

# Effective and Equitable Discipline Practices Forum

## Question 1: What are your reactions to:

### A. Dr. Martirano's message:

- Enjoyed the representation his vision, expression of his voice was authentic, valid points on disproportionality, he is honest. Frank's impact of his statement saved the day, that he understands the work that needs to be done.
- Racial disparities and suspensions: in school suspensions are a better option
- Focus on student-teacher relationships
- Most important thing stated is that we want to be better than the state in terms of goals for disproportionate schools – stating that the state numbers are not good enough;
- Another agrees – but has a hard time with message “leading with equity”- sounds like a buzz word, but wonders if the funding is in place to carry out the actions needed to lead with equity
- “a lot of what this is doesn't cost that much”
  - Restorative practices
  - Training
  - these aren't big budget items, but they can change the culture
- Also representation of African American adults not in schools; there is a level of understanding and respect that comes with programs from African American males to build culture in our schools
- Agree says a parent with 5 kids two are boys one in middle school; just learned about an after school program being offered in other schools; no one in child's school (no males) especially not African American, able to run that program; having African American role models is great for students; son in 6th grade and this is his first time having an African American male as a teacher;
- One community member is a parent and an HCPSS teacher – child attends school where parent teaches; parent notices that consistency not present; fairness in equity needs consistency; how consistent are we? Much inconsistency in schools of how we deal with discipline; PBIS by the time they get to third grade students know inconsistencies; students disrupt learning environment; what message is being sent; talk about restorative practices should happen with entire group after disruption; all students are observing to help the community flourish
- Commend to listening and being opening.
- Hard to form a reaction since we are just talking about it, verse actions.
- Shocked that we haven't looked at the data from MCPSS switching from suspension as the last form of action verses the first.
- Passionate message.
- We are at the beginning state, still idea state.
- Liked hearing all schools will be accountable for a plan for restorative practices. Refreshing and liked the transparency.
- Willingness to say this is a problem.
- We need to focus here. It will take time. Being honest is important.
- What is the work? That is needed.

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- Proactive, starting off the school year, building relationships from the beginning of the year
- Any issue, problem and challenge begins with acknowledgement. The fact that Howard County is acknowledging the problem is proof that they are taking the situation seriously.
- The acknowledgement in the classroom that college is not necessarily a necessity is refreshing for some community members.
- Howard County residents perceive their county as being accepting and inclusive, and the current situation with suspensions goes against that perception.
- Focus is on the relationship piece is the important piece, listening to students, peer groups
- He is good at giving bad data
- Data does not represent the values of the school system
- Surprised by racial disparity.
- Need to get students and families involved in the schools- find out more information, building teacher relationships
- Improve discipline procedures
- When the problems happen, need to solve it in school- schools have resources
- Teachers do not feel respected by their students, students have good intentions but expressing it differently, teacher takes this as disrespect
- Increase FARMs rates, disabilities, teachers need to be able to understand the students and families
- I liked how he broke down the word discipline. It becomes more punitive than instructive. I like when he said you must know them to teach them.
- It resonated to me that there is a price for punitive consequences. When out of school drops, in school rises.
- In our school, ISI students work with instructional leaders. The comment to that was ISI is not a good option when ISI is a student sitting in the back of a room with a packet.
- Teachers are upset in schools because they feel like discipline is too loose in schools. Discipline is not being responded to. When is this message being communicated to our schools and teachers. Fix the breakdown in communication.
- Why aren't we implementing these things? When will we really start doing what works?
- Suspension does not work when we fail to build in restoration.
- Encouraged by conversation, data is what it is, encourage to do something different.
- The overall graduation rate of 93% is overall, not disaggregated. We know that's not disproportionately the same according to race/ethnicity.
- Data has been this way for a long time, and feeling hopeful that we are trying to create change.
- Connect birth to college, looking at mental health, inclusion, building on and effectively making a change.
- Actuality and intentionality!!!!!!!!!!
- Putting things in place and seeing the change, keeping people focused and clear on data – keeping hcps accountabile.
- "It's through uncomfortable conversations that we grow" challenge
- Root of the word discipline was interesting

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- Effective data: 60 – 90% is a great incentive to keep kids in school
- Concerns for the kids that are graduating but “barely”. Parents felt they don’t have the life skills to continue and are unprepared for life after graduation.
- Being intentional with all students
- Liked using restorative practices and having a plan for using restorative practices, wants to know more about the plan for restorative practice
- Social-economic trends hitting Howard County is a steep increase
- FARMS is at 22%
- Overall data is alarming
- Dr. M is aware of the steep differences – the changes of the culture in the schools. What was good in the past, is not necessarily
- You must be proactive and plan accordingly. What does that mean? What does it take to make us successful – the number of people to help make it successful
- What additional services do we need to make this happen?
- Appreciated the urgency of his message – appreciated the passion behind it. His passion energizes people to get involved. He’s not just stating facts, he stating it with momentum.
- He made a statement that all schools are going to implement RP. Where will that start? Where is the time that the staff will get together? Collecting data on the intervention as well.
- Does HCPSS have a relationship with IIRP to have people come in and train schools or train the trainers?
- What type of supports will HCPSS provide for middle school and high school for restorative practices?
- When the leader is talking about cultural sensitivity... Why is “training” optional? This is what our entire community is about. The simple fact that we have so many different children ... at the end of the day, why is it that we don’t think it should be mandatory? I’m a black woman and I learned a lot in the cultural proficiency training. If I can learn a lot, why is this mandatory? If you’re an educator, there is more that we should be responsible for.
- Keep up the messaging of malleability (adaptive) and meeting people where they’re at.
- I feel hopeful. Dr. Martirano is doing a good job. I believe Dr. Martirano is determined in reducing the suspension rates.
- I like looking at him. I invited my friend because Dr. Martirano is so motivational.
- I have been a teacher for 18 years, and that was the most inspired I have felt (after the opening school year meeting). Each time I hear him speak, it gives me a boost. Sometimes you need to hear that your opinion counts. I am on the opposite end of the county and had no idea what was going on.
- I appreciate hearing a table member speak about such difficult topic in such a clear manner.
- I heard a lot of passion, matters to me, you can talk about data and things occurring. What matters is you take things seriously. There is sense of urgency. I heard passion he spoke from a position of gravity.

