Meeting Objectives:

- To gain further insight into the current status of school discipline in Connecticut and turning the curve.
- To use the area-of-interest groups to engage in deep discourse to determine:
  - The core components to help develop/revise effective policies to reduce racial and ethnic disproportionality in school discipline; and
  - The core components to provide systems of support and practices to reduce racial and ethnic disproportionality in school discipline.

Sign-in and Networking

Purpose and Welcome

- Dr. Dianna R. Wentzell, Commissioner of Education
- Charlene Russell-Tucker, Chief Operating Officer, CSDE

School Discipline Report Overview

- Keryn Felder, Education Consultant, CSDE

Panel Discussion: Lessons from the Field

- Meriden Public Schools: Dr. Benigni, Superintendent; Dr. Cardona, Assistant Superintendent for Teaching and Learning; and Ms. Sullivan-Kowalski, Senior Director of Student Supports and Special Education
- Waterbury Public Schools: Dr. Ruffin, Superintendent; Dr. Rodriguez, Deputy Superintendent; and Ms. Davis, Climate and Attendance Coordinator

Break

Interest Group Activity

- Ingrid M. Canady, Executive Director, State Education Resource Center (SERC)
  - Discipline and Systems of Support
  - Discipline and Racial Disproportionality
  - Discipline Policy Development/Implementation

Interest Groups’ Sharing

Next Meeting: May 29, 2019

Purpose of the Connecticut School Discipline Collaborative

The Connecticut School Discipline Collaborative will:

1. Advise the State Department of Education on issues, policies and practices relating to school discipline;
2. Evaluate and recommend plans for statewide school discipline reform initiatives to the State Board of Education;
3. Review effective practices carried out in Connecticut and other states to increase alternatives to exclusionary discipline and determine the feasibility of carrying out those practices in this state; and
4. Develop or identify tools for district and school personnel to implement alternatives to exclusionary discipline.