little follow up that asked which format. Would you expect that to be added to for reporting.

300

00:44:06.450 --> 00:44:13.260

Julie Collins: Well, and it depends if it is if it's aggregated then it probably wouldn't be through this. I don't know. And I'd be

301

00:44:13.920 --> 00:44:14.640

Stephen.Bowen: Can you hear me.

302

00:44:15.060 --> 00:44:16.020



Julie Collins: Yes, we can.

303

00:44:16.260 --> 00:44:16.890

Stephen.Bowen: See bone.

304

00:44:17.220 --> 00:44:19.650

Julie Collins: Here to my rescue Steve bow and thank you.

305

00:44:21.390 --> 00:44:22.050

Julie Collins: Go ahead.

306

00:44:22.650 --> 00:44:34.500

Stephen.Bowen: Um, so yeah I'm working on that data element right now I'm because I'm having to work through not just Julie, but the HOPE Scholarship people and I'm having to work through legal so

307

00:44:35.550 --> 00:44:48.600

Stephen.Bowen: Depending on where legal lands on this, if we want just a single aggregate the potential would be somewhere like the assessor format. Now understand

308

00:44:49.320 --> 00:45:02.100

Stephen.Bowen: That doesn't you know we you can pull in your si es from any place you want to stick in a format so that wouldn't be the where we're at. Actually lands on the format.

309

00:45:03.030 --> 00:45:13.560

Stephen.Bowen: Um, we're going to try and get you to know if it's down to an individual level. I've got to find a format that sends individual data. So not all

310

00:45:14.370 --> 00:45:22.680

Stephen.Bowen: Formats can send individual data. And so I've got to be able to figure out, where's the best place based on the direction. I'll get from legal

311

00:45:23.610 --> 00:45:31.830

Stephen.Bowen: But we're going to get that out pretty soon. That's got to be decided really soon. And like I said, that'll probably be a part of that next meeting. I want to have

312

00:45:32.910 --> 00:45:47.670

Stephen.Bowen: And I'll probably work through famous and we'll pull a zoom meeting or will do the legislative updates pull a bunch of these other things that we've got solidified in so that you get that information as soon as possible before the school year starts

313

00:45:49.380 --> 00:46:02.070

Julie Collins: I here. Oh, thank you so much, as we've been talking about this, but it's really a process that's beyond our office. It's really done elsewhere. So thank you so much for the clarification on that, um,

314

00:46:04.860 --> 00:46:07.980

Julie Collins: Let's see. I see a

315

00:46:10.740 --> 00:46:26.250

Julie Collins: With the HOPE Scholarship tracking be for the number of notifications handed out or the number of inter district transfers know we know the number of inner district or we know that inter inter district transfers, I believe there's a withdrawal code or something that captures

316

00:46:27.360 --> 00:46:34.920

Julie Collins: Transfers do to hope so. I think it would really just be the number of the forums that are being distributed. The challenge is

317

00:46:35.670 --> 00:46:42.480

Julie Collins: From somebody who, from the perspective of people who are just looking from a distance, they see that we have

318

00:46:43.200 --> 00:46:52.830

Julie Collins: You know, significant numbers in the 13 incident categories that are reported in Sasser but they see very small numbers of requests for

319

00:46:53.220 --> 00:47:12.360

Julie Collins: Transfers or HOPE Scholarships, so the concern is that our schools actually providing this information to parents when they qualify. So I think what we're trying to capture is every time a parent of a student in an impacted Student A TARGETED STUDENT IS

320

00:47:14.280 --> 00:47:18.750

Julie Collins: That they have to be notified that they're tracking the number of notifications. I'm sorry.

321

00:47:21.180 --> 00:47:25.320

PAEC Student Data Services: Just about the 10 to 11 minute warning, I just wanted to let you know.

322

00:47:26.520 --> 00:47:33.360

Julie Collins: Okay, so we go to three or five. I'm really racking my brain. I should have been thinking of a question while Stephen was talking, but I had to hear what he was saying so.

323

00:47:35.070 --> 00:47:42.270

PAEC Student Data Services: What is an area that gets commonly confused or something that is, you know, maybe something you get asked a lot

324

00:47:43.290 --> 00:47:45.210

PAEC Student Data Services: That you shared with us today.

325

00:47:46.500 --> 00:47:48.330

Julie Collins: Let's see. Let's see. Let's see.

