

Student Support System

Readiness and Planning Actions

Research on effective practices for supporting the needs of the whole child in a district focuses on creating a framework for Program and Intervention Design, selection of Program Resources and Partners, Implementing Student Supports, and Evaluating Student Supports. Prior to engaging in these practices, school districts determine their readiness to implement the practices and engage in planning activities. Below are the action steps that set the stage for student supports, followed by specific planning steps for each of the research-based practices.

READINESS DETERMINATION, LOGISTICS, AND PROTOCOLS

CONSIDERATION	GETTING STARTED	GETTING BETTER	KEEP IMPROVING
Readiness	The district uses the Hexagon Discussion and Analysis tool to consider the fit and feasibility of implementing programs and/or practices within the Student Support System. A team is identified to review and discuss. Discussion questions are reviewed to ensure any relevant data or resources are available during review.	The team reviews and discusses the questions for each indicator and documents relevant considerations. The team rates each Hexagon component using the 5-point Likert scale in each section. If needed, data is gathered, obstacles documented, and notes are used for the final recommendation.	Using the discussion notes and ratings, the team makes recommendations regarding the fit and feasibility of programs and/or practices and, if relevant, what additional support each component may need. While ratings should be taken into account during the decision-making process, the ratings alone should not be used to determine final recommendations.
Resources	The district has committed enough resources (dedicated or compensated time, access to information, etc.) for educators to participate in curriculum development or review processes for an assigned team focusing on the variety of non-academic supports for students.	The district allocates resources within annual budgets and incorporates dedicated time for review teams and professional learning into instructional staff contracts for decisions around curriculum, instruction, and assessment. The district develops a calendar for periodic reviews of support programs, curricula, or external partnerships to support student well-being.	The district allocates resources within the annual budget for staff participation in review teams, professional learning around social emotional learning, mental health and trauma considerations, and other non-academic issues that can affect student performance. The district incorporates dedicated time in employee calendars and contracts specifically for this purpose. The district integrates such practices into teacher collaborative routines and has developed internal capacity for this task.



CONSIDERATION	GETTING STARTED	GETTING BETTER	KEEP IMPROVING
Protocols	Sample norms and protocols for instructional staff data review and decision-making have been gathered. Some teachers have been provided training in the creation and use of protocols.	Norms and protocols for decision-making and data review are established through collective development and adhered to within each collaborative group. All teachers have been provided training in the use of protocols.	Agreed upon norms and protocols for collaboration are established through collective development, adhered to across grade levels throughout the district, and are monitored, reviewed, and revised on a regular basis. Ongoing differentiated training is provided for all teachers in the use of protocols around the identified need.

PROGRAM AND INTERVENTION DESIGN

PRACTICE	IN#	GETTING AWARE	GETTING READY
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 uses CASEL's review criteria to explore possible SEL curricula, assessment tools, and practices. The district inventories current practices and programs to identify connections to SEL competencies.	The district uses the CASEL framework to evaluate existing instructional practices, policies, and student support and intervention programs as they align to state-identified SEL competencies. The district engages in crosswalk of relevant programs against identified SEL competencies.
2. The district ensures, through well-aligned district programming and community partnerships, students' physiological needs are met.	2a	The district food service department reviews most recent guidelines and recommendations for nutritional support. The district reviews supply offerings to identify providers and available food supplies that most align to nutritional guidance.	The district reviews information and research on exemplary food service programs that are able to offer fresh, healthy foods. The district organizes pilots to attempt to operationalize healthier food programs. The district reviews how these programs are connected to health and nutrition education within the curriculum.



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	2b	The district reviews exemplary programs that integrate physical health into the broader curriculum. The district engages in a review and inventory of existing physical education and health content throughout the K-12 education sequence. The district may wish to use student health surveys (such as MiPHY) to gather student data on health risk behaviors, and physical activity levels to improve prevention and health promoting programs.	The district uses information from an inventory to engage in a mapping of instruction and student activities with content standards for health and physical education. The district engages in needs assessment around health and physical education using student and family survey data. The district uses such information to develop a plan for integrating content into the broader curriculum.
	2c	The district conducts an inventory of school-based and community-based athletic offerings within their locale. The district identifies possible gaps in opportunities, especially for those offered directly by the district, which could be offered through district decisions or partnerships with community groups and organizations.	The district develops a plan for maintaining and extending athletic offerings through the PK-12 experience, using existing information, needs assessment, and community input. The district seeks out information on exemplary programs from other locales to determine possible offerings.
	2d	The district engages in an accessibility-based review of all school facilities based upon prevalent physical disabilities. The district identifies an accessibility officer who will lead and advocate for needed changes to facilities and policies to ensure access.	The district identifies a team to address issues of physical disability for the district and to directly attend to needs identified by community members, students and/or families. The team engages in universal design for learning training to address identified issues. The district identifies possible issues and prioritizes a plan to modify facilities or resources to ensure ADA compliance and accessibility.



