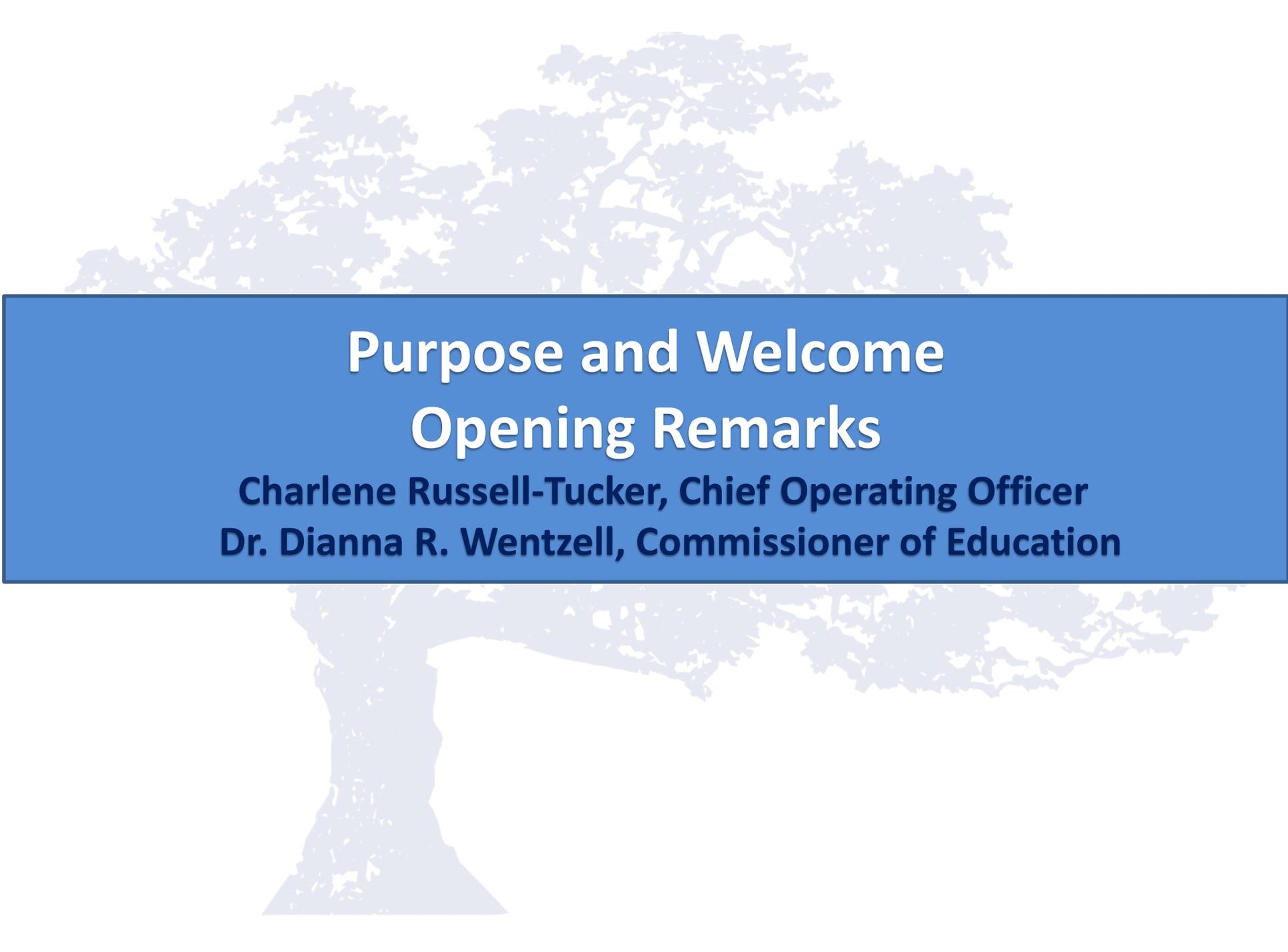




CONNECTICUT STATE
DEPARTMENT OF EDUCATION

**Welcome to
Connecticut School Discipline
Collaborative
October 31, 2018**



Purpose and Welcome

Opening Remarks

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

A Special Thank You

Hartford Foundation for Public Giving:

- *Jacqueline Coleman, Education Investment Officer*
- *Cynthia Sanchez, Education Investments Associate*

Connecticut Technical Education and Career System:

- *Norwich Technical High School Culinary Arts Students*
- *Chad Raasumaa, Associate Education Consultant for Nutrition and School Meals*

State Education Resource Center:

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



Agenda Overview

9:00-9:30	Purpose and Welcome
9:30-10:15	Connecticut's Data
10:15-10:30	Break
10:30-11:15	Keynote Address – Daren Graves, Professor - Simmons University
11:15-11:30	Q&A with Presenter
11:30-11:40	Student Voice
11:40-11:45	Move into Interest Groups
11:45-12:15	Interest Group Activity
12:15-12:30	Interest Group Sharing & Next Steps



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.



School Discipline Collaborative: Strategies/Tactics

The Connecticut School Discipline Collaborative will:

1. advise the State Department of Education on issues, policies and practices relating to school discipline;
2. evaluate and recommend plans for statewide school discipline reform initiatives to the State Board of Education;
3. review effective practices carried out in Connecticut and other states to increase alternatives to exclusionary discipline and determine the feasibility of carrying out those practices in this state; and
4. develop or identify tools for district and school personnel to implement alternatives to exclusionary discipline.



Membership

Members reflect a diverse range of expertise in the fields of education, public policy, law, youth development and community leadership.

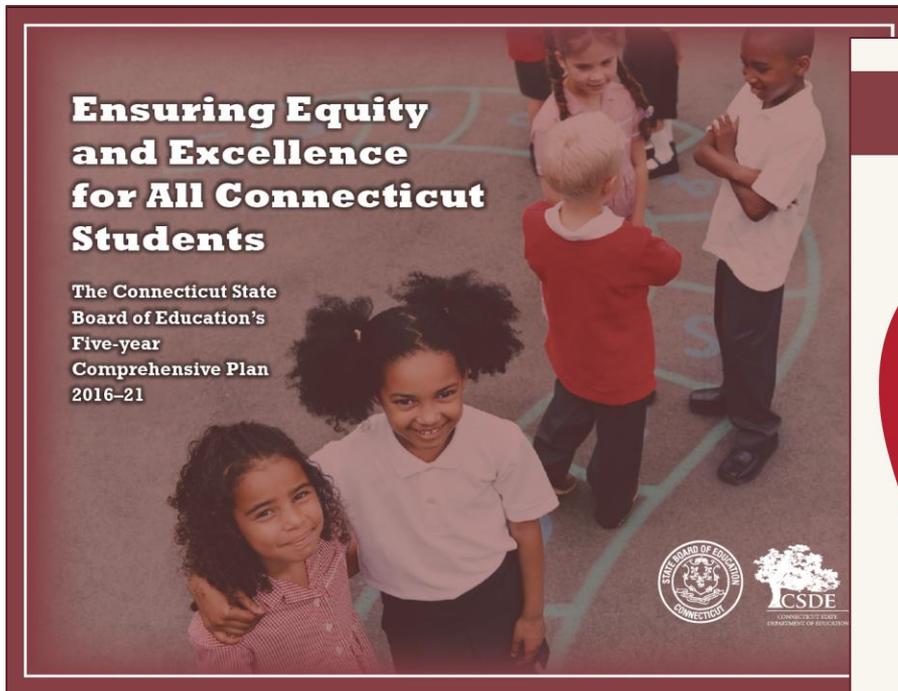




The Connecticut State Board of Education's Five-year (2016-21) Comprehensive Plan

Ensuring Equity and Excellence for All Connecticut Students

A Call to Action



Ensuring Equity and Excellence for All Connecticut Students

The Connecticut State Board of Education's Five-year Comprehensive Plan 2016-21



At the Connecticut State Department of Education, **students are at the core** of everything we do.

