## **Common Sections of Rule Series 2000 & Rule Series 2200**

Last modified: January 23, 2024

	Rule Series 2000: Education Quality Standards	Rule Series 2200: Independent School Program Approval	Comments
Statutory Authority	16 V.S.A. §§ 164 and 165; <u>2019 Act 1.</u>	16 V.S.A. §§ 164(14), 166, 2958€, 2959 and 2973; 2019 Act No.1	
Preamble	(a) The right to education is fundamental for the success of Vermont's children in a rapidly-changing	(a) The right to education is fundamental for the success of Vermont's children in a rapidly-changing	16 VSA §1
	society and global marketplace as well as for the State's own economic and social prosperity. To keep	society and global marketplace as well as for the State's own economic and social prosperity. To keep	
	Vermont's democracy competitive and thriving, Vermont students must be afforded substantially	Vermont's democracy competitive and thriving, Vermont students must be afforded substantially	
	equal access to a quality basic education. However, one of the strengths of Vermont's education	equal access to a quality basic education. However, one of the strengths of Vermont's education	
	system lies in its rich diversity and the ability for each local school district to adapt its educational	system lies in its rich diversity and the ability for each local school district to adapt its educational	
	program to local needs and desires. Therefore, it is the policy of the State that all Vermont children	program to local needs and desires. Therefore, it is the policy of the State that all Vermont children	
	will be afforded educational opportunities that are substantially equal although educational programs	will be afforded educational opportunities that are substantially equal although educational programs	
	may vary from district to district. [16 V.S.A. §1]	may vary from district to district. [16 V.S.A. §1]	
	(b) These rules establish practices that will ensure that every student can access their education in a	(b) These rules establish practices that will ensure that every student can access their education in a	
	safe, secure, and welcoming learning and social environment, absent from explicit and implicit bias.	safe, secure, and welcoming learning and social environment, absent from explicit and implicit bias.	From Statement
	These rules further require all schools to strive for a culturally responsive pedagogy that critically	These rules further require all schools to strive for a culturally responsive pedagogy that critically	of Purpose
	examines and imparts a comprehensive, historical, and socially conscious understanding of the causes	examines and imparts a comprehensive, historical, and socially conscious understanding of the causes	
	and effects of bias and discrimination, why all persons should have equitable access to social and	and effects of bias and discrimination, why all persons should have equitable access to social and	
	economic opportunity, why persons and institutions must identify and prevent individual, group, and	economic opportunity, why persons and institutions must identify and prevent individual, group, and	
	systemic racism, antisemitism, discrimination, and all forms of unfair treatment, and the positive and	systemic racism, antisemitism, discrimination, and all forms of unfair treatment, and the positive and	
	multi-faceted contributions of different social, cultural, racial, linguistic ethnic and indigenous groups	multi-faceted contributions of different social, cultural, racial, linguistic, ethnic and indigenous groups	
	to the historical and ongoing project of building and strengthening democracy in the United States	to the historical and ongoing project of building and strengthening democracy in the United States	
	and globally.	and globally.	
	(c) For all of Vermont's children to have access to equitable educational opportunities, educators and	(c) For all of Vermont's children to have access to equitable educational opportunities, educators and	
	administrators must engage in active and continuous assessment of student circumstances, abilities,	administrators must engage in active and continuous assessment of student circumstances, abilities,	
	and needs to determine if differentiated instruction, interventions, or additional supports are	and needs to determine if differentiated instruction, interventions, or additional supports are	
	required to meet the promise of equity stated herein. This practice necessarily requires that students	required to meet the promise of equity stated herein. This practice necessarily requires that students	
	or groups of students are distinguished, classified, or separated according to legally permissible	or groups of students are distinguished, classified, or separated according to legally permissible	
	characteristics and afforded different opportunities or circumstances to learn and thrive in their	characteristics and afforded different opportunities or circumstances to learn and thrive in their	
	educational environment. When distinctions, classifications, and groupings are made for the purposes	educational environment. When distinctions, classifications, and groupings are made for the purposes	
	of providing equitable access to education, and not under pretext or for the purposes of perpetuating	of providing equitable access to education, and not under pretext or for the purposes of perpetuating	
	stereotypes, acting on explicit or implicit bias, discriminating unlawfully, or perpetuating systemic	stereotypes, acting on explicit or implicit bias, discriminating unlawfully, or perpetuating systemic	
	oppression, then such classifications and separate treatment is not in conflict with the principles of	oppression, then such classifications and separate treatment is not in conflict with the principles of	
	equality that underlies Vermont's system of education.	equality that underlies Vermont's system of education.	Llaca tha
	(d) Administrators and educators must have the training, support, and resources necessary to carry	(d) Administrators and educators must have the training, support, and resources necessary to carry	Uses the language of
	out these rules and uphold the values stated herein. To create and sustain a fair, just, inclusive, and	out these rules and uphold the values stated herein. To create and sustain a fair, just, inclusive, and	"Anti-
	equitable learning environment for all students, school staff, students, governing boards, community	equitable learning environment for all students, school staff, students, governing boards, community	discrimination"
	members, and contractors involved in the daily operation of schools are responsible for promoting	members, and contractors involved in the daily operation of schools are responsible for promoting	
	actions, behaviors, programs, and policies that are anti-racist and anti-discriminatory.	actions, behaviors, programs, and policies that are anti-racist and anti-discriminatory.	and <mark>"Anti-</mark> racist"
Findings			
<i>σ</i> -	(a) WHEREAS, pursuant to 16 V.S.A. 164, the Vermont State Board of Education ("Board") has	(a) WHEREAS, pursuant to 16 V.S.A. 164, the Vermont State Board of Education ("Board") has	
	engaged the broader education community, including students, parents, educators, administrator,	engaged the broader education community, including students, parents, educators, administrator,	
	local education officials, and community groups, consistent with Vermont Statute, its own rules, and	local education officials, and community groups, consistent with Vermont Statute, its own rules, and	
	rules adopted by the Secretary of the Agency of Education to act in accordance with legislative	rules adopted by the Secretary of the Agency of Education to act in accordance with legislative	
	mandates, including the adoption of rules pursuant to 3 V.S.A. Chapter 25, and executing special	mandates, including the adoption of rules pursuant to 3 V.S.A. Chapter 25, and executing special	
	assignments, as directed by the General Assembly, within the limitations of legislative intent; and	assignments, as directed by the General Assembly, within the limitations of legislative intent; and	

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	(b) WHEREAS, Act 1 of 2019 established a working group to review the standards for student	(b) WHEREAS, Act 1 of 2019 established a working group to I
	performance adopted by the State Board of Education under 16 V.S.A. 164(9), and recommend	performance adopted by the State Board of Education under
	changes to recognize fully the history, contributions, and perspectives of ethnic groups and social groups; and	changes to recognize fully the history, contributions, and per groups; and
	(c) WHEREAS, in Act 1 of 2019, the Vermont General Assembly, also made a series of findings related	(c) WHEREAS, in Act 1 of 2019, the Vermont General Assemb
	to the rise in acts of hate, harassment, and discrimination based on religious affiliation, including	to the rise in acts of hate, harassment, and discrimination ba
	antisemitism and islamophobia, and	antisemitism and islamophobia, and
	(d) WHEREAS, in Act 1 of 2019, the Vermont General Assembly also found that racial disparities	(d) WHEREAS, in Act 1 of 2019, the Vermont General Assem
	persist and need to be addressed in Vermont, that hate symbols have in recent years appeared with	persist and need to be addressed in Vermont, that hate sym
	disturbing frequency at schools and other public spaces, and that the lack of understanding by people	disturbing frequency at schools and other public spaces, and
	in power about the systemic impacts of harassment and bias damages the whole community; and	in power about the systemic impacts of harassment and bias
	(e) WHEREAS, these Rules include updates to address the concerns of the Vermont General Assembly	(e) WHEREAS, these Rules include updates to address the co
	in Act 1 of 2019 and were informed by detailed and prolonged discussion and deliberation of the Act	in Act 1 of 2019 and were informed by detailed and prolong
	1 working group over the course of two years and build upon greater awareness of the need and	1 working group over the course of two years and build upon
	demand for unambiguous and clear standards for establishing and teaching ethnic and social equity in Vermont's schools; and	demand for unambiguous and clear standards for establishin Vermont's schools; and
	(f) WHEREAS, the principles of equity and requirement for equitable treatment and support for	(f) WHEREAS, the principles of equity and requirement for each
	students in these rules means that each student receives the resources and educational opportunities	students in these rules means that each student receives the
	to learn and thrive in the classroom and in all aspects of learning, school life, career technical	to learn and thrive in the classroom and in all aspects of lear
	education, and community-school interactions, and to discover and cultivate their talents and	education, and community-school interactions, and to disco
	interests, and that to be achieved, equity requires an inclusive school environment and may	interests, and that to be achieved, equity requires an inclusiv
	necessitate an unequal distribution of resources and services based on the needs of each student;	necessitate an unequal distribution of resources and service
	and	and
	(g) WHEREAS, for a learning environment or opportunity to be inclusive or for a school to promote	(g) WHEREAS, for a learning environment or opportunity to
	inclusion means that school-based curricula, programs, activities, resources, and policies that ensure	inclusion means that school-based curricula, programs, activ
	that academic learning, co-curricular and social offerings, and all other aspects of school life are based	that academic learning, co-curricular and social offerings, an
	on the values of equality, equity, social and cultural diversity, freedom and dignity, so that all students	on the values of equality, equity, social and cultural diversity
	are valued as unique individuals and can achieve their full academic and social potential;	are valued as unique individuals and can achieve their full ac
	NOW THEREFORE BE IT that the Board promulgates these rules in furtherance of its duty to carry out	NOW THEREFORE BE IT that the Board promulgates these ru
	the laws and policies related to education for the State of Vermont.	the laws and policies related to education for the State of Ve
Statement of Purpose	The purpose of these rules is to ensure that all students in Vermont public schools students are	The purpose of independent school approval rules is to assu
	afforded educational opportunities that are substantially equal in quality and are equitable, anti-	educational opportunities that are anti-racist, culturally resp
	racist, culturally responsive, anti-discriminatory, and inclusive, and enable them thus enabling each	for students enrolled in Vermont's approved independent so
	student to achieve or exceed the standards for student performance approved by the State Board of Education.	federal law and aligned with the purposes set forth in Act 17
	These rules are designed to ensure continuous improvement in student performance, instruction, and	These rules are organized to provide clarity to independent s
	These rules are designed to ensure continuous improvement in student performance, instruction, and leadership to enable students to attain rigorous standards in high-quality programs, both in	and continued approval to operate and, and if applicable, to compliance with state and federal laws and regulations is ex
	traditional school-based settings and in extended learning opportunities, with the latter including, but	assurances. Accrediting agencies that meet criteria indicatin
	not necessarily limited to, virtual, work-based, co-curricular community-based and service-learning	with Vermont's educational values will be recognized and th
	opportunities, community research and civic and community engagement projects, dual enrollment and early college, career technical education (CTE) and adult education and learning (AEL).	accelerated approval process.
		These rules promote the equitable delivery of accessible, high-
	These rules promote the equitable delivery of accessible, high-quality educational opportunities in a	rapidly changing society and global marketplace. By expressl
	rapidly changing society and global marketplace. By expressly requiring protections against	nondiscrimination in or by schools and requiring greater tran
	nondiscrimination in or by schools and requiring greater transparency in school compliance with these	· · · · · · · · · · · · · · · · · · ·

