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Loudoun County School Board, Student Behavior and Accountability Committee Meeting, Monday, October 23, 2023

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[00:00:07] evening I'm calling to order this October 23rd 2023 Student Behavior and Accountability Committee my name is Erica Ogudegbe and I'm joined by Mr. Mejedevi and Ms. Polifko do we have any public comment okay we do not have any public comment this evening so I'll move on to item 3 approval of the September 27th minutes do I have a motion I move to the committee approve the draft

[00:00:39] meeting minutes from September 27 2023 second thank you all those in favor please raise your hand and say aye that motion passes unanimously moving on to item for action items we have policy 8205 discipline authority this is actually a policy that had been discussed previously and was held back pending feedback from SEAC in the end when SEAC met they determined that they

[00:01:18] did not have any feedback so just wanted to give the other board members that update any discussion or I guess first is there a motion what do you want a discussion you want to make a motion I think people do it different ways we can have a discussion first so any just any discussion on this one thank you chair Are there anything from staff regarding this particular policy?

[00:01:57] Any updates on that from last time in Remarked? Nothing? No, nothing from last time. So I have a couple, I guess, questions. I think from some I was able to pick up from feedback. So I think there

is, I see the copy.

[00:02:14] There's a red line copy and there's a clean copy. Is that correct? So in the red line copy on line 23, maybe it's just overlooked, I guess. 23 says central office division-wide administrators but in the clean copy I don't see that anywhere here so it's line number 23 it's a central office wide this central office division-wide administrators but it just kind of jumps into school-based administration and the right the line doesn't read like it

[00:02:51] blows I'll speak to that later but just quick observation on that so I'll just speak to the line itself it says the school board holds all students responsible for appropriate conduct as defined in school board policies and regulations comma the LCPS students and families rights and responsibilities and its annual supplements and then I think it kind of goes into and school-based administration to develop so it doesn't it doesn't give any directions to you

[00:03:31] know and ask this you know I guess school-based administration is not developing regulations right I mean this that was just an editing error flipping it to a clean copy so I can add that and make and double check and make sure that it's added in a clean copy that's fine but I think maybe that's that's what I thought was just as you know again a little bit but it's for the sentence of like I think where it says and school-based administration to develop and implement regulations and school rules consistent with those it kind of adds so miss sorry miss Gettleman which which should be the one

[00:04:11] kind of breaks it up I guess that's so anyway I think you can take a look at sorry I just want to bring that up I think that just sort of the floor it doesn't it looks in in the marked up version and the red line version looks

[00:04:49] like there was a comma and a period I think maybe it was just supposed to be a period take out that comma then start with central office division-wide administrators and school-based administration that I might have to ask division council on that because I'm not sure I'll have to look back in the market to see who made that change and maybe I get just a cleaning of that sentence too because I think it's almost like the school board is directing the central office or somebody to create the regulations and implement them develop

[00:05:29] and implement regulations consistent with this policy so it's a direction being given to central office I guess but the sentence is sort of incomplete so that's one the other item I had was on line number three itself I think somebody pointed out in the comment section so it says LCPS is committed to providing every student enrolled a quality education I don't know if we can change it to providing every enrolled student a quality education and again so

[00:06:06] it just reads it better that way those are just a couple quick comments I have thank you just to be clear I want to make sure that I understand your concern with line 23 it's the way it's worded but is there a question about who's creating the regulations and how that's working well I think it's it's both I guess so is I don't think the school-based administration is developing

[00:06:42] the regulations they're implementing the regulations if I'm from my correct but the center why central office is the one creating the regulations and then the school-based administration is implementing the regulations I guess so there has to be the clarity in that sentence it doesn't you know that's not what it's saying here understood thank you for the clarification thank you madam

[00:07:16] chair if I'm looking at this correctly I think unless I'm mistaken it looks as though the LC on line 23 which starts on line 22 of the clean copy the LCPS student and family families rights and responsibilities and its annual supplements I'm almost wondering if that was meant to be in parentheses was it meant to highlight this is what we're talking about it just it's not it I agree it's not worded correctly the school board holds all students responsible for

[00:07:55] appropriate conduct as defined in school board policies and regulations the LCPS student and family rights and responsibilities and its annual supplements was it meant to was it meant to highlight that I I'm not sure I'm I'm wondering if there should be a comma, because it's a list.

