



Boston Public Schools

Succeed Boston

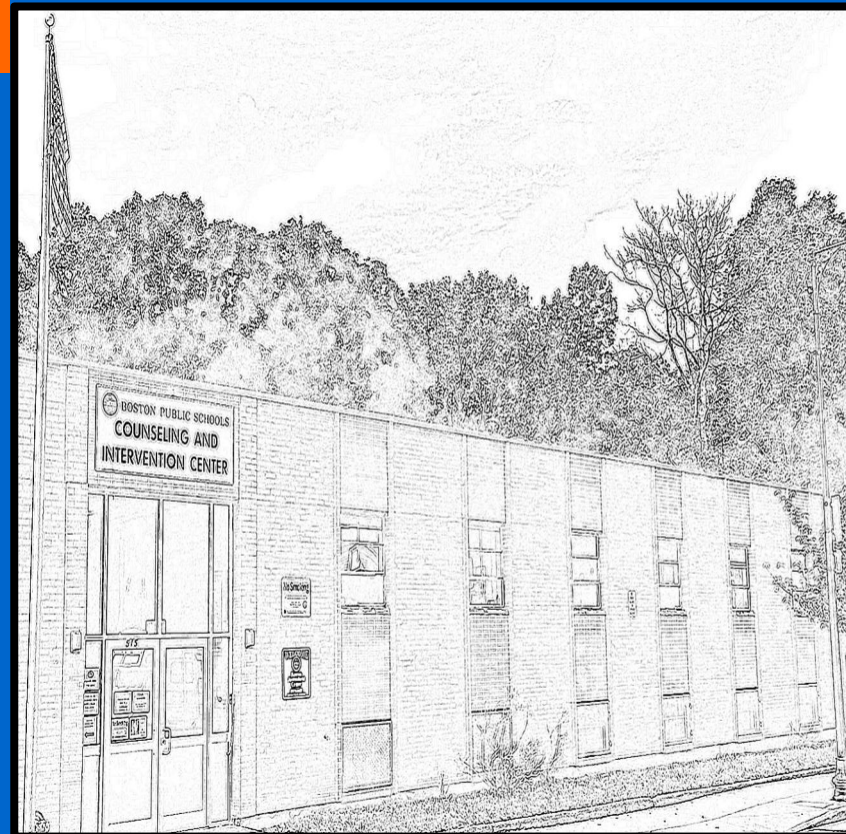
Growth, Connection and Engagement
through Tiered Interventions and SEL

Council of Great City Schools

Boston Public Schools has long known exclusionary discipline, such as out-of-school suspensions, is linked to the school to prison pipeline and other adverse effects to the student, peers, school safety and climate.

Since 1986, Succeed Boston @ the Counseling & Intervention Center, has used a multi-faceted approach (including assessments, trauma informed approaches, counseling, restorative practices, and SEL skill development) to provide students the opportunity to reset, think about their behavior, improve coping and decision making strategies and return to school with the intent to make things right.

- This support is designed to mitigate academic and systemic barriers that place children at risk and has resulted in increased school engagement and decreased risk of students repeating the behaviors that led them to Succeed Boston.



SUCCEED BOSTON History



37 Years – 39,000 Students

Since 1986 Succeed has provided support to more than 39,000 students through:

- restorative alternatives to out of school suspension
- opportunities to connect with caring adults
- reflect and develop coping strategies
- individual and group counseling
- SEL skill development



STUDENT VOICE

Research shows that by **promoting student voice and breaking the cycle** of blame, shame, isolation and punishment that often accompanies suspensions, **students are less likely to repeat high risk behaviors that feed the school to prison pipeline.**



EFFECTIVE ALTERNATIVES TO OUT-OF-SCHOOL SUSPENSION

In a report from the [Massachusetts Budget and Policy Center](#), **Succeed Boston was identified as one of a few national programs that provide effective alternatives to out-of-school suspension.** The report states that these programs and reforms have **contributed to a decrease in the District's suspension rate.**



POSITIVE RESULTS

Self-reported student data, shows that 92% of students who attend Succeed:

- respond positively to the intervention
- are more engaged at school
- increase pro-social skills
- feel less shame, isolation and stigma following a suspension because they are not “being punished and labeled as bad.”

5 AREAS OF SERVICES

<p>Bullying Prevention and Intervention Tier 1</p>	<p>RP/SAWS Push-in Restorative Practices/Safe and Welcoming Schools Specialists Tier 2</p>	<p>Voluntary Student Support & Prevention Workshops Tier 2</p>	<p>Short-term (COC) Program Tier 3</p>	<p>Substance Use Program SUP Tier 3</p>
<p>Goals: 1.Assure compliance with District Protocols and State Mandates 2.Support school cultures where all students feel safe are welcomed, and have the opportunity to thrive 3.Respond quickly to student issues of safety in order to decrease harm. 4.Provide prevention program that builds student's skills and capacity to prevent and intervene in bullying 5. Identify, train and build capacity for staff to prevent and intervene in bullying 6. Provide training and skill building at every school 2 Bullying Intervention Specialists at each school</p>	<p>Goals: 1.Support the District's priority to decrease suspensions. 2. Analysis of data (climate survey, QSIP, attendance bullying/discipline/ suspension incidents and staff, student,family surveys 4. Culture and Climate walk through with District Liaisons 5. Individualized school plan based on needs 6. Provide Alternatives to exclusion and progressive measure 7. Relationship Building 8. Provide Tier 1 Restorative Practice training to build community 8. Co-facilitation of student/classroom workshops</p>	<p>Goals: 1) To provide an alternative approach that prevents suspension by addressing root causes of disparities through the use of holistic, culturally and linguistically sustaining practices, and providing students with SEL skills before a serious Code infraction occurs: 2 Day SUP (Substance Use Program) Bullying Prevention and Intervention Bias-Based Speech Healthy Relationships and Boundaries Identifying Feelings Conflict Resolution</p>	<p>Goals: 1. To address Code of Conduct violations impacting the physical/ mental health of another that result in suspension 2. Provide restorative alternatives to out of school suspension 3.SEL skill development specific focus on decision-making skills 4. Provide Individual and group counseling 5. Development of restorative re-entry plan included in discharge summary</p>	<p>Goals: 1.SUP is a 3-5 day voluntary intensive Tier-3 harm reduction program. 2. Students identified by school staff,as needing support related to the student's drug use. 3. Drug use has been identified as interfering with the student at school, at home or in the community 4. Family meeting 4. Assessment to determine need for follow up 5. Referrals for wrap around support 6. Follow up plan and restorative re-entry</p>

BULLYING PREVENTION AND INTERVENTION

BPS SUCCEED BOSTON SUPPORTS:

1. Two Bullying Intervention Specialists (BIS)/School
2. Two day (14 hours) Bullying Prevention and Intervention training
 - reporting and investigation protocols
 - identify best practices to prevent and address bullying behaviors
 - emphasis on behaviors that target people in protected classes
 - case studies
 - support/safety plans for targets
 - action plans for aggressors
1. RP/SAWS Specialists
 - work with BIS to provide annual training, identify and address problem areas
 - assist school teams to ensure timely closures
 - provide coaching



Report directly to the school

Call or text the 24/7 Safe Space and Bullying Prevention Hotline 617-592-2378

Fill out the online BPS Bullying Reporting Form bit.ly/bullyingreportingform

Call the Boston Public Schools Helpline 617-635-8873

Call the Mayor's 24 hour Hotline 311

RP/SAWS Push-In Model

- **Supports the District's priority of providing services to students in school to decrease suspensions.**
- A new approach to support students by building adult skills and resources to support the development and practice of in-school alternatives for students who violate lower level Code of Conduct.
- Provide surround care support to school leaders and staff.
- Design and implement culturally and linguistically sustaining practices that address the individual needs of the school.
- Build capacity for in school program development through coaching, individualized action planning, professional development and for school staff to work/train in partnership with the Succeed staff.

Model includes:

- coaching and sharing of social and emotional learning resources
- collaboration and co-construction with District Liaisons, Student Success Team, Deans, Social Workers, CFCs, School Leaders, Community Connectors, Family Liaisons etc.
- training on the use of the [Restorative Reentry Tool Kit](#)
- RJ resources and other training that address bullying prevention, create caring Communities and offer alternative approaches to discipline
- adult behavior/attitudes and bias

WHY RESTORATIVE PRACTICES?