OUR PROMISE TO OUR STUDENTS

- **Ensuring their non-academic needs are met so they are healthy, happy, and ready to learn.** (Mental health, nutrition, after-school programs)
- **Supporting their school and district in staying on target with learning goals.** (Education Cost Sharing - ECS, Alliance Districts, Commissioner's Network, School Choice)
- **Giving them access to great teachers and school leaders.**
- **Making sure they learn what they need to know to succeed in college, career, and life.**

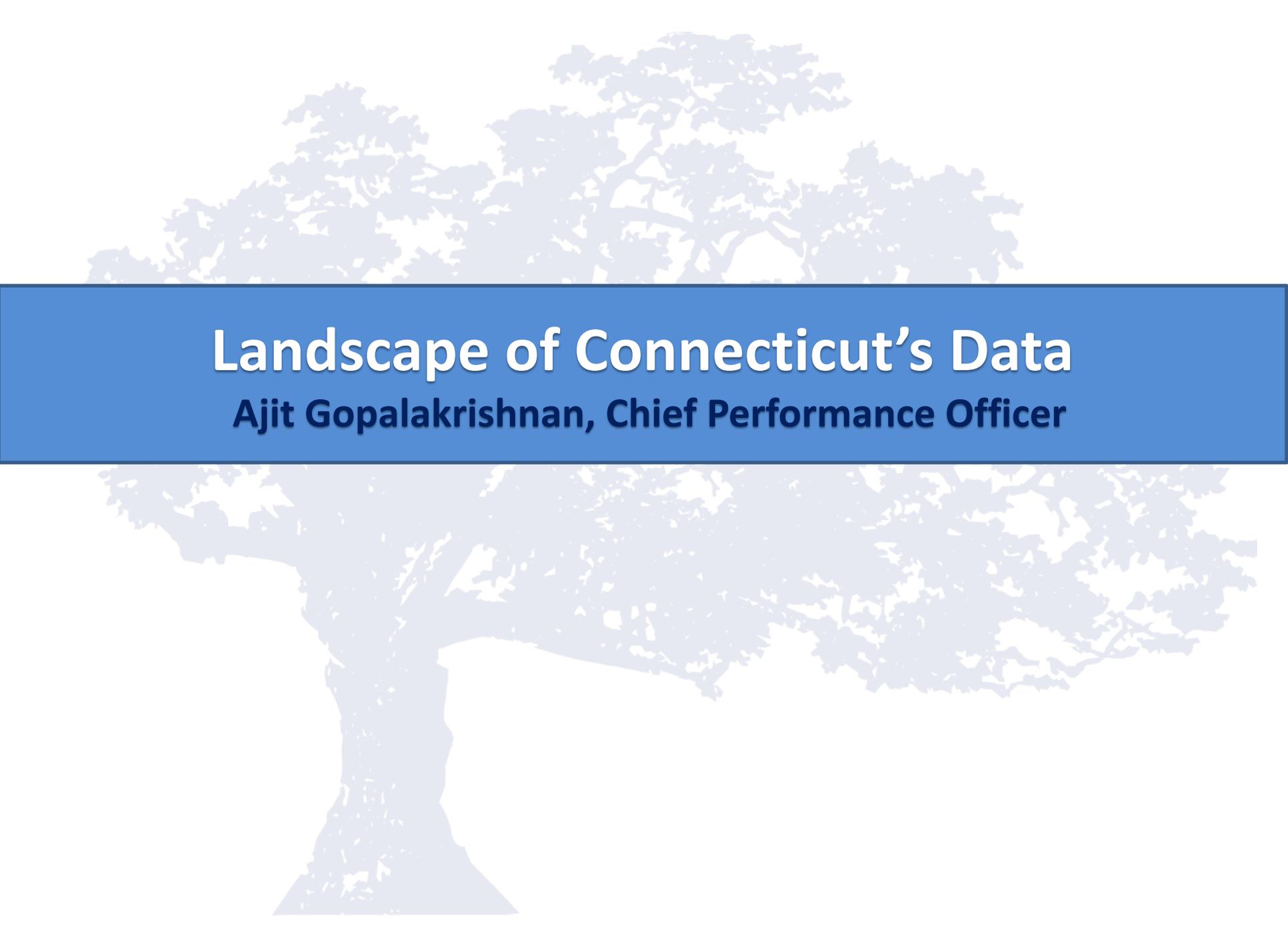


Overview of State Resources on Suspensions and Expulsions

- **EdSight (Insight into Education):** <http://edsight.ct.gov/SASPortal/main.do>.
- **Suspensions and Expulsions of Students in Preschool and Kindergarten to Grade 2:** https://portal.ct.gov/-/media/SDE/Digest/2016_17/guidanceconcerningsuspensionandexpulsionsforstudentsinpreschoolandgradeskindergartentotwo.pdf?la=en.
- **Guidance regarding Student Expulsions:** <https://portal.ct.gov/-/media/SDE/Digest/2018-19/Expulsions-Guidance-August-2018.pdf>.
- **Alternative Educational Opportunities For Students Who Have Been Expelled: Best Practice Guidelines for Program Implementation:** https://portal.ct.gov/-/media/SDE/Discipline/Best_Practice_Guidelines_Students_Expelled.pdf.
- **Standards for Educational Opportunities for Students Who Have Been Expelled and the Guidelines for Alternative Education Settings:** <https://portal.ct.gov/-/media/SDE/Digest/2017-18/Standards-for-Expelled-Students.pdf>.
- **Connecticut General Statutes (C.G.S) Section 10-233 (a-n):** <https://portal.ct.gov/SDE/Rethinking-Discipline-in-Connecticut/Regulations>.
- **Discipline in Schools Webpage:** <https://portal.ct.gov/SDE/Rethinking-Discipline-in-Connecticut>.
- **CSDE Evidence-Based Practice Guide-Climate and Culture:** https://portal.ct.gov/-/media/SDE/ESSA-Evidence-Guides/ESSA_EvidenceBasedGuide_ClimateandCulture.pdf?la=en.