[00:08:14] So, as defined in the school board policies and regulations, the student rights and responsibilities, comma, and its annual supplements, period. Yes? I think that makes more sense. And then after that, central office and, you know, central office division-wide administrators and school-based administration develop and implement regulations and school rules consistent with those policies.

[00:08:41] does that sound more coherent I think though to to the comment earlier I think it probably needs to be broken out into two separate sentences because the school-based administrators are not develop they're not developing regulations that's handled by a central administration and so just it needs to be clear to what the actual roles are in practice right now I understand that the way I read that sentence because the other part is the central office and

[00:09:21] division-wide administrators are also responsible with implementing as well as as developing but I will say that when we do develop regulations it's with the input of the school-based administrators those aren't done just from some ivory tower somewhere where we're looking at it and see these are new regulations we certainly use them to help us develop those regulations so I'm not sure if that is that that's if that needs to be intertwined or not yes I'm comfortable

[00:09:57] with that and missed political yes I am as well if they are a part of that process then I don't see how it's in you know it would be incorrect to include them in that statement if they are if they're I mean they are it they're responsible for their schools so they're definitely a part of that process thank you thank you so I think I think I said the same thing I'm 23 but I guess so their input from this the school base I mean something we should clarify that

[00:10:37] because again the central office is developing the regulations but input from I think that's the clarity and implementing I guess you both are implementing it so I think that just need to be clarified I don't know I'm not I mean you guys are the experts so I'm not gonna wordsmith the sentence here but you get the gist of it just looking at one of the other pieces of

[00:11:11] feedback there's a question about how people are notified of the policies and rules but I believe that that's addressed through the it's it says specifically that it's posted on the regulations page and through the handbook link so I think that that is clear any additional comments or concerns okay I'd

[00:11:45] like to make a motion to move policy 8205 discipline authority with the updates that we've discussed forward to the school board as an information item their second second all those in favor please raise yes so this will be I mean be sending it but we haven't seen the amendments yet but I think the idea is that we can make clarity on that so when we present on the board it will be clear that way okay all

[00:12:17] those in favor please raise your hand and say aye aye that will pass unanimously thank you okay our next item is a review of discipline data so dr. Tyler good evening so you will see in the

presentation available on board docs as is often the case when you're working collaboratively on a document. You have eight versions of it. And the day of the presentation, you go through and you

[00:12:53] think, should have moved this slide and changed the order a bit. So I will highlight that as we present it. So version nine still with some revisions. So if you go to the next slide, I know we're having some connectivity issues. So what we might need to do is to go back to the Google version that's live. So what you will see in this Google version is that we actually decided to skip a couple of slides that refer to the previous presentations. And we moved

[00:13:31] one slide up to make it more relevant. So if you could actually look at what we're presenting and we'll provide the edited version in board docs just to kind of tighten up some of the presentation. So on the, you see here on the agenda, we presented discipline data and we looked at staff survey, teacher advisory council data, looking at teachers' opinions about student behavior, we looked at bus referrals. And based upon the feedback we receive from our board members, we're going to look at technology and bullying violations data using some of the revisions that were suggested last time, looking at four years of trend

[00:14:08] data, skipping, of course, the year we had students mostly in a hybrid setting, and looking at breaking out some of the data by the key categories. This looks a little different from what you have in board docs in that we're skipping a couple of slides and we moved one slide to a more appropriate location so the next slide you'll actually see the reference to the analysis of bullying and technology referrals which I think is slide 19 and board docs but we moved it up to highlight that we're looking at referrals we look at the nature of violations and we're looking at disproportionality so the next slide as always when we're looking at discipline

[00:14:45] data there's four different ways to view it you can have an incident that may be recorded and have an incident number you have a number of students potentially potentially part of that referral for example in a case of bullying you may have one incident that involves two students two students who may be involved in bullying one student there may be three students attached to that actual incident you may have a number of violations from that one incident that could range from bullying to fighting so one incident can have multiple students multiple violations and of course multiple discipline outcomes

[00:15:20] So we'll be specific as far as the slide we're looking at, whether we're looking at violations, students, or we're looking at discipline outcomes. This is a nice reference document that was developed over a couple of years of looking at bullying or data in general, but bullying data, any discipline data to understand.