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- His message is consistent with his passion. It was powerful and needs to be said. It is a tough conversation. He seems to be the only person having this conversation. We are concerned about the suspension data. We need action beyond the passion.
- I have several thoughts. I am a little skeptical. Not that I don't believe the words. I don't see consistency because we want to put police in schools. I didn't hear racism mentioned once. If we are too afraid to state the word what are we doing. We don't just say restorative justice. We need to implement it correctly. There is a lot of misunderstanding around what it is. We need the best scenario for restorative justice. I appreciate the message but want to see those things addressed.
- Two things I took away most is the reference to the belief system. We need to work to get to that place and be consistent. We need to get to restorative justice. We have seen fantastic things for kids when we focus on instructional pieces in instructional tools.
- His message was passionate but I am concerned with how effectively and consistently the message is pushed to funding and resources. I served on the operation budget community. I had to fight for funding. We want data and research to show for minorities. We don't want minorities to take a back seat. My young son is thriving academically. He came through Clarksville. I looked up schools, he is not thriving socially. Some schools are welcoming for minority boys. I made what I thought was a better choice. I put him in a thriving academic place. He has been the only African American student. Our focus is misdirected.
- We have under supported and under funded students who don't get enough of the focus. I am looking at this from a few different sides. I was a FARMS student who was surrounded by teachers who looked like me. They had compassion and sensitivity. When I was fighting in school. I could go in my GT class and be ok. No one gave me a criminal justice record. I want to make sure important things are not being missed.
- Dr. M shows passion and acknowledges the issues, admits we have problems.
- Liked the fact that Dr. M is transparent, clearly explains the problems, doesn't keep anything hidden.
- This forum finally addresses the issues we have in this county- these issues have existed since the 90's
- This is the first time the community, schools, hear the message from the superintendent of their problems
- We should know what is going on in the schools- we need to stop hiding the issues and they need to be addressed
- Students talk about the problems, social media talks about it
- Dr. M speaks to a culture change which needs to happen which need to occur from admin, teachers, etc.
- Thinking needs to change, assumptions made for certain of groups of students – internal ways of thinking need
- Restorative practices in ALL schools is amazing because if you want to shift gears then you start with cultural proficiency- if you want to make a change, then you need to start this journey
- If you want the change to occur in the community, you need to start somewhere and the system really wants to prove itself
- We want to put forth better hiring practices- so training for new hiring should include that we are addressing these problems, and the expectations should include that people have cultural proficiency training

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- Our school system prides itself on the rich diversity and therefore this should be used a recruitment tool – we need people to understand we are making a culture shift.
- The challenges to the message are what about the school system staff, teachers, bus drivers, custodians, etc. need to change how they interact with children.
- This is a huge step in the right direction
- Dr. M is only one person- his voice certainly can push things forward- but there has to be a culture change.
- Certainly there is clearly a lot of thought before its been rolled out to the county- however, there needs to be strategic thinking to how this message will be rolled out, and people need time to get on board. Human nature does not always allow for getting on board
- Dr. M sets the right tone to put the message out to everyone-
- Concern- Dr. M inherited some many issues, so how long will this take for people to change their mindset.
- It's consistent with his message on equity and minority, students of color, and FARMS and special ed students.
- I think he really wants to work on lowering the rate and I really don't like students being suspended.
- I work with students in China and worked here in schools for 5 years and in China they don't suspend as much because they are not worried about student's bringing guns.
- Happy to hear restorative practices are being mandated at schools. Research supports
- One thing I didn't see is implicit bias training. Think teachers, front office, PTA representatives should be trained on the practice. Racial bias training.
- Overall, really like Dr. M's message. We need to head in this direction.
- However, as a former teacher/looking at stats there are certain groups of people by breakdown, there are legitimate differences in ways that students interact in the academic setting. We need to find ways to train teachers to interact and view student behavior differently.
- Address implicit bias!
- Many years ago teachers had training in languages such as ebonics, that opened teachers eyes, make them see things differently. There is nothing wrong with the language, but its not accepted in the academic community.
- Student reactions such as speaking loud or out of turn are acceptable, but not appropriate for the academic setting.
- Dr. M. very passionate about Equity. What is the hammer that Maryland hits schools with if schools are disproportionate?
- In regard to State Risk factor: If schools are disproportionate, schools will be put on a plan to implement change. State will mandate action/support to fix problem. Funding will not be cut due to school's risk status. Not the greatest way of figuring out disproportionality.
- Other factors that are important in determining a school's need of support. Administrators are looking at discipline data on a month to month level, looking at all aspects of the student population- looking at teacher referrals, time of day, gender.
- Read data that Black students are no more misbehaving than white students, so we have to look at racial bias.
- It is interesting data. The idea that good is not good enough applied to the data sounds good. Then looking at various graduation rates of the schools and wanting to address

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this issue to try to make the district look good is also interesting. It is good that we want to address this gap. Lets not just change the numbers to change the numbers. If we are looking to take care of the 7% let still make sure that distraction of looking good as a district doesn't override what we need to do for the students.

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## B. Dr. Massella's presentation:

- Not new data, but putting action into the system
- CPL disturbed that Dr. Massella's assumption is that students are guilty, we should not assume that students deserve discipline, all suspensions need to be questioned
- What Montgomery County is doing differently? How do they have a lower rate?
- Would like to see the connection to teacher and suspension rate. For example, are there teachers that is suspending students at a higher rate.
- What do the races get suspended for the most?
  
- What different steps are implemented for our Black and Hispanic students? We know they have high rates, so what actions are being taken?
- Other category is a broad range- inappropriate use of electronics v. theft v. dress code
- Inequity of dress code for girls- do boys get held accountable for pants sagging?
- We need more details- more a breakdown of our students- do these students have disabilities?
- Teachers contacted us to not to suspend students, but not being proactive. Behaviors are not decreasing, but students are not being suspended.
- Students who are acting out need to be referred for more help. Kicking out of school is not the solution. Systems need to be in place.
- Teachers need to get training for Cultural Proficiency training, working with students disabilities
- Focus on the students instead of sending them home- want to refer them so they get help (involve families)
- Parents who are not responding- how do we hold them accountable? Partnership with police department?
- Some of these parents have 2-3 jobs.
- For our FARMS students- some are too busy. School system should somehow make them aware that they have to be involved in the education of their child.
- Disappointing to see the discrepancy in the data. (I'm not naïve that there are disruptions, but also I'm interested in how much teacher bias has to play in this.) Would like to know more about the causes of the disproportionate data.
  
- It seems like the root cause that teachers are responding to Black and Hispanic students differently than other students. I want people to question themselves about how they are responding to students of color.
- As a parent and admin. in healthcare, I am wondering what is the standard for the process for discipline? Is there a check box? What is the criteria? If we standardize that we can equilibrate that we can remove some inequity.
- I interpreted Dr. Massella's strategies were not so much root causes, but practices. I did not hear any talk of family until Dr. Gilbert's message. Where is the family involvement?

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- My aunt, Blondell Hunter, was a teacher in the county for 35 years, education used to be a community effort, there is now a breakdown.
- I was not surprised by the data. As a school based leader and mother of a child of color I am concerned about how my child, who has special needs, is perceived. What is interesting to me about those teachers who teach students of color, I worry the white teachers are not informing themselves about cultural proficiency and social justice. We need to make cultural proficiency a mandate.
- Cultural proficiency opportunities need to expand at a higher rate.
- One dimensional message
- Negative stigmas placed on black students
- Promoting the positive behaviors/academic achievements of blacks
- Disconnect from the reality of what some students in the black community face
- Bridging the gap
- Discretionary suspension
- Cultural biases
- Nation-wide issues
- Data was consistent
- While I appreciate the data and the apparent transparency, it's just data. People can view the data
- What are we trying to address (our goal) and how will we know that we are there? (I saw what the basement floor was...but what are we working toward.)
- How can you give them the tools to be able to make an impact that will make a difference in relation to the goals?
- How can you/we explain the difference between Montgomery County and Howard County? It would be better to look within the numbers and look at the disproportion.
- Actual information – student voice – dress code violations, as a county we need to look at rules, if students are not causing harm or disrupting then are we holding onto etiquette rules that are no longer important – the disruption and disrespect can begin with a dress code violation.
- Escalating or deescalating behaviors – get down to relationships
- School improvement plan has moved away from relationships and developing the whole child, we became so focused on national and state assessments instead of building a foundation of the individual student
- The county was losing our way in building relationships, important to put relationships first
- HCPSS – so much drive, push from the family and community on academics, lost focus on character education – focus on the whole child
- Turning regular to honors, see students not in segregated ways, levels impact student's belief of themselves – class system
- Teacher relationships intimate connection needs to be there, programs that develop those relationships to uplift you, and build relationships with adults, most kids coming broken homes and do not have the foundational support
- Building them up – mentorship, and peer mentorship programs, high school students mentoring middle school students, middle school students mentoring elementary school students. Creating peer relationships that speak to what's next, what they need to know in relationship to skills, and academic success
- The data was egregious, disheartening, disappointing

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- This data needs to be circulated at a wider level
- Not just Black/African American kids, but also Special Ed students
- “Problems that arise from the pressure in different level classes (on-grade, above grade) - it seems like the pressures are starting earlier and then teachers are stuck when there are no additional resources when they get older. Pressure on the teacher to not only teach but also put pressure on the teacher to be a behavioral specialist and it seems more and more difficult...”
- Conducting special sessions for incoming students (For ex: at Wilde Lake Middle – in remedial math for example) and helping students get to where they need to be
- Not surprised by the numbers, happy it’s being acknowledged
- Happy to have a restorative practice at all schools
- Bothersome, no cross tabulation of different of different characteristics- with FARMS with Race/ethnicity. If we saw some of the cross-tabulation with the data, it won’t be as hard to conflate. It can be hard to address without drilling down
- Last slide, showing a positive trend already, have some of the things been implemented already
- Cautious as interpreting things as trends, it might be a small fraction
- Interested not just the most current “trend”, but over time.
- Please discuss the rate of OSS for black female students
- Accountability. We can talk about what the data says, but what it really says is that there is an “acceptable” amount of disparity. It’s not about shifting blame to someone, but if nobody is taking responsibility and voicing that “I need more.” Just as we need restorative practices for students, we need it for teachers. (E.g., A teacher that is flagged for disproportional results, a leader needs to check in and invest in them.)
- There cannot be a certain level of disproportionality that is acceptable.
- It’s a balance with the data. As always, everything always weighs with the African American race. I am torn over this race issue. We have at least one fight a week at our school, Mt. Hebron. Culturally, you have black kids fighting, but you have white kids bringing in the drugs and alcohol. The white parents are buying alcohol at parties. Students are getting high in the hallways, at games and at home.
- We have 700 homeless and displaced students in the county. Where are they in the data.
- So maybe it goes back to the training that was needed and necessary. If you are presented with disruptive behavior, what do you do? As a parent I respond one way, but as an educator I don’t always know how to react. The students don’t know what the limitations are. There is a breakdown between how different teachers react and what the limitations are. I feel like if we could have a consistent set of rules and expectations, students can rise to those rules. There is a mixed message, especially those that are vulnerable. It is disconcerting.
- The data was good information but I don’t think there was an attempt to break down the data. There are a lot of scenarios. They want the problem to go away without diagnosing the core challenges. That is reckless. The problems can go away but we are looking at the reality of section 8 families. They carry a stigma. We need to create a system for the families. That is a challenge for me.
- I listen and got two quick responses. I appreciate data from working with human services. You can visualize problems. Our data is pretty clear. The poem in Shel



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- Silverstein book this bridge will only take you halfway there. That is the story of data. It only takes us halfway there. It allows us to see half way. We need to get inside and see the much bigger data trend. The suicide rate of young black men is skyrocketing. The data reflects black boys. I love the data and I saw that reflected. There are no answers there.
- I know several educators who live in this world. If that is the suspension process on paper, that is not what occurs. What I see is not always a parent making contact. I haven't seen resources. The reentry process is a meeting with the parent. We have not seen a note to teachers to welcome them warmly. On paper it doesn't happen. I am concerned I did not see data on population. Its nice to see data but we need to make sure our students know what kind of system we are in. The population show the disproportionality. I want to see how many students are being suspended. Also subjectivity of language. Disruption is not always the same in all class. If you don't have cultural training or awareness. Explicit bias and racism. Attacks and threats are subjective. What is an attack and a threat? Right now you can just check a box. It is subjective I would like to see how we can change the form.
- Both students are suspended even if they didn't start it. The root causes that I saw I find to be very misleading. Again not one time is the word racism mentioned. That is a root cause. The school system was never meant for black and brown kids. We have a majority white woman staff, we have cops in school and not enough mental health staff. The fact is this is appalling that some students don't know. I am a Spanish teacher working history.
- I think the data is important. The numbers are important. I need to see the individual kids. I know well over ninety percent of the kids. Administrators need to know who you are. When it is about real people, it can be so much more personable. In my opinion, consequences is something that teaches. If the suspension is because you are checking off a box we need to consider what is going to teach and teach them dignity. Consequences should be an appropriate consequence that will teach students. If kids are free and reduced and they are fighting over food. I need to decide if they should be suspended outside of school. You have limited access to food if I suspend you. We need to be alarmed by the data. We need to see faces not numbers. We need to teach students not just give consequences. We do a lot of relationship building. We work on community building we don't get to the fights. A girl last year said I want to get this girl but I need to stay in here with you so I won't hit her. Our staff is very passionate. We need to look at people and not just data. We need to build community and culture.
- I noticed a few things. I put a question about what is unreported. How much more would the numbers appear. I have talked to a lot of parents. Special education kids may not have forms completed on them. A child may be put out of class and call the parent and have them pick up their child. The numbers made me sick to my stomach. I saw ways to reduce the numbers. For general education population and other bullet points we need to truly restore and navigate and help with the function. In my experience a white woman is easily offended by a black kid. I could have someone say something at the library and someone feels threatened. It is more than cultural awareness. It is a heart thing. You can't legislate or mandate a teachers heart. Most teachers are White. We need to know how to deal with our children. Kids are seen as disrespectful. Four bullet points don't address the issue if tough conversations are not had with teachers. We need some type of accountability. We will support you. Let's take it farther than bullet points. We need to help them when they have been fighting all of there lives. We

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have to hold the school system accountable for what is happening. I had to choose for my son to get the best possible overall experience.

