

Setting the Stage: Laying the Foundation for Special Education Rule Changes to Support Act 173

The Agency of Education Student Support Services Division:
Early Education, Special Education and VTmtss Teams

September 13, 2021

Objectives

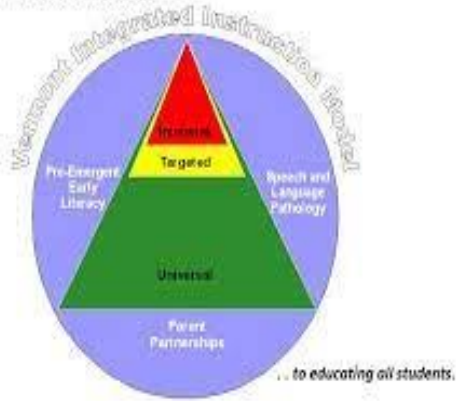
To state a common understanding regarding:

1. the evolution of tiered systems of support in VT,
2. terms used throughout our frameworks, and
3. the essential concepts of our frameworks.

Appreciative Inquiry 1

- What do you expect to hear from this presentation?
- What questions do you hope to have answered?
- What do you think about when you hear the term multi-tiered system of supports?

An innovative systems approach . . .



The Evolution of Tiered Systems of Support in Vermont



The First Decade 2000-2009



Education
Support Services
2000

Reauthorization
of
IDEA 2004-2005

Vermont
Integrated
Instructional
Model 2006

The Second Decade: Part 1

2010-2014

Race to the Top
Early Learning
Challenge Grant

2013

Act 166-Universal
Pre-Kindergarten
Education

2014

MTSS-RtII Field
Guide

2014

The Second Decade: Part 2

2016-2019

The VTmtss
Team
2016

Act 173
2018

The VTmtss
Field Guide
2019

Terms Used Throughout Our Frameworks

Key Terms Defined

- Vermont Multi-tiered System of Supports Framework (VTmtss)
- Early Multi-tiered System of Supports (Early MTSS)
- Multi-tiered Systems of Supports (MTSS):
e.g., PBIS, RtI, SRBI
- Tiers of support
- Layers of tiered support
- Educational Support Team
- Evaluation Planning Team
- Evidence-based practices

Essential Concepts of Our Frameworks

The VTmtss Framework

- Systemic infrastructure
- Administrators as key innovators
- Interconnected, interrelated, and interdependent components





The Early MTSS Framework is Designed to :

- build systemic capacity and infrastructure to ensure program-wide implementation and the sustainability of culturally responsive evidence-based practices
- build vertical alignment and continuum with VTmtss
- build broad cross-sector (education/childcare/mental health) coordination and mixed delivery service model
- enhance educator knowledge and application of evidence-based practices to fidelity
- increase high-quality inclusive learning opportunities for each and every child
- increase school district capacity to offer full continuum of high-quality educational placement options
- increase statewide scale up and sustainability of high-quality inclusive, culturally responsive learning environments located in public schools and universal PreK partners.

Full and Equitable Participation

Building equitable state early childhood systems that support children who are culturally, linguistically, and individually diverse and their families.

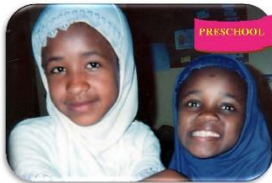


Vermont Early Learning Standards

Birth to Grade 3



VERMONT
AGENCY OF EDUCATION
VERMONT EARLY LEARNING STANDARDS



Domains of Learning

Domains are broad areas of growth, development and learning that focus on all that happens in the years from birth through grade 3. The domains are presented across the following three sections:



Developing Self

Includes the domains:
Approaches to Learning;
Social and Emotional
Learning and Development;
and Growth, Moving and
Being Healthy

Developing Self



Communication and Expression

Includes the domains:
Language Development;
Literacy Development;
Creative Arts
and Expression

Communication and
Expression



Learning About the World

Includes the domains:
Mathematics; Science;
and Social Studies

Learning About the
World

Early MTSS Components



Strong System Support and Leadership Team



Partnership and Collaboration



High Quality Responsive Learning Environments



**Comprehensive Assessment
Data Feedback loops**



Well-designed Professional Learning Opportunities



Early MTSS Impacts Broader EC System

- Governor's [Early Childhood Action Plan](#) (VECAP)
 - Goal 3 includes Early MTSS
- [Building Bright Futures](#) (BBF) is Vermont's Early Childhood public-private partnership mandated through Act 104--BBF prioritized scale up of Early MTSS as a goal.
- VT's [Help me Grow!](#) Promotes Early MTSS and includes universal developmental screening
- VT's **EC Quality Rating Improvement System** QRIS or [STARS](#)
 - Current revisions to embed Early MTSS systems and practice fidelity measures
- VT's [EC Professional Development System](#)
- [AOE's UPK ACIS](#) (monitoring system) proactively embeds Early MTSS training/tools/fidelity measures for over 400 public/private PreK programs.
- **Early MTSS Practice and Implementation Manual** (coming soon)

The Current Education Environment

Elements of Act 173

- To enhance the effectiveness, availability, and equity of services provided to all students.
- Changes the funding for special education from a reimbursement model to a census-based model.

