

**2008 Report on Act 117 of 2000,  
An Act to Strengthen the Capacity of  
Vermont's Education System to Meet the  
Educational Needs of All Vermont Students**

**Report to the House and Senate Committees on Education**

**January 15, 2008**

**Submitted by:**



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Vermont State Board of Education

2007-2008

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## **Executive Summary**

Each year the Act 117 of 2000 report provides information about the programs and activities required by the Act. A summary of this information follows.

### **Status of Educational Support Systems**

- Educational support system consultants provided training and technical assistance to school staff throughout the state aimed at improving capacity to effectively instruct and support diverse learners in general education.
- Vermont schools continue to provide a broad range of varied supports for students who encounter difficulty in school. These include academic, behavioral, and health-related supports. These services are funded by a combination of local, state and federal funds. The majority of funding comes from unrestricted state and local funds.
- Educational support system consultants assisted school staff in understanding differences among educational support teams and systems, Section 504 of the Rehabilitation Act of 1973 and special education.
- Educational support system consultants have begun a three-year project to implement a research-based model for student support in Vermont.

### **Prevention and Intervention**

- Pre-kindergarten rules have been drafted. Implementation of these rules will lead to more consistent practices and improved quality in pre-kindergarten programs.
- The Vermont Kindergarten Readiness Survey showed that 44 percent of kindergarteners were rated at the “practicing” or “performing independently” levels in all five of the domains assessed.
- A research-based framework for addressing student behaviors and developing a positive schoolwide culture, Positive Behavior Supports, has been introduced in Vermont. There are currently 47 schools at varying stages in the process of implementing this approach.
- Twenty-two Vermont schools are implementing a research-based program for reducing bullying and improving school climate.

### **Effective and Efficient Functioning of Special Education**

- The Vermont Higher Education Collaborative continues to provide affordable and accessible training to Vermont educators in areas where the state experiences teacher shortages such as special education.
- The recently revised special education dispute resolution procedures have been fully implemented. In most instances due process hearing requests have been successfully resolved by mediation.
- Four Vermont schools are successfully implementing Response to Instruction.
- Learning Disability Labs continue to successfully support middle and high school students with learning disabilities in their local schools and reduce the need for costly residential placements.
- A plan and proposal for a system of care to meet the needs of individuals with autism spectrum disorders and their families was developed with comment and involvement by close to 800 Vermont residents.

- Graduation rates for students eligible for special education in Vermont continue to be high and dropout rates continue to be low. A post-secondary outcomes survey of all students eligible for special education who left high school during the 2006-2007 school year indicates that 87 percent of this population was competitively employed, participating in some form of post-secondary education or both.

## Introduction

Act 117 of 2000, an Act to Strengthen the Capacity of Vermont's Education System to Meet the Educational Needs of All Vermont Students, continues to influence the practice of education in Vermont. Programs and activities required by the Act are now well-established educational practice. Highlights of Act 117 activities for the past year follow:

- Educational Support System (ESS) consultants reviewed effective models for educational support and have begun a three-year project working with two nationally recognized experts to implement a research-based model for student support in Vermont.
- Pre-kindergarten rules have been drafted. Implementation of these rules will lead to more consistent practices and improved quality in pre-kindergarten programs.
- A research-based framework for addressing student behaviors and developing a positive schoolwide culture, Positive Behavior Supports, has been introduced in Vermont. There are currently 47 schools at varying stages in the process of implementing this approach.
- The Vermont Higher Education Collaborative continues to provide affordable and accessible training to Vermont educators in areas where the state experiences teacher shortages such as special education.
- The recently revised special education dispute resolution procedures have been fully implemented. In most instances due process hearing requests have been successfully resolved by mediation.
- Response to Instruction, an alternative method for identifying students with specific learning disabilities, is being used at four pilot schools in Vermont. This approach includes universal screening for all students to identify those who are not meeting grade expectations, ongoing assessment of the progress of these students and increasingly intensive support to address areas of difficulty.
- A plan and proposal for a system of care to meet the needs of individuals with autism spectrum disorders and their families was developed with comment and involvement by close to 800 Vermont residents.
- Graduation rates for students eligible for special education in Vermont continue to be high and dropout rates continue to be low. A post-secondary outcomes survey of all students eligible for special education who left high school during the 2006-2007 school year indicates that 87 percent of this population was competitively employed, participating in some form of post-secondary education or both.

This report presents survey results on the status of educational support systems in school districts and provides information from each of the consultants funded through the Act on outcomes and activities in the past year that relate to the Act's goals. The report also includes required information on special education expenditures, rate of growth or decreases in costs and outcomes for special education.

## Status of Education Support Systems

***Goal 1: Every school in Vermont has a comprehensive Educational Support System (ESS) and an effective Educational Support Team (EST) that meet the needs of students at risk of becoming eligible for special education.***

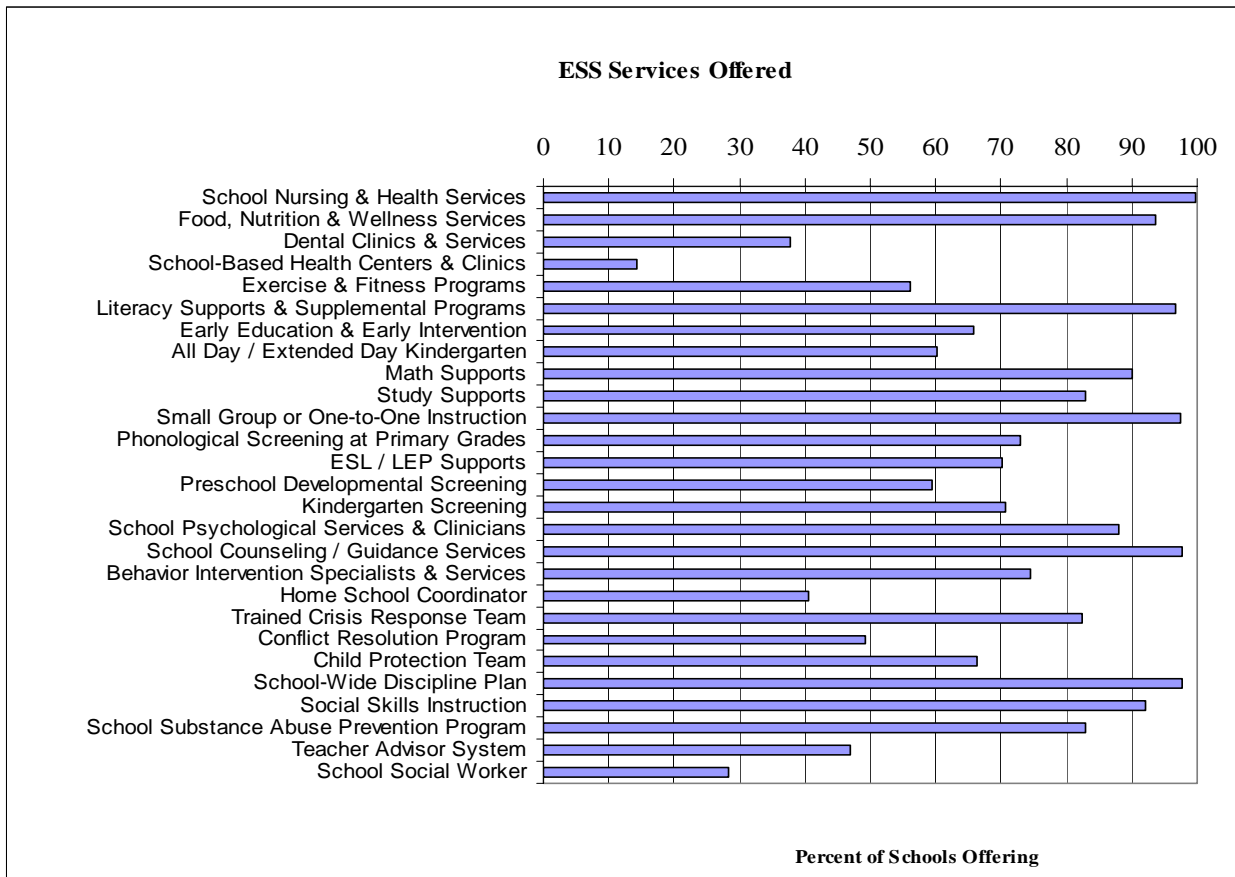
Benchmarks and related work for this goal for the past year were:

*1. Schools enhance their capacity to more effectively instruct and support diverse learners in general education and through the EST.*

