

EQS Edits (Tom/Kim/Tammy/COMMITTEE)

Edits to EQS

22 January 2023

1. 2000/2110 - Consider "to ensure that all Vermont students are afforded educational opportunities..." (this make the focus of the statement of purpose the Vermont student/learner, rather than the institution they attend, and would allow the opportunity to later address the area of the law that states whether these rules apply to recognized, approved and/or approved to received public tuition independent schools) (Tammy: I had something similar – but, I like Kim's language better; noting that in Act 1's charge from the General Assembly, it references "promote an overarching focus on preparing all students to participate in an increasingly racially, culturally, and socially diverse Vermont and in global communities" (emphasis added); "ensure every student is in a safe ..." (this was discussed as an appropriate/possible way to go, but exact language was not decided)
2. 2110 (2)—"opportunities that are equitable.....and equal in quality and that enable.... (Would like to hear understand rationale for reordering) (This was discussed and reordered to read: "...opportunities that are equitable, anti-racist, culturally responsive, anti-discriminatory, inclusive and substantially equal in quality, thus enabling each student to achieve or exceed the standards approved by the State Board of Education" CONFIRM WITH ACT 1 THAT THIS DOESN'T CHANGE THE MEANING FROM THEIR PERSPECTIVE
3. 2110 (3)—"dual enrollment and early college programs" Insert as follows: "...and early college programs, career technical education (CTE)...."
4. 2110 (3)—"language or linguistic diversity" Change to: "...language or linguistic diversity..." CONFIRM WITH ACT 1 THAT THIS DOESN'T CHANGE THEIR INTENTION.
5. 2110 - spell out SU/SD Supervisory Union/Supervisory District (may also add (SU/SD) so that can be used later) Spell out SU/SD when first used and define in the definitions to align with or agree on the same definition as the DQS will use. (REVIEW revision of UUSD law from last last session to see if there is a definition for SU/SD and make consistent with DQS.)
6. 2110 (3)—redundant last sentences (I would suggest leaving the last two sentences for legal review, as they are intended to protect the liability of school districts from private right of action as a result of the expansion of the definition.) Agreed, this is redundant as written and the last two paragraphs should be able to be cleaned up after legal review of the substance.
7. 2111 (3)—Student performance versus learning standards (Content Area Standards - I believe that is the reference on the AOE website) Change to "Content Area Standards" (CONFIRM WITH AOE THAT IS THE CORRECT REFERENCE)
8. 2112 (4)—add language from 2110 about opportunities Consider language from above that centers the Vermont student Yes, make this change consistent throughout, when decided upon.
9. 2112 (4)—what is an inclusive form? I believe this would include translated reports for example.
10. 2112 "In order to carry out Vermont's policy that all students will be afforded educational opportunities that are substantially equal in quality, and to ensure continuous improvement in student performance, SU/SDs and schools to which this rule applies pursuant to 16 VSA Section 165 shall meet the the following education quality standards, and annually report to their communities in an understandable, inclusive and comprehensive form as required in 16 VSA Section 165(a)(2). (Note: Recommending dropping reference to public and independent schools and instead make it clear that the rule applies to SUs/SDs and schools as required by statute) Agreed that we will decided on appropriate language to be referenced throughout regarding to whom this applies, and/or determine where there is reference to the need for independent school compliance (Act 1 related matters)
11. 2112 Replace "each supervisory union" with "SU/SD" YES
12. 2114: NOTE – School is defined, but not SU/SD. This may not matter – but, I'm flagging for a consistency check with group. YES, see #5 above)
13. 2114 (academic record)—mention distinction from educational record I don't believe that we define "educational record" Add the following clarifying language at the end of that definition: "...An academic record is not the same as a student's educational record, as defined in federal statute (FERPA, IDEA)." (or something like that)

