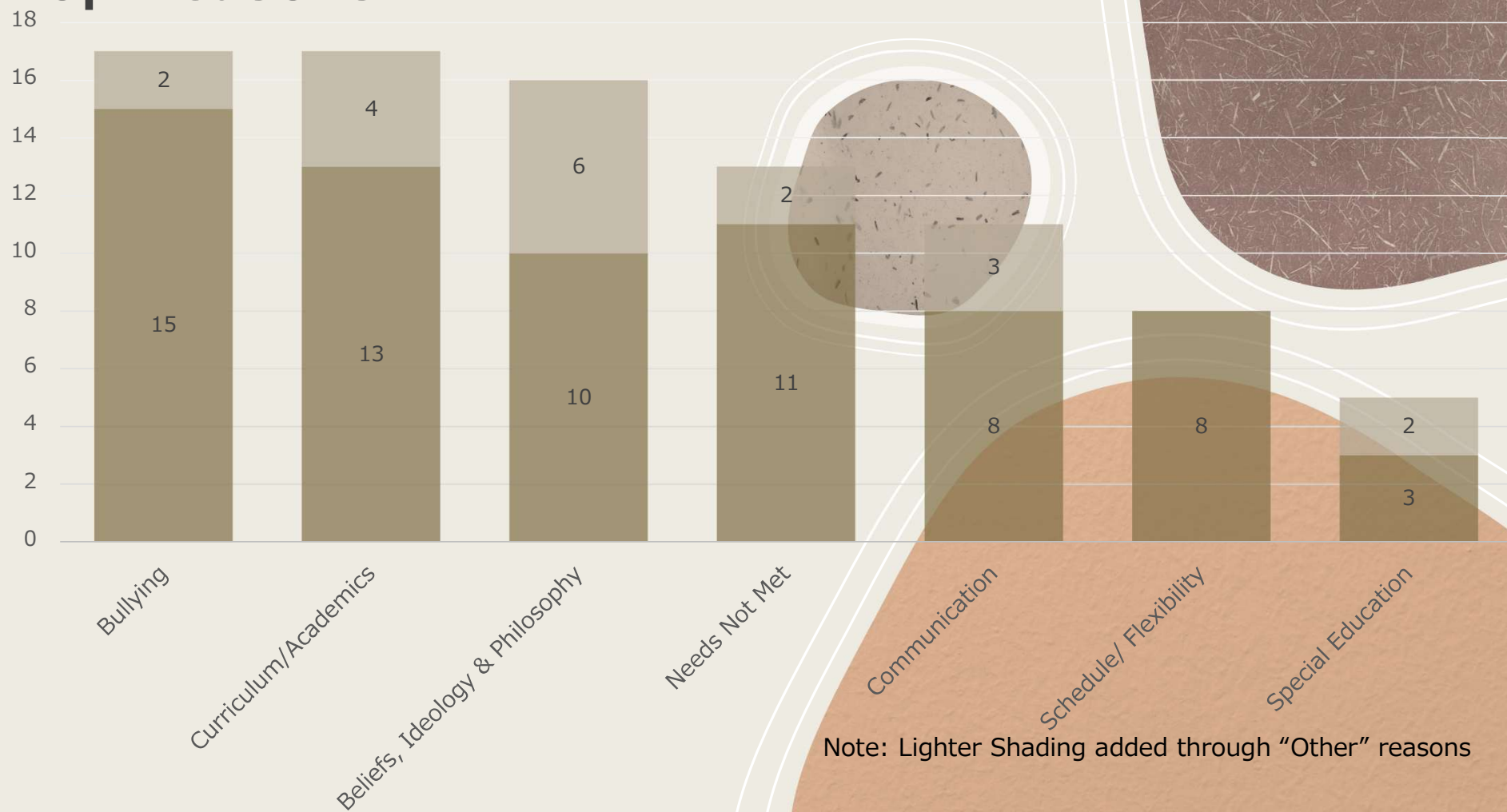


An aerial photograph of a large agricultural field. The field is planted in long, straight rows of crops, alternating between green and reddish-brown colors. In the upper right quadrant, a small red tractor is visible, working in the field. A large, white, horizontally-oriented oval is superimposed over the center of the image, containing the title text in a bold, red, sans-serif font.

Disenrollment Survey Results

Top Reasons



Remember what you thought the reasons were?

