



BOE Report: 2021-22 SY Moratorium on Student Suspensions

May 16, 2022

Agenda

1. Members/Contributors of Suspension Task Force
2. Resolution 4125
3. Planning/Training
4. Managing the Moratorium
5. Task Force Planning Meetings
6. Climate Survey
7. 2022 Spring Survey Pilot Results
8. Suspension Data Comparison
9. Relevant Research
10. Summary/Next Steps

Members/Contributors of Suspension Taskforce

- + Dr. Ronald G. Taylor, Superintendent of Schools
- + Dr. Matthew Friedman, Assistant Superintendent of Curriculum & Instruction
- + Susie Budine, Assistant Superintendent of Student Services
- + Ann Bodnar, Director of Curriculum & Instruction
- + Keith Bonds, Director of Information Technology
- + Manjit Basra, Information Systems Manager
- + Anide Eustache, Director of Communications
- + Frank Sanchez, Principal, Columbia High School
- + Dara Gronau, Principal, Maplewood Middle School
- + Lynn Irby, Principal, South Orange Middle School
- + Melissa Butler, Assistant Principal, Columbia High School
- + Louis Brown, Assistant Principal, Maplewood Middle School
- + Russell King, Assistant Principal, Maplewood Middle School
- + James Jennings, Assistant Principal, South Orange Middle School
- + James Waldron, Assistant Principal, South Orange Middle School
- + Adaliana Cuadrado, Confidential Secretary, Office of the Superintendent
- + Laila Gold, Student Representative
- + Carrie Saney, Student Representative
- + Dr. Stephen Bernardini, Rutgers University/New Jersey School Climate Improvement Platform
- + Tanya S. Lewis, TSL Restorative Practices Consultant

Resolution 4125

On October 18, 2021 the Board of Education for the School District of South Orange and Maplewood approved regulation 4215 in which a moratorium was placed on student suspensions. Among other considerations in this resolution the Board expressed support for Restorative Practices/Restorative Justice as well as a need for Social Emotional Supports for students as the District returns to full time in-person instruction after the unprecedented disruption caused by the COVID-19 Pandemic.

**SCHOOL DISTRICT OF SOUTH ORANGE AND MAPLEWOOD, NJ
PUBLIC BOARD MEETING
October 18, 2021**

RESOLUTION 4215

FOR ACTION

SUBJECT: MORATORIUM ON SUSPENSIONS FOR THE 2021-2022 SCHOOL YEAR

WHEREAS, The South Orange-Maplewood School District is committed to equity, diversity and inclusivity; and

WHEREAS, The South Orange-Maplewood School District is committed to providing safe and welcoming spaces for all students, regardless of race, ethnicity, national origin, language, disability status, gender expression or identity, and sexual orientation; and

WHEREAS, The South Orange-Maplewood Board of Education is in support of and is committed to promoting inclusive, welcoming, safe school environments that promote respect, dignity and equality and;

WHEREAS; The South Orange-Maplewood Board of Education wishes to further the district's commitment to provide a climate and culture that is free from harassment and discrimination, including from unlawful sexual harassment and/or misconduct and all forms of violence, harassment, intimidation and bullying and;

WHEREAS, The South Orange-Maplewood Board of Education is committed to a district-wide implementation of restorative practices, including restorative justice, that helps students and staff resolve conflicts peacefully and respectfully while reducing the use of punitive discipline and decreasing racial disparities in discipline; and

WHEREAS, It is well-established that removal from school through punitive disciplinary responses negatively impacts engagement and connection to school throughout a student's experience; and

WHEREAS, Students' perception of trust and connection to school establish fundamental social emotional skills that form the foundation for academic success; and

WHEREAS, Research has established significant causality between removal from school through punitive disciplinary responses and a reduced likelihood of graduating on time; and

WHEREAS, As students return to full-time in person learning for the first time in over 19 months, they need additional social emotional supports to address a number of pandemic-related mental health and wellness needs; and

WHEREAS, Research shows that Black students are more than twice as likely to be suspended than White students; and

WHEREAS, Research shows that comprehensive implementation of restorative practices reduces overall use of suspensions, and significantly reduces suspensions for Black students; and

WHEREAS, to the extent that the Code and Conduct and this resolution are in conflict, this resolution will supersede the Code of Conduct; and

BE IT RESOLVED That the South Orange-Maplewood Board of Education directs the Superintendent to immediately institute a one-year (SY 2021-22) moratorium on all suspensions/school removals except in isolated and extreme cases where there is credible and significant threat to the well-being of students or staff, subject to the Superintendent's approval; and

BE IT FURTHER RESOLVED That the South Orange-Maplewood Board of Education directs the Superintendent to convene a Task Force comprised of identified students, staff and educators to evaluate and assess the current state of PK-12 restorative practices and social emotional supports through regular meetings as well as through the administering of a brief climate and culture survey to students in grades 6-12 in the fall/early winter and again in the spring. The Task Force will use the findings to suggest necessary adjustments and additions to strengthen our current approach to restorative practices. The Superintendent will complete a report with the results of that assessment as well as recommendations to the Board no later than March 31, 2022 and present it at the following general Board meeting.



Planning & Training

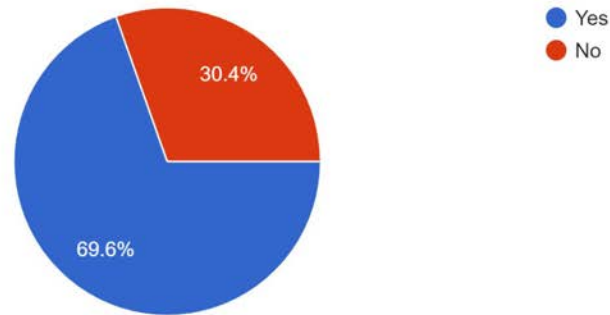
In response to the Board Moratorium the following actions were carried out:

- + Meetings were held with our Restorative Practices/Justice Consultant between November and February (with members of the Superintendent's Cabinet and leads of ASCA) to establish a methodology that would be thoughtful (not one-size fits all) to train our school-based leaders on this important topic.
- + A survey was created and sent to school leaders to serve as an **opportunity for leaders to reflect on their perception of their level of expertise on the topic of Restorative Practices/Justice**. Results of the survey confirmed that (see in next set of slides):
 - There was a wide variety of (self-described) comfort with this important topic. From those who view themselves as experts who could assist with training their colleagues;
 - To those who reported being unfamiliar with Restorative Practices/Justice via formal training
- + Customized cohort training on Restorative Practices/Justice as well as additional PD topics have been ongoing and will continue into the 2022-23 school year.

Restorative Justice Survey Results

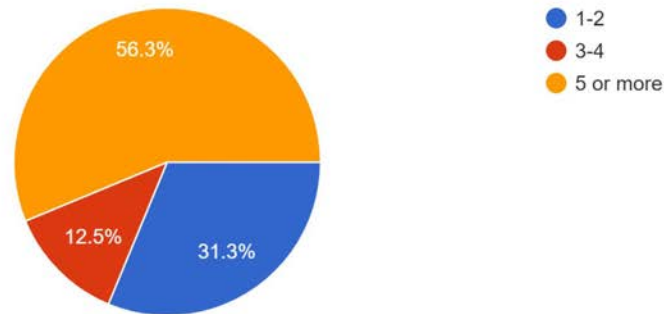
Have you ever received professional development from our District on the topic of Restorative Practices?

23 responses



If YES, how many times did you receive PD?

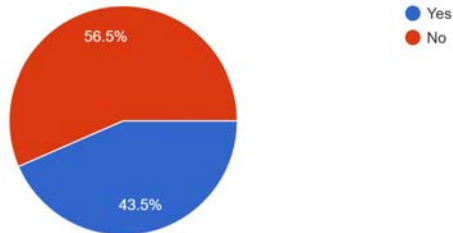
16 responses



Restorative Justice Survey Results (cont.)

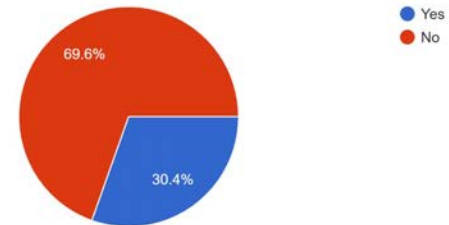
Have you ever received professional development on the topic of Restorative Practices outside of our district?

23 responses



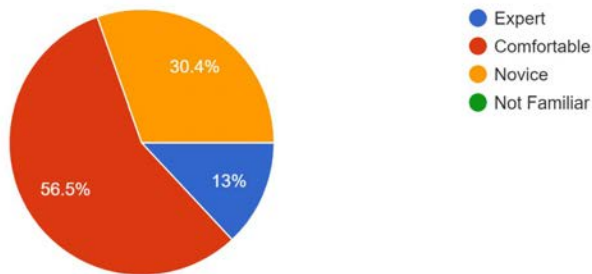
Are you comfortable enough with this topic to support workshops on this topic?

23 responses



How would you describe your knowledge base on the topic of Restorative Practices?

23 responses



Administrators' Restorative Practices/Justice PD Topics & Trainings

SESSION TOPIC	DESCRIPTION	OBJECTIVES
Stress, Trauma and Learning	The brain is a complex organ that works with the nervous system to control all human functions. It seeks safety and flourishes in environments in which it identifies meaningful connection. Independent incidents of stress (i.e. real and/or perceived obstacles), chronic stress and trauma send distress signals throughout the body making it nearly impossible to problem solve, think critically and learn.	<ul style="list-style-type: none"> To understand stress and trauma in an inclusive way To deconstruct the body's Stress Response System through the analysis of "real-life" classroom/school-based experiences To explore the impact of chronic stress and trauma on the brain and body To merge Restorative Practices and trauma knowledge to support students, staff and schools
Creating the Proper Environments for Learning	The human brain desires safety and order. It is designed to keep the individual safe from any and all forms of harm including physical, emotional or social threats. At an unconscious level, brain structures are constantly scanning the environment to detect threats of any nature. Environmental dysfunction rooted in incongruent values and inconsistent expectations and behaviors trigger the brain and causes internal disorder within individuals experiencing such dysfunction (i.e. staff and students).	<ul style="list-style-type: none"> To examine the needs of the brain and Nervous System to inform classroom practices To assess (self-assess) classroom and communal spaces within schools to determine if they promote a sense of safety, order, well-being and belonging based on established criteria To reinforce the use of the physical environment as the "second teacher." To practice and reinforce the use of ritual and routine to promote a sense of safety and well-being in classrooms and in schools overall. (i.e. Restorative Classroom Protocol, common value system, shared academic and behavioral expectations, etc.)
Creating Inclusive Conditions for Learning	The human brain is wired for connection. According to research, students learn best when they feel connected to people they trust. Trusting relationships are the most critical aspect of ensuring students' success and achievement because they provide students with the sense of safety needed to step outside of their comfort zones to take the risks	<ul style="list-style-type: none"> To build an awareness of the psychological and physiological needs for inclusion To build an awareness of the presence of implicit bias, stereotypes and microaggressions as neuro programs To practice utilizing restorative tools



South Orange/Maplewood School District Professional Development Schedule March 22, 2022			
Building Administrators			
Time	Topic	Link	Facilitator
1:00 - 4:00 pm	Restorative Practices Social and Emotional Learning - Students	Join Zoom Meeting https://us02zoom.us/j/979593373180 Meeting ID: 890 8337 3180	Tanya Lewis
District Secretaries			
Time	Topic	Link	Facilitator
2:00 - 4:00 pm	Trainings with Liana and Carolyn	Will Be Updated By Tuesday	Carolyn Moore Liana Cuadrado
District Health & PE Teachers			

	required to learn.	and strategies that support in cultivating curiosity and broadening perspective and to offset implicit bias, stereotyping and judgment
		<ul style="list-style-type: none"> To build confidence utilizing "Trust Generators" to build relationship and rapport
Social and Emotional Learning (SEL)- Students	SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. Since emotional self regulation, focus and memory retention are influenced by the state of the brain and Nervous System, there is a need to prime the brain for learning and to cultivate an ongoing sense of safety, security, peace and balance. Coping skills, emotional regulatory processes and emotional de-escalation strategies support students in regulating their emotions and behaviors.	<ul style="list-style-type: none"> To establish a shared understanding of the need for Restorative Practices that promote self-regulation, healthy relationships and responsible decision making To simulate and practice the use of restorative brain-based techniques that neutralize stressful thoughts and emotions to calm the mind and body and prime the brain for learning. To identify daily opportunities to incorporate the use of Restorative Practices to support students develop the habits needed to regulate themselves and their emotions at will
Social and Emotional Learning (SEL)- Staff	Prior to the pandemic, high stakes state and/or federally mandated standardized testing put pressure on district executives, school leaders and teachers to perform. The pandemic exacerbated the levels of stress and overwhelm experienced by educators everywhere. Even the most effective leaders and teachers can feel overwhelmed by the challenges and demands placed on them day to day. As a result, adopting healthy habits and establishing a consistent wellness or stress management routine learning is critical to the mental and emotional health of educators in all positions.	<ul style="list-style-type: none"> To establish a shared understanding of the need to engage in Restorative Practices that promote stress management and well-being daily To identify challenges that prevent proper self care and offset such challenges via planning and possibility thinking (resource identification) To create a restorative plan and establish a commitment to daily restoration via self-care practices that promote balance and well-being
A Village Approach: Restorative Practices across Schools, Families and Communities	The mental and emotional health conditions of all stakeholders within schools is paramount to the success of the school and its individuals. When schools, families and communities work together, everyone benefits. Partnerships can serve to strengthen, support, and even transform individual partners, resulting in improved program quality, more efficient use of resources, and better alignment of goals and curricula (Harvard Family	<ul style="list-style-type: none"> To understand school culture as an open system and as a function of the habits of mind and being of all school stakeholders To develop a wellness campaign to engage students, staff, families and local community organizations

Tips for Vibing with Music

Arrival	Transitions	Independent Work Time
<ul style="list-style-type: none"> Music evokes emotion and sets the tone The ritualistic playing of music upon arrival can support you in reinforcing arrival norms 	<ul style="list-style-type: none"> The ritualistic playing of music during transitions (i.e. between activities and return from breakout rooms) allows students to wrap up thoughts and tasks and cues the start of something else (another task or another part of same task) 	<ul style="list-style-type: none"> Music can help the brain absorb and interpret new information easily

MANAGING THE MORATORIUM

Managing the Moratorium

An important part of managing the moratorium on suspensions included creating a process for the **review of student incidents** in real-time, along with the previous and future plans for restorative practices.

- + The Superintendent's Office created a google form that allowed for School Leaders to submit an incident for review along with the accompanied plans to restore.
- + Each incident was reviewed by the Superintendent personally in a timely manner (see example is below).

2021-22 SY Suspension & Restorative Justice Form

Dear Administrators/School Staff,

Please complete the suspension & restorative justice form for each student that is applicable to when an incident occurs. The form should be submitted to the Superintendent's Office as soon as possible but no later than 2 days after an alleged incident(s). Please ensure that a form is completed for each student that you are recommending for a punitive consequence including suspensions and/or long-term removals, as outlined in the "Student Code of Conduct & Restorative Justice" (<https://www.somds.k12.nj.us/mdocs-posts/somds-student-code-of-conduct-restorative-justice/>) Tiers 3 & 4. Note: Associated responses in Tier 3 & 4 do not apply to students in grades PreK-2.

As a reminder, all potential suspensions or removals concerning students with an IEP or Section 504 Plan MUST be implemented in accordance with the components of their IEP or Section 504 Plan. An administrator must confer with the student's case manager/Office of Special Services to review the student's disability and decide if a Manifestation Determination Review (MDR) is warranted before recommending punitive consequences.

Contact the Office of the Superintendent with any questions or concerns.

Thank you!

Email *

Section 2 of 2

Restorative Justice: Steps Taken Prior to Suspension Recommendation:

A restorative Justice approach focuses on resolving conflicts and disruption to the school environment in a way that provides growth and understanding of the impact of one's behavior on a community.

Please use this section to indicate the consequences or remediation services that were enacted for the student in question.

What Tier did the student's actions fall under? *

- ☐ Tier One
- ☐ Tier Two
- ☐ Tier Three
- ☐ Tier Four

Managing the Moratorium: Student Code of Conduct

- + Another important caveat of managing the moratorium is, prior to the Board's approval of the moratorium the District Administration launched the **2021-2022 School Year Student Code of Conduct** which included a Restorative Practices lens.
 - [<https://www.somsd.k12.nj.us/mdocs-posts/somsd-student-code-of-conduct-restorative-justice/>]

Student Code of Conduct & Restorative Justice

CODE OF CONDUCT

A Guide for Students and Parents/Legal Guardians

As per Board policy the "Student Code of Conduct & Restorative Justice" information is to be disseminated annually to all school staff, students, and parents. Below please click the link to view or download this school year's booklet:

- View the google document: <https://bit.ly/SOMSDStudentCOC>
- Download PDF: [SOMSD Student Code & Restorative Justice \(2021 - 22 SY\)](#)

SOMSD Student Code of Conduct & Restorative Justice

September 10, 2021 By Communications

Managing the Moratorium: Suspension Report

- + Another component of managing the moratorium is transparently communicating the numbers of suspensions that occurred this year, including with the demographics of those students who were suspended from attending one of our schools.
- + The District previously put this practice in place as part of compliance with previous litigation, however our IT Director assisted in making this information more user friendly via a **data dashboard** that users can apply demographic filters to.

The South Orange & Maplewood District will release/post a monthly report of data on student-suspensions (in- and out-of-school) or expulsions by race and gender. Reports will be posted by the 15th of each month.

2021 - 2022 Summary Data

School

Ethnicity

Gender

Type

Click the plus sign next to the column heading to expand the dataset.

<div><div></div><div></div></div> Date (Year Month)	Black	White	Multi Racial	Hispanic	Grand total
Mar 2022	5	5	1	2	13
Feb 2022	4				4
Jan 2022	3	4			7
Dec 2021	2				2
Nov 2021	3				3
Oct 2021	1	3	1		5
Sep 2021	5				5
Grand total	23	12	2	2	39

TASK FORCE PLANNING MEETINGS

Task Force Planning Meetings

- + In concert with the launch of customized professional development plans for our School Leaders and other moratorium management tools, the Superintendent held multiple Restorative Practices Preparation & Task Force meetings which began with meeting with Cabinet Members, ASCA Leadership and our Restorative Practices Consultant to thoughtfully plan a program for our school leaders.
- + School leaders were offered opportunities to volunteer to serve on the Task Force. After selecting Admin participants, Student Representatives from Columbia High School were identified and contributed to the work of the Task Force.
- + Artifacts from the Restorative Practices Planning and Suspension Task Force meetings as well as meeting notes were shared with BOE and taskforce members.
- + Some highlights from these meetings include -
 - Review of Restorative Practices previous District training and plans moving forward.
 - Student feedback on the suspension moratorium and restorative practices.
 - Student feedback on Title IX and other resources.
 - Student support of Peer Mediation strategies
 - Student support for further transparency measures beyond the District website, including- Canvas, social media, etc.
 - Dr. Bernardini reviewed the New Jersey School Climate Improvement Platform (NJSCIP) and gave the history of his previous engagement with CHS regarding the previous iterations of the Rutgers School Climate Surveys (circa 2015 forward)

CLIMATE SURVEY & 2022 SPRING SURVEY PILOT RESULTS

Climate Survey

- + In response to the Board Moratorium request to implement a school climate survey, our ongoing partnership with Rutgers University provided us access to a new Pilot that went live on March 30, 2022, The New Jersey School Climate Improvement Platform.
- + While our District has previously utilized Climate Surveys for CHS students, staff and parents via our partnership with Rutgers their new online platform for reporting school climate data uses responsive technology to support data analysis and assist with school climate improvement planning.

