



# Act 1 - Ethnic and Social Equity Standards Advisory Working Group

April 14, 2022, 3:00 p.m. - 6:00 p.m.

## Present – Act 1 Working Group:

Amanda Garces (Chair); Mark Hage (Vice Chair); Barbra Marden; Cynthia Reyes; Infinite Culcleasure; Mara Iverson; Maxwell Barrows; Miakoda Schultz; Natasha Eckart Baning; Xusana Davis; Heather Thomas Lynn; Michael Martin, Chelsea Myers; Hiba Ali, Prinsha Neupane, Julie Hansen, Lynn Murphy, Joyce Yodishembo (arrived at 4:30), Mike McRaith (5:28),

Public: Colleen Mackinnon, Flor Diaz Smith, Stanley Noga, Joshua Daniels

## **Welcome & Introductions**

The meeting convened at 3:02

### **Motion:**

Motion to approve all revised portions of the EQS Manual, as we did on March 17, with the exception of the following sections or excerpts from sections:

Section 2110: Statement of Purpose – specifically, the paragraph that begins: “The purpose of these rules is to ensure that all students in Vermont public schools and approved independent schools....”

Section 2110: Disclaimer Language (at the very end of the section)

Section 2112: Education Quality Standards

Section 2114: Specifically, the definitions “Inclusion/Inclusive,” “Social Identity Group,” “Educational Technology,” and “Restorative Justice.”

Section 2120.1: Instructional Practices: specifically, the first paragraph

Section 2120.2: Flexible Pathways: specifically, subsections a., b., d., and g.

Section 2120.5: The paragraph of this section that begins “Each school shall provide appropriate socially and culturally responsive learning opportunities....”

Section 2120.6 The excerpt that begins with the words “Each local school board shall ensure The alignment of existing school policies....”

Section 2121.3 The last sentence of this section.

Section 2123.2 The second to last paragraph.

**Moved by:** Chelsea Meyers

**Seconded by:** Lynn Murphy

**Endorsed by:**

Amanda Garces (Chair); Mark Hage (Vice Chair); Barbra Marden; Cynthia Reyes; Infinite Culcleasure; Mara Iverson; Maxwell Barrows; Miakoda Schultz; Natasha Eckart Banning; Xusana Davis; Heather Thomas Lynn; Michael Martin, Chelsea Myers; Hiba Ali, Prinsha Neupane, Julie Hansen, Lynn Murphy

**Opposed by:**

**Motion:**

Section 2110

The purpose of these rules is to ensure that all students in Vermont public schools and approved independent schools are afforded educational opportunities that are substantially equal in quality, equitable, anti-racist, culturally responsive, anti-discriminatory, and inclusive, and enable them to achieve or exceed the standards approved by the State Board of Education.

**Moved by:** Natasha Eckart Banning

**Seconded by:** Barbara Marden

**Endorsed by:** Amanda Garces (Chair); Mark Hage (Vice Chair); Barbra Marden; Cynthia Reyes; Infinite Culcleasure; Mara Iverson; Maxwell Barrows; Miakoda Schultz;

Natasha Eckart Banning; Xusana Davis; Heather Thomas Lynn; Michael Martin, Chelsea Myers; Hiba Ali, Prinsha Neupane, Lynn Murphy

**Opposed by:** Julie Hansen

**Motion:**

Section 2110

Current Disclaimer language at the end of Section 2110:

Further, nothing herein shall create a private right of action.

Newly Proposed Disclaimer language proposed for inclusion at the end of Section 2110:

This manual adopts a definition of Discrimination that is broader than its legal definition.

Nothing herein shall be construed as creating or recognizing any private right of action.

**Moved by:** Heather Lynn

**Seconded by:** Natasha Eckart Baning

**Endorsed by:** Amanda Garces (Chair); Mark Hage (Vice Chair); Barbra Marden; Cynthia

Reyes; Infinite Culcleasure; Mara Iverson; Maxwell Barrows; Miakoda Schultz;

Natasha Eckart Baning; Xusana Davis; Heather Thomas Lynn; Michael Martin, Chelsea

Myers; Hiba Ali, Prinsha Neupane, Julie Hansen, Lynn Murphy

**Opposed by:**

**Motion:**

**Section 2112**

In order to carry out Vermont's policy that all public school children attending a public school or an approved independent school will be afforded educational opportunities which are substantially equal -in quality, and in order to ensure continuous improvement in student performance, each public and approved independent school shall meet the following Vermont State Board of Education Rules Series 2000 – Education Quality Standards CVR 22-000-003 Page 2 of 17 education quality standards, and annually report to the community in an understandable, inclusive, and comprehensive form as required in 16 V.S.A. §165(a)(2).