Opposition to taking the time to
ask families why they disenrolled
had many hypotheses



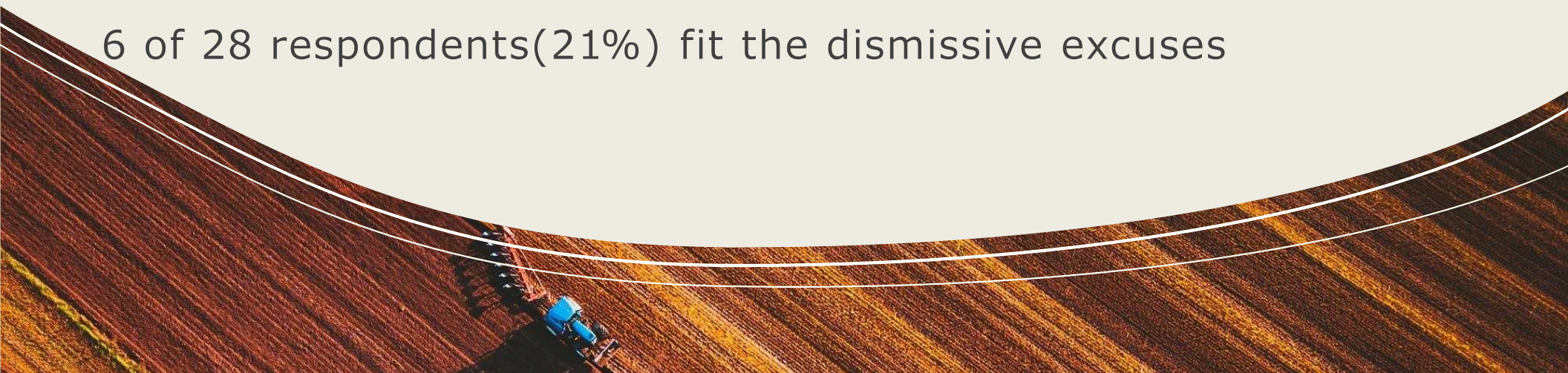
Mostly Because... addressing the commonly stated beliefs about why families left

Mask Rules: 1, now returned

Flexible Scheduling: 1, now homeschooling

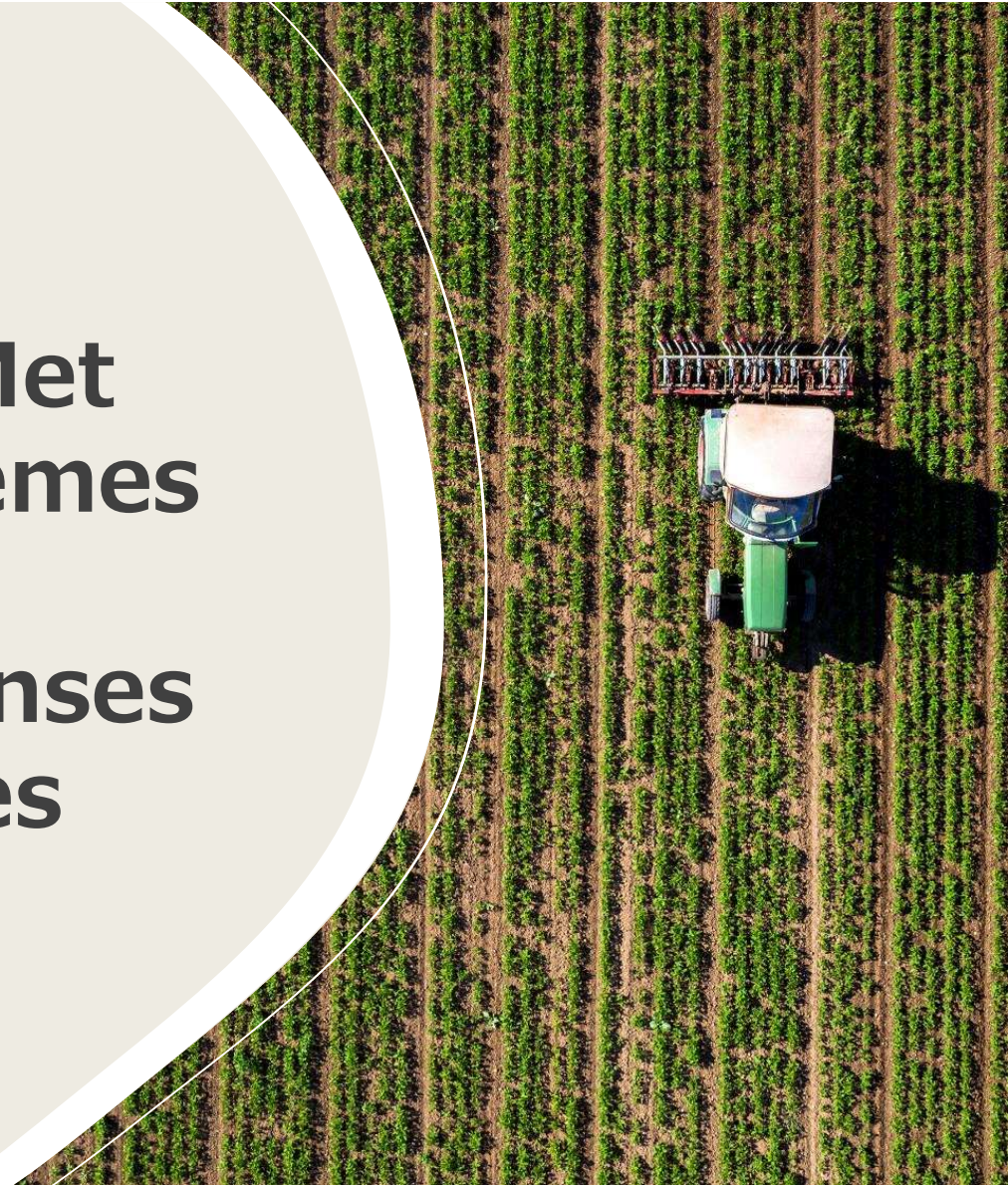
Covid Online Schooling Difficulties: 3 purely, 1 partially, all now returned