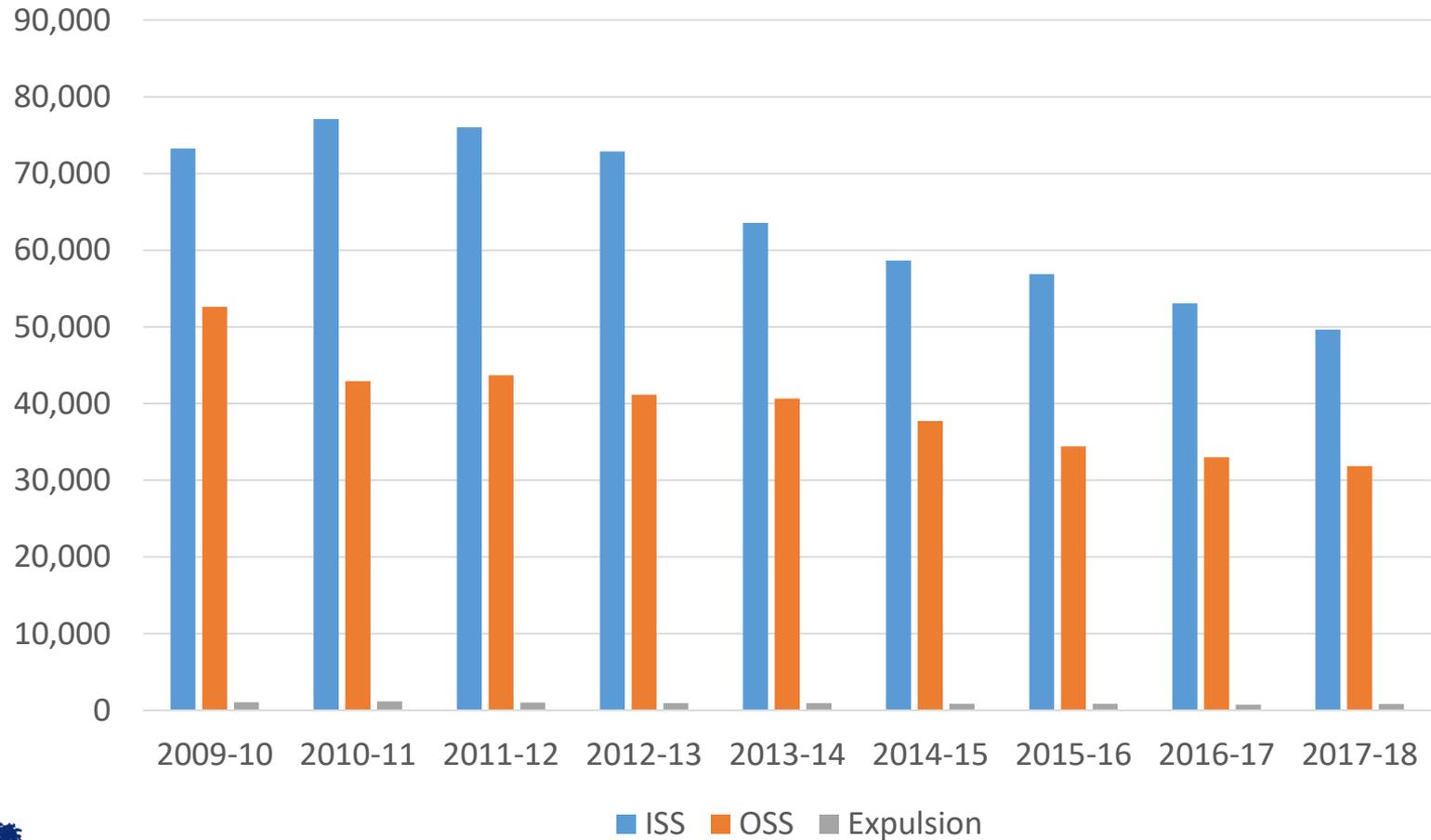
Coming soon: Position Statement on Reducing Disproportionality in Suspensions and Expulsions (Exclusionary Discipline).