review the standards for student er 16 V.S.A. 164(9), and recommend erspectives of ethnic groups and social	
bly, also made a series of findings related ased on religious affiliation, including	
ably also found that racial disparities abols have in recent years appeared with d that the lack of understanding by people as damages the whole community; and	
oncerns of the Vermont General Assembly ged discussion and deliberation of the Act on greater awareness of the need and ng and teaching ethnic and social equity in	
equitable treatment and support for e resources and educational opportunities rning, school life, career technical over and cultivate their talents and ive school environment and may es based on the needs of each student;	Definition of "Equity" and "Equitable" Definition of
be inclusive or for a school to promote vities, resources, and policies that ensure and all other aspects of school life are based y, freedom and dignity, so that all students	<b>"Inclusive"</b> and <b>"Inclusion"</b>
cademic and social potential;	
cademic and social potential; ules in furtherance of its duty to carry out	
cademic and social potential; ules in furtherance of its duty to carry out ermont. ure effective, available, and equitable, ponsive, anti-discriminatory, and inclusive chools in accordance with State and	

provisions, the fundamental right to education that Vermont's students enjoy will be strengthened. These rules further aim to bolster the Vermont's long-held tenet that one of the greatest strengths of Vermont's education system lies in its rich diversity and the ability for each school to adapt its educational program to meet the needs of its students, families, and community member.