6 of 28 respondents(21%) fit the dismissive excuses



Other & Needs Not Met Newly Identified Themes

- Discipline 12 responses**
- Respect 5 responses**



Discipline Concerns

“Large class sizes made it so the **teacher was too overwhelmed** by bolder students with behavioral issues, that the teacher could not maintain a positive environment for the well-behaved students.”

“Now in cyber, Less distracted by rude children or **children not behaving how they should.**”

“The kids do and say a lot of sexual stuff to each other and the boys have touched girls inappropriately.”

“Classroom was **chaotic and disorganized** which disrupted the learning environment for all students. There was little to no ancillary support for the teachers in the classroom.”

“There is a point where the safety of the rest of the classroom needs to be taken into consideration. This classroom **would consistently have “room clears” due to disruptive outbursts** (throwing of crayons, books, chairs). Due to the consistent disruption, the student’s education was jeopardized, and I do not feel their overall safety was a priority. The teacher was given no additional support other than the aide that was split between the 3 classroom and the student teachers. **The students in that classroom suffered because of behaviors that were not able to be managed or controlled and the lack of resources available.**”

Discipline-Bullying Connection

10 Respondents with Bullying specifically described additional Discipline failures

2 Respondents Independently described discipline issues, without claiming bullying

17 Respondents total claiming Bullying(Discipline is inferred)

19 of 28 Responses

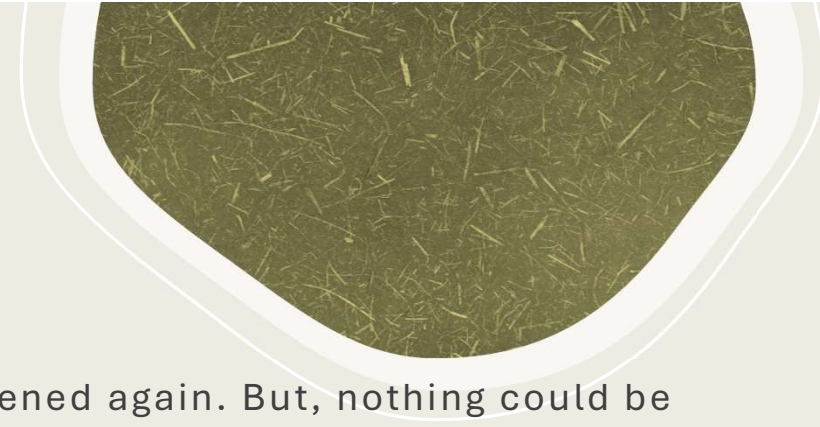
68%

Imply or
Explicitly
Cite

Discipline
Failures

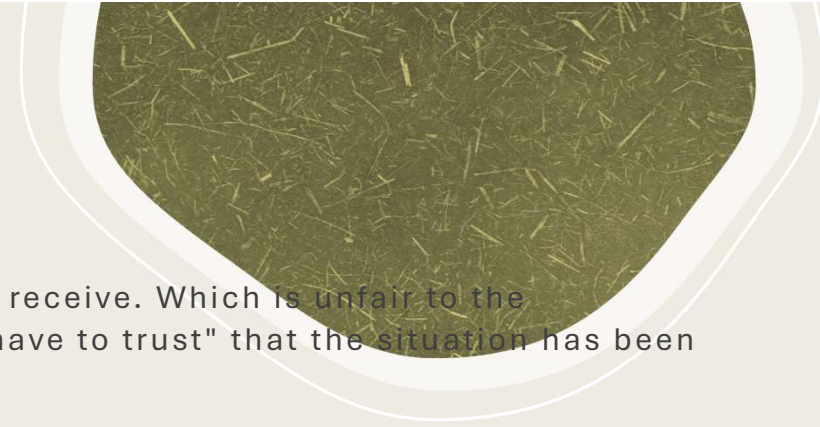
Bullying Deep Dive

- “Principal told me he didn’t consider it bullying.”
- “It was left by the principal to let them know if it happened again. But, nothing could be done the first time.”
- “It was never being seen by the teachers.”
- “There was no communication from the bus drivers or teacher that these things were going on.”
- “I don’t feel there is enough being done with bullying. Bullying pretty much gets swept under the rug and forgotten.”
- “How about monitoring classroom by camera with audio to see how teachers are acting towards students?”



Bullying Deeper Dive

- “Does not allow disclosure of punishments that other students receive. Which is unfair to the victim/person and family of the person being bullied, as we just "have to trust" that the situation has been addressed.”
- “We met with principal and since they couldn't confirm any of this actually happened due to no camera on the bus, nothing was done.”
- “Child A and B were picked on By Child C both on and off the bus along with times at school. Picking was done by the same students regularly for no reason. These issues went on for 3 school years.”
- “School staff bullies students and families. Staff ALWAYS lies to families. EXAMPLE: This survey says it was given to families who disenrolled in fall 2020..... I disenrolled in 2018. And OBVIOUSLY the lying to families continues!”
- “Teachers are hateful.”
- “Our daughter was coming home from school in tears, fighting every morning because she didn’t want to go to school, and then being sent home from school “sick” or being called because she was so anxious due to a peer’s bullying.”



Schools Where Bullying Happened

Of schools reported as location of bullying, several schools have a higher % of reports than their % of the student body, based on 23/24 enrollments

School	% of Reports	% of Student Body	Higher % of share
High School	23.8%	31.4%	no
Middle School	28.6%	23.2%	yes
Oak Flat	19.1%	16.4%	yes
Mount Rock	14.3%	15.2%	no
Newville	14.3%	13.8%	yes

Where did Bullying Happen?

Of 15 Respondents:

Class 12

Lunch 10

Halls 9

Bus 7

Recess 7

Online 4

Clubs 3

Bathroom 2

“We met with principal and since they couldn't confirm any of this actually happened due to no camera on the bus, nothing was done.”



Sad Truth: The Absence/ Bullying Connection

4 Respondents selected issues with
Absences

3 of those had selected Bullying as a reason

1 did not select Bullying, but described
mean comments by “friends” at lunch

100% Correlation
between experiencing
Bullying
and
Excessive Absences
Bullied=Absent

Severity of Bullying among Absentees

REPORTED “FINES FOR ATTENDANCE”

Verbal Abuse: 3/5

Mental Abuse: 4/5

Physical Abuse: 2/5

“Nobody did anything worthwhile to prevent it from continuing to happen to my child.”

REPORTED “LETTERS FOR ATTENDANCE”

Verbal Abuse: 4/5

Mental Abuse: 5/5

Physical Abuse: 4/5

“My child had their clothing ripped apart on the bus. Also art projects and gifts from the teacher destroyed. Water was dumped on my child's head because they had to share a seat with my child. Kids called my child a retard, stupid, they hate him and wished they never had to see my child again.”

