



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

A large, light blue silhouette of a tree with a thick trunk and a full canopy of leaves is centered in the background of the slide. It spans most of the width and height of the slide area.

Welcome
Connecticut School Discipline
Collaborative
February 27, 2019



Welcome and Purpose

Dr. Dianna R. Wentzell, Commissioner of Education
Charlene Russell-Tucker, Chief Operating Officer

A Special Thank You

Meriden and Waterbury School Districts:

- *Dr. Mark Benigni, Superintendent*
- *Dr. Verna Ruffin, Superintendent*

State Education Resource Center:

- *Ingrid Canady, Executive Director*
- *Sarah Jones, Project officer (School Climate Transformation Grant)*
- *Lauren Johns, Education Specialist*

The Connecticut State Department of Education:

- *Keryn Felder, Education Consultant*
- *Kimberly Traverso, Education Consultant*



Meeting Objectives for Today

- *To gain further insight into the current status of school discipline in Connecticut and turning the curve.*
- *To use the area-of-interest working groups to engage in deep discourse to determine:*
 - *The core components to help develop/revise **effective policies** to reduce racial and ethnic disproportionality in school discipline; and*
 - *The core components to provide **systems of support and practices** to reduce racial and ethnic disproportionality in school discipline.*



Connecticut School Discipline Collaborative

Overarching Goal:

- To advise the Commissioner of Education and State Board of Education on strategies for transforming school discipline in Connecticut.

Outcome:

- To reduce the overall and disproportionate use of exclusionary discipline in Connecticut schools.



Agenda Overview

- Welcome and Purpose
- School Discipline Report Overview
- Panel Discussion-Meriden and Waterbury Public Schools: Lessons from the Field
- Break
- Interest Group Activity
- Interest Groups' Sharing
- Next Steps



Introductions and Interest Groups

Discipline and Systems of Support

Discipline and Racial Disproportionality

Discipline Policy Development/Implementation



Updates

- Position Statement on Reducing Disproportionality in Suspensions and Expulsions (Exclusionary Discipline)
 - Adopted by the State Board of Education on February 6, 2019
 - Members of the Collaborative participated in December 12, 2018, Feedback Session
- Purpose of the Position Statement
 - Address effective approaches to school discipline
 - Outline guidelines for districts, schools, and other stakeholders to promote proactive and comprehensive system of supports to reduce disproportionality in suspensions and expulsions

Updates – *Coming Soon!*

- **Grant Opportunity**
 - To support districts in developing effective school safety and positive school discipline practices.
 - To address classroom discipline practices Grades PreK-Two.
 - CSDE will solicit expert advisors from the CT School Discipline Collaborative to support districts.
- **Implementation Tool**
 - CSDE will develop, with stakeholders including the Collaborative, a tool to further assist districts and relevant partners with practical application of the responsibilities outlined in the Position Statement.
- **Customized Professional Learning Opportunity**
 - Develop with SERC and make available a *Classroom Behavior Management Immersive Series* that will address evidence-based strategies and assist participants with use of these strategies via customized coaching.



Save the Dates

Dismantling Systemic Racism Conference on Race, Education and Success:

- Date- April 26, 2019
- Location-CT Convention Center
- CT School Discipline Collaborative Discount Code- CSDC2019 (\$90 vs \$185)
- Registration Flyer

Next Meeting Date:

- May 29, 2019 -same location and time
- Volunteers for the hosting/sponsoring meetings



