

I have a better understanding of the HCPSS discipline data.	I had the opportunity to share my perspective and hear the perspectives of others.	Topics I would like to see included in the follow-up session on April 11 at Hammond High School include:	Additional feedback:
4	4	Training for staff to address implicit bias and connecting more with families.	
4	4	Break out reasons for suspensions. Subjective or objective call?	
3	4	Montgomery County's experience since they changed their discipline policy in 2016. 1. School arrest data. 2. Data broken down by school. 3. Emphasize MSDE's benchmark as a low bar (appreciated Frank's statement). 4. Be concrete about tools and training for teachers, families, students to the community. 5. Illegal send homes should be part of the discussion.	What conclusions are drawn from data? Role of PTA in the solution. Good idea to have a facilitator.
3	4	1. Expansion of data to include teachers and the individual schools. 2. Understand the unwritten documentation equivalent to suspension to make sure transparency of what being presented is clear in actuality.	Truly appreciate the transparency and partnership with HCPSS. We can't address our challenges if we aren't willing to talk about it. Thank you so much for the dialogue.
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4	4	1. Racial bias training. 2. Representation in the admin, teacher, PTA. 3. Communication strategies to invite a broader base of volunteers and overall engagement at the school level.	
4	4	Alternatives to suspension, and research on effectiveness (including at other school systems).	Thank you for the opportunity.
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3	4	Where parents can learn about the skills the kids are learning. They are a partner. Strategic plan to implement Restorative Practices in all schools; integration with PBIS and other culture and climate initiatives.	Start early! Make connection with Office of Children and Families can help teach the preschool teacher community.
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4	4	Since the budget decrease, how can HCPSS support the teacher to work effectively?	
4	4	How teachers have equal thought and high expectation to every and each student.	
4	4	Office referral data.	Excellent time to gather as a community to find ways to address equitable and effective discipline practices.
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4	4		Great discussion! Presentations were informative.
4	4	1. Teacher, staff, faculty accountability (affirming dignity but owning the realities of disparities). 2. Community accountability. 3. Flexibility/review of structures that "allow" a certain amount of disproportionality.	Thank you for the space.
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1	4	Specific practices.	
3	4	The teachers being held accountable for their actions.	The teachers must be looked at as well.
4	4	1. Streamline cultural proficiency training for every school and make more intentional and engaging training the 2 weeks in August we are at schools. 2. Addressing "regular classes" as if the students are low achieving and held to a low standard. Plans for professional development, how to bring community members into the schools, restorative circles as preventative, input from administrators on what works/what is needed.	
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3	4	1. Use restorative practices in a proactive manner. 2. Implement values-based hiring to ensure new staff understand that cultural competency and restorative practices are a priority to HCPSS. 3. Change student culture, show them the data.	
3	4	1. Plan for county for rest. practices. 2. County updated numbers.	
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3	4		I would like more info. on the HCPSS discipline data.
4	4		Cross-tabulate the data: FARMS versus race.

3	4	1. "Now what" - I've developed relationships - now what? 2. Implicit biases. How to actually implement changes to have a change in culture in the community, teachers, administration, and students.	This was a great beginning. Thank you and I look forward to the next meeting.
3	4		
	3	1. School-by-school data. 2. Training of new hires coming to the HCPSS.	Data only means something at times. Data does not show the whole picture. Knowing that the numbers are the face of our children is important to keep in mind.
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4	4	What does HCPSS see as a good role for PTAs/PTSAs? 1. Building teacher relationships in the classroom. 2. Building relationships with parents.	Adding breakdown of races at HCPSS would help underscore severity of situation. Thank you! We need clinic-based health clinics in schools staffed by psychiatrist (diagnosed, dispense meds.), psychologist, social worker in every school.
3	4	1. Restorative practices between staff and parents. 2. Cultural tolerance in the classroom.	Bottom line: teachers have been made the scapegoats in regards to effectively managing their classrooms, and parents have too much power in response to discipline practices.
3	4	Cultural diversity inclusion.	
4	4	Better/deeper understanding of restorative practices and trauma-informed practices.	This data and conversation must be happening at the school level with staff and go hand in hand with cultural proficiency and examining our own bias.
3	4	Background on previous solutions and did it work?	Need more background on data. I love that we are having these discussions. I wish these discussions actually happened at the school level and with teachers. Rather than discussing test scores and always looking at that, we need to shift our focus.
3	4	How do we increase community/parent involvement? 1. Parent engagement/involvement. 2. Student engagement/involvement. 3.	
4	4	Diversifying HCPSS staff.	
4	3	Newcomer data, number of infractions committed by students from abroad and other counties.	
			Dr. Eastham saved the day by clarifying the county's vision. "Tone deaf" concerning. It might be best to present the data in written form to the tables and allow them to review it. Suspension data presentation too long (jargon laden) and fraught with a tone contrary to the county's "prosocial" intentions. It was assumed that all suspended students were guilty. Phrases such as "self-control" and "self-discipline" negate the entire point of this meeting.
3	4	Placing programs where kids can become a part of instead of suspending them and place them in great community.	
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		1. How people can speak up at the time of an inequitable consequence - teachers, parents file complaints. 2. Data showing referrals before a suspension - shows the context.	Very informative and interesting. I'm not sure I accept that systemic racism exists in our community. It's not South Africa or Syria here! It sounds like blaming the system. Is there room for accountability? Statistics don't tell whole story, and they can be manipulated to make a point. Many more thoughts! I'm white and I'm not racist, and I don't know any racist people. Thank you!
4	4	Clear accountability to make certain equitability occurs.	
4	4	How are we teaching American history and the consequences of slavery until today on society?	
2	2		
3	4	Need to better understand the at risk groups.	Such an important meeting. Should have had a slightly later start time - 9 or 10 a.m.
4	4		
		1. Are the demographics at Homewood Center disproportionate by race and gender? 2. What teacher training is being done to build skills for deescalation of behaviors? 3. What are the peripheral policies that affect student behavior with unintended consequences (like athletic eligibility)?	Maybe allow vocal recording rather than someone trying to capture thoughts by typing.
4	4	How do segregated schools in Howard County contribute to this issue?	
3	4	How are we going to move forward? What funding is the county willing to spend to fix these issues?	How will all of this be rolled out to all of the county? HCPSS discipline data needs to be public on the website.
3	4	What steps have been implemented since the March 17 meeting? How are we moving forward?	Thank you. This was encouraging - the focus on our children and the focus on action for them.
4	4	This was a learning exercise for me that was very informative. I am new to Howard County, a member of NAACP, and have adult children, but I am a concerned citizen who has a great love of young people.	
3	4	Implicit bias.	Will be in attendance on April 11.
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4	4	1. Resources for teachers who have discipline problems. 2. Resources for students and families affected by suspensions and expulsions.	

3	3	How the school should focus on the students, not the data itself. If we solve the issue, the data will look great automatically.	
3	4	Data broken down by race and disability.	Less focus on reducing suspensions and more on avoiding behaviors.
4	4	1. Action steps. 2. How to communicate what happens here to larger community.	Make this data accessible publicly! Honesty, transparency, and awareness of the problem.