An additional intention of these rules is to cause schools to critically examine distinctions, exclusions, classifications, restrictions, or preferences among people based on any ground, such as race, ethnicity, skin color, sex, sexual orientation, gender identification, language, religion, political or other opinion, disability, national, social, or geographic origin, citizenship or immigration status, income or property, birth, or other status. This is particularly important when such activities have the purpose or effect of denying or impairing the recognition, enjoyment, or exercise of fundamental rights and freedoms in the political, economic, social, cultural, or educational environments.

In addition to the non-discriminatory protections in Section 2113, these rules prohibit discrimination against any student pursuing an education or participating in the general life or activities of a school as a result of or based upon, ethnicity, caste, language and linguistic diversity, socio-economic status, religion, housing status, and non-citizenship or immigration status.

These rules further require all schools to strive for a culturally responsive pedagogy that critically examines and imparts a comprehensive historical and socially conscious understanding of:

(a) <u>the causes and effects of bias and discrimination; as a result of, or based upon, the</u> <u>reasons set forth in Section 2113 of this Manual and in this Statement of Purpose;</u>

(b) why all persons should have equitable access to social and economic opportunity;

(c) why persons and institutions must identify and prevent individual, group, and systemic racism, discrimination, and all forms of unfair treatment; and

(d) <u>the positive and multi-faceted contributions of different social, cultural, racial,</u> <u>linguistic ethnic and indigenous groups to the historical and ongoing project of building and</u> strengthening democracy in the United States and globally.

Nothing herein shall be construed to entitle any student to educational programs or services identical to those received by other students in the same or different <u>Supervisory Union/Supervisory District</u> (SU/SD) or school. Further, nothing herein shall create a private right of action. These rules are in addition to and, unless otherwise specifically stated, do not supersede other rules <u>adopted by the</u> <u>Agency of Education or contained in the Vermont</u> State Board of Education <u>Manual of Rules and</u>

provisions, the fundamental right to education that Vermont's students enjoy will be strengthened. These rules further aim to bolster the Vermont's long-held tenet that one of the greatest strengths of Vermont's education system lies in its rich diversity and the ability for each school to adapt its educational program to meet the needs of its students, families, and community member.

An additional intention of these rules is to cause schools to critically examine distinctions, exclusions, classifications, restrictions, or preferences among people based on any ground, such as race, ethnicity, skin color, sex, sexual orientation, gender identification, language, religion, political or other opinion, disability, national, social, or geographic origin, citizenship or immigration status, income or property, birth, or other status. This is particularly important when such activities have the purpose or effect of denying or impairing the recognition, enjoyment, or exercise of fundamental rights and freedoms in the political, economic, social, cultural, or educational environments.

The Board believes that any distinction, exclusion, classification, restriction or preference based on any ground, such as race, ethnicity, skin color, sex, sexual orientation, gender identification, language, religion, political or other opinion, disability, national, social or geographic origin, citizenship or immigration status, income or property, birth or other status, which has the purpose or effect of denying or impairing the recognition, enjoyment, or exercise of fundamental rights and freedoms in the political, economic, social, cultural, civil or any other field should be carefully considered and rejected if it results in unlawful discrimination or interferes with the delivery of effective, available, and equitable educational opportunities. The Board recognizes that discrimination is practiced by individuals and groups, and it is expressed systemically through the structures, laws, practices, and policies of public and private institutions, employers, and organizations.

In addition to the non-discriminatory protections in Subsection 2223.2 (Nondiscrimination Requirements for Approved Schools), discrimination against any student pursuing an education or participating in the general life or activities of a school as a result of or based upon, ethnicity, caste, language and linguistic diversity, socio-economic status, religion, housing status, and non-citizenship or immigration status, does not embody the intent of the Board to promote welcoming, inclusive, bias free environments for learning in Vermont's schools.

These rules further require all schools to strive for a culturally responsive pedagogy that critically examines and imparts a comprehensive historical and socially conscious understanding of:

(a) the causes and effects of bias and discrimination <u>;</u> as a result of, or based upon, the reasons set forth in Subsection 2223.2 of this Manual and in this Statement of Purpose;

(b) why all persons should have equitable access to social and economic opportunity;

(c) why persons and institutions must identify and prevent individual, group, and systemic racism, discrimination, and other forms of unfair treatment; and

(d) the positive and multi-faceted contributions of different social, cultural, racial, linguistic ethnic and indigenous groups to the historical and ongoing project of building and strengthening democracy in the United States and globally.

