

**Social/Racial Justice Meeting Minutes**  
**June 10, 2024**  
**5:00 – 5:45 pm**

Attending: Denise Webster, Maria Davies, Jan Sander, Betsy Goodman, Jan Epstein, Erik Remmers, Nancy Guyette, Mark Nielsen

Called to order: 5:00 pm

Agenda approved.

Minutes from Jan 8<sup>th</sup> meeting approved.

Maria's updates: She is doing a full-board presentation following this meeting on the new 'EXPERT' document (attached), which looks at harmful behavior, and how to look at and handle them differently. It includes a glossary of terms, and used middle and high school student input. She hopes this will become part of the school handbooks. DEI teams at schools charged with sharing with their schools. EQS going into effect in July 2025 – this document meets that standard.

The "Up For Learning" contract is up for renewal – the principals are in charge of keeping it going. There are 4 retreats coming up for students to continue the work, she is hoping this will also be including Elementary School youth teams, which will work on making one that includes age appropriateness. Students will be going to each school to teach new language and contract to other students.

We thanked Maria for all her work over the last 3 years, and she thanked us for our support, charged our committee with keeping the work going.

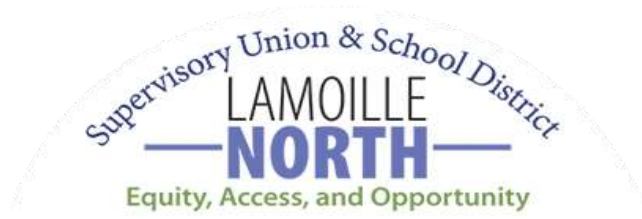
She then left to prepare for full board presentation.

Discussion continued about possible committee plans for the next school year. One suggestion was to add student representatives to this sub-committee, possibly student reps from the student DEI committees in high school, middle school, and possibly from elementary schools.

There was discussion about possibly starting/joining county-wide committees. These should/could include parents who have joined previous meetings.

Meeting adjourned @ 5:45pm.

*Minutes submitted by Denise Webster*



### ***Expectations and Professional Resources for Teachers (ExPeRT)***

Lamoille North Supervisory Union (LNSU) is committed to creating a school community grounded in the pillars of Diversity, Equity, Inclusion, and Antiracism.

The LNSU School Board, Administrators, staff, students, families and shareholders acknowledge the inequities and injustices that have and continue to pervade our collective culture and society. To aid us in our journey to honor and achieve diversity, equity, and inclusion, Lamoille North has adopted a restorative lens that is helping our educational community build healthy school climates by creating space for people to understand one another and build relationships.

#### **Our suggested framework and expectations for this work:**

- Solidify expectations of the Lamoille North Supervisory Union community members (staff, students, families and stakeholders)
- Reimagine behavioral responses with a restorative lens
- Maximize the time students spend in class actively learning
- Utilize Restorative Practices to resolve conflicts between students, staff, and families
- Limit suspensions to **extreme** circumstances in which safety is compromised

*Our Mantra: **Every student, every day, in every class.***

*“Democracy cannot be sustained, let alone flourish, in the 21st century without open and robust spaces for rational discussion and analysis about our different experiences and viewpoints. This is an essential reason why inclusive education is crucial to **our** basic self-interests and **our** collective success. Our schools must furnish a diverse platform to teach all students how to intellectually navigate a world full of profound challenges and an assortment of competing ideas, perspectives, cultures, religions, languages and philosophies.” —Gregory M. Anderson, Ph.D.*

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*Please see Appendix B for more detailed information on the creation of this resource guide.*

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The work that LNSD is embarking on is grounded in equity and [restorative practices](#). When we see, listen to, value, and uplift our students, we give them power. Staff, even if we may not have the authority to create schedules, allocate resources, or create policies, we have complete control over our mindset and the design of learning experiences we provide to each of our students. If students do not feel empowered and embraced by their school community, they will not engage and will not succeed.

With these concepts in mind, here are a few daily practices you can use to promote equity within our school district.

### ***Look for possible inequitable situations***

If a situation fits any of the following circumstances it needs to be responded to with education. Difference in gender, abilities and skin color affects educational and disciplinary advantages whether or not a person is aware. Being well intentioned is simply not good enough. Our goal is to do better, for all of us.

Commented [1]: CG- tweak

Commented [2]: CG- Tweak

### ***Practice***

#### **Counter storytelling**

Challenging what may have been learned, taught or done through history generally benefits those without privilege. "A method of telling the stories of those people whose experiences are not often told" (Solorzano & Yazzo, 2022). Privilege is a special right, advantage, or immunity granted or available only to a particular person or group. Some resources on counter storytelling can be found [here](#).

Example:

- "The latinx community does not value education.";

### ***Acknowledge***

#### **Permanence of racism**

It is important to acknowledge that racism and inequity will always exist due to the systems it was built on and therefore must always be worked on and prioritized in the education system for students and staff.

Examples:

- "This is a good and inclusive community; this could not have happened here."
- "We are colorblind at our school."
- "Yes, but we need to take into account that we had the best of intentions."

### ***Be aware of***

#### **Interest convergence**

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Compromising for the comfort of the person who has caused harm in a situation is an example of interest convergence.

Examples of interest convergence:

- "I don't want to overwhelm others with accusations or education."
- "We need to choose our battles."; "I need to focus on the curriculum, I cannot deal with that right now."

### **Part I: Responsibilities and Expectations of LNSD Family which includes Staff, Families, and Community Members**

Students in our district have the right to:

- Be seen, heard, and known;
- Be included and to be treated equitably;
- Access a free, open, appropriate, and honest education;
- Be protected from intimidation, harassment, bullying or to report incidents of bias by staff, administration, and youth in their school community; [here](#) are some recommendations or guidelines on what to do.
- Access district policies and rules at any time and receive an explanation of those policies (in their native language if required) or rules in an age-appropriate way from school personnel.

All district students have the responsibility to:

- Engage in learning to the best of their capacity;
- Support everyone's freedom to learn, not infringe on another's learning;
- Attend school regularly to the best of their ability as required by Vermont Law;
- Follow the reasonable direction of school personnel and seek help to determine reasonable alternatives when problems impacting their meaningful education arise.
  - Speak to your counselor or a trusted adult, parent, caregiver
  - Speak to your school nurse
  - Ask to speak to your principal or assistant principal
  - Speak to your teacher(s)
  - Go with a friend to speak to someone you trust

All parents/caregivers and families have a right to:

- Be treated as valued partners and community members of our school district;
- Receive clear and timely communication and information about their child including report on academic progress and successes on student challenges (in their native language if required and if requested).
- Expect that information regarding their child will be kept confidential.

All district parents/caregivers and families have the responsibility to:

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- Treat all district employees as valued partners in their child's education and in our learning community;
- Support student participation in school in line with the Districts Code of Conduct, School Handbooks, and this Expectations and Professional Resources for Teachers and Restorative Expectations Guide of the school district, its policies and its procedures in addressing issues that arise with regards to their youth(s) and in line with the district's core values.

**LNSU will work to create a school community in which diversity is celebrated and honored.**

Lamoille North will meet this goal by educating our administrators, teachers, and support staff through professional development. We will utilize restorative practices to work through difficult situations, and will seek opportunities to introduce our students to new experiences and perspectives. Our students will have the space to feel their emotions and discuss them.

A school that provides strong emotional and psychological support to its students is one that has students who feel valued, cared for, included, seen, heard, and safe.

These strategies will help us prepare our students for success in an ever-increasing world of diversity and self-exploration. When our young people are given space to be themselves in a respectful manner, we all succeed.

**Respectful Communication:** All LNSD community members will act respectfully toward students, staff members, and families at all times (in and out of school, on the phone and online) with the goals of building relationships, repairing or preventing harm, and addressing root causes of conflicts. Our shared human dignity must be protected and honored even – and especially – in times of heightened stress or emotion. All of us will refrain from shouting at, insulting, threatening, hitting, or humiliating one another. Our youth will be well poised to become active members of society when they understand our vibrant multicultural/multiracial society as it is what the world outside will look like.

**Engage in Good Faith With Restorative Conversations:** Conflicts will sometimes result in invitations to facilitated restorative conversations; for restorative systems to work, all members of our LNSD school community need to be willing to engage in restorative responses at the individual, classroom, and school level. While participation in a restorative process is **voluntary**, we are all encouraged to be open to repair and to provide a “road back” to our community. Acknowledgement and education are prerequisites to healing and repair. These processes are an investment of time for the good of our whole community.

**Facilitators** of restorative conversations and harm repair processes do serve as neutral parties charged with helping all participants to honestly explore their own responsibility in and for conflict and repair. While we do not have defined facilitators in our district at this time, we do have a collaborative and supportive relationship with the **Lamoille Restorative Center**. This team has been actively working on

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restorative practices in many schools. They are human beings who are willing to listen to understand, they get it, they know it is not easy. They understand the importance of belonging and community as well as communication. They understand that there is a need behind the behavior(s), and they create safe spaces for communication and healing. While these human beings may not possess all of the answers you may want/need, they genuinely care for you and want to see this through with you. They can be a valuable resource; they can help guide discussions that can feel very heavy and isolating. They are a source of support that cultivate empathy in themselves and others and they are human beings that will continue to learn and grow in this very heavy and rewarding work.

#### **Expectations of LNSD Staff, Families, School Board Members, and Superintendent**

All members of our LNSD community (including staff, students, building administrators, families, the superintendent, and school board) are expected to

- Respect all members of the school community.
- Model respectful behavior.
- Build relationships with one another.
- Communicate as openly, honestly, and as transparently as possible.
- Uphold and support a safe, equitable learning environment(s) for all.
- Exercise and practice self-awareness.
- Practice accountability when harm is caused.
- Support the academic success of all our students.
- Practice self-care and care for the community at large.
- Become aware of how our identity and how our experiences shape our approach to issues of equity. We cannot disrupt inequities if we don't understand our relationship to them. This means doing introspective work.

It is the responsibility of the school board to

- Hire and supervise the Superintendent.
- Develop, approve and monitor district policies, including governance policy and school district goals.
- Demonstrate equitable leadership by showing that they are inclusive, informed, accountable, strong and flexible communicators, are transparent and present, and have a [restorative mindset](#).
  - A restorative mindset is a worldview that values inclusive, collaborative approaches for being together in community. Acting in a restorative mindset allows us to respond in ways that are healing and supportive rather than alienating, being punitive or coercive.
- Monitor the fiscal health of the district.
- Practice self-care, co-care and care for the community at large.



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It is the responsibility of the Superintendent to

- Implement the policies of the school board, and develop and implement procedures aligned to policies.
- Facilitate the co-construction and implementation of the strategic plan and the district's continuous improvement plan.
- Be accountable to the school board, as well as all staff, students, and families in their school community.
- Demonstrate equitable leadership by showing that they are inclusive, introspective, informed, accountable, strong and flexible communicators, are transparent and present, and have a restorative mindset.
- Practice self-care, co-care and care for the community at large.

It is all our responsibility and that of the building administrators to

- Carry out the district Strategic Plan and Continuous Improvement Plan.
- Develop and implement a vision for our schools **with** the school community.
- Be accountable to all staff, students, and families in **our** schools.
- Ensure a safe and equitable learning environment for **all** students.
- Develop relationships with students' families.
- Demonstrate equitable leadership by showing that **we** are inclusive, introspective, informed, accountable, strong and flexible communicators, are transparent and present, and have a restorative mindset.
- Practice self-care, co-care and care for our community at large.

It is the responsibility of school staff to

- Provide a safe, equitable, and developmentally appropriate learning environment for all students.
- Teach acceptance and mutual respect for others.
- Support students to grow, think critically about the world around them, and learn and to become responsible, educated and informed citizenry/global citizens.
- Develop relationships with student families.
- Demonstrate equitable leadership by showing that they are inclusive, introspective, informed, accountable, strong and flexible communicators, are transparent and present, and have a [restorative mindset](#).
- Practice self-care, co-care and care for the community at large.
- Staff are accountable to the overall expectations of our school community AND Administration, the Superintendent and to their Collective Bargaining Agreement.

It is the responsibility of students to

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- Exercise and practice self-awareness.
- Understand and follow school expectations, including the school's Student Handbook.
- Behave in a manner that focuses on academic success.
- Be responsible and accountable for meeting school expectations.
- Help build a positive community.
- Practice self-care, co-care and care for the community at large.

It is the responsibility of families and members of the school community to

- Emphasize the importance of being prepared to learn.
- Support students in respecting the rights of others and strive to meet the expectations of the school community.
- Recognize and understand that school personnel will hold students accountable for their actions in a restorative manner.
- Respect, understand, and support the restorative expectations and all policies of Lamoille North School District. \* Please refer to the grievance process further down if you feel that you need further discussion on this. Please note that the grievance process differs in the Master Agreement of your contracts.
- Practice self-care, co-care and care for the community at large.

**Part II: Classroom-Handled Behaviors**

These are behaviors that should be addressed within the classroom. If the behavior becomes repeated, increases in frequency/duration, or becomes so disruptive that learning cannot take place for other students, teachers/staff should request support from the school's administration or behavioral support staff. One of these individuals can check in with the student to help them re-enter ready to learn or escort the student to an alternative space.

<b>Non-Office Referral - classroom-handled behaviors</b>
theft that is borrowing without asking
excessive talking or noise making
left class early with permission and were out for longer than 15 minutes
checking phone and putting it away
not completing work or refusing to work
bothering/ disrupting others

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minor emotional outbursts (such as frustration or irritability)
not following directions
refusing to participate in class activities
sleeping in class
off task
truancy and/or tardiness (an absence is an absence is an absence)
unprepared (i.e., computer not charged, lack of pencil, etc.)
minorsly offensive language, comments, or gestures (such as "This is stupid/boring. I hate this", etc.)
swearing that is not directed toward any particular person
talking out of turn/calling out/blurting out/interrupting others
littering
unkind words or gestures ( <b>not</b> including protected categories) * repeated (more than twice) incidents of unkind words, gestures or behaviors will be treated as a serious issue and will be investigated thoroughly and appropriately following our school policies.
personal displays of affection (PDA) *mostly includes touching, kissing, cuddling, hand holding, etc. between students in public spaces or at public events. * <a href="#">Here</a> is some guidance on PDA's.
teasing or taunting a peer ( <b>not</b> including protected categories)
minor physical contact (i.e., play fighting, accidental bumps)
brief physical outburst that does not put self/others in harm's way
misusing materials
running between spaces

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minor damage of classroom materials/items
not returning items to appropriate places

### **Tier I**

#### **How to Handle Classroom Behaviors:**

- Be proactive: With your students' co-construct classroom agreements from the beginning, get to know each student's interests and strengths and weaknesses, connect with families **before** any calls to discuss behavior, model open and honest communication, recognize and celebrate student success.
- Utilize [mindfulness tools](#) that build social-emotional skills.
- Introduce calm directives that [clearly state expectations](#) (criteria for success known and understood by students).
- Constructive and specific feedback ([this resource from Restorative Teaching Tools](#) will allow you to practice an approach to giving and receiving feedback that is grounded in mutual respectful curiosity about individual feelings and needs when interacting with students)
- Re-teaching or rehearsal of expectation or procedure that student isn't meeting
- Increased opportunity to respond during instruction - ask questions that the student is interested in answering or feels confident about knowing
- Increased teacher proximity (if you know that this is a trigger for youth please refrain). Please use your judgment and leverage how you connect with the youth.
- Verbal prompt or quick correction (Example: \_\_\_\_\_ by doing \_\_\_\_\_ you are not meeting our classroom agreement of \_\_\_\_\_. Could you please \_\_\_\_\_?).
- Reminders and redirection (Example: *Right now, we are doing \_\_\_\_\_ . How can I help you to get back on track?*) I would really like to include you in our classroom discussion.

### **Tier II**

#### **After the Moment Responses in the Classroom:**

- Use of the [Restorative Chat questions](#)

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- “Reset pass” to walk or visit with a trusted adult in the building (set expectations – these walks or visits are not unsupervised and for a set amount of time). \* This could be tweaked to encompass how each school helps reset youth in their school community.
- Restorative conference.
- Have a [WARM](#) conversation with the student.
- Behavior check-out system for the classroom to provide students with an opportunity to reflect with you on daily behavior. \* This could be tweaked to encompass how each school helps reset youth in their school community.
- [Reflection activity](#) (not a worksheet, but an actual reflection task done with a teacher during independent learning activities for other students).

### **Tier III**

#### **Responses After Class Ends:**

- Enact Learning Pathway (see Educational Opportunities section below for more details)
- [Peer Mediation](#) (at sites with this in place) – if not in place consider forming a group in your school to help with mediation.
- Review of academic struggles and asset-based academic support planning with the entire teaching/support team.
- Review of Individualized Education Program (IEP) in conjunction with academic accommodations and modifications.
- Conduct a brainstorming session with administrator, Restorative Practice Specialist( [Lamoille Restorative Center](#) for resources and support), behavior support staff, special educator, school counselor, etc. to brainstorm a list of other potential responses and ideas to support struggling students.
- Collaborate with instructional coach(es)/mentor(s) to monitor and observe student-teacher interactions and provide feedback.