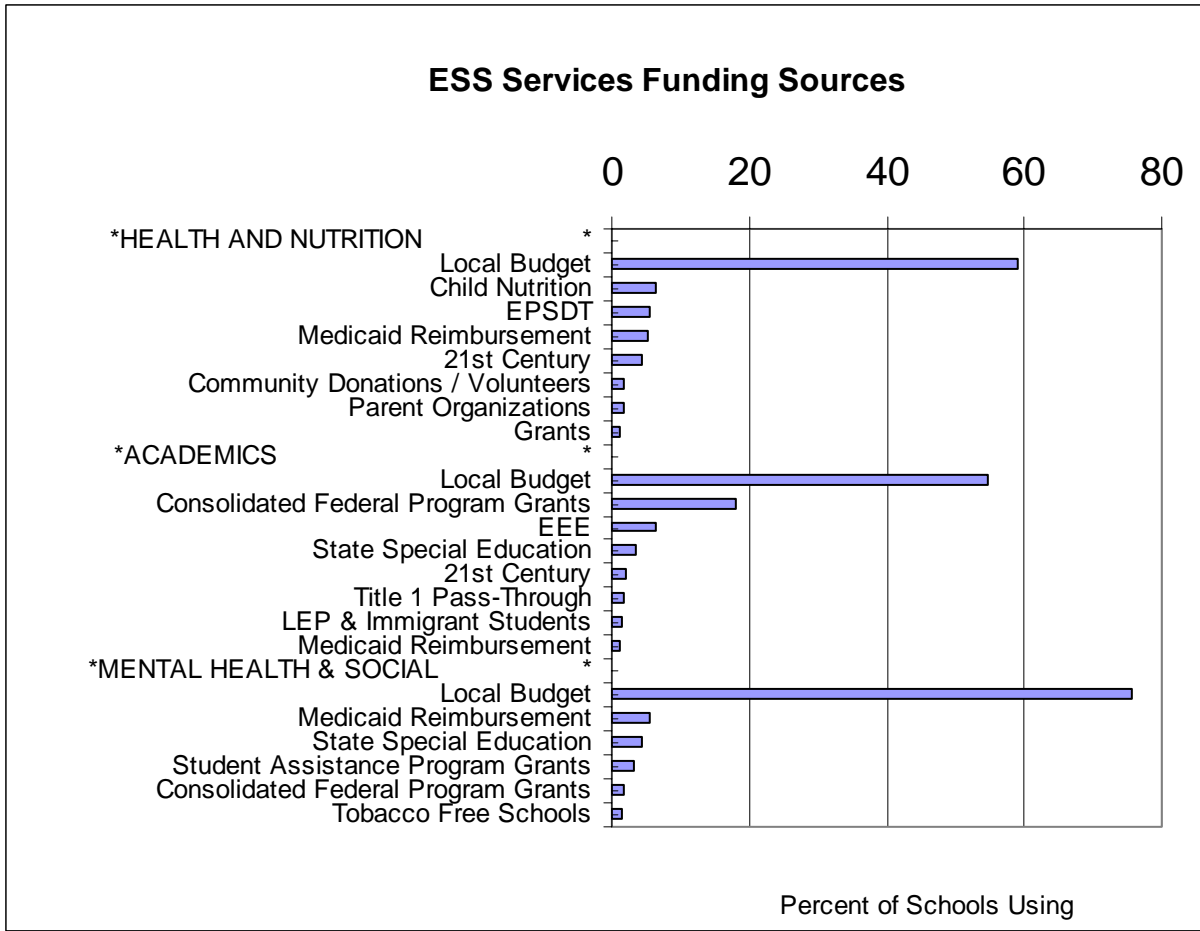
- ESS consultants conducted 90 technical assistance site visits with schools and organizations impacting approximately 1,900 educators in all regions of Vermont. ESS consultants facilitated multiple meetings of school planning teams in 25 schools in order to enhance the schools' current EST structures, processes and procedures to best support diverse students in general education. This included provision of technical assistance to one supervisory union designed to create EST consistency supervisory union-wide and another designed as a step toward lowering their high special education costs. The following list identifies most frequent topics of technical assistance:
  - ESS
  - Response to Instruction (RtI)
  - Commissioner's Required Actions
  - Section 504 of the Rehabilitation Act of 1973
  - Educational needs of children living in poverty
  - Differentiated instruction
- An ESS consultant was engaged in the planning for and helped organize four of the Educational Governance Public Engagement Process meetings to gather public input to inform recommendations to the Legislature regarding changes in governance structure of Vermont schools.
- Four schools are piloting the Response to Instruction (RtI) model, to provide effective, research-based literacy instruction to all students in general education so that they meet grade level expectations. The pilot schools have received technical assistance in their early implementation by redesigning the ESTs to employ a data-based, problem-solving model using student assessment data.
- An ESS consultant joined a group of stakeholders from around the state formed to develop the English Language Learners (ELL) guidelines/manual that provides an overview and shared knowledge base of recommended practices in 1) addressing the needs of ELLs, and 2) determining eligibility for a special education referral. This work is ongoing and will continue into 2008.
- Some ESS consultants are part of the Creating Responsive Schools (CRS) project, currently underway in three Vermont schools that uses differentiated instruction as a vehicle for school renewal and increased achievement for all students. CRS integrates the very best of curriculum design, assessment practices, instructional strategies and classroom community. In addition to the CRS project, ESS consultants are providing professional development on basic knowledge in differentiated instruction to both professional and support staff in eight other schools.

2. *The Vermont Department of Education annually collects information from schools regarding the range of support and remedial services, including instructional and behavioral interventions and accommodations, in accordance with Act 117 and 16 V.S.A. §2902 (a).*

For the fall 2007 survey, school personnel were asked to identify ESS supports and services available under three broad categories: health and nutrition, academic, and mental health and social. For each service provided, the survey asked for the primary funding source for that service. The annual ESS Survey was sent to all schools; 326 schools responded to the survey. Of the responding schools, 307 reported offering Health and Nutrition Services, 304 offer Academic Services, and 303 offer Mental Health and Social Services. The graph below shows the most frequently available services, as well as the percentage of schools offering them.



The most common funding mechanism schools reported using for ESS services was Local/School Budget. The chart below shows the most common funding streams schools reported for each category for the 2006-2007 school year. It bears noting that many mechanisms were reported; the chart reports only the most common for all service types.



3. Educators and parents have a clearer understanding of the differences among EST, Section 504 of the Rehabilitation Act Of 1973, and Special Education and recognize EST as a general education support.

- Following the passage of Act 158 in 2007, ESS consultants have provided greater technical assistance regarding Section 504 of the Rehabilitation Act of 1973 related to students with life-threatening allergies and chronic illnesses. An ESS consultant, along with the assistant director for Safe and Healthy Schools, a Department of Education attorney, and the Child Nutrition workgroup coordinator presented a session at the annual Vermont Food Allergy Network Conference attended by 75 parents, principals, school nurses and guidance counselors.
- ESS consultants met with a first-year elementary school principal to review the school's current EST and 504 processes and recommended procedural improvements.

4. The Department of Education, other state agencies and schools collaborate to update guidance regarding development of educational support systems that integrates data and reflects current research-based best practice.

- It has been eight years since the passage of Act 117 and 18 years since the original legislation that led to the requirement that schools create and maintain an ESS and an EST. In the interim, research regarding support systems has been conducted and analyzed. In order to update and enhance Vermont's policies relating to ESS and EST, a statewide planning group comprising members of various divisions of the Department of Education, representatives of other relevant state agencies and organizations and steering

groups representing several Vermont schools has been convened for the next two to three years.

- The co-directors of the New Directions in School Support and the Center for Mental Health in Schools at UCLA and a consultant from the Northeast Regional Resource Center (NERRC) are providing technical assistance and consultation to the statewide planning group. Beginning in April 2007 and continued at the BEST (Building Effective Supports for Teaching Students with Emotional and Behavioral Challenges) Institute and in day-long meetings in September and November, the group has reviewed current Vermont policy, guidance and materials provided by UCLA and research regarding best practice. Statewide planners immediately recognized the essential role families, communities and general education play in preventing students from falling through the cracks as well as providing support for students who are struggling. Only when schools, families and communities work together can they provide the most effective prevention and support possible. The long-range goal of this work will be to re-define statewide ESS policy and to develop rubrics or needs assessments that schools can use to evaluate 1) what they have in place in school and in community, 2) where to focus future school improvement efforts and, 3) which federal, state and/or local initiatives might best help them achieve their improvement goals.
- In addition to working on statewide policy, during school year 2007-2008, representative schools are identifying and mapping the current supports that are available to students; analyzing student data to determine quality of the match between student need and support available; and identifying gaps and overlaps. They are also informing and engaging local families, community agencies and organizations. Their work over the next few years will be to continually evaluate 1) what they have in place in the school and community using processes developed in collaboration with the statewide planning group; 2) plan for improvement; and; 3) decide which state, federal and/or local educational initiatives might help them achieve their improvement goals.
- Pursuant to 16 V.S.A. §164 (9), if the Commissioner determines, in his annual review, that a school is making insufficient progress in improving student performance in relation to the standards, the district must describe in writing the actions they will take in order to meet those standards and shall provide technical assistance to the school. As part of the Commissioner's Required Actions, districts must develop a continuum of support for student learning. ESS consultants, in consultation with School Support coordinators who act as liaisons with schools making insufficient progress, offered technical assistance regarding using data to analyze ESS in regional meetings of schools that made insufficient progress for the first time. Additionally, ESS consultants participated in a site visit to a school that had not made sufficient progress over a number of years to gather data and information to guide design of the Commissioner's Required Actions in the future.

## **Prevention and Intervention**

***Goal 2: The Department of Education promotes early prevention and intervention services for students who are at risk of becoming eligible for special education.***

Act 117 consultants provide training and technical assistance to school staff, families, related service providers, Agency of Human Services' staff and others throughout the state. One major focus of this work is on prevention and intervention services for students at risk of becoming eligible for special education. Prevention and intervention work is carried out primarily by Act 117 consultants with expertise in the areas of early childhood education and emotional/behavioral challenges. This section reports on work of these consultants for the past year.

### **Early Childhood Education**

Benchmarks and related work for early childhood education for the past year were:

*1. Children between the ages of 3 and 5, including children who are at risk, have greater access to quality early childhood programs when school districts include these children in their average daily membership (ADM).*

The early childhood consultant:

- Supported the work of the Legislative Study Committee on Pre-kindergarten Education which began meeting during the summer of 2006. She provided the committee with information, contributed to an in-depth case study of school districts currently including 3- to 5-year-olds in their ADM count, and assisted in the writing of the committee's report.
- Supported the work of the House Education Committee and the Senate Education Committee in their review of H. 543 and eventual passage of Act 62, the pre-kindergarten education law, by providing various types of technical assistance.
- Collaborated with colleagues from the Department for Children and Families (DCF) and from the Department of Education (DOE) to draft pre-kindergarten education rules as required by Act 62, complete the process for initiating the rulemaking process, and develop a statewide plan for the implementation of Act 62 and the proposed rules.
- Provided technical assistance to school districts, providers, and stakeholders on impacts of Act 62 and the proposed rules.

As a result of this work:

- The passage of Act 62 at the conclusion of the last legislative session will ensure more consistent pre-kindergarten practices and quality around the state.
- There has been a steady increase in the number of children attending publicly funded early childhood programs. In the fall 2004 school census, the number of pre-kindergarten children included in districts' ADM was 2,795. According to the fall 2006 census, 3,037 pre-kindergarten children were included in the ADM; this represents an increase of 9 percent. If the number of children counted as part of the Essential Early Education (EEE) ADM is included in the 2006 census (a distinction that was not made in the 2004 census), then the total 3,712 children in the pre-kindergarten ADM indicates an increase of 32.8 percent from the 2004-2005 academic year.

- While the passage of Act 62 is a culmination of five or more years of work that even preceded Act 117, one of the provisions of Act 62 actually will limit the number of pre-kindergarten children that school districts can include in their ADM count. The limits or “caps” were considered by some as an essential compromise in order to get passage of the bill. The Legislature will review the caps in 2010 and may eliminate them at that time.

## 2. *Children are ready for school and schools are ready for children.*

The early childhood consultant:

- Participated on the Building Bright Futures (BBF) Kindergarten Readiness Ad Hoc Committee to review the Vermont Kindergarten Readiness Survey and questionnaires, and make any necessary revisions for the 2007-2008 survey.
- Assisted in distributing the Kindergarten Readiness Survey, provided support to the field, and collaborated with the Agency of Human Services to analyze the survey results.
- Supported efforts of the BBF Kindergarten Readiness Ad Hoc Committee to develop and implement an in-depth study of the validity and reliability of the Vermont Kindergarten Readiness Survey; questions about the accuracy of the only statewide measure used to assess readiness have risen in recent years. (This work is still in progress.)
- Led efforts to gather, analyze and report Early Childhood Outcomes data for young children with special needs in accordance with requirements of the Individuals with Disabilities Education Act (IDEA) of 2004. These data indicate how well children who transition from EEE to kindergarten are doing.
- Provided training on Early Childhood Outcomes to early childhood special educators and related professionals at two regional conferences and provided follow-up technical assistance as needed.

