

CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Connecticut State Department of Education

Ensuring Equity and Excellence: *Positive and Effective School Discipline*

***Roundtable Discussion Webinar: Spotlight on Preschool and
Kindergarten to Grade Two***

September 20, 2017

Meet the Webinar Presenters

Welcome



Charlene Russell-Tucker
Chief Operating Officer



Keryn Felder
Performance Office



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Office of Early Childhood



Peter Haberlandt, Esq.
Legal and Government
Affairs



Kimberly Traverso
Office of Student Supports



Agenda

1. Welcome
2. Context of Webinar
3. Overview of the Law Concerning Suspensions and Expulsions of Students in Preschool and Kindergarten to Grade 2
 - a. Review of Commissioner's Memo and Letter
4. District's Discourse: Lessons Learned and Implementation Strategies;
 - a. What have you learned from review of your data?
 - b. What are your challenges?
 - c. What is your priority strategy/approach to address exclusionary discipline for this population?
5. Developing a Comprehensive System Approach with shared Accountability including Early Brain Development
6. (New) PK-2 Compliance Reporting and Coding for the ED166
7. Questions and Answers
8. Closing Remarks and Next Steps
 - a. How can the CSDE Best Support your Efforts?





Context of Webinar

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

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.



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

Suspensions and Expulsions in Connecticut

Excerpts from May 2017 Report Summary

- *“Declines are evidenced among all student groups but **disproportionality** persists in the application of sanctions (e.g., by race, gender)”*
- *“**School policy violations** (e.g., disrespect, disruption, insubordination) continue to be the reason for a majority of the disciplinary sanctions.”*




Suspensions and Expulsions in Connecticut

Excerpts from May 2017 Report Summary

- *“Preschool – Grade 2 students are receiving out-of-school suspension for reasons not permitted in state statute.”*
- *“Students receiving disciplinary sanctions are experiencing substantial **attendance and performance issues.**”*





Overview of the Law Concerning Suspensions and Expulsions of Students in Preschool and Kindergarten to Grade 2

Clarifying the Definitions per C.G.S. 10-233

- **“Removal”** *“means an exclusion from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety minutes.”*
- **“In-school Suspension”** *“means an exclusion from regular classroom activity for no more than ten consecutive school days, but not exclusion from school...”*
- **“Out-of-school Suspension”** *“means an exclusion from school privileges or from transportation services only for no more than ten consecutive school days...”*
- **“Expulsion”** *“means an exclusion from school privileges for more than ten consecutive school days...”*



Public Act 15-96

An Act Prohibiting Out-Of-School Suspensions and Expulsions for Students in Preschool and Grades Kindergarten to Two



Review of the Commissioner's Memo



STATE OF CONNECTICUT STATE BOARD OF EDUCATION



TO: Superintendents of Schools

FROM: Dr. Dianna R. Wentzell
Commissioner of Education *DRW*

DATE: June 15, 2017

SUBJECT: Suspensions and Expulsions of Students in Preschool and Kindergarten to Grade 2

The Connecticut State Department of Education (CSDE) recently provided the annual report to the State Board of Education (SBE) on student discipline, including suspensions and expulsions. Data from the [State Board School Discipline Report](#) indicate that there were 1,674 children in Grades preschool-2 who were suspended, either in school or out of school, in 2015-16. Of those, 1,198 (71.6 percent) were Black or Latino and 979 (58.5 percent) were Black or Latino boys. The number of preschool-2 students who received an out-of-school suspension in 2015-16 was 787, 47 percent of the total.

Exclusionary school discipline practices have a disproportionately adverse effect on young children. A joint policy statement issued by the U.S. Departments of Health and Human Services and Education (2015) stated, "Young students who are expelled or suspended are as much as 10 times more likely to drop out of high school, experience academic failure and grade retention, hold negative school attitudes, and face incarceration." Reducing unnecessary suspensions and expulsions in Connecticut public schools is an important step to address the achievement gap and aligns with the Connecticut State Board of Education's Five-year Comprehensive Plan, 2016-21: *Ensuring Equity and Excellence for All Connecticut Students*.

Reducing the use of exclusionary discipline for young children is not only a matter of good policy for school districts; it is also a statutory obligation. As set forth below (and previously summarized in Circular Letter C-1 for 2015-16), the General Assembly in 2015 enacted restrictions on the use of suspensions and expulsions for young children.

I. Suspensions **A. Preschool**

Under the applicable statutes as amended by Public Act 15-96, in cases where a school has determined that a suspension is necessary for a child attending certain preschool programs, an out-of-school suspension is prohibited; only an in-school suspension may be imposed. Section 10-233l of the General Statutes, which was enacted specifically to address the use of exclusionary discipline in preschools, categorically prohibits the use of out-of-school suspension for students attending preschool programs operated by local or regional boards of education, charter schools or interdistrict magnet schools.¹

If a preschool program is funded by the Office of Early Childhood (OEC), school districts are encouraged to contact the OEC for available supports and guidance in an effort to provide positive, pro-social supports to young children in their care.

² While the general suspensions statute, Section 10-233c of the General Statutes, continues to include preschool in the grade range for which out-of-school suspensions are permissible, this reference was most likely inadvertent in view of the explicit prohibition, in Section 10-233l, of out-of-school suspensions for students in preschool programs operated by boards of education, charter schools or interdistrict magnet schools. As noted,





District's Discourse: Lessons Learned and Implementation Strategies

Lessons Learned and Implementation Strategies

1. What have you learned from review of your data?
2. What are your challenges?
3. What is your priority strategy/approach to address exclusionary discipline for this population?