Nothing herein shall be construed to entitle any student to educational programs or services identical to those received by other students in the same or different schools. These rules are in addition to and, unless otherwise specifically stated, do not supersede other rules adopted by the Agency of Education or contained in the Vermont State Board of Education Manual of Rules and Practice. Nothing herein shall create a private right of action.

Uses language from definition of "Discrimination" and from Statement of Purpose

Moved to Preamble.

	Practices. This manual adopts a definition of Discrimination that is broader than its legal definition. Nothing herein shall create a private right of action.	
Definitions	<ul> <li>TBD:</li> <li>Value statements or directives to be included elsewhere</li> <li>Define words if plain and ordinary meaning doesn't apply</li> <li>Include defined terms if used in rule</li> </ul>	TBD         • Value statements or directives to be included elsewhere         • Define words if plain and ordinary meaning doesn't apply         • Include defined terms if used in rule
Nondiscrimination and Inclusion Policy		
<u>Nondiscrimination</u> <u>Requirement for Schools</u>		
<u>Nondiscrimination</u> <u>Compliance</u>		
<u>Annual Compliance</u> <u>Assurance</u>		
<u>Federal and State</u> <u>Entitlements</u>	Each school, supervisory union, and supervisory district or supervisory union <u>SU/SD</u> shall ensure that students are furnished educational and other services in accordance with state and federal entitlements and requirements.	Each school shall ensure that students are furnished educational and other services in accordance with state and federal entitlements and requirements.

Record Management	Each school shall develop and implement policies and procedures for the secure collection, maintenance, disclosure, transfer, and destruction of academic records. Policies shall ensure that records are kept physically and electronically secure, enable accurate and timely reporting in connection with state and federal data collection requirements; and ensures the accuracy, relevancy, confidentiality thereof, and accessibility thereto; and which is compliance with the federal Family and Educational Rights and Privacy Act (FERPA). School personnel shall protect the confidentiality of all student information and release information only as permitted by law.The superintendent of a supervisory union or supervisory district, or their designee, shall be responsible for the privacy and security of academic records that are not in the possession or under the supervision of a school within their union or district. LEAs shall be responsible for maintaining the transcript of every resident student upon graduation or discontinuation of enrollment from a secondary school.	Each school shall develop and implement policies and proced maintenance, disclosure, transfer, and destruction of academ records are kept physically and electronically secure, enable a connection with state and federal data collection requiremen confidentiality thereof, and accessibility thereto; and which is Educational Rights and Privacy Act (FERPA). School personnel student information and release information only as permitte Schools shall implement procedures to securely and confiden including the student's transcript, of every student who beco student's LEA of residence within 30 days of that student beco shall also develop and maintain a policy to transfer the acade securely and confidentially to the students' LEAs in the event
	For the purposes of this subsection, a transcript is a formal record certifying and documenting a student's or former student's academic achievement and shall include, at a minimum, -the student's name, date of birth, last known address, dates of attendance, courses taken, standardized test scores, grades or proficiencies achieved, and credits or credentials awarded. An academic record includes a student's transcript and may also include alternate graduation plans, an Individualized Education Plan (IEP), a 504 Plan, Personalized Learning Plan (PLP), rank in class, awards, activities, clubs, and other information not included in a student's transcript. The academic record shall not include documents notes, records, or descriptions of a student's disciplinary history. An academic record is not the same as a student's education record, as referenced in FERPA.	For the purposes of this subsection, a transcript is a formal restudent's or former student's academic achievement and sha name, date of birth, last known address, dates of attendance grades or proficiencies achieved, and credits or credentials av student's transcript and may also include alternate graduatine Plan (IEP), a 504 Plan, Personalized Learning Plan (PLP), rank i other information not included in a student's transcript. The adocuments notes, records, or descriptions of a student's discipation of the same as a student's education record, as referenced in the same as a student's education record.
	Each supervisory union <u>SU/SD</u> shall develop, and each school shall implement, a system of maintaining student records that aligns with Agency of Education statewide data collections; which enables accurate and timely reporting in connection with state and federal data collection requirements; and ensures the accuracy, relevancy and confidentiality thereof, and accessibility thereto; and which is in compliance with the federal Family Educational Rights and Privacy Act of 1974, (P.L. 95 380 as amended from time to time) <u>20 U.S.C. § 1232g.</u>	<ul> <li>2223.3.3(d) Special Services. Schools shall maintain sprequirements of a minimum course of study and its e services, administrative services, guidance and couns by which student progress may be assessed.</li> <li>2223.3.4(c) practices that comply with the requireme confidentiality and maintenance of records, criminal Protection Registry and the Vulnerable Adult Abuse, I</li> </ul>
	Student records shall be safely retained. For grades 9-12, the transcripts of graduates and dropouts shall be permanently maintained and the academic records may be permanently maintained.	2223.3.5(j) policies related to record maintenance an for the timely and confidential disposition of student closure; and
Instructional Strategies	(a) Creating Inclusive and Respectful Learning Spaces Educators shall be supported in employing practices and activities that promote deep understanding, mutual respect, and foster willingness to learn about the cultures of all people, especially those who have been marginalized, silences, or undervalued or underrecognized in society. Students should experience education in ways that incorporate 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. To establish and maintain learning spaces that can accommodate individual learning differences and meet the diverse needs of all students and their families, as described in this subsection, educators shall have the access to continued learning, resources, training, and lived experiences, as appropriate, in the areas identified in subdivision (c) below.	(a) Creating Inclusive and Respectful Learning Spaces Educators shall be supported in employing practices and active mutual respect, and foster willingness to learn about the cult have been marginalized, silences, or undervalued or underrest experience education in ways that incorporate knowledge of perspectives into learning activities and curriculum design, in experiences and ways of learning, that helps students to both develop higher-order thinking skills. To establish and maintain individual learning differences and meet the diverse needs of described in this subsection, educators shall have the access to training, and lived experiences, as appropriate, in the areas ic
	(b) Definitions For the purpose of this section the following words shall have the meanings, limitations, and expressions described herein.	(b) Definitions For the purpose of this section the following words shall have expressions described herein.

