



**Task Force on Equitable and Inclusive School  
Environments – Subcommittee #2- School staff,  
Professional Development, Training  
February 15, 2022, 1:00 – 2:00 p.m.**

Microsoft Teams Virtual Meeting  
Call In: 1-802-828-7667  
Conference ID: 615 947 078#  
1 National Life Drive, Davis 5  
Montpelier, VT 05620-2501

DRAFT MEETING MINUTES

**Present:** Amy Wheeler-Sutton, Chair, Building Effective Strategies for Teaching Students Project at the University of Vermont; Catherine Gallagher, Vermont Superintendents Association; Marianna Donnally, Department of Mental Health; Meaghan Morgan -Puglisi, Vermont-National Education Association; and Kym Asam, Vermont Independent Schools Association.

**AOE:** Maureen Gaidys

Members of the public/others: No members of the public in attendance.

**Call to Order/Roll Call/Amendments to Agenda**

The meeting was called to order at 1:06 p.m. by Amy Wheeler Sutton.

**Approval of Prior Meeting Minutes from November 12, 2021**

Marianna motioned to approve, seconded by Meaghan Morgan-Puglisi; Cat Gallagher abstained as she is not usually a member of this committee.

**Public to be Heard** – no public was in attendance.

**Working Session**

Initial report has been submitted and Amy has been working on each section and pulling it into the Word doc format. Recommended putting a definition of schools in document so that private, Pre-K programs are not excluded from this list. Cat worked on the recommendations on the behavioral data for schools recently. Recommend that common definitions are determined by AOE similar to bullying and harassment as well as common definitions for responses. Current data from AOE only identifies male/female not other gender identities. Possible recommendation that a uniform school information

system (AOE goal) be adopted that includes multiple gender identities. If we continue to disaggregate, we won't get an accurate report because data will be suppressed due to inability to adequately de-identify students. Marianna wondered if we look at statewide vs. regional data to avoid identifying students. Part of training recommendation would be to help schools identify disproportionality so they can address it locally. Many different suspensions (in-school with services, in-school without services) is all lumped into one category in the reporting system. Training recommendation is around restorative practices with a focus on exclusionary/punitive practices. Concern about "off the books" suspensions and how to track them. Marianna suggested we clearly define what a suspension is (i.e., not providing transportation or telling a caregiver that a student "might" be safer if they stayed home) and acknowledge in document that the Task Force is aware there are exclusionary practices that are not tracked. Rule 4500 outlines amount of time for exclusionary practices. Amy suggested looking at Rule 4500 language to get clarity and details.

Recommendations of alignment with multi-tiered systems of Support (MTSS) components. Data from MTSS survey can be included in the subcommittee report. Amy will ask for raw data about training, MTSS alignment, etc. Marianna drafted a section on Success by Six (SB6). Section on what kind of training is available and recommendations. What trainings are available around the state in different practices (i.e., trauma-informed, restorative practice) and are there areas where schools are not getting training in certain disciplines. Kym Asam will do section D regarding trauma informed school training. Up for Learning completed their section. Amy believed having a social emotional learning (SEL) curriculum embedded in what all schools are doing be in the recommendations section. Stressing the importance of adult SEL skills as well as if they do not have the skills, they are more likely to engage in exclusionary practices. Section about responsive classroom and conscious discipline does not have data regarding how many schools have received training (it does not exist). Want to also include DE&I in document. Other areas are higher education (and what they are offering), collaborative problem solving, EMR playbook, ISLA (Inclusive Skill Building Learning Approach), etc. Meaghan to look into Vermont Higher Education Collaborative (VHEC). Also adding CPI and LSI to section. Cat started section on implementation challenges. Amy wondered about putting that section above the professional development (PD) offerings. Should list of PD offerings be an appendix or within the body of the document? Concern that people don't read appendices so it might be lost. Subcommittee one is working on educator best practices. Amy wants to organize the recommendations section more. We should put in recommendations regardless of work-force shortage that currently exists because the recommendations are sound. Also include that the professionals identified in the recommendations section have standards that they need to follow. Should there be recommendations that AOE has leadership that can address these recommendations as well?

## **Adjourn**

The meeting adjourned at 2:02 p.m. Cat made motion to adjourn, Marianna seconded.

Meeting minutes submitted by: Kym Asam, LICSW