



2021-2022 Vermont Multi-tiered System of Supports (VTmtss) Survey

[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 support using 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 completion 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](#). The information submitted in this survey is for School Year 2021-2022. Please complete the survey no later than May 31, 2022.

For questions regarding the content of this survey, please contact Caitlin Chisholm at caitlin.chisholm@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!

VTmtss 2021/2022 Survey Purpose Statement

The purpose of this annual school-level survey collection is to gather data on the extent to which school leaders have incorporated the best practices within the VTmtss Framework to increase equitable access to high-quality interventions.

The following resources were consulted in determining the questions and best practices outlined in the response choices: [VTmtss Field Guide 2019](#), [District Management Group \(DMG\) Report](#), [Educational Support Teams \(EST\) Guidance Documents](#).

Directions for Save and Resume Option

Click on "Save" at the end of the form. A pop-up screen will appear with the option of, "Email me my link". Click on "Send". An email will be sent with the option "Resume Now" which will allow you to go back to the form to finish entering your data. Finish entering your data then click on "Submit". A confirmation email will be sent along with a PDF of your submission.

Contact Information:

1. Name of Principal

First

Last

1a. Title

1b. Email

1c. Phone

2. Name of Superintendent

First

Last

2a. Email

3. Supervisory Union (previous year)

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

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

Increasing Capacity for the Collaborative Development of System Expertise

Scheduling

6. Select all staff members that are involved with the creation of the master schedule before the beginning of the school year. Select all that apply:

- School principal Special education administrator(s)
 Behavior specialist(s) School psychologist(s)
 Content specialist(s) Classroom teacher

Educational Support

Teams

7. Select from the following individuals, who would always be represented in your school's Educational Support Team. Select all that apply:

- School administrator
- School psychologist
- Classroom teacher
- Families
- Students
- Relevant academic specialist
- Relevant behavior specialist

8. According to your school's master schedule, how often is the Educational Support Team designated to meet throughout the year? Select one:

- At least once per week
- At least twice per month
- Once per month
- Less than once per month
- Educational support team is not part of the master schedule

9. When an academic intervention plan has been developed for a student by your school's Educational Support Team (EST), which of the following outcomes that would always occur? Select all that apply:

- General ed instructor(s) meets with member(s) of the team assigning the intervention plan to discuss the details of the intervention
- Documentation is provided to all of the student's instructors detailing specific information regarding the intervention plan
- Relevant instructor(s) are provided a documented timeline around expectations for tracking and reporting on intervention data
- General educators are prepared to assume responsibility for the continued implementation of support or accommodations at the completion of an intervention plan
- Instructors are able access a wide variety of resources to meet the needs of adapting or modifying a lesson according to the intervention plan
- Students are made aware of the details and provided relevant resources within the plan
- Families are made aware of the details and provided relevant resources within the plan

10. When a SEL (social emotional learning)/behavioral intervention plan has been developed by your school's Educational Support Team (EST), select the following outcomes that would always occur? Select all that apply:

- General ed instructor(s) meets with member(s) of the team assigning the intervention plan to discuss the details of the intervention
- Documentation is provided to all of the student's instructors detailing specific information regarding the intervention plan
- Relevant instructor(s) are provided a documented timeline around expectations for tracking and reporting on intervention data
- General educators are prepared to assume responsibility for the continued implementation of support or accommodations at the completion of an intervention plan
- Instructors can access a wide variety of resources to meet the needs of adapting or modifying a lesson according to the intervention plan
- Students and families are made aware of the details and provided relevant resources within the plan

11. From the following data sources, which data your Educational Support Team often reviews during intervention meetings. Select all that apply:

- Academic screener data
- Attendance data
- Behavior-related data
- Current academic or SEL screener data
- Educational correction from education
- Family provided qualitative data
- Instructor testimonial data
- Interim or periodic benchmark assessments.
- Observational data (ex. Interventionist observing instructor)
- Office/discipline referral data
- Ongoing formative progress monitoring data
- Proficiency-based assessments
- SEL screener data
- The student's IEP plan
- The student's Section 504 plan
- Student provided qualitative data
- Summative assessments compared to benchmark/standard

12. How many active Educational Support Team (EST) plans are still in place from last school year?

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

14. Of the students in Question 13, who received a request for assistance to EST for the first time this school year, how many received an EST plan?

