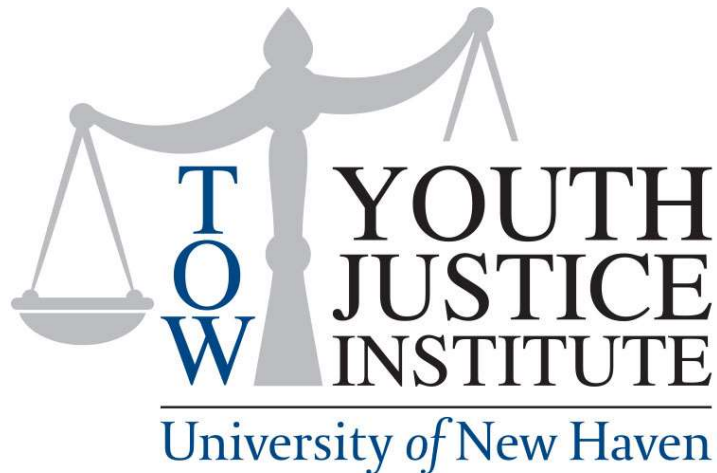


Juvenile Justice Policy and Oversight Committee

February 15, 2024 Meeting

2:00 PM – 3:30 PM

LOB- 300 Capitol Ave Hartford, Room 1E / Hybrid



[SCAN TO SUBMIT YOUR ATTENDANCE](#)

Opening Remarks



- Welcome and Introductions - Rep Toni Walker and Maurice Reaves
 - Approval of January 2024 Meeting Minutes
 - Announcements
- Overview of Meeting- Erika Nowakowski, Tow Youth Justice Institute

Meeting Agenda



Education Update on School Accountability,
Attendance and Discipline

Dr. Charlene Russell-Tucker, Commissioner
CSDE; John Frassinelli, Division Director CSDE

DCF-JJEU 2024 Presentation

Dr. Glen Worthy, Education Administrator; John Tarka,
Assistant Superintendent, Tina Mitchell, Assistant
Superintendent

Education Update



513,513 Students

- 52.5% Students of Color
- 42.4% Eligible for Free/Reduced-Price Meals
- 17.2% with Disabilities
- 9.7% English Learners



JJPOC Meeting, February 15, 2024

Connecticut State Department of Education



201 School Districts

- 1,523 Schools/Programs
- 53,435 Certified Staff
- 46,117 Non-certified Staff
- 11.2% Educators of Color



Presentation Outline



1. CT Accountability System Results
2. Attendance/Chronic Absenteeism Results and Initiatives
3. School Discipline Data and Actions
4. Social-Emotional and Behavioral Supports



Accountability Results Bright Spots



- Chronic absenteeism declined for the first time since the pandemic
- Math and Science achievement improved
- Postsecondary readiness improved, as did the 6-year graduation rate for students with high needs and participation in arts courses
- Eight (8) Focus schools and two (2) Turnaround schools exited
- 153 Schools of Distinction announced, with 38 in Alliance Districts





Challenges Remain



- Academic achievement still lags pre-pandemic levels; growth slowed
- On-track to high school graduation remains low and 4-year graduation rate declined for the first time
- Postsecondary entrance lags pre-pandemic levels, especially for students from low-income families
- Physical Fitness declined and remains below pre-pandemic levels

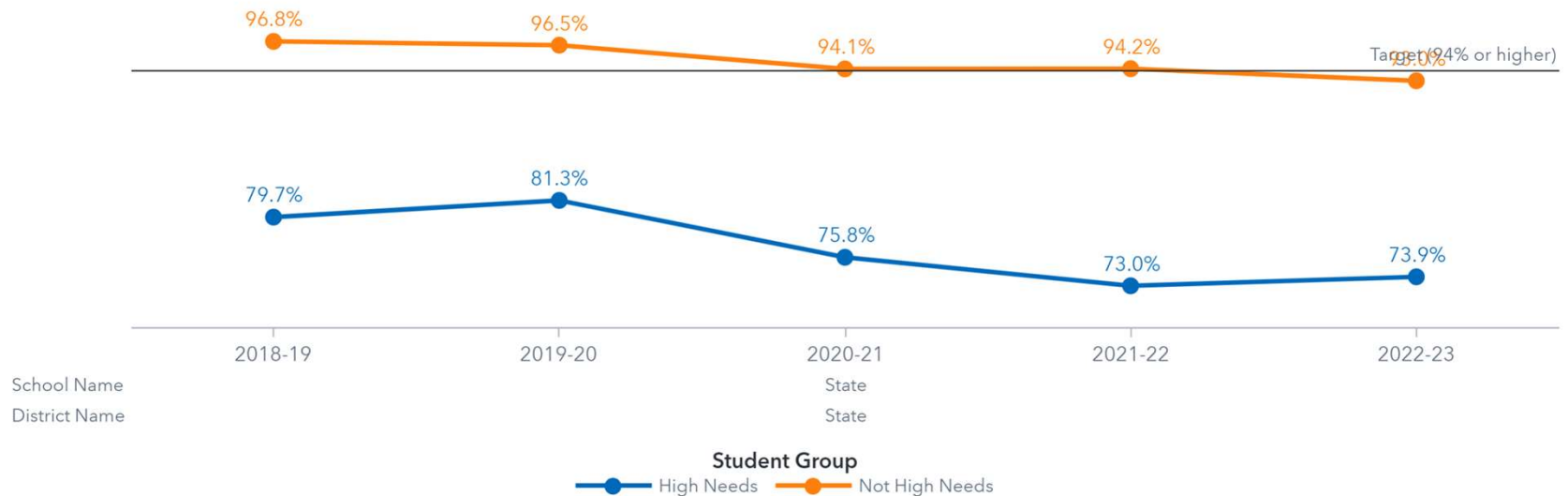


A Closer Look at On-Track to Graduation



Percent of Students On-Track to High School Graduation in 9th Grade

Percentage of 9th graders earning adequate full-year credits during the year.



- An early indication of on-time high school graduation
- Students with high needs show steeper decline during the pandemic and are significantly lower than their non-high-needs peers



EdSight Secure Supports Local Decision-Making



- EdSight Secure provides authorized district users with longitudinal, student-level data (e.g., enrollment, demographics, attendance, discipline, test scores, FAFSA)
- The data follow the student if they move from one district to another and become available to the new district the day after registration with CSDE
- CSDE's *Early Indication Tool* model for Grades 7-9 identifies students who may need support (i.e., High, Medium, or Low) to be On-Track by the end of Grade 9
- Factors used to identify students in EIT Grade 7-8 model include attendance, behavior, course performance, mobility, test scores, and other student/district characteristics
- Student-level data are also provided after Grade 9 to show who is on- or off-track



State Initiatives to Strengthen Postsecondary Success



FREE COMMUNITY COLLEGE IN CONNECTICUT

Did you know you may be able to attend CT State for free?

The Pledge to Advance CT (PACT) funding covers the gap between federal and state grants you receive and community college tuition and mandatory fees. To receive PACT funding, apply to CT State, register for classes (6+ credits), and fill out the [Free Application for Federal Student Aid \(FAFSA\)](#). Entry into the program will be accepted on a first-come, first-served basis.



