

Senate Education Committee

Testimony of the Vermont School Boards Association; the Vermont NEA; the Vermont Principals' Association and the Vermont Superintendents Association

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The purpose of this document is to convey the current thinking of the Vermont School Boards Association, the Vermont Principals Association, the Vermont NEA and the Vermont Superintendents Association relative to general principles that should guide Education Recovery and Renewal as Vermont education emerges from the pandemic.

The Associations recognize the following three priorities as cited by Education Secretary Dan French: Addressing the mental health needs of members of the school community; Emphasizing the re-engagement of students and their families including addressing chronic truancy, and then; Supporting academic success and achievement.

Guiding Principles:

- **Equity - every student receives the resources and educational opportunities that they need to learn and thrive.**
- **The process of recovery is a long-term proposition with a duration of a minimum of three years.**
- **Existing policy and practice initiatives should contribute to the foundation for supporting the Recovery. (i.e Act 173, Act 77, Multi-tiered Systems of Support and Education Support Teams)**
- **Efforts to strengthen and expand existing policy and practice initiatives should reflect the dynamics revealed by the pandemic.**
- **State policy makers must allow maximum flexibility in local and regional use of monetary resources.**
- **Districts should engage with their school communities and keep them informed of their work related to the recovery process.**

- **Sufficient time, resources and support must be provided for students who need to demonstrate a specific level of academic attainment in order to graduate or be promoted into the next grade level.**
- **A core emphasis should be on reestablishing the community of school and reconnecting every student to that community.**
- **School communities cannot be expected to navigate the State's uncoordinated agencies and departments to acquire the essential services their students need. Utilization of existing and developing partnerships with local, regional and state agencies should contribute to the foundation for supporting the recovery. In regions lacking sufficient capacity among local and regional agencies, the State must guarantee targeted support in the form of financial and human resources.**

Thank you for the opportunity to share this information and perspective from our four organizations.