



 **Discipline and Disproportionality:
Suspension and Expulsion in Connecticut**
"Back to School" Meeting
2016



Special Education Discipline Knowledge Pursuit

What is indicator 4?	What is the NEPBIS Training of Trainers	What does SPP/APR mean?	What is the report the state uses to record discipline data	Define out-of-school suspension
What is the acronym SCTG? Bonus questions: what is the purpose of the grant	Has the Connecticut overall suspension data increased or decreased across grade levels? (PBIS data)	FREE Space	What is the difference between equality and equity	Who in the U.S. Department have partnered to address disproportionality? <i>Hint 4 depts</i>
Is there a correlation between suspensions and student success? Name two area of impact	What is the number #1 sanction reason for discipline	What is Public Act 15-96?	Disproportionality exist in the application of sanction for these 3 groups	What is the acronym TFI
What is State Performance Indicator 4B	Name SCTG three partners	Approx. what % of CT districts have had at least one school receive PBIS training	Name four things that the TFI can provide your school	<i>PBIS efforts</i> How many school/districts have been trained in PBIS to date (2015)



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Agenda

Current Statewide Suspension and
Expulsion Data

Local (CT) Efforts

Resources

Open Discussion



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SPECIAL EDUCATION

TREND IN ISS', OSS', AND EXPULSIONS

WHO IS BEING SUSPENDED/EXPELLED?



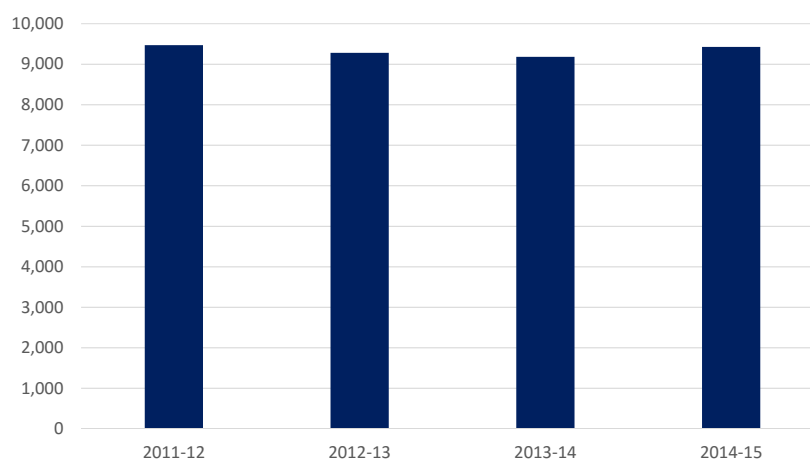
Suspension/Expulsion Rate

*Unduplicated number of students
receiving at least one
ISS, OSS or Expulsion
in the fiscal year*

*Total number of students enrolled
per October, January and June count*

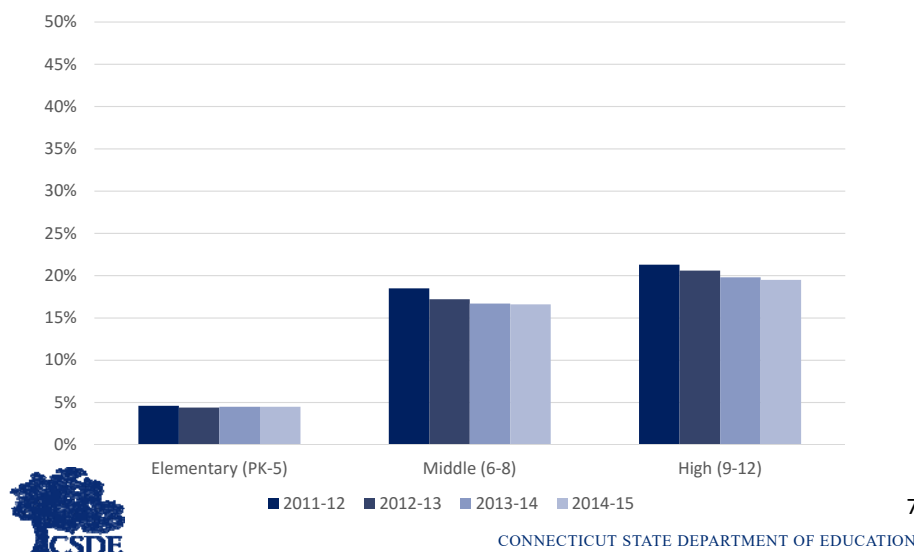
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Unduplicated Number of Special Education Students Receiving at least one ISS, OSS, or Expulsion