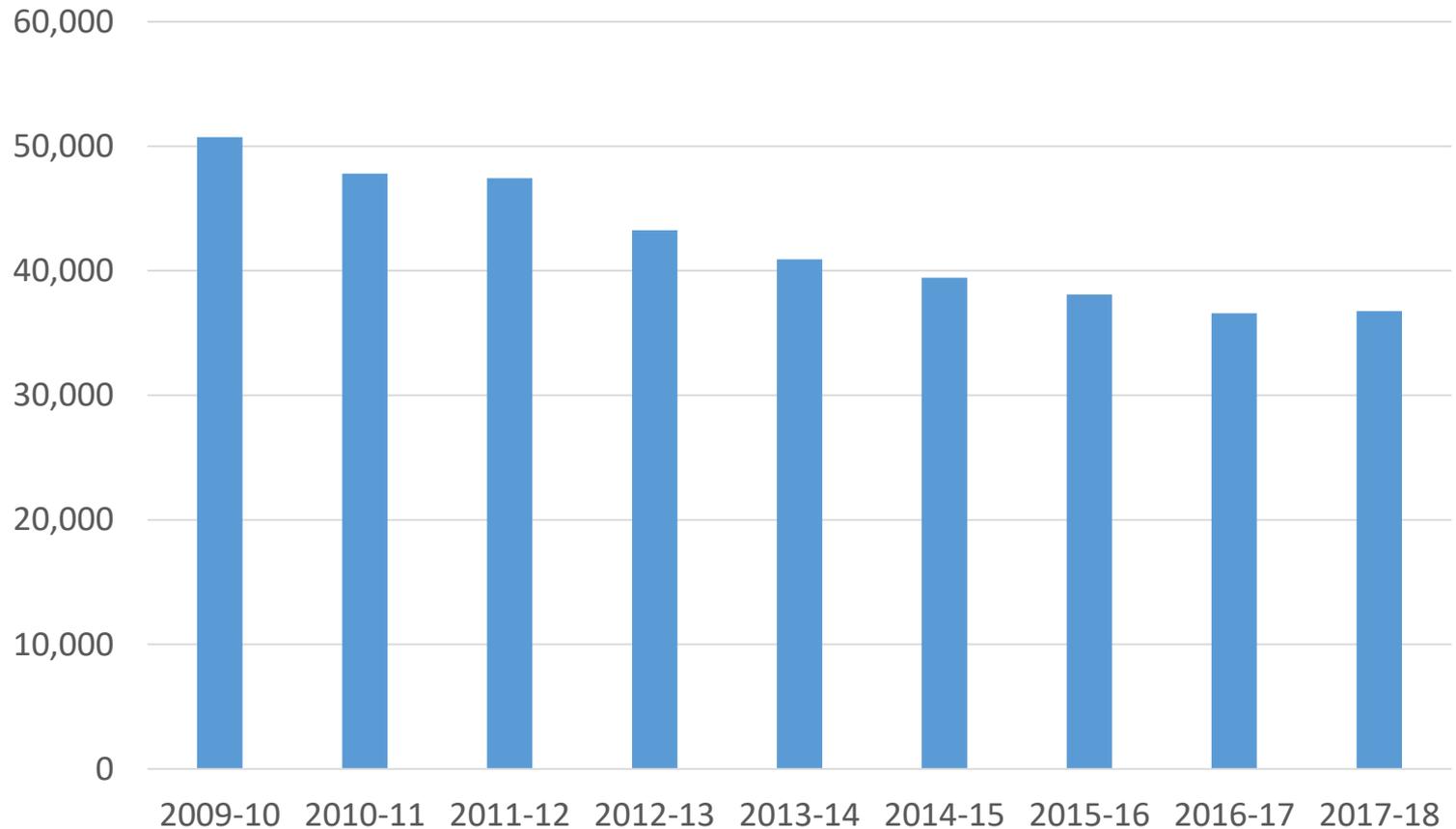
Landscape of Connecticut's Data

Ajit Gopalakrishnan, Chief Performance Officer

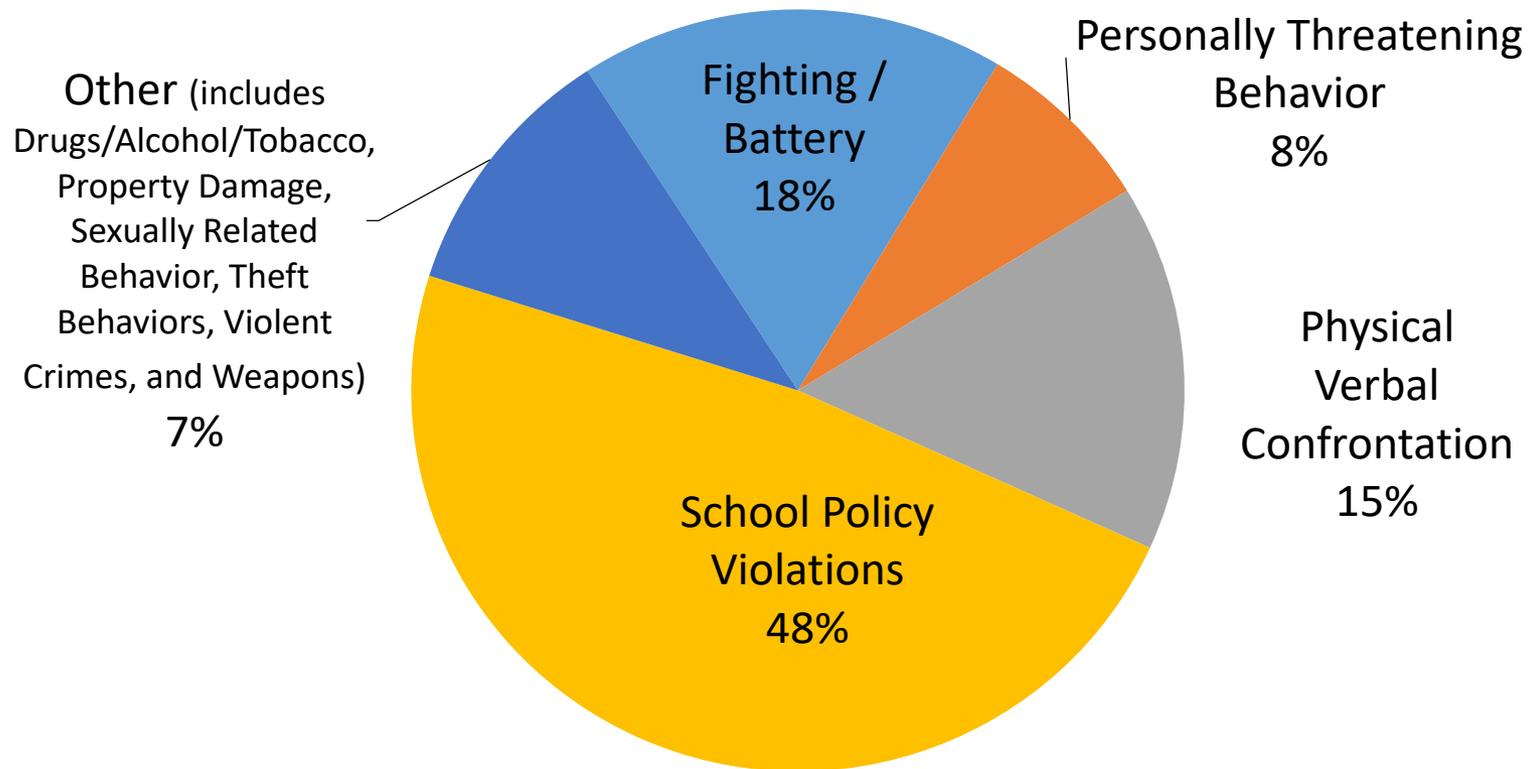
Total Number of Sanctions Disaggregated by ISS, OSS, and Expulsions (duplicated count)



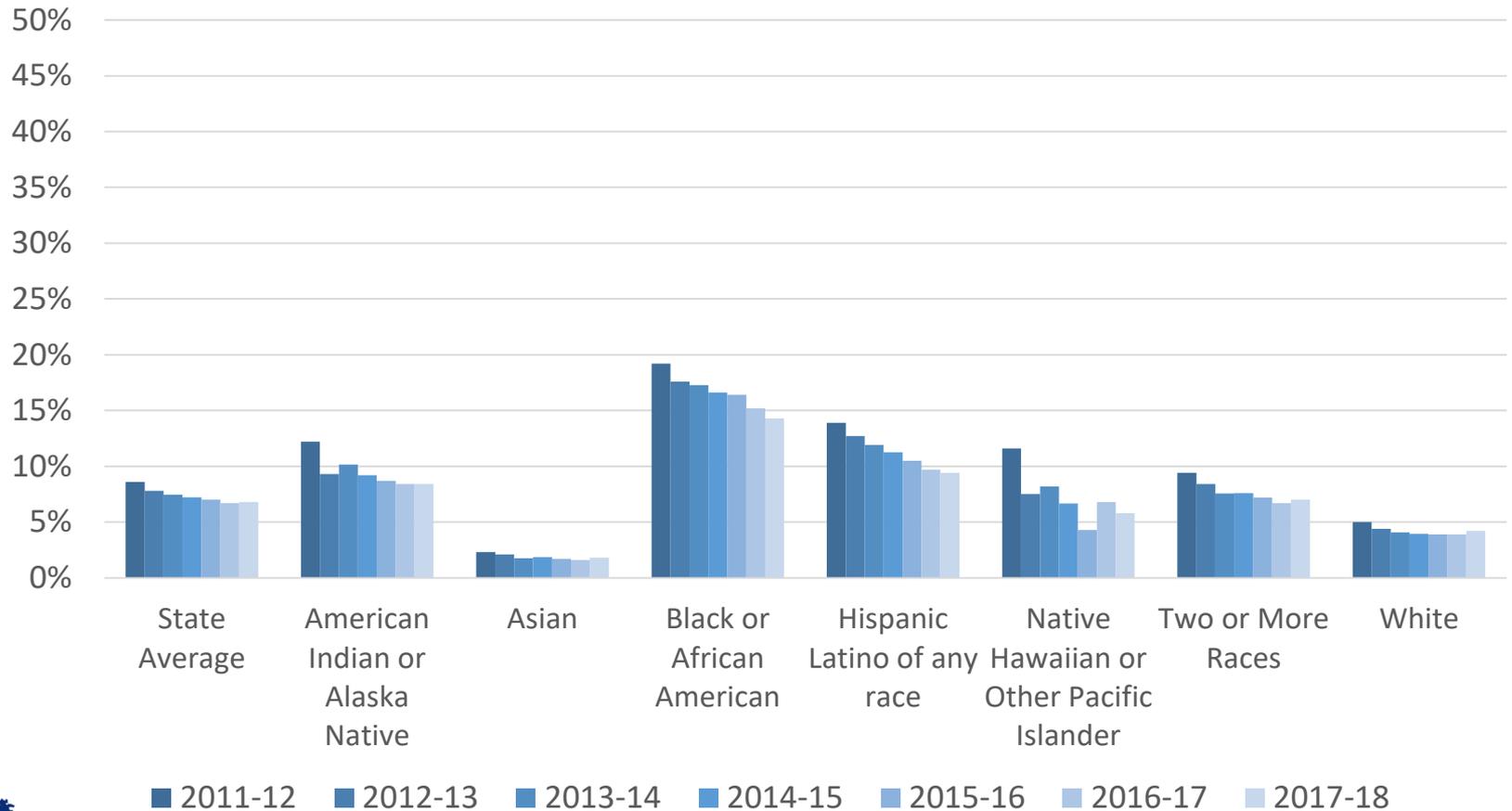
Unduplicated Number of Students Receiving at least one ISS, OSS, or Expulsion



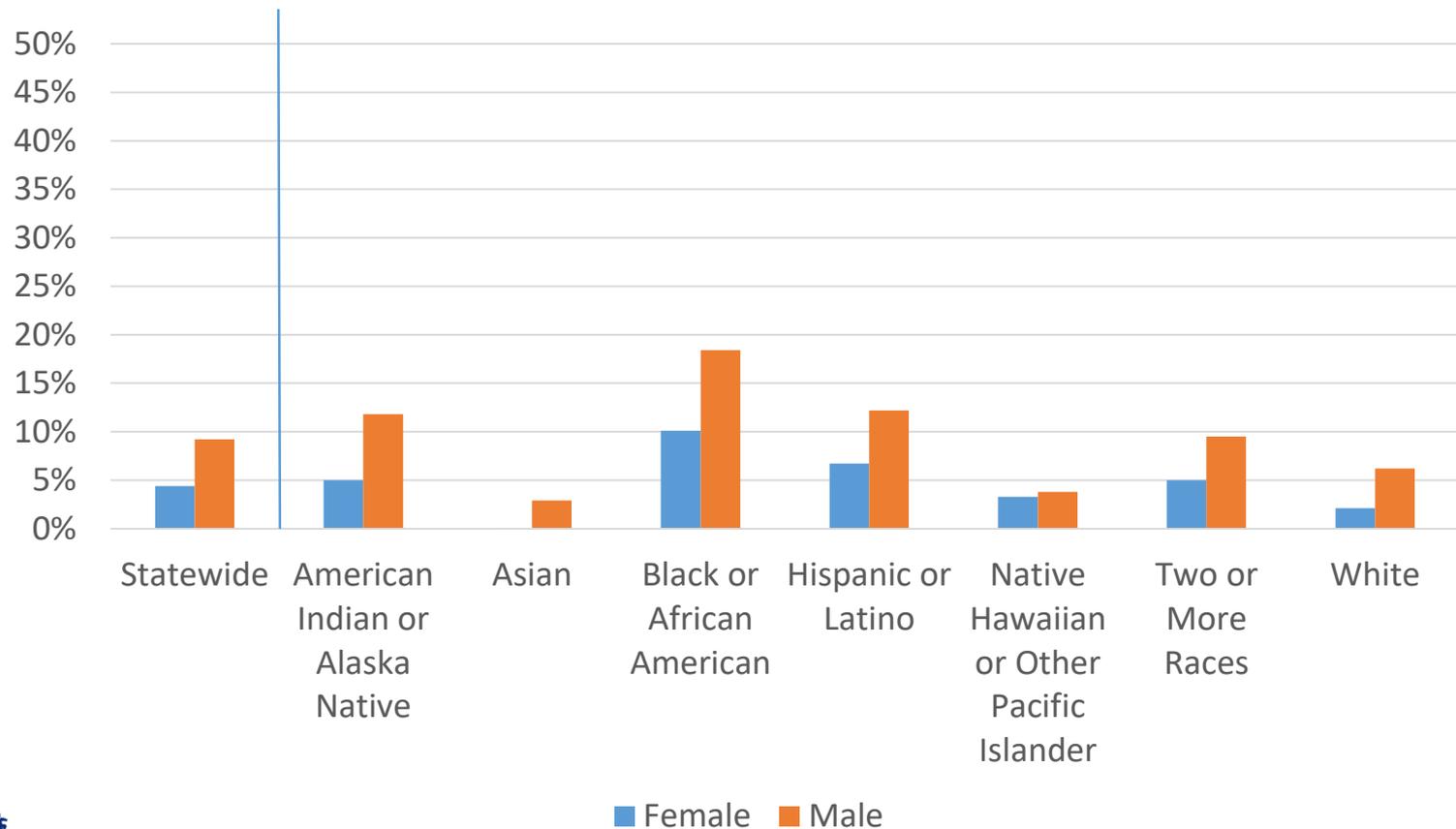
Incident Types (Offenses) Resulting in ISS, OSS or EXP: 2017-18



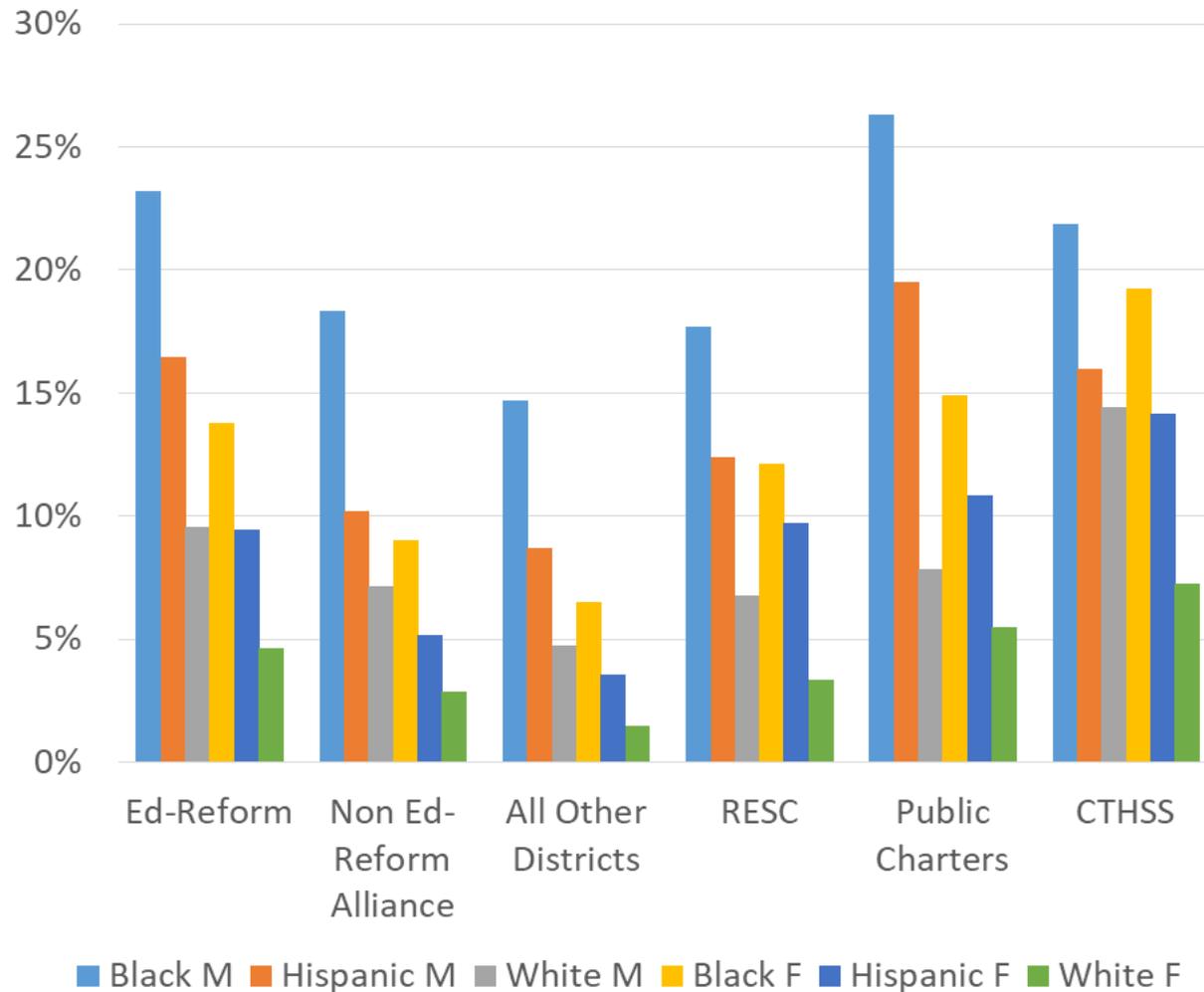
Suspension/Expulsion Rates by Race/Ethnicity



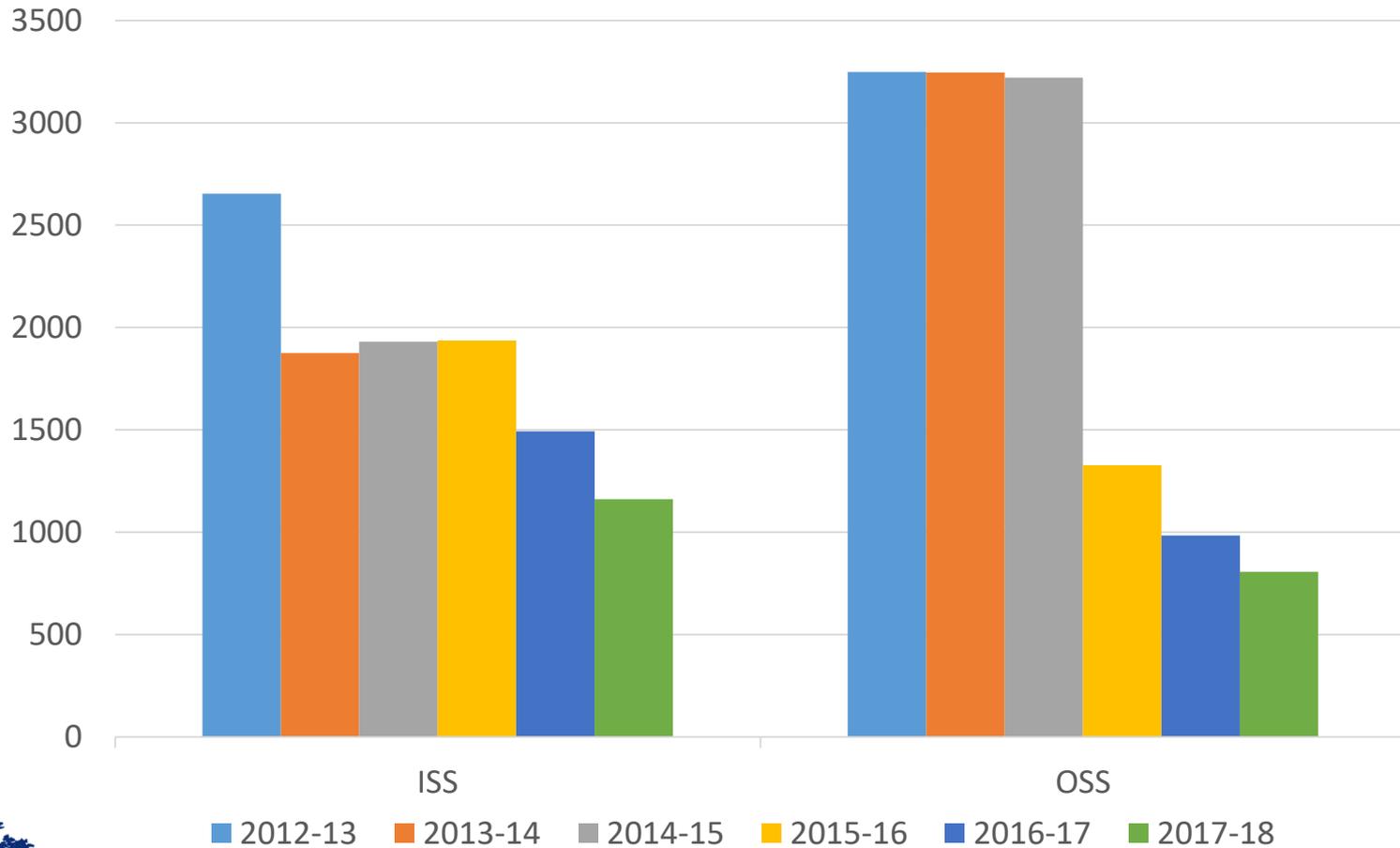
Suspension/Expulsion Rates by Race/Ethnicity and Gender: 2017-18



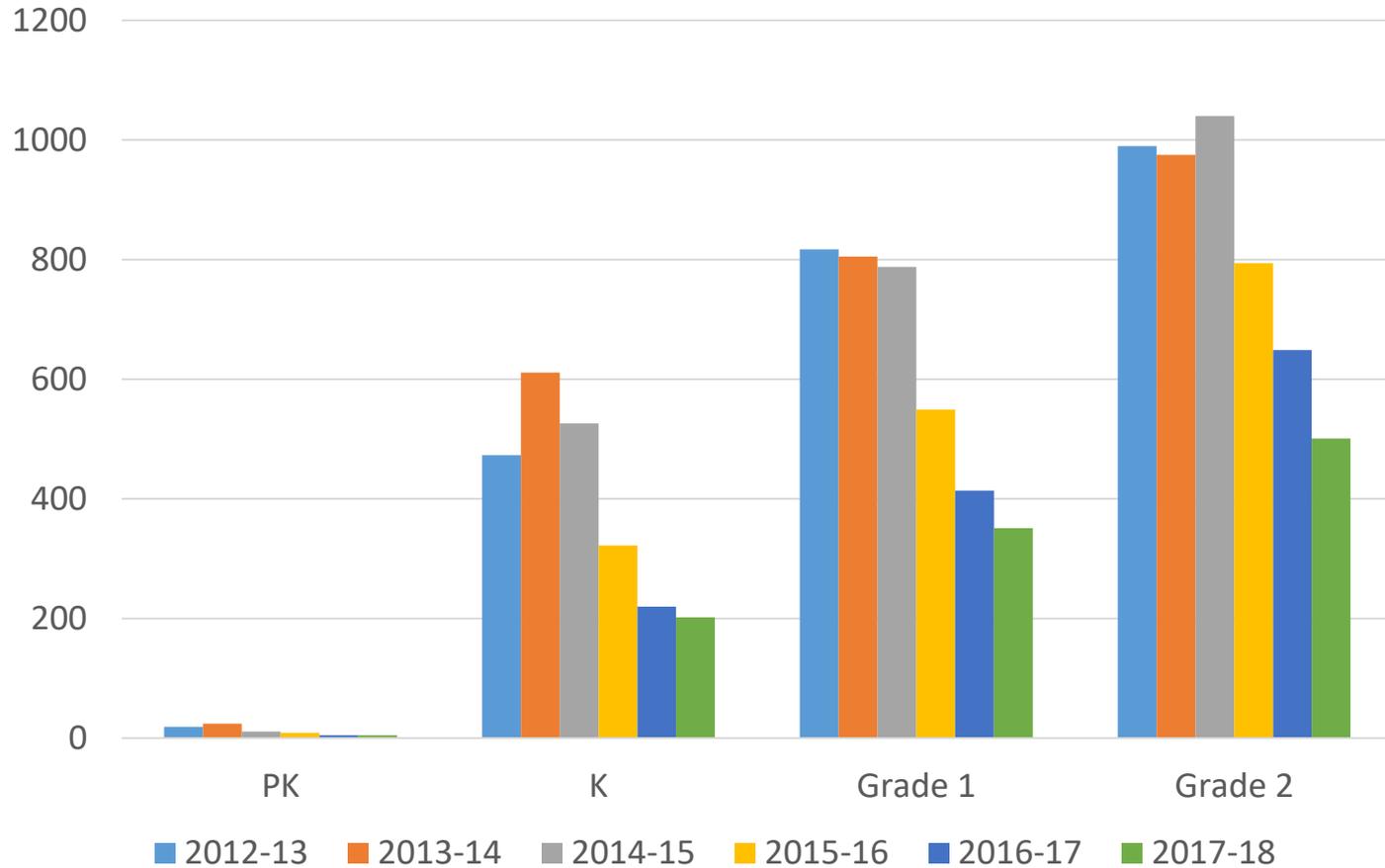
Similar Pattern of Disparity Exists Within District Categories



