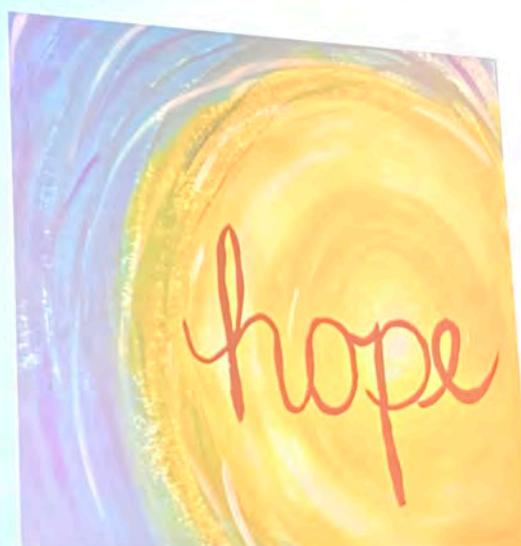




2022 ANNUAL REPORT



2022 BEST/
VTmtss Summer Institute

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Introduction

The **VTPBIS Annual Report** summarizes the evaluation process, results, and outcomes of Positive Behavioral Interventions and Supports (PBIS) in Vermont's schools during the 2021-2022 school year.

Also included is a VTPBIS Action Plan for 2022-2023 that builds upon current implementation and supports sustainability into the future.

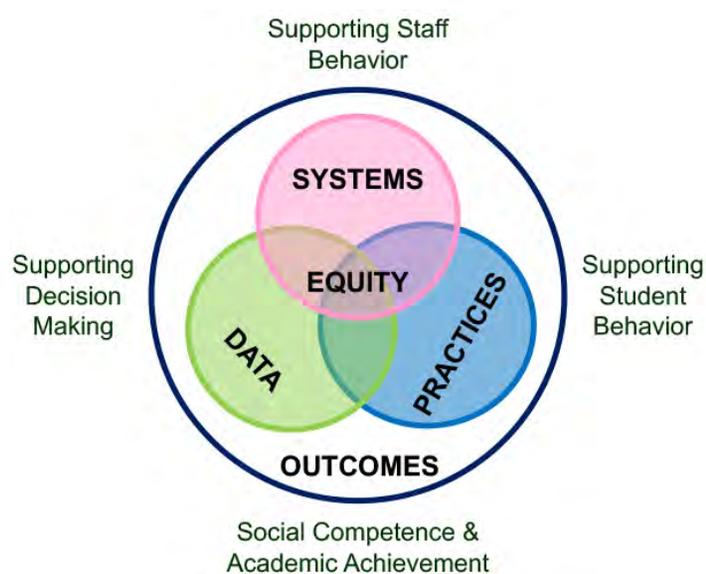
Given the continued challenges presented by ongoing effects of the COVID-19 pandemic, this report provides a rather unique analysis of the 2021-22 school year and shares new goals that are most relevant to these times.

PBIS is an evidence-based framework for preventing and responding to problem behavior within a Multi-Tiered System of Supports (MTSS).

MTSS is a whole-school, data-driven, prevention-based framework for improving learning outcomes for EVERY student. Vermont's educational quality standards (EQS) require that schools have an MTSS framework in place for both behavior and academics.

PBIS, tailored to a school community, provides a continuum of supports that, when implemented with fidelity and with equity at the center, leads to positive academic and behavioral outcomes.

VTPBIS is diligently engaged in strengthening and transforming our systems and practices to promote diversity, equity, and inclusion to achieve equitable outcomes for all students.





In this report, we include the following quantitative & qualitative data as part of the annual evaluation of implementation efforts.

Process

To measure the **reach** of PBIS in Vermont:

We report on:

- Number of schools/districts implementing or exploring PBIS
- Number of students in PBIS schools
- Web presence

To evaluate our **process** of implementing PBIS in Vermont:

We report on:

- Number of trainings offered by the VTPBIS team
- Number of training participants
- Training satisfaction rates
- Qualitative feedback provided from our training attendees
- New resources created or curated by the VTPBIS team

To evaluate our **capacity** for implementing PBIS:

We report on:

- Number of VTPBIS Technical Assistants (TAs), coaches, and trainers
- Number of schools that have connected with a coach
- TA contact hours
- Special projects and grants that intersect with PBIS framework

To evaluate the **fidelity** to the PBIS implementation process:

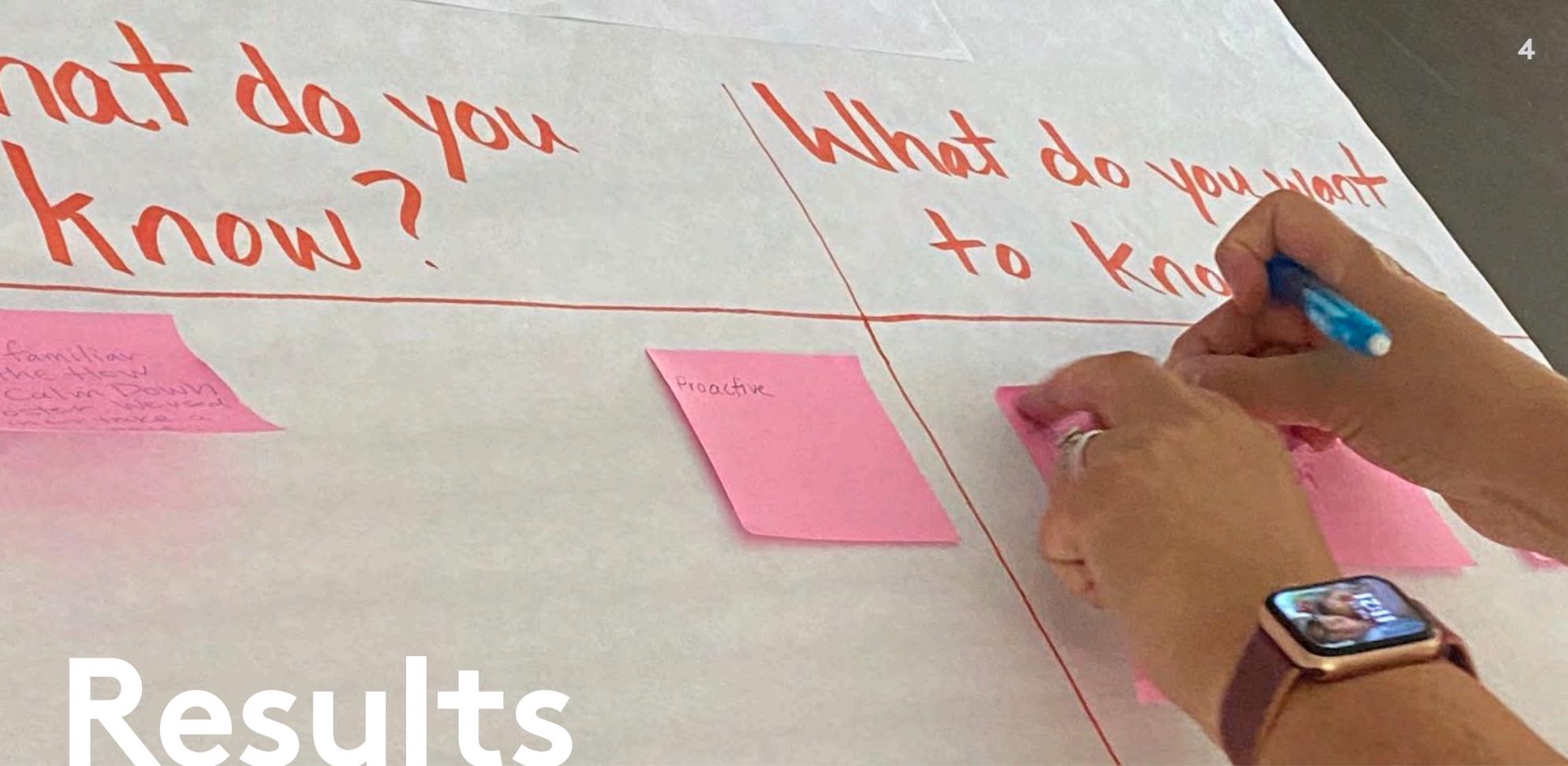
We report on:

- Measures that schools complete annually, which are:
 - Tiered Fidelity Inventory (TFI)
 - Self-Assessment Survey (SAS)

To evaluate the **outcomes** of PBIS implementation in Vermont:

We report on:

- Challenges and strengths related to assessing outcomes and state-wide acknowledgments within the current context.
- School climate survey data



Results

The pandemic continues to disrupt many aspects of our lives, and in particular, education. Time and time again, the VTPBIS State Team has heard from schools that when they lean on the PBIS framework, they continue to see better student outcomes, staff retention, and improved school climate.

While schools tirelessly worked to successfully manage the many and complex variables of learning during this challenging time, the VTPBIS State Team implemented an action plan to provide support and resources that promote effective social/emotional/behavioral learning and mental health needs of both students and adults.

These results reflect five categories of evaluation:

REACH

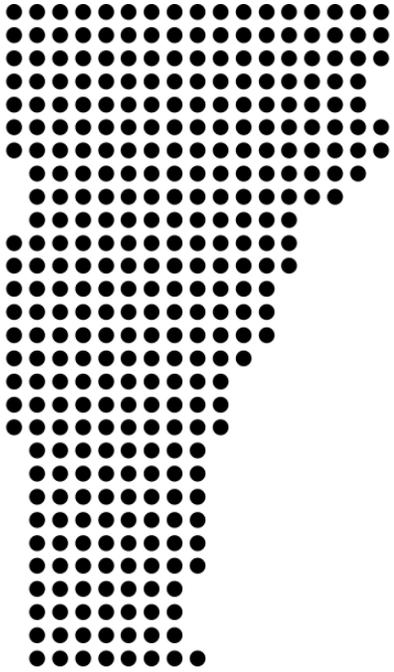
PROCESS

CAPACITY

FIDELITY

OUTCOMES

Where is VTPBIS?

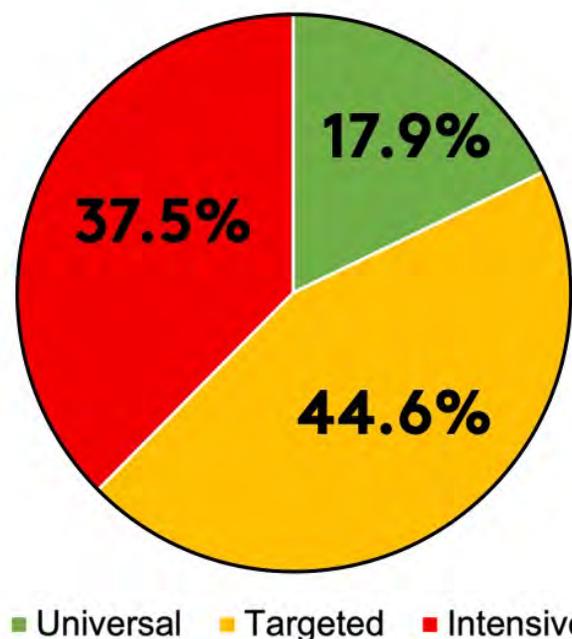


168 schools, 48 supervisory unions/ supervisory districts

From SY 2007 through SY 2022, the [number of Vermont schools](#) implementing PBIS has grown from 3 to 168. Two new schools were trained in 2022.

VTPBIS schools begin by implementing Universal practices that are developed to support all students. Once these practices are in place with fidelity, schools move on to develop Targeted and Intensive systems and interventions to support students with greater needs.

SY 22 Percent of VTPBIS Schools by Level of Implementation (n=168)



Of the 168 VTPBIS schools, 44.6% have received training to implement Targeted Level PBIS interventions and 37.5% have received training to implement individualized interventions at the Intensive Level.

The number of newly implementing schools is growing more slowly than in the past due to the large number of schools already implementing and school/SU/SD mergers causing our numbers to fluctuate.

Online Presence

VTPBIS is able to reach a large audience through our bi-weekly newsletter, sent out through MailChimp, and our website, pbisvermont.org.



2022

of Email subscribers



1,851

VTPBIS updates



41

Website visitors



11,148

Website views



36,650

REACH

PROCESS

"I'm very happy I was able to partake in such meaningful training."

