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## State Board of Education Student Performance Standards Committee

Virtual via Microsoft Teams  
Call in Number: 1-802-552-8456  
Conference ID: 240 783 082#

### Draft Meeting Minutes

**Date: December 2, 2024**

Present:

**State Board Members (SBE):** Kimberly Gleason, Co-Chair; Tammy Kolbe, Co-Chair; Grey Fearon.

**Agency of Education (AOE):** Ian Burfoot-Rochford, Jill Briggs Campbell, Martha Deiss, Pat Fitzsimmons, Roseanne Neddo, Suzanne Sprague

**Others:** David Kerman, Yoram Samets, Shalom Alliance, Rachel Feldman

#### Call to Order, Roll Call, Amendments to the Agenda

Gleason called the meeting to order at 3:49 p.m. and acknowledged members present: Gleason, Kolbe, Fearon. There were no amendments to the agenda.

#### Approval of November 18, 2024, Meeting Minutes

Kolbe made a motion to approve the [meeting minutes from November 18, 2024](#). Grey Seconded. Motion carried.

#### Public to be Heard

David Kerman - member of Shalom Alliance - question regarding the April 2024 EQS approved standards vs. the IRIS standards. Gleason explained the difference between the EQS and the Ethnic Studies, PE and Health Student Performance standards

#### AOE presentation of updates to the Physical Education and Health Standards

Jill Bragg Campbell, Ian Burfoot-Rochford, Martha Weiss; Pat Fitzsimmons

- Ian: [Shared a Health and Physical Education Presentation](#) (PE/Health National Standards update began process of review and revision in 2021)
  - Health & PE Standards:
    - green sheet doc in the next two days to cover the updates
    - <https://www.shapeamerica.org/standards/pe/new-pe-standards.aspx>
    - <https://www.shapeamerica.org/MemberPortal/standards/health/new-he-standards.aspx>



[New National Health Education Standards  
www.shapeamerica.org](http://www.shapeamerica.org)

- Standards adoption background
  - all have been national standards
- 2024 SHAPE:
  - from 5 to 4 standards
  - from grade-level outcomes to grade span indicators
  - student personal physical literacy journey
  - transition in disposition of skills, physically active outside of the K-12 PE space
  - body composition is removed as a factor of physical health
  - food/nutrition connected to health and pleasure
  - culture of physical activity
  - concepts and skills, greater shift in maintaining physical activity
- gathered educator input since 2023:
  - challenge to align curriculum that is based on grade span indicators
  - not prepared to assess students on social competencies (SEL)
  - focus on skills and not the context/detailed characteristics of skill application; would allow more flexibility on how to teach the skill
  - supporting students along their physical literacy journey many high school educators in the state felt aligned to how they already teach PE
- Connection to EQS:
  - student centered approach
  - wellness and social development
  - greater emphasis on the cultural context of physical activity
- National standards - any VT changes?, no, adopt the national standards in whole
  - national resources come with the changes to national standards, could be lost if Vermont were to alter
  - national standards took VT advice
- Vermont standards previously - did a survey and shared feedback in categories
  - VCLA, NEA, VPA, feedback request through newsletters; the V's
- Health standards:
  - revisions were small
  - still 8 anchor standards
- greater focus on mental health along with physical health; asset based
- health of individual and those around you (SEL)
- influences not spelled out or limited
- equity focus
- Educator input:

- align to a more comprehensive definition of health (not just absence of injury/disease)
  - SEL integration
  - concerns over misinformation/disinformation politically charged
- EQS
  - student-centered approach
  - Wellness and SEL alignment
  - health equity
- Implementation:
  - Fall 2026
  - model for PBGR for health and physical education
  - curriculum development elsewhere and support implementation and PD for learning for the field
- Tammy? - gender identity in health and gender inclusion; 16 VSA and HECAT (CDC developed and defines learning targets in this sexual health content area); no learning targets specific to gender identity in these documents
  - VT Dept of Health and “essential topics in sexual health”; resources in that space and room for continued growth
  - has VT Dept of Health weighed in? notified but hasn’t received feedback
- PE/Health warn a vote for next Standards Committee meeting to recommend to the full board at the December meeting

### **AOE preliminary review of the IRIS Ethnic Studies Standards**

Jill - differ from consideration of national standards; do an analysis within the framework of that which already exists; curriculum and pedagogy, EQS; next step to reengage with partners in the field; VPA, implications for implementation and resources

- Ian/Martha:
  - what is currently in place and how do they align, gaps, overlap
  - a number of connections between what is already in the state adopted standards; C3; World language standards, etc.:
  - connections that exist
  - not grade banded (K-12 framework)
  - how might it be implemented and assessed, building into the current local curriculum
  - how can we integrate the IRIS in implementation to the current standards
- host of other standards out there to make standards explicit:
  - Kolbe requested that the AOE do a crosswalk with the other standards that exist: (there is currently a working document for the 9-12 space; can do k-8)
  - they are already doing it with content specialist to see where these are incorporated into the work that is being done in the classroom
  - Jill - elements of these standards that relate more to curriculum; no Statewide curriculum in Vermont and neither the AOE, nor the SBE review or approve curriculum
- doc with three columns
  - IRIS item
  - alignment with existing standard
  - AOE commentary on the extent of that alignment

- recommendation to bring more closely aligned
- VT ahead of other states on the Ethnic Study standards; no current national standard
- need to get this right; need to be methodical in getting this right; implementation with fidelity and rigor and how is that measured to measure success; GET THIS RIGHT!
- engage with leaders in the field early to ensure that the standards are implementable and rigorous
- Pat - other organizations engaged in this work, Great Schools Partnership and Rowland
- consider these standards in context of expectations of resources and the lens to think about budget decisions and governance
- AOE to give us a rough timeline on crosswalk
- clarified that the Standards Committee will be meeting the 1st and 3rd Mondays, 3:45 - 5:45pm, through March.

### **Committee Discussion**

- Iris Act 1 Group Presentation and process discussion
- AOE side-by-side
  - curriculum vs framework
- Health and PE standards (warn vote)
- check with Mohamed regarding availability for meetings at this time
- procure technical expertise (after the AOE review)

### **Item E: Public to be Heard**

- David Kerman - board is aiming for April 2025 proposal on the IRIS standards
- Timetable process for members of the public to contribute to the process; at each committee meeting during public comment, in writing, and potentially with time on a meeting agenda if representing an organization wishing to testify.

### **Adjourn**

Kolbe moved to adjourn. Grey seconded. The meeting adjourned at 5:25 p.m.

Minutes prepared by Kim Gleason.