



Vermont Multi-Tiered System of Supports

Early MTSS and K-12 MTSS Alignment



Each and every child learns within the context of secure and authentic relationships, play, and interactions within their environments.

Early MTSS		K-12 MTSS
Strong System Support <ul style="list-style-type: none"> Each and every child learns within the context of secure and authentic relationships, play, and interactions within their environments Functioning Leadership Team Staff Commitment Supportive Systems 	↔	A Systemic and Comprehensive Approach <ul style="list-style-type: none"> Shared belief that all students learn Educational equity within an inclusive school culture Integration of service deliveries All students get what they need, when they need it, for as long as it is needed
Partnership & Collaboration <ul style="list-style-type: none"> Respect and support families as experts, partners, and decision makers Build caring communities and partners that are accepting of differences and foster a sense of belonging Transition (including PreK-3 alignment) 	↔	Effective Collaboration <ul style="list-style-type: none"> Intentional practices to increase family and community involvement Teams make decisions together to provide supports for all students Shared responsibility and respect for all students Structures and processes aim at continuous improvement
Provision of High Quality & Responsive Learning Environments <ul style="list-style-type: none"> Equitable access to learning experiences that acknowledge and build on individual differences and abilities. Opportunity to deeply learn and develop full potential through joyful interactions in safe, accepting environments. Social and Emotional, Early Literacy and Numeracy Confidence and Competence 	↔	High-Quality Instruction and Intervention <ul style="list-style-type: none"> Staff support the academic, behavior, and social-emotional needs of all students All students are engaged in grade level core instruction with supplemental intervention provided as needed Structures and policies provide access and equity, are student-centered, and designed to eliminate barriers to learning opportunities
Comprehensive & Functional Assessment system <ul style="list-style-type: none"> Effective Problem Solving Process Data-Based Decision Making Promotes Ongoing Improvement across child, teacher and systems building 	↔	Balanced and Comprehensive Assessment <ul style="list-style-type: none"> Data is examined, discussed, reflected on and used to make decisions Schools use all available data to address issues in a timely manner Schools allocate resources that are responsive to the needs of all learners and staff Assessments identify and address gaps to better provide equitable learning opportunities for every student
Well-Designed Professional Development <ul style="list-style-type: none"> Identification of staff learning needs Provision of Professional Development Supports Assessment of Learning and Implementation 	↔	Expertise (Well-Designed Professional Learning) <ul style="list-style-type: none"> Expectation that all staff will participate in on-going, embedded professional learning (PL) PL is available to all staff, as needed Allocation/use of resources to implement evidence-based practices is responsible and intentional Staff expertise matched to student need