As a result of this work:

- The statewide Vermont Kindergarten Readiness Survey data from 2006-2007 showed that 44 percent of kindergartners were rated at the “practicing” or “performing independently” levels in all five of the domains assessed: social and emotional development, approaches to learning, communication, cognitive development/general knowledge, physical health and well-being. This percentage is unchanged from the 2005-2006 results.
- The percentage of children rated as “practicing” or “performing independently” on all items for each domain are as follows:
  - *Social and emotional development* = 62.2 percent
  - *Approaches to learning* = 63.5 percent
  - *Communication* = 80.4 percent
  - *Cognitive development/general knowledge* = 58.5 percent
  - *Physical health and well-being* = 79.8 percent
- Entry data were collected on 588 children who received EEE services from July 1, 2004 through June 30, 2005 on the 7-point Child Outcomes Summary Form (COSF). The three Early Childhood Outcomes areas are: Positive Social-Emotional Skills, Acquisition and Use of Knowledge & Skills, and Use of Appropriate Behaviors to Meet Needs.

*3. Infants, toddlers, and preschoolers with delays or who are at risk of delay are identified early and receive appropriate intervention services and supports from qualified early childhood and early childhood special educators.*

The early childhood consultant:

- Collaborated with DOE colleagues and DCF Child Development Division (CDD) colleagues to finalize a memo clarifying the roles and responsibilities of school districts relative to Child Find.
- Supported the work of DOE and CDD colleagues drafting proposed state regulations governing early intervention services for infants and toddlers.
- Worked to develop and implement a statewide training on how to transition families and toddlers with special needs from the Family, Infant and Toddler Program (FITP) to EEE in an effective, smooth and timely manner. Provided support to joint DOE/CDD follow-up technical assistance to the field.
- Participated on a cross-agency workgroup to develop Early Childhood and Family Mental Health competencies for various professionals who work with young children (e.g., child care providers, social workers, teachers, counselors). Provided information on these competencies at state and national meetings.
- Completed the final draft of a successful proposal to the Center for Social Emotional Foundations for Early Learning (CSEFEL) which will provide professional development opportunities to Vermont's early childhood professionals for three years.
- Coordinated the Higher Education Collaborative-Early Childhood/Early Childhood Special Educator licensure programs. With feedback from participants and instructors, redesigned the programs and enrolled a second cohort summer 2007.

As a result of this work:

- There was a slight increase in the number of children who were identified and found eligible for EEE services. In 2006-2007, 1173 children received EEE services; up from the 1154 who received services in 2005-2006.
- The Early Childhood and Family Mental Health competencies were published and disseminated this summer.
- A total of 31 members of the first Higher Education Collaborative-Early Childhood/Early Childhood Special Educator licensure programs successfully completed the requirements for an additional endorsement (i.e., 15 in Early Childhood and 15 in Early Childhood Special Education) and one person completed the requirements for an initial license in Early Childhood Education. Twelve members of the first cohort are completing requirements for initial licensure; they will finish in May 2008.

### **Emotional and Behavioral Difficulties**

Benchmarks and related work in the area of prevention and intervention for emotional and behavioral difficulties were:

*1. Schools will maintain a safe, civil, orderly and positive learning environment.*

Positive Behavior Supports (PBS) was chosen this year as part of a statewide effort to address all three goals under the area of prevention and intervention for children with emotional and

behavioral difficulties. Implemented in more than 8000 schools in 42 states nationally, schoolwide positive behavior supports (SW-PBS) is a multi-tiered framework used to develop a positive schoolwide culture of preventive and proactive approaches to addressing student behavior. Schools involved in PBS implementation form a diverse team charged with communication and decision-making responsibilities on behalf of the groups they represent (teachers, counselors, administrators, parents, support staff, community members). This team leads the effort for defining, teaching and monitoring positively stated behavioral expectations and discipline practices. A member coach collects, reviews and communicates data to the school community to be used in reviewing and adapting policy, teacher preparation, curriculum design, and supervision intended to facilitate successful participation for all students and increase family and community engagement.

- In early 2007 an Act 230 grant was awarded to Addison Northeast to be the first school district in Vermont to implement PBS in several of its schools including Mount Abraham Middle and High School and Monkton and Lincoln elementary schools.
- At the same time the Department of Education Student Support team began work on forming a Statewide Leadership Team to serve as an advisory and advocacy group to support implementation of PBS in interested schools around the state. As a result, seven external implementation coaches have been trained to assist schools in implementing PBS. The leadership team has resulted in involvement by division of Mental Health, the division of Children and Families, Vermont Parent Information Center, Federation of Families, supervisory union administration and legislators. PBS was designated a priority by the Commissioner of Education for Act 230 grants to schools. This year 46 schools in 21 supervisory unions applied for grants and technical assistance to assist them with PBS implementation.
- Currently there are 11 schools actively engaged in implementing PBS and 35 more working on readiness activities to prepare to implement in the spring and fall of 2008.
- The Vermont BEST team has, since May 2007, conducted multiple visits to school teams to provide technical assistance in exploring PBS. The team also facilitated 28 full days of formal training in PBS attended by more than 600 school-based personnel. In addition to the 46 schools above who are already working toward PBS, 47 more have shown interest in pursuing PBS in FY 08-09. It is anticipated that in the next two years 50 percent of Vermont schools will be actively engaged in implementing a multi-level system of PBS in their schools.

## 2. *Schools will create bully-free environments.*

- Under the guidance of the Vermont State BEST team, 22 Vermont schools are in different stages of implementing the Olweus Anti-Bullying program, and six new schools will receive training in January 2008. Currently in Vermont there are three trained Olweus facilitators who work directly with schools to support implementation. Like PBS this program is recognized by the U.S Department of Education as a research-based practice for reducing bullying and improving school climate. Data on schools following at least one year of implementation show either decreases in bullying events or bullying behavior, along with broad school staff, student and community support.
- Every participating school has completed the Olweus Student Survey in order to identify the main hot spots for bullying events in each school: the playground/school yard; the hallways/stairways; and the school bus.

- All of the schools have experienced positive changes based on their school's action plan, and many have maintained or expanded these positive changes over time.
  - The first school in Vermont to implement the program shows a 50 percent reduction in reported bullying behavior in grades K – 8, and has continued this trend for three years. Increases were also shown in students' willingness to help another student who was being bullied, reporting bullying to their teachers, and teachers doing more to counteract bullying. The number of students who have bullied another student has also been cut in half.
  - The program has also been effective in five combination elementary/middle schools that have participated for only one year. They have reduced bullying by about one-third. One school that includes an elementary through high school setting also showed a 10 percent reduction in bullying after only one school year of implementation.
  - At the current time, every school expressing interest has been included in the program.
  - An undergraduate/graduate course was created for this prevention of bullying program. Twelve teachers, administrators or other school staff successfully completed this graduate course and have developed individual prevention of bullying action plans and implemented them at their schools.
3. *Schools will increase their capacity to address the needs of students with emotional/behavioral challenges through the use of proven practices.*
- Life Space Crisis Intervention (LSCI) – LSCI is a teaching strategy used to help students with chronic behavioral difficulties. The BEST team maintains a statewide cadre of LSCI trainers all of whom actively work with teaching staff throughout the state on developing skills to work with students with emotional or behavioral challenges. In-service for LSCI is accomplished through a four-hour training at the school level and a 40-hour, 3-credit graduate course. During the past year six full courses and multiple half- and full-day trainings were held.
  - Crisis Prevention and Intervention (CPI) – CPI is a one-day, nationally recognized training designed to provide basic behavior management skills to staff. In the last year, 11 trainings were offered throughout the state providing certification for 220 educators and re-certification for another 232 educators. The BEST Team continues to support the ongoing certification of 26 CPI trainers throughout the state.
  - BEST Summer Institute – This year, we introduced PBS in the 2007 institute. Attendance was over 300 participants.

## **Effective and Efficient Functioning of Special Education**

### ***Goal 3: The Department of Education promotes effective and efficient functioning of special education in Vermont.***

Act 117 identifies specific areas of focus regarding effective and efficient functioning of special education. These include increasing availability of qualified staff in critical need areas; providing legal support, information and training to avoid conflict and assist in making cost-effective legal and procedural decisions; providing consultants with expertise in particular disability areas to support school staff and others; and conducting financial audits of special education. Information for each of these areas is reported in this section.

#### **Vermont Higher Education Collaborative**

The Higher Education Collaborative (HEC), a partnership between the DOE, the University of Vermont (UVM) and the Vermont State Colleges (VSC) has a goal of creating quality graduate programs that can lead to endorsements and degrees for educators in areas of high need. In the past year (three semesters), the HEC has offered 49 courses and facilitated 598 enrollments. These courses are offered in a variety of delivery modes including Vermont Interactive Television (VIT), online, and face-to-face in order to allow educators in all parts of the state access to training. Highlights from current programs and other HEC activities:

- **Special Education Licensing: University of Vermont & Vermont State Colleges.**  
A 24-credit sequence of coursework and practical experience designed to prepare the participant for special educator endorsement and can lead to an M.Ed. or graduate certificate.
  - Four cohorts currently active (December 2007); sites in Northeast, Northwest, Brattleboro and Rutland
  - 58 students currently enrolled in HEC licensing program
  - 13 courses offered in 2007 (three semesters)
  - 177 enrollments in 2007.
  
- **Early Childhood/Early Childhood Special Educator:UVM**  
This program leads to an endorsement or to initial educator licensure in Early Childhood (EC) or Early Childhood Special Education (ECSE). The additional endorsement for EC is 18 credits, and the ECSE endorsement is 21 credits.
  - As of December 2007, 31 EC/ECSE program completers
  - 12 members working on their initial license (4 EC 8 ECSE)
  - New cohort began summer of 2007; 45 enrolled
  - 19 intend EC license; 26 ECSE license
  - 143 individuals took EC/ECSE courses in 2007
  - 11 courses offered in 2007.
  
- **Autism Certificate Program: Johnson State College (JSC) & UVM and the Behavior Specialist Program (JSC)**

These two programs are designed for educators, human service providers and others interested in autism spectrum disorders.

