

# 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
<b>Statutory Authority</b>	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	
<b>Preamble</b>	<p><u>(a) The right to education is fundamental for the success of Vermont’s children in a rapidly-changing 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 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 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 may vary from district to district. [16 V.S.A. §1]</u></p> <p><u>(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. 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 the causes 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 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 to the historical and ongoing project of building and strengthening democracy in the United States and globally.</u></p> <p><u>(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, 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 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 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 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 equality that underlies Vermont’s system of education.</u></p> <p><u>(d) Administrators and educators must have the training, support, and resources necessary to carry out these rules and uphold the values stated herein. <b>To create and sustain a fair, just, inclusive, and equitable learning environment for all students, school staff, students, governing boards, community 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.</b></u></p>	<p><u>(a) The right to education is fundamental for the success of Vermont’s children in a rapidly-changing 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 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 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 may vary from district to district. [16 V.S.A. §1]</u></p> <p><u>(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. 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This practice necessarily requires that students 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 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 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 equality that underlies Vermont’s system of education.</u></p> <p><u>(d) Administrators and educators must have the training, support, and resources necessary to carry out these rules and uphold the values stated herein. <b>To create and sustain a fair, just, inclusive, and equitable learning environment for all students, school staff, students, governing boards, community 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.</b></u></p>	<p>16 VSA §1</p> <p>From Statement of Purpose</p> <p>Uses the language of “Anti-discrimination” and “Anti-racist”</p>
<b>Findings</b>	<p><u>(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, 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 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</u></p>	<p><u>(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, 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 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</u></p>	

	<p><u>(b) WHEREAS, Act 1 of 2019 established a working group to review the standards for student performance adopted by the State Board of Education under 16 V.S.A. 164(9), and recommend changes to recognize fully the history, contributions, and perspectives of ethnic groups and social groups; and</u></p> <p><u>(c) WHEREAS, in Act 1 of 2019, the Vermont General Assembly, also made a series of findings related to the rise in acts of hate, harassment, and discrimination based on religious affiliation, including antisemitism and islamophobia, and</u></p> <p><u>(d) WHEREAS, in Act 1 of 2019, the Vermont General Assembly also found that racial disparities persist and need to be addressed in Vermont, that hate symbols have in recent years appeared with disturbing frequency at schools and other public spaces, and that the lack of understanding by people in power about the systemic impacts of harassment and bias damages the whole community; and</u></p> <p><u>(e) WHEREAS, these Rules include updates to address the concerns of the Vermont General Assembly in Act 1 of 2019 and were informed by detailed and prolonged discussion and deliberation of the Act 1 working group over the course of two years and build upon greater awareness of the need and demand for unambiguous and clear standards for establishing and teaching ethnic and social equity in Vermont’s schools; and</u></p> <p><u>(f) WHEREAS, the principles of equity and requirement for equitable treatment and support for students in these rules means that each student receives the resources and educational opportunities to learn and thrive in the classroom and in all aspects of learning, school life, career technical education, and community-school interactions, and to discover and cultivate their talents and interests, and that 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; and</u></p> <p><u>(g) WHEREAS, for a learning environment or opportunity to be inclusive or for a school to promote inclusion means that school-based curricula, programs, activities, resources, and policies that ensure that academic learning, co-curricular and social offerings, and all other aspects of school life are based on the values of equality, equity, social and cultural diversity, freedom and dignity, so that all students are valued as unique individuals and can achieve their full academic and social potential;</u></p> <p><u>NOW THEREFORE BE IT that the Board promulgates these rules in furtherance of its duty to carry out the laws and policies related to education for the State of Vermont.