School Discipline Report Overview

Keryn Felder, Education Consultant, CSDE

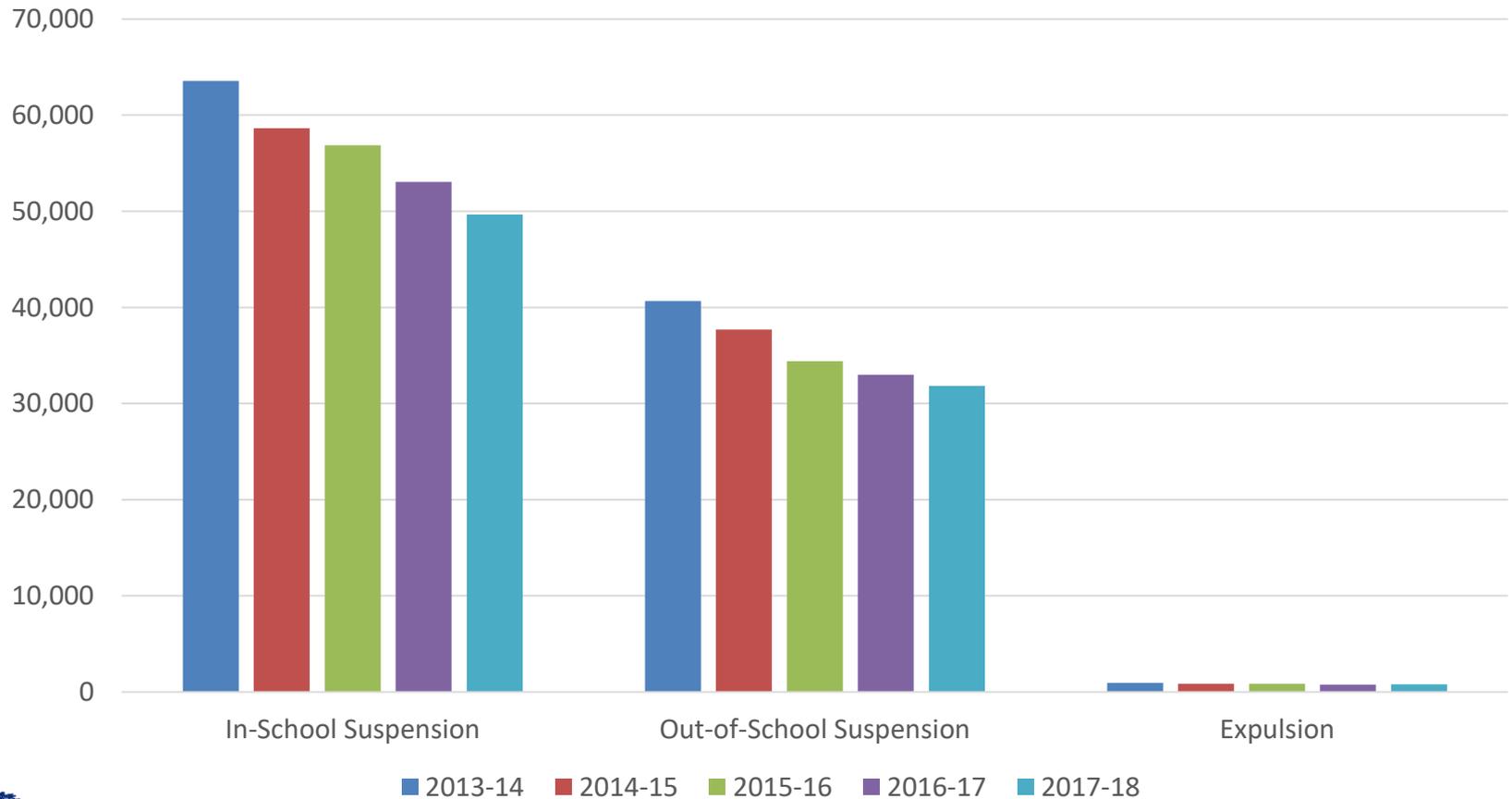


School Discipline Report Overview

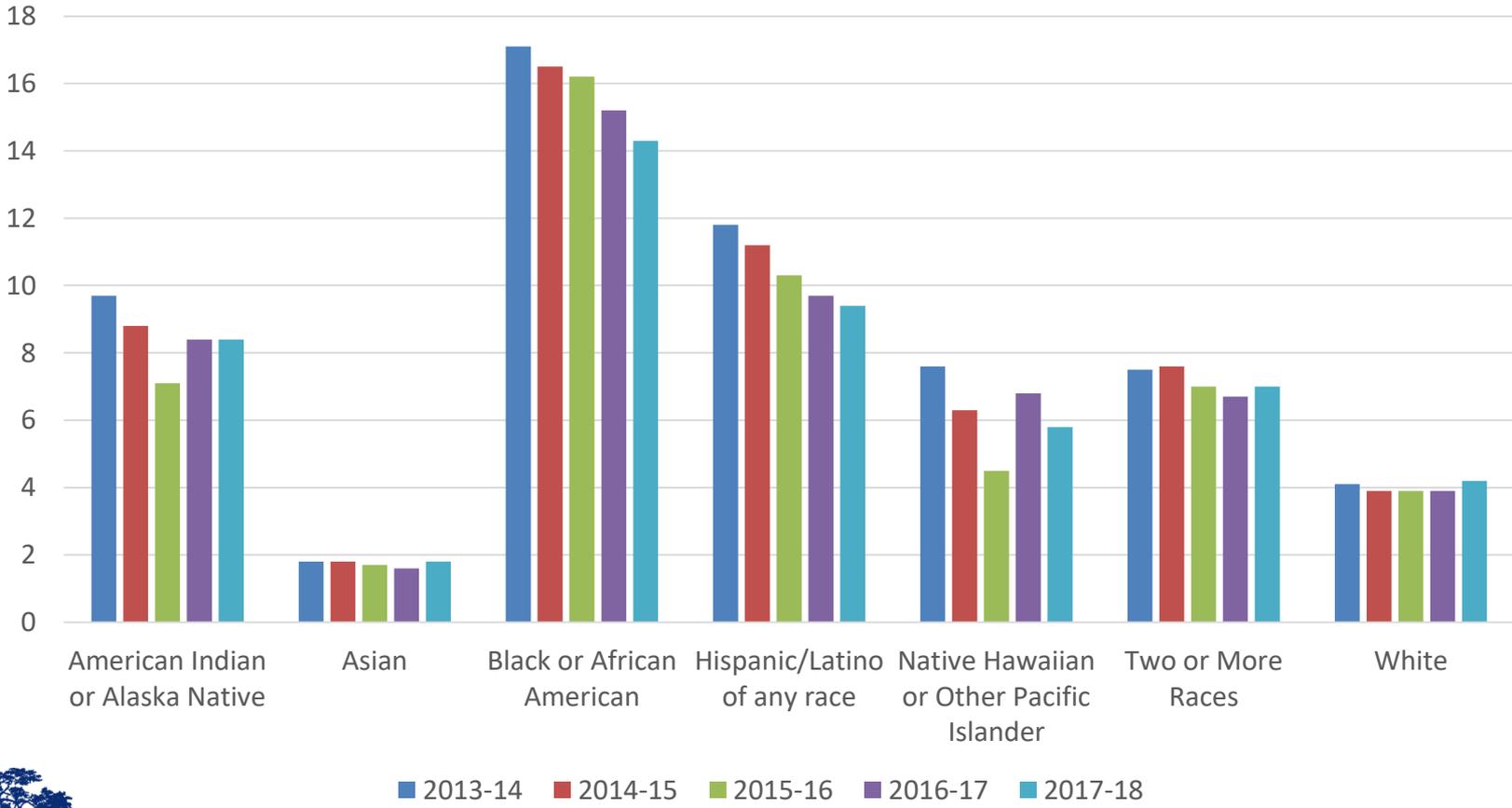
