

Educational Support Systems / Multi-Tiered Systems of Support

REPORT **2015 - 2016**

VSA Title 16, Section 2904, requires that each district (or school) annually provide a description of the Educational Support System, how it is funded, and how building the capacity is addressed in the School's Continuous Improvement Plan.



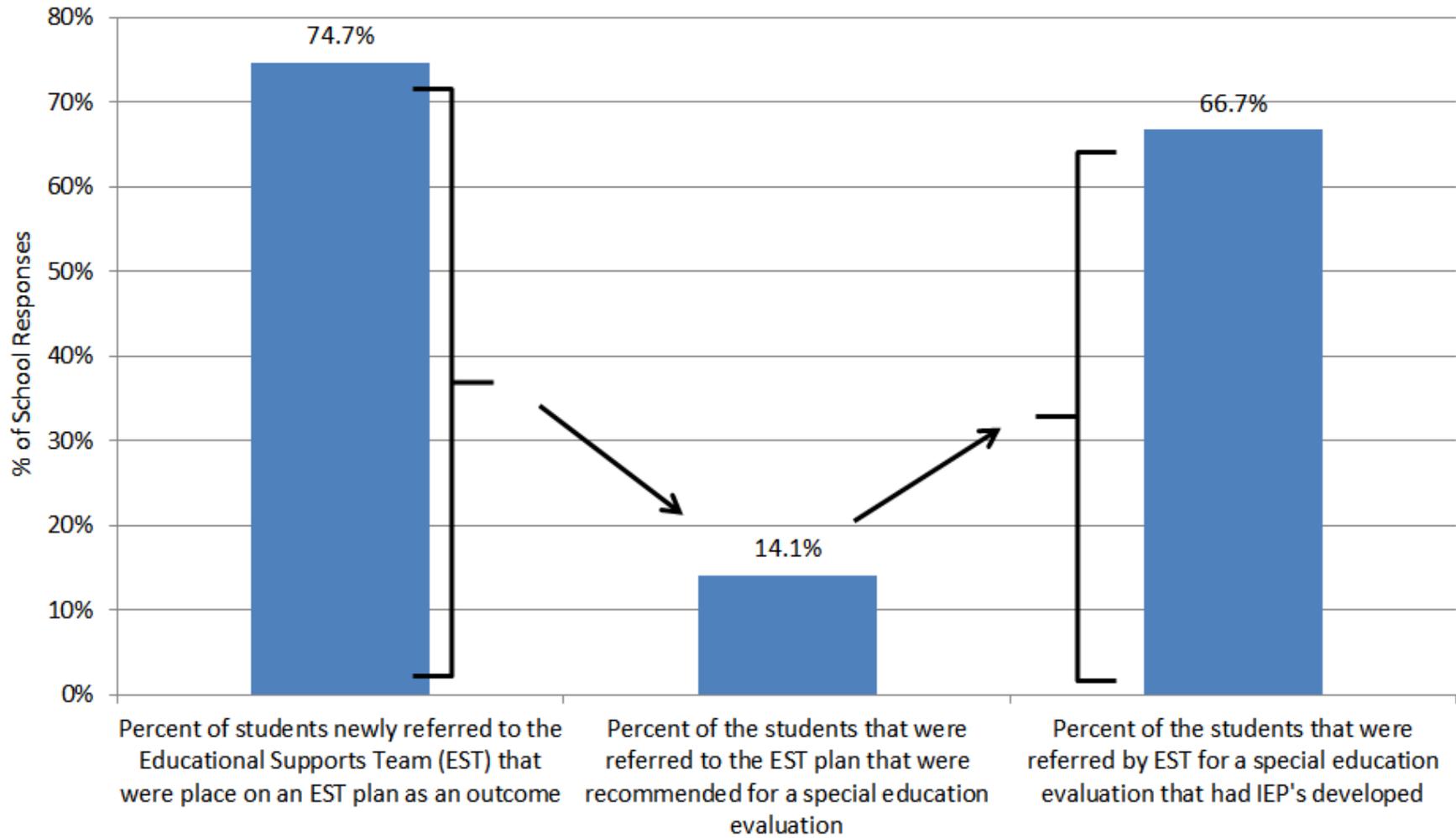
[VSA Title 16, Section 2904](#), requires that each district (or school) annually provide the Vermont Secretary of Education with a description of the Educational Supports System (ESS), how it is funded, and how building the capacity of the ESS is addressed in the School's Continuous Improvement Plan.

For more information please reference [Education Quality Standards \(EQS\) 2121.5](#).

The results contained in this report represent survey data collected from 146 schools representing 53 Supervisory Unions and School Districts, for school year 2015-2016. The respondents were able to select multiple responses for most questions. As a result, schools can appear multiple times for those questions.

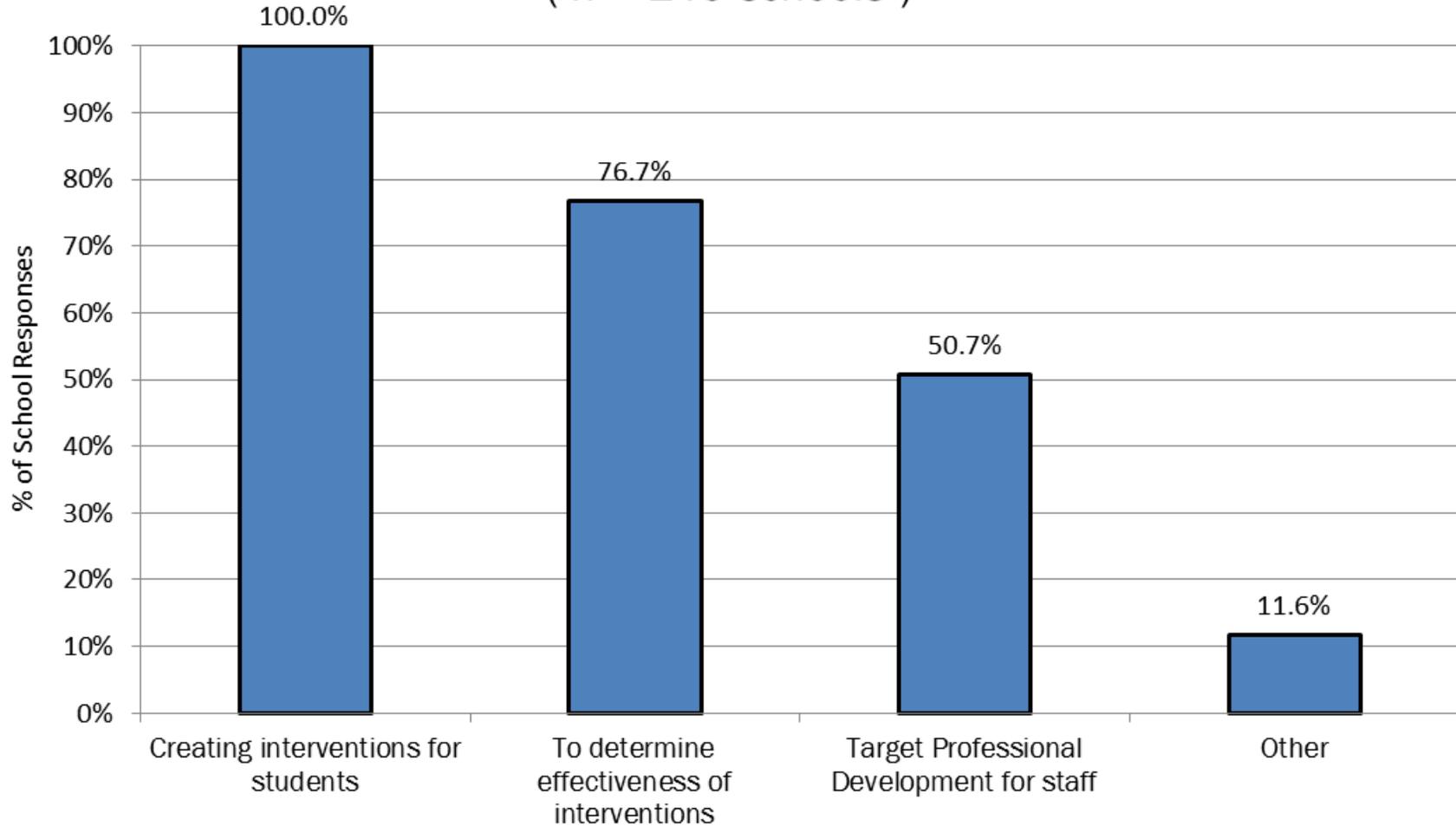
For more information or questions, contact Tracy Watterson, Vermont Agency of Education, Educational Supports System Coordinator, tracy.watterson@vermont.gov or (802) 479-1353.

Multi-Tiered Systems of Support Survey

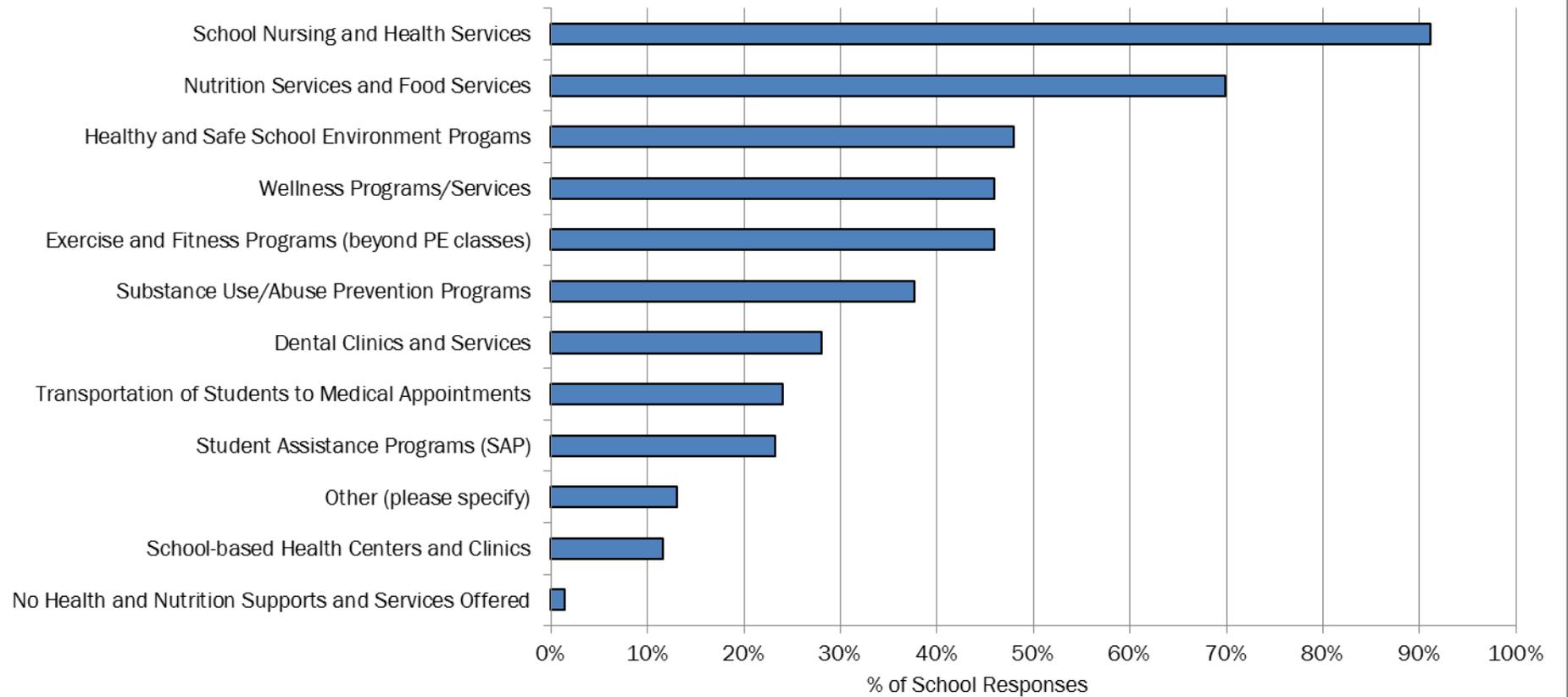


How is EST data being used to evaluate effectiveness of MTSS?

