



2020-2021 Vermont Multi-tiered System of Supports (VTmtss) Survey

To provide additional time and to encourage school leadership teams to consider sources of data and methods of collection to fulfill legal requirements under title [16 V.S.A. § 2904](#), we are distributing the VTmtss Survey questions in advance of the data collection period April 30-May 31, 2021.

Please review the information below about Vermont Statute [16 V.S.A. § 2904](#) reporting on the status of the educational support systems in each school in the supervisory union.

[16 V.S.A. §2902](#), directs that within each school district's comprehensive system of educational services, each public school shall develop and maintain a tiered system of academic and behavioral supports through the use of educational support teams for the purpose of providing all students with the opportunity to succeed or to be challenged in the general education environment.

Superintendents most often delegate the completing of this survey to the principal at each school in the supervisory union or supervisory district for completion.

For your convenience, you may also reference the [Vermont Multi-tiered System of Supports \(VTmtss\) Field Guide](#).

This information submitted in this survey is for School Year 2020 -2021. Please complete the survey no later than June 1, 2021.

For questions regarding the content of this survey, please contact Nancy Hellen at Nancy.Hellen@vermont.gov.

For questions regarding technical assistance with completing the survey, please contact Lucille Chicoine at Lucille.Chicoine@vermont.gov.

Thank you in advance for helping make this required data collection a success. Your time is appreciated!

Contact Information for Principal:

1. Name of Principal

First

Last

1a. Title

1b. Email

1c. Phone

Contact Information for Superintendent:

2. Name of Superintendent

2a. Email

2b. Supervisory Union/District

2c. SU/SD ID #

3. School Name (If you are a principal of more than one school or of a campus, please submit a survey for each school.)

3a. School ID #

4. Total student population.

5. Grade span of school. Check all that apply.

- PreK Kindergarten 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th

Educational Support Team (EST)

If you like more information about the following questions, please contact: Tom Faris at Thomas.Faris@vermont.gov.

6. For how many students was a request for assistance made to the Educational Support Team (EST) for the first time this school year?

7. Of the students in Question 6, how many received an Educational Support Team (EST) plan?

8. Of the students in Question 6, how many had 504 plans developed for the first time this school year?

9. Of the students in Question 6, how many received a request for assistance for special education evaluation for the first time this school year?

10. Of the students in Question 9, how many had Individualized Education Programs (IEP) developed for the first time this school year?

Health and Nutrition Services and Supports

If you like more information about the following questions, please contact:

Health Services and Supports: Sue Yesalonia at Susan.Yesalonia@vermont.gov

Substance Abuse Prevention: Beth Keister at Beth.Keister@vermont.gov

Nutrition Services and Supports: Rosie Krueger at Mary.Krueger@vermont.gov

11. Which of the following School Health and Nutrition Services and Supports are part of your school's multi-tiered system of supports? Check all that apply.

- Student Assistance Programs (SAP)
- Dental Clinics and Services
- Exercise and Fitness Programs (beyond PE classes)
- Healthy and Safe School Environment Programs
- National School Lunch Program (or SFSP operated for Lunch during COVID-19)
- School Breakfast Program (or SFSP operated for Breakfast during COVID-19)
- Special Milk Program
- Fresh Fruit and Vegetable Grant Program
- After school snacks or meals (CACFP or ASSP)
- After school mental health services
- Summer Meals (SFSP or SSO)
- Meals or meal kits sent home for weekends and vacations using COVID-19 waivers)
- Electronic/online free and reduced meal applications
- Alternative service methods for breakfast (Breakfast after the bell, breakfast in the classroom, grab-and-go)
- School-based Food Pantry
- Backpack program (food sent home on weekends)
- Farm to School Programing
- School-based Health Centers and Clinics
- School-based Mental Health Services
- After school Mental Health Services
- School Nursing and Health Services
- Substance Use/Abuse Prevention Programs
- Transportation of students to medical off school campus
- Student Wellness Programs and Services
- No Health and Nutrition Supports and Services offered.
-

12. Thinking about a typical summer, if you don't offer a summer meals program, what are the barriers preventing you from doing so?

13. Thinking about a typical school year, if you don't offer after school snacks or meals, what are the barriers preventing you from doing so?

