

Howard County Racial Equity Task Force
Education Meeting Minutes (APPROVED)
Chair: Karen Randall
March 8, 2021

Panelists Present – Karen Randall, Mavis Ellis, Erika Chavarria, Patricia Silva, Grace Ko, Sabina Taj, Ying Matties, Jacky McCoy, and Natalie Pretzello, Ashley Alston (D2), Michael Harris (D2), Lauren Marra (Facilitator)

Not Present: Bitu Dayhoff and Meina Liu (arrived after attendance)

Opening:

Karen Randall conducted attendance and introduced the meeting.
Karen Randall acknowledged that they are meeting on indigenous land with a moment of silence.

Discussion Points:

Karen started with the approval of the minutes from the January meetings

- Moved to approve the meeting minutes from January 11th
 - Second by Mavis
 - Approved by everyone
- Moved to approve the meeting minutes from January 21st
 - Second by Mavis
 - Mavis amends
 - Page 1 should have January 21st, 2021
 - Page 2 first bullet should have “formerly” not formally
 - Next big bullet under FARMS and ALICE “In Howard County” should be added after “Due to the high cost of living”
 - After “Supposedly,” “HCPSS has diverse curriculum” should be added
 - Next line should be “However, there remains questions on how and if it is being in a meaningful way”
 - Next big bullet- 3rd bullet “economics” should be changed to “socioeconomics”
 - What can we get from the school system? Note-
 - These reports are available to the public and can be downloaded for use of our committee:
 - Annual report on discipline
 - Annual report on personnel
 - Ethnicity by schools
 - “When will updates be available?” should be added
 - Updates are done every year and open to the public
 - Last bullet should read “There will be more gaps”
 - Jacky amends
 - Notes that she was only late due to technical difficulties (lasted half an hour)
 - Add this reasoning to the minutes
 - Moved to approve with corrections made
 - Second by Mavis
 - Approved by majority
 - Abstained by Jacky
- Moved to approve meeting minutes from February 8th
 - Second by Mavis

- Approved by everyone

Karen began talking about the Open Meeting on March 4th

- During the meeting a community member made hateful and racist remarks
 - The Task Force views those statements as unacceptable and as an inadequate reflection of the Task Force values. We stand together, especially with the Asian and Latinx community, to denounce and condemn this hateful rhetoric.
 - Karen- I am in support of the County Council and their staff and believes with the Task Force's recommendations, they will make a difference.

Karen introduced the first speaker Anthony Bell- HCPSS Special Education Teacher and Coach at Wilde Lake.

- Anthony introduced himself and his roles
 - Co-Founder of Equity for HC
 - Has worked in the system for 25 years
 - Born and raised in Howard County
 - Was a custodian, Paraeducator, Special Education Teacher, and acting Assistant Principal at the Homewood Center for 6 months
 - First African American male to coach Mount Hebron Girl's Basketball Team
 - First African American male to sit on HCEA Board of Directors
- How Can We Keep African American Teachers and Retain Them?
 - Do not second guess African American teachers or leaders
 - They are always second guessed in everything they say.
 - Treat them right and with respect
 - Let them be who they are and not fit the stereotypes
 - Experience:
 - When at a meeting while in the acting Assistant Principal position, someone told him that he would surely get the job. From her experience, she was acting and became Assistant Principal.
 - He would love to see the data regarding people who are actually sitting at the position and doing the work but do not get the promotion.
 - Advice given by Central Staff Office (while in the position):
 - Wear a suit everyday
 - Told them how to talk
 - Howard County was not ready for a administrator like him
 - A lot of people look at him
 - Fox 45 Dr. Martin Luther King Jr. Champion of Courage Award Recipient
 - Only person to ever win it from Howard County
 - Younger people who wanted to follow his footsteps saw what happened to him and are in shock. They do not want to be an administrator or promoted anymore. They feel discouraged. Imagine how children would feel.
 - This is holding a lot of Black men back