[00:15:36] It kind of depends upon the lens in which you're viewing it. In the next slide, when it comes to loss of instructional time, we look at out of school suspensions and in school restriction. understanding the in-school restriction the student is in the building but it's not the typical instructional experience so the idea of if there's any disruption of instructional time we'll look at both indicators so moving on to bullying data understanding that when we move from 70 plus thousand students to over 80,000 students the scope of this is that while we did see a slight

[00:16:15] increase in bullying violations when you think a scope of going from 70,000 to 80,000 students remembering the context of that, that based upon what we see in our CIS, it's rather infrequent, but we still see the number of actual violations increase. And you see, I think it was Mr. Mahediby made the recommendation. We have four years' worth of data. We did not include 2020-2021 because students were

mostly in a hybrid setting, and we saw very few numbers as far as discipline referrals. The next slide. So moving from violations to students. Yes. Sorry, can I just ask a quick question so when you mentioned going from 70,000 to 80 something thousand

[00:16:54] what when was the 70,000 I don't I don't remember in my mind how long ago were we at 70,000 I could go back and look at the exact year but from 18 19 until now a significant increase in the total student population meaning we weren't at we were at 81,000 students last year but four years ago we were in the 70s I can go back and look at the exact number but we had an increase in student enrollment over that five-year period. Okay. That might be when it goes to the full board. If you can, if you have the N. Okay. For the enrollment. Just overlay that somehow on the chart. That would

[00:17:31] be great. Thank you. Okay. So that's the number of violations. I think the number of incidents. When we look at the number of students who were connected to those bullying violations, increased from 137 to 191 students over that time frame. And you see there, it's still the case in which out-of-school suspensions are very rare when this particular violation occurs, and you see the breakout there in the stacked bar charts.

[00:18:04] Next slide, please. So to what extent do we see disproportionality in the 2018-19 school year? In those situations in which there was a bullying incident attached to a particular student group, you see that students who are two or more are more likely to be suspended at a disproportionate rate.

[00:18:25] Understanding that these are very small numbers, so in any particular case, a difference of one student being suspended or not makes a big difference in disproportionality. And a reminder, we look at disproportionality based upon the Department of Justice recommendations that if you have a rate of disproportionality of greater than 2 to 1 over an extended period of time and it can't be explained by the nature of the student behavior, that's one of the items you look into to see if there's any potential bias.

[00:18:54] And just to clarify on the screen as well, so the students with bullying incidents, it means that they were involved, whether they were a target of or somebody who was, is that correct? In this particular case, it includes what would be referred to, I guess, as the potential offender, the student who was engaged in bullying another student, not the other student who was the target of it.

[00:19:19] So, if you had students who were attached to an incident, so it may have been two students bullying another student, and the extent to which we saw an actual suspension when a student of a particular group was identified as the potential offender or the student engaging in the bullying behavior.

[00:19:42] And we see again for last year, it was disproportionate for white students. So that is the bullying data, I think the next slide. So there was a request looking at technology violations, understanding that the last year, I think, we had the old codes when we moved to the new codes would have been during the pandemic.

[00:20:06] So in this case, we coordinated with the Office of School Administration to get as close as we could to similar codes. But there may be situations where a new code was created or a new description and we couldn't find the exact match from the previous time. So this was trying to get as closely as we could on the matches here.

[00:20:23] So we did see in 2018-19 an increase in technology violations from 336 to 500, almost 600 last year. And, of course, in 2019-20, the school year effectively ended as far as in-person on March 12th.

