

2023-24 Suspension & Expulsion Initiative

Calendar At-a-Glance



The CSDE, in collaboration with SERC through indicator 4 (Suspension/Expulsion), is sponsoring trainings for schools to create systems to support the reduction of suspension & Expulsion. These trainings focus on the critical features from research-based approaches that are designed to help schools create and select practices that support students' social and emotional learning.

All sessions listed below are virtual and free of charge. Please see information below.

To register for these and other CSDE/SERC events, please go to <https://ctserc.org/events>.

Date(s) and Time	Session Information
<p>Thursday, 10/26/23 1:00 PM – 2:30 PM</p> <p>Friday, 11/03/23 Tuesday, 11/14/23 9:00 AM – 10:30 AM</p>	<p>Understanding Disproportionality in School Discipline Series</p> <p>Schools across the United States and in Connecticut often report higher suspensions, expulsions, and other punitive consequences for certain groups of students. In this three-day professional learning series, teachers will better understand their role in creating inclusive classroom environments for all learners. These sessions will encourage self-reflection for participants to better understand their approach to managing and addressing the day-to-day behavioral expectations and routines that will ensure consistent and compassionate responses school-wide. The series covers defining implicit bias, understanding its negative effects on educators and their students, and understanding a developmental approach to talk about race in the classroom using case scenarios.</p> <p>Activity Code: 24-75-055</p>
<p>Friday, 11/03/23 Wednesday, 12/06/23</p> <p>1:30 PM – 3:00 PM</p>	<p>Using Data and Protocols to Determine Effective Behavior Supports for Student Success</p> <p>In these sessions, participants will use Initial Line of Inquiry and Prevent-Teach-Respond Protocols for targeting effective behavior supports to reduce exclusionary school discipline practices that have a disproportionately adverse effect on students with disabilities, students of color, and low-income students. Participants are asked to come with sample class or grade-level data for analysis as well as with common student behaviors in mind and accompanying data.</p> <p>Activity Code: 24-75-054</p>
<p>Thursday, 01/18/24 Thursday, 02/22/24 Tuesday, 03/19/24 9:00 AM - 10:30 AM</p> <p>Wednesday, 01/31/24 Wednesday, 03/6/24 1:00 PM – 2:30 PM</p>	<p>Classroom Practices for Improving Student Learning and Behavior</p> <p>In this series of professional learning opportunities, participants will better understand their role in creating inclusive classroom environments for all learners. The sessions will cover 10 evidence-based strategies in proactive behavior management in a flexible system that can be adapted to any classroom environment. Participants will learn about strategies in building relationships in the classroom, embedding the language of expectations into praise and correction, escalation and de-escalation, and classroom implementation of behavior support plans. High-leverage instructional practices to support academic progress, along with specific literacy strategies, will be covered.</p> <p>Activity Code: 24-75-060</p>

Date(s) and Time	Session Information
<p>Tuesday, 01/30/24 Wednesday, 02/21/24 Tuesday, 03/26/24</p> <p>9:00 AM – 10:30 AM</p>	<p>Aligning/Integrating Practices Using the MTSS Framework</p> <p>This three-day series will provide an overview of aligning/integrating social-emotional learning (SEL) and/or Restorative Practices into a multi-tiered framework. Participants will learn about using the Hexagon Tool with a race and special education equity lens to prompt teams to consider potential impacts of the program or practice on the focus population, and whether or not the implementation of the program or practice could advance equitable outcomes for all individuals and families.</p> <p>Activity Code: 24-75-058</p>
<p>Thursday, 01/25/24</p> <p>1:00 PM – 2:30 PM</p> <p>Tuesday, 02/6/24 Thursday, 02/29/24 Thursday, 04/4/24 Thursday, 05/9/24</p> <p>12:00 PM – 3:00 PM</p>	<p>Pyramid Model Practices</p> <p>This five-part series is to assist districts in their employment of sustainable systems for the implementation of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children (Pyramid Model practices) within early intervention and early education programs. It focuses on promoting the social, emotional, and behavioral outcomes of young children birth to age 5, reducing the use of inappropriate discipline practices, promoting family engagement, and using data for decision-making.</p> <p>Activity Code: 24-75-059</p>
<p>Wednesday, 02/07/24 Wednesday, 02/21/24</p> <p>9:00 AM – 10:30 AM</p>	<p>The Impact of Childhood Trauma for Students of Color</p> <p>This professional learning opportunity will provide an understanding of at least three symptoms of traumatic stress in children and adolescents of color, evidence-based practices for working with these students, and related trauma-informed interventions that can be implemented in schools.</p> <p>Activity Code: 24-75-057</p>
<p>Thursday, 02/22/24 Thursday, 03/28/24</p> <p>9:00 AM – 12:00 PM</p>	<p>Wired from Birth - Executive Functioning: What Does Race and Culture Have to Do with It?</p> <p>This professional learning opportunity will provide participants with an understanding of executive functioning and how race and culture intersect when creating interventions and strategies to help students with strength-based approaches, executive functioning skills, and social-emotional learning.</p> <p>Activity Code: 24-75-057</p>

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If you have questions regarding registration, please contact:

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