- What are the rates of kids who are suspended who are new to the county? Are we giving students proper time to adjust to our expectations?
- We do not do a very good job as a county of welcoming new students to the county.
- The statistics are a starting point, and they indicated disproportionality. However, but if we look at each situation individually is there actually an unfair treatment occurring?
- From the outside looking in, without looking at individual situations, it is hard to know exactly what to make of the data. We would need to look at each situation individually to determine if the suspensions were warranted.
- Specifically, how do we plan on bringing down these numbers? Is there a plan to ignore problems to change statistics or is there a plan to address the root of the issue?
- Restorative Practices shouldn't just be a response to conflict, but a focus on developing community.
- The big picture was important in the beginning, and look at other county student groups.
- MSDE is the lowest bar that we need to have higher standard- grateful for the point.
- School arrest data—curious to look at those.
- Dress code--- could help, with high expectations.
- Understanding of what respect is and how we navigate that: Understanding of cultural norms
- Giving all schools access to professional learning that focusing on developing the mindset of fostering positive relationships students and families.
- PTA need to be involved in this discussion.
- Link data, to school data to identify practices.
- Data suggestion: making a case, that it is not as important as in---this needed to be highlighted as something very important. Clear and focused.
- Undocumented send homes—are they tracked?
- Don't turn an issue into a student problem. Adult responses.
- What are community circles? They were mentioned, but not defined for the group.
- If a kid is suspended, we do not know what they are doing outside of school. They miss instruction, come back and they are lost. This leads to a decline in grades. Whatever the problem was that led to the suspension, it has not been addressed by that suspension.
- Having a consequence helps the student to recognize how their action has effected those around them. But it cannot stop there, there has to be a restorative conversation as part of the process.
- Many of the staff members in Howard County have grown up in Howard County and may not have the tools to handle students who are not like the students who they grew up with. Community circles can help staff members to dig deeper into the lives of their students to gain a better understanding of the students that they have in their class.
- Parents need to come to the table. Perhaps community circles with parents would be beneficial.
- Trust is a crucial part of the relationship between the school and the students. The students must believe that the adult cares about them, because if an issue is occurring outside of the school building the student must be comfortable communicating that to the adults in their school building. When those problems are hidden, they create in-school issues.

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- Data is data: let's put it out there- can you print this?
- Highest suspension rates for Black/ African Am. Males- not a surprise, but the FARMS students- how does that translate to each school, so Glenelg to Harpers Choice?? So particular schools? Particular teachers?
- We want school by school data
- Kindergarten through 5th- the earlier we build relationships the better off they are... so seeing a particular school's is important, so we can identify the issues at specific schools who are in need.
- Where are the minority teachers? Who is doing the recruiting and who is doing the hiring?
- Threats and disrespect? What does that consist of? So a threat is implicit bias. What does dress code mean? What does disrespect mean? Disruption? Who determines this info? If the teacher has been telling the admin that a student is being disrespectful, what happens?
- Dr. M mentions the teacher "get THOSE kids out of my classroom"-
- Are there resolutions happening when kids are returning from suspensions? The conversations, the relationships?
- SRO's role, what is the role? What is the point? If you have some involvement in the school- SRO's should hold meetings with Principal to engage in culture discussion about what is happening in the schools – asking to help out with the issues
- The leadership in the building should explore what the SRO does?
- Some schools show they have clear relationships with SRO's and kids
- There should be an opportunity to collaborate between SRO's and students—they should be part of restorative practices.
- Restorative practices does work- but staff members have to believe and activate it
- Data does not show the entire picture... if you are poor, black, and male, you don't stand much of chance...
- Where is the student voice in the data? So when you suspend, does a student get a voice?
- Students should be at the table
- What generalizations are we communicating to families and community? We should be asking what generalizations are we communicating to our children????
- Being suspended is a lasting psychological impact- the message is sent....
- We want the levels of who is being suspended... so on-grade level, Honors, AP/GT.
- The largest portion represented for dangerous substances is Asian students. I thought it was a call to something to think about.
- My only concern is that in past years when an event like this takes place, there is a resistance from staff to change – what is going to be the response to staff. How are administrators actually going to get buy-in?
- Since classroom size has increased, how can teachers manage it? This is where restorative justice takes place and it will begin next year. Restorative justice will take time to be implemented with fidelity. Restorative justice has two parts: community building and then there is the repair the harm.
- Given the budget cuts, how are they going to do restorative justices.
- Interesting to see comparisons between subgroups including FARMS.
- Maybe there is a difference in behavior- cultural norms. Ex: having a parent at home to guide behavior can create a difference in comparison.

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- 2017-2018 Spike- How much did that have to do with the political spike and climate of the community. How does that affect the behaviors in the classroom?
- The presence of a weapon can escalate an argument, create a more volatile environment. How do we address this phenomenon?
- Provide universal Pre-K. Raises graduation rates. Address the issue in the beginning of the education.
- Are consequences being handed out equitably? How are two student of different ethnicities treated the same for the same infraction.
- Confusion: Who is the authority on infractions? It all comes down to the HCPSS Code of Conduct.
- Disruption and Disrespect has more gray area, more likely to show inequities. Disrespect is very subjective, often left up to the teacher/staff who handles the situation.
- One parent curious about data from school to school; school to school data may show schools with disproportionality are title 1 schools or high numbers of students classified as FARMS; perhaps these schools have more suspensions than others; example, parent knows a student suspended at one school 5 times, when the student moved to a different school, they did not get suspended at all for the remainder of the year
- One parent wonders if there is an increase in teachers changing the form they fill out to escalate the consequence, for example how many teachers check off threat to staff when the behavior was a disruption; does the data reflect a misunderstanding of behaviors; What is a disruption? Is that the same for every teacher?
- One parent shared that the data shows inconsistency in cultural understandings from different teachers
- Another is curious to know what is being done with data at monthly meetings
- Also curious about our data nationally or 20-year overview for HCPSS
- Also look at differences from year to year following redistricting; with much needed lens in every school over disproportionality, how are schools responding to changes after redistricting
- One parent wonders if staff members will just decrease suspensions which only decreases the culture of the school; what are schools doing to decrease the suspension; don't just show me a report; collect data to look at different schools regularly
- Confusion on what constitutes a disruption and disrespect.
- We should be looking at discipline to teach and not as a punishment. Data shows that male black boys in FARMS are beginning to express themselves more at the middle school and high school ages. In the elementary level its less engaged. Are they being understood as they express themselves. Are we responding to the stressors that may be causing them to act out? Home issue, financial issues in the home, confidence conflict with themselves. Are we looking at the "why" when we are suspending at that level? The other population of students where the suspensions are less have we tried to understand the differences between them?
- The message is not that we shouldn't suspend because of course if the behavior falls under a certain infraction the suspension is appropriate. The message should not be to get your suspension down by not suspending. We should not be suspending based upon lack of understanding. (Further Explained) We lack an understanding of the student and each specific case. Knowing the students and specific cases we can look at the length of the suspension. what other pieces are being put in place to address the disrespect and disruption and what are we doing to develop the relationships?

# Effective and Equitable Discipline Practices Forum

- Homewood school was mentioned. What are the demographics of Homewood, is there a disproportion skew to the demographics in Homewood and if so why?

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## C. Dr. Gilbert's presentation:

- Building connections, interschool mentorship programs
- As adults, we put our values on them instead of hearing them, we categorize them and have bias
- Really liked the focus on restorative practices rather than punishment; students must feel respected; changing to a look at community important; positive for student to be welcomed back; morning meetings great part of the day; safe environment for student
- Good that restorative justice is growing
- Dr. Gilbert needs to walk around some of the schools, because it appears that some of the things that he believes happen do not happen.
- Specifically, monthly data conversations are not occurring in schools.
- Suspension meetings do not include the right people. Kids are not always forming relationships with the administrators and counselors, they are forming relationships with their teachers. Teachers should be included in suspension meetings so that students have an adult who truly knows them in the meeting.
- Teachers are not usually involved in suspensions.
- Having conversations during team meetings about which students they have connections with, what teaching techniques and strategies work well with those students, and communicating that information to the administration so that the building leaders know which adults have connections with which students.
- Whenever I go to a meeting, there seems to be more teachers than parents present. Teachers have so many responsibilities. Now there is talk of arming teachers. Is there something out of the box that we can do to alleviate some of the burden on teachers?
- Change to teach trauma care, community development, skills to be able to adapt
- How can we be more effective instead of educators pushing those kids aside?
- Is there a relation between remedial students and graduation rates? Can we get to a point where they can graduate?
- Is there a correlation where we are putting students in a situation where they are unsuccessful? Another member said but the challenge is to not have lower expectations and that we need a careful balance to make sure we are issuing high-quality instruction
- He talked about trauma informed practices. Please Google it. Look at how we respond to the traumatized students in our building. We need training around trauma.
- I have a grandson in the public school system. I am glad there is a department such as his. Is there any way I can volunteer?
- Having a child at Centennial, there was an issue with how our son responded to a book in English. He had trauma associated with a book. After we talked to the guidance counselor we explained why he was behaving the he was. It changed the school's response to him.
- What happens to the child without an advocate or IEP?
- I intended to get to share a thing that happened to me. I believe Howard County has gotten too far in letting parents dictate discipline. Parents can sometime have too much power with discipline in the classroom. It interrupts communication.

