

Intense Student Support Network

In districts where systemic reconfiguration disrupts current practice and creates a new structure of coherent and aligned district and building systems to ensure success for all students, this system is concerned with implementing and supporting a vision of high quality student support to effectively nurture and support all students who come to school with non-academic needs that create obstacles for high achievement.

Vision of High Quality Student Support	
Evidence of Practice	Installation Indicators
1. The district has developed its vision for the intense support of students' non-academic needs which is culturally sensitive and respects the inherent value of the identity of each individual student within the district.	1. Evidence of a district document that outlines the vision for the intense support of students' non-academic needs.
2. The district effectively communicates its vision for the intense support of students' non-academic needs.	1. Evidence of an effective communication plan. 2. Evidence of a shared understanding of the vision by all stakeholders in the district.
Social, Emotional, Health, and Nutritional Needs of Students	
Evidence of Practice	Installation Indicators
1. The district has a network that effectively supports the norms and characteristics of pastoral care: care, support, safety, and membership.	1. Positive results from student, parent, and community (stakeholder) surveys.
2. Social, emotional, health, and nutritional components are integrated within academic curriculum areas.	1. Evidence of the curriculum from a curriculum audit/review.

3. Ongoing professional learning is provided to staff around social, emotional, health, and nutritional needs of the student body.	1. Results from professional learning audit/review and staff needs surveys.
4. Social, emotional, health, and nutritional skills are explicitly taught to all students.	1. Results from classroom observations and lesson plan audits/reviews.
5. Staff model appropriate social, emotional, health, and nutritional practices.	1. Results from classroom and school-wide observations both formal and informal.
6. District-wide policies and activities are aligned to the district's vision of high-quality student support, are culturally sensitive, and respect the inherent value of the identity of each individual student within the district.	1. Evidence of annual policy review and intentional activity planning around social, emotional, health, and nutritional topics.
7. Implementation and outcome of social, emotional, health, and nutritional teaching and learning is monitored and evaluated for effectiveness.	1. Implementation assessment (possibly using National Implementation Research Network implementation tools) and ongoing data review using tools and assessments aligned with the social, emotional, health, and nutritional curriculum as well as a validated behavioral screening tool.
8. Data is used to develop a plan for implementation and to improve practice.	1. Evidence that all plans and activities have data to justify why they are being implemented and whether or not they have been effective (justification for continued use or discontinuation).
9. The district establishes and explicitly teaches behavioral expectations for every student. These expectations are aligned to the social, emotional, health, and nutritional needs of all students, are culturally sensitive, and respect the inherent value of the identity of each individual student within the district.	<ol style="list-style-type: none"> 1. Evidence of the district's behavioral curriculum. 2. Results from classroom and school-wide observations, both formal and informal. 3. Implementation assessment and ongoing data review using tools and assessments aligned with the social, emotional, health, and nutritional curriculum as well as a validated behavioral screening tool. 4. Evidence that all plans and activities have data to justify why they are being implemented and whether or not they have been effective (justification for continued use or discontinuation).
10. District-wide policies and activities are integrated that foster behavioral expectations for all students in a manner in which the district celebrates the inherent value each individual student brings to the school community as a result of his/her own unique identity.	1. Evidence of annual policy review and intentional activity planning around behavioral topics that are aligned to the district's social and emotional learning targeted outcomes.

System of Network Delivery

Evidence of Practice	Installation Indicators
1. The district has a process for collecting student need data to inform network support.	<ol style="list-style-type: none"> 1. Evidence of the system for data collection. 2. Evidence of data analysis to determine student needs.
2. The district has policies and practices that influence how adults positively interact with students.	<ol style="list-style-type: none"> 1. Evidence of policies and practices. 2. Evidence of routine review of these policies and practices.
3. The district has identified effective strategies for communicating with families.	<ol style="list-style-type: none"> 1. Evidence of an effective communication plan for communication with families. 2. Evidence of families' satisfaction with the district's communication plan.
4. The district utilizes methods for fostering student engagement and student voice.	<ol style="list-style-type: none"> 1. Identification of methods for fostering student engagement and voice. 2. Evidence of the implementation of these methods.
5. The district provides an effective system to identify and deliver social, emotional, health, and nutritional support on a continuum of intensity that is matched to individual student need.	<ol style="list-style-type: none"> 1. Evidence of the delivery system. 2. Evidence of annual evaluation of the delivery system. 3. Number of students who receive support. 4. Number of students in need who do not receive adequate support.
6. The district provides an effective system to identify and deliver behavioral support on a continuum of intensity that is matched to individual student need.	<ol style="list-style-type: none"> 1. Evidence of the delivery system. 2. Evidence of annual evaluation of the delivery system. 3. Number of students who receive support. 4. Number of students in need who do not receive adequate support.
7. The district has an ethos that supports the care for all students' emotional and physical well-being.	<ol style="list-style-type: none"> 1. Number of students who believe that the district and its adult employees care about their emotional and physical well-being.