



CONNECTICUT STATE  
DEPARTMENT OF EDUCATION



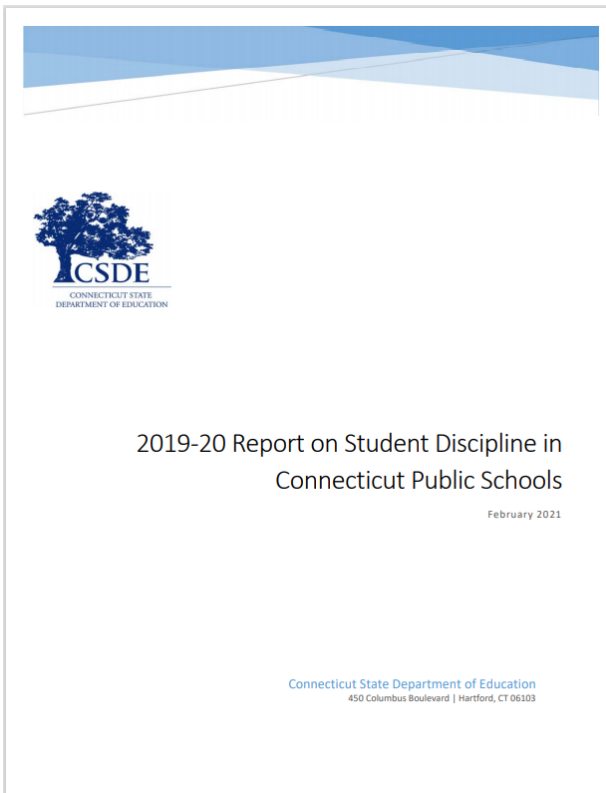
The Commission on  
Women, Children, Seniors, Equity & Opportunity

**CWCSEO**

Connecticut General Assembly

CONNECTICUT STATE DEPARTMENT OF EDUCATION

COMMISSION ON WOMEN, CHILDREN, SENIORS, EQUITY & OPPORTUNITY



# System of Support and School Discipline and Disproportionality

NEPBIS Forum Session

May 14, 2021

**Presenters:**

Steven Hernández, Esq., Executive Director

Kimberly Traverso, LPC, CSDE Education Consultant

# Welcome, Introductions and Thank you



Steven Hernández, Esq., Executive Director  
The Commission on Women, Children, Seniors, Equity &  
Opportunity



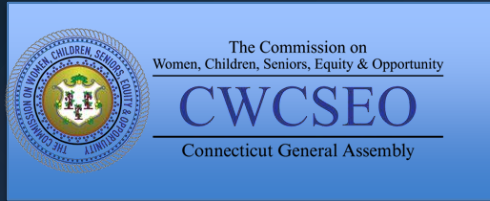
Kimberly S. Traverso, LPC, Behavioral Health and Social-  
Emotional Learning, School Discipline, School Counseling  
Framework Consultant, Division of Educational Supports  
and Wellness

Thank you for the hard work and dedication to our students and families during this unprecedented time.



*Women, Children, Seniors  
and Equitable Access for All*

CONNECTICUT STATE DEPARTMENT OF EDUCATION

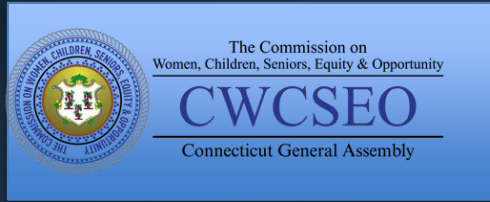


# Policy Background and Context

## **“A Master Plan to Eliminate the Achievement Gap in Connecticut”**

The Achievement Gap Task Force Report to the Connecticut General Assembly per  
Public Act 11-85: Executive Summary  
Submitted on February 28, 2014

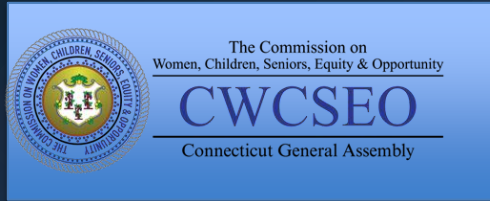
- “Help youth receive mental health treatment rather than correctional assignments, when the behavioral problem is due to a lack of mental health intervention.”



