



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Welcome

**Connecticut School Discipline
Collaborative**

November 22, 2019

Agenda Overview

- Welcome
- Historical Timeline of Public Education in the United States
Gallery Walk
- Dr. Miguel A. Cardona, Commissioner of Education
Vision and Priorities
- Charlene Russell-Tucker, Deputy Commissioner
Overview and Updates
- Cesar De La Vega, Policy Analyst, Change Lab Solutions
National Perspectives
- Keryn Felder, Education Consultant - *Discipline Data Update*
- Dr. Daren Graves, Professor - *Student Voice Panel*
- Wrap Up and Next Steps



Meeting Objectives for Today

- To reflect on the historical timeline of public education in the United States and relevance to our school discipline efforts.
- To introduce Commissioner Miguel A. Cardona to the School Discipline Collaborative and learn about his vision and priorities.
- To gain further insight into the current status of school discipline data in Connecticut.
- To learn about the national conversations around school discipline policy.
- To amplify student voice and understand critical consciousness.
- Launch year two of the Collaborative.



A Special Thank You

Shipman and Goodwin, LLP:

- Attorney Thomas Mooney
- Attorney Natalia Sieira Millan
- Suzanne Todd, Legal Practice Assistant

State Education Resource Center:

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

Simmons University:

- *Dr. Daren Graves, Associate Professor*

Connecticut State Department of Education Performance Office:

- *Keryn Felder, Education Consultant*

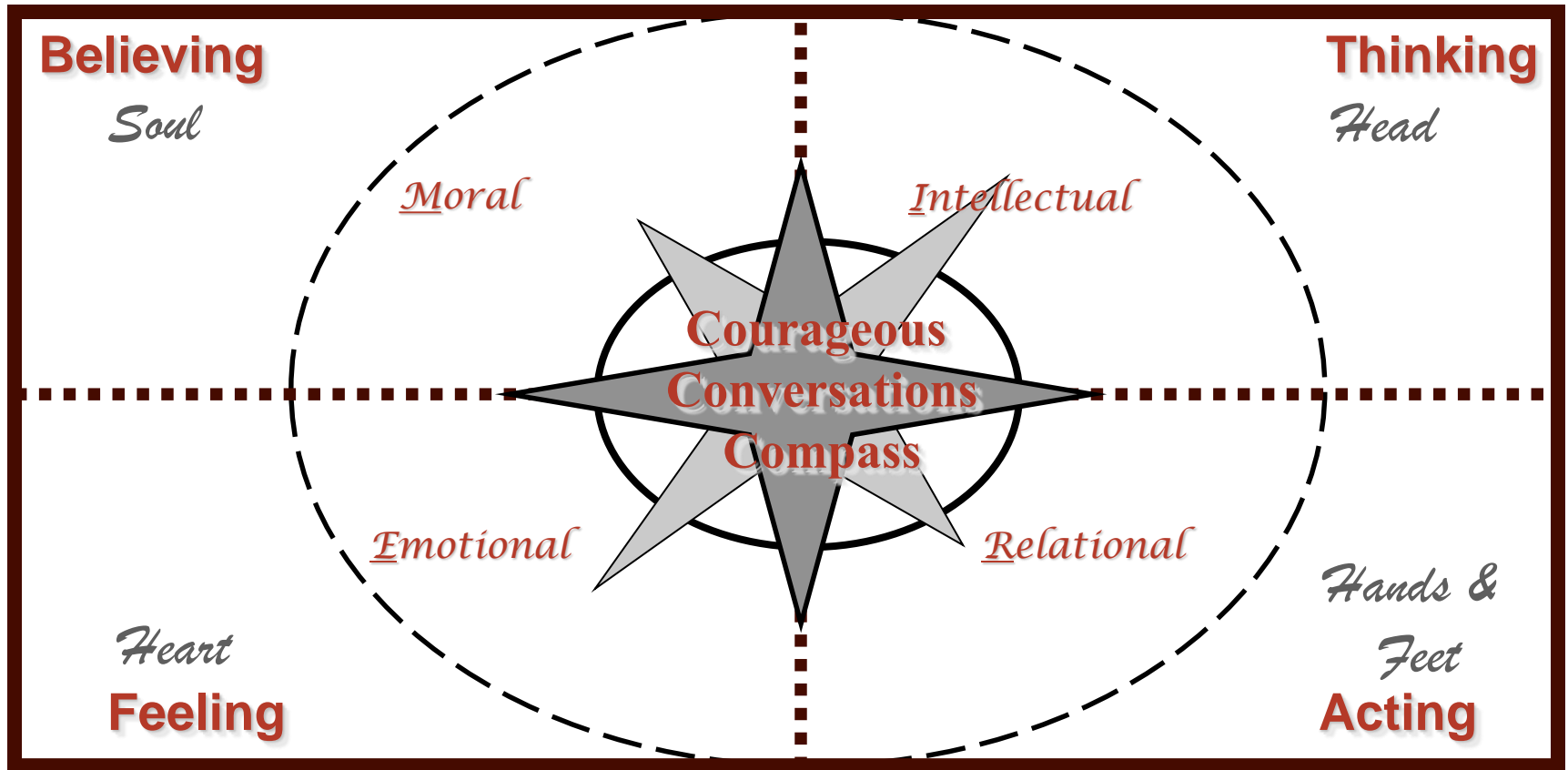


Historical Timeline of Public Education in the United States-Silent Reflection and Reactions

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



Using The Courageous Conversation Compass To Understand Our Reactions Connected To...



2016 Pacific Educational Group, Inc.





Vision and Priorities

Dr. Miguel A. Cardona, Commissioner of Education



Purpose and Updates

Charlene Russell-Tucker, Deputy Commissioner

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.