#### **Responses Involving Families:**

- Schedule a [Family Conference](#) protocol (family hears from teacher/staff using this protocol prior to administrator becoming involved).

*Note: When possible, the first call home should always be a **positive and warm** introduction before any calls made about behavior challenges; this is why it is critical that school staff begin developing relationships with families at the very beginning of year. This may take a little more time at the beginning of the year, AND we are certain it will be incredibly beneficial to support your relationships with you students and their families.*

### **Part III: Behaviors that May Require Out-of-Class Support**

Currently, a few of our schools in our district are not providing the time and space for the student who is returning from being out of their classroom, (due to the incident(s) that occurred) to check-in with

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their teacher(s) before fully returning to class. In many cases, we also need to acknowledge that we are getting better at this overall. Nevertheless, we are aware that staff feels more time is needed and we want to address this so we can provide the time and space for teachers and students to connect and build that trusting relationship that is needed to mitigate incidents that may cause the student to leave our classroom.

### Re-entry to Classroom Procedures

#### Teacher | Student Check-in

This should be a quick conversation where the teacher intentionally sets out time to connect with the student and discuss the expectations that were agreed upon when the class first started to meet as a class, and lets the student know that even though there was an incident, they still would like them to be part of their classroom.

**If you are wondering how to have these conversations with your students, please refer to the Resources Section of this document for more information.**

While the behaviors listed below may warrant being sent out of class, these are **not** behaviors that automatically rise to the level of suspension. This is a great opportunity to find out what the youth is in need of and how we can meet those needs. If a student is sent out of class, then an office referral, using the correct process in place, must be written to document the behavior and lost instructional time. After a student is sent out of class, they **should** always have access to missed work while they are away and have a restorative welcome back into the classroom when they return. Lamoille Union High School has the following [Student Concern Feedback Form](#) that you could use as a guide to create your own.

If your school does not have an office referral system process in place, please refer to the resources at the end of this document for examples of a few that you can use.

Office Referral
constant continuous disruptions of learning
repeated refusal to follow directions that causes a disruption
running away or hiding from staff
escalation after prompts or redirections
chronic targeted, bully-like behavior toward peer(s)

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repeated work refusal
teasing/taunting of a protected category
repeated or directed profanity/swearing at staff or peer/ use of symbolism
threatening body language/posturing
fighting
threats
gossiping after being asked to stop * spreading rumors about someone to cause them grief or harm. Gossiping is harmful.
possible bullying behavior (including online)
intentional humiliation of peer or staff
repeated violation of school's cell phone rules
cheating/plagiarism
possible harassment
any behavior that leads to a suspension, per your code of conduct school policies and our restorative expectations

<b>No referral- tracked via attendance codes in Student Information System-</b>
skipping class
leaving class every day for a prolonged period of time * New system will be tracking this.
leaving class early with permission but not returning

**Part IV: Non-suspendable Behaviors, Alternatives to Suspension, and Educational Opportunities**

Non-suspendable: These behaviors do not rise to the level of suspension because they do not represent a pressing and imminent threat to the physical safety of students, staff, or others at a school site. We want to keep students in the school community and must approach handling behavior differently to do so. This may mean having in-school alternative placements and/or a modified learning schedule/environment as an option while an alternative to suspension is put into place.

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The following behaviors do not qualify as suspendable behaviors; instead, alternatives to suspension should be offered in place of exclusionary discipline. Examples of alternatives to suspension are provided. Parents/Caregivers and Guardians will be notified of these behaviors and the planned response.

**Undocumented Suspensions:** Undocumented suspensions are prohibited and unlawful. Students cannot be removed from class for more than ¼ of a full school day or be sent home before the end of the school day without the administrator following the LNSD suspension protocol, this includes a student leaving to take the rest of the day at home.

Behavior	Definition/Description	Possible Alternatives to Suspension (decided upon with student)
Truancy, Tardiness or Absence	Unexcused missing all or part of a class or school day	<ul style="list-style-type: none"> <li>● “Give back time” before school or afterschool to make up missed academic work (<i>Note: recess may not be removed or restricted</i>) *Recess may be replaced with making up for missing work.</li> <li>● If repeated behavior, review IEP to determine if appropriate services are being provided</li> </ul>
Dress Code Violation	Wearing an item that violates the school <a href="#">dress code</a> , or not wearing an item(s) required by the dress code	<ul style="list-style-type: none"> <li>● Learning pathway</li> </ul>
Swearing	Use of profanities, vulgar phrases, words	<ul style="list-style-type: none"> <li>● Research report on the history of language and its power</li> <li>● Write an apology letter or offer a direct verbal apology</li> </ul>
Skipping Class/ Hiding from staff/Running away off campus and unable to return safely (K- 8)/Leaving campus when	Not attending required class(es)	<ul style="list-style-type: none"> <li>● “Call back time” before school or afterschool to make up missed academic work (<i>Note: recess may not be removed or restricted</i>)</li> <li>● Adult family member, older student mentor, or school staff member will “shadow” student</li> </ul>



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not permitted to do so (high school)		<ul style="list-style-type: none"><li>● Meeting with students, staff, and support systems to create a plan for re-engagement</li><li>● Special Education consult for safety plan</li><li>● Mentorship from an older student (for secondary students). Go to an elementary school to mentor and/or provide community service</li></ul>
Tobacco use	Possession of tobacco products, being caught smoking or vaping on school grounds	Required: parent contact; meet with school counselor, or school nurse. <ul style="list-style-type: none"><li>● Substance abuse counseling referral</li><li>● Follow up with School Counselor, Nurse, or Student Assistance Professional (SAP)</li><li>● Consult with Healthy Lamoille Valley and Department of Health about educational alternative to suspension programs (e.g. <a href="#">Our Healthy Futures, Not On Tobacco (N-O-T)</a> ) and other resources - such as <a href="#">HLV's webpage for schools</a></li><li>● Restorative Circle - see this <a href="#">folder</a></li><li>● See this <a href="#">guide</a> for more information and resources</li></ul>
Marijuana and/or alcohol use or possession	Possession of marijuana or alcohol on school grounds	<ul style="list-style-type: none"><li>● Substance abuse counseling referral</li><li>● Referred to school nurse for evaluation and referred to Administration for follow up. * If students are found to share their vape or alcohol or marijuana they should expect to be In School Suspension and will be educated on all aspects of the incident.</li><li>● Family conference</li><li>● Follow up with School Counselor, Nurse, or Student Assistance Professional (SAP)</li></ul>

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		<ul style="list-style-type: none"> <li>● Consult with Healthy Lamoille Valley and Department of Health about educational alternative to suspension programs (e.g. <a href="#">Our Healthy Futures, 3rd Millennium</a>) and other resources - such as <a href="#">HLV's webpage for schools</a></li> <li>● Restorative Circle - see this <a href="#">folder</a></li> <li>● See this <a href="#">guide</a> for more information and resources</li> </ul>
Minor fight	<p>Mutual combat (such as shoving) resulting in no or minor injuries (such as a scrape) or instigating a physical altercation. A fight where the impacted parties are willing to engage in repair and unlikely to repeat the behaviors.</p> <p>Consideration should be given to the impact the fight had on the school community.</p>	<p>Required: Parent contact, conflict resolution learning pathway, informal resolution between two students OR safety plan</p> <ul style="list-style-type: none"> <li>● Written assignment reflecting on behavior and how to make better choices</li> <li>● Roleplaying/written assignment of how situation could have been handled without physical violence</li> <li>● Peace circle</li> <li>● Parent conference</li> <li>● Give students an opportunity to solve conflict and sign an agreement saying that "this is where it ends".</li> </ul>
Defiance/Lack of cooperation	<p>Refusal to comply with repeated adult requests or directions, which does not pose a direct physical safety threat to students, staff, or the individual.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Conference, circle</a>, or mediation with a teacher. * Reach out to the Lamoille Restorative Center for more information.</li> <li>● Signed contract on how students and staff will handle the situation in the future.</li> <li>● Role playing of how the situation could have been handled.</li> <li>● Adult family members, coaches, or community members will "shadow" (must have background check per District policy).</li> </ul>

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Misuse of classroom materials	Using materials for a non-intended purpose (throwing paper, markers, breaking equipment etc.)	<ul style="list-style-type: none"> <li>● Make modifications that take into account known student triggers of problem behavior.</li> </ul>
Verbal altercation	Getting into a heated argument or shouting with a student or staff member that may or may not involve profanities. Does <b>not</b> involve the use of slurs.	<ul style="list-style-type: none"> <li>● <a href="#">Restorative Chat</a></li> <li>● <a href="#">Restorative conference</a> * Reach out to the Lamoille Restorative Center for more information.</li> </ul>
Wandering halls	Not going to the assigned class or alternate space. Wandering that does <b>not</b> pose a threat to themselves, other students, or staff.	<ul style="list-style-type: none"> <li>● Learning pathway on how missing class and school negatively impact the school community.</li> <li>● Community meeting to determine unmet needs.</li> </ul>
Minor vandalism	Harming property in such a way that it can be repaired but causes inconvenience or disturbance	<ul style="list-style-type: none"> <li>● “Positive” art project to beautify school.</li> <li>● Fixing damaged property.</li> <li>● Apologizing to facilities staff members and helping them clean up.</li> </ul>

Behavioral support staff, Restorative Practice (RP) Specialists at Lamoille Restorative Center, School, Counselors, afterschool staff, and building administrators can help with brainstorming alternative options to challenging behaviors. It would be good to start documenting what you have tried and tested and what worked and what did not work. Remember that we have varying needs.

