



Glassboro Board of Education

Analysis of Student Discipline





Glassboro High School

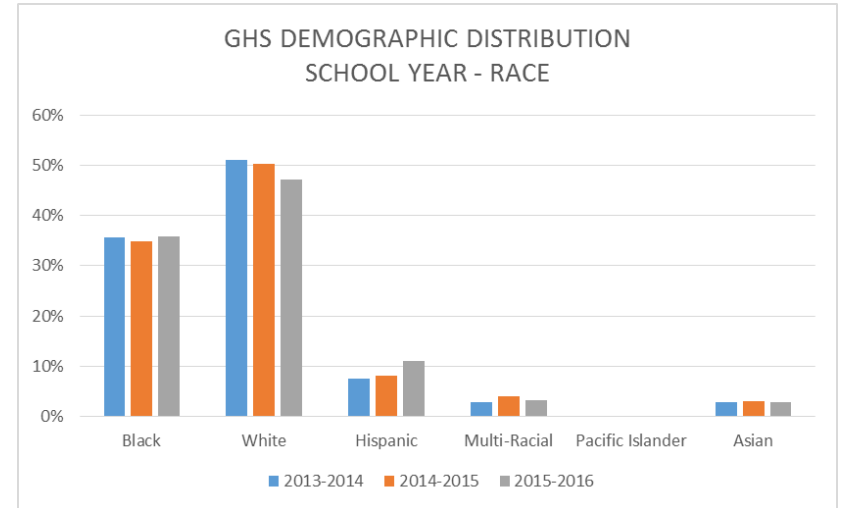
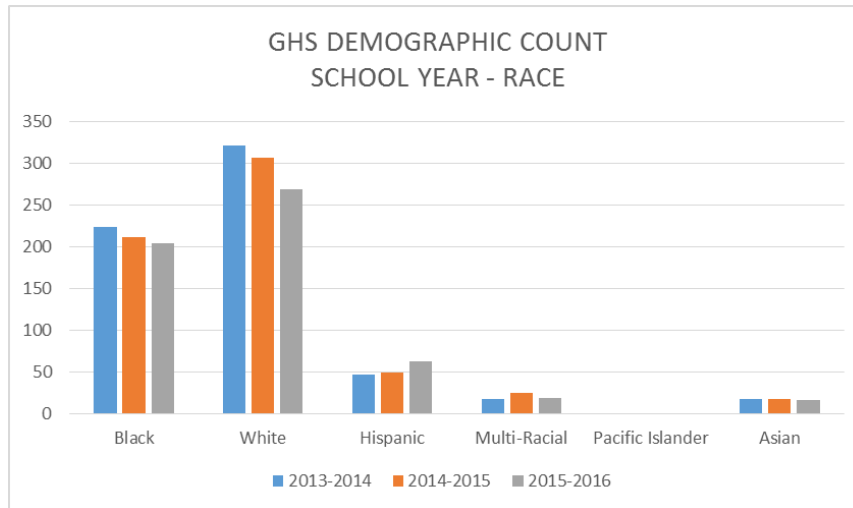
- GHS offers diversity not readily available throughout the county
- Students and staff embrace a positive culture and climate
- We need to keep it that way!