14. 2114 (anti-discrimination and anti-racist)—move “programs and policies” to end of list or add verb after “policies” **consider edit to say “...programs and policies designed and/or implemented...”** ACCEPTED the change in RED.
15. 2114 (applied learning)—neurodivergent cultures or groups? CHECK WITH ACT 1 TO CLARIFY USE OF “CULTURES” vs. “groups” as is used for the list that goes before; SHOULD WE ADD A DEFINITION OF NEURODIVERGENT?
16. 2114 (CTE)—“designed” now modifies diploma **Consider: removing “supports attainment of a high school diploma” “CTE means an educational program that is designed to provide....** CHECK WITH AOE OR CTE COMMUNITY TO SEE IF THIS REFERENCE TO “supports attainment of a high school diploma” IS STILL NECESSARY, IN THAT THERE ARE NO LONGER PARTICIPATION CERTIFICATE, ETC. If still important reference, consider the following edit: “an educational program that is designed to provide students with technical knowledge, skills and aptitudes to prepare them to attain a high school diploma, further education, enhance their employment options or lead to a postsecondary...”
17. 2114 (caste)—singular or plural? System or class? Edit as follows: ““Caste” means position within a hierarchical....”
18. 2114 (college and career readiness)—“student’s ability to possess” or “**student’s possession of**”, “skills needed to enter” **ACCEPT** edit in RED.
19. 2114 (critical thinking)—purpose to form a judgment or to better understand the question **I think this read OK as is for me, as I believe it can be to “form a judgment” and/or “better understand the question.”**
20. 2114 (culturally and linguistically diverse students)—combine first two sentences so that it is a definition, pull out “linguistic competencies” as its own definition **If Linguistic competencies is not otherwise used in the document, I think that it is appropriate to leave it within the current definition. If mentioned otherwise, then it would benefit from its own definition. Discussed and decided to LEAVE AS IS, given the time and consideration that went into that definition earlier on and the contributions of many, and the consideration of that earlier work/conversations and intentions.**
 - a. “Culturally and Linguistically Diverse Students” are those who are members of home, cultural or social environments where languages other than English are spoken and whose experience and success is enhanced by schools demonstrating respect for a multitude of ...”



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2/3/23 - COMMITTEE DECISIONS

21. 2114 (culturally responsive teaching)—change “a” to “an”, combine sentences to make one definition
 - a. Culturally responsive teaching” is an evidence-based approach that incorporates knowledge of diverse cultures, languages, and perspectives into learning activities and curriculum design, including connecting students’ life experiences and ways of learning, that helps students to both access rigorous curriculum and to develop higher-order thinking skills.
22. 2114 (educational technology)—technology does not mean instruction, change term or definition **Agree it is unclear; may depend how it is used later in the document** Committee updated and clarified the language.
 - “Educational Technology” means the technological tools, media, and instructional practices that educators use to provide students equitable access to the knowledge and skills needed to communicate, solve problems, and to access, manage, integrate, evaluate, and create information.”
23. 2114 (equity)—the state of each student receiving.... Or if (equitable)—each student receiving, no need to capitilize “Equity”, combine sentences into one definition **Committee removed redundancy and framed the definition to indicate what Equity is, rather than what it is not. (ACT 1 review)**

Equity” means that each student receives opportunities needed to learn and thrive in the classroom and in all aspects of learning and school life, in career and occupational training, and in community-school interactions, and to discover and cultivate their talents and interests. To be achieved, equity requires an inclusive school environment and may necessitate an unequal distribution of resources and services based on the needs of each student.