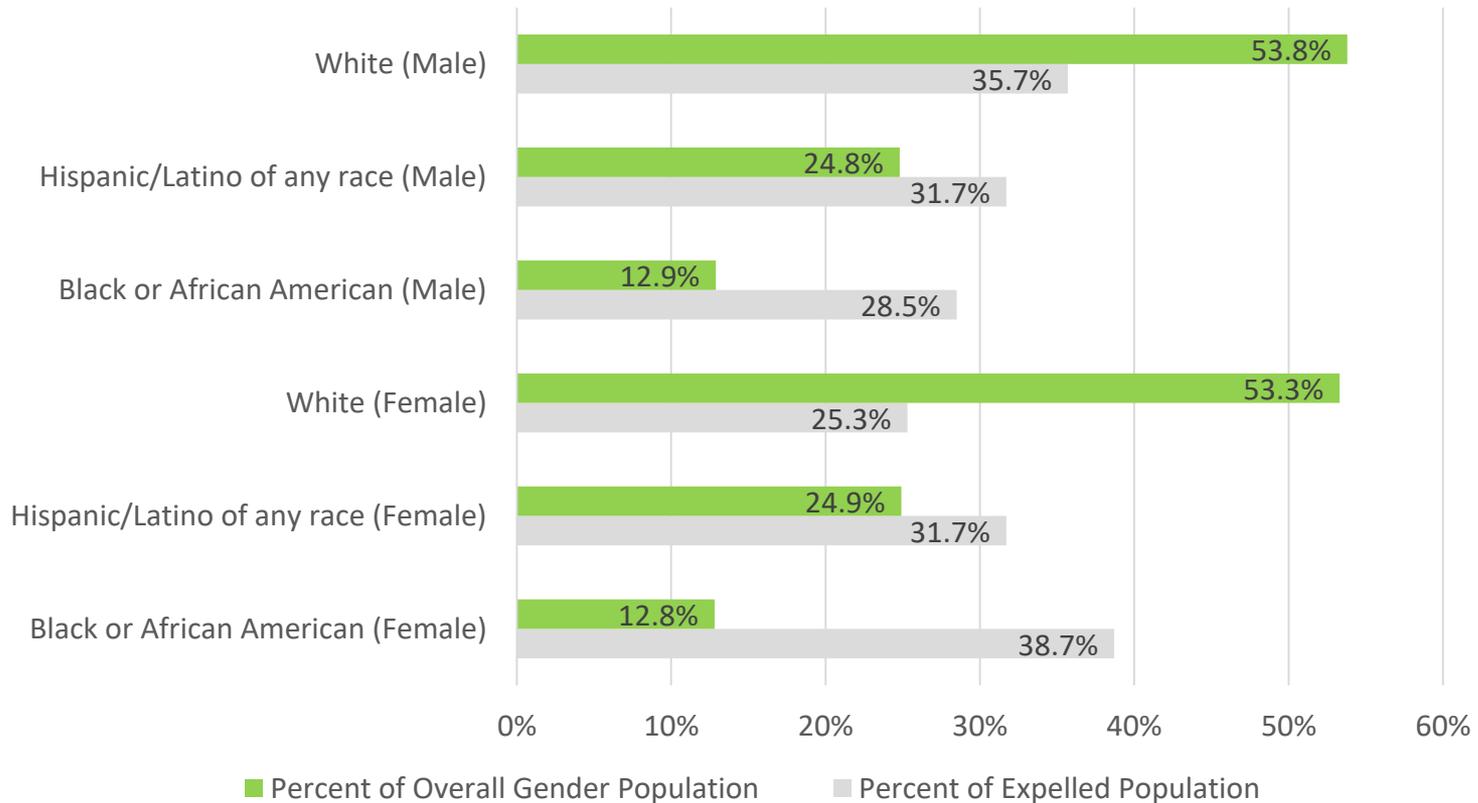
Number of Sanctions – Children Grades PK-2



