Student Support System   *Practices and Progress Indicators*

The Student Support System addresses a variety of factors that influence the whole child, specifically addressing the non-academic needs of learners. Research on effective practices for supporting student needs demonstrates how such supports lend to the general success of the learner, they can also address the many needs that students have that will enable learning and academic progress. The first stage is Program and Intervention Design, which identifies the structure and type of supports that the district wishes to provide to address the needs of the whole child and to enable academic learning. The next stage, Program Resources and Partners, addresses how the district identifies and selects partner organizations and internal stakeholders to provide the necessary supports to students and their families. The district then applies these concepts, both in teaching and learning in the classroom, and in providing wraparound programs and interventions to respond to student needs, by engaging in the practices focused on Implementing Student Supports. The last stage, Evaluating Student Supports, addresses how the district monitors and reviews programming in order to continually improve its supports.

PROGRAM AND INTERVENTION DESIGN

PRACTICE	IN#	GETTING STARTED	GETTING BETTER	KEEP IMPROVING
1. **The district ensures, through teaching and learning programs and policies, that social-emotional learning is embedded in all aspects of the students' environment.**	1	The district identifies basic social-emotional needs for students and engages teachers to attempt to address the needs through instruction. Social-emotional learning (SEL) competencies are identified in district policy. The district has behavioral norms or policies that are based on SEL competencies and are implementing programs to support them.	Instruction and learning around identified SEL competencies are integrated into some curricular areas and some instructional practices are identified. SEL competencies are assessed regularly and the district uses this data to modify and improve curriculum to support SEL. Select groups of teachers may systematically use the data to modify and improve instructional practices that support SEL.	Instruction and learning around identified SEL competencies are integrated into the curriculum and instructional practices for all learners. SEL competencies are assessed regularly and the district uses this data to modify and improve curriculum to support SEL. Teachers use relevant data and district decision protocols to modify and improve instructional practices that support SEL for all students. SEL competencies are communicated to families and are integrated into all facets of learning in the district.

PRACTICE	IN#	GETTING STARTED	GETTING BETTER	KEEP IMPROVING
2. The district ensures, through well-aligned district programming and community partnerships, students' physiological needs are met.	2a	The district provides basic nutritional support to students in accordance with USDA guidelines.	The district provides enhanced nutritional opportunities for students, and offers a selection of appropriate nutritional options for students. Districts limit or eliminate non-nutritional food choices within their food offerings (including snack and vending machines).	The district provides comprehensive nutritional programs for a range of dietary needs or plans for students. Non-nutritional options are limited or eliminated. Fresh foods are utilized, and programs are reviewed by a nutritionist or similar expert. Instruction around nutrition is coordinated between teachers and the food program, and is communicated to families and community.
	2b	The district provides required health, physical education, and similar programming through identified courses or instructional practice.	The district provides comprehensive health and physical education into essential learnings for all students and grade levels. Instruction in these areas includes guidance and support for student practices, rather than approaching content information alone.	The district integrates health and physical education into core requirements for students, and provide integrated instruction and flexible learning options to meet the individual needs of learners. Instruction includes personal guidance and plans for individual student practices. Students are able to develop and implement plans for healthful practices and physical well-being within their learning.
	2c	The district engages in athletic training through extra curricular programs and/or sports.	The district provides opportunities for all students to participate in athletic training, and seeks out community partners to provide support to students in non-traditional sports or programs so all students have learning opportunities in district programs.	The district ensures access and provides opportunities for all students to participate in athletic training in areas of interest to learners, including sports. The district establishes community partnerships to provide offerings to all students, and establishes a means to incorporate these for credit requirements.