(n = 146 schools)

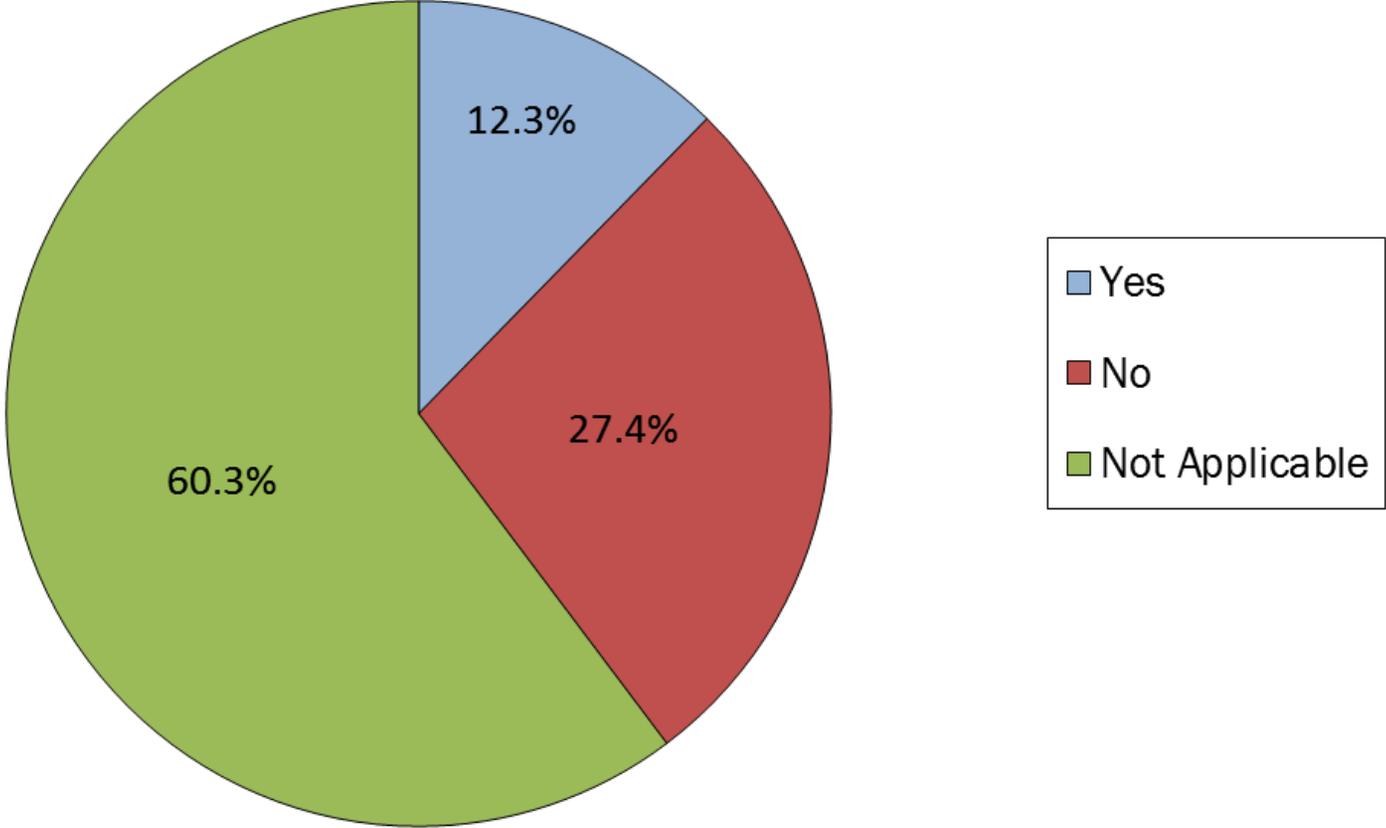


Health and Nutrition Services & Supports (n = 146 schools)

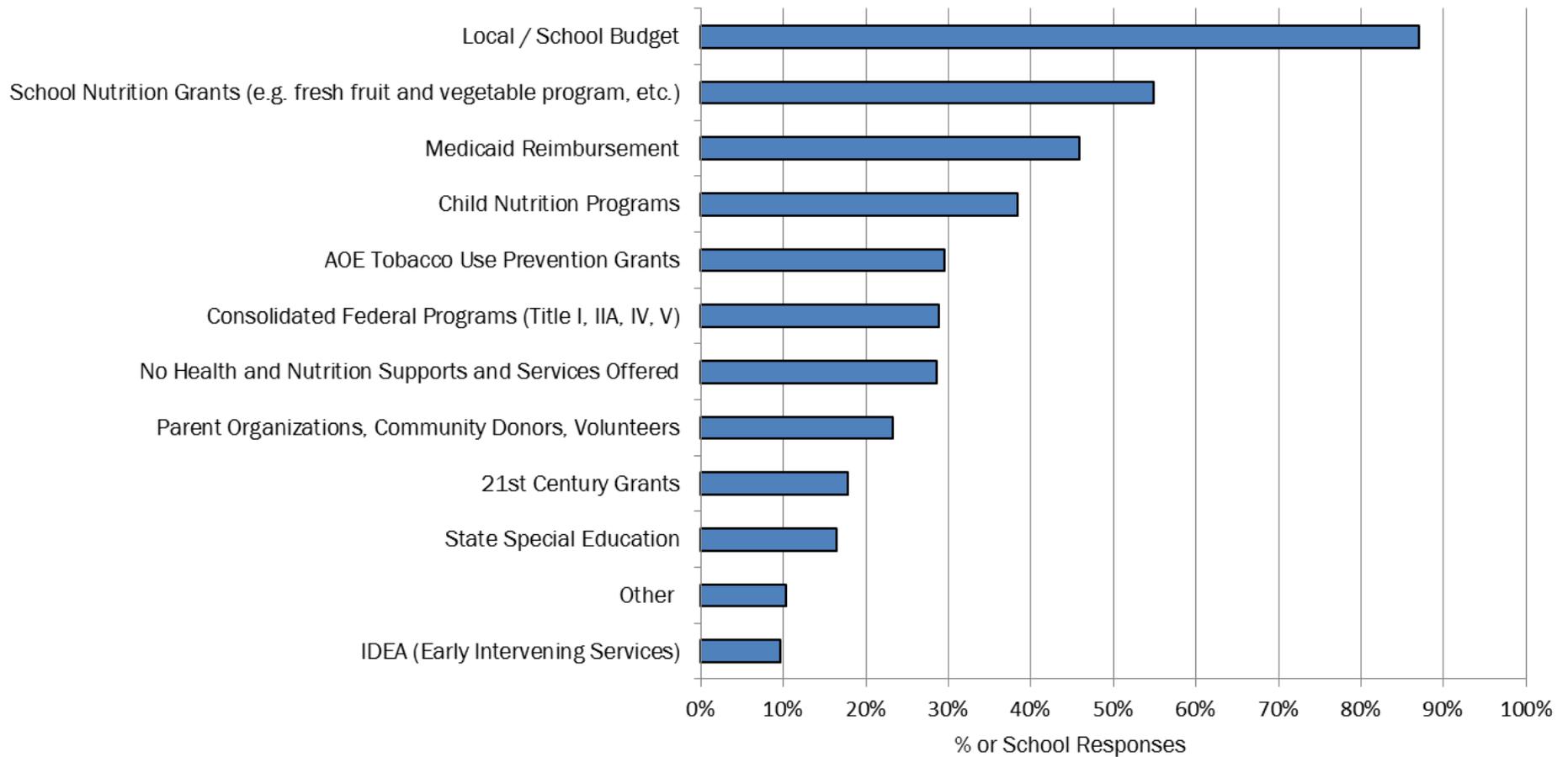


% of Schools that have a MOU with substance abuse treatment providers?

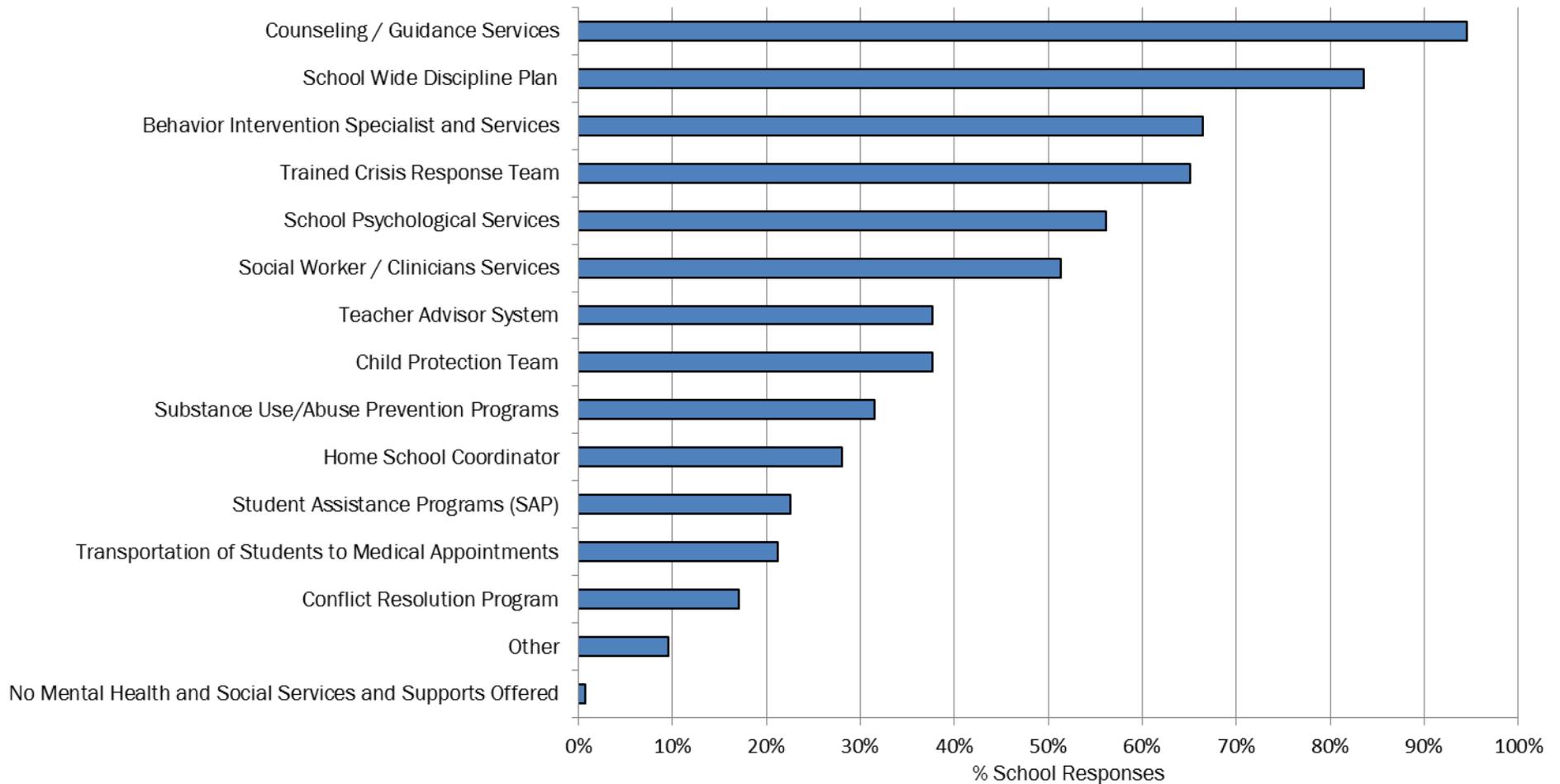
(n = 146 schools)