24. 2114 (ethnic studies)—no need to capitalize “Ethnic Groups” or ‘Indigenous Peoples’ It would agree that we need not capitalize Ethnic Groups (unless we capitalize all other defined terms). It looks like we should capitalize Indigenous peoples (not P), but when referencing the specific groups within the parentheses, we should leave the capitals. I would also say that the Act 1 Working Group had representatives from those communities and they likely have capitalized as they wish to be referenced, but we could check that with Act. Committee made a decision to capitalize only when being used as a proper noun, and updated as follows:
- a. Ethnicity” means a concept that embodies a wide range of criteria used to identify ethnic groups, such as a common history, ancestry or culture, national, social or geographic origin, skin color, languages, religions, tribe or indigenous people (including the Indigenous Peoples of Vermont – e.g., the Abenaki, Mahican, Pennacook, Pocomtuc and others), or various combinations of these characteristics.
25. 2114 (ethnicity)—make “Indigenous Peoples” its own definition? I think that we don’t need to capitalize Ethnic Group here, and I also don’t think that we want to pull out a definition for Indigenous peoples, as in this context it there is also reference to the intersectionality of identities. Again, for consistency the Committee will use capitalization when used for proper nouns.
26. 2114 (interdisciplinary)—“means relating to the practice” or simply “examining and teaching”, change “alternative” to “diverse”? Committee changed as follows:
- a. “Interdisciplinary” means examining and teaching a subject from multiple academic perspectives and encouraging students to engage with and to synthesize diverse perspectives and narratives, including those from their lived experiences, into a coherent understanding or analysis.
27. 2114 (language)—make term plural or definition singular, because the list has an element the contains commas, the elements of the larger list should be separated by semicolons, add the list that is ow included in (linguistic diversity) Committee change: “Languages...” changed punctuation
28. 2114 (linguistic diversity)—begin with “the immense body of diverse and complex....”, combine sentences to make one definition Committee changed the language as follows:
- a. “Linguistic diversity” means the immense body of diverse and complex systems of communication and expression (e.g., official languages, endangered languages, Indigenous and minority languages, dialects, and non-verbal languages and communication), the respect for and preservation of which is fundamental to students’ experience and academic success; eradicating bias, racism, and discrimination; and fostering practices and systems of inclusion, equality, equity, and diversity in our schools and communities.
29. 2114 (personalized learning plan)—this will include experiences of discrimination? The Committee discussed and left the language as is.
30. 2114 (racism)—replace “theory” with behavior or way of thinking? The Committee changed the language as follows:
- a. “Racism” means the theory, belief, or act of making value judgements that are based on racial, ethnic, or cultural differences, or which advances the claim that racial, ethnic, or cultural groups are inherently superior or inferior, thus explicitly arguing or implying that some groups are entitled to dominate, exploit, exclude, or eliminate others presumed to be inferior. Racism is practiced by individuals and groups, and it is expressed systematically through the structures, laws, regulations, practices and policies of public and private institutions, employers, and organizations.
31. 2114 (evidence-based)—hyphenate, put in alphabetical order, add other verbs to “learn” like “communicate”, “behave”, and/or “thrive”.
- a. “Evidence Based” means practices and activities that are consistent with research on how students communicate, behave, learn, and thrive in ways that are developmentally and socially appropriate and have positive and lasting effects on their education and personal growth.
32. 2114 (school)—last sentence seems redundant Agreed, and I think that we could eliminate “public” in the second sentence, as the determination of to whom the rules apply will be made early in the document or by reference to law and is unnecessary to make that distinction here. The Committee changed the definition as follows:

- a. "School" means an organizational structure designed to facilitate student learning. This could include an individual school or a combination of schools with one administration, inclusive of outdoor recreation areas, paths, and facilities, and ~~either of which~~ could include learning opportunities both within and outside of school buildings and school day. It also includes career technical centers, ~~as specified in Title 16 (Flexible Pathways subsection)~~, and virtual learning experiences and opportunities that are offered by the school and/or SU/SD....
33. 2114 (Supervisory Union/Supervisory District) - "means an administrative, planning and educational service unit created by the State Board of Ed. A Supervisory Union consists of two or more school districts and/or supervisory district(s). A Supervisory District consists of only one school district and may be a unified union school district, inclusive of multiple towns. Committee changed definition to align with statute: (AOE review to ensure consistency with DQS.
-  a. "Supervisory union/Supervisory District (SU/SD)" means an administrative, planning, and educational service unit created by the State Board of Education. A Supervisory Union (SU) consists of two or more school district, and/or supervisory districts. A Supervisory District (SD) consists of only one school district and may be an unified union school district, inclusive of multiple towns.
34. 2114 (transferrable skills)—replace "such as" with "including", make sure this aligns with later references Committee modified the definition as follows:
- a. "Transferable skills" refers to ~~a broad set of knowledge~~ lifelong learning skills such as, but including but not limited to, creativity, communication, collaboration, critical thinking, innovation, inquiry, problem-solving, the use of technology, and intercultural competency. Transferable skills are interdisciplinary skills that are vitally important for students' personal agency and contributions as members of a diverse and democratic society. ~~work habits, and character traits that are believed to be critically important to success in today's world, particularly in collegiate programs and modern career~~
35. 2120.1 (a)—semicolons after "perspectives" and "narratives" Committee made the punctuation changes.
36. 2120.1 (b)—dash after "learners" and "(dis)abilities" ~~add "modeling and setting high expectations...."~~ Committee added "modeling and setting high expectations..."
37. 2120.2—comma after "community research"
38. 2120.2(a)—delete "an", "shape and impact" seems redundant, so does "as students" ~~I think this one reads OK as is to me.~~ Committee added "shape and impact learners' lives...."
39. 2120.2 (d)—not sure what the verb "center" means here ~~I believe that is meant to reflect and lift up the lived experiences of those with disabilities~~ Committee was not clear the intention of the use of "center" in the context of this bullet (CHECK with ACT 1 WG) The following language was put in as a place-holder:
- offer resources and learning opportunities that  provide experiences that give exposure to disability-related issues;
- a.
40. 2120.3—add after "e.g."—"communicated in the learner's home language" Change made.
- STOPPED HERE 2/3/23
41. 2120.4—add language from definition? Or statement of purpose? Committee added language from statement of purpose (ACT 1)
42. 2120.4 - I believe that the last sentence is no longer necessary as I think that all students 7-12 must now have PLPs (check with the statute) Deleted reference to implementation because law is fully implemented.
43. 2120.5 - SU/SD replaces Supervisory Union Checked SU/SD throughout
44. 2120.5—add language from statement of purpose? Committee added language from the statement of purpose. (ACT 1)
45. 2120.5(c): Suggested revision: "scientific practices, cross-scientific inquiry, and content knowledge that includes concepts of life sciences, physical sciences, earth and space sciences, engineering and technology design. Committee accepted this suggested change.
46. 2120.5 Revise: "Each school shall provide" (dropping reference to public and approved independent school) Accepted this change. (AOE)