14. Which Farm to School (FTS) activities took place in your school during the past school year? In this case, 'activities' refers to educational activities involving food, agriculture, or nutrition. Choose all activities which apply:

- Edible school gardens
- Indoor growing systems
- Student field trips to farms or orchards
- Farmer visits to classroom
- Branded promotion (such as Harvest of the Month)
- Hosting farm to school community events (such as corn shucking contest or harvest dinner)
- Local food cooking/demonstrations/taste tests/recipe and cooking competitions
- Teaching lessons/units on food systems/food and agriculture literacy
- Our school does not have FTS activities

15. In what ways has Farm to School (FTS) been embedded into school practices and policies? Check all that apply.

- Paid coordinator in school or district budget
- There is an active farm to school committee
- Included in job descriptions
- Part of the wellness policy
- School has local procurement policies
- Included in school mission or values statements
- Administration provides release time for staff to do farm to school work
- Other School Board, Superintendent and other leaders are aware of and support FTS
- FTS related professional development is supported within school/program budget
- FTS has not been embedded into practices and/or policies

16. Our school provides health education for the following grades. Check all that apply:

- K 1 2 3 4 5 6 7 8 9 10 11 12

17. Our school provides substance use prevention to the following grades. Check all that apply:

- K 1 2 3 4 5 6 7 8 9 10 11 12

18. Which substance abuse prevention programs does your school offer?

19. Does your school have Memorandum of Understandings (MOUs) with substance abuse treatment providers?

- Yes No

20. Please select all funding sources for the School Health and Nutrition Services and Supports. Check all that apply.

- | | |
|---------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <input type="checkbox"/> 21st Century Community Learning Centers Grants | <input type="checkbox"/> AOE Tobacco Use Prevention Grants |
| <input type="checkbox"/> BEST Act 230 | <input type="checkbox"/> National School Lunch Program * |
| <input type="checkbox"/> School Breakfast Program * | <input type="checkbox"/> Special Milk Program * |
| <input type="checkbox"/> Fresh Fruit and Vegetable Grant Program * | <input type="checkbox"/> After school snacks or meals (CACFP or ASSP) * |
| <input type="checkbox"/> Summer Meals (SFSP or SSO) * | <input type="checkbox"/> Food Service Equipment Grants * |
| <input type="checkbox"/> Title I ** | <input type="checkbox"/> Title IV ** |
| <input type="checkbox"/> Title V ** | <input type="checkbox"/> IDEA (Coordinated Early Intervening Services) |
| <input type="checkbox"/> Local/School Budget | <input type="checkbox"/> Medicaid Reimbursement |
| <input type="checkbox"/> Community Grants | <input type="checkbox"/> State Farm to School Grant |
| <input type="checkbox"/> USDA Farm to School Grant | <input type="checkbox"/> State Special Education |
| <input type="checkbox"/> Department of Health Substance Use/Abuse grant funding | <input type="checkbox"/> Other Sources for Substance Use/Abuse Prevention Programs |
| <input type="checkbox"/> No Health and Nutrition supports and services offered | |
| <input type="checkbox"/> Other <input type="text"/> | |

* Federal and State Funding for the Federal Child Nutrition Programs

** Consolidated Federal Programs

Equity Literacy

If you like more information about the following questions, please contact: Martha Deiss at Martha.Deiss@vermont.gov.

21. Has your staff participated in professional learning related to any of the following abilities identified by The Equity Literacy Institute?

Yes No

21a. If yes, check all that apply:

- Recognizing even the subtlest biases and inequities
- Responding skillfully and equitably to biases and inequities in the immediate term
- Redressing biases and inequities by understanding and addressing them at their institutional roots
- Sustaining equity efforts even in the face of discomfort or resistance

22. Are abilities related to equity literacy included as part of the educator evaluation?

Yes No

22a. If yes, which abilities are addressed?

23. Is equity literacy integrated across content areas?

Yes No

23a. If yes, which content areas? Check all that apply:

- Mathematics
- English Language Arts
- Science
- Social Studies
- World Languages
- Health
- Physical Education
- The Arts

Other

24. What data are collected regarding equitable participation in extra-curricular activities? (Please specify.)

25. Which positions or groups within your educational system are responsible for issues related to equity and inclusion?

Mental Health and Social Services and Supports

If you like more information about the following questions, please contact: Meg Porcella at Meg.Porcella@vermont.gov.

26. Which of the following Mental Health and Social Services and Supports are part of your school's multi-tiered system of supports? Check all that apply.

