

peers, and can find joy in uplifting others.

**Social responsibility**– Students seek liberation for themselves and their

**wealth.**

**Interconnectedness**– students value building community care and cultural

(remembering that learning can go both ways!)

confidently stand against racism in a way that is best for them

**Resisting racism**– Students and teachers learning how to effectively and

of different identities and their histories

**Identity development**– when students learn about the interconnectedness

update to the EQS. IRIS stands for:

(indigenous to Vermont) iris (find out why in the appendix) is the basis of the

**Standards (EQS)** passed the final stages of being approved. The blue flag

In fall of 2023, the working group’s method of updating the Education Quality

## The IRIS Framework:

### How can we bring this into our schools?

It is students’ right to learn about these things, not their responsibility (to seek this out for themselves). However, it is clear that some districts are not confident in these policies and how to bring them into their learning environments.

#### Who can students talk to about the IRIS framework and EQS?

**Diversity, Equity and Inclusion Coordinator (DEI coordinator):** Some schools/districts in Vermont have a professional who’s goal is to bring diversity, equity, and inclusion into schools, and are trained to help support implementation of the new EQS.

**A Principal or Superintendent:** In the case that your school doesn’t have a DEI coordinator, reaching out to a principal or superintendent can be a great second option. Theoretically, when the legislation was passed, the Agency of Education notified all superintendents and principals of the change. They might be able to give more insight into what’s happening at your school.

**Teachers:** Sometimes people in power (like principals and superintendents) are not responsive to youth, or do not have a plan in action. In this case, reaching out to teachers whom you know and trust, and providing them with the resources found at the QR code in the appendix of this zine can help spread knowledge of the EQS.

the Education Quality Standards to meet Vermont schools’ needs.

perspective. To execute this, Act 1 established a working group who would update

schools must have a ‘bias-free’ curriculum, where history wasn’t told from just 1

the historical contributions of social and ethnic minorities. It also mandated that

create a more representative curriculum containing “ethnic studies”, incorporating

woven into curriculum at Vermont schools. Act 1 was legislation passed in 2019 to

push to get legislation passed, which would mandate these ideas (and more) to be

narrative? This is what the Education Justice Coalition had in mind as they made the

focused on the cultural competency of their students, how could we change this

teachers taught a curriculum about implicit bias, the stories of minority groups, and

were based on discrimination of sexual orientation, religion, or disabilities. If

of 35 hate crimes reported in 2017 over half were motivated by racism, and the rest

Agency of Education) weren’t making it a priority to act against it. Furthermore, out

schools, the people in power (administrations, school board members, and the

In 1999, schools around Vermont had a problem. Racism was prevalent in

## A History of Act 1

....**MORE RESOURCES**...

scan the QR code with a phone camera!



## RESISTING RACISM

### A Pocket Guide to Act 1 and the EQS



Youth Created Zine  
Supported By  
Outright Vermont

**Unfold this zine to access the APPENDIX on the back!**

# APPENDIX:

Youth Created Zine

Supported By

Outright Vermont



**Implicit bias**- There are a lot of harmful stereotypes which can stem from someone's implicit bias. Essentially, it's when someone has a belief or attitude about a certain social group, based on how the people around them act. This is done almost entirely unconsciously, which is what makes it so pervasive.

**Cultural competency**- Because people tend to live in a place with one predominant culture or another, traveling to other places can give you 'culture shock'. When someone is culturally competent, they have an ability to adapt to different cultures and their environments. To acquire cultural competence, being exposed to many different cultures (at school) can help this adaptability.

**Education Quality Standards**- In Vermont, there are some standards which are created by the Agency of Education and legislators, (and affiliate groups like the Act 1 working group), to tell schools what they have to do. If a school doesn't meet these standards, they are under-serving their students.

**More on the IRIS metaphor**- The blue flag iris is indigenous to Vermont. In Indigenous cultures, the iris as a whole represents healing and perspective. Each petal also is connected to something: wisdom, faith, and courage. All of these concepts are connected to the ideals and goals of the IRIS framework.

**Community care**- Balanced with self care, community care is when a group of people can pool their resources and knowledge and time to help each other. Some examples of community care: the library (especially the Kellogg-Hubbard in Montpelier), where kids can go and be safe after school, or when it's really cold outside. Any kind of free child care is a good example, too: in the case of a snow day, maybe one parent stays home and invites over a few kids from the neighborhood. In this case, only one person has to stay home from work instead of many. We are stronger together than when we are divided.

**Cultural wealth**- This idea was originally conceptualized by Dr. Tara Yosso of the University of California. When we think of wealth, we think of accumulating money. However there are many ways to accumulate wealth. Cultural wealth reinforces the value of resilience. Having a strong familial community can be wealth. Knowing many languages is wealth, and having social connections is wealth. By reinforcing the importance of this in the classroom, "Rather than focusing on how a person's race or ethnicity might give them less of the cultural capital that a predominantly white and middle-class environment values, Yosso instead focuses on the wealth of cultural capital that is being undervalued," (Pelc).

## SOURCES

**Act 1. 2019,**

<https://legislature.vermont.gov/Documents/2020/Documents/ACTS/ACT001/ACT001%20As%20Enacted.pdf>.

**Act 1 working group. "Vermont IRIS Framework."**

[https://actionnetwork.org/user\\_files/user\\_files/000/101/157/original/VERMONT\\_IRIS\\_ETHNIC\\_STUDIES\\_FRAMEWORK.pdf](https://actionnetwork.org/user_files/user_files/000/101/157/original/VERMONT_IRIS_ETHNIC_STUDIES_FRAMEWORK.pdf). Accessed 12 February 2024.

**Cherry, Kendra. "Implicit Bias: Definition, Causes, Effects, and Prevention." *Verywell Mind*, 31 March 2023,**

<https://www.verywellmind.com/implicit-bias-overview-4178401>. Accessed 12 February 2024.

**Pelc, Corrie. "Cultural Wealth In Higher Education: Putting Assets-based Perspectives Into Practice." *Every Learner Everywhere*,**

<https://www.everylearnereverywhere.org/blog/cultural-wealth-in-higher-education-putting-assets-based-perspectives-into-practice/>. Accessed 12 February 2024.

**Windon, Suzanna, and Tanya Lamo. "What is Cultural Competence and How to Develop It?" *Penn State Extension*, 1 May 2023,**

<https://extension.psu.edu/what-is-cultural-competence-and-how-to-develop-it>. Accessed 16 February 2024.