1	* * * Educational Support Systems * * *
2	Sec. 30. 16 V.S.A. § 2902 is amended to read: [showing changes from 3.2]
3	§ 2902. EDUCATIONAL SUPPORT SYSTEM TIERED SYSTEM OF
4	SUPPORTS AND EDUCATIONAL SUPPORT TEAM
5	(a) Within each school district's comprehensive system of educational
6	services, each public school shall develop and maintain an educational support
7	system for students who require additional assistance in order a tiered system
8	of academic and behavioral supports for the purpose of allowing all students
9	providing all students with a full and fair opportunity to succeed or to be
10	challenged in the general education environment. For each school it maintains,
11	a school district board shall assign responsibility for developing and
12	maintaining the educational support system tiered system of supports either to
13	the superintendent pursuant to a contract entered into under section 267 of this
14	title or to the school principal. The educational support system The school
15	shall provide all students a full and fair opportunity to access the system of
16	supports and achieve educational success. The tiered system of supports shall,
17	at a minimum, include an educational support team and a range of support and
18	remedial services, including general education curriculum and instruction
19	designed to allow [we?] access [we?] and success for all students, instructional
20	and behavioral interventions and accommodations that are readily available as
21	needed for any student who requires support beyond what can be provided in

- the general education classroom, and intensive, individualized interventions for
 any student requiring a higher level of support.
 - (b) The educational support system tiered system of supports shall:
 - (1) Be integrated to the extent aligned as appropriate with the general education curriculum.
 - (2) Be designed to <u>increase</u> <u>enhance</u> the ability of the general education system to meet the needs of all students.
 - (3) Be designed to provide students the support needed in a timely manner [we?] necessary supports promptly, regardless of an individual student's eligibility for categorical programs.
 - (4) Provide clear procedures and methods for addressing student behavior that is disruptive to the learning environment and include educational options, support services, and consultation or training for staff where appropriate. Procedures may include removal of a student from the classroom or the school building for as long as appropriate, consistent with state and federal law and the school's policy on student discipline, after reasonable effort has been made to support the student in the regular classroom environment Seek to identify and respond to students in need of support for at-risk behaviors and to students in need of specialized, individualized behavior supports.

1	(5) Provide all students with access to a continuum of evidence-based and
2	research-based behavior practices that teach and encourage prosocial skills and
3	behaviors school-wide. [(4) and (5) content same, but rewritten since 3.2]
4	Ensure (6) Promote collaboration with families, community supports,
5	and the system of health and human services.
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