



2023-24 Federal Investments in Statewide Systems Change

The Department of Public Instruction uses federal funding to develop a variety of projects, tools, and resources and makes those available at low or no cost for districts to meet the needs of all learners while accelerating outcomes for learners with IEPs and learners of color.

The pages that follow provide an overview of the projects DPI supports, including a brief description, project and data highlights, and the number or scope of school districts served based on information from the 2023-24 school year.

Questions or additional information can be directed to:
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Public Instruction

American Indian Studies Program (AISP) Project

DPI Project Lead: David J. O'Connor
Years Project in Operation: 10

The purpose of the American Indian Studies Program (AISP) Project is to provide professional learning, training, technical assistance, and support to Wisconsin educators. AISP prioritizes schools and districts identified as having racial disproportionality for American Indian learners as measured by Indicators 4B, 9, and 10 and the separate, but related, identification under significant racial disproportionality. The project's activities include supporting identified LEAs in implementing improvement strategies specified in the required district improvement plan.

Project Highlights

More than 300 educators registered and participated in six online study circles: American Indian Studies programs offered during 2023-2024.

More than 1000 plus educators registered and participated in 18 First Nations Webinar Lecture Series programs offered during 2023-2024.

A group of consultants from DPI completed real time site visits to 4 of the 9 districts identified as significantly racially disproportionate for American Indian students during 2023-2024.

Data Highlights

The number of school districts identified as being significantly racially disproportionate when it comes to their American Indian students has been reduced. The number started with 12 identified districts and has gone down to 5 districts after the 2023-2024 school year.

Schools and Districts Served

On an annual basis, between 5-10 school districts are identified for improvement for racial disproportionality with their Indigenous students. These districts are provided ongoing technical assistance and support, with the number of districts requiring support decreasing over the past few years.

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Assistive Technology Forward

DPI Project Lead: Michelle Silverman
Years Project in Operation: 4-15 year

The purpose of the AT Forward Project is to enable Wisconsin educators to increase student and family autonomy in exploring and utilizing assistive technology (AT) that improve students with disabilities access, engagement, and progress in age and grade level curriculum and instruction across learning environments.

Project Highlights

- Awarded a total of 400 micro credentials
- National presentation at Assistive Technology Industry Association
- Accessible Educational Materials (AEM) Website published 10/23

Data Highlights

- Community of Practice registration increased by 431 in 2023-24; All 12 CESA's had COP Participation
- Issued 133 micro-credentials
- AEM Data: Bookshare: 17,318 student members-8,308 downloads
- Communication Aids and Systems Clinic / DPI Partnership Program Data: 92% student retention; 23 districts served; 8/12 CESA's represented



Schools and Districts Served

Statewide universal supports

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Early Learning Technical Assistance and Implementation

DPI Project Lead: Jenny Bibler
Years Project in Operation: 4

The purpose of the Early Learning Technical Assistance and Implementation (EL-TAI) project is to improve positive outcomes for preschool children with disabilities by providing universal, targeted, and intensive supports to LEAs using evidenced-based inclusive practices.

Project Highlights

- Expansion of statewide team (State Coordinator, 4 TA Specialists, 3 Social/Emotional Coaches, 1 Early Literacy Coordinator, Milwaukee Public Schools EC TA Specialist.
- Increase in social/emotional learning direct coaching and training to district staff
- Project focused on the evidence-based improvement strategy (EBIS) of embedded instruction supported by practice-based coaching

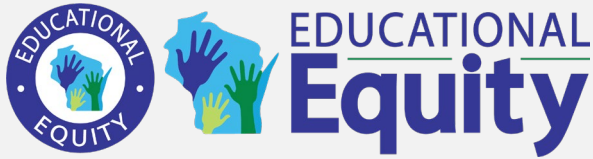
Data Highlights

- EL-TAI staff provided direct monthly TA to 32 districts, along 515 LEA contacts for targeted and intensive TA
- Provided in-person and virtual training to over 1070 providers (learning cohorts, Community of Practices, learning series)
- Social and Emotional Learning (SEL) coaches completed 124 observations to support the use of EBIS to fidelity
- SEL coaches completed 245 coaching sessions with identified LEAs receiving SEL grants