The following list represents options for responses to challenging behaviors. These are not in sequential order. It is not mandatory to use the suggested options; they are offered as a resource. These should be tailored to the behavior and individual(s) involved.

**Additional Possible Alternatives to Suspension:**

- Academic support plan
- Act 264 meeting
- Adult family member or school staff “shadows”
- Behavior Contract
- Behavior support plan
- Buddy/Breather Room
- Learning pathways
- Make modifications that take into account known student triggers of problem behavior
- Mediation
- Mental health check
- Mentoring

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- Change of schedule
- Community service (as an outcome of a restorative conference and when agreed upon by student and matched to behavioral action)
- Convene IEP/504 meeting
- Counseling
- Daily progress report
- Direct teaching and practice of functionally equivalent replacement behavior
- Parent consultation
- Positive peer reporting
- Problem solving conference
- Referral to substance abuse counseling and attendance
- Restorative conversation
- Review IEP/504
- School→←home note system
- SEL learning block
- Student Support Team/ Center or Opportunity Room
- Written Reflective Process

**Educational Opportunities:** When a student or staff member engages in harmful behavior, educational opportunities may be provided to learn from the behavior and prevent it from occurring again in the future. The educational opportunity will be tailored to the context of the harm and the desired learning outcomes. Two examples of these, learning pathways and impact panels, are described below.

**Voluntary Teaching Observation:** Teaching staff can opt in to having a voluntary teaching observation following harm they may have caused students or colleagues. When a staff member opts into this educational opportunity, another staff member can opt to utilize the [Restorative Culturally Responsive and Anti-Racist Teaching Tool](#) to provide comprehensive feedback to the teacher about their instructional practices as one way to repair harm and prevent any further harm from occurring.

**Learning Pathway:** A Learning Pathway is an individual learning environment where the person who caused the harm is offered a series of educational opportunities centered around the topic of the harmful behavior. Learning pathways are intentional lessons designed for students or staff to reflect on their actions through learning about history and context and ultimately exploring accountability. As part of the learning process, participants are asked to discuss challenging topics, take in informational content with multimedia and make decisions about how they would like to demonstrate evidence of their learning. The goal of the process is education and possible mindset shifts.

Students can be required to engage in a [learning pathway](#) to reflect on the harm done as an alternative or addition to a traditional RP process. Sometimes a learning pathway is required as part of reentry meetings.

*Staff can also have learning pathways as a way to repair harm they may have caused students or colleagues. Staff learning pathways are opt-in. For more information about staff learning pathways, please see [BSD's Teacher Learning Pathways FAQ](#). You can use this as a guide if you wish to create a learning pathway.*

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#### Part V: Behaviors that May Warrant Suspension

**Protocol:** Suspension is a last resort because they exclude students from their learning and suspensions have been historically disproportionately used for students with disabilities, students of the global majority (People of Color) and students living in poverty and those that are underserved. As a result, the district has committed to ensuring this is not used lightly, requiring that we reduce these disparities. Therefore, suspension may only be considered when there is an egregious safety concern or when school staff have exhausted and documented all other forms of intervention/alternatives. Parents/guardians have the right to appeal a suspension with the superintendent.

**Exit Plan for Re-entry:** For the few situations in which a suspension must be utilized, there should be a restorative exit for the individual to understand why they are being separated from the school community, how they'll be supported while they are out, and a plan for a restorative reentry upon their return. When a student is suspended, they must still have access to educational opportunities and materials as part of a suspension plan. If a student has an IEP or 504 Plan, the case manager must be included in the suspension planning process. A student who has been suspended can re-enter school following a restorative re-entry meeting that must include the student, parents/guardians (or designated trusted adult), and school representatives. This meeting should be scheduled at a time/place that allows for parent/guardian participation.

Suspendable Behavior	Definition/Description	Rationale for Suspension
Weapon or firearms possession	Incident where a student knowingly possesses a firearm or an item intended to be perceived as a firearm (e.g., airsoft, BB, or pellet gun), or a weapon intended to cause major harm (e.g., large knife, pipe bomb). Devices confiscated that are against school policy (e.g., airsoft, slingshot, etc.) will be returned to a parent/guardian at the end of the school year.	Violation of law: Title 13 VSA 4004  Board policy <a href="#">Firearms and Dangerous Devices in School</a>
Drug possession with intent to sell and/or	Student is found with a substantial quantity of illegal drugs and drug-selling	Violation of law: Title 18 VSA, could result in a

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distribute	paraphernalia (e.g., baggies, scales). Illegal confiscated devices or products shall not be returned.	variety of drug-related charges depending on the drug involved and quantity
School Threat	Someone who poses an immediate danger to persons or property or significant threat of disrupting the academic process.	Board policy <a href="#">F-13</a> Student Conduct and Discipline Policy
Tampering with safety equipment	Causing a false safety alarm (such as yelling “shooter”, “bomb”, or “fire”, pulling the fire alarm, tampering with a defibrillator or smoke detector, etc.).	Board policy <a href="#">C-20</a> Student Conduct and Discipline Policy
Physical Assault	At a minimum, one individual receives <i>substantial</i> physical injuries as a result of the incident, barring self-defense in extreme situations.  Students cannot reach de-escalation to address the fight and physical safety of school is therefore compromised.  May require immediate intervention by medical or police personnel.	Violation of law: <a href="#">Title 13 VSA 1023</a> (simple) or possibly <a href="#">T13 VSA 1024</a> (aggravated)
Sex-based harassment, sexual assault, dating violence, domestic violence, and stalking	Unwanted physical contact that is sexual in nature between two or more individuals.  May require immediate intervention by medical or police personnel.	Possibly <a href="#">Title IX</a> depending on incident
Refusal to allow a search	Refusing to allow an authorized school personnel to search an individual and/or their possessions (e.g., bag, backpack).	School safety concern
HHB: Hazing, Harassment and Bullying	Any incident that may be harassment against a protected identity, hazing, and/or bullying needs to be investigated per HHB requirements. See C10 and C10P <a href="#">policy</a>	Violation of Law: <a href="#">Title 16 VSA 11</a>

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	and procedure for more specific information.  <i>Note: Suspension as an option in HHB incidents should be done on a case-by-case basis. These cases should only warrant suspension when there is evidence that the student(s) do not feel safe at school. Alternatives could be switching classes, teams, shadowing students who caused the harm, etc.</i>	
Lewd and lascivious conduct	Sexual activity that goes beyond kissing and/or light physical contact. Can be consensual.	Violation of law: <a href="#">Title 13 VSA 2601</a>

**Laraway or Lamoille Restorative Center Involvement:** When an incident rises to the level of suspension, it may be pertinent to involve our partners at the Laraway or the Lamoille Restorative Center (LRC) to help either with the repair process, re-entry, and/or accountability measures. These two partners can support through offering co-facilitation of repair, restorative reentry co-facilitation for a case in which LNSD has been involved, and accountability through educational workshops tailored to the incident.

Administration should be notified when filling out a referral request with the Laraway or the Lamoille Restorative Center.

**Hazing, Harassment, and Bullying (HHB):** The state of Vermont and District policy guides our work around any incident that may be hazing, harassment, and/or bullying. Every school has a designated employee tasked with the intake of every report suspected of being HHB and following through with the life of a case. The goal of our HHB work is to keep students safe and able to access their education. In cases of HHB, a restorative option can be utilized following an investigation in conjunction with supportive measures identified through the investigation. A suspension may be necessary in an HHB case if the behavior is so severe that the safety of the student(s) and/or staff are compromised.

**Part VI: Staff to Staff Conflict- Restorative Practice (RP) Guidelines**

If a staff member causes harm to or is involved in conflict with a colleague or another adult member of the LNSD community, they will be given the option first to address and repair the harm through a restorative process in lieu of a disciplinary process taking place. This will be the default option for harm situations that involve staff unless the Superintendent determines the situation to not be appropriate

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for a restorative response (including but not limited to racial harm or harassment, failure to report abuse, improper use or reporting of restraint or seclusion, sexual harassment and substance use).

