

Present – Act 1 EQS Subcommittee: Amanda Garces (Chair); Mark Hage (Vice Chair); Cynthia Reyes; Infinite Culcleasure; Michael Martin, Michael McRaith, Hiba Ali, Lynn Murphy,

Public: Mill Moore, Joshua Daniels, Kayla Arena-Giron

Welcoming remarks and introductions

Meeting convened at 3:10 pm

Summary of conversation on Thursday, May 12, with State Board of Education Members Tammy Kolbe and Kimberly Gleason: Working Group’s revised EQS Manual

State Board’s EQS Subcommittee [Draft Work Plan](#)

2 meetings/month; May-August: review relevant legal framework, recommended changes from Act 1 group, other recommended changes (AOE and others) September: Updated Draft EQS then virtual Public Hearing(s) November: Draft EQS document for full board consideration December: potential vote of the SBE January-February: potential vote of the SBE; filing with ICAR.

The State Board EQS sub-committee requested a supplemental document:

- that will help them better understand the group’s thought process and what informed the EQS recommendations.

Next steps for Act 1 EQS Subcommittee:

- What we need for each EQS section: explain the research, information, dialogue or other guidance that informed or shaped our thinking on the recommended changes
- Be brief in your explanations. Craft them so that they address the entire section. Do not carve out every single change and explain it in isolation from the rest of a section’s revisions unless that is essential.
- Work should be turned into **Mark** no later than **Wednesday, June 1**
- Document will be sent to the state board by the EQS sub-committee.

Homework assignments for Act 1 EQS Subcommittee:

Section 2100 (Statement of Purpose): Mark and Amanda

Section 2112 (EQS): Mark

Section 2114 (Definitions): Mark

Exceptions:

Definitions 9: Culturally and Linguistically Diverse Students (Cynthia)

Definition 10: Culturally Responsive Teaching (Mike Martin)

Definition 21: Language (Cynthia)

Definition 22: Linguistic Diversity (Cynthia)

Definition 24: Personalized Learning Plan (Mike Martin)

Definition 25: Proficiency-based Learning (Mike Martin and/or Heather)

Definition 29: Researched Based (Michael Martin)

Definition 30: Restorative Justice (Lynn Murphy)

Definition 38: Transferable Skills (Mike McRaith)

Definition 39: Universally Designed Instruction (Mike Martin and Heather)

Section 2120.1 (Instructional Practices): Mike Martin, Mike McRaith, and Chelsea

Section 2120.2 (Flexible Pathways): Mike Martin, Mike McRaith and Chelsea

Section 2120.3: Mark

Section 2120.4: Mark

Section 2120.5 (Curriculum Content – **Literacy**): Infinite

Sections 2120.6 - 2127: Mark

Lynn Murphy and Cynthia Reyes both mentioned they would be willing to help in other sections.

Public Comment Period

No public comments.

Adjourn

Meeting adjourned at 3:45pm.