Schools and Districts Served

- Inclusive Services Project: Beloit, Clintonville, DePere, Eau Claire, Elmbrook, Hayward, Howard Suamico, Mt Horeb, Kettle Moraine, Little Chute, Milton, MPS, Neenah, Oak Creek, Onalaska, Oak Creek, Osceola, Racine, Rice Lake, Wisconsin Rapids
- Social and Emotional Services Project: Antigo, Appleton, Black River Falls, Brown Deer, Green Bay, Madison, Turtle Lake, Wausau

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Educational Equity Network
DPI Project Lead: ananda de oliveira mirilli
Years Project in Operation: 21

As a result of participating in the Educational Equity Leadership Series, participants will:

- Lead transformative conversations on equity, inclusion, racism and systemic oppression.
- Disrupt the dynamics and impacts of unjust and inequitable practices in educational settings.
- Develop the capacity to transform their own practices to improve equitable outcomes.
- Develop the capacity to advocate for systemic change in policies and practices.

Project Highlights

- There was a 7.4% increase in unique individuals participating from FY23 to FY24 (from 2,580 to 2,772).
- Those registered for the FY24 series represented 7 countries, 41 U.S. States & Territories, and 184 Wisconsin School Districts or LEAs.
- Of the 184 Wisconsin LEAs, 47 (25.5%) were identified as having significant disproportionality in their special education.
- A total of 63 (of the 266) unique schools identified (23.9%) under ESSA registered for the Institutes.

Data Highlights

- Collected data can be found in the FY24 Report linked here:
https://docs.google.com/document/d/1zXEHwFxAWCH3KmJaKvFdmGxSWHkbAziYb3QZyKTPO_U/edit?usp=drive_link



Schools and Districts Served

- Link to a listing of all 184 Wisconsin LEAs served:
https://docs.google.com/document/d/1zXEHwFxAWCH3KmJaKvFdmGxSWHkbAziYb3QZyKTPO_U/edit#heading=h.yetd5esfb22g
- Link to map of Wisconsin showing LEAs served in FY24:
https://docs.google.com/document/d/1zXEHwFxAWCH3KmJaKvFdmGxSWHkbAziYb3QZyKTPO_U/edit#heading=h.itbeosyk7hba

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**EMLSS
PROJECT**
Equitable Multilevel Systems of Supports

Equitable Multi-level Systems of Support

DPI Project Lead: Sarah Nelson
Years in operation: Year 1
(Building from the work of the Wisconsin RtI Center)

The **Equitable Multi-level Systems of Support Project** is an IDEA funded contract to improve outcomes for students with disabilities and eliminate race as a predictor of disability status through the use of an equitable MLSS.

Project Highlights

A Year of Development and Growth...

● Hosted EMLSS Conference in August 2023.

All EMLSS Project coaches participated in twice-monthly statewide professional learning series.

EMLSS Framework, EMLSS-B full series and boosters training materials, readiness materials and follow up resources were developed.

EMLSS-B Statewide virtual community of practice took place monthly from December 2023 to May 2024.

All coaches co-facilitated statewide EMLSS Framework training with statewide leaders, and some went on to lead a second training offering.

Select coaches began a Trainer Development Process for EMLSS-B Full Series trainings

● Behavior Systems Self Evaluation Conducted

Professional Learning

Statewide Training Highlights:

- 88 School/District teams completed EMLSS Framework training
- 21 Teams completed EMLSS-B Universal Full Series
- 12 Teams completed EMLSS-B Universal Booster training
- 11 Teams completed EMLSS-B Selected Full Series
- 7 Teams completed EMLSS-B Selected Booster training

Direct Coaching and Technical Assistance

First contact was made with 181 school/district teams, to learn about systems, EMLSS goals and consult on support opportunities through the Project.

EMLSS Coaches begin serving as TA Network Pitcrew members in support of our federally identified schools/districts.

