

Connecticut School Discipline Collaborative Virtual Meeting



November 17, 2022

Connecticut State Department of Education



Welcoming Remarks



**Reimagining Schools to
Transform Students' Lives**

*John D. Frassinelli, Division Director
School Health, Nutrition, and Family Services*



Agenda Overview



- Opening & Welcome
- Commissioner of Education Remarks
- Discipline Collaborative Updates
- School Discipline Data Overview
- The Collaborative's Voice: Discussion and Reflection on the Next Phase of the Work on School Discipline
- Wrap Up and Next Steps



Mission Possible



Overarching Goal:

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

Outcome:

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



Meeting Objectives for Today



To examine and reflect on Connecticut's current trends in school discipline data

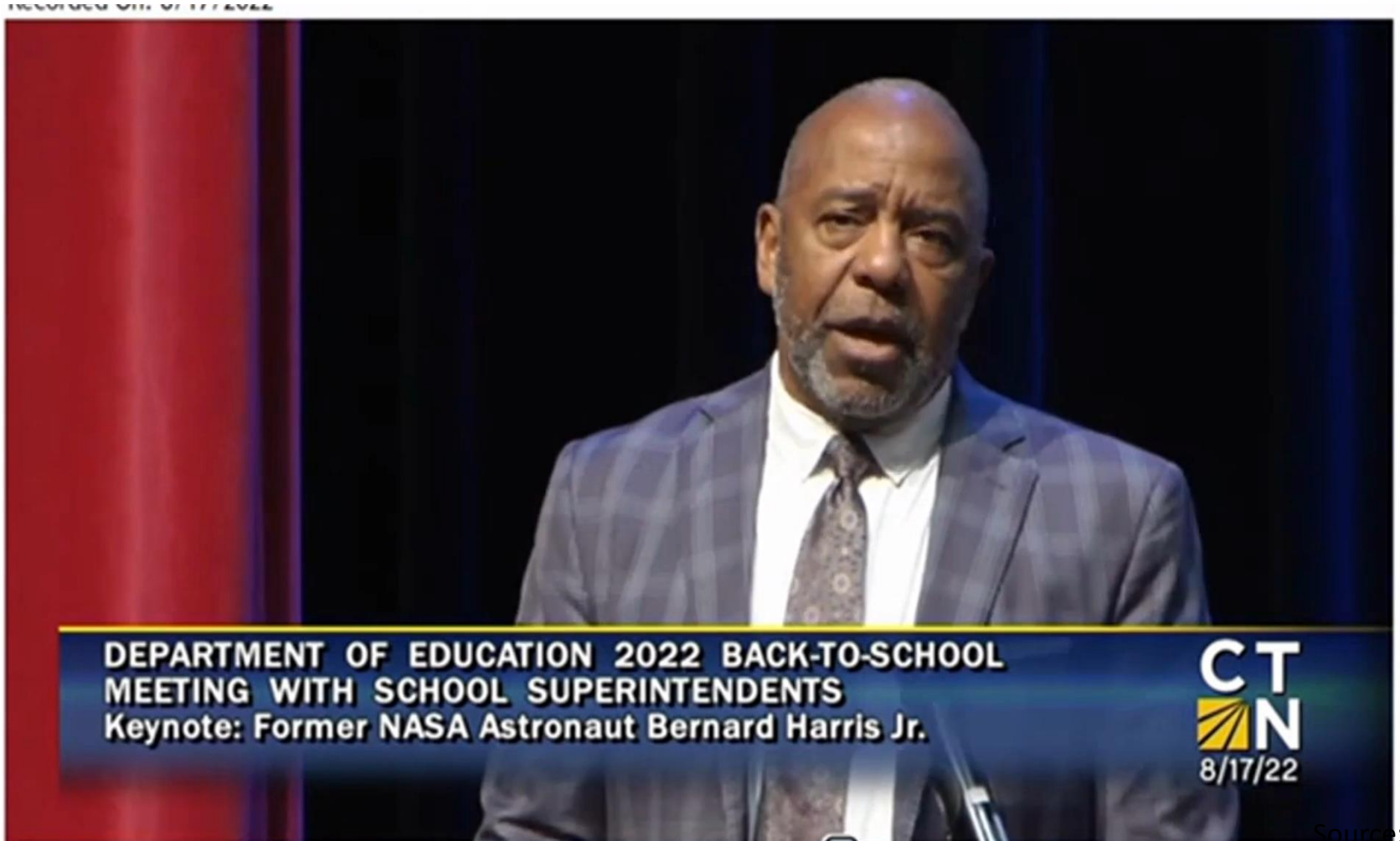
To advise the CSDE regarding the next phase of the work on school discipline



Commissioner Charlene M. Russell-Tucker
Connecticut School Discipline Collaborative
November 17, 2022



The Sky is NOT the Limit - Dr. Bernard Harris Video



Source: CT-N



Challenges & Opportunities



The Challenge

As we launch into a new school-year attention must be given to minimizing learning disruptions by preserving in-person learning.

Our Response

With the Connecticut State Department of Education, our State Board of Education, Superintendents and school leaders, local school boards, policymakers, educational partners, and Connecticut's talented educator workforce working together on student's behalf, The Sky Is NOT The Limit!



2022-23 CSDE's Focused Initiatives



- Promoting What's Right in Education in Connecticut
- Supporting the Social, Emotional, Physical and Mental Health of Students and Staff
- Launching into Healthy Learning

- Providing Access to High Quality Curricula
- Supporting our Educators
- Supporting our Students
- Enhanced Commitment to Literacy



Supporting Educator Workforce Diversification



Educator Workforce Diversification Efforts



- CT Grades 6-16 Educator Pathway
- Alliance District 10% Holdback Program to Hire and Retain Minority Teacher Candidates
- Minority Teacher Candidate Scholarship Program
- NextGen Educators: Tomorrow's Educators in Today's Classroom
- Grants for Educator Preparation Programs
- CHESLA Teacher Loan Subsidy Program



Certification Updates

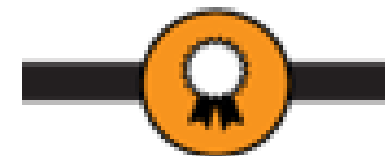


Northeastern Enhanced Reciprocity

Effective April 18, 2022, educators who hold a valid educator certificate in one of the applicable states or territories, that is at least equivalent to a Connecticut Initial Educator Certificate, may be issued a Connecticut certificate based on Enhanced Reciprocity. The endorsement area issued will align with the closest comparable endorsement Connecticut offers.

Available to fully licensed educators from: Delaware, District of Columbia, Maine, Massachusetts, Maryland, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, and Virginia.

Details are posted on the CSDE website under “Certification News and Alerts.”




**Obtaining
Licensure and
Certification**






Meeting the Needs Discipline Collaborative Updates



 Scale-up-comprehensive system approach to identify and support districts with high suspension rates.

 Intensify continuum of integrated tiered supports for identified districts to address needs.

 Bolster guidance, professional learning, and coaching.

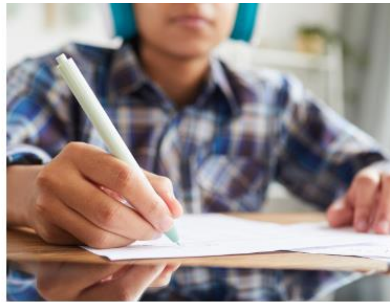
 Unpacking disproportionality and examining the factors that impact behavior.



Discipline Collaborative Updates



WHEN A CHILD IS SUSPENDED FROM SCHOOL
A FACT SHEET FOR CONNECTICUT FAMILIES



CUANDO UN ALUMNO ES SUSPENDIDO DE LA ESCUELA
HOJA INFORMATIVA PARA LAS FAMILIAS DE CONNECTICUT

Family Guidance on suspensions and expulsions

WHEN A CHILD IS EXPELLED FROM SCHOOL
A FACT SHEET FOR CONNECTICUT FAMILIES



CUANDO UN ALUMNO ES EXPULSADO DE LA ESCUELA
HOJA INFORMATIVA PARA LAS FAMILIAS DE CONNECTICUT





Discipline Collaborative Updates



Partnership: Office of Early Childhood (OEC) Grades PreK- Two

DECISION GUIDE FOR BEHAVIORAL SUPPORTS PRESCHOOL TO GRADE 2



TIP SHEET: SEEK TO UNDERSTAND A CHILD'S BEHAVIOR

All behavior has meaning. When trying to understand a child's behavior, it is important to step back, calmly reflect, and consider all perspectives.

This Tip Sheet includes *Questions to Ask* as you seek to understand a child's behavior. It also includes possible *Actions to Take* based on what you learn.

WHEN AN UNSAFE OR CHALLENGING BEHAVIOR OCCURS

QUESTIONS TO ASK

- What is happening in the child's life?
- What happened just before the behavior?
- What is the child telling you with their behavior?
- How can we adjust the environment to help the child be successful?
- What skills can I teach the child so they can handle the situation?
- What input does the family have about the situation or behavior?
- How are the adults in the classroom responding to the child and the behavior?
- Is the classroom environment flexible enough to respond to children with differing experiences and/or needs?



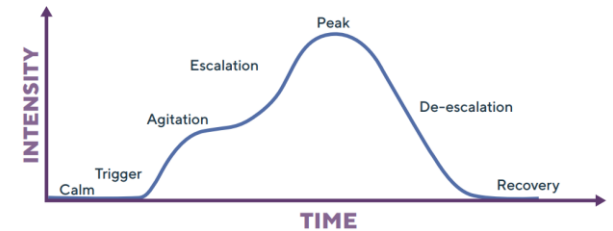
TIP SHEET: DE-ESCALATION STRATEGIES

When a child engages in challenging behaviors, early childhood providers/teachers face decisions about how to respond. Because these situations are emotionally charged, it is helpful to understand the cycle of behavior and have strategies that can de-escalate the situation.

When considering de-escalation strategies, it is helpful to think about the entire cycle of behavior. Strategies can be used at any point during this cycle to help prevent further escalation, and support the child to calm. After you learn more about the patterns and factors influencing the behavior (see Tip Sheet: *Seek to Understand the Child's Behavior*, you can focus more on prevention strategies (such as teaching social and emotional skills) that can help shift the behavior cycle for this particular child. Prevention strategies should include careful reflection regarding relationships, developmentally appropriate expectations, cultural influences, and any personal bias or triggers on the part of the adults in the setting.

De-escalation Strategies are a part of a full, individualized plan to address a child's challenging behavior. If a child has a history of dangerous behaviors, a Safety Plan should be developed. The plan should include clear and consistent safety-net procedures appropriate for the child, and backup plans/support. A Safety Plan focuses on safety and de-escalation, and is not designed to change behavior.

