Issue Date: October 29, 2024

2024-2025 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 the school year 2024-2025 early so that school leaders can prepare any necessary data to answer these questions in May 2025. For questions regarding the content of this survey, please contact Tracy Watterson at tracy.watterson@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.

Contact Information

 a. **Name of Principal** (First and Last)

 b. **Principal's Email**

 c. **Principal's Phone**

 d. **Name of Superintendent** (First and Last)

 e. **Superintendent's 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. **The grade band that best describes your school.**

- PreK and/or Kindergarten
- Elementary
- Elementary/Middle
- Middle
- Middle/High
- High School
- Other

Increasing Capacity for the Collaborative Development of System Expertise

Educational Support Teams (EST)

1. **Select all individuals who are consistently included in your school's EST meetings.**

- an administrator
- teachers (appropriate PreK-12 grade level related to student needs)
- a special educator

- a staff member with behavioral and academic expertise
- a school counselor
- a school psychologist
- a social worker
- a family member or guardian
- a student (when possible)
- other non-school supports/advocates
- a district-level representative

2. **Is your school's educational support team meetings schedule embedded within your school's master schedule? Select one.**
   - Yes
   - No

3. **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

Questions 4 and 5: Responsive Decision Making - EST Plans

4. **Select the systemic approaches always used in your school to enhance any academic intervention plans developed for a student by your school's EST.**

   - General ed instructor(s) meets with members(s) of the team assigning the intervention plan to discuss the details of the intervention
   - Documentation is provided to the student's instructors detailing specific information regarding the intervention plan
   - Relevant instructors(s) are provided with 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 accommodation 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

5. **Select the systemic approaches always used in your school to enhance any Social Emotional Learning (SEL) support or behavioral intervention plan developed by your school's EST.**

    - General ed instructor(s) meets with members(s) of the team assigning the intervention plan to discuss the details of the intervention
    - Documentation is provided to the student's instructors detailing specific information regarding the intervention plan
    - Relevant instructors(s) are provided with 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 accommodation 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. **Which of the following data sources does your EST often review during EST meetings?**

    - **Screener Data** (e.g., SEL or academic screener data)
    - **Family Qualitative** (e.g., family input (verbal or written), observational)
    - **Student Qualitative** (e.g., student 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)

7. **Select all of the following elements that are contained within your school's EST plans.**

    - Current level of performance is always noted on the plan
    - Concerns are clearly defined and detailed in the plan
    - Concern is measurable and informed by data – noted on the plan
    - Plan to promote change is measurable and will be measured by data – noted on the plan
    - Plans clearly define roles: i.e., what will occur, by whom, where, and when
    - Includes information on how to enhance general education setting for the 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 the EST plan template

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

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

10. **Of the students in Question 9, who received a request for assistance to EST for the first time this school year, how many received an EST plan?**

11. **Of the students in question 10, 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?**

12. **Of the students in question 10, 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?**

13. **Of the students in question 12, who were recommended for special education evaluation, how many had an Individualized Education Program (IEP) developed for the first time this school year?**

14. **Out of all current EST plans, how many were completed this school year? ("All" means adding total from question number 8 and 10.)**

Scheduling

15. **Select all staff members who are involved with the creation of the school's master schedule.**

   - School principal
   - Special education administrator(s)
   - Contents specialist
   - Classroom teacher
   - Other

Equitable Access to Interventions and Supports

Questions 16-18: Student Supports

16. **Select all options that are available to enhance ANY type of support to ALL students in your school.**

   - Extra time is embedded in teacher schedules offer support
   - Extra time is embedded in student schedules to receive support
   - Intentional short or long-term goals that are based on multiple sources of data inform any support received

- The most highly skilled professionals related to the support provided are always available for learners who require them
- Support provided does not supplant nor limit students' access to universal instruction
- Timely monitoring is always used for any support to determine support adaptation
- Student data are evaluated by educators to measure the progress or outcome of support received
- Family is provided with the opportunity to be involved with making decisions around the support to be provided
- There are opportunities for students to discuss and request support from the relevant staff members

17. **Select all system-level approaches that are in place to provide high-quality mental health (MH) supports to all students who may need them in your school**.