Curriculum and Academics: Reason for 60%

Missing

- Cursive writing
- History and Civics
- Advanced Math & Sciences

Rigor

- Too Hard-1
- Not hard enough-6

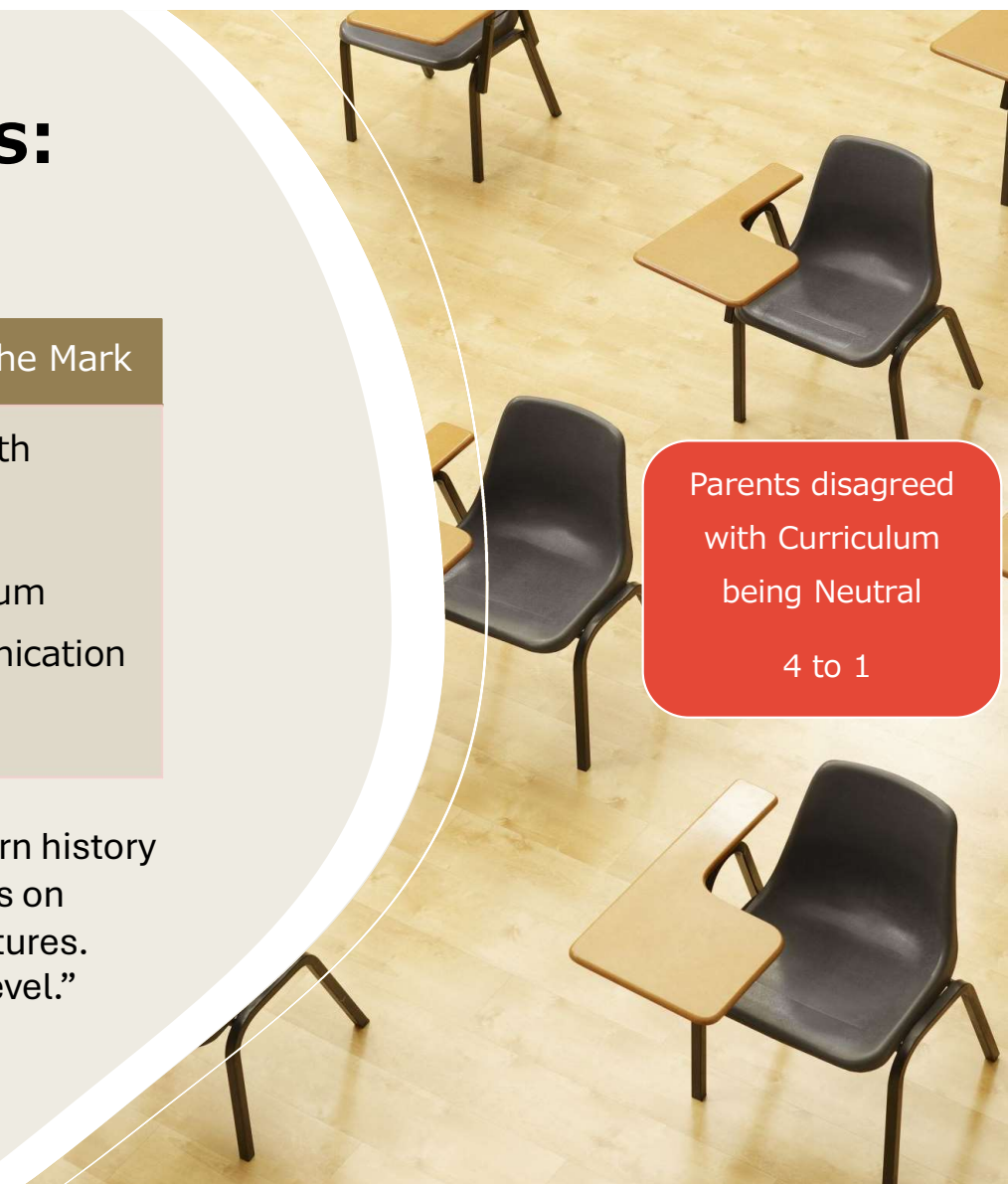
Missing the Mark

- New Math
- Basics
- Curriculum Communication

“GO BACK TO THE BASICS !!! These kids today need to learn history and learn how to write not just read. Kids need more hands on education and things they can take with them into their futures. There are no building blocks to help them get to the next level.”