Restorative Justice (RJ) and its practices align with the Area 2 of the District's Goals to Address Climate and Culture

- **Promote safe and welcoming schools** and learning environments*
- Create sustainable discipline strategies*
- **Keep students in school**, especially now after the closure
- **Provide students with more opportunities** to develop into self-determined learners
- **Increase Parent/Guardian participation**
- Aligns with **Sections 3 and 4 of the Code**
- **Provides a through line** for the Code, Strategic Improvement Plan, Social and Emotional Learning, Office of the Achievement Gap and Essentials for Instructional Equity
- **Unifies language** of: respect, equality, empathy, emotional literacy, problem solving, responsibility, shared leadership, self-regulation, decision-making, empathy building and awareness

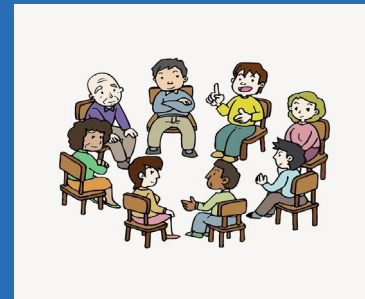
1 Day Voluntary

INDIVIDUAL AND GROUPS:

VOLUNTARY EDUCATIONAL SUPPORT WORKSHOPS

for students in grades 1-5:

- 1st to 3rd Grades: 2 hours online
- 4th and 5th Grades: online and in person with OL approval
- 6th through 12th Grades: in person



Topics include:

- **Civil Rights:** Bullying and Bias-based Speech: "What WE Say Matters", "How to be a Good Friend"
- **Healthy & Positive Peer Relationships:** "Caring and Including", "Getting Along With Others", "When I Get Mad..."
- **Anger Management** (Self-Regulation and Self-Advocacy)
- Boundaries and Permission
- **Substance Use**
- **Code of Conduct**
- **Social Media**
- **Bullying**

Short-Term Program

The short-term, Tier 3 program at Succeed Boston is for students who have violated the more serious violations of the Code of Conduct and have been suspended. This area is for students in grades 6-12.

- **Students 15 yo. & younger** may attend Succeed Boston for 3 days
- **Students 16 yo. & older** may attend Succeed Boston for 5 days
- **For school staff:** All students attending the short-term program should be marked suspended in Aspen by the student's home school
- **The intensive substance use program (SUP)** is for students, who have been self identified or identified by by school staff and/or parent/guardian/caregiver needing additional support managing their substance use.



4 AREAS of SERVICES

Professional Development

- Bullying Prevention & Intervention
- Trauma Informed Practices
- Adult Bias and CLSP
- Bias Based Speech & Behavior
- Boundaries and Healthy Relationships
- Care Circles for Staff
- Restorative Practices and Student Re-entry Meetings
- Code of Conduct Overview

- Care Circles for Staff
- Tier 1 Restorative Practices and Student Re-entry Meetings
- Cooperative Discipline
- Substance Use
- Stop, Block, Talk: Internet Safety
- Alternatives to Suspension

Succeed Boston's RJ work has been a catalyst in moving the Code of Conduct away from punitive to more restorative structures,. With collaboration from multiple stakeholders, we have implemented this [Restorative Toolkit for Re-Entry](#)

1. Succeed Boston @ the Counseling & Intervention Center, leads this district wide initiative.
2. To support our efforts, we have established [online reporting](#) and the **Safe Space and Bullying Prevention Hotline 617-592-2378** (call or text), available 24/7 by trained staff from Succeed Boston.
3. In our district, it is mandatory that each school has at least 2 members who are Bullying Prevention and Intervention Specialists.

In what ways do you feel Succeed Boston successfully provides supports to students?



By offering a chance for constructive conversations on behaviors in a more structured setting than is possible in our schools, Succeed Boston gives students a chance to reflect and debrief on behaviors and next steps in a more intentional way. Additionally, I have been very appreciative of follow-up services — Succeed has come out to our school to check in on and with students who had been referred in the past.

I appreciate that Succeed Boston had added and adjusted programming in response to evolving needs. When I was a BPS student, the center was a sort of one-size-fits-all model. I feel there is a real effort to tailor programming to individual needs now.

The students feel invested in and want to engage.

Allows for a whole team approach to allow student to gain better perspective.

Succeed Boston's staff level of commitment is deep and the follow through with students after they complete the programs helps a great deal.

The staff at Succeed Boston are experts in supporting high risk students and they understand the needs of this incredibly fragile group of students. Students who attend Succeed Boston return to school with a new perspective and, in most instances, do not repeat the same mistakes again.

Succeed Boston provides a comprehensive program of academics and clinical supports with an emphasis of social emotional learning and restorative practices.

Wrap-around communication regarding ideas to set the student up for success back in school; students have said that their time at Succeed Boston was helpful/enjoyable and some have been very open to discussing what we can do at the McCormack to better support them and what they can do to help themselves in