The School Discipline Collaborative Members Design



A Reflection on Our Work Together

Milestones

Launch of the
Connecticut School
Discipline
Collaborative –
Deep Dive:
Race in Education &
CT Discipline Data

Provided Input on
State Board Draft
Position Statement
&
October Feedback
Informed State
Discipline Report

State Board
Adoption of Position
Statement
&
Presentation and
Release of School
Discipline Report

Second Meeting of
the School
Discipline
Collaborative -
Deep Dive: Local
Districts'
Presentations

October 2018

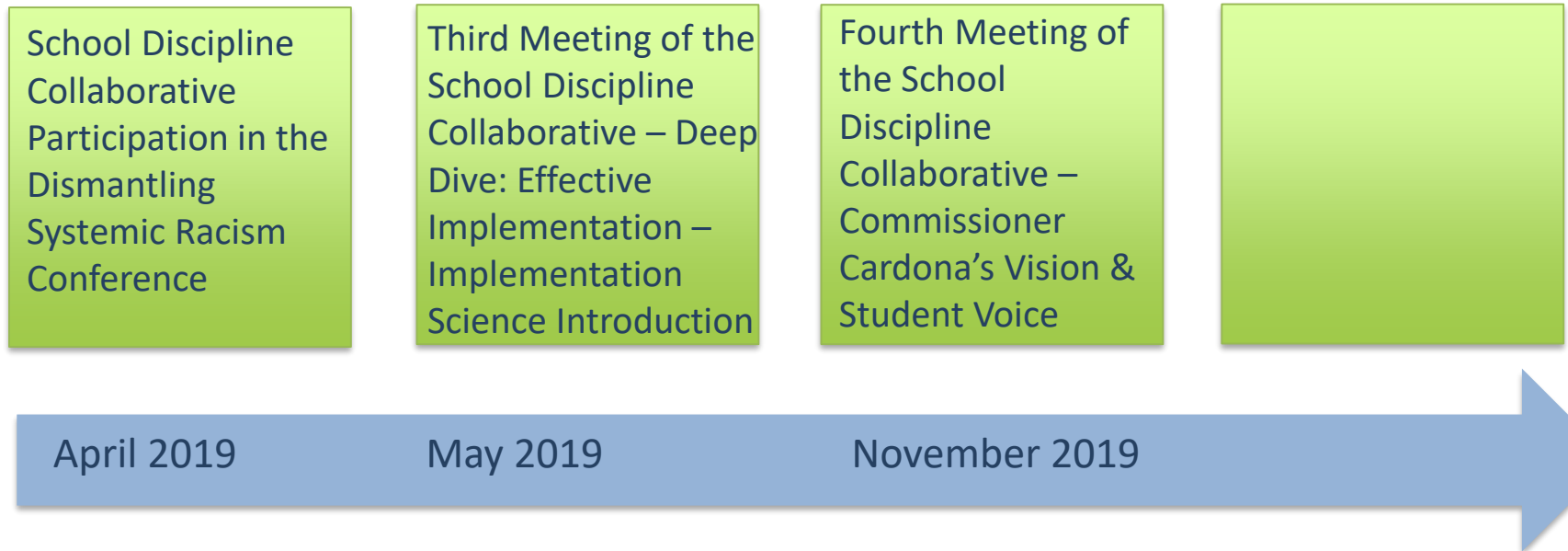
December 2018

February 2019



A Reflection on Our Work Together

Milestones



Discipline Collaborative Updates

Customized Professional Learning Opportunity

- Develop with SERC and make available a 5-day workshop series - *High Leverage Classroom Practices for Improving Student Learning and Behavior* - that will provide evidence-based strategies and assist participants with use of these strategies via customized coaching.
- The workshop series is designed for district/school team members - each participating team is offered one day of on-site support.
- **Dates:**
 - Tuesday, January 14, 2020
 - Thursday, March 5, 2020
 - Friday, March 6, 2020
 - Tuesday, May 12, 2020
 - Wednesday, May 13, 2020

Setting the Stage for Year 2

Social and Emotional Learning (SEL)

- Prioritize SEL as a lever to address school discipline

Cross-sector Collaboration

- To support districts in developing effective school safety and positive school discipline practices.
- To address school discipline policies and practices.
- CSDE will solicit expert advisors from the CT School Discipline Collaborative to support districts.

Implementation Tool

- CSDE will partner with stakeholders, including the Collaborative, to develop a tool to further assist districts and relevant partners with the practical application of the responsibilities outlined in the State Board of Education Position Statement.

Family and Community Engagement

- Family guides on school discipline





Setting the Stage for Year 2

When My Child is Suspended: A Fact Sheet for Connecticut Families

A **suspension** is when a student is removed from the classroom or school for **up to 10 school days** in a row.



In-School Suspension

when a student is excluded from regular classroom activity for up to 10 school days in a row, but not excluded from school.



Out-Of-School Suspension

when a student is excluded from school, including classes, privileges, activities, or transportation services for up to 10 school days in a row.

Removal from Class

A student should not be removed from class (sent to the office) for more than 90 minutes.

Limits to Suspensions

A student cannot be suspended **more than 10 times** or **more than 50 total days** each school year.

Pickups from School

If the school tells you that you must come get your child from school because of behavior, ask if she/he is **suspended** from school.

Removing a student from class for more than 90 minutes makes it an in-school suspension.

If your student has been suspended more than that, she/he is entitled to a special meeting called a **hearing**.

If she/he is not suspended, then you do not need to pick them up.



Did you know? Out-of-school suspension is harmful to students' learning

When students are suspended out-of-school, they miss valuable learning time, and are more likely to fall behind, be held back a grade, and even drop out of school. For that reason, state laws are written to encourage schools to use in-school suspension rather than out-of-school suspension.

Rules for Preschool to Grade 2 Students

Out-of-school suspension is prohibited for students attending preschool programs operated by local or regional boards of education, charter schools or interdistrict magnet schools. Schools can only give an in-school suspension to these students.

For students in kindergarten to Grade 2, an out-of-school suspension may be used in rare situations involving behavior on school grounds that was **violent or sexual** that endangered others. All other situations, the law only allows students to get an in-school suspension.