Glassboro Idol JaZahn Hicks and Runner-Up Katie Amrhein

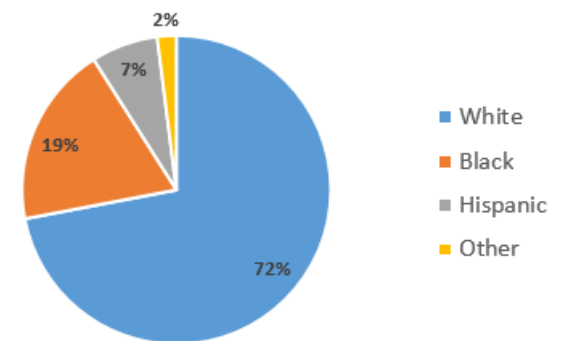


Shifts in GHS Demographics

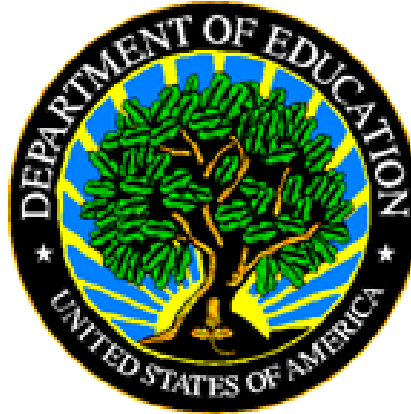


- We have experienced a slight decline in black and white enrollment and an increase in Hispanic enrollment over the past 3 years
- Overall demographic distribution has remained stable for black students, declined for white students, and increased for Hispanic students

GLASSBORO DEMOGRAPHIC



MISSION



The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access



Rethinking School Discipline

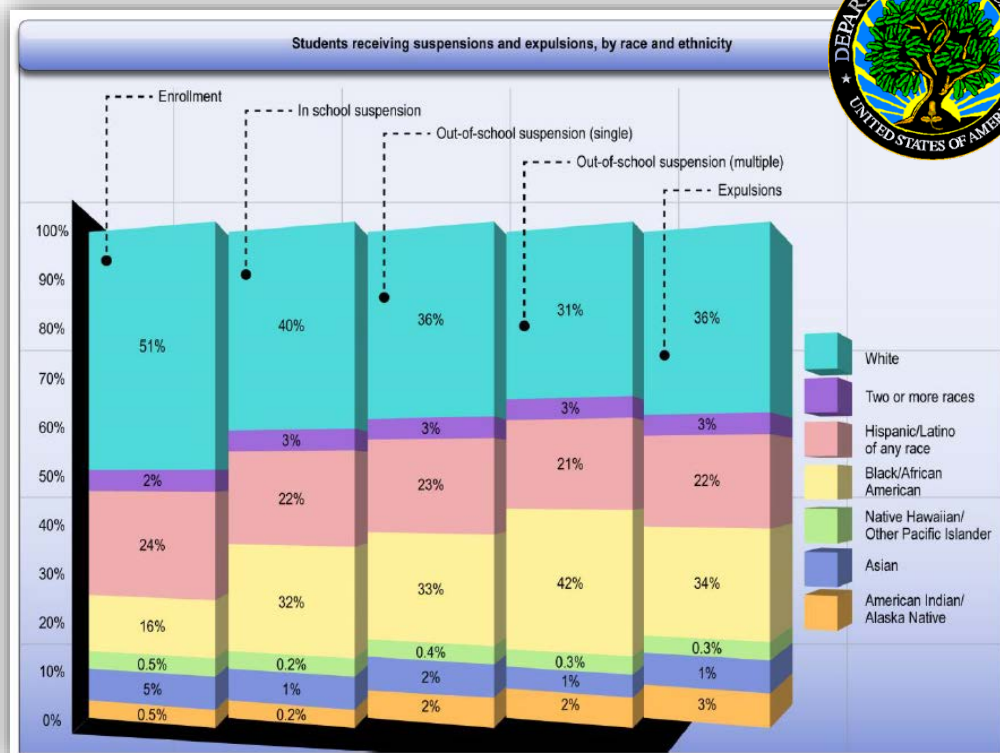
- Racial discrimination in school discipline is a real problem
- We must tackle these brutal truths head on—that is the only way to change the reality that our children face every day
- There is no single formula, no silver bullet for ensuring school discipline is equitable and effective. This work is too complex and too important to try to simplify it in that way
- First, schools and districts should take deliberate steps to build positive school climates to prevent misbehavior and target student supports to children to help them address underlying causes of misbehavior--like trauma, substance abuse, and mental health issues
- So often acting-out behavior is a symptom of underlying issues children are dealing with at school, at home, or in the community. We must get beyond the surface issue and get to the heart of the problem
- **Using data and analysis, school leaders should continuously evaluate the impact of their discipline policies on all students and subgroups. If we are honestly tracking the data, it should not surprise us**