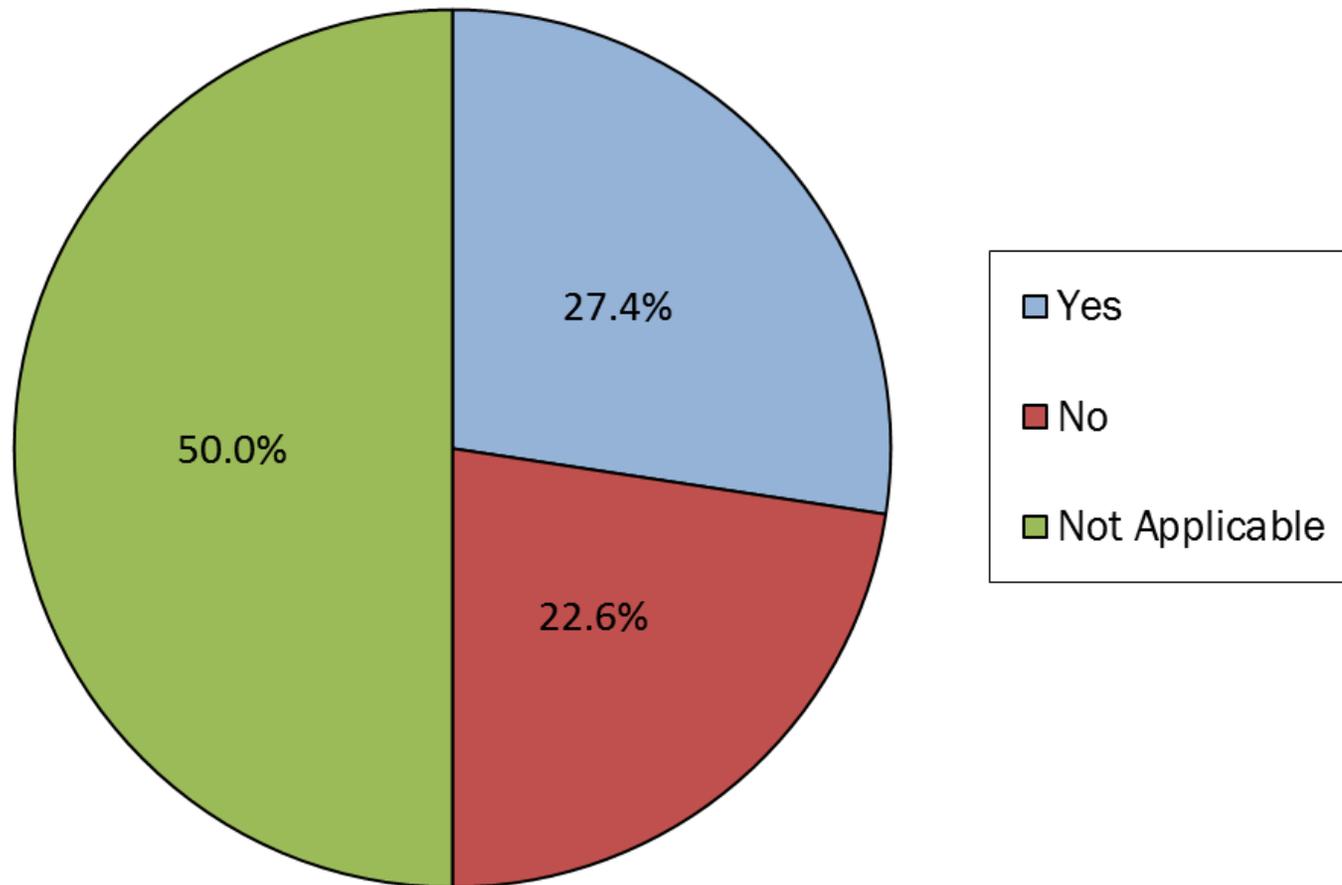
Funding for Health and Nutrition Supports & Services (n = 146 Schools)



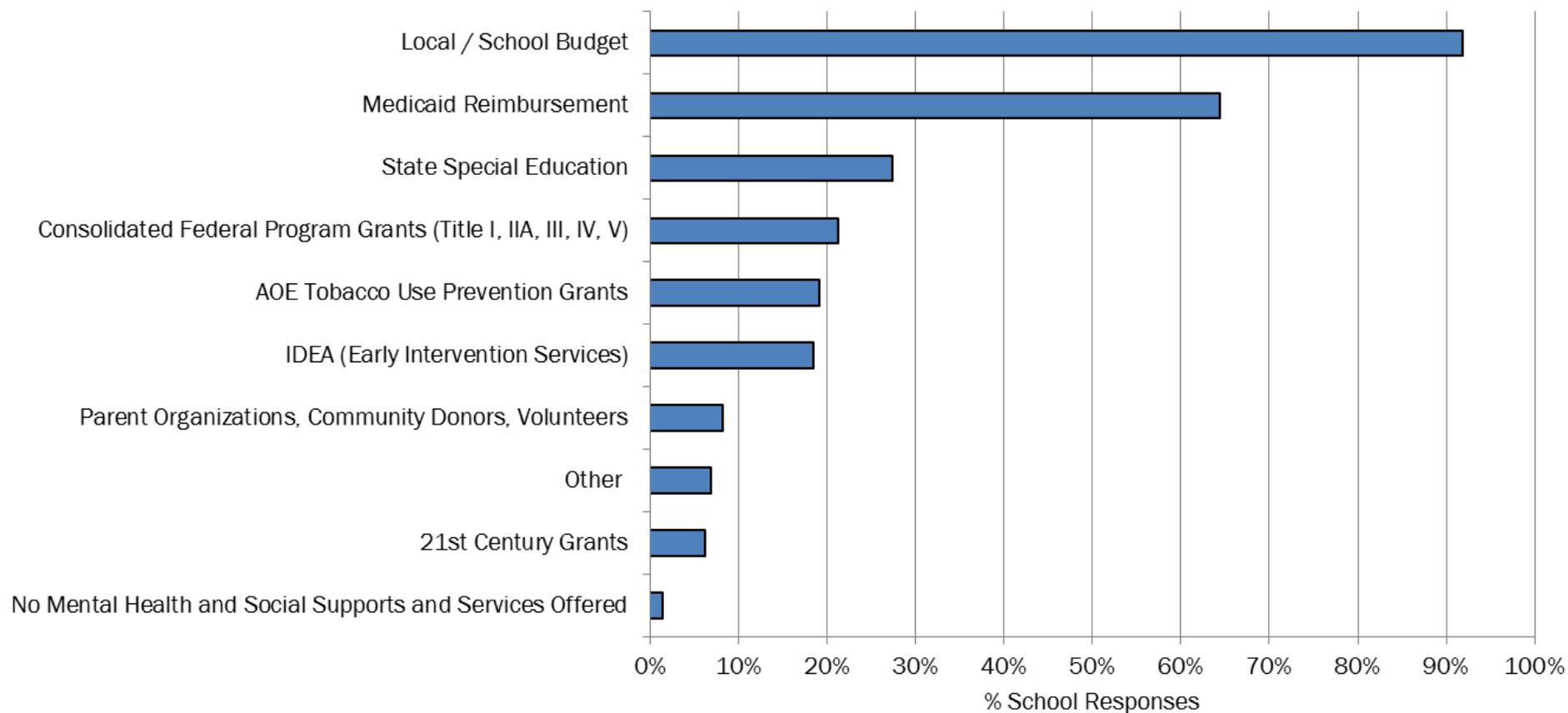
Mental Health and Social Services & Supports (n = 146 schools)



**% of Schools that have a MOU with
Mental Health agencies**
(n = 146 schools)

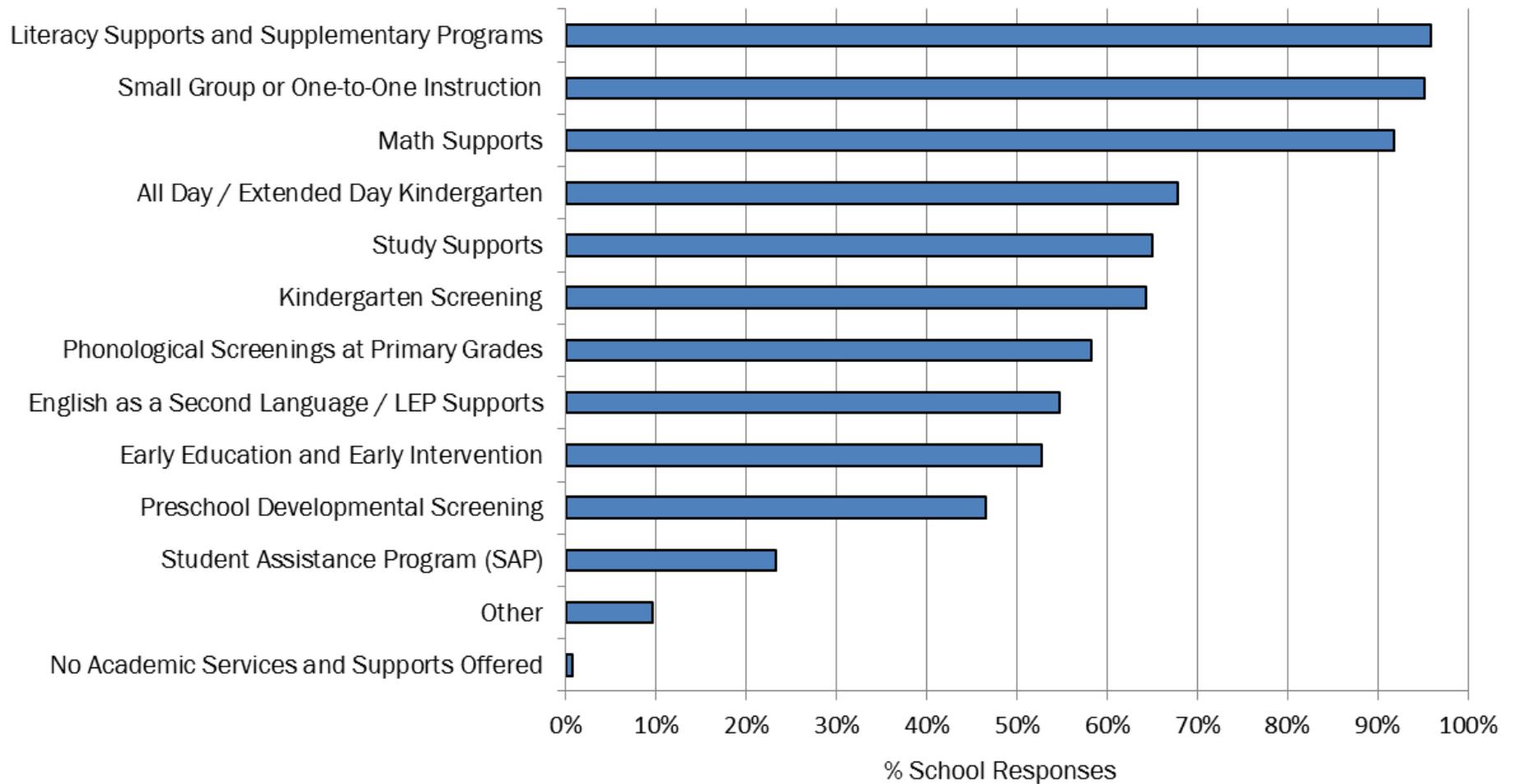


Funding Sources for Mental Health Supports & Services (n = 146 schools)