[00:20:44] So when we're looking at that data, historical data, we always have to remember that at that point, students went into emergency distance learning. So a significant portion of the school year, we didn't have normal operations. So the next slide, you will see the nature of the actual technology violations, the idea of an acceptable use policy, meaning referring to, in some cases, digital citizenship and acceptable use of technology in situations in which students were violating that, utilizing technology to support instruction, to support their schoolwork, versus utilizing it for

[00:21:20] purposes that are not really attached to adding value to instruction, and unauthorized use of technology or information, and you see four years ago the distribution there, and last year fewer of the actual violations were the violations of acceptable use, and now we see unacceptable cell phone use.

[00:21:42] I know some board members were wondering about correlations there. We did see an increase in number of incidents attached specifically to actual cell phone usage, and staff agree with that. That confers with staff's professional opinions there.

[00:22:00] So, what do we actually see in referrals resulting in violations? Understanding in this particular case the difference between students and violations. So the number of violations increased pretty dramatically.

[00:22:16] Still the vast majority did not result in out-of-school suspensions, but we did see an increase in in-school suspensions, in-school restrictions. The student was in the school, but in an alternative instructional setting. So the next slide.

[00:22:32] As close as we could, trying to match the nature of the violations, knowing that the actual type and the descriptions changed when we moved to the new system. So again, the violation of acceptable use policy is listed there, and when you go to the next view, you'll see that in this case, the ability to actually record unacceptable cell phone use, and you see how prevalent it is compared to the violation of acceptable use policy and then unauthorized use of electronics, and of course, the ability to record cyber bullying. So the next slide, you'll see disproportionality. Because you had a larger

[00:23:11] number of actual incidents and the ability to actually see a greater scale and to see whether there was disproportionality, and you see here, we did see disproportionality for certain groups, for Asian students, students of disabilities, English learners. That was a few years ago before we actually made the changes before the pandemic, and then last year. Disproportionality, again for students with disabilities and Hispanic students if you remember historically when we're looking at discipline in general even with the

[00:23:47] discipline task force several years ago we started looking specifically at racial differences but the group that has been most disproportionate consistently throughout the years has been students of disabilities as far as different outcomes and it's hovered right around that 3.5 or 4:1 ratio more so than any other group so the last slide actually has some of the action steps that have been taken as we talked about school administrations partnered with multiple offices to provide professional development as we transition to the new recording system reporting system and working with school

[00:24:22] based staff and the equity reflection training we continue on a quarterly basis to look at disproportionality by student groups obviously students of disabilities has been most prominent I guess my ten plus years here so those the action steps that is the update and we are happy to uh field any questions you may have or any other direction for additional analysis thank you madam chair i have a novel idea here let's

[00:24:57] get rid of the cell phones i think we could probably all agree that this is this is a big problem this is this is a problem in in all of our schools probably primarily middle school and high school high school I would think more so but the other issue I think is that not every school in the county is operating under the same set of procedures everyone sort of does their own thing they all have their own mechanisms by which they are tracking and allowing students to use their cell phones I know that at Briarwoods a lot of the teachers are using a color code they use a color coded system so if it's green students are allowed to use their phones if it's

[00:25:36] red they have to have them put away some teachers over there say absolutely no cell phone use allowed in my classroom, I love those classes because I don't worry about whether or not my own kid in particular is going to be sitting and doing things on a phone that shouldn't be done or taking away from class time.

[00:25:53] So the other issue is that from a personal perspective, kids are lacking in impulse control by nature. I mean, I have teenagers, and impulse control is an issue for that age group.

[00:26:09] And then we have a situation where they have access to phones. Adults have problems with impulse control when it comes to cell phone use. I mean, we all do. It's just a highly addictive nature. So I think we could really cut out the need for a lot of this extraneous, you know, PD, school-based training, if we just eliminated the use of cell phones during school hours.

