Vermont Multi-tiered System of Supports (VTmtss) Survey Questions

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, the Vermont Multi-tiered System of Supports team is releasing the VTmtss Statewide Survey questions for school year 2022-2023 early so that school leaders can prepare any necessary data to answer these questions in May 2023. For questions regarding the content of this survey, please contact Caitlin Chisholm at caitlin.chisholm@vermont.gov.

Vermont Multi-tiered System of Supports Survey Purpose

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 while developing the questions and best practices outlined in the response choices: VTmtss Field Guide 2019, District Management Group (DMG) Report, and Educational Support Teams (EST) Guidance Documents.

a. **Name of Principal** (First Last)
b. **Principal's Email**
c. **Principal's Phone**
d. **Name of Superintendent** (First Last)
e. **Superintendent Email**
f. **Superintendent's Phone**
g. **Supervisory Union**
h. **School Name (If you are the principal of more than one school or of a campus, please submit a survey for *each* school.)**
i. **Total student population**
j. **The grades taught in this school.**
   □ PreK □ Kindergarten □ 1st □ 2nd □ 3rd □ 4th □ 5th □ 6th □ 7th □ 8th □ 9th □ 10th □ 11th □ 12th
k. **Grade band best describes your school:**
   □ Pre/K and/or Kindergarten □ Elementary □ Elementary/Middle □ Middle □ Middle/High □ High-School □ Other

Contact Information:

If you have questions about this document or would like additional information please contact:

Caitlin Chisholm, Student Support Services, at caitlin.chisholm@vermont.gov.

Increasing Capacity for the Collaborative Development of System Expertise

Scheduling

1. **Which staff members 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)
- Content Specialist
- Classroom teacher
- Other

Educational Support Teams

2. **Which of the following individuals are consistently included in your school's Educational Support Team meetings? Select all that apply:**

- an administrator
- teachers (appropriate PK-12 grade level related to student needs)
- special educator
- staff with behavioral and academic expertise
- school counselors
- a school psychologist and/or social worker
- family and student (when possible)
- other non-school supports/advocates
- a district-level representative

3. **Is your school's educational support team meetings schedule embedded within your school's master schedule? Select one:**

- Yes
- No

4. **How frequently does your educational support team meet throughout the year? Select one:**

- Less than once per month
- Once per month
- Twice per month or more

5. **When an academic intervention plan has been developed for a student by your school's Educational Support Team (EST), which of the following systemic approaches 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 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

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- General educators are prepared to assume responsibility for the continued implementation of support or accommodations at the completion of an 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

6. **When a Social Emotional Learning (SEL) support or behavioral intervention is developed by your school's Educational Support Team (EST), which of the following systemic approaches 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 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
- 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

7. **From the following data sources, which does your Educational Support Team consistently review during most EST meetings? Select all that apply:**

- **Screener Data** (e.g., SEL or academic screener data)
- **Family & Student Qualitative** (e.g., student/family input (verbal or written), observational)
- **Progress Monitoring Data** (e.g, periodic benchmark assessments, formative assessments)
- **Diagnostic data** (e.g., Student's IEP plan, behavior-related data, attendance data)
- **Outcome Data** (e.g., Summative assessments compared to benchmark/standard, proficiency-based assessments)

8. **Which of the following elements are contained within your schools EST plans? Select all that apply:**

- Current level of performance always noted on plan
- Concerns are clearly defined and detailed on plan
- Concern is measurable and informed by data – noted on plan
- Plan to promote change is measurable and will be measured by data – noted on plan
- Plans clearly define roles: i.e., what will occur, by whom, where and when
- Includes information for how to enhance general education setting for student
- Dates are noted to ensure short-term, frequent review of student progress occurs
- Space to note adaptations or changes made after review of outcomes data is provided on EST plan template

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

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

11. Of the students in Question 10 who received a request for assistance to EST for the first time this school year, how many received an EST plan?

12. Of the students in question 11 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?

13. Of the students in question 11 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?

14. Of the students in question 13, who were recommended for special education evaluation, how many had an Individualized Education Program (IEP) developed for the first time this school year?

15. Out of all current EST plans, how many were completed this school year? ("All" means both transferred over from last year and plans new for this school year.)

Equitable Access to Interventions and Supports

16. Which of the following opportunities are embedded within your school system to enhance any interventions (academic, SEL, or MH) provided to students (with or without an IEP) who find themselves struggling and in need of support at the universal level?