Restorative processes are always voluntary and staff should only enter into a restorative repair process if they authentically and genuinely accept accountability for their role in the harm and are prepared to address and repair the harm. A restorative option will only be pursued if the individual(s) harmed are willing and interested in engaging in the process, as well as the party that caused the harm. A trained neutral restorative practitioner will oversee and facilitate the restorative repair process. This practitioner may be a trained Lamoille Restorative Center staff member or another RP consultant contracted by the district.

Readiness for participation in a Restorative Harm Repair Process (RHRP) involves:

- Pre-meeting in person, virtually, or by phone with a trained restorative practices facilitator in which each party shares what has occurred and expresses willingness to take accountability.
  - Through this process, the trained neutral practitioner will determine if a participant is upholding these standards of participation.
  - Practitioner will make this recommendation.
- Participants will be asked at the pre-meeting whether or not they would like to bring an ally to the harm repair circle, if so, RP practitioners will also require a pre-conference with the ally.
- Engaging in a harm repair conversation or circle when appropriate.
- Following through on the agreements.

If at a later date, the issue that the restorative process attempted to address arises again, then disciplinary action can be taken as RP was unsuccessful in changing the harmful behavior.

**Confidentiality in Restorative Practices:** All restorative processes are strictly confidential. The repair process circle conversation and the agreements or outcomes are only known to the individuals involved in the repair process and the facilitator. No information can be shared outside of the circle unless clear guidelines for sharing are explicitly agreed to by all members of the circle including the facilitator.

If agreements or outcomes involve sharing information with other people about the situation any individuals who are involved following a repair process will be given solely the information, they need to provide a service or support. (For example, if a staff member agrees to ongoing implicit bias coaching as the result of a reparative process, those who need to know about or be involved with the training will be provided with the appropriate amount of information needed) This information will be provided by the facilitator and the agreed parties.

**RP and Staff Discipline, Improvement Plans, and Grievances:** Staff and supervisors experiencing conflict are encouraged to seek a restorative process to help resolve their conflict. All RP confidentiality



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guidelines still apply in these types of situations. The restorative circle conversation, agreements, and outcomes are all confidential to the circle participants and facilitator. No other individuals will be given information about what was discussed or agreed to as part of the repair process.

If the issue arises again at a later date and a staff member wishes to pursue a grievance or a supervisor wishes to take other actions, neither of these parties can reference what was discussed or agreed to during the restorative process. Therefore, if the issue that the restorative process attempted to resolve arises again at a later date and a grievance and/or other supervisor actions are pursued by any of the parties, they can only document the issue from what took place following the restorative process. **A restorative process will not be used repeatedly for the same harmful behavior. Here is a quick guide to our current conflict resolution/[grievance process](#) at LNSU.**

When a restorative process is offered and a staff member chooses not to participate, the staff member will **still** be held accountable in a traditional manner for the harm or conflict that occurred. *For the discipline process, please review the Collective Bargaining Agreement and/or Personnel Manual which pertains to your position. You can find this information on our [website](#).* A restorative response will always be the first option offered but if it is declined, staff members can expect they will still be held accountable for their actions through LNSD Human Resources personnel guidelines.

#### **Part VII. Staff-Student or Family Harm Accountability Guidelines**

In a situation in which a LNSD staff member, student, or family cause harm to each other (e.g., a staff causes harm to a student or family, a family causes harm to a staff member), the parties involved will be provided with an opportunity to repair the harm and take accountability for the situation in a restorative manner. Staff members are held to the same standards of expectation as students and families.

These harm repair opportunities will first offer a restorative approach. It is voluntary for everyone involved to participate in any restorative process. The impact of opting in to the restorative process is that a stronger relationship is built out of the process and conflict is addressed to make things right.

Staff members can expect that should they cause harm to a student or family, they will be invited to participate in a restorative process but should they decline or refuse to participate in this process, disciplinary measures will be taken. These measures are confidential. The Lamoille North School District will use progressive discipline procedures. These procedures are designed to provide a structured process to improve and prevent a recurrence of undesirable employee behavior and performance issues, but can be altered based on the severity of the infraction:

Progressive Discipline Procedure:

- Step 1- formal verbal reprimand,
- Step 2- formal written reprimand, without Suspension,
- Step 3: final written reprimand (may or may not include suspension with or without pay), and

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Step 4- termination.

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**Appendix A: Holidays (consider this guidance in your school wide communication, activities and newsletters). Make sure you make your content accessible to all readers.**

**Spirit Week-** The week should be fun, kind, accessible, celebrate the diversity of our school, and shouldn't leave room for offensive interpretations of anyone's culture, identity or beliefs.

**Here is the schedule of spirit week that really sounds fun and incorporates kindness into it.**

One of our schools called it: Spirit/Kindness Week!!

Monday - Mustaches and Kindness notes handed out

Tuesday - Twin Tuesday and Kindness notes handed out

Wednesday- Wacky Wednesday and Butterfly Origami Kindness Notes AND/or Youth will drop paper butterflies with kind messages from the balcony throughout the day

Thursday- Throwback Thursday and Door Decorating Contest and/or Door Decorating

Friday- Kindness Day. Say something positive about someone.

### **Consider your Halloween Costume Choices**

Halloween, a holiday in the U.S. that many people like to participate in, and it can also cause harm to many. So, it is important to remember that Halloween can be stressful and exclusionary.

Here are a few guidelines or recommendations for choosing a Halloween Costume:

- Ensure your costume choices respect cultural sensitivities and avoid mocking marginalized groups or any group.
- We ask that you refrain from costumes that perpetuate stereotypes, "mental patient(s)" and someone who has been incarcerated are just a few examples. Have parents conduct some research if you are uncertain about your costume's appropriateness.
- Be careful with cultural appropriation and your costumes, examples such as, Pocahontas or Moana, Indigenous American costumes, fiesta costumes, costumes that include dreadlocks or bindis... Think about how you're going to make this Halloween inclusive for kids/youth of all ages, races, ethnicities, gender identities, abilities, experiences, and more.

For some youth, Halloween in particular may be difficult:

- Some students may have religious beliefs and Halloween violates their beliefs.
- Some youth have food allergies or have dietary restrictions.
- Some may have socioeconomic constraints.
- Some may have been exposed to trauma and depictions of graveyards and scenes characterized by blood and gore may be triggering.

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We ask that you plan celebrations by discussing holidays in advance to ensure that the content around them is meaningful, culturally relevant, and accessible for all students.

### **How to best navigate the holidays in an equitable way**

During this time, we tend to ask youth what they want for Christmas or what they will do for the Christmas break. Consider beginning these conversations around the holidays with, “What traditions are important to you?” This allows all students to make meaning in a culturally sustaining way and taps into their own knowledge. You can start conversations about holidays by asking students:

- What holidays/traditions do we have throughout the year?
- How have traditions in your family changed over time?
- How do the traditions represented in our classroom vary from one family to another?
- How can we learn more about different traditions or holidays and beliefs that are not necessarily represented in our classrooms, our community and world?
- What questions do you have about holidays/traditions or systems of belief that we have not discussed here?

What to do when someone wants to limit access to our reading materials in our classrooms and libraries. Please refer them to [Freedom to Read](#) language.

LNMUUSD Selection Policy Draft <https://docs.google.com/document/d/10LEZ6z-tpMQvqUKE-5pC4D-pB-yjay8cKnMnKni9K20/edit?usp=sharing>

Teaching Black History <https://ed.buffalo.edu/black-history-ed/framework.html>

In the link below you will find a sample letter to your complainant that could be helpful.  
<https://www.ala.org/tools/challengesupport/selectionpolicytoolkit/complainant>

The district is working on a policy to help with these circumstances.

<https://docs.google.com/document/d/1qKNX9-bwGQHYpbJxYmzUk1bXKsoU3XA-BfFKY7Zm5a0/edit#heading=h.99tfyg5dymoc>

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## Appendix B: History and Context of ExPeRT Creation

*This document or idea came about from multiple discussions and meetings at our Diversity, Equity, Inclusion and Accessibility (DEIA) Leadership Team gatherings in Academic Year 2023/2024. Although there were a lot of things the team wanted to help support and tackle to make our school communities more welcoming, inclusive, accepting, loving and kind, we decided on one task that would help shape a more equitable district. We decided that our action item for the new academic year would be to look at our existing Codes of Conduct/Practices, Procedures, Processes and those of other districts that were in place that had a more equitable and restorative approach. We reviewed the Ithaca Code of Conduct and the Burlington School Districts Code of Conduct. After a lot of reading, researching, learning, listening and many in-person meetings of like-minded humans we decided on creating a document that would be able to provide some guidance around how our school communities may be more inclusive, welcoming, respectful, accepting, loving and kind.*

*Last academic year was laser focused on how to move forward in making our school communities more inclusive and welcoming and in the process support all of our youth. In our many conversations we discussed the behaviors we were seeing and feeling in each of our schools and decided to use the data from the Staff and Student Climate Survey to brainstorm what our school community Strengths, Weaknesses, Opportunities and Threats (SWOT) were. We wanted to understand what changes we could make and implement now in order to begin addressing behaviors that are unacceptable and harmful to our school community. By providing staff, students and our communities with a guide that listed reasons why our school district could be more inclusive, we believe it could be beneficial to the community as a whole. So when our school community is impacted by a harmful act(s), we can start healing right away as one. Harmful acts impact our entire school community and we can stop this harm from happening. We looked at our existing Code of Conducts and discussed what we were missing or needed to make clearer, so we could make the required recommendations for a District-Wide guide such as this one. A guide that would clearly define behaviors that were harmful and make recommendations to the district on how to address these behaviors with a restorative and equitable lens.*

This document is purposefully designed to not solely apply to students but instead to all community members as we believe at LNSD, that we all must be accountable for our actions and behavior.

We are working to transform our district into being truly restorative in nature. The State of Vermont has recommended that suspensions and expulsions in Vermont Schools should only be used in the most extreme circumstances, as outlined by the Act 35 [Task Force Report on Equitable and Inclusive School Environments](#) from the State of Vermont (March 2022). Annual data from expulsions across school districts consistently shows disparities in suspensions and disciplinary data that adversely affect students of the global majority, students on IEPs, students who are English language learners, male-identifying students, and students who qualify for free and/or reduced lunch. Students who are suspended are at increased risk of academic failure, of dropping out of school, and of entering the criminal penal system.

This document (ExPeRT) directly aligns to Priority Area 5 of [LNSD Recovery Planning and Implementation Needs 2022/2023 and its Improvement Plan](#); Goals #1 #2 is focused on developing relationship-based communities through Equitable and Restorative Practices.

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**If empowering young minds is what our work as educators is about, then we need to keep our students, their humanity, their lives and their experiences at the center of our work and decision making.**

**-Equity by Design, Chardin, Novak**

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## GLOSSARY OF TERMS

**Ally/Allies** - a term used to describe someone who is actively supportive of LGBTQ+ people. It encompasses straight and cisgender allies, as well as those within the LGBTQ+ community who support each other e.g., a lesbian who is an ally to the bisexual community (Human Rights Campaign). Those who move “beyond awareness of privilege to take risks, call out inequities... dismantle systems of exclusion and oppression,” and avoid centering themselves and expecting recognition.

**Agency**- your power to make change. Your ability to make choices and decisions.

**Anti-Racism**- Actively work against racism

**Asexual** - often called “ace” for short, asexual refers to a complete or partial lack of sexual attraction or lack of interest in sexual activity with others. Asexuality exists on a spectrum, and asexual people may experience no, little or conditional sexual attraction (Human Rights Campaign).

**Bias**- your personal preference for, or against, an individual or group. If left unchecked or without being retrospective of your actions, it can interfere with your judgment. These actions can be conscious or unconscious.

**Biphobia** - the fear and hatred of, or discomfort with, people who love and are sexually attracted to more than one gender (Human Rights Campaign).

**BIPOC**- stands for Black, Indigenous, People of Color.

**PGM**- People of the Global Majority.

**Bisexual** - a person emotionally, romantically or sexually attracted to more than one sex, gender or gender identity though not necessarily simultaneously, in the same way or to the same degree. Sometimes used interchangeably with pansexual (Human Rights Campaign).

**Calling-in**- Letting someone know at a good time, or in a private space that their comment was hurtful (an “ouch”). The opposite of calling out; its purpose is to avoid shaming someone in front of people.

**Calling-out** - Letting someone know in a public space that their comment was hurtful.

**Cisgender** - a term used to describe a person whose gender identity aligns with those typically associated with the sex assigned to them at birth (Human Rights Campaign).

**Coming Out** - the process in which a person first acknowledges, accepts and appreciates their sexual orientation or gender identity and begins to share that with others (Human Rights Campaign).

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**Complicit**- When you go along with a harmful act, including when you go along with others who are committing an injustice. Ignoring or doing nothing about the harmful act, AND understanding that it is harmful to another is also a form of being complicit.

**Cultural Appropriation:** Cultural appropriation occurs when cultural imagery and materials (ex: ways of dress, the way you do your hair, music) are removed from their cultural context and used in ways they were never intended. For example, dressing up as a person with a disability that you do not have, or wearing a sombrero as part of a "Mexican" costume.

What is an example of cultural appropriation vs appreciation?

For example, appreciating and sharing the culture being celebrated by wearing culturally appropriate clothing at a celebrated event — as opposed to appropriation, such as going to a music festival wearing a costume that imitates a culture that is solely intended to get attention or likes on social media.

**Cyberbullying**- cyber bullying is the use of technology such as the Internet, computers, personal digital assistants (PDA) and cell phones, and social media to degrade or humiliate another person or group. Cyber bullying can be practiced directly, as when a hateful message is sent directly to a target victim, or indirectly, as when a message, website or photograph is sent to others who later use it to bully the target victim. Cyber bullying is most often done using: cell phones, chat rooms, email, instant messaging, web blogs, photo messages, and websites.

**Disability** - a) a physical, or mental, impairment resulting from anatomical, physiological, genetic, or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or b) a record of such an impairment or c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law §11[4] and Executive Law §292[21]).

**Demisexual** - experiencing sexual feelings and attraction only after developing a close emotional relationship and not on the basis of first impressions, physical characteristics, etc. (GSA Network).

**Educational Equity** - Educational equity means that each student receives the resources and educational opportunities they need to learn and thrive.

**Equity**- means that a student's success is not predicted nor predetermined by characteristics such as race, ethnicity, religion, family economics, class, geography, disability, language, gender, sexual orientation, gender identity or initial proficiencies.



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- Equity means that every school provides high quality curriculum, programs, teachers and administrators, extracurricular activities and support services.
- Equity goes beyond formal equality where all students are treated the same. Achieving equity may require an unequal distribution of resources and services.
- Equity involves disrupting inequitable practices, acknowledging biases, employing practices that reflect the reality that all students will learn, and creating inclusive multicultural school environments for adults and children

**Equitability-** Equitability is focused on productivity, or ensuring that everyone of us has what they need in order to be successful. This principle of equitability means that marginalized individuals will need significantly more inputs to have the same, or similar, outputs than individuals with privilege or power.

**Gay** - a person who is emotionally, romantically or sexually attracted to members of the same gender. Men, women and non-binary people may use this term to describe themselves (Human Rights Campaign).

**Gender identity** - one's innermost concept of self as male, female, a blend of both or neither; how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth (Human Rights Campaign).

**Gender non-conforming** - a broad term referring to people who do not behave in a way that conforms to the traditional expectations of their gender, or whose gender expression does not fit neatly into a category. While many also identify as transgender, not all gender non-conforming people do (Human Rights Campaign).

**Genderqueer** - genderqueer people typically reject notions of static categories of gender and embrace a fluidity of gender identity and often, though not always, sexual orientation. People who identify as "genderqueer" may see themselves as being both male and female, neither male nor female or as falling completely outside these categories (Human Rights Campaign).

**Gender and Sexuality Alliances (GSAs)** -Genders & Sexuality Alliances, or GSAs for short, are student-run organizations that unite LGBTQ+ and allied youth to build community and organize around issues impacting them in their schools and communities. GSAs have evolved beyond their traditional role to serve as safe spaces for LGBTQ+ youth in middle schools and high schools, and have emerged as vehicles for deep social change related to racial, gender, and educational justice. There are 3 types of GSAs. Social GSAs offer students a space to meet and connect with other trans and queer students on campus. Support GSAs work to create safe spaces and talk about the various issues they face in school or their broader communities, such as discrimination from teachers or school administrators. Activist GSAs provide a space for students to take a leadership role to improve school climate through campaigns and events that raise awareness and change policies or practices in their schools (Human Rights Campaign).

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**Gender binary** - a system in which gender is constructed into two strict categories of male or female. Gender identity is expected to align with the sex assigned at birth and gender expressions and roles fit traditional expectations (Human Rights Campaign).

**Gender dysphoria** - clinically significant distress caused when a person's assigned birth gender is not the same as the one with which they identify (Human Rights Campaign).

