

Chapter 4B – District Standards and Indicators - Student Support *School Culture, Family, and Community Engagement*

The school and district system of supports align with the District Standards and Indicators and provide the structure needed to develop the policies, practices, and procedures to successfully implement MTSS.

School Culture

All school and district personnel are committed to the principles central to development and implementation of a successful tiered system of support while promoting a healthy school culture that sets high expectations and encourages success for all students. Creating a climate that promotes mental health and positive social, emotional, and intellectual growth for students is understood and practiced by every member of each school community. The district has policies, procedures, and practices that promote student high achievement, support course completion, reduce grade retention, and encourage on-time graduation. District and school staff adjust policies and practices to provide additional academic and non-academic programs or supports by using aggregated and disaggregated data on student participation and achievement. The district and its schools work to promote equity through inclusive classrooms and programs that use an integrated services model. District and school policies and practices promote student attendance, which is continuously monitored, reported, and acted upon. District and school policies and practices also help all students make effective transitions from one school, grade level, or program. Policies, procedures, and practices are also implemented to: 1) reduce suspensions, exclusions, and other discipline referrals; 2) minimize dropping out, and 3) recover dropouts.

Family and Community Engagement

District and school personnel demonstrate awareness and sensitivity to cultural, linguistic, and other aspects of family diversity (e.g. disability, socioeconomic, etc). The district ensures that parents are provided information on the tiered system of supports (academic and non-academic), including an overview of the system and ways to support their children at home. The overview may include an explanation of interventions, assessments, and expectations of the model. Parents are invited to participate in the decision-making process throughout the tiered system and regular updates of intervention, goals, and formal assessment results are provided to parents when students receive services in more targeted



tiers. Parents are informed of their right to request a special education evaluation at any time during the tiered process. Community partners and providers such as human service agencies, corporate and civic sponsors, and higher education give students and families access to health, social, recreational, and supplemental educational services and may include prevention, enrichment, early intervention, and intensive/crisis response services.

District Standard:

Student Support: The district provides quality programs for all students that are comprehensive, accessible and rigorous. Student academic support services and district discipline and behavior practices address the needs of all students. The district is effective in maintaining high rates of attendance for students and staff and retains the participation of students through graduation.

Condition for School Effectiveness

VIII. Tiered instruction and adequate learning time: The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.

IX. Students' social, emotional, and health needs: The school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students that reflects the behavioral health and public schools framework.

X. Family-school engagement: The school develops strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.

