VT AOE in partnership with SuS/SDs developed highly functioning MTSS Leadership Teams, which in turn supported the development and implementation of school based MTSS Leadership Teams…

We believe that if:

Schools would:
- Ensure design and use, with fidelity, of a multi-tiered system of support for academics and behavior with a focus on math.
- Ensure that students with an emotional disturbance would be accessing, participating, and showing progress in the universal math program.
- Ensure the universal math program would be designed and delivered by the highly skilled mathematics teacher who uses the 8 Math Teaching Practices and Universal Design for Learning (UDL).

Teachers would:
- Support the needs of students with ED by implementing knowledge and skills regarding the unique learning characteristics of these students, including:
  - Highly effective mathematics instruction and intervention practices,
  - Effective classroom management techniques,
  - Strategies to develop resiliency,
  - Implementing trauma informed practices.

Parents would:
- Be partners in the education process for their child.
- Be supported in their understanding of their child’s needs.
- Work closely with the school in the development and implementation of their child’s IEP.

Conditions Created:

Schools would:
- Have a well-functioning MTSS which includes:
  - Leadership commitment to foster equitable learning environments which build resiliency,
  - A culture of learning and high expectations for each and every child,
  - High quality math instruction and intervention across all tiers of instruction.
- Coordinate services with the local mental health agency.

Teachers would:
- Have the knowledge, skill, and confidence to:
  - Provide high quality math instruction,
  - Plan and deliver instruction for students with diverse needs,
  - Establish and maintain productive and safe learning environments,
  - Address challenging behaviors.

Parents would:
- Have the knowledge, skill, and confidence to:
  - Engage more fully in the educational process,
  - Support their child’s individual needs,
  - Participate in the development and implementation of their child’s IEP.

So that:

Students with an emotional disturbance in grades 3, 4, and 5 will have a higher probability of being proficient in math as measured by a statewide comprehensive assessment system.