CESA U

½ Day Professional Learning
ALL 12 CESA Teams Present



Tiered Fidelity Inventory Across The State:

- 430 Schools engaged in Behavior Self Evaluation
- Tiered Fidelity Inventory at Tier 1 - 80% were at fidelity
- Tiered Fidelity Inventory at Tier 2 - 79% were at fidelity

- 250+ Elementary Schools
- 60+ Middle Schools
- 50+ High Schools
- 32 NEW schools



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Independent Public Charter School Special Education

DPI Project Lead: Margaret McMurray
Years Project in Operation: 13

The Independent Public Charter School Special Education Capacity Building Initiative is in its thirteenth year. The overarching purpose of the grant is to ensure the provisions of FAPE to students with disabilities in Wisconsin's Independent Charter Schools and ultimately improve academic and behavioral outcomes for students.

Project Highlights

- Support and technical assistance are provided in the areas of:
 - 1) legal and regulatory compliance;
 - 2) special education programmatic topics;
 - 3) fiscal management;
 - 4) data collection and reporting.
- The Special Education team at CESA 1 updates the matrix where charter schools are rated in the areas of special education, fiscal management, and data collection.

Data Highlights

- 470 contacts with charter school staff by CESA 1.
- Numerous reviews of IEP's and facility walkthroughs.



Schools and Districts Served

- 20+ independent charter schools in Wisconsin



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Research to Practice Inclusive Communities

DPI Project Lead: Rachel Fregien
Years Project in Operation: 5

A foundational belief of the project is that students belong in their learning communities, in an environment with their peers, and educators are responsible to develop both accessible curriculum and environments for each and every student within that inclusive learning community setting. improve for students with Individualized Education Programs (IEPs) s and other marginalized student groups.

Project Highlights

Hear from participating districts:

- Teams are working together to solidify the coaching model and will support each other in the coming months to calibrate around coaching.
- There is increased access for students with disabilities to the general education classroom (especially those with dynamic learning needs).
- We see an increased collaboration between special and general educators.

Data Highlights

See the [2023-2024 Executive Summary](#) for additional project data

- Students with disabilities participating 80% or more of the time in the regular classroom with non-disabled peers
 - increased from 46% to 96% over the past 5 years in school 1
 - increased from 73% to 94% over the past 5 years in school 2
 - increased from 69% to 92% over the past 5 years in school 3
 - increased from 36% to 85% over the past 5 years in school 4



Schools and Districts Served

Each participating district receives funding, high quality evidence-based professional development, and coaching support to establish collaborative linked teaming structures as the framework to implement Inclusive Learning Communities (ILC). Over the past 5 years, the project has supported ten (10) districts through implementation. In this final project year, the districts of Two Rivers and South Milwaukee participated.

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Wisconsin Regional Special Education Network

Regional Special Education Network (RSN)

DPI Project Lead: Erin Faasualie

Years Project in Operation: 40

The purpose of the Regional Special Education Network (RSN) is to support Wisconsin local educational agencies (LEAs) in advancing educational equity for students with disabilities by providing coordinated technical assistance that promotes continuous systems improvement, fosters collaboration and develops educational leadership capacity.

Project Highlights

- Provided College & Career Ready Individualized Education Program (CCR IEP) Introductory Training statewide
- Special Education/Pupil Services Leadership Virtual Academy participation increased
- Completed Explicit Instruction Cohort work with three districts and identified ways to improve practice moving forward

Data Highlights

- CCR IEP training delivered to 77 school districts
- Leadership Virtual Academy participation increased 73% compared to the previous year
- Project provided services to 360 districts statewide as indicated below



Schools And Districts Served

RSN support is available to all districts in the state at no charge. Types of supports offered include: Procedural Compliance Self-Assessment facilitation, regional Special Education Director meetings, CCR IEP trainings, Continuous Improvement Process facilitation, support meeting federal identification requirements, and co-hosting the Special Education/Pupil Services Leadership Virtual Academy.



