CONNECTICUT VOICES FOR CHILDREN

Keeping Kids in Class: School Discipline in Connecticut, 2008-2013

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Table of Contents

Keeping Kids in Class
February 2015

I. Introduction

Extensive research shows that excluding children from school for disciplinary problems is often ineffective and even counterproductive.[1] Children learn best when they are in school. Despite this commonly-held (and common sense) wisdom, exclusionary discipline practices like school arrests, expulsions, and suspensions occur all too often in Connecticut. In August 2008, Connecticut Voices released a policy report analyzing trends in student suspensions in Connecticut in school year 2006-2007.[2] In September 2013, Connecticut Voices released a policy report analyzing student arrest trends in Connecticut from school years 2007-2011.[3] "Keeping Kids in Class" updates and supplements both of these reports, examining student arrests, expulsions, and suspensions in Connecticut from 2008 through 2013. Between 2011 and 2013, districts and local initiatives have increasingly focused on reducing unnecessary exclusionary student discipline practices; as such, this report focuses largely on comparisons between the 2010-2011 (hereinafter 2011) and 2012-2013 (hereinafter 2013) school years.

We find that between 2008 and 2013 schools in Connecticut significantly reduced their use of exclusionary discipline practices: suspending, expelling, and arresting many fewer students. While this overall reduction is encouraging, the absolute number of school based arrests, suspensions, and expulsions remains alarmingly high, and schools continue to suspend, expel, and arrest minority students, special education students, and students from poorer districts at rates disproportionate to their representation in the student population.

In 2014, the U.S. Department of Education issued new guidelines that single out school arrests as a current discipline practice in need of change, asserting that "schools should attempt interventions prior to the disciplinary process…..[and] generally should *not* include the use of law enforcement approaches, such as arrest, citations, ticketing, or court referrals."[4] Likewise, the guidelines emphasize "relying on suspension and expulsion only as a last resort and for appropriately serious infractions, and equipping staff with alternative strategies to address problem behaviors while keeping all students engaged in instruction to the greatest extent possible."[5]

While exclusionary disciplinary tactics affect all students negatively, particular attention must be paid to the disproportionate rates by which students of color, students with special educational needs, and students from poorer socioeconomic backgrounds are arrested, expelled, and suspended. These populations of students often have more to lose by not being in the classroom—national research shows that students of color, special education students, and poorer students already rank behind their peers in levels of educational achievement. When exclusionary school disciplinary tactics are used to push these children from the classroom, they may fall even further behind their peers, adding additional obstacles to the uphill struggle many of these children already face in school. If we believe educational attainment can be the

means by which children from less privileged backgrounds catch up with their more advantaged peers, we must pay attention to the way that school disciplinary tactics exacerbate already existing disparities.

Moreover, excluding children from school results in significant educational and social costs. Policies that push children out of the classroom can result in considerable long-term harm. Students arrested, expelled, and suspended from school can face a host of negative life outcomes, including increased likelihood of dropping out of school and/or entering the juvenile justice system. These children are more likely to be incarcerated as adults, are more likely to rely on state-funded social programs, and have, on average, lower lifetime earnings.[6]

In addition, research has shown that interventions designed to identify the root cause of disciplinary problems and prevent misconduct from escalating (such as positive reinforcement) and non- exclusionary punishments (such as detentions or restitution) are more effective strategies for ensuring a safe and positive learning environment than exclusionary punishments. Excluding a child from school is rarely, in itself, a pedagogically or developmentally sound means of addressing misconduct.

Where We've Been

Over the past several years, Connecticut research, governmental, educational, and advocacy organizations have turned their attention to the problem of student arrests, suspensions, and expulsions, and have implemented both statewide legislation and local initiatives aimed at reducing reliance on the juvenile justice system to resolve school discipline problems.[7]

Statewide Legislation

Recognizing the link between exclusionary punishment and negative outcomes for students, the Connecticut legislature passed a law in 2007 limiting out-of-school suspensions to situations when they are necessary – i.e., when the school administration determines that the "pupil being suspended poses such a danger to persons or property or such a disruption of the educational process that the pupil shall be excluded from school during the period of suspension."[8] While the law states that all suspensions for conduct below this threshold must be "in-school" rather than "out-of-school," administrators are not required to use in-school suspensions, but remain free under the law to use a wide range of disciplinary alternatives.

Implementation of this important law was delayed twice. However, during this period, many schools and districts began to explore alternatives to out-of-school suspensions, at least in part due to the conversation the law generated about educational and social costs of excluding children from school. During the 2010 legislative session, the General Assembly amended the law, expanding allowable out-of-school suspensions to those cases where there is evidence of "previous disciplinary problems that have led to suspensions or expulsion of such pupil," and there have been "[previous] efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies." The law, as amended, was implemented on July 1, 2010.

In 2013, advocates and legislators continued their efforts to improve school climate and student outcomes by supporting legislation intended to reduce the number of children arrested in schools. The proposed legislation required school districts and police stationed in schools to clarify and distinguish the responsibilities of administrators and police and establish clear procedures to follow for police involvement, and promoted fair and consistent implementation of student discipline codes. It also established a clear definition of school-based arrests, mandated better data collection of school-based arrests, and required that data be made publicly available. This legislation did not pass. Similar legislation proposed in 2014[9] also did not pass.

Local Initiatives

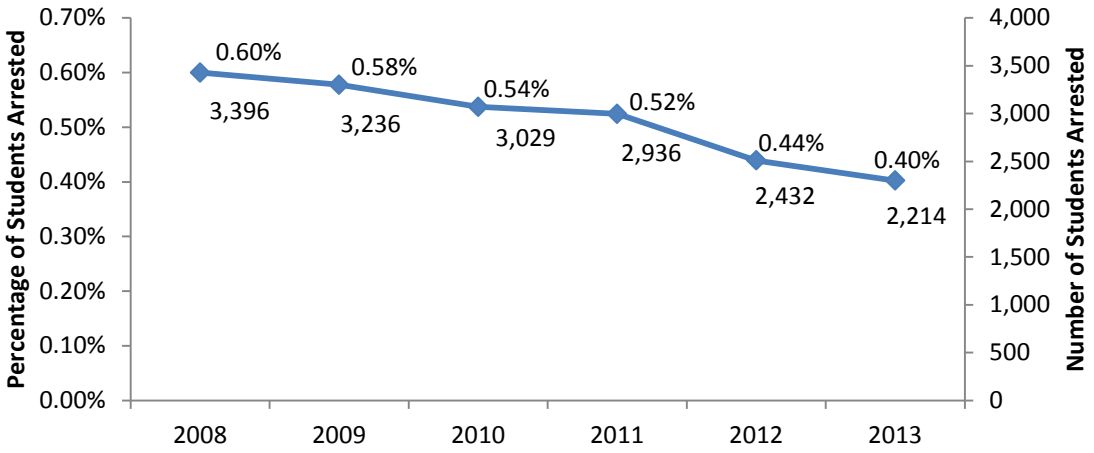
Several Connecticut non-profits, state agencies, and local community groups have come together to reduce suspensions, expulsions, and arrests and improve school climates by identifying policy and practice changes that reduce problematic behaviors and more appropriately and effectively address issues as they arise. These groups include the Juvenile Justice Advisory Committee (which is sponsored by the state Office of Policy and Management), the Center for Children's Advocacy, the Connecticut Juvenile Justice Alliance (JJA), the Court Support Services Division of the Judicial Branch, and the Child Health and Development Institute of Connecticut. They have spearheaded local initiatives that range from better collection and analysis of disciplinary data, to creating memoranda of agreement between schools and police concerning their relative roles and responsibilities, to determining how best to use diversion programs (such as juvenile review boards and community programs) to reduce court involvement.[10] A more complete description of these projects can be found in Section IV A. "Existing Local Initiatives."

II. Student Arrests

A. Statewide Rates and Trends

Statewide, the number of student arrests has declined in recent years. In the 2012-2013 school year (hereafter 2013), 2,214 students were arrested. (This is an unduplicated count of the number of students arrested. The actual number of arrests in the 2012-2013 school year was 2,391, reflecting that some students were arrested more than once.) This was 0.4% of all Connecticut students (550,429 total), and was a 24.6% decline in the number of students arrested in 2011, and a 34.8% decline in students arrested in 2008. Between 2008 and 2013, many districts actively engaged in school arrest reduction efforts and implemented internal and external policies that improved school climates and more effectively handled student misbehavior outside of the juvenile justice system. These efforts will be addressed in Appendix C.

Figure 1: Percentage and Number of Students Arrested, 2008-2013



B. Reasons for Arrest

Many student arrests were avoidable, with children being arrested for behaviors that likely could have been handled in school. Our analysis of school arrest data from 2008 to 2011 found that more than one in ten (11%) of student arrests involved non-criminal violations of school policy (such as skipping class, insubordination, or using profanity). During 2013, the percentage of arrests resulting from school policy violations decreased to 9% which, while encouraging, still reflects police involvement in schools for

activities such as the use of profanity, disruptive or disrespectful behavior, tardiness, leaving class without permission, and not attending detention or in-school suspension. Beyond the category of school policy violations, there are other arrests that were questionably necessary – incidents that may have risen to the level of a crime in some circumstances but in many cases could have been handled by the school. Minor, non-violent, and typical adolescent behaviors are inappropriate reasons for arrest.[11]

Figure 2: Reasons for Arrest, 2013

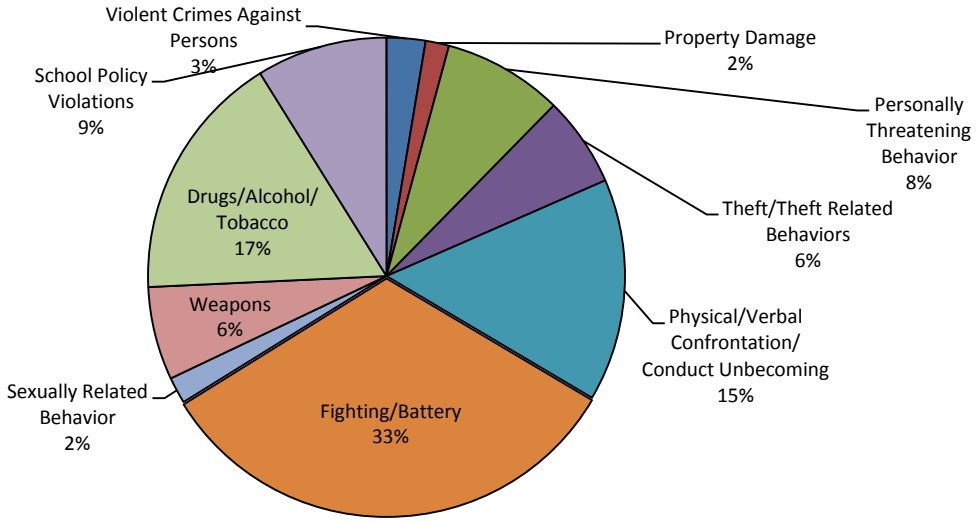


Figure 3: Reasons for Arrest, 2011 and 2013

	Arrests	
Reason for Arrest	2011	2013
Fighting/Battery	31.5%	32.7%
Drugs/Alcohol/Tobacco	18.8%	16.9%
Physical/Verbal Confrontation/Conduct Unbecoming	15.8%	15.1%
School Policy Violations	11.0%	8.9%
Personally Threatening Behavior	7.0%	8.1%
Weapons	6.3%	6.3%
Theft/Theft Related Behaviors	4.1%	6.1%
Violent Crimes Against Persons	2.3%	2.6%
Property Damage	2.2%	1.8%
Sexually Related Behavior	1.1%	1.6%

Figure 4: Behaviors Resulting in Arrests for School Policy Violations, 2013

Incident Resulting in "School Policy Violation" Student Arrest	Number of Arrests	Percentage of School Policy Violations
Insubordination/Disrespect	42	17.6%
Disorderly Conduct	37	15.5%

Disruption/Disruptive Behavior	30	12.6%
Obscene Language/Profanity	28	11.7%
Leaving Grounds	13	5.4%
Skipping Class	12	5.0%
Inappropriate behavior	11	4.6%
Failure to Attend Detention	7	2.9%
Other	59	24.7%
Total	239	

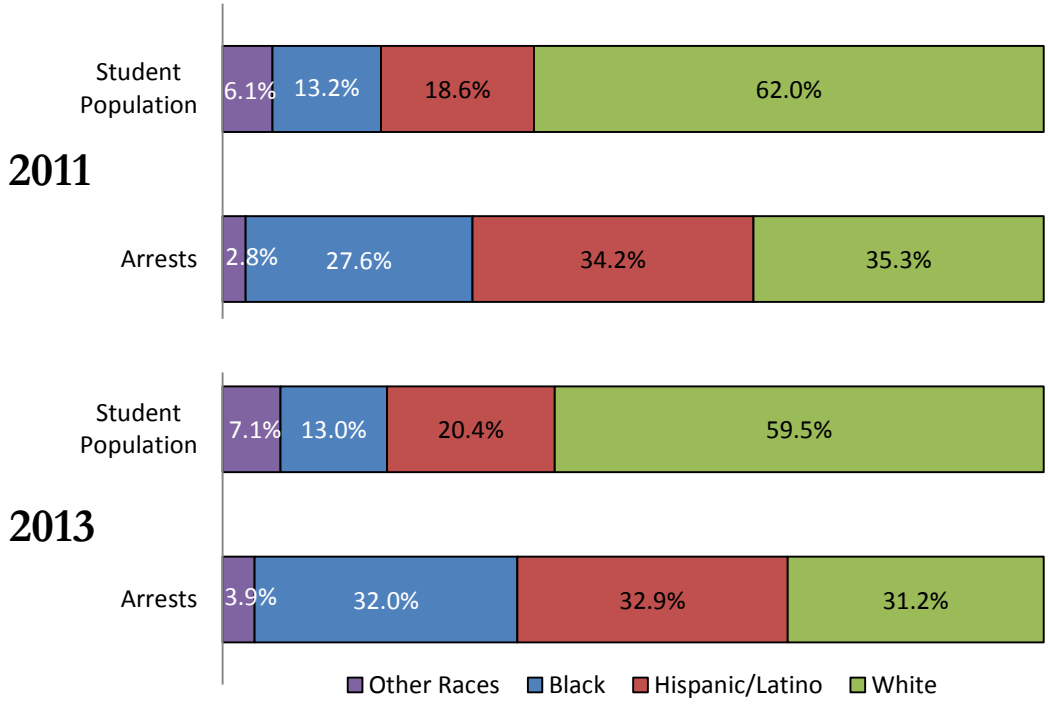
C. Race, Special Education, and Socioeconomic Disparities

Pervasive and disturbing disproportionality in student arrests persist in Connecticut. Students of color, students with special needs, and students from poorer school districts were all significantly more likely to be arrested from Connecticut's schools.[12]

Race

Although comprising just 13.0% of the student population, black students made up 32.9% of all students arrested in 2013. Hispanic/Latino students faced similar disproportionate rates of arrest: although comprising 20.4% of the student population, Hispanic/Latino students made up 32.9% of all students arrested. In contrast, white students made up 59.5% of the student population, yet only 31.2% of students arrested. These rates of disproportionality are similar, and in the case of black students higher, than they were in 2011.

Figure 5: Arrests vs. Enrollment by Race, 2011 and 2013



While the disproportionality of arrests between white students and students of color has remained high, the absolute percentages of white, Hispanic/Latino, and black students arrested has decreased since 2011. In

other words, the number of black students arrested as a percentage of the black student population has declined since 2011 (see Figure 6). However, the percentage of black students arrested compared to the percentage of black students in the general population has remained high (see Figure 5).

Figure 6: Percentage of Students Arrested by Race, 2011 and 2013

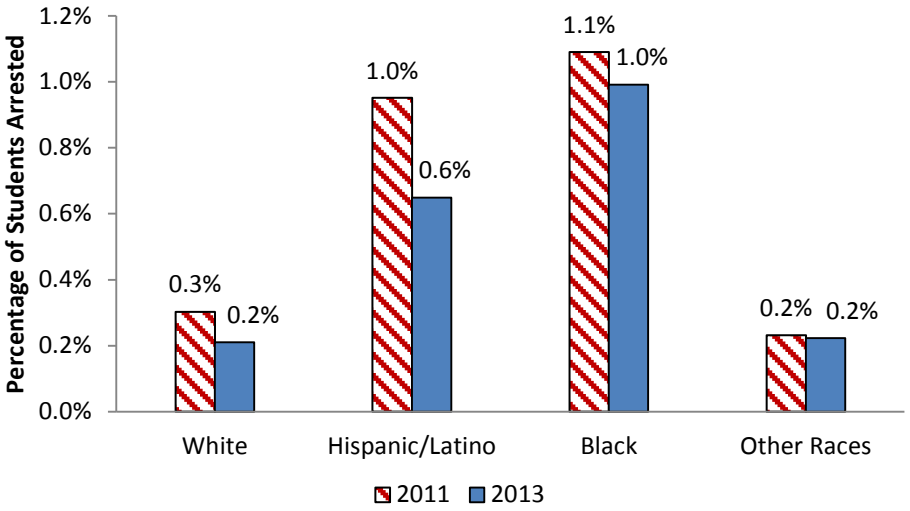


Figure 7 compares the arrest rate of white students with the arrest rate of students of color. Note that in Figure 7, the percentage of students arrested is rounded to the nearest tenth. In 2013, black students were arrested at 4.7 times the rate of white students, up from 3.6 times the rate in 2011. Hispanic/Latino students were arrested at 3.1 times the rate of white students in 2013 and 2011.