47. 2120.5 - I would move the third from the last paragraph down and the paragraph referencing health and physical ed up, to keep them ore specific references at the top and the more general reference at the end of that section Committee moved references to PE and health below the applicable bullet in this section.
48. 2120.6—no need for punctuation after “serve” in last sentence; last paragraph “a process that includes the diverse voices....” Committee accepted this edit.
49. 2120.6 Replace “supervisory union” with ‘SU/SD’ Checked for this throughout.
50. 2120.7 - I believe the second paragraph is dated and no longer necessary as this is a requirement for all students today. Committee deleted this paragraph, as is no longer relevant.
51. 2120.8 check reference to supervisory union board (to SU/SD) and through the remainder of the document (pg. 21; 2121.3 Check for su/sd done throughout document
52. 2120.8: Replace “secondary school board” with “SU/SD board with responsibility for secondary level students” Committee made this change.
53. 2221.5—comma after “identities of students” at bottom of page 23; SU/SD mid page and extra space in end of first line of second to last paragraph 2122.1 Committee made this change.
54. 2221.5 (page 25)—add “services” after “mental health”, and should we add other kinds of counseling besides gender identity, or should we delete that to be more global? I think that may fall under “health services” with the more general counseling support being addressed above that. We could add “to include counseling on gender identity....” and SU/SD reference throughout Committee made more substantial change here (ACT 1 review)
55. 2122.1—add the anti-racist and equitable language (see 2125c) Committee made this change.
56. 2121.1 – Remove reference to supervisory union, replace with SU/SD DONE
57. 2122.2 Drop reference to MP3, keep “high quality audio” DONE
58. 2122.2 Replace reference to supervisory union with SU/SD DONE
59. 2123.2 (end of section)—add “communication” after “This” DONE
60. 2123.3 – Remove reference to supervisory union, replace with SU/SD
61. 2123.3: DISCUSSION ITEM: To what extent is 2123 aligned with proposed DQS and QA approach (AOE input)
62. 2124: SHOULD THIS REFERENCE QA standards and reporting AOE input
63. 2125 & 2126: How does the continuous improvement plan align with DQS and QA? AOE input, timeline for implementation and transition plan for accountability
64. 2125 (page 29)—“may include” versus “shall include”, add “and” after “advanced placement courses”“ Shall” was in the original EQS so I believe it must be required that the plan minimally provides those indicators that are required by the AOE (I think that is mandatory reporting for the state dashboard type info) AOE review
65. 2126.3 - should check references to the law 165
66. 2128 - consider the appropriate roll out/timeline for effective date and full compliance???