**Moved by:** Lynn Murphy

**Seconded by:** Cynthia Reyes

**Endorsed by:** Amanda Garces (Chair); Mark Hage (Vice Chair); Barbra Marden; Cynthia

Reyes; Infinite Culcleasure; Mara Iverson; Maxwell Barrows; Miakoda Schultz;

Natasha Eckart Baning; Xusana Davis; Heather Thomas Lynn; Michael Martin, Chelsea

Myers; Hiba Ali, Prinsha Neupane, Lynn Murphy

**Opposed by:** Julie Hansen

**Motion:**

**Section 2114**

“Inclusive” or “Inclusion” means school-based curricula, programs, activities, resources, and policies that ensure that academic learning, co-curricular and social offerings, and all other aspects of school life are based on the values of equality, equity, social and cultural diversity, freedom, and dignity, so that all students are valued as unique individuals and can achieve their full academic and social potential.

**Moved by:** Cynthia Reyes

**Seconded by:** Natasha Eckart Baning

**Endorsed by:** Amanda Garces (Chair); Mark Hage (Vice Chair); Barbra Marden; Cynthia Reyes; Infinite Culcleasure; Mara Iverson; Maxwell Barrows; Miakoda Schultz; Natasha Eckart Baning; Xusana Davis; Heather Thomas Lynn; Michael Martin, Chelsea Myers; Hiba Ali, Prinsha Neupane, Julie Hansen, Lynn Murphy

**Opposed by:**

**Motion:**

Section 2114

“Social Identity Group” means a group of ~~two or more~~ people who share common characteristics that shape their identity and promote a sense of unity. The characteristics can be innate and unchangeable, or otherwise fundamental to identity and the exercise of rights and freedoms in political, economic, social, civil, or any other field.

**Moved by:** Chelsea Myers

**Seconded by:** Lynn Murphy

**Endorsed by:** Amanda Garces (Chair); Mark Hage (Vice Chair); Barbra Marden; Cynthia Reyes; Infinite Culcleasure; Mara Iverson; Maxwell Barrows; Miakoda Schultz; Natasha Eckart Baning; Xusana Davis; Heather Thomas Lynn; Michael Martin, Chelsea Myers; Hiba Ali, Prinsha Neupane, Julie Hansen, Lynn Murphy

**Opposed by:**

**Motion:**

Section 2114

"Educational Technology" means instruction and/or preparation in the appropriate use of current technology to provide students with **equitable** ~~equal~~ access to the knowledge and skills needed to communicate, solve problems, and to access, manage, integrate, evaluate, and create information.

**Moved by:** Mara Iverson

**Seconded by:** Miakoda Schultz

**Endorsed by:** Amanda Garces (Chair); Mark Hage (Vice Chair); Barbra Marden; Cynthia Reyes; Infinite Culcleasure; Mara Iverson; Maxwell Barrows; Miakoda Schultz; Natasha Eckart Baning; Xusana Davis; Heather Thomas Lynn; Michael Martin, Chelsea Myers; Hiba Ali, Prinsha Neupane, Julie Hansen, Lynn Murphy

**Opposed by:**

**Motion:**

Section 2114

*(Partial revision – see below. The rest of the definition that precedes this part stands as written.)*

Restorative Justice processes and programs shall not remove from a school district or lessen to any degree its mandatory responsibility under Vermont law and policy to investigate, call out, name, and discipline behaviors that violate the Vermont Agency of Education's "Policy Procedures for the Prevention of Harassment, Hazing and Bullying" (HHB) and Federal Title IX.

**Moved by:** Lynn Murphy

**Seconded by:** Heather Thomas Lynn

**Endorsed by:** Amanda Garces (Chair); Mark Hage (Vice Chair); Barbra Marden; Cynthia Reyes; Infinite Culcleasure; Mara Iverson; Maxwell Barrows; Miakoda Schultz; Natasha Eckart Baning; Heather Thomas Lynn; Michael Martin, Chelsea Myers; Hiba Ali,

Prinsha Neupane, Julie Hansen, Lynn Murphy

**Opposed by:**

(could we just take a picture of the vote here?)