- Extra time embedded in their weekly or daily schedule to receive support in addition to core instruction within the school day
- Intervention instruction delivered by a content specialist on the specific standard or skill identified as needing support
- Additional support is 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
- Family is immediately made aware of the student being identified as struggling
- Family is involved with making decisions around support to be provided
- The students' data is provided to the relevant collaborative school team for a consultation

17. What systems-level supports are in place to provide high-quality social-emotional (SEL) or mental health (MH) support to all students who may need them in your school? Select all that apply.

- There is appropriate coordination of social-emotional learning, behavioral expectations, and supports for mental health and wellness *(e.g., SEL/MH and behavioral considerations are reflected in school mission and vision, SEL related programming and curricula are provided to staff)*
- Standards are in place that are integrated with the academic curriculum for social-emotional learning, behavioral expectations, and supports for mental health and

wellness that are vertically aligned to be age and grade-appropriate and integrated within the academic curriculum.

- There are processes, protocols, and tools available to staff for immediately addressing any social-emotional learning, behavioral expectations and mental health and wellness needs as they develop *(e.g, crisis response protocols are in place and familiar to all staff, staff are provided professional learning on SEL and mental health)*
- Within the school CIP there is expressed consideration of social emotional learning, behavioral expectations, or mental health and wellness.
- There is a system in place for collecting SEL, behavioral, and mental health related data
- There is a process in place to identify, operationalize, and coordinate services with relevant mental health services to address students' individual needs
- Mental health professionals are available to access in a timely manner either at the school level or within the district

18. **Which of the following data sources do general educators in your school often review to inform their lesson planning? 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
- Staff observations of student behavior benchmark/standard

19. **Does your school administer a universal SEL Screener?**
   ○ Yes ○ No

19a. **If yes which one?** _____

20. **Does your school administer a universal mental health screener?**
   ○ Yes ○ No

20a. **If yes, which one?**

21. **Does your school administer a School Climate Survey?**
   ○ Yes ○ No

21a. **If yes, which one?**

22. **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
- Conflict Resolution Program
- Counseling/Guidance Services

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

23. **Does your school have a memorandum of understanding with your local designated mental health agency or other local health and mental agency providers? (YES or NO)**

24. **Funding sources for mental health and social 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
- No Mental Health and Social Services and funding Prevention Programs Supports offered
- Elementary and Secondary School Emergency Relief Fund
- Act 112 Grant Fund
- Success Beyond Six
- No Mental Health and Social Services and funding Prevention Programs Supports offered

Increasing Capacity for the Collaborative Development of Collective Expertise

25. **How frequently do general educators in your school have 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

26. How is your needs-based professional learning determined at your school?
- Student data informs individual PD needs of staff

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- 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.

27. **Which of the following needs-based professional learning opportunities are available in your school? Select all that apply:**
- Mentorships
- Ongoing coaching
- Content-specific discussion and study groups
- Networked Improvement Community (NIC)
- Peer observation
- Professional Learning Communities
- Staff receive differentiated training based on individual need
- Paraprofessionals receive differentiated training based on individual need
- All staff are trained in school-wide programs or frameworks (e.g., UDL, PBIS)

28. **What type of roles do paraprofessionals serve in your school? Select all that apply.**
- 1-1 support
- General education classroom support
- Behavioral management or support

28a. **Regardless of the role that a paraprofessional serves in your school, do all of them have an opportunity to meet with a general educator for at least an hour weekly to discuss embedded supports in the general education setting? (yes or no)**

29. **Which opportunities have 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 (e.g., educational support team meetings, planning of system-level decisions such as mission and vision or classroom expectations)
- Making time for families to share unique experiences or knowledge
- Inquiring about what families may want to share with their school)
- Families participate 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 your school's Continuous Improvement Plan (CIP)

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30. **Our school has at least one staff member represented on a district-level educational support team. Select One (yes or no)**

31. **Answer the following questions for your school, based on who you anticipate will fill these roles in School Year 2023-2024":**
    a. Family Engagement Coordinator (name & email)
    b. Multi-tiered System of Supports (MTSS) Coordinator (name & email)
    c. Educational Support Teams (EST) Coordinator (name & email)
    d. Designated Employees (each school must have two) First person: (name & email), Second person: (name & email)
    e. Section 504 Coordinator (name & email)
    f. Behavior Coordinator (name & email)

32. **Which of the following VTmtss Team tools 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

33. **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.**

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