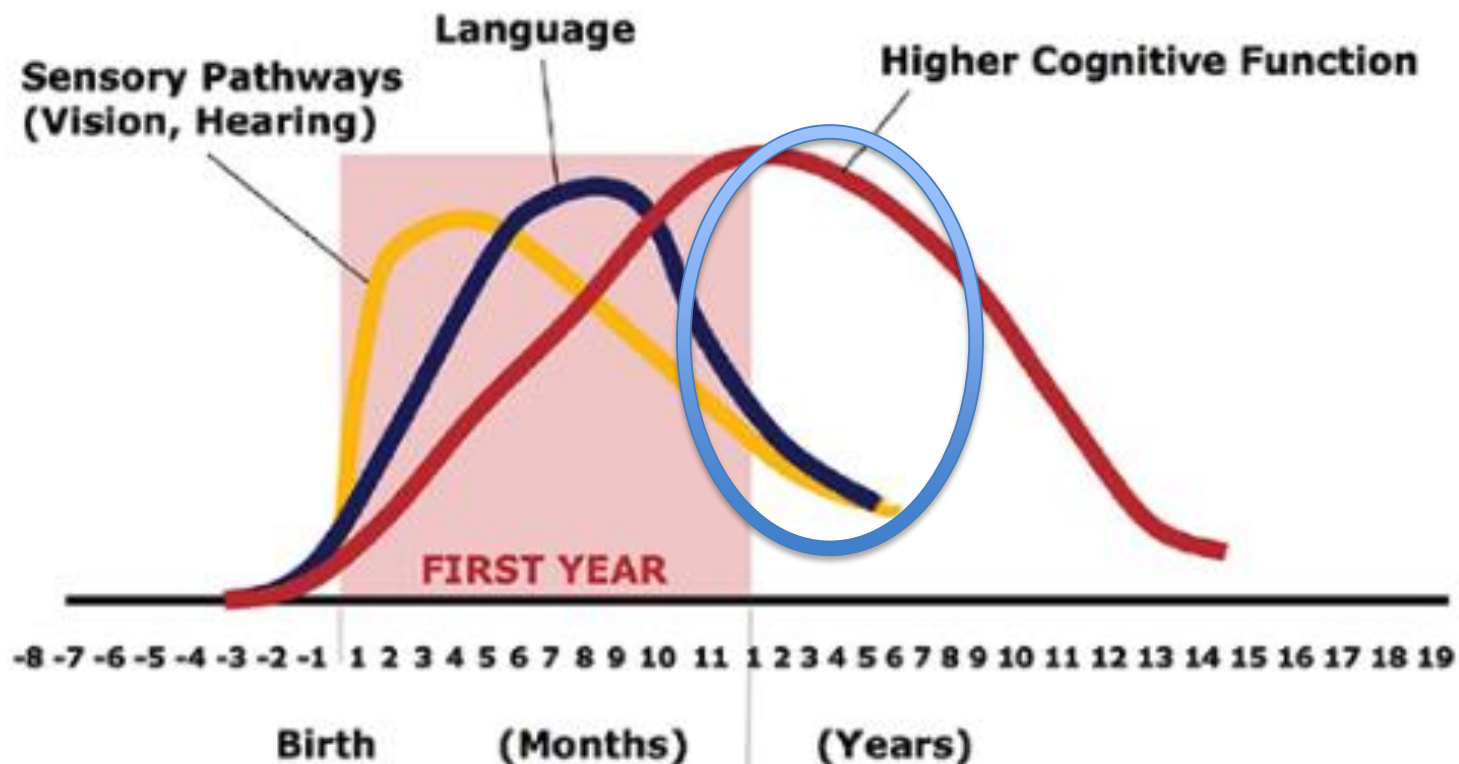


Developing a Comprehensive Systems Approach with Shared Accountability including Early Brain Development