mic records. Policies shall ensure that a accurate and timely reporting in inst; and ensures the accuracy, relevancy, is compliance with the federal Family and "academic record." *NEEDS CONTENT REVIEW FROM AOE *NEEDS CONTENT REVIEW FROM AOE ***********************************		
InterpretationContextcomes unenrolled in the school, SchoolsCONTENTtemic records of all enrolled students backREVIEW FROMto f a school closure.AOErecord certifying and documenting a nall include, at a minimum, the student's e, courses taken, standardized test scores, awarded. An academic record includes a tion plans, an Individualized Education c in class, awards, activities, clubs, and e academic record shall not include ciplinary history. An academic record is I in FERPA.[These sections also reference records and will still exist elsewhere in 2200]special services necessary to meet the educational purposes, including library nseling services, and a system of records[These sections also reference records and will still exist elsewhere in 2200]tivities that promote deep understanding, itures of all people, especially those who ecognized in society. Students should of diverse cultures, languages, and ncluding connecting students' life th access rigorous curriculum and to ain learning spaces that can accommodate of all students and their families, as s to continued learning, resources, identified in subdivision (c) below.Incorporated dentify and parts of "Universally Designed Instruction"	edures for the secure collection, mic records. Policies shall ensure that e accurate and timely reporting in ents; and ensures the accuracy, relevancy, is compliance with the federal Family and el shall protect the confidentiality of all ted by law.	definitions of "transcript" and "academic
special services necessary to meet the educational purposes, including library iseling services, and a system of records nents of 16 V.S.A. §253 - §255 relating to all record checks, and checks of the Child , Neglect, and Exploitation Registry; and retention that, at minimum, provide at records in the event of the school's tivities that promote deep understanding, ltures of all people, especially those who ecognized in society. Students should of diverse cultures, languages, and including connecting students' life th access rigorous curriculum and to ain learning spaces that can accommodate of all students and their families, as is to continued learning, resources, identified in subdivision (c) below.	omes unenrolled in the school, to a ecoming unenrolled in the school. Schools lemic records of all enrolled students back	CONTENT REVIEW FROM
tivities that promote deep understanding, Itures of all people, especially those who ecognized in society. Students should of diverse cultures, languages, and ncluding connecting students' life th access rigorous curriculum and to ain learning spaces that can accommodate of all students and their families, as s to continued learning, resources, identified in subdivision (c) below. definitions of "Intercultural Competency," "Culturally Responsive Teaching" and parts of "Universally Designed Instruction"	hall include, at a minimum, -the student's e, courses taken, standardized test scores, awarded. An academic record includes a tion plans, an Individualized Education (in class, awards, activities, clubs, and e academic record shall not include ciplinary history. An academic record is d in FERPA. special services necessary to meet the educational purposes, including library nseling services, and a system of records nents of 16 V.S.A. §253 - §255 relating to a record checks, and checks of the Child , Neglect, and Exploitation Registry; and retention that, at minimum, provide	also reference records and will still exist
	Itures of all people, especially those who ecognized in society. Students should of diverse cultures, languages, and ncluding connecting students' life th access rigorous curriculum and to ain learning spaces that can accommodate of all students and their families, as as to continued learning, resources, identified in subdivision (c) below.	definitions of "Intercultural Competency," "Culturally Responsive Teaching" and parts of "Universally Designed