PRACTICE	IN#	GETTING STARTED	GETTING BETTER	KEEP IMPROVING
	2d	The district has identified physical disabilities of students in accordance with basic requirements of IDEA. The district develops IEPs for students in partnership with families to identify basic accommodations to support student needs, and counsels families to external support if the district does not have capacity to support the students effectively.	The district provides individualized support for all students with identified physical disabilities. District personnel work with external agencies or partners to provide specialized accommodations and support for students and families where standard accommodations or district capacity is not adequate to address student needs.	The district provides a universal design for learning approach for all learning modalities to ensure the greatest level of student engagement including those with undiagnosed physical disabilities. Districts work with families and specialized partners to provide accommodations for all students with physiological challenges to learning.
3. *The district ensures, through well-aligned district programming, appropriate staffing, and community partnerships, students' psychological well-being and provides support for teachers' psychological well-being.*	3	The district has counselors and other staff with specialized training in mental health to provide basic or extended support to students with mental health issues. The district works with families and medical providers to refer students with specialized needs for supplemental support. The district provides resources and identifies organizations to support staff mental health.	The district utilizes formative and psychological assessment instruments to identify students with specialized mental health needs. The district works with students, families, and community partners to provide intervention supports for students. The district has specialized personnel (e.g., social workers, school nurse, etc.) who communicate and coordinate information with partner organizations providing specialized assistance. The district has a referral program to support staff mental health.	The district has a variety of specialized staff, as well as training of all staff, for identifying and reporting mental health concerns using identified formative assessment practices. The district has protocols for evaluating these concerns based on a tiered system of assessment and support. Specialized staff, who provide a continuum of care based on student needs, include social workers who can provide student and family support and communication as well as coordinators who work with community mental health organizations. The district has a referral program to support staff mental health.

PRACTICE	IN#	GETTING STARTED	GETTING BETTER	KEEP IMPROVING
4. *The district provides a safe and secure environment for students through behavioral norms, policy, and programs that are grounded in equity and social responsibility.*	4a	The district is compliant with, or in process of, addressing OSHA and federal safety requirements in facilities and grounds. Internal and external traffic patterns are clearly communicated and reviewed. Buildings are secure and periodically checked for accessibility.	The district's facilities and grounds are regularly reviewed for access and potential physical safety issues; problems are dealt with once identified. Pedestrian and vehicle traffic flows are monitored and reviewed. The district follows research-based guidance for any safety issues that arise (ranging from food allergies to security lighting to pandemic preparedness). Students, parents, and staff have opportunities to provide recommendations for improvements.	The district's facilities and grounds are regularly reviewed by staff using safety protocols. Pedestrian and vehicle traffic flows are monitored, reviewed, and modified on a regular basis. The district includes student, parent, and staff involvement in reviewing data and providing recommendations for improvement. District uses research-based strategies for lighting, surveillance, security, and safety, and reviews perception and event/incident data in regular reviews.
	4b	The district has stated policies in student handbooks and/or website regarding safety rules, including policies regarding direct or online bullying. The district may have security or uniformed police officers available on grounds. The district has emergency procedures for safety crises, and performs regular drills. The district has policies and a protocol for anonymous reporting of safety concerns for individuals and buildings.	The district has stated policies, and is also regularly communicating policies to students, families, and community. The district monitors policy implementation regularly, including reviews of classroom implementation. The district regularly reviews and drills around emergency procedures and communicates findings to students, staff and the community. The district regularly uses and improves upon reporting protocols for safety issues. The district compares adult actions around safety factors with outcome data for students to ensure that policies have desired impact.	The district's policies are communicated periodically to staff, students, families, and the community, and are available as needed for immediate access. The district monitors policy implementation, and has a specific safety/security committee that includes staff, students and community participation. The district employs school resource officers for security and relationship building functions. The district incorporates measurable actions and safety outcomes for regular analysis and improvement, and publishes this information to the community.

PRACTICE	IN#	GETTING STARTED	GETTING BETTER	KEEP IMPROVING
5. *The district supports and values the identity and diversity of their learners through policies and curriculum.*	5a	The district's educators incorporate instructional practices for discussion and engagement using protocols that focus on respect and inclusion of multiple perspectives. Educators are aware of and use strategies to engage students whose perspectives or perceptions vary from perceived norms without disenfranchising these students.	The district provides cultural proficiency professional learning to all educators to include common strategies for engaging students around issues where cultural practices may vary as well as using protocols for engaging multiple perspectives. The district reinforces these strategies with walkthroughs, discussions within collaborative teams and alignment to teacher evaluation tools.	The district has an identified cultural proficiency focus within their curriculum which includes aligned curriculum materials and instructional practices. The district regularly engages in job-embedded professional learning on these practices, and draws from common protocols and models for engaging multiple perspectives in classroom instruction. Practices are incorporated into instructional monitoring and review, and are regularly revised as needed.
	5b	Staff, students, and community members have a mechanism for providing suggestions or feedback on district decisions about policy, curriculum, instruction, and supports. Districts regularly seek input from a range of community members. Such individuals have opportunities to provide voice by supporting and/or raising concerns.	Staff, students, and community members are included in the decision-making process. The district actively seeks their perspectives in decision-making around issues of policy, curriculum, instruction, and supports. The district seeks involvement from marginalized groups whose voice may otherwise be silenced by majority opinion. The district has protocols in place for discussion and engagement to promote positive supposition and outcomes for all.	The district engages staff, students, and community members to have leadership roles in decisions regarding policy, curriculum, instruction, and supports. The district identifies issues of marginalized groups in order to support a broader focus on cultural proficiency. The district seeks voice and involvement through a variety of means, including voting, representation, and feedback, each with protocols in place to promote positive supposition and outcomes.