**Motion:** Approved definition of transferable skills and universal design.

**Moved by:** Chelsea Myers

**Seconded by:** Cynthia Reyes

**Endorsed by:**

Amanda Garces (Chair); Mark Hage (Vice Chair); Barbra Marden; Cynthia Reyes; Infinite Culcleasure; Mara Iverson; Maxwell Barrows; Miakoda Schultz; Natasha Eckart Baning; Heather Thomas Lynn; Michael Martin, Chelsea Myers; Hiba Ali, Prinsha Neupane, Julie Hansen, Lynn Murphy

**Opposed by:**

**Motion: Section 2120.1**

Educators shall promote personalization and high expectations for each student, so that each student successfully engages in the curriculum and meets graduation requirements. Classroom instruction shall include a range of research-based instructional strategies ~~incorporating research-based strategies~~ that most effectively improve student learning and engage all learners as identified by national and Vermont guidance and locally collected and analyzed student data. Educators ~~Teachers~~ shall:....

**Moved by:** Cynthia Reyes

**Seconded by:** Natasha Eckart Baning

**Endorsed by:**

Amanda Garces (Chair); Mark Hage (Vice Chair); Barbra Marden; Cynthia Reyes; Infinite Culcleasure; Mara Iverson; Maxwell Barrows; Miakoda Schultz; Natasha Eckart Baning; Heather Thomas Lynn; Michael Martin, Chelsea Myers; Hiba Ali, Prinsha Neupane, Julie Hansen, Lynn Murphy

**Opposed by:**

**Motion: Section 2120.1**

Educators ~~Teachers~~ shall be supported in:

- a. examining their own **cultural** identities and biases and fostering a learning environment that emphasizes multiple ethnic, cultural, and racial perspectives, presents and critiques historical counter-narratives, and encourages students to examine issues and expressions of social equity within and beyond the classroom or school;
- b. modeling high expectations for all learners, regardless of prior academic experience, family background, socio-economic status, or (dis)abilities and promote respect for student differences;
- h. emphasizing an inquiry-driven approach to all units of study and bring real-world issues into the classroom;

**NOTE:** Other *verb forms* in this section where the language was **not** changed will be altered during the copyediting process to be consistent with the verb forms above.

**Moved by:** Natasha Eckart Baning

**Seconded by:** Lynn Murphy

**Endorsed by:**

Amanda Garces (Chair); Mark Hage (Vice Chair); Barbra Marden; Cynthia Reyes; Infinite Culcleasure; Mara Iverson; Maxwell Barrows; Miakoda Schultz; Natasha Eckart Baning; Heather Thomas Lynn; Michael Martin, Chelsea Myers; Hiba Ali, Prinsha Neupane, Julie Hansen, Lynn Murphy

**Opposed by:**

**Motion: Section 2120.5**

Each school shall provide appropriate socially and culturally responsive learning opportunities to all students to support their attainment of the standards approved by the State Board of Education. ~~As required in 16 V.S.A. §2902,~~ Each public and approved independent school shall provide support for students who require additional assistance in

order to succeed or be challenged in the general education environment.

**Moved by:** Cynthia Reyes

**Seconded by:** Lynn Murphy

**Endorsed by:** Amanda Garces (Chair); Mark Hage (Vice Chair); Barbra Marden; Cynthia Reyes; Infinite Culcleasure; Mara Iverson; Maxwell Barrows; Miakoda Schultz; Natasha Eckart Baning; Heather Thomas Lynn; Michael Martin, Chelsea Myers; Hiba Ali, Prinsha Neupane, Lynn Murphy

**Opposed by:**

Julie Hansen

**Motion: Section 2120.6 (As written in 2.12.22 Edition of Revised EQS Manual)**

Each local school board shall ensure the alignment of existing school policies, and create new policies as needed, to promote research, coordination and professional learning that leads to the development of age - and grade – appropriate programming and resources in Ethnic Studies that are (a) integrated into all Curriculum Content areas on Section 2120.5 of this Manual and (b) are responsive to the developmental needs of all students, Pre-Kindergarten through Grade 12.

Local school board’s policies shall facilitate the formation of site-based, local district-community committees to help accomplish this curricular work.

The members of the committee shall include administrators, teachers and support staff, parents/legal guardians, at least one other community member, and students where appropriate. In the course of its mission, the committee shall take part in knowledge- and vision-building sessions that reflect and build on the breadth of knowledge and life experiences of each of its members.

With assistance from the supervisory union, each committee shall determine its internal governance and decision-making procedures, the number and duration of its meetings, how best to report on its deliberations to all stakeholders and to make formal recommendations to school staff and the school board, and how to assess the academic and social equity needs of the student body, school staff, parents/legal guardians, and local community. Each committee shall be provided appropriate funding as needed to accomplish its tasks by the school board that authorized its creation, along with administrative support and curriculum and pedagogical expertise as needed by the supervisory union or other entities.