Parents disagreed
with Curriculum
being Neutral

4 to 1

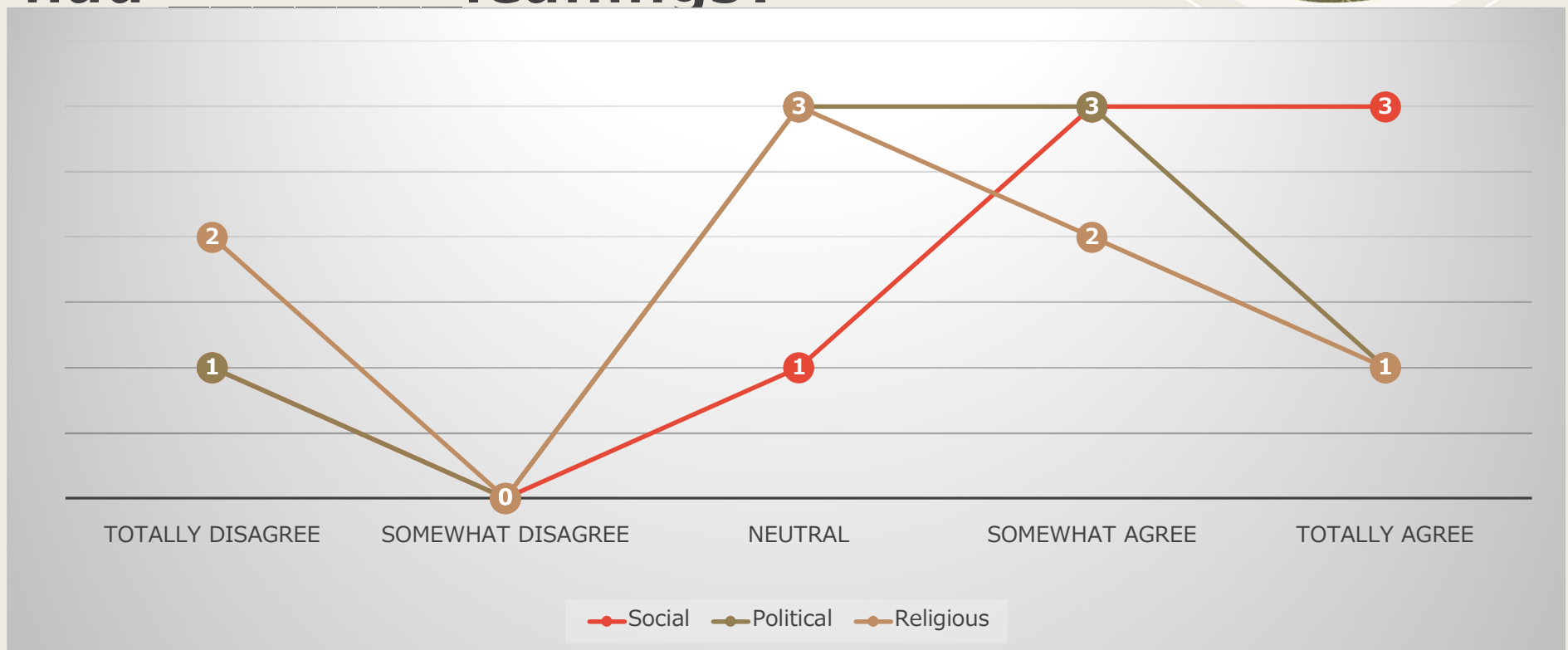



Math Curriculum:

“We are not happy with the district's new math curriculum. It is too slow, with long whole group math portions that are drawn out and boring to advanced learners and disengaging to less advanced learners. The curriculum is not meeting the needs of the top 20% or bottom 20% of students. We need a curriculum that allows for differentiated learning in the classroom if we are going to have such a range of abilities in the same grade! And do not tell me, the 'are you ready for more' portions make up for the first 30-45 minutes of math class that was wasted time for more advanced learners.”

“New math curriculum is horrible doesn't require teachers to teach. Hand out packets and let students learn on their own.”

To what extent did you agree that the Curriculum had _____ leanings?





“We did NOT appreciate BS educators discussing their personal political beliefs. While learning about the government, its functions and operations and how to be a good citizen/civic duties, WAY TOO MANY educators were discussing their political affiliations and beliefs and trying to sway students to one party rather than remaining neutral.”

“Topics being discussed in and outside of the classroom that would be more appropriate for being discussed by parents.”

