

NEW YORK'S STUDENTS

IN SCHOOL, ENGAGED AND LEARNING

Creating a supportive school climate and decreasing reliance on suspensions requires close attention to the social, emotional, and behavioral needs of all students.



WHY DECREASE SUSPENSIONS?

Out-of-school suspensions are linked with:



Failing a grade



Involvement in the juvenile justice system



Dropping out of school



Lower school-wide academic achievement



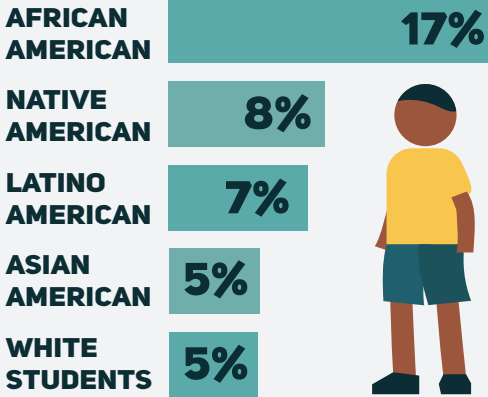
Overall poorer school climate

WHO IS SUSPENDED?

Across the US



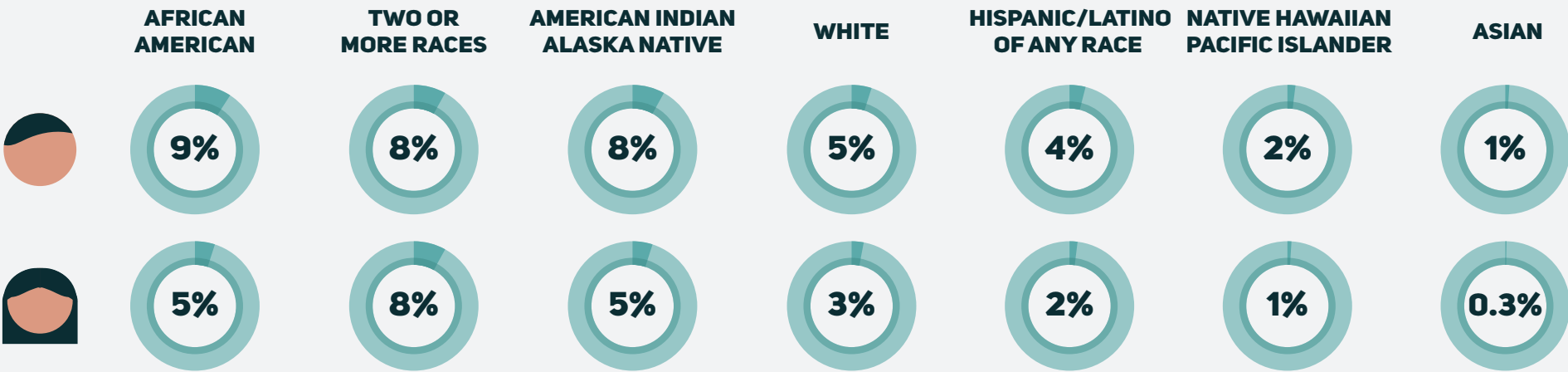
Preschoolers are 3 times more likely to be suspended or expelled than K-12 students.



95% of school suspensions are for non-violent behavior like being disruptive, acting disrespectfully, tardiness, profanity

IN NEW YORK STATE

Out-of-school Suspensions by Race/Ethnicity and Gender 2011-2012



Out-of-school suspensions by disability (IDEA) status

STUDENTS WITHOUT DISABILITIES

3%

STUDENTS WITH DISABILITIES

8%

WHAT'S NEEDED?

EARLY ACCESS + RIGHT INTENSITY=SCHOOL SUCCESS

SOCIAL EMOTIONAL LEARNING



Promote social and emotional learning (e.g., Pyramid Model for Social Emotional Competence, Good Behavior Games)

EVERY STUDENT PRESENT!



Engage students & increase attendance

PROFESSIONAL DEVELOPMENT



Apply discipline policies equitably