



Rulemaking Advisory Committee Suspension & Expulsion Prevention Program (HB 2166, 2021)

May 24, 2022

10:30 a.m. – 12:30 p.m.

This will be a virtual meeting. Please note that only written testimony is currently accepted. Please submit written testimony by 10:00 a.m. on May 24, 2022 by emailing [Remy Watts, Rules Coordinator](#).

AGENDA

Topic	Discussion / Action
Welcome and Public Testimony	Review agenda
Summary of Feedback	Review last meeting's conversation and discuss the major points of feedback to the rule language & program
Advisory Conversation: Infant & Early Childhood Mental Health Consultation AND Technical Assistance Provider Definitions	We will break into small groups to review the definitions for Infant & Early Childhood Mental Health Consultation (IECMHC) and Technical Assistance (TA) Provider definitions for the suspension and expulsion prevention program. We will reconvene in the full group to hear highlights from each group. Each committee member is also invited to submit individual comments on these definitions through the Draft Rule Language Feedback Form .
Advisory Conversation: Culturally responsive; inclusion; inclusive practices; and positive racial identity development definitions	We will return to our small groups and review definitions for culturally responsive, inclusion, inclusive practices, and positive racial identity development. We will reconvene in the full group to hear highlights from the conversations. Each committee member is also invited to submit individual comments on these definitions through the Draft Rule Language Feedback Form .
Next Steps	Submit any additional comments on Draft Rule Language Feedback Form . Meeting Schedule: <ul style="list-style-type: none">• Friday, June 3, 10 – 12 p.m.• Scheduling fifth meeting

SUPPORTING DOCUMENTS:

- DRAFT Suspension & Expulsion Definitions – Page 2

RULEMAKING ADVISORY COMMITTEE

Suspension & Expulsion Prevention Program

Draft Rule Language Sections for Review

Definitions

“Infant and Early Childhood Mental Health Consultation (IECMHC)” means a prevention-based approach that pairs a mental health consultant with adults who work with infants and young children in early care and education programs, such as child-care, preschool, early intervention, culturally specific early learning programs, and other early care and education programs. IECMHC Consultation employs a culturally responsive, trauma-informed lens to build adults’ capacity to strengthen and support the healthy social and emotional development of children.

“Technical Assistance Provider” means a person or entity who provides training, consultation, coaching, or other professional development supports to early care and education programs and providers. A technical assistance provider may be employed by a Child Care Resource and Referral agency, an EI/ECSE program, other agencies, or may be an independent contractor.

“Culturally responsive” means a person, policy or approach that is respectful of, and relevant to, the beliefs, practices, culture and linguistic needs of diverse populations and communities whose members identify as having particular cultural or linguistic affiliations by virtue of their place of birth, ancestry or ethnic origin, religion, preferred language or language spoken at home. Cultural responsiveness describes the capacity to respond to the issues of diverse communities at the individual, professional, organizational, and systemic levels.

“Inclusion” means the values, policies, and practices that create opportunities for every young child and their family, regardless of race, appearance, language, or ability, to participate in a broad range of activities and be supported to engage as full members of families, communities, and society. The desired result of inclusion is that all children and their families feel a sense of belonging and membership, develop positive social relationships and friendships, and experience learning that engages the individual child’s development. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.

“Inclusive practices” means early care and education providers, technical assistance providers, and IECMH consultants intentionally and authentically promote the inclusion of all young children and their families regardless of race, appearance, language or ability.

“Positive racial identity development” means that young children are aware of and experience positive feelings about their racial identity, including feeling good about their biological heritage, physical appearance, cultural affiliation, and personal experiences.