**Gender-expansive** - a person with a wider, more flexible range of gender identity and/or expression than typically associated with the binary gender system. Often used as an umbrella term when referring to young people still exploring the possibilities of their gender expression and/or gender identity (Human Rights Campaign).

**Gender expression** - external appearance of one's gender identity, usually expressed through behavior, clothing, body characteristics or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine (Human Rights Campaign).

**Gender-fluid** - a person who does not identify with a single fixed gender or has a fluid or unfixed gender identity (Human Rights Campaign).

**Harassment**- any acts or acts of inappropriate verbal (something you say), visual (pictures or videos), or physical conduct (gestures or touching) including any act conducted by electronic means (text, snapchat, Instagram, all forms of social media etc.), based on a student's or their family member's race, creed, color, national origin, marital status, sex, sexual orientation, gender identity, or varying abilities.

**Hazing**- often done in an attempt to complete a rite of passage or initiation into a group. "Hazing" means any act committed by a person, whether individually or in concert with others, against a student in connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization that is affiliated with an educational institution; and that is intended to have the effect of, or should reasonably be expected to have the effect of, humiliating, intimidating, or demeaning the student or endangering the mental or physical health of a student. Hazing also includes soliciting, directing, aiding, or otherwise participating actively or passively in these acts. Hazing may occur on or off the campus of an educational institution. Vermont State Law indicates harassment, hazing, and bullying have no place and will not be tolerated in Vermont schools. No Vermont student should feel threatened or be discriminated against while enrolled in a Vermont school.

**Homophobia** - the fear and hatred of or discomfort with people who are attracted to members of the same sex (Human Rights Campaign).

**Intersex** - intersex people are born with a variety of differences in their sex traits and reproductive anatomy. There is a wide variety of differences among intersex variations, including differences in

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genitalia, chromosomes, gonads, internal sex organs, hormone production, hormone response, and/or secondary sex traits (Human Rights Campaign).

**Lesbian** - a woman who is emotionally, romantically or sexually attracted to other women. Women and non-binary people may use this term to describe themselves (Human Rights Campaign).

**LGBTQIA+** - an acronym for "lesbian, gay, bisexual, transgender queer intersex and allies" with a "+" sign to recognize the limitless sexual orientations and gender identities used by members of our community (Human Rights Campaign).

**Microaggressions** - Intentional or unintentional insults, slights, racist jokes or hostile, negative messages to people who do not fit into the imaginary box of what wants to be the dominant culture. They are often the result of lack of education, stereotypes or prejudices.

**Neurodivergent**- the term used to describe neurological differences (like ADHD, autism, dyslexia, Tourette's syndrome); acknowledges that these differences are from genetic variations are often not visible and that people who are neurodivergent are not sick, badly behaved or damaged.

**Neurotypical**- People with typical development and intellectual ability.

**Non-binary** - an adjective describing a person who does not identify exclusively as a man or a woman. Non-binary people may identify as being both a man and a woman, somewhere in between, or as falling completely outside these categories. While many also identify as transgender, not all non-binary people do. Non-binary can also be used as an umbrella term encompassing identities such as agender, bigender, genderqueer or gender-fluid (Human Rights Campaign).

**Outing** - exposing someone's lesbian, gay, bisexual transgender or gender non-binary identity to others without their permission. Outing someone can have serious repercussions on employment, economic stability, personal safety or religious or family situations (Human Rights Campaign).

**Pansexual** - describes someone who has the potential for emotional, romantic or sexual attraction to people of any gender though not necessarily simultaneously, in the same way or to the same degree. Sometimes used interchangeably with bisexual (Human Rights Campaign).

**Queer** - a term people often use to express a spectrum of identities and orientations that are counter to the mainstream. Queer is often used as a catch-all to include many people, including those who do not identify as exclusively straight and/or folks who have non-binary or gender-expansive identities. This term was previously used as a slur, but has been reclaimed by many parts of the LGBTQ+ movement (Human Rights Campaign).

**Questioning** - a term used to describe people who are in the process of exploring their sexual orientation or gender identity (Human Rights Campaign).

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**Race** - A socially constructed term that is meant to divide people up based on the color of their skin and physical characteristics; it's not based on scientific fact and it's not grounded in genetics. It is grounded in causing harm to the collective to the fabric of our society.

**Racism**- Personal prejudice and bias AND the systemic misuse and abuse of power by institutions (established laws, policies, customs, and procedures that are part of our culture and way of being).

**Slur**- An insulting term applied to a particular group of people. These are meant to be hurtful and harmful and cause division.

**Stereotypes**- A common oversimplified and/or distorted view of a person

**Sex assigned at birth** - the sex, male, female or intersex, that a doctor or midwife uses to describe a child at birth based on their external anatomy (Human Rights Campaign).

**Sexual orientation** - an inherent or immutable enduring emotional, romantic or sexual attraction to other people. Note: an individual's sexual orientation is independent of their gender identity (Human Rights Campaign).

**Socioeconomic class**- the socially constructed hierarchy based on economic wealth and mobility. Typically, the higher one is, the greater influence and power one possess or yields.

**Solidarity**- coming together with shared goals and actions and building a unified, lasting relationship with a person or grounded in dignity and respect for one another.

**Systemic** - something that happens through a whole system (and institution) over the course of time.

**Transgender** - an umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation. Therefore, transgender people may identify as straight, gay, lesbian, bisexual, etc. (Human Rights Campaign).

**Transitioning** - a series of processes that some transgender people may undergo in order to live more fully as their true gender. This typically includes social transition, such as changing name and pronouns, medical transition, which may include hormone therapy or gender affirming surgeries, and legal transition, which may include changing legal name and sex on government identity documents. Transgender people may choose to undergo some, all or none of these processes (Human Rights Campaign).

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### Additional Resources

[A Guide To Triggering Behaviors](#), SeedSchools.org (need to add link)

[Summer Social Justice Camp Toolkit](#), Education Justice Coalition (need to add link)

[Interrupting Microaggressions Tool](#), Randolph Union High School Youth (need to add link)

[Winter Holiday Perils](#)

[What is Code Switching?](#) *Psychology Today*

[Clear is Kind, Unclear is Unkind](#), Brene Brown

[Black Lives Matter At Schools](#) Rochester City School District

[A Guide to Creating Safe Spaces in Schools for LGBTQIA+ Youth](#), [Nicole Maroney-Noce](#)

Resources on School [Walkouts](#)- Outright Vermont

[Teaching for Black Lives](#), TeachingforBlacklives.com

[Education Justice Coalition](#) of Vermont, Kayla Loving and Alyssa Chen

[Restorative Justice For Oakland Youth](#), Oakland (RJOY), California, Teiahsha Bankhead

[Vermont Truth and Reconciliation Commission](#), Act [128](#); [Mia Schultz](#), Michelle Olvera

[Understanding White Supremacy Culture](#)

[Resources](#) for Becoming Trauma Informed and Restorative by Joe Brummer

**Genderseason**- What is it?

"Genderseason." The idea behind this has no basis in research nor is it an accepted part of the greater LGBTQ community. The idea for this comes from a social media influencer and is promoted to mock the gender creative students. For information about this issue, please refer to this article from [LGBTQ Nation debunking the idea of "genderseason."](#)

[Vermont Holocaust Memorial](#) - Fantastic resources for staff and youth about the Holocaust. They provide great PD. They are wonderful human beings who visit schools and provide critical education. Their Mission is to provide "invaluable lessons to be learned by studying the Holocaust. By engaging and educating the community, we envision a time when prejudice, bigotry and hatred will be replaced with respect for all."

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**We Share the Same Sky** - USC Shoah Foundation production taught in high school classrooms around the country as an innovative approach to teaching Holocaust history and the stories of refugees. This podcast documents a granddaughter's decade-long journey to weave together the thin threads of her family history. The project is an inter-generational diary of love, loss and the will to move forward in the face of uncertainty. (7 episodes)

**Those Who Were There**: Voices from the Holocaust - Yale University presents personal accounts into the unimaginable experiences that shaped Holocaust survivors and witnesses—and shaped our world. (13 episodes)

**Impact Panel or Video**: Another educational option in addition to Learning Pathway is an impact panel. This is where a group of individuals with experience around a certain harmful topic serve on an impact panel to share with the person who has done the harm the impact of their behavior. These need to be organized with extreme care for the individuals serving on the panel to ensure harm is not caused to them. (An alternative to an impact panel is an impact video in which individuals with experience of a harmful topic share in a video statement how this impacts them; the individual who engaged in the harmful behavior could watch the video as part of a Learning Pathway.)

#### **Video/ Films/ Podcasts**

[The 7 SURPRISING Ways To Heal Trauma WITHOUT MEDICATION](#) | Dr. Bessel Van Der Kolk Time: ~3 hrs.