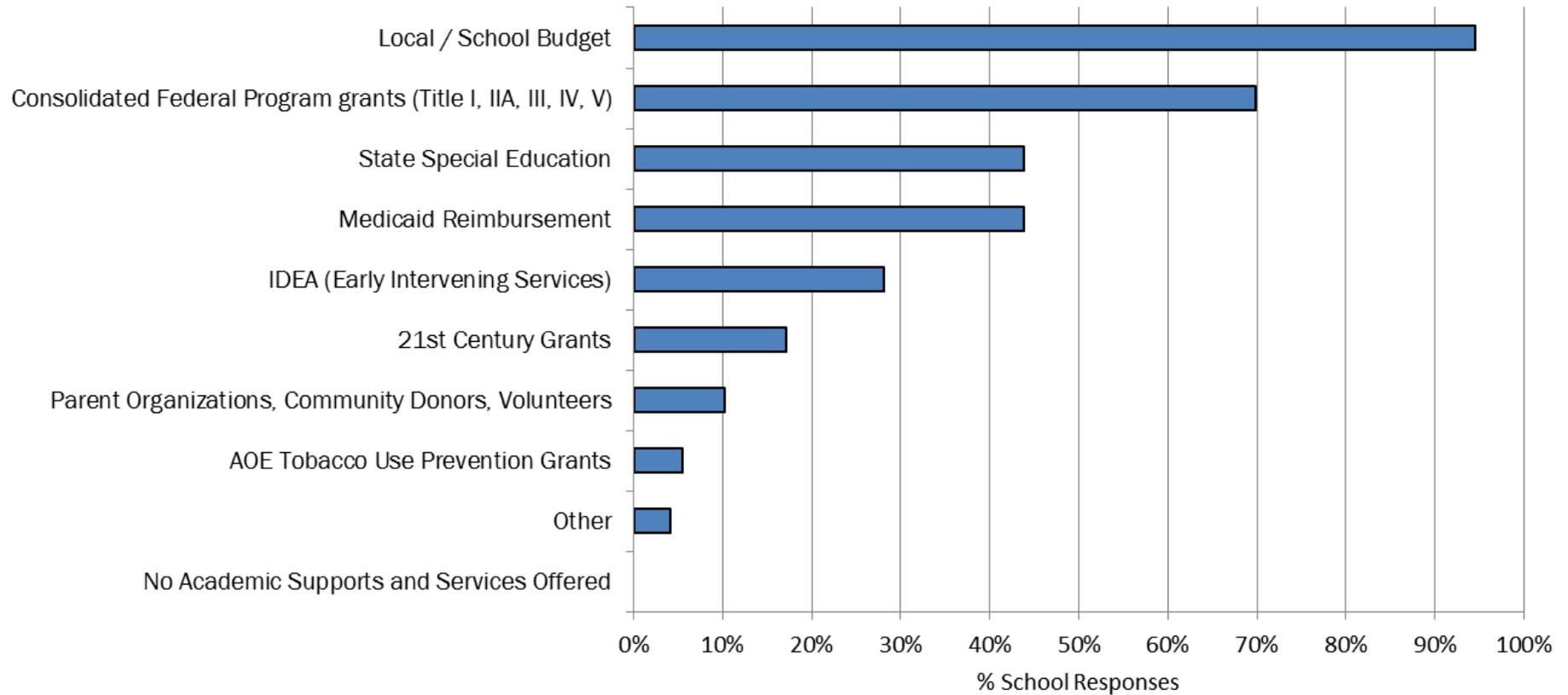


Academic Services and Supports

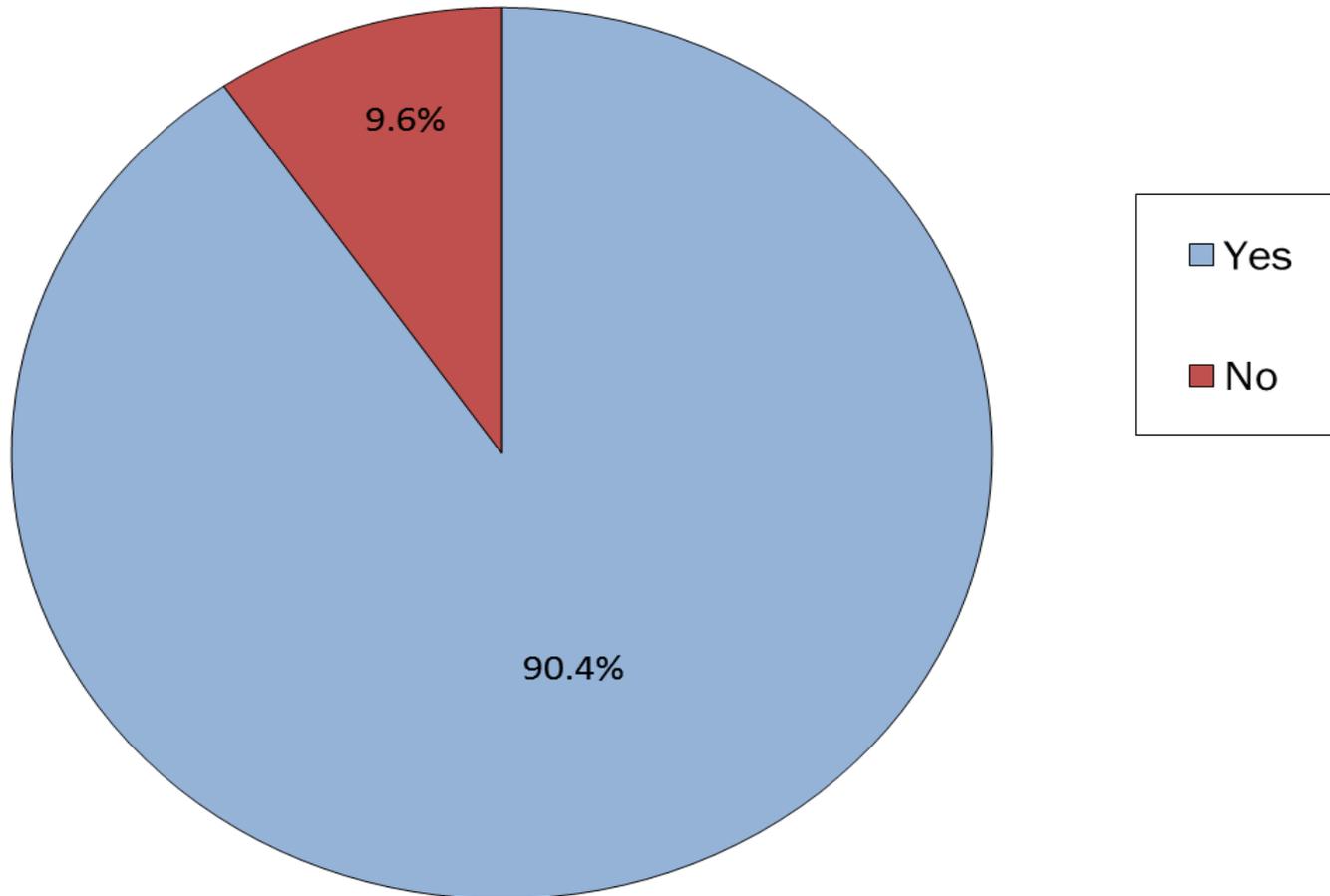
(n = 146 schools)



Funding for Academic Services and Supports (n = 146 schools)



**Is there a specific strategy in the school action plan
that supports ESS?**
(n = 146 schools)



School Name	Is there a specific strategy in the school action plan that supports ESS? If Yes, Please list the specific strategy(s) that are used (unedited survey responses):
ACADEMY SCHOOL	Our entire plan supports MTSS
ARLINGTON MEMORIAL HIGH SCHOOL	MTSS training of staff Interventions available to staff
BARNET ELEMENTARY SCHOOL	Implement and continually refine an MTSS framework for the Barnet School. Develop a long-term plan for supporting families and community members in understanding and applying MTSS in our community.
BARRE TOWN ELEMENTARY SCHOOL	* Create a student performance leadership data team. * Continue training and fine-tuning with all staff the implementation of Responsive Classroom and Developmental Design. * BTS will use the K-4 WIN time and the 5-8 Enrichment Block as a highly valued and intentional time with differentiated instructional objectives that use student data to guide instruction and next steps.
BELLOWS FALLS MIDDLE SCHOOL	PBIS and Developmental Design methods Title 1 math and reading
BELLOWS FREE ACADEMY (FAIRFAX)	Implementation of an MTSS system.
BELLOWS FREE ACADEMY (ST ALBANS)	Develop and implement a comprehensive tiered EST model that focuses on universal approaches to student success and progress monitoring.
BELLOWS FREE ACADEMY HS (FAIRFAX)	Continue to provide prevention (universal) and intervention (targeted and intensive) supports for students with learning struggles and emotional and behavioral challenges that interfere with access, readiness, and progress in learning
BENNINGTON ELEMENTARY SCHOOL	master schedule professional development establish tier benchmarks and protocols establish assessment procedures provide time for data input

School Name	Is there a specific strategy in the school action plan that supports ESS? If Yes, Please list the specific strategy(s) that are used (unedited survey responses):
BENSON VILLAGE SCHOOL	Research and implementation of intervention programs. Establish and follow criteria for Tier II and Tier III interventions. Use 40 developmental assets.
BERKSHIRE ELEMENTARY SCHOOL	HQII01 - All Teachers will individualize instruction based on data to provide support for some students and enhance opportunities for others. HQII03 - School teams will base decisions about interventions (instructional and support) on data from continuing progress monitoring throughout the multi-tiered process. WPL06 - School staff will receive ongoing professional development on instructional methodology for the program they are expected to teach.
BLUE MOUNTAIN US #21	http://web.bmuschool.org/modules/groups/homepagefiles/cms/2264104/File/school%20improvement%20plan/Improvement%20Plan%202014-2015.pdf
BRIDPORT CENTRAL SCHOOL	There are many
BROWNINGTON CENTRAL SCHOOL	Employ full time interventionists to support students in literacy & math
BURLINGTON SENIOR HIGH SCHOOL	1-1 Develop and implement a common framework and evaluation process for student interventions to inform changes in resources and practices to support student learning.
CABOT SCHOOL	#8 p 10 #3 PLG
CAMBRIDGE ELEMENTARY SCHOOL	Data teams Implementation of interventions