- 80 enrollments in 2007 (three semesters)
  - Five courses offered in 2007
  - Most courses in 2007 are offered at multiple VIT sites around the state as well as site specific cohorts.
- Intensive Special Education: UVM Center for Disability and Community Inclusion (CDCI)  
A 24-credit sequence of courses and practical experience that prepares the participant for the Intensive Special Educator endorsement. The program focuses on the knowledge and skills needed to teach students with moderate and severe disabilities including autism, deafness-blindness, and multiple disabilities.
    - 53 enrollments, four courses offered in 2007.
  - Building Effective Supports for Teaching Students with Emotional and Behavioral Challenges (BEST)  
A nine-credit graduate concentration addressing both individual and system strategies to help prepare schools and human service agencies to meet the needs of individuals with emotional and behavioral challenges.
    - Start up summer of 2007 at BEST Institute in Killington
    - Coursework incorporates PBS in tandem with DOE efforts to implement PBS in public schools.
    - There were 23 enrollments between the first two courses.

### **Legal Support**

Progress continued in the two Act 117 areas for legal support: *information and training to avoid conflict and assistance in making cost effective legal and procedural decisions*. Benchmarks and related work for the past year include:

#### *1. Comprehensive overhaul of the special education dispute systems.*

The last Act 117 report described the first phase of changes to the dispute resolution systems, specifically the development of a new due process system. The new system was designed to accomplish the following: (1) encourage the use of mediation or resolution sessions to resolve a dispute without having to proceed to a hearing and (2) if mediation or resolution sessions are unsuccessful, contain costs for parties and shorten the timeframe for concluding due process hearings.

- The new due process system was successfully launched in early 2006. The new due process complaint forms better assist parents in more concisely articulating their complaint thus making it more understandable to the school district and hearing officer from the onset. Although the new system requires a rigorous schedule in the early stages of the due process system, the hearing officers and parties are meeting the tight deadlines. For those cases that go to hearing, hearings are held and decisions rendered within timelines or properly extended. In the majority of cases which are resolved pre-hearing, it appears that settlement agreements have been reached in a shorter timeframe therefore allowing more timely resolution for the child.
- Devoting special attention to the mediation system was crucial to the success of the new due process system. In the previous due process system, a common cause of delay was a protracted time period for a subsequent mediation. Although parties may request

mediation independent of due process, the former mediation system did not emphasize timelines and, as a result, cases often lingered. This issue was addressed by changing: the mediation rule, trainings for mediators and contract expectations for mediators resulting in more promptly scheduled mediations. Related improvements include increasing mediators' knowledge of special education law and practices.

- Another component of the dispute resolution system overhaul centered on the administrative complaint process. Changes focused on timely resolution for complaints and consistency with IDEA requirements. In addition, the legal team worked to clarify the minimum scope of issues the DOE is required to consider; the remedies available to the commissioner; and the impact on a due process complaint filed subsequent to the commissioner's administrative complaint decision.
- As part of the administrative complaint revision process, the following work was completed: research of OSEP memoranda, case law, and other states' interpretations of the IDEA administrative complaint system; drafting, revising through public comment, and adopting of the new administrative complaint rule; development of an administrative complaint form; and development of internal guidelines for processing administrative complaints.

## *2. Updating the state special education rules consistent with the new federal regulations*

Last year, Vermont updated its special education rules based on language from the reauthorized IDEA statute. The State Board adopted these revised rules in September 2007. Activities related to the rules update included:

- Compare new IDEA regulations and corresponding analysis in regulation preamble to Vermont 2006 special education rules.
- Participate in regional state special education attorney conference calls re: interpreting IDEA regulations.
- Provide legal interpretations and advise director of student support services and the commissioner.
- Initiate state rule-making process:
  - Marked up Vermont rules to comply with new federal regulations.
  - Presented rules at ICAR/LCAR.
  - Reviewed public comments with student support team and director; redrafted rules.
  - Presented rules to State Board of Education for adoption.

## *3. Completion of the Part C Interagency Agreement between the DOE and AHS.*

Not only did the signing of Vermont's Part C IAA lift a condition on Vermont's IDEA Part C grant but the new agreement provides much needed alignment and clarification of responsibilities between DOE and AHS as well as school districts and local host agencies. This new agreement was reached as a result of the combined efforts of AHS and DOE staff with the following steps completed by DOE legal:

- Researched federal and state statute, regulations, and policy regarding special education, human services, public/private insurance components; addressed potentially conflicting federal laws.
- Conferred and made recommendations to commissioner.

- Reviewed existing statewide financial data and allowable funding sources for various activities/providers; developed financial provisions; negotiated final provisions with AHS.
- Reconciled Part C vs. Part B statutory requirements (e.g., payor of last resort, maintenance of effort).
- Proposed multiple solutions for assigning child find responsibility; negotiated resolution with AHS.
- Reviewed OSEP verification visit letter for Vermont IAA compliance requirements.
- Comparative analysis of other state Part C IAA's.
- Along with AHS general counsel, final drafting and negotiations of IAA.

### **Disability Specialists**

Act 117 requires that consultants who are experts in the provision of special education and in particular disability areas are available to provide technical assistance and training. Currently, two consultants fill this role. One consultant has expertise in specific learning disabilities and the other has expertise in autism. This section reports on the work of these two consultants.

### ***Specific Learning Disabilities***

As approximately 32 percent of Vermont special education-eligible students have specific learning disabilities it is critical to assure that these students are accurately identified for special education. Benchmarks and related work for the past year include:

*1. Pilot school staff receive training and technical assistance in implementation of RtI and information regarding RtI is disseminated to school staff throughout the state.*

- Pilot Schools
  - The learning disabilities consultant provided training and technical assistance to general educators, special educators, reading consultants, counselors and administrators in the RtI pilot project to support implementation of research-based strategies to improve educational outcomes for all students including students with learning disabilities.
  - Based on fall 2006 and spring 2007 benchmark assessment data, most students in the pilot project schools are meeting or exceeding class expectations in reading.
  - Only two students in the pilot schools have been identified as having specific learning disabilities since February of 2006.
- Information Dissemination
  - Teams from 13 schools throughout Vermont participated in a sharing day to discuss plans and strategies for implementation of RtI.
  - A series of informational articles about RtI were published in the Vermont Education Association newsletter.
  - Information about RtI was provided to professional and support staff at statewide, regional and school level trainings.
  - The principal of one of the RtI pilot schools presented information about her school's experience on a national Webinar.
- A team of Vermont educators presented information about the implementation of RtI in Vermont at a national Center for Teacher Quality conference.

*2. Students with specific learning disabilities in middle and high school receive scientifically, research-based, explicit instruction in order to promote success in their general education classes and reduce the need for residential placements.*

- Students participating in the Learning Disabilities (LD) Lab classes at 28 Vermont middle and high schools show gains in overall literacy acquisition and increased success in general education classes. In Hartford Memorial Middle School, Lab School students have been making two or more years progress in a single year in reading, spelling and writing.
- All LD Lab students in a fourth-grade class made significant progress in local assessment writing prompts for effectiveness and on benchmark spelling assessments.
- There was no significant increase in residential placements for students with LD in 2006-2007.

*3. Correct and informed eligibility decisions and service provision improve when school staff receive training in regulatory requirements and instructional best practices.*

The learning disabilities consultant provided training to school staff throughout Vermont in the following areas

- Data-Based Decision Making/Adverse Effect  
Audience: special educators, administrators, classroom teachers and other professionals  
Numbers: 210
- Literacy Benchmark Assessment and Progress Monitoring  
Audience: special educators, administrators, classroom teachers and other professionals  
Numbers: 180
- Fluency as a Basic Skill Area  
Numbers: 150
- Severe Discrepancy Training  
Numbers: 25
- Response to Instruction  
Numbers: 275

### ***Autism***

The autism consultant works collaboratively with the autism specialist at AHS to address the needs of individuals with autism spectrum disorders and their families throughout the lifespan of this population. Nationally, one in every 150 children born in the United States will be diagnosed with an autism spectrum disorder (ASD). In Vermont, there are between 7,000-8,000 children born every year. Based upon national statistics, this means that approximately 47 – 53 children will be diagnosed with ASD every year. Benchmarks and related work for this area follow:

*1. All school districts will develop programs that meet the needs of students with autism spectrum disorders.*

- The autism consultant provided support and guidance to three supervisory unions as they moved forward in developing district programs to better meet the needs of students on the autism spectrum.
- Guidance was also provided to an independent school that is in the process of developing an autism program for day students.

- Training and technical assistance was provided to EEE staff, Family, Infant and Toddler staff, and Head Start staff.

*2. Build capacity for schools to provide appropriate educational programs for students with autism spectrum disorders.*

- Basic autism workshops were provided to para-educators, special educators, general educators, administrators, birth to three educators, and EEE educators throughout the year with approximately 350 participants.
- Three “Getting to Know TEACCH Strategies” (Treatment and Education of Autistic and related Communication handicapped Children) were held during April and May, 2007 with 401 participants from around the state. The participants included parents, administrators, special educators, general educators, mental health providers, and related service providers. Evaluations of the training were completed by 288 participants. Of the completed evaluations, 98.4 percent found the training to be worthwhile and informative.
- Nine days of training were held during fall, 2007 as a follow-up to the beginning trainings that were held during fall, 2006. This year “Effective Behavior Supports for Individuals with Autism Spectrum Disorders” was held in three locations across the state. The trainings consisted of three days of training in each location. A total of 201 participants took part in these trainings. In evaluations, some participants responded that the supports can be used with all students and that the content of the trainings is important information for all school staff.

*3. Ensure understanding of best practices/interventions for students on the autism spectrum.*

- Pre-service trainings in autism spectrum disorders were given to approximately 60 college students at Champlain College and UVM. The trainings included basic information about autism spectrum disorders and evidence-based interventions that are effective with students.
- Training on the core deficits of autism spectrum disorders was provided to approximately 20 members of the Vermont Chapter of American Academy of Pediatrics.
- Act 35, An Act Relating to Autism Spectrum Disorders required that the DOE and AHS work collaboratively with various stakeholders to develop a system of care plan to meet the needs of individuals with ASD and their families through the lifespan. Since August, 2007, 75 stakeholders including parents, individuals with ASD, and professionals have attended more than 40 meetings to begin developing a comprehensive plan. The plan will be informed by oral comments taken at five public forums attended by 201 participants, written comments provided by 57 people and the results of a survey completed by 503 people. The final plan will be presented to the Senate Education Committee on or before January 15, 2008.

**Outcomes for Students with Disabilities**

One major focus of the reauthorization of IDEA in December 2004 was on outcomes for students receiving special education services. One of the requirements of the reauthorized law is a State Performance Plan (SPP). The SPP sets out targets for six years on 20 indicators related to outcomes for students with IEPs. On February 1, 2008, the DOE will submit our second Annual

Progress Report (APR) detailing the progress made in meeting the targets set for FFY 2006. The following information concerning outcomes for Vermont students eligible for special education was compiled for the 2008 APR.