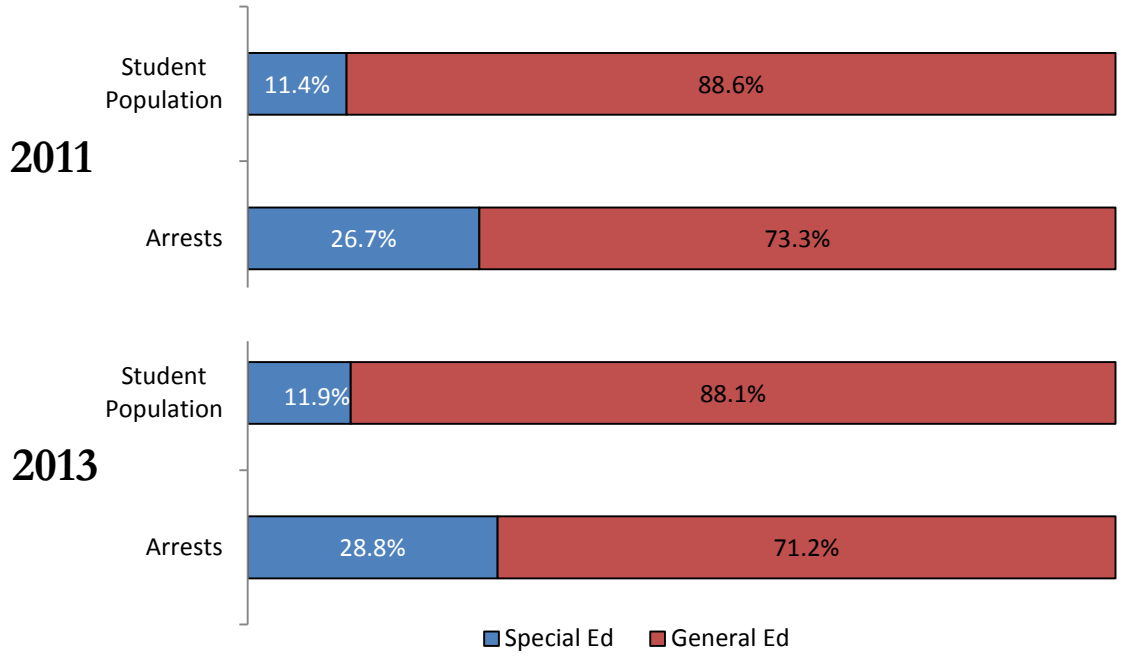
Figure 7: Disproportionality by Race in Student Arrests, 2011 and 2013

	2011		2013	
	Percentage of Students Arrested	Times More Likely to be Arrested than White Students	Percentage of Students Arrested	Times More Likely to be Arrested than White Students
White	0.3%	-	0.2%	-
Hispanic/Latino	1.0%	3.1	0.6%	3.1
Black	1.1%	3.6	1.0%	4.7
Other Races	0.2%	0.8	0.2%	1.1

Education Status

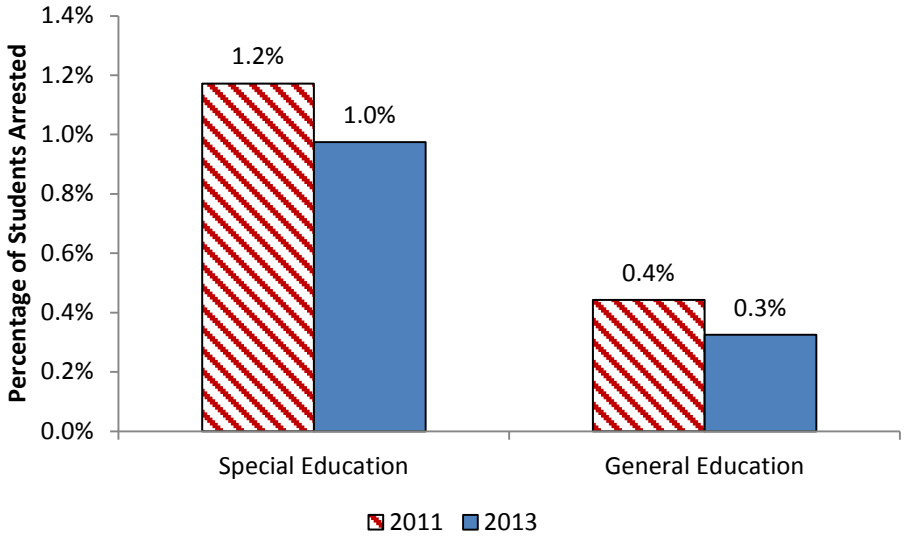
Similar disproportionality exists with regard to special education and regular education students. In 2013, students identified as having special education needs made up 28.8% of all students arrested, despite comprising only 11.9% of the student population. In contrast, general education students made up 88.1% of the population yet comprised 71.2% of all arrests.

Figure 8: Arrests vs. Enrollment for Students by Education Status, 2011 and 2013



While the disproportionality of arrests between regular education students and special education students has remained high, the absolute percentages of arrests of special education and general education students have decreased since 2011.

Figure 9: Percentage of Students Arrested by Education Status, 2011 and 2013



Special education students were arrested at 3.0 times the rate of general education students in 2013, up from 2.7 times the rate in 2011.

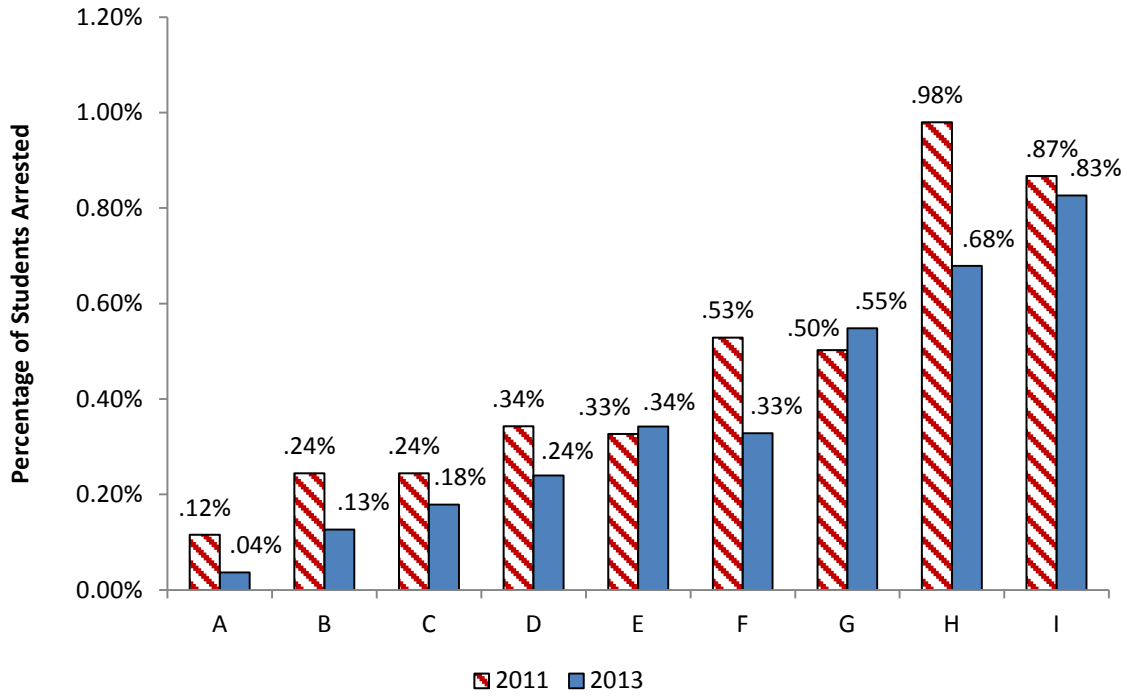
Figure 10: Disproportionality by Education Status in Student Arrests, 2011 and 2013

	2011		2013	
	Percentage of Students Arrested	Times More Likely to be Arrested than Gen. Ed. Students	Percentage of Students Arrested	Times More Likely to be Arrested than Gen. Ed. Students
General Education	0.4%	-	1.0%	-
Special Education	1.2%	2.7	0.3%	3.0

Socioeconomic Status

Finally, students in poorer, more urban districts are arrested at greater rates than students in more advantaged suburban districts. Students in the poorest urban areas (District Reference Group, or DRG, I, which includes the cities of Bridgeport, Hartford, New Britain, New Haven, New London, Waterbury, and Windham) were arrested nearly 23 times more often than students in the wealthiest suburban areas (DRG A, which includes nine suburban districts in Fairfield County).[13] This trend has remained unchanged since 2011.

Figure 11: Percentage of Students Arrested by District Reference Group, 2011 and 2013



III. Total Number of Connecticut Students Facing Exclusionary School Discipline

In order to parse the racial/ethnic, special education, and socioeconomic breakdown of students expelled and suspended out-of-school and in-school, the following three sections of this paper treat expulsion, OSS, and ISS as discrete units of analysis. However, since many students are disciplined with both expulsion and suspension, it is not accurate to simply add up the total number of students suspended and expelled to calculate the number of students facing exclusionary school discipline in Connecticut. Rather, the unduplicated count of students who received one or more expulsions or suspensions, as shown in Figure 12, reflects the number of students facing exclusionary school discipline in Connecticut. In 2013, 7.4% of all students received at least one expulsion or suspension, down from 8.5% in 2011.

Figure 12: Total Number of Expulsions and Suspensions and Students Receiving One or More Expulsions or Suspensions, 2011 and 2013

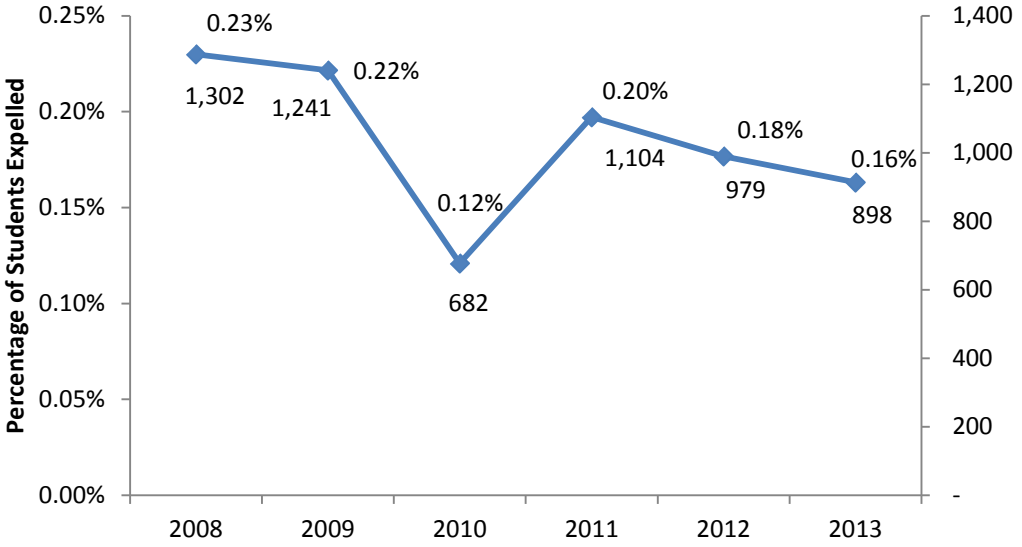
	2011	2013
Number of Expulsions and Suspensions	121,120	114,529
Number of Students Who Received One or More Expulsions or Suspensions	47,853	40,939
Percentage of Students Who Received One or More Expulsions or Suspensions	8.50%	7.40%

IV. Expulsions

A. Statewide Rates and Trends

Connecticut school districts expelled 31% fewer students in 2013 than it did in 2008. In 2013, 898 students were expelled, or 0.16% of 550,429 total students, compared to 1,302, or 0.23% of 566,127 total students, in 2008 (This is an unduplicated count of the number of students expelled. The actual number of expulsions in 2013 was 954, reflecting that some students were expelled more than once). However, the decline in expulsions has not followed a clear trend; rather, between 2008 and 2010 the number of students expelled declined sharply (to 682, or .12% of 563,861 total students), then rose, then began a slow decline.

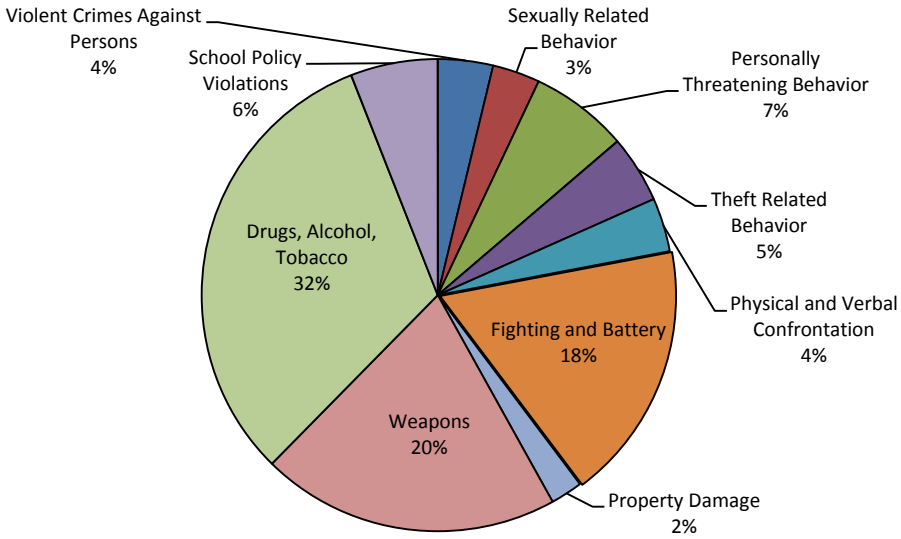
Figure 13: Percentage and Number of Students Expelled, 2008-2013



B. Reasons for Expulsion

In 2013, over half of students in Connecticut were expelled for violations related to drugs, alcohol, tobacco, and weapons.

Figure 14: Reasons for Expulsion, 2013



Between 2011 and 2013, the percentage of expulsions due to theft/theft related behaviors increased by 1.8%, while the percentage of expulsions due to weapons infractions declined by 2.1% and the percentage of expulsions due to personally threating behavior declined by 1.4%. The percentage change of expulsions in all other categories has remained within one percent.

Figure 15: Reasons for Expulsion, 2011 and 2013

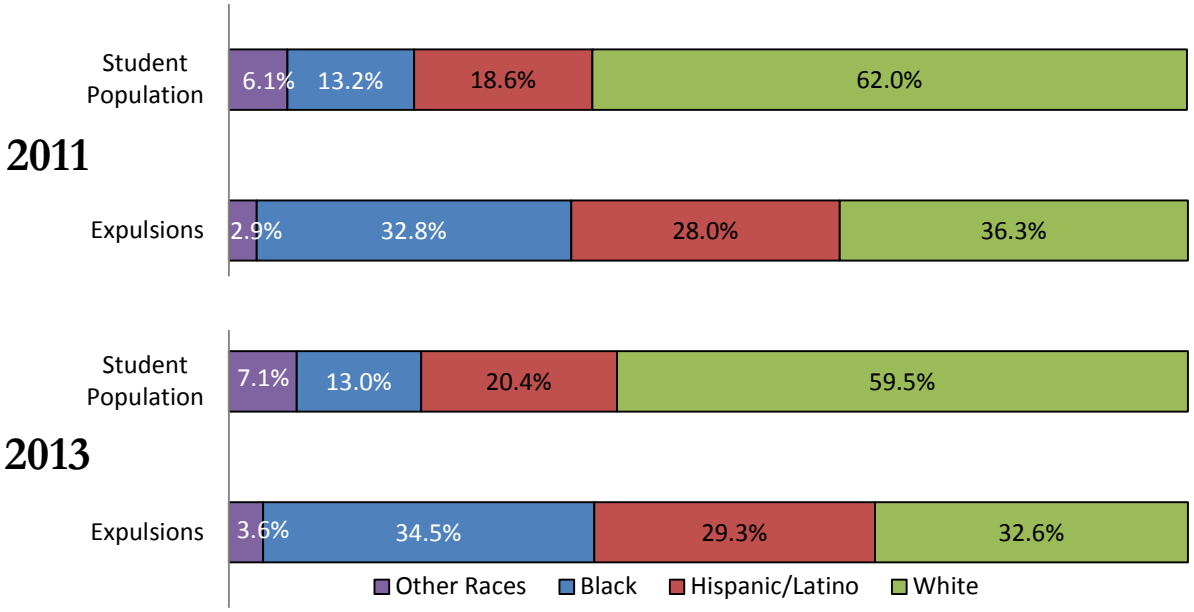
Reason for Expulsion	2011	2013
Drugs/Alcohol/Tobacco	31.6%	31.7%
Weapons	22.5%	20.4%
Fighting/Battery	16.8%	17.7%
Personally Threatening Behavior	8.1%	6.7%
School Policy Violations	5.8%	6.0%
Theft/Theft Related Behaviors	2.8%	4.6%
Physical/Verbal Confrontation/Conduct Unbecoming	4.6%	3.8%
Violent Crimes Against Persons	3.8%	3.7%
Sexually Related Behavior	2.4%	3.2%
Property Damage	1.6%	2.2%

C. Race, Special Education, and Socioeconomic Disparities

Race

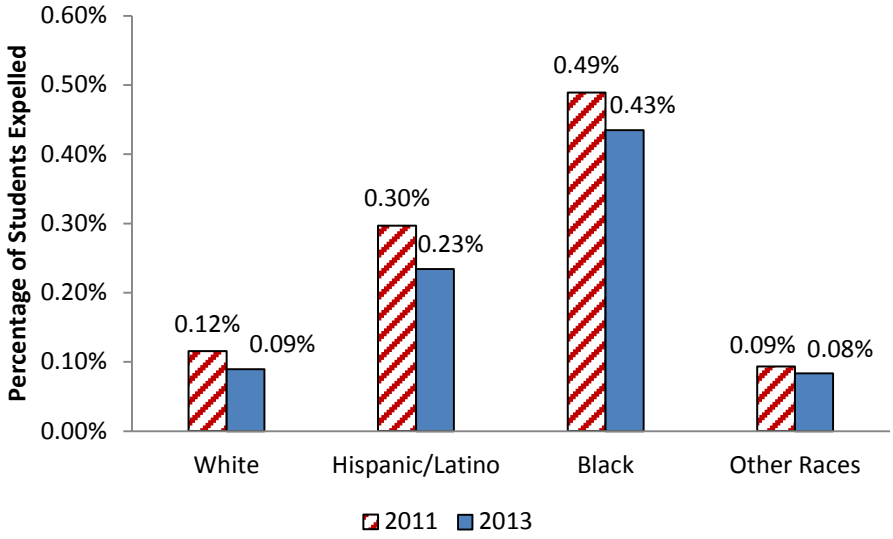
Students of color are more likely to be expelled than white students, and the divide between these groups increased between 2008 and 2013. In 2013, 34.5% of all students expelled were black, while 29.3% of total students expelled were Hispanic/Latino, though these groups constituted just 13.0% and 20.4% of the student population respectively. Taken together, in 2013 67.4% of students expelled were students of color, though these students composed just 40.5% of the student population. In comparison, in 2011 63.7% of students expelled were students of color, while these students constituted 37.9% of the student population.

Figure 16: Expulsions vs. Enrollment by Race, 2011 and 2013



While the disproportionality of expulsions between white students and students of color has remained high, the absolute percentages of white, Hispanic/Latino, and black students arrested has decreased since 2011.

Figure 17: Percentage of Students Expelled by Race, 2011 and 2013



Black students were 4.9 times more likely to be expelled than white students, up from 4.2 times more likely in 2011. Hispanic/Latino students were 2.6 times more likely to be expelled than white students in 2011 and 2011.