School Name	Is there a specific strategy in the school action plan that supports ESS? If Yes, Please list the specific strategy(s) that are used (unedited survey responses):
CANAAN SCHOOLS	We work within our budget, however there are unmet needs: 1. Provide adequate instruction for students while staff are working in collaboration teams 2. after school program 3. adequate staffing for intervention groups 4. alternative program for those students who aren't successful in a traditional school setting
CASTLETON HUBBARDTON US #42	We will develop & implement a systemic and comprehensive approach to build upon assets of students and support all learners academically & behaviorally through the differentiation of core curriculum & identify Tier 2 and Tier 3 interventions and supports facilitated by a strong, mindful distributed leadership.
CHAMBERLIN SCHOOL	Track interventions in math and literacy at all grade levels using the "Chamberlin School Support System" form. Use of a data wall three times a year to track student, subgroup, grade level and school outcomes in math and literacy. Intervention system: instructional teams meet 3 times a year to review data used to place students on the data wall to identify students for further diagnostic assessments; research small group intervention systems; develop an intervention protocol at each grade level that addresses the needs of struggling mathematicians and readers; implement an intervention protocol at each grade level that addresses the needs of struggling mathematicians and readers (use of student data, team meeting notes, etc.); review of intervention system by Intervention Committee to improve targeted intervention system in mathematics and reading. Continue to use universal PBiS and targeted CICO systems to foster a positive school culture - use of SWIS, BOQ, SAS, SET, and SAEBRS to make improvements through action planning.
CHAMPLAIN ELEMENTARY SCHOOL	We have math and literacy interventionists in addition to our special educators and ELL teacher. This year one of the Special Educators focused on behavior in order for the rest of the support staff team to focus on intervention. We have scheduled intervention blocks each day for 30 minutes each for math and reading that do not interfere with first instruction. The Support staff teams so that they can maximize support to all students focusing on early intervention.

School Name	Is there a specific strategy in the school action plan that supports ESS? If Yes, Please list the specific strategy(s) that are used (unedited survey responses):
CHELSEA ELEM HIGH SCHOOL	<p>1. Implemented new K-5 Bridges Math Program aligned to common core standards. 2. Implemented in 2014-15 Star 360 Assessments in Reading and Math K-5 through a Byrn Foundation Grant to create interventions for students and to determine effectiveness of interventions. Expanded to grades 6-10 in 2015-2016. 3. Put into place an elementary certified Intervention position the last two years for tier II supports in reading and math funded through local budget. 4. Title I Reading Recovery services. 5. Professional Development of Teachers - Professional Learning Communities, Star 360 Assessments - interpretation and use; Personal Learning Plans - Proficiency Based Graduation Standards. 6. Chelsea Public School is part of the SU SPDIG Grant. Members of the faculty K-12 met with Judith Maynard of the Sterns Center to complete the VT MTSS RTII Implementation Rubrics over the course two half days this year. 7. Chelsea Public School is actively involved in the AOE/First School PreK-3 Grant Initiative with Tunbridge Central School and the Orange County Parent Child Center. 8. Chelsea Public School is actively involved at Grades 6-12 with the AOE/PLP-PBGR Initiative. 9. K-5 Literacy and Math Instruction has been expanded to a minimum 90 minutes and 60 minutes respectively per day. 10. In fall 2016, the school plans to present to the Board a budget that includes expansion of the current 4 day K Program to 5 days per week. In addition, the budget will include a recommendation for a possible tiered research-based reading program.</p>
CLARENDON ELEMENTARY SCHOOL	<p>Task 1: RSSU will convene a MTSS/Assessment Committee to establish and monitor a multi-tiered system of supports. The SU MTSS/Assessment Committee or sub-committee will research appropriate research-based programs with associated costs and develop a MTSS Guide for Literacy, Math, and Social/Emotional well-being (Behavior). Task 2: The SU MTSS/Assessment Committee will help building leaders with the implementation of RSSU's Multi-Tiered System of Support Framework, which includes developing a content-area specific and proficiency driven timeline for gathering progress monitoring data to inform instruction and continued assessment practices. Task 3: The SU will support school Education Support Teams (ESTs) and building administrators in reviewing and refining a common EST function, process and team procedures.</p>
COLCHESTER HIGH SCHOOL	<p>There is a goal in the Districts plan directly tied to MTSS. The goal is written that all buildings will have a system of supports that best serves all students and is tied to best practices.</p>
COLCHESTER MIDDLE SCHOOL	<p>School teams base decisions about interventions (instructional and support) on data from continuing progress monitoring throughout the multi-tiered process.</p>

School Name	Is there a specific strategy in the school action plan that supports ESS? If Yes, Please list the specific strategy(s) that are used (unedited survey responses):
COVENTRY VILLAGE SCHOOL	<p>Goal: Identify and communicate (through Scope and Sequence documents and more detailed unit plans we enter into Rubicon Atlas) content considered essential for all students versus that considered supplemental or of secondary importance. Goal: Create and use mechanisms that ensure essential content is taught and students learn it—these mechanisms will be, at minimum, the Professional Learning Community/Teacher Teams, yearly meetings with the administrator, and observations.</p> <p>Goal:The Coventry Village School will develop, implement, document, and engage in an assessment cycle whose purpose is to inform instruction, enrichment, and intervention decisions. Goal: Assessments will be identified that will help Coventry Village School increase its awareness of student learning and assign them to intervention and enrichment groups in the areas of mathematics and literacy. Goal: PLC groups will receive training on how to use assessment results to drive instructional decisions in the classroom. Goal: PLCs will determine the specific, rigorous academic goals at each grade level for students. Goal: All classrooms at the Coventry Village School will use the NCSU Instructional Framework and they will identify and implement other specific evidence-based instructional strategies across all classrooms. All teachers will be able to respond similarly to the question, “what does good teaching look like?” at CVS. Goal: Teachers will receive training from district on the NCSU Instructional Framework and use it to co-develop lessons within PLCs to implement in the classroom then reflect upon.</p>
CROSSETT BROOK MIDDLE US #45	<p>The school community embraces the belief that all students can succeed; teachers actively promote positive self-images and high academic expectations for all students. Task 5: Create a coherent system of interventions to ensure that struggling students receive the academic and personal support they need to not only perform at grade level, but also to succeed in higher-level courses (e.g., Advanced Placement, dual enrollment, co-curricular activities). (B)</p>
CURRIER MEMORIAL US #23	<p>Goal:Personalized approach to learning will be implemented through MTSS to meet the specific learning needs of all students. Strategy: Continue Curriculum Director Position to oversee and develop SU-wide curriculum and assessment. Strategy: NWEA MAPS assessments used three times a year used in formative data teams by teachers and externally by parents, administration, and school board members for program monitoring Strategy: Use of Instructional Leadership Team at the SU level to guide the development of systematic shifts in our learning environments to create more student-centered environments. Strategy: MTSS coordinator will provide MTSS plan training and support to Title 1 staff. Strategy: To improve and innovate teacher practices, teachers in PLC’s will work in the summer in the four main content areas to improve practices and provide PD support to peers.</p>

School Name	Is there a specific strategy in the school action plan that supports ESS? If Yes, Please list the specific strategy(s) that are used (unedited survey responses):
DERBY ELEMENTARY SCHOOL	progress monitoring Continuum of Instruction
DOVER ELEMENTARY SCHOOL	Interventionist
DUMMERSTON SCHOOLS	1. Instruction during interventions are explicit, systematic and include models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback and frequent data reviews. 2. The Dummerston School Leadership team uses a system that prioritizes services based on which learners are at greatest risk. The team helps teachers adjust to and understand the need for data-based decision making using an RTI model. 3. Learning Walks support continuous improvement of instruction and provides opportunities for collegial conversation based on evidence in a safe, meaningful and non-evaluative manner.
EDEN CENTRAL SCHOOL	PBIS WIN Intervention Groups EST Referral Process
EDMUNDS ELEMENTARY SCHOOL	The use of Professional Learning Communities to monitor student data and implement specific interventions merited based upon that data.
ELM HILL SCHOOL	Task 1: Universal benchmarking of all students 3x per year in literacy and math. Data analyzed in full faculty and child study teams. Task 2: Weekly child study meetings – intervention chosen and progress monitored for students at risk. Task 3: Monthly EST meetings for students requiring a 157 plan. Task 4: Patty Kelly (math coach) records and stores PNOA data, Mina Turner (Reading Specialist) records and stores F&P data in excel Task 5: Teachers and students with input from parents identify one SMART goal for each individual student based on his/her progress.
ELMORE SCHOOL	Focus Area 4: Build a multi-tiered system of support which is responsive to individual learner's needs and holds both students and adults accountable for continuous student improvement.

School Name	Is there a specific strategy in the school action plan that supports ESS? If Yes, Please list the specific strategy(s) that are used (unedited survey responses):
ENOSBURG FALLS ELEMENTARY SCHOOL	Responsive Classroom training Home/School Coordinator/Tutor/social worker Reading Recovery/Leveled Literacy Intervention NCSS School-based clinician Afterschool Program and tutoring
ENOSBURG FALLS MIDDLE-HIGH SCHOOL	-School wide behavior rubrics and discipline policies. -Glasser model training for in class interventions and support
FAIR HAVEN GRADE SCHOOL	- Administrative support in implementing MTSS - MTSS Guide for Reading and Math. - Committee working on an MTSS Guide for Behavior. - Working toward being a PBIS school. - Administrative support in helping staff increase their knowledge of the 40 developmental assets. - Offer support programs, (i.e. excel intervention/enrichment block for each grade level, morning madness/after school study homework support, tutoring services, extended school year services, ARSU Summer Learning academy,). - Transition plans to assist preschool and middle school students as they transition from one program to the next.
FAIR HAVEN UHS #16	The development of the MTSS systems for math, ELA and behavior are all the focus of the SU and school action plans and improvement plans.
FAYSTON ELEMENTARY SCHOOL	Universal Design for Learning (UDL) Responsive Classroom
FERRISBURGH CENTRAL SCHOOL	The principal will provide managerial leadership for a multi-tiered model for focused academic and discipline/student management system. Decision-making protocols for supplemental intervention are in place, including guidelines for how students will enter into and exit from supplemental intervention. Professional development for the school staff includes social and emotional learning objectives, skills and strategies and conditions for learning.
FISHER SCHOOL	MTSS constantly monitors students every six to eight weeks to ensure proper supports are in place

School Name	Is there a specific strategy in the school action plan that supports ESS? If Yes, Please list the specific strategy(s) that are used (unedited survey responses):
FRANKLIN ELEMENTARY SCHOOL	Identify and target assistance for students not meeting grade level expectations (includes many content specific strategies); identification and early intervention for behavioral/emotional difficulties; promote positive working and learning environment including school-wide programs; provide for regularly scheduled EST meetings to help all students be successful
GEORGIA ELEM/MIDDLE SCHOOL	Georgia Elem&Middle school students and staff design and engage in proficiency-based personalized learning that integrates collaborative inquiry, problem solving, and creativity. - Support Proficiency for all learners through MTSS
GLOVER COMMUNITY SCHOOL	Formal EST Team Screening Home School Coordination Building-based clinician
GUILFORD CENTRAL SCHOOL	Develop and refine a Tier 2 system of literacy and math supports
HALIFAX SCHOOL	We will identify the systems of support within a system of MTSS framework to help students meet their grade level proficiency in Math and ELA
HARTFORD MEM MIDDLE SCHOOL	MTSS for ELA and Mathematics 20 minute block of time around the lunches for students to work on specific skills they lack or are weak in.
HARTLAND ELEMENTARY SCHOOL	Statement of Goal: HES will provide a strong Tier 1 positive behavioral interventions and supports system so that 85% of students will meet behavioral expectations as measured by our compiled SWIS data HES will provide strong Tier I instruction so that 85% of students will meet expectations as measured by our universal screening tool (Track My Progress/TMP). Statement of Goal: HES will provide strong Tier I instruction so that 85% of students will meet expectations as measured by our universal screening tool (Track My Progress or TMP).
HARWOOD UHS #19	We have a NextGen grant that requires a specific Action Plan with steps focussed on our MTTSS System. For example, we need to implement a Universal Screening tool for both academics and social/emotional by the fall of 2016.

