

1 TO THE HOUSE OF REPRESENTATIVES:

2 The Committee on Education to which was referred Senate Bill No. 261
3 entitled “An act relating to mitigating trauma and toxic stress during childhood
4 by strengthening child and family services” respectfully reports that it has
5 considered the same and recommends that the House propose to the Senate that
6 Secs. A through I by inserting after Sec. X as follows:

7 * * * Education * * *

8 Sec. A. 16 V.S.A. § 136 is amended to read:

9 § 136. WELLNESS PROGRAM; ADVISORY COUNCIL ON WELLNESS
10 AND COMPREHENSIVE HEALTH

11 * * *

12 (c) The Secretary shall collaborate with other agencies and councils
13 working on childhood wellness to:

14 (1) Supervise the preparation of appropriate nutrition and fitness
15 curricula for use in the public schools, promote programs for the preparation of
16 teachers to teach these curricula, and assist in the development of wellness
17 programs.

18 (2) [Repealed.]

19 (3) Establish and maintain a website that displays data from a youth risk
20 behavior survey in a way that enables the public to aggregate and disaggregate
21 the information. The survey may include questions pertaining to adverse

1 childhood experiences, meaning those potentially traumatic events that occur
2 during childhood and can have negative, lasting effects on an individual's
3 health and well-being.

4 (4) Research funding opportunities for schools and communities that
5 wish to build wellness programs and make the information available to the
6 public.

7 (5) Create a process for schools to share with the Department of Health
8 any data collected about the height and weight of students in kindergarten
9 through grade six. The Commissioner of Health may report any data compiled
10 under this subdivision on a countywide basis. Any reporting of data must
11 protect the privacy of individual students and the identity of participating
12 schools.

13 * * *

14 Sec. B. 16 V.S.A. § 137 is added to read:

15 § 137. MODEL PLAN; TRAUMA-INFORMED SCHOOL

16 (a) On or before September 1, 2018, the Agency of Education shall adopt
17 and publish on its website a model plan for implementing trauma-informed
18 programming and policies within Vermont schools. The model plan shall
19 describe best practices for supervisory unions and approved independent
20 schools with regard to implementing programs and policies that prevent and
21 mitigate childhood trauma and toxic stress in school.

1 (b) On or before September 1, 2020, each supervisory union and approved
2 independent school shall adopt and post electronically a plan for implementing
3 trauma-informed programming and policies at schools under its jurisdiction.
4 Each supervisory union and approved independent school shall develop its
5 own plan using the Agency’s model plan as guidance or adopt the Agency’s
6 model plan. A supervisory union or approved independent school developing
7 its own plan may adopt a plan more rigorous than the Agency’s model plan,
8 but shall not adopt a less rigorous plan.

9 (c) As used in this section, “trauma-informed” shall have the same meaning
10 as in 33 V.S.A. § 3402.

11 Sec. C. 16 V.S.A. § 906 is amended to read:

12 § 906. COURSE OF STUDY

13 (a) In public schools, approved and recognized independent schools, and ~~in~~
14 ~~home~~ in-home study programs, learning experiences shall be provided for
15 students in the minimum course of study.

16 (b) For purposes of this title, the minimum course of study means learning
17 experiences adapted to a student’s age and ability in the fields of:

18 (1) basic communication skills, including reading, writing, and the use
19 of numbers;

20 (2) citizenship, history, and government in Vermont and the United
21 States;

1 (3) physical education and comprehensive health education, including
2 the effects of tobacco, alcoholic drinks, and drugs on the human system and on
3 society;

4 (4) English, American, and other literature;

5 (5) the natural sciences; ~~and~~

6 (6) the fine arts; and

7 (7) the relationship between children’s brain development and early
8 learning.

9 Sec. D. 16 V.S.A. § 2902 is amended to read:

10 § 2902. TIERED SYSTEM OF SUPPORTS AND EDUCATIONAL
11 SUPPORT TEAM

12 * * *

13 (b) The tiered system of supports shall:

14 (1) be aligned as appropriate with the general education curriculum;

15 (2) be designed to enhance the ability of the general education system to
16 meet the needs of all students;

17 (3) be designed to provide necessary supports promptly, regardless of an
18 individual student’s eligibility for categorical programs;

19 (4) seek to identify and respond to students in need of support for at-risk
20 behaviors and to students in need of specialized, individualized behavior
21 supports; ~~and~~

1 (5) provide all students with a continuum of evidence-based and
2 research-based behavior practices, including trauma-sensitive programming,
3 that teach and encourage prosocial skills and behaviors schoolwide;

4 (6) promote collaboration with families, community supports, and the
5 system of health and human services; and

6 (7) provide professional development as needed to support all staff in
7 implementing the system.

