

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: 457 311 054#

Date: April 27, 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 4:08 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 10, 2023, Meeting Minutes](#)

The approval of the April 10 minutes be postponed until the May 1, 2023 meeting when all EQS Committee members can be present.

Committee Discussion/Edits

Gleason and Kolbe reviewed feedback from the board, as submitted by [Lyle Jepson](#) and [Jennifer Samuelson](#). They discussed and responded with [suggested edits to Jepson's questions](#) and [suggested edits to Samuelson's questions](#).

Gleason will email the Act 1 Working Group co-chairs regarding outstanding Act 1 related issues.

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*

2. In the definition of "Social Identity Group" we had a suggestions 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. **Please let us know if there is a reason that it should remain.**
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.**
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.**

Kolbe will email the AOE regarding outstanding technical questions:

- 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 V.S.A. § 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/SDs 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 Personalized Learning Plans (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.

Future Agenda Items

- Next meeting dates: Monday, May 1, 2023, 4:45-6pm

- Special Meeting of the State Board of Education to review the revised EQS the week of May 8, with anticipated Board vote at the May 17, 2023 regular Board meeting.
- June ICAR filing update

Adjourn

Gleason made a motion to adjourn at 5:56 p.m. Kolbe seconded. Motion passed unanimously.

Minutes prepared by
Kim Gleason
Co-Chair, EQS Committee