Human Brain Development

Neural Connections for Different Functions Develop Sequentially



Harvard Center for the Developing Child

Early Brain Development

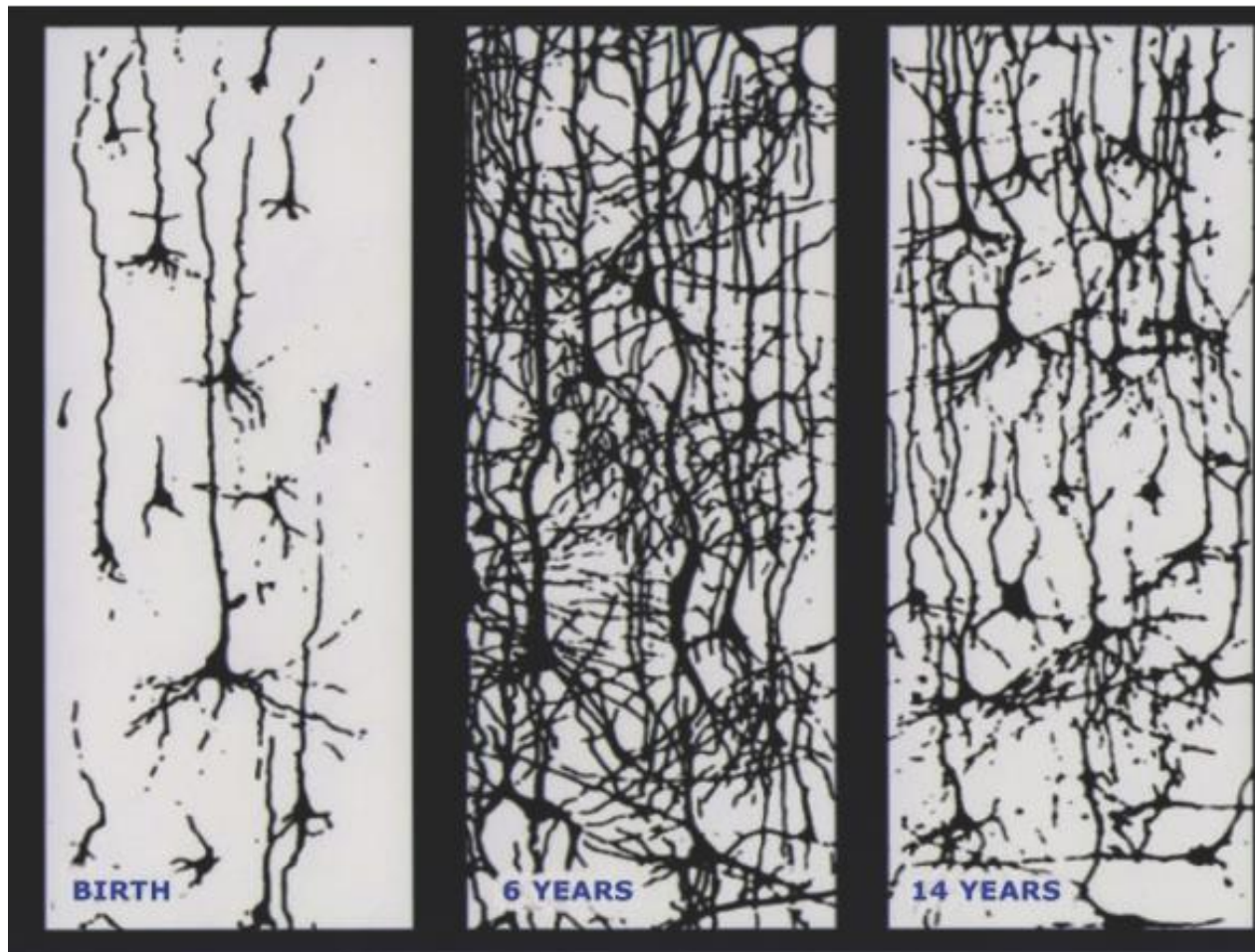


Image source: Conel, J.L. The postnatal development of the human cerebral cortex. Cambridge, Mass: Harvard University Press. 1959.

Early Brain Development



Children need to be in school to build their brains!



A Systems Approach

MTSS