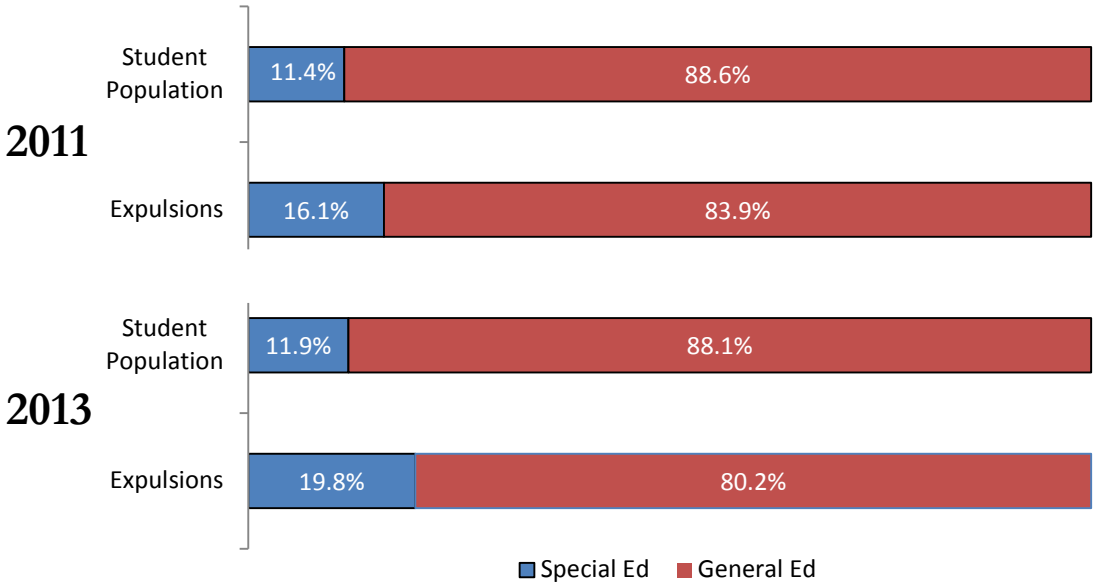
Figure 18: Disproportionality by Race in Expulsions, 2011 and 2013

	2011		2013	
	Percentage of Students Expelled	Times More Likely to be Expelled than White Students	Percentage of Students Expelled	Times More Likely to be Expelled than White Students
White	0.1%	-	0.1%	-
Hispanic/Latino	0.3%	2.6	0.2%	2.6
Black	0.5%	4.2	0.4%	4.9
Other Races	0.1%	0.8	0.1%	0.9

Education Status

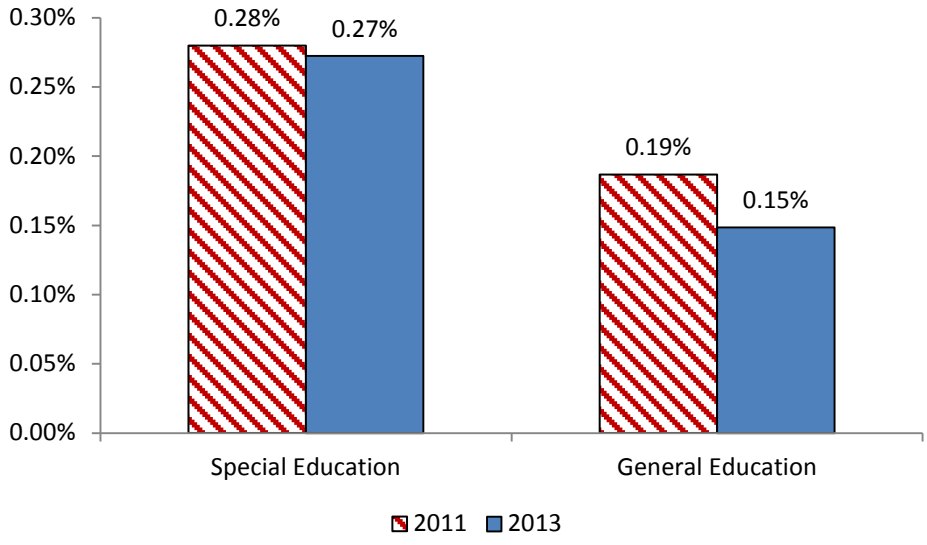
School districts also continue to expel special education students at rates disproportionate to the size of their population. In 2013, 19.8% of students expelled were receiving special education services, though these students composed only 11.9% of the student population. In comparison, in 2011, 16.1% of students expelled were receiving special education services, and at that time constituted 11.4% of the student population.

Figure 19: Expulsions vs. Enrollment for Students by Education Type, 2011 and 2013



While the disproportionality of expulsions between regular education students and special education students has remained high, the absolute percentages of expulsions of special education and general education students have decreased since 2011.

Figure 20: Percentage of Students Expelled by Education Status, 2011 and 2013



In 2013, special education students were 1.8 times more likely to be expelled than general education students, an increase from 2011, where they were 1.5 times more likely to be expelled.

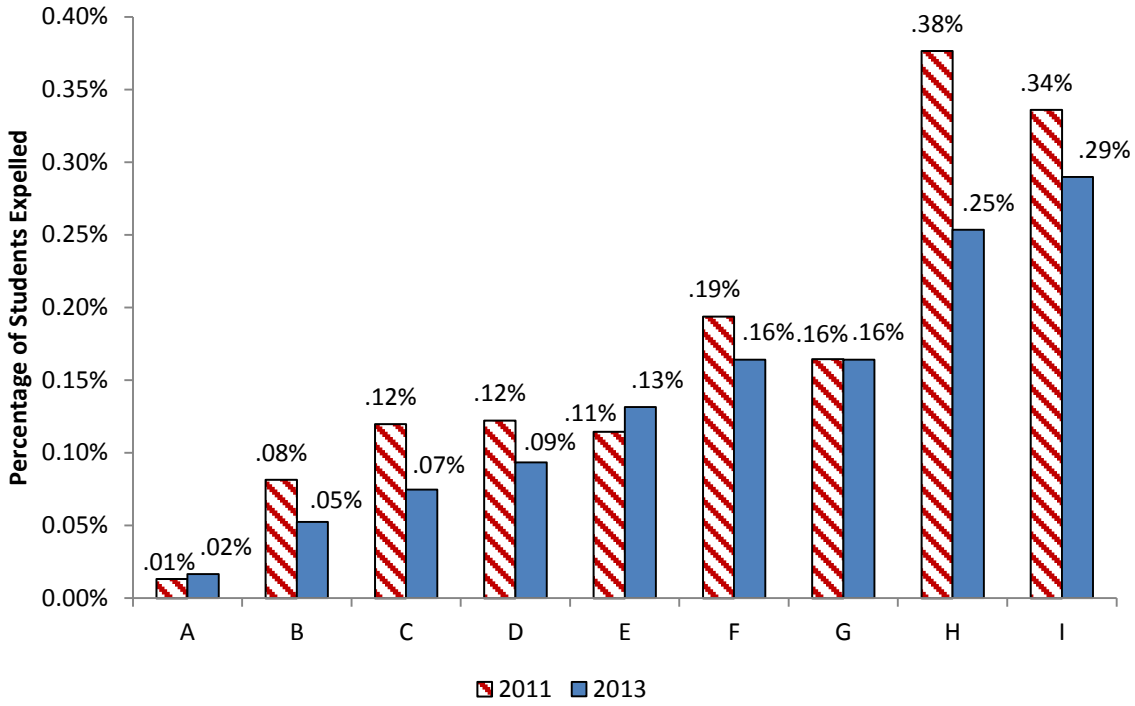
Figure 21: Disproportionality by Education Status, 2011 and 2013

	2011		2013	
	Percentage of Students Expelled	Times More Likely to be Expelled than Gen. Ed. Students	Percentage of Students Expelled	Times More Likely to be Expelled than Gen. Ed. Students
General Education	0.2%	-	0.2%	-
Special Education	0.3%	1.5	0.3%	1.8

Socioeconomic Status

Schools in poorer, more urban districts expel a higher percentage of students than schools in more advantaged, suburban districts. In 2013, students in DRG I were expelled over 17 times more often than students in DRG A.

Figure 22: Expulsion Rates by District Reference Group, 2011 and 2013



V. Suspensions

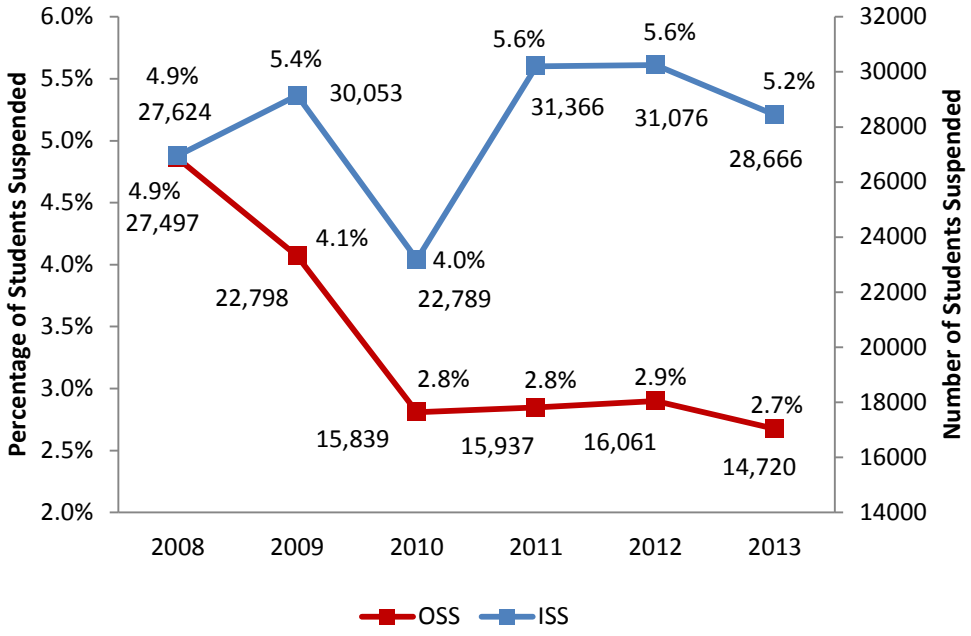
Although in our analysis below we examine out-of-school (OSS) and in-school suspensions (ISS) separately, it is important to understand that there is fundamentally very little difference between them: both remove students from the classroom, often with few alternative learning opportunities. Both out-of-school and in-school suspensions often lead to disengagement from school, escalated negative behaviors, and future involvement in the juvenile justice system.[14]

A. Statewide Rates and Trends

From 2008-2013 the percentage of students suspended out-of-school fell from 4.9% to 2.7%. During the same time period, the percentage of students suspended in-school increased from 4.9% to 5.2%.

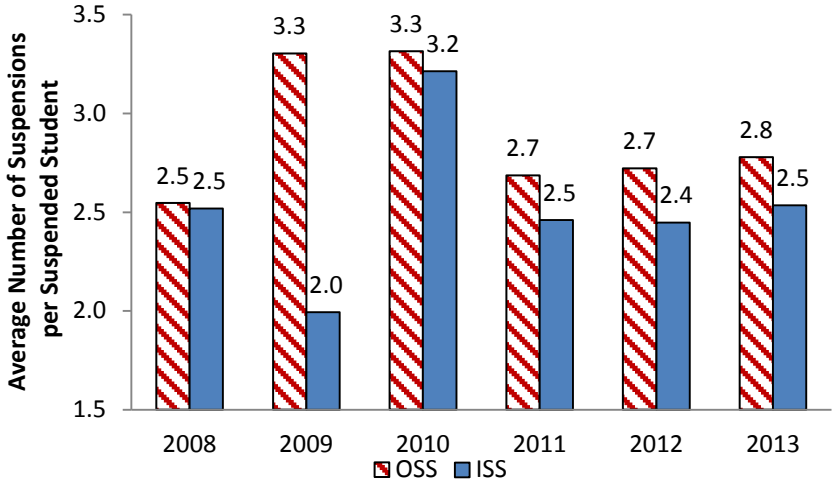
In total, in 2008, Connecticut schools issued out-of-school suspensions to 27,497 students and in-school suspensions to 27,624 students. (This is an unduplicated count of the number of students suspended out-of-school and in-school. The actual number of out-of-school suspensions in 2013 was 40,897 and the actual number of in-school suspensions was 72,678, reflecting that some students were suspended more than once.) In contrast, in 2013, Connecticut schools issued out-of-school suspensions to 14,720 students and in-school suspensions to 28,666 students.

Figure 23: Percentage of Students Suspended (OSS and ISS), 2008-2013



The number of suspension incidents consistently eclipses the number of students suspended, indicating that many students are suspended more than once. In 2009 and 2010, students receiving out-of-school suspensions received this sanction an average of 3.3 times (a significant increase from 2008). The average number of out-of-school suspensions per student then fell to a low of 2.7 in 2011 and 2012 and increased to 2.8 in 2013. With regard to in-school suspensions, the average number received by students given this sanction increased from a low of 2.0 in 2009 to a high of 3.2 in 2010. In 2013, students who were disciplined with in-school suspension received this sanction an average of 2.5 times.

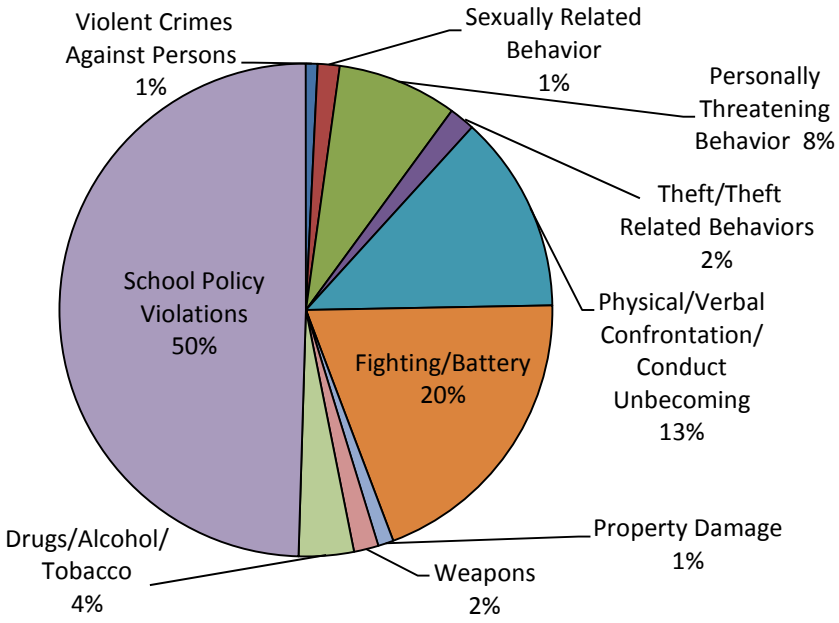
Figure 24: Average Number of Suspensions per Suspended Student, 2008-2013



B. Reasons for Suspension

In 2013, schools attributed nearly half of all incidents of OSS to "School Policy Violations."

Figure 25: Reasons for OSS, 2013



Between 2011 and 2013, the percentage change of suspensions in each category has remained within 1.5%.

Figure 26: Reasons for Suspension, 2011 and 2013

	OSS	
Reason for Suspension	2011	2013
School Policy Violations	49.9%	49.5%
Fighting/Battery	18.5%	19.5%
Physical/Verbal Confrontation/Conduct Unbecoming	13.2%	13.0%
Personally Threatening Behavior	8.2%	7.9%
Drugs/Alcohol/Tobacco	3.5%	3.6%
Theft/Theft Related Behaviors	1.6%	1.7%
Weapons	1.5%	1.6%
Sexually Related Behavior	1.4%	1.4%
Property Damage	1.4%	1.0%
Violent Crimes Against Persons	0.8%	0.8%

	ISS	
Reason for Suspension	2011	2013
School Policy Violations	77.8%	79.3%
Physical/Verbal Confrontation/Conduct Unbecoming	7.2%	6.7%
Fighting/Battery	5.2%	5.3%
Personally Threatening Behavior	4.8%	4.2%
Theft/Theft Related Behaviors	1.3%	1.3%
Drugs/Alcohol/Tobacco	1.6%	1.2%
Property Damage	0.8%	0.8%
Sexually Related Behavior	0.8%	0.8%
Violent Crimes Against Persons	0.4%	0.3%
Weapons	0.3%	0.3%

C. Race, Special Education, and Socioeconomic Disparities

Connecticut school districts consistently suspend black and Hispanic/Latino students, students with special educational needs, and students in districts with lower socioeconomic indicators at rates disproportionate to their populations. While the overall percentages of students disciplined with OSS and ISS have declined since 2011, the disproportionate rate at which students of color, students with special educational needs, and students in districts with lower socioeconomic indicators has remained steady.

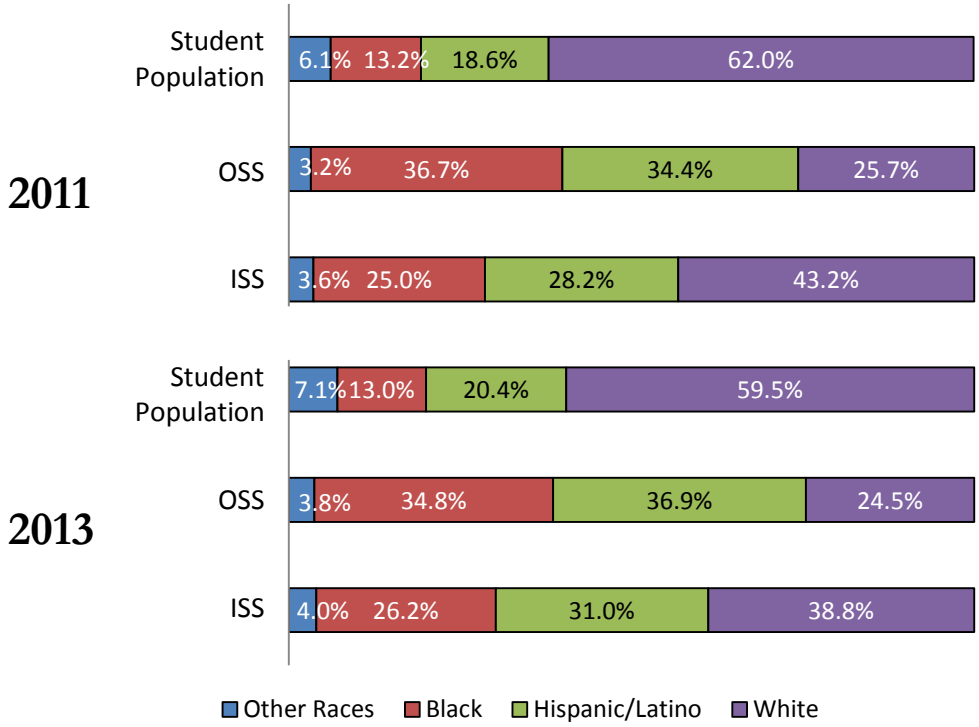
Race

In 2013, 34.8% of all students receiving out-of-school suspensions were black, while 36.9% of all students receiving this sanction were Hispanic/Latino, though these groups constituted just 13% and 20.4% of the student population respectively. This was a very small decline in the disproportionate rates of out-of-school expulsion for black students from 2011, when 36.7% of students suspended out-of-school were black (when blacks then constituted 13.2% of the student population), and an increase for Hispanic students, from 34.4% (when Hispanics then constituted 18.6% of the student population).

Students of color were similarly much more likely to receive in-school suspensions than their peers. In 2013, 26.2% of all students receiving in-school suspensions were black, and 31.0% were Hispanic/Latino.

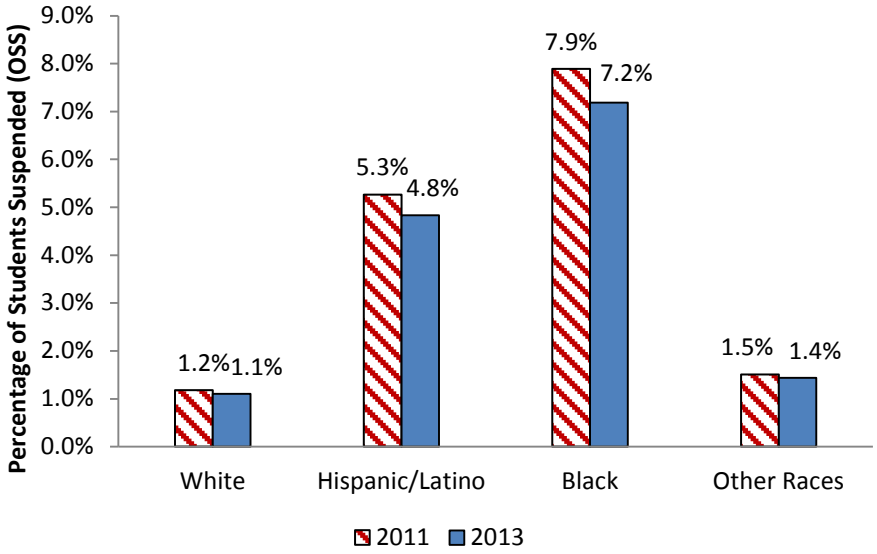
This was an increase in the disproportionate rates of in-school suspension for both black and Hispanic/Latino students in comparison to 2011, when 25.0% of students suspended in-school were black and 28.2% were Hispanic/Latino.

Figure 27: Suspensions vs. Enrollment by Race, 2011 and 2013[15]



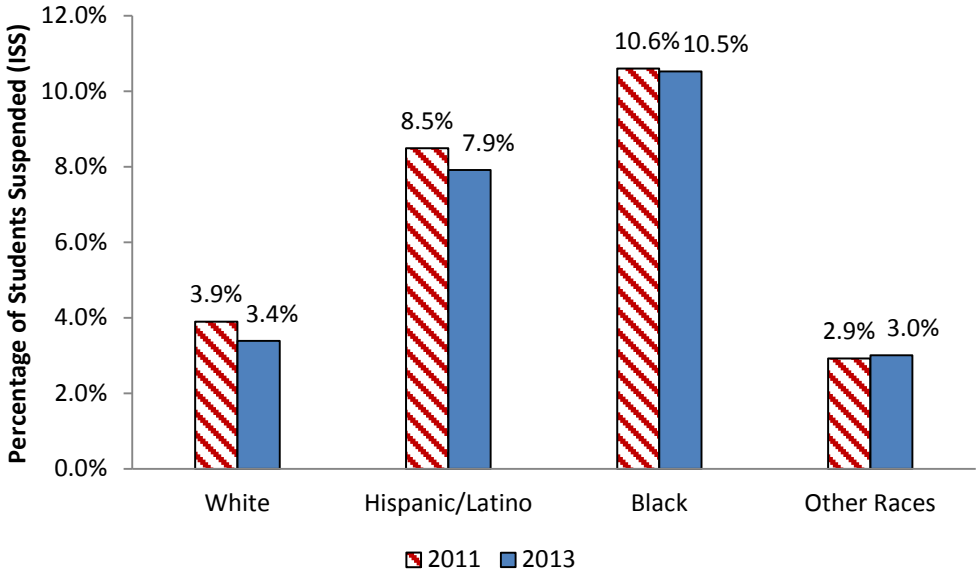
The percentage of students disciplined with OSS has decreased across all racial groups since 2011. However, the percentage of black and Hispanic/Latino students suspended (OSS) remains high in comparison to their white counterparts. Only 1.1% of all white students received OSS in 2013, in comparison to 7.2% of all black students and 4.8% of all Hispanic/Latino students.

Figure 28: Percentage of Students Suspended (OSS) by Race, 2011 and 2013



Similarly, schools consistently issue in-school suspensions to black and Hispanic/Latino students at much higher rates than to their white counterparts. In 2011, more than one in 10 (10.6%) of black students received at least one in-school suspension; this was true in 2013 as well. In 2011, approximately one in 12 (8.5%) Hispanic/Latino students received at least one in-school suspension; this number declined only slightly in 2013. In contrast, only one out of every (3.9%) 26 white students received at least one in-school suspension in 2011; in 2013 this number declined, with only one out of every 30 (3.4%) white students receiving at least one ISS.

Figure 29: Percentage of Students Suspended (ISS) by Race, 2011 and 2013



Black students remain the most likely to be suspended, followed closely by Hispanic/Latino students. In 2011, black students were 6.7 times more likely to receive OSS, and 2.7 times more likely to receive ISS, than their white counterparts; in 2013, they were 6.5 times more likely to receive OSS and 3.1 times more likely to receive ISS. In 2011, Hispanic/Latino students were 4.5 times more likely to receive OSS, and 2.2 times more likely to receive ISS, than white students, while in 2013 they were 4.4 times more likely to receive OSS and 2.3 times more likely to receive ISS.

Figure 30: Disproportionality by Race in Out-of-School Suspensions, 2011 and 2013

	2011		2013	
	Percentage of Students Suspended	Times More Likely to be Suspended than White Students	Percentage of Students Suspended	Times More Likely to be Suspended than White Students
White	1.2%	-	1.1%	-
Hispanic/Latino	5.3%	4.5	4.8%	4.4
Black	7.9%	6.7	7.2%	6.5
Other Races	1.5%	1.3	1.4%	1.3

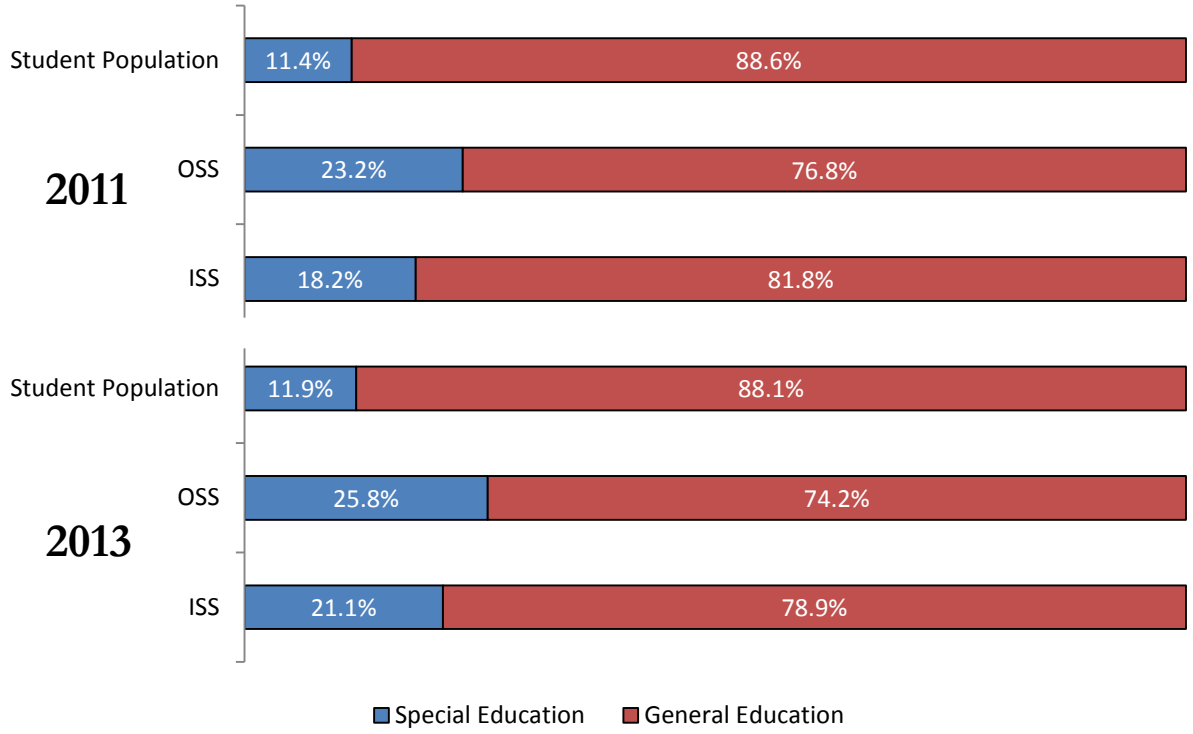
Figure 31: Disproportionality by Race in In-School Suspensions, 2011 and 2013

	2011		2013	
	Percentage of Students Suspended	Times More Likely to be Suspended than White Students	Percentage of Students Suspended	Times More Likely to be Suspended than White Students
White	3.9%	-	3.4%	-
Hispanic/Latino	8.5%	2.2	7.9%	2.3
Black	10.6%	2.7	10.5%	3.1
Other Races	2.9%	0.8	3.0%	0.9

Education Status

School districts also continue to suspend special education students at rates disproportionate to the size of their population. Students identified as having special educational needs, who comprised 11.9% of the student population in 2013, made up 25.8% of out-of-school and 21.1% of students suspended in-school in 2013. The disproportionate rate at which school districts suspended students with special educational needs has increased since 2011, when this group of student made up 11.4% of the student population but constituted 23.2% of out-of-school and 18.2% of in-school students suspended.

Figure 32: Suspensions vs. Enrollment by Education Type, 2011 and 2013



Special education students are more than twice as likely to receive out-of-school suspensions, and more than one and a half times more likely to receive in-school suspensions, than general education students. This was true in 2011 and remained the case in 2013.

Figure 33: Disproportionality by Education Status in Out-of-School Suspensions, 2011 and 2013

	2011		2013	
	Percentage of Students Suspended	Times More Likely to be Suspended than General Ed. Students	Percentage of Students Suspended	Times More Likely to be Suspended than General Ed. Students
General Education	2.5%	-	2.3%	-
Special Education	5.8%	2.4	5.8%	2.6

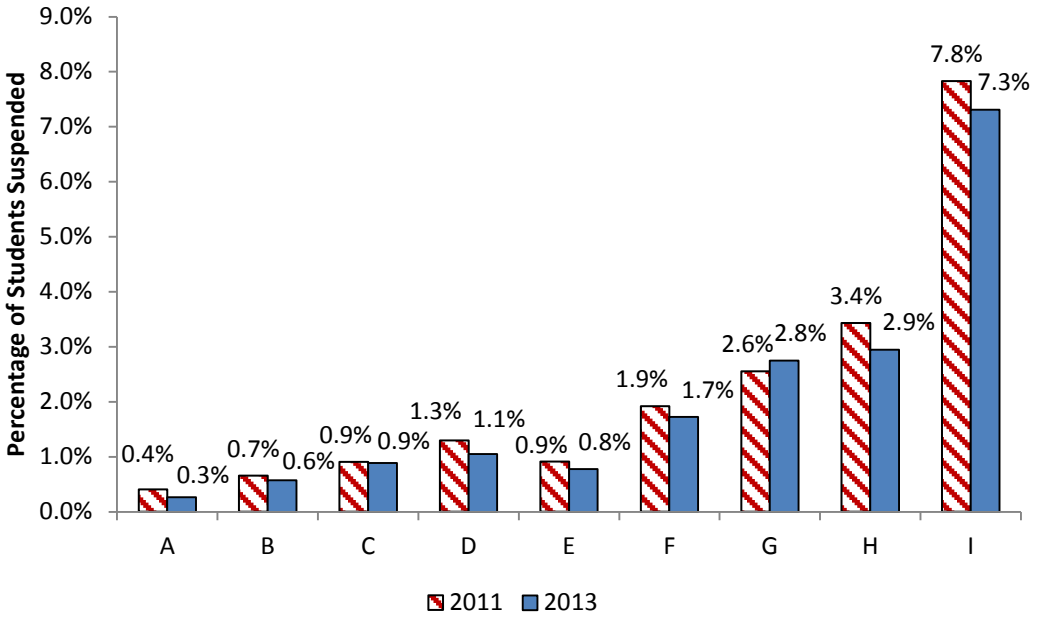
Figure 34: Disproportionality in Education Status in In-School Suspensions, 2011 and 2013

	2011		2013	
	Percentage of Students Suspended	Times More Likely to be Suspended than General Ed. Students	Percentage of Students Suspended	Times More Likely to be Suspended than General Ed. Students
General Education	5.0%	-	4.7%	-
Special Education	9.0%	1.7	9.2%	2.0

Socioeconomic Status

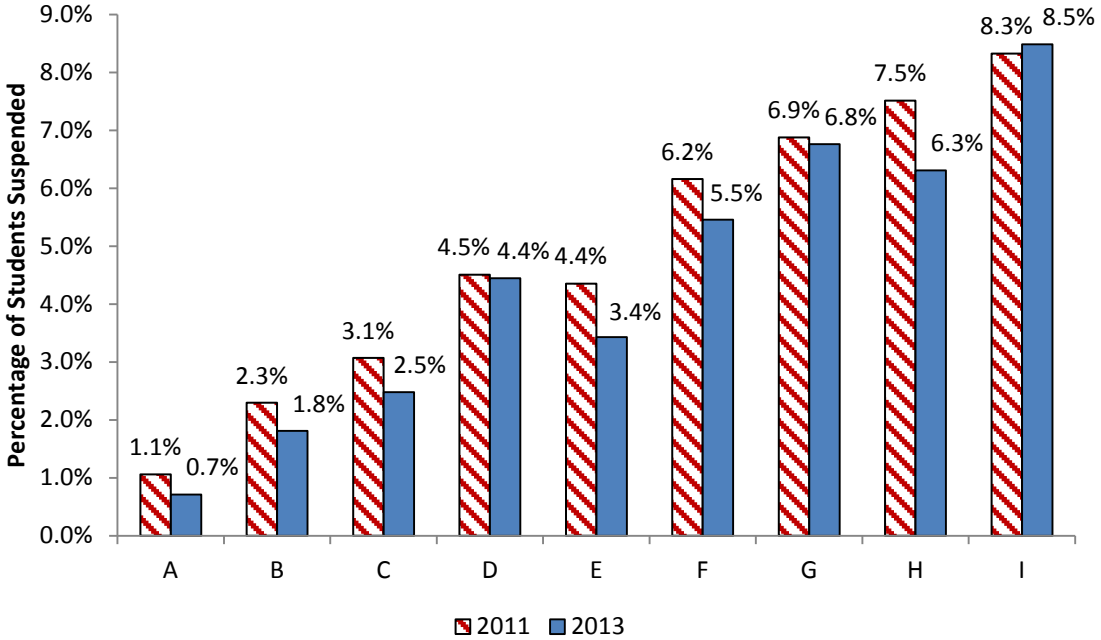
Schools in districts with lower socioeconomic indicators suspend significantly higher percentages of students than schools in districts with higher socioeconomic indicators. Students in the poorest urban areas (DRG I) were suspended out-of-school 24 times more often than students in the wealthiest suburban areas (DRG A).

Figure 35: Percentage of Students Suspended (OSS) by DRG, 2011 and 2013[16]



Students in the poorest urban areas (DRG I) were suspended in-school nearly 12 times more often than students in more advantaged, suburban areas (DRG A).

Figure 36: Percentage of Students Suspended (ISS) by DRG, 2011 and 2013



VI. Existing Local Initiatives, Recommendations, and Future Research Questions

A. Existing Local Initiatives

Several Connecticut groups, including the Juvenile Justice Advisory Committee sponsored by the state Office of Policy and Management, the Center for Children's Advocacy, the Connecticut Juvenile Justice Alliance, the Court Support Services Division of the Judicial Branch, and the Child Health and Development Institute of Connecticut, working in conjunction with initiatives in many local school districts, have turned their attention to the problem of exclusionary school discipline. These local initiatives have begun to take steps to reduce the reliance on the justice system to resolve school discipline problems. These efforts include the following:

Connecticut Juvenile Justice Alliance Pilot Projects

Stamford, Manchester, and Windham participated in pilot projects with the Connecticut Juvenile Justice Alliance in the 2011-2012 and 2012-2013 school years. These pilot programs shared key features, including the co-leadership of the initiative by a juvenile court judge, police chief, and superintendent; use of a memorandum of agreement (MOA) between police and schools following the JJAC model; a graduated response model that spells out the disciplinary consequences for particular behaviors; and increased use of alternatives to arrest such as Juvenile Review Boards, Substance Abuse Diversion Programs, and Attendance Review Boards.[17]

Center for Children's Advocacy Disproportionate Minority Contact (DMC) Reduction Project

Hartford and Bridgeport have been working with the Center for Children's Advocacy (CCA) and the Center for Children's Law and Policy to reduce racial and ethnic disparities in youth interaction with the justice system. Leaders of this initiative focused resources and attention on schools with the highest numbers of arrests, trained school staff and law enforcement personnel, negotiated agreements between police and schools on handling of disciplinary incidents, and increased the use of Juvenile Review Boards and other alternatives to arrest.[18]

CHDI School-Based Diversion Initiative

Since 2009, the Child Health and Development Institute of Connecticut (CHDI) has led a program called the School-Based Diversion Initiative (SBDI), which works to reduce suspensions, expulsions, and student arrests by training school staff to recognize symptoms of mental health problems and making them aware of community resources including Emergency Mobile Psychiatric Services (EMPS); working with the schools to create a graduated response model for behavioral interventions and creating data collection and analysis systems; and improving collaboration with other community stakeholders.[19]

Juvenile Justice Advisory Committee Grants and Model Memorandum of Agreement

The memoranda of agreement (MOA) that have been used in the pilot communities are based on a model developed by the Juvenile Justice Advisory Committee (JJAC). Since 2011, the JJAC has been encouraging districts to adopt MOAs between schools and police. The JJAC awards competitive grants to districts implementing strategies to reduce student arrests with a requirement that they have an MOA in place. The MOA not only delineates what situations should be handled by school staff instead of police, but also includes a graduated response policy that clearly lays out for staff and students what the consequences are for certain types of behaviors, improving the transparency, uniformity, and fairness of school discipline policies. Many grant recipients have decreased their student arrest rates.

Appendix C will discuss these local initiatives in greater detail.

B. Recommendations

Early and holistic interventions can be highly effective at reducing the behaviors leading to suspensions, expulsions, and arrests. Such interventions include promoting nurturing early childhood environments, access to quality preschool, full access to mental health care services without cost-, location-, language-, cultural competency- and stigma-based barriers, and stronger ties between youth, families, and schools. However, there are also more targeted actions that policymakers, advocates, and school staff can take to lower rates of exclusionary discipline – and to decrease racial and special education disproportionality – in their districts.

To reduce unnecessary student arrests, suspensions, and expulsions –and to focus on reducing racial, educational status, and socioeconomic disparities – policymakers and school officials should build on key elements of successful community programs, as well as state and national best practices.

Understand the scope of the school discipline problem in order to effectively address it:

- **Clearly define "student arrest.**" Neither the State Department of Education nor state statute defines "student arrest" or "school arrest." This can result in inconsistencies in how various stakeholders and data reporters interpret the term. A clear definition of school arrests will help eliminate these inconsistences and will allow for more accurate comparisons to be made across districts.
- **Collect and publish data on student arrests.** All arrest data presented in this report comes from the Connecticut State Department of Education "Serious Incident Reporting Form," called the ED166. Districts may file an ED166 form for all incidents that result in arrests, but it is not required. The ED166 form is only required to be filed for suspension-related events, "serious" offenses (defined in agency policy), and alcohol and drug-related offenses. In order to fully understand the scope of the school arrest problem, districts should be required to report any and all school arrests, and must disaggregate this data by a variety of indicators including race, ethnicity, gender, education status, English Language Learner (ELL) status, and free and reduced price lunch status. These data must be made easily accessible to the general public in a timely, consistent fashion through the State's data portal.

Ensure schools, police, and the community work together to keep students in class:

- **Implement memoranda of agreement between schools and police**. Memoranda of agreements (MOAs) between school and police are used to delineate what situations should be handled by school staff instead of police, and to establish a graduated response policy that clearly lays out for staff and students what the consequences are for certain types of behaviors, improving the transparency, uniformity, and fairness of school discipline policies. MOAs have already been successful in several pilot communities around the state.[20]
- **Promote police and educator training.** The Juvenile Justice Advisory Committee (JJAC) out of the Office of Policy and Management (OPM) offers a free one day patrol officer training, "Effective Police Interactions with Youth," which is offered multiple times a year and provides instruction in understanding and responding productively to adolescent behavior.[21] It also offers various training opportunities for educators.
- **Establish and support community collaboratives/LISTs across the state.** Local Interagency Service Teams (LISTs) bring together community providers, parents, and youth around issues of the juvenile justice system and service delivery. National studies show that engaging all stakeholders in the discipline process positively impacts student behavior and achievement, regardless of race/ethnicity and socioeconomic background.[22]

Implement preventative strategies and alternative disciplinary measures that take into account racial and other disparities:

- **Eliminate zero tolerance policies.** Rather than implementing universal discipline policies, districts should empower administrators to use their best judgment when determining how to respond to disciplinary incidents.
- **Conduct ongoing conversations with educators about disciplinary disparities and biases.** In highlighting the disproportionate rates of arrest, suspension, and expulsion for black, Hispanic/Latino, and special education students, school leaders can ensure that disciplinary measures are meted out fairly and that subjective offenses like defiance or misbehavior are handled by the same criteria for all students.
- **Promote restorative practices and empower students to develop shared behavioral expectations.** The restorative approach teaches de-escalation of conflict and taking responsibility for wrongdoing in order to restore relationships with the affected parties. This practice holds students accountable for their actions and engages students in behavioral expectations reinforced in everyday interactions.
- **Support exclusionary discipline reduction initiatives and peer learning for schools and school districts.**
- **Expand and utilize Juvenile Review Boards.** Juvenile Review Boards represent an effort to divert juvenile offenders from the formal justice system. Generally, the Boards are community-based and are designed to reflect the population that resides in that community.
- **Ensure access to behavioral and mental health services**, including Emergency Mobile Psychiatric Services, to address the root causes for student misbehavior.

Ensure those excluded from school are provided equal opportunities for high-quality education:

- **Cap the number of consecutive and/or overall days a student may be placed in out-of-school suspension.** By placing a limit on how long students are excluded from school in a given year, the use of out-of-school suspension as punishment for low-level offenses will decrease in favor of disciplinary measures that keep students in the classroom.
- **Provide high-quality alternative educational settings and support services for students who must be removed from school.** Suspended or expelled students should have access to high-quality alternative educational settings with qualified personnel in order to not fall behind in their schoolwork and face further barriers to achievement. Such environments could also enact behavioral support services that mitigate future negative behaviors.

C. Future Research Questions

This report does not address several questions about the nature and problems of student arrests, expulsions, and suspensions. In particular, we do not analyze the breakdown of school discipline sanctions by gender, by status as an English Language Learner (ELL), and by status of those students receiving free and reduced price lunch (FRPL). In addition, this report does not analyze school discipline sanctions by grade, by school type, and does not delve into school-specific data. Future Connecticut Voices for Children reports will seek to analyze available data to address these topics, and we hope that schools, districts, and the state will improve their data collection and transparency and address these topics as they pertain to them.

VII. Conclusion

Data indicate that the students at greatest risk of being excluded from school are those who need educational opportunity the most. Arrest, expulsion, and suspension rates are disproportionately high among racial minorities, special education students, students from less advantaged socioeconomic backgrounds, and students at-risk of educational failure. While Connecticut has made great strides since 2008, Connecticut schools still too frequently discipline students by excluding them from school. Data also show that too many arrests, expulsions, and suspensions issued in Connecticut are for school policy violations.

The extensive research linking exclusionary discipline policies to poor academic performance, a weakening of the bond between students and their school community, dropping out, and juvenile delinquency raises serious concerns about the educational and social costs of Connecticut schools continuing these practices, particularly in a state with an achievement gap as wide and persistent as Connecticut's. The disproportionate rate by which students of color and students from poorer districts are excluded from school may in fact contribute to widening the achievement gap; students from less privileged backgrounds will continue to perform worse than their more advantaged peers if they are excluded from the classroom in the first place.

Nor are current discipline practices justified in terms of their disciplinary benefits. Indeed, in terms of promoting discipline and ensuring a positive learning environment, arrests, expulsions, and suspensions are, in the majority of cases, not only ineffective, but also counterproductive.

The high social and educational costs of excluding children from school suggest that if we are serious about closing the achievement gap, ensuring positive learning environments, preventing juvenile delinquency and reducing drop out, Connecticut should invest in alternative methods of preventing and correcting school disciplinary problems.

Appendix A: Arrest, Expulsion, and Suspension Rates by District

Table 1: Arrest, Expulsion, and Suspension Rates by District, 2013

District	Enrollment	Arrests	Expulsions	OSS	ISS
Achievement First Hartford Academy Inc.	824	0.0% (0)	*	0.0% (0)	20.6% (170)
Amistad Academy	904	0.0% (0)	*	6.3% (57)	30% (271)
Andover	314	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Ansonia	2,409	1.5% (37)	0.4% (9)	3.9% (93)	5.1% (124)
Area Cooperative Educational Services	1,932	1.9% (37)	0.0% (0)	7.0% (135)	7.4% (143)
Ashford	439	0.0% (0)	0.0% (0)	0.0% (0)	3.4% (15)
Avon	3,403	0.2% (6)	0.0% (0)	0.5% (16)	1.8% (62)
Barkhamsted	349	0.0% (0)	0.0% (0)	0.0% (0)	*
Berlin	2,972	*	*	0.5% (16)	3.5% (103)
Bethany	473	0.0% (0)	0.0% (0)	0.0% (0)	*
Bethel	2,975	0.2% (6)	0.3% (10)	0.5% (15)	6.8% (202)
Bloomfield	2,108	0.6% (13)	0.5% (11)	4.6% (96)	7.9% (166)
Bolton	892	*	*	2.2% (20)	1.0% (9)
Bozrah	241	0.0% (0)	0.0% (0)	0.0% (0)	*
Branford	3,250	*	0.0% (0)	1.0% (33)	4.0% (129)
Bridgeport Achievement First	702	0.0% (0)	*	11.1% (78)	7.1% (50)
Bridgeport	20,155	0.3% (59)	0.2% (42)	6.6% (1,340)	10.5% (2,110)
Bristol	8,289	0.3% (28)	0.2% (15)	2.8% (230)	5.7% (471)
Brookfield	2,789	0.0% (0)	0.0% (0)	0.4% (11)	2.4% (68)
Brooklyn	937	*	0.0% (0)	0.0% (0)	4.8% (45)
Canaan	75	0.0% (0)	0.0% (0)	0.0% (0)	*
Canterbury	490	*	*	1.2% (6)	2.7% (13)
Canton	1,748	*	0.0% (0)	0.0% (0)	1.6% (28)
Capitol Region Education Council	6,260	0.2% (15)	0.0% (0)	0.9% (57)	7.7% (483)
Chaplin	185	0.0% (0)	0.0% (0)	0.0% (0)	*
Cheshire	4,649	0.2% (11)	*	1.1% (53)	1.5% (68)
Chester	251	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Clinton	1,977	*	*	1.3% (25)	4.7% (92)
Colchester	2,875	*	*	1.1% (31)	3.3% (95)
Colebrook	104	0.0% (0)	0.0% (0)	0.0% (0)	*
Columbia	503	0.0% (0)	0.0% (0)	0.0% (0)	*
Common	169	0.0% (0)	*	0.0% (0)	*

District	Enrollment	Arrests	Expulsions	OSS	ISS
Ground High					
Connecticut Technical High School System	10,651	1.3% (136)	0.8% (80)	4.2% (448)	15.7% (1,673)
Cooperative Educational Services	838	*	0.0% (0)	4.4% (37)	1.3% (11)
Cornwall	103	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Coventry	1,720	*	0.5% (8)	0.7% (12)	3.8% (66)
Cromwell	1,971	0.0% (0)	*	1.1% (22)	6.8% (135)
Danbury	10,611	0.7% (72)	0.0% (0)	1.9% (201)	8.6% (915)
Darien	4,840	0.1% (7)	0.0% (0)	0.0% (0)	0.6% (31)
Deep River	347	0.0% (0)	0.0% (0)	3.4% (50)	*
Department of Mental Health	*	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Derby	1,488	1.1% (16)	0.8% (12)	3.4% (50)	7.1% (105)
East Granby	862	*	0.0% (0)	0.9% (8)	2.6% (22)
East Haddam	1,239	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
East Hampton	1,890	*	0.0% (0)	0.5% (9)	2.6% (49)
East Hartford	7,033	1.0% (69)	0.3% (20)	6.6% (465)	11.6% (817)
East Haven	3,214	0.4% (13)	*	1.9% (62)	6.5% (210)
East Lyme	2,934	*	0.0% (0)	0.5% (16)	2.5% (72)
East Windsor	1,256	*	*	2.7% (34)	9.0% (113)
Eastern Connecticut	332	*	0.0% (0)	6.3% (21)	4.2% (14)
Eastford	166	0.0% (0)	0.0% (0)	1.1% (29)	*
Easton	1,015	0.0% (0)	0.0% (0)	18.2% (110)	*
Education Connection	249	*	0.0% (0)	1.9% (103)	0.0% (0)
Ellington	2,714	*	*	1.1% (29)	3.8% (102)
Elm City College Preparatory	604	0.0% (0)	*	18.2% (110)	8.1% (49)
Enfield	5,447	0.3% (15)	0.4% (24)	1.9% (103)	7.8% (426)
Essex	528	0.0% (0)	0.0% (0)	0.9% (36)	1.1% (6)
Explorations District	73	*	0.0% (0)	9.6% (7)	13.7% (10)
Fairfield	10,281	0.1% (10)	0.0% (0)	0.3% (33)	2% (206)
Farmington	4,045	0.3% (13)	0.0% (0)	0.9% (36)	1% (39)
Franklin	200	*	0.0% (0)	0.0% (0)	*
Glastonbury	6,578	*	*	0.5% (32)	1.2% (79)
Granby	2,099	*	*	2.5% (121)	1.7% (35)
Greenwich	8,842	0.0% (0)	0.1% (7)	0.4% (36)	1.4% (127)
Griswold	1,958	0.4% (7)	*	1.7% (33)	7.2% (140)
Groton	4,767	0.4% (19)	0.4% (17)	2.5% (121)	5.0% (236)

District	Enrollment	Arrests	Expulsions	OSS	ISS
Guilford	3,562	0.2% (6)	*	0.8% (28)	1.9% (67)
Hamden	5,772	0.7% (40)	0.3% (18)	3.8% (221)	6.9% (398)
Hampton	117	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Hartford	21,487	0.4% (91)	0.5% (97)	10.2% (2,188)	6.7% (1,435)
Hartland	214	0.0% (0)	0.0% (0)	0.0% (0)	*
Hebron	935	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Highville Charter	341	0.0% (0)	*	1.4% (38)	0.0% (0)
Integrated Day Charter	330	0.0% (0)	0.0% (0)	1.9% (33)	*
Interdistrict School for Arts and Communication	191	*	0.0% (0)	5.2% (10)	11.5% (22)
Jumoke Academy District	589	0.0% (0)	0.0% (0)	1.0% (26)	6.3% (37)
Kent School	271	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Killingly	2,672	0.3% (9)	0.0% (0)	1.4% (38)	9.7% (260)
Learn	1,728	*	0.0% (0)	1.9% (33)	4.9% (85)
Lebanon	1,228	*	0.0% (0)	2.5% (157)	3.6% (44)
Ledyard	2,591	0.3% (7)	*	1.0% (26)	3.1% (81)
Lisbon	443	0.0% (0)	*	0.0% (0)	3.2% (14)
Litchfield	1,029	*	*	0.6% (6)	4.2% (43)
Madison	3,378	*	*	0.9% (29)	2.3% (79)
Manchester	6,236	0.2% (11)	0.1% (7)	2.5% (157)	7.6% (477)
Mansfield	1,317	0.0% (0)	*	0.7% (23)	1.2% (16)
Marlborough	639	0.0% (0)	0.0% (0)	0.0% (0)	1.4% (9)
Meriden	8,153	1.2% (95)	0.2% (14)	3.3% (271)	10% (817)
Middletown	4,874	0.6% (27)	0.2% (9)	3.8% (185)	4.7% (229)
Milford	6,637	0.3% (18)	*	1.9% (124)	3.7% (247)
Monroe	3,473	0.2% (7)	0.0% (0)	0.7% (23)	0.9% (32)
Montville	2,442	0.5% (11)	0.0% (0)	2.1% (52)	3.7% (90)
Naugatuck	4,480	0.5% (23)	0.0% (0)	3.5% (156)	4.9% (219)
New Beginnings Inc. Family Academy	399	0.0% (0)	0.0% (0)	5.8% (23)	16.5% (66)
New Britain	10,217	1.3% (128)	*	6.1% (625)	12.7% (1,293)
New Canaan	4,203	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
New Fairfield	2,798	0.0% (0)	*	0.6% (18)	3.4% (95)
New Hartford	565	0.0% (0)	0.0% (0)	1.2% (25)	*
New Haven	21,183	0.5% (103)	0.4% (80)	5.7% (1,203)	1.7% (363)
New London	3,067	1.3% (39)	*	6.6% (201)	14.6% (447)
New Milford	4,600	0.1% (6)	*	0.5% (24)	5.4% (248)
Newington	4,307	0.2% (10)	0.2% (7)	0.4% (17)	5.5% (236)

District	Enrollment	Arrests	Expulsions	OSS	ISS
Newtown	5,126	*	*	0.2% (11)	2.0% (105)
Norfolk	121	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
North Branford	2,080	0.8% (16)	*	1.2% (25)	6.5% (136)
North Canaan	315	*	0.0% (0)	0.0% (0)	1.9% (6)
North Haven	3,497	*	0.0% (0)	0.8% (29)	3.3% (117)
North Stonington	764	*	*	1.1% (22)	2.9% (22)
Norwalk	11,072	0.2% (25)	0.5% (50)	2.3% (252)	5.9% (652)
Norwich Free Academy	2,264	1.2% (27)	0.4% (9)	4.0% (91)	12.5% (282)
Norwich	3,791	*	*	3.0% (113)	6.2% (236)
Odyssey Community	324	0.0% (0)	0.0% (0)	2.0% (32)	2.2% (7)
Old Saybrook	1,492	*	*	1.6% (24)	2.7% (40)
Orange	1,243	0.0% (0)	0.0% (0)	0.0% (0)	0.6% (8)
Oxford	2,095	0.3% (7)	0.0% (0)	1.1% (22)	1.2% (25)
Park City Prep Charter	251	0.0% (0)	0.0% (0)	6.4% (16)	7.6% (19)
Plainfield	2,490	*	0.3% (8)	2.6% (64)	7.3% (183)
Plainville	2,355	*	0.0% (0)	0.6% (15)	4.1% (96)
Plymouth	1,606	*	*	2.0% (32)	2.7% (43)
Pomfret	472	*	*	1.0% (23)	1.3% (6)
Portland	1,373	*	*	0.7% (10)	3.5% (48)
Preston	402	0.0% (0)	0.0% (0)	3.2% (36)	3.2% (13)
Putnam	1,263	1.1% (14)	*	2.9% (36)	5.9% (75)
Redding	1,130	0.0% (0)	0.0% (0)	1.2% (12)	2.5% (28)
Regional 01	421	*	0.0% (0)	2.9% (12)	9.0% (38)
Regional 04	990	*	*	1.2% (12)	4.3% (43)
Regional 05	2,348	0.6% (13)	*	1.0% (23)	2.1% (50)
Regional 06	1,027	0.7% (7)	*	1.1% (11)	4.6% (47)
Regional 07	1,130	0.0% (0)	0.0% (0)	3.2% (36)	1.4% (16)
Regional 08	1,767	*	*	1.1% (20)	6.4% (113)
Regional 09	1,012	*	0.0% (0)	1.2% (12)	0.0% (0)
Regional 10	2,621	*	*	0.8% (20)	3.1% (81)
Regional 11	280	*	0.0% (0)	5.4% (15)	9.6% (27)
Regional 12	841	0.8% (7)	*	1.3% (11)	2.6% (22)
Regional 13	1,949	*	*	0.3% (15)	1.8% (35)
Regional 14	1,922	*	0.0% (0)	0.7% (13)	2.2% (43)
Regional 15	4,065	*	0.0% (0)	0.4% (15)	2.3% (94)
Regional 16	2,413	0.5% (13)	*	1.2% (29)	2.8% (68)
Regional 17	2,302	*	*	0.0% (0)	3.6% (82)
Regional 18	1,446	0.0% (0)	*	2.6% (60)	1.0% (15)
Regional 19	1,223	*	*	4.3% (52)	4.1% (50)

District	Enrollment	Arrests	Expulsions	OSS	ISS
Ridgefield	5,269	0.0% (0)	*	0.3% (15)	1.1% (57)
Rocky Hill	2,460	*	*	0.4% (9)	2.5% (61)
Salem	422	0.0% (0)	0.0% (0)	3.0% (7)	*
Salisbury	309	0.0% (0)	0.0% (0)	0.5% (22)	2.3% (7)
Scotland	127	0.0% (0)	0.0% (0)	1.0% (15)	*
Seymour	2,286	*	*	2.6% (60)	5.5% (126)
Sharon	188	0.0% (0)	0.0% (0)	0.0% (0)	*
Shelton	5,109	0.4% (22)	0.2% (8)	1.0% (51)	4.9% (249)
Sherman	383	0.0% (0)	0.0% (0)	0.0% (0)	*
Side By Side Charter	233	0.0% (0)	0.0% (0)	3.0% (7)	2.6% (6)
Simsbury	4,516	*	*	0.5% (22)	1.6% (72)
Somers	1,575	*	0.0% (0)	1.0% (15)	3.0% (47)
South Windsor	4,275	*	0.0% (0)	0.7% (30)	2.7% (117)
Southington	6,687	0.3% (22)	0.1% (6)	0.8% (54)	2.8% (190)
Sprague	370	*	0.0% (0)	18.8% (52)	6.5% (24)
Stafford	1,716	*	*	1.5% (25)	5.7% (97)
Stamford Academy	140	6.4% (9)	0.0% (0)	24.3% (34)	*
Stamford	15,715	0.3% (54)	0.2% (37)	1.8% (286)	0.9% (140)
Sterling	498	*	0.0% (0)	0.0% (0)	0.0% (0)
Stonington	2,345	0.4% (10)	*	1.1% (25)	5.6% (132)
Stratford	7,171	0.5% (38)	0.0% (0)	0.9% (68)	7.3% (524)
Suffield	2,442	*	0.0% (0)	0.9% (23)	2.8% (69)
The Bridge Academy	276	0.0% (0)	4.0% (11)	18.8% (52)	2.5% (7)
The Gilbert	505	*	0.0% (0)	5.3% (27)	20.2% (102)
Thomaston	1,004	*	0.0% (0)	1.6% (16)	3.4% (34)
Thompson	1,153	*	0.0% (0)	3.3% (38)	4.1% (47)
Tolland	2,832	0.3% (8)	*	0.7% (21)	3.3% (94)
Torrington	4,354	0.8% (36)	0.1% (6)	2.8% (123)	6.8% (295)
Trailblazers Academy	168	0.0% (0)	0.0% (0)	1.8% (53)	*
Trumbull	6,911	0.2% (15)	0.2% (12)	0.9% (62)	0.8% (56)
Unified #1	641	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Unified #2	167	0.0% (0)	0.0% (0)	32.3% (54)	16.2% (27)
Union	71	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Vernon	3,442	0.8% (28)	0.0% (0)	2.2% (77)	6.5% (225)
Voluntown	315	0.0% (0)	0.0% (0)	0.0% (0)	*
Wallingford	6,242	0.2% (12)	*	1.5% (92)	4.9% (303)
Waterbury	18,389	1.7% (308)	0.1% (26)	7.0% (1,295)	13.0% (2,399)
Waterford	2,625	0.3% (8)	*	1.0% (26)	4.3% (113)
Watertown	3,024	0.3% (8)	0.3% (9)	1.8% (53)	6.5% (198)

District	Enrollment	Arrests	Expulsions	OSS	ISS
West Hartford	9,996	0.3% (32)	*	0.7% (66)	2.6% (258)
West Haven	6,015	0.8% (47)	0.3% (21)	3.7% (223)	6.2% (375)
Westbrook	872	*	*	0.6% (15)	4.6% (40)
Weston	2,419	*	*	0.5% (12)	1.7% (42)
Westport	5,795	0.0% (0)	0.0% (0)	0.8% (8)	0.7% (38)
Wethersfield	3,668	*	0.0% (0)	0.7% (24)	3.0% (110)
Willington	479	0.0% (0)	0.0% (0)	0	2.5% (12)
Wilton	4,289	0.0% (0)	*	0.7% (28)	0.3% (15)
Winchester	670	0.0% (0)	0.0% (0)	3.7% (25)	1.9% (13)
Windham	3,189	0.3% (8)	1.1% (34)	9.0% (288)	7.5% (239)
Windsor Locks	1,746	0.6% (10)	0.4% (7)	1.8% (31)	6.5% (113)
Windsor	3,380	0.7% (25)	0.4% (12)	2.7% (91)	10.3% (347)
Wolcott	2,573	0.3% (7)	0.0% (0)	0.6% (15)	3.8% (98)
Woodbridge	744	0.0% (0)	*	0.0% (0)	*
Woodstock Academy	1,055	*	0.8% (8)	0.8% (8)	4.1% (43)
Woodstock	893	0.0% (0)	0.0% (0)	0.7% (6)	1.9% (17)

*suppressed number indicates between 1-5 students disciplined

Table 2: Arrest, Expulsion, and Suspension Rates by District, 2011

District	Enrollment	Arrests	Expulsions	OSS	ISS
Achievement First Hartford Academy	610	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Amistad Academy	812	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Andover	334	0.0% (0)	0.0% (0)	*	*
Ansonia	2,619	1.7% (45)	0.3% (7)	2.9% (75)	6.6% (173)
Area Cooperative Educational Services	1,991	2.5% (49)	*	8.8% (176)	7.6% (151)
Ashford	476	0.0% (0)	0.0% (0)	*	2.3% (11)
Avon	3,545	*	0.0% (0)	0.3% (10)	1.2% (44)
Barkhamsted	373	0.0% (0)	0.0% (0)	*	0.0% (0)
Berlin	3,116	*	*	0.7% (21)	6.0% (188)
Bethany	511	0.0% (0)	0.0% (0)	0.0% (0)	1.2% (6)
Bethel	2,938	0.3% (8)	0.0% (0)	0.5% (16)	5.5% (162)
Bloomfield	2,196	0.8% (17)	0.5% (10)	5.6% (123)	6.6% (144)
Bolton	897	*	0.0% (0)	1.8% (16)	1.7% (15)
Bozrah	234	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Branford	3,404	0.3% (11)	0.4% (13)	1.5% (51)	5.3% (179)
Bridgeport	20,174	0.5% (95)	0.3% (65)	7.0% (1,411)	10.7% (2,157)
Bridgeport Achievement First	409	*	*	16.6% (68)	20.3% (83)
Bristol	8,591	0.2% (21)	*	3.2% (277)	5.9% (507)
Brookfield	2,870	0.0% (0)	0.0% (0)	0.6% (18)	1.5% (44)
Brooklyn	947	0.0% (0)	0.0% (0)	*	5.3% (50)
Canaan	86	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Canterbury	524	0.0% (0)	0.0% (0)	*	3.8% (20)
Canton	1,777	*	0.0% (0)	0.3% (6)	1.4% (24)
Capitol Region Education Council	4,650	0.5% (24)	*	1.1% (52)	8.6% (401)
Chaplin	187	0.0% (0)	0.0% (0)	0.0% (0)	*
Cheshire	4,792	0.3% (13)	0.0% (0)	1.0% (46)	1.5% (74)
Chester	275	0.0% (0)	0.0% (0)	*	0.0% (0)
Clinton	2,029	0.3% (7)	*	1.0% (21)	4.7% (96)
Colchester	3,069	0.3% (10)	0.2% (7)	1.1% (33)	3.7% (115)
Colebrook	112	0.0% (0)	0.0% (0)	*	0.0% (0)
Columbia	539	0.0% (0)	0.0% (0)	0.0% (0)	2.0% (11)
Common Ground High School	163	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Connecticut Technical High School System	10,643	1.3% (143)	0.7% (75)	4.1% (433)	19.6% (2,083)
Cooperative Educational Services	787	*	0.0% (0)	3.8% (30)	4.8% (38)
Cornwall	115	0.0% (0)	0.0% (0)	0.0% (0)	*
Coventry	1,830	0.4% (8)	0.4% (8)	1.6% (30)	8.4% (154)
Cromwell	2,016	*	*	1.2% (24)	8.1% (163)
Danbury	10,343	1.0% (104)	0.2% (21)	3.2% (336)	7.5% (774)
Darien	4,820	0.2% (9)	0.0% (0)	0.3% (13)	0.9% (45)
Deep River	351	0.0% (0)	0.0% (0)	0.0% (0)	*
Derby	1,463	*	*	3.1% (45)	7.6% (111)

District	Enrollment	Arrests	Expulsions	OSS	ISS
East Granby	889	0.0% (0)	0.0% (0)	1.3% (12)	2.7% (24)
East Haddam	1,335	*	0.0% (0)	1.4% (19)	1.5% (20)
East Hampton	1,965	*	*	0.6% (11)	2.7% (53)
East Hartford	7,098	0.7% (48)	0.5% (35)	7.8% (551)	13.8% (978)
East Haven	3,420	1.1% (37)	0.2% (8)	3.3% (114)	8.6% (295)
East Lyme	3,061	0.2% (6)	*	0.7% (21)	2.6% (79)
East Windsor	1,329	0.5% (7)	0.0% (0)	3.4% (45)	9.4% (125)
Eastern CT Regional Educational Service Center	284	*	0.0% (0)	*	*
Eastford	178	0.0% (0)	0.0% (0)	0.0% (0)	*
Easton	1,098	0.0% (0)	0.0% (0)	*	0.9% (10)
Education Connection	217	*	0.0% (0)	*	*
Ellington	2,726	0.7% (19)	0.3% (7)	0.7% (20)	4.8% (132)
Elm City College Preparatory School	585	0.0% (0)	*	13.8% (81)	9.7% (57)
Enfield	5,880	0.8% (48)	0.4% (23)	1.8% (106)	6.9% (406)
Essex	591	0.0% (0)	0.0% (0)	0.0% (0)	*
Explorations	80	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Fairfield	10,153	0.2% (17)	*	0.3% (27)	2.1% (213)
Farmington	4,124	0.4% (15)	*	1.2% (48)	1.4% (58)
Franklin	222	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Glastonbury	6,797	0.2% (13)	*	0.4% (29)	1.5% (101)
Granby	2,235	*	*	*	2.8% (62)
Greenwich	8,842	0.3% (27)	*	0.5% (40)	2.4% (212)
Griswold	2,005	0.3% (6)	*	2.2% (44)	9.3% (187)
Groton	4,965	0.6% (30)	0.5% (24)	2.2% (107)	5.5% (272)
Guilford	3,678	*	*	1.1% (41)	1.7% (61)
Hamden	5,971	0.5% (28)	0.2% (11)	4.1% (247)	8.5% (509)
Hampton	139	0.0% (0)	0.0% (0)	*	*
Hartford	20,931	0.4% (89)	0.5% (99)	9.6% (2,000)	7.9% (1,660)
Hartland	221	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Hebron	1,135	0.0% (0)	0.0% (0)	0.0% (0)	*
Highville Charter District	NA	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Integrated Day Charter School	331	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Interdistrict School For Arts and Communication	182	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Jumoke Academy	432	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Kent	287	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Killingly	2,685	0.6% (15)	*	0.8% (22)	12.3% (329)
Learn	1,295	*	0.0% (0)	1.9% (24)	0.9% (12)
Lebanon	1,403	*	0.0% (0)	1.1% (16)	5% (70)
Ledyard	2,612	*	*	1.1% (28)	2.5% (64)
Lisbon	534	0.0% (0)	0.0% (0)	*	3.6% (19)
Litchfield	1,169	*	0.5% (6)	0.8% (9)	3.9% (46)
Madison	3,605	0.0% (0)	*	0.4% (15)	2.1% (77)

District	Enrollment	Arrests	Expulsions	OSS	ISS
Manchester	6,807	0.5% (34)	0.4% (29)	3.0% (202)	6.2% (425)
Mansfield	1,326	*	*	*	1.4% (18)
Marlborough	673	0.0% (0)	0.0% (0)	*	*
Meriden	8,279	2.3% (193)	0.7% (61)	3.1% (260)	15.1% (1,252)
Middletown	5,189	0.6% (33)	0.2% (9)	2.8% (147)	6.2% (322)
Milford	6,958	0.3% (24)	*	1.4% (95)	1.9% (129)
Monroe	3,745	0.3% (11)	0.3% (10)	0.3% (12)	1.8% (67)
Montville	2,657	0.5% (12)	*	2.2% (58)	6.1% (163)
Naugatuck	4,654	0.6% (30)	*	3.1% (143)	8.4% (390)
New Beginnings Inc.	360	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
New Britain	10,098	1.5% (152)	*	5.8% (587)	5.1% (510)
New Canaan	4,123	*	0.0% (0)	*	1.1% (45)
New Fairfield	2,919	*	*	0.8% (24)	3.8% (112)
New Hartford	608	0.0% (0)	0.0% (0)	*	*
New Haven	20,067	0.6% (112)	0.5% (94)	7.5% (1512)	2% (403)
New London	3,068	2.2% (67)	0.9% (28)	9.4% (289)	11.6% (357)
New Milford	4,753	0.4% (19)	0.1% (6)	0.6% (27)	5.9% (280)
Newington	4,416	0.7% (32)	0.2% (10)	0.6% (26)	5.3% (232)
Newtown	5,429	0.3% (14)	0.0% (0)	0.2% (12)	3% (162)
Norfolk	141	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
North Branford	2,286	0.6% (13)	*	0.7% (16)	9.1% (207)
North Canaan	318	0.0% (0)	0.0% (0)	0.0% (0)	2.5% (8)
North Haven	3,576	0.2% (7)	0.2% (7)	2.5% (90)	1.8% (66)
North Stonington	796	*	*	0.0% (0)	7.3% (58)
Norwalk	11,050	0.5% (50)	0.4% (44)	1.5% (163)	7.4% (823)
Norwich	3,805	1.0% (39)	0.2% (7)	3.3% (125)	7.3% (279)
Norwich Free Academy	2,381	1.1% (27)	0.5% (11)	3.7% (89)	*
Odyssey Community School	181	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Old Saybrook	1,569	*	*	0.6% (9)	3.7% (58)
Orange	1,277	0.0% (0)	0.0% (0)	0.0% (0)	0.8% (10)
Oxford	2,197	0.0% (0)	0.0% (0)	1.0% (22)	1.1% (24)
Park City Prep Charter School	250	0.0% (0)	0.0% (0)	7.2% (18)	*
Plainfield	2,620	0.3% (7)	*	1.8% (48)	6.2% (163)
Plainville	2,455	0.2% (6)	*	1.3% (31)	4.6% (113)
Plymouth	1,727	*	0.0% (0)	2.7% (46)	4.3% (74)
Pomfret	513	0.0% (0)	0.0% (0)	*	*
Portland	1,404	*	*	1.5% (21)	2.6% (37)
Preston	430	0.0% (0)	0.0% (0)	*	2.3% (10)
Putnam	1,292	0.5% (6)	*	3.3% (43)	7.4% (95)
Redding	1,243	0.0% (0)	0.0% (0)	0.0% (0)	1.3% (16)
Regional 01	502	1.6% (8)	0.0% (0)	2.4% (12)	6.2% (31)
Regional 04	973	1.1% (11)	*	2.1% (20)	3.8% (37)

District	Enrollment	Arrests	Expulsions	OSS	ISS
Regional 05	2,475	1.4% (35)	0.0% (0)	1.5% (37)	3.5% (87)
Regional 06	1,042	*	*	0.8% (8)	6.2% (65)
Regional 07	1,168	0.0% (0)	0.0% (0)	3.9% (45)	2.4% (28)
Regional 08	1,765	0.3% (6)	0.4% (7)	1.2% (22)	8.8% (156)
Regional 09	968	0.0% (0)	0.0% (0)	1.0% (10)	0.0% (0)
Regional 10	2,755	0.5% (13)	0.3% (9)	0.9% (24)	3.5% (97)
Regional 11	274	0.0% (0)	0.0% (0)	6.9% (19)	6.9% (19)
Regional 12	930	*	0.0% (0)	0.8% (7)	6.1% (57)
Regional 13	2,036	*	*	*	1.4% (29)
Regional 14	2,081	*	*	1.4% (29)	2.8% (58)
Regional 15	4,417	*	0.1% (6)	0.7% (32)	2.4% (106)
Regional 16	2,536	0.8% (21)	0.3% (7)	1.5% (37)	4.1% (105)
Regional 17	2,473	*	0.4% (9)	*	4.7% (116)
Regional 18	1,493	*	*	0.9% (14)	1.7% (25)
Regional 19	1,189	0.7% (8)	*	3.4% (41)	4.2% (50)
Ridgefield	5,419	0.2% (10)	*	0.6% (35)	0.9% (49)
Rocky Hill	2,576	*	0.0% (0)	0.6% (16)	3.1% (81)
Salem	461	*	0.0% (0)	0.0% (0)	2.6% (12)
Salisbury	310	0.0% (0)	0.0% (0)	0.0% (0)	2.9% (9)
Scotland	143	0.0% (0)	0.0% (0)	0.0% (0)	*
Seymour	2,410	0.6% (14)	0.3% (8)	2.2% (53)	6.9% (167)
Sharon	197	0.0% (0)	0.0% (0)	0.0% (0)	*
Shelton	5,286	0.3% (18)	*	0.9% (46)	5.3% (282)
Sherman	408	0.0% (0)	0.0% (0)	0.0% (0)	*
Side By Side Community School	233	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Simsbury	4,756	0.2% (8)	*	0.4% (21)	3% (141)
Somers	1,630	*	0.0% (0)	0.8% (13)	3.3% (54)
South Windsor	4,553	0.4% (20)	*	1.3% (61)	4% (180)
Southington	6,790	0.5% (32)	0.2% (12)	1.9% (132)	2.1% (141)
Sprague	371	*	*	*	4.3% (16)
Stafford	1,854	0.8% (14)	*	1.7% (32)	8.8% (164)
Stamford	15,281	0.5% (72)	0.2% (33)	2.5% (381)	1.4% (218)
Stamford Academy	138	5.8% (8)	0.0% (0)	16.7% (23)	0.0% (0)
Sterling	482	0.0% (0)	0.0% (0)	*	6% (29)
Stonington	2,491	0.7% (18)	*	0.9% (23)	5.2% (129)
Stratford	7,284	0.6% (43)	*	0.7% (53)	7.8% (565)
Suffield	2,499	*	*	0.8% (20)	5.0% (125)
The Bridge Academy	271	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
The Gilbert School	325	2.5% (8)	*	4.9% (16)	9.8% (32)
Thomaston	1,121	0.6% (7)	0.0% (0)	2.5% (28)	5% (56)
Thompson	1,263	*	*	2.0% (25)	4.8% (61)
Tolland	3,046	*	*	1.1% (33)	3.5% (107)
Torrington	4,507	0.6% (25)	*	2.9% (132)	7.1% (318)
Trailblazers Academy	162	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)

District	Enrollment	Arrests	Expulsions	OSS	ISS
Trumbull	6,975	0.1% (8)	0.2% (17)	1.0% (67)	0.7% (51)
Unified School District #1	NA	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Unified School District #2	204	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Union	81	0.0% (0)	0.0% (0)	0.0% (0)	*
Vernon	3,598	0.4% (13)	0.0% (0)	1.6% (56)	7.4% (268)
Voluntown	312	0.0% (0)	0.0% (0)	0.0% (0)	*
Wallingford	6,550	0.2% (14)	0.0% (0)	1.9% (122)	5.1% (334)
Waterbury	18,129	1.5% (275)	0.1% (20)	8.7% (1579)	13.5% (2,450)
Waterford	2,800	0.6% (17)	*	0.8% (22)	7.1% (198)
Watertown	3,175	0.6% (19)	0.2% (7)	3.2% (103)	5.3% (168)
West Hartford	10,207	0.4% (43)	0.1% (13)	0.9% (95)	3.8% (390)
West Haven	6,194	1.5% (93)	0.6% (39)	5.3% (331)	5.8% (360)
Westbrook	946	*	*	*	6.8% (64)
Weston	2,521	*	0.0% (0)	0.3% (8)	0.6% (16)
Westport	5,772	0.1% (7)	*	0.3% (19)	1.6% (91)
Wethersfield	3,792	0.5% (18)	0.0% (0)	0.9% (35)	2.7% (101)
Willington	511	0.0% (0)	0.0% (0)	0.0% (0)	4.5% (23)
Wilton	4,315	*	0.0% (0)	0.7% (32)	1.1% (48)
Winchester	944	0.0% (0)	0.0% (0)	0.6% (6)	3.5% (33)
Windham	3,375	1.2% (41)	0.4% (15)	3.8% (127)	13.1% (442)
Windsor	3,613	0.3% (10)	0.4% (15)	2.7% (97)	12.1% (438)
Windsor Locks	1,785	0.9% (16)	0.4% (7)	2.1% (37)	5% (89)
Wolcott	2,738	0.6% (16)	0.2% (6)	1.4% (39)	3.8% (104)
Woodbridge	723	0.0% (0)	0.0% (0)	*	0.0% (0)
Woodstock	925	*	0.0% (0)	*	0.9% (8)
Woodstock Academy	1,096	0.0% (0)	*	2.2% (24)	*

*suppressed number indicates between 1-5 students disciplined

Appendix B: Local Variations and Largest Districts

A. Arrests

Figure 1: Districts with the Highest Percentage of Students Arrested in 2013[23]

		2011		2013	
Rank	District	Percentage of Students Arrested (Number of Students Arrested)	Enrollment	Percentage of Students Arrested Number of Students Arrested)	Enrollment
1	Stamford Academy	5.8% (8)	138	6.4% (9)	140
2	Area Cooperative Educational Services	2.5% (49)	1,991	1.9% (37)	1,932
3	Waterbury	1.5% (275)	18,129	1.7% (308)	18,389
4	Ansonia	1.7% (45)	2,619	1.5% (37)	2,409
5	Connecticut Technical High School System	1.3% (143)	10,643	1.3% (136)	10,651
6	New London	2.2% (67)	3,068	1.3% (39)	3,067
7	New Britain	1.5% (152)	10,098	1.3% (128)	10,217
8	Norwich Free Academy	1.1% (27)	2,381	1.2% (27)	2,264
9	Meriden	2.3% (193)	8,279	1.2% (95)	8,153
10	Putnam	0.5% (6)	1,292	1.1% (14)	1,263
Total of Top 10 Districts		1.6% (965)	58,638	1.4% (830)	58,485
Statewide Total		0.5% (2,936)	559,914	0.4% (2,214)	550,429

Figure 2: Twenty Largest Districts by Percentage of Students Arrested in 2013

		2011		2013	
Rank	District	Percentage of Students Arrested (Number of Students Arrested)	Enrollment	Percentage of Students Arrested (Number of Students Arrested)	Enrollment
1	Waterbury	1.5% (275)	18,129	1.7% (308)	18,389
2	New Britain	1.5% (152)	10,098	1.3% (128)	10,217
3	Connecticut Technical High School System	1.3% (143)	10,643	1.3% (136)	10,651
4	Meriden	2.3% (193)	8,279	1.2% (95)	8,153
5	East Hartford	0.7% (48)	7,098	1% (69)	7,033
6	Danbury	1% (104)	10,343	0.7% (72)	10,611
7	Stratford	0.6% (43)	7,284	0.5% (38)	7,171
8	New Haven	0.6% (112)	20,067	0.5% (103)	21,183
9	Hartford	0.4% (89)	20,931	0.4% (91)	21,487
10	Bridgeport	0.5% (95)	20,174	0.3% (59)	20,155
11	Stamford	0.5% (72)	15,281	0.3% (54)	15,715

12	West Hartford	0.4% (43)	10,207	0.3% (32)	9,996
13	Bristol	0.2% (21)	8,591	0.3% (28)	8,289
14	Southington	0.5% (32)	6,790	0.3% (22)	6,687
15	Trumbull	0.1% (8)	6,975	0.2% (15)	6,911
16	Milford	0.3% (24)	6,958	0.3% (18)	6,637
17	Norwalk	0.5% (50)	11,050	0.2% (25)	11,072
18	Fairfield	0.2% (17)	10,153	0.1% (10)	10,281
19	Glastonbury	0.2% (13)	6,797	*	6,578
20	Greenwich	0.3% (27)	8,842	0% (0)	8,842
Total of Top 20 Districts		0.7% (1,561)	224,690	0.6% (1,306)**	226,058
Statewide Total		0.5% (2,936)	559,914	0.4% (2,214)	550,429

*actual number is suppressed

**total calculated by assuming suppressed number is equal to 3

B. Expulsions

Figure 3: Districts with the Highest Percentage of Students Expelled in 2013

		2011		2013	
Rank	**District**	**Percentage of Students Expelled (Number of Students Expelled)**	**Enrollment**	**Percentage of Students Expelled (Number of Students Expelled)**	**Enrollment**
1	The Bridge Academy	*	271	4.0% (11)	276
2	Windham	0.4% (15)	3,375	1.1% (34)	3,189
3	Highville Charter	N/A	N/A	*	341
4	Derby	*	1,463	0.8% (12)	1,488
5	Woodstock Academy	*	1,096	0.8% (8)	1,055
6	Connecticut Technical High School System	0.7% (75)	10,643	0.8% (80)	10,651
7	North Stonington	*	796	*	764
8	Common Ground High	0.0% (0)	163	*	169
9	Bloomfield	0.5% (10)	2,196	0.5% (11)	2,108
10	Achievement First Hartford Academy Inc.	0.0% (0)	610	*	824
Total of Top 10 Districts		0.5% (112)**	20,613	0.8% (168)**	20,865
Statewide Total		0.2% (1,104)	559,914	0.2% (898)	550,429

*actual number is suppressed

**Total does not include Highville Charter District, which did not report enrollment or expulsion data for 2011. Total calculated by assuming suppressed numbers are equal to 3.

Figure 4: Twenty Largest Districts by Percentage of Students Expelled in 2013

		2011		2013	
Rank	District	Percentage of Students Expelled (Number of Students Expelled)	Enrollment	Percentage of Students Expelled (Number of Students Expelled)	Enrollment
1	Connecticut Technical High School System	0.7% (75)	10,643	0.8% (80)	10,651
2	Hartford	0.5% (99)	20,931	0.5% (97)	21,487
3	Norwalk	0.4% (44)	11,050	0.5% (50)	11,072
4	New Haven	0.5% (94)	20,067	0.4% (80)	21,183
5	East Hartford	0.5% (35)	7,098	0.3% (20)	7,033
6	Bridgeport	0.3% (65)	20,174	0.2% (42)	20,155
7	Stamford	0.2% (33)	15,281	0.2% (37)	15,715
8	Bristol	*	8,591	0.2% (15)	8,289
9	Meriden	0.7% (61)	8,279	0.2% (14)	8,153
10	Trumbull	0.2% (17)	6,975	0.2% (12)	6,911
11	Waterbury	0.1% (20)	18,129	0.1% (26)	18,389
12	Greenwich	*	8,842	0.1% (7)	8,842
13	Southington	0.2% (12)	6,790	0.1% (6)	6,687
14	West Hartford	0.1% (13)	10,207	*	9,996
15	Glastonbury	*	6,797	*	6,578
16	Milford	*	6,958	*	6,637
17	New Britain	*	10,098	*	10,217
18	Danbury	0.2% (21)	10,343	*	10,611
19	Fairfield	*	10,153	*	10,281
20	Stratford	*	7,284	*	7,171
Total of Top 20 Districts		0.3% (610)**	224,690	0.2% (507)**	226,058
Statewide Total		0.2% (1,104)	559,914	0.2% (898)	550,429

*actual number is suppressed

**total calculated by assuming suppressed numbers are equal to 3.

C. Suspensions

Figure 5: Districts with the Highest Percentage of Students Suspended (OSS) in 2013

		2011		2013	
Rank	District	Percentage of Students Suspended OSS (Number of Students Suspended OSS)	Enrollment	Percentage of Students Suspended OSS (Number of Students Suspended OSS)	Enrollment
1	Unified School #2	15.7% (32)	204	32.3% (54)	167
2	Stamford Academy	16.7% (23)	138	24.4% (34)	127
3	The Bridge Academy	19.6% (53)	271	18.8% (52)	276
4	Elm City College Preparatory	13.8% (81)	585	18.2% (110)	604
5	Bridgeport Achievement First	16.6% (68)	409	11.1% (78)	702
6	Hartford	9.6% (2,000)	20,931	10.2% (2,188)	21,487
7	Explorations	*	80	9.6% (7)	73
8	Windham	3.8% (127)	3,375	9.0% (288)	3,189
9	Waterbury	8.7% (1,579)	18,129	7.0% (1,295)	18,389
10	Area Cooperative Educational Services	8.8% (176)	1,991	7.0% (135)	1,932
Total of Top 10 Districts		9.0% (4,142)**	46,113	9.0% (4,241)	46,946
Statewide Total		2.8% (15,937)	559,914	2.7% (14,720)	550,429

*actual number is suppressed

**total calculated by assuming suppressed number is equal to 3

Figure 6: Twenty Largest Districts by Percentage of Students Suspended (OSS) in 2013

Rank	District	2011		2013	
		Percentage of Students Suspended (Number of Students Suspended) (OSS)	Enrollment	Percentage of Students Suspended (Number of Students Suspended) (OSS)	Enrollment
1	Hartford	9.6% (2,000)	20,931	10.2% (2,188)	21,487
2	Waterbury	8.7 % (1,579)	18,129	7.0% (1,295)	18,389
3	Bridgeport	7% (1,411)	20,174	6.6% (1,340)	20,155
4	East Hartford	7.8% (551)	7,098	6.6% (465)	7,033
5	New Britain	5.8% (587)	10,098	6.1% (625)	10,217
6	New Haven	7.5% (1,512)	20,067	5.7% (1,203)	21,183
7	Connecticut Technical High School System	4.1% (433)	10,643	4.2% (448)	10,651
8	Meriden	3.1% (260)	8,279	3.3% (271)	8,153
9	Bristol	3.2% (277)	8,591	2.8% (230)	8,289
10	Norwalk	1.5% (163)	11,050	2.3% (252)	11,072
11	Danbury	3.2% (336)	10,343	1.9% (201)	10,611
12	Milford	1.4% (95)	6,958	1.9% (124)	6,637
13	Stamford	2.5% (381)	15,281	1.8% (286)	15,715
14	Stratford	0.7%(53)	7,284	0.9% (68)	7,171
15	Trumbull	1.0% (67)	6,975	0.9% (62)	6,911
16	Southington	1.9% (132)	6,790	0.8% (54)	6,687
17	West Hartford	0.9% (95)	10,207	0.7% (66)	9,996
18	Glastonbury	0.4% (29)	6,797	0.5% (32)	6,578
19	Greenwich	0.5% (40)	8,842	0.4% (36)	8,842
20	Fairfield	0.3% (27)	10,153	0.3% (33)	10,281
Total of Top 20 Districts		4.5% (10,001)	224,690	4.1% (9,279)	226,058
Statewide Total		2.8% (15,937)	559,914	2.7% (14,720)	550,429

Figure 7: Districts with the Highest Percentage of Students Suspended (ISS) in 2013

Rank	District	2011		2013	
		Percentage of Students Suspended (Number of Students Suspended) (ISS)	Enrollment	Percentage of Students Suspended (Number of Students Suspended) (ISS)	Enrollment
1	Amistad Academy	9.4% (76)	812	30.0% (271)	904
2	Achievement First Hartford Academy Inc.	5.7% (35)	610	20.6% (170)	824
3	The Gilbert School	9.8% (32)	325	20.2% (102)	505

4	New Beginnings Inc. Family Academy	N/A	360	16.5% (66)	399
5	Unified School #2	15.7% (32)	204	16.2% (27)	167
6	Connecticut Technical High School System	19.6% (2,083)	10,643	15.7% (1,673)	10,651
7	New London	11.6% (357)	3,068	14.6% (447)	3,067
8	Explorations	37.5% (30)	80	13.7% (10)	73
9	Waterbury	13.5% (2,450)	18,129	13.0% (2,399)	18,389
10	New Britain	5.1% (510)	10,098	12.7% (1,293)	10,217
Total of Top 10 Districts		12.6% (5,605)*	44,329	14.3% (6,458)	45,196
Statewide Total		5.6% (31,366)	559,914	5.2% (28,666)	550,429

*Total excludes New Beginnings Inc. Family Academy, which did not report in-school suspension data in 2011.

Figure 8: Twenty Largest Districts by Percentage of Students Suspended (ISS) in 2013

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		2011		2013	
Rank	District	Percentage of Students Suspended (Number of Students Suspended) (ISS)	Enrollment	Percentage of Students Suspended (Number of Students Suspended) (ISS)	Enrollment
1	Connecticut Technical High School System	19.6% (2,083)	10,643	15.7% (1,673)	10,651
2	Waterbury	13.5% (2,450)	18,129	13.0% (2,399)	18,389
3	New Britain	5.1% (510)	10,098	12.7% (1,293)	10,217
4	East Hartford	13.8% (978)	7,098	11.6% (817)	7,033
5	Bridgeport	10.7% (2,157)	20,174	10.5% (2,110)	20,155
6	Meriden	15.1% (1,252)	8,279	10% (817)	8,153
7	Danbury	7.5% (774)	10,343	8.6% (915)	10,611
8	Stratford	7.8% (565)	7,284	7.3% (524)	7,171
9	Hartford	7.9% (1660)	20,931	6.7% (1435)	21,487
10	Norwalk	7.4% (823)	11,050	5.9% (652)	11,072
11	Bristol	5.9% (507)	8,591	5.7% (471)	8,289
12	Milford	1.9% (129)	6,958	3.7% (247)	6,637
13	Southington	2.1% (141)	6,790	2.8% (190)	6,687
14	West Hartford	3.8% (390)	10,207	2.6% (258)	9,996
15	Fairfield	2.1% (213)	10,153	2% (206)	10,281
16	New Haven	2% (403)	20,067	1.7% (363)	21,183
17	Greenwich	2.4% (212)	8,842	1.4% (127)	8,842
18	Glastonbury	1.5% (101)	6,797	1.2% (79)	6,578
19	Stamford	1.4% (218)	15,281	0.9% (140)	15,715
20	Trumbull	0.7% (51)	6,975	0.8% (56)	6,911
Total of Top 20 Districts		15,617 (7.0%)	224,690	14,772 (6.5%)	226,058
Statewide Total		31,366 (5.6%)	559,914	28,666 (5.2%)	550,429

Appendix C: Local Initiatives

Initiative	School Districts Involved	Tactics Used	% Students Arrested	% Students Expelled	% Students Suspended (OSS)
Connecticut Juvenile Justice Alliance Pilot Projects[1]	• Stamford • Manchester • Windham	• Memorandums of agreement (MOA) • School Safety Review Board • Family Outreach • Participation in School-Based Diversion Initiative (Manchester) • Increased use of Juvenile Review Boards (JRBs)	2011 2013 Stamford* 0.5% 0.3% Manchester 0.5% 0.2% Windham 1.2% 0.3%	2011 2013 Stamford 0.2% 0.2% Manchester 0.4% 0.1% Windham 0.4% 1.1%	2011 2013 Stamford 2.5% 1.8% Manchester 3.0% 2.5% Windham 3.8% 9.0%
Center for Children's Advocacy Disproportionate Minority Contact Project[2]	• Hartford • Bridgeport	• MOAs • Increased use of JRBs • Targeted evaluation of racial and ethnic disparities	2011 2013 Hartford 0.4% 0.4% Bridgeport 0.5% 0.3%	2011 2013 Hartford 0.5% 0.5% Bridgeport 0.3% 0.2%	2011 2013 Hartford 9.6% 10.2% Bridgeport 7.0% 6.6%
CHDI's School-Based Diversion Initiative[3]	21 schools in: • Bridgeport • New Britain • Technical High School System • East Hartford • Hartford • Manchester • Meriden • Southington • Stamford • Waterbury	• MOAs • Emergency Mobile Psychiatric Services (EMPS); • Collaboration between schools and community leaders • Data collection and monitoring	2011 2013 Bridgeport 0.5% 0.3% New Britain 1.5% 1.3% Technical 1.3% 1.3% East Hartford 0.7% 1.0% Hartford 0.4% 0.4% Manchester 0.5% 0.2% Meriden 2.3% 1.2% Southington 0.5% 0.3% Stamford 0.5% 0.3% Waterbury 1.5% 1.7%	2011 2013 Bridgeport 0.3% 0.2% New Britain 0.0% 0.0% Technical 0.7% 0.8% East Hartford 0.5% 0.3% Hartford 0.5% 0.5% Manchester 0.4% 0.1% Meriden 0.7% 0.2% Southington 0.2% 0.1% Stamford 0.2% 0.2% Waterbury 0.1% 0.1%	2011 2013 Bridgeport 7.0% 6.6% New Britain 5.8% 6.1% Technical 4.1% 4.2% East Hartford 7.8% 6.6% Hartford 9.6% 10.2% Manchester 3.0% 2.5% Meriden 3.1% 3.3% Southington 1.9% 0.8% Stamford 2.5% 1.8% Waterbury 8.7% 7.0%

Appendix C: Local Initiatives

Juvenile Justice Advisory Committee "Right Response Network"[4]	2011-12: • Ansonia • Hamden • Manchester • New Haven • Norwalk • Norwich • Region 10 • Vernon • Windsor	• MOAs • Peer learning and seminars • Collaboration between schools and community leaders	**2011 2013** Ansonia 1.7% 1.5% Hamden 0.5% 0.7% Manchester 0.5% 0.2% New Haven 0.6% 0.5% Norwalk 0.5% 0.2% Norwich 1.0% * Region 10 0.5% * Vernon 0.4% 0.8% Windsor 0.3% 0.7%	**2011 2013** Ansonia 0.3% 0.4% Hamden 0.2% 0.3% Manchester 0.4% 0.1% New Haven 0.5% 0.4% Norwalk 0.4% 0.5% Norwich 0.2% 0.1% Region 10 0.3% 0.0% Vernon 0.0% 0.0% Windsor 0.4% 0.4%	**2011 2013** Ansonia 2.9% 3.9% Hamden 4.1% 3.8% Manchester 3.0% 2.5% New Haven 7.5% 5.7% Norwalk 1.5% 2.3% Norwich 3.3% 3.0% Region 10 0.9% 0.8% Vernon 1.6% 2.2% Windsor 2.7% 2.7%
Connecticut Legal Services	• Waterbury	• Graduated response model • MOA • EMPS • Referral process from SROs straight to JRBs in low-level offenses	**2011 2013** Waterbury 1.5% 1.7%	**2011 2013** Waterbury 0.1% 0.1%	**2011 2013** Waterbury 8.7% 7.0%
New Haven Legal Assistance	• Meriden	• Collaboration between school and key stakeholders • School-based commitment to reducing arrests, suspensions and expulsions	**2011 2013** Meriden 2.3% 1.2%	**2011 2013** Meriden 0.7% 0.2%	**2011 2013** Meriden 3.1% 3.3%
Greater Hartford Legal Services	• East Hartford	• Collaboration between police, school and clergy • Expansion of Youth Service Bureau • Color of Justice film screenings and discussions • New working group for ongoing discussion	**2011 2013** East Hartford 0.7% 1.0%	**2011 2013** East Hartford 0.5% 0.3%	**2011 2013** East Hartford 7.8% 6.6%

* Green text indicates a decline in the % of arrests, expulsions, or suspensions between 2011 and 2013

[1] For more information on this initiative, see http://ctjja.org/resources/pdf/CTJJA-AdultDecisions-WhitePaper.pdf.

[2] For more information on this initiative, see "Replicating the DMC Action Network Approach and Getting Results in Connecticut." DMC E-News (Oct/Nov 2012), available at: http://cclp.org/documents/DMC/DMC_eNews_032.pdf.

[3] For more information on this initiative, see http://www.ctsbdi.org/.

[4] For more information on this initiative, see http://www.ct.gov/opm/cwp/view.asp?a=2974&Q=471720&opmNav_GID=1797&opmNav=|46656|. Grants for 2013-14 include: Ansonia; Bridgeport; Colchester; Greenwhich; Hartford; Manchester; Middletown; New Britain; New Haven; Stamford; Torrington; Vernon; Waterbury; Wethersfield; Windham; Windsor

Appendix D: Sources of Data and Technical Notes on Data Analysis

Reporting Requirements
Unless otherwise noted, the discipline data in this report come from ED166 – the State Department of Education (SDE)'s Student Disciplinary Offense Data Collection system. Local districts are required to collect and report annually to SDE information related to all incidents resulting in bus suspension, in-school suspension, out-of-school suspension, or expulsion, those classified as "serious,"[24] and those involving alcohol, drugs, or weapons regardless of sanction.[25] SDE uses this data to satisfy various federal mandates and reporting, including the Individuals with Disabilities Education Act (IDEA), the Safe and Drug Free School Report, the Gun Free Report, the No Child Left Behind: Unsafe School Choice Option, and special education reporting.

Source and Type of Data
Information collected pursuant to each incident includes: the student's State Assigned Student Identifier (SASID), the date of the incident, the type of incident, the name of the school district and school reporting the incident, the type and length of sanction resulting from the incident, and whether the student was arrested.[26] The SASID is used to pull the student's date of birth, gender, grade, ethnicity, and race.[27] Connecticut Voices for Children obtained the data files through a direct request to SDE.[28]

Incident Counts and Relative Rate Calculations
Arrest information is collected through the ED166 only subsequent to reporting on other school sanctions, not reported separately for each student. Schools are not required to document or report to SDE on incidents of arrests. However, if an incident requires that the school complete Form ED166 (see *Reporting* Requirements, above), then school officials must complete the check box on the form that indicates whether the student was arrested as a result of his actions. Per our request, SDE provided an unduplicated count of students arrested, along with such a count at the district level or with student demographic details. All the data presented in this report except where explicitly noted are student counts (the number of students arrested, expelled, or suspended in a given year) not incident or sanction counts.

Student Confidentiality
To maintain the confidentiality of student data, Connecticut Voices for Children followed SDE procedures, which require the suppression of incident counts for any group containing five or fewer students. In our appendices, these figures and those derived from them (such as relative rates) are replaced with a star. However, those incidents are included in totals for larger groups of which the small subpopulations are a part, so long as the larger group contains more than five students and reported totals within non-suppressed categories do not allow the calculation of the number of incidents in the suppressed category.

For example, a school district with four students in special education would have the number of arrests and relative rate of arrests for students in special education replaced with a star. That district would report the total arrests of students and the breakdown of those arrests by gender and race (so long as those categories were large enough), but would have the number of arrests of students in regular education replaced with a star so as not to reveal by subtraction the suppressed special education figures.

Data on Asian, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, and multi-racial students are not presented at the DRG or town level because of the small sample size in a number of districts which creates confidentiality and statistical significance concerns. These figures are presented for the state overall.

Incident Type
Data on the reasons for school arrests come from the school's report of the student behavior as noted on the ED166 form. If there were multiple infractions leading to the arrest, the school is instructed to report up

to two infractions.[29] Schools must select a description of the incident from among a set of prescribed sub categories such as "disorderly conduct," "skipping class," and "throwing objects."[30] Our statewide data include all of the different description options reported by schools. In order to report on general types of behavior rather than over one hundred specific activities, the charts in the report aggregate many of the smaller sub categories into ten larger ones following the major incident categories defined by SDE.[31]

Because the ED166 offense categories are reported by the school rather than law enforcement officials, they do not correspond directly with the crime for which the student is actually arrested. For example, a student who is reported as having been arrested for engaging in "Physical/Verbal Confrontation or Conduct Unbecoming" would have had to be charged with an actual crime like breach of peace, disorderly conduct, or creating a public disturbance, given that "conduct unbecoming" is not illegal.

District Reference Groups (DRGs)
Connecticut's State Department of Education categorizes school districts into "District Reference Groups" (DRGs). Districts are grouped together on the basis of median family income, parental education, parental occupation, family structure, percentage of children receiving free or reduced-price meals, percentage of children whose families speak a language other than English at home, and the number of students enrolled within the district.[32] Districts are classified into DRGs A through I, where districts in DRG "A" contain students generally living in families with the highest socioeconomic status indicators, while districts in DRG "I" contain students living in families with generally the lowest socioeconomic status indicators. DRGs are not linearly correlated with wealth as some are distinguished from their neighboring categories due to population density or other factors. For example, DRGs C and E are characterized by particularly small enrollment (location in a rural community). We use DRGs to indicate relative peer districts, and as a partial proxy for district socio-economic status.

Not all schools are included in DRGs; most charter schools,[33] schools in the Connecticut Technical High School System, and a number of special school districts, such as Area Cooperative Educational Services (ACES) and Capitol Region Education Council (CREC), do not have assigned DRGs and were therefore excluded from calculations at the DRG level and are noted as "special/charter districts" or "other." DRG rates were calculated by taking the counts of students arrested, suspended, and expelled reported by schools in the DRG divided by the number of students enrolled in DRG schools. Because some of the districts reported between 1 and 5 students receiving a sanction, we calculated a minimum and maximum range, and took the average of the two to determine an estimate.

Data Parameters and Limitations

For the purpose of this report, "arrests" includes all incidents reported by the schools through the ED166 in which it was indicated that the incident resulted in arrest of the student. In order to understand our findings correctly, it is necessary to understand when schools are and are not required to file an ED166:

- The ED166 must be filed for all arrests that take place on school grounds resulting from incidents occurring on school grounds that also lead to suspension or expulsion.

- The ED166 must also be filed for all arrests that take place in or out of school resulting from incidents occurring off school grounds for which the student receives a school sanction. (This is allowed if the out of school incident is considered seriously disruptive of the school environment). For example, if a student were arrested on a Sunday for possession of marijuana and received an in-school suspension after the school was notified of the arrest, the school would fill out the ED166 to indicate that the student was suspended and arrested for a marijuana incident, though the arrest was not the result of an incident that took place in the school.

- The ED166 should also be filed for all arrests that take place out of school resulting from incidents occurring on school grounds that lead to suspension or expulsion.

- The ED166 is not filed for arrests that take place in school for incidents that occur in the community but do not result in a school sanction.

- The ED166 is not filed for arrests that take place in school resulting from incidents occurring on school grounds if these incidents do not also lead to suspension or expulsion.

It is important to understand that the ED166 count does **not:**

- provide an accurate count of the number of arrests stemming from incidents occurring in school or at events under the supervision of school personnel (as it includes arrests resulting from incidents that occur in the community that result in suspension or expulsion, as described above); nor does it

- provide an accurate count of those who end up in court and with a criminal record. The data rely on a count of the ED166 incident report field where the school official filling out the form is required to indicate whether the incident resulted in an arrest. In some cases, a student taken out of the building in handcuffs could be taken to the police station but the officer might ultimately decide not to charge the student, or the student might be charged but later diverted to a JRB. In these instances, the ED166 data would overestimate those students who were formally charged and appeared in court.

Additionally, it is possible that the ED166 count underestimates even what it purports to measure due to two major sources of error:

1. In those cases in which arrests take place out of school due to incidents occurring on school grounds, school personnel may not know that a student has subsequently been arrested, and may not file the form; and

2. School personnel may mistakenly file the form only in those instances in which the police send a written report to the school. However, police are only required to send a written report to the school in cases where the student is charged with a felony or class A misdemeanor, not in all cases of arrest. Anecdotal evidence suggests that this may produce as much as a three- or four-fold undercount of arrests.

[1] In 2008, the American Psychological Association (APA) conducted an extensive review of studies on zero tolerance discipline in schools, and concluded that not only is there insufficient evidence to warrant its use, but that existing evidence suggests it can be counterproductive. The APA found that: 1) differences in school discipline rates result more from variations in school characteristics and personnel than differences in child behavior; 2) schools with zero tolerance policies spent more time on discipline and had worse school climates where teachers and students reported feeling less happy and safe; 3) exclusionary discipline was ineffective as a deterrent and instead predicted increased rates of future misbehavior; and 4) schools are increasingly using referrals to the juvenile justice system to handle infractions that would previously have been handled at a school level and are not dangerous or threatening. See, American Psychological Association Zero Tolerance Task Force, "Are Zero Tolerance Policies Effective in Schools?" American Psychologist 63: 9, (December 2008): 852-862, available at: http://www.apa.org/pubs/info/reports/zero-tolerance.pdf

[2] *See* Taby Ali and Alexandra Dufrense, "Missing Out: Suspending Students from Connecticut Schools," Connecticut Voices for Children, (August 2008), available at: http://www.ctvoices.org/sites/default/files/edu08missingout.pdf.

[3] *See* Sarah Esty, "Arresting Development: Student Arrests in Connecticut," Connecticut Voices for Children, (September 2013), available at: http://www.ctvoices.org/sites/default/files/jj13schoolarrestfull.pdf. For technical notes on data and data limitations, see this report, specifically pages 66-67.

[4] U.S. Department of Education, Guiding Principles: A Resource Guide for Improving School Climate and Discipline, (January 2014), available at: http://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf.

[5] *Ibid.*

[6] *See* Sweeten, Gary, "Who Will Graduate? Disruption of High School Education by Arrest and Court Involvement" 23.4, Justice Quarterly, 462-480, at 478 (December 2006). ("These magnitudes are similar to Bernburg and Krohn's (2003) estimates of the effect of any arrest or juvenile justice system involvement for males from ages 13.5to 16.5. They found that arrest nearly quadrupled the odds of high school dropout, and justice system involvement increased the odds of dropout 3.6 times.").*See* also Paul Hirschfield, "Another Way Out: The Impact of Juvenile Arrests on High School Dropout", Sociology of Education, Vo. 82, No.4 (October, 2009), pp. 368-393 (concluding, based on sample of more than4,844 inner-city Chicago students, that "contact with the legal system increased school dropout" and that "being arrested weakens subsequent participation in urban schools, decreasing their capacity to educate and otherwise help vulnerable youths.") *See* also Robert Sampson and John Laub, Crime in the Making, Cambridge, MA: Harvard University Press. 1993. See, Mark Cohen, "The Monetary Value of Saving a High-Risk Youth," Journal of Quantitative Criminology14: 1 (1998), available at: http://www.epi.msu.edu/janthony/requests/articles/Cohen_Monetary%20High-Risk%20Youth.pdf.

[7] Including, along with Connecticut Voices for Children, the Juvenile Justice Advisory Committee sponsored by the state Office of Policy and Management, the Center for Children's Advocacy, the Connecticut Juvenile Justice Alliance, the Court Support Services Division of the Judicial Branch, and the Child Health and Development Institute of Connecticut

[8] See, Connecticut Code Sec. 10-233c. Suspension of pupils, available at: http://safesupportivelearning.ed.gov/state-compendium/connecticut.

[9] *See* Raised Senate Bill 54 "An Act Concerning Collaboration Between Boards of Education and Law Enforcement Personnel", available at: http://cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Bill&bill_num=54&which_year=2014&SUBMIT1.x=0&SUBMIT1.y=0

[10] For more detail, *see* Sarah Esty, "Arresting Development: Student Arrests in Connecticut," Connecticut Voices for Children, (September 2013), available at: http://www.ctvoices.org/sites/default/files/jj13schoolarrestfull.pdf.

[11] See U.S. Department of Education, Guiding Principles: A Resource Guide for Improving School Climate and Discipline, (January 2014), available at: http://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf

[12] In contrast to 2013 report this report uses student counts as opposed to sanction counts for racial analysis.

[13] District Reference Groups (DRGs) are used by the State Department of Education to place towns of similar incomes into groups to facilitate comparison. Districts are grouped together on the basis of median family income, parental education, parental occupation, family structure, percentage of children receiving free or reduced-price meals, percentage of children whose families speak a language other than English at home, and the number of students enrolled within the district. A list of towns by DRG is available at: http://www.sde.ct.gov/sde/LIB/sde/PDF/dgm/report1/cpse2006/appndxa.pdf.

[14] See, American Psychological Association Zero Tolerance Task Force, "Are Zero Tolerance Policies Effective in Schools?" American Psychologist 63: 9, (December 2008): 852-862, available at: http://www.apa.org/pubs/info/reports/zero-tolerance.pdf

[15] "Other races" are American Indian or Alaska Native, Asian, Native Hawaiian or Other Pacific Islander, and Two or More Races. These groups were combined due to their small population size relative to other racial/ethnic groups.

[16] The figures for DRGs A, B, C, E, and F are estimates. Because school districts with arrests rates between 1 and 5 were suppressed, to calculate the average DRG rate of arrests we calculated a range, if the suppressed districts were 1 and if the suppressed districts were 5. The final rate is the average of the minimum and maximum ranges. There were zero districts with suppressed arrest totals in DRGs D, H, G, and I so the rate is completely accurate.

[17] For more information about the CTJJA pilot programs, see, "Adult Decisions: Connecticut Rethinks Student Arrests,"

Connecticut Juvenile Justice Alliance (January 2013), available at: http://www.ctjja.org/resources/pdf/CTJJA-AdultDecisionsWhitePaper.pdf.

[18] For more information about the CCA DMC reduction pilot projects in Bridgeport and Hartford, see, "Replicating the DMC Action Network Approach and Getting Results in Connecticut." DMC E-News (Oct/Nov 2012), available at: http://cclp.org/documents/DMC/DMC_eNews_032.pdf

[19] For more information about CHDI's School-Based Diversion Initiative, see their website: http://www.chdi.org/SchoolToolkit.

[20] "Model Memorandum of Agreement between Schools and Police," Juvenile Justice Advisory Committee, Office of Policy and Management (June 6, 2011), available at: http://www.ct.gov/opm/lib/opm/cjppd/cjjjyd/programschoolpolice/moa_6-11.doc

[21] For more information about the OPM training, visit the Juvenile Justice Advisory Committee's website on the topic at http://www.ct.gov/opm/cwp/view.asp?A=2974&Q=383618

[22] National Education Association, Parent, Family and Community Involvement in Education (Washington, DC: National Education Association, 2008); National Parent Teacher Association, PTA National Standards for Family-School Partnerships: An Implementation Guide (Washington, DC: National Parent Teacher Association, 2009); Blank, M.J., Jacobson, R., and Melaville, A., Achieving Results Through Community School Partnerships: How District and Community Leaders are Building Strong Sustainable Relationships (Washington, DC: Center for American Progress, 2012); Henderson and Mapp, A New Wave of Evidence; Henderson, A.T. et al., Beyond the Bake Sale: The Essential Guide to Family-School Partnerships (New York: The New Press, 2007).

[23] Schools with low enrollment and percentages of arrest may serve student populations dissimilar to other districts, making comparison inaccurate. For example, Stamford Academy District, which has the highest percentage of students arrested (6.4%) only enrolls 140 students and only contains one school, Stamford Academy. Stamford Academy is an alternative charter school which serves a student population dissimilar to traditional schools in Connecticut.

[24] For SDE's guidance to districts on what constitutes "serious" incidents, *see*, "ED166 Serious Incidents," *Connecticut State Department of Education* (Oct. 20, 2010), available at: http://www.csde.state.ct.us/public/ed166/docs/SeriousIncidents.pdf

[25] *See guidance on the* "ED 166 Print Form," *Connecticut State Department of Education*, (Sept. 2011), available at: http://www.csde.state.ct.us/public/ed166/docs/ED166printform.pdf

[26] *See, "2010-2011 ED166 Disciplinary Offense Data Submission Data Collections Record Layout," Connecticut State Department of Education,* (Updated Jan. 26, 2010), available at: http://www.csde.state.ct.us/public/ed166/docs/archive/2010-2011_ED166_RecordLayout.pdf [Arrested – Report whether or not the student was arrested ("Y" – Yes, "N" – No), regardless of whether the student was on or off school property at the time of arrest. This field is mandatory.]

[27] *See,* "ED 166 Print Form," *Connecticut State Department of Education*, (Sept. 2011), available at: http://www.csde.state.ct.us/public/ed166/docs/ED166printform.pdf

[28] Please see emails from State Department of Education to Edie Joseph, available upon request.

[29] More specifically, according to the State Department of Education, via e-mail on January 21, 2015, "There are two fields for Incident Type. If more than one type of incident occurred at the same time please report both. There are now two fields for Sanction Type, Number of Days Sanctioned, Number of Days Served, and Number of Days to Carryover so districts can report all sanctions tied to an incident."

[30] *See*, "2010-2011 ED166 Disciplinary Offense Data Submission Data Collections Record Layout," *Connecticut State Department of Education,* (Updated Jan. 26, 2010), available at: http://www.csde.state.ct.us/public/ed166/docs/archive/2010-2011_ED166_RecordLayout.pdf

[31] Major categories are: Drugs; Fighting/Battery; Personally Threatening Behavior; Physical/Verbal Confrontation/Conduct Unbecoming; Property Damage; School Policy Violations; Sexually Related Behavior; Theft/Theft Related Behaviors; Violent Crimes Against Persons; and Weapons. These categories were defined and aggregated by SDE.

[32] *See*, "District Reference Groups, 2006" *Bureau of Research, Evaluation, and Student Assessment, Connecticut State Department of Education*, (June 2006), available at: http://sdeportal.ct.gov/Cedar/Files/Pdf/Reports/db_drg_06_2006.pdf. For more information refer to, P. Canny, "District Reference Groups (DRGs) Formerly Educational Reference Groups (ERGs)," *Connecticut Voices for Children* (June 2006), available at: http://www.ctvoices.org/sites/default/files/ece06drgerg.pdf

[33] The Gilbert School, Woodstock Academy, and Norwich Free Academy are assigned DRGs separately from the towns in which they are located but do have associated DRGs and were therefore included in DRG calculations. *See*, "District Reference Groups, 2006" *Bureau of Research, Evaluation, and Student Assessment, Connecticut State Department of Education*, (June 2006), available at: http://sdeportal.ct.gov/Cedar/Files/Pdf/Reports/db_drg_06_2006.pdf.