</u></p>	<p><u>(b) WHEREAS, Act 1 of 2019 established a working group to review the standards for student performance adopted by the State Board of Education under 16 V.S.A. 164(9), and recommend changes to recognize fully the history, contributions, and perspectives of ethnic groups and social groups; and</u></p> <p><u>(c) WHEREAS, in Act 1 of 2019, the Vermont General Assembly, also made a series of findings related to the rise in acts of hate, harassment, and discrimination based on religious affiliation, including antisemitism and islamophobia, and</u></p> <p><u>(d) WHEREAS, in Act 1 of 2019, the Vermont General Assembly also found that racial disparities persist and need to be addressed in Vermont, that hate symbols have in recent years appeared with disturbing frequency at schools and other public spaces, and that the lack of understanding by people in power about the systemic impacts of harassment and bias damages the whole community; and</u></p> <p><u>(e) WHEREAS, these Rules include updates to address the concerns of the Vermont General Assembly in Act 1 of 2019 and were informed by detailed and prolonged discussion and deliberation of the Act 1 working group over the course of two years and build upon greater awareness of the need and demand for unambiguous and clear standards for establishing and teaching ethnic and social equity in Vermont’s schools; and</u></p> <p><u>(f) WHEREAS, the principles of equity and requirement for equitable treatment and support for students in these rules means that each student receives the resources and educational opportunities to learn and thrive in the classroom and in all aspects of learning, school life, career technical education, and community-school interactions, and to discover and cultivate their talents and interests, and that 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; and</u></p> <p><u>(g) WHEREAS, for a learning environment or opportunity to be inclusive or for a school to promote inclusion means that school-based curricula, programs, activities, resources, and policies that ensure that academic learning, co-curricular and social offerings, and all other aspects of school life are based on the values of equality, equity, social and cultural diversity, freedom and dignity, so that all students are valued as unique individuals and can achieve their full academic and social potential;</u></p> <p><u>NOW THEREFORE BE IT that the Board promulgates these rules in furtherance of its duty to carry out the laws and policies related to education for the State of Vermont.</u></p>	<p>Definition of “Equity” and “Equitable”</p> <p>Definition of “Inclusive” and “Inclusion”</p>
<p><b>Statement of Purpose</b></p>	<p>The purpose of these rules is to ensure that all students in Vermont public schools students are afforded educational opportunities that are substantially equal in quality and are equitable, anti-racist, culturally responsive, anti-discriminatory, and inclusive, and enable them thus enabling each student to achieve or exceed the standards for student performance approved by the State Board of Education.</p> <p>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 traditional school-based settings and in extended learning opportunities, with the latter including, but not necessarily limited to, virtual, work-based, co-curricular community-based and service-learning opportunities, community research and civic and community engagement projects, dual enrollment and early college, career technical education (CTE) and adult education and learning (AEL).</p> <p><i>These rules promote the equitable delivery of accessible, high-quality educational opportunities in a rapidly changing society and global marketplace. By expressly requiring protections against nondiscrimination in or by schools and requiring greater transparency in school compliance with these</i></p>	<p>The purpose of independent school approval rules is to assure effective, available, and equitable, educational opportunities that are anti-racist, culturally responsive, anti-discriminatory, and inclusive for students enrolled in Vermont's approved independent schools in accordance with State and federal law and aligned with the purposes set forth in Act 173 of 2018 and Act 1 of 2019.</p> <p>These rules are organized to provide clarity to independent schools regarding requirements for initial and continued approval to operate and, and if applicable, to receive public funds. Ongoing compliance with state and federal laws and regulations is expected through annual compliance assurances. Accrediting agencies that meet criteria indicating high quality, experience, and alignment with Vermont’s educational values will be recognized and the schools they accredit will enjoy an accelerated approval process.</p> <p><i>These rules promote the equitable delivery of accessible, high-quality educational opportunities in a rapidly changing society and global marketplace. By expressly requiring protections against nondiscrimination in or by schools and requiring greater transparency in school compliance with these</i></p>	

*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) the causes and effects of bias and discrimination; as a result of, or based upon, the reasons set forth in Section 2113 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 all 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 Supervisory Union/Supervisory District (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 adopted by the Agency of Education or contained in the Vermont State Board of Education Manual of Rules 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.*

*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; 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.

	<del>Practices. This manual adopts a definition of Discrimination that is broader than its legal definition.</del> <u>Nothing herein shall create a private right of action.</u>		
Definitions	TBD: <ul style="list-style-type: none"> <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 <ul style="list-style-type: none"> <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>	
<u><i>Nondiscrimination and Inclusion Policy</i></u>			
<u><i>Nondiscrimination Requirement for Schools</i></u>			
<u><i>Nondiscrimination Compliance</i></u>			
<u><i>Annual Compliance Assurance</i></u>			
<u><i>Federal and State Entitlements</i></u>	Each school, <del>supervisory union, and supervisory district or supervisory union SU/SD</del> shall ensure that students are furnished educational and other services in accordance with state and federal entitlements and requirements.	<u>Each school shall ensure that students are furnished educational and other services in accordance with state and federal entitlements and requirements.</u>	

<p><u>Record Management</u></p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Each supervisory union SU/SD 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) 20 U.S.C. § 1232g.</p> <p>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.</p>	<p>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.</p> <p>Schools shall implement procedures to securely and confidentially transfer the academic record, including the student's transcript, of every student who becomes unenrolled in the school, to a student's LEA of residence within 30 days of that student becoming unenrolled in the school. Schools shall also develop and maintain a policy to transfer the academic records of all enrolled students back securely and confidentially to the students' LEAs in the event of a school closure.</p> <p>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.</p> <p>2223.3.3(d) Special Services. Schools shall maintain special services necessary to meet the requirements of a minimum course of study and its educational purposes, including library services, administrative services, guidance and counseling services, and a system of records by which student progress may be assessed.</p> <p>2223.3.4(c) practices that comply with the requirements of 16 V.S.A. §253 - §255 relating to confidentiality and maintenance of records, criminal record checks, and checks of the Child Protection Registry and the Vulnerable Adult Abuse, Neglect, and Exploitation Registry;</p> <p>2223.3.5(j) policies related to record maintenance and retention that, at minimum, provide for the timely and confidential disposition of student records in the event of the school's closure; and</p>	<p>Incorporates definitions of "transcript" and "academic record."</p> <p>*NEEDS CONTENT REVIEW FROM AOE</p> <p>[These sections also reference records and will still exist elsewhere in 2200]</p>
<p>Instructional Strategies</p>	<p><u>(a) Creating Inclusive and Respectful Learning Spaces</u> 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.</p> <p><u>(b) Definitions</u> For the purpose of this section the following words shall have the meanings, limitations, and expressions described herein.</p>	<p><u>(a) Creating Inclusive and Respectful Learning Spaces</u> 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.</p> <p><u>(b) Definitions</u> For the purpose of this section the following words shall have the meanings, limitations, and expressions described herein.</p>	<p>Incorporated definitions of "Intercultural Competency," "Culturally Responsive Teaching" and parts of "Universally Designed Instruction"</p>

	<p>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.</p> <p>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.</p> <p>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.</p> <p>(c) Educators shall be supported in the following:</p> <ol style="list-style-type: none"> <li>1. examining their own identities and biases and fostering a learning environment that recognizes multiple ethnic, cultural and racial perspectives; <del>presents and presenting and critiquecritiquings</del> historical counter-narratives; and encouraging students to examine issues and expressions of social equity within and beyond the classroom or school;</li> <li>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;</li> <li>3. recognizing the essential role that language acquisition and literacy play in the lives of students, especially culturally and linguistically diverse students, <u>including multilingual learners</u>, not only in respect to listening, speaking, reading, and <del>or</del> 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;</li> <li>4. communicating in culturally and linguistically responsive ways;</li> <li>5. providing learning experiences that are designed for neurodiversity with multiple ways for students to access learning;</li> <li>6. using <del>educational and technology, including</del> assistive technology, <u>digital and technological tools, media, and technology aided instructional practices to:</u> <ol style="list-style-type: none"> <li>(i) <del>to</del> reduce barriers to learning and heighten student engagement,</li> <li>(ii) <u>provide students with equitable access to the knowledge and skills needed to communicate, solve problems,</u></li> <li>(iii) <u>access, manage, integrate, evaluate, and create information, and</u></li> <li>(iv) <u>enhance learning in a content area or multidisciplinary setting, enabling students to select technology tools to help them obtain information in a</u></li> </ol> </li> </ol>	<p>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.</p> <p>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.</p> <p>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.</p> <p>(c) Educators shall be supported in the following:</p> <ol style="list-style-type: none"> <li>1. examining their own identities and biases and fostering a learning environment that recognizes multiple ethnic, cultural and racial perspectives; <del>presents and presenting and critiquecritiquings</del> historical counter-narratives; and encouraging students to examine issues and expressions of social equity within and beyond the classroom or school;</li> <li>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;</li> <li>3. recognizing the essential role that language acquisition and literacy play in the lives of students, especially culturally and linguistically diverse students, <u>including multilingual learners</u>, not only in respect to listening, speaking, reading, and <del>or</del> 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;</li> <li>4. communicating in culturally and linguistically responsive ways;</li> <li>5. providing learning experiences that are designed for neurodiversity with multiple ways for students to access learning;</li> <li>6. using <del>educational and technology, including</del> assistive technology, <u>digital and technological tools, media, and technology aided instructional practices to:</u> <ol style="list-style-type: none"> <li>(i) <del>to</del> reduce barriers to learning and heighten student engagement,</li> <li>(ii) <u>provide students with equitable access to the knowledge and skills needed to communicate, solve problems,</u></li> <li>(iii) <u>access, manage, integrate, evaluate, and create information, and</u></li> <li>(iv) <u>enhance learning in a content area or multidisciplinary setting, enabling students to select technology tools to help them obtain information in a</u></li> </ol> </li> </ol>	<p>Moves definition of “Culturally and Linguistically Diverse Students”</p> <p>“Neurodiversity”</p> <p>“Restorative Practices.”</p> <p>*Newly adopted term for former “ELL” by VSBPE</p> <p>Incorporates “Educational Technology” and “Technology Integration”</p>
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