Beliefs/ Ideological/ Philosophical 10 respondents

Conflicts:

Social Issues 7

Mask Rules 5

Religious 5

Gender 3

Views on Race 3

Health 2

Profile of a Graduate 5

Mission Statement 2

Vision 2

Belief Statement 2

Profile Traits:

Global Citizen 5

Empathetic Advocator 2

Creator 1

Collaborator 1

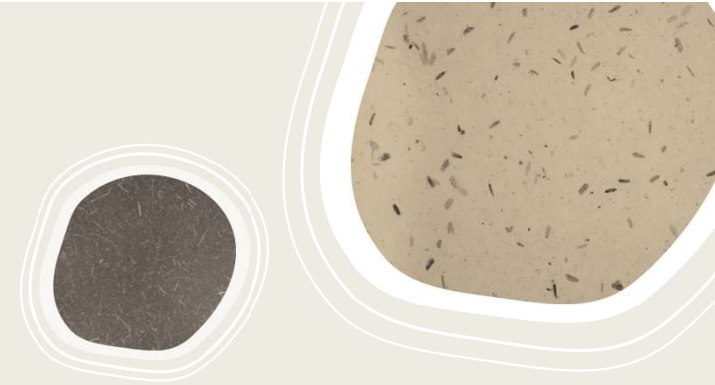
Continuous Learner 1

Critical Thinker 1

Communicator 1



Customer Service: Our Families Have Options Our Taxpayers Want Value for Investment



1. Needs Not Met (13)

2. Communication (11)

3. Respect (5)

Less students= Less Jobs

Preserve Our Big Spring
Public Schools

“No communication with me and when I asked about it was told they told the kids.”

“When I couldn't get a straight answer from the teacher I called and talked to the principal. Was told she would look into it. And the next week when I called got the same thing. We will look into it.”

“The communication time frames from teachers and principal were not prompt.”

“We gave the school another chance, but saw how much emotional stress that put on our child and our family as a toll due to not feeling heard.”

“Felt like we weren't heard or that our concerns were not serious.”

The background features a light beige color with several organic, rounded shapes. These shapes are filled with different textures: a large purple one on the left, a brown one with small dark specks in the center, a dark brown one at the top right, and a green one with fine yellow fibers at the bottom left. Each shape is outlined with thin white concentric lines.

Culture Improvement

“BS has a very closed culture that is not accepting of newcomers, new ideas and is not at all welcoming. I think there needs to be a major culture shift with the district in order to be effective in making any kind of changes whatsoever.”

Big Spring Cyber Offerings

- **Seek Feedback**
 - **Reflect on Performance**
 - **Explore new techniques**
 - **Communicate availability**
 - **Focus and adapt**
 - **Increase Flexibility**
- “I probably would have kept my students in Big Spring cyber had they kept the hybrid classes. Recorded classes and being able to see the teacher are important.”
 - “The flexibility of a school endorsed cyber option should be communicated as an option before there are issues(preventively), not after issues arise.”
 - “It's nice to be able to see the classes on online and having the option to watch the video at a later time.”
 - “Attendance shouldn't matter as much as getting their work done.”
 - “Communication was horrible”
 - “Assignments were not explained well.”
 - “CCA has better teachers than Big Spring or Big Spring cyber.”

Special Education Concerns

“We are now in the process of getting an IEP, which I requested and wasn’t done.”

“We talked to the teacher about this and brought it up more than once to have her evaluated or moved to a class that she could get help.”

“Teachers Give up on students because they don't want to seek better or more for them.”

“Was asking for help for Child A and B on different levels and was ignored for years.”

“Everything was always too late. It was ignored or they wanted to wait until we were years late to try and take back and try to somehow fix issues.”

“I'd like to add that I had to fight tooth and nail to try to get speech services for Child A and no one at the district agreed with me (we got it independently).”



Family Education Suggestions

Healthy eating habits

Parents bully and don't show respect to one another

Allow more parent volunteers in classes

Sponsor pre-school age kindergarten prep days, where parents get to learn and understand their role in their children's education. (Behavioral, academic, physical, mental growth)

Better communication on what students are actually learning during the day

AS I TEACH MY OWN CHILD....."One thing about you, does NOT define you as a whole".

None. This is a school. Teach education topics. Leave my family education to my family and stop putting your nose where it doesn't belong!

What Did You Enjoy about Big Spring?

- PTO is great (Newville)
- Counselor provided through Shippensburg college
- Nice Staff at Newville
- Socialization with friends at lunch and recess
- Sense of community where people care about each other
- I believe BSSD has a wonderful set of teachers and administrators.