Previous School Climate Survey

Current School Climate Survey

Keeping Our Students Safe, Healthy & In School

Home
Student Health
Safe & Positive Learning Environment
After-school Programs
Student Behavior
Social Services
Overview
Child Abuse, Neglect & Missing Children
Special Education
Intervention & Referral Services
Professional Roles
Suicide & Other Traumatic Loss
Not In My House Student Pledge
Other Educational Services

New Jersey School Climate Survey

Important Notice for 2021-2022 School Year: The Department encourages schools interested in utilizing a school climate survey to consider using the [NJ School Climate Improvement \(NJ SCI\) Survey](#), a new and enhanced, comprehensive instrument developed in collaboration with the Rutgers' School Climate Transformation Project team. The new NJ SCI Survey will not only help schools to understand school climate needs and strengths from the perspectives of students, families, and staff, but will also provide insight into a school community's relationships, safety, sense of connectedness, teaching and learning, and measures of an equitable and supportive learning environment, including supports for social and emotional learning.

Schools electing to use the NJ SCI Survey will also have access to a newly developed, online platform that will facilitate data collection and analysis. Please visit the [NJ SCI website](#) for additional information.

Note: The 2014 New Jersey School Climate Survey is currently available, however it may not be available after June 2022.

Background and Description

In 2012 the New Jersey Department of Education (NJDOE), in collaboration with the Bloustein Center for Survey Research (Bloustein) at Rutgers, The State University of New Jersey, developed and disseminated the New Jersey School Climate Survey (NJSCS) and supportive materials. In an effort to validate the tool, the NJDOE worked with Bloustein to conduct a validity/reliability study. As a result of the validity/reliability study, there are improvements to the NJSCS including enhanced domains as well as an online option. A summary of the NJSCS validity/reliability study can be found at http://www.state.nj.us/education/students/safety/behavior/njscs/njscs_FactSheet.pdf

Many districts have been using the NJSCS to assist in reinforcing positive conditions and addressing vulnerabilities for learning. The latest version offers new features to fit each school's needs including paper and online survey options as well as a more convenient data paste tool.

2014 New Jersey School Climate Survey

The revised NJSCS includes four validated questionnaires to support local school climate and culture improvement activities, as an integral part of their continuous efforts to improve student's educations and prevent at-risk student behavior. Schools are encouraged to but not required to use the NJSCS tools. There is no mechanism for reporting survey data to the state. The NJSCS materials are provided as a service to help schools understand and improve local safe and supportive conditions for learning.

Survey Materials

Schools may choose from two different survey options when conducting the 2014 NJSCS. A more detailed explanation may be found in the Survey Administration Guide version 2.0. Unlimited copies may be made of the survey materials. While the NJSCS materials are in the public domain, under no

NJ SCI
New Jersey School Climate Improvement
PLATFORM

South Orange-Maple

Workspaces

- Dashboard
- District Climate Leadership Team
- Manage Deleted Data
- School/User Management
- Data Collection & Reports
- Resources
- Learning Modules & Events

Ronald Taylor
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RUTGERS
THE STATE UNIVERSITY OF NEW JERSEY

District Climate Leadership Team

Team Home SCI Calendar Resources

Welcome to the District Leadership Home page. In this space, you will find resources for supporting schools in your district in using the NJ SCI Platform to guide data-driven school climate improvement. District leadership, and specifically the designation of a District Climate Coordinator(s) (DCC), is an essential component for effectively scaling up school climate efforts and supporting sustainable change over time. [Click here for more information on Guidance for Selecting a District Climate Coordinator\(s\).](#)

Name	District/School Role	District Climate Coordinator
Marilyn Gregory mgregory@somsdk12.nj.us Invite not accepted - Resend Now	Supervisor, Director, or Coordinator	<input type="checkbox"/>
Ronald Taylor rtaylor@somsdk12.nj.us	Superintendent/CSA	<input type="checkbox"/>
Falynn Balassone fbalasso@somsdk12.nj.us	Supervisor, Director, or Coordinator	<input type="checkbox"/>
Suzie Budine sbudine@somsdk12.nj.us	Assistant Superintendent	<input checked="" type="checkbox"/>
Frank Sanchez fsanchez@somsdk12.nj.us	Principal	<input type="checkbox"/>

Upcoming Activities

No upcoming activities

Action Steps for the DCLT

Start District Readiness Reflection Activity in SCI Writing


District Climate Coordinators, Superintendent/CSA, and other district leaders should meet to reflect on district readiness for school climate change.

After reflecting on district readiness, schedule time to meet with School Principals about

[Click here for a video on District Climate Leadership Team Development](#)

2022 Spring Survey Pilot Sample Results

- + Our representative, Dr. Bernardini has supported our efforts as we have worked to prepare the pilot platform for our initial usage.
- + Principal Sanchez and Assistant Superintendent Budine worked with the Superintendent's office to launch our 1st NJSCI climate survey to CHS parents, staff and students.
- + We are reviewing this first engagement as we prepare to offer this same opportunity to the stakeholders of our middle schools (members of both SOMS and MMS Admin Teams received a review from Dr. Bernardini during one of our Suspension Task Force meetings).




New Jersey School Climate Improvement
PLATFORM


South Orange-Maple ▾

Workspaces

- Dashboard
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- Data Collection & Reports**
- Resources
- Learning Modules & Events

 **Ronald Taylor**
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THE STATE UNIVERSITY OF NEW JERSEY

Survey Report

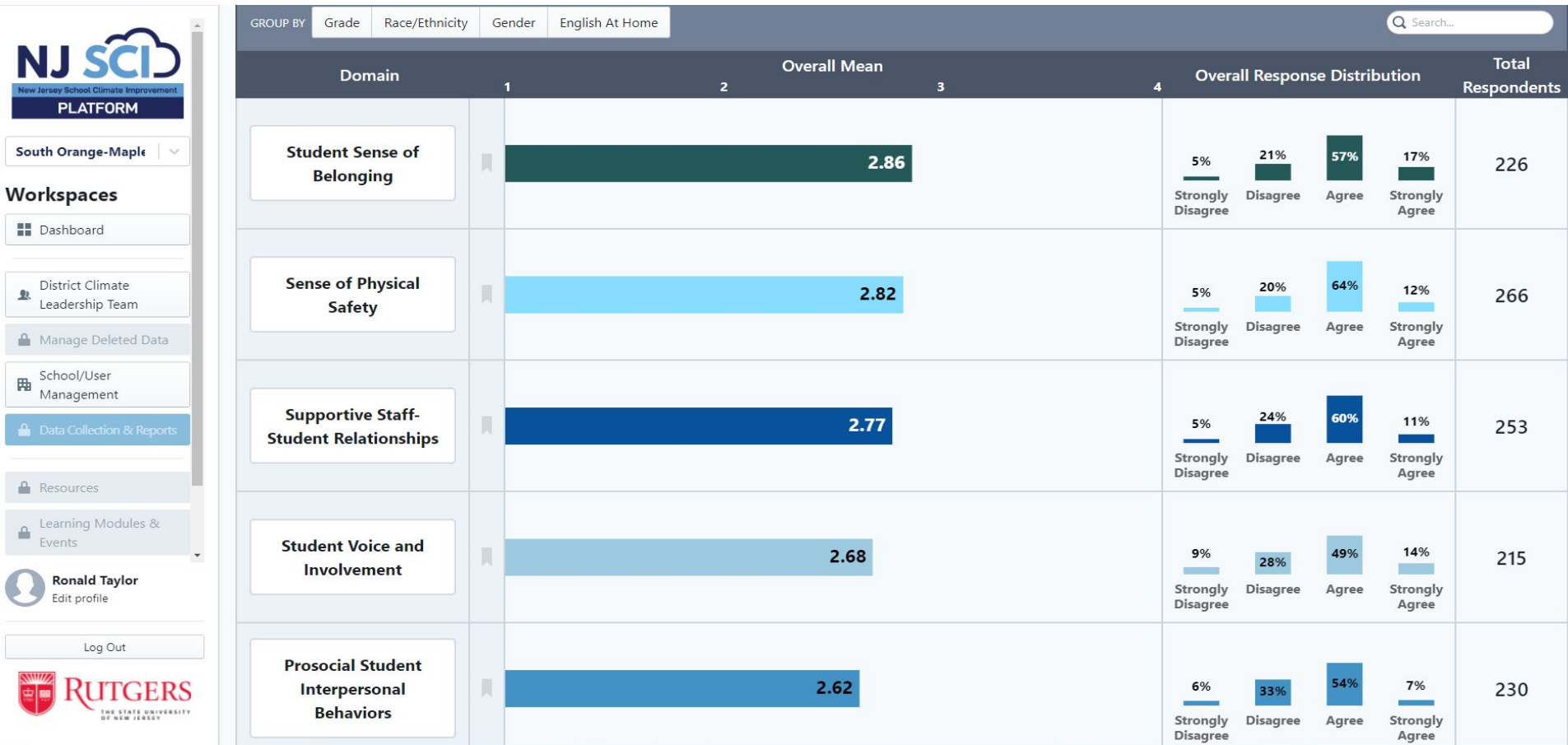
Stakeholder Summary Students Grades 6-12 Staff Parents/Caregivers Comparison Equity Comparison & Insights

Students Grades 6-12	
Overall	399
By: Grade	
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	67
Grade 10	67
Grade 11	44
Grade 12	36
Not Specified	185
By: Gender	
<i>Combined totals here may exceed overall number of respondents for this stakeholder as more than one option may be selected.</i>	
Boy/Male	81
Girl/Female	118
I use a different word(s)	13
Non-binary	25
Transgender	16
By: Race/Ethnicity	


Staff	
Overall	81
By: Staff Role	
Certified	56
Non-Certified	<i>At least 1 respondent, but fewer than 10</i>
Not Specified	23
By: Language Survey Submitted In	
English	64
Haitian Creole	0
Not Specified	17
Portuguese	0
Spanish	0

Parents/Caregivers	
Overall	455
By: Race/Ethnicity	
<i>Combined totals here may exceed overall number of respondents for this stakeholder as more than one option may be selected.</i>	
A group not listed here	11
American Indian or Alaska Native	<i>At least 1 respondent, but fewer than 10</i>
Asian	20
Black or African-American	42
Hispanic or Latino/a	14
Native Hawaiian or Other Pacific Islander	<i>At least 1 respondent, but fewer than 10</i>
White	253
By: IEP/504 Plan	
No	192
Not Specified	129
Yes	134
By: Free/Reduced Lunch	
No	309
Not Specified	127

2022 Spring Survey Pilot Sample Results (cont.)



2022 Spring Survey Pilot Sample Results (cont.)



New Jersey School Climate Improvement
PLATFORM


South Orange-Maple

Workspaces

- Dashboard
- District Climate Leadership Team
- Manage Deleted Data
- School/User Management
- Data Collection & Reports
- Resources
- Learning Modules & Events

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Survey Report

Stakeholder Summary Students Grades 6-12 Staff Parents/Caregivers Comparison Equity Comparison & Insights

Data in the table below can be used to compare scores across stakeholder groups. Use the toggle feature to see Domains ranked from highest to lowest mean, for each group surveyed. As you individually review data, use the bookmark icon to anonymously designate domains and items that stand out as a strength or need in your school and those you would like to discuss further with your team. Your individual bookmarks will be combined with other team members' bookmarks in the Strengths and Needs Analysis workspace.

Domain Title Ranking View ☐ Off

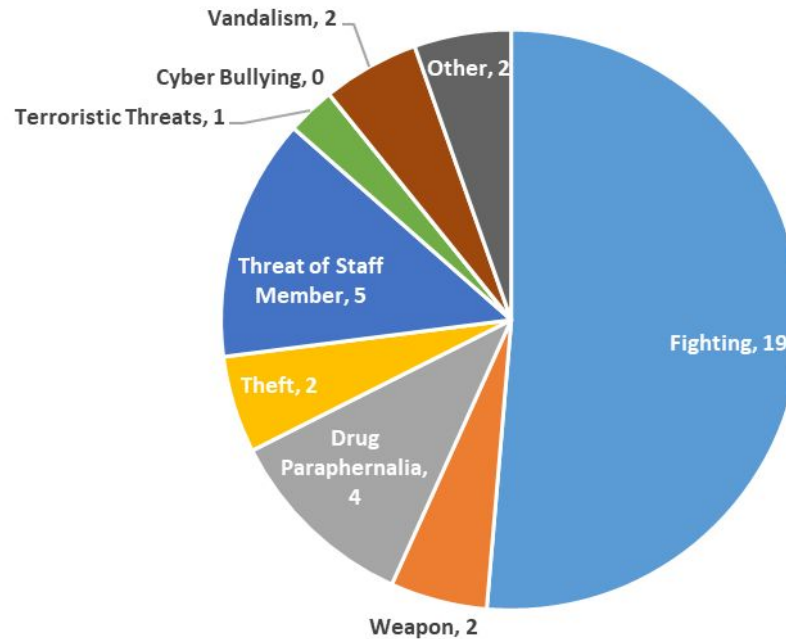
Domain	Overall Mean		
	Students Grades 6-12	Staff	Parents/Caregivers
Academic Culture and Classroom Practices	2.54 398 respondents	2.69 70 respondents	2.90 453 respondents
Family Support and Engagement		2.83 65 respondents	2.88 373 respondents
Supports for Student Social and Emotional Learning	2.32 217 respondents	2.57 65 respondents	2.71 334 respondents
Supportive Staff-Student Relationships	2.77 253 respondents	3.12 67 respondents	2.92 340 respondents
Behavioral Expectations	2.56 300 respondents	2.86 64 respondents	2.80 300 respondents

While the tools are very different, a comparison of stakeholder participation is as follows ... NJSCI Pilot vs 2020, number of staff participating decreased by (80 vs 91), we have more than twice as many parents this time (455 vs 200), and a third fewer students (680 vs 400). This of course is an area of future growth ... students were reminded daily on Canvas and via email reminders. We are working with CHS Leadership and our Dr. Bernadini to analyze these results and use them for our 2022-2023 sy planning. Full copies of report pages are linked below. [NJSCI Survey Report.pdf](#)

SUSPENSION DATA COMPARISON

Suspension Data: 2021- 22 District Suspensions by Categories

2021 - 2022 Suspensions By Categories (District)



Risk Ratio Methodology *(from 3/21/22 BOE District Goal Presentation)*

How to Calculate a Risk Ratio

1. Decide what you want to measure
2. Decide how you want to compare
3. Calculate totals
4. Compare groups

1.0 is our anchor

Students with ANY grade		Ratio of selected to total grades			
Grade Level	Total	Group Total	Group Ratio	Non-Group Ratio	Risk Ratio
9	39	27	0.69	0.81	0.85
10	71	47	0.66	0.84	0.79
11	64	53	0.83	0.79	1.05
12	105	95	0.9	0.73	1.24

Students with
SELECTED grades

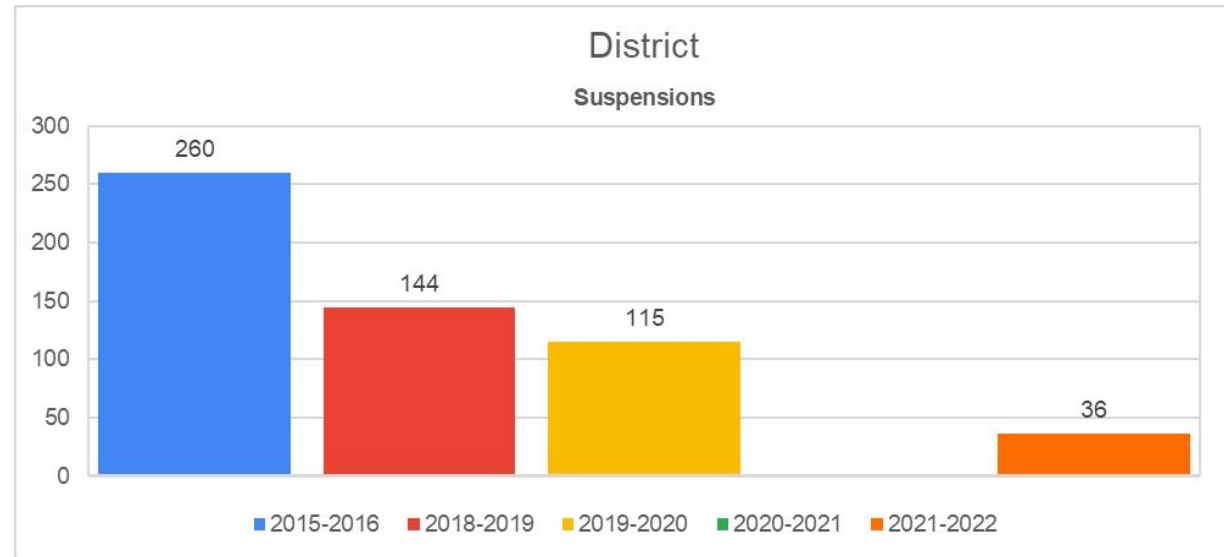
Ratio for
everyone else

A risk ratio equal to one means that the outcomes of both the groups are identical.

