

NEW JERSEY CONSORTIA FOR EXCELLENCE THROUGH EQUITY-SOUTH

***“Preparing Each and Every Student for Success in
Post-Secondary Education and in Life”***



2018-2019 *PROMISING PRACTICES SYMPOSIUM*

November 27, 2018

8:30- Noon

**Rowan University
South Jersey Technology Park
107 Gilbreth Parkway
Mullica Hill, NJ 08062**



8:30-9:00 REGISTRATION, BREAKFAST AND NETWORKING

9:00- 9:10 WELCOME

Gerri Carroll, Co-Director, NJCEE-South
Dr. Robert L. Jarvis, Director of NJCEE and the Coalition for Educational Equity at PennGSE

**9:10-10:00 DELSEA REGIONAL SCHOOL DISTRICT
Franklinville, NJ**

“MEN Scholars – Mentoring, Empowering, and Necessitating a Change”

Presenters: Sgt. James Merritt, MEN Scholars Faculty Advisor
Dr. Melissa Williams, Assistant Superintendent
Kishawn Fentress and Chris Henry, Delsea High School Seniors & MEN Scholars

The MEN Scholar program mentors and supports minority male students academically, socially and emotionally to increase access to success in all areas of school.

Minority male students in eleventh and twelfth grades who are academically successful and meet set criteria are identified to serve as MEN Scholars, mentoring fellow students in ninth and tenth grades. These young men mentor underclassmen in the areas of personal goals and expectations, peer pressure, study habits, responsibility in life, grades and academic press, and how to be a future role model (to name a few). The MEN Scholars also work with the middle school boys and even visit the elementary school. They are also partnered with students from Morgan State University who serve as mentors to our MEN Scholars.

The program builds additional support systems for our MEN Scholars both inside and outside of the district to continue to maintain academic success and their integrity. It also allows those same Scholars to mentor young minority men to become future MEN Scholars.

**10:10-11:00 GALLOWAY TOWNSHIP SCHOOL DISTRICT
Galloway, NJ**

“Generating Buy-in to Redesign the Code of Conduct: Embracing Restorative Practices”

Presenters: Tina Butterhof, Counselor
Kevin Lightcap, Assistant Principal

Restorative Practices do not replace consequences as is a common misconception. Instead, restorative practices is a mindset that incorporates strategies focusing on building, repairing and maintaining relationships between people and communities. Through use of restorative practices, it is the intention that schools can reduce discipline issues and foster a positive learning environment that encourages student growth. This presentation offers suggestions that may help teachers develop a restorative mindset giving them an understanding of how words and actions can build up or break down relationship

11:10-Noon PEMBERTON TOWNSHIP SCHOOLS

“Creating Trauma Sensitive Schools

**Presenters: Holly Corsanico, Supervisor of Child Study Teams & Related Services
Amy Hunter, School Social Worker
Heather Ilconich, School Social Worker**

As the last standing and permanent institution, we have the moral imperative to take action and help our staff learn about trauma and its impact on the classroom; as well as provide a safe environment that can propel children to escape re-traumatization. During the 2014 calendar year, Pemberton Township reported 584 incidents of domestic violence, the highest in Burlington County, NJ. This figure did not include all other types of trauma. How can students who live and experience such traumatic events be expected to attend school and be ready to learn when their whole world is in a volatile state?

Our school district has embarked on this journey based on this township data related to domestic violence and the impact it has on children. We created a Trauma Sensitive Team, after receiving a thought provoking training by an expert in Trauma. We were called to take immediate action. Counselors, school psychologists, social workers, and special services administrators believed we could make a difference in the lives of our children if only the teachers and other district staff members knew and understood trauma and how it affected our children and our community. How can kids be ready to learn when their basic needs of safety and security were not being met? So, we created this Trauma Sensitive Team that provided training to all board members, administrators, staff and the community.

Our journey and philosophy in creating such environments encompassed the education of all instructional staff and district employees. Our mission is to provide our community with the tools and resources to consistently create nurturing, safe, and supportive environments to ensure all children have the opportunity to learn. Please join us as we share how our district created a systems approach in Creating Trauma Sensitive Schools.

CLOSING REFLECTIONS

Dr. Robert L. Jarvis, , Director of NJCEE and the Coalition for Educational Equity at PennGSE