- Keryn Felder
- Education Consultant
- Connecticut State Department of Education
- Keryn.Felder@ct.gov | (860) 713-6833



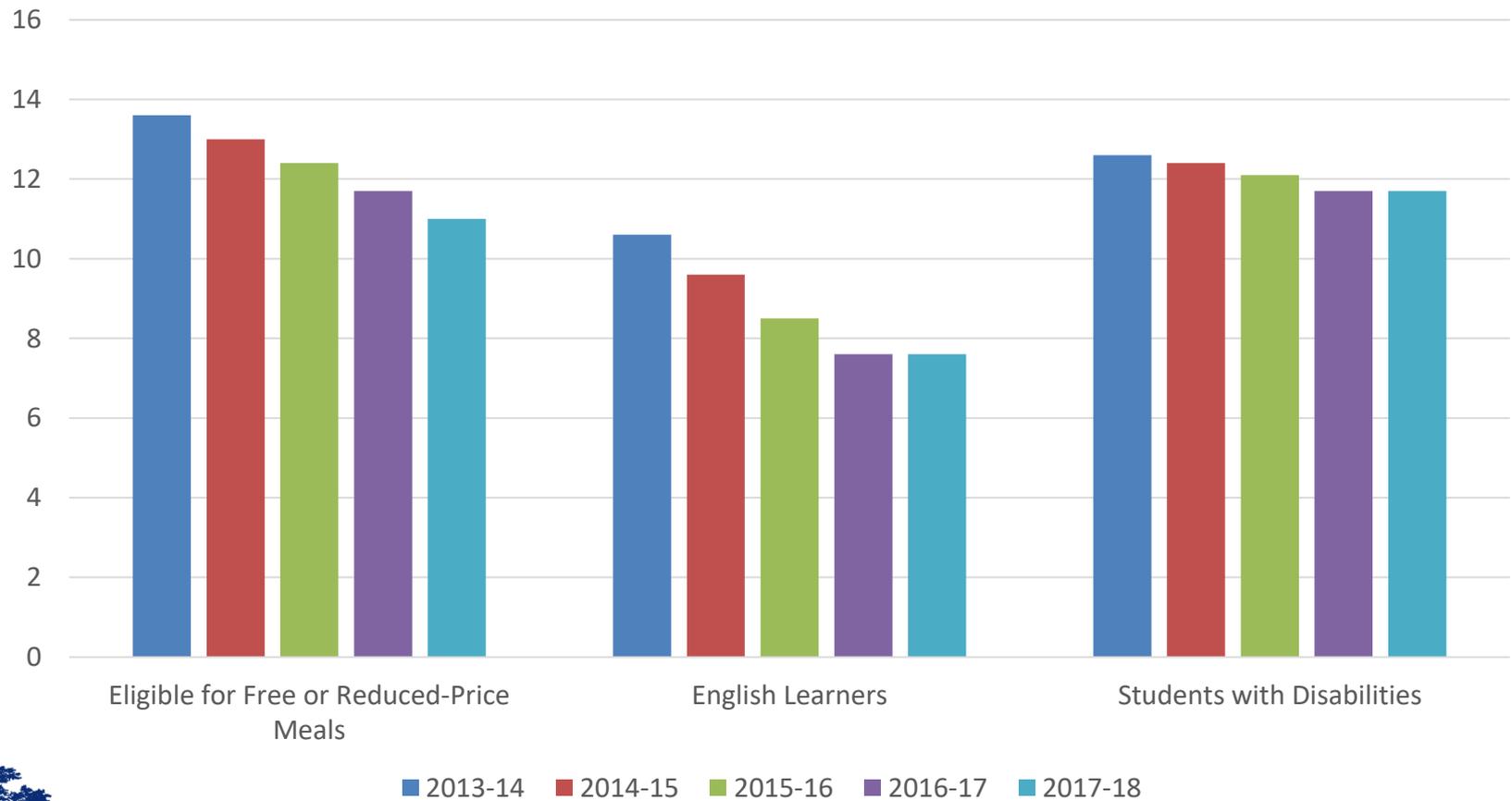
Sanctions and Incidents (page 3)