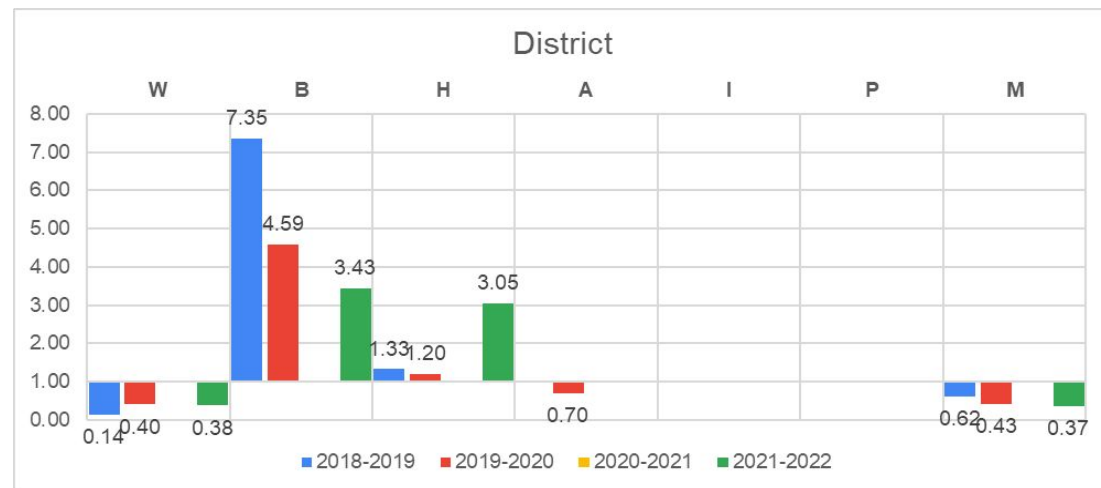
Raw Suspension Data vs. Risk Ratio

District-wide

Raw Data



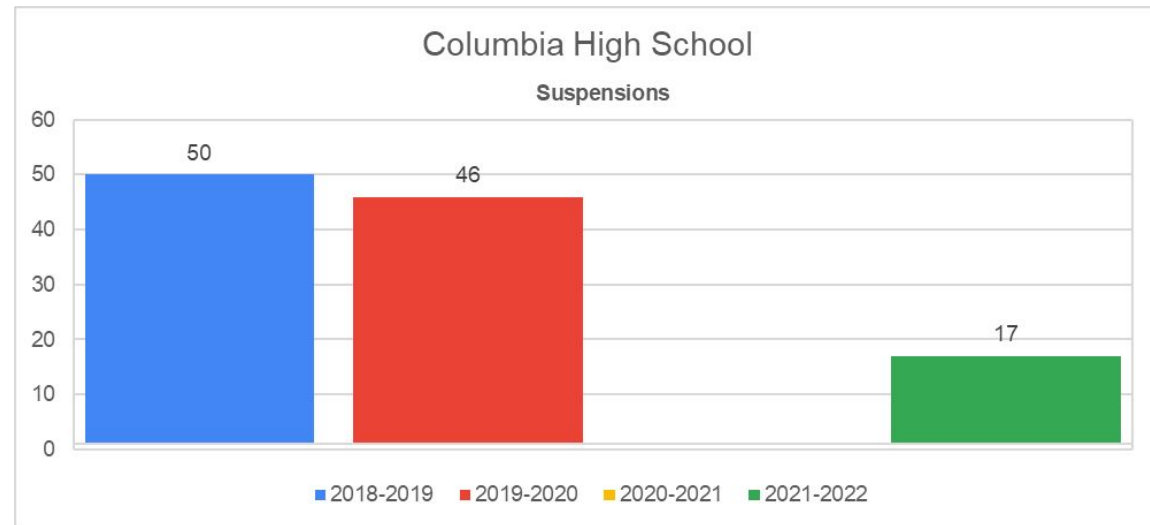
Risk Ratio



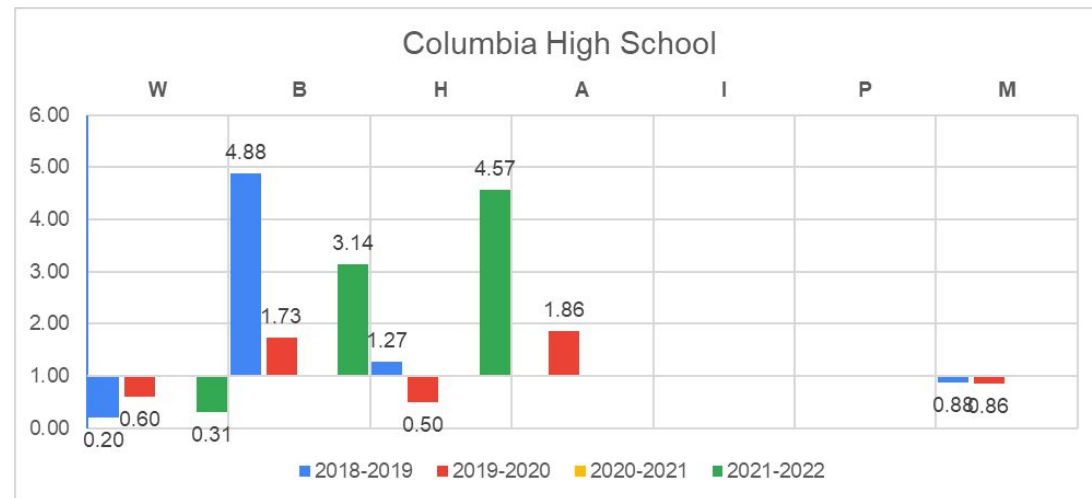
Columbia: Raw Suspension Data vs. Risk Ratio

CHS

Raw Data



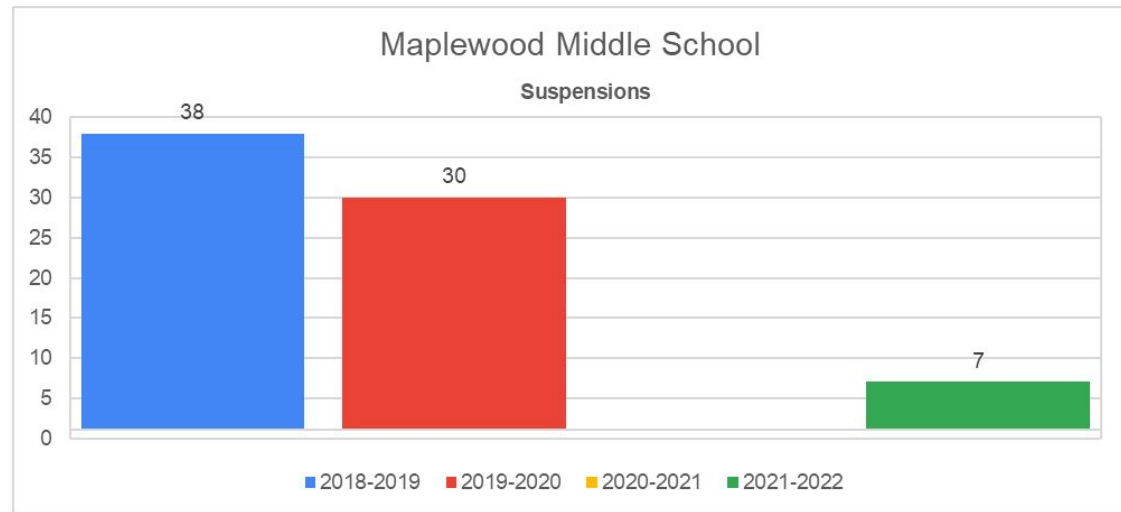
Risk Ratio



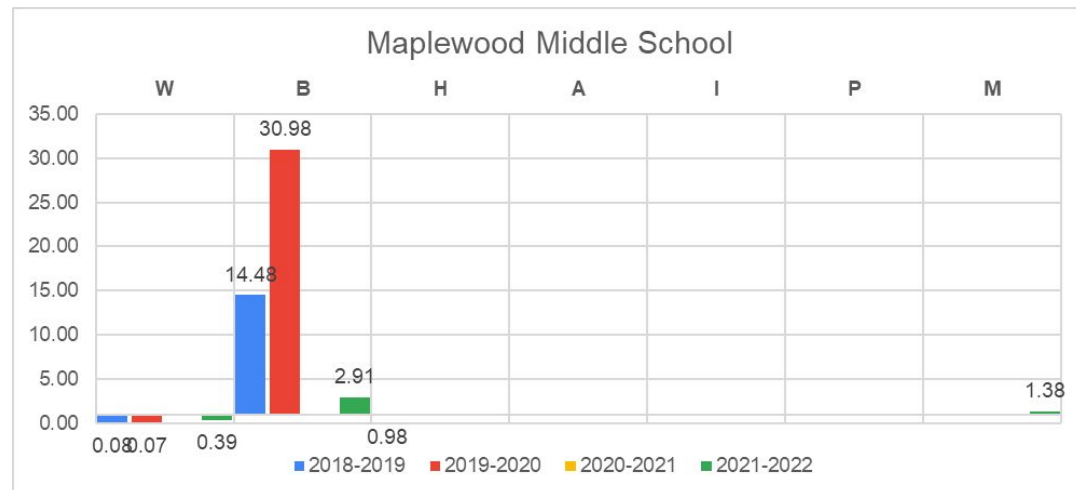
Maplewood Middle: Raw Suspension Data vs. Risk Ratio

MMS

Raw Data



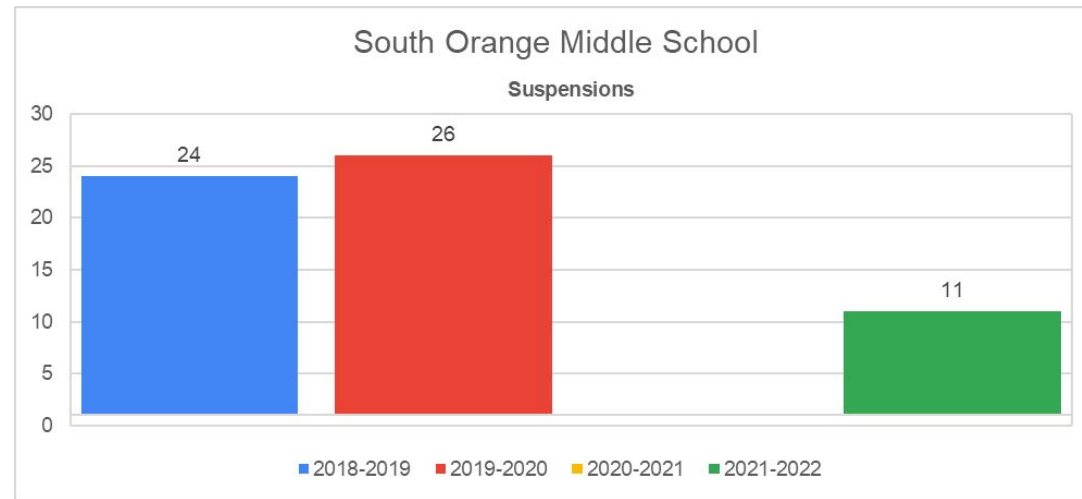
Risk Ratio



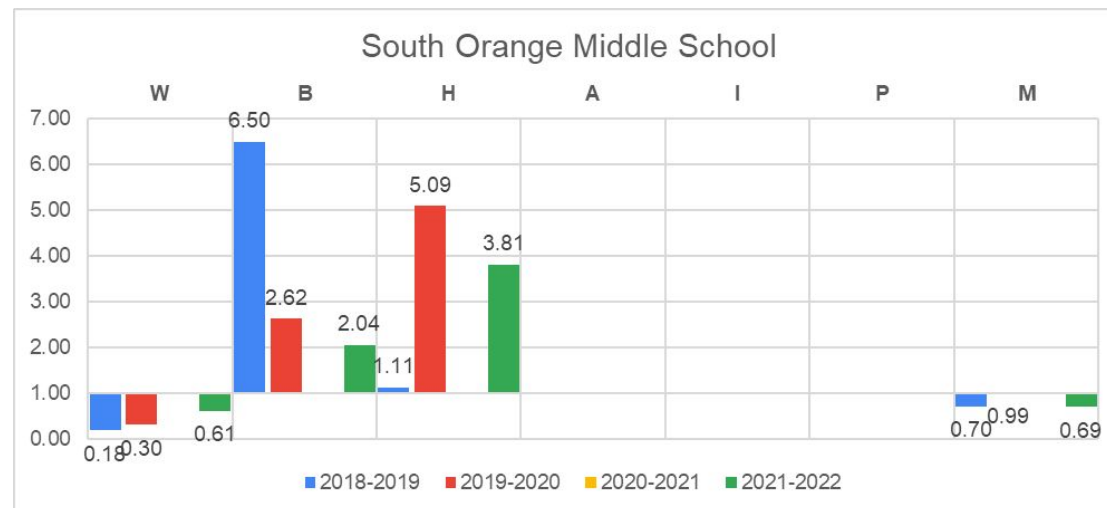
South Orange Middle: Raw Suspension Data vs. Risk Ratio