- Supporting student mental health and wellbeing is reflected in the school's continuous improvement plan (goals or change ideas)
- Supports for mental health and wellness are vertically aligned to be age and grade-appropriate
- Processes are in place to support students' mental health needs through coordinating relevant services
- Protocols and processes for supporting mental health needs are understood by all school staff
- Mental health professionals are accessible to students in a timely manner
- Families are provided with the opportunity to be involved with making decisions around the support to be provided
- There are opportunities for students to discuss and request support from the relevant staff members

18. **Select all systems-level approaches that are in place to provide high-quality social-emotional (SEL) support to all students who may need them in your school**.

- Supporting student social emotional learning is reflected in school's continuous improvement plan (goals or change ideas)
- Standards to influence social-emotional learning are integrated within the academic curriculum and instructional practices
- Processes are in place to support students' social-emotional needs through coordinating relevant services
- Protocols and processes for supporting social-emotional needs are understood by all school staff

- Family is provided with the opportunity to be involved with making decisions around the support to be provided
- There are opportunities for students to discuss and request support from the relevant staff members.

19. **Select any data sources general educators in your school review to inform their lesson planning.**

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

20. **Does your school administer a universal social-emotional screener? Select one.**

- Yes
- No

21. **Does your school administer a universal mental health screener? Select one.**

- Yes
- No

22. **Does your school administer a School Climate Survey? Select one.**

- Yes
- No

23. **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

24. **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

25. **Select all funding sources you used this school year for mental health and social services.**

- Agency of Education Tobacco Use Prevention
- 21st Century Community Learning Centers Grants
- 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
- Project AWARE Grant
- Elementary and Secondary School Emergency Relief 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

26. **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

27. **How is needs-based professional learning determined at your school? Select all that apply.**

- Student data informs individual professional learning 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
- Professional learning is determined based on its alignment to SMART goals in the school's theory of improvement

28. **Which of the following needs-based professional learning opportunities are available to staff 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)

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29. **How many total paraprofessionals are currently employed full-time time your school?**

   Of those paraprofessionals in question 29, how many are primarily assigned to the following role(s)?

   29a. Support of an assigned student (Individualized Education Program)

   - Do the paraprofessionals in this role meet with a general educator weekly to discuss embedded supports? Select one.

       - Yes
       - No

   29b. Support of an assigned student (Not designated by an IEP)

   - Do the paraprofessionals in this role meet with a general educator weekly to discuss embedded supports? Select one.

       - Yes
       - No

   29c. Support core instruction within a whole class or small group support setting

   - Do the paraprofessionals in this role meet with a general educator weekly to discuss embedded supports? Select one.

       - Yes
       - No

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

   - Families are invited to participate in planning meetings (e.g., planning of system-level decisions such as mission and vision or classroom expectations)
   - Time is intentionally planned for families to share unique experiences or knowledge
   - There is process for systemic inquiry of families' feedback throughout the year
   - Families are provided opportunities to participate in developing, implementing, and evaluating critical school programs
   - Families are considered partners when reviewing any data to make school-based decisions
   - Consideration of leveraging family engagement to achieve goals in school's continuous improvement plan

31. Our school has at least one staff member represented on a district-level educational support team. Select one.

- Yes
- No

32. Answer the following questions for your school, based on who you anticipate will fill these roles in School Year 2025-2026.

a. Family Engagement Coordinator (name and email)
b. Multi-tiered System of Supports (MTSS) Coordinator (name and email)
c. Educational Support Teams (EST) Coordinator (name and email)
d. Designated Employees (each school must have two) First person: (name and email), Second person: (name and email)
e. Section 504 Coordinator (name and email)
f. Behavior Coordinator (name and email)

33. Which of the following VTmtss Team tools did your school use to inform and support your VTmtss Framework this school year? Select all that apply.

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

34. 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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