Rules for Students in Grade 3 to 12

For students in Grades 3 to 12, all suspensions must be in-school suspensions except if:

1. The student poses a danger to persons or property or a disruption of the educational process, based on evidence; or
2. Previous behavior problems have led to suspensions or expulsions of the student and efforts made by the school to address the behavior problems through ways other than out-of-school suspension or expulsion were not successful.

Important Note about Students with Disabilities...

If your child receives special education services and she/he has been suspended:

1. for **more than 10 days**; or
2. **less than 10 days**, but **several different times**.

The school planning and placement team (PPT) **must** meet and determine if the behavior was because of the child's disability or by the school's failure to implement the student's Individualized Education Program (IEP). This is called a **manifestation determination**.

When determining if behavior was dangerous or disruptive, schools can consider...

...where the misbehavior occurred.	...whether other students from the school were involved.	...whether there was gang involvement.	...if there was violence, threats of violence or the unlawful use of a weapon.	...whether the conduct involved the use of alcohol or drugs.
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The Rights of Students and Families Regarding School Suspensions in Connecticut

1. Your child has a right to get a free and public education.

Your child's school must provide you with the school rules and tell you what happens when a rule is broken.

These rules and procedures are known as the **school discipline policy** or the **code of conduct**, and are located in the student handbook.

It is very important to review this document with your child. If it did not come home in your child's backpack, then check your **school's website**.



Did you know? The rules governing suspension apply to **all** public schools.

This means that **all** public schools, including a public school in your neighborhood and a public school your child may leave your neighborhood to attend, such as a **charter school, magnet school or technical school**.

3. If your child has been suspended, you and your child have rights.

Your child has the right to explain himself or herself...

The school must have an **informal hearing** in which they meet with your child to explain the reason for the suspension and allow your child to tell his/her side of the story.

Your child has the right to complete school work...

Your child has a right to get **homework** assignments from his/her teachers and make-up **classwork and tests**.

You have the right to receive an explanation...

The school must **notify** you of the suspension and explain the reason for it **within 24 hours**.

You have the right to ask for the suspension to be shortened or removed completely...

If this is your child's **first suspension**, it can be shortened or removed from your child's academic record if he or she meets criteria set by the school.

You have the right to ask for a meeting to get your child help...

Request a **planning and placement team (PPT) meeting in writing** if your child's behavior, attendance or progress in school is causing concern.

4. If you disagree with the suspension, you **may** or **may not** be able to appeal.

State law does not automatically provide the right to appeal a suspension from school...

However, your school district may have its own policies or processes regarding arguing against or appealing a suspension. These policies will be outlined in your district's student handbook or code of conduct.

Administrators are allowed to select a consequence or punishment that they consider appropriate for the conduct...

If your district does not have a process to argue against or appeal a suspension, your child should use the informal hearing to explain what happened and any circumstances that might help the administrator understand why it happened.

An administrator can choose to select a consequence appropriate for the circumstances.

The State Department of Education has given guidance to administrators explaining that the school should consider the situation that may have caused the student's behavior when determining a fair and appropriate consequence or punishment.

5. You can get help.

For questions regarding school discipline, contact the **State Department of Education** at (860) 807-2057 or <https://portal.ct.gov/SDE/Discipline-in-Schools>

For questions regarding students with disabilities, contact the **Connecticut Parent Advocacy Center (CPAC)** at cpac@cpacinc.org or visit their website at <http://www.cpacinc.org>.

For legal concerns, call the **Statewide Legal Services Hotline** at (800) 453-3320 or visit their website at <https://slsct.org>.

National Perspective on School Discipline Policy

Change Lab Solutions: Cesar De La Vega, Policy Analyst



School Discipline Data Overview

Keryn Felder, Education Consultant, CSDE





CONNECTICUT STATE DEPARTMENT OF EDUCATION

School Discipline Data Trends and Updates

Keryn Felder, Education Consultant

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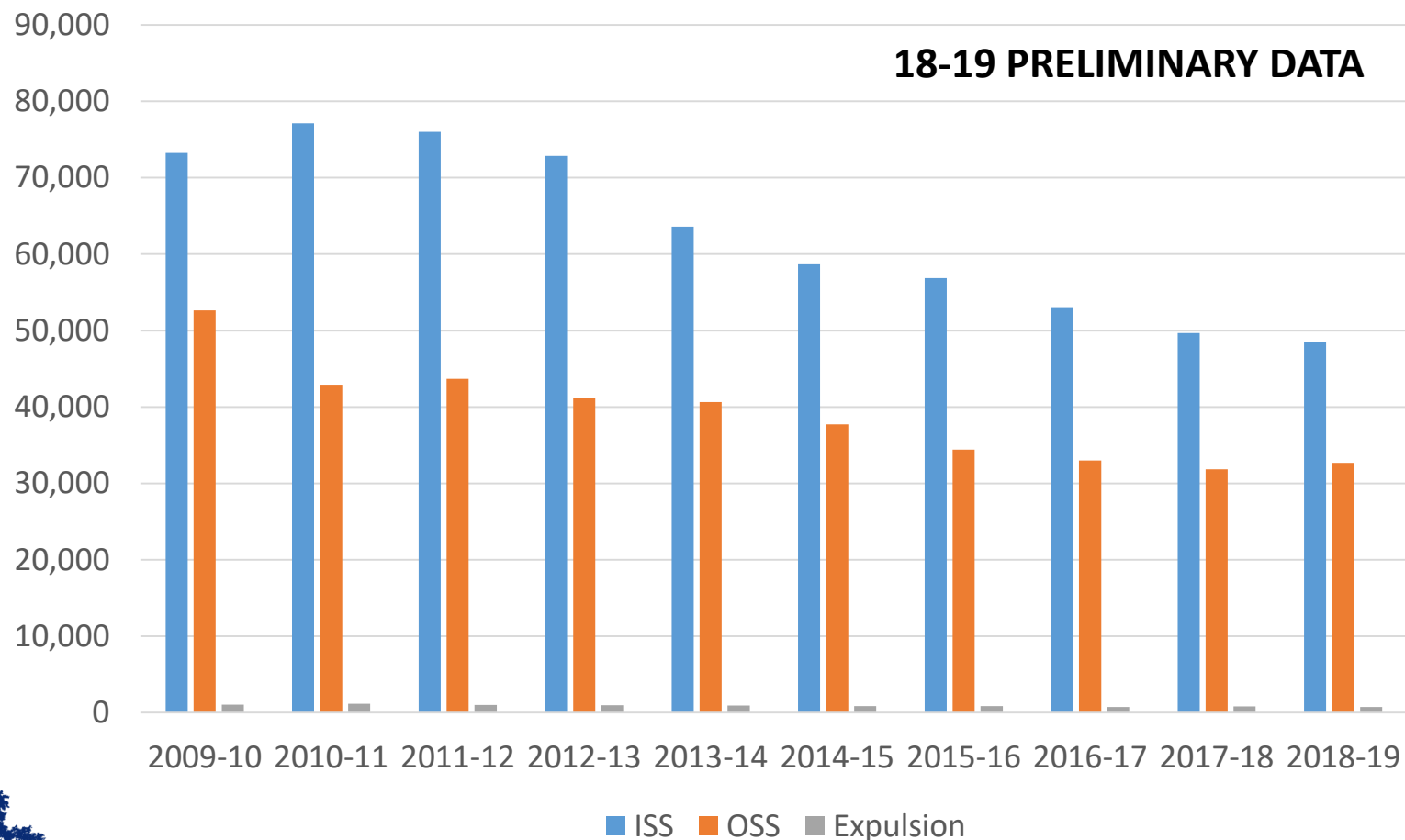
November 22, 2019

What Must be Reported to CSDE?

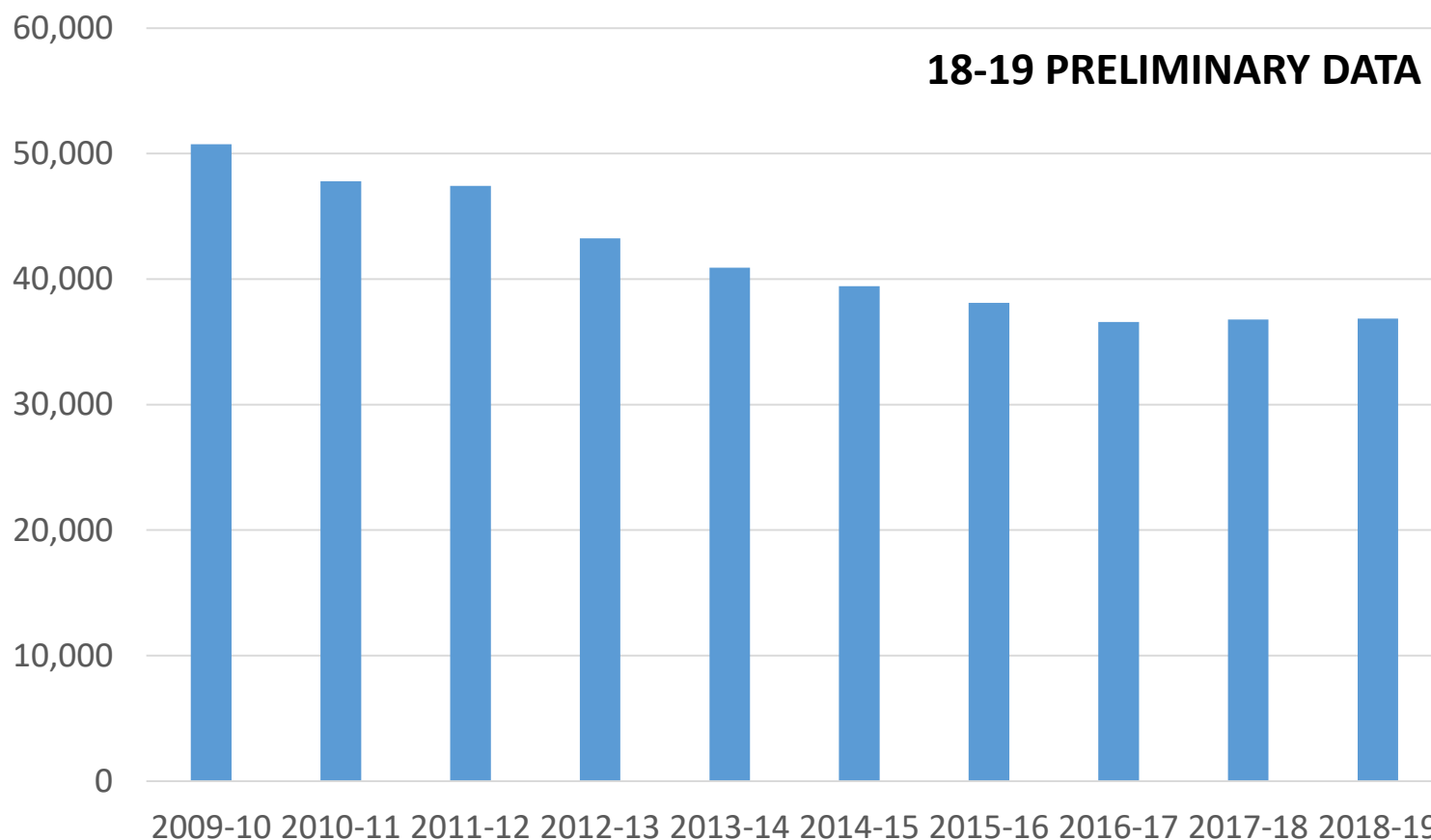
- All offenses that result in:
 - In-school suspension (ISS)
 - Out-of-school suspension (OSS)
 - Bus suspension
 - Expulsion (EXP)
- All "serious" offenses, and all incidents involving Alcohol, Drugs or Weapons must be reported regardless of the type of sanction imposed. This means that if anything is listed in the Weapon Involvement or Substance Involvement field (including electronic cigarettes) the incident must be reported.
- All Bullying Incidents must be reported regardless of Sanction.