SOMS

Raw Data



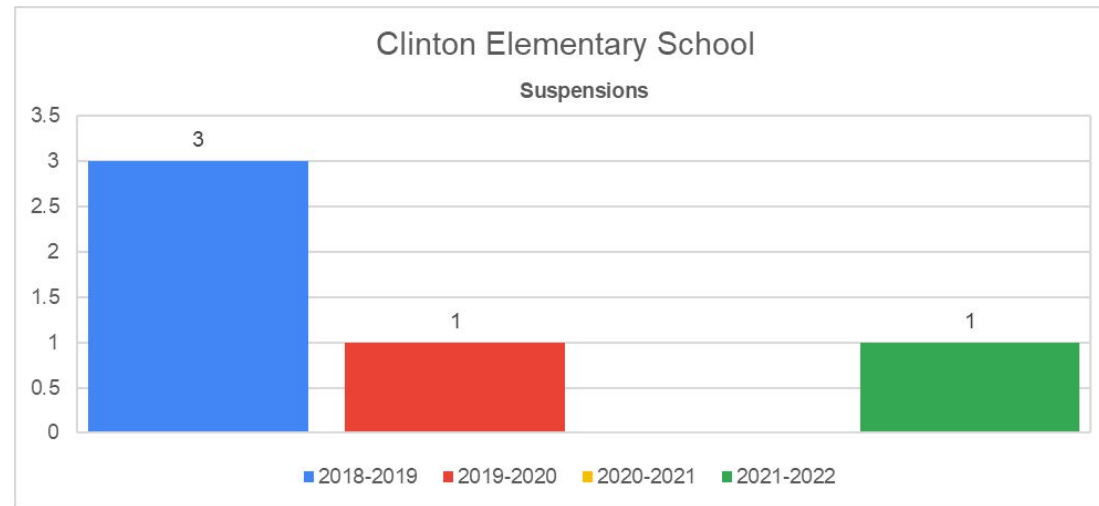
Risk Ratio



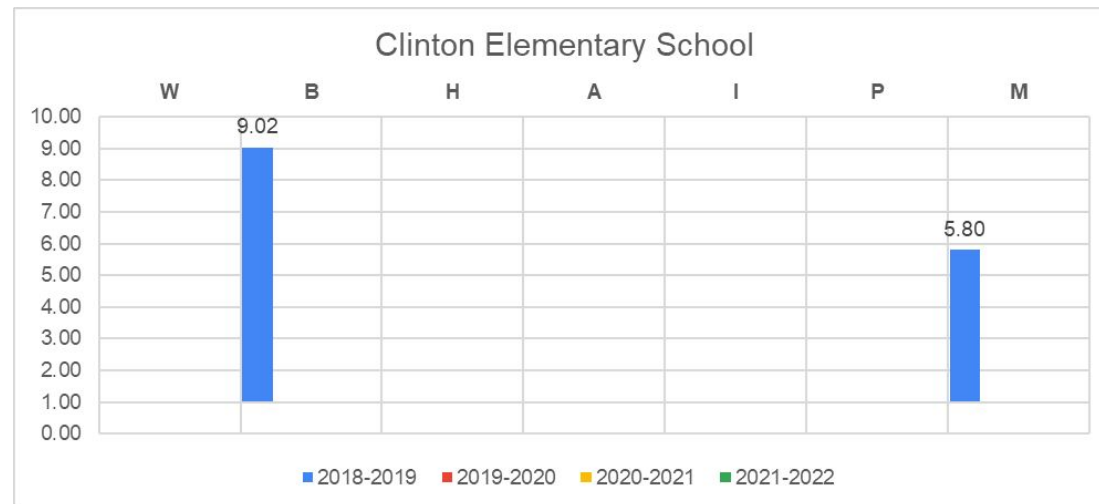
Clinton: Raw Suspension Data vs. Risk Ratio

Clinton

Raw Data



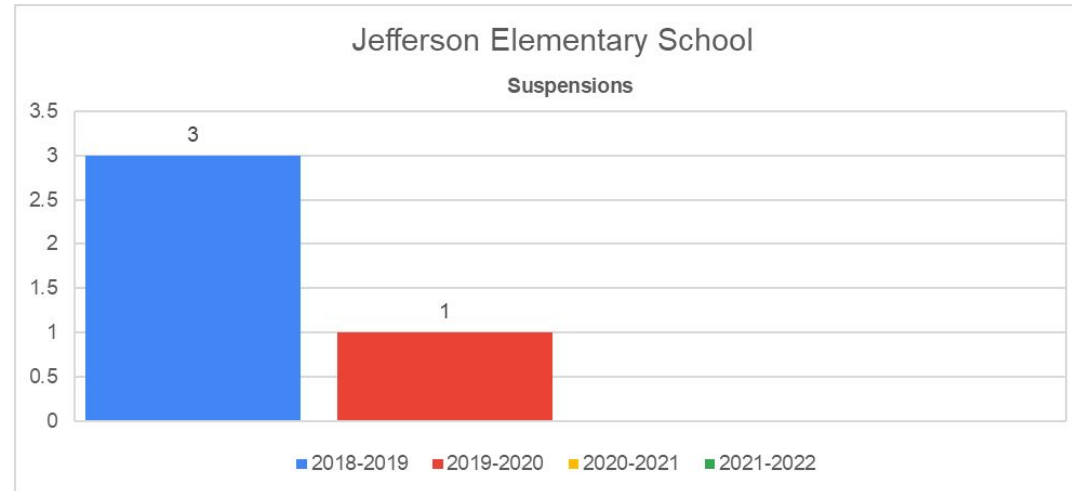
Risk Ratio



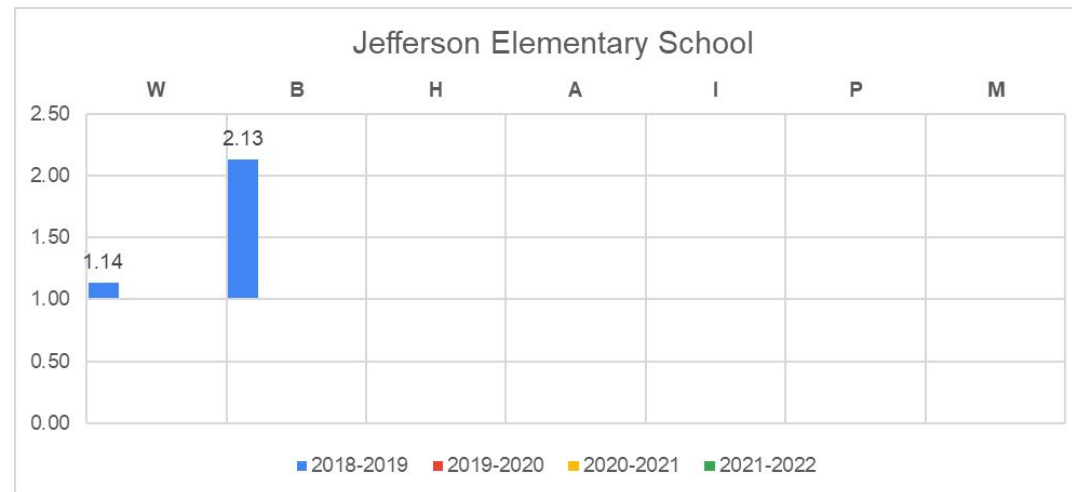
Jefferson: Raw Suspension Data vs. Risk Ratio

Jefferson

Raw Data



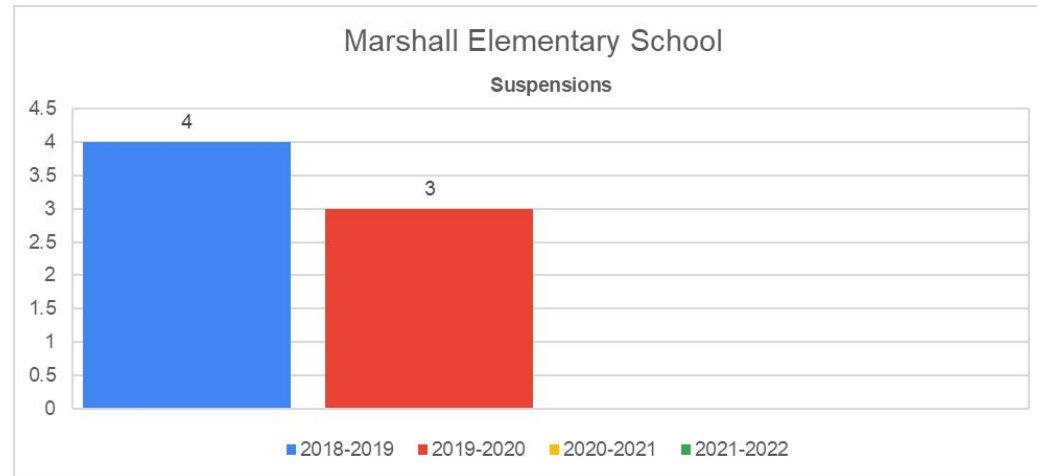
Risk Ratio



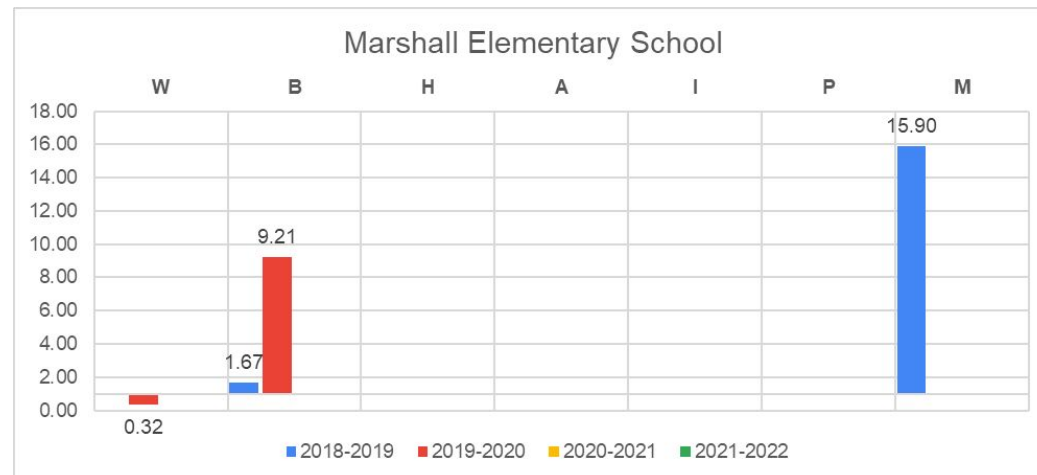
Marshall: Raw Suspension Data vs. Risk Ratio