Karen introduced the next speaker, Jessica Nichols

- Jessica introduced herself and her roles
 - Educator at River Hill High School
 - Has taught in three Maryland Counties and a local private school

- Began teaching in 2001
 - 18 years as a classroom teacher and 1 year as a community activist
- Came to Howard County in 2013 as a Long-term substitute at Wilde Lake High School
 - Principal was impressed by her teaching, rapport with students, and professionalism.
- Talked about her hiring process experience
 - Applied for a position at HCPSS and was reassigned at Clarksville Middle School the second half of the 2013-2014 school year
 - Principals and other teachers were excited about her and wanted to know about the hiring process.
 - It was June, and she hadn't heard anything since submitting her application materials
 - Did not get an interview until a White teacher at her school, who was personal friends with the social studies supervisor, called in a favor.
 - Afterwards, she was immediately scheduled for a curriculum interview
 - 2 weeks later she was then called in a for a screening interview
 - Offered a position at Wilde Lake High School of late July of 2014 and have since been working in the County as a classroom teacher
 - Her hiring experience was atypical
 - Usually, a candidate has to pass a screening interview prior to getting the curriculum interview.
 - However, the hiring practices are slowed down to the point where many great Black educators cannot pass up other opportunities to wait for a potential hire or interview from HCPSS.
 - Not only are the hiring practices slow, the communication from Central Office is also slowed to the point where candidates are unsure as to whether they are even being considered until it's too late to choose.
- This causes HCPSS to miss out on a great deal of Black and Brown educators.
- Several factors that make their job difficult
 - Daily racism:
 - Microaggressions
 - Colleagues outwardly questioning why they were hired in the first place
 - Her experience: some have accredited her skin tone as to why she was hired over her darker-skinned compatriots
 - Dealing with the trauma that students of color face from policies of the school district:
 - Over-policed
 - Dress-code
 - As a black educator, she is often charged with intervening and helping the Black and Brown students when they are over policed in other ways, traumatized, and oftentimes with no support from mental health professionals
 - Lack of pipelining for Black and Brown students into higher level courses
 - When they are not recognized as gifted or are derailed from being in gifted classes in elementary and middle schools, the teachers are left with little opportunities to advance them.
 - Experience:
 - As a teacher that only teaches AP courses, she can count on one hand how many black students are in her classes. This is directly due to the lack of advancement opportunities and/or early

identification of talented Black students in elementary or middle school.

- Lack of leadership opportunities for minority educators
 - Experience:
 - As an experienced educator with her admin 1 and admin 2, there are very few opportunities for advancement into leadership in HCPSS. Black educators are typically passed over for mentoring, student/teacher opportunities, and leadership opportunities.
 - As a Black teacher who has taught in 3 different schools in the County, she has yet to teach at a school that has had more than one Black educator as an ITL at a time.
 - As a teacher that has been held up, has great rapport, and wonderful skills, she has never been approached to be a consulting teacher to help train the next generation of student teachers.
 - As a teacher with over 18 years of educational experience, she has yet to become an official mentor teacher of HCPSS.
 - Has taken teachers under her wing, but these mentor relationships have been unofficial
 - The major issue is lack of diversity. These leadership positions become self-perpetuating and deny Black educators the advancement opportunities necessary to ensure a robust and equitable leadership pool to draw from.

