



6121 A

Implementation of Supports and Interventions

Regulation 6121 A

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Review Dates:

I. PURPOSE

A multi-tiered system of support is designed to help educators support the needs of students who are struggling academically, socially, emotionally or with behavior with the goal of accelerating progress and achieving success in school. These supports and interventions are provided by a variety of personnel, including general education teachers, special education teachers, and other school specialists. They supplement and are not a replacement for high-quality core instruction. Intensity and duration of interventions and supports are based on achieving student goals. The district is committed to the appropriate assessment of all students, equitable access to effective, evidence-based interventions and supports to assist all students to succeed.

The purpose of this regulation is to establish the framework for implementation of the district's multi-tiered system of support for students.

II. PLANNING FOR IMPLEMENTATION

- A. The Superintendent or Superintendent's designee shall assemble a list of district-sponsored interventions and supports which are proven to have a measurable positive effect on student learning.
 1. Interventions and supports shall be published for district administrators, principals and teachers.
 2. The Chief Academic Officer shall appropriately assign staff to provide technical support and training to schools in the planning and implementation of supports and interventions.
- B. Interventions and supports shall be chosen and recommended if they have specific, measurable criteria for entry and exit. These criteria shall be published along with the list of supports and interventions.
- C. Each intervention or support shall be matched with appropriate student assessments to measure student need or progress.
- D. Every school shall establish a written school plan for interventions and supports that, at a minimum, include the following:
 1. Goals for student learning improvement and selected strategies, including, in but not limited to:
 - a. Literacy



- b. Mathematics
 - c. Behavior
 - 2. Data alignment; aligning data collected to measure site goals appropriately and accurately.
 - 3. Scheduling and calendar to accommodate
 - a. time for interventions and support within the school day,
 - b. time for collaborative teacher meetings to analyze data and plan for student groupings, interventions and supports
 - 4. Communication plan for notifying parents when students are identified for interventions and supports, when interventions or supports are intensified, and when interventions or supports cease.
 - 5. Goal evaluation plan.
- E. School plans shall be submitted to the appropriate district staff and associate superintendent for review and support.

III. IMPLEMENTATION OF SUPPORTS AND INTERVENTIONS

- A. Schools shall document and demonstrate implementation of their school plan for review by their appropriate associate superintendent and other district staff.
- B. School staff shall commit to implementation of the school plan through:
 - 1. Belief that all students can learn and achieve at high levels;
 - 2. Acceptance of responsibility by all staff for the growth and achievement of all students, regardless of role;
 - 3. Use of a multi-tiered system of academic and engagement instruction and supports as the key initiative to meet school and district-wide goals for students,
 - 4. Identification of student needs through data, meeting identified needs through instruction, supports and interventions, and determining the effectiveness of instruction, supports and interventions as quickly as possible through the use of data.
- C. Schools shall document and demonstrate engaging, differentiated, culturally responsive core instruction including social emotional learning.
- D. Schools shall use screening tools in combination with all available data to determine potential student needs.
- E. Schools shall demonstrate timely recording interventions and supports within the district data system.
- F. All interventions shall be monitored no less than every eight weeks by the teaching team which determined the intervention for student outcome progress. Interventions shall be evaluated no less than quarterly by the instructional leadership team for



progress toward student learning goals. Necessary adjustments to effect student achievement shall be made no less than quarterly.

- G. Schools shall identify staff needs for, arrange or provide professional development on provision of culturally responsive instruction, appropriate implementation of planned interventions, and analysis of student data.
- H. The district shall provide appropriate data systems that can be monitored to show:
 - 1. Interventions and supports being used for individual students
 - 2. Progress of students both into more or less intensive tiers of support
 - 3. Cumulative data regarding implementation and efficacy of supports and interventions across the district and within schools.
- I. District and school staff shall monitor the efficacy of selected interventions and supports. Interventions or supports that have met the threshold of a demonstrated effectiveness shall be monitored on an annual basis.
- J. District and school staff shall monitor the fidelity of implementation of selected interventions and supports.
 - 1. Fidelity of implementation check tools will be made available to schools for evaluation of interventions and supports.
 - 2. Fidelity of implementation shall be monitored no less than four times per school year until the implementation demonstrates a rate of effectiveness for at least seventy percent (70%) of students.
 - 3. Fidelity of implementation that has met the effectiveness threshold of seventy percent (70%) shall be monitored on an annual basis. If the implementation becomes less effective, it shall return to the former schedule for monitoring.

Legal References:

Minn. Stat. §120B. 11 (School District Process for Reviewing Curriculum, Instruction and Student Achievement; Striving for the World’s Best Workforce)

Cross References:

MPS Policy 5330 (Reporting to Parents)

MPS Policy 5700 (Special Education)

MPS Policy 5750 (Disability Non-Discrimination – Section 504)

MPS Policy 6200 (Curriculum and Instruction)

MPS Policy 6270 (Assessing Student Learning)

MPS Policy 6276 (Curriculum Evaluation)