Universal Management, Continuous Progress Monitoring, Continuum of Evidence-based Support, Implementation with Fidelity, Team-based implementation, Data-based Decision Making and Outcome Oriented

Behavior

Academics

Additional
Learning
Supports

Family, School and Community Partnerships

School-wide
Discipline and School
Climate, Classroom
Management,
Function-based
supports

Curriculum and
Instruction, Literacy,
Numeracy

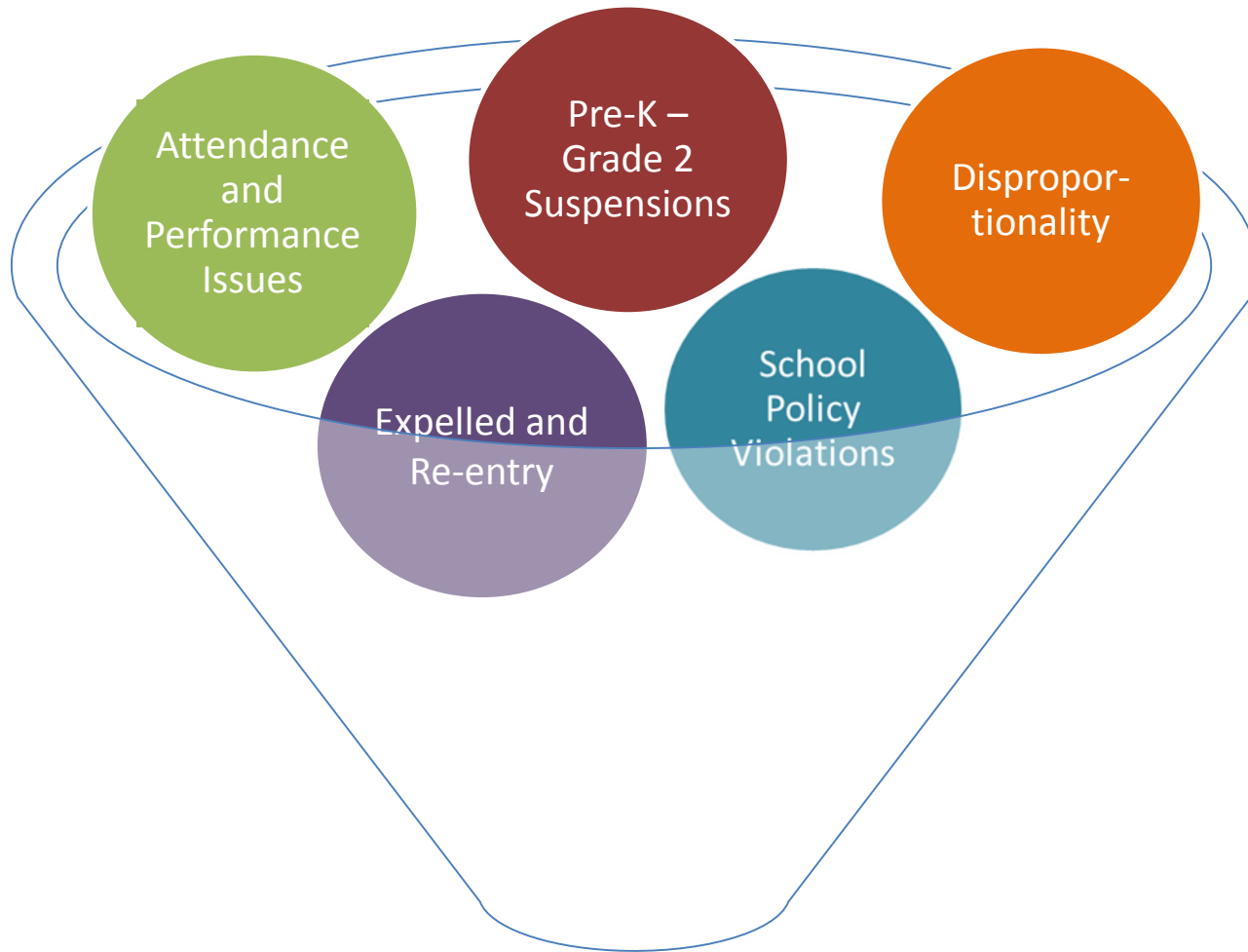
School-based Mental
health, Health and
Wellness, Social
Emotional learning