[00:26:41] I don't have any problem with with kids having cell phones I just think that when they're learning when they're in an environment where they're supposed to be focused on instruction They should be put away. That's that's my own opinion. Thank you Thank you. I appreciate those comments and I think just through conversation I would say Most if not all of the board members have expressed some concerns around this my understanding is that dr. Spence brought this to cabinet and there have been some discussions about

[00:27:15] rather than just unilaterally making a decision having some community discussions around this to make sure that we have you know student and parent and teacher voice and the dis in the discussion to inform potentially some shifts here but I think definitely there's so I think that's coming and it it sounds like there's support across the board because they really, I know that there's been other opinions that have been raised around, you know, that handheld devices

[00:27:55] can be used as part of instruction, but I think that the disruption that they're causing right now far outweigh that. And we had class before we had cell phones with computers in them. Mr. Mejelevi. - Thank you, Chair.

[00:28:11] So Dr. Dyer, I think the trend chart, I think it's helpful. I think one thing I'll just add, I think from a devices perspective, I think 2018, 2019, we didn't have, what do you call it, every student did not have a device, so it was not one-to-one.

[00:28:31] So if I look at that, I don't know what the numbers might be back in 2018, 2019, but I guess now we have one-to-one, and so definitely there will be a lot more increase in the number of violations. But if I look at the raw numbers from 2018-19 as far as the device violation, it looks like it's gone down, even if you add more devices to it.

[00:28:54] But it seems like the cell phone use policy, that's what's driving the numbers up overall. One question I had regarding this violation of acceptable policy and then unauthorized use of electronics.

[00:29:09] So what is unauthorized use of electronics versus the violation of acceptably used tech between the two of them? So unauthorized use of technology would be use of technology when you're not supposed to be using it.

[00:29:26] So it could be when Chromebooks should not be available, could be during an assessment or something like that. But violation of accessible use would be to use our equipment for some purpose other than educational reasons. So if a student were to, I'll give you a real example from just a few days ago, was using the Chromebook to record other students in class, which that shouldn't have been going on.

[00:29:52] That's a violation of acceptable use, where they were authorized to use the Chromebook at the time, but they were using it for a purpose that was not for education. So where are the cases where the same student could be adopted for both violations?

[00:30:09] It is possible that both violations would be chosen by the school, depending on the circumstances. So Dr. Tyler, I guess if you go back to, I'm kind of jumping around to the bullying suspension, the risk ratio have, can you explain, I think 'cause now I see the ratio for 2023 is white kids.

[00:30:35] Can you explain to me how you calculate the ratio again? Sorry, I might have lost track of it because I think the numbers used to be different for different affinity groups in 2018, 2019. So how do you calculate that, the risk ratio?

[00:30:52] So in this case, there's two ways to look at it. The idea of when you look at the suspension rate for one group, meaning if they engage in a particular behavior, the likelihood of being suspended for that behavior relative to other groups.

[00:31:08] So if in one case, 10% of one particular student group are suspended for a particular behavior compared to all other groups at 20%, the actual risk ratio is like 0.5 to 1, meaning they're much less likely to be suspended for the same behavior.

[00:31:26] So in this case, it's looking at if students engage in behavior, for example, two or more students, 38% of the students who are identified as two or more were part of a bullying incident and were suspended. When you look at, for example, Hispanic students, 16%, 7 out of 43 were suspended.

[00:31:47] So the rates are different. So that's how you end up with a risk ratio where, in this particular case, 38% of two or more students is three times the rate of all other students. So why is this particular student group suspended at a much higher rate relative to all of the kids who engage in the same behavior?

[00:32:07] Does that help with understanding the risk ratio relationship? So imagine it as, in this particular case, looking at 2023, the rates overall are very small.

[00:32:31] So when you look at white students, 3% relative to all the groups, even though it's a very small suspension rate, relative to other groups, it's disproportionate. So disproportionality treats a difference of 1 to 2% as the same as a difference between 10 and 20%.

[00:32:50] The ratio is 2 to 1, regardless of whether it's 1 to 2 or 10 to 20.

[00:33:03] Right. So when you're looking at English learners here, 1 out of 39 is 3%. When you look at non-English learners, that's the comparison group. So we're not comparing English learners to white students.