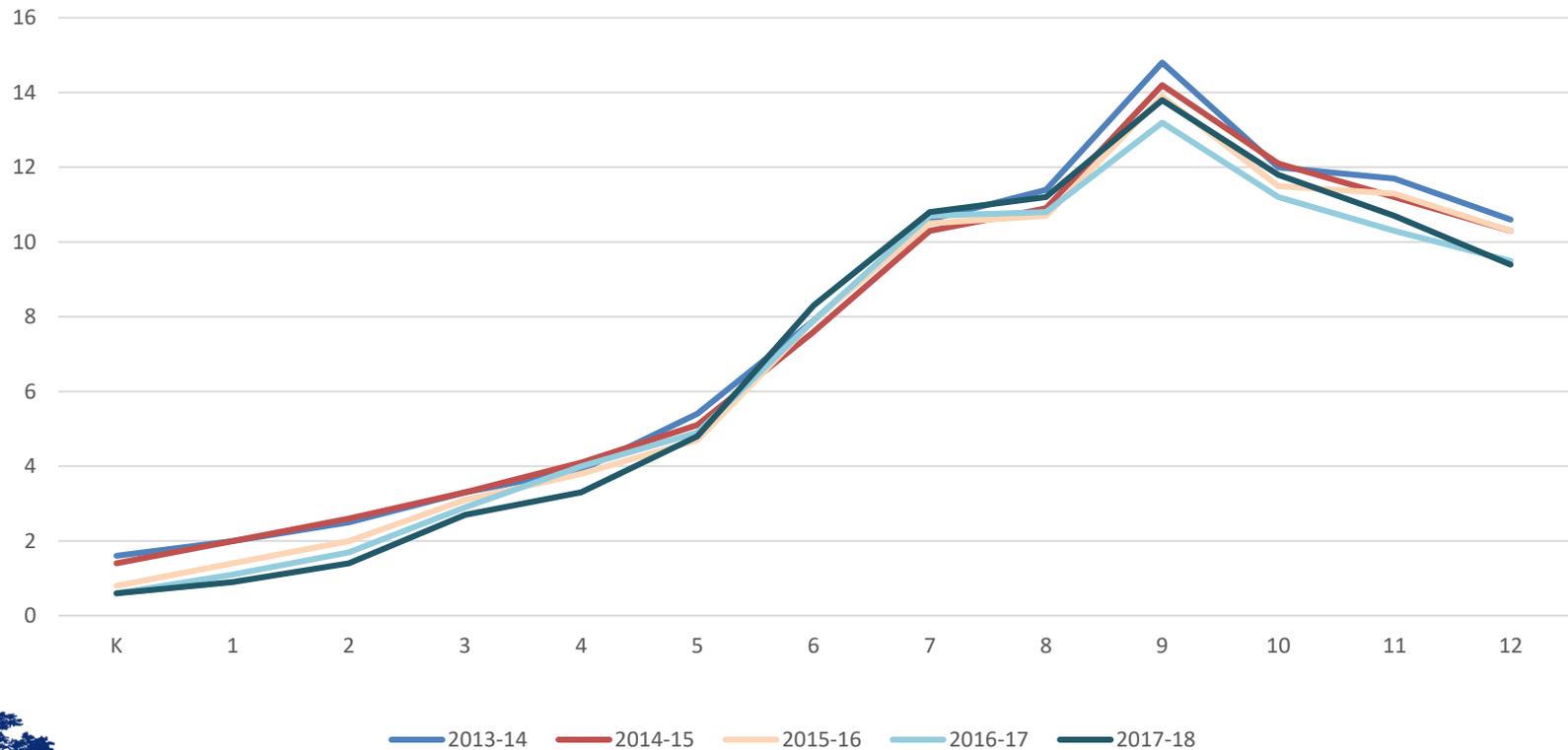
Suspension Rates by Race/Ethnicity (page 5)



