

State Board of Education Education Quality Standards Rule Update Committee

Draft Meeting Minutes

Meeting Place: Virtual Teams Meeting/Video/Teleconference
Call in #: 1-802-828-7667, Conference ID: 441 197 380#

Date: September 15, 2022

Present:

State Board of Education (SBE) Subcommittee Members: Kim Gleason (co-chair), Tammy Kolbe (co-chair), Tom Lovett, Patrick Brown Gabrielle Lucci

Agency of Education (AOE): Maureen Gaidys

Others: Jeff Fannon, VT NEA; Dr. Andrew Jones, Vermont Curriculum Leaders Association; Yoram Samets

Call to Order, Roll Call/Amendments to Agenda

Gleason called the meeting to order at 11:03 a.m.

Approve [Draft Minutes – September 1, 2022](#) meeting, including review of updates to the [working draft EQS Rules document](#)

Kolbe made a motion approve the [Draft Minutes from September 1, 2022](#). Brown seconded. Discussion ensued.

Kolbe shared the [working draft of the proposed EQS Rules](#) created to track the committee work being done on definitions in order to make sure that the document reflects what the committee has agreed to. She indicated that there is still a plan to transfer the document into SharePoint so that it could be made more public while limiting editing rights to one or two people. Brown suggested that the committee consider the difference between “inhuman” and “inhumane” in regard to treatment of others. Gleason suggested that the committee review the distinction between “inhuman” and “inhumane” provided by the Act 1 working group along with their recommendation for the use of “inhuman.” If after that review a change is deemed necessary, the committee will discuss and adjust the language at a future meeting.

The minutes were approved unanimously.

Public to be Heard

Yoram Samets of the Jewish Communities of Vermont inquired whether the committee would be addressing the comments from the AOE. He also questioned whether the lack of inclusion of “genocide” was an oversight in the definition of Ethnic Studies. Kolbe clarified that “genocide” is in the definition of Ethnic Studies, but “genocide” does not appear in the definition of *ethnic group*. She also clarified that the AOE didn’t make recommendations, but rather that they only offered comments. Samets indicated that the Jewish Community wanted to ensure appropriate steps within K-12 to address antisemitism.

Committee Discussion to resolve remaining definitions:

- Critical Thinking and other applications of the word "critical"
 - The Committee was comfortable with the definition of “Critical Thinking” discussed at the September 1, 2022 meeting, and that was included in the working draft proposed EQS rules.
 - *“Critical Thinking” is the objective examination of an issue to discern or form a judgment based on evaluating evidence, checking assumptions, and adopting multiple perspectives to better understand the question at hand.*
 - Other application of the word “critical” and “critical thinking” are as noted in the working draft document
- Capitalization of definitions when used throughout the text - eg. Ethnic Studies, Ethnic Group, etc.
 - The Committee agreed that the use of “Ethnic Studies” as a course of study should be capitalized throughout the document, and otherwise definitions should not be capitalized unless otherwise appropriate in the context of their use.
- [AOE comments on the definitions](#)
 - College and Career Readiness:
 - “Without the need for remediation” is in the statute and the committee discussed adding that back into the definition
 - Discrimination:
 - The AOE recommends seeking legal opinion regarding the implication of the use of this proposed definition of “Discrimination”

- Kolbe and Gleason will draft a memo requesting outside legal review of the proposed EQS rules, to include review of the definition of “discrimination”
- Ethnic Group, Ethnic Studies & Social Identity Group:
 - The AOE noted the difference in these proposed definitions as compared to that which is defined in Act 1.
 - The Committee acknowledged that difference and agreed that we have spend considerable time on these definitions and we are satisfied with the definitions as revised in the draft working document
- School:
 - Career Technical Education (CTE) centers does not appear in Title 16
 - Gleason noted that Secondary CTE is referenced in Title 16, Chapter 37, Section 1522
 - Kolbe/Gleason will ask Emily Simmons for more clarification on this AOE comment

Review of Instructional Practices Section of the proposed EQS Rules

- Jeff Fannon, VT NEA
 - [Written Testimony was provided from Jeff Fannon, VT-NEA](#)
 - VT NEA supports the work of the Act 1 Working Group and the proposed draft EQS; specific recommendations, as follows:
 - These instructional practices will require additional professional development resources. As such, the introductory phrase should acknowledge this practical reality as follows:
 - “Educators shall be supported with, among other resources, appropriate professional development and technology supports to:”
 - f. using educational and assistive technology to reduce barriers to learning and heighten student engagement;
 - i. “heightening the standards-based curriculum and providing feedback.”
 - j. should be two separate sections to acknowledge use of data and incorporating student feedback
 - m. restorative practice, acknowledges the need for proper training to for all those “assigned to employ restorative practices”

- In clarifying this with Fannon, he recognized that all educators will need adequate training in this area, especially those primarily responsible for restorative practices
 - Kolbe asked Fannon if he believed the proposed EQS rules to be clear and implementable, and he confirmed that they are clear as written and that professional development will be for educators to fully understand and implement these rules
- VT Curriculum Leaders Association (invited)
 - Dr. Andrew Jones, VT Curriculum Leaders Association
 - Jones recognized that he is testifying on behalf of Mike Martin
 - He indicated that these proposed rules are needed in the field to lead in school districts, and support principals and teachers.
 - The VTCLA is supportive of the Act 1 recommended EQS rules and finds this Instructional Practices section to complement the requirements under Act 173 and MTSS. The language as written will strengthen the work.
 - Kolbe asked Jones for his opinion on the level of specificity in the document:
 - Jones felt as though the language offered specificity and enough flexibility to apply to the context in each district, while maintaining a certain amount of consistency without a disparate approach across the state. He described the language to be adaptable to context with guardrails around the values and intent

Future Agenda Items

Kolbe/Gleason will arrange for testimony on the proposed rules from the following stakeholders and practitioners:

- Vermont Students Anti-Racism Network (VSARN) and/or other student feedback
- School Board leaders with regional representation
- Special ED directors/educators
- CTE directors/educators

Kolbe/Gleason will draft a memo to request legal review of the proposed EQS rules, to be shared with the committee for feedback.

Gleason will develop an EQS Committee rules review process summary document to be available to the public, and accessible and translated.

Public to be Heard

There were no additional public comments.

Adjourn

Gleason made a motion to adjourn at 12:32. Lovett seconded the motion. Motion passed unanimously.

Minutes prepared by Kim Gleason