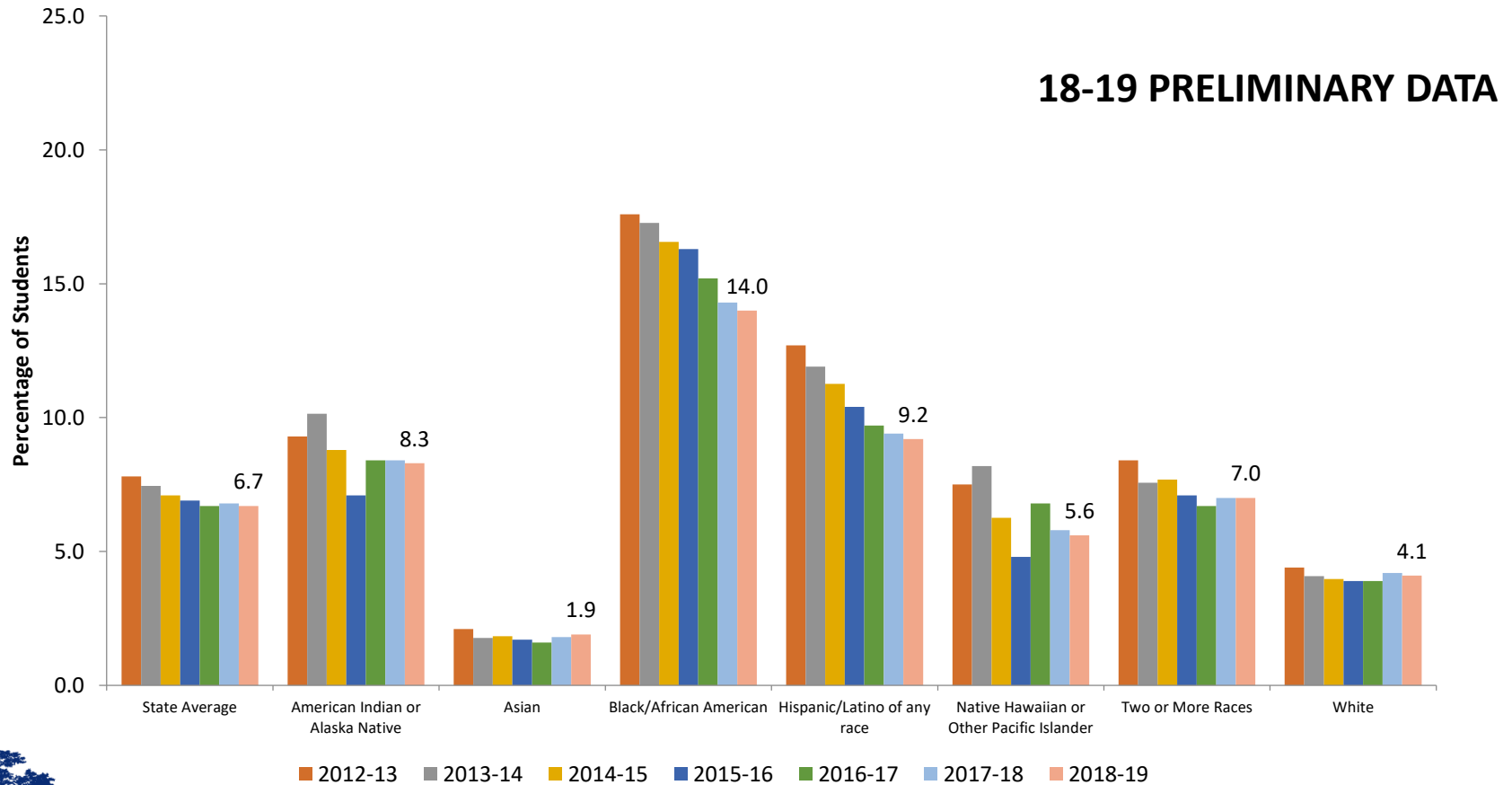
Total Number of Sanctions (duplicated count)



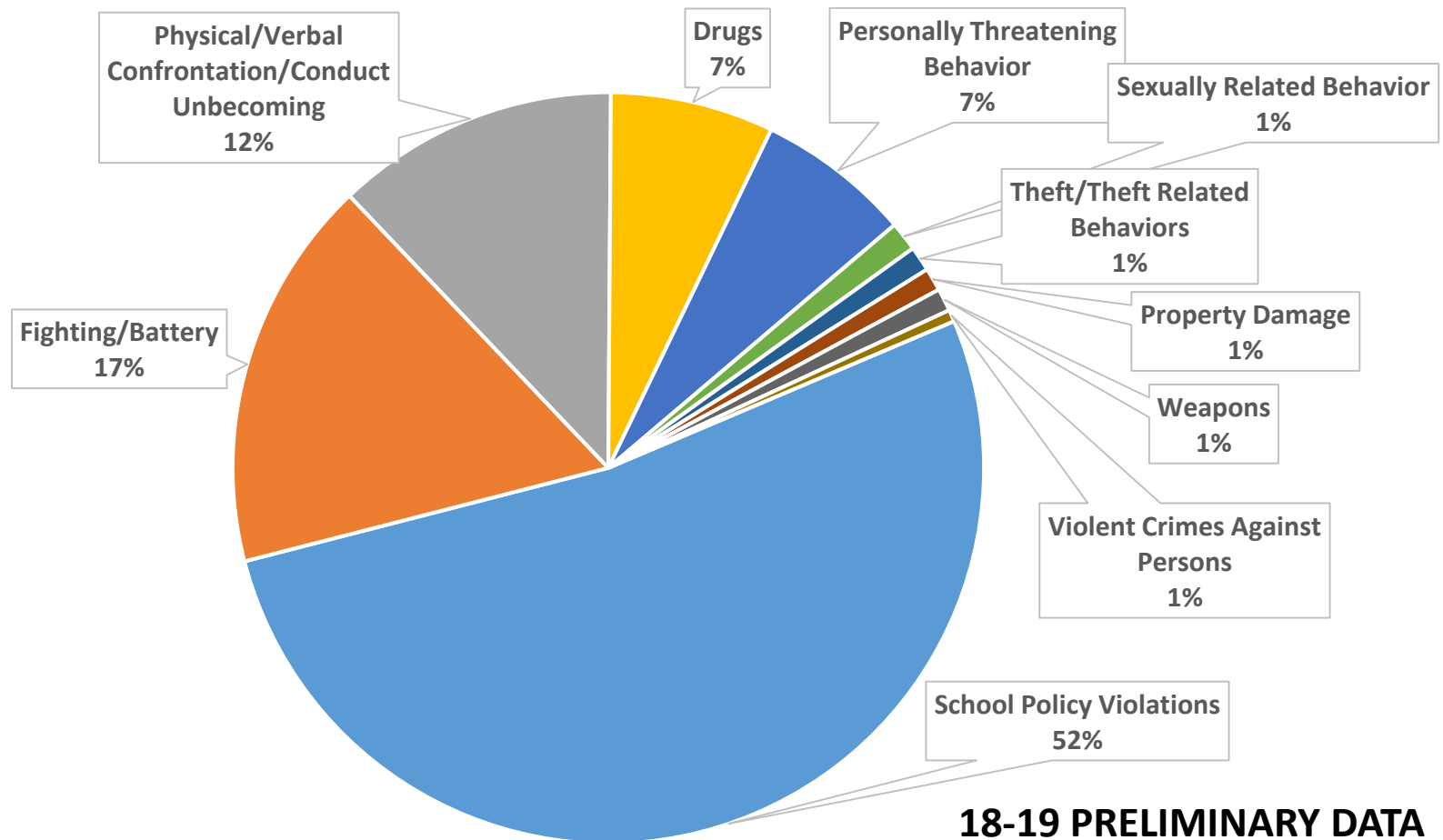
Unduplicated Number of Students Receiving at least one ISS, OSS, or Expulsion