326

00:47:49.800 --> 00:47:50.910

Julie Collins: Um,

327

00:47:51.870 --> 00:47:53.580

Julie Collins: We talked so much about the hope.

328

00:47:53.640 --> 00:47:57.270

Julie Collins: Scholarship so right. I think it would, that would be too easy.

329

00:47:58.290 --> 00:48:03.150

Julie Collins: Um, well, the thing is, if everybody gets the answer right. How do we pick a person

330

00:48:03.840 --> 00:48:15.120

PAEC Student Data Services: Well, normally in the other sessions what sessions. I've been in they've been saying here's the question. The first one to correctly answer it in the chat window. So, you know, you could do it that way. It's really up to you.

331

00:48:16.020 --> 00:48:16.620

Okay.

332

00:48:18.300 --> 00:48:36.210

Julie Collins: Here's one that we talked about. So the first one with the correct answer will win a hand blender and that was a really nice hand blender. By the way, it's great when you're making scrambled eggs on the weekends. So what of the five incident basic bases.

333

00:48:37.320 --> 00:48:42.090

Julie Collins: Cannot be an option for sexual up, sorry, sorry, sorry for harassment.

334

00:48:44.640 --> 00:48:46.350

PAEC Student Data Services: Okay, watch them as they come in.

335

00:48:47.580 --> 00:48:52.170

Julie Collins: Oh and somebody's got it. Jamie crews St.

336

00:48:52.830 --> 00:48:55.080

PAEC Student Data Services: Louis, it's not tacos Randy.

337

00:48:56.520 --> 00:49:09.120

PAEC Student Data Services: Jamie Cruz please email your name mailing address district and the session, you were in when you won your prize to famous Florida gmail.com and we'll get that mailed out to you.

338

00:49:10.230 --> 00:49:14.850

Julie Collins: And we miss lunch. There's a lot of people saying tacos here. So did you guys not get a lunch break.

339

00:49:15.720 --> 00:49:17.040

PAEC Student Data Services: They got a lunch break.

340

00:49:17.220 --> 00:49:25.500

Julie Collins: Alright, alright, just checking. Well, we're free for any more questions. Certainly you guys have my contact information.

341

00:49:26.910 --> 00:49:41.250

Julie Collins: We're going to push to get all of the updated content out, but I really like to wait until after famous because you guys asked the questions that nobody else asks, so it's important to hear the input and the questions that you guys have

342

00:49:42.390 --> 00:49:54.600

Julie Collins: As as Stephen said we'll have some guidance on the HOPE Scholarship data elements sooner rather than later. And I, and you guys all are looking great by the way.

343

00:49:55.410 --> 00:50:07.500

Julie Collins: You need to cover up those webcams because we can see you. And thanks again for your attention and for your interest in this topic and people are all looking for dessert and tacos.

344

00:50:08.220 --> 00:50:10.320

PAEC Student Data Services: Yeah, you know, our budget was limited this year.

345

00:50:10.320 --> 00:50:14.010

PAEC Student Data Services: Maybe deliver everybody a pizza or something, I don't know.

346

00:50:15.720 --> 00:50:27.510

PAEC Student Data Services: Yeah, we want to say a big thank you to Julie for always participating and famous and being that great resource that you are Julie. Thank you so much. And for Stephen for making a little celebrity appearance here. We appreciate you.

347

00:50:28.650 --> 00:50:36.300

PAEC Student Data Services: Julie's presentation will be her updated one will be uploaded and if you have any questions just reach out to her and she will be happy to help.

348

00:50:37.470 --> 00:50:42.420

Julie Collins: And I want to thank you guys for the great questions.

349

00:50:42.990 --> 00:50:53.070

Julie Collins: And if you have other questions that you think we should include in the FAQ that we didn't get to address today or something that occurs to you later. Send it to me. It's not too late. And it's a

350

00:50:53.550 --> 00:51:01.740

Julie Collins: It's a living, breathing web page sort of documents so we can always add your questions and answers and answers in the

351

00:51:02.790 --> 00:51:15.870

Julie Collins: On the web page. So thank you all very much and many thanks to two, he is and their support. Teresa Sankoh and Christy ham are wonderful. And when the questions get too technical. They always bail me out. So, my thanks to them.

352

00:51:17.010 --> 00:51:18.870

PAEC Student Data Services: Thank you totally we'll talk to you next time.

353

00:51:19.410 --> 00:51:20.760

Julie Collins: Take care everybody. Bye.