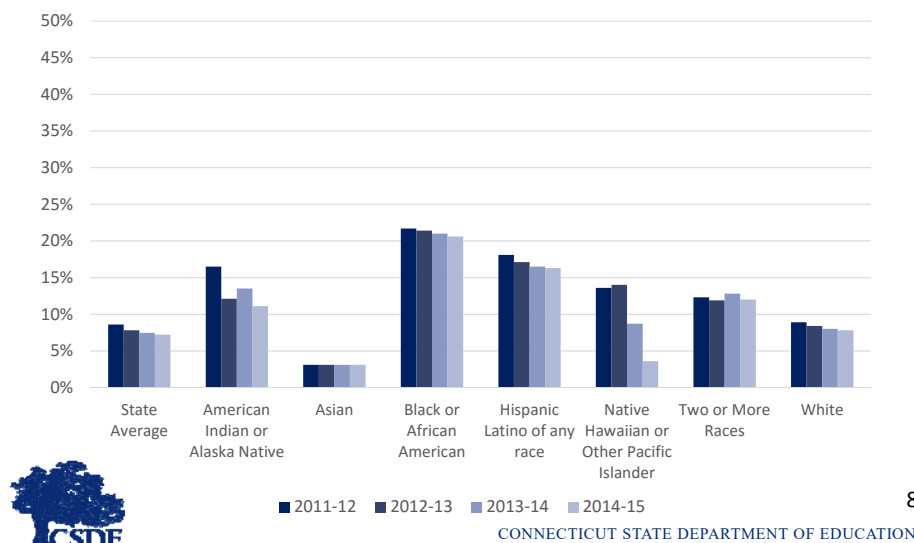
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Suspension/Expulsion Rates by Grade Range



7

Suspension/Expulsion Rates by Race/Ethnicity



8



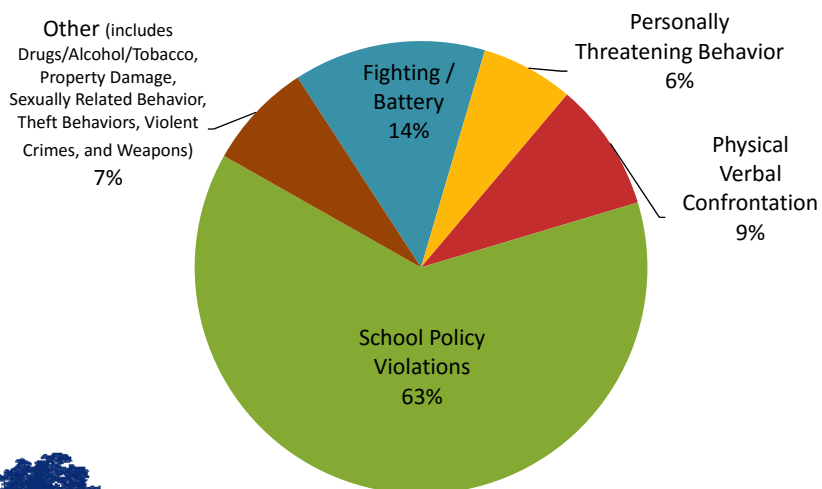
WHY ARE STUDENTS SUSPENDED OR



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9

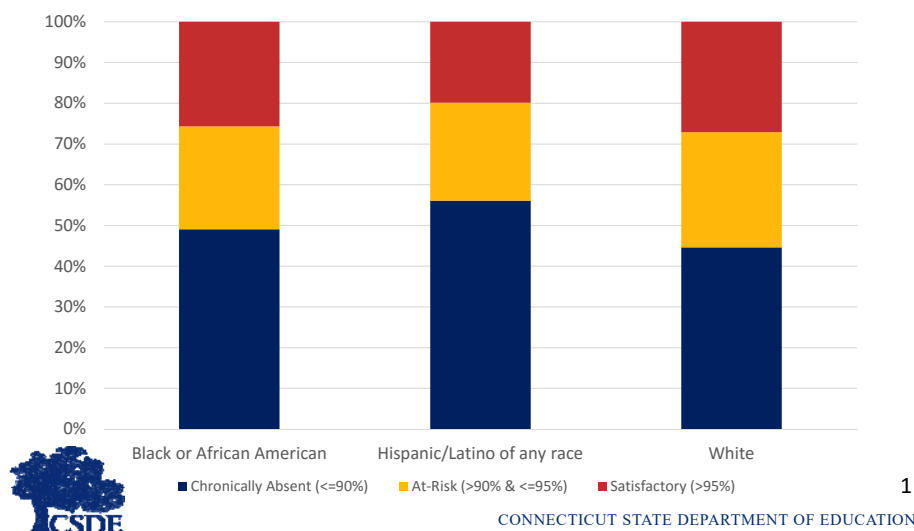
Incident Types (Offenses) Resulting in ISS, OSS or EXP, 2014-15 (Special Education)