PRACTICE	IN#	GETTING STARTED	GETTING BETTER	KEEP IMPROVING
6. *The district ensures a tiered system of instruction and support for learner's academic and non-academic needs. (*connected to IS-10)*	6	The district begins to create a Multi-Tiered System of Supports in one or more academic or non-academic areas following MDE's *MTSS Practice Profile*.	The district's Multi-Tiered System of Supports exists in some academic and non-academic areas and reflects developmental use of tiered delivery system from MDE's *MTSS Practice Profile*.	The district fully designs and implements MTSS in all component areas of support (academic and non-academic) based upon evidence-based guidance, including MDE's *MTSS Practice Profile*. The districts trains staff and utilizes specialists for assessment and intervention strategies for all component areas addressed (e.g., behavior, academic performance, attendance, etc.).
7. *The district complies with federal and state mandates for program design and intervention support for students.*	7	The district's program design and/or intervention support plan may or may not be the central driver of policy and practice.	The district's comprehensive support plan is periodically reviewed and monitored for compliance.	The district utilizes the vision, mission, and approach to learning and support as the driving force to design programs and interventions for support of students and staff. The district has a comprehensive support plan that focuses priority on support to each and every student as best possible. The plan is reviewed regularly and incorporates alignment to federal and state requirements and/or guidance for best practices.

PROGRAM RESOURCES AND PARTNERS

PRACTICE	IN#	GETTING STARTED	GETTING BETTER	KEEP IMPROVING
8. The district's student support system identifies and utilizes programs, partners, and resources aligned to district vision, mission, and policies.	8	The district has a set of partner programs and support resources that are available to students or families in their district. Partnerships are based upon existing arrangements and the will of each organization and the district.	The district monitors and maintains partnerships with identified programs. The district regularly seeks additional partnerships with available community agencies, social services, and private community organizations as opportunities arise. The district works within its networks of support agencies and local ISD to find additional partners when needed. The district periodically assesses needs and determines if the organizations' goals and objectives align with the district's mission and vision.	The district actively seeks partnerships through exploration and planning activities, including inventories of services and programming, surveying needs from stakeholders, and working with networks to identify potential programs or partners that may support students, educators, or other stakeholders in the district. The district engages with its own support organizations (ISD, professional organizations, etc.) to identify potential services in other districts, and seeks information for use in program selection.
9. District-coordinated community networks support student and family learning, well-being, and community engagement.	9	The district works with a variety of student and family support organizations in the community. The district may have active involvement in some organizations, but generally navigates each partnership individually.	The district works to establish a network among their partner organizations that address student and family support. The district convent the network to share information and to develop common communication and operational approaches. Each agency identifies and collects relevant data for compliance and monitoring of student support. The network also identifies appropriate information flow and use of data to ensure timely and appropriate support of individual student needs.	The district regularly (at least quarterly) convenes a network of internal staff and external partners to coordinate student support programing from community partners and organizations. The network monitors and communicates with all identified partners to stay abreast of programming and individual student support issues, and utilizes data conversations to identify issues and make decisions. The district regularly meets with individual partners to plan and determine opportunities for continuous improvement of services and individual student support. The network also identifies appropriate information flow and use of data to ensure timely and appropriate support of individual student needs.

