

4/5/23 & 4/6/23 - EQS Remaining Items:

1) 2110 Statement of Purpose - consider BL comment that last sentence is redundant (rework)

4/5/23 - edit as follows:

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~~school districts~~. These rules are in addition to and, unless otherwise specifically stated, do not supersede other rules contained in the Vermont State Board of Education Manual of Rules and Practices. **This manual adopts a definition of Discrimination that is broader than its legal definition. Further, nothing herein shall be construed to create a private right of action.**

Added at end of that section: (BL and aligned with language from DQS and other rule series)

These rules are in addition to and, unless otherwise specifically stated, do not supersede other Rules adopted by the Agency of Education or the State Board of Education.

2) 2111 Adoption of Content Area Standards - use of “pre-K”; confirm or remove; yes, according to Act 1.

4/5/23 - edit as follows:

Remove pre-K in this reference per 16 VSA 164(9), which specifically refers to “... kindergarten to grade 12...”

3) 2112 EQS - Confirm the section to apply to “approved independent schools eligible to receive public tuition” and use that reference throughout as appropriate.

4/5/23 & 4/6/23 - not yet resolved

4) 2113 Federal and State Entitlements; Nondiscrimination - consider application to independent schools, per VPA and Rule 2200 - “Vermont Student” - necessary qualifier?

- Return to the legacy language from 2014 EQS for paragraph 2: “No student *in a public school or **approved independent school**...*”; added the “approved” independent school as qualifier.

5) Definitions:

- Check definition of “Neurodiversity”; **accurate as represented in the 4/5/23 draft**
- Educational Technology and Educator Mentoring - file as is? Changes were only clarifying/improving old language (not related to Act 1); **confirm to maintain as is**
- Check numbering; **formatting corrected**
- “Educator” definition necessary; **committee has not defined “educator” for purposes of this document, and has been mindful in checking use of “educator” vs. “teacher”; if there are technical correction to this reference or request for definition in public comment, that could be addressed in the ICAR process**

6) Evidence based (hyphenated or not?) AND Proficiency-based (hyphenated or not?) - **YES hyphenate in both cases (check text throughout)**

7) 2120.1 - Educator reference - 4/6/23 - **Committee feels reference to “educator” in this section is intentionally broad to capture all those who may be supporting student learning through the Instructional Strategies.**

8) 2120.5 - need to fix formatting, believe this should be lower case letters and numbers

- Each school shall ensure students are able to access academic and experiential learning opportunities that reflect their emerging abilities, and aspirations, as outlined in the students' Personalized Learning Plans. (Should this be edited to clarify it is each school to whom PLPs apply?)
- 4/6/23 - Depending on outcome of 2112, Committee discussed possibly editing the last paragraph of 2120.5 as follows: “Each **public** school shall ensure students are able to access academic and experiential learning opportunities that reflect their emerging abilities, and aspirations, as outlined in the students’ Personalized Learning Plans.”
 - **Edited to remove duplication (done 4/6/23)**

9) check formatting for 2120.6 Curriculum Coordination (lowercase letters) **formatting corrected)**

10) 2121.1 E - correct number beneath that section **DONE**

11) 2121.4(e) check formatting **DONE**

12) 2122.2 check lettering/formatting (i.e., H, **A**, J, K) **DONE**

13) 2122 Learning Environment

- 2122.1 School Facilities and the Learning Environment
- 16 VSA 1161a - Discipline
 - (a) Each public and each approved independent school shall adopt and implement a comprehensive plan for responding to student misbehavior. To the extent appropriate, the plan shall promote the positive development of youths. The plan shall include:
 - Consider referencing inclusion for “independent schools approved to receive public tuition”
 - Each school shall observe due process requirements as set forth in Rule 4300 et seq. (should this be modified to say each school to whom this applies shall...)?
 - **UNDECIDED** - YES, applies to independent schools, but committee is undecided how it should be referenced in EQS; Due process is specific to public schools, SU/SD

- 12) 2123.1 Participation in State Comprehensive Assessment System
 - Apply to independents?
 - How does this work for the LEA?
 - **TAMMY will check with HEATHER B. regarding reporting of results from Independents for publicly funded students to LEA? State?**
- 13) 2123.2 check lettering/formatting - **DONE/WILL DO**
- 14) 2124 Reporting Results
 - *Leave as is and see if any changes are necessary during ICAR related to any new legislation*
- 15) 2125 Continuous Improvement Plan
 - Do we know how to reference DQS yet in that section?
 - 2126 - **MODIFIED LANGUAGE TO REFERENCE DQS for Committee review**
- 16) Effective Date????
 - Current language: These rules, except as otherwise specified herein, shall become effective on 15 days after adoption is complete, in accordance with 3 V.S.A. Section 845(d).
 - **Updates to 2000-2111, 2114 effective on passage; all other sections effective July 1, 2025 (allow more time for planning, resourcing, compliance) - FOR DISCUSSION**
- 17) **For all sections, determine consistency in lettering/numbering//formatting**
- 18) **Fix formatting for floating page numbers and table of contents**
- 19) **Confirm all citations are noted properly throughout the document.**