15. Of the students in question 14, who received an EST plan for the first time this year, how many of these initial plans include at least one academic support?

16. Of the students in question 14, who received an EST plan for the first time this year, how many of these initial plans include at least one behavior/SEL related support.

17. Of the students in question 14, who received an EST plan for the first time this year, how many had a Section 504 plan developed for the first time this year?

18. Of the students in question 14, who received an EST plan for the first time this year, how many were recommended for a special education evaluation for the first time this school year?

19. Of the students in question 18, who were recommended for special education evaluation, how many had an individualized Education Program (IEP) developed for the first time this school year?

20. Out of all current EST plans, how many were completed this school year? (initial and active)

Equitable Access to Interventions and Supports

21. Which of the following opportunities are embedded within your school system to enhance any interventions provided to students (with or without an IEP) who find themselves struggling academically in their core classroom? Select all that apply:

Extra time embedded in their weekly or daily schedule to receive support in addition to core instruction within the school day Intervention instruction delivered from a content specialist on the specific standard or skill identified as needing support Additional support made available in the classroom where a student may be struggling Student receives 1-1 consultation with their instructor(s) to discuss personalized needs and supports Student and educator consult personalized learning plans to better inform supporting their needs Student is provided immediate 1-1 time with a school administrator to discuss the variety of supports available within the school or community to support their needs Family is immediately made aware of the student being identified as struggling Family is involved with making decisions around support The students' data is provided to relevant collaborative school team for a consultation

22. Which of the following opportunities are embedded within your school system to enhance any interventions provided to students (with or without IEP) who find themselves with an SEL need or struggling with regulating behavior in their classroom? Select all that apply:

All educators are informed of interventions to support students' SEL or behavioral needs in the classroom Designated point person(s) tracks data on the progress of the specific SEL intervention Student is provided immediate 1-1 time with a school administrator to discuss the variety of supports available within the school or community to support their needs Family is immediately made aware of the student being identified as struggling Family is involved with making decisions around support Opportunity for student to discuss needs and request supports from the relevant staff member The students' data is provided to the relevant collaborative school team for a consultation Student and educator consult personalized learning plan to better inform supporting their needs Student has scheduled access to an identified staff member for check-in or other support

23. Select from the following data sources, which data general educators in your school often review to inform their lesson plans. Select all that apply:

- Ongoing formative progress monitoring data
- Interim or periodic benchmark assessments
- Family provided qualitative data
- Student provided qualitative data
- Proficiency-based assessments
- Universal screening
- Students' IEP plans
- Students' Section 504 plans
- Summative assessments compared to benchmark/standard
- Staff observations of student behavior

24. Does your school administer a universal SEL Screener

- Yes No

25. Does your school administer a universal Mental health screener?

- Yes No

26. Does your school administer a School Climate Survey?

- Yes No

27. Which of the following Mental Health and Social Services and Supports are part of your school's multi-tiered system of support? Select all that apply:

- Behavior Intervention Specialist and Services
- Child Protection Team
- Conflict Resolution Program
- Coordinated Service Plans (Act 264)
- Counseling/Guidance Services
- Home School Coordinator
- Family Support Personnel
- School Psychological Services
- Social Worker
- School-based Clinician
- Restorative Approaches
- Board Certified Behavior Analyst (BCBA) *
Student Assistance Programs (SAP)
- Substance Use/Abuse Prevention Programs
- SU/SD Wide Whole School, Whole Community
- Teacher Advisor System Whole Child Team
- Peer Monitoring
- Trained Crisis Response Team
- Suicide Prevention Training
- Transportation (of students to medical or counseling appointments off school campus)

28. Does your school have a memorandum of understanding with your local designated mental health agency or other local health and mental agency providers?