**Figure 14: Graduation Rates, FFY 2006 and 2007**

Student Type	Grade 12 Adjusted Enrollment		Graduates		Event Graduation Rate		Percent Change
	2005 - 2006	2006 - 2007	2005 - 2006	2006 - 2007	2005 - 2006	2006 - 2007	2005-06 to 2006-07
Students with IEPs	725	679	569	531	78.48%	78.20%	- 0.28%
Students in Regular Ed.	6,437	6,589	5,830	6,071	90.57%	92.14%	+1.57%
All Students	7,162	7,268	6,399	6,602	89.35%	90.84%	+1.49%

Nationally about 65 percent of students eligible for special education graduate from high school with a regular diploma. Vermont’s graduation rate for these students has been notably higher than this for the past two years. However, states have traditionally calculated graduation rates in very different ways. At this time, there is a federal requirement for a consistent four-year cohort graduation rate calculation by all states. Although the DOE data systems are able to make this calculation, many other states are not able to do so.

A Post-Secondary Outcomes survey was conducted by the department during the spring of 2007. The survey population for this survey is *all* Vermont students in grades 9, 10, 11 and 12 (a ‘census’ of 869 for the 2005 - 2006 school year) who had IEPs and who completed school during the prior school year (e.g., July 1, 2005 through June 30, 2006), reached maximum age in the prior school year or dropped out during the prior school year.

**Special Education Costs and Child Count**

This section presents required information regarding rate of growth or decrease in special education costs with identification of factors that affect these costs. Child count information for the past five years is also included. The total number of students who are eligible for special education in Vermont has increased slightly in the past six years. The largest increases have come in the birth to 3-years-old and 3- to 5-years old categories. The number of identified students in grades K – 12 has decreased slightly but could increase as the younger children move into school. Another important factor to consider when looking at the relation of child count numbers to overall costs is that the total student population continues to decrease at about 1 percent a year without a corresponding decrease in the population eligible for special education.

	2000 - 01	2001 - 02	2002 - 03	2003 - 04	2004 - 05	2005 - 06	2006 - 07	Percent Change 2005 - 06 to 2006 - 07	Percent Change 2000 - 01 to 2006 - 07
Birth through 2	438	470	577	623	599	610	679	11.31%	55.02%
EEE (3-5)	916	925	962	1026	1155	1154	1602	38.82%	74.89%
K - 12	12938	12963	12761	12648	12744	12763	12408	-2.78%	-4.10%
Totals	14292	14358	14300	14297	14498	14527	14689	1.12%	2.78%

### Growth Rate for Special Education Costs

The Special Education Cost for resident students in kindergarten through 12<sup>th</sup> grade (K-12) totaled \$225,770,658 for FY-2007. This information is based on the final Special Education Expenditure Reports submitted to the DOE by Vermont school districts. This includes costs covered under the State Funding Formula as well as costs covered by funds granted under the federal IDEA. The FY 2007 amount is an increase of 6.9 percent over FY-2006. This rate of increase is close to the average for the most recent five years of 6.8 percent which was a significant decrease in the growth rates averaging 9.3 percent in the five years from FY-98 through FY-02. The count of K-12 special education students receiving IEP services as of December 1<sup>st</sup> each year has decreased slightly from 13,052 in FY-2002 to 12,743 in FY-2007.

### Estimated Cost Compared to Actual Reported Cost for FY 2007

In the fall of 2005, Vermont school districts submitted their estimate of special education costs for serving K-12 students to be covered by federal/state/local funds. The estimated cost for FY 2007 totaled \$223,582,253. The actual total reported for FY 2007, as noted above, was \$225,770,658. The estimate was within 1 percent of the actual costs reported. The cost areas that were significantly underestimated on the FY 2007 Service Plans were salaries for direct instructional staff (special education teachers and aides), tuition for special education programs, and contracted instructional services, with the tuition category being the most underestimated.

### Areas of Growth in Special Education Cost

There are two categories of special education tuitions that school districts may pay. One is for residential placements which are provided in a 24-hour residential facility which provides specialized educational services. The other is special education day programs which offer specialized instructional programs either by public schools or, with approval by the DOE, by independent schools. While the number of residential placements has remained relatively stable in recent years, the number of students in special education day programs has increased. There has been a growth in special education day programs which has resulted in increased tuition cost incurred by school districts.

Also, while the number of professional special education staff has remained relatively constant since FY 2002 (the total reported for all years is in the 1,500 – 1,600 range), the number of paraprofessionals has continued to increase from a reported 3,262 in FY 2002 to 3,620 in FY 2007. Both the increase in the number of paraprofessionals employed for providing special education services as well as increased use of special education day programs means that the cost increase in special education exceeds the increase based strictly on inflation.

### Variation in Cost by Supervisory Unions

Although the statewide increase in special education cost from federal/state/local was 6.9 percent, there was considerable variability of the increase in individual supervisory unions. Nine of the 60 supervisory unions experienced a decrease in their K-12 special education cost, while six supervisory unions experienced increases more than double the state average with the highest percentage increase being 34.6 percent. Sometimes the increases or decreases in special education cost are due to individual students moving into a supervisory union or moving out or students aging into the system at kindergarten or leaving due to graduation or having reached 22 years of age. In some cases, the increases or decreases are reported as due to a change in the way services are delivered to students rather than a change in the student population. This can be the result of change in leadership or service delivery model at either the supervisory union or school district level.

### High and Low Spending Supervisory Unions

The statutory definition of high and low spending is contained in 16 V.S.A. § 2974 subsection (d) for FY 2007. For the calculation of special education costs, the department uses the cost eligible under the State funding formula which excludes costs charged to federal IDEA funds. For FY 2007, eight out of the 60 supervisory unions met the definition of high spending and seven met the definition of low spending. This is a decrease of one for each category from the FY 2006 data. The FY 2007 state average for supervisory unions of Special Education Formula Cost/K-12 Resident Student ADM was \$2,275 per student compared to \$2,079 for FY 2006. (This calculation uses count of all students – not just special education students.)

The number of K-12 students eligible for special education increased from December 1, 2005 with 12,634 to 12,743 for December 1, 2006. This resulted in an increase in the percentage of K-12 students eligible for special education from 13.6 percent to 13.9 percent. So while the overall school population has been decreasing for a number of years, the special education count has remained relatively unchanged for the last five years resulting in an increased percentage of the student population being determined eligible for special education.

### High and Low Spending School Districts

FY 2007 is the first year that the DOE is able to look at high and low spending by school district as it is the first year that data were collected by school district due to the implementation of Act 130. There were 65 out of the 271 school districts that met the definition of high spending for FY 2007 and 94 school districts that met the definition of low spending. The remaining 112 school districts were within 20 percent of the statewide average. The variability at the school district level is higher than at the supervisory union level with the Special Education Formula Cost per ADM ranging from \$497 to \$5,271 for school districts with special education students. (There were four small school districts which reported no special education students as of December 1, 2006 that had some cost for child find, evaluations, and central office special education administration.)

There is a considerable range in the percentage of students determined special education eligible by school district, from 2.8 percent to 32.2 percent. The largest variability is usually in the smallest school district. Also as the child count is a count at one point in time during the year, it may not be an accurate measure for the whole school year for smallest school districts.

### Review of High Spending School Districts

While working with school districts, we expect there will be cases when the high cost is the cost necessary for the specific students that a school district has. For example, one of the school districts designated as high spending has four students with the disability category of autism for whom costs totaled \$275,000 out of the total of \$1.0 million of special education spending. If the cost of those four students was deducted from the school district's cost, the cost per ADM would be very close to the statewide average. In many cases, high spending status may be the result of individual high cost students. However, there are other cases where it may be more related to the service delivery model such as assigning one-to-one paraprofessionals to students who would be able to function without them in other school districts. Through working with high spending school districts, the department expects to learn much more about the variety of reasons that school districts spend at levels that result in their designation as high spending school districts.

## FY2007 Special Education Cost, ADM, and Child Count by School District

Code	School District	FY2007 K-12 Resident ADM	12/1/06 K-12 Spec. Ed. Child Count	% of K-12 Student in Spec. Ed. (Child Count/ADM)	FY2007 Total Special Ed. Formula Eligible Cost	FY2007 Special Ed. Formula Eligible Cost per Spec. Ed. Count	FY2007 Special Ed. Formula Eligible Cost per ADM	% over/under Statewide Avg. Spec. Ed. Cost per ADM	High/low Spenders per 16 VSA Sec. 2974 (d)
T001	Addison	123.99	15	12.1%	220,644.00	\$14,709.60	\$1,779.53	-21.8%	low
T002	Albany	100.18	11	11.0%	163,188.04	\$14,835.28	\$1,628.95	-28.4%	low
T003	Alburl	322.21	52	16.1%	1,027,732.59	\$19,764.09	\$3,189.64	40.2%	HIGH
T005	Arlington	290.13	40	13.8%	550,917.07	\$13,772.93	\$1,898.86	-16.5%	
T006	Athens	47.01	12	25.5%	73,228.86	\$6,102.41	\$1,557.73	-31.5%	low
T007	Bakersfield	253.02	34	13.4%	632,839.51	\$18,612.93	\$2,501.14	9.9%	
T008	Baltimore	45.00	***	***	162,329.00	***	\$3,607.31	58.6%	HIGH
T009	Barnard	56.00	***	***	46,512.69	***	\$830.58	-63.5%	low
T010	Barnet	277.46	39	14.1%	647,772.03	\$16,609.54	\$2,334.65	2.6%	
T011	Barre City	858.01	111	12.9%	1,664,908.50	\$14,999.18	\$1,940.43	-14.7%	
T012	Barre Town	930.50	82	8.8%	1,612,671.31	\$19,666.72	\$1,733.12	-23.8%	low
T013	Barton ID	173.16	31	17.9%	398,728.22	\$12,862.20	\$2,302.66	1.2%	
U027	Bellows Falls UHSD #27	413.23	105	25.4%	2,178,082.94	\$20,743.65	\$5,270.87	131.7%	HIGH
U048	Bellows Free Academy #48	689.74	114	16.5%	1,770,710.32	\$15,532.55	\$2,567.21	12.8%	
T014	Belvidere	25.38	***	***	53,313.00	***	\$2,100.59	-7.7%	
T015	Bennington ID	882.87	180	20.4%	2,024,464.39	\$11,247.02	\$2,293.05	0.8%	
T017	Benson	130.79	27	20.6%	311,219.00	\$11,526.63	\$2,379.53	4.6%	
T018	Berkshire	309.88	39	12.6%	744,697.19	\$19,094.80	\$2,403.18	5.6%	
T019	Berlin	198.84	17	8.5%	331,336.38	\$19,490.38	\$1,666.35	-26.8%	low
T020	Bethel	282.63	60	21.2%	1,077,700.81	\$17,961.68	\$3,813.12	67.6%	HIGH
U039	Black River USD #39	208.08	35	16.8%	570,241.13	\$16,292.60	\$2,740.49	20.5%	HIGH
T021	Bloomfield	41.18	***	***	30,667.45	***	\$744.72	-67.3%	low
U021	Blue Mountain USD #21	400.10	71	17.7%	934,897.00	\$13,167.56	\$2,336.66	2.7%	
T022	Bolton	75.00	11	14.7%	234,160.13	\$21,287.28	\$3,122.14	37.2%	HIGH
T023	Bradford ID	237.26	35	14.8%	489,757.52	\$13,993.07	\$2,064.22	-9.3%	
T024	Braintree	96.93	14	14.4%	351,720.74	\$25,122.91	\$3,628.61	59.5%	HIGH
T026	Brandon	289.61	42	14.5%	765,424.54	\$18,224.39	\$2,642.95	16.2%	
T027	Brattleboro	770.49	147	19.1%	2,610,744.00	\$17,760.16	\$3,388.42	48.9%	HIGH
U006	Brattleboro UHSD #6	1,280.55	293	22.9%	4,855,168.00	\$16,570.54	\$3,791.47	66.7%	HIGH
T028	Bridgewater	68.06	***	***	111,352.64	***	\$1,636.10	-28.1%	low
T029	Bridport	92.92	***	***	180,827.55	***	\$1,946.06	-14.5%	
T030	Brighton	116.56	27	23.2%	259,880.21	\$9,625.19	\$2,229.58	-2.0%	
T031	Bristol	307.78	29	9.4%	779,467.29	\$26,878.18	\$2,532.55	11.3%	
T032	Brookfield	98.80	***	***	133,192.35	***	\$1,348.10	-40.7%	low
T033	Brookline	44.73	***	***	145,308.74	***	\$3,248.57	42.8%	HIGH