All Students, All Staff, All School Settings



Adapted from George Sugai, 2012

Using a Systems Approach to Drive Policy and Practice

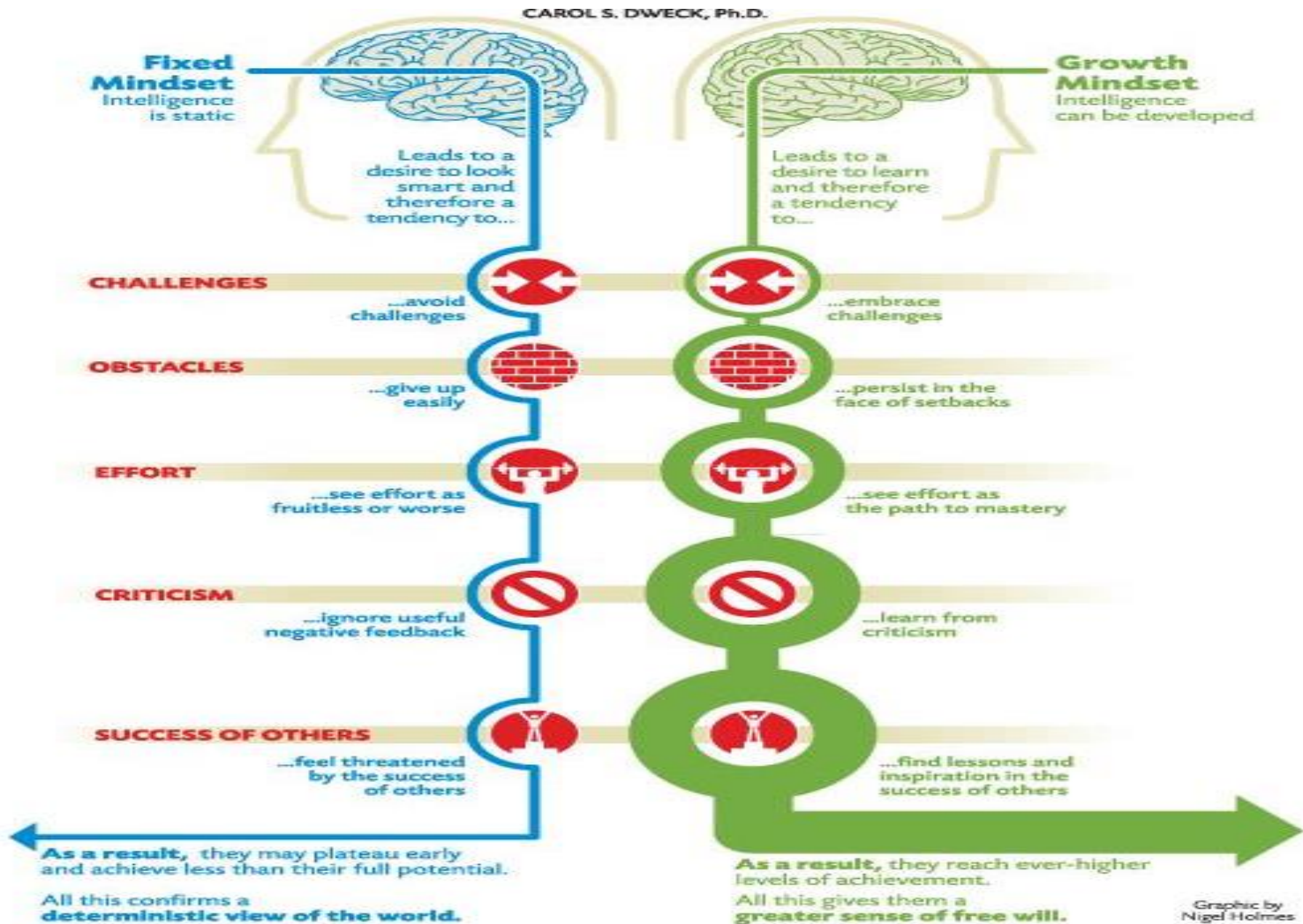


A Systems Approach

- What are student's psycho-social attitudes and belief in relation to academic work.
- These beliefs could impact behaviors and motivation (fixed vs. growth).
- What behaviors are commonly associated with being a successful student?