School Name	Is there a specific strategy in the school action plan that supports ESS? If Yes, Please list the specific strategy(s) that are used (unedited survey responses):
HIAWATHA SCHOOL	Progress monitoring & targeted instruction.
HOLLAND ELEMENTARY SCHOOL	Implement fully the system for intervention initiated in FY15.
IRASBURG VILLAGE SCHOOL	1. A reading interventionist will work with students in K-3 to support their learning. 2. A math interventionist will work with students in grades K-6 to support their learning. 3. A literacy coach will work with all ELA staff to support their instruction.
JOHNSON ELEMENTARY SCHOOL	Goal # 2: To review, refine, and enhance the effectiveness of the educational support system: Task 1: Review/revise the Educational Support Team referral process, forms, communication protocols, follow up procedures, and record keeping system Task 2: Provide professional development for staff in multi-tiered instructional approach, including when to refer to EST Task 3: Develop a portfolio of interventions that can be implemented at the classroom level Task 4: Develop a portfolio of interventions that can be implemented at the interventionist level (Tier II)
LAKE REGION UHS #24	Increase opportunities for all students to access educational offerings
LAKEVIEW US #43	OSSU will formalize the EST referral process, identify which supports have been offered and which ones are now needed, and monitor the effectiveness of these interventions every 3-4 weeks.
LAMOILLE UHS #18	SCA04 - The school maintains an official document that clearly defines the curriculum and instruction for each tier in reading, mathematics, written language, and social behavior. SCA05 - The school's discipline policy outlines developmentally appropriate consequences, endorses positive behavior management strategies, and guides teachers in using misbehavior as an opportunity to reinforce social-emotional learning skills and concepts. HQ1104 - Instructional teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. HQ1105 - Instruction and interventions at all tiers are guided by an articulated framework for curriculum, instruction, and assessment, aligned with CCSS.

School Name	Is there a specific strategy in the school action plan that supports ESS? If Yes, Please list the specific strategy(s) that are used (unedited survey responses):
LAMOILLE UNION MIDDLE SCHOOL #18	Progress monitoring system created and implemented; students progress assessed every six weeks
LELAND AND GRAY UHS #34	EST / case management reporting this systems. Academic support in math / English. Individual / group counseling. Peer tutoring. Structured study. Before / After school study help.
LOTHROP SCHOOL	Implementation of PBIS system and MTSS, Home School Coordinator to work with at-risk students and families: PBiS Leadership Team Meetings PBiS Coordinators Meeting PBiS refresher PD New Teacher Talk system in place, old EST system revised with create of digital data folders for all students to collect data to support Teacher Talk and EST Plans.
LOWELL GRADED SCHOOL	To effectively use questioning during instruction. To move from teacher led to student led learning through discourse moves. To begin to implement learning targets in order to support students in becoming leaders of their own learning.
MAIN STREET MIDDLE SCHOOL	Structured Support Time for literacy and math facilitated by the primary instructional experts. Literacy remediation "Do the Math"
MALLETT'S BAY SCHOOL	The School's Leadership Team regularly looks at school performance data...to make decisions about school improvement and professional development needs.
MIDDLEBURY UNION HIGH SCHOOL	We began work on developing essential learning expectations with all teachers and developed local common formative and summative assessments for the essential learning outcomes (ELOs). Specifically the high school developed common tasks for each course which were aligned to the relevant standards. We finalized a system of screening assessments. We provided teachers with professional development concerning trauma related learning issues,
MIDDLEBURY UNION MIDDLE SCHOOL #3	Foundational Goal #1: Educational Success Objective #4: Build an ACSU articulated teaching and learning system. Strategic Action #4: Establish supervisory union-wide curriculum and a system to measure progress toward identified learning outcomes. Action Steps: Years 1-2: Develop articulated, pre-K-12 essential learning expectations for each content area Develop or select local common formative and summative assessments for essential learning expectations Develop and implement a decision-making process that uses data to make academic and behavior intervention and enrichment decisions.

School Name	Is there a specific strategy in the school action plan that supports ESS? If Yes, Please list the specific strategy(s) that are used (unedited survey responses):
MIDDLETOWN SPRINGS ELEM SCHOOL	Use of MAP testing for student bench marking and progress. Use of pre and post assessments to determine student skills. Use of a math program with assessments that is aligned with Essential Standards. Use of Foundations K-3 Use of all school writing prompts.
MILTON ELEMENTARY SCHOOL	Develop and articulate building based tiered intervention models/programs to support the social-emotional needs of all students; connecting all services
MILTON HIGH SCHOOL	1. . Conduct a comprehensive review of our student support services (such as, but not limited to, the use of Responses to Intervention – Tiers I, II, and III; MTSS Process) for students who are identified as performing below standard and/or students who are identified as “At-Risk” and improve our overall ability to meet students’ needs and monitor their progress. 2. Articulate and monitor implementation of common standards of practice across PreK-12 grade levels to ensure rigorous, high quality Tier 1 instruction in reading, writing, math and science for ALL students. Hire instructional coaches to align and support the professional development plan and assist leadership to evaluate and teachers to implement best practices and curriculum pacing guides. 3. Clarify function and structure of tier 2 and 3 intervention system. Develop and use protocols with defined criteria to determine tier 2 and tier 3 interventions throughout PreK-12 system. 4. Provide on-going professional development, support, and coaching for regular educators and special educators in the implementation of Co-teaching and co-planning to address the needs of all levels of learners within a heterogeneous classroom.
MISSISQUOI VALLEY UHS #7	Credit Recovery Program
MORETOWN ELEMENTARY SCHOOL	Levelled Literacy Intervention Program Everyday Math Wilson Reading Program Zones - Emotional Regulation Program
MORRISTOWN ELEM SCHOOLS	Focus Area 4: Build a multi-tiered system of support which is responsive to individual learner's needs and holds both students and adults accountable for continuous student improvement.

School Name	Is there a specific strategy in the school action plan that supports ESS? If Yes, Please list the specific strategy(s) that are used (unedited survey responses):
MT ANTHONY UNION MIDDLE SCHOOL	district wide initiative - Ci3T
NESHOBEE SCHOOL	<ul style="list-style-type: none"> • Continue to provide prevention and intervention services for students with emotional and behavioral challenges that interfere with their ability to access academics and assist them in developing social/emotional skill sets, coping strategies, conflict resolution, regular school attendance through the services of a mental health clinician, case manager, and school guidance counselor and student support counselor. Continue collaboration with local mental health agency and their work as Neshobe's Intensive Support Team. • Provide ongoing MTSS/Educational Support Team services to ensure support and monitor progress for students experiencing challenges • Use the Instructional Data Team Six Step Process for data driven decision making and continue the WIN (What I Need) model with fidelity in Grades K-6, monitor interventions and assess their effectiveness • Continue uninterrupted instructional time to provide two one hour common instructional blocks and common planning block across each grade level through the master schedule
NEWBROOK ELEMENTARY SCHOOL	<p>Statement of Goal: To enhance/improve our MTSS to benefit NewBrook students who struggle academically, socially or emotionally.</p> <p>Task 1: Enhance our EST process to include a more aggressive information gathering and triage phase prior to a formal EST meeting</p> <p>Task 2: Incorporate the monthly academic data meetings into the formal EST process</p> <p>Task 3: Formalize a system for identification, scheduling and exiting non-special education academic supports for students</p> <p>Task 4: Formalize the teaching and re-teaching of PBiS school-wide behavioral expectations and target behaviors</p> <p>Task 5: Plan and execute a faculty meeting structure that encourages the sharing of tiered lesson plans and other differentiated practices</p> <p>Task 6: Provide professional development on multi-tiered lesson planning to ensure that all students have access to differentiated instruction</p>
NORTHEAST PRIMARY SCHOOL	<p>To improve learning by using standards based learning practices and data based decision making, by creating and using curricular resources and data management systems. The curricular resources will align common core standards with curriculum, instruction and assessment in the areas of language arts, math, science, and social studies. They will include prioritized standards, scope and sequence, proficiency scales, and a standards based assessment/grading/reporting system. The resources will used over time and with fidelity to guide in the process of improving learning and narrowing the achievement gap between subgroups identified at a district level.</p> <p>To improve learning by improving school climate and by improving overall social/emotional skills and behaviors. This will occur through a three pronged approach of: utilizing PBiS; becoming a Trauma Informed School; and by increasing the number of positive relationships that students are exposed to and can engage in surrounding their learning or school days.</p>

School Name	Is there a specific strategy in the school action plan that supports ESS? If Yes, Please list the specific strategy(s) that are used (unedited survey responses):
NORTHWEST PRIMARY SCHOOL	Local academic site (established in August 2014) allows monthly tracking of student assessments and information to be reviewed at the classroom, grade level, and school-wide levels. Local academic data on SBG progress will be reviewed K-2 (at the district level) at least annually. To further emphasize and improve our school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. At least 80% of our second grade students will respond to our tiered intervention supports for behavior (MTSS) as evidenced by Office Discipline Referrals and Infinite Campus data analysis by receiving two referrals or less during the 2015-2016 school year; first grade students will respond by receiving three or less referrals; kindergarten will respond by receiving four or less referrals, tracked after 6 weeks of targeted social/behavioral instruction (through STAR student).
OAK GROVE SCHOOL	Time & structure for collaboration to review & analyze data to guide instruction & identify needs. Provide peer observations & feedback. Use pre-/post- assessments during skills block. Collaborative teams for interventions & progress monitoring.
ORCHARD SCHOOL	Literacy: Task 1: to develop a literacy assessment system for universal screening. Task 2: to develop a literacy assessment system for ongoing progress monitoring. Task 3: to develop a data collection system incorporating data with instruction. Task 4: to Research and pilot Tier II & III interventions and create instructional models Math: Task 1: to develop a math assessment system for universal screening. Task 2: to develop math assessment for ongoing progress monitoring. Task 3: to develop an implementation plan for the universal screening and ongoing progress monitoring assessments to align with the Common Core. Task 4: to research, purchase and pilot Tier 2 & 3 intervention materials for math. Task 5: to create a position and job responsibilities for a math coach at Orchard School.
ORLEANS ELEMENTARY SCHOOL	Homework supports, intervention blocks within schedule, Reading Recovery and LLI services, extra teacher instruction, online computer programs for practice
ORWELL VILLAGE SCHOOL	Support building administrators in implementing the MTSS, introduce the MTSS Guide to Reading to Faculty and Staff, research appropriate research based programs with associated costs and develop a draft ARSU tiered system for behavior and math, EST teams will help staff increase their knowledge of fostering the 40 developmental assets in their classrooms and the EST referral and team procedures.