The Aspiring Educators Diversity Scholarship Program

APPLY BY NOVEMBER 1, 2023



Connecticut Automatic Admission Program

Introducing the CT Automatic Admission Program (CAAP). Graduating CT high school seniors who meet identified thresholds are eligible upon application to be automatically admitted to participating colleges and universities. Admission to some programs within these colleges and



TODAY'S SKILLS
TOMORROW'S CAREERS

CT.gov Home / Department of Education / Free Application for Federal Student Aid (FAFSA) Completion

- Free Application for Federal Student Aid (FAFSA) Completion >
 - Better FAFSA >
 - Financial Aid Resources for Undocumented Students >
 - Resources to Support FAFSA Completion >
 - 2020-21 FAFSA Challenge >
 - 2021-22 FAFSA Challenge >
 - 2022-23 FAFSA Challenge >
 - Contact >
- Search Department of Education
- by Keyword

Free Application for Federal Student Aid (FAFSA) Completion



Sign up for Free Virtual FAFSA Trainings

Trainings include:

- Preparing for FAFSA Simplification, November 1, 2023, from 2:30-3:45 p.m.
- FAFSA 101, December 12, 2023 (Part 1) and December 13, 2023 (Part 2) from 2:30-3:45 p.m.

STATE OF CONNECTICUT SEARCH LANGUAGE

DUAL CREDIT OPPORTUNITIES

HOME PROGRAMS AND PARTNERSHIPS LEGISLATION AND POLICY BEST PRACTICES

DUAL CREDIT OPPORTUNITIES



Dual credit courses in high school make college more affordable and prepare students for success

Increasing dual credit opportunities in all districts will maximize the affordability of higher education for Connecticut students and prepare students for success in college or careers. Learn more about dual credit partnerships and opportunities in Connecticut.

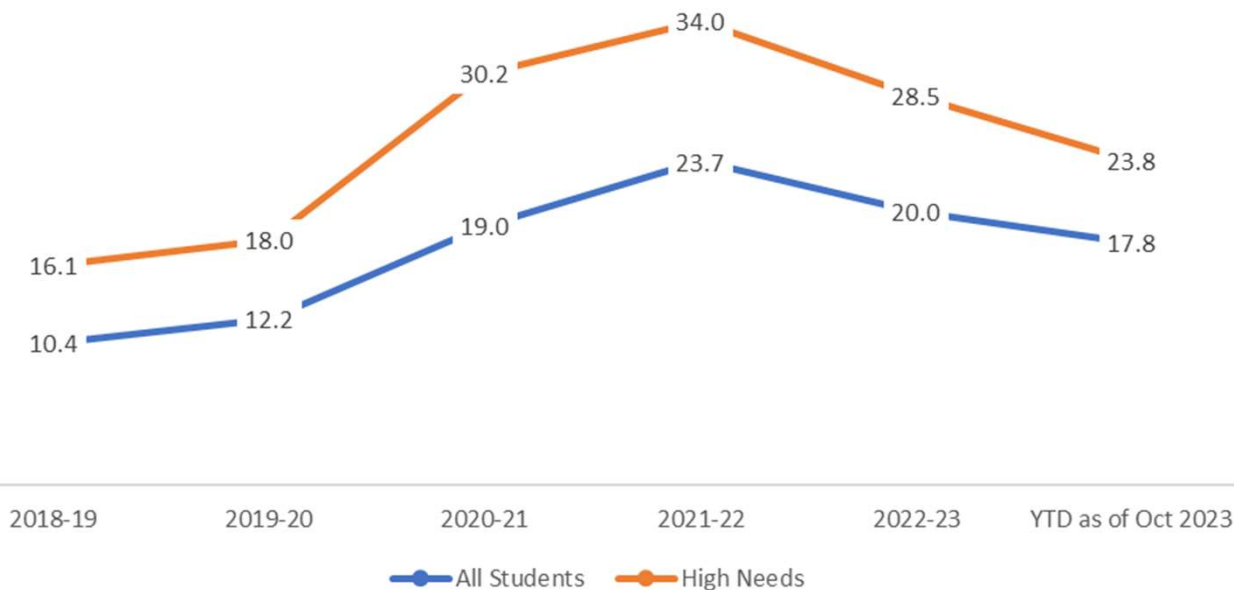
[EXPLORE DUAL CREDIT PROGRAMS >](#)



Attendance Results



Chronic Absenteeism Trend
Percentage of Students Chronically Absent



- A student is “in attendance” if present for at least half of the instructional school day
- Chronic absenteeism is missing at least 10 percent of school days (e.g., 18 of 180 days)
- From 2021-22 to 2022-23, chronic absenteeism declined by 3.7 percent for all students and 5.5 percent among students with high needs
- Approximately 18,000 more students attended school regularly in 2022-23 as compared to in 2021-22
- Around 100,000 students were chronically absent in 2022-23
- For 2023-24, YTD rates as of October 2023 are heading in the right direction



CSDE Systemwide Structures to Support a Multi-tiered Approach



Systemwide Structures to Support Attendance	Multi-tiered Systems of Support
<ol style="list-style-type: none"> 1. Use data to inform strategies and interventions (e.g., high school, kindergarten, special education) and foster accountability 2. Build awareness and take a positive approach to chronic absence 3. Build communities of support for districts by identifying and leveraging bright spots 4. Policy guidance that is clear and aligned with research-informed practices 5. Cross-agency collaboration (internal) 6. State-level teams that include partner agencies, district and family representatives (external) 7. Blend funding sources (Title IV, IDEA, ARPA) 	<p>Tier 1</p> <ul style="list-style-type: none"> • EdSight Attendance Data (annual and monthly reports) • School is Better with You Campaign • “Talk Tuesdays” Community of Practice • <i>Prevention and Intervention Guide for Addressing Attendance in Connecticut Schools</i> • State Attendance Advisory Team <p>Tier 2</p> <ul style="list-style-type: none"> • LEAP Grantees(14 districts), LEAP 101 Training for all districts and <i>The LEAP Effect</i> • High School and Kindergarten Affinity Groups with SERC • High School Bright Spots Brief (Attendance Works) <p>Tier 3</p> <ul style="list-style-type: none"> • District-specific attendance training (EdAdvance) • Cross-divisional Teams support to Opportunity Districts



CSDE Attendance Initiatives



- Talk Tuesdays Virtual Community of Practice
- High School Bright Spots research brief
- Learner Engagement and Attendance Program (LEAP)
- “School is Better with You” Attendance Awareness Campaign
- Targeted Supports for Alliance Districts



Talk Tuesdays



Connecticut State
Department of Education

[CT.gov Home](#) / [Department of Education](#) / [Talk Tuesdays - Student Attendance and Engagement](#)

Talk Tuesdays - Student Attendance and Engagement

Overview

Talk Tuesdays are information sharing sessions that provide district and school staff an opportunity to support each other and their work to improve student attendance and engagement. Virtual sessions are a quick way to stay in touch with a network of support. One hour sessions are held every other Tuesday and engage state agency, district and school staff in an open dialogue around student attendance and engagement. Meetings are **open to all** working to improve engagement and attendance – school, district and community members.

The objectives of Talk Tuesdays are to: 1) stay up-to-date on state policies, practices, events and issues; 2) share successes and lessons learned, 3) trouble-shoot common concerns and 4) provide overall support to each other. Participants help identify the topics for future meetings, present problems of practice, and spend time together expanding our knowledge and capacity to engage students in school.

Register for Talk Tuesdays (one time registration for all sessions) at: <https://serc.info/tues2324>. If you have trouble registering, please contact Holli Ryan at ryan@ctserc.org.



Talk Tuesday Sessions 2023-24

- **BRIGHT SPOTS: Improving High School Student Attendance in Connecticut** , Helen Duffy, Senior Fellow, Attendance Works, and Matthew Ryan, Principal, East Hartford High School [Download Report](#) October 17, 2023, [Watch recording!](#)
- **School is Better with You! Attendance Awareness Campaign** , Caroline Calhoun, EdAdvance, and Nicole Lenti, O'Donnell Company, October 3, 2023, [Watch recording!](#)
- **Understanding and Interpreting Monthly Attendance Data** for 2023-24, Briana Hennessey, Associate Education Consultant, CSDE Performance Office, September 19, 2023, [Watch recording!](#)

Summer Series 2023 - "Back to Basics"

- **School Climate: Impact on Attendance** Amanda Pickett, MSW, Education Consultant, CSDE, Office of Student Supports, August 8, 2023, [Watch recording!](#)
- **Attendance & Engagement 101** Caroline Calhoun, EdAdvance, Professional Learning and Attendance Specialist & LEAP Coordinator, July 18, 2023, [Watch recording!](#)



<https://portal.ct.gov/SDE/Chronic-Absence/Talk-Tuesdays>





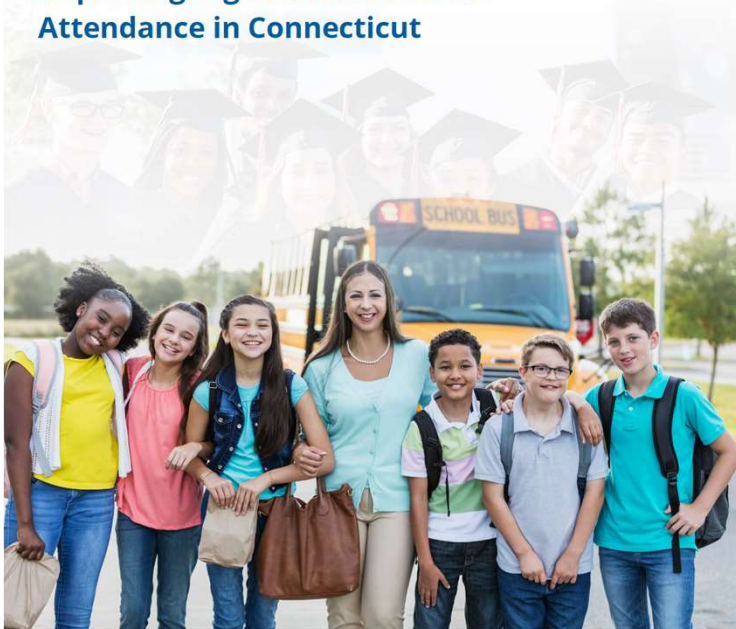
BRIGHT SPOTS

Improving High School Student Attendance in Connecticut



BRIGHT SPOTS: Improving High School Student Attendance in Connecticut

October 2023



What did high school leaders do to keep or bring their chronic absence numbers down?

The brief provides

- cross-cutting themes,
- ongoing challenges,
- recommendations and
- summaries of schools interviewed.

The [brief](#) was recently presented on [Talk Tuesday](#).

[Watch the presentation](#) with Helen Duffy, Attendance Works, and Matthew Ryan, East Hartford High School.





LEAP: A Tier II Intervention



14 districts

in Connecticut receive LEAP funding.

LEAP is a Connecticut State Department of Education **research-based, relational home visit model** proven to increase student attendance and family engagement.

<u>School Year to Date:</u>	10,612 students
	17,603 Visits
<u>Total for LEAP:</u>	27,804 Students
	54,806 Visits



Data from CCERC Study



- Visits that were made **in-person had more impact** than virtual visits or phone calls

- 1 month after the initial home visit = **4 %** point increase in attendance
- 6 months after the initial home visit = **10 %** point increase PK to Gr. 5
- 6 months after the initial home visit = **20 %** point increase for Gr. 6-12



- **Results did not differ** based on:

- Title of personnel conducting the home visit (certified/non-certified)
- Whether the home visitor was from the school/district or from a community-based organization



Chronic Absenteeism Rates in Learner Engagement and Attendance Program (LEAP) Districts



LEAP District	Percentage of Students Chronically Absent				
	2018-19	2019-20	2020-21	2021-22	2022-23
Bridgeport School District	18.8	19.7	28.9	27.8	28.6
Capitol Region Education Council	18.6	20.5	29.2	38.2	33.5
Danbury School District	7.1	10.9	17.4	23.5	18.7
East Hartford School District	14.2	15.2	24.7	26.6	22.8
Hartford School District	25.4	27.9	44.4	46.0	38.9
Manchester School District	17.8	19.2	32.7	35.7	25.1
Meriden School District	14.8	13.6	23.0	29.1	27.5
New Haven School District	19.3	21.1	34.3	58.1	36.6
New London School District	15.1	15.4	43.5	34.8	32.9
Norwich School District	12.0	13.4	18.4	22.1	29.0
Stamford School District	11.1	14.0	19.2	24.4	22.5
Torrington School District	11.5	14.7	32.1	23.7	22.4
Waterbury School District	15.6	21.0	47.8	39.5	31.2
Windham School District	17.9	17.6	39.6	46.0	36.2

- 12 of the 14 LEAP districts reflected lower chronic absenteeism in 2022-23 as compared to in 2021-22.
- 7 LEAP districts (shown in green) evidence chronic absenteeism rates that are below those in both the 2020-21 and 2021-22 school years.



The LEAP Effect

Learner Engagement & Attendance Program (LEAP)

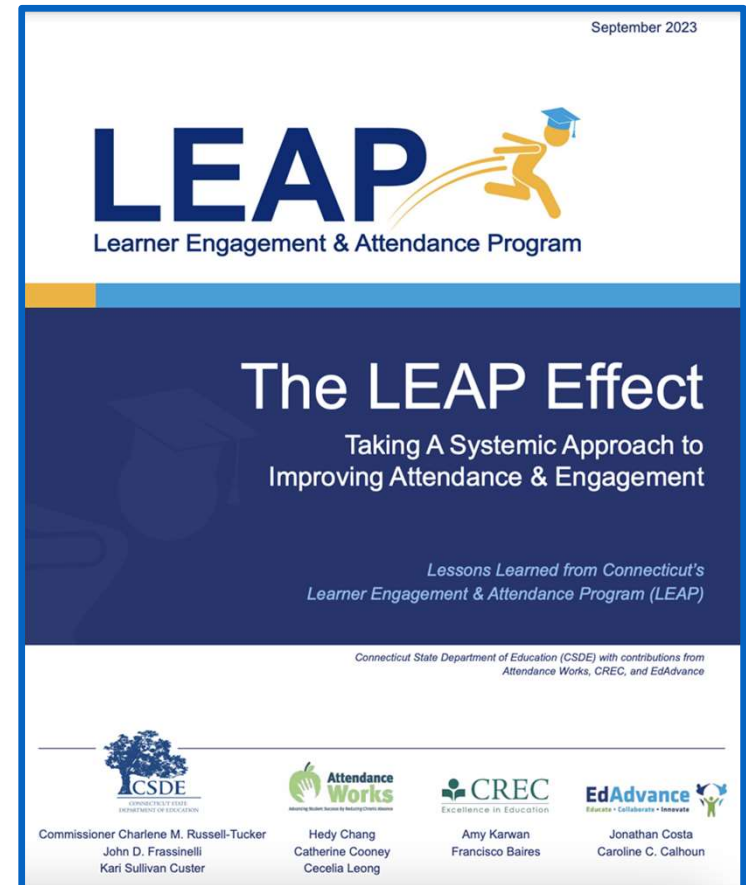


The LEAP Effect

A collaboration between CSDE, Attendance Works, CREC & EdAdvance

- [101 Virtual Trainings](#)
- for home visitors free of charge through the CT Home Visit Hub

www.ct.gov/LEAP





School is Better with YOU! Attendance Awareness Campaign



school is better with you

School is better with you: YOU are an important part of the school community! And school is so much better with you, in person, every day. School is where you can express yourself, grow, learn, play, and add to your circle of friends.

ct.gov/betterwithyou



Absences: What to Know

In-person learning is important for building good learning habits



Attending school is important for good learning.

Being in school allows a student to:

- Be part of a community
- Learn and grow with friends
- Build connections with teachers and other trusted adults



Everyone misses school sometimes, but regular attendance should be the goal.



How many absences are too many?

Missing even two days of school a month disrupts routines and creates a habit of missing school—also called chronic absenteeism. Send your child to school every day so they get the full benefits of in-person learning.

Visit ct.gov/betterwithyou to learn more about the importance of in-person learning.



Quick Tip!
2 absences a month
= too many

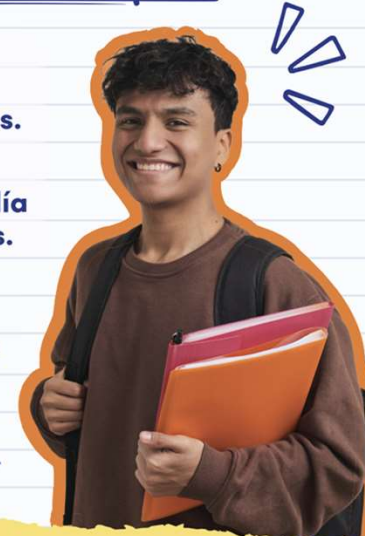


School is better with you here!

¡La Escuela es Mejor Cuando Estás Aquí!

In-person learning every day has benefits.

Aprender en persona cada día tiene beneficios.



Learn more. Más info en

→ ct.gov/betterwithyou



School Discipline Data 2023



Table 1: Total Number of Sanctions

Sanction Type	2016-17 2017-18 2018-19			2021-22 2022-23 % Change from 2018-19		
	2016-17	2017-18	2018-19	2021-22	2022-23	% Change from 2018-19
In-School Suspension	53,057	49,667	48,431	38,739	44,820	-7.5
Out-of-School Suspension	32,982	31,834	32,681	34,580	37,376	14.4
Expulsion	750	797	745	858	979	31.4



School Discipline Data 2023



Table 2: Incidents by Category

Incident Type				2021-22	2022-23	% Change from 2018-19
	2016-17	2017-18	2018-19			
Violent Crimes Against Persons	392	483	398	427	403	1.3
Sexually Related Behavior	1,286	1,329	1,254	1,018	936	-25.4
Personally Threatening Behavior	6,870	7,208	6,787	7,559	8,755	29.0
Theft Related Behaviors	1,686	1,312	1,217	1058	1,382	13.6
Physical and Verbal Confrontation	14,985	14,811	14,976	15,764	20,616	37.7
Fighting and Battery	16,744	16,952	18,036	17,165	17,141	-5.0
Property Damage	1,529	1,431	1,455	2,161	1,756	20.7
Weapons	936	917	801	1,298	1,432	78.8
Drugs, Alcohol, Tobacco	3,098	4,964	5,933	6,449	7,793	31.4
School Policy Violations	51,879	45,769	43,869	36,687	41,785	-4.8



School Discipline Data 2023



Table 4: Suspension Rates by Race/Ethnicity

Race/Ethnicity	2016-17		2017-18		2018-19		2021-22		2022-23	
	Count	%	Count	%	Count	%	Count	%	Count	%
American Indian or Alaska Native	121	8.4	117	8.4	119	8.3	119	8.5	112	8.0
Asian	442	1.6	501	1.8	530	1.9	446	1.6	510	1.8
Black or African American	10,745	15.2	9,884	14.3	9,897	14.0	8,518	12.5	8,925	13.2
Hispanic/Latino of any race	12,710	9.7	12,819	9.4	13,214	9.2	13,574	8.6	15,462	9.5
Native Hawaiian or Other Pacific Islander	36	6.8	32	5.8	34	5.7	46	8.5	47	8.6
Two or More Races	1,080	6.7	1,248	7.0	1,368	7.0	1,636	7.0	1,875	7.7
White	11,448	3.9	12,167	4.2	11,696	4.1	10,310	4.0	10,664	4.3
Total	36,582	6.7	36,768	6.8	36,858	6.7	34,649	6.5	37,595	7.0



School Discipline Data 2023



Table 8: Total Number of Sanctions (Pre-K through Grade 2) – not a student count

Year	2015-16	2016-17	2017-18	2018-19	2021-22	2022-23
ISS	1,911	1,477	1,152	1,032	395	560
OSS	1,327	983	791	894	599	738
EXP	*3	0	0	0	0	*

Table 9: Number of Students Suspended/Expelled (Pre-K through Grade 2) by Grade

	2015-16	2016-17	2017-18	2018-19	2021-22	2022-23
Pre-K	9	*	7	7	*	*
K	314	220	203	198	142	197
Grade 1	543	413	351	337	162	202
Grade 2	789	649	501	504	290	354



Snapshot on School Discipline Efforts



- Addressing Trends in PreK-Two Suspension Rates: Opportunities for Improvement and Strategies for Systemic
- Addressing significant disproportionality: Promoting a Proactive and Comprehensive System of Support to Reduce Exclusionary School Discipline
- Multi-tiered Systems of Support for Behavior Series
- Using Data and Protocols to Determine Effective Behavior Supports for Students' Success
- High-Leverage Classroom Practices for Improving Student Learning and Behavior
- 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



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

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





School Discipline Collaborative



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

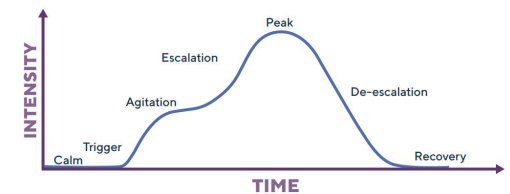
When a child engages in challenging behaviors, early childhood providers/teachers face decisions about how to respond. Because these situations are emotionally charged, it is helpful to understand the cycle of behavior and have strategies that can de-escalate the situation.

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





School Discipline Collaborative



- In 2023, the School Discipline Collaborative, established by the CSDE in 2018 was codified into law.
- Collaborative Projects:
 - Study current school discipline practices, including discipline practices that lead to students becoming justice-involved.
 - By July 1, 2024, submit a report to the joint standing committee of the General Assembly regarding the results of the study and any recommendations for school discipline reform.
 - Develop strategies to reduce out-of-school suspensions and expulsions of students in Grades PreK to Two.
 - Identify evidence-based and developmentally appropriate definitions and examples of conduct that is of a violent or sexual nature that lead to an out-of-school suspension of a student in Grades PreK to Two.



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



Education Update



Questions?

DCF
Juvenile Justice Education Unit
School Accountability Report

February 15, 2024

AGENDA



Review of our work



Star Assessment



Star reading and math data



Reentry/ Transition



Building a network of schools



Recommendation for system improvements

The Work



Data and Academic
Accountability Measures



Reentry/ Transition



Create a Network of Schools
to Support Teachers and
Administrators Effectiveness



Support Vocational Training

Connecticut Reentry Success Plan



Purposes for data

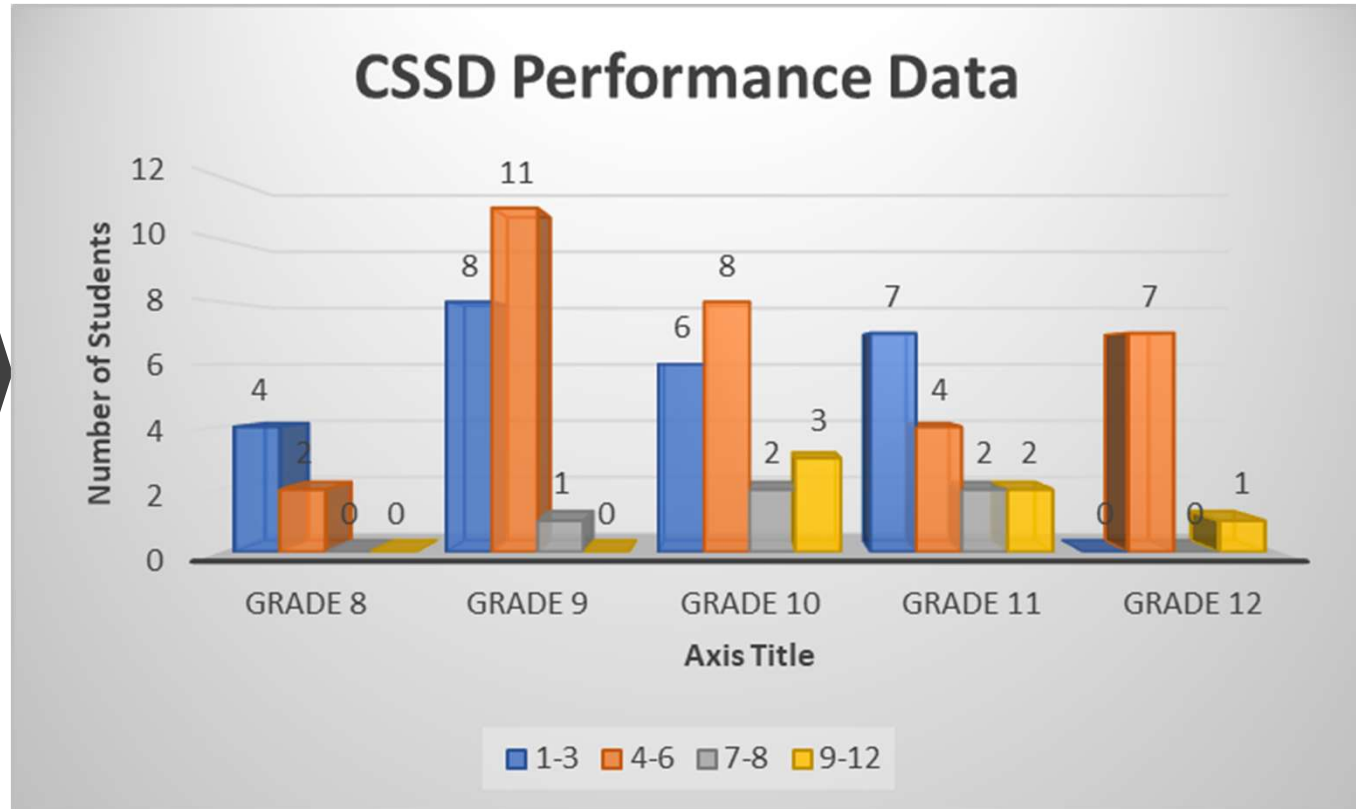
Star Assessments help you answer questions about your students' growth and achievement.



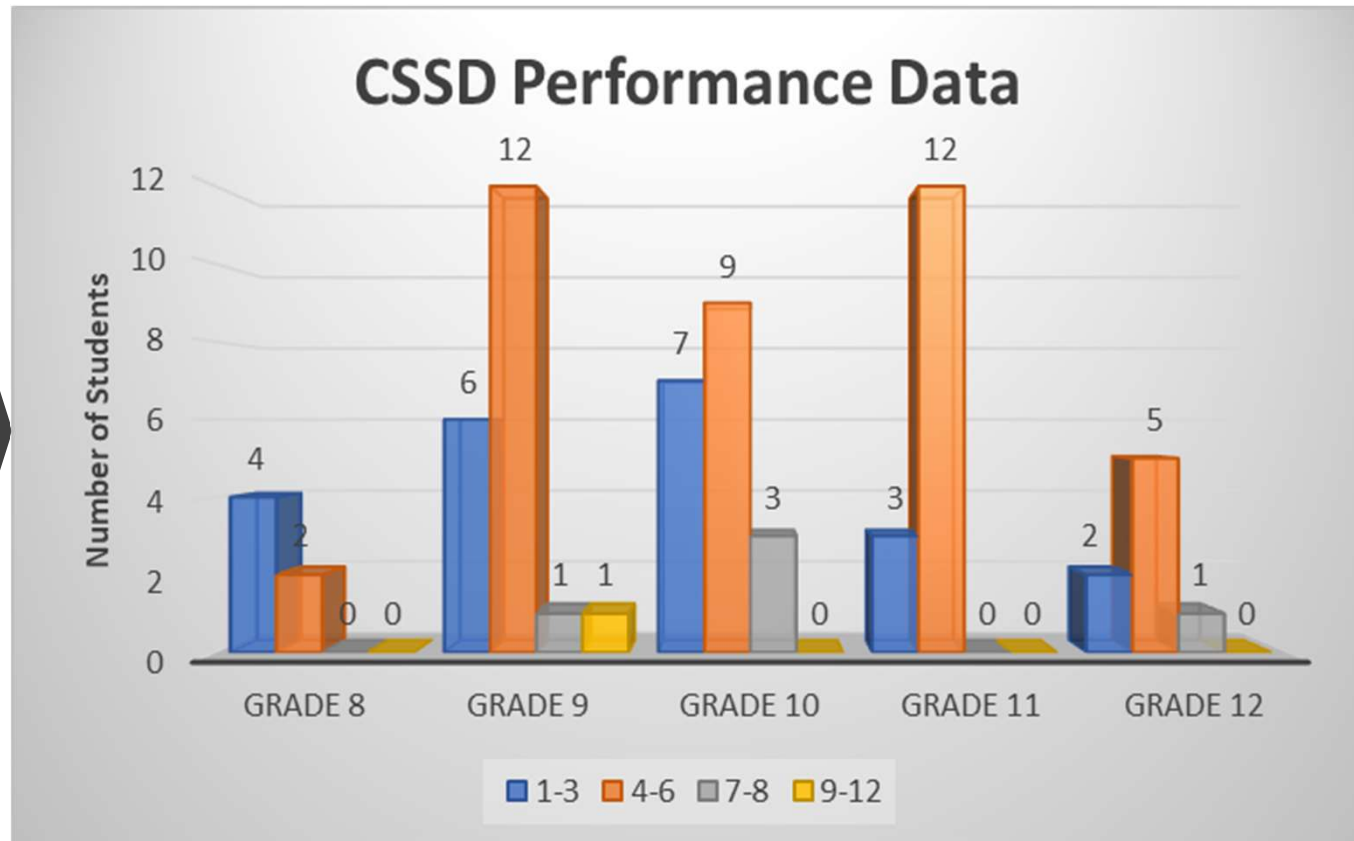
FACILITIES	NUMBER OF STUDENTS TESTED	SPECIAL ED	504	IN PROGRESS
Journey House	7	4	0	1
Hartford Detention	10	8	2	0
Hamden CPA	15	10	1	1
Hartford CPA	10	6	0	0
Bridgeport	14	8	0	0
CJR	12	8	0	0
Manson	27	24	1	0

***72% are identified as special education students**

Students in
CSSD Reading
Grade Level



Students in
CSSD Math
Grade Level





MANSON YOUTH STAR
DATA

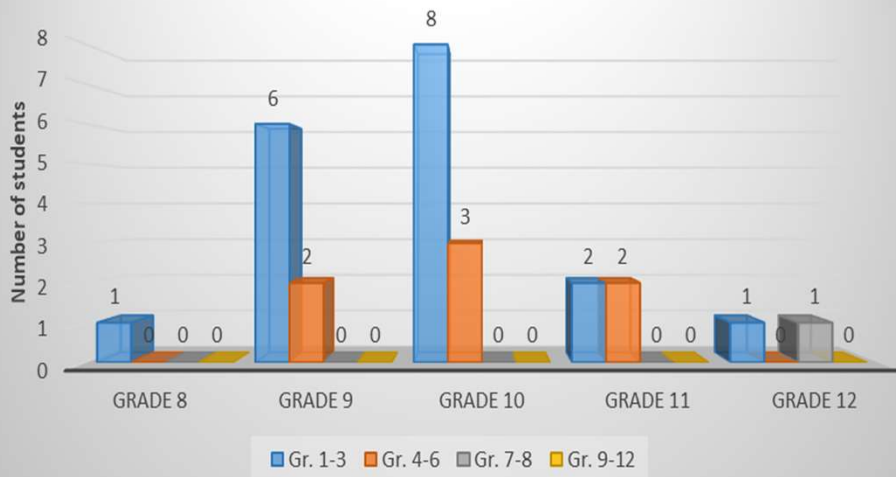
Growth

From June 2023 to
October 2023

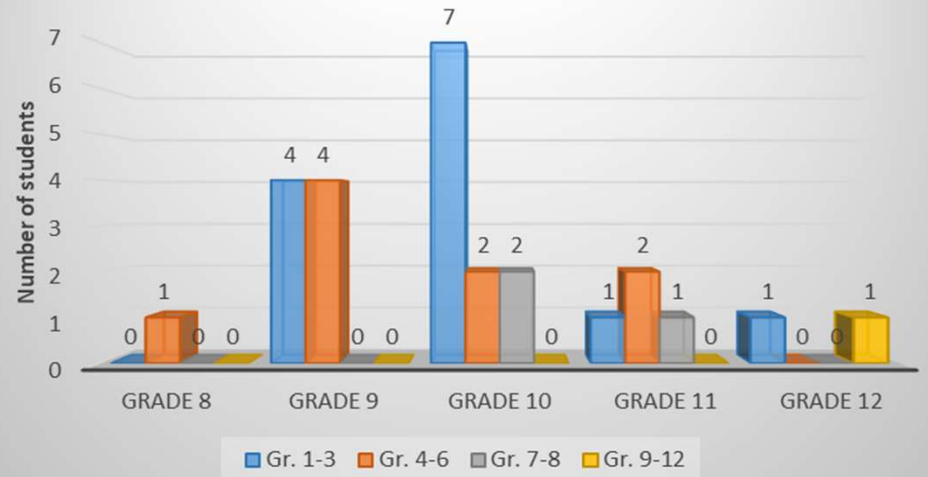
57% students showed
growth in reading

51% students showed
growth in math

Reading Grade Level June '23

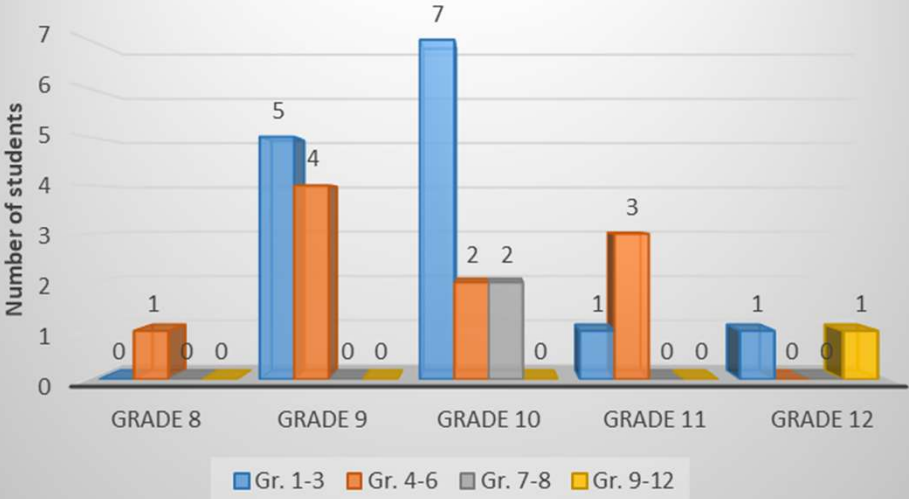


Reading Grade Level Oct. '23

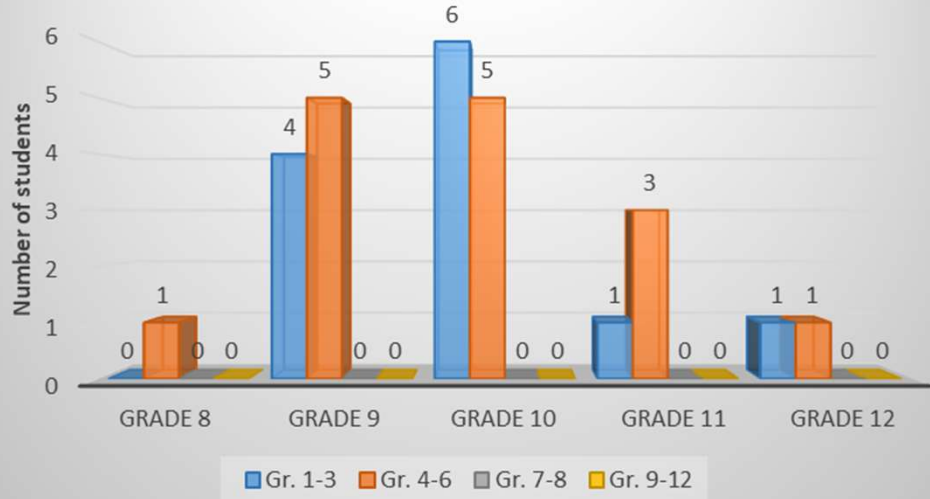


***15 out of 26 Students showed growth in Reading**

Math Grade Level June '23

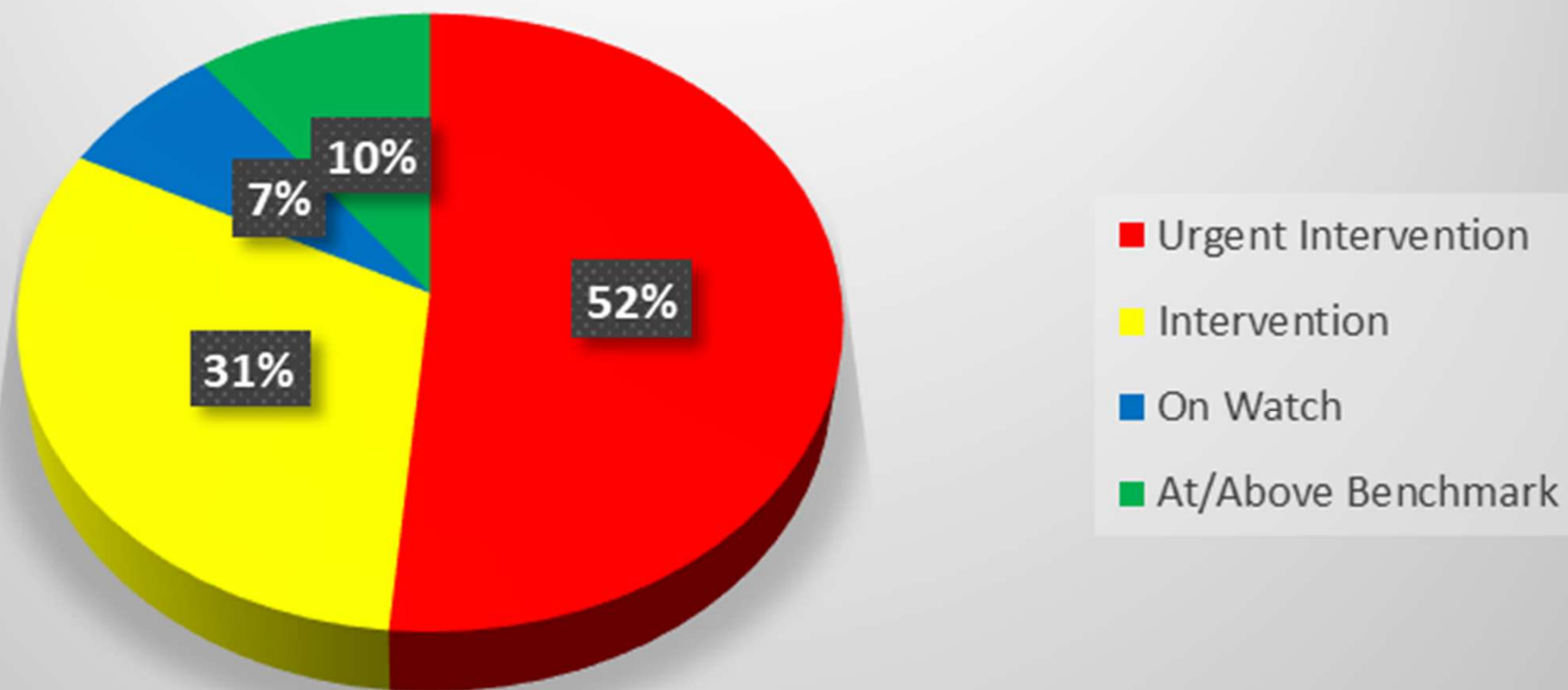


Math Grade Level Oct. '23

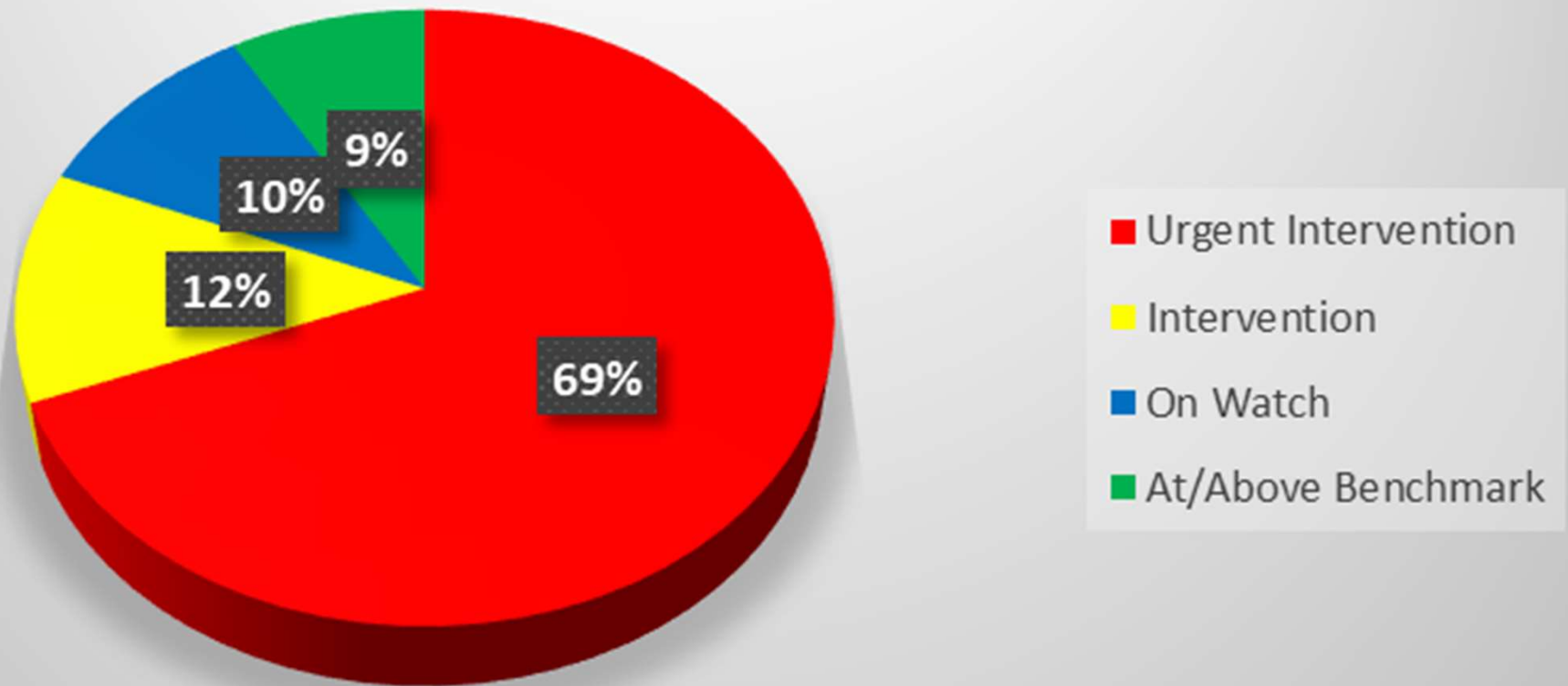


*** 14 out of 27 students showed growth in Math**

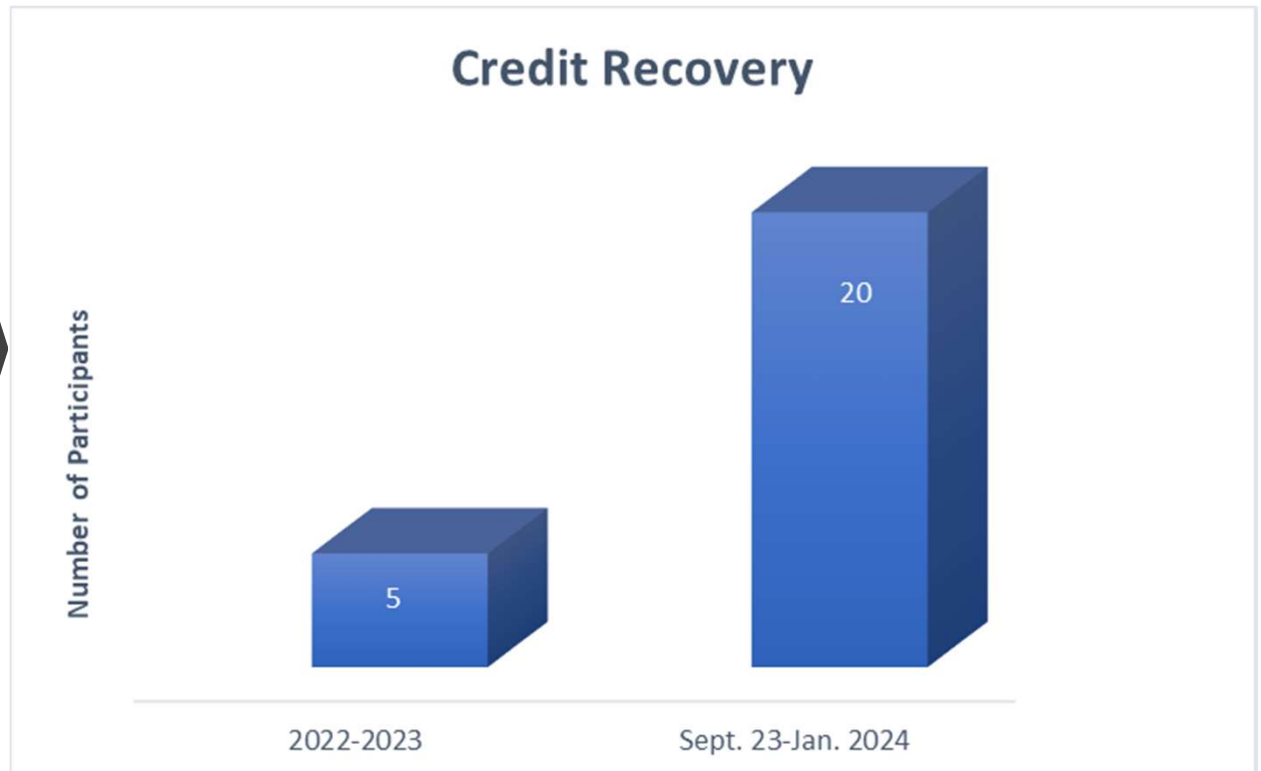
Combined DOC & CSSD math performance data



Combined DOC & CSSD reading performance data



Credit Recovery Data



Roadmap for Pupil Service Specialist and Student

Phase 1

Phase 1: Intake process while student is still in detention, step down programs and facilities

- Initial meeting and introduction
- Review educational records, attend all MDT and PPT meetings and work with facility team
- Understanding the student on the change model
- Developing a relationship and correspondence with student, 3-4 times a week

Phase 3: Student reentry to home community

- **Reentry Circle Process with receiving LEA**
- Ensure student has full school schedule that is aligned to student's credits and transcripts.
- IEP and 504 plans are implemented with fidelity.
- Student has a schedule of any/all meetings and appointments with support staff.

***Students at Tier 3 and PSS continues their correspondence at least 3 times per week.**

Phase 2

Phase 2: Planning for student release and reentry into community

- **Setup process for JJEU Reentry Circle.**
- Have 1st meeting with school and/or LEA
- Connect with community and 'family' supports
- Identify school supports for student, facilitate meetings of care providers with student and family
- Meeting weekly with family and student in preparation for student release.

Phase 3

Phase 4

Phase 4, Best practices:

- Progress monitor and refer to success criteria
- Modifying service plan based off of evolving needs of student in the community
- **Maintaining and recording all correspondences with student and family engagement**
- Your role as a PSS: advocacy, support, wrap around services, ensuring your best efforts are focused on lowering recidivism and student engagement.
- Continuously review goals with student and Tier status.

Data Point 1: Reentry/ Transition Meetings

- Number of reentry/ transition meetings (August-December 2023)
 - The number of reentry/ transition meetings our Pupil Service Specialists have had is 42.
 - On average, there has been 6 correspondences with receiving school districts regarding reentry/ transition to home community.
 - In these correspondences, our PSSs were able to provide the district with advance notice of possible release dates, progress made in credit recovery, and assisting with parent outreach.



The 3 Pillars of the JJEU Reentry Circle Process*

Key emphasis #1: Embracing the student at their receiving school. No negative stigma, fresh start, Restorative in nature and practice.

Key emphasis #2: Ensuring the student knows their daily support network in the school community. Village building with the student at the center.

Key emphasis #3: Addressing any logistical barriers. Transportation, schedule, time management, Powerschool, connecting all stakeholders for the student's daily engagement in education.

**The reentry circle process usually takes 1-3 meetings to cover all areas, and is a highly individualized process.*

Data Point 2: Family Engagement (March-Dec. 2023)

Connecting with families to provide updates on their child's progress in preparation for student's reentry and building the student's support network as they are released.

Pre-release

REGIONS: 193

MYI: 123

Post- release


REGIONS: 198

MYI: 116


The data indicates that on average the PSSs have family engagement 4 times a month.

Data Point 3: Community Supports

Over a 10 month period, our REGIONS Pupil Service Specialists connected to their students' community supports on average 3 times a month.



Over an 8 month period, our MYI Pupil Service Specialists connected to their students' community supports on average 4 times a month.



Community supports include, Juvenile Probation officers, Project Longevity, mentors, DMHAS, etc.

Data Point 4: Contact with Receiving School

- Connecting with schools to provide updates on their student's progress in preparation for student's reentry and building their school community as they are released.
- REGIONS and MYI PSS, on average, are in correspondence with the receiving school 4 times a month.

Administration	Social Worker	Support Staff	Instructional Staff
238	96	46	39

Creating a Network of Schools to Support Teachers and Administrator Effectiveness



Monthly Network meetings – updates and discussing top priorities



Learning Walks- seeing instruction in action from a professional development lens, tight feedback loop, future planning



Professional Learning Sessions on Universal Screener- BJDC, CJR, STAR



Standing weekly/biweekly/monthly meetings with teachers, CPOs, clinicians, counselors, administrators, and CSSD staff

Network Building, cont.

-Partnering with SDE in August '23 to have meetings with District Liaisons across CT: Intro to JJEU, our Reentry Circle, our ongoing supports during student reintegration, next steps.

-In Fall of 2023 JJEU met with Juvenile Probation Officers across CT to discuss our role and how we can support with their students' education

-Work with Project Longevity to connect supports to students who are reentering their home communities.

Barrier #1: Students enter the facilities far below grade level in reading and math.

Recommendation #1

School day is extended for more time for reading/math intervention.

Recommendation #2

Explore the possibility of obtaining a specialized teaching staff for reading and math intervention, including scheduling modifications for intervention periods

Recommendation #3

Implementation of Professional Learning Communities with professional development geared towards Response to Intervention and scientific based instructional strategies.

Barrier #2: Students enter the facilities and are over age and under-credited.

Recommendation #1

Uniform credit recovery program (i.e. Virtual Academy) available for ALL students in ALL facilities.

Recommendation #2

Afterschool programming is implemented for more credit attainment.

Recommendation #3

Credit recovery programming is provided in Summer months (similar to school districts and ESY)

Need:

Regular and consistent collaboration with districts in the State regarding student reentry.

Recommendation #1:

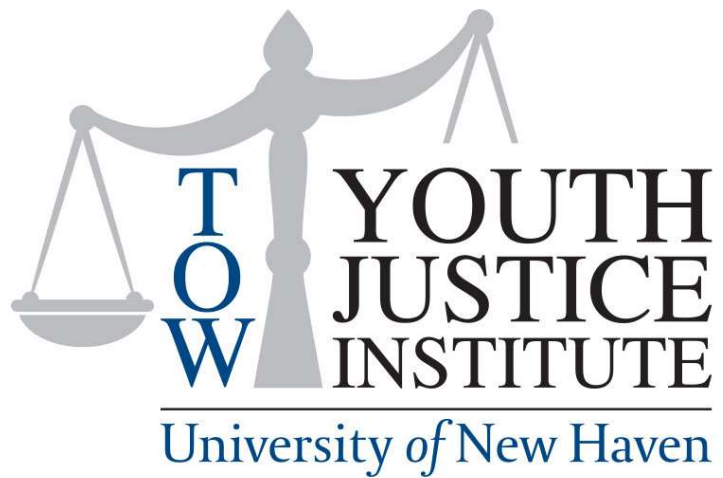
Continue to present and facilitate collaboration opportunities with ALL districts regarding student reentry. i.e. ongoing and recurring statewide meetings with District Liaisons similar to August '23 session. Consistent process statewide.

Recommendation #2

Provide Additional opportunities for training and relationship building between already identified district reentry liaisons and transition specialists, as well as expanding to smaller districts where no reentry liaisons are identified.



BURNING QUESTIONS



Next Meeting
March 21, 2024