



**Task Force on Equitable and Inclusive School
Environments
Subcommittee #2: School staff, Professional
Development, Training
October 12, 2021, 10:30 – 11:30 a.m.**

Microsoft Teams Virtual Meeting
Call In: 1-802-828-7667
Conference ID: 821 077 891#
1 National Life Drive, Room 532
Montpelier, VT 05620

DRAFT MEETING MINUTES

Members Present: Chris Sheehan, Justin Pinard, Amy Wheeler-Sutton
Not Present: Catherine Gallagher, Marianna Donnally
Members of the public/others: Kheya Ganguly
AOE: Maureen Gaidys

Call to Order/Introductions/Amendments to Agenda
The meeting convened at 10:30 a.m.

Opportunity for Public to be Heard

Working Session

- Defining the scope of our committee work:
 - Recommend how to ensure that school staff who collect, process, or communicate data understand:
 - the importance of data quality
 - the context of their role,
 - and the rules that govern data collection, processing, communication, and public disclosure
 - Review current behavioral supports and in-school services and the availability of these services in various SUs, AIS, and regions of the state that are available to support students who would otherwise face exclusionary discipline
 - Review school professional development programs and make recommendations on how educator practices, such as positive behavioral

interventions and supports, trauma informed practices, and restorative practices, and related training for these practices can increase educators' awareness of student needs in a manner to reduce behaviors that lead to possible out-of-school disciplinary measures

- Subcommittee 1 could answer the question: “what do we do with the student in front of us who is at risk of being suspended or expelled” and this subcommittee could look at the larger systems that need to be in place to prevent behavioral challenges from occurring
- We do not have data on how many schools are trained in Responsive Classroom
- Hard to identify which schools are trained in certain practices, approaches, frameworks, and which schools are implementing with fidelity
- Question about the capacity to train all Vermont schools in practices, approaches, frameworks that can reduce exclusionary discipline practices
- Recognition that this is a 3–5-year process but the grants/contracts that fund this work are often only written for one year – possible recommendation to the legislature could be to offer 3–5-year contracts/grants that take into account implementation science
- Possible to focus on administrators - question about what kind of evidence someone must show that they have learned about non-exclusionary practices for discipline for licensing
- Amy will tackle drafting part of our task
- There may be issues with the data – inconsistencies with what behaviors are reported to the AOE. There is not a lot of clarity around what needs to be reported. Is it our responsibility to define what must be reported?
- Part of the recommendation should be that the AOE clarifies what data needs to be reported as part of the State Longitudinal Data System (SLDS)

Adjourn

The meeting adjourned at 11:06 a.m.

Meeting Minutes recorded by: C. Sheehan