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Supporting Neurodiverse Students

PROFESSIONAL
LEARNING SYSTEM

Supporting Neurodiverse Students (SNS)

DPI Project Lead: Eva Shaw
Years Project in Operation: 6

The Supporting Neurodiverse Students Professional Learning System (SNS) provides adults the learning they need to implement evidence-based improvement strategies to support students with significantly divergent social and emotional learning needs. The SNS supports a district level grant (ES3) with coaching and technical assistance so that school teams enhance their system to better support students with IEPs. For full information: www.snswi.com

Project Highlights

- Expansion of the ES3 grant to include direct support to districts identified with high use of seclusion and restraint
- Expansion in the ability to provide responsive technical assistance (TA) by request from districts, parent/families, and organizations.
- [2023-2024 Impact Report](#)

Data Highlights

- ES3 Grants provided direct monthly support to 15 districts
- 3138 people participated in an SNS learning events
- 185 individuals requested technical assistance support, representing 92 districts, state schools, or alternative school sites, 17 educational organizations (including CESA personnel) and 20 family, self-advocate or community organizations.

Schools and Districts Served

Beloit, Sheboygan, DC Everest, Oshkosh, CESA 5, Greendale, Seymour, Altoona, Chippewa Falls, Elkhorn, Goodman-Armstrong Creek, Stoughton, Elmbrook, Waukesha, Wausau, Green Bay Area, Mineral Point, Monticello, Omro, Portage, Southern Door, Tomahawk, Waterloo, Williams Bay, Wisconsin School for the Deaf, and more!



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TECHNICAL ASSISTANCE Network for Improvement

TA Network for Improvement

Melissa Kahn:

Years Project in Operation: 6
(since 2018-19)

CESA-based TA Network teams provide federally identified districts/schools with no-cost access to regional continuous improvement experts who understand equity in the local context, and deliver technical assistance (consulting, training, coaching) to support better selection and implementation of evidence-based improvement strategies, stronger application of continuous improvement processes that result in systems change and effective adult practice, and, ultimately, improved student outcomes, with acceleration for students of color and students with IEPs.

Project Highlights – TA Network teams:

- Carefully select "pit crew" members who specialize in key improvement areas, including data inquiry, educator effectiveness, systems change, equity, federal requirements, and coaching
- Build capacity of district and school teams to strengthen implementation and improvement of evidence-based improvement strategies based on [WI's Continuous Improvement Process Criteria & Rubric](#)
- Actively serve as a problem-solving and communications bridge between DPI and the field based on their proximity to the opportunities, barriers, and successes that districts and their schools experience

Data Highlights – TA Network teams:

- Provided over 1000 instances of technical assistance to over 125 districts/schools across all categories of federal identifications
- Delivered customized shoulder-to-shoulder technical assistance primarily through consulting, coaching, team meeting facilitation, and participation in district monitoring calls with DPI
- Strengthened internal capacity through statewide collaboration and networking meetings and equity professional learning activities



Benefits of engaging with TA Network for Districts/Schools

Access to regional continuous improvement experts ~ Assistance with evaluating systems ~ Support for data inquiry, needs assessments, root cause analysis, and improvement strategy selection ~ Development of continuous improvement and implementation plans ~ Regular progress check-ins ~ Hands-on technical assistance to address DPI monitoring requirements ~ Facilitation of leadership team meetings ~ Networking with other districts ~ And more!

Visit [DPI's TA Network webpage](#)
for more information

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Transition Improvement Grant

DPI Project Lead: Alicia Reinhard

Years Project in Operation: 12

The Transition Improvement Grant (TIG) provides support for continuous improvement and technical assistance in order to change adult practices and district policy that will positively impact the graduation rates and post school outcomes for all students with IEPs) with an increased focus on closing gaps in access and achievement for students of color.

Project Highlights

- 54% of the students in GRIP cohorts earned 4 or more credits
- 100% of districts engaged in TIG supports saw a significant reduction in behavioral referrals and suspensions.
- With TIG support only .2% of Postsecondary Transition Plans were found to be noncompliant.
- Over 13,000 users visited the TIG website seeking out transition planning resources.
- The Community Transition Innovation Planning (CTIP) tool was developed. Six counties have agreed to pilot the CTIP tool in the 24-25 academic year.