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T034	Brownington	101.13	20	19.8%	208,520.76	\$10,426.04	\$2,061.91	-9.4%	
T035	Brunswick	19.50	***	***	33,612.79	***	\$1,723.73	-24.2%	low
T036	Burke	269.18	35	13.0%	474,938.73	\$13,569.68	\$1,764.39	-22.4%	low
T037	Burlington	3,523.01	465	13.2%	7,522,446.99	\$16,177.31	\$2,135.23	-6.1%	
T038	Cabot	180.85	29	16.0%	508,354.20	\$17,529.46	\$2,810.92	23.6%	HIGH
T039	Calais	108.65	***	***	165,096.25	***	\$1,519.52	-33.2%	low
T040	Cambridge	268.00	34	12.7%	727,291.00	\$21,390.91	\$2,713.77	19.3%	
T041	Canaan	205.10	23	11.2%	588,099.02	\$25,569.52	\$2,867.38	26.0%	HIGH
U042	Castleton-Hubbardton USD #4	405.61	51	12.6%	931,754.00	\$18,269.69	\$2,297.17	1.0%	
T043	Cavendish	98.28	11	11.2%	141,500.00	\$12,863.64	\$1,439.76	-36.7%	low
U015	Champlain Valley UHSD #15	1,327.30	171	12.9%	2,897,373.23	\$16,943.70	\$2,182.91	-4.0%	
T044	Charleston	82.30	17	20.7%	232,714.80	\$13,689.11	\$2,827.64	24.3%	HIGH
T045	Charlotte	455.14	29	6.4%	794,647.09	\$27,401.62	\$1,745.94	-23.3%	low
T046	Chelsea	155.72	22	14.1%	404,092.03	\$18,367.82	\$2,594.99	14.1%	
U029	Chester-Andover USD #29	249.28	29	11.6%	392,723.00	\$13,542.17	\$1,575.43	-30.7%	low
T048	Chittenden	239.82	26	10.8%	262,373.16	\$10,091.28	\$1,094.04	-51.9%	low
T049	Clarendon	186.95	42	22.5%	607,447.19	\$14,463.03	\$3,249.25	42.8%	HIGH
T050	Colchester	2,267.92	257	11.3%	4,553,059.80	\$17,716.19	\$2,007.59	-11.8%	
T051	Concord	195.48	17	8.7%	286,466.20	\$16,850.95	\$1,465.45	-35.6%	low
T053	Cornwall	75.17	***	***	115,036.03	***	\$1,530.34	-32.7%	low
T054	Coventry	166.41	34	20.4%	379,943.86	\$11,174.82	\$2,283.18	0.4%	
T055	Craftsbury	158.04	19	12.0%	366,835.76	\$19,307.15	\$2,321.16	2.0%	
U023	Currier Memorial USD #23	116.95	23	19.7%	256,110.00	\$11,135.22	\$2,189.91	-3.7%	
T056	Danby	100.37	24	23.9%	359,109.00	\$14,962.88	\$3,577.85	57.3%	HIGH
T057	Danville	331.66	40	12.1%	637,023.49	\$15,925.59	\$1,920.71	-15.6%	
T058	Derby	402.19	51	12.7%	489,528.26	\$9,598.59	\$1,217.16	-46.5%	low
T059	Dorset	300.68	35	11.6%	600,008.00	\$17,143.09	\$1,995.50	-12.3%	
T060	Dover	155.21	23	14.8%	408,051.27	\$17,741.36	\$2,629.03	15.6%	
T061	Dummerston	161.81	30	18.5%	512,260.00	\$17,075.33	\$3,165.81	39.2%	HIGH
U045	Duxbury/Waterbury USD #45	654.31	92	14.1%	1,166,001.24	\$12,673.93	\$1,782.03	-21.7%	low
T064	East Haven	63.50	***	***	109,695.01	***	\$1,727.48	-24.1%	low
T065	East Montpelier	202.06	23	11.4%	532,219.18	\$23,139.96	\$2,633.97	15.8%	
T066	Eden	124.42	23	18.5%	302,574.00	\$13,155.39	\$2,431.88	6.9%	
T067	Elmore	128.42	15	11.7%	220,974.00	\$14,731.60	\$1,720.71	-24.4%	low
T068	Enosburg Falls ID	496.83	89	17.9%	1,077,263.02	\$12,104.08	\$2,168.27	-4.7%	

## FY2007 Special Education Cost, ADM, and Child Count by School District

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U046	Essex Community Ed Ctr #46	1,251.50	121	9.7%	2,927,567.03	\$24,194.77	\$2,339.25	2.8%	
T069	Essex Junction ID	972.14	87	8.9%	1,862,500.95	\$21,408.06	\$1,915.88	-15.8%	
T070	Essex Town	1,240.62	132	10.6%	2,821,604.14	\$21,375.79	\$2,274.35	0.0%	
T073	Fair Haven	321.32	39	12.1%	727,612.00	\$18,656.72	\$2,264.45	-0.5%	
U016	Fair Haven UHSD #16	502.59	62	12.3%	1,077,631.00	\$17,381.15	\$2,144.16	-5.7%	
T071	Fairfax	796.44	117	14.7%	1,117,455.84	\$9,550.90	\$1,403.06	-38.3%	low
T072	Fairfield	388.47	56	14.4%	782,104.45	\$13,966.15	\$2,013.29	-11.5%	
T075	Fayston	102.98	11	10.7%	170,436.75	\$15,494.25	\$1,655.05	-27.2%	low
T076	Ferrisburgh	190.95	26	13.6%	314,046.00	\$12,078.69	\$1,644.65	-27.7%	low
T077	Fletcher	196.32	21	10.7%	308,287.04	\$14,680.34	\$1,570.33	-31.0%	low
U020	Flood Brook USD #20	280.95	25	8.9%	826,467.00	\$33,058.68	\$2,941.69	29.3%	HIGH
T078	Franklin	137.75	20	14.5%	210,883.41	\$10,544.17	\$1,530.91	-32.7%	low
T079	Georgia	923.99	99	10.7%	1,262,755.69	\$12,755.11	\$1,366.63	-39.9%	low
T080	Glover	113.48	***	***	153,088.70	***	\$1,349.04	-40.7%	low
T081	Goshen	14.98	***	***	28,360.01	***	\$1,893.19	-16.8%	
T082	Grafton	52.09	12	23.0%	111,928.54	\$9,327.38	\$2,148.75	-5.5%	
T083	Granby	12.00	0	0.0%	31.91	n/a	\$2.66	-99.9%	low
T084	Grand Isle	317.16	55	17.3%	902,277.50	\$16,405.05	\$2,844.87	25.1%	HIGH
T085	Granville	59.13	12	20.3%	216,557.54	\$18,046.46	\$3,662.40	61.0%	HIGH
U035	Green Mountain UHSD #35	384.37	56	14.6%	625,390.00	\$11,167.68	\$1,627.05	-28.5%	low
T088	Guildhall	30.10	***	***	27,581.59	***	\$916.33	-59.7%	low
T089	Guilford	167.30	19	11.4%	466,498.00	\$24,552.53	\$2,788.39	22.6%	HIGH
T090	Halifax	90.16	17	18.9%	283,482.25	\$16,675.43	\$3,144.21	38.2%	HIGH
T091	Hancock	46.20	11	23.8%	184,582.62	\$16,780.24	\$3,995.29	75.6%	HIGH
T092	Hardwick	282.99	27	9.5%	615,711.52	\$22,804.13	\$2,175.74	-4.4%	
T093	Hartford	1,513.38	234	15.5%	3,751,881.21	\$16,033.68	\$2,479.14	9.0%	
T094	Hartland	542.63	58	10.7%	1,094,493.73	\$18,870.58	\$2,017.02	-11.3%	
U019	Harwood UHSD #19	798.11	120	15.0%	1,911,380.82	\$15,928.17	\$2,394.88	5.3%	
U026	Hazen UHSD #26	355.50	35	9.8%	744,932.86	\$21,283.80	\$2,095.45	-7.9%	
T095	Highgate	344.44	56	16.3%	873,684.79	\$15,601.51	\$2,536.54	11.5%	
T096	Hinesburg	477.73	45	9.4%	840,565.44	\$18,679.23	\$1,759.50	-22.7%	low
T097	Holland	59.97	12	20.0%	177,360.34	\$14,780.03	\$2,957.48	30.0%	HIGH
T098	Hubbardton	40.69	***	***	32,440.00	***	\$797.25	-65.0%	low
T099	Huntington	107.08	16	14.9%	360,618.72	\$22,538.67	\$3,367.75	48.0%	HIGH
T100	Hyde Park	209.20	25	12.0%	552,521.00	\$22,100.84	\$2,641.11	16.1%	