School Name	Is there a specific strategy in the school action plan that supports ESS? If Yes, Please list the specific strategy(s) that are used (unedited survey responses):
OTTAUQUECHEE SCHOOL	Reading Recovery Math Interventionist Instructional Coach
PEOPLES ACADEMY	Focus Area 4: Build a multi-tiered system of support which is responsive to individual learner's needs and holds both students and adults accountable for continuous student improvement.
PEOPLES ACADEMY MIDDLE SCHOOL	Focus Area 4: Build a multi-tiered system of support which is responsive to individual learner's needs and holds both students and adults accountable for continuous student improvement.
PORTERS POINT SCHOOL	Positive Behavior Interventions and Supports (PBiS)
POULTNEY ELEMENTARY SCHOOL	HQII10; HQII02; HQII04; WPL06; CAS04; This year we will have no funding for our ASP or Summer school program; we had to find local monies for professional development in the area of social cognition and a school-wide design to address students with social and emotional needs
POULTNEY HIGH SCHOOL	Behavior specialist, EST, Student Assistant Team (meet weekly to discuss students)
PROCTOR ELEMENTARY SCHOOL	MTSS PBIS Coordinated Service Plans
PUTNEY CENTRAL SCHOOL	All students Skills block Academic support teachers k-8 After school tutoring special education
RICHFORD ELEMENTARY SCHOOL	Goals 1 - Behavior Task 2 and 4 Goals 2 - Math Task 1, 5, 6 Goals 3 - ELA Task 8 and 10

School Name	Is there a specific strategy in the school action plan that supports ESS? If Yes, Please list the specific strategy(s) that are used (unedited survey responses):
RICHMOND ELEMENTARY SCHOOL	We are implementing UDL strategies and data team work with our grade level teams
ROXBURY VILLAGE SCHOOL	Cross-curricular team meetings PBIS Short-term intervention Data review to monitor students' progress
RUTLAND INTERMEDIATE SCHOOL	Multi-tiered system of interventions to include the following: Classroom Teacher Tier I interventions WIN Blocks Co-teacher applied strategies and interventions, including behavior plans Counseling: social skills groups, friendship groups Tier 2 and 3 Tutoring in math and reading
RUTLAND MIDDLE SCHOOL	Development and implementation of a MTSS and social-emotional curriculum.
SAXTONS RIVER ELEM SCHOOL	in the school and su plan
SHAFTSBURY ELEM SCHOOL	Shaftsbury Elementary will continue to develop a Multi- Tiered System of Support model with the professional learning offered through the State MTSS grant(Jan Wiley) Decision making protocols for supplemental intervention will be in place, including guidelines for how students will enter into or exit from supplemental intervention.
SHREWSBURY MOUNTAIN SCHOOL	Monthly MTSS meetings and development of MTSS program evaluation criteria. Use progress monitoring tools and placing appropriate individuals/teams to provide interventions.
SPAULDING UHS #41	Goal 2 Task 2 (related GMS indicators: L05, SC01, SS02): To support struggling learners, an EST will be established and maintained. Katie Meyer, EST Facilitator, will train a team of EST case managers using Dr. Ross Greene's CPS approach. The case managers will then meet with students identified by teachers and/or counselors as struggling to perform academically. The case managers will solicit information from parents, teachers, counselors and students in developing plans to support students' academic success. The plans will be monitored by the case managers. The team of case managers will allow for an expansion of the existing EST caseload to benefit more students.

School Name	Is there a specific strategy in the school action plan that supports ESS? If Yes, Please list the specific strategy(s) that are used (unedited survey responses):
SPRINGFIELD HIGH SCHOOL	Academic resource center staffing
ST ALBANS CITY SCHOOL	<p>What is the Work that we Need to Sustain? We have an ambitious list of initiatives that need continued focus. We want to maintain our status as a National Green Ribbon School which certifies that we have a strong commitment to the environment, health/wellness and energy efficiency. We must continue to make the availability and use of technology ubiquitous in our school, thereby remaining a technology leader in the state. We also need to sustain and enhance the dramatic structural changes we made to our leadership team, learning community teams and content teams in the last seven years, which enhance collaboration around students and their learning. What Work will we Continue to Improve On? We plan to continue improving parent involvement and the strength of our connection with the local community and influencing the state. We will also continue to address the issues of severe poverty and trauma in our school while providing data that will allow all educational partners to support the success of every child.</p>
STOCKBRIDGE CENTRAL SCHOOL	Dedicated time for principal and all teachers to work with professional consultants in developing/improving our school's ESS/MTSS; Principal, SPED Coordinator, and all but one classroom teacher attending 2016 BEST Institute to further develop/improve ESS/MTSS.
STOWE ELEMENTARY SCHOOL	Focus Area 4: Build a multi-tiered system of support which is responsive to individual learner's needs and holds both students and adults accountable for continuous student improvement.
STOWE MIDDLE/HIGH SCHOOL	Focus Area 4: Build a multi-tiered system of support which is responsive to individual learner's needs and holds both students and adults accountable for continuous student improvement.
SUMMIT STREET SCHOOL	Positive Behavior Intervention Targeted Interventions

School Name	Is there a specific strategy in the school action plan that supports ESS? If Yes, Please list the specific strategy(s) that are used (unedited survey responses):
SUNDERLAND ELEM SCHOOL	-resources available to set the stage on the teams include but are not limited to: coaches in literacy (reading and writing) and math, an SU behaviorist, psychologist, counselors and home-school coordinator to allow input and access to all areas a student may need support in -Tier 1 and Tier II supports are in place (again some, but not all are listed): LLI support, OT, PT, speech, Foundations, Words Their Way, services from a special area teacher in math and in reading working in small or individual groups, phonics review with para educators, small group work with OGAP results (formative assessments in math), growth from NWEA and SBAC testing, small group work daily based on needs as they arise, as well as Fountas and Pinnell work in reading, etc.
SUTTON VILLAGE SCHOOL	PBIS-Positive Behavior Intervention and Support
THOMAS FLEMING SCHOOL	We have completed the MTSS self evaluation and developed our action plan to target areas of relative weakness such as systemic system of intervention for identified tier two students, comprehensive assessment plan, data systems to monitor student progress and need for support.
TINMOUTH ELEMENTARY SCHOOL	The District will convene a MTSS/Assessment Committee to establish and monitor a multitiered system of supports. This MTSS/Assessment Committee or subcommittee will research appropriate researchbased programs with associated costs and develop a MTSS Guide for Literacy, Math, and Social/Emotional wellbeing (Behavior). TES will participate in the work of this committee. June 2017Literacy and Math June 2017Behavior Task 2: The District MTSS/Assessment Committee will help building leaders with the implementation of a MultiTiered System of Support Framework, which includes developing a contentarea specific and proficiency driven timeline for gathering progress monitoring data to inform instruction and continued assessment practices.
TOWNSHEND VILLAGE SCHOOL	Professional Development for teachers on school-wide positive behavioral supports.
TWINFIELD US #33	#8 p10 #3 PLG

School Name	Is there a specific strategy in the school action plan that supports ESS? If Yes, Please list the specific strategy(s) that are used (unedited survey responses):
UNION MEMORIAL SCHOOL	The school maintains and official document that clearly defines the curriculum and instruction for each tier in reading, mathematics, written language and social behavior.
UNION STREET SCHOOL	Evaluating our current school wide discipline program, more training for teachers dealing with ACES and becoming a trauma sensitive school and looking at internal ways to support our tier three students better.
VERGENNES UES #44	Improve the EST school-wide model and overall multi-tiered system of supports.
VERGENNES UHS #5	In development at the district level.
VERNON ELEMENTARY SCHOOL	The MTSS Team will base decisions about interventions (instructional and support) on data from continuing progress monitoring throughout the multi-tiered system of support process
WAITS RIVER VALLEY US #36	Core INdicator L05, UD07, SS02,UD02,RST02
WALLINGFORD VILLAGE SCHOOL	The District's Multi-Tiered Systems of Support (MTSS)/Assessment Committee will research and analyze the different types of assessments (progress monitoring, screening, diagnostic, and Curriculum Based Measures), compare the District's current assessment plan to look for gaps and/or overlaps, and then revise the draft Local Common Assessment Plan for the District Leadership Team's approval.
WARDSBORO CENTRAL SCHOOL	We use PBiS as a schoolwide system to address behavioral and academic needs.

School Name	Is there a specific strategy in the school action plan that supports ESS? If Yes, Please list the specific strategy(s) that are used (unedited survey responses):
WARREN ELEMENTARY SCHOOL	-Staff regularly disaggregate and analyze multiple sources of data to determine the needs of individual students and student subgroups for long term student-centered goals and as part of the day to day instruction. -Provide professional development in effective universal design for learning (UDL) within the regular education classroom that is respectful to the continuum of understanding within all subjects (e.g. not all students learn in the same way.)
WATERFORD ELEMENTARY SCHOOL	Waterford School will continue to explore strategies to increase interventions in math and reading through assessment.
WATERVILLE ELEMENTARY SCHOOL	The MTSS team bases decisions about interventions (instructional and behavioral) on data from continued progress monitoring throughout the multi-tiered system of supports process. We will use our Title I funds to support the continued employment of a Title I teacher who is part of each PLC team, teaches small intervention groups in literacy and math (Tier 2 and Tier 3), and collects progress monitoring data to track student needs and growth. We will use some of our Medicaid Reimbursement funds to supplement the guidance counselor's salary. The guidance counselor, along with the planning room supervisor, the principal, and special educator, are members of the Behavior Team. They meet regularly and with teachers as needed to develop classroom strategies (Tier 1) and specific behavior plans for students who exhibit the need for social, emotional, and/or behavioral supports (Tier 2 & 3 supports). IDEA B and Medicaid funds are used to supplement Tier 3 behavioral supports from outside agencies for our students with special disabilities. : Teachers, the Title I teacher, special educator, and the classroom paras will meet weekly in their PLC groups to discuss progress monitoring data and classroom success and struggles in order to determine instructional groupings for classroom Tier 1 differentiation and assignment to the Tier 2, 3 and enrichment SKILLS groups.
WELLS VILLAGE SCHOOL	Ongoing benchmarking and progress monitoring assessments. Title I services. Regular EST meetings and classroom-based intervention plans.
WEST RUTLAND SCHOOL	Through MTSS Data2Action Plan

School Name	Is there a specific strategy in the school action plan that supports ESS? If Yes, Please list the specific strategy(s) that are used (unedited survey responses):
WESTFORD ELEMENTARY SCHOOL	Specific strategies in the School's Continuous Improvement Plan that supports Educational Support Systems / Multi-Tiered System of Supports Implement Bridges Math Program as primary instructional resource in grades K-5 Establish K-8 implementation of Tier I workshop approach in reading, writing and math Vertically align instructional practices that support differentiated instruction, build stamina, and develop independence Create intentional scheduling to support uninterrupted blocks of academic time, integrated tier II services, and designated times for tier III Develop designated tier II interventions times within workshop model Create designated tier III times to support new special educator and SLP roles and responsibilities Implement designated, research-based tier III intervention materials Use student work and formative/summative assessments to reflect and adjust instructional practices and report student progress Provide for efficient and on-going use of Edmin Inform to review common assessment results Report student progress via standards-based approach Refine data analysis to include new literacy benchmarks Use Naviance to support PLP and align with all Vermont high school PLP platforms Collaborate between social support coordinator and school counselor Revise Crisis Team membership Revise CPT model to reflect new reporting guidelines
WESTMINSTER SCHOOLS	SC01 - Principal provides managerial support for MTSS... SCA07 - Special education teachers meet regular to enhance instruction...