Marshall

Raw Data



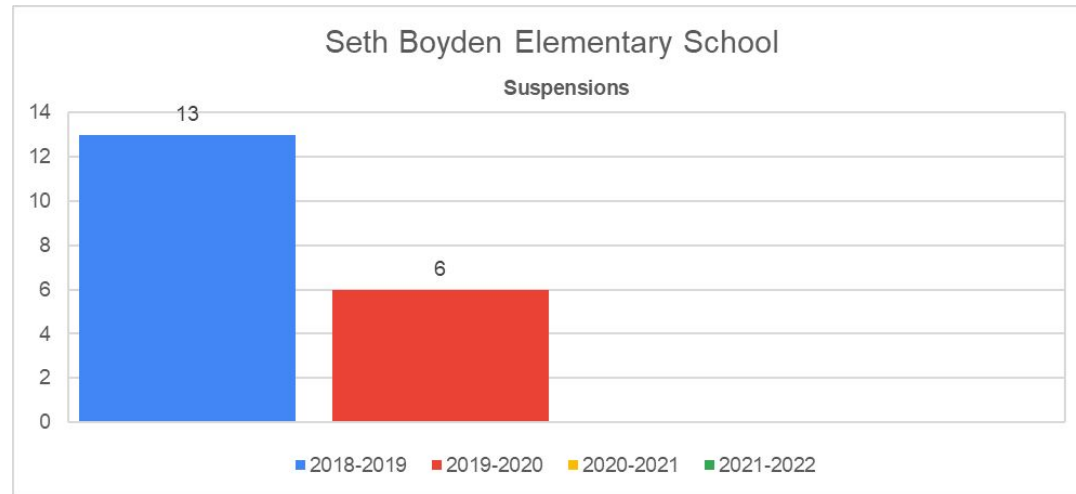
Risk Ratio



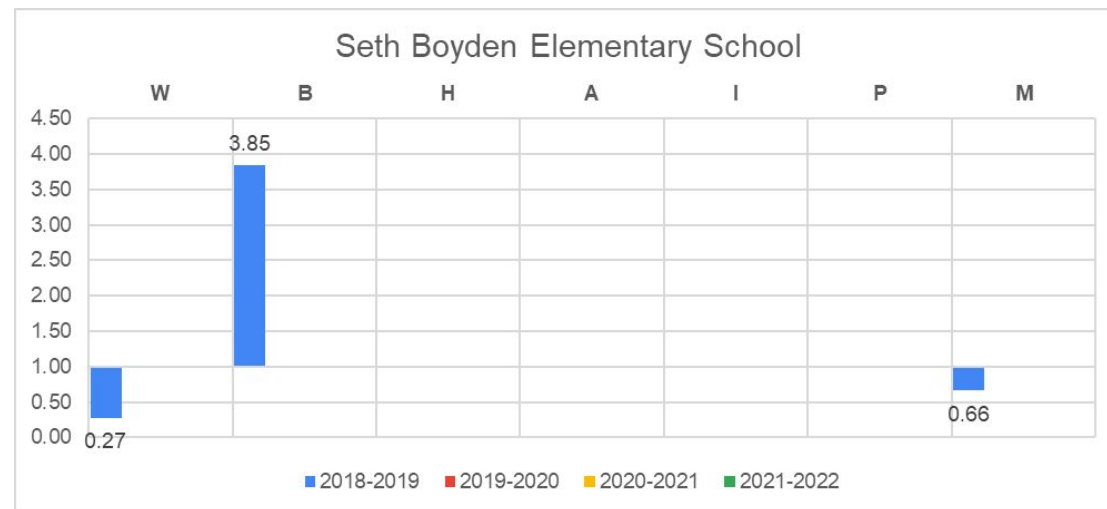
Seth Boyden: Raw Suspension Data vs. Risk Ratio

Seth Boyden

Raw Data



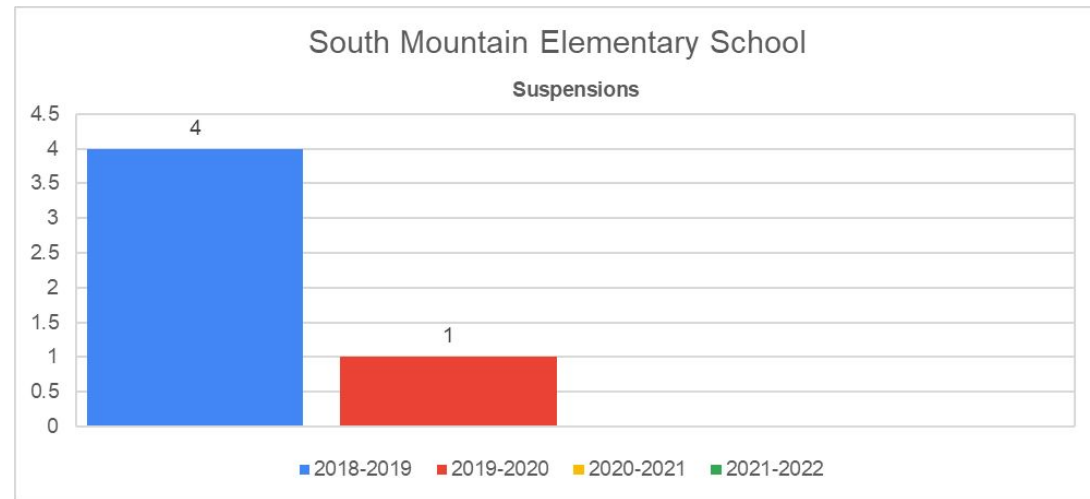
Risk Ratio



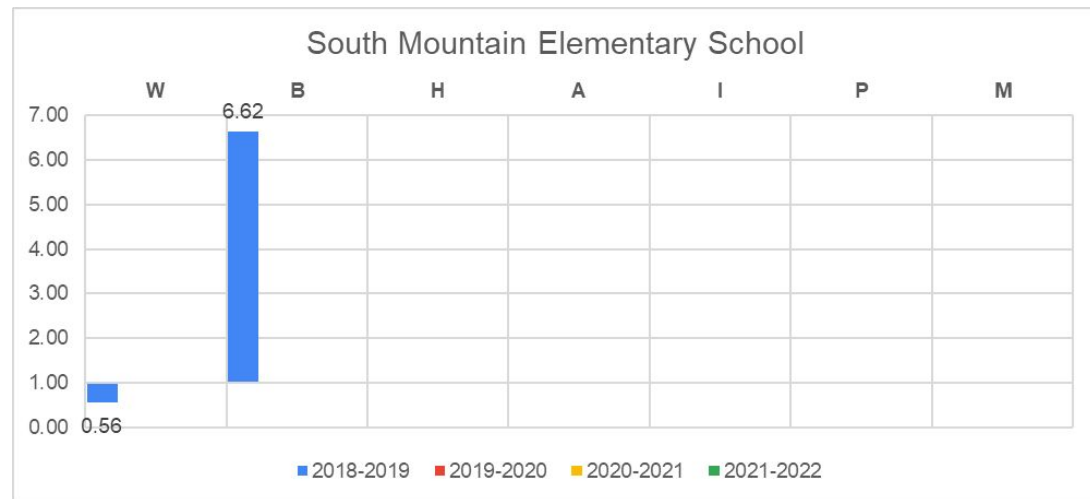
South Mountain: Raw Suspension Data vs. Risk Ratio

South Mountain

Raw Data



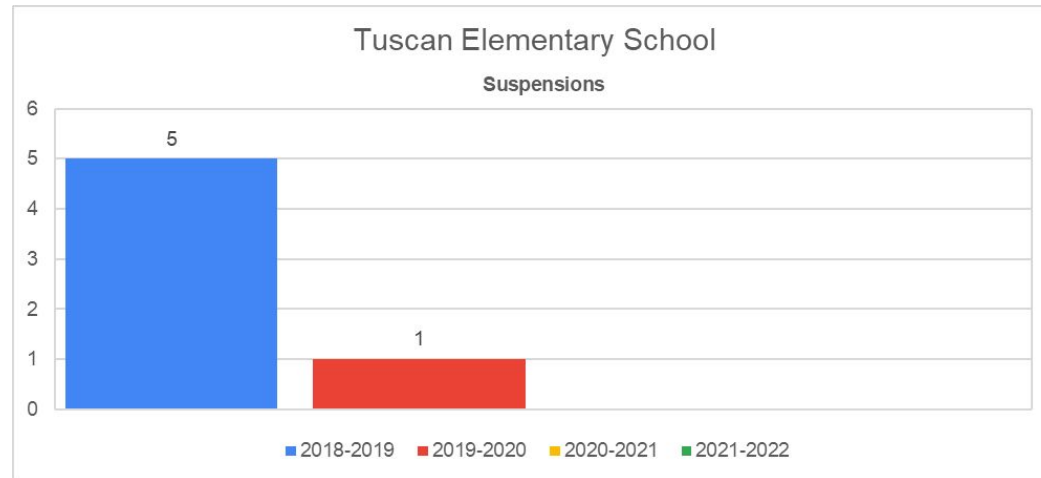
Risk Ratio



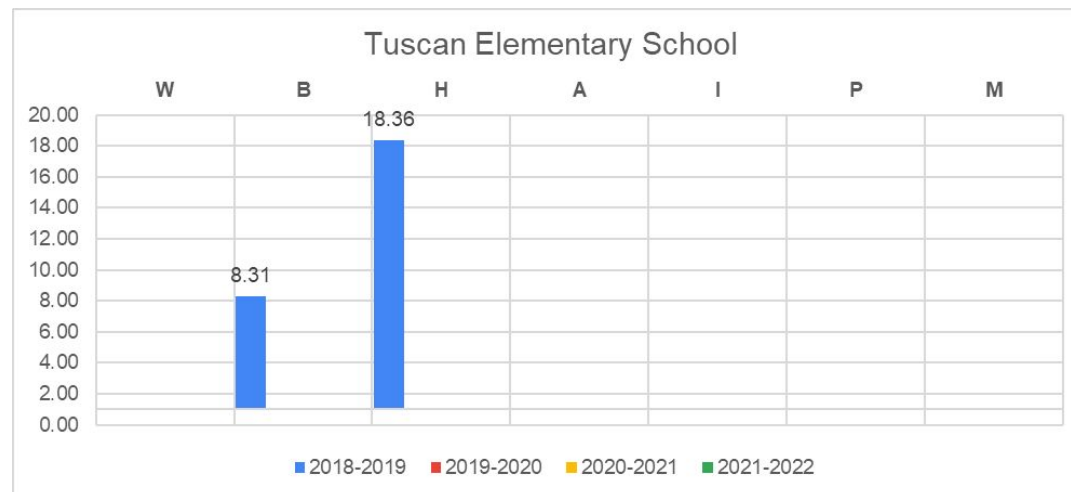
Tuscan: Raw Suspension Data vs. Risk Ratio