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T101	Ira	72.86	16	22.0%	130,455.98	\$8,153.50	\$1,790.50	-21.3%	low
T102	Irasburg	146.44	19	13.0%	282,409.85	\$14,863.68	\$1,928.50	-15.2%	
T103	Isle La Motte	62.65	16	25.5%	189,176.78	\$11,823.55	\$3,019.58	32.7%	HIGH
T104	Jamaica	84.14	***	***	146,991.54	***	\$1,746.99	-23.2%	low
T105	Jay	43.59	***	***	115,745.83	***	\$2,655.33	16.7%	
T106	Jericho	266.76	27	10.1%	812,602.26	\$30,096.38	\$3,046.19	33.9%	HIGH
T107	Johnson	211.90	37	17.5%	495,884.00	\$13,402.27	\$2,340.18	2.9%	
T108	Kirby	90.30	***	***	78,708.92	***	\$871.64	-61.7%	low
U024	Lake Region UHSD #24	379.95	69	18.2%	951,581.38	\$13,791.03	\$2,504.49	10.1%	
U043	Lakeview USD #43	75.56	***	***	115,355.52	***	\$1,526.67	-32.9%	low
U018	Lamoille UHSD #18	853.68	124	14.5%	2,101,258.06	\$16,945.63	\$2,461.41	8.2%	
T109	Landgrove	8.00	0	0.0%	419.00	n/a	\$52.38	-97.7%	low
T110	Leicester	62.65	14	22.3%	185,629.08	\$13,259.22	\$2,962.95	30.2%	HIGH
U034	Leland and Gray UHSD #34	298.63	45	15.1%	1,056,408.16	\$23,475.74	\$3,537.52	55.5%	HIGH
T111	Lemington	18.83	***	***	9,900.67	***	\$525.79	-76.9%	low
T112	Lincoln	117.85	***	***	168,667.10	***	\$1,431.20	-37.1%	low
T113	Londonderry	107.88	12	11.1%	204,483.00	\$17,040.25	\$1,895.47	-16.7%	
T114	Lowell	104.58	16	15.3%	129,406.25	\$8,087.89	\$1,237.39	-45.6%	low
T115	Ludlow	117.51	17	14.5%	297,059.13	\$17,474.07	\$2,527.95	11.1%	
T116	Lunenburg	209.20	38	18.2%	323,155.13	\$8,504.08	\$1,544.72	-32.1%	low
T117	Lyndon	774.88	114	14.7%	1,593,255.98	\$13,975.93	\$2,056.13	-9.6%	
T118	Maidstone	26.00	***	***	13,292.91	***	\$511.27	-77.5%	low
T119	Manchester	716.19	96	13.4%	1,626,189.00	\$16,939.47	\$2,270.61	-0.2%	
T120	Marlboro	118.51	16	13.5%	417,560.54	\$26,097.53	\$3,523.42	54.9%	HIGH
T122	Mendon	210.22	17	8.1%	581,703.82	\$34,217.87	\$2,767.12	21.6%	HIGH
U047	Mettawee Community SD #47	195.33	32	16.4%	397,919.00	\$12,434.97	\$2,037.16	-10.5%	
T123	Middlebury ID	383.37	41	10.7%	743,457.24	\$18,133.10	\$1,939.27	-14.8%	
U003	Middlebury UHSD #3	1,004.62	89	8.9%	1,772,754.39	\$19,918.59	\$1,764.60	-22.4%	low
T124	Middlesex	129.58	***	***	250,347.75	***	\$1,931.99	-15.1%	
T125	Middletown Springs	123.32	16	13.0%	218,405.77	\$13,650.36	\$1,771.05	-22.1%	low
U040	Mill River USD #40	471.15	82	17.4%	1,307,914.18	\$15,950.17	\$2,776.00	22.0%	HIGH
U037	Millers Run USD #37	225.79	21	9.3%	345,094.54	\$16,433.07	\$1,528.39	-32.8%	low
T126	Milton ID	1,726.01	272	15.8%	3,978,418.16	\$14,626.54	\$2,304.98	1.3%	
U007	Missisquoi UHSD #7	1,011.59	206	20.4%	2,303,931.10	\$11,184.13	\$2,277.53	0.1%	
T127	Monkton	186.63	23	12.3%	308,455.76	\$13,411.12	\$1,652.77	-27.3%	low

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T128	Montgomery	181.42	24	13.2%	384,592.02	\$16,024.67	\$2,119.90	-6.8%	
T129	Montpelier	980.18	112	11.4%	2,463,594.00	\$21,996.38	\$2,513.41	10.5%	
T130	Moretown	135.00	24	17.8%	422,642.45	\$17,610.10	\$3,130.68	37.6%	HIGH
T131	Morgan	40.00	***	***	41,019.27	***	\$1,025.48	-54.9%	low
T132	Morristown	818.71	61	7.5%	1,400,387.00	\$22,957.16	\$1,710.48	-24.8%	low
U028	Mt. Abraham UHSD #28	957.02	124	13.0%	1,809,719.11	\$14,594.51	\$1,890.99	-16.9%	
U014	Mt. Anthony UHSD #14	1,705.27	336	19.7%	4,037,863.38	\$12,017.45	\$2,367.87	4.1%	
T133	Mt. Holly	96.67	***	***	231,335.07	***	\$2,393.04	5.2%	
U017	Mt. Mansfield UHSD #17	1,849.78	200	10.8%	3,025,324.85	\$15,126.62	\$1,635.51	-28.1%	low
T134	Mt. Tabor	18.63	***	***	83,455.00	***	\$4,479.60	96.9%	HIGH
T138	New Haven	138.20	15	10.9%	204,732.54	\$13,648.84	\$1,481.42	-34.9%	low
T135	Newark	68.31	***	***	82,972.99	***	\$1,214.65	-46.6%	low
T136	Newbury	142.43	22	15.4%	413,446.23	\$18,793.01	\$2,902.80	27.6%	HIGH
T137	Newfane	124.11	16	12.9%	337,482.67	\$21,092.67	\$2,719.22	19.5%	
T139	Newport City	300.19	58	19.3%	1,006,260.35	\$17,349.32	\$3,352.08	47.3%	HIGH
T140	Newport Town	157.80	31	19.6%	207,831.97	\$6,704.26	\$1,317.06	-42.1%	low
T141	North Bennington ID	139.49	23	16.5%	311,609.26	\$13,548.23	\$2,233.92	-1.8%	
U022a	North Country Jr. HS	270.85	48	17.7%	694,308.46	\$14,464.76	\$2,563.44	12.7%	
U022b	North Country Sr. HS	990.23	170	17.2%	1,862,905.67	\$10,958.27	\$1,881.29	-17.3%	
T143	North Hero	104.17	18	17.3%	151,238.59	\$8,402.14	\$1,451.84	-36.2%	low
T142	Northfield	649.22	117	18.0%	1,514,157.99	\$12,941.52	\$2,332.27	2.5%	
T144	Norton	16.99	***	***	8,438.25	***	\$496.66	-78.2%	low
T145	Norwich	674.29	82	12.2%	1,512,070.93	\$18,439.89	\$2,242.46	-1.4%	
T146	Orange	140.28	13	9.3%	318,105.25	\$24,469.63	\$2,267.65	-0.3%	
T147	Orleans ID	98.74	22	22.3%	390,702.78	\$17,759.22	\$3,956.88	73.9%	HIGH
T148	Orwell	139.78	27	19.3%	242,264.00	\$8,972.74	\$1,733.18	-23.8%	low
U008	Otter Valley UHSD #8	718.24	115	16.0%	2,218,068.75	\$19,287.55	\$3,088.20	35.7%	HIGH
U030	Oxbow UHSD #30	357.68	83	23.2%	1,298,054.87	\$15,639.22	\$3,629.10	59.5%	HIGH
T150	Pawlet	92.83	26	28.0%	289,321.00	\$11,127.73	\$3,116.68	37.0%	HIGH
T151	Peacham	107.90	***	***	56,674.32	***	\$525.25	-76.9%	low
T152	Peru	20.00	0	0.0%	8,199.00	n/a	\$409.95	-82.0%	low
T153	Pittsfield	61.08	***	***	72,185.84	***	\$1,181.82	-48.1%	low
T154	Pittsford	241.34	31	12.8%	587,046.60	\$18,936.99	\$2,432.45	6.9%	
T156	Plymouth	57.12	11	19.3%	107,150.26	\$9,740.93	\$1,875.88	-17.5%	
T157	Pomfret	76.00	***	***	114,340.09	***	\$1,504.47	-33.9%	low

