

INSTRUCTIONInterventions

The board of education recognizes its obligation and duty to provide an appropriate educational program to all young people of the district. The board of education believes that all students should have the opportunity to meet state standards and district graduation requirements. To this end, the board of education directs the superintendent of schools to create a District Intervention Team to support and review the intervention plans developed by each school in the district. Each school is to initiate an intervention plan for those students – except for students who are already being served by an IEP – who are more than one year below their age (or grade) level peers in the district identified core subjects of reading, mathematics, language arts, and technology (starting in 2003-04). Identification of students should be based upon data collected from multiple assessments such as ISAT scores, IRI scores, grade level benchmarks, teacher observation, performance on teacher made tests, etc. School intervention teams define the needs, explore possible intervention strategies, assign intervention tasks to member or staff, approve the plan, and evaluate the results at a follow up conference. Students identified may be placed in classes or programs aimed specifically at improving their academic deficiencies in the core subjects.

Building level intervention teams should be made up of the building principal and/or vice principal, the guidance counselor, the appropriate teacher(s), and parent(s) when appropriate. The District Intervention Team shall be made up of a school psychologist, data interpretation personnel, and the superintendent.

Guiding Principals:

- Early and continual intervention in core subjects
- Continual intervention for students of all ages and grades in core subjects
- Integrate general and special education to meet the needs of low performing students when possible
- District to provide additional resources as recommended by District Intervention Team
- All building intervention plans should be data driven and research based
- Parents should be included in problem identification and solution
- Each school site should develop an intervention plan appropriate for their students using the unique talents of their professional staff

Causes for student deficiencies such as poor attendance, high mobility, or other factors which contribute to academic shortcomings may affect the district's ability to provide a successful program, but it does not affect our responsibility to provide an appropriate intervention program based upon student academic needs in the core subjects.

Policy History:

Adopted On: March 14, 2007

Revised On: