

Microsoft Teams Virtual Meeting
Call In: 1-802-828-7667
Conference ID: 725 287 081#
1 National Life Drive, David 4, Room #532
Montpelier, VT 05620-2501

DRAFT MEETING MINUTES

Members Present: Marianna Donnally, Department of Mental Health; Steve Perrin, Vermont Principals' Association; Meaghan Morgan-Puglisi, Vermont-National Education Association; Marilyn Mahusky, Legal Aid Disability Law Project; Amy Wheeler-Sutton, Building Effective Strategies for Teaching Students Project at the University of Vermont; Lindsey Halman, Vermont Restorative Approaches Collaborative; Ana Lindert-Boyes, Twinfield Union High School, Vermont Principals' Association/UP for Learning; and Justin Pinard, Vermont School Counselor Association.

Absent: Chris Sheehan, Vermont-National Education Association; and Sandra Cameron, Vermont School Boards Association.

AOE: Suzanne Sprague

Members of the public/others: Kheya Ganguly, Susan Aranoff

Call to Order/Roll Call/Amendments to Agenda

The meeting was called to order at 12:05 p.m.

Approval of Prior Meeting Minutes from October 27, 2021, Meeting

Discussion: Reword this section: Could we create a repository of resources? Sandra suggests the Task Force recommend the AOE create a repository and maintain it. Amy says that already exists in the state.

Reword – Amy says that there is already a virtual library of resources for Restorative Approaches here: <https://vtrac.org/resources/>.

Amend the motion to approve the prior meeting minutes

All in favor

Working Session

Justin gave an update. He looked into two states – Chicago and Denver. The resources were overwhelming but will be helpful in building a case for reducing exclusionary discipline. Specific practices were lacking. Meaghan will update the Google Folder with resources from other states.

Meaghan provided these three definitions on restorative approaches:

“Whole-school restorative approaches build healthy school climates by creating space for people to understand one another and develop relationships; when things go wrong, restorative approaches create space to address needs, repair relationships, and heal...Proactive practices intentionally build trust and understanding within the community to ensure a healthy supportive climate and environment. When things go wrong, restorative practices engage those affected and create space so that individuals and communities can effectively identify, understand, and address harms and needs—this facilitates healing” (Kidde, 2017, Pg. 3-4).

“Facilitating learning communities that nurture the capacity of people to engage with one another and their environment in a manner that supports and respects the inherent dignity and worth of all” (Evans & Vaandering, 2016, Pg. 8).

“The aim of restorative practices is to develop community and manage conflict and tensions by repairing harm and relationships. The fundamental hypothesis of restorative practices is that human beings are happier, more cooperative, more productive, and more likely to make positive changes in their behavior when those in positions of authority do things *with* them rather than *to* them or *for* them. The nature of the process, not the outcome, make a response restorative or not” (Costello, Wachtel, & Wachtel, 2019, Pg. 47).

There was discussion around narrowing this down to the first and third, or just one. We want to make sure that nothing is missing from what’s reflected in the first one (Jon Kidde’s). We will share the first and third to the larger task force for review.

Would be good to have a glossary in this report to define key terms.

Meaghan also shared a working document of a Venn diagram to help us understand how Positive Behavioral Interventions and Supports (PBIS), Restorative Practices (RP), Social-Emotional Learning (SEL), and Responsive Classroom interact.

We haven’t made any progress on the best practice procedures chart. If anyone has updates/changes, Lindsey will incorporate it.

How are certain exclusionary discipline responses defined (i.e., being sent home without a formal suspension/expulsion)? We need to remember to be thinking about our students under age 8.

Resource: https://www.uvm.edu/sites/default/files/Center-on-Disability-and-Community-Inclusion/Research%20%26%20Evaluation/Valerie_PIES_poster_v2.pdf.

We need to be aware of the stressors on educators right now; have asked for no new initiatives from the education committees in the legislature. Seeing an increase in dangerous behaviors; feeling among educators that they are not being heard by higher ups. Initiatives are not being implemented with fidelity. How can we take things off people’s plates? People have lost the ability to cope with change and need things that are safe and predictable. There are huge staffing shortages. Until we can get the adults regulated, it is hard to get the kids regulated. How can we provide them with the resources they need to implement these initiatives with fidelity? We had the opportunity to rethink things, due

to COVID-19, but we dove back into our old framework. When schools are not “on fire,” what can we recommend for the future?

Meet again in two weeks. Evidence-based practices; what do we not want to see happening in schools anymore? What are the most serious behaviors that still would constitute exclusion? Marianna can pick up the Google doc from here.

Adjourn

The meeting adjourned at 1:10 p.m.

Meeting minutes submitted by: Amy Wheeler-Sutton

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