



S. 16: Task Force on School Exclusionary Discipline Reform - House Committee on Education

Vermont BEST Project
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Building Effective Supports for Teaching (BEST) Project

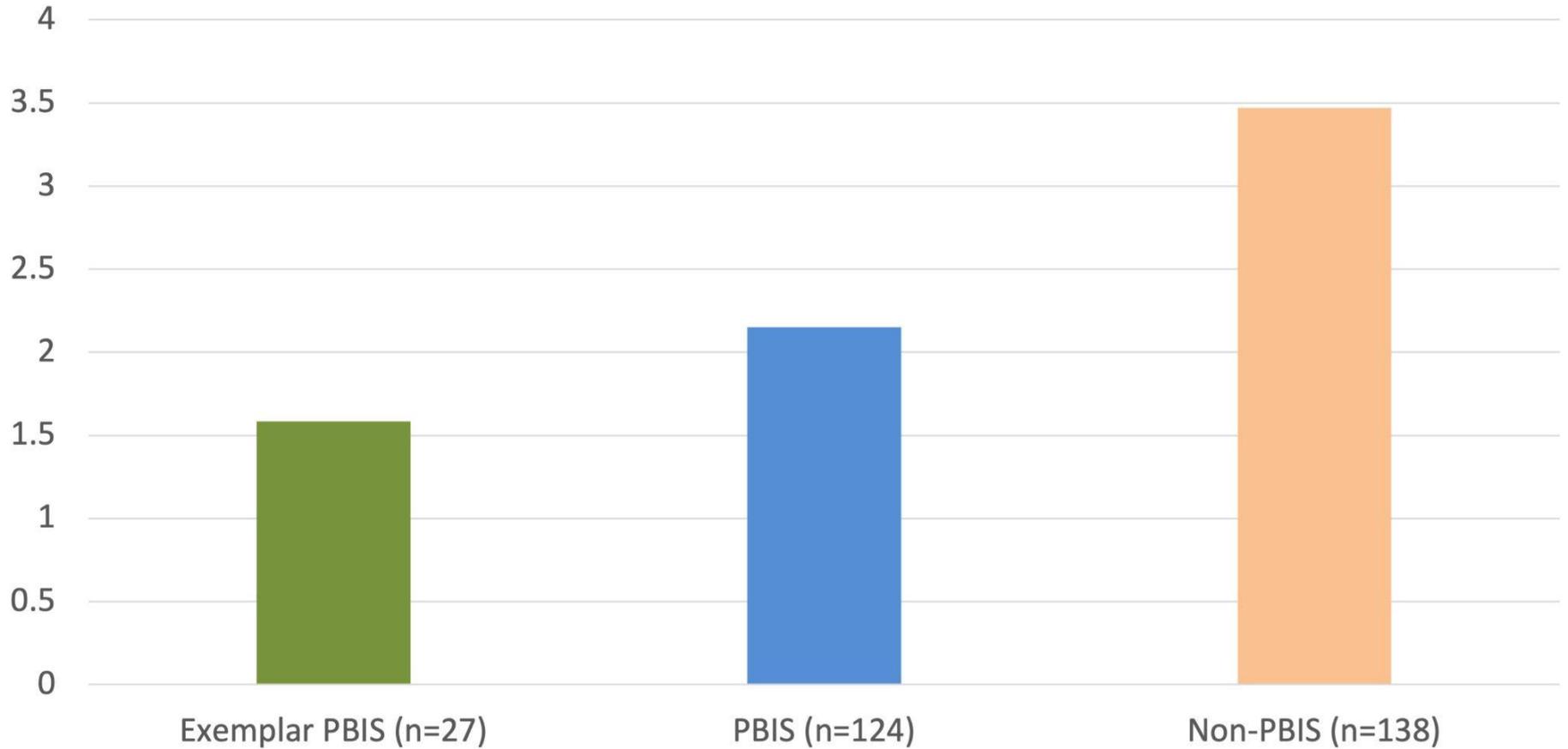
Support supervisory unions, districts, and schools to **increase their capacity** to address the needs of students who are at risk of or who experience **social, emotional, behavioral challenges**

Provide training, coaching, data support, and technical assistance around **Positive Behavioral Interventions and Supports (PBIS)**.

Positive Behavioral Interventions and Supports (PBIS)

- Sustainable, proactive, school-wide, multi-tiered **framework** for improving **social** and **academic outcomes** for **all students** that utilizes positive, preventive evidence-based strategies; collaborative teaming; and data-based decision making (adapted from Horner, Sugai, Muscott, and Mann)
- Address students' **social/emotional/behavioral learning** and **well-being** through **systems change**
- School personnel feel more **effective**
- **Reduced exclusionary discipline practices**
- 164 schools in Vermont

Percentage of Vermont Students Receiving Out-of-School Suspension (SY 19)



Data provided by the VT Agency of Education

PBIS and Restorative Approaches

- Embrace and promote the principles of restorative practices in all of our professional development offerings:
 - exploring relationships
 - meaningful engagement
 - voluntary participation
 - participatory decision-making
- Vermont Restorative Approaches Collaborative

Key Points for S. 16

- Goals and composition of the task force
- Building on existing initiatives
- Systems, data, and practices considerations
- Professional learning for school administrators and staff
- Seclusion and restraint