**Section 2120.6 (As revised and proposed for adoption on April 1, 2022.)**

Each local school board shall ensure the alignment of existing school policies and create new policies as needed to accomplish the following:

- a. promote research, coordination and professional learning that leads to the development of age - and grade – appropriate programming and resources in Ethnic Studies that are integrated into all Curriculum Content areas in Section 2120.5 of this Manual and that are responsive to the developmental needs of all students, Pre-Kindergarten through Grade 12; and
- b. create systems for regularly, systematically, and continuously evaluating a school district’s performance in attaining the above goals.

When undertaking this policy work, school boards and school leadership shall engage with the communities they serve; and seek input and guidance through a process that includes the voices and experiences of students, parents/legal guardians and other community members who are often underrepresented in this work and in school decision-making.

**Moved by:** Heather Lynn

**Seconded by:** Chelsea Myers

**Endorsed by:** Amanda Garces (Chair); Mark Hage (Vice Chair); Cynthia Reyes; Infinite Culcleasure; Mara Iverson; Maxwell Barrows; Miakoda Schultz; Natasha Eckart Baning; Heather Thomas Lynn; Michael Martin, Chelsea Myers; Hiba Ali, Prinsha Neupane, Julie Hansen, Lynn Murphy, Xusana Davis,

**Opposed by:**

**Motion:**

**Section 2120.2 (As written in the 2.12.22 Edition of the Revised EQS Manual.)**

- a. **understand** the diversity of cultural, racial, ethnic, linguistic, and social identities and experiences that shape and impact children’s lives as students and integrate that understanding into the district’s planning and procedures related to flexible pathways.

- b. **recognize and reduce** social and economic barriers to accessing flexible pathways.
- d. **create** resources and learning opportunities that center disability-related issues.

**Section 2120.2 (As revised and proposed for adoption on April 1, 2022.)**

- a. Integrate an understanding and respect for the diversity of cultural, racial, ethnic, linguistic, and social identities and experiences that shape and impact children’s lives as students and integrate that understanding into the district’s planning and procedures related to flexible pathways.

**Moved by:** Michael Martin

**Seconded by:** Lynn Murphy

**Endorsed by:** Amanda Garces (Chair); Mark Hage (Vice Chair); Cynthia Reyes; Infinite Culcleasure; Mara Iverson; Maxwell Barrows; Miakoda Schultz; Natasha Eckart Baning; Heather Thomas Lynn; Michael Martin, Chelsea Myers; Prinsha Neupane, Julie Hansen, Lynn Murphy, Xusana Davis, Barbra Marden, Joyce Yodishembo, Mike McRaith

**Opposed by:**

**Motion: Section 2120.2 (As written in the 2.12.22 Edition of the Revised EQS Manual.)**

- a. **understand** the diversity of cultural, racial, ethnic, linguistic, and social identities and experiences that shape and impact children’s lives as students and integrate that understanding into the district’s planning and procedures related to flexible pathways.
- b. **recognize and reduce** social and economic barriers to accessing flexible pathways.
- d. **create** resources and learning opportunities that center disability-related issues.

**Section 2120.2 (As revised and proposed for adoption on April 1, 2022.)**

B. Recognize and reduce the impact of social and economic barriers to accessing flexible pathways.

**Moved by:** Mara Iverson

**Seconded by:** Natasha Eckart Baning

**Endorsed by:** Amanda Garces (Chair); Mark Hage (Vice Chair); Cynthia Reyes; Infinite Culcleasure; Mara Iverson; Maxwell Barrows; Miakoda Schultz; Natasha Eckart Baning; Heather Thomas Lynn; Michael Martin, Chelsea Myers; Hiba Ali, Prinsha Neupane, Julie Hansen, Lynn Murphy, Xusana Davis, Barbra Marden, Joyce Yodishembo, Mike McRaith

**Opposed by:**

**Motion: Section 2120.2 (As written in the 2.12.22 Edition of the Revised EQS Manual.)**

- a. **understand** the diversity of cultural, racial, ethnic, linguistic, and social identities and experiences that shape and impact children’s lives as students and integrate that understanding into the district’s planning and procedures related to flexible pathways.
- b. **recognize and reduce** social and economic barriers to accessing flexible pathways.
- d. **create** resources and learning opportunities that center disability-related issues.

**Section 2120.2 (As revised and proposed for adoption on April 1, 2022.)**

- d. Offer resources and learning opportunities that center disability-related issues.