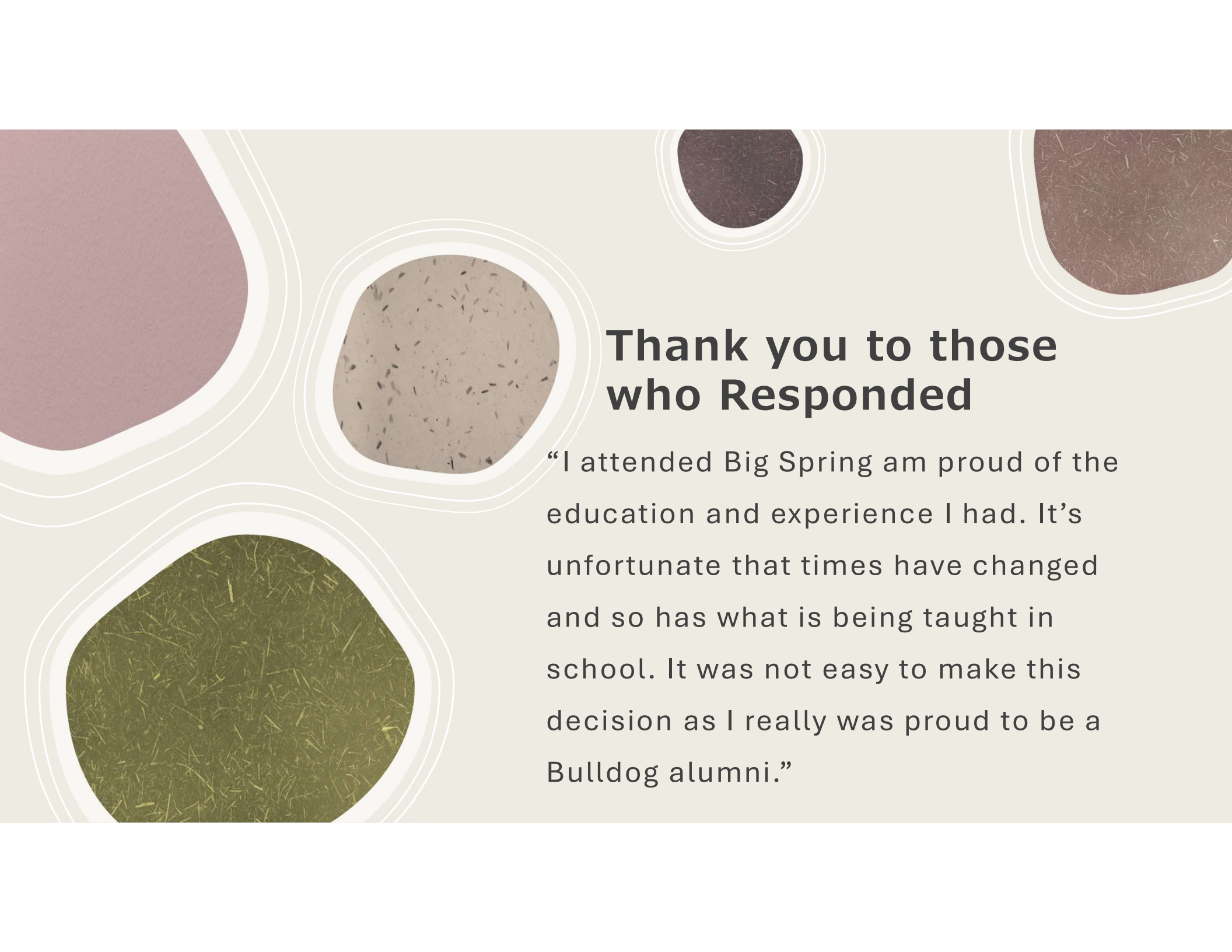
- Family/community aspect. The teachers DO care about their students.
- The choir teacher who made my child feel seen.
- They provided good lunches
- Wide variety of schools and activities for the students
- Some of the teachers are absolutely amazing. They are accepting and understanding in the changing world we live in.
- The disenrollment process was easy.

All- Star Staff

- Jen Chamberlin
- Heath Myers
- Bob McClure
- Mrs. Cherie Williams
- Dr. Jocelyn Kraus
- Jocelyn Krause (Yes, Mentioned twice!)



Thank YOU!

The background features a light beige color with several organic, rounded shapes. These shapes are filled with different textures: a large purple one on the left, a brown one with small dark specks in the center, a dark brown one at the top right, and a green one with fine yellow fibers at the bottom left. Each shape is outlined with thin, concentric white lines.

Thank you to those who Responded

“I attended Big Spring am proud of the education and experience I had. It’s unfortunate that times have changed and so has what is being taught in school. It was not easy to make this decision as I really was proud to be a Bulldog alumni.”