

PROPOSED AMENDMENTS TO RECONCILE LANGUAGE

Rule 2000 Finalized on April 10, 2024; Rule 2200 Finalized on April 15, 2024

| | Rule 2000: EQS Language (Option A) | Rule 2200: Independent School Approval Language (Option B) | Board Decision: |
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| 1. | <p>2105 Statement of Purpose These rules prohibit discriminating against any student pursuing an education or participating in the general life or activities of a school because of or based on any actual or perceived protected class consistent with state and federal law.</p> <p>No student shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity as the result of, or based upon, the student's race, gender, color, creed, religion, national origin, marital status, sexual orientation, gender identity, or disability, or any other reason set forth in state or federal law.</p> | <p>2200 Statement of Purpose These rules prohibit, to the fullest extent allowed by law, discrimination against any student pursuing an education or participating in the general life or activities of a school because of or based on any actual or perceived protected class consistent with state and federal law.</p> <p>No student shall be unlawfully excluded from participation in, be denied the benefits of, or otherwise subjected to discrimination under any educational program or activity as the result of, or based upon, the student's race, gender, color, creed, religion, national origin, marital status, sexual orientation, gender identity, or disability, or any other characteristic protected by state or federal law.</p> <p style="text-align: center;">*MORE RECENTLY UPDATED*</p> | |
| 2. | <p>2105 Statement of Purpose These rules further require each supervisory union, supervisory district and school district, to strive for a culturally responsive pedagogy that critically examines and imparts a comprehensive historical and socially conscious understanding of:</p> <p style="text-align: center;">*UNNOTED DIFFERENCE*</p> | <p>2200 Statement of Purpose 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:</p> <p style="text-align: center;">*UNNOTED DIFFERENCE*</p> | |
| 3. | <p>2110. Definitions "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.</p> | <p>2222. Definitions Culturally and Linguistically Diverse Students" are those who are members of home, cultural, or 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.</p> <p style="text-align: center;">*MORE RECENTLY UPDATED*</p> | |
| 4. | <p>2110. Definitions "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,</p> | <p>2222. Definitions "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,</p> | |

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| | <p>and meaningful accountability over punishment. They encourage members of the school community to be constantly present, attending to needs as they arise. They exercise the ability to be dynamic rather than static in a given response. 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 vulnerabilities. Restorative processes and programs shall not remove from a supervisory union, supervisory district, school district, or school, or lessen to any degree the responsibility under Vermont law and policy to investigate, call out, name, and discipline behaviors that violate the Agency’s “Policy for the Prevention of Harassment, Hazing and Bullying” (HHB) and Federal Title IX.</p> | <p>and meaningful accountability over punishment. They encourage members of the school community to be constantly present, attending to needs as they arise. They exercise the ability to be dynamic rather than static in a given response. 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 vulnerabilities. Neither restorative approaches, practices, processes, nor programs shall remove or lessen to any degree a school’s responsibility under Vermont law and policy to investigate, call out, name, and discipline behaviors that violate the Agency’s “Policy on the Prevention of Harassment, Hazing and Bullying” (HHB) and Federal Title IX.</p> <p style="text-align: center;">*MORE RECENTLY UPDATED*</p> | |
| 5. | <p>2113.2 Nondiscrimination</p> <p>No student shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity as the result of, or based upon, the student’s race, gender, color, creed, religion, national origin, marital status, sexual orientation, gender identity or disability, or any other reason set forth in state or federal law.</p> | <p>2223.2. Nondiscrimination Requirement for Approved Independent Schools</p> <p>No student shall be unlawfully excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity as the result of, or based upon, the student’s race, gender, color, creed, religion, national origin, marital status, sexual orientation, gender identity, or disability, or any other characteristic protected by state or federal law.</p> <p style="text-align: center;">*MORE RECENTLY UPDATED*</p> | |
| 6. | <p>2120.6. Curriculum Learning Content Areas</p> <p style="text-align: center;">***</p> <p>... ethnic and social equity studies, as described in Act 1 (2019) “An Act Relating to Ethnic and Social Equity Standards for Public Schools,” which promotes critical thinking regarding the history, contribution, and perspectives of ethnic groups and social groups.</p> | <p>2223.3.3. Instruction, Faculty, and Special Services</p> <p style="text-align: center;">***</p> <p>(c) Curriculum Content Areas.</p> <p>2. ... ethnic and social equity studies, as described in Act 1 (2019), which promotes critical thinking regarding the history, contribution, and perspectives of ethnic groups and social groups.</p> <p style="text-align: center;">*MORE RECENTLY UPDATED*</p> | |
| 7. | <p>2122.1. School Facilities</p> <p style="text-align: center;">***</p> <p>Each school’s comprehensive plan for responding to student misbehavior, as required by 16 V.S.A. § 1161a, shall address student behavior, language, classroom attendance, clothing, and treatment of property, as well as consequences for violations of policy, and shall be clear and consistently enforced.</p> | <p>2223.3.4. Maintaining Safe and Equitable Access to Educational Opportunities</p> <p>Approved independent schools are expected to provide for the safety, protection, and equitable treatment of students and school personnel in accordance with state and federal laws.</p> <p style="text-align: center;">***</p> <p>At a minimum, each approved independent school shall develop and maintain the following:</p> <p style="text-align: center;">(a) a comprehensive plan for responding to student discipline and misbehavior as required by 16 V.S.A.</p> | |

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| | | <p>§1161a, that is clear and consistently enforced and includes consequences for violations of policy; *MORE RECENTLY UPDATED*</p> | |
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