

State Board of Education Education Quality Standards Rule Update Committee

Draft Meeting Minutes

Virtual Teams Meeting/Video/Teleconference
Call in #: 1-802-828-7667
Conference ID: 829 163 408#

Date: May 1, 2023

Present:

State Board of Education (SBE) Committee Members: Kim Gleason; Tammy Kolbe
Agency of Education (AOE): Maureen Gaidys
Others:

Call to Order/Roll Call/Amendments to Agenda

The meeting was called to order at 4:51 p.m. Gleason and Kolbe were present.

Public to be Heard

There were no members of the public present and wishing to be heard.

Approve April 27, 2023 Meeting Minutes

Kolbe moved to approve the minutes of April 10 and April 27. Gleason seconded. Minutes passed unanimously.

Committee Discussion/Edits

Gleason and Kolbe reviewed [feedback from the Act 1 Working Group](#) in response to the questions posed, and technical corrections offered by attorney Bernard Lambek.

In response to the email from Gleason, the Act 1 Working Group co-chairs offered the following feedback:

1. We had feedback that the order of the phrase referencing the statement of purpose, should be modified to bring the "equal in quality" sentiment to the front of the phrase. We

agree with that suggestion, and will make that change. Please note this edit aligns with the order that the Act 1 Working Group had originally recommended to us. That sentence (and others throughout the document) will read: *The purpose of these rules is to ensure that all Vermont students are afforded educational opportunities that are substantially equal in quality and are equitable, anti-racist, culturally responsive, anti-discriminatory, and inclusive, thus enabling each student to achieve or exceed the standards approved by the State Board of Education*

- Act 1 Working Group concurred with this decision

2. In the definition of "Social Identity Group" we had a suggestion that while the definition states "...or other characteristics or conditions that are innate, **unchangeable**, or fundamental to identity." some of the items in the list are arguably changeable. It is our recommendation that "unchangeable" be removed from that definition.

- Act 1 Working Group recommended ending the definition after "...status".

EQS Committee suggested edit to read as follows: *"Social Identity Group" means a group of people who share common characteristics that shape their identity and promote a sense of unity, including sex, sexual orientation, gender identification, disability, class, socio-economic status or other characteristics that are fundamental to identity.*

3. In the definition of "Transferable Skills" there was a question about whether there should be a definition for "intercultural competency." We welcome your feedback on this question and ask that you provide a draft suggested definition for "intercultural competency" for the EQS Committee consideration.

- Act 1 Working Group offered the following definition of "intercultural competency": *"Intercultural Competency" describes practices and actions to pursue deep understanding, mutual respect, and willingness to learn about the cultures of all people, especially those who have been marginalized, silenced, and/or undervalued.*

- Kolbe and Gleason will add this to the document for Board consideration at the special meeting.

4. In Section 2121.5 *Tiered Systems of Support*, a recommendation was made that in the second paragraph we replace "issues" with "instances" in the second sentence, which currently reads: "...offer support and resources that are respectful of the lived experiences and unique identities of students, and support students who either experience or witness **issues (instances)** of racism and discrimination." We view that to be a reasonable suggestion. **Please let us know if you feel that change would be inconsistent with the intent of this language.**

- Act 1 Working Group supported the substitution of "instances" for "issues"

Kolbe and Gleason reviewed the technical edits offered by Bernard Lambek and will make those edits in the next draft.

The AOE had not yet responded to the technical questions posed by Kolbe after the 4/27/23 EQS Committee meeting:

1. In the proposed definition for "Equity"/"Equitable" there is a reference to "occupational training." I believe the AOE recommended that other references to occupational training in the EQS be revised to "technical education." Should this instance be revised as well?
2. In Section 2120.2, a question was raised about whether this should read "must." We believe this statement is consistent with 16 VSA 941, which creates a requirement. And this language is unchanged from the prior EQS. That said, we wanted to confirm with AOE that the Agency agrees that this should be a "must" and not a "may."
3. Could you confirm (or point us to) the data that SU/SD's must report for the ESSA State Plan, including the student characteristics for disaggregation? A question came up about the extent to which the EQS requirements align with reporting requirements for the federal government.
4. Are PLPs required to be overseen by a licensed educator, as suggested by the prior EQS language? There was some question about whether this was the case. The Committee's understanding is that they should be.

Next Steps:

- Gleason and Kolbe to meet with AOE regarding DQS Public Comment, May 4
- Kolbe to draft complaint process language for 2126.2
- Kolbe to follow up with AOE regarding technical questions
- Gleason to draft Economic Impact statement for ICAR filing
- Gleason to follow-up with Bernard Lambek regarding document edits

Future Agenda Items

- Next meeting dates: Follow-up with Tom Lovett
- Special Meeting of the State Board of Ed to review the revised EQS May 11, with anticipated Board vote at the May 17, 2023 regular Board meeting.
- June ICAR filing update

Adjourn

Gleason made a motion to adjourn at 5:52 p.m. Kolbe seconded. Motion passed unanimously.

Minutes prepared by
Kim Gleason
Co-Chair, EQS Committee