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- Wilde Lake MS – had trouble with effective teachers in the on-grade classes and then the question, “Are these the parents that advocate for these children?” - We (from a PTSA perspective and a whole community) all need to advocate for all students.
- Start in elementary school to help engage those families early on – so parents can realize they are the biggest advocate for the students. Then to see more of these parents getting involved in PTSA as they move on to Middle School and get involved in more activities. Give the message to make an intentional effort to make sure you have a voice. Your child’s success depends on your involvement.
- Many elementary schools have a BSAP liaison. This also helps in the transition for discipline data as the liaison and the students move ahead together.
- I was coming out of coffee and conversation and a concern with PBIS was expressed. It has a propensity to reward behaviors that are the exception and not the rule. (Further Explained) The child who is well behaved is less recognized than the student who has more frequent behaviors. How do we use it as an intervention and not a punitive practice? I have mentioned before, explaining to a 5-year-old why a student who is acting out gets rewarded for 30 mins of good behavior when my child who is often behaved does not get acknowledge for behaving appropriately most of the time.
- PBIS is a framework for developing positive behavior, but one for the 99. (Further Explained) how you treat that one student is seen by all, if the impression is that something is different for that one all the others will see and notice this. If PBIS is being viewed as punitive and not effective for all students, then maybe it is a problem with the process in and maybe not the program
- Discipline means to teach if there is not teaching done proactively, then we are not doing what drives the tip of the scales with discipline. When suspension occurs the process of leaving and returning from suspension is very important to what happens next for that student. It is important to have the communication with the student and family about the suspension, it is also very important to have the communication of expectations with the parent, student and staff upon the return. The student needs understand that this is a new day when returning to prepare them for learning.
- In Dr. Gilberts presentation almost every picture of students in the presentation was female. If this population that we are speaking of with higher suspensions. If male students, black male students are not seeing themselves represented in the presentations, in positive conversations and seeing themselves with positive role models in the schools. showing positive behaviors and friendships, then what are they going to think of themselves. Probably not as achievers, as friends, or as good as what is being represented in the presentations. They need to see themselves in the positive light.
- When and if a child is suspended providing work while suspended as quickly as possible, possibly to access the instruction online.
- If it is a FARM student the ability to access sufficient electronic tools to gain that instruction while on suspension may not be possible
- Very encouraging

# Effective and Equitable Discipline Practices Forum

**Question 2: What suggestions do you have for the Howard County Public School System to reduce the number of suspensions and eliminate the disproportionality in data?**

- Montgomery county staff looks more like their student population than HCPSS that makes a difference in how students see themselves.
- As a social worker, I thin it is important to say this but, in order to see progress across the board we need school based clinics with onsite psychologists and social workers. Two social workers: one to meet with students and one to meet with families.
- Relationship piece (how do you measure this)
- Students come from very traumatic situations
- Increasing mental health support
- Being made aware of the home situations
- Invite the community into the schools
- Be inviting to the community
- Wellness center
- Create safe space
- Student Voice
- Involve the students
- Principal are not sure of the how to handle suspensions
- Open the doors to the community
- Change the Mindset of those involved in the learning process
- Gender differences in learning
- Focus on mental health awareness
- Utilize great advocates in the community
- Ongoing cultural sensitivity training
- Begin early identifying students that may look like trouble makers and look at root causes; parent grew up in “ghetto” and a lot of students do as well; it’s important to look at a lot of the stresses that go on there as root causes
- get teachers to get to know students at after school programs
- hold once a month meetings for staff to get to know communities and get to know families perhaps some of the students are in single parent households
- need strong outreach to families; engage families who ordinarily do not participate;
- funding wise title one schools should have their own PPW (not one shared with another school) and BSAP/Hispanic Liaison
- Look deeper at undiagnosed learning disorders in high poverty areas; people are the thing that will make the difference
- Funding for more staff members to improve quality of instruction; one way to address disproportionality is to look beyond what the teacher is teaching; sometimes instruction is boring; sometimes busy students should be more engaged; need a dedicated mentor or instructional coach for each department/content area use for funding, like a TDL (that is not a full time teacher) or a “MIST” for every department – help teachers who are struggling; provide strategies to support students with individual needs
- Another issue with instruction is that students are expected to sit all day long; lot of sitting together at younger ages, trained to work in a cubicle; papers given; our children are being trained to fill out worksheets; need more group work;
- Positive thing already being done is pushing PBIS

# Effective and Equitable Discipline Practices Forum

- What are other nations doing that will work for them?
- Data should be presented to the students so that they are aware of the suspension rates. They have a generalization, but they do not have the specifics so they do not have the opportunity to address the data.
- The student's interests are not being taken into consideration. The approach is very "one size fits all" in this county. The students do not have motivation to come to school because they do not have the opportunity to pursue their own interests. General education is important, but we should also specialize in career interests that is tailored to their culture, to their interests, and to the careers that they specific interest in.
- What books are being chosen and how are they being chosen? Are the students seeing themselves represented in their reading material?
- Students who come here from other counties feel like they are not wanted, respected, or heard here. There are times when there are specific incidents, and there are times when it is just an overall feeling that these students. SGA is often called upon to address issues, but SGA is almost never fully representative of the entire school.
- The parents need to be empowered to speak up and attend community meetings, and that will help their kids feel more comfortable. Disenfranchised parents often have disenfranchised kids.
- Community and cultural nights at the schools could be effective outreach strategies.
- Newcomer clubs. A way to welcome kids who are new to Howard County, to make them feel wanted and get them involved right from the start.
- You need two teachers in a classroom.
- James Lemon was invited to address this topic.
- We are doing some of the things you are mentioning. Schools are an extension of home support. We need to make social work a priority.
- How do we make this happen in the community?
- Too focused on the data- need to focus on the student-teacher relationships
- Data provides the quantitative data
- Student voice- student who is suspended, bring him in and talk to that student- how can we help you? What could we of done better?
- Focus on the problem and the root cause
- Parents need to be encouraged to meet with the teachers before hand
- When teachers return to school, priorities need to change- focus needs to be on students (training- CP, disabilities, IEP/504 reviews)
- Parent teacher conferences start of the school year instead of the November
- Back to school nights- what is the point? Schedule conferences with teachers. Parents want to meet the students. Students should be involved in the conference.
- Tell parents to bring their kids to the conference- making that known
- PTSA- reach out to the community, invite administrators to meetings- community building
- Need to have student-teacher conferences
- How can we get guidance counselors involved in the student in the student-teacher conferences?
- Need more counselors, social workers to help, psychologists- need the mental health support. These support people need to only be involved in mental health (not the scheduling, academics, duties, etc).
- CP training- make it mandatory for counselors, the people who are interested in the awareness
- How can we get SROs involved in training?