- Yes No

29. Funding sources for mental health services. Select all that apply:

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

** Consolidated Federal Programs

Increasing Capacity for the Collaborative Development of the Collective Expertise

30. How frequently do general educators in your school have the time intentionally embedded in their schedule to do the following?

a. Meet with an intervention specialist to inform their lesson plans. Select one:

- Daily
- At least once per week
- At least once per month
- More than 4 times per year
- Fewer than 4 times per year
- There is no intervention specialist on staff this year

b. Meet with a special educator to inform lesson planning. Select one:

- Daily
- At least once per week
- At least once per month
- More than 4 times per year
- Fewer than 4 times per year

c. Discuss the details of a paraprofessional's responsibility or role in supporting students. Select one:

- Daily
- At least once per week
- At least once per month
- More than 4 times per year
- Fewer than 4 times per year

d. Share best practices with another grade level or content area general educator. Select one:

- Daily
- At least once per week
- At least once per month
- More than 4 times per year
- Fewer than 4 times per year

e. Discuss the progress of a student with a family member. Select one:

- Daily
- At least once per week
- At least once per month
- More than 4 times per year
- Fewer than 4 times per year

f. Discuss the progress of a student with that student. Select one:

- Daily
- At least once per week
- At least once per month
- More than 4 times per year
- Fewer than 4 times per year

31. Which of the following needs-based professional learning opportunities are available in your school? Select all that apply:

- | | |
|--|--|
| <input type="checkbox"/> Mentorships | <input type="checkbox"/> Ongoing coaching |
| <input type="checkbox"/> Content-specific discussion and study groups, | <input type="checkbox"/> Action research |
| <input type="checkbox"/> Peer observation | <input type="checkbox"/> Professional Learning Communities |

32. Which of the following professional development (PD) learning are determined for educators at your school. Select all that apply:

- All general educators have customized PD embedded into their schedule
- Student data informs individual PD needs of staff
- Opportunities are determined by regular administrator observations of all teachers' classrooms
- Intervention specialists provide coaching as they determine necessary on an individual basis for staff members
- Regular review of school-wide, disaggregated data, determines coaching needs around specific skills
- PD is determined based on its alignment to SMART goals in the school's theory of improvement such as CIP goals, grant-based planning, etc.

33. Who do paraprofessionals meet with at least weekly to determine how they are going to best serve the students to whom they are assigned? Select all that apply:

- Students' general educators
- Behavior specialist assigned to a student
- Special educator working with a student (if applicable)
- Mental health professional

34. Which opportunities has your school made available throughout the year for meaningfully engaging families in decisions regarding the school? Select all that apply:

- Families participate in planning meetings
- Meaningful volunteer opportunities are available
- Family participates in developing, implementing, and evaluating critical school programs.
- Families are provided resources pertaining to meaningful data about their child for the purpose of collaborating around student-based decisions (ex. Resources to interpret assessment results)
- Consideration of family engagement goals or change ideas are included as part of CIP plan

35. Answer the following questions for your school, if applicable.

a. Family Engagement Coordinator

Name

Email

b. Multi-tiered System of Supports (MTSS) Coordinator

Name

Email

c. EST (Educational Support Teams) Coordinator

Name

Email

d. Section 504 Coordinator

Name

Email

e. Behavioral Coordinator

Name

Email

f. Harassment, Hazing, and Bullying

First person:

Email

Second person:

Email

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

- Making Connections with VTmtss series
- VTmtss Driver Diagram
- VTmtss System Screener

View the following online:

- [Making Connections with VTmtss series](#)
- [VTmtss Driver Diagram](#)
- [VTmtss System Screener](#)

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.