Suspension Rate: Percentage of Students Receiving at least One ISS, OSS, or EXP



Incident Types Resulting in ISS, OSS or EXP: 2018-19



18-19 PRELIMINARY DATA

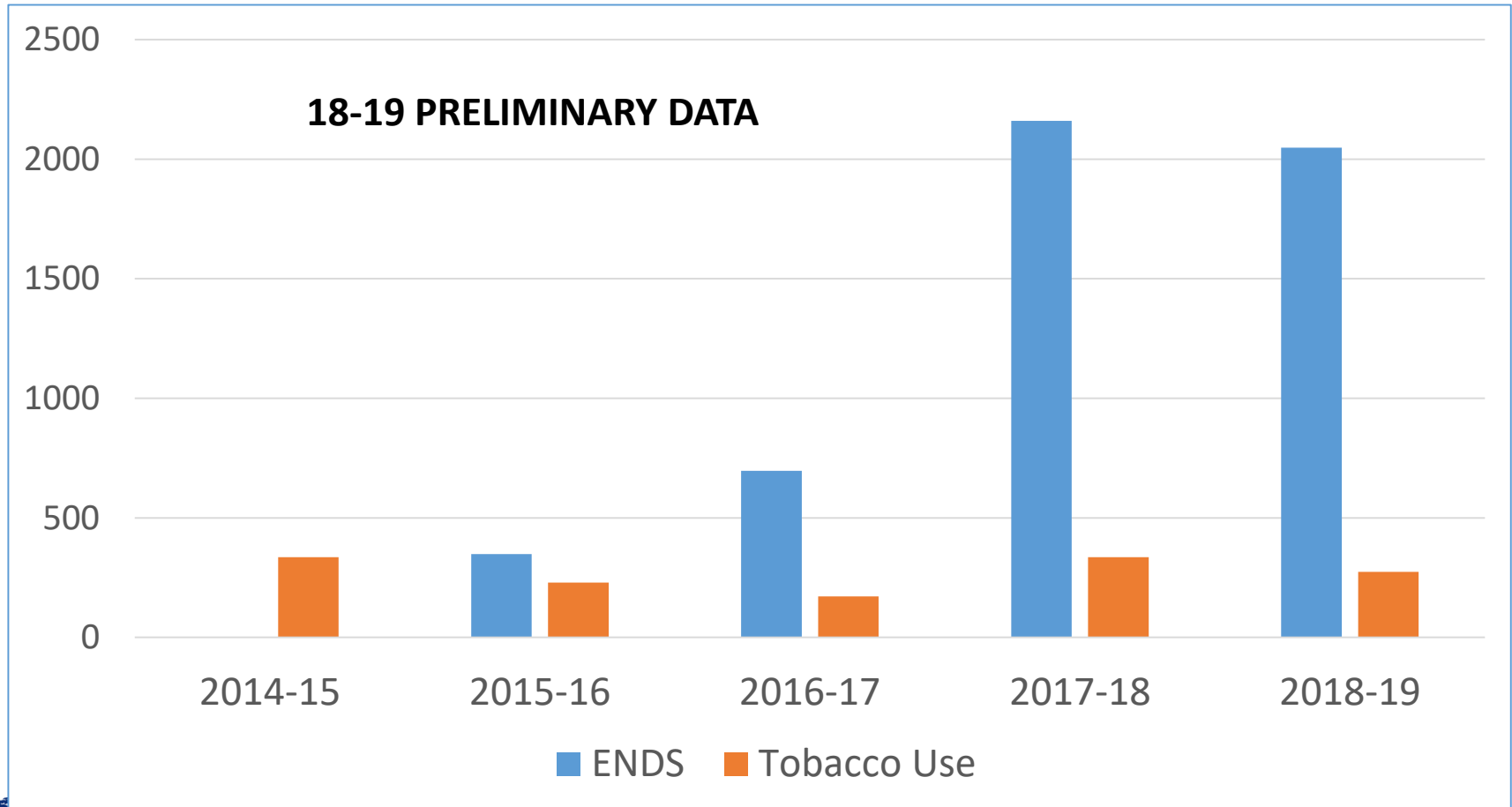


School Policy Violations

- No School Policy Violation is considered “serious.”
- 80% of School Policy Violations are due to:
 - Insubordination/disrespect
 - Skipping class
 - Disruptive behavior
 - Inappropriate behavior
 - Obscene language/profanity
 - Disorderly conduct
 - Failure to attend detention or ISS
 - Leaving school grounds/campus