Remarks of U.S. Secretary of Education Arne Duncan

U.S. Department of Education, Office of Civil Rights

- Nationally, black students are suspended and expelled at a rate three times greater than white students
- On average, 5% of white students are suspended, compared to 16% of black students
- Black students represent 16% of the student population, but 32-42% of students suspended or expelled

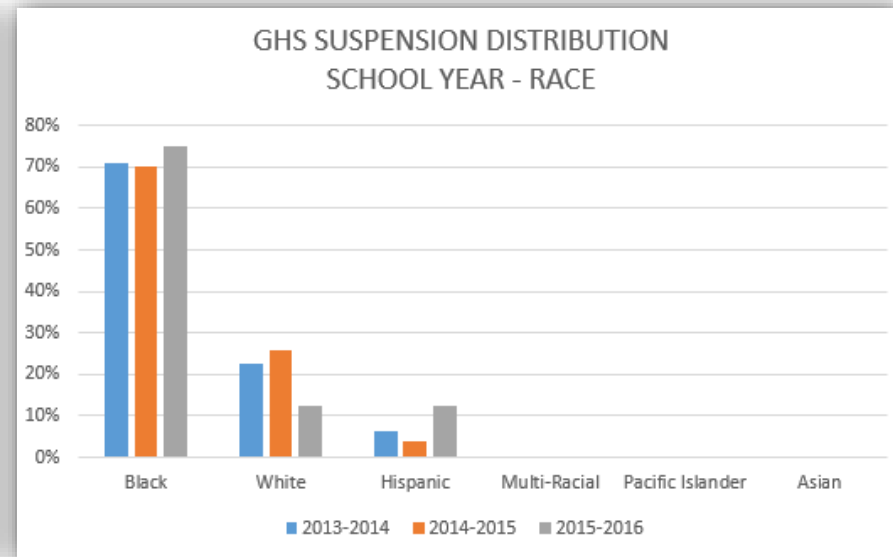
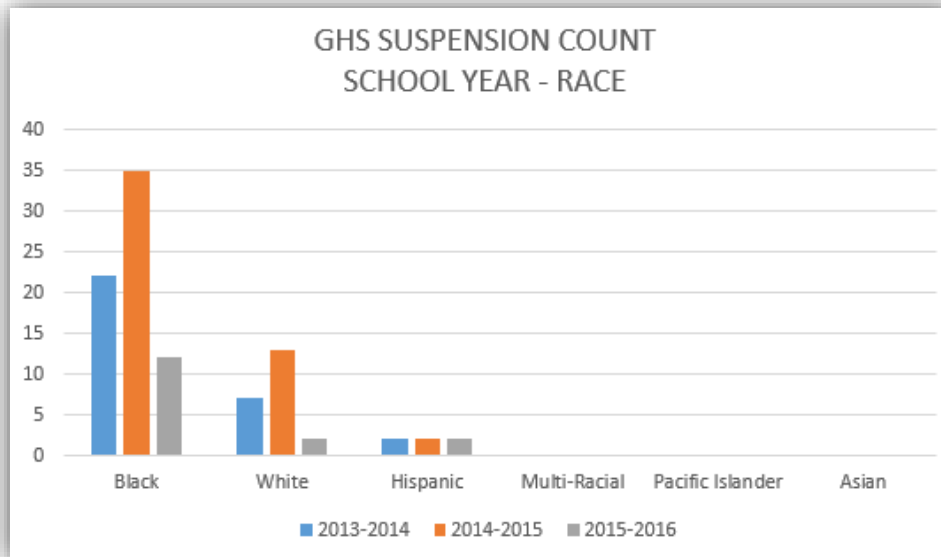


SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection



Is Glassboro any different?

