



219 North Main Street, Suite 402
Barre, VT 05641 (p) 802-479-1030 | (f) 802-479-1835

What's New in the VTmtss Field Guide 2019



- Enhanced discussion of **social-emotional concerns** and **Specific Learning Disability (SLD) determination**
- An explicit discussion of how school and districts internal **cultures** contributes to school improvement in each component
- A new section, **VTmtss in Action**, that addresses how to use the Systemic and Comprehensive Approach for decision making, continuous improvement, and problem solving
- A set of **Vignettes** showing how Vermont schools are using the VTmtss Framework to address questions and make decisions
- **Practical Matters** discussions for each component to explore some of the practical issues that need to be addressed
- **Reflection Tools** for schools or school districts to look at their systems and practices through the lenses of the components and their interconnectivity
- A **Digging Deeper** section that provides further resources and information about each component
- An explicit connection to Vermont and Federal **legislative policy**, specifically: EQS, Act 173, ESSA, and IDEA
- Intentional connection to **state guidelines** on assessment, specific learning disabilities, early education, and community and family engagement

VTmtss Field Guide 2019 Facts

1. The *VTmtss Field Guide 2019 Edition* (available early fall 2019) is the State's guidelines for the field that is uniquely Vermont; a comprehensive, evidence-based, and systemic framework that relies on appropriately qualified professionals and their expertise to meet all students' academic and non-academic needs.
2. The VTmtss Framework is a PreK-12 framework that unifies educational opportunities and supports to improve outcomes and ensure equity for all students through a layered continuum of high-quality, evidence-based instruction, intervention and assessment practices matched to student strengths and needs.
3. The VTmtss Framework explicitly connects to the larger Vermont educational landscape by unifying a progressive system of supports, personalization, flexible pathways, and proficiencies within a culture of continuous improvement and decision-making for excellence and equity.
4. The VTmtss Framework acts in coherence with Vermont and Federal legislative policy; echoing themes of educational opportunities (EQS), closing achievement gaps (ESSA), and supporting students who struggle before, during, and after identification of a learning disability (IDEA)*.
5. The VTmtss Framework components work in concert with each other. Districts will be most successful when continuous improvement is coordinated between and among the intersecting components.

*The VTmtss Framework can be used as an alternative to the discrepancy model for determining learning disabilities.

NOTE: The Agency has a dedicated team, the VTmtss Team, that works in collaboration with other AOE teams to provide technical assistance to Supervisory Unions and their schools in improving and expanding their multi-tiered systems of support.