THE BEHAVIOR CYCLE

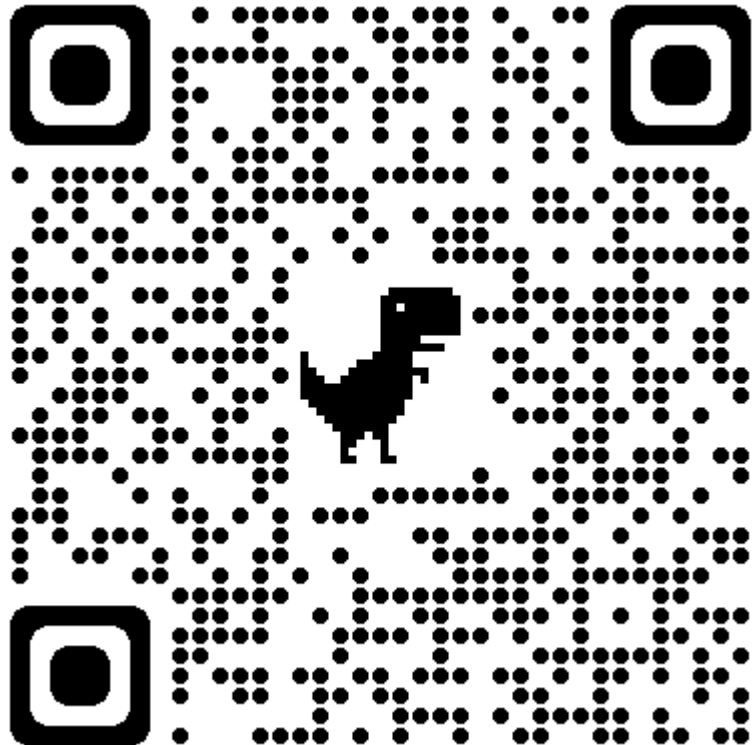




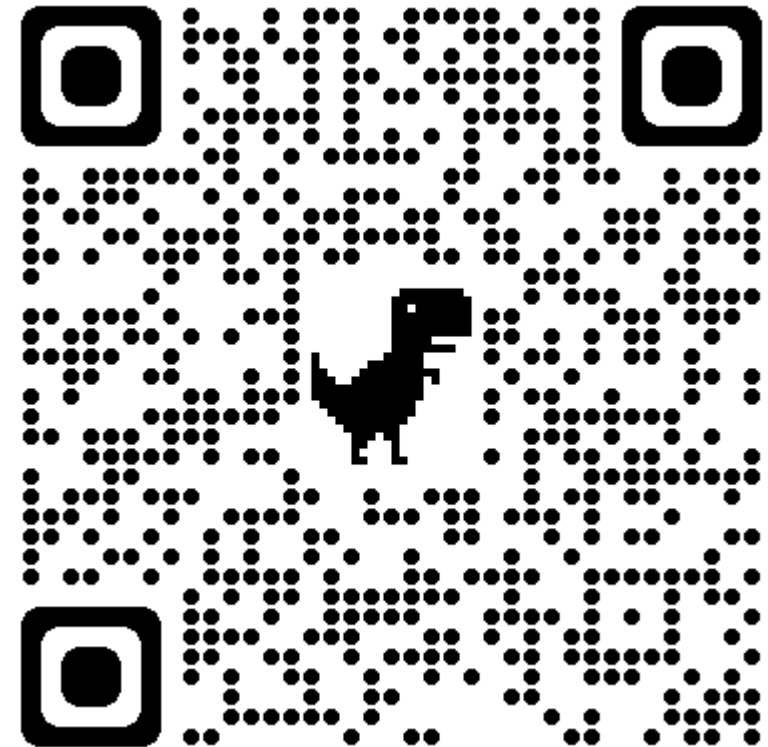
CSDE School Discipline Resources



For the Family Guides, visit
“Documents/Forms”



For the Tip Sheets, visit
“How To”





School Discipline Data Overview



**Reimagining Schools to
Transform Students' Lives**

Ajit Gopalakrishnan, Chief Performance Officer



School Discipline Data Trends and Updates



EdSight



Connecticut's official source for education data

CSDE Performance Office



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.



Suspension Rates



The suspension rate (percentage of students receiving at least 1 ISS/OSS/EXP) has returned to 6.5%, similar to the rate prior to the pandemic.

	2017-18		2018-19		2019-20		2020-21		2021-22	
District	Count	% ¹	Count	% ¹	Count	% ¹	Count	% ¹	Count	% ¹
State	36,768	6.8	36,858	6.7	26,751	4.9	7,522	1.4	34,649	6.5



Incident Types



Several incident types were higher than pre-pandemic (Personally Threatening Behaviors, Physical and Verbal Confrontation, Fighting and Battery, Property Damage, Weapons, Drugs, Alcohol, Tobacco); however, School Policy Violations were down substantially.

State	Incident Type	2017-18	2018-19	2019-20	2020-21	2021-22
State of Connecticut	Violent Crimes Against Persons	483	398	314	82	427
	Sexually Related Behavior	1,329	1,254	857	227	1,018
	Personally Threatening Behavior	7,208	6,787	5,623	1,677	7,559
	Theft Related Behaviors	1,312	1,217	995	155	1,058
	Physical and Verbal Confrontation	14,811	14,976	12,117	2,520	15,764
	Fighting and Battery	16,952	18,036	14,831	2,698	17,165
	Property Damage	1,431	1,455	1,325	335	2,161
	Weapons	917	801	596	298	1,298
	Drugs, Alcohol, Tobacco	4,964	5,933	3,510	1,253	6,449
	School Policy Violations	45,769	43,869	29,414	5,042	36,687



Suspension Rates by Sanctions



Students received more severe sanctions in 2021-22. ISS was substantially lower than in 2018-19, but OSS and EXP increased.