- **Unfortunately not!**
- Black students are suspended at a rate three times greater than white students – Same as the national average



- Black students represent 36% of the student population, but 70-72% of the students suspended



Suspension Offenses

*Three suspension offences – **disruptive behavior - willful defiance** (38%), **causing or attempting – threatening injury** (28%), and **obscenity-profanity-vulgarity** (9%) account for 75% of suspensions of black students*

Urban Strategies Council, 2012

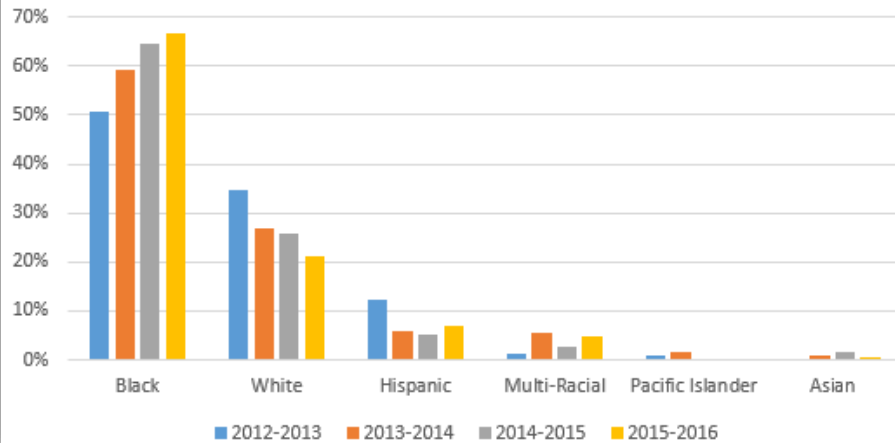
When we break-down the discipline summary by school year, race, and gender, we begin to see a trends that must be addressed

**We can argue, fuss, and fight
or we can fix the problems together**

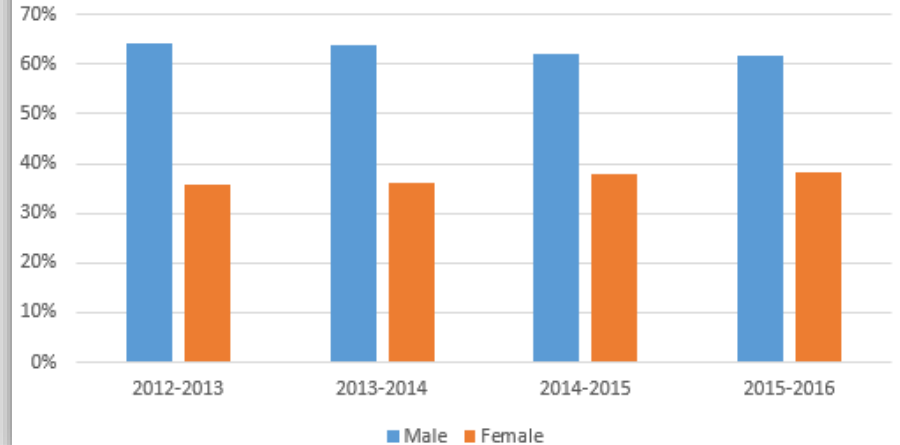


Discipline Distribution by Race and Gender

GHS DISCIPLINE DISTRIBUTION
SCHOOL YEAR - RACE



GHS DISCIPLINE DISTRIBUTION
SCHOOL YEAR - GENDER



- As noted on the charts, we see an increase in discipline distribution among blacks and a decline among whites
- We have also seen a slight decrease among males and a slight increase among females

DISCIPLINE DOES NOT ALWAYS CORRECT NEGATIVE BEHAVIOR



What has the Administration Done?