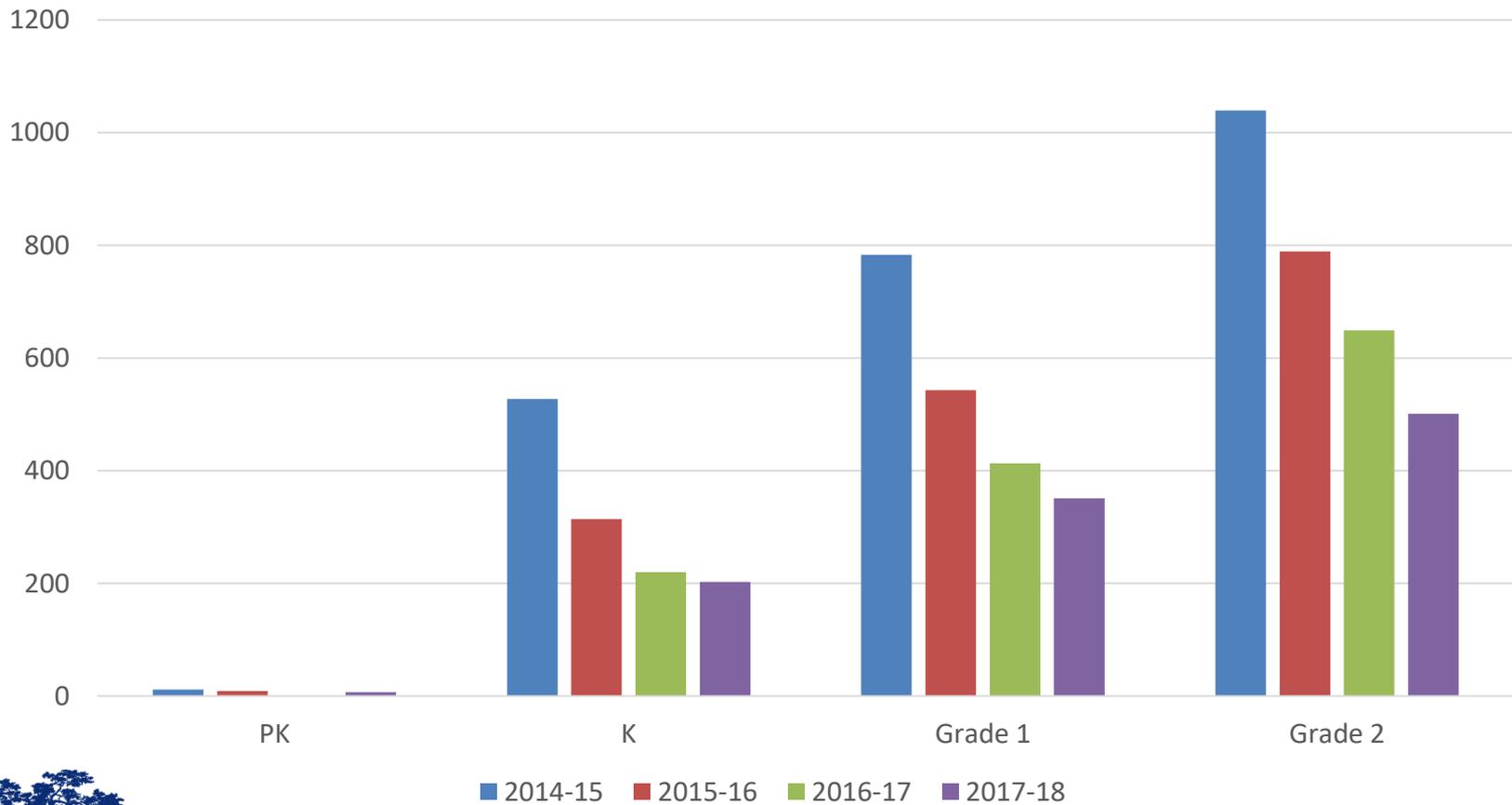
Suspension Rate by Program Status (page 6)