# Effective and Equitable Discipline Practices Forum

- Elementary school- need more help than we think, teachers can't do everything, need support from police, counselors, mental health professional, mediators
- Decrease class size
- Qualitative data to quantitative data- talk to students and make the data more about the student and teacher experiences
- We are behind other counties as far as offering mental health support.
- What about our FARMS kids? If children only eat at school, they cannot perform and function.
- This is a community issue.
- Engage, enlighten and exercise: how are we engaging with students, community and changes in communication? How does this play in with kids being suspended? How are we enlightening our community? What are we exercising: what standards are we putting in place?
- Some of our teachers cannot grow until they can reflect. Many teachers do not understand their role in creating these situations.
- At what age to cute little black boys become scary black men? My son had a serious interaction where he put his hands on an adult. I wanted the staff to hold him to a higher standard: to protect him.
- Integration is a root cause. We bring our personal ideologies with us wherever we go. When you have a bright black boy who questions what a teacher is teaching, he becomes a troublemaker and gets written up for behavior issues.
- I had to demand to see my son's records to protect him from teachers said about him in behavior reports.
- Coming from a school with the minority being the majority it is important to create faces that look like them – connect with them, and not being afraid of them.
- Having individual conversations – not seeing them as infringing upon or seeing them as outsiders – hire people that can connect with them– that see value in all student groups
- Important to educate the ones that do not know how to be accepting of student groups, and teaching them to have an open mind
- Educating educators about different ethnic backgrounds and their value
- What is it about this individual that is important and valuable to the community, to be included and a part of
- Collaborative – have them apart of the discussion to illicit change
- Disrespect – what is the line – what does it mean and why do we react in certain ways
- Teaching conflict resolution – tools to navigate – giving students the ability in group settings to handle stressful situations – right tools to deal with impulsivity – reinforced at home and school
- Figuring out what is the reason for fighting – triggers – helping kids navigate through these situations
- Right now, our society is teaching our kids that wrong is okay – we allow it to be alright to diminish others or bully others – we are sending mixed messages – we need to be clear about our expectations and consistent in teaching our students how to treat each other. We have a community that is good enough to give alternatives – language to change the conversation.
- My experiences In AP and honors classes was that it was easier than regular classes I was able to think outside the box – have fun and enjoy creative curriculum in the high-level classes, standard was not and is not engaging for our students.
- How do you measure nurturing? How can we measure nurturing?
- Concerns about blaming any particular party (e.g., schools, teachers, etc.) We aren't blaming any one particular party, are we?

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- How do we teach history in schools? Are we teaching with the goal of understanding ‘how did we get here?’ Do our kids understand the consequences of what has happened and how it is that we got here?
- Help make sure that we agree upon what the issues are. (e.g., if black males were 10x more convicted of \_\_\_ than white counterparts... are we all walking away with agreement of what the issues are? For instance people might walk away from that data with different conclusions of the reasons might be for the our current state of being. (Shared mindset of what the issues are... For instance, is it implicit bias of educators? Is it violent or counter-cultural behaviors from certain student groups? Is it a mixture of both? Probably. How can we work together
- Data – What’s the plan to address it? For instance, the monthly reports to the community superintendents. What’s the plan to address disproportionate outcomes
- Additional Support for students w lower SES. They’re children and we can’t just punish them from their behavior without taking into account trauma and other conditions they live in. They may need a “soft spot” at school.
- Thinking outside the box and setting high expectations for all students.
- Programs for young ladies – pushing to success, part of community, part of something strong and empowering - something in schools to help them be a part of the school system – giving them a voice
- Any class can be honors, it is the instructor not the students – engage, differentiate, scaffold
- Not only train educators – if they can’t do it they need another job, this may not be the profession for them –we need avenues for that – not only learning one way – child should not adjust, adults should
- What do kids need –incentives
- If kids fail then it is the instruction, we did not communicate what they needed to know it was not them it was the educator.
- Some teachers are trained in restorative practices but it isn’t everywhere.
- Getting PTA/PTSA and the community involved in restorative practices – so it’s not just in school but in families, too.
- Developing compassion for others
- Help all parents feel like they have a voice
- Positive phone calls home
- “Lack of teacher presence outside of classroom hours decreasing and it’s necessary to maintain all the clubs and relationships.” Parents in the group disagreed on this and shared different experiences that this happens at some High Schools (Hebron vs. Wilde Lake) but not at all schools. Administration may help affect these situations to encourage more teacher presence at after school events.
- Invite teachers and parents intentionally to events
- Take time to know our students
- Training with restorative practices. What will it look like for staff?
- Being able to implement that during the school day, the time it takes to use restorative practices, will need more staffing
- Important to hear from practitioners, who are using it in the classroom
- Want every teacher trained in this
- Using restorative practices and philosophy and with their mindset.
- Build the community and relationships in the school, naturally. So you don’t need it as a restorative

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- Get an opinion with the teachers. See how they feel, the team about restorative practices policy, how they feel about discipline in general. Keep it as honest as possible w/o admin in the room. How it affects them teaching. Really listen to the teachers and how they feel in a safe environment
- Trauma-informed practices. The ones consistently been suspended have been from trauma backgrounds, and difficult backgrounds. Look at being trained in those areas. How do we deal with this? External resources.
- Policy on providing help for students who are in trouble, or who are recognized this. Making sure it's implemented.
- If two students are involved and one is hurting another we have to protect the child being harmed. Can the student being harmed remove themselves from the situation? They do not need to be in a position to be harmed.
- Does addressing the disproportionality in some way create another inequity with the discipline infraction? For example, if they both fight and one had trauma and they have a different consequence than the other student.
- If restorative practices is a new policy, then we can't expect immediate results. The ones in the younger age, then we will see the results with them as they move up, then as much with older students. Have patience with this. Hard to have policy makers, teachers, and parents to understand this.
- Good instructional practices and other GOOD practices, not a silver bullet. Multiple good practices to make the difference.
- Different schools need different resources- equity vs. equal issues
- Teacher need more voice, need to be a part of the decision as well as students and parents
- We just can't focus on reducing the numbers. We have to focus on the problems that cause the referrals.
- The general idea is "get your kids into GT classes to ensure that students can learn successfully."
- How can educators solve learning disruptions?
- Collect perception data from parent, students, and teachers & analyze the data – triangulate data among staff (instructional staff, support staff, paras)
- What are our priorities? Test scores, successful student learning? How can we have it all? What do we need?
- The group feels that this is the wrong type of question to ask at this time.
- What are the needs of the kids to
- Function based thinking – taking it beyond the domain beyond special education and move it into the mindset
- Coordinate all of the student intervention into PBIS – not use RP as a separate umbrella
- The need for training was a theme at this table:
  - Awareness of self
  - Powerful reflection
  - Understanding of bias
  - Facilitators that bring you to a level of ah-ha
- At the end of the day, we don't need to condemn educators, we need to give them the tools, which means we need to educate our educators. The school system is in the business of learning ... Teachers should be learning.
- Teachers need help nurturing empathy.