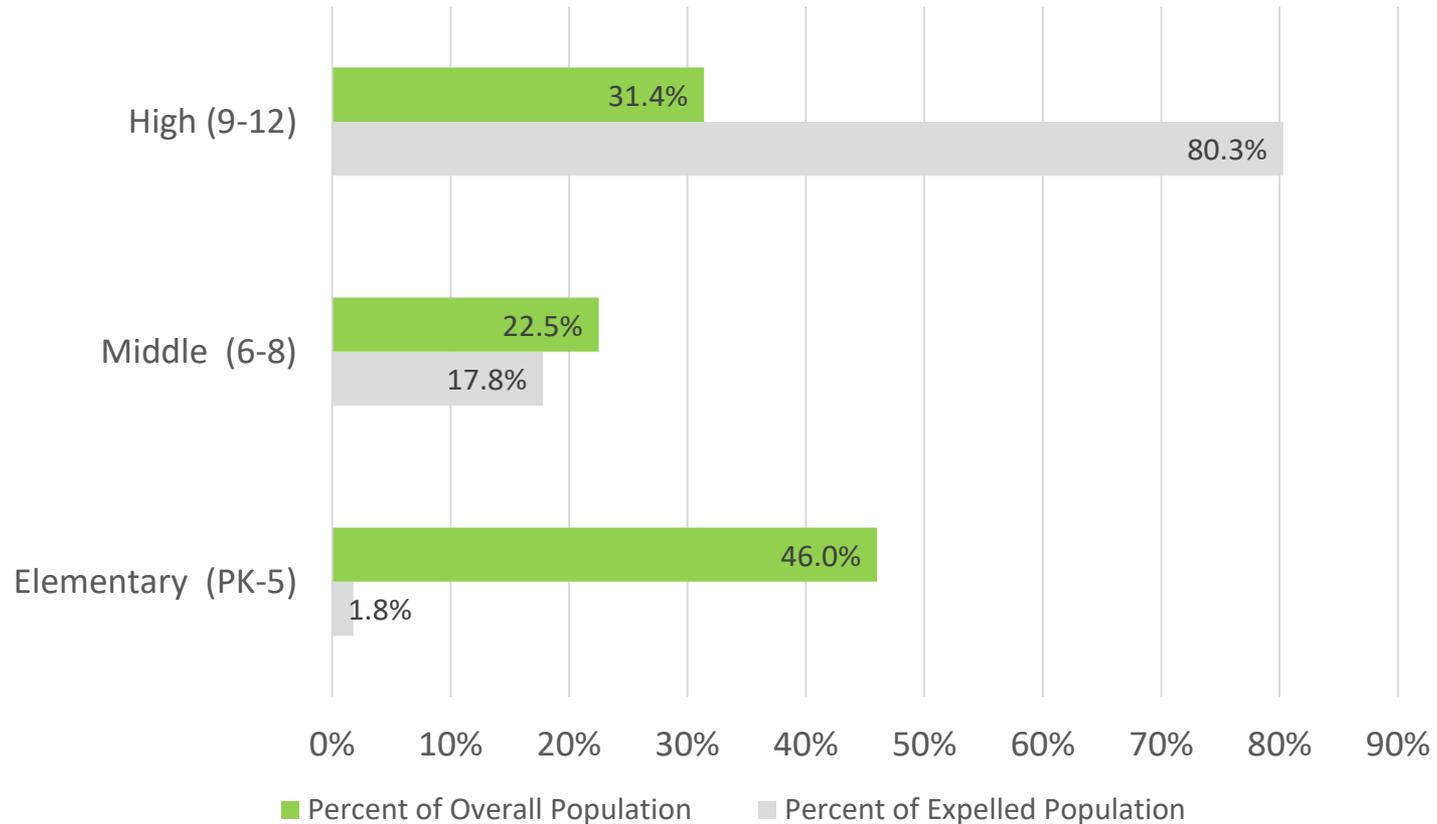
Number of Children (unduplicated) Grades PK-2 Sanctioned by Grade



Disproportionality of Expulsions by Race/Ethnicity: 2017-18



Expulsions Compared to Total Enrollment by Grade Range: 2017-18



Summary

- The total number of sanctions, including among students in Grades PK-2, has declined.
- Nearly half of all sanctions statewide result from school policy violations.
- The number and percentage of students receiving at least one suspension or expulsion has declined, especially among students of color; however, disparities remain between the rates at which black, Hispanic, and white students receive these sanctions. This disparity exists in all district types.
- Males receive sanctions at much higher rates than females.



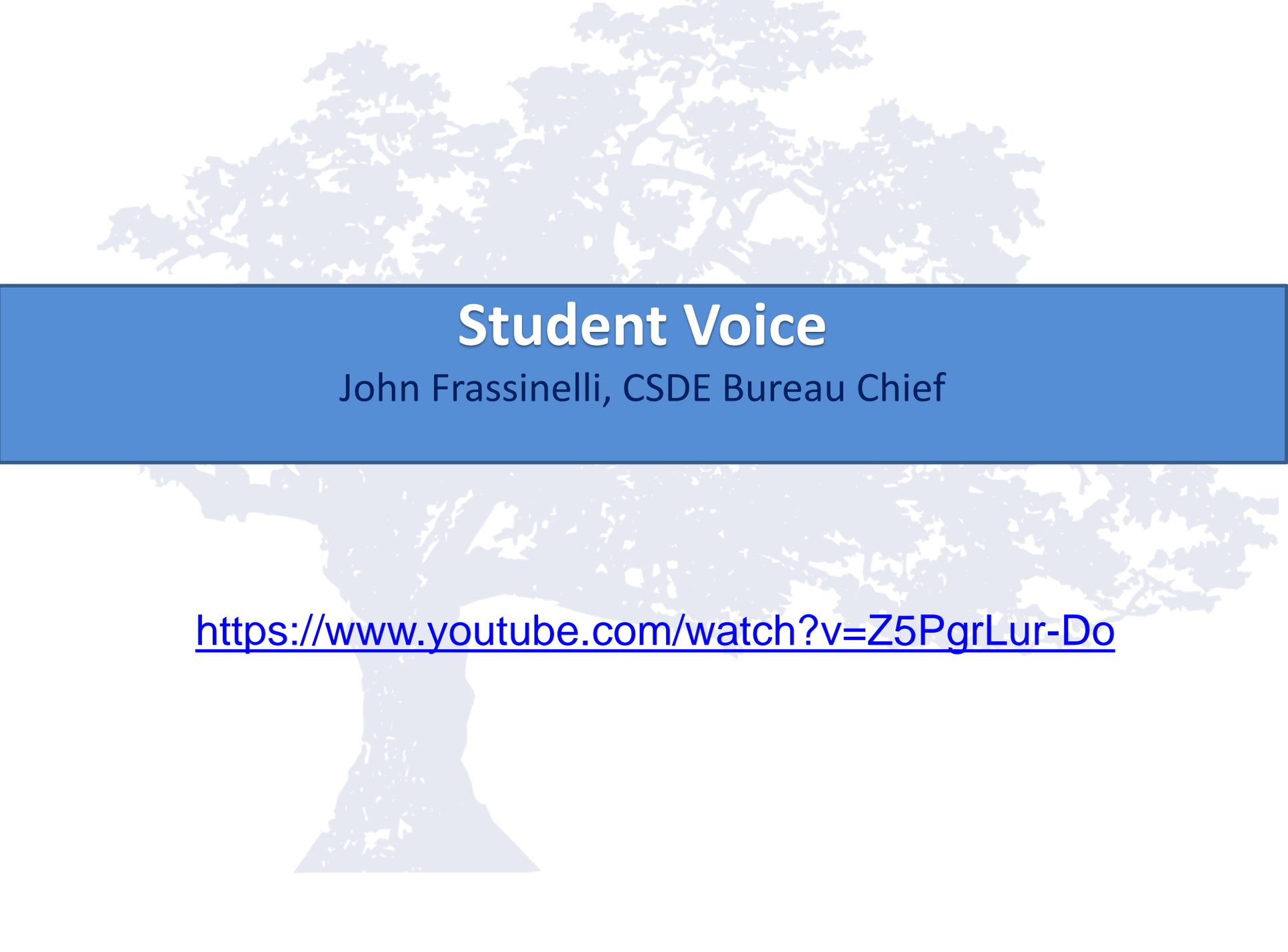
Keynote Address

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



Questions and Answers

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



Student Voice

John Frassinelli, CSDE Bureau Chief

<https://www.youtube.com/watch?v=Z5PgrLur-Do>



Interest Group Activity

Ingrid Canady, Executive Director, State Education Resource Center

Interest Groups Work and Discourse

Triadic Structure:

1. Discipline and Systems of Support.
2. Discipline and Racial Disproportionality.
3. Discipline Policy Development and Implementation.



Interest Groups Work and Discourse

Three Questions:

1. What does our interest group need or want to know more about?
2. What needs to change when we consider [Our Interest Group]?
3. What else should we consider when addressing ... [Our Interest Group]?



Next Steps & Save the Dates

Dates:

- February 2019
- May 2019

Time:

- 9 am to 12:30 pm (8:30 Registration)

Location: TBD



Thank you

Contact Information

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