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...
Vision and Priorities
Dr. Miguel A. Cardona, Commissioner of Education
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

National Organizations

Executive Branch

Legislative Branch

Legal Sector

Higher Education / Researchers

Student and Family voice

Community-based Organizations

Educators Representing Various Systems

Education Officials

CT School Discipline Collaborative
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

- School Discipline Collaborative Participation in the Dismantling Systemic Racism Conference
- Fourth Meeting of the School Discipline Collaborative – Commissioner Cardona’s Vision & Student Voice

April 2019  May 2019  November 2019
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 suspended from school, including classes, privileges, activities, or transportation services for up to 10 school days in a row.

Out-Of-School Suspension
If the school tells you that your child must come get your child from school because of behavior. Ask if she/he is suspended from school.

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.

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 placement and planning 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.
- Whether there was violence, threats of violence or the unlawful use of a weapon.
- Whether the conduct involved the use of alcohol or drugs.

The Rights of Students and Families Regarding School Suspensions in Connecticut

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

2. You have the right to know the school rules and what happens when they are broken.

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 lose 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...

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

You have the right to receive an explanation...

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

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

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 a right to get homework assignments from his/her teachers and make-up coursework and tests.

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

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.

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...

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

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

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.

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.

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@ctparent.org or visit their website at http://www.cpacline.org.

For legal concerns, call the Statewide Legal Services Hotline at (800) 453-8200 or visit their website at https://lsct.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
School Discipline Data Trends and Updates

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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)

18-19 PRELIMINARY DATA
Unduplicated Number of Students Receiving at least one ISS, OSS, or Expulsion

18-19 PRELIMINARY DATA
Suspension Rate: Percentage of Students Receiving at least One ISS, OSS, or EXP

18-19 PRELIMINARY DATA
Incident Types Resulting in ISS, OSS or EXP: 2018-19

School Policy Violations: 52%
Physical/Verbal Confrontation/Conduct Unbecoming: 12%
Fighting/Battery: 17%
Drugs: 7%
Personally Threatening Behavior: 7%
Sexually Related Behavior: 1%
Theft/Theft Related Behaviors: 1%
Property Damage: 1%
Weapons: 1%
Violent Crimes Against Persons: 1%

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

18-19 PRELIMINARY DATA

CONNECTICUT STATE DEPARTMENT OF EDUCATION
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 declined 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

- Students → Discipline
Student Voice and Critical Consciousness
Dr. Daren Graves, Professor, Simmons University and Harvard University
Student Voice: Manchester Public Schools
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

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