School Name	Is there a specific strategy in the school action plan that supports ESS? If Yes, Please list the specific strategy(s) that are used (unedited survey responses):
WILLIAMSTOWN ELEM SCHOOL	<p>Goal #2: Williamstown Elementary School will use a research-based MTSS (Multi-Tier System of Supports) to support school improvement, build a school climate to support students academically, social/ emotionally, and prepare all students to successfully become lifelong learners and productive global citizens. How Will Effectiveness be Measured? • WES will have effective Tier-1 (Universal) curriculum and instruction across all content areas (based on the CCSS -Common Core State Standards) with a focus on Reading/Writing across the curricula as measured by 85-90% of a cohort students meeting proficiency within a balanced assessment system: Universal screening, curriculum-based assessments, and nationally-normed tests. • WES will have a social/emotional system as measured by students receiving social emotional interventions within a Universal System of Support. (Completed July 10, 2014) • WES will have an effective, responsive, Tier-2 system to identify and provide remediation and/or additional supports for students who do not meet standards. Effectiveness will be measured by the number of students served by these interventions who then exit Tier-2. • WES will have an effective, responsive, Tier-3 system to identify and provide remediation and/or additional supports for students who do not meet standards. Effectiveness will be measured by the number of students served by these interventions who then exit Tier-3 or who meet the goals of their Individualized Education Plan. • We will create a PreK-12 conceptual Framework and Core Principles for PBL (Proficiency Based Learning) in the Orange North Supervisory Union that are adopted, articulated, aligned to our comprehensive MTSS (Multi-Tiered System of Supports), and used in our daily practice, including: 1. Habits & Traits/ Transferable Skills 2. Graduation Proficiencies (Content Area Standards) 3. Performance Indicators 4. Learning Intentions • We will ensure that PLPs are supported by the comprehensive MTSS and use flexible pathways, by developing the contents, processes, and procedures. • We will ensure that our assessment system and practices support Proficiency Based Learning.</p>
WILLISTON SCHOOLS	support for struggling learners across tiered instruction.
WOLCOTT ELEMENTARY SCHOOL	HQII03, HQII06
WOODFORD HOLLOW SCHOOL	Monitoring comprehension, connecting to background knowledge, visualizing and inferring, determining the importance in text, summarizing and synthesizing information, questioning and exploring thinking.

School Name	Is there a specific strategy in the school action plan that supports ESS? If Yes, Please list the specific strategy(s) that are used (unedited survey responses):
BARSTOW MEMORIAL SCHOOL	The tier II support (interventionist) that was previously in place, was cut due to lack of funding in the local budget for the 2015-2016 school year, under the past administration. Student supports have been taking place in the classroom by the classroom teacher.
BROWNS RIVER MIDDLE SCHOOL	It is not part of the SIP but we have strategies that teach coaching, embedded and pull out interventions.
HYDE PARK ELEMENTARY SCHOOL	Currently our system is in place and supported.
LEICESTER CENTRAL SCHOOL	We do not use a specific program rather a combined use of many programs.
LUDLOW ELEMENTARY SCHOOL	We are developing a new SU CIP that will address MTSS.
LUNENBURG/GILMAN SCHOOLS	It was not the priority when the plan was created
MT ANTHONY SR UHS #14	Will be incorporated into the 2016/2017 school improvement plan
MT MANSFIELD US #17	To be honest I was unsure how to answer the question, we are a PBIS district and we do approach our students, instruction and assessment with an eye toward data - but I am unsure if we have a specific strategy listed on our CIP and this is already a day late.
NORTH HERO SCHOOL	We are a district using support from SWIFT. The SWIFT domains and features all support a strong, implemented MTSS program with links to family and community. In our continuous improvement plan there is not prescribed embedded language due to the level of support and stage of implementation that we receive from SWIFT.

School Name	Is there a specific strategy in the school action plan that supports ESS? If No, Please describe why not (unedited survey responses):
POULTNEY ELEMENTARY SCHOOL	Loss of Title monies (even though strategies were included in our CIP, they were not supported through funding beyond local monies)
RICHFORD JR/SR HIGH SCHOOL	The former principal did not put it in the plan last year. However, the current principal has worked on MTSS and it will be formally documented in our improvement plan moving forward.
ROBINSON SCHOOL	Our action plan is not specific in terms of this.
WAITSFIELD ELEM SCHOOL	We do not have a continuous improvement plan.

School Name	What, if any, additional financial costs were necessitated in order to comply with the statutory requirements during the academic year ending? (unedited survey responses):
BARRE TOWN ELEMENTARY SCHOOL	As a side note, our school would be interested in seeing what funding is available to help support SWISS as we move forward with PBIS.
BARSTOW MEMORIAL SCHOOL	In order to provide the tier II level of support for the upcoming 2016-2017 school year, the current administration has included the additional financial costs into the approved 2017 budget to support this statutory requirement. The additional cost is approximately \$27,345.00.
BELLOWS FREE ACADEMY (ST ALBANS)	none that I know of.
BELLOWS FREE ACADEMY HS (FAIRFAX)	Costs associated with training and implementation (sub pay, stipends for out of contract time work...)
BENNINGTON ELEMENTARY SCHOOL	MTSS professional development Co-Teaching professional development
CHAMBERLIN SCHOOL	If there were additional financial costs, it was done at the district level and I do not have detailed information to answer this question accurately at the building level.
CHAMPLAIN ELEMENTARY SCHOOL	Unknown
CHELSEA ELEM HIGH SCHOOL	1. Local funds were used for the Intervention position at elementary. 2. Due to needs of IEP students, the OWSU added additional case manager support and a half time position with emphasis on literacy supports.

School Name	What, if any, additional financial costs were necessitated in order to comply with the statutory requirements during the academic year ending? (unedited survey responses):
COVENTRY VILLAGE SCHOOL	Intervention materials and personnel has added to our spending. Also, time for leadership personnel to meet.
DOVER ELEMENTARY SCHOOL	More Local Investment
ENOSBURG FALLS ELEMENTARY SCHOOL	Funding through School Improvement Funds for attendance at the BEST Institute.
ENOSBURG FALLS MIDDLE-HIGH SCHOOL	Positions were created to help support and coordinate the various student supports.
FAIR HAVEN GRADE SCHOOL	Substitute expenses for teachers who participate in MTSS committee work, grade team work, intervention team work, PBIS committee work.
FAIR HAVEN UHS #16	We use state and local funding as well as grant funding.
FERRISBURGH CENTRAL SCHOOL	Inclusion of Literacy Interventionist into school budget, previously grant funded.
FRANKLIN ELEMENTARY SCHOOL	observation and consultation from Nine East Network (deaf and hard of hearing consultant) supplies for FM systems additional reading and math supports additional guidance and psychological supports

School Name	What, if any, additional financial costs were necessitated in order to comply with the statutory requirements during the academic year ending? (unedited survey responses):
GLOVER COMMUNITY SCHOOL	Staff attending workshops to learn more about PBIS and Responsive Classroom to determine what best fits our school climate goals.
HALIFAX SCHOOL	Staff had to use their professional development monies toward courses and workshops pertaining to MTSS. Staff planning time was used to create strategies and interventions.
HARTFORD MEM MIDDLE SCHOOL	We used some of the consolidated federal grant to help fund consultant time to specifically train our math teachers on the MTSS system and to assess our middle level programming and develop some new goals for next year on MTSS. We are using BEST funds this June to send a school team to BEST specifically to study MTSS and design ways to use it effectively in our school.
HIAWATHA SCHOOL	Local funding required for many of the listed supports.
MALLETT'S BAY SCHOOL	We re-allocated some time from one of our IA schedules to serve as clerk for the EST. It is very challenging to keep track of referrals, take notes, summarize plans, and monitor plan distribution. It was helpful for the chair, who this year was the principal, to have some help with this. Next year we are considering keeping EST plans in Goalview to cut down on the paper.
MIDDLEBURY UNION HIGH SCHOOL	Screening Assessments (STAR 360) \$6000
MIDDLETOWN SPRINGS ELEM SCHOOL	Testing of students referred to special education evaluation.
MILTON HIGH SCHOOL	1. Winter School (credit recovery for semester 1) 2. Tutoring 3. Designated personnel to provide direct instruction

School Name	What, if any, additional financial costs were necessitated in order to comply with the statutory requirements during the academic year ending? (unedited survey responses):
MT ANTHONY SR UHS #14	Full fees for regular education students placed in mental health, substance use and behavioral day programs must be found and paid from the regular/local budget.
NORTHEAST PRIMARY SCHOOL	Act 166, Part B, Act 1 Time and Resources
NORTHWEST PRIMARY SCHOOL	Act 166 PLP Act 1 PBG
POULTNEY ELEMENTARY SCHOOL	1.0 FTE School Clinician (RMH) Social cognition training Culture and Climate PLC Leaders After School Program Assistant Summer Academic Program
PUTNEY CENTRAL SCHOOL	Additional monies through 1% funds Community donors Food Shelf
RICHFORD ELEMENTARY SCHOOL	Additional costs from local money for supporting extreme behavioral needs (extra personnel). Purchase and maintenance of intervention programs and materials as well as personnel to implement them.
ROXBURY VILLAGE SCHOOL	Hiring a part-time behavior interventionist Hiring substitute teachers to cover for federally funded staff members First Aid/CPR Training for staff to handle emergencies when nurse is not present (4 days/week)
SPAULDING UHS #41	Stipends and salaries for staff - approximately \$40,000

School Name	What, if any, additional financial costs were necessitated in order to comply with the statutory requirements during the academic year ending? (unedited survey responses):
ST ALBANS CITY SCHOOL	There is no additional cost for the ESS/MTSS - it is just a natural extension of our work. We meet weekly and that is our MTSS meeting. The costs come in meeting the extensive needs that children have beyond academics.
SUNDERLAND ELEM SCHOOL	We hired using local funds the reading and math interventionist for Tier II work. All benefits and salary needs are paid out of local budgets as well as any supplies and PD needed in that area. All other supports are planned for and paid out of local funding. Sunderland is not a Title entitled school.
THOMAS FLEMING SCHOOL	Costs of substitutes for MTSS Leadership Team to meet to complete evaluation, plan action plan, and develop House based MTSS interventions for literacy, math, and social skills. Estimate of \$1500 to \$2000.
UNION STREET SCHOOL	We had to cut some positions to use the money for other positions that are needed to provide these additional supports. The Gateway program for the district was also cut to help cover some costs.
VERGENNES UES #44	Federal and state grants support offerings at VUES.
WAITS RIVER VALLEY US #36	teaching materials data collection tools Technology (laptops to maintain information)
WATERVILLE ELEMENTARY SCHOOL	The Title I teacher's salary and benefits are no longer completely covered by our allocation of CFP funds, so additional money comes out of our local budget to pay the balance. All other services offered are paid for through our local budget, IDEA funds, EPSDT grants, and our 21st Century Grant.
WELLS VILLAGE SCHOOL	Costs contained within school-based budget and other current funding sources. Impact = staff time not providing direct services to students.
WOODFORD HOLLOW SCHOOL	Next year's budget includes an anticipated amount from our consolidated funding.