**Moved by: Mia Schultz**

**Seconded by: Cynthia Reyes**

**Endorsed by:** Amanda Garces (Chair); Mark Hage (Vice Chair); Cynthia Reyes; Infinite Culcleasure; Mara Iverson; Maxwell Barrows; Miakoda Schultz; Natasha Eckart Baning; Heather Thomas Lynn; Michael Martin, Chelsea Myers; Hiba Ali, Prinsha Neupane, Julie Hansen, Lynn Murphy, Xusana Davis, Barbra Marden, Joyce Yodishembo, Mike McRaith

**Opposed by:**

**Motion:**  
**Section 2120.2**

**Current language in 2.12.22 Edition of Revised EQS Manual**

(g) Ensure that students have opportunities in and out of school settings to have quality interactions with teachers and other adults, including artists and culture bearers, who represent a range of cultural, ethnic, racial, linguistic, and social diversity as part of their learning experience.

**As Proposed (and proposed for adoption) on April 1, 2022:**

(g) **Provide** students with **Flexible Pathway opportunities, consistent with 16 V.S.A. § 941, to have as part of their learning experiences** quality interactions with teachers and other adults, including artists and culture bearers, who represent a range of cultural, ethnic, racial, linguistic, and social diversity. ~~as part of their learning experience.~~

**Moved by:** Lynn Murphy  
**Seconded by:** Natasha Eckart Baning

**Endorsed by:** Amanda Garces (Chair); Mark Hage (Vice Chair); Cynthia Reyes; Infinite Culcleasure; Mara Iverson; Maxwell Barrows; Miakoda Schultz; Natasha Eckart Baning; Heather Thomas Lynn; Michael Martin, Chelsea Myers; Hiba Ali, Prinsha Neupane, Julie Hansen, Lynn Murphy, Xusana Davis, Barbra Marden, Joyce Yodishembo, Mike McRaith

**Opposed by:**

**Motion:**  
**Section 2121.3: See the words highlighted in yellow.**

Each supervisory union shall develop and implement a system of appropriate needs-based professional learning for all professional staff, including administrators and other staff involved in student instruction, as required in 16 V.S.A. §261a(a)(5), which shall include ongoing resources and supports to achieve and strengthen an anti-racist and culturally and linguistically responsive school experience for all students, and to cultivate the knowledge, skills and practices required to identify and remediate for prohibited discrimination as a result of, or based upon, the reasons set forth in Section 2113 and in the Statement of Purpose of this

Manual. Time for professional learning will be embedded into the agreed-upon scheduled times for school employees as defined by collective bargaining agreements where they exist."

**Moved by:** Lynn Murphy

**Seconded by:** Cynthia Reyes

**Endorsed by:** Amanda Garces (Chair); Mark Hage (Vice Chair); Cynthia Reyes; Infinite Culcleasure; Mara Iverson; Maxwell Barrows; Miakoda Schultz; Natasha Eckart Baning; Heather Thomas Lynn; Michael Martin, Chelsea Myers; Hiba Ali, Prinsha Neupane, Julie Hansen, Lynn Murphy, Xusana Davis, Barbra Marden, Joyce Yodishembo, Mike McRaith

**Opposed by:**

**Motion: Section 2123.2**

The performance criteria of the assessment system shall be clear and be communicated to teachers, administrators, to students and their parents or legal guardians in their native home language(s) and in an accessible format. Students and parents shall be informed at least annually regarding progress toward achieving the standards. This includes accommodating linguistic diversity and providing information in students native home language(s) and in an accessible format.

**Motion adopted unanimously.**

**Moved by:** Natasha Eckart Baning

**Seconded by:** Lynn Murphy

**Endorsed by:** Amanda Garces (Chair); Mark Hage (Vice Chair); Cynthia Reyes; Infinite Culcleasure; Mara Iverson; Maxwell Barrows; Miakoda Schultz; Natasha Eckart Baning; Heather Thomas Lynn; Michael Martin, Prinsha Neupane, Julie Hansen, Lynn Murphy, Xusana Davis, Joyce Yodishembo, Mike McRaith

**Opposed by:**

**Abstain:** Barbra Marden, Chelsea Myers;

<b>Motion:</b>
<b>Moved by:</b> <b>Seconded by:</b>
<b>Endorsed by:</b> <b>Opposed by:</b>

<b>Motion:</b>
<b>Moved by:</b> <b>Seconded by:</b>
<b>Endorsed by:</b> <b>Opposed by:</b>