IMPLEMENTING STUDENT SUPPORTS

PRACTICE	IN#	GETTING STARTED	GETTING BETTER	KEEP IMPROVING
10. The district's working agreements with external organizations ensure student access to programs and interventions.	10	The district has met with and have informal (or compliant) protocols for communication and 3rd-party intervention for students that meet legal requirements where such supports are governed by federal or state legislation.	The district regularly meets with each community organization, external program network, and governmental agency to identify relevant services that support students and families. All have legal arrangements (contracts and/or MOUs) that are regularly reviewed and negotiated. Meetings include reviews of information or data on student status to track progress and/or support needs.	The district regularly meets with each community organization, external program network, and governmental agency to identify relevant services that support students and families, and all parties are convened at least twice each year to identify opportunities for improved service, cross-organization collaboration, and best practices. Meetings include reviews of data from individual and collective supports for students and families, so that data is used to improve implementation of supports, communication among partners and to measure impact on student learning.
11. The district provides ongoing, job-embedded professional learning to ensure that staff improve the quality and degree of support to students. (*connected to IS-8)	11	The district incorporates support for mental health and trauma by providing basic professional learning focused on these issues for teachers, so that they are aware of and can apply practices that acknowledge trauma and implement instructional practices and policies to minimize potential problems for students during instruction.	The district provides specific mental health and trauma-based programming within the curriculum for students, along with providing support for educators to recognize and support student needs based on these issues. Educators regularly engage in professional learning to improve practice and apply learning to specific student needs during instruction.	The district implements mental health and trauma-based learning supports for students in regular classroom instruction using evidence based strategies that all educators are trained in using. Supports include both aligned instructional practices and evidence-based interventions with district staff or strategic partners who have specialized training in mental health and trauma supports. Instruction and student support is personalized to individual students by design, with regular reviews and adjustments to individual plans as needed.

PRACTICE	IN#	GETTING STARTED	GETTING BETTER	KEEP IMPROVING
12. The district provides the structure for staff, students, families, and community partners to identify, prioritize, communicate, and implement programs and interventions based on student need.	12	The students are able to identify programs of support from external organization that are available to them. Students (and families) in need of specialized supports or intervention from any such organization are provided with timely referrals and connections when needs are identified (by teachers, administrators, or external partner organizations).	The students (and families) are regularly informed about available programs of support from the district, external organizations, and other partners to the district. Students (and families) are able to identify and access these programs as desired (if available to all) or needed (if capacity is limited). Students (and families) in need of specialized supports or intervention from such partner organizations are provided with timely supports when identified, and support is regularly monitored and communicated between the district and partner organizations.	The students (and families) are regularly informed about available programs of support from external organizations and other district partners. Students are able to self-identify and access such programs as needed, and guidance is regularly provided by district personnel to recommend programs to students. Students (and families) in need of specialized support or intervention from such organizations are referred in a timely manner, and an expedited support process is available as needed. Support is regularly monitored for individual students with dedicated personnel to ensure wholistic support from all partners.

EVALUATING STUDENT SUPPORTS

PRACTICE	IN#	GETTING STARTED	GETTING BETTER	KEEP IMPROVING
13. The district's continuous improvement process evaluates and assesses student support policies and programs and interventions address equity and support for every child. (*connected to IS-11 and 13)	13	The district engages in periodic data reviews of the student supports matched to individual student needs and for program supports and capacity. The district has identified academic and non-academic student outcomes as a way to assess impact or determine if programs need refinement.	The district implements an evaluation of student support policies and programs on a regular basis, focusing on actions and outcomes of student supports and summary data from individual student reviews. Data and actions are analyzed used a collaborative protocol used by both the district and external partners. Such protocols are aligned to state or national guidance, as well as to research-based guidelines, both for the intervention and for equitable impacts for student groups.	The district uses a continuous improvement evaluation process and protocols that regularly review academic and non-academic student data, as well as program and policy implementation data to provide feedback on support programs and interventions. Review is both global (for the whole program) and individual (based on the needs of the individual student) to determine opportunities to improve support. Data is reviewed for immediate needs for individual students, but is reviewed longitudinally for programs and partnerships to recognize short and long-term impacts of the support, and is disaggregated to review equity and diversity outcomes.
14. The district's educator evaluation process is aligned to student support policies and practices. (*connected to IS-14)	14	The district regularly engages in the use of their identified instructional model for the process of educator evaluation around both academic and non-academic student outcomes.	The district: * applies the evaluation model to their own student support and intervention framework, * develops crosswalks and observational tools to ensure that the purpose and scope of evaluation are understood with respect to both academic and non-academic factors, * applies the evaluation model through occasional observations, and * uses multiple observation sessions to focus on identified instructional practices.	The district: * assesses the quality of teaching and learning and student support through the evaluation model aligned to their instructional and student support frameworks, * utilizes crosswalks and observational tools to ensure that the purpose and scope of evaluation are understood, * applies the evaluation model through frequent observations, and * uses multiple observation and coaching sessions to focus on identified instructional practices, policy implementation, intervention supports, and the learning environment.