



Connecticut School Discipline Collaborative
February 27, 2019 – 8:30 a.m. to 12:30 p.m.
Connecticut State Department of Education
450 Columbus Blvd., Hartford
Plaza Level Rooms C and D

Agenda

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.