- **Offered Professional Development**

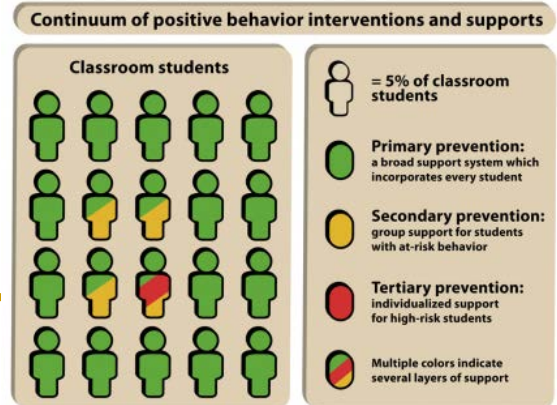
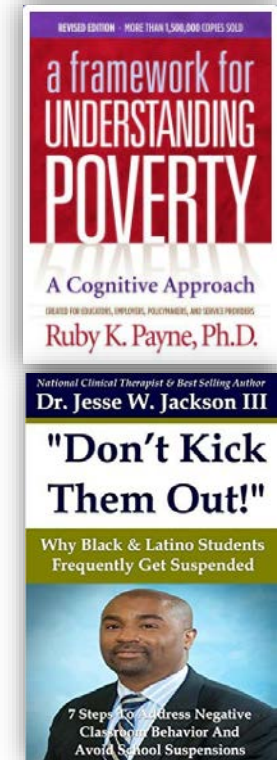
- **2014-2015:** Theme based training on the Framework for Understanding Poverty
 - Dr. Payne's strategies for successfully raising student achievement and overcoming economic class barriers has been used in school districts across the country and helped Glassboro reduce its own achievement gap
- **2015-2016:** Theme based training to address negative classroom behavior
 - Dr. Jackson's clearly explains why black & Latino students get suspended so frequently, the consequences of school suspensions, and how to address behavioral issues of black and Latino Boys

- **Shifted Hiring Practices**

- The administration has expanded the hiring of minority teachers, staff, and administrators throughout the district over the past three years

- **Implemented Supports**

- The Positive Behavior Interventions & Supports model (PBIS) was developed by university researchers, fulfills the requirements of IDEA, and was adopted in Glassboro Schools



What do we (the Glassboro Community) need to do?

- The most common question that Dr. Jackson is asked is, **“What do we do? If we don’t suspend the student, what should we do with them?”**
- His answer is simple:
We Teach them!
- When a student has done something wrong, we’re being reactive, not proactive
- The first step is behavior orientation – teaching students appropriate behavior

Adopt and implement the 12 Laws of Classroom Etiquette*

1. Go to class every day.
2. Arrive at class on time.
3. Enter the classroom silently.
4. Have your supplies.
5. Listen to your teacher.
6. Follow the rules the teacher makes.
7. Raise your hand and get permission to speak.
8. Don’t use cell phones or send text messages in class.
9. Don’t sleep in class.
10. Don’t touch others.
11. Don’t touch others’ property.
12. Don’t disrupt others.

* Taken from “Don’t Kick Them Out” by Dr. Jesse W. Jackson, III



What else can we do?

- **Model**

- Teachers, Parents, Community members must all support to 12 Laws of Classroom Etiquette and apply them

- **Mentor**

- Teach or give help and advice to those that are less experienced
- Leverage community resources for training, mentoring, and support
- Learn and practice positive intervention strategies

- **Monitor**

- Establish goals and use the data analysis to continuously evaluate the impact of discipline policies on all students and subgroups

Glassboro Strategic Plan

- We encourage community support in the development of the strategic plan
- We believe there is nothing more important than student safety and a positive learning environment
- Students can't learn if they are not in class – suspensions, unless absolutely necessary, only promote negative feels toward teaching and learning