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<p>3. <i>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.</i></p>	3	<p>The district engages in a review of information about programs and supports for student and staff mental wellness, including SEL, trauma, and poverty effects on learning and related topics. The district inventories policies, practices, and staff support for student mental wellness.</p>	<p>The district identifies and uses surveys and/or screening tools regarding trauma and mental wellness for students. The district engages in a needs assessment focused on student and adult mental wellness. The district identifies relevant staff positions to support this practice and may choose to establish an advisory or action team to support this topic throughout the district.</p>
<p>4. <i>The district provides a safe and secure environment for students through behavioral norms, policy, and programs that are grounded in equity and social responsibility.</i></p>	4a	<p>The district engages in a physical review of facilities and equipment based upon both workplace safety and security standards. The district engages parents and community members in a survey of safety and security concerns. The district seeks information regarding exemplary policies and practices regarding physical and online safety.</p>	<p>The district develops a safety and security committee to review policies, procedures, and facilities with respect to physical and perceived safety concerns. Depending on context, the district may also establish a separate group to address traffic flows and transportation-related safety concerns. The district engages public health officials in a review of facilities and policies regarding allergens, communicable infections, and related concerns.</p>
	4b	<p>The district identifies all relevant policies and practices pertaining to student and staff safety, expectations for behavior, and safety and emergency procedures. The district consults with legal experts to ensure that policies meet compliance expectations with state and federal law. The district engages in an audit or data review of existing policies for issues of equity, including behavioral consequences and outcomes.</p>	<p>The district reviews exemplars regarding policy and procedures for student and adult actions. The district collaborates with legal and policy experts to identify areas of need for updating or developing new policy and procedures. The district establishes an administrative committee charged with review of policy and procedures and communication of such policy to staff, students, parents, and community members. The district reviews guidance for supporting equity considerations in policy and behavioral norms.</p>



PRACTICE	IN#	GETTING AWARE	GETTING READY
<p>5. <i>The district supports and values the identity and diversity of their learners through policies and curriculum.</i></p>	5a	<p>The district inventories existing policies and curriculum to determine alignment to the diversity of their learners and varying cultures. The district engages in a regular review of current information regarding cultural representation to understand relevant issues for their district.</p>	<p>The district designates a team that includes leadership, staff, students, and community members who can address issues of cultural diversity and can lead such work in the district. The district engages in a curriculum review to identify areas to incorporate cultural diversity. The district seeks out opportunities for professional learning around equity, diversity, and identity led by expert facilitators on these issues.</p>
	5b	<p>The district explores options for student, family, and community members' engagement in advisory or decision-making roles in the district. The district seeks out guidance on exemplary practices from research or from state or national organizations such as National PTA.</p>	<p>The district sets up a mechanism for gathering names of staff, students, parents, and community members interested in addressing district policy and practice. The district works with legal guidance to establish appropriate membership roles and policies to ensure that members understand legal considerations regarding their involvement and responsibilities of such involvement.</p>
<p>6. <i>The district ensures a tiered system of instruction and support for learner's academic and non-academic needs. (*connected to IS-10)</i></p>	6	<p>The district reviews MDE's <i>MTSS Practice Profile</i> to determine current system strengths and areas of improvement.</p>	<p>The district trains staff and utilizes specialists for assessment and intervention strategies for all component areas addressed (e.g., behavior, academic progress in content areas, attendance, etc.).</p>
<p>7. <i>The district complies with federal and state mandates for program design and intervention support for students.</i></p>	7	<p>District personnel stay current with federal and state requirements provided by regional and state education agencies. The district regularly reviews guidance and establishes working relationships with state-level program officers and consultants who review district plans for state and federal funding programs.</p>	<p>The district establishes school- and district-level improvement teams that regularly review compliance documentation and uses these resources within the district needs assessment and program evaluation process.</p>