[00:33:20] You're looking at that group compared to all others. So you don't do a so-called white to black comparison. It's white students to all non-white students. One thing.

[00:33:36] I think the cell phone, I think we brought it up as a new business item. I think it was a couple committees ago, if I misremember. We're going to take some next steps on that. so it was it was it was also referred to the technology committee but as I mentioned dr. Spence is actually working with the cabinet and the plan is as I understand to have some community engagement around this issue to get feedback from the community on basically informing a policy that would limit cell phone use in schools so we could I'll actually follow up and ask

[00:34:12] for an update through email to the board I have just choose two minor suggestions on the specifically on the trendline charts we talked about adding the n for the total school population it might be helpful then to also reflect what the percentage so if we look at the total number of violations as a

[00:34:49] percentage of the school total school population so just be interesting because I know you're saying you know this keep in mind this number is of a different total population so we still are interested in the number of violations and it could be in a footnote or something I'm not sure what you're using to create the chart but it would be helpful to know the total number of of the school population during that school year and if we were to take the number of violations as a percentage of the total population I just think that

[00:35:28] that would be informative and then some kind of footnote just in case people are reviewing this offline and don't have the opportunity for your verbal explanation but just some footnote indicating for 1920 half of that year was virtual. So that explains some of the depth. That's it. Thank you so much. So I think what we may need to do is to make sure it's apples to apples, we'll need to do number of students who were attached to the violations compared to the total population. So we're not comparing

[00:36:07] violations to students. So we can do number of students who were part of an incident that involved the technology or bullying violation and remind folks of a footnote in 2019-20 and March 12th of that year we went into emergency distance learning okay thank you for that reminder on the different types of discipline data too because i got caught right there ms plifko thank you madam chair i do have um just a couple other items uh related to the bullying statistics do you ever

[00:36:42] receive any feedback from administrators or you know are we are you getting feedback not just from administrators but also from the community about under reporting of bullying because I hear I hear that a lot and I think that is an issue with bullying is that we might have the numbers in front of us but are those numbers really accurate you can only do what you have and you can only do with what you have in front of you right so if something is not reported you don't have that information but I think in many cases when when instances of bullying occur you know it's not reported or it's missed or you know it's in

[00:37:20] some manner is not being caught so do I guess what I would like to know from you is what kind of information do you receive what kind of feedback do you receive about the underreporting of those statistics and then secondly do you have specific information about where these instances are primarily occurring so do we have information about you know during the school day or you know during sports practices or wherever this is happening what is where Where is the environment or the setting where these instances of bullying are typically

[00:37:58] occurring, or are you just seeing, you know, flat out, it's happening all over the place? Thank you. I think it's a really complicated question. I'll start by saying the definition of bullying is really unclear to many people.

[00:38:19] There are two separate codes in the state behavior codes. One is for harassment, which talks about repeatedly saying things about someone or doing things that annoy others. And then there is bullying, which is another level up from that, where there is a perceived imbalance of power, et cetera.

[00:38:36] So it's a very specific and actually narrow definition of bullying that's out there. So one of the things I'd like to do is a little bit is to lean on one of our principals here, who may have that feedback that we don't necessarily get, but the other is to say that there's a huge difference between reporting of bullying and findings of bullying.

[00:39:00] So that's one thing that's very difficult to get your hands on. In the elementary level, specifically, there's a lot of mentions of my kids being bullied. And oftentimes, upon investigation, they are just poor social interactions that are being called that.

[00:39:19] So I struggle to not answer your question, but it's difficult to do so. But I think having the school's feedback doesn't hurt.

[00:39:36] So what exactly were you looking to understand, I guess? I think what I want to hear from, it's helpful that you're here, is do you believe or do you experience that? Do you experience an underreporting or, you know, can we sit here and say, yes, these statistics are 100% accurate?

[00:39:58] Or would you believe that there could be an underreporting? meaning these issues are happening more than what we're simply seeing on the paper. Yeah, I mean, I would really struggle with statistics. I mean, you only have what you have, and there's variability from school to school and how everything's defined.