Two Mindsets

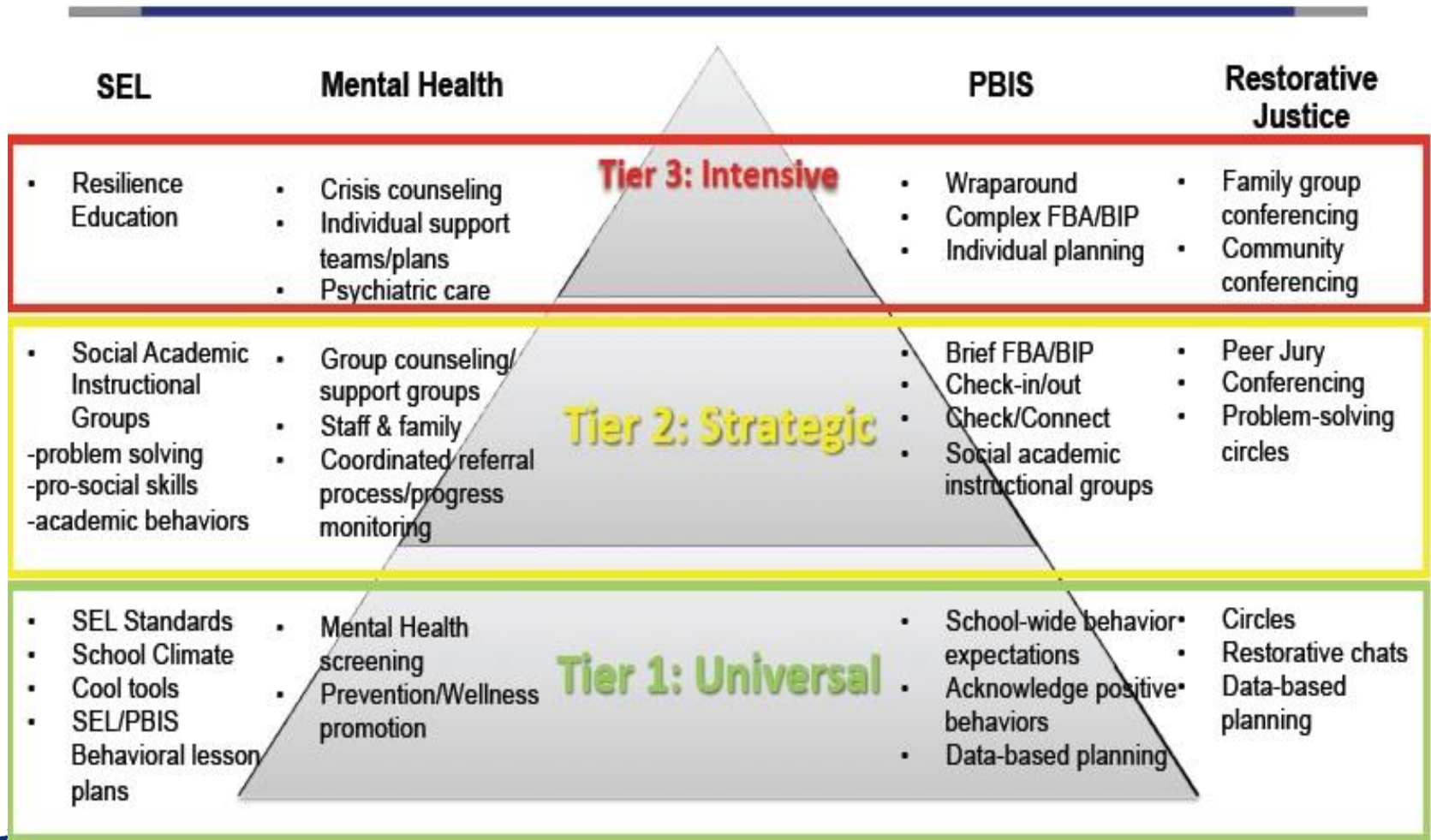


Research on Early Indicators “At Promise”

- Data systems
- Adult advocates
- Academic support and enrichment
- Evidence-based practices regarding behavior attendance and social skills
- Personalized learning
- Rigorous relevant instruction



Alignment Framework



EdSight and Trend Data

The screenshot displays the EdSight web application interface. At the top, there is a navigation bar with the EdSight logo and the text "INSIGHT INTO EDUCATION". Below this, a horizontal menu contains links for Home, Overview, Students, Educators, and Instruction. The main content area is titled "Connecticut Education at a Glance" and features six data cards arranged in a 2x3 grid. The left sidebar contains a "Related Links" section with links to "Condition of Education", "Data Dictionary", "Data Suppression Guidelines", and "Related Links Crosswalk", as well as an "Instructional Videos" section with a link to "Intro to EdSight".

NEW THIS MONTH	OVERVIEW	STUDENTS
<ul style="list-style-type: none">Course Enrollments by Subject ReportAttendance Report - High Needs Subgroup Added2017 Discipline Board Presentation	206 Districts	538,893 Total Enrollment
52,641.1 Certified Staff FTE	1,441 Public Schools/Programs	9.6% Chronic Absenteeism Rate*
8.3% Minority Certified Staff	76.0% Schools Offering AP Courses	73.1 State Accountability Index*
85.1% Students On-Track to Graduation*	87.4% Four-year Cohort Graduation Rate*	

EDUCATORS

INSTRUCTION

PERFORMANCE

2015-16 Next Generation Accountability Results

2015-16 Profile and Performance Reports

*Metric from Next Generation Accountability

Need Help? CONTACT US

JOIN OUR LISTSERV

[EdSight](#)





