

## TA Tuesday: VTmtss, April 11th, 2023

### Purpose

Hello Special Education Directors,

Every Tuesday, the AOE will be sending a technical assistance email to LEAs as a reminder and to provide any updates on available resources or professional development for a particular topic related to upcoming special education rule changes. Today's TA topic is Vermont Multi-Tiered System of Supports (VTmtss).

Vermont educators are being called on to ensure that a multi-tiered system of supports is in place for all students. The VTmtss Field Guide (2019) provides guidelines to accommodate for the specific contexts, cultures, and needs of schools and districts across the state.

### Tiered System of Supports and Educational Support Team

In 2015, Vermont's Title 16 ([16 V.S.A. § 2902](#)) replaced the term "Education Support System" with "Tiered System of Support". The term also appears in the Vermont State Board of Education Rules Series 2000 – [Education Quality Standards](#) under 2121.5. More than just a name change, a Multi-tiered System of Support provides a framework that “at a minimum, includes an educational support team, instructional and behavioral interventions, and accommodations that are available as needed for any student who requires support beyond what can be provided in the general education classroom, and may include intensive, individualized interventions for any student requiring a higher level of support”.

The educational support team (EST) members engage in collaborative problem-solving to determine whether additional supports are needed for a student to make appropriate progress, and to monitor that progress. The plans they develop for students should be short-term and skill specific.

### The VTmtss Framework

The goal of VTmtss Framework is to guide Vermont educators as they work to prevent difficulties where possible and to support students when needed so that all students can succeed PreK-grade 12.

### Contact Information:

If you have questions about this document or would like additional information, please contact:  
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This systemic approach and the VTmtss Framework:

- Supports the collaboration of all adults to meet the academic, behavioral, social-emotional, and mental health and wellness needs of all students,
- Provides a layered system of high-quality, evidence-based instruction, intervention, and assessment practices and supports that are matched to student strengths and needs,
- Relies on the effective and timely use of meaningful data to inform student, school, and district-level decisions,
- Helps districts and their schools organize resources to accelerate the learning of every student, and
- Engages and develops the collective expertise of educators, students, families, and community partnerships.
- Unifies general and special education in intentional, ongoing collaboration; and
- Employs a systemic approach to decision-making and continuous improvement that ensures equitable and positive outcomes for all students.

### **VTmtss and Ongoing Collaboration for General and Special Education**

Vermont schools are beginning to show a paradigm shift in effective collaboration. Some districts and schools are reframing the traditional delivery roles through which special educators, grade-level educators, specialists, and paraprofessionals meet the needs of students with intensive needs or low-incidence disabilities. This emerging service delivery model depends on collaboration that results in matching student needs with educator expertise, often reframing traditional roles and involving the collective expertise of staff, families, and the community.

The referral process for special education should be integrated within the overall educational system. There is a systemic responsibility to ensure that all students are receiving high quality instruction and intervention that is differentiated to support each student's inclusion and growth in general education settings. This instruction and intervention rely on a comprehensive, well understood assessment system. The many varieties of expertise that reside in the system are made available to meet student needs in a flexible, responsive, and highly collaborative process. None of this occurs by chance but is intentionally and transparently managed systemically, and comprehensively. The extent to which this can be realized will affect the likelihood that any referral for special education evaluation will be appropriate, timely, and that all students needing evaluation will be identified.

The VTmtss Framework is designed to prevent academic, social-emotional, mental health, and behavioral difficulties by anticipating needs and preparing for a timely response to data-informed student needs. The focus is on continuously improving the system to enhance the learning for all students through increasingly differentiated and intensified assessment, instruction, and intervention.

The [2019 VTmtss Field Guide](#) and its [Framework Tools](#) provide guidelines to build an expanded framework and enact a multi-tiered system of supports. They are designed to provoke conversation and reflection, provide information about effective practices, and support collaborative and systemic efforts to improve outcomes for all students.

## **VTmtss Essential Questions for Student Supports**

Your VTmtss frameworks should inform and improve your ability to address the following questions:

1. How are students who need additional supports identified?
2. How are supports for those students identified?
3. How are supports being delivered?
4. How is student progress being monitored?

Happy Tuesday,

Special Education Program Team