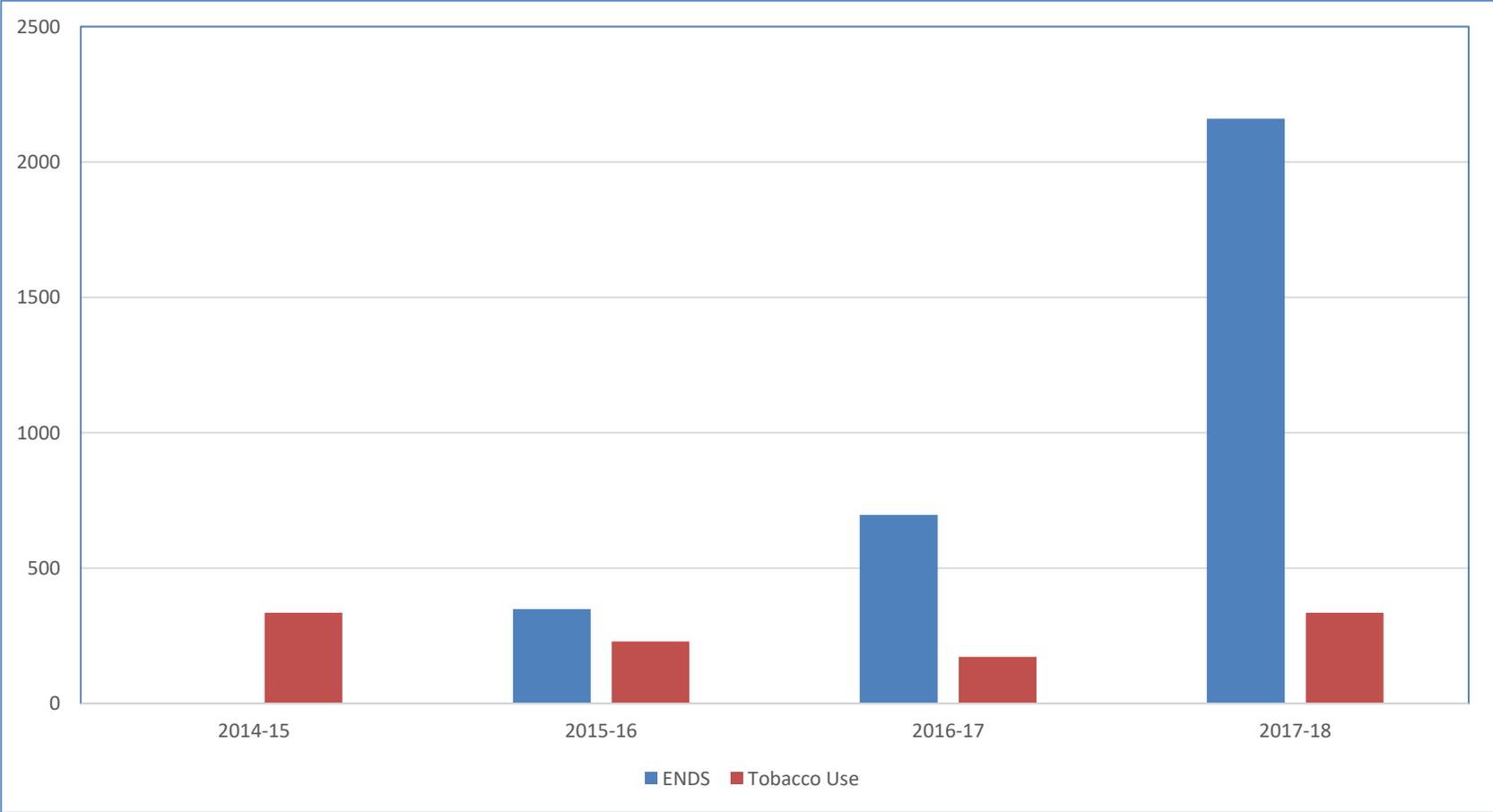
Suspension Rates by Grade (page 7)



