

6121

Academic, Social Emotional and Behavior Supports

Policy 6121

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Review Dates:

I. PURPOSE

Minneapolis Public Schools is committed to preparing students to be college, career and community ready. In order to meet this goal all educators believe that all students learn and can achieve high standards as a result of effective teaching. A school system informed by this principle has effective systems that support adults in providing high quality core instruction and implementing appropriate interventions for students, informed by research and supported by standards-based curriculum. Effective teaching is differentiated to meet individual student needs and adheres to universal design principles.

Effective core instruction includes social, emotional and academic learning. Active engagement of students in their own learning requires classrooms that provide culturally responsive instruction. Differentiation of the core instruction is dependent upon a strong assessment system that informs educators of students' areas of strength and need.

Even the most effective core instruction will not be sufficient for every student to make adequate progress. The district must adopt a system of supports, interventions and trauma-based care to address academic, social, emotional and behavior needs of students who are at risk of not meeting state proficiency standards. Interventions are evidence-based actions, implemented with fidelity, the effects of which are monitored for student progress. Students are assessed at least twice a year to evaluate their need for interventions and support to be implemented upon review of this data.

The purpose of this policy is to establish the plan for providing academic, social, emotional and behavioral supports within the general education program to all students.

II. EFFECTIVE SYSTEM OF SUPPORTS

- A. The district shall adopt a multi-tiered system of instruction to assist students to be academically, socially and behaviorally successful. Broadly stated the system of instruction shall include:
 1. Rigorous core instruction available to all students, appropriately differentiated by classroom teachers;
 2. Identified and appropriately implemented interventions and supports to meet data-based identified needs of individual students, in a supplementary or intensive structure.

- B. Each school shall develop and publish a plan within the parameters established by the Superintendent, providing interventions and multi-tiered supports to students.

- C. Early identification of academic, social, emotional and behavioral needs for instruction and supports beyond what is provided in core instruction is essential to student success; therefore, evaluation of student needs shall be on-going and data-based, measured by multiple means of assessment, including observation, benchmarks, screening and high stakes assessments. Additional screening, assessment and progress monitoring measures may be used to determine the necessary supports for students requiring behavior supports.
- D. Parents shall be notified when students are identified as needing higher level tiers of support or when the student is being exited from the higher level tier of support. Parents shall be informed of the specific strategies in supplemental or intensified instruction that will be used to improve the student's rate of learning.

III. RESPONSIBILITY

- A. The Superintendent is authorized to promulgate regulations to implement this policy. The Superintendent shall report in writing to the Board no less than annually regarding the implementation of this policy.
- B. The Superintendent or superintendent's designee is authorized to
 - 1. ensure that interventions are appropriate and evidence-based, and that effective student supports and interventions are available and supported with fidelity of implementation.
 - 2. recommend appropriate interventions and academic supports;
 - 3. establish metrics to determine when a student should enter into and exit from a higher level tier of support;
 - 4. assure access to appropriate resources to meet student needs;
 - 5. provide or approve professional development to support rigorous, culturally responsive core instruction, implementation of evidence-based interventions and supports, and data review.
- C. Principals are responsible for:
 - 1. Academic leadership and shaping school climate standards.
 - 2. Leading the development of the school plan for interventions and supports along with teacher leaders.
 - 3. Communicating the school plan for interventions to families and students.
 - 4. Crafting school schedules that support both core teaching and intervention and support instruction.
 - 5. Assuring that appropriate differentiation in teaching core curriculum is accomplished.
 - 6. Assuring that financial resources are used effectively and efficiently to provide academic and social-emotion interventions to students in need.
 - 7. Ensuring interventions are implemented with fidelity according to superintendent's guidelines

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- D. Teachers shall work within their school plan, and collaborate within school teams to:
 - 1. Provide rigorous core instruction that is accessible to all students.
 - 2. Collect and use assessment data to make determinations about student strengths and needs.
 - 3. Share information about student strengths and needs with the student, and the student's parent. Offer home strategies for improving student's academic, social emotional or behavior success.
 - 4. Seek assistance from school specialists for appropriate differentiation;
 - 5. Choose appropriate supports to meet student needs;
 - 6. Implement interventions with fidelity.
 - E. Teachers and other school staff shall implement the support plan as determined for students with fidelity and exit students and notify parents as soon as the supports are no longer necessary.
 - F. Parents, as collaborative partners in their child's education, shall be involved in reviewing progress and shall be informed about interventions and supports being used with their child to improve outcomes as decisions are made. Parents may identify areas in which their students need additional supports through formal or informal conferences with teachers.
 - G. Schools shall inform parents of their rights to have students who are not showing academic success assessed for special education services.
 - H. Students, as co-creators of their learning, shall be actively engaged to identify their strengths and areas of need, to set goals and determine their individual progress.

IV. DEFINITIONS

For purposes of this policy and its regulations, the following terms shall be defined as follows:

- A. "Core instruction" is instruction that is provided to all students. Regardless of skill level or readiness, all students participate in core instruction. Core instruction addresses all academic content areas as well as social and emotional learning and behavior.
- B. "Differentiation" is a process teachers use to adapt core instruction based on the needs of their students. Core instruction may be adapted based on students' interests, levels of readiness, background knowledge, and culture.
- C. "Intervention" is personalized, small-group or individual instruction provided to students who are not successful with core instruction alone. Students are identified for interventions using assessment data, and their progress in the intervention is monitored regularly as required by this policy and regulations promulgated by the

Superintendent to guide further decision-making about what they need. The goal of intervention is to accelerate a student's learning so that he or she can be successful with core instruction. Interventions are provided to students in addition to core instruction, not in its place.

Cross References:

- MPS Policy 5000 (Equal Education Opportunity)
- MPS Policy 5200 (Behavior Standards and Code of Conduct)
- MPS Policy 5291 (Education of Homeless Children)
- MPS Policy 5330 (Reporting to Parents)
- MPS Policy 5391 (Graduation Requirements)
- MPS Policy 5394 (Grade Level Promotion)
- MPS Policy 5700 (Special Education)
- MPS Policy 5750 (Disability Non-Discrimination – Section 504)
- MPS Policy 6000 (Mission of the Educational Program)
- MPS Policy 6110 (Academic Goals)
- MPS Policy 6135 (Grouping)
- MPS Policy 6200 (Curriculum and Instruction)
- MPS Policy 6240 (Homework)
- MPS Policy 6270 (Assessing Student Learning)
- MPS Policy 6273 (Local Standards and Assessment)
- MPS Policy 6276 (Curriculum Evaluation)
- MPS Policy 6411 (Learning Materials and Resources)
- MPS Policy 6540 (Summer and Out of School Time Programs)