Film/Documentary [Confronting the Truth](#) - Nonviolent Conflict Resolution Film- Very powerful - International Center on Nonviolent Conflict Time: 1:13 long

[First Name Basis](#) with Jasmine Bradshaw <https://firstnamebasis.org/podcast/>- First Name Basis is a company that specializes in giving adults the tools they need to teach kids to be anti-bias, anti-racist and inclusive. Those tools include school consulting with anti-racist educator Jasmine Bradshaw, the First Name Basis Podcast, and our one-of-a-kind anti-racist curriculum.

[Rest as Resistance](#) - Tricia Hersey is a poet, performance artist, writer, theologian, and activist best known as the founder of the organization The Nap Ministry. She refers to herself as the Nap Bishop and advocates for the importance of rest as a racial and social justice issue. Trisha Hershey

#### **Collaborators you can connect with for more information:**

Center for Leadership & Educational Equity (CLEE) [Consultancy Protocol Framing Consultancy Dilemmas](#)

Center for Leadership & Educational Equity (CLEE) [Pocket Guide to Probing Questions](#)

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Oakland Unified School District: <https://www.ousd.org/restorative-justice/resources> Here you can find a ton of information on Restorative Justice and Circles.

### **The Olga Lengyel Institute for Holocaust Studies and Human Rights- all webinars are free**

[TOLI](#) webinar - **Revisiting Anne Frank**. The program featured an interview with Dina Kraft, co-author with Hannah Pick-Goslar, of the bestselling book, "My Friend Anne Frank: The Inspiring and Heartbreaking Story of Best Friends Torn Apart and Reunited Against All Odds."

The second part of the webinar was a discussion with Holocaust educators, Jennifer Lemberg and Cara Crandall, about the challenges of teaching Anne Frank and related literature in schools today.

[https://us02web.zoom.us/rec/play/NESWCRTSp9\\_QUH-LiNKSvnSUdFhTXUIVe7i3oifdgenh2\\_oKnZ5aRgoztBmAXd5iPZVfXRHdMDR1xve6.IVuDNpZUQRk8QPLL?canPlayFromShare=true&from=share\\_recording\\_detail&continueMode=true&componentName=rec-play&originRequestUrl=https%3A%2F%2Fus02web.zoom.us%2Frec%2Fshare%2FhQr00LlRah7hyPPgAIGwTHCOZAHx1Ue9R7PEqZB87XmNq6EOeuPbXoQ92qmVpr.7tM9xQJ71DSGbdnQ](https://us02web.zoom.us/rec/play/NESWCRTSp9_QUH-LiNKSvnSUdFhTXUIVe7i3oifdgenh2_oKnZ5aRgoztBmAXd5iPZVfXRHdMDR1xve6.IVuDNpZUQRk8QPLL?canPlayFromShare=true&from=share_recording_detail&continueMode=true&componentName=rec-play&originRequestUrl=https%3A%2F%2Fus02web.zoom.us%2Frec%2Fshare%2FhQr00LlRah7hyPPgAIGwTHCOZAHx1Ue9R7PEqZB87XmNq6EOeuPbXoQ92qmVpr.7tM9xQJ71DSGbdnQ)

[Mentors in Violence Prevention](#) - Provides Training and Curriculum in Professional and Educational Settings on how to understand, recognize and prevent gender-based violence.

[School Reform Initiative](#) is an organization made up of educators throughout the world that are fiercely committed to educational equity and excellence. They provide professional development for participants and facilitators, as well as tools and resources for educators to develop and implement strong intentional Learning Communities.

Look at Color Brave Space Agreements. This is very powerful and so helpful to educators. Learn how to run better equity focused meetings.

<https://fakequity.com/2017/05/26/color-brave-space-how-to-run-a-better-equity-focused-meeting/>

### **Referral System Process- Useful Template(s)**

Please find the attached Student [Concern Referral Form](#) that Lamoille Union High School uses for disclosing concerns around students. This is a good template for other schools to utilize for concerns around students' needs.

Lamoille Union Middle School has a New Planning Room [Referral Form](#) that is also good to utilize as a template for disclosing concerns around student needs.

### **Conflict Resolution**

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**Guidance on [conflict resolution process](#)**

**How should I teach indigenous studies and issues in my classroom right now?**

- Consider using this multiple perspectives framework designed to teach about Palestine to teach about this conflict directly in your classroom - [Independence or Catastrophe? Teaching Palestine through multiple perspectives](#)
- Teach indigenous books that have been recommended by [American Indian Children's Literature](#)
- Teach about indigenous history, current struggles, and current events in the United States and globally. Consider how indigenous issues intersect with things you're already teaching about in your classroom such as environmental justice, public health, social movements, and more.

**Resources for general understanding of indigenous identity:**

- [Can a DNA Test make me Native American?](#)
- [UN Declaration of Indigenous Rights](#)
- [Authentic Authorship: Understanding Indigenous Claims and Connections](#)
- [The race-shifting of 'Pretendians'](#)
- [Anti-Indigenous Bigotry](#)
- [Federal Indian Boarding School Initiative Investigative Report](#)

**News specific to this conflict:**

- [Why Vermont tribes, New Hampshire groups might claim to be Abenaki without ever proving ancestry](#)
- [Why are Abenaki Nations challenging the legitimacy of Vermont's state-recognized tribes?](#)
- [Review of genealogies, other records fails to support local leaders' claims of Abenaki ancestry](#)
- [Abenaki of Missisquoi and UVM delegation fail to find common ground after conflict at university panel](#)
- [As Vt. Truth & Reconciliation Commission begins, Odanak chief repeats request for inclusion](#)
- [Abenaki in Quebec allege tribes recognized in Vermont are committing cultural identity theft](#)

**Resources from the Vermont Abenaki Perspective:**

- [A Journey to State Recognition](#)
- [Position Paper Legal and Policy Arguments Justifying Vermont State Recognition Of the Vermont Abenaki Tribes](#)
- [Who is a "Legal" Indian? - Navigating Federal and State Laws in the US and Canada](#)

**Resources from the Odanak Perspective:**

- [Abenaki Heritage Website](#)
- Letter to Educators - [Request for a meeting to discuss issues related to Vermont's self-proclaimed "Abenaki" tribes](#)



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- [Odanak Resolution 2003 & 2019](#)

### Articles

7 Mindsets - [Growing Student Connection and Community - 4 Recommendations from the U.S. Surgeon General's Advisory on Social Connection](#)

Podcast on Special Education Services - Understood explains  
<https://open.spotify.com/episode/4Lw9aU4yVKyQ0y63F5lsm7?si=c9StSFjRLu3jK5ju4t-w>

Sensory Regulations Tools  
<https://revelationsineducation.com/100-focused-attention-practices/?v=4096ee8eef7d>

Restorative Thinking in Rural Public Schools, Kayla Knight  
<https://www.canva.com/design/DAGFEPN5Yo8/gn34c7j9gGE7bndYLOfIBg/edit>

ASCD - Article- [Why SEL Alone Isn't Enough](#), Dena Simmons, March 1, 2021

Penn State Article- [Applying an Equity Lens to Social, Emotional, and Academic Development](#), June 2018.

Infographic on [Restorative Justice | Colonized Restorative Justice | White Supremacy Culture](#), Kayla Loving Built on the work of Tema Okun. Amplify RJ and the Authors of Colorizing Restorative Justice.

Wiggins, G., & McTighe, J (2205) Understanding by design, Association for Supervision and Curriculum Development. [Thinking Like an Assessor](#)- This article speaks to assessments in schools. It is really worth a read.

Wiggins, G., & McTighe, J (2205). *Understanding by design*. Association for Supervision and Curriculum Development. [Understanding Understanding](#)- This article speaks to the difference between knowledge and understanding. Do we really know if our youths are understanding what is being taught? It is a great article.

Davies, Anne Chapter 2 Building Foundations for Classroom Assessment. [Making Classroom Assessments Work](#).- Great Article on how to create assessments.

[Parent Talk](#) Newsletter, March 2022, maria davies- This newsletter is dedicated to understanding trauma. It has been translated into Spanish and English.

Legislative News on the newly passed [Educational Quality Standards](#)

Ethnic Studies Framework is [here](#).

Israeli and Palestine conflict- Know how to help your students navigate questions related to the conflict.

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[https://rise.articulate.com/share/dpiqqBanbYtoOJuSTI3CTn6Z6JKxntvN#/lessons/78XqS\\_XU9tf9g3XYa46BRFEaLt88OJOQ](https://rise.articulate.com/share/dpiqqBanbYtoOJuSTI3CTn6Z6JKxntvN#/lessons/78XqS_XU9tf9g3XYa46BRFEaLt88OJOQ)