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- The first place to start is the cultural sensitivity training. It's the bare minimum but it is a start that we need. Allow teachers to be honest and don't mark against them if they are
- honest in workshops. Someone might have been raised prejudice, but at the end of the day they need to be accountable for results.
- Involve families in consequences within a restorative approach. (Bring everyone to the table.)
- Help teachers understand power: their power, vulnerability, and how being vulnerable from the power position helps students empower themselves and increases the climate and relationship in a powerful way.
- Measure climate
- Proactive relationship building with families so that the relationship can be restored.
- Is there a school resource officer in all schools? Ms. Leonard responds about the role of the SRO and which school use this resource. The SRO is also a resource for students dealing with legal issues. The SRO is a resource that can go to homes.
- My children developed relationships with SROs in their schools. It made them feel safe.
- Some students are concerned whether or not the SRO would step in if they were under attack. They should be at all schools.
- Ms. Leonard: The SRO puts a human face on police officers. It helps change a culture.
- Does it over work the SRO for the officers go to the home of disruptive students and provide support.
- In elementary school it is easier to build relationships. How do you get to resources in a high school setting? How do you connect with families in these large schools?
- Ms. Leonard: Discusses about how we fight to stop students from falling through the cracks. Counselors and administrators can engage with the student and develop a team to provide support.
- Home visits are very important in helping provide support to our most challenging students. It doesn't happen nearly enough and it's a long process.
- We need to identify the students we are most worried about.
- Suspension is not the answer; my son had a few. He loved the day off. It is even more of a problem for the parent. It's not a punishment.
- Students need consequences. We lean to far to where everything is positive. I am a lunch lady and I hear admin. count down to students. They don't hold students accountable. Something must be done.
- We have a stealing issue. Students are hungry, and we turn our back to it. If they go out in the public and steal it won't be ok.
- Community building. We have to enforce expectations in order to build community.
- We need guidance about how to proceed as staff.
- Smaller class sizes.
- Train parents
- Own the racial tension that exists
- Realize students are retaliating at Mt. Hebron, because students are being disrespected by teachers through racial slurs and comments.
- That is going to be a long time coming. I do not know how far he has gotten to getting this message to his teachers. Because of disruptions. I don't know how far he has gotten in getting teachers to cope. For the children that have these problems, Dr. Masella mentioned about referring students to help. What are they getting? How much is done, how well is that going.
- We need to go out of our way to work with our parents.

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- We need to find a way to organize the community. We need to have more conversations. We need the conversations to come inside. The school is in the community but not of the community. We have an old system. I lived in Harlem. They system was good and bad. The system was racist. My family had to fight to make a difference. This was designed to keep people out. We need to find out how to bridge the gap. We need the wisdom in the community to bridge the gap. We need to work on the structure. Part of this goes back to what we put in place so we can do things. There is a possibility for community schools. The school is the center of the community.
- What supports are we giving to kids once they are suspended?
- Are teachers held accountable for writing referrals repeatedly
- Percentages are one thing- what are the hard numbers... so the numbers will show the reality
- K-5 what would be the suspension reason??
- Preschools are kicking kids out- they are not managing behavior
- So when we talk about helping by starting young- the shocking thing to see is elementary LISTED on the charts as a data point
- The young little white boy is just energetic but the black boy is aggressive- implicit bias by staff
- School climate should be correlated with suspension rates. Is this a a data point?
- We need administrators who are seasoned placed in schools with high need schools
- Look at the placement of the administration to create the message of change
- What is the school climate like? Is so important?
- Increase the amount of teachers so class sizes are reduced, thus increasing better classroom management with certified teach. Class sizes should be 15-20.
- Fairer redistricting practices so that FARMs students are more widely dispersed between schools.
- The kids who are suspended are the ones who need more attention. Maybe they are not getting it at home.
- No- there are some people who single out black and latino students to suspend.
- We don't have a lot of diverse staff. Going back to students with special needs, un-trained and/or biased teachers may see students with special needs acting in a certain way as a disruption.
- At Northfield, one teacher was shooting a water gun at a student.
- Teachers have discrimination against Asian students. We need to look at the hiring practices in the first place.
- The only thing screened for at first is content. Can you teach math well? English? Etc? The interview does not have anything to do with how the candidate acts socially and emotionally. Teachers should have psychological backgrounds.
- In China, there are 10 minute break times between each class- helps a lot. Kids are stressed too much!!
- Should fighting be an automatic suspension? Maybe there is another way to restore the situation.
- Who is examining bias? SST, School Administration
- Hire a 3rd party to come in to help exam bias at a school level.
- SST teams should be diverse and representative of a multitude of cultures. Recruit outside of the school if needed.
- PAR Program- Prevention Action Restoration. Predecessor to PBIS. Feels that PBIS is going in the wrong direction. Standardizes the procedures and rules across a building (how to go to the bathroom, walk the halls, etc.). Had a PAR room- teachers would volunteer to man the room. If

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a student was upset in class, they were sent to the room with an assignment. Teacher would talk to the student and provide emotional support. Very effective as an intermediate place for students to reflect. Could use recess monitors. Suspension rates went down 90%

- Epiphany School in Boston- They had a huge grievance problem at the school. Provide rooms with a couch and a lamp and taught kids to use self-regulation strategies.
- Standardized processes across school with clear rules- can this be extended to Pre-K.
- Community Service component to after school detention.
- Build community service
- This may seem like it does not apply but food and security. My child's behavior is more severe when he is "hangry", What are we providing in the schools that is not carb high and sugar heavy but more protein based. A snack, or permission to eat snack. Are we considering the
- time of day that they are eating and comparing the to the incidents that occurs and the possible impact of hunger?
- My child's behavior is best when he has had some sort of exercise. Is there any ability to go out and "get the stink blown of you"?
- Kids are better behave when they are walking to school
- For my child when she was in math class the students would march out the numbers. These were activities to use in the whole class but particularly for the students who need to move to prevent incidents. Consider these things to deescalate behavior and prevent suspension
- A recent study that measures the success of 1st year college students, we should be thinking about these measures in the early school years. Things that contributed to success were
  - 1 to 1 mentorship
  - finding away for the student to contribute to the school community
  - students have some voice and choice of what they are doing in the school
- Changing the eligibility qualifications for student's whose grades drop during the school year. Extra curricular activities are sometimes the strength and motivating factors for a student. Losing all opportunity to participate because of low grades can impact some populations of students severely and has a lasting damaging effect on their motivation to be successful or behave positively.
- They have nothing to look forward to when they can't climb out of a low academic hole and the can't participate in the one thing they make feel successful at. This doesn't mean to just let them play regardless of grades but some method of earning their way back in shorter period time rather than a whole academic quarter should be optional.
- This is racially punitive (was not further explained)
- I like to see the admin look at the data for Honor roll. Is the data gender skewed?
- Rarely males. Usually females 9 out of 10 students making honors
- Males need to see themselves in a positive light They can achieve this and work towards this.
- 

## Question 3:

### A. What can students do differently to assist HCPSS with this issue?

- give them the voice to come up with solutions and be heard in the building. Should be students of all sectors, community, all the student groups. "repeat offenders in suspensions" not just the top-tier students. All stake-holders. All grade-level.
- Discipline has root causes, Identify the root causes
- Well-planned lesson less chaos in the classroom