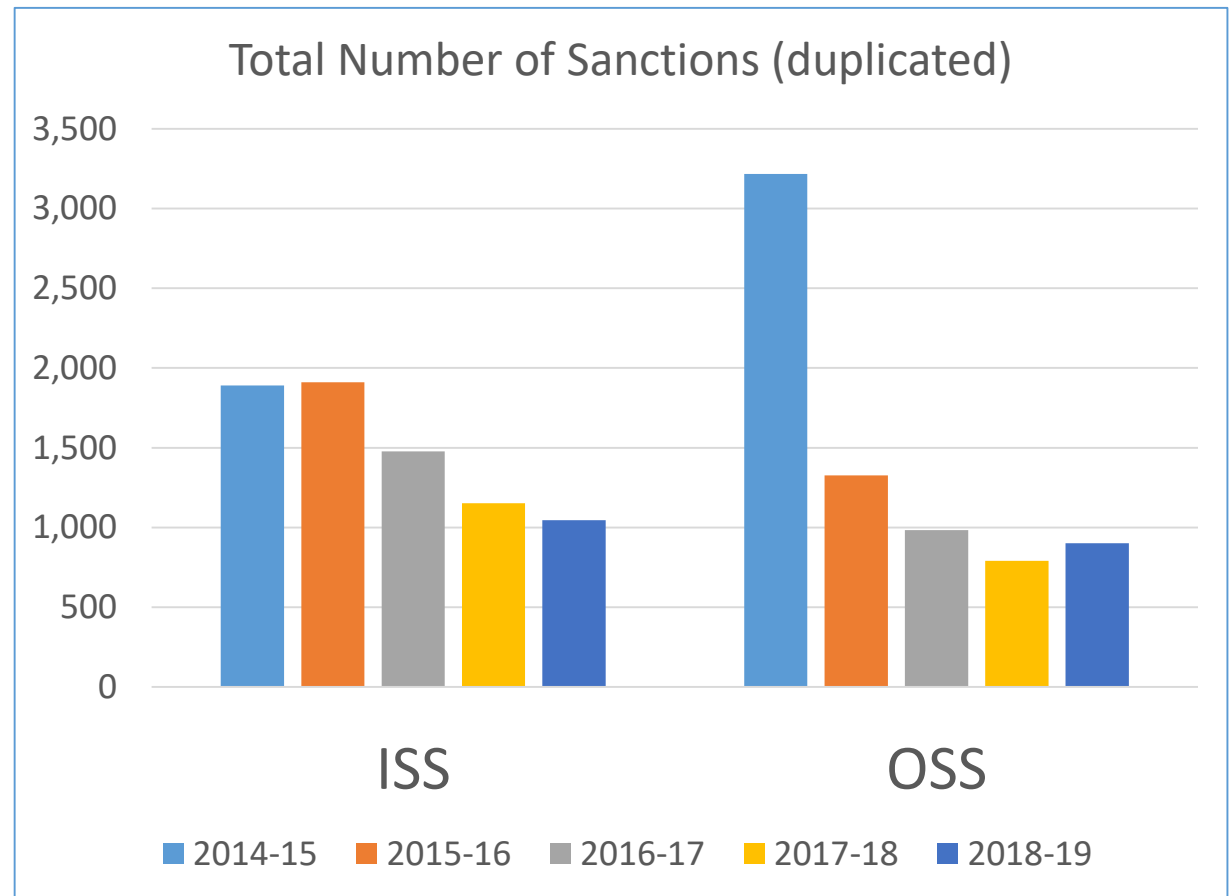


Electronic Nicotine Delivery Systems (ENDS) and Tobacco Use



OSS and Expulsion of Students in Grades PreK through 2 (C.G.S 10-233c)

- Allowed only “if the behavior was of a violent or sexual nature that endangers persons”
- Fewer than 6 expulsions