GET INVOLVED

- Be part of the solution – not the problem

**THANK YOU IN ADVANCE
FOR YOUR ASSISTANCE**





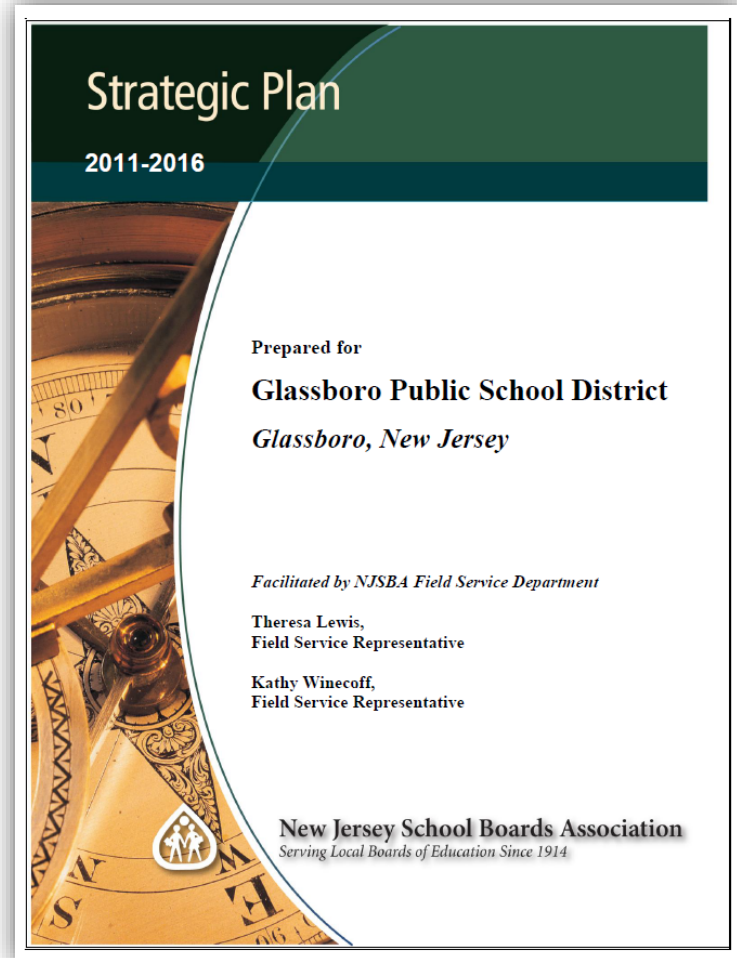
Glassboro Board of Education

Strategic Planning

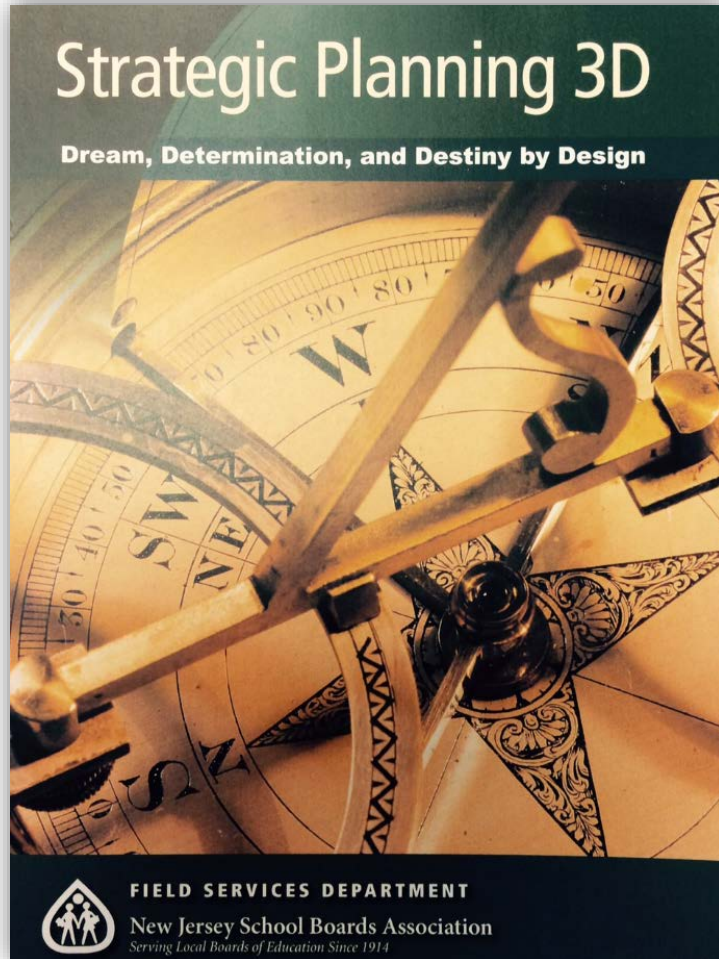


Strategic Planning

- Our current plan expires in 2016
- The major goals included:
 1. **Student Achievement**
 2. **Climate & Culture**
 3. **Finance**
- The BOE has contracted with the New Jersey School Boards Association to formulate an updated plan
- Dr. Silverstein will present the “State of the Schools” to kick start the process



Strategic Planning 3D



Strategic Planning-3D Model **“Dream, Determination, and Destiny by Design”**

Pre Planning

Administration will prepare a State of the Schools overview and distribute to all participants.

Planning Meetings

NJSBA will facilitate the three planning meetings where the district stakeholders will create the essential elements of a strategic plan: the vision, goals, and objectives.

Developing the Action Plans

After the completion of the planning meetings, the next step in the process is the development of action plans by administration. These correspond directly to the identified goals and objectives.

Presentation of Strategic Plan to the Board of Education

The NJSBA consultant will work with the Superintendent to coordinate the presentation of the strategic plan to the full board of education at a regularly scheduled board meeting. All participants in the plan should be notified by the school district when this presentation is scheduled so that they may attend for the celebration.

Annual Review

Upon request, the NJSBA consultant will facilitate the annual meeting reviewing the progress of the Strategic Plan. This meeting will include updates in each of the goal areas. All participants in the plan should be notified of this meeting and invited to attend.



