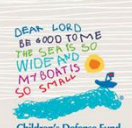




Alternatives to Exclusionary School Discipline:
BEST PRACTICES FOR SCHOOL SAFETY AND STUDENT INTERACTION



Children's Defense Fund Mission

The Children's Defense Fund Leave No Child Behind® mission is to ensure every child a **Healthy Start**, a **Head Start**, A **Fair Start**, a **Safe Start** and a **Moral Start** in life and successful passage to adulthood with the help of caring families and communities.



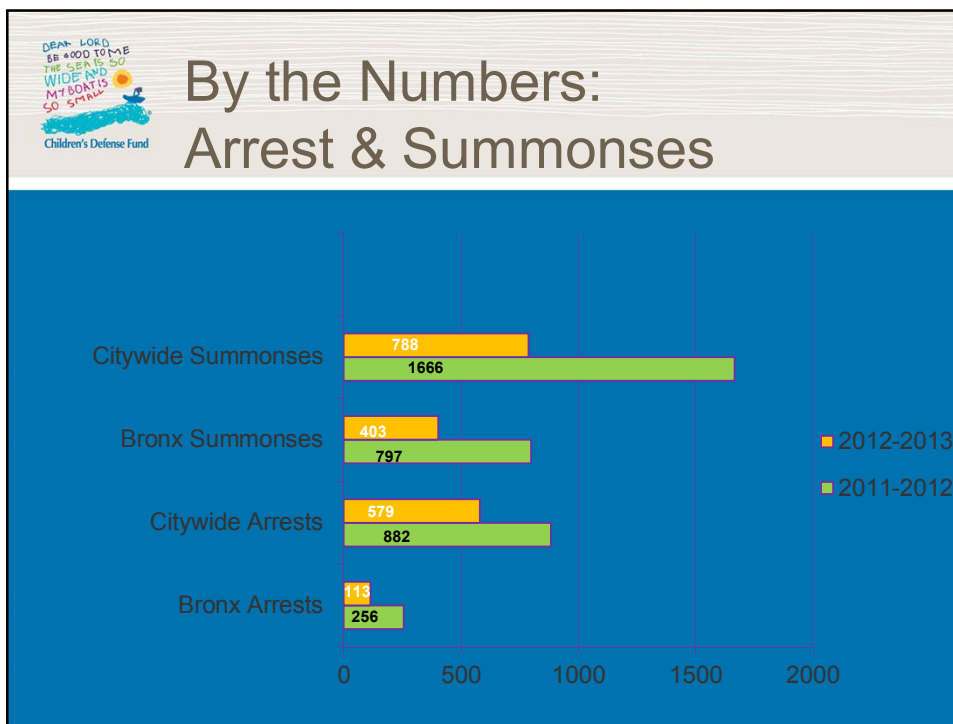
Community-Led Workshops for SSAs: How We Got Started

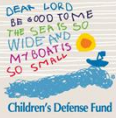


A Year in Review


- Summonses in Bronx schools represented more than 50% of all summonses in 2011-12
- Parents and students organized a “People’s Hearing” and invited the NYPD School Safety Division and Department of Education
- A collaboration began – one year later, summonses and arrests have decreased dramatically







Overview of Community Trainings for SSAs




Introduction

Part 1 – Cradle Workshop

- Learning about racial disparities and the cradle to prison pipeline
- Experiencing an individual child’s journey through the cradle to prison pipeline with focus on discussing solutions to redirect her into a pipeline to success

Part 2 – School Safety Agents’ Role

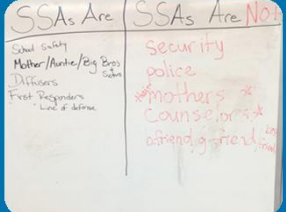
- Positive example of a SSA’s impact on students/a school in the Bronx
- Where do SSAs fit on the Restorative Practices’ **Social Discipline Window**



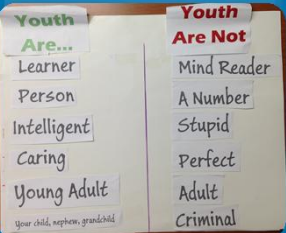
Overview of Community Trainings for SSAs

Part 3 – “Who I Am Versus Who They Say I Am”


- Discussion of who SSAs “Are”/ “Are Not” in their own words
- Share completed “Are”/“Are Not” youth chart & discuss the similarities and differences
- Where do misunderstandings (between SSAs and youth) originate?