State	Sanction Type	Year				
		2017-18	2018-19	2019-20	2020-21	2021-22
State of Connecticut	In-School Suspension	49,667	48,431	30,526	5,974	38,739
	Out-of-School Suspension	31,834	32,681	21,634	4,640	34,580
	Expulsion	797	745	472	138	858
	Bus Suspension	1,120	1,600	691	228	880



Bullying



Bullying incident counts are similar to pre-pandemic levels.

State	Bullying Type	Year				
		2017-18	2018-19	2019-20	2020-21	2021-22
State of Connecticut	Counts of Bullying Incidents	870	830	582	234	822
	Number of students with at least 1 bullying incident	773	727	534	217	744



Summary



- A preliminary review of the data indicates OSS increases tended to be concentrated in Alliance Districts/CTECS. While ISS was down statewide, there were increases in ISS which were not solely limited to some ADs; several non-ADs showed a large increase in ISS compared to pre-pandemic.
- Overall, readjusting back to full-time in-person learning after a year and a half of mixed learning approaches was challenging for all, as supported by the data.



EdSight Public



- The 2021-22 data are currently available on EdSight
- In-depth analyses are underway in preparation for the Board report (e.g., arrests, PK-2, etc.).



EdSight > Discipline

Suspension Rates

Additional Reports: [Bullying](#) | [Incidents](#) | [Sanctions](#) | [District Tiers Based on Suspension/Expulsion Data](#)

See [related links](#).

Year: District: Schools: Filter By:

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

Notes regarding the COVID-19 pandemic:

- In the 2019-20 school year, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year.
- In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year.

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



Discipline Tiers



2021-22 Discipline Tiers are available on EdSight; however, note the data are not usable to reset districts as the Tiers are based on two years of data and 2020-21 was not a representative year.

EdSight > Discipline > District Tiers Based on Suspension/Expulsion Data

District Tiers Based on Suspension Expulsion Data

Additional Reports: [Suspension Rates](#) | [Bullying](#) | [Incidents](#) | [Sanctions](#)

See [related links](#).

Districts are grouped into tiers based on the following criteria (see [methodology document](#) for additional information.)

- **Tier 4** - Consistently High Suspension Rates (may also have high disproportionality): Overall, black, or Hispanic suspension rate $\geq 15\%$ in 2 recent years.
- **Tier 3** - Consistently High Disproportionality: Not in Tier 4 AND either black or Hispanic RRI ≥ 3 in 2 recent years.
- **Tier 2** - Consistently Medium Disproportionality: Not in Tiers 4 or 3 AND either black or Hispanic RRI ≥ 2 in 2 recent years.
- **Tier 1** - Low Suspension Rate/Disproportionality: All other districts

Year: 2021-22 Tier: All Tiers District: Submit

Discipline Tiers Results

2021-22, All Tiers
Your search returned 202 result(s).
[Export .csv file](#)
[Export formatted .xlsx file](#)

District Name	Tier	Suspension Rate for Black Students		Suspension Rate for Hispanic Students		Overall Suspension Rate		Relative Risk Index (RRI) for Black Students		Relative Risk Index (RRI) for Hispanic Students	
		2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
Achievement First Bridgeport Academy District	Tier 1	.	8.6	.	8.3	.	8.5	.	2.1	.	2.1
Achievement First Hartford Academy District	Tier 1	.	12.7	.	7.2	.	11.2	.	3.1	.	1.8
Amistad Academy District	Tier 1	.	6.0	.	2.5	.	4.5	.	1.5	.	0.6
Andover School District	Tier 1	.	.	.	.	.	1.0	.	.	.	.
Ansonia School District	Tier 2	3.4	13.9	2.4	12.9	2.2	11.2	2.3	2.4	1.6	2.2



Reflection on the Data



01

Questions from the committee

02

Feedback from the committee

03

Recommendations from the committee



Let's Hear from You!



Reimagining Schools to Transform Students' Lives

Kim Traverso, CSDE Program Consultant and Sarah Jones, SERC Consultant



The Collaborative's Voice



Discussion and Reflection on the Next Phase of the Work on School Discipline





Wrap Up and Next Steps



Save the Date

Next Meeting: March 16, 2023

In-Person

Thank you!