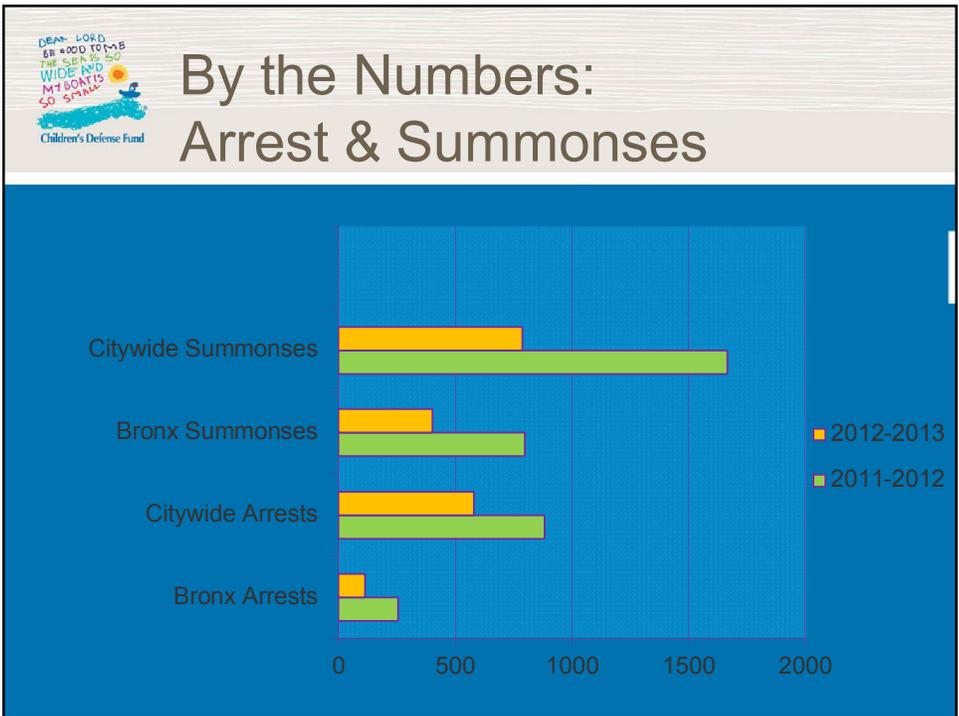
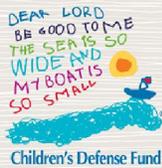




Alternatives to Exclusionary School Discipline:
BEST PRACTICES FOR SCHOOL SAFETY AND STUDENT INTERACTION





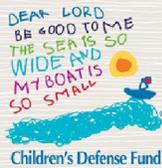
Community-Led Workshops for SSAs: How We Got Started



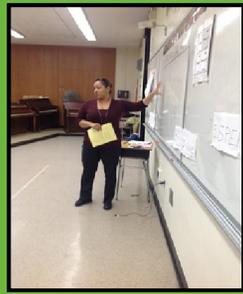
A Year in Review

- 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





What a community-led workshop for SSAs looks like



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

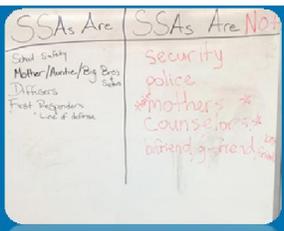
- Positive example of a SSA's impact on students/a school in the Bronx
- Where do SSAs fit on the Restorative Practices' *Social Discipline Window*



Overview of Community Trainings for SSAs

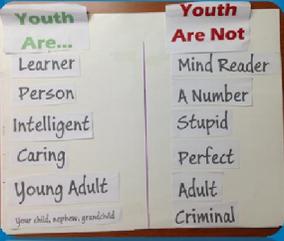
Part 3 – “Who I Am Versus Who They Say I Am”

- 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





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)

| | | | |
|---------------|-------------------|---------------|--------------------|
| TO | punitive | WITH | restorative |
| authoritarian | | authoritative | |
| NOT | neglectful | FOR | permissive |
| irresponsible | | paternalistic | |

LOW — **support (encouragement, nurture)** — HIGH

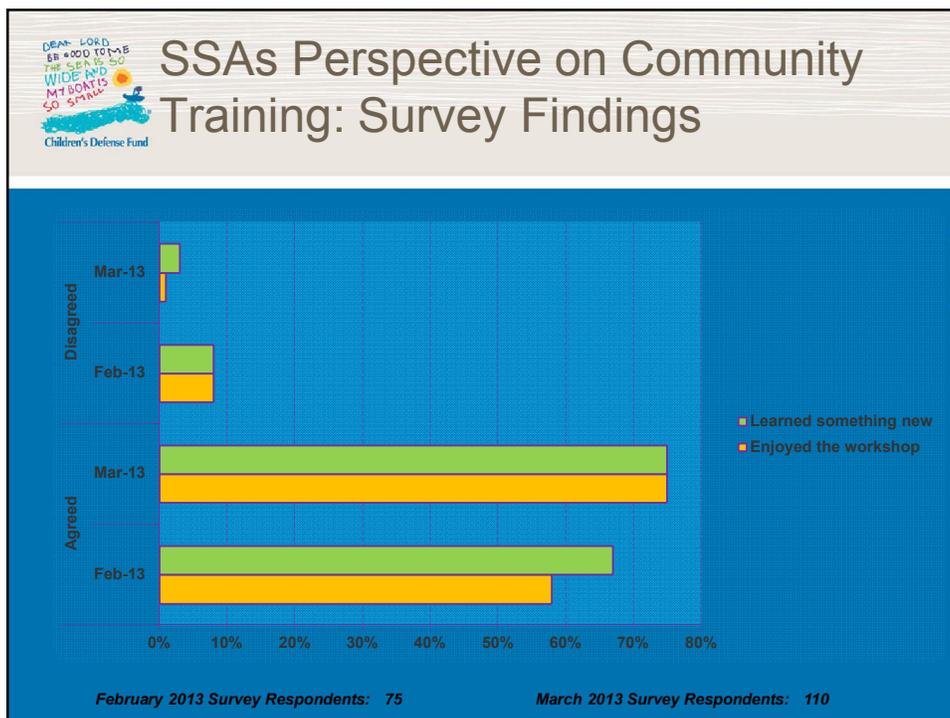
The International Institute for Restorative Practices (IIRP)

DEAR LORD
BE GOOD TO ME
THE SEATS SO
WIDE AND
MY BONTIS
SO SMALL



Children's Defense Fund

By the Numbers: Student Safety Feedback





Most Informative Aspects of Training: Feedback from SSAs

“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

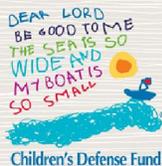


Additional Feedback from SSAs

“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