Professional Learning



To meet the multiple and diverse needs of schools during this time, the VTPBIS State Team conducted

28 in-person & online learning events

and created and updated many resources on pbisvermont.org.

944
participants

98%
Highly Satisfied/
Satisfied

"Honestly, I can't think of anything to improve this training. It's a lot of work, and I see clear steps to achieve our goals!"

"I thought the small, facilitated, break out groups were a great way to make sure everyone felt comfortable and included.

Having someone actually facilitate moved things along more efficiently than typically happens in break out groups and provided affirmation."

Goal 2 of the VTPBIS Action Plan for 2021-2022 was to ensure access to accessible resources and trainings.

This section, along with the capacity and fidelity sections, reports on that goal.

BEST/VTmtss Summer Institute



The most significant professional development event of the VTPBIS year, the Institute provides four days of learning and sharing of evidence-based practices within a VTmtss Framework.

This year's theme was "Reclaiming our Passion for Education: Ensuring Safe and Nurturing Environments for our Students and Ourselves."

57
school teams

339
participants

"It went well and I gained a lot of information that I shared right away to the teachers in my building."

"We get more done during BEST than any other time of year! It is huge!"

"It was so great being able to network with other professionals around our state. We left rejuvenated with so many great ideas from our colleagues around the state and our workshops."

"Team time is so important and one of the reasons why I love bringing a team to BEST! Our team had so many great discussions, accomplished so many tasks, and set clear goals for what else needs to be accomplished."



PROCESS

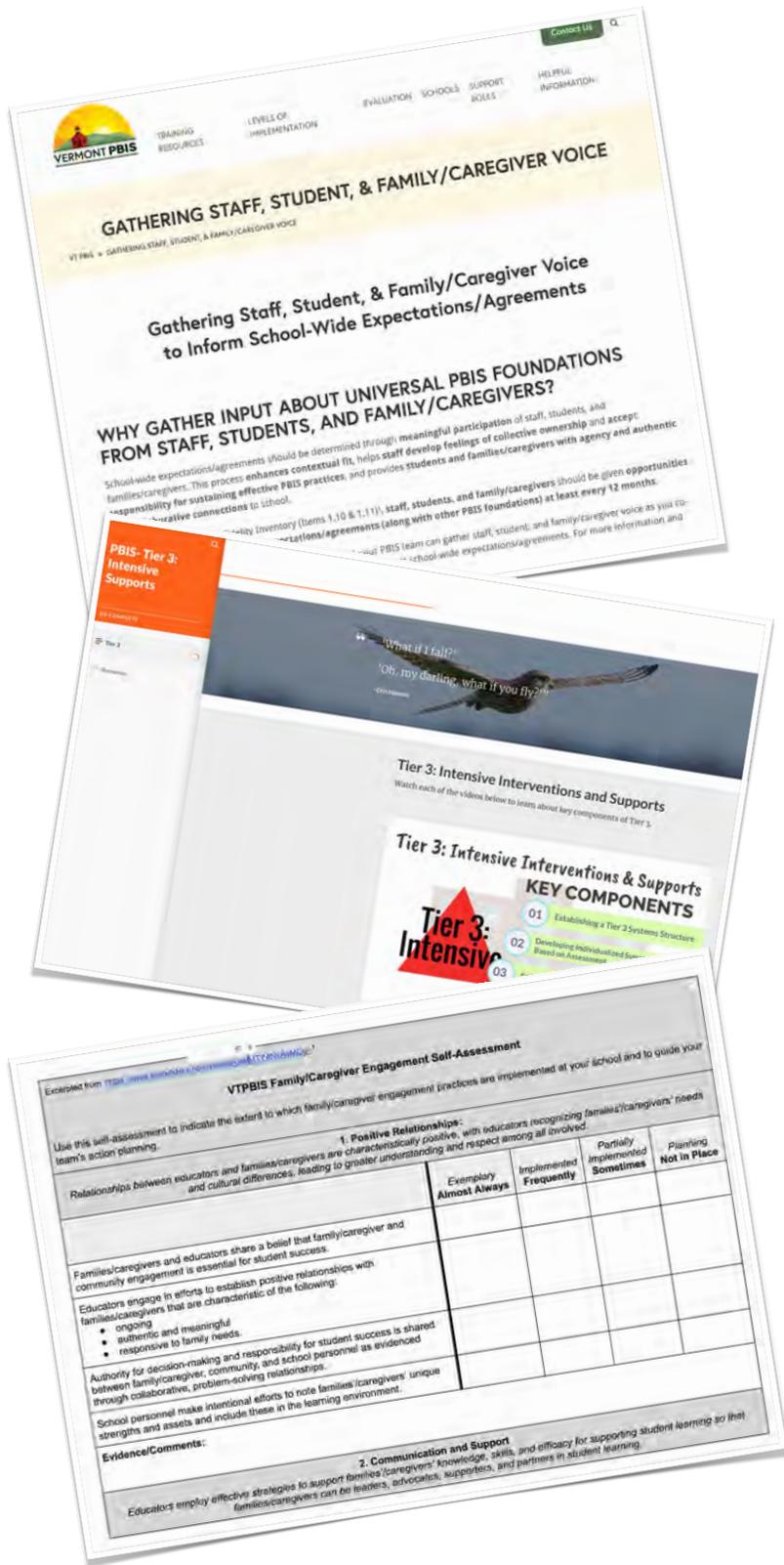
“The week’s work was **OUTSTANDING**. [The strand presenters] were not just charismatic and joyful, their content was potent, impactful, and most of all: actionable. I left feeling like I have an understanding and a tool kit to start doing the important work of DEI implementation.”

“These speakers were amazing! I loved their energy and the rejuvenation feeling that they brought to the event. I am so hopeful that the magic is brought back into my school this year.”



New Online Resources, 2021-2022

Another method of meeting the needs of schools was to develop and collate easily accessible, current, and relevant resources. The following resources were developed or added to the pbisvermont.org website in 2021-2022.