Karen introduced the next speaker, Matthew Vaughn Smith

- He begins explaining his story and background
 - Activism in Howard County began from his passion to ensure that there is a space where Black, Brown, Indigenous, and educators of color feel welcomed, belonging, and a sense of inclusion.
 - This all started when he was a 4th Grade Team Leader. He was frustrated.
 - Told by his administrator that he could be intimidating at times
 - Told by a White female from his team that she did not know how to approach him or even to say hello to him in the morning.
 - 2 of his Black students, the only 2 Black boys in the whole team who were kept from participating in the school-wide celebration because the Assistant Principal at that time wanted to teach them a lesson.
 - He decided to act
 - Applied for a grant from NCUA to start a caucus in Howard County for Black and other educators of color.
 - According to a study down by Johns Hopkins, if a student has 1 Black teacher in grades 3 or 4, then they have a 29% increase in interest in pursuing college and 39% less chance of dropping out of school
 - This caucus would create a pipeline. It was this idea where they reach back to the students of color, providing those safe spaces for them. So that they, too, would want to become an educator and fuel that pipeline here in Howard County.
 - Their retention efforts moved to school week where they wanted to center and uplift the Black voices of Howard County. It was a great success.
 - However, there was a roadblock. The association at the time was not supportive of their efforts. Under the effort of Colleen Morris, they thought to dampen or even halt the coalition for the work that it was

doing in the County because of the fear that “these Black and Brown educators would have too much power, and they would be acting as if they were their own association.”

- Representation matters. The 1st Black Female Chair and Dr. Kevin Gilbert reached out to Matthew and encouraged him not to give up.
 - He then sought NASBE to bring an affinity group to Howard County.
 - Strengthens them as a network, mentor one another, and encourage one another
 - Notes that he is no longer employed by HCPSS
 - Lessons learned
 - Affinity groups should not be beholden to an organization, especially an organization that is run by an oppressor. It should be run for the people and by the people for whom the affinity group was designed
 - Affinity groups can be supported by the school system and County organizations by providing publicity, the ability to use their communication channels, and having the County partner with them to do program
 - Affinity groups work!
 - They must create spaces where educators of color collaborate and coordinate together

Webex/Technology connectivity issues have delayed the following speakers:

- Irene Bademosi
- Deonne Winfield

Karen has shifted into Q & A portion of this meeting

- Mavis asked Tony Bell about the challenges working with students at Home Wood, who had been suspended, and if they are supporting the children who had been suspended. What he saw? What was the equity? How was he treated as he tried to support those kids as an educator?
 - Tony Bell-
 - Home Wood is “Howard County’s worst kept secret.” You have to get to know them and build a relationship. There is good staff that works there.
 - The 6 months that he was there, the suspensions dropped because it was about restorative justice.
 - This allowed both the student and teacher understand where they both went wrong in the situation. The students responded well to that.
 - Notes that one side of the school has majority White kids, and the other is majority African American.
- Jacky asked Tony Bell about what he meant by saying “being yourself”? How was he discouraged?
 - Tony Bell- He is confident in his identity as a Black man in America. He was also a FARMS kid as well and knows how to relate to the children and understand the way they talk.
- Patricia asked Jessica about what she suggests they do to help with the lack of diversity in higher level classes.
 - Jessica-Lack of pipelining- Gifted Black and Brown students are oftentimes discouraged from being placed into GT Classes, particularly GT math. As a result, these students are behind the curve and unable to be advanced by the time they are in 11th and 12th Grade.
 - Two suggestions:

- Awareness Campaign (GT and AP Why you and not me?)- reach out to the families in the Black and Brown communities and let them know what opportunities are available. Also, offer them educational opportunities as to how they navigate this system, how can they get their children identified, and how to keep their children in these programs once they are identified.
 - Setting them on this GT track will keep them aligned for AP in high school.
- Increase funding to the Diversity Equity and Inclusion Office
 - His office is tasked with so many initiatives but they do not have the manpower.

