

Senate Bill 56 - public education component
Proposed to Senate Committee on Education
Draft March 2, 2023
Submitted to Committee by Jay Nichols
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Study Committee Plan and Bill Rewrite
Goal: 4 year olds in public schools

1. The bill should clearly state that beginning July 1, 2023 any school district that chooses to operate or is already operating a full day/full week program will receive full student ADM (1.0)
We understand that weighting has not been determined for preK students at this time and look forward to that analysis. In the meantime, it is important that schools districts operating full day five day a week prek receive a full student ADM
2. All school districts shall have planned for providing full day full week prek for all four years olds in public schools or arranged by public schools by October 15, 2024.
 - a. Budget Development
 - b. Special Education Service Plan
3. All school districts shall be required to provide or arrange for full day full week prek for all four years olds effective July 1, 2025.

Study Committee Members:

- VSBA ED. or designee
- VSA ED. or designee
- VPA ED or designee and an active principal with a current four year old program in their public school appointed by VPA.
- VTNEA ED or designee and an active teacher currently teaching a four year old program in their public school appointed by Vermont-NEA.
- VCSEA ED or designee
- VTCLA ED or designee
- Building Bright Futures ED or designee
- AOE Sec. of Ed or designee
- The Co-Chairs of the Task Force on the Implementation of the Pupil Weighting Factors Report

Study Committee Charge:

Provide guidance to General Assembly and School Districts for implementation of preK full day full week programming at or arranged by public school districts for the beginning of the 2025-2026 school year.

Sample questions/concepts for Study Committee to Consider:

- What does research tell us about evidenced-based strategies for our youngest learners (space, group size, qualification of staff, developmentally-appropriate practice, learning standards, etc.)?
- What should be the appropriate level of preK 4 year old ADM weighting?
- What is the capacity for the proposed shift and how will schools meet the requirement if they don't have enough room for all 4 year olds in their communities (ie: open a new space, develop agreements with adjacent public schools)?
- What additional AOE personnel/resources would be needed to oversee the implementation of 4-year old program?
- What is the true supply of licensed early educators vs. the change in demand and what might a teacher recruitment plan include; same for paraeducators?
- What are some examples of ways to provide 10 hours/week for three year olds with special needs in settings where peers without disabilities are present? (ie: play groups)
- How can SBE rules be amended to support extended day programming (afterschool) that aligns with the rules for kindergarten so that districts have fewer barriers?
- What are the necessary health & safety and child development standards in NAEYC accreditation or STARS that might not be covered by existing requirements in public schools?
- Would private programs contracted by public schools be required to attain NAEYC accreditation and also abide by the same State of Vermont AOE health & safety requirements?
- What metrics are needed to ensure that we are improving outcomes for students?
- Examine environmental safety requirements of public schools vs private childcare centers?
- What does research tell us about evidenced-based strategies for our youngest learners (space, group size, qualification of staff, play based and developmentally-appropriate practice, learning standards, etc.)?
- And other questions or issues that may come up in the Implementation Taskforce discussions/meetings.