Tuscan

Raw Data



Risk Ratio



RELEVANT RESEARCH

Relevant Research

+ **The Impact of Suspension Reforms on Discipline Outcomes: Evidence From California High Schools - Wang, R. (2022)**

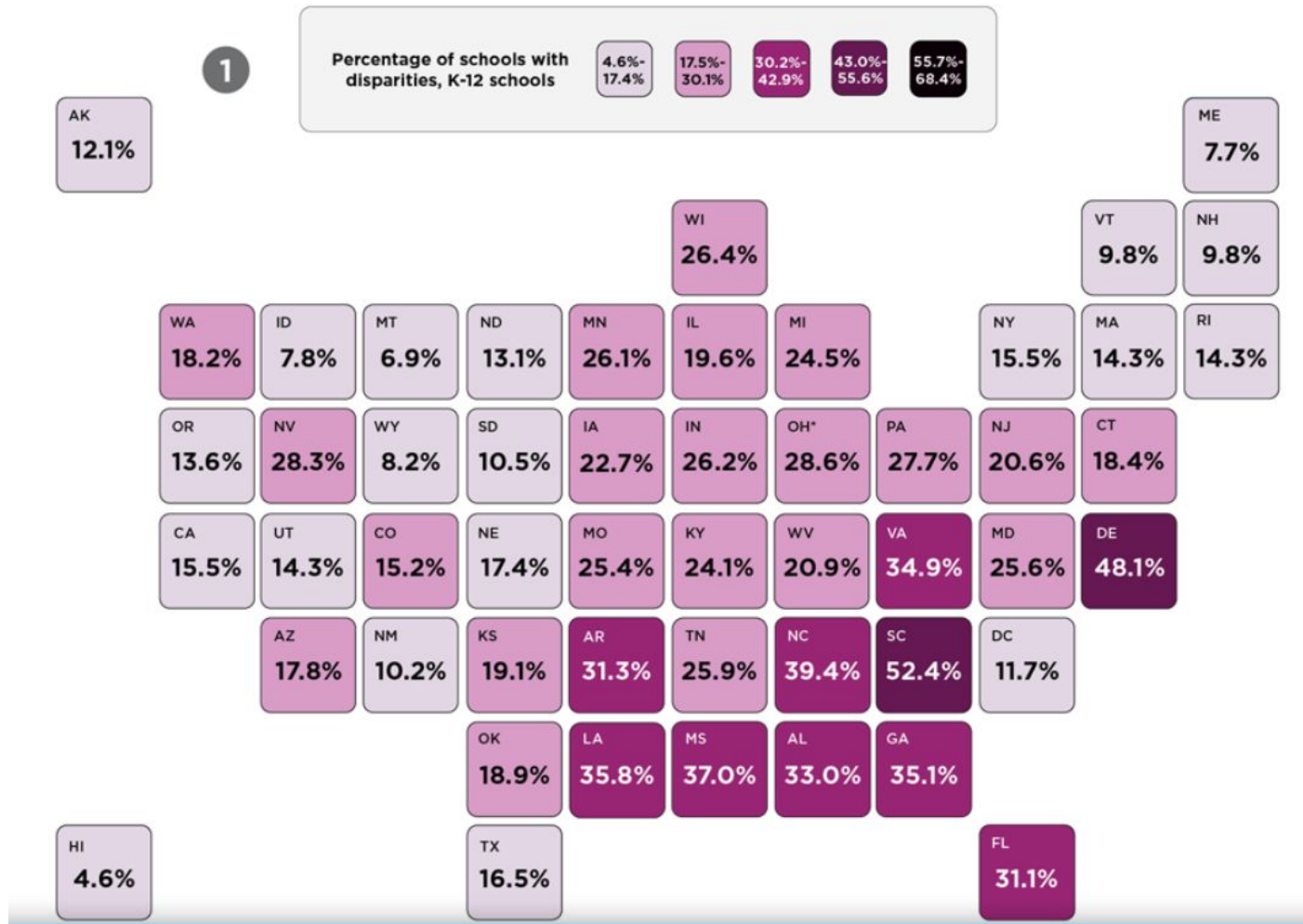
Out-of-school suspension (OSS) is one of the most commonly used discipline actions in U.S. schools: over the past 20 years, about 5% of students received at least one OSS each year (de Brey et al., 2019). While there may be justifiable grounds for excluding disruptive students from the classroom, such as protecting other students' safety and learning, a large proportion of OSSs are issued to students committing minor infractions that pose little to no direct threat to their classmates. This misapplication of OSS deprives students of educational opportunities and more generally harms the school learning environment by creating shared stress (Pena-Shaff et al., 2019) - <https://doi.org/10.1177%2F23328584211068067>

+ **Despite Reductions Since 2011-12 Black Students and Students with Disabilities Remain More Likely to Experience Suspension**

While the use of out-of-school suspension has decreased since school year 2011-12, schools continue to suspend their Black students and students with disabilities at disproportionate rates. Additionally, the use of suspension for Black students and students with disabilities decreased more slowly than among Hispanic students and students without disabilities, respectively. These findings update our 2019 analysis using new data from the Civil Rights Data Collection. Ryberg, R. Her, S. Temkin, D. Harper K. (2021)

Relevant Research: Child Trends (August 2021)

Despite Reductions Since 2011-12, Black Students and Students with Disabilities Remain More Likely to Experience Suspension. While the use of out-of-school suspension has decreased since school year 2011-12, schools continue to suspend their Black students and students with disabilities at disproportionate rates. Additionally, the use of suspension for Black students and students with disabilities decreased more slowly than among Hispanic students and students without disabilities, respectively.



Relevant Research: Education Law Center

In 2018-19, 55,971 students received at least one in or out of school suspension, compared to 50,283 in 2017-18, an 11% increase. This represents a rise in the overall suspension rate from 3.6% of all students to 4%. The increases included both in and out of school suspensions.

<https://edlawcenter.org/news/archives/bullying-and-residence/nj-reports-alarming-increase-in-student-suspensions-overall-and-among-black-students.html>



ABOUT ISSUES LITIGATION RESEARCH BUILDING CAPACITY

NJ REPORTS ALARMING INCREASE IN STUDENT SUSPENSIONS OVERALL AND AMONG BLACK STUDENTS

ELC AGAIN CALLS ON NJDOE TO LEAD AND TAKE ACTION

November 12, 2020

The New Jersey Department of Education's (NJDOE) annual report on student discipline, released in October, shows an alarming increase in student suspensions with continued disproportionate impact on Black students. The percentage of all students suspended from school increased from 3.6% to 4% in one year. The report also shows an alarming 9% of all Black students in New Jersey public schools were suspended, compared to less than 3% of white students.

The NJDOE released its 2018-19 Student Safety and Discipline Report with no public announcement and no comment on the findings and trends in rates of suspension, police notifications and bullying in New Jersey public schools.

In addition, the NJDOE did not compare 2018-19 discipline data with 2017-18 to identify trends in student suspensions and police involvement in schools. The 2018-19 data is from the school year before the onset of the COVID-19 pandemic.

"It's clear the NJDOE is trying to sweep the data on student discipline under the rug," said David Sciarra, ELC Executive Director. "This is even more troubling given that the data shows New Jersey's Black students are disproportionately impacted by the use of harsh discipline measures in our public schools."

An Education Law Center analysis of the Student Safety and Discipline Reports for **2018-19** and **2017-18** shows the following key trends.

1) *An Increase in Police Notifications and Arrests*

Certain types of incidents, such as possession of drugs and weapons, require school principals to notify the police, but others are non-mandatory referrals or at their discretion. In 2018-19, police notifications totaled 7,799, an increase from 7,449 in the prior year. At the same time, there was a drop in the number of non-mandatory referrals made to police – 53% of police notifications in 2018-19 were non-mandatory compared to 62% in 2017-18. There was a slight increase in incidents leading to student arrest, from 1,385 in 2017-18 to 1,411 in 2018-19.



SUMMARY & NEXT STEPS

Summary & Next Steps

- + The District's suspension data and comparison reflects a trend of improvement regarding both the number of students suspended, percentage of suspensions per overall enrollment, as well as the demographic disparity when applying a risk ratio (likelihood based on racial designation).
- + While this trajectory was moving in an encouraging direction, the 2021-2022 data strongly suggests that the BOE moratorium had a direct impact on a greater reduction than would have been expected.
- + The School Based Administrators' feedback on their Restorative Practices/Justice Professional Development has been very positive (both the content and presenters).
- + The difficulty of collecting and analyzing past years suspension data leads the Administration to the conclusion that PowerSchool will permanently become the single repository to collect suspensions, restorative steps taken etc. This will allow a much easier analysis of this important data.
- + Despite the conclusion of the Moratorium, the Administration will continue the formal practice of requiring restorative connections to suspension requests that will be consistently reviewed by the Superintendent (or Designee).

Summary & Next Steps (cont.)

- + Suspension will continue to be formally tabulated per school monthly on a public facing platform.
- + Per the recommendation of our Task Force Student Representatives the Administration will add Title IX, Code of Conduct, Restorative Practices/Justice resources to platforms that students are more likely to peruse i.e. Canvas, Social media, etc.
- + Our District will continue our pilot engagement with the New Jersey School Climate Improvement (NJSCI) platform and expand its scope to every school in our District for school stakeholder (student, staff and parents) feedback.
- + Our Assistant Superintendent of Access & Equity will work closely with our School Based Administrators to work as thought partners with regards to continuing the encouraging improvement of our suspension data, i.e. keeping our students in schools utilizing a restorative lens.
- + Throughout this process our Leadership Team kept the work of our Sexual Assault Task Force top of mind as their report had connections to student consent, immediate triage for students in crisis and a flowchart to consistently govern our staff responses to these incidents. Prevention is of course the at the heart of both preventing suspensions and sexual assault.