

Vermont state department plan:

"We are about to undertake a 2-3 year project to redesign Vermont's vision and policy for the Comprehensive System of Student Support/Educational Support System. We will continue to work with Howard Adelman and Linda Taylor as well as Vicki Hornus from the North East Regional Resource Center (NERRC). The following information provides greater detail about the overall scope of the work.

This work will progress in three levels. We hope to nurture a collaboration in which state and local perspectives inform the process.

- The first level of our work will be statewide. We have gathered a group of planners who have either volunteered or been recruited and will gather at the BEST (Building Effective Support for Teaching Students) Institute for the next two years. These planners represent schools, state and local agencies and organizations. We will build a common understanding and design a framework that can be used by schools and communities to build effective, cohesive and comprehensive school/community student support systems in Vermont. Additionally, we will strategically plan ways to overcome any statewide policy or legislative barriers to implementation of a system of student supports. The role of the group of statewide planners at this level will be to act as critical and creative thinkers.
- The second level is at the school/community where, initially, the work will focus on enhancing local readiness and involvement. Additionally, the school teams will bring others on board to help them analyze and build the student support system. The communities involved correspond to the schools represented on the planning group. At the school/community level they will determine what school /community supports exist; analyze the quality of match to student needs; determine the effectiveness of supports; examine gaps and overlaps and develop a school infrastructure for organizing and managing supports and resources. These schools and communities will begin building cohesive and comprehensive systems of student support that correspond with the framework designed by the group of planners.
- The third level involves schools, families and statewide, regional and community agencies and organizations building more collaborative relationships. At this level, schools will use the framework designed by the group of planners to initiate discussions with their community, families and local agencies and organizations to determine how they can work more collaboratively to more effectively support all students. Additionally, we are exploring the benefit of matching an organization/agency representative with a selected school team member to create an opportunity to more deeply understand the contexts in which each works. The two would help each other understand the "system" in which they work and consider how they might braid services or resources to better meet the needs of students. In this way, they could act as potential school/community change agents.