[00:40:16] I mean, I know me personally, anytime the B word comes up, like we're right to policy following, you know, step by step to determine, A, is it bullying, B, what are the next steps, and, you know, C, how do we, you know, go back and try and fix this. I know you asked earlier about where it happens.

[00:40:34] I think the social media, the acceptable use, those are all very tightly tied in with bullying. It's rare that you have bullying where there's not some social media or virtual component of the incident. In terms of under-reporting, I would not be worried about that.

[00:40:55] I've been, this is my 20th year, and I think the student population that we have now is much more vocal and intentional about saying that when they perceive something is wrong like they will make a statement about it and they will want to do something about it so um i think those statistics would be you know relatively close to uh what's happening um i would say at the high school level we don't have it's it's not the largest concern bullying it is pervasive and we are dealing with it frequently but it's not you

[00:41:30] know the biggest discipline concern let's say what we also have is um thinking about under-reporting we have the climate data where we ask very specific questions, age appropriate at the elementary, middle, and high school level, and students witnessing incidents. And I guess what we've learned from that is that the reporting may be close to the actual number, and one bullying incident witnessed by a large number of students can have a really disproportionate impact on the climate in the building. So our schools see the bullying perceptual data from the stakeholder

[00:42:08] the surveys from the students. It includes whether it's been witnessed, whether when it was reported and an adult dealt with it in an appropriate fashion. So I guess as our principal is saying, we have the actual reported data and we have climate data and students reporting on when they see it, how often

they see it, if they've been subject to it. And as far as the locations, we do have a couple of different applications where each bullying incident or any incident has a location recording or location code and a time and date stamp so schools can go into a number of different

[00:42:44] applications and see if it was attached to bullying over the last several years what time of the day did it occur what location did it occur and at the central office level they can see patterns across multiple schools so as far as under reporting as far as the actual incidents the idea of having perceptual data along with that and the ability to see locations of any particular incident over several years is available.

[00:43:15] Mr. Mereddy. Thank you, Chair. So I had, I guess, the similar type of questions for that where, you know, I guess to the data, I think similar to what you had for the technology where we had different, you know, types of violations for technology and so bullying also, same thing.

[00:43:38] It's like, well, what are the types of bullying if there is a way to characterize, I'm not sure, like I think you defined, it's a very difficult question, but again, there might be some ways to categorize what type, like cyberbullying, or is it, even within the cyberbullying, we need to take it one notch level, is it happening in Google, I mean, I don't know if Google chat rooms are still open or not, but I guess if that's not happening there, you know, happening on cell phones, and then if it's happening on cell phones and Snapchats, I mean, you know, no parents want to hear this, but how much can the

[00:44:12] lcp's influence that I don't know how much we can influence as administrators too so those are some challenging concerns and I think you know where I think miss Polifco I think you answered the question like where is it happening I think that would be uh helpful too to look at um that and as far as by school goes I think we are collecting the data for sort of the racial incidents by school and I think we see um uh the diff I mean again not to say like you know some schools not so much are underreporting as such but some schools we see again there has to be some consistency across where you see some schools are reporting some schools

[00:44:52] there's like we saw was like one or two incidents and the same size middle school had like 40 incidents so somewhere we can at least find out that you know schools have to do better better ways to document that particular violations and so on so forth but this is helpful I mean I think it's a I mean I think I Ideally, again, I'm going to go back to my, what do they call it, soapbox, or where, you know, this data should be available through Qlik, and so we can all look at it, instead of, you know, I know this is something you hear me, Dr. Tyler, all the time.

[00:45:28] If it's shareable to the public, I think we should be able to somewhere put on dashboards so we can consistently see it, so you don't have to keep reporting this way. You know, it's available on a year-to-year basis. It's just once you upload the data, it's there. So that's my hope is that in some way it's available in a public format.

[00:45:47] That's all. Any new business? Okay, with that, we're adjourned. Thank you.



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