Data Highlights

TIG collects a diverse body of data to study the impact on adult practices and student outcomes. [The TIG data routine and protocol is summarized in this online resource.](#)



Schools and Districts Served

TIG Intensive supports were provided to the following districts and schools: Milwaukee (16 buildings), Clintonville, Richland, Franklin, Beloit. Technical assistance targeted support for Indicator 14 survey was provided to the following districts: Clintonville, Algoma. TIG staff also provided extensive statewide technical assistance in order to implement transition planning requirements and best practices. [A summary of TIG supports can be found in the FY 23-24 Annual Report.](#)

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UNIVERSAL DESIGN FOR LEARNING

DPI Project Lead: Lynn Winn
Years Project in Operation: 10

Our goal is to build a robust, sustainable support system that fosters the systemic implementation of Universal Design for Learning (UDL) across Wisconsin school districts. Through this collaborative effort, we empower educators and administrators to create more inclusive, flexible learning environments that meet the diverse needs of all students, ensuring equitable access to education across the state.

Project Highlights

- Support the systemic implementation of UDL in over 25 school districts annually.
- Technical assistance for continuous improvement through PDSA (Plan-Do-Study-Act) cycles.
- Host an online learning community with over 1,000 educators dedicated to UDL best practices.
- Offer targeted leadership coaching to guide and sustain UDL implementation at the district level.

Data Highlights

- Eight districts participated in the UDL Implementation Trials Project
- Engagement and Academic Progress increased across 8,901 observations made by teachers, coaches, and consultants. 862 students included in treatment classrooms (176 students with IEPs, 50 EL students, and 636 students without IEPs)
- 128 members in the UDL Implementation Trials Mentor Toolkit Group (UDL Forward Community)



Schools and Districts Served

Sheboygan Falls, Sun Prairie, Stevens Point, Fond du Lac, Antigo, Green Bay, Reedsburg, Rhinelander, Rib Lake, Lakeland Union, Wausau, Eau Claire, Niagra, Denmark, Baldwin-Woodville, Southwestern.

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Wisconsin Collective for Comprehensive Assessment
DPI Project Lead: Dawn Merth-Johnson
Years Project in Operation: 2 of 5

Our goal is to support Speech Language Pathologists' implementation of comprehensive evaluations to design individualized educational programs that promote students' access, engagement, and progress in age or grade-level curriculum, instruction, and environments. For more information visit: [WisCCA website](#)

Project Highlights

- Successful initial adoption of comprehensive assessment training activities:
 - Engaged over 250 Speech-Language Pathologists from 6 districts
 - Each learner participated in over 14 hours of learning and engagement
 - Utilized feedback from SLPs to adapt training activities and provide resources
- Building capacity for continuous improvement
 - Assembled continuous improvement teams
 - Focused on aligning assessments with academic standards
- Initiation of coaching for district leaders: 17 SLPs/6 districts/5 hours of coaching activities

Data Highlights

- Data on SLP practices
 - Baseline and end of year practice profiles
- Feedback on training activities
 - Collected regular formative feedback
 - Mentimeter questions during CoP
- Records of continuous improvement
 - Detailed records of each stage
 - Completed end of year meetings with Lead SLPs to inform future administrative supports



Schools and Districts Served

The WisCCA team partners with school districts to provide professional learning and district-level supports for continuous improvement. Our current cohort includes Madison, Green Bay, Appleton, Eau Claire, Sheboygan, and Port Washington school districts.

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Wisconsin Family Assistance
Center for Education Training and
Support (WI FACETS)

DPI Project Lead: Rita Fuller
Years Project in Operation: 5+

WI FACETS strives to increase the knowledge and engagement of families to take a more active role in the education of their children with disabilities through developing processes and resources for families. The project also provides training to improve collaboration and communication between educators and families of students with disabilities and promote meaningful participation of families in educational outcomes.