Gathering Voice

- [Gathering Staff, Student, & Family/Caregiver Voice to Inform School-Wide Expectations/Agreements](#)
- [Gathering Voice Guidelines](#)
- [Gathering Voice Resources](#)

Resources to Support:

- [Educators](#)
- [Students](#)
- [Families/Caregivers](#)

Learn About PBIS Levels

- [Tier I Microlearning](#) (launched last year)
- [Tier II Microlearning](#)
- [Tier III Microlearning](#)

Data Resources

- [VTPBIS Data Tools \(.docx\)](#)
- [Engagement, Input, and Feedback Surveys](#)
- [VTPBIS Family/Caregiver Engagement Self-Assessment](#)

Goal 3 of the VTPBIS Action Plan for 2021-2022 was to create and share opportunities for staff, student, and family voice.

Many of these resources help meet this goal.

Equity

We continue our [VTPBIS Commitment to Equity](#) and are proud of our accomplishments this year, while also recognizing we will always have more work to be done in this area.

- The VTPBIS State Team participated in professional development on social identity, revisited our [Commitment to Equity](#), studied the [Cultural Responsiveness Field Guide](#), and sought guidance about how to expand State Team membership to be more representative.
- The State Team made intentional shifts in language to be more culturally responsive and inclusive.
- All VTPBIS trainers embedded equity considerations into professional learning opportunities for schools.
- [Created resources](#) on enhancing student and family/caregiver voice.
- Begun analyzing student race/ethnicity behavior data to assess disproportionality in Vermont schools using SWIS (School-wide Information System) and included information on utilizing SWIS Equity Reports during SWIS webinar.

Districts and schools are also prioritizing equity work and some have adapted their PBIS framework with an equity lens in mind.

"Our three behavioral expectations of "Be Respectful, Responsible, and Safe" was amended to "We Are Respectful, Responsible, and Safe," signifying a sense of collective empowerment in unity and inclusion as well as having already achieved the objective - together. In addition we asked students to create their own individual behavior matrixes of what respectful, responsible, and safe looks like to them at home and school. This addresses and honors the diversity found in individual student experiences."

—Killington Elementary School

"We added an ELL teacher to our targeted team to help support our behavior team and ensure equitable practices were being followed."

—Allen Brook School

"As a district, our PBIS Coordinators met monthly with a DEI coach to discuss issues happening in our schools and information was shared with staff. Equity data from SWIS was also shared with shared staff at a staff meeting."

—Gertrude Chamberlin School

Goal One of the VTPBIS Action Plan for 2021-2022 was to focus on centering equity within PBIS.

“Our new drop-down in SWIS allows us to track incidents that are related to race and gender identity and helped us identify when particular children committed repeat offenses and therefore needed a more targeted intervention.

Our school-based mental health clinical intern also alerted us to the fact that we have not been identifying any students of color for school-based mental health support, so we are working to revamp our referral process for those services.

Based on our Panorama data and input from members of the Family Equity Team as well as students, we also started an optional affinity group for students of color that met twice a month during morning meeting.”

—Ottauquechee School



CAPACITY

Technical Assistance & Coaching

VTPBIS Technical Assistance providers (TAs) help SU/SDs and schools navigate the process of exploring, implementing, and sustaining PBIS. This support is available through technology and/or 1-2 visits to the school. We have increased our TA capacity from three TA providers to five in order to provide more frequent and in-depth support.

TAs sent VTPBIS Monthly Friendly Reminders to coordinators about topics relevant to their role. They also provided increased support around pre-training readiness to enhance schools' ability to build collective ownership among the school community.

Sometimes SUs/SDs/schools determine that they need more in-depth coaching.

In 2021-2022, 11 VTPBIS State-Approved Coaches were available to support fidelity of PBIS evidence-based practices and development of local implementation capacity.

Seventeen VTPBIS schools pursued coaching and 100% of those who responded to a survey about coaching were either satisfied or highly satisfied with their coach. 100% of those who responded said their coach was very knowledgeable.

We hope to encourage increased use of coaching this year and two new coaches have been recruited to expand the expertise on the team.

"[Our coach] helped us rebuild our PBIS systems in the school and introduce it to our new staff mid-school year. She was instrumental in making the gains with PBIS that we have so far this year."

"Doing the refresher in-house allowed many more people to participate and take ownership of shifts in mindset that VTPBIS has made since we first began the universal tier. [Our coach] prepares very specifically for our needs, gave us resources we can use going forward, and checked in on us afterward to see if we needed anything."

"It was SO helpful having a consultant available to help get our team back on track. I recommend this for any school that has many new staff members, are lacking staff/community engagement, or just needs a fresh set of eyes to see how things are going. This helped me to feel more confident going into next year and knowing what we need to do as a team to get things rolling efficiently and productively at the start of the year!"

The five TAs provided an average of 27 hours of TA support each month.

Project AWARE

Advancing Wellness And Resiliency in Education

The VTPBIS State Team continues to participate in Project AWARE.

Project AWARE supports **Orleans Southwest Supervisory Union, Greater Rutland County Supervisory Union, and Slate Valley Supervisory Union** in building an Interconnected Systems Framework (ISF).

The VTPBIS State Team, in consultation with national ISF & PBIS experts, continues to provide training, technical assistance, and coaching support to build and strengthen the connection and collaboration between community mental health supports across home, school, and community.

An Interconnected Systems Framework deliberately integrates mental health, community, school, and family partners through a single system of delivery.

The participating supervisory unions have established District Community Leadership Teams to:

1. Identify and manage priorities for change;
2. Develop and adopt roles of mental health clinicians to meet the needs across a continuum of supports; and
3. Build student and family/caregiver voice into their existing systems.



Project AWARE Team, 2022

RISE-VT

Restorative Approaches Implementation for School Equity in Vermont

The Vermont Restorative Approaches Collaborative (VTRAC) responded to a request for proposals (RFP) last year from the Agency of Education (AOE) to provide technical assistance and professional learning in the form of coaching and consulting in restorative approaches (RA) for Vermont school systems.

The RFP identified the need to strengthen district and school-level efforts to adopt, implement, and/or improve a whole-school approach to using RA.

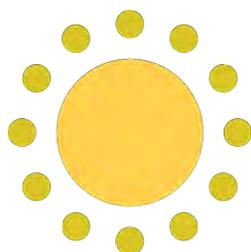
The AOE then accepted VTRAC's proposal.

The VTRAC selected four sites:

- Burlington School District
- Twinfield Union School
- Proctor Jr./Sr. High School
- Wolcott Elementary School

The project includes:

- Community of Practice gatherings for sites to learn from one another
- VTRAC retreats
- 30 hours of coaching for each site
- Evaluation
- Module development
- Videography and storytelling
- Updating the [VTRAC website & directory](#)



vermont **restorative approaches** collaborative

Early MTSS

As part of Early Multi-Tiered System of Supports (MTSS) scale up across Vermont, the AOE is funding Pyramid Model professional development, technical assistance, and coaching opportunities for Universal Pre-K (UPK) sites, lead by the Pyramid Model Consortium.

The goal of the project is to promote policies and practices that advance equity, diversity, and the full inclusion and participation of each and every child enrolled in a public or private UPK classroom.

Professional development will increase the knowledge and skills of administrators, educators, and providers in establishing systems necessary to ensure high fidelity implementation of evidence-based practices to support young children's social and emotional wellness, competence, and confidence.

This professional development will contribute to building capacity at the state, regional, and local level to promote scale-up and ultimate sustainability.

The BEST Project will support bridging the gap between early and school-age MTSS/PBIS at both the state and program level.

Site selection is being finalized now.



Vermont Early MTSS PYRAMID MODEL

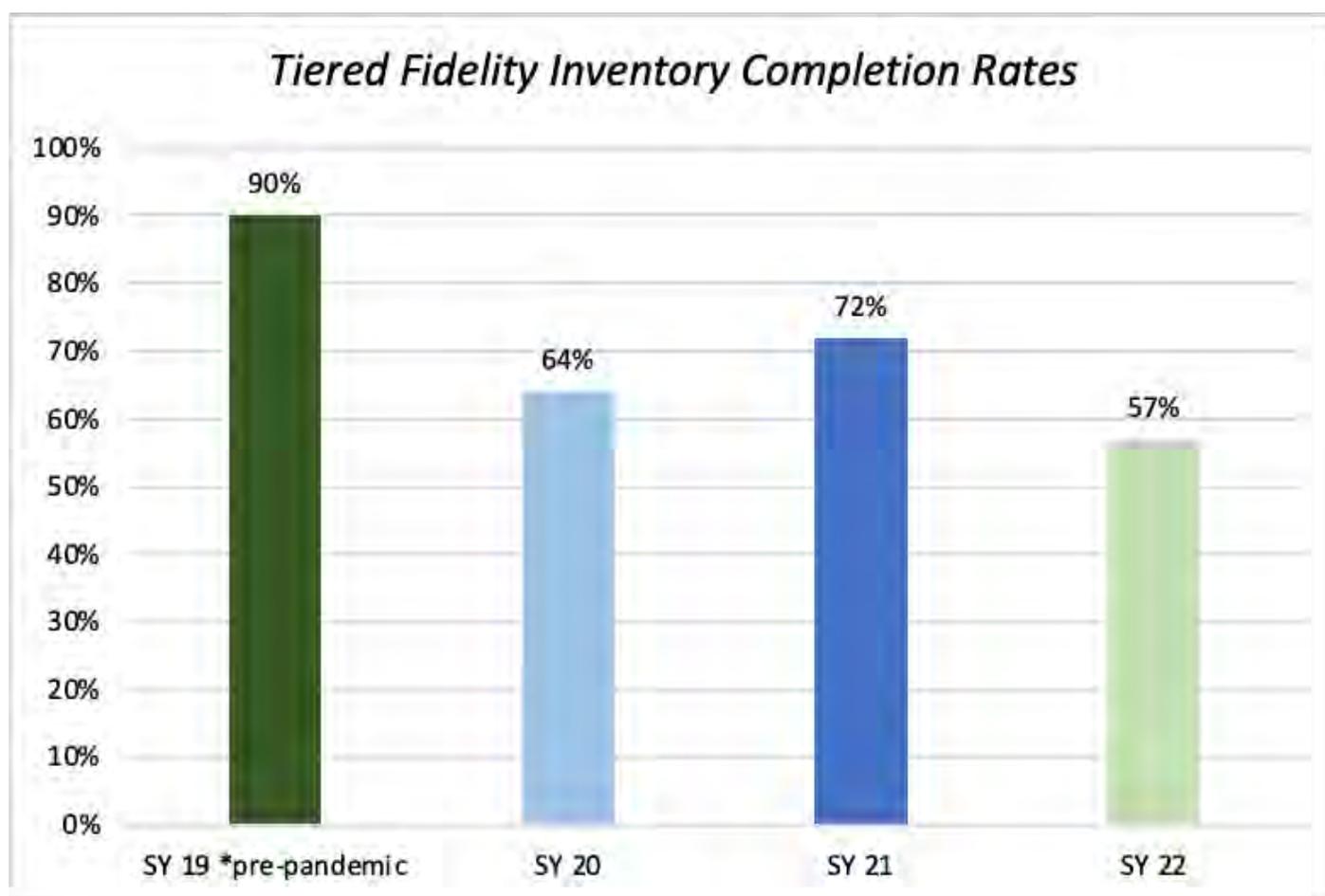
Promoting Social Emotional Competence
in Vermont's Young Children

Tiered Fidelity Inventory (TFI)

In order to efficiently assess implementation fidelity, schools complete the [Tiered Fidelity Inventory \(TFI\)](#) each year. The TFI allows school teams to assess fidelity at one, two, or all three tiers of PBIS implementation. Schools are expected to complete the TFI at each tier they are currently implementing.

This year, of eligible schools, 95 schools (57%) completed Tier I of the TFI.

While we are still not at our pre-pandemic completion rate, VTPBIS schools continued to complete fidelity tools. Many schools reported using the TFI assessment to celebrate accomplishments and identify areas needing improvement to develop comprehensive action plans.



For this report, we intentionally focused on TFI completion rates and not TFI scores, knowing that the fidelity of PBIS implementation varied over the past couple of years.

The following quotes highlight the experiences of VTPBIS Schools.

“This year, we went back to implementing the TFI. Our team felt compelled to focus on our school climate survey (specifically for school personnel) and learned that our teachers need more specific training in the core components of PBIS and responding to challenging behavior. This informed our need for PD at the beginning of the year roll out and will inform our work for next year.”

—*Orchard School*

“Fair Haven Grade School continues to have solid Universal and Targeted Teams. Each year we reflect on our teamwork/structure, especially through the TFI.”

—*Fair Haven Grade School*

“Looking at the results from our TFI, our team noted that we have a lot of strengths and some areas to improve on. We are very proud of the solid team we have, and feel accomplished that we managed to prioritize meeting weekly.”

—*Allen Brook School*



Annual Acknowledgments

In previous years, the VTPBIS State team relied on TFI completion and scores to determine which schools are eligible for VTPBIS Merit and Exemplar status.

This year, the VTPBIS State Team invited VTPBIS schools who completed the TFI, Self-Assessment Survey (SAS), and/or School Climate Survey to nominate their school for an Annual Acknowledgment.

Specifically, schools shared evidence of how they sustained their PBIS systems, data, and practices. Schools were also encouraged to share data related to positive student social/emotional/behavioral/academic outcomes, including any information related to diversity, equity, and inclusion.



"We learned that kid's voices are the most important. A group of students met regularly to talk about our school, what makes it great, what might make it better, etc. We also added family events, such as family lunches, which were a big hit!"

—Castleton Elementary School

"We maintained PBIS as a priority, increased family engagement, put a focus on increasing and building community, and maintained focus on positive behavior interventions through a trauma-focused lens."

—Walden School

This year, 41 schools nominated themselves and were recognized for their efforts. Schools recognized for a VTPBIS Annual Acknowledgment have two stars next to their school name on the last page of this report.

OUTCOMES

Behavioral Data

One indicator that the VTPBIS State Team generally reports on in this annual report is “major” Behavior Observation and Data Forms (BODFs) (formerly called Office Discipline Referrals – ODRs).

At this time, the VTPBIS State Team is temporarily discontinuing the examination of BODFs as a measure to indicate positive student outcomes due to inconsistencies as a result of the pandemic, along with other concerns about consistency of recording between schools.

“Our yearly Universal Data protocol includes collecting Behavior Observation Data (formerly ODR), School Climate Data for students, staff, and families, and Universal Screening (SRSS-IE).

This year we added a Relationship Mapping Survey to identify students needing increased adult connection at school and a Needs Assessment Database where we can house student SEL and academic data in one place for easy access and carry over from year to year. We also conducted a Multi-year PBIS Data Review from 2016 to 2021.

As a staff, we noted trends, what has consistently gone well, what has not and building action steps to address areas needing improvement.”

—Killington Elementary School

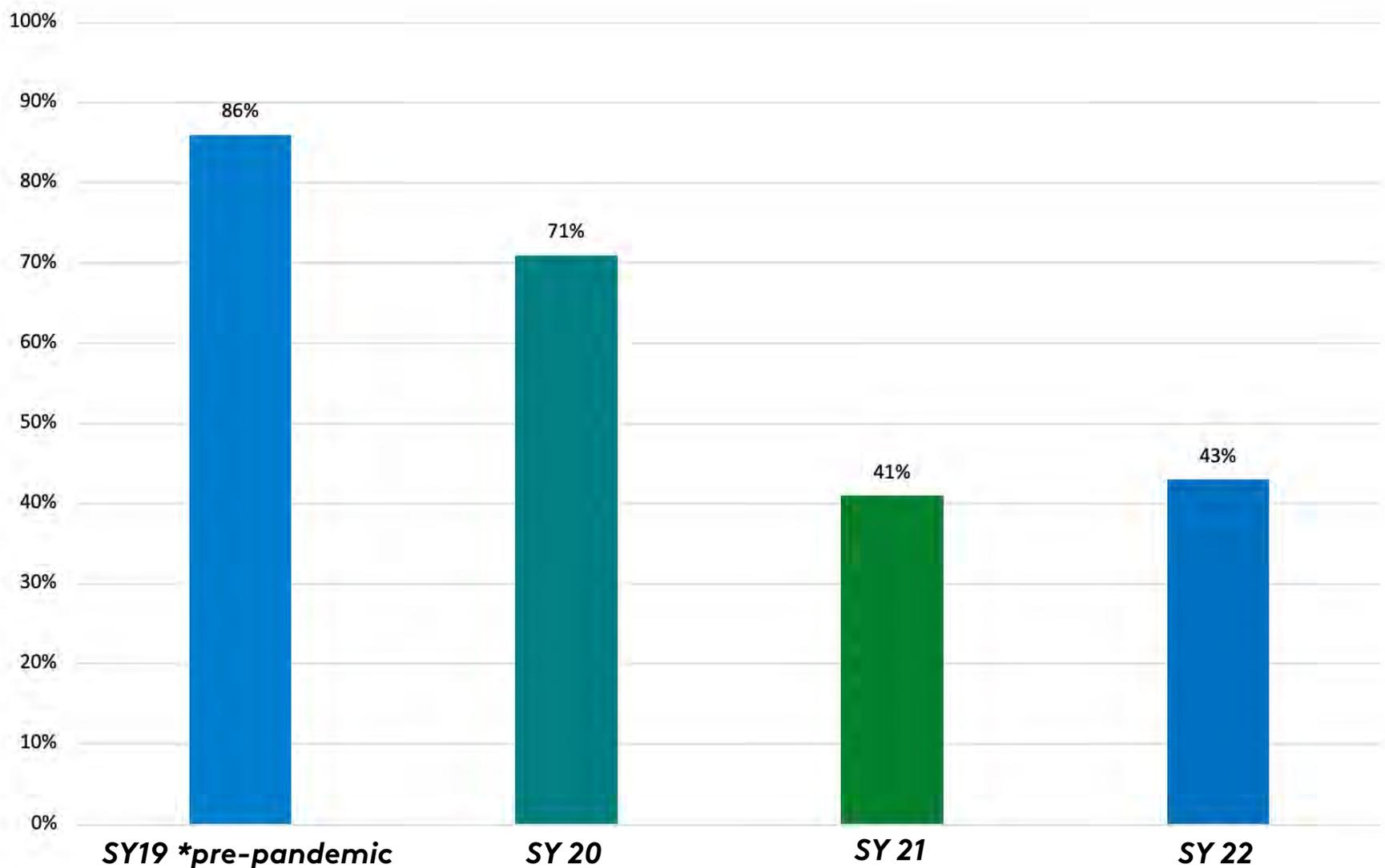
Perception Data

The SAS measures staff perceptions of the implementation status and improvement priority for school-wide, classroom, non-classroom, and individual student systems.