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T158	Poultney	437.35	72	16.5%	921,704.83	\$12,801.46	\$2,107.48	-7.4%	
T159	Pownal	235.56	42	17.8%	500,576.04	\$11,918.48	\$2,125.05	-6.6%	
T160	Proctor	324.82	43	13.2%	525,881.08	\$12,229.79	\$1,618.99	-28.8%	low
T161	Putney	203.26	46	22.6%	796,459.00	\$17,314.33	\$3,918.42	72.2%	HIGH
T162	Randolph	322.81	45	13.9%	633,242.28	\$14,072.05	\$1,961.66	-13.8%	
U002	Randolph UHSD#2	495.79	97	19.6%	1,564,433.37	\$16,128.18	\$3,155.44	38.7%	HIGH
T163	Reading	48.28	***	***	150,817.60	***	\$3,123.81	37.3%	HIGH
T164	Readsboro	102.24	***	***	101,001.09	***	\$987.88	-56.6%	low
T165	Richford	433.06	68	15.7%	735,353.57	\$10,814.02	\$1,698.04	-25.4%	low
T166	Richmond	253.86	36	14.2%	782,954.07	\$21,748.72	\$3,084.20	35.6%	HIGH
T167	Ripton	56.21	***	***	48,226.34	***	\$857.97	-62.3%	low
U146	Rivendell (VT towns)	319.47	69	21.6%	973,395.71	\$14,107.18	\$3,046.91	33.9%	HIGH
T168	Rochester	155.11	25	16.1%	595,654.36	\$23,826.17	\$3,840.21	68.8%	HIGH
T169	Rockingham	539.78	81	15.0%	2,380,659.50	\$29,390.86	\$4,410.43	93.9%	HIGH
T170	Roxbury	106.43	19	17.9%	256,711.52	\$13,511.13	\$2,412.02	6.0%	
T171	Royalton	347.20	62	17.9%	871,771.99	\$14,060.84	\$2,510.86	10.4%	
T172	Rupert	49.89	***	***	171,440.00	***	\$3,436.36	51.1%	HIGH
T173	Rutland City	2,346.47	354	15.1%	5,475,995.14	\$15,468.91	\$2,333.72	2.6%	
T174	Rutland Town	520.56	55	10.6%	892,332.04	\$16,224.22	\$1,714.18	-24.6%	low
T180	Salisbury	101.68	11	10.8%	130,203.79	\$11,836.71	\$1,280.53	-43.7%	low
T181	Sandgate	55.56	***	***	47,199.14	***	\$849.52	-62.7%	low
T182	Searsburg	11.48	***	***	16,750.33	***	\$1,459.09	-35.9%	low
T183	Shaftsbury	182.97	30	16.4%	369,156.19	\$12,305.21	\$2,017.58	-11.3%	
T184	Sharon	221.37	38	17.2%	697,037.42	\$18,343.09	\$3,148.74	38.4%	HIGH
T186	Shelburne	775.31	75	9.7%	1,344,774.04	\$17,930.32	\$1,734.50	-23.8%	low
T187	Sheldon	417.19	49	11.7%	793,410.51	\$16,192.05	\$1,901.80	-16.4%	
T188	Sherburne (Killington)	48.59	***	***	85,497.61	***	\$1,759.57	-22.7%	low
T189	Shoreham	85.50	15	17.5%	152,136.63	\$10,142.44	\$1,779.38	-21.8%	low
T190	Shrewsbury	58.63	12	20.5%	81,426.48	\$6,785.54	\$1,388.82	-39.0%	low
T191	So. Burlington	2,403.53	211	8.8%	5,880,896.84	\$27,871.55	\$2,446.77	7.6%	
T192	So.Hero	251.91	29	11.5%	575,114.72	\$19,831.54	\$2,283.02	0.4%	
U041	Spaulding UHSD #41	856.88	96	11.2%	1,680,755.44	\$17,507.87	\$1,961.48	-13.8%	
T193	Springfield	1,314.79	250	19.0%	3,893,387.00	\$15,573.55	\$2,961.22	30.2%	HIGH
T176	St. Albans City	780.92	167	21.4%	2,507,217.88	\$15,013.28	\$3,210.60	41.1%	HIGH
T177	St. Albans Town	670.46	80	11.9%	911,236.64	\$11,390.46	\$1,359.12	-40.3%	low

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T178	St. George	112.48	23	20.4%	362,003.00	\$15,739.26	\$3,218.38	41.5%	HIGH
T179	St. Johnsbury	1,018.05	130	12.8%	2,175,296.34	\$16,733.05	\$2,136.73	-6.1%	
T194	Stamford	127.97	21	16.4%	202,779.49	\$9,656.17	\$1,584.59	-30.3%	low
T195	Stannard	17.68	***	***	39,092.71	***	\$2,211.13	-2.8%	
T196	Starksboro	134.90	13	9.6%	300,816.59	\$23,139.74	\$2,229.92	-2.0%	
T197	Stockbridge	105.56	***	***	275,662.73	***	\$2,611.43	14.8%	
T198	Stowe	614.92	47	7.6%	882,535.00	\$18,777.34	\$1,435.20	-36.9%	low
T199	Strafford	184.80	30	16.2%	537,062.27	\$17,902.08	\$2,906.18	27.7%	HIGH
T200	Stratton	37.00	***	***	55,752.53	***	\$1,506.83	-33.8%	low
T201	Sudbury	29.50	***	***	77,936.28	***	\$2,641.91	16.1%	
T202	Sunderland	124.81	25	20.0%	331,293.00	\$13,251.72	\$2,654.38	16.7%	
T203	Sutton	155.51	25	16.1%	392,113.70	\$15,684.55	\$2,521.47	10.8%	
T204	Swanton	583.00	96	16.5%	1,361,130.29	\$14,178.44	\$2,334.70	2.6%	
T205	Thetford	501.66	46	9.2%	861,334.80	\$18,724.67	\$1,716.97	-24.5%	low
T206	Tinmouth	83.01	14	16.9%	188,704.06	\$13,478.86	\$2,273.27	-0.1%	
T208	Townshend	89.70	***	***	158,655.16	***	\$1,768.73	-22.3%	low
T209	Troy	162.73	29	17.8%	428,094.12	\$14,761.87	\$2,630.70	15.6%	
T210	Tunbridge	182.56	19	10.4%	228,081.09	\$12,004.27	\$1,249.35	-45.1%	low
U033	Twinfield USD #33	418.20	33	7.9%	1,014,388.66	\$30,739.05	\$2,425.61	6.6%	
U032	U32 High School UHSD #32	854.31	100	11.7%	1,607,412.85	\$16,074.13	\$1,881.53	-17.3%	
T211	Underhill ID	120.35	***	***	378,770.67	***	\$3,147.24	38.3%	HIGH
T212	Underhill Town	137.00	15	10.9%	456,218.99	\$30,414.60	\$3,330.07	46.4%	HIGH
U044	Vergennes UESD #44	278.65	34	12.2%	534,682.00	\$15,725.94	\$1,918.83	-15.7%	
U005	Vergennes UHSD #5	644.86	100	15.5%	1,302,230.00	\$13,022.30	\$2,019.40	-11.2%	
T214	Vernon	264.73	25	9.4%	349,099.00	\$13,963.96	\$1,318.70	-42.0%	low
T216	Victory	12.00	0	0.0%	31.91	n/a	\$2.66	-99.9%	low
U036	Waits River Valley USD #36	349.41	44	12.6%	1,018,548.06	\$23,148.82	\$2,915.05	28.1%	HIGH
T217	Waitsfield	144.18	21	14.6%	254,558.43	\$12,121.83	\$1,765.56	-22.4%	low
T218	Walden	182.27	16	8.8%	212,334.46	\$13,270.90	\$1,164.94	-48.8%	low
T219	Wallingford	145.55	21	14.4%	382,916.13	\$18,234.10	\$2,630.82	15.6%	
T221	Wardsboro	119.15	17	14.3%	383,968.03	\$22,586.35	\$3,222.56	41.7%	HIGH
T222	Warren	111.25	14	12.6%	274,382.04	\$19,598.72	\$2,466.36	8.4%	
T223	Washington	113.57	23	20.3%	305,220.80	\$13,270.47	\$2,687.51	18.1%	
T225	Waterford	231.73	18	7.8%	306,513.93	\$17,028.55	\$1,322.72	-41.9%	low
T226	Waterville	53.00	***	***	93,085.00	***	\$1,756.32	-22.8%	low

### FY2007 Special Education Cost, ADM, and Child Count by School District

Code	School District	FY2007 K-12 Resident ADM	12/1/06 K-12 Spec. Ed. Child Count	% of K-12 Student in Spec. Ed. (Child Count/ADM)	FY2007 Total Special Ed. Formula Eligible Cost	FY2007 Special Ed. Formula Eligible Cost per Spec. Ed. Count	FY2007 Special Ed. Formula Eligible Cost per ADM	% over/under Statewide Avg. Spec. Ed. Cost per ADM	High/low Spenders per 16 VSA Sec. 2974 (d)
T227	Weathersfield	353.73	46	13.0%	786,891.85	\$17,106.34	\$2,224.56	-2.2%	
T228	Wells	158.61	28	17.7%	374,283.98	\$13,367.29	\$2,359.78	3.7%	
T233	West Haven	19.00	***	***	20,322.00	***	\$1,069.58	-53.0%	low
T237	West Rutland	341.49	45	13.2%	808,221.31	\$17,960.47	\$2,366.75	4.0%	
T238	West Windsor	129.00	***	***	100,233.16	***	\$777.00	-65.8%	low
T231	Westfield	41.00	***	***	44,175.28	***	\$1,077.45	-52.6%	low
T232	Westford	370.24	45	12.2%	571,560.74	\$12,701.35	\$1,543.76	-32.1%	low
T234	Westminster	281.12	49	17.4%	810,750.78	\$16,545.93	\$2,884.00	26.8%	HIGH
T235	Westmore	26.16	***	***	13,014.55	***	\$497.50	-78.1%	low
T236	Weston	31.00	***	***	59,569.00	***	\$1,921.58	-15.5%	
T239	Weybridge	89.88	***	***	161,416.84	***	\$1,795.91	-21.1%	low
T241	Whiting	24.91	***	***	67,704.13	***	\$2,717.95	19.5%	
T242	Whitingham	199.19	50	25.1%	987,879.49	\$19,757.59	\$4,959.48	118.0%	HIGH
T243	Williamstown	546.48	76	13.9%	1,475,689.69	\$19,416.97	\$2,700.35	18.7%	
T244	Williston	1,074.91	132	12.3%	2,119,939.70	\$16,060.15	\$1,972.20	-13.3%	
T245	Wilmington	287.68	46	16.0%	928,821.59	\$20,191.77	\$3,228.66	41.9%	HIGH
T246	Windham	24.00	***	***	73,157.14	***	\$3,048.21	34.0%	HIGH
T247	Windsor	490.61	81	16.5%	1,752,868.47	\$21,640.35	\$3,572.83	57.1%	HIGH
T248	Winhall	118.86	14	11.8%	375,428.06	\$26,816.29	\$3,158.57	38.8%	HIGH
T249	Winooski ID	712.11	122	17.1%	1,488,221.38	\$12,198.54	\$2,089.88	-8.1%	
T250	Wolcott	251.64	19	7.6%	182,298.69	\$9,594.67	\$724.44	-68.2%	low
T251	Woodbury	65.00	***	***	38,218.82	***	\$587.98	-74.2%	low
T252	Woodford	34.64	***	***	68,763.15	***	\$1,985.08	-12.7%	
T253	Woodstock	189.02	21	11.1%	646,766.63	\$30,798.41	\$3,421.68	50.4%	HIGH
U004	Woodstock UHSD #4	520.52	77	14.8%	1,555,756.96	\$20,204.64	\$2,988.85	31.4%	HIGH
T254	Worcester	68.00	***	***	201,571.12	***	\$2,964.28	30.3%	HIGH

Total		91,575.91	12,743	13.9%	208,330,205.30	\$16,348.60	\$2,274.95		
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maximum	32.2%	\$53,313.00	\$5,270.87	94 low
minimum	0.0%	\$4,557.70	\$2.66	65 HIGH

\*\*\* Information suppressed per Department Policy for public reporting if the count of special education students is from 1 to 10 or calculated based on that count.

Norwich special education count includes 48 students in grades 7-12 counted in New Hampshire's child count.

ADM total above excludes 5 students counted by Gores which decreases the total from 91,580.91 shown elsewhere.