18-19 PRELIMINARY DATA

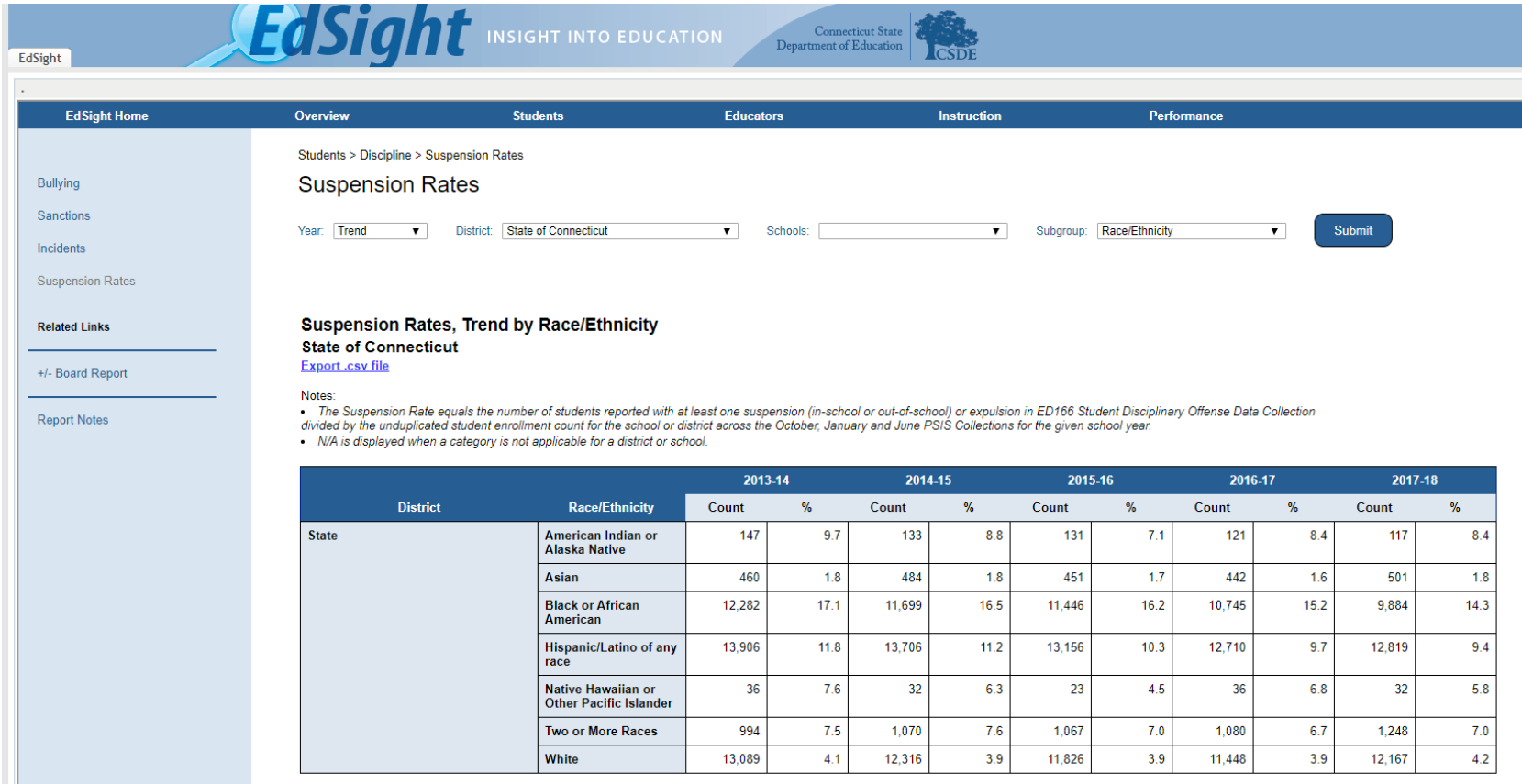


Summary

- ISS continued to decline while OSS showed a slight increase in 2018-19, even among students in PK-2.
- Suspension rate is flat (around 6.7%).
- School policy violations are still the majority reason why students are being suspended, but its proportion is declining.
- Additional planned analyses for Board report:
 - 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?
 - Are students of color reported in multiple incidents at a greater rate than others?



EdSight Public



The screenshot shows the EdSight Public interface. The header includes the EdSight logo, the text 'INSIGHT INTO EDUCATION', and the Connecticut State Department of Education logo. The navigation bar has tabs for EdSight Home, Overview, Students, Educators, Instruction, and Performance. The left sidebar lists categories: Bullying, Sanctions, Incidents, Suspension Rates, and Related Links (with sub-links for Board Report and Report Notes). The main content area is titled 'Students > Discipline > Suspension Rates'. It features filters for Year (Trend), District (State of Connecticut), Schools, and Subgroup (Race/Ethnicity), with a Submit button. Below the filters, the title 'Suspension Rates, Trend by Race/Ethnicity' is displayed for the State of Connecticut, with a link to 'Export .csv file'. A 'Notes' section explains the suspension rate calculation and states that N/A is used when a category is not applicable. A table follows, showing suspension rates for the State of Connecticut across five school years (2013-14 to 2017-18) for seven race/ethnicity categories.

Suspension Rates, Trend by Race/Ethnicity
State of Connecticut
[Export .csv file](#)

Notes:

- The Suspension Rate equals the number of students reported with at least one suspension (in-school or out-of-school) or expulsion in ED166 Student Disciplinary Offense Data Collection divided by the unduplicated student enrollment count for the school or district across the October, January and June PSIS Collections for the given school year.
- N/A is displayed when a category is not applicable for a district or school.

District	Race/Ethnicity	2013-14		2014-15		2015-16		2016-17		2017-18	
		Count	%	Count	%	Count	%	Count	%	Count	%
State	American Indian or Alaska Native	147	9.7	133	8.8	131	7.1	121	8.4	117	8.4
	Asian	460	1.8	484	1.8	451	1.7	442	1.6	501	1.8
	Black or African American	12,282	17.1	11,699	16.5	11,446	16.2	10,745	15.2	9,884	14.3
	Hispanic/Latino of any race	13,906	11.8	13,706	11.2	13,156	10.3	12,710	9.7	12,819	9.4
	Native Hawaiian or Other Pacific Islander	36	7.6	32	6.3	23	4.5	36	6.8	32	5.8
	Two or More Races	994	7.5	1,070	7.6	1,067	7.0	1,080	6.7	1,248	7.0
	White	13,089	4.1	12,316	3.9	11,826	3.9	11,448	3.9	12,167	4.2

- url: <http://edsight.ct.gov/>
- Students → Discipline



Student Voice and Critical Consciousness

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

Student Voice: Manchester Public Schools



Student Voice Panel Questions

1. Are there times when you feel like you are treated differently compared to other students by teachers, staff, or administration at school?
2. When it comes to school discipline, do you see any differences in how schools treat students in terms of race/ethnicity? How about gender? Any other types of students?
3. If you or another student is affected by unfair discipline policies or practices, who do/can you turn to for help in these types of situations?
4. In your experiences, what does it look like when teachers/administrators focus on rewarding positive behavior instead of punishing bad behavior? Can you share an example that you've seen at your school of what this might look like?
5. What is one thing your school could try this year to improve school discipline?

Wrap Up and Next Steps



Save the Dates

Family Guides on School Discipline

- Vetting Session-Date and Location TBD

Next Meeting Date

- April 29, 2020-Time and Location TBD
- Volunteers for the hosting/sponsoring meetings

Dismantling Systemic Racism Conference on Race, Education and Success

- May 20, 2020
- Location-CT Convention Center



Thank you

Contact Information

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