

Multi-tiered System of Supports (MTSS) in Vermont Public Schools

Tracy B. Watterson/MTSS Program Manager
Tom Faris/MTSS Coordinator
Agency of Education

May 21, 2018 Hazing, Harassment, and Bullying Council Meeting

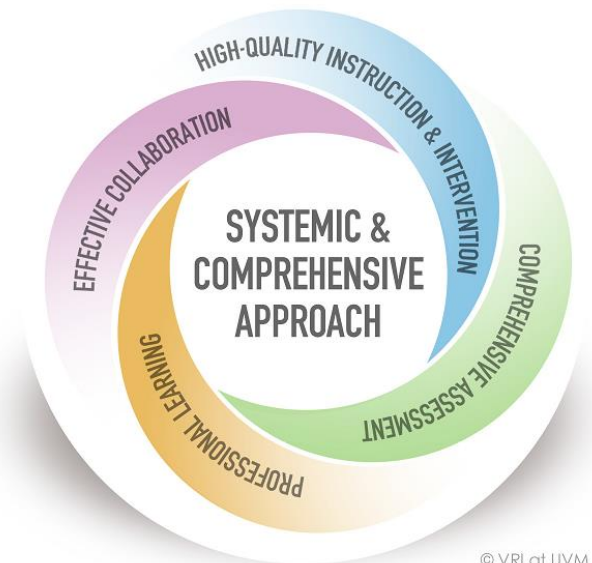
Learning Objectives

- 1. Highlight updates to MTSS, PBIS, and Exclusionary Discipline at the Agency of Education.**
- 2. Answer questions you may have about MTSS, PBIS, and Exclusionary Discipline.**

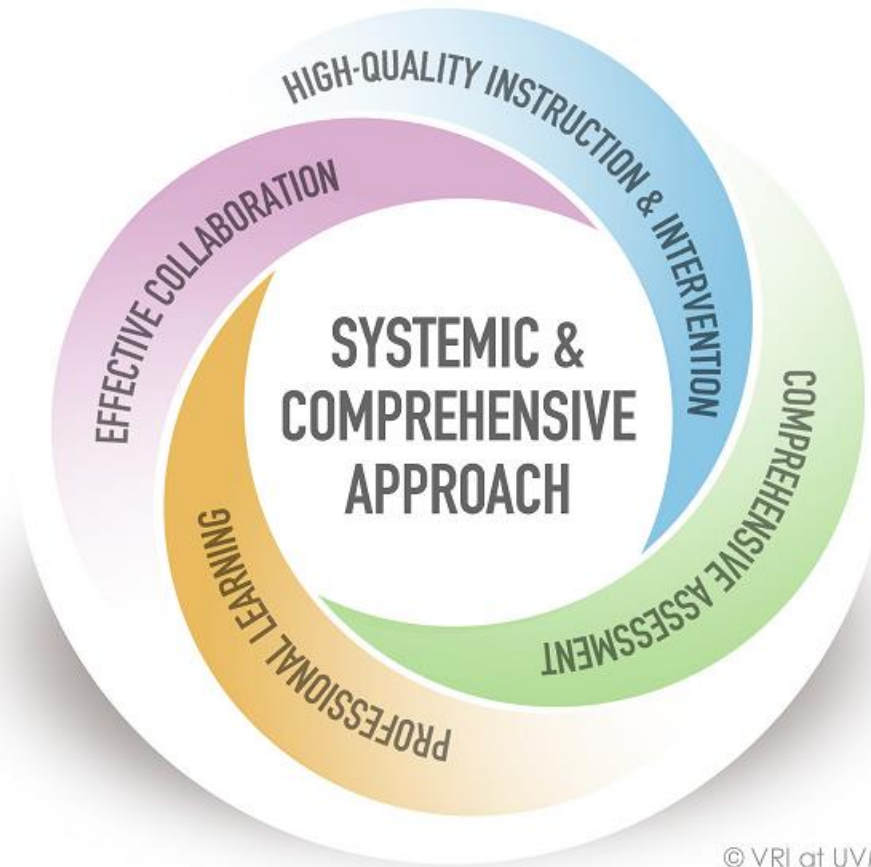
A Multi-tiered System of Supports (MTSS) is...

...a **comprehensive, evidence-based,** and **systemic** framework for teaching and learning that **unifies general and special education** in an **intentional, ongoing collaboration.**

- **MTSS is designed to meet all students' academic, behavior, and social-emotional needs.**
- **MTSS provides students with differentiated and intensified assessment, instruction, and intervention as needed.**
- **MTSS relies on appropriately qualified professionals and their expertise to implement the framework with fidelity.**



The Five Components of an MTSS



Systemic and Comprehensive Approach

- **There is a shared belief that all students learn.**
- **Opportunities for educational equity abound within an inclusive school culture.**
- **SU/SDs allocate resources, policies, structures, and practices that are responsive to the needs of all learners and staff.**

Effective Collaboration

- **Intentional practices are used to increase family and community involvement.**
- **Teams make data-based support decisions that consider the whole child.**
- **There is a shared responsibility and respect for all students.**

High-quality Instruction and Intervention

- **Staff support the academic, behavior, and social-emotional needs of all students.**
- **All students are engaged in grade level core instruction with supplemental interventions provided as needed.**
- **Structures and policies provide access and equity, are student-centered, and designed to eliminate barriers to learning opportunities.**

Positive Behavior Intervention and Supports (PBIS)

- [VT PBIS Quarterly Spring Report 2018](#)
- Classroom Behavior Practice Coaching
- BEST/MTSS Summer Institute-full
- Optimizing Your MTSS strand ~45 participants
- Educational Support Team workshop

Restorative Approaches

- [Whole-school Restorative Approach Resource Guide](#)

Comprehensive and Balanced Assessment

- **Data is examined, discussed, reflected on and used to make decisions.**
- **SU/SDs regularly use all available data to address issues in a timely manner.**
- **Assessments identify and address gaps to better provide equitable learning opportunities for every student.**

Expertise (Well-Designed Professional Learning)

- **Staff expertise is matched to student need.**
- **There is an expectation that all staff will participate in on-going, embedded professional learning (PL).**
- **PL is available to all staff, as needed.**
- **Allocation/use of resources to implement evidence-based practices is responsible and intentional.**

Current Resources

HUMAN

- Agency of Education [MTSS Team](#) and [Special Education Team](#)
- School-based Teams

MATERIAL

- [MTSS Webpages](#)
- [Educational Support Team](#)
- [VT PBIS](#)
- [Restorative Approaches](#)
- [SWIFT Education Center](#)

Future Resources

- [BEST/MTSS Summer Institute](#) (June 25-28, 2018)

-Optimizing Your Multi-tiered System of Supports (MTSS) to Achieve Better Outcomes for All Students

- **MTSS Component Modules (Fall 2018)**

-Systemic and Comprehensive Approach

-High-Quality Instruction and Intervention

- **Field Guide 2.0 (2018-2019SY)**

Questions?