1. "Culturally and Linguistically Diverse Students" are those who are members of home, cultural and social environments whose experience and success is enhanced by schools demonstrating respect for a multitude of linguistic competencies and fostering systems of academic and social inclusion that acknowledge the fundamental importance of such competencies. Linguistic competencies are cultural and linguistic resources that students, families and communities draw upon, including, but not limited to, a variety of languages, including Indigenous languages, multiple-sign languages, and African American Vernacular English and other dialects.

2. "Neurodiversity" refers to the natural and important variation in how human minds think and is not to be cured or corrected to fit social norms. These differences can include autism, attention deficit hyperactivity disorder, dyspraxia, dyslexia, dyscalculia, and Tourette Syndrome.

3. "Restorative Practices" refer to whole-school, relational approaches to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. It encourages members of the school community to be constantly present, attending to needs as they arise. It exercises their ability to be dynamic rather than static in their responses. Restorative approaches also begin with proactive structures to build positive relationships and communication and create a space for people to express themselves—their strengths, assets, responsibilities, and also their vulnerability.

(c) Educators shall be supported in the following:

1. examining their own identities and biases and fostering a learning environment that recognizes multiple ethnic, cultural and racial perspectives; presents and presenting and critiquecritiquings historical counter-narratives; and encouraginges students to examine issues and expressions of social equity within and beyond the classroom or school;

2. modeling and setting high expectations for all students - regardless of a student's prior academic experience, family background, socio-economic status or (dis)abilities and promoting respect for student differences;

3. recognizing the essential role that language acquisition and literacy play in the lives of students, especially culturally and linguistically diverse students, <u>including</u> <u>multilingual learners</u>, not only in respect to listening, speaking, reading, and/or writing, but as home and community practices that shape a culturally responsive understanding of students' social, racial, linguistic, and ethnic identities, of their communities, and of their world;

4. communicating in culturally and linguistically responsive ways;

5. providing learning experiences that are designed for neurodiversity with multiple ways for students to access learning;

6. using educational and technology, including assistive technology, digital and technological tools, media, and technology aided instructional practices to:

(i) -to reduce barriers to learning and heighten student engagement,
 (ii) provide students with equitable access to the knowledge and skills needed
 to communicate, solve problems,

(iii) access, manage, integrate, evaluate, and create information, and (iv) enhance learning in a content area or multidisciplinary setting, enabling students to select technology tools to help them obtain information in a  "Culturally and Linguistically Diverse Students" are those v social environments whose experience and success is enhaned a multitude of linguistic competencies and fostering systems acknowledge the fundamental importance of such competer and linguistic resources that students, families and communed to, a variety of languages, including Indigenous languages, metaneous lang

2. "Neurodiversity" refers to the natural and important variate to be cured or corrected to fit social norms. These difference hyperactivity disorder, dyspraxia, dyslexia, dyscalculia, and Te

3. "Restorative Practices" refer to whole-school, relational and addressing student behavior that fosters belonging over excland meaningful accountability over punishment. It encourag be constantly present, attending to needs as they arise. It ex than static in their responses. Restorative approaches also be positive relationships and communication and create a space strengths, assets, responsibilities, and also their vulnerability.

