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
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 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.
CT School Discipline Collaborative

- Executive Branch
- Legislative Branch
- National Organizations
- Legal Sector
- Educators Representing Various Systems
- Higher Education / Researchers
- Legal Sector
- Student and Family voice
- Community-based Organizations
- Education Officials
- National Organizations
- Community-based Organizations
- Education Officials
- Legal Sector
- National Organizations
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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

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


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

- **School Policy Violations**: 48%
- **Fighting / Battery**: 18%
- **Personally Threatening Behavior**: 8%
- **Physical Verbal Confrontation**: 15%
- **Other** (includes Drugs/Alcohol/Tobacco, Property Damage, Sexually Related Behavior, Theft Behaviors, Violent Crimes, and Weapons): 7%
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

- **White (Male)**: 35.7% expelled, 53.8% of overall population
- **Hispanic/Latino of any race (Male)**: 24.8% expelled, 31.7% of overall population
- **Black or African American (Male)**: 12.9% expelled, 28.5% of overall population
- **White (Female)**: 25.3% expelled, 53.3% of overall population
- **Hispanic/Latino of any race (Female)**: 24.9% expelled, 31.7% of overall population
- **Black or African American (Female)**: 12.8% expelled, 38.7% of overall population
Expulsions Compared to Total Enrollment by Grade Range: 2017-18

- **High (9-12)**
  - Percent of Overall Population: 31.4%
  - Percent of Expelled Population: 80.3%

- **Middle (6-8)**
  - Percent of Overall Population: 22.5%
  - Percent of Expelled Population: 17.8%

- **Elementary (PK-5)**
  - Percent of Overall Population: 46.0%
  - Percent of Expelled Population: 1.8%

Legend:
- Green: Percent of Overall Population
- Gray: Percent of Expelled Population
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.
**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
Charlene Russell-Tucker, Chief Operating Officer
Charlene.Russell-Tucker@ct.gov

Kimberly Traverso, Education Consultant
kimberly.traverso@ct.gov