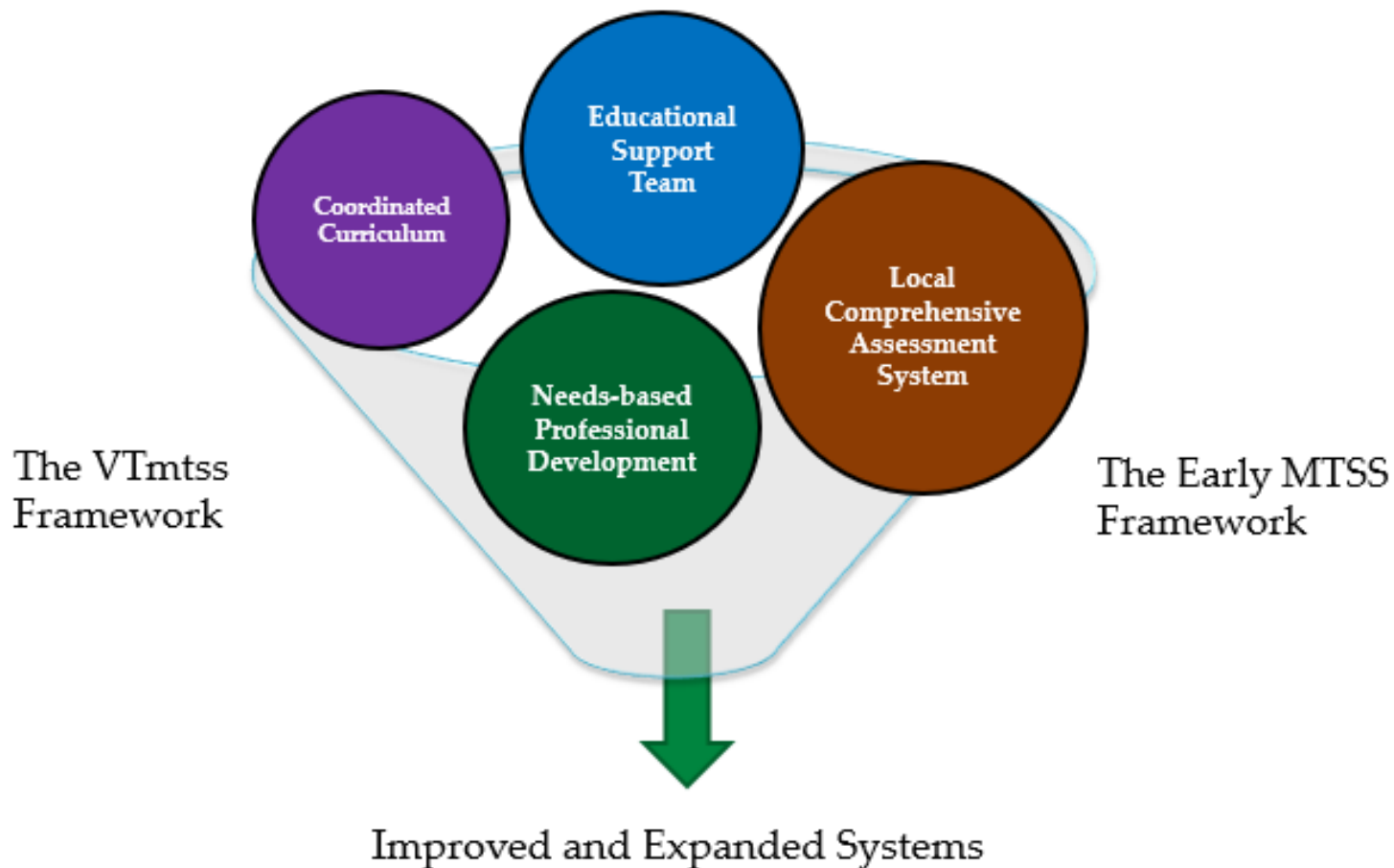
Aligned with the 5 DMG Opportunities (2017)

1. Ensure core instruction meets the needs of most students;
2. Intervention that supports core instruction instead of supplanting;
3. Ensure students who struggle receive instruction from highly skilled teachers;
4. Systems-wide approach to supporting positive student behaviors;
5. Provide students who have more intensive support needs with specialized instruction from skilled and trained experts,

Theory of Action

- *If* Supervisory Unions implement and standardize the components of EQS, the VTmtss Framework and Early MTSS, using a model of continuous improvement, *then* they will be able to improve and expand their delivery of service to students who struggle.

The Infrastructure to Support Act 173



The Four Levers to Achieve the Goals of Act 173 PreK-Grade 12

- Coordinated Curriculum
- Local Comprehensive Assessment System
- Needs-Based Professional Learning
- Educational Support Team

Next Steps

- Review materials from this presentation and prepare your remaining questions for the Setting the Stage Office Hour, September 20th, from 9-11:30 am
- **SAVE THE DATE:** How the VTmtss and Early MTSS Framework Support Federal and State Requirements for Special Education
October 11th Pre-recorded and materials webinar
October 18th Office Hour

Appreciative Inquiry 2

- What was new learning for you?
- What confirmed what you already knew?
- What questions remain?

Student Support Services Division Team Leads' Contact Information

- Early Education-
- Kate.Rogers@vermont.gov

- Special Education
- Jacqui.Kelleher@vermont.gov

- Vermont Multi-tiered System of Supports-
- Tracy.Watterson@vermont.gov