(c) Educators shall be supported in the following:

1. examining their own identities and biases a that recognizes multiple ethnic, cultural and andpresenting and critiquecritiquings historic encouraginges students to examine issues an beyond the classroom or school;

2. modeling and setting high expectations for prior academic experience, family backgroun and promoting respect for student difference

3. recognizing the essential role that language of students, especially culturally and linguistic <u>multilingual learners</u>, not only in respect to l writing, but as home and community practice understanding of students' social, racial, linguistic communities, and of their world;

4. communicating in culturally and linguistica

5. providing learning experiences that are deal ways for students to access learning;

6. using educational and technology, including technological tools, media, and technology ai (i) to reduce barriers to learning and (ii) provide students with equitable a to communicate, solve problems, (iii) access, manage, integrate, evaluation (iv) enhance learning in a content are students to select technology tools to the students to select technology to the stechnology to the students to the students technology to t

who are members of home, cultural and ced by schools demonstrating respect for of academic and social inclusion that ncies. Linguistic competencies are cultural ties draw upon, including, but not limited ultiple-sign languages, and African	Moves definition of "Culturally and Linguistically Diverse Students"
tion in how human minds think and is not is can include autism, attention deficit ourette Syndrome.	"Neurodiversity"
oproaches to building school climate and usion, social engagement over control, es members of the school community to ercises their ability to be dynamic rather egin with proactive structures to build e for people to express themselves—their	"Restorative Practices."
and fostering a learning environment racial perspectives; <del>presents</del> cal counter-narratives; and nd expressions of social equity within and	
r all students - regardless of a student's nd, socio-economic status or (dis)abilities es;	
ge acquisition and literacy play in the lives ically diverse students, <u>including</u> listening, speaking, reading, and <del>/or</del> es that shape a culturally responsive ruistic, and ethnic identities, of their	* <mark>Newly adopted</mark> <mark>term</mark> for former "ELL" by VSBPE
ally responsive ways;	
signed for neurodiversity with multiple	
g_assistive technology, <u>digital and</u> <u>ided instructional practices to:</u> heighten student engagement, access to the knowledge and skills needed ate, and create information, and ea or multidisciplinary setting, enabling o help them obtain information in a	Incorporates "Educational Technology" and "Technology Integration"

	timely manner, analyze and synthesize the information, and present it in culturally, linguistically, and age-appropriate ways; <del>;</del>	timely manner, analyze and synthesize the information, and present it in culturally, linguistically, and age-appropriate ways; <del>;</del>	
	7. cultivating student agency by providing multiple ways for students to engage with and demonstrate their new learning;	7. cultivating student agency by providing multiple ways for students to engage with and demonstrate their new learning;	
	8. emphasizing an inquiry-driven approach to all units of study and bringing real- world issues into the classroom <mark>, including application <del>;</del>to life experiences that include the perspectives of ethnic, racial, linguistic, and social groups and neurodivergent cultures;</mark>	8. emphasizing an inquiry-driven approach to all units of study and bringing real- world issues into the classroom <mark>, including application <del>;</del>to life experiences that include the perspectives of ethnic, racial, linguistic, and social groups and neurodivergent cultures;</mark>	Incorporates part of "Applied Learning" definition
	9. heightening the relevance and importance of learning objectives and providing mastery-oriented feedback;	9. heightening the relevance and importance of learning objectives and providing mastery-oriented feedback;	
	10. employing the use of data to adapt pedagogy to unique student needs and incorporate student feedback into instructional design and curricula;	10. employing the use of data to adapt pedagogy to unique student needs and incorporate student feedback into instructional design and curricula;	
	11. teaching students how to develop metacognitive and social emotional skills that improve their academic outcomes;	11. teaching students how to develop metacognitive and social emotional skills that improve their academic outcomes;	
	12. designing learning experiences that improve students' wellbeing, including opportunities for physical movement in the classroom; and	12. designing learning experiences that improve students' wellbeing, including opportunities for physical movement in the classroom; and	
	13. fostering a positive classroom culture using restorative practices where appropriate.	13. fostering a positive classroom culture using restorative practices where appropriate.	
Curriculum Content	<u>C</u> The curriculum shall be equitable, anti-racist, culturally responsive, anti-discriminatory, inclusive and accessible to <u>student</u> , families, and community members. Each school shall enable students to engage annually in rigorous, relevant, and comprehensive learning opportunities that allow them to demonstrate proficiency in curriculum content areas.	Curriculum shall be equitable, anti-racist, culturally responsive, anti-discriminatory, inclusive and accessible to <u>students</u> , families, and community members. All approved school shall enable students to engage annually in rigorous, relevant, and comprehensive learning opportunities that allow them to demonstrate proficiency in <u>curriculum content areas</u> , <u>including</u> ethnic and social equity studies.	
Effective Date	These rules shall take effect on July 1, 2025.	These rules shall take effect on July 1, 2025.	*May revisit alternate deadlines for discrimination sections and accrediting agency sections.