SCHOOL DAY

The District recognizes that in order to maximize the potential for student success, a series of potential interventions, including but not limited to remedial-tutoring and/or test preparation, may be necessary to a student's overall educational goals. Those necessary interventions will be determined by student needs, and will be monitored to assure progress in order to validate time out of the general education setting.

Campuses are to track student time in remedial-tutoring and test preparation and not allow student time out of a regularly-scheduled class to exceed 10% of the school days in that class unless a parent permission form for these purposes has been obtained. When remedial-tutoring and/or test preparation must be scheduled during a core class or elective, the attached written consent form shall be obtained from the parent prior to the student's removal for tutoring or test preparation.

A School Day shall mean that portion of the regularly scheduled instructional day as appropriate to a student's grade level, per the District's annually published instructional calendar, in which a student is participating in a core class or elective (regularly scheduled classes). Portions of the instructional day where a student is not in a core class or elective will be available for remedial-tutoring and test preparation based upon student need and the determination of available support made at each KISD campus.

Remedial -tutoring in Keller ISD campuses is defined as campus-directed targeted assistance for students to achieve student success on TEKS-based assignments made during the progression of a student through a class.

Test Preparation is defined as campus-directed time devoted solely to the completion of test-like materials as practice and skill refinement. This definition applies to all release-test and test-like vendor generated materials.

Additional interventions are currently in use in Keller ISD campuses and classrooms, and additional interventions will likely emerge as student needs change. The list of non-tutoring, non-test-prep interventions below is not intended to be exhaustive or limiting, but to provide guidance to district committees attempting to assist in student development and progress.

Interventions:

- Multiple-configuration flexible grouping
- Individual instructional support based on data-driven decisions
- Counseling (based on student need)
- Behavioral Intervention to support student learning

It is important to note that there will be students who are placed in support services outside these definitions. Broadly defining, those cases are generally:

- Dyslexia Services
- ESL/Bilingual Programs
- Special Education

- Gifted and Talented

Specific content-level interventions for students based on targeted needs are available and listed in the *KISD RtI Handbook*

Attachment: