

Requirements of S. 67 – A Bill to Create a School Discipline Study Committee

Jay Diaz, Vermont Legal Aid and School Discipline Reform Coalition - February 25, 2015

- I. Why The Following Data and Requirements are Necessary
  - a. This data has been requested previously
  - b. The request was wholly denied for a variety of reasons
    - i. Not currently collected: **This is the problem. There is no requirement to collect useful data.**
    - ii. Not available in current form: **This is the problem. There is no requirement for the data to be aggregated in useful form**
    - iii. Confidentiality laws: This is based upon the Agency's interpretation of the law, which I believe is overly broad. **Vermont collects and publishes test score and graduation data for every school based on income, race, and disability.**
    - iv. Would require "substantial effort" to analyze and produce: **Again, why we need to ensure the effort is made through law.**
- II. Necessary Data from 2010-11 through 2013-2014
  - a. Disaggregated data for in-school suspension, out-of-school suspension, expulsion, alternative school placement, and any other type of removal by race or ethnicity, Free and Reduced Lunch status, Section 504 plan-only status, IEP status, gender, grade level, foster care status, Limited English Proficiency status.
  - b. Total number of for in-school suspensions, out-of-school suspensions, expulsions, alternative school placements, and any other type of removal.
  - c. Total number of days for which students were subjected to in-school suspension, out-of-school suspension, expulsion, alternative school placement, and any other type of removal.
  - d. Number of students who received and did not receive educational services during out-of-school suspension, expulsion, and any other type of removal, disaggregated by IEP status, 504 plan-only status, and non-IEP/504 status.
  - e. Enrollment data disaggregated by race or ethnicity, Free and Reduced Lunch status, Section 504 plan-only status, IEP status, gender, grade level, foster care status, Limited English Proficiency status.
  - f. Graduation data by 4-year cohort disaggregated by race or ethnicity, Free and Reduced Lunch status, Section 504 plan-only status, IEP status, gender, grade level, foster care status, Limited English Proficiency status.
- III. Format for data
  - a. Aggregate the above data by supervisory union/district, county, and state
  - b. Provide whole numbers and percentages. Where whole numbers would be protected by confidentiality laws, provide percentages only.
  - c. For any data that cannot be tabulated or disaggregated because it is not available, draft letter detailing specifically what information is not collected or determinable

*Prepared by Jay Diaz, Staff Attorney with the Disability Law Project of Vermont Legal Aid, and Chair of the Vermont School Discipline Reform Coalition (2/19/15); the Kicked Out! report can be found at [www.vtlegalaid.org](http://www.vtlegalaid.org)*

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based on the currently available data and what should be done to ensure its future collection.

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