Project Highlights

- Developed and presented the Serving on Groups that Make Decisions: A Guide for Families curriculum as a webinar series for Spanish speakers
- Developed and disseminated the Family Engagement newsletter in both English and Spanish
- Interactive online Literacy Modules posted to WI FACETS website

Data Highlights

Over 5,000 people registered for trainings through online and in-person

- learning events:
 - over **1,800 families**
 - over 3,200 professionals
- The **Family Engagement Newsletter** was disseminated **over 38,600 times**
- The average open rate for the newsletter is **53.3%, significantly higher than the national average for nonprofits**

Schools and Districts Served

WI FACETS serves all districts in Wisconsin but specifically worked with the following districts in providing the **Special Education Training for Home Language Interpreters** in the 2023-24 grant year: Ashwaubenon, Barron Area, Bruce, Guadalupe, Columbus, Cumberland, De Forest Area, Durand, Fond du Lac, Green Bay Area, Hudson, MMSD, Marshfield Unified, Mauston, Menasha Joint, Milwaukee, Palmyra-Eagle Area, Wausau, Wild Rose and others.

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Wisconsin Special Educator Induction Program

DPI Project Lead: Barb Van Haren, PhD
Years Project in Operation: Year 1

The purpose of the induction program is to provide statewide comprehensive support at the regional level to increase the retention rate of new special educators, to improve their classroom practices, and improve the outcomes for students with IEPs.

Project Highlights

Over 250 new special educators received professional learning sessions based on High Leverage Practices and special education requirements, individual coaching sessions and a support network to build emotional resilience and problem-solving skills.

Data Highlights

- Almost 95% likely to remain in current position or in special education.
- New educators felt significantly more prepared to implement special education requirements.



Schools and Districts Served

- 152 school districts participated in the induction program
- 100% of districts likely to participate in the future
- 80% of districts felt the induction program led to retention

Wisconsin Special Education Mediation System



Wisconsin Special Education Mediation System

DPI Project Lead: Paul Sherman
Years Project in Operation: 28

Wisconsin Special Education Mediation System (WSEMS) provides, promotes, and evaluates the special education mediation and facilitation services required by 34 CFR § 300.506 and § 115.797 Wis. Stat

Project Highlights

- WSEMS provided services for 169 mediations and 54 facilitated IEP team meetings.
- WSEMS successfully recruited a new education partner following the abrupt departure of the prior education partner.
- The education partner has provided competent and professional services to the project throughout this grant year.
- WSEMS completed a program evaluation by an outside evaluator.
- WSEMS provided annual training for the roster of mediator and facilitators with a focus on facilitation provided by highly respected mediator Harry Webne-Behrman.

Data Highlights

WSEMS provided mediation services for 169 special education disputes and IEP facilitation services for 54 families and schools.

Schools and Districts Served

WSEMS's facilitation and mediation services are available at no cost to all Wisconsin LEAs

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Wisconsin Statewide Parent Educator Initiative

Wisconsin Statewide Parent-Educator Initiative (WSPEI)

DPI Project Lead: Rita Fuller
Years Project in Operation: 20+

WSPEI helps families and school districts build positive working relationships to promote shared decision-making, impacting outcomes for children and youth with disabilities. Through culturally responsive technical assistance and coaching, WSPEI strengthens parent-educator partnerships.

Project & Data Highlights

Parent-Teacher Home Visits (PTHV) Impact

Evidence-based home visits were scaled and implemented across multiple districts, improving communication and fostering deeper family-teacher connections.

- 94% of families reported feeling more respected and valued after Parent Teacher Home Visits (PTHV).
- 95.5% of families felt more confident in the transition process.

Family Engagement & Authentic Partnerships (FEAP)

Districts used the Dual Capacity-Building Framework to foster collaboration and trust between families and educators. WSPEI provided extensive training and support to educators and families through various workshops and programs.

- 88% of families felt more connected to their child's learning and school.
- 88% of families reported having a better relationship with their child's teacher and increased communication with the school.

Schools and Districts Served

Waupun, Adams-Friendship, Mellen, Omro, Burlington Area School District, Mayville School District, Milwaukee Public Schools (Alexander Mitchell School for the Integrated Arts, Martin Luther King, Jr. School, and North Division High School), Ashland, Franklin School District, DC Everest, and Greendale.