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WASHINGTON WEST - Universal Pre- K

WWSU includes the towns of Waterbury, Duxbury, Moretown, Fayston, Warren, Waitsfield

Total Student Enrollment including Pre school: 1940

We currently partner with 6 private centers within our Supervisory Boundaries in addition to our public school pre-k programs (Thatcher Brook, Moretown, Waitsfield, Warren and Fayston)

Private School Partners

Children's Early Learning Space
Hunger Mountain Child Care Center
Kelley's Daybreak Child care Program
Learning Ladder Children's Center
Spring Hill School
Waitsfield Children's Center

Public School Programs

Thatcher Brook morning and afternoon sessions
Waitsfield School
Moretown School
Fayston School
Warren School

Surrounding SU's where parents commute: (*Have received inquiries)

*SU12 (Chittenden East)
*SU 26 (Lamoille South)
*SU32 (Washington Central)
SU61 (Barre)
SU43 (Northfield/Roxbury)
*SU 45 (Montpelier)
*SU01 (Addison NE- Bristol)
*SU14 (Chittenden South)
SU03 (Addison Central-Ripton)
SU28 (Orange Southwest- Randolph)
*SU50 (Hancock/Granville)

Sample Student Scenario- based on a current student

4 year old Jane Doe lives in Waterbury and parents work in Burlington. They choose to enroll their daughter at a Pre-K partner in Richmond. Student needs an evaluation for special education. Waterbury is the district of residence/LEA that is responsible for the evaluation.

1) Richmond has to remember that this student is a non-resident student and invite Waterbury LEA (teacher and /or special educator and/or administrator) to meetings to take place in Richmond - or we could hold the meeting in Waterbury and invite the Pre-K teacher from Richmond to develop the evaluation plan.

SU programs and staff and Private PK staff need to have a process whereby they know what SU/LEA to contact in the event a student needs an evaluation. If they forget to include the LEA this means the LEA has no input into the evaluation. In this case, the LEA would most likely not be responsible to pay for the evaluation. For Example, if The PK program in Richmond has students from 10-12 SU's, they will need to be communicating and working with the correct LEAs for each student.

2) Waterbury /LEA has to set up the evaluation and is responsible for paying for the evaluation to take place either in Richmond or parents will bring the student to Waterbury for the evaluation.

So far, the two districts have spent quite a bit of time communicating back and forth about who will conduct the evaluation, who will attend the meetings , traveling to meetings. Parents are communicating with the PreK center, the SU where the center is located and the SU/LEA where they reside.

3) Team schedules another meeting (again, it requires participants from both SU to attend and there is a lot of communication back and forth between the SU's and the Pre School. They meet either in Richmond or Waterbury depending on the situation and student becomes eligible for services through an IEP

4) An IEP meeting is held, most likely in Waterbury with Richmond Prek teacher in attendance, and the services are developed, IEP written and offered to the parents. The services offered are only available if they enroll their student in Waterbury Pre-K program because Waterbury under IDEAB is not obligated to provide IEP services to this little girl who is attending school by voucher in Richmond. Richmond is not obligated to provide the services to this little girl because she is not their resident students

Implications and Unanticipated Consequences of Act 166:

Parents who cannot afford the High Quality Center because they need the full time after pre-k care program will have to enroll their children in non-qualified centers, while parents who can afford the full day program have increased access to the high quality child Pk/child care for the full day program. Students in many households are in need of full time child care beyond the 10 hours per week and will seek programs that are full day. More Affluent families have more access than less affluent families to select high quality Pre K programs and to pay for the hours beyond the Pre K hours needed to have a full day program.

Implementation of Act 166 has unintentionally created an socio-economic divide.

Jane Doe will not be able to access the services she needs unless her parents choose to enroll her in the Waterbury Pre-K program. This goes against all that we know in terms of the benefits of providing services to children as early as possible. Preschoolers; access to special education services as early as possible is critical for maximum learning benefit. Providing these services outside the district of residence creates significantly increased costs in administration, professional services and travel, and makes the local district relationship needed harder to develop. **Students with Disabilities do not have the same access as students who do not have disabilities.**

Parents have the choice and can enroll her in Waterbury where she will receive her services OR they could hire a private service provider if they can afford to do so- again this creates a **socio-economic division.**

In a region, such as Chittenden County, this would not matter as much. The schools are close together and staff traveling back and forth may not be as costly in terms of time traveling to meetings or to provide services and arrangements could be made, in-kind. **Creates inconsistencies between school districts/supervisory unions.**

In geographic regions such as WWSU where there is about a 30 minute travel time between one end of our SU to the other (e.g. Warren to Waterbury), Act 166, with the expanded SU boundary to include the entire state, WWSU does not have the staff capacity in time or money to be following students and conducting child find evaluation and holding IEP meetings for students attending Pre-K's in potentially 10 other towns and 6 other SU's. **The AOE/AHS process for the establishment of the SU as a region has been a barrier for many districts and has created extremely large geographic boundary that the SU does not have the staff capacity to manage.**

Our Pre-K programs in our public schools are at risk of being balanced. **Lack of diversity will happen within the public school programs** because in order for the SWD to receive the early intervention services they need, they will need to be attending our programs.

Tracking students in all of these different locations for both child find /IEP writing, assessment and attendance data is going to be challenging for the schools as well as the private centers. As an LEA, we do not have the capacity to provide oversight to private centers to assure quality outside of our regions. **The SU cannot assure a high quality experience for all of our resident students when we do not have oversight of the programs our students are attending.**

Private Pk programs will be contracting with multiple school districts for individual students. Public schools will be contracting with multiple pre-k programs around the state. This is an enormous human resources burden and creates a lot of redundancy. **Should this be done at the state level rather than individual district level to increase efficiency of scale and resources, less redundancy?**

Vermont Supervisory Unions