Timeline and Activities

- 12/16 – State of the Schools Report Presented to Board at Board Meeting
- **1/11, 7 p.m. – Community Meeting #1**
Determination – State of the Schools and Strengths and Challenges
- **2/3, 7 p.m. – Community Meeting # 2**
Dream – Our Vision for the District
- **3/2, 7 p.m. – Community Meeting # 3**
Design the District's Destiny – Goals and Objectives
- 3/11 – NJSBA puts together the Goals and Objectives that were discussed
- 5/20 - Action Planning by the Administration using the Goals and Objectives submittal to NJSBA.
- 7/15 – Receive the Strategic Plan back from NJSBA,
- 7/27 – Delivery and approval of Strategic Plan

- Please contact:

Jody Rettig

Secretary for Community Affairs

Glassboro Public Schools

jrettig@glassboroschools.us

856-652-2700, ext. 6102 or

856-652-2682

- Each meeting is expected to last up to 2 hours
- Full participation is not mandatory, but encouraged

We encourage your participation



Priorities to Consider

- **Student Achievement**

- PARCC Assessments
- GLE in Reading/Math
- Attendance/Discipline

- **Staff Resources**

- Professional Development
- Equitable Collective Bargaining
- TEACHNJ evaluations and collaborative opportunities that promote staff morale, motivation, and pride.

- **Asset Management**

- Timely, effective, and safe implementation and completion of capital projects approved through the 2015 bond referendum

- **Leveraging Community Resources**

- Expand HS Academies and Rowan PDS
- Grant opportunities with agencies & churches
- Municipal Alliance



Schools are only as good as the community that supports them

State of the Schools

- The Superintendent will present the **State of the Schools**
- The report will include progress and overview of 2011-2016 plan and priorities moving forward
- A copy of the detailed plans are available on our district website:

<http://www.glassboroschools.us/Page/2906>