8 (c) The educational support team for each public school in the district shall
9 be composed of staff from a variety of teaching and support positions and
10 shall:

11 (1) Determine which enrolled students require additional assistance to
12 be successful in school or to complete secondary school based on indicators set
13 forth in guidelines developed by the Secretary, such as academic progress,
14 attendance, behavior, or poverty. The educational support team shall pay
15 particular attention to students during times of academic or personal transition
16 and to those students who have been exposed to trauma.

17 * * *

18 Sec. E. 16 V.S.A. § 2904 is amended to read:

19 § 2904. REPORTS

20 Annually, each superintendent shall report to the Secretary in a form
21 prescribed by the Secretary, on the status of the ~~educational support systems~~

1 multi-tiered system of supports in each school ~~in the supervisory union~~. The
2 report shall describe the services and supports that are a part of the ~~education~~
3 ~~support system~~ multi-tiered system of supports, how they are funded, and how
4 building the capacity of the ~~educational support system~~ multi-tiered system of
5 supports has been addressed in the ~~school action plans~~, school's continuous
6 improvement plan and professional development and shall be in addition to the
7 report required of the ~~educational support~~ multi-tiered system of supports team
8 in subdivision 2902(c)(6) of this chapter. The superintendent's report shall
9 include a description and justification of how funds received due to Medicaid
10 reimbursement under section 2959a of this title were used.

11 Sec. F. REPORT; ALIGNMENT OF DESIGNATED AND SPECIALIZED
12 SERVICE AGENCIES WITH SUPERVISORY UNIONS

13 On or before November 1, 2018, the Agencies of Education and of Human
14 Services shall jointly submit a report containing recommendations to correct
15 the misalignment between designated and specialized service agencies and
16 supervisory unions in a manner that reduces the duplication and complexity of
17 services provided in accordance with 1988 Acts and Resolves No. 264. The
18 report shall be submitted to the House Committees on Education and on
19 Human Services and to the Senate Committees on Education and on Health
20 and Welfare.

1 Sec. G. RULEMAKING; TRAUMA-INFORMED TRAINING FOR
2 EDUCATORS

3 The Standards Board for Professional Educators shall amend its licensure
4 rules pursuant to 3 V.S.A. chapter 25 to require that teachers and
5 administrators receive training on the use of trauma-informed practices that
6 build resilience in students. The Standards Board shall specify criteria and the
7 number of training hours necessary to meet the requirements of this rule.
8 Teachers and administrators shall have until January 1, 2020 to come into
9 compliance with this rule. The Standards Board may grant variances to
10 individual teachers and administrators for exceptional circumstances.
11 “Trauma-informed” shall have the same meaning as in 33 V.S.A. § 3402.

12 Sec. H. TRAUMA-INFORMED TRAINING FOR CHILD CARE
13 PROVIDERS

14 The Agency of Human Services’ Director of Prevention and Health
15 Improvement, in consultation with stakeholders, shall develop and implement a
16 plan to promote access to and training on the use of trauma-informed practices
17 that build resilience among children and students for the employees of
18 registered and licensed family child care homes, center-based child care and
19 preschool programs, and afterschool programs. On or before January 15, 2019,
20 the Director shall present information about the plan and its implementation to
21 the House Committees on Health Care and on Human Services and to the

1 Senate Committee on Health and Welfare. “Trauma-informed” shall have the
2 same meaning as in 33 V.S.A. § 3402.

3 Sec. I. SCHOOL NURSES; HEALTH-RELATED BARRIERS TO
4 LEARNING

5 On or before September 1, 2018, the Agency of Human Services’ Director
6 of Prevention and Health Improvement shall coordinate with the Vermont
7 State School Nurse Consultant and with the Agency of Education
8 systematically to support local education agencies, school administrators, and
9 school nurses in ensuring that all students’ health appraisal forms are
10 completed on an annual basis to enable school nurses to identify students’
11 health-related barriers to learning.

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17 (Committee vote: _____)

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Representative _____

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FOR THE COMMITTEE