

Juvenile Justice Policy and Oversight Committee

April 20, 2023

LOB- 300 Capitol Ave Hartford , Room 2E

Virtual Option Available

Opening Remarks

- Meeting facilitation
 - Meeting is being recorded
 - Remain “muted” on Zoom, unless speaking
 - Refrain from interrupting with comments or questions until each presenter is finished speaking
 - Questions and Comments will be limited to JJPOC members
 - Virtual attendants: use the “Chat” and “Hand Raising” feature so TYJI can help monitor and facilitate the meeting

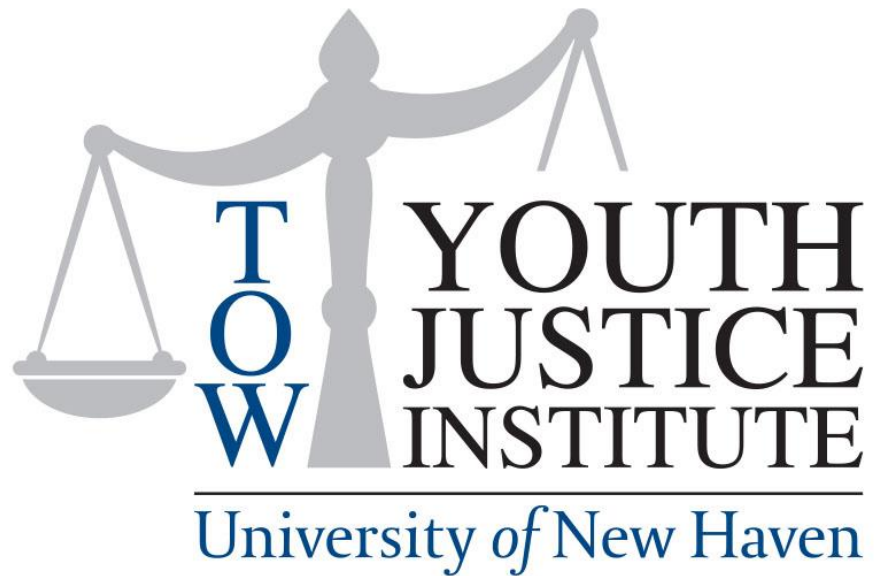
Meeting Overview

- 2023-22 Report on Student Discipline in Connecticut Public Schools
- DOC Report on Remaining Sections: PA 19-187
- Announcement

John D. Frassinelli, Division Director School Health,
Nutrition and Family services, CSDE
Ajit Gopalakrishnan, Chief Performance Officer, CSDE

Dr. Meleney Scudder
Superintendent Veron Beaulieu
Warden Michael Pierce

Office of Policy and Management, Criminal Justice Policy
and Planning Division



***2021-22 Report on Student
Discipline in Connecticut
Public Schools***

Update on Student Discipline in Public Schools

Excerpts from Connecticut's 2021-22 Report on Student Discipline to the State Board of Education



JJPOC Meeting - April 20, 2023

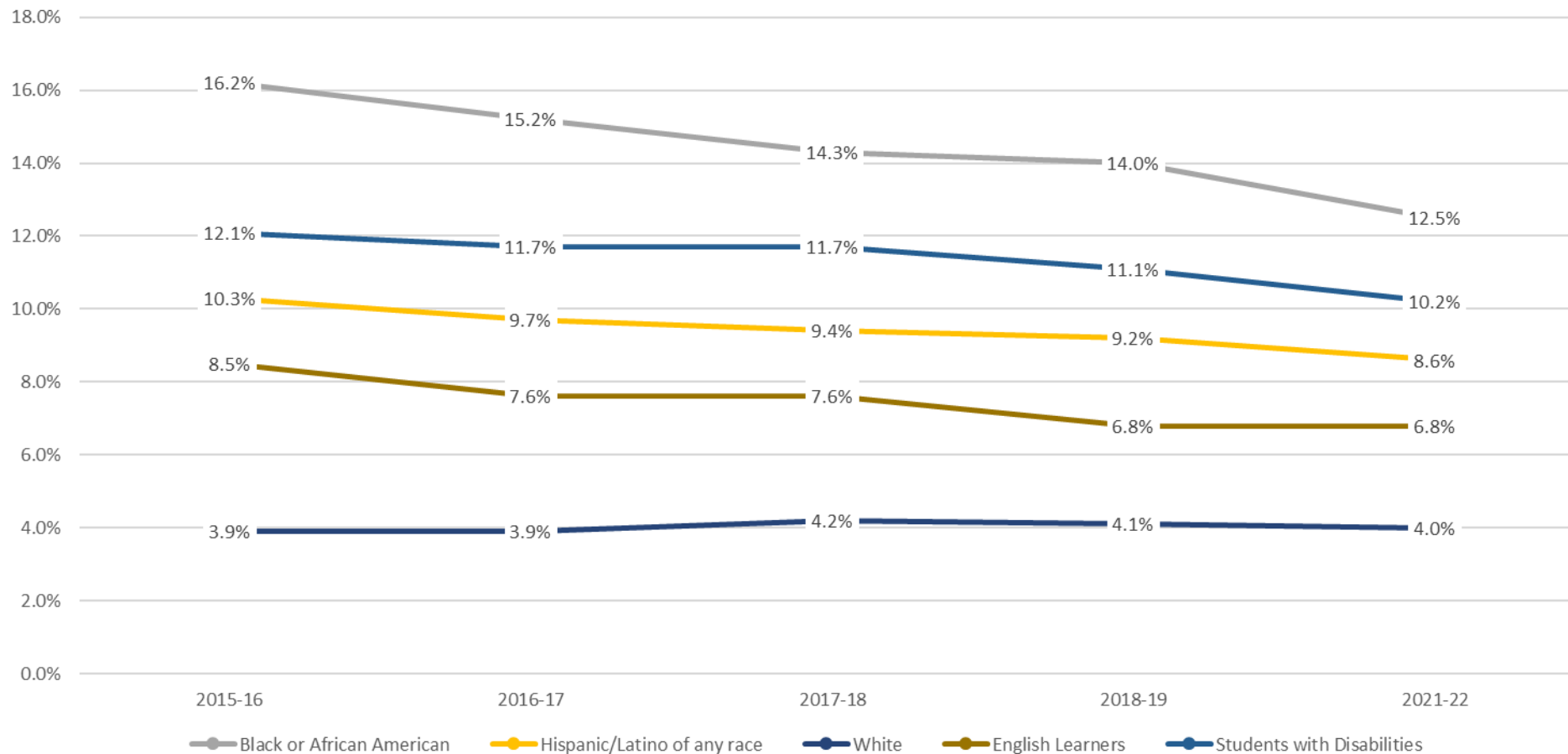
Connecticut State Department of Education