# Policy Background and Context

## **Public Act No. 15-168: An Act Concerning Collaboration Between Boards Of Education And School Resource Officers And The Collection And Reporting Of Data On School-based Arrests**

- “The Department of Education shall annually examine data relating to in-school suspensions, out-of-school suspensions, expulsions and school-based arrests that has been submitted as part of the strategic school profile report ..., and shall disaggregate such data by school, race, ethnicity, gender, age, students with disabilities, English language learners, ...students who are eligible for free or reduced priced lunch ..., and type of offense for which the school-based arrests were made and the number of arrests made annually at each school within the school district...”



# Policy Background and Context

## **Public Act No. 19-166 An Act Concerning School Climates**

- Created The Statewide Social And Emotional Learning And School Climate Advisory Collaborative
- Collaborative is Tri-Chaired by the CWCSEO, SDE and SEL4CT
- Collaborative is charged with, among other things:
  - collecting information concerning the school climate improvement efforts of local and regional boards of education
  - performing other functions concerning social and emotional learning and fostering positive school climates

# Share out a few insights.....

## Questions:

- *Do disparities in school discipline exist in our school or district?*
- *Who is being disproportionately disciplined and what is happening to them?*



# Disparities by Race/Ethnicity Remain Though Suspension Rates are Declining

Table 4: Suspension Rates by Race/Ethnicity

	2015-16		2016-17		2017-18		2018-19		2019-20	
Race/Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
American Indian or Alaska Native	131	7.1%	121	8.4%	117	8.4%	119	8.3%	93	6.6%
Asian	451	1.7%	442	1.6%	501	1.8%	530	1.9%	309	1.1%
Black or African American	11,446	16.2%	10,745	15.2%	9,884	14.3%	9,897	14%	7,157	10.3%
Hispanic/Latino of any race	13,156	10.3%	12,710	9.7%	12,819	9.4%	13,214	9.2%	10,269	6.9%
Native Hawaiian or Other Pacific Islander	23	4.5%	36	6.8%	32	5.8%	34	5.7%	29	5.3%
Two or More Races	1,067	7%	1,080	6.7%	1,248	7%	1,368	7%	1,031	4.9%
White	11,826	3.9%	11,448	3.9%	12,167	4.2%	11,696	4.1%	7,863	2.9%



# Transforming School Discipline and Disproportionality

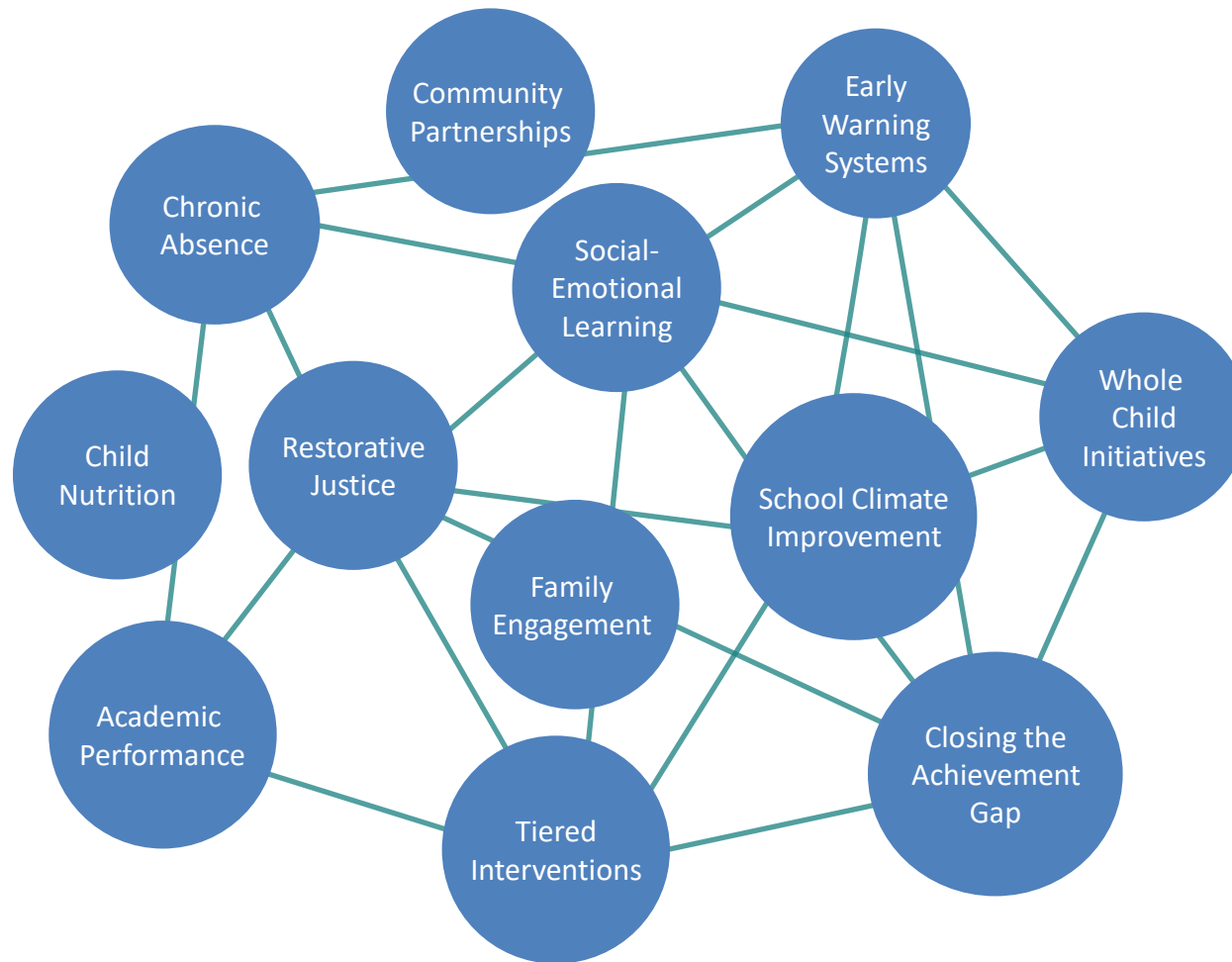
## CSDE Areas of Focus:

1. Data Monitoring and Support Strategies
2. Policy Guidance and Professional Learning
3. Charter Schools and Grades Pre-K to Grade Two Supports
4. Connecticut School Discipline Collaborative
5. Social–Emotional Learning





# Integrating and Coordinating School Discipline and Other School Improvement Efforts



# Data Monitoring and Supports

1. Developing a statewide tiered monitoring and support system for reducing suspension and expulsion
2. Early Indicator Tool - EdSight Secure
3. Indicator 4: Special Education
4. Developing a Delivery System for:
  - School discipline including SEL and behavioral health
  - Trauma-informed practices
5. Expand partnerships and identify school and community-based supports to meet the student behavioral health needs



# Share out a few insights.....

## Question:

- *What is the systemic causes of disparities in school discipline and why is this occurring?*



# Policy Guidance and Professional Learning

1. Guidance memoranda regarding high rates of suspensions and expulsions
2. Position Statement on Reducing Disproportionality in Suspensions and Expulsions (Exclusionary Discipline)
3. Policy and practices alignment
4. Alternative education and re-entry programming
5. School climate and restorative practice training in districts
6. Family Engagement
7. Community Partnerships



# Grades Pre-K to Grade Two Supports

1. Commissioner memorandum to superintendents
2. Mandatory Webinar: *Ensuring Equity and Excellence - Positive and Effective School Discipline for Preschool, Kindergarten to Grade Two*
3. CSDE collaboration with the Connecticut Office of Early Childhood (OEC)
4. Statewide Workshop: *Enhancing Equity in School Discipline - Practical Strategies and Tools*



# Connecticut School Discipline Collaborative

- Connecticut School Discipline Collaborative - advises the Commissioner of Education and State Board of Education on strategies for transforming school discipline to reduce the overall and disproportionate use of exclusionary discipline.
- Stakeholder Engagement - members reflect a diverse range of expertise in the fields of education, public policy, law, youth development and community leadership.
- Incorporation of Youth Voice
- Critical Consciousness for Schools on Racial Justice
- Family Guides on Suspension and Expulsion



# Actions on Social-Emotional Learning (SEL)

1. Statewide Landscape Scan
2. Social-Emotional universal and supplemental assessment
3. Social-Emotional Components: Grades 4-12 Habits
4. Social and Emotional Learning in Educator Evaluations
5. CT Learning Hub
6. Webinars and Resources for School Staff and Families
7. School Counseling Guidelines and Position Statement



# Takeaway Question.....

- *How can you reduce and eliminate disparities in school discipline?*





Thank you



The Commission on  
Women, Children, Seniors, Equity & Opportunity

**CWCSEO**  
Connecticut General Assembly



CONNECTICUT STATE  
DEPARTMENT OF EDUCATION