



**Quick Stats**

Agency	Program/Policy Start Date	Number Served Annually	Annual Budget
Department of Education	October 2011	20 schools	N/A

<b>Problem Statement</b>	Historically significant increase in suspensions of Black and Latino boys and young men
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<b>Research and Evidence</b>	<p>A key challenge for 21st-century schools involves serving culturally diverse students with varied abilities and motivations for learning (Learning First Alliance, 2001). Unfortunately, many students lack social-emotional competencies and become less connected to school as they progress from elementary to middle to high school, and this lack of connection negatively affects their academic performance, behavior, and health (Blum &amp; Libbey, 2004). Extensive developmental research indicates that effective mastery of social-emotional competencies is associated with greater well-being and better school performance whereas the failure to achieve competence in these areas can lead to a variety of personal, social, and academic difficulties (Eisenberg, 2006; Guerra &amp; Bradshaw, 2008; Masten &amp; Coatsworth, 1998; Weissberg &amp; Greenberg, 1998).</p> <p>Restorative approaches provide students with the opportunity to develop social emotional skills and can help schools prevent or deal with conflict before it escalates, build relationships and empower community members to take responsibility for the well being of others; increase the pro-social skills of those who have harmed others; address underlying factors that lead youth to engage in inappropriate behavior and build resiliency; provide wrong doers with opportunities to be accountable to those they have harmed and enable them to repair the harm to the extent possible. A meta-analysis of 213 school-based, universal social and emotional learning (SEL) programs involving 270,034 kindergarten through high school students found that compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in academic achievement (Durlak, Weissberg, Dymnicki, Taylor &amp; Schellinger, 2011).</p> <p>The Transition Coach mentoring model is supported by fifty years of resilience theory, which has documented that those children who have consistent access to caring, competent adults have better outcomes, including higher education and career aspirations and lower incidences of at-risk behaviors (Benard, Bonnie.1991; Chang, Hedy N., and Romero, Mariajosé. 2008).</p>
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<b>Program Description</b>	Since its creation, the Office of Safety and Youth Development (OSYD) has worked with Clusters, Networks, and schools on implementing practices that bolster social emotional learning and a positive school culture and climate. Initiatives have included professional training to promote progressive discipline and facilitating CBO partnerships with schools that have experienced challenges around building a positive culture and climate, offering graduate level courses (30 hrs) for teachers, counselors, social workers and administrators in Life Space Crisis Intervention, peer mediation
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**School Discipline**

<b>Implementation</b>	<p>and negotiation skills; providing Respect For All training to school staff to promote safe, inclusive and supportive school communities for all students; offering training for classroom teachers in Guided Discipline to promote more successful classroom management strategies; and working with the DOE's Office of Students with Disabilities around creating culturally inclusive schools and classrooms by using school-wide approaches like PBIS.</p> <p>In addition, as a result of the annual review and from input of principals, parents, students and advocates for two years (FY 11 and FY 12), OSYD's changes to the Discipline Code provide principals with a wider range of disciplinary responses to infractions. While some infractions still require a superintendent's suspension (Level 5 infractions for students in grades 4-12), principals now have a greater range of options than before in addressing Level 1-3 and some Level 4 infractions.</p> <p>As a result of this work, in 2010-11, NYC schools saw a decrease in superintendent's suspensions by about 8%. In 2011-2012, this downward trend continued with a decrease of 12% in Superintendent Suspensions. In addition, there was a decrease of 4% in Principal's Suspensions and an overall decrease of 5% in suspensions (Principal's and Superintendent's combined).</p> <p>To continue the work with schools to reduce suspensions, and provide students with more tools to be successful in school, in SY2011-2012 OSYD, along with Network staff, worked with 10 pilot schools. In 5 schools, staff members were trained to be transition coaches and in 5 schools, we assigned external mentors under ReServe. In the 10 schools, these individuals provided direct service to students returning from suspensions to support their successful re-engagement back into their home school, OSYD also provided professional development and technical assistance to school-based staff on restorative approaches in 10 additional pilot schools. The goal was to increase staff capacity to use restorative approaches as both a preventive strategy to build community and foster resiliency and as an intervention strategy to address behavioral issues at their onset as a part of a progressive approach to discipline-and reduce suspensions at the 20 pilot schools (the 10 transition coach schools and the 10 restorative approaches schools). For SY2011-2012, OSYD intends to expand this pilot by adding 8-10 more schools in the transition coach program.</p> <p>For the 20 schools participating in this pilot program, in SY2011-2012, we saw a 30% decrease in suspensions (Principal's and Superintendent's combined) when compared to the previous school year (2010-2011). Superintendent suspensions decreased by 20% and Principal suspensions decreased by 32%).</p>
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<b>Implementation Timeline</b>	Ongoing
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<b>Target Population</b>	Black and Latino males students with suspensions in pilot schools
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<b>Expected Outcomes</b>	Measurable reduction in the number of suspensions for black and Latino students.
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