Number of Students Suspended/Expelled (PK-2) by Grade (page 9)



ENDS and Tobacco Use (page 4)

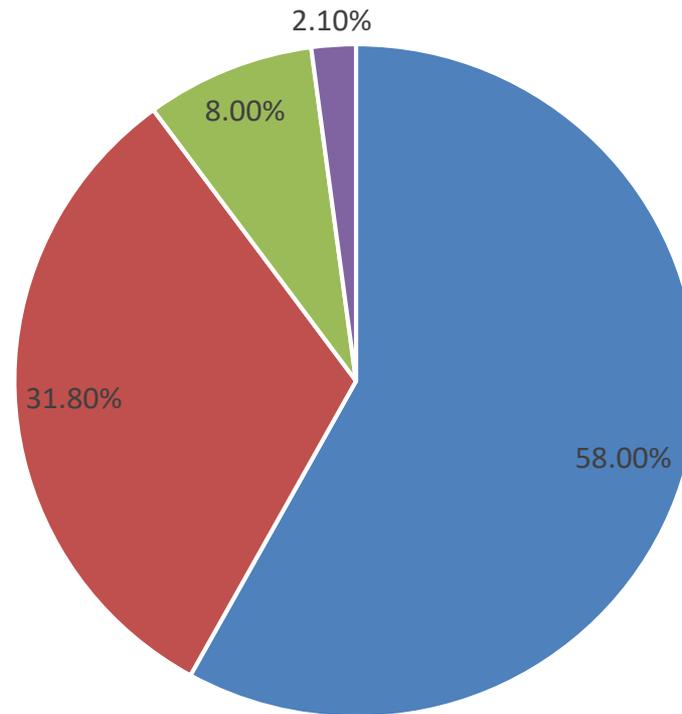


Disparities by Race/Ethnicity

How many students are involved in more than one disciplinary incident during the school year? Are Black/African American and Hispanic/Latino students involved in multiple incidents at greater rates than white students?



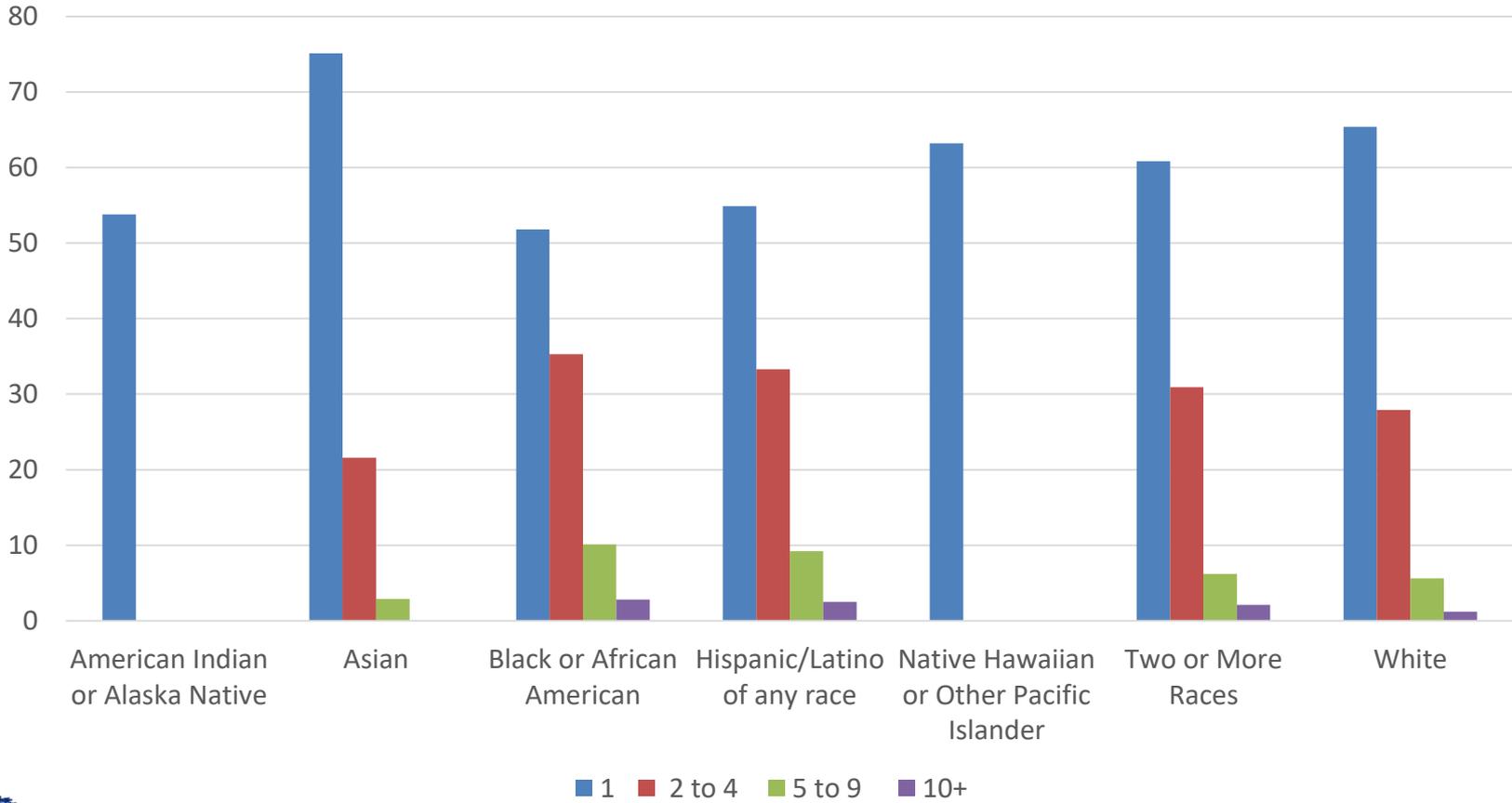
Percentage of Students Experiencing Multiple Incidents (page 10)