# Effective and Equitable Discipline Practices Forum

- Increase the diversity
- Survey students (anonymous feedback)
- Having a voice - training them to use their voice, knowing what their rights are (walkout), empower them.
- Teaching them to use their voice, and feel strong and speaking up to make changes to policy – students need to be a part of their own uplifting, learning to use voice, an army of voice with respect without fear, authority in voice
- Empower students to become voices
  
- Students need to understand the data so they can be aware of the facts, and not the general ideologies that may or may not be present.
- Get involved in PTSA
- Listen more to the kid's perception
- Students need to be educated as to why certain rules are in place. Understand where it's coming from. Students could try to seek to understand more.
- Build relationships with teachers and each other.
- Student voices is extremely important
- Targeted survey about the feelings and actions of the kids
- Student input with the climate of the schools – maybe like an assembly to discuss climate or issues in the building? Even middle school students
- They are only following the adults lead. They should have a voice. Like with disrespect and disruption, they don't have a voice so then they act out and get attention. All agree that we don't listen to the kids.
- ALL students should be heard – not just the straight A students or louder students or female students. From discipline perspective, they are the one's targeted so they can't really do much expect be given a voice.
- Segregation occurs early in elementary school. Bring our communities together to allow students to work across racial barriers. Nurture and build friendships between different classes and cultures.
- Assign seats and intentionally build interactions for students
- Restorative Circles-didn't feel that it was successful in his classroom as a teacher. Not sure if its worth spending the time
- Restorative Circles- As an educator, it has a tremendous impact on their class.
- Provide opportunity for all of these groups to have a voice and be involved.
- It should not just be high performing students and families.
- It is a struggle to be a parent advocate and schoolwide leader without burning bridges.
- Children of color in the western region of the county there is a lack of community resources. We lack staff and support people of color.
- Minority groups are truly minorities in the western part of our county.
- 

## **B. What can families do differently to assist HCPSS with this issue?**

- Take advantage of joining Cultural Proficiency opportunities

# Effective and Equitable Discipline Practices Forum

- Advocate for smaller class sizes. One HS parent said that 34 is too much and 32 doesn't make sense in elementary - especially if the students need to build relationships with their teacher.
- Families need to be empowered to speak their mind and make sure their voices are heard if and when issues arise.
- Volunteer to help
- We have educated and involved families- allow them to help
- Offer training for both families and staff to "not assume".
- One parent said sometimes she checks herself to see if she is too hard on her son compared to her daughters because she worries about how other will see her Black/African American son.
- It can be hard to advocate or ask questions without seeming disrespectful (from an Asian parent) or confrontational (from a Black/ African American parent) to the teacher. This doesn't mean these parents don't want to be involved.
- It's a systemic issue with different parts. If everyone can work together with a shared understanding of the issue (what the issues really are), then everyone can do their 'part,' although their parts might be different.
- Provide opportunity for all of these groups to have a voice and be involved.
- It should not just be high performing students and families.
- It is a struggle to be a parent advocate and schoolwide leader without burning bridges.
- Children of color in the western region of the county there is a lack of community resources. We lack staff and support people of color.
- Minority groups are truly minorities in the western part of our county.
- Parents want more training and knowledge, or meetings like this. Provide the information to the parents. Make certain there's diverse representation in the discussions.
- Giving families the tools to help students have a voice
- Participate in building the community and facilitating conversation to change the status quo
- Coming into the schools and becoming active participants in their student's education
- Mentoring
- Listen & work together to support the child – and establish relationships with the students.
  
- Build a partnership so that what is going on at home is going on at school. Don't blow off opportunities to partner. If a note or phone call goes home, address it.
- Teachers refused to take part in Cultural Proficiency (Mt. Hebron). We need to get them invested.
- How do we get parents involved? How do we reach out?
- We need parent training.
- The Council of Elders and NAACP can do something to reach out to the community that is most affected. I'm not sure how.
- Maybe we, NAACP, can serve as a bridge.
- We need to work with parents that may have children that are incarcerated to help break the cycle.
- We have organizations in the community that can tie in with our schools. How can we integrate that?
- Trauma informed learning to shift a mindset.
- Make sure we have food for our students.



# Effective and Equitable Discipline Practices Forum

- The staff and admin. at Homewood should teach other schools how to teach students and/or build community.
- We need the families to understand the data.
- Families should be involved mentally/ socially with kids
- Parents should be reached for positive things, not just negative things. There needs to be a relationship between the schools and families
- More preemptive reaching of the families, not just for discipline.
- The school is only as good as the teachers and administration-
- it's the community who needs to hear the message with school staff-, but it's NOW WHAT?
- The school system has to be welcoming to hear the voice of all parents. Then, parents will feel comfortable reporting issues such as homelessness.
- The front office staff in schools needs to be more welcoming. They are mostly white women and they are always engaged with each other.
- Encourage PTA participation and remove the barriers to include. Examine current bylaws and standards to increase diversity.
- 

## C. What can the community do differently to assist HCPSS with this issue?

- Make certain there's diverse representation in the discussions. Working with various agencies, civic and social organizations. We need the partnerships with external stakeholders. Schools can't do it all.
- Educate.
  - The community can educate and learn together about effective parenting.
  - The community can develop shared vision of diversity and inclusion.
- Work with the schools and the families to support the child.
- Wellness centers – nutritionist, doctors, mental health, bringing community into schools
- My business is fitness for women through this I am uplifting women - while engaged in sports fitness we release stressful toxins, we build confidence, kids need to know that you can challenge themselves and start changing their mindset, action in building confidence
- We need to tell students they are good, they have value, learn team building and knowing how to encourage themselves and have higher expectations
- There need to be community involvement in schools to change dynamics, thought process, mental health. Community members need to understand what happens in schools and know the conditions.
- Provide opportunity for all of these groups to have a voice and be involved.
- It should not just be high performing students and families.
- It is a struggle to be a parent advocate and schoolwide leader without burning bridges.
- Children of color in the western region of the county there is a lack of community resources. We lack staff and support people of color.
- Involve community groups
- true involvement
- Minority groups are truly minorities in the western part of our county.
- What is the community doing to help schools be more effective, and preparing students for college from a young age?
- Mentoring programs – building through community from school to school

# Effective and Equitable Discipline Practices Forum

- Getting involved and volunteering, teaching student skills for positive relationships and future careers
- Invite everyone to the party, but inclusion is inviting them to dance. Everyone needs to make a real effort to include
- We need to make a joint effort- live together and get to know each other. Work together.
- Inclusive communities bend towards equity. If you are underrepresented in any decision making body you will
- Open lines of communication with grassroots organizations and community online communication forums (parent groups)
- Discuss these issues at orientations
- Encourage having Parent Groups Sessions (for example at Mt. Hebron, PTSA and the school does this)
- Get to know who the students are
- Get involved
- Provide Instructional Coaches for teachers
- Establish relationship
- Have more behavioral analysts
- Behavioral coaching – focus on behavioral training for all staff
- Build in more wrap around services to include social workers (to get/include the whole child)
- Analyze special education data beyond the category drill to student level
- Break down stereotypes and be aware of cultural issues about receiving services or “getting help”