This year, given the option of completing the SAS and/or a school climate survey, of eligible schools, 72 schools (43%) chose to complete the SAS.

Overall, 99 VTPBIS schools (59%) completed either the SAS, a school climate survey, or both.

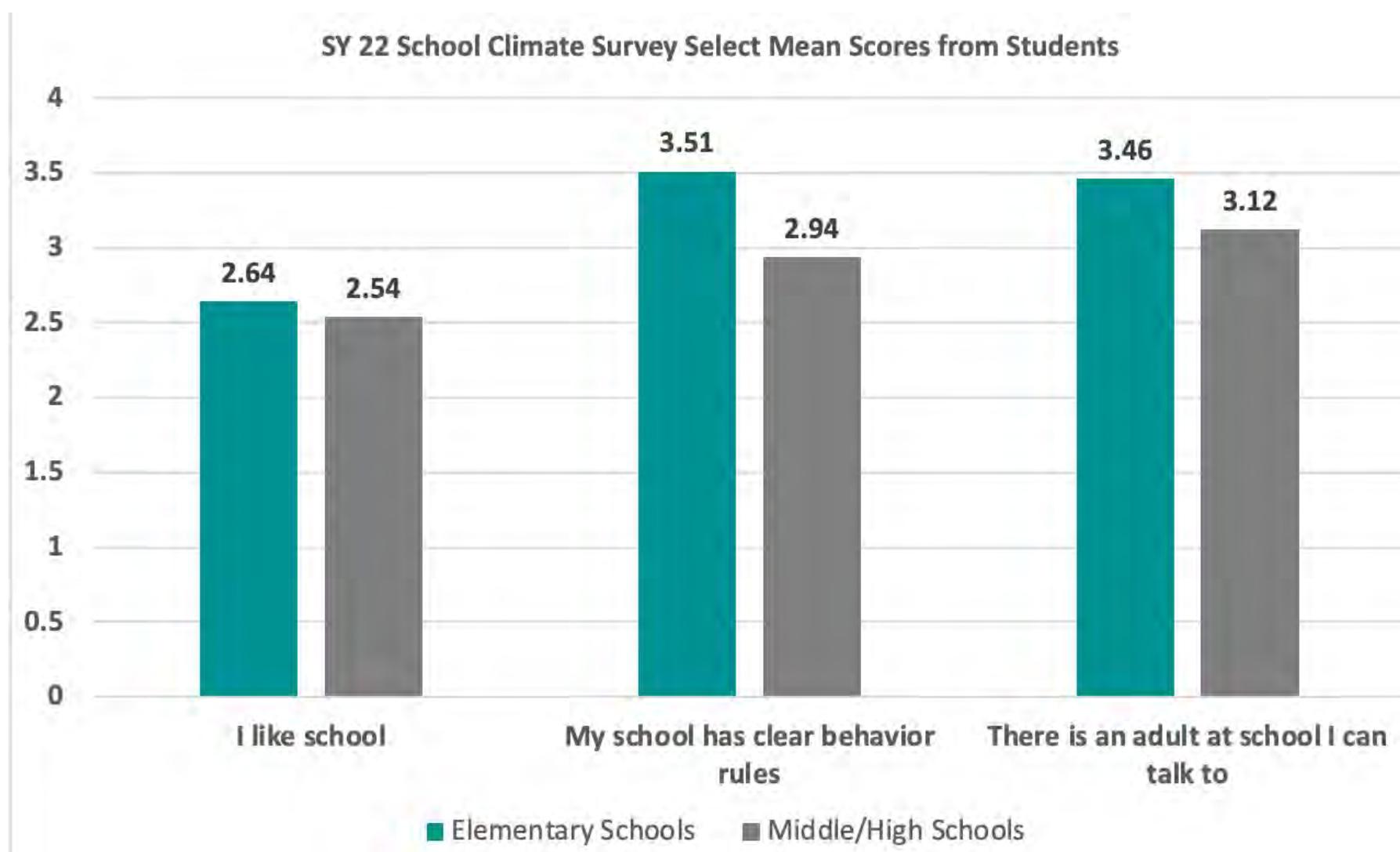
Self-Assessment Survey Completion Rates



School Climate Survey

Schools that are implementing PBIS with fidelity should see improvements in school climate, as reported by staff, students, and families/caregivers. This year, as part of Goal Three, to create and share opportunities for staff, student, and family voice, the VTPBIS State Team encouraged schools to complete a school climate survey and provided training on a free online survey housed in PBIS Assessment. Some districts/schools created their own school climate survey or used another existing survey. At least 40 VTPBIS schools completed a school climate survey for either staff, students, or families this year.

Students are asked to rate their agreement with items on a scale of Strongly Disagree (1) to Strongly Agree (4). Based on school climate survey data from 31 elementary schools and 17 Middle/High Schools, we learned that overall, similar to last year, students believe their school has clear rules for behavior, and there is an adult at school who will help them if they need it. Students indicated less agreement with the statement, "I like school." See the chart with select mean scores from students' School Climate Survey results.



Schools are encouraged to review their School Climate Survey data in order to inform their action plan for next year.



Summary & Recommendations

As we enter the fourth school year that has been impacted by the pandemic, the VTPBIS State Team continues to be flexible in the types of resources and supports we provide to Vermont schools, when those are offered, and how they are delivered.

The reach of PBIS across Vermont continues to grow each year as new schools are welcomed onboard and existing VTPBIS schools deepen their knowledge base. Educators and school professionals continue to have very high levels of satisfaction with the VTPBIS team offerings, as evidenced in their evaluation scores and comments to the team.

The VTPBIS State Team was excited to see that 41 schools self-nominated themselves for recognition at this year's PBIS Annual Forum. Schools that are committed to implementing PBIS continue to see the benefits to their students, teachers, administrators, and communities.

“Once again, PBIS was a backbone and a mindset that kept us focused on the wellbeing of the children and adults who make up our school community.”

—Ottauquechee School

The VTPBIS Team has formulated the following action plan for the 2022-2023 school year with input from national, state, and local partners and voices from the field.