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10

Attendance of Students Receiving OSS or EXP by Race/Ethnicity: Percent of Students (unduplicated), 2014-15



11

PA 15-96

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

Restricts local and regional boards of education, magnet schools, and charter schools from imposing out-of-school suspensions or expulsions on children enrolled in preschool programs or in Kindergarten through Grade two, with the following exceptions:

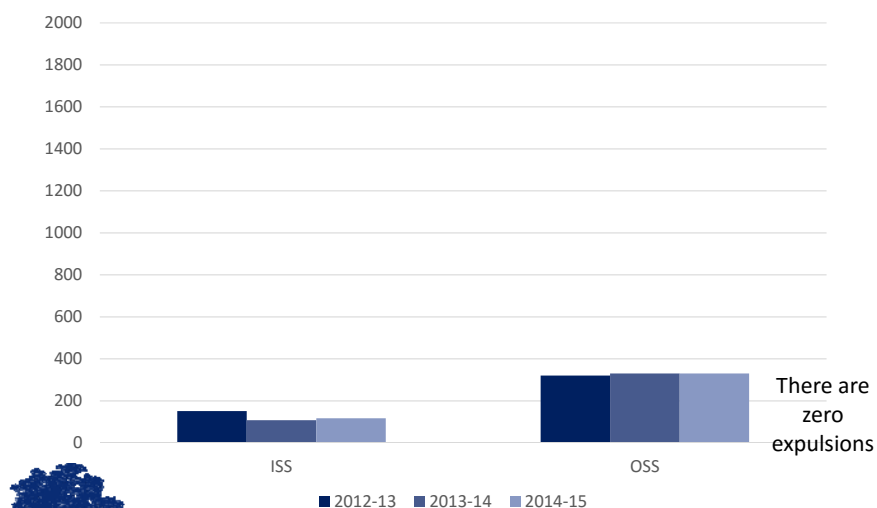
1. out-of-school suspensions are permitted for students whose conduct is of a violent or sexual nature that endangers others;
2. expulsions are required for preschool children who bring a firearm to school; and
3. expulsions are required for Kindergarten through Grade two for children who possess firearms, certain other weapons or sell or distribute controlled substances.



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14

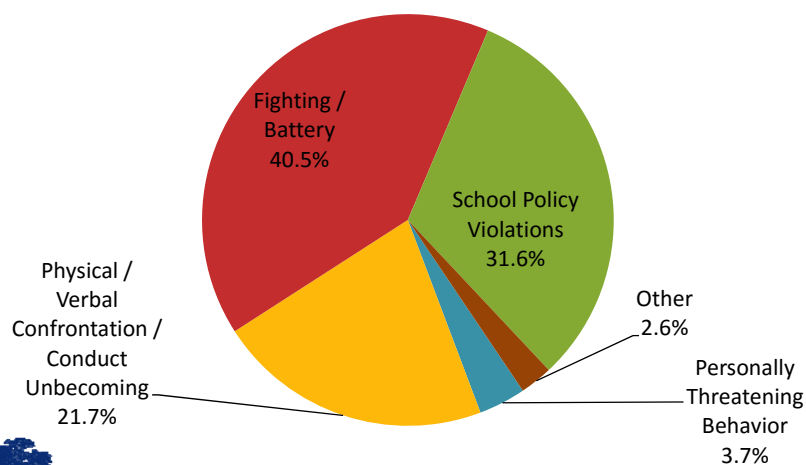
Number of Sanctions - Children Under Age 7



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13

Incident Types Resulting in OSS for Children Under Age 7, 2014-15



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14

In summary, what are the data telling us?

1. School policy violations are resulting in exclusionary discipline
 - Disrespect, Disruption, Disorderly Conduct, Insubordination
2. Disproportionality exists in the application of sanctions
 - Race/Ethnic background
3. Students receiving disciplinary sanctions are experiencing substantial attendance



17

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What we are doing

Connecticut State Department of Education

Positive Behavior Interventions and Supports

School Climate Transformation Grant (SCTG)

Special Education and Stakeholder Group

Culturally Responsive Education (CRE)

Department partnerships with JJ and DCF, P-20 and Policy review

Offices addressing this issue-

Turnaround, Talent, HNFA, Academic, Performance, SPED

Trauma Informed Practices

School-based Diversion Initiative (SBDI)

Guidelines for OSS and ISS and circular letter

Proposed Bills and policy review

Improving data collection

Promoting alternatives to suspensions

Restorative Practices

Social emotional learning and mental Health

Family engagement

18






Multi-Tiered Behavioral Framework (MTBF) efforts in Connecticut



Connecticut School Climate Transformation Grant

The purpose of this **5-year grant** is to enhance Connecticut's current capacity to implement multi-tiered behavioral frameworks (**MTBF**) by building on our state's strong Positive Behavioral Interventions and Supports (**PBIS**) foundation.



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School Climate Transformation Grant (SCTG)

Goal 1: Build **CSDE's capacity** to support LEAs' sustained and broad scale implementation of a Multi-Tiered Behavioral Framework (MTBF).

Goal 2: Enhance Connecticut's **LEA's capacity** for implementation and sustaining a MTBF by providing training and technical assistance to LEAs.

Goal 3: **Coordinate CSDE efforts** with appropriate federal, state, and local resources.



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SCTG Partners



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Don Briere, Ph.D. Education Consultant
Academic Office, Bureau of Special Education
Kimberly Traverso, Education Consultant
Bureau of Health/Nutrition, Family Services &
Adult Education



Sarah Jones, SCTG Project Officer
Alice Henley, Ph.D. Assistant Director
Lauren Johns, Education Services Specialist



Brandi Simonsen, Ph.D.
Jennifer Freeman, Ph.D.
Susannah Everett, Ph.D.

Statewide PBIS Efforts: Who is Implementing?

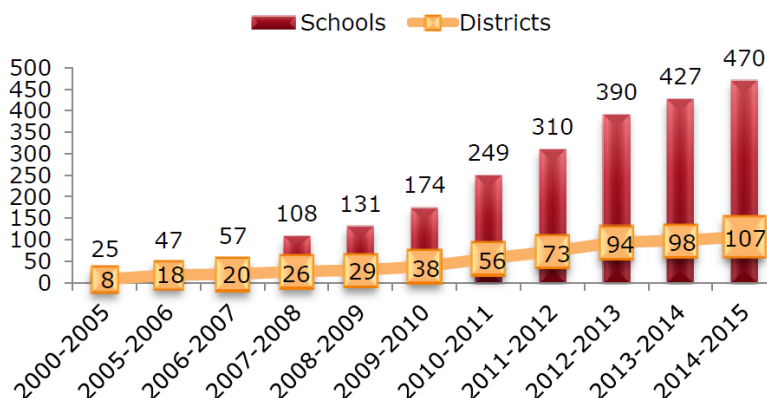
As of 2014-2015:

- Approximately 39% of all Connecticut schools have received at least one year of PBIS training.
- Approximately 63% of all Connecticut school districts have had at least one school receive PBIS training.

Connecticut
School Climate
Transformation
Grant

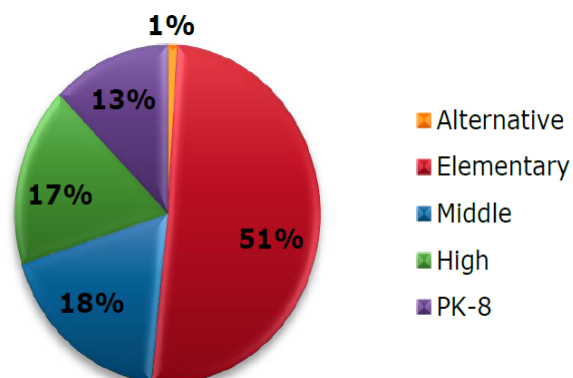
Statewide PBIS Efforts: Who is Implementing?

CT Schools & Districts Trained in PBIS 2000-2015



Statewide PBIS Efforts: Where are we implementing?

CT School Trained in PBIS by Grade Level, 2015

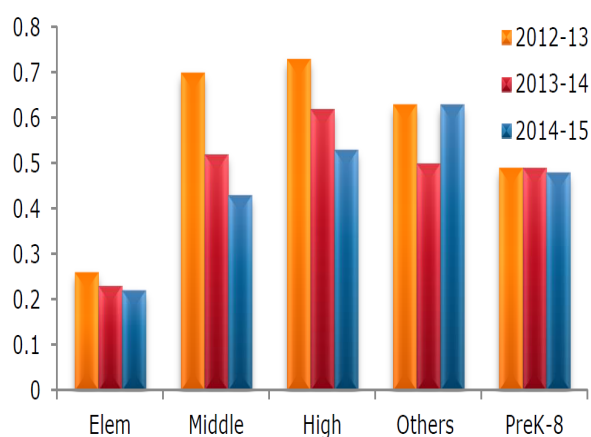


The percentage of middle and high schools that have received PBIS training has increased from 22.5% of schools trained in 2008 2009 to 35% (+12.5%) in 2014-2015.

Connecticut
School Climate
Transformation
Grant

Statewide PBIS Efforts: How are we doing?

Average Number of Office Discipline Referrals (ODRs) per 100 Students
by Grade Level, 2015



Connecticut
School Climate
Transformation
Grant





SCTG Resources: Tiered Fidelity Inventory (TFI)



What is the Tiered Fidelity Inventory (TFI)?



Why the TFI?

- Unlike the other evaluation tools, the TFI examines **ALL THREE tiers** in one instrument.
- The TFI is intended to be **more efficient**, but other measures may be more comprehensive, and will remain available.
- The TFI is intended to help school teams improve.
 - School receive a **follow-up report** indicating fidelity scores by tier, suggested improvement strategies, and available resources.
- TFI results can be shared with the team, faculty, families and administrators of the school.

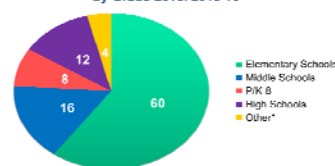


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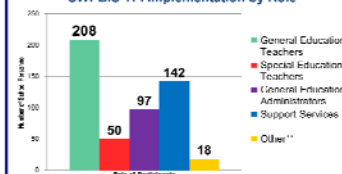
SCTG Tiered Fidelity Inventory by the Numbers

- **100** SWPBIS Tiered Fidelity Inventories facilitated in Connecticut Schools during the 2015-2016 school year.
- **75** Schools were located in a CSDE designated Alliance District.
- **28** Schools are designated as Commissioner's Network, Focus, or Review Schools.
- **515** School personnel received technical assistance through SWPBIS Tiered Fidelity Inventory implementation.

Schools Conducting SWPBIS Tiered Fidelity Inventory by Grade Level 2015-16



Participation in Technical Assistance for SCTG SWPBIS TFI Implementation by Role



How Can the TFI Assist My School?

The TFI provides your school:

- A **fidelity score** across all three tiers.
- An **action plan** for improving fidelity.
- **Highlights** of implementation.
- **Recommendations** for additional trainings to bolster implementation.



FREE!



How do I schedule a TFI?

Visit:

www.ctserc.org/sctg

Complete the online request form,
and SERC will contact you.

Problems completing the form?

Contact Lauren Johns at SERC

johns@ctserc.org

860.632.1485 x256

Questions about the process?

Sarah L. Jones
Project Officer, SCTG
sjones@ctserc.org
(860) 632-1485 x307



SCTG Resources:
PBIS Training of Trainers (TOT)



NEPBIS Training of Trainers: What is it?

- a comprehensive and layered training of trainers (TOT) model
- Supports both develop **new**, incoming trainers and **current**, experienced trainers'
- **New Trainers**: 2-year model
- **Experienced Trainers**: 1-year model
- Cohorts include SERC and RESC TAs, **LEA staff**, independent consultants, doctoral students



NEPBIS Training of Trainers: What can I expect?

- Upon completion, trainers will:
 - receive **Northeast PBIS trainer** endorsement
 - participate in ongoing **TOT evaluation and booster training activities**
 - gain access to comprehensive **support network** including **training materials and structured mentoring**
 - build **connections** with LEA, SEA, regional, and national partners



SCTG Resources Summary

Increase School and District Capacity to Support PBIS Implementation

- Receive a **FREE** half-day technical assistance session for your schools trained in PBIS using the **PBIS Tiered Fidelity Inventory (TFI)**.
- Enroll a member of the school and/or district PBIS leadership team in the **SCTG Training of Trainers (TOT) (new applications spring, 2017)**.
 - New PBIS trainers participate in a 2-year endorsement process that prepares them to provide additional supports to district schools.
- Visit our website(s) for updated information, resources, and announcements!
 - <http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=335660>
 - <http://www.pbis.serc.co/>
 - <http://neswpbs.org/>



Open Discussion