PROGRAM RESOURCES AND PARTNERS

PRACTICE	IN#	GETTING AWARE	GETTING READY
<p>8. <i>The district's student support system identifies and utilizes programs, partners, and resources aligned to district vision, mission, and policies.</i></p>	8	<p>The district seeks information regarding local or regional opportunities for partnership as well as exemplars of community partner organizations.</p>	<p>The district reflects on its vision, mission, and outcome data to identify areas of need to seek external partnerships or support from relevant organizations or agencies (such as ISDs and professional organizations). The district reviews data to identify and prioritize areas of need around student and family support.</p>
<p>9. <i>District-coordinated community networks support student and family learning, well-being, and community engagement.</i></p>	9	<p>The district engages in an inventory of all relevant support programs addressing student and family learning and wellness. The district uses the inventory to note status, capacity, and requirements for support from each organization.</p>	<p>The district does an audit of programs to see what students or families within their district use the services and supports of these programs. The district gathers information about the needs, expectations, funding sources, and selection processes of each organization with the intent of eventually establishing common practices and protocols.</p>



IMPLEMENTING STUDENT SUPPORTS

PRACTICE	IN#	GETTING AWARE	GETTING READY
<p>10. The district's working agreements with external organizations ensure student access to programs and interventions.</p>	10	<p>The district gathers examples of existing documentation of arrangements, expectations, and protocols for partnerships with third-party organizations.</p>	<p>The district engages in a mapping or crosswalk of arrangements with external organizations to identify areas of overlap and conflict. The district identifies relevant compliance criteria, both for themselves and partner organizations, which may need to be considered in developing common working agreements.</p>
<p>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)</p>	11	<p>The district seeks information from organizations that can provide various forms of professional learning around issues of student mental wellness and support. The district reviews and maps professional learning options to existing professional learning plans within the district.</p>	<p>The district selects and plans for professional learning around issues of mental health, trauma, and other supports for student mental wellness that align to district priorities. The district identifies ongoing expected practices for professional learning providers as well as district staff around expected implementation and outcomes.</p>
<p>12. The district provides the structure for staff and community partners to identify, prioritize, communicate, and implement programs and interventions based on student need.</p>	12	<p>The district engages in an inventory of all relevant support programs, noting status, capacity, and requirements.</p>	<p>The district reviews their communication plan to identify strategies for including third-party support organization information in their plan. The district identifies liaisons within community organizations and establishes a communication network among groups for future planning and coordination.</p>



EVALUATING STUDENT SUPPORTS

PRACTICE	IN#	GETTING AWARE	GETTING READY
<p>13. The district's continuous improvement process evaluates and assesses student support policies, programs, and interventions to ensure equity and support for every child is addressed. (*connected to IS-11 and 13)</p>	13	<p>The district investigates information about intervention design and implementation; student support programs for engagement, safety, and well-being; and specialized student and family services to determine best alignment with the district's vision, mission, and approach to learning. The district also investigates the available training and internal capacity to use a particular model, and engages in similar reviews for external partners that wish to collaborate with the district. The district examines equity indicators for the intervention to ensure that such considerations are incorporated into the design and monitoring of each intervention.</p>	<p>The district identifies, trains, and calibrates appropriate support programs and interventions using research-based models and evaluation criteria. The district aligns the monitoring protocols for internal and external student supports to broad data reviews (such as needs assessment and school/district continuous improvement planning) and ensures that district context is reflected in the evaluation model. Monitoring protocols and data reviews also consider equity and diversity factors by disaggregating data based upon student group populations in the district.</p>
<p>14. The district's educator evaluation process is aligned to student support policies and practices. (*connected to IS-14)</p>	14	<p>The district investigates information about the educator evaluation models allowed by the state and reviews the different frameworks to determine best alignment with the vision, mission, approach to learning, and student support of the district. The district also investigates the available training and internal capacity to use a particular framework.</p>	<p>The district identifies, trains, and calibrates an appropriate teaching and learning evaluation model (and administrator evaluation model, as required by state law) around both academic and non-academic supports. District aligns other program and intervention monitoring with instructional monitoring tools (such as walkthrough forms) to the evaluation model, and ensures that district context is reflected.</p>