Data Trends – Highlights from Board Report



Suspension Rate for Select Student Groups



Over the past decade, Connecticut has made major strides in reducing exclusionary discipline... though disparities remain



Sanctions



Table 1: Total Number of Sanctions

Sanction Type	2015-16	2016-17	2017-18	2018-19	2021-22	% Change from 2018-19
In-School Suspension	56,866	53,057	49,667	48,431	38,739	-20.0
Out-of-School Suspension	34,415	32,982	31,834	32,681	34,580	5.8
Expulsion	848	750	797	745	858	15.2

- From 2018-19 to 2021-22 (pre-to post-pandemic) the total number of in-school suspensions decreased by 20 percent while out-of-school suspensions increased by 5.8 percent.



Incidents



Table 2: Incidents by Category

Incident Type	2015-16	2016-17	2017-18	2018-19	2021-22	% Change from 2018-19
Violent Crimes Against Persons	440	392	483	398	427	7.3%
Sexually Related Behavior	1,134	1,286	1,329	1,254	1,018	-18.8%
Personally Threatening Behavior	6,622	6,870	7,208	6,787	7,559	11.4%
Theft Related Behaviors	1,669	1,686	1,312	1,217	1058	-13.1%
Physical and Verbal Confrontation	13,862	14,985	14,811	14,976	15,764	5.3%
Fighting and Battery	15,744	16,744	16,952	18,036	17,165	-4.8%
Property Damage	1,234	1,529	1,431	1,455	2,161	48.5%
Weapons	920	936	917	801	1,298	62.0%
Drugs, Alcohol, Tobacco	2,551	3,098	4,964	5,933	6,449	8.7%
School Policy Violations	56,281	51,879	45,769	43,869	36,687	-16.4%

- Some incident categories showed substantial declines from pre-pandemic 2018-19 (i.e., school policy violations declined 16.4 percent, sexually related behavior declined 18.8 percent, and theft related behaviors declined 15 percent)
- Other categories showed substantial increases (i.e., property damage increased 48.5 percent, and weapons increased by 62.0 percent).

In 2021-22, school policy violations accounted for approximately 41 percent of all incidents, down from 46 percent in 2018-19, 48 percents in 2017-18, and 56 percent in 2015-16



Suspension Rate



Table 4: Suspension Rates by Race/Ethnicity

Race/Ethnicity	2015-16		2016-17		2017-18		2018-19		2021-22	
	Count	%	Count	%	Count	%	Count	%	Count	%
American Indian or Alaska Native	131	7.1	121	8.4	117	8.4	119	8.3	119	8.5
Asian	451	1.7	442	1.6	501	1.8	530	1.9	446	1.6
Black or African American	11,446	16.2	10,745	15.2	9,884	14.3	9,897	14.0	8,518	12.5
Hispanic/Latino of any race	13,156	10.3	12,710	9.7	12,819	9.4	13,214	9.2	13,574	8.6
Native Hawaiian or Other Pacific Islander	23	4.5	36	6.8	32	5.8	34	5.7	46	8.5
Two or More Races	1,067	7.0	1,080	6.7	1,248	7.0	1,368	7.0	1,636	7.0
White	11,826	3.9	11,448	3.9	12,167	4.2	11,696	4.1	10,310	4.0
Total	38,100	7.0	36,582	6.7	36,768	6.8	36,858	6.7	34,649	6.5



Suspension Rate



- In 2021-22, over 34,600 students (6.5 percent) or approximately one out of every 15 students statewide, received a suspension or an expulsion.
- Disparities remain in these suspension rates between Black/African American and Hispanic/Latino students and their White counterparts.
- While one out of 25 White students received at least one suspension, one out of 8 Black/African American students and one out of 12 Hispanic/Latino students experienced the same sanction.
- In other words, Black/African American students are more than three times as likely and Hispanic/Latino students are more than twice as likely as their White counterparts to be suspended or expelled.
- The likelihood of higher suspension for students of color as compared to White students has declined slightly over the years but remains high, especially for Black/African American students.



Grades PK-2



Table 8: Total Number of Sanctions (PreK-2) – not a student count

Year	2015-16	2016-17	2017-18	2018-19	2021-22
ISS	1,911	1,477	1,152	1,032	395
OSS	1,327	983	791	894	599
EXP	*3	0	0	0	0

- Among young children in Grades PreK-2, the number of suspensions declined by 48 percent from 2018-19 to 2021-22. In 2021-22, fewer than 600 students Grades PK-2 (less than one half of one percent) received at least one suspension.
- The total number of suspensions declined from over 5,000 prior to PA 15-96 to 1,926 pre-pandemic in 2018-19 and 994 post-pandemic.



School Based Arrests



Table 18: Student Demographics for School-Based Arrests

Race/Ethnicity	2017-2018 Student Count of School-Based Arrests	2018-2019 Student Count of School-Based Arrests	2021-2022 Student Count of School-Based Arrests
Black or African American	419	390	270
Hispanic/Latino of any race	577	601	421
White	554	468	217
Male	1,133	1,067	649
Female	522	493	313
TOTAL	1,655	1,560	962

- The number of students arrested has declined but disparities remain.
- Males, Black/African American, and Hispanic/Latino students were disproportionately represented among those arrested.
- Over the past three years incidents involving Fighting and Battery are the most common reason for a school-based arrest.



Trend Observations



- In 2018-19, school policy violations accounted for approximately 46 percent of all incidents, down from 56 percent in 2015-16 and down from 48 percent in 2017-18. This trend has continued post-pandemic with school policy violations accounting for 41 percent of reportable incidents.
- Though rates have been declining, suspension rates are higher for students of color.
- While some incident categories showed substantial declines from pre-pandemic 2018-19 (sexually related behavior declined 18.8 percent, and theft related behaviors declined 15 percent), other categories showed substantial increases (i.e., property damage increased 48.5 percent, and weapons increased by 62.0 percent).
- The number of out-of-school suspensions for students in Grades Pre-K through two has evidenced a steep decline. The total number of suspensions declined from over 5,000 prior to PA 15-96 to 1,926 pre-pandemic in 2018-19 and 994 post-pandemic. Also, we have not had a reported expulsion since 2016.



Focus Areas for School Discipline



**Connecticut School
Discipline
Collaborative**

**Grades Pre-K to
Grade Two**

**Social-Emotional
Learning**

Behavioral Health

**Alternative
Education**

Charter Schools

Indicator 4 A & B


**Tiers for
disproportionate
school discipline**


**Positive School
Climate**




System of Support



 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.



Cross-Sector Collaboration



Internal and External Collaboration

- Department of Emergency Services and Public Protection-School Safety and Security
- The Child Health and Development Institute (CHDI)-SBDI, and Trauma Informed Care
- Alternative Schools Committee
- Juvenile Justice Partnerships – CCA, CPAC, ConnCASE
- CAPSS
- The CSDE's School Discipline Collaborative
- Center for School Safety and Crisis Preparation
- Direct communication with families regarding concerns
- Direct communication with schools and districts



Professional Learning



Three-Part Series

- Addressing Trends in PreK-Two Suspension Rates: Opportunities for Improvement and Strategies for Systemic – Fall 2023
- Promoting a Proactive and Comprehensive System of Support to Reduce Exclusionary School Discipline

Ongoing

- Developing a Secondary System of Supports Series
- Multi-tiered Systems of Support for Behavior Series
- Using Data and Protocols to Determine Effective Behavior Supports for Students' Success
- Pyramid Model Practices Series
- Understanding Disproportionality in School Discipline Series and Tiered Support
- The Impact of Childhood Trauma
- Understanding of Executive Functioning-Strength-Based Approaches



Social-Emotional Learning and Behavioral Supports



- \$183M in District ESSER investments in Social, Emotional and Mental Health
- \$28M in School Mental Health Personnel and Supports
- Statewide Landscape Scan for SEL and Behavior Health
- Social-Emotional Universal and Supplemental Assessment
 - DESSA, SSR and EdSERT
- Social-Emotional and Intellectual Habits: Grades 4 through 12
- The Behavioral Health Pilot
- CT Learning Hub for Social-Emotional Learning
- Webinars and Resources for School Staff and Families



School Discipline Collaborative



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.



School Discipline Collaborative



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

Guidance for Families 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





Behavioral Guidance for Pre-K to Grade 2



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?



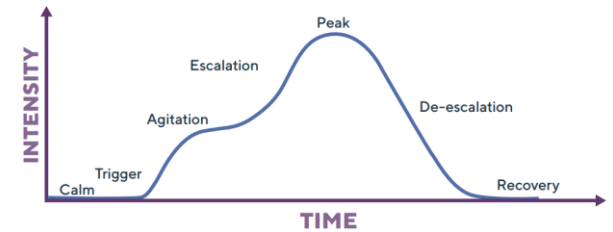
TIP SHEET: **DE-ESCALATION STRATEGIES**

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





Reflection on School Discipline Report

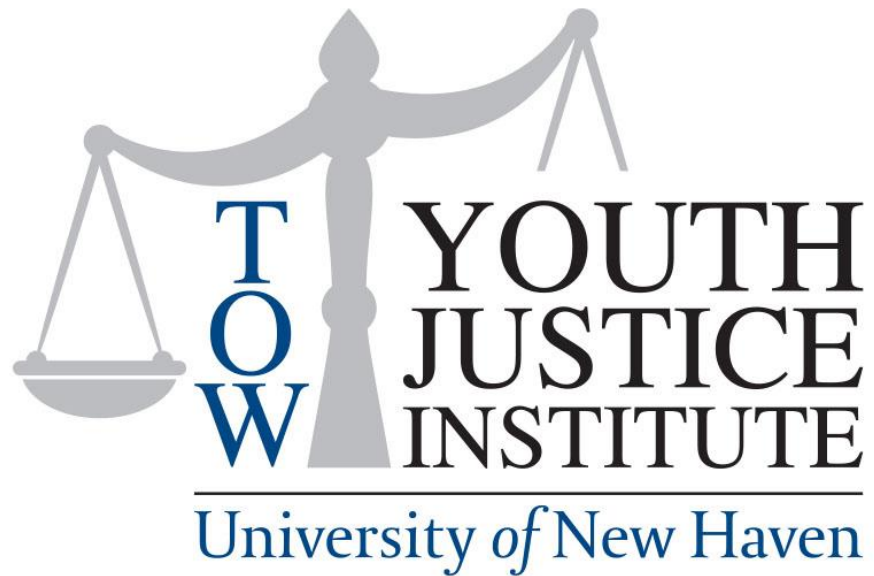


01

Questions from the committee

02

Feedback from the committee



***DOC Report on Remaining
Sections: PA 19-187***

Connecticut Department of Correction Juvenile Justice Policy Oversight Committee



April 20, 2023

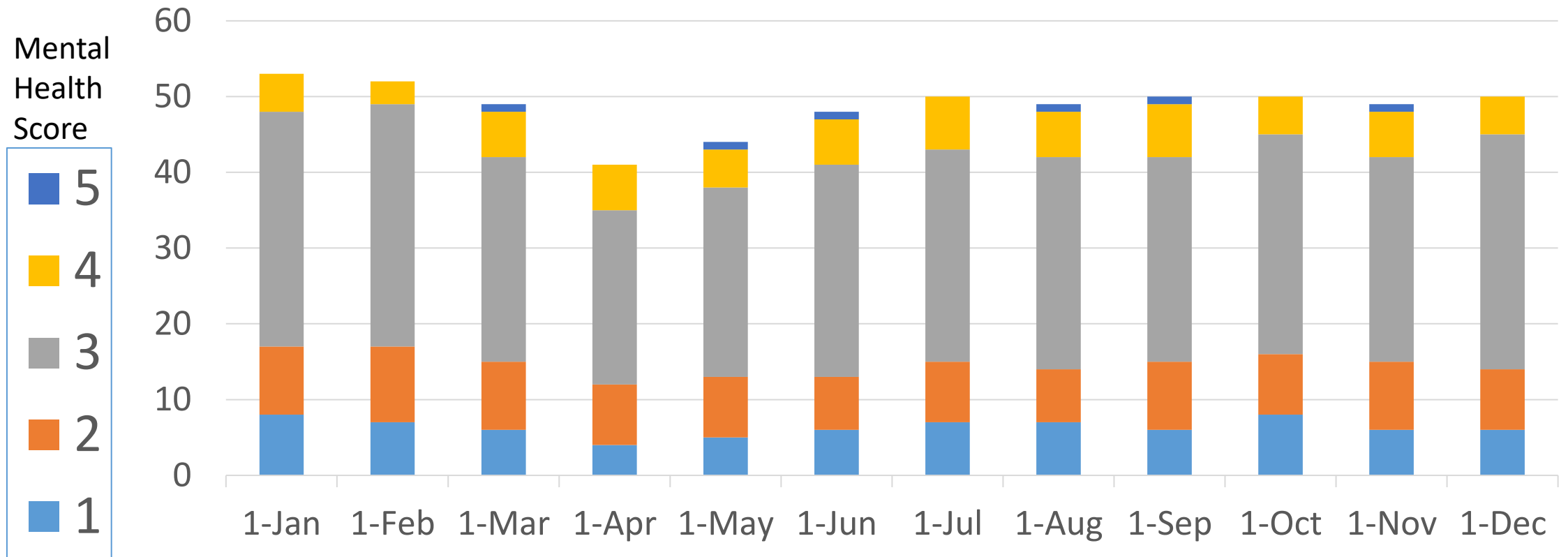
Manson Youth Institution



The Commissioner of Correction and the executive director of the Court Support Services Division of the Judicial Department shall report to the Juvenile Justice Policy and Oversight Committee established under section 46b-121n of the general statutes, as amended by this act, annually, not later than January fifteenth for the previous calendar year on the following:

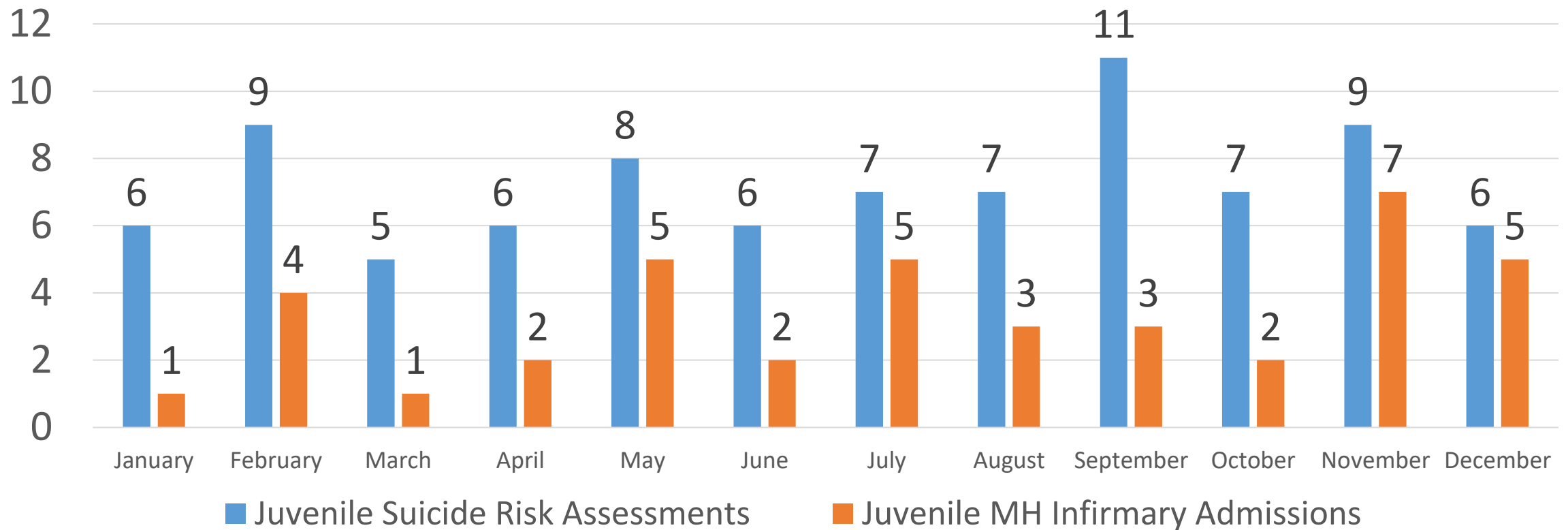
- (1) Suicidal and self-harming behaviors exhibited by persons detained in juvenile detention centers and correctional facilities where persons ages seventeen years and under are detained under said commissioner's or executive director's control or oversight;*
- (2) Uses of force against and the imposition of physical isolation of persons detained in juvenile detention centers and correctional facilities where persons ages seventeen years and under are detained under said commissioner's or executive director's control or oversight; and*
- (3) Any educational or mental health concerns for persons detained in juvenile detention centers and correctional facilities where persons ages seventeen years and under are detained under said commissioner's or executive director's control or oversight."*

Inmates under age 18 on first of each month CY 2022 by Mental Health Score



69% of juveniles had a mental health score over 2

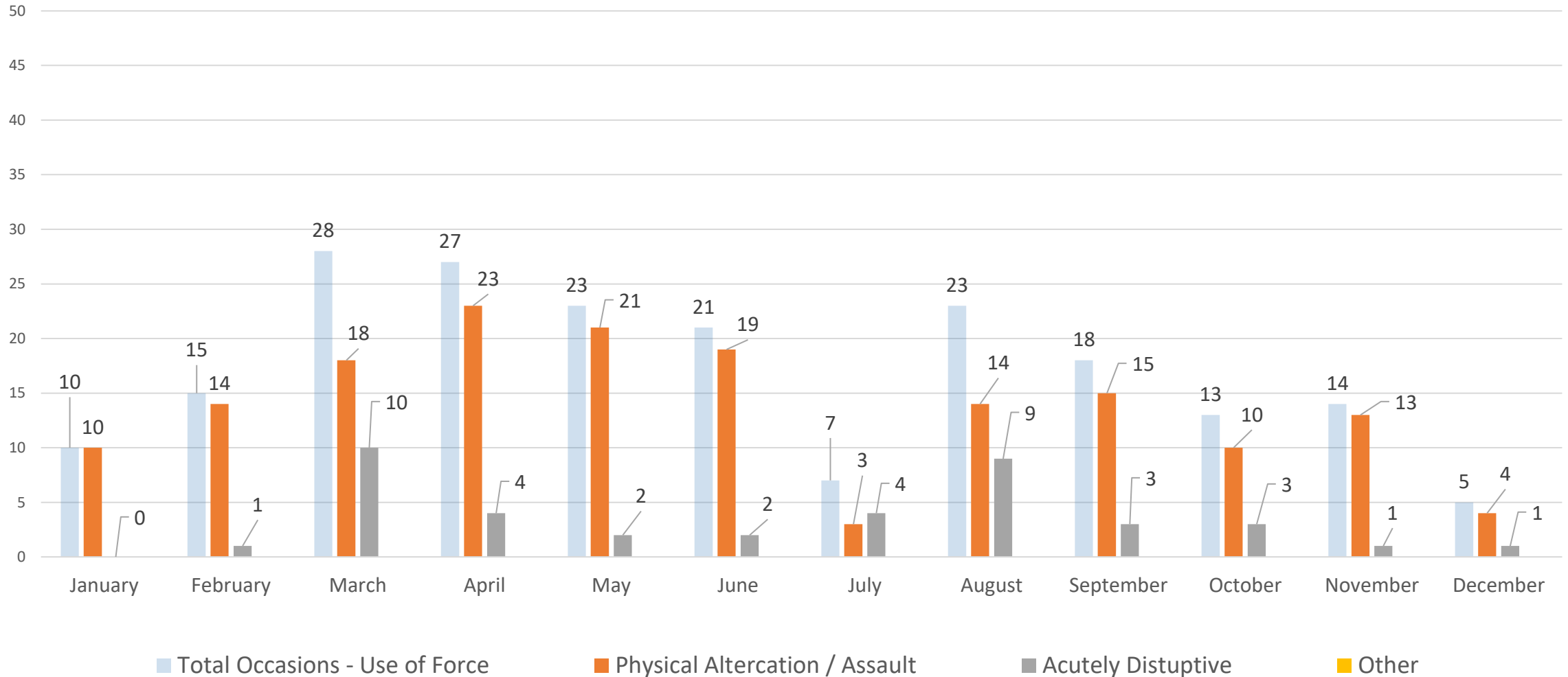
CY2022 Juvenile Suicide Risk Assessments and Mental Health Infirmiry Admissions*



*** There were no juvenile suicide attempts during CY 2022**

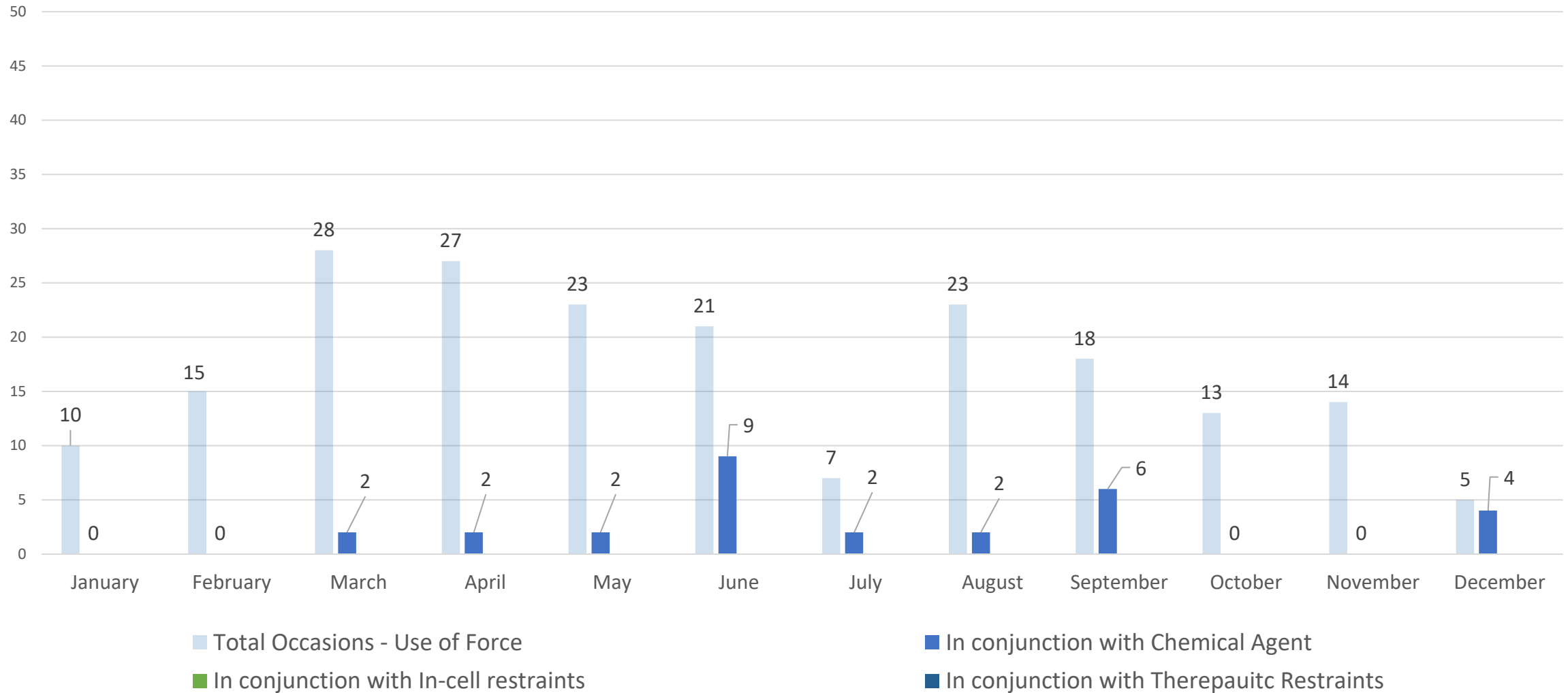
Use of Force Incidents – 17 and under

What leads to the need to Use Force (individual exposures)



Use of Force Incidents – 17 and under

Breakdown by Type of Force Utilized (individual exposures)



Climate and Culture Building

Transition and Counseling Groups

Career Awareness/Career Success, Job Readiness, College Readiness, Self-Advocacy, Organization/Study Skills, Decision Making, Interpersonal Relationships, Coping Skills, Stress Management, Self-Esteem, Rational/Irrational Beliefs, Fatherhood

Programs

High School Program (HSP), Adult High School Credit Diploma (AHSCD), General Educational Development (GED), Social Emotional Learning (SEL), Special Education and Related Services, Literacy, English as a Second Language, Career and Technical Education

School Team

Administrators, Certified Regular and Special Education Teachers, School Psychologists, School Counselors, Social Workers, Instructional Assistants, Correctional Transition Instructor, Clerical, School Correction Officers, Unit Custodial Staff and Administration

Community and Culture

Restorative Justice Circles, Trauma Informed Training, Restorative Practices and School Climate Professional Development, Staff Wellness Seminars, Resident Mentor Program, School Climate Surveys, Charity Initiatives, Positive Behavioral Incentives and Supports (PBIS), Student of the Month, Most Improved Student Awards, SEL Spotlight Students, Ongoing and continuous engagement of families and guardians, Family Orientation, Collaboration with Outside Stakeholders

Best Practices and Program Fidelity

Ongoing Program Monitoring, Common Core and College and Career Readiness (CCR) alignment, Student Assessment (Curriculum-based Summative and Formative Assessments), Professional Learning Communities (PLCs) and Data Teams, Student Support Meetings, Scientifically Researched Based Intervention (SRBI), Formal and Informal Classroom Observations with feedback, Yearly Professional Growth Goals and Practice Review, District Wide and Site Specific Professional Development, School Improvement Plan (SIP)

Technology

Remote Learning Platform, Student Laptops, Teacher Laptops, SMARTboards, Career and Technical Education Equipment and Software



Educational Data

	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Cycle 7	Cycle 8
Average PBIS Score	87%	51.90%	65%	74.50%	72%	80%	60.70%	78.40%
Number of Participants	50	54	49	51	47	61	51	51
Number who made PBIS	40	28	32	38	34	49	31	40
Number who did not make PBIS	10	26	17	13	13	12	20	11

Special Education

72



Vocational Programming

52



Academic Progressions

45



Outstanding Achievements

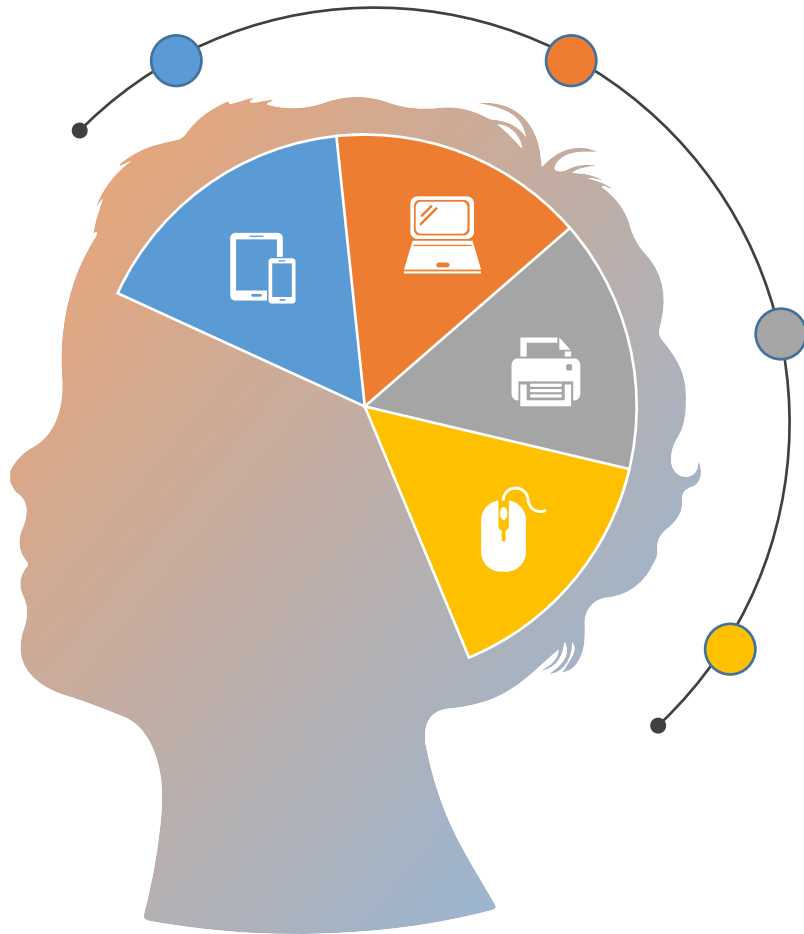
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Educational Pathways for Jan. 2022- Dec. 2022

- Enrollment in the High School Program to earn diploma- 128
- Continuous enrollment in the High School Program from date of entry- 53
- Transitioned to Adult Basic Education Program to earn diploma- 24
- Exited prior to obtaining credit requirements – 46
- Entered into MYI as a graduate- 2

Celebrating Student Success



01

During the 2022 year, 52 students 17 and under participated in two career and technical education programs. Students participated in both Auto Body and Automotive Technology. These students also participated in a Science Technology Engineering Mathematics (STEM) elective entitled Technological Applications in Science class where they learned about digital literacy.

02

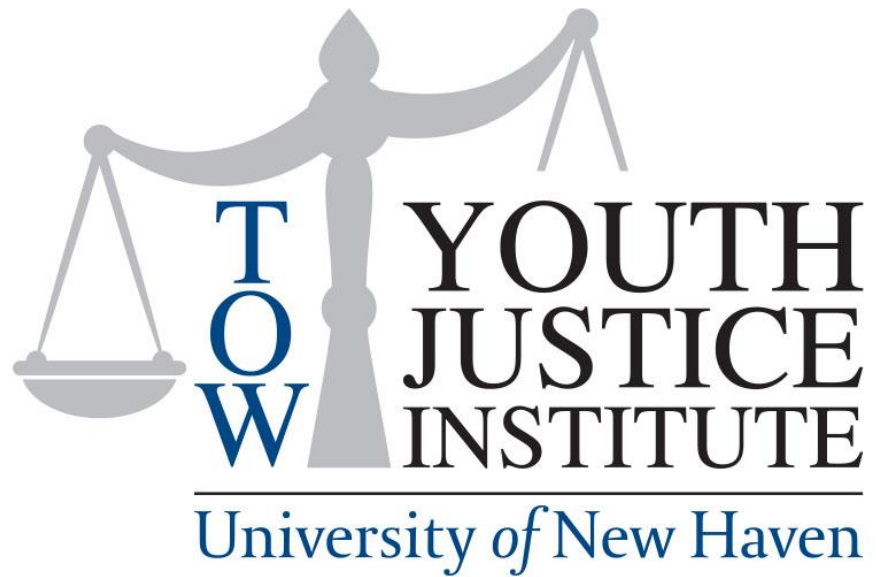
The new Barbering program provided students more vocational opportunities within the facility. Student success was celebrated and rewarded by visiting the Barbershop for personalized treatments.

03

Students had the ability to participate in a dual enrollment program in Environmental Science based on our collaboration with the University of Connecticut Early College Experience (ECE) program.

**Moving
Forward**

The HSP program is focusing on the 'I Do, We Do, You Do' model to provide a gradual release of planned instruction along with embedded scaffolding. Staff continue to receive training in restorative practices that can be implemented within the classroom to improve culture and climate along with improving academic and social successes. We are in discussions for a potential partnership with the University of Bridgeport for a dual enrollment program in Financial Literacy.



Announcements