- | | |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Behavior Intervention Specialist and Services | <input type="checkbox"/> Child Protection Team |
| <input type="checkbox"/> Conflict Resolution Program | <input type="checkbox"/> Coordinated Service Plans (Act 264) |
| <input type="checkbox"/> Counseling/Guidance Services | <input type="checkbox"/> Home School Coordinator |
| <input type="checkbox"/> Family Support Personnel | <input type="checkbox"/> School Psychological Services |
| <input type="checkbox"/> Social Worker | <input type="checkbox"/> School-based Clinician (separate) |
| <input type="checkbox"/> Restorative Approaches | <input type="checkbox"/> Board Certified Behavior Analyst (BCBA) |
| <input type="checkbox"/> Student Assistance Programs (SAP) | <input type="checkbox"/> Substance Use/Abuse Prevention Programs |
| <input type="checkbox"/> SU/SD Wide Whole School, Whole Community, Whole Child Team | <input type="checkbox"/> Teacher Advisor System |
| <input type="checkbox"/> Peer Monitoring | <input type="checkbox"/> Trained Crisis Response Team |
| <input type="checkbox"/> Suicide Prevention Training | <input type="checkbox"/> Transportation (of students to medical or counseling appointments off school campus) |
| <input type="checkbox"/> No Mental Health and Social Services and Supports offered | |
| <input type="checkbox"/> Other <input type="text"/> | |

27. What percentage of your staff has been trained in trauma-informed practices?

- 0% 25% 75% 100%

"[Trauma-informed](#)" means a type of program, organization, or system that recognizes the widespread impact of trauma and potential paths for recovery; recognizes the signs and symptoms of trauma in clients, families, staff, and others involved in a system; responds by fully integrating knowledge about trauma into policies, procedures, and practices; and seeks actively to resist retraumatization and build resilience among the population served. (Added 2017, No. 204 (Adj. Sess.), § 3.)

28. What trauma-informed training would you recommend for others to engage in?

29. Which positions or groups within your educational system are responsible for issues related to trauma-informed practices?

30. Does your school have Memorandum of Understandings (MOUs) with your local Designated Mental Health Agency or other local mental health agencies or providers?

Yes No

31. Please select all funding sources used for the Mental Health and Social Services and Supports. Check all that apply.

- | | |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <input type="checkbox"/> 21st Century Community Learning Centers Grants | <input type="checkbox"/> Agency of Education Tobacco Use Prevention Grants |
| <input type="checkbox"/> Title I ** | <input type="checkbox"/> Title IV ** |
| <input type="checkbox"/> Title V ** | <input type="checkbox"/> IDEA (Coordinated Early Intervening Services) |
| <input type="checkbox"/> Local/School Budget | <input type="checkbox"/> Medicaid Reimbursement |
| <input type="checkbox"/> State Special Education | <input type="checkbox"/> Department of Health Substance Use/Abuse grant funding |
| <input type="checkbox"/> Other Sources for Substance Use/Abuse Prevention Programs | <input type="checkbox"/> No Mental Health and Social Services and Supports offered |
| <input type="checkbox"/> <input type="text" value="Other"/> | |

** Consolidated Federal Programs

Academic and Behavioral Services and Supports

If you like more information about the following questions, please contact:

Early Education: Kate Rogers at Kate.Rogers@vermont.gov

VTmtss: Tracy Watterson at Tracy.Watterson@vermont.gov

32. Which of the following Academic and Behavioral Services and Supports are available to any student as part of your school's multi-tiered system of supports? Check all that apply.

- 21st Century Community Learning Centers Grants
- All Day/Extended Day Kindergarten
- Instructional Coaches
- Positive Behavioral Interventions and Supports (PBIS)
- Restorative Approaches
- Study Supports
- No Academic and Behavioral Services offered
- Other
- Advisory
- Early MTSS (including professional development training and coaching)
- Intervention Block
- Preschool Developmental Screening
- Student Assistance Program (SAP)
- Trauma Informed Practices

33. Please select all funding sources for the Academic and Behavioral Services and Supports. Check all that apply.

- 21st Century Grants
- BEST Act 230
- Title IIA **
- Title V **
- Local/School Budget
- State Special Education
- Other
- Agency of Education Tobacco Use Prevention Grants
- Title I **
- Title IV **
- IDEA (Coordinated Early Intervening Services)
- Medicaid Reimbursement

** Consolidated Federal Programs

VTmtss Capacity Building

34. What area(s) of growth did your SU and/or school focus on this year to build capacity for multi-tiered system of supports? (250 words or less)

35. Was your school's Continuous Improvement Plan (CIP) informed by a review of your VTmtss Framework?

- Yes No

36. Which of the following VTmtss Team opportunities did your school use to inform and support your VTmtss Framework? Check all that apply.

- VTmtss Listserv
- VTmtss System Screen (See below)
- VTmtss Driver Diagram (See below)
- VTmtss Technical Assistance Request
- VTmtss Webpages
- None of the above

View the following online:

[VTmtss System Screener](#)

[VTmtss Driver Diagram](#)

37. As principal, I assure to the best of my understanding that the information provided is correct for the School's Vermont Multi-Tiered System of Supports (VTmtss) Survey Data.