■ Only one incident ■ Two to four incidents ■ Five to nine incidents ■ Ten or more incidents



Percentage of Students in Multiple Incidents by Race/Ethnicity (page 10)



Disparities by Race/Ethnicity (page 11)

Are different sanctions imposed for similar behavior?
In particular, do Black/African American and Hispanic students receive more severe sanctions (e.g., OSS instead of ISS) for the same behavior?

Examples:

- Fighting/altercation/physical aggression
- Knife 2½ Inches or Greater
- Sexual Harassment
- School Policy violations



#1: Fighting/altercation/physical aggression (page 11)

	Total Incidents	Incidents Resulting in OSS/ EXP
Black/African American	1,215	902 (74.2%)
Hispanic/Latino	1,417	1061 (74.9%)
White	729	511 (70.1%)



#2: Knife 2½ Inches or Greater (page 12)

	Total Incidents	Incidents Resulting in OSS/ EXP
Black/African American	36	36 (100%)
Hispanic/Latino	71	71 (100%)
White	68	68 (100%)



#3: Sexual Harassment (page 12)

	Total Incidents	Incidents Resulting in OSS/ EXP
Black/African American	80	54 (67.5%)
Hispanic/Latino	106	71 (67.0%)
White	103	67 (65.0%)



#4: Select School-Policy Violations (page 13)

	Total Incidents	Incidents Resulting in OSS/ EXP
Black/African American	986	270 (27.4%)
Hispanic/Latino	1329	362 (27.2%)
White	1446	290 (20.1%)

Questions?



Panel Discussion-Meriden and Waterbury Public Schools: Lessons from the Field

Dr. Benigni, Superintendent

Dr. Ruffin, Superintendent



Districts' Panel Discussion

Meriden Public Schools:

- *What are the core components to provide systems of support and practices to reduce racial and ethnic disproportionality in school discipline?*

Waterbury Public Schools:

- *What are the core components to help develop/revise effective policies to reduce racial and ethnic disproportionality in school discipline?*

Both Districts:

- *What are the biggest challenges that you face?*
- *Both-What can contribute to improving the implementation?*



Transition Break



Interest Group Activity

Ingrid M. Canady, Executive Director, State Education Resource Center



Critical Consciousness

Dr. Daren Graves, Professor, Simmons College and Harvard University



Interest Groups' Discussion

1. Dr. Graves's article indicates, *"Black students can achieve at higher levels when schools teach them how to see, name, and challenge racial oppression."* Given this assertion, discuss how your interest group can promote, contribute, or hinder such assertion for Connecticut's students.
2. Given the areas of needed change identified by the group last meeting, select 3 top priorities for future in-depth discussion and research. Rationalize your selection.
3. What current practices should be addressed to recognize, reflect, and reject aspects of disproportionality?



Next Steps



Thank you

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