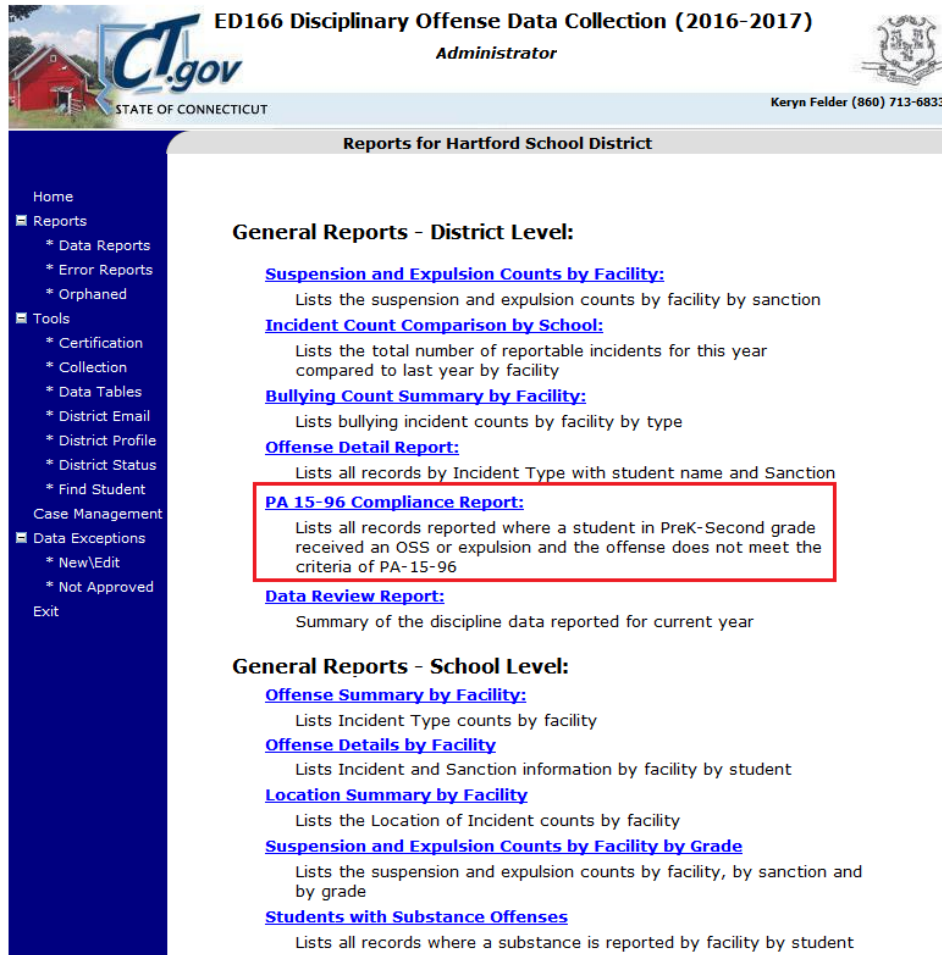
PK-2 Compliance Reporting and Coding for the ED166

PA 15-96 Compliance Report

- Records listed on the ED166 PA 15-96 Compliance Report are students who received a OSS or expulsion in PK-2 and whose incident type does not fall into one of the categories listed in PA 15-96.
- This report gives your LEA an opportunity to review the records reported and revise any inaccuracies.
- Your LEA can also use this report as a tool to ensure you are correctly following PA 15- 96.
- You should not change the records on the report if they are correct as is.



PA 15-96 Compliance Report



ED166 Disciplinary Offense Data Collection (2016-2017)
Administrator

STATE OF CONNECTICUT Keryn Felder (860) 713-6833

Reports for Hartford School District

Home
■ Reports
 * Data Reports
 * Error Reports
 * Orphaned
■ Tools
 * Certification
 * Collection
 * Data Tables
 * District Email
 * District Profile
 * District Status
 * Find Student
Case Management
■ Data Exceptions
 * New/Edit
 * Not Approved
Exit

General Reports - District Level:

- [Suspension and Expulsion Counts by Facility:](#)
Lists the suspension and expulsion counts by facility by sanction
- [Incident Count Comparison by School:](#)
Lists the total number of reportable incidents for this year compared to last year by facility
- [Bullying Count Summary by Facility:](#)
Lists bullying incident counts by facility by type
- [Offense Detail Report:](#)
Lists all records by Incident Type with student name and Sanction
- [PA 15-96 Compliance Report:](#)**
Lists all records reported where a student in PreK-Second grade received an OSS or expulsion and the offense does not meet the criteria of PA-15-96
- [Data Review Report:](#)
Summary of the discipline data reported for current year

General Reports - School Level:

- [Offense Summary by Facility:](#)
Lists Incident Type counts by facility
- [Offense Details by Facility:](#)
Lists Incident and Sanction information by facility by student
- [Location Summary by Facility:](#)
Lists the Location of Incident counts by facility
- [Suspension and Expulsion Counts by Facility by Grade:](#)
Lists the suspension and expulsion counts by facility, by sanction and by grade
- [Students with Substance Offenses:](#)
Lists all records where a substance is reported by facility by student



PA 15-96 Compliance Information

On the ED166 Help Site is a color-coded list of Incident Types that may be deemed violent, sexual in nature, or a danger to others.

Records in green will not appear on your report. Please note this list is not an endorsement by CSDE to impose a particular sanction.

ED166 Help Site: <http://www.csde.state.ct.us/public/ed166>





Questions and Answers



Closing Remarks and Next Steps



Coming Soon: Rethinking School Discipline in Connecticut Resource Webpage

Thank You

Thank you for participating in today's webinar

If you have additional questions, please contact:

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