Karen introduced the next speaker, Irene Bademosi

- Irene introduced herself and her background
 - School counselor at Wilde Lake High School
 - Came to Howard County in 1998
 - Her focus has been to uphold the school system's mission and goals, especially for students of color
 - Works closely with the African American community at Mount Hebron High School for 20 years
 - Started many programs and initiatives at the school
 - Spent her Saturday's tutoring students (without pay) for the SAT
 - One of her students had the highest test score at the school
 - She won the County Advocate of the Year
 - Won the Educator that Makes A Difference Award
 - Worked closely with the Black Student Achievement Program (BSAP)
 - Showed kids how to fill out college applications
 - In 2017, she was named Counselor of the Year
 - There is a 1000-dollar scholarship at the University of Maryland College Park in her name.
 - (February), her Principal was going to transfer her
 - Her students signed a petition saying that she should not be transferred out, and there were over 1500 signatures
 - The reasoning was because it appears that she only worked with Black students
 - However, she started the first Hispanic Club at Mount Hebron
 - There were Muslim and Hispanic student signatures on the petition as well
 - Since then, she has been transferred from place to place
 - They transferred her to the school board
 - When she got to the School Board, they denied her access to her means of communication with parents.
 - Could not share information about scholarships with them and the college process
 - By June of that year, they told her that they did not have funding for her position anymore and transferred her to Wilde Lake High School
 - Did not understand why she was being punished
 - She has applied for positions and has a Masters in School Administration from Johns Hopkins University
 - They did not promote her, but she is still grateful for what she has been awarded

- She is an immigrant and is trying to pay back those who died for her rights
- This has taken a toll on her health, her children were punished, and they did not believe in them
 - Some of her children weren't recommended for higher level classes.
 - At the same time, she was teaching parents how to get their children in higher level classes
 - She also supported students emotionally and how to stay in those classes
- Has dealt with many grievances and paperwork
 - Experience:
 - Documentations about grade changes.
 - Daughter's grade in GT English was changed from an A to a B

Karen opened the floor for questions

- Meina asked Jessica about her insights on what is wrong with the school system in admitting students into GT classes. Is there any evidence of unfairness or injustice? How is this handled?
 - Jessica- Great deal of evidence around the country that demonstrates that Black and Brown students are under-identified in lower grades and also upper grades. This under-identification means that they are unable to transition into upper level AP and GT courses when they get into high school.
 - Experience:
 - She had to fight for months for some students to get into courses that they were qualified for.
 - Some students moved here from other states and their records hadn't followed. Parents would ask for their child to be placed in higher classes, but the child was still placed in regular/on-grade level. After assessing them, Jessica realized very early that they needed to be placed in GT or AP courses.
 - It could take up to 3 to 4 months to move those students. By that time, they are behind and unprepared for those higher level courses and want to come back to the regular course.
 - Some students decide not to take upper level courses because of the racism that they face.
 - Jessica had a student whom she recommended for GT, and she was the only Black student in the course. The student faced many negative stereotyping around welfare recipients which made her want to leave the course.
 - Jessica did elevate the issue to administration, but the family and the student did not want to go back into that situation.
 - The data is there and has also been attested to when Matthew Von Smith talked earlier. Black and Brown students have a greater chance of being recommended to higher level classes when their teacher was Black
 - Grace asked Tony Bell about Latin American and Asian students have been affected because there is a lack of representation.
 - Tony Bell- There is lack of representation for Hispanic and Asian students.
 - Montgomery County has a lot of Asian Administrators and they even have a Union.