SY 23 Action Plan for Sustainability

GOAL: Center equity within PBIS

1

- Continue VTPBIS State Team professional learning on diversity, equity, and inclusion
- Create a communication/dissemination plan and materials
- Use PBIS equity constructs to guide training, TA, and coaching
- Encourage use of the [Cultural Responsiveness Field Guide](#)
- Demonstrate how PBIS can include voice, choice, and collective ownership of all students, families, and staff
- Analyze statewide student outcome data based on race/ethnicity/gender/IEP status to examine disproportionality in school discipline
- Train VTPBIS coaches and TAs to be able to help schools analyze their data for disproportionality
- Listen and learn from the educational experiences of Black, Indigenous, and other People of Color

GOAL: Ensure access to relevant and accessible resources & trainings

2

- [Conduct trainings](#) that are relevant, safe, and accessible
- Focus training on SEL and wellness
- Update resources on www.pbisvermont.org
- Develop dissemination materials that schools can use when communicating about PBIS
- Encourage use of assessment tools (school climate, TFI) and student outcome measures for decision-making
- Promote increased use of VTPBIS TA and coaching



Image credits

VTPBIS is supported by the Vermont Agency of Education (AOE) and administered by the Center on Disability and Community Inclusion (CDCI) at the University of Vermont.



pbisvermont.org



STATE TEAM MEMBERS (AS OF JUNE 2022):

CDCI

- Anne Dubie
- Ken Kramberg
- Sherry Schoenberg
- Cassandra Townshend
- Amy Wheeler-Sutton
- Valerie Wood

AOE

- Laura Greenwood
- Tracy Harris
- Meg Porcella
- Josh Souliere
- Marni Troop
- Tracy Watterson

DMH

- Marianna Donnelly



THE UNIVERSITY OF VERMONT
CENTER ON DISABILITY &
COMMUNITY INCLUSION



VTPBIS in VT

168 schools in 48 supervisory unions/school districts as of June 30, 2022.

**Albany Community
 Alburgh Community
 **Allen Brook
 Arlington Memorial Middle/High
 **Bakersfield Elem.
 **Barnet Elem.
 Barre City
 Barre Town Middle & Elem
 Barstow Memorial
 Beeman Elem.
 Bennington Elem.
 **Benson Village School
 Berlin Elem.
 BFA Fairfax
 Bingham Memorial School
 Blue Mountain Union
 Braintree Elem.
 Brewster Pierce Elem.
 Bridport
 Brighton Elem.
 Bristol Elem.
 Brookfield Elem.
 Brookside Primary School
 Brownington Central
 **Burke Town
 C.P. Smith
 Cabot
 Calais Elem.
 Canaan
 **Castleton Elem.
 Castleton Village
 Champlain Elem.
 Charleston
 **Charlotte Central
 Chelsea
 Chester-Andover Elem.
 Clarendon Elem.
 Concord
 **Coventry Village
 *Craftsbury Schools

Currier Memorial
 **Danville
 Derby Elem.
 Dorset
 **Dothan Brook
 Doty Memorial
 East Montpelier Elem.
 Eden Central
 Edmunds Elem.
 **Fair Haven Grade School
 Fair Haven Union High
 Fairfield Center
 Ferrisburgh Central
 Fletcher Elem.
 Flood Brook
 Folsom
 *Founders Memorial
 Georgia Elem. & Middle
 **Gertrude Chamberlin
 Grand Isle
 Green Street
 Guilford Central
 **Hardwick Elem.
 Hartland Elem.
 Highgate Elem.
 Hinesburg Community
 **Hyde Park Elem.
 Integrated Arts Academy
 Irasburg Village
 J.J. Flynn Elem.
 Jamaica Village
 Jericho Elem.
 JFK Elem.
 **Johnson Elem.
 **Killington Elem.
 Kurn Hattin Homes
 **Lakeview Elementary
 Lamoille Union Middle
 Lincoln Community
 **Lothrop Elem.
 Lowell
 Lyndon Town
 Malletts Bay
 Manchester Elem.
 **Marion Cross
 Middletown Springs Elem.
 Miller's Run
 Milton Elem.
 Missisquoi Valley UHSD
 Molly Stark
 **Monkton Central
 Monument Elem.
 Morristown Elem.
 Mt. Abraham Union High
 Mt. Anthony Union High
 Mt. Anthony Union Middle
 Neshobe
 **Newbrook Elem.
 Newport Town
 North Country UJHS
 North Hero
 Northeast Primary
 Northfield Elem.
 Northfield Middle High
 Northwest Primary
 Oak Grove
 Orange Center
 **Orchard School
 Orleans Elem.
 Orwell Village
 **Ottauquechee
 Otter Creek Academy
 **Otter Valley UMHS
 Peacham Elem.
 **Peoples Academy Middle
 Porters Point
 Poultney Elem.
 Pownal Elem.
 Proctor Elem.
 Putney Central
 Randolph Elem.
 Reading Elem.
 Richmond Elem.
 Rick Marcotte Central
 Ripton Elem.
 **Riverside Middle
 **Robinson Elem.
 Rochester Stockbridge UD
 **Rutland Intermediate
 Salisbury Community
 Shaftsbury Elem.
 **Shelburne Community
 **Sheldon Elem.
 St. Albans Town
 Stowe Elem.
 **Summit Street
 Sunderland Elem.

Sunderland Elem.
 Sustainability Academy
 Sutton Village
 **Swanton Elem.
 Thetford Elem.
 Thomas Fleming
 Townshend Elem.
 Tunbridge
 Twinfield Union School
 Union Elementary
 Union Memorial
 Vergennes Union Elem.
 Vergennes Union High
 Vernon Elem.
 Waitsfield
 **Walden School
 Wardsboro Elem.
 Washington Village
 **Waterville Elem.
 Wells Village
 Westford
 **White River Elementary
 Bethel Campus
 **White River Elementary
 South Royalton Campus
 **White River Valley Middle
 Wilder
 Williamstown Elem
 Williamstown Middle/High
 Williston Central
 Windsor
 **Wolcott Elem.
 **Woodbury Elem.
 **Woodstock Elem.

KEY

* New VTPBIS Schools

**These schools nominated themselves and were recognized for maintaining and sustaining the PBIS framework during the 2021-2022 school year.