Part 4 - Collateral Consequences of suspensions, summonses, arrests in schools



Closing/Commitments

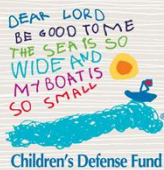
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A Deeper Look: The Social Discipline Window


Restorative Practices:
Used to build a sense of school community and resolve conflict by repairing harm and restoring positive relationships

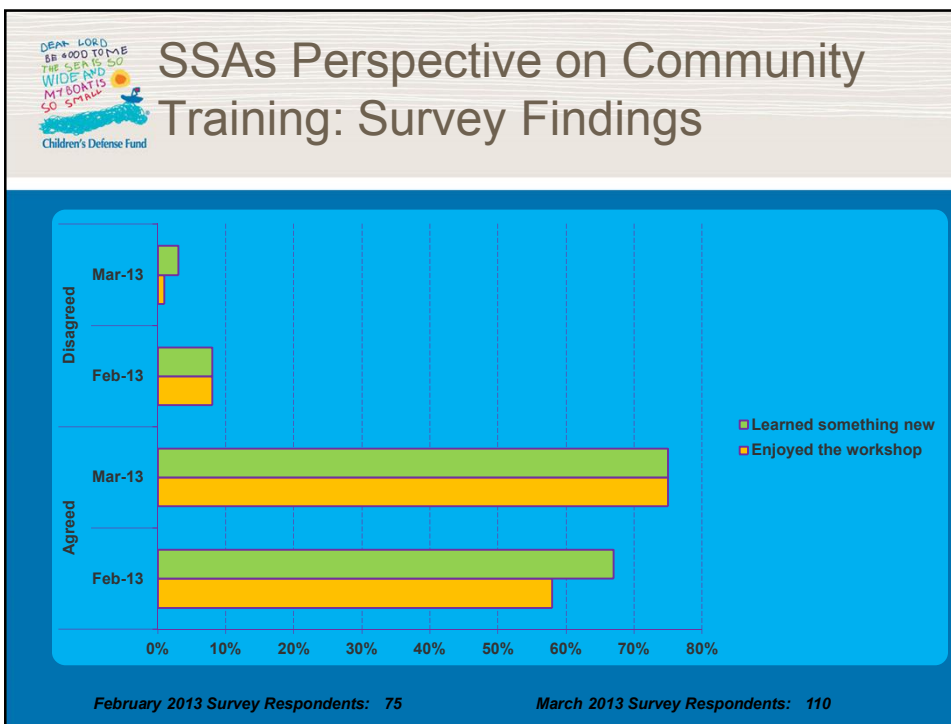
control (limit-setting, discipline) ↑ HIGH	TO punitive <small>authoritarian</small>	WITH restorative <small>authoritative</small>
	NOT neglectful <small>irresponsible</small>	FOR permissive <small>paternalistic</small>
LOW	← support (encouragement, nurture) → HIGH	

The International Institute for Restorative Practices (IIRP)

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By the Numbers: Student Safety Feedback





Most Informative Aspects of Training: Feedback from SSAs

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“Stat, providing social support, new perspectives on adolescent behaviors.” 2/6/13

“What everyone else deals with in their school.” 3/28/13

“The interaction between the agent and child. I learned when you're more supportive to the child, they listen and trust you..” 9/23/13



Areas of Improvement: Feedback from SSAs

“Have info from students about SSA's and how we can gain easier compliance from students.” 2/6/13

“Time, it would have been great to see more” 3/26/13

“It would of been useful if they brought [sic] in SSA to speak about their positive and negative experiences as a role model.” 9/23/13

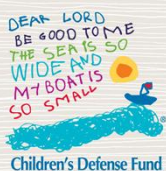


Additional Feedback from SSAs

“I think there should be some sort of workshop for SSA and school admin. to work more w/ each other.” 2/6/13

“More training at least every 3 months.” 3/27/13

“Thank u [sic] for showing us the other side of the spectrum: "the kids side." 9/23/13



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"Education is for improving the lives of others and for leaving your community and world better than you found it."

-Marian Wright Edelman