- The Hispanic and Asian students are falling through the cracks without that representation.
 - Also wants to echo Matthew and Jessica because it all starts at the elementary school level.
 - Uses the analogy of the “turtle reading group” and the “dog reading group.” The Black and Brown students get placed in one reading group while the other kids go in one group. There are stereotypes in the system. We have to hold people accountable.
- Ying- stated the root cause is elementary school. We have to talk to the lower grade levels. She mentions her privilege in her ability to push for the higher level classes for her kids at the elementary school level. Suggests proposing recommendations that focuses on the elementary school level.
- Ying asked Jessica if she has seen the same trend in hiring Asian and Latinx educators as Black educators. Is the slow hiring process turning them away from teaching in the County?
 - Jessica- We have a lack of diversity because we do not make decisions quick enough. The neighboring counties have higher pay as well.
 - Experience:
 - When she applied in Montgomery County, she was given an open contract in January of the year that she graduated.
 - When she got a job in Prince George’s County, they told her that she had gotten the position March 1st of the year she went over there.
 - While in Howard County, she wasn’t told she had gotten the position until the end of July.
 - She was fortunate enough to have a husband with a great job, which allowed her to wait until she got the position she really wanted. However, she notes that not every minority can just wait months for “maybe possibly sort of” hear back.
- Karen clarified that Matthew Von Smith was an elementary reading specialist.
- Natalie asked Matthew about whether there were things he has seen in Montgomery County that Howard County should adopt, specifically policies or differences that are effective in recruitment and retention.
 - Matthew-
 - Montgomery County makes no apologies that they want a diverse working force. They go through great lengths to expedite the hiring process.
 - Experience:
 - Within 24 hours of submitting his application for a reading position in Montgomery County, he got a call from H.R. talking about next steps. Going on interviews within one or two weeks upon submitting.
 - In Howard County, the candidate has to keep reaching out to the HR process
 - Many people do not have the luxury of waiting months
 - Hiring process in Montgomery County is updated
 - Experience:
 - When he applied for an AP position, one of the people on the panel had told him that he was asked the same questions.
 - Hiring process in Howard County has not changed in a couple decades.

- Montgomery County's process is more than an interview, you have to role play, present, and this provides a multifaceted approach to see what a candidate can do.
 - If you are not a strong interviewer, you have two other ways of showing your qualities. Montgomery County really works to eliminate those barriers
- In regards to retention, Montgomery County partners you with a mentor.
 - Experience:
 - He goes through an AP coaching process. His mentor works with him with quarterly evaluations, where he has to present his work to a panel
 - Comprehensive professional learning environment
 - Feels as though Montgomery County does not set you up for failure.
 - In Howard County, he felt like he had to fend for himself, which is harder being a teacher of color.
 - You don't feel comfortable asking questions in those white spaces because they are already looking at you with a deficit mindset. They look at you as if you are only here because you are "Black."
 - Because he is new to Montgomery County, they gave him another mentor to show him around
 - He now has two mentors who he can confide in and ask for help.
 - There are two major affinity groups for Black educators in Montgomery County
 - Howard County is not keeping these educators of color. They aren't allowing them to leadership roles and not allowing them to be given the necessary support that they need to network and grow within their profession.
 - Because of Montgomery County's focus on equity, being outspoken and sharing one's thoughts/concerns is welcomed. It is not tapered. They have a culture that embraces this type of advocacy and activism.
- Sabina asked Matthew- What are some ways that make it safe for educators? What are some policies that they could recommend?
 - Matthew-
 - There is a poisonous culture of retaliation without a way for people to voice that. Where does an educator go when they are being discriminated against by their supervisor or even colleague? What Board policy protects him from microaggressions? There is no protection.
 - There needs to be a way for educators to breathe when there has been injustice. There needs to be a clear delineated pathway for educators to speak up in the event that they have been wronged because the color of their skin.
 - He feels that Montgomery County has that protection. Even on his onboarding there is a whole section about what happens when you feel like you have been discriminated against. You can keep a record of that.
- Erika asked Irene what happened to her with being transferred from one place to the next and the reaction from the students and the community from her transfer. What was her role at Mount Hebron?
 - Irene-

- Her role was to ensure that the students who were not given the opportunity to be in rigorous classes were given that chance. She used her children as guinea pigs and as a testament that it can work.
- Not all teachers liked her role
 - Experience:
 - One teacher told her that not all students should go to college
- She changed the system at Mount Hebron by making sure that all the students that want to take the higher level courses are given the opportunity to and supported throughout.
- Teachers Union supported her and the teachers did not like that
- From there, they took her out of Hebron and said that she would be doing this in the School Board.
- When she got there, they took the tools from her that would allow her to continue her work with the students. She had no access to Naviance.
 - Later that year, they said that there was no more money for her position and she was moved again
- She worked with a variety of organizations and coalitions
- They moved her Wilde Lake High School, which would have been three different jobs in three years
- Despite protest of her leaving Hebron from students, she realized that it is not in the student's best interest, it is in the system's best interest
- Some teachers do not want these students in their classroom

Karen moved forward with the agenda

- Karen reviews the topic of the next meeting
 - The next meeting will be about SROs
 - Meeting will be March 22nd from 4:30pm-5:45pm
 - 4 speakers will be presenting
- Lauren led the discussion on the speakers
 - Brings up the list of speakers and ask will this list of speakers provide information that is needed to develop recommendations on this issue?
 - Mavis thinks that speakers are good, but there are also resources available to the public that have to do with discipline and SROs. Also, thinks it is beneficial that we get more information regarding staffing numbers from various schools, where they have identified the minority educator ratio is at the schools.
 - Lauren asked Ashley and Michael to obtain the public records of HCPSS
 - Ashley-stated any subgroup member that has data or knows people that do, to contact them so they can add the data to the SharePoint
 - Mavis asked if there would be other people from different subgroups attending the March 22nd meeting
 - Lauren- groups will operate in their own separate spheres. There may be people from the Public Safety Subgroup joining as an attendee or other members of the public, but they will not be panelists.
 - Patricia asked Mavis to clarify the specific reports that the group should gather
 - Mavis-

- Annual report on discipline- shown in a desegregated manner
- Annual report on personnel- staffing by school and the diversity at each school
- Look at the budget- the money that has been spent on the neediest students. Our recommendations will affect the following year.

Lauren spoke about April 5th meeting

- Speakers and asked will this list of speakers provide the information you need to make recommendations?
 - Mavis thinks that someone from the community should also be there to speak on this issue
 - Is there other publically available data that you would like to bring to the room?
- Meina would like to add inclusive curriculum in their research/recommendations. Expand the cultural competency to include inclusive curriculum for the students.
 - Lauren asked if she had any speakers that come to mind
 - Meina- William Barnes, Chief Academic Officer
 - Mavis points out that we aren't getting too many speakers from HCPSS because they are focused on reopening the schools. From Mavis's report that supposedly that HCPSS has a diverse curriculum. But we don't know if and how it is actually being implemented. We don't know what the checklist is. Is the cultural competency being given to the children?
 - Mavis- Agrees with Mavis. She thinks it is helpful to hear testimonies from people on specific topics.
 - Sabina wonders if we should be looking at parent advocates to talk to us.
 - Karen- We need the speakers to come with data and other resources while they are presenting. Also, agrees that we need people from the community.
 - Meina asks if there is a way to collect data from the community like teachers.

Lauren reminded everyone of the timeline and how much time they have

- Natalie would like to emphasize Meina's point because it is important and varies different in each department. Some departments are not moving in an diverse and inclusive direction. Suggests having another meeting
- Karen reminded everyone that in April they have to draft recommendations and finalize them in May/early June
- Ying suggested that they put in a recommendation to have a student come in and provide this information. What books they have been reading, and what they have been seeing?
 - Sabina loved this idea
 - Meina also liked this idea and is happy to design the survey and collect the input and provide a report. She is open of collaborating with everyone
 - Karen stated as a committee, they have to all have input on a report. Also, if there are a certain number of members meeting, it constitutes as a quorum. There might need to be another meeting after the April 5th meeting or before
- Patricia asked how many speakers confirmed that they are coming on April 5th
 - Lauren- So far, it is only Dr. Howard

- Patricia- How long are we going to wait for the speakers to confirm?
 - Lauren- We did reach out to the speakers from HCPSS, and they said that none could join and that they will reevaluate once school is open.
- Patricia is concerned about changing the meeting date
 - Lauren- We will follow up in and a email because it is Easter Monday and they want to honor people's religious celebrations
- Patricia would also like to help Meina
- Lauren clarified- The data collected from the surveys is in service of data that the group can tap into as recommendations are developed for the Council.
 - Meina- Yes, that is correct. The survey could help us come up with recommendations
 - Karen- Yes, the subgroup members are not making recommendations directly to the Council. It is an agreed upon statement to the Council by all members, not just the small group.
 - Meina- Yes, the larger group
 - Lauren- There will be another time we present this data. Not April 5th
- Erika pointed out to group that there has already been data collected by students on the racism they have experienced. There have been surveys as well as Instagram pages made by Centennial. Students have also been voicing their frustrations, and we should be using these as well.

Lauren wanted to acknowledge the topic 0 to 3 (Bita and Jacky) has not been talked about. She asked Jacky to confirm if they have met to discuss potential speakers.

- Jacky confirmed that they have met and has sent an email to Lauren regarding the speakers
- Bita's concern is not within 0 to 3 and they have agreed to split the time
- Lauren reviewed the next steps (all over various emails)
- Jacky does not need extra data. The experts have the data. She asks how could they answer the question regarding "if we believe that the speakers listed will provide the information that we need" if they haven't heard them present yet.
 - Lauren- Apologized and rephrased the question to "Does this group, plus other testimony, plus your experience provide you what you need to develop recommendations as a committee?" It is more of do you need other viewpoints

Lauren shifted conversation to the April 5th meeting date

- Suggest changing it because it is a religious holiday
 - Patricia is concerned that changing the date would be hard because people have already previously agreed to it.
 - Lauren asks if anyone is not able to come and Grace was the only person to speak up
 - Lauren will have Karen make the decision whether this group reschedules.
 - Karen pointed out that Council Staff is getting ready for budget season and central staffing will be limited on April 5th
 - Ashley- April 5th was a safer date chosen to ensure that this group had the staff support with the meeting, especially with WebEx issues. Also, keep in mind that if the group changed the date or add an additional date, it will have to work around the evening schedule of the Staff.
 - Lauren- Keep the date, and there could be a 1 on 1 meeting with Grace just to keep her in the loop.
- Karen asked if anyone objects to the April 5th meeting
 - No one objected- Grace is the only potential absence
 - April 5th meeting will be kept and be held from 5:00pm-7:00pm

- Karen- Thinks the speakers need to present more concrete data that would help this group form recommendations
 - Erika stated that testimonials can still be used as data for recommendations. Stories are still important and add to qualitative
 - Karen-Agreed that we need multiple types of data, both quantitative and qualitative
 - Erika- still wanted to include the stories and experiences from students and parents
 - Lauren wanted to embrace the word “data” as an umbrella term. Continue to promote formal testimonies. Equitable data collection.
 - Sabina agreed with everyone
 - Jacky asked if we are minimizing oral testimony
 - Karen- Clarified that this group needs all points of information not just one. She apologizes for coming across as someone who is minimizing oral testimony. She values them.

Lauren will work with Meina to get the survey out to the committee via email

Lauren spoke on the Public Testimony makes space for conversation

- Went over the number of people who spoke on education issues specifically
 - Ranging from students sharing their experiences with discrimination or hateful statements in schools from educators of lack of cultural competency to support for removal of SROs to the importance of student voice.
- Natalie- wanted to speak on the testimony given by a student named Sarah who spoke clearly on her advocacy for removing SROs. Sarah also recommended that they look Bill 46-2020 in Montgomery County. Natalie would like to bring this up in the SRO meeting.
- Lauren offers to share her personal notes from the Public Hearing with everyone
- Ying- believes that the negative comment capping the Public Hearing underscores why this kind of work is necessary. We are under this false premise that the work is all done, but it is far from done. The sense of urgency is incredible

Lauren talks about the upcoming timeline and recommendation process

- It is likely that there will be small groups working on the recommendations

Karen adjourns meeting