

Academic Intervention Protocol

A Modifiable Template for Schools

We believe that all teachers can teach to high standards and that all students can achieve at high standards. We believe that we can reach our stretch goal to have all students achieving in the green zone. We also recognize that interventions are necessary to ensure that all students achieve the provincial outcomes and become prepared for work in subsequent grades/courses and for their future. This academic intervention protocol has been created to assist in the programming for the academic needs of all students and to assist in implementing [AP 360](#). There are many underlying causes for a lack of academic success and this protocol is intended as a guide to find positive interventions, but is not intended as an exclusive resource. There are numerous research-based strategies and solutions that are found outside this protocol.

Phase ONE: Classroom-based Interventions

1. Plan for success for all students:
 - Careful, curriculum-based and differentiated planning using UbD
 - Apply best practices in instruction and assessment
2. Adapt: document and implement adaptations in instruction and assessment
 - Adjust instruction, activities and assessment to individual needs
 - *(Insert link to strategies like <http://www.interventioncentral.org/response-to-intervention>)*
 - Review cumulative folder and talk with other teachers, administrators or support staff to identify possible adaptations
3. Personal discussion with student
 - Identify concerns & discuss perceptions
 - Identify potential problems and potential solutions (collaborative problem solving model)
4. Communicate with parent
 - Identify concerns and outcome of efforts to date
 - Gather more information and consider medical/health/vision/nutrition
 - Develop joint plan for action
5. Repeat steps 1-4 as needed if progress is evident.
 - If concerns persist for 3-4 weeks proceed to Phase 2

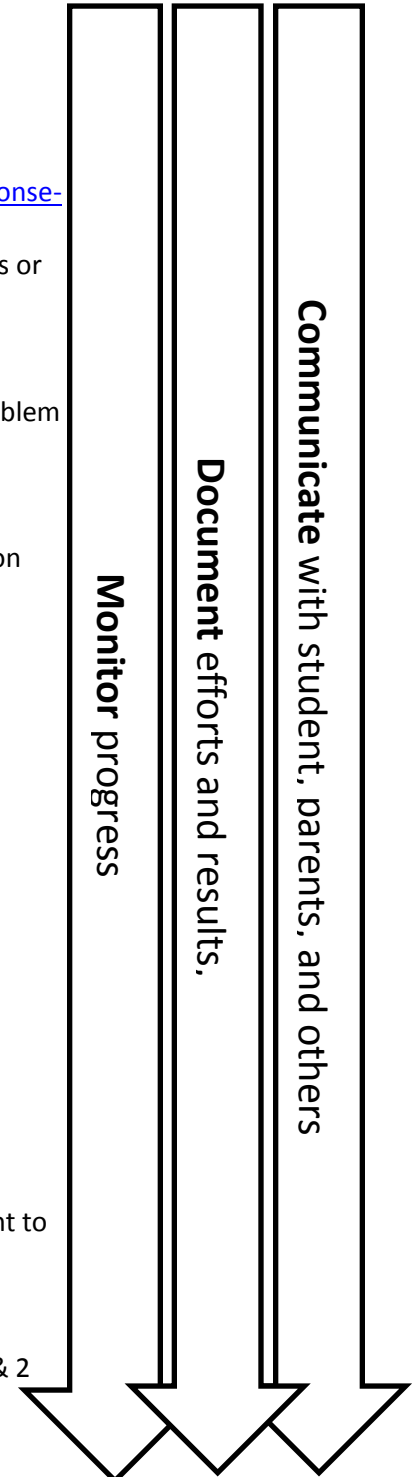
Phase TWO: School Based Interventions

1. Review documentation and events with Principal/Vice Principal and EST
 - Clarify problem and define success
 - Identify other individuals or agencies that may provide assistance (counselor, social worker, EA, etc.)
2. Meet with parent and school-based team
 - Include student as appropriate
 - Review data/documentation of efforts and outcomes to date
 - Consider further assessments (medical, academic, psychological)
 - Develop plan for team-based intervention

If concerns persist for 3-4 weeks proceed to Phase 3

Phase THREE: Inclusion of Division-wide staff

1. Principal/Vice Principal to initiate contact with Division supports most relevant to student needs
 - Identify most appropriate division based staff
2. Meet with Division-based staff and school-based team and parent
 - Review documentation and outcomes of previous efforts in Phase 1 & 2
 - Consider further assessments and referrals
 - Develop action plans and follow-up plans for key team members



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NOTES

The intent of instruction is to improve learning and achievement so the application of this protocol should have the same end in mind. There are several relevant points to consider in the application of the academic protocol.

School Board Policy

The school board has approved AP 360 Assessment, Evaluation and Promotion and its implementation must provide the foundation for activity in this area. There are several other policies that are relevant as well.

Student Submission of Evidence of Achievement

Students are expected to complete work in a timely fashion and teachers are expected to assess student work that provides evidence of the achievement of the outcome(s). In order to realistically manage the learning program, assess student work and record evidence, there are times when teachers require students to provide that evidence before a certain deadline. Teachers will use professional judgment in determining that final deadline to demonstrate achievement, but will consider that when it is no longer possible to provide sound judgment on the achievement of an outcome, it is too late to submit evidence.

In line with sound assessment practices, zeros will not be assigned to assessments and therefore cannot be used in the calculation of final grades. If there is insufficient evidence of achievement of an outcome, that is what shall be noted in the student's assessment report.

Academic Integrity

Academic integrity is providing evidence of one's own learning through demonstration of responsibility, honesty, trust and respect. Actions such as cheating; plagiarism; having others complete the work; buying papers from the internet or submission of previously submitted work indicate a lack of academic integrity.

Plagiarism – as adapted from the MacMillan Dictionary definition, is the unacknowledged use of someone else's words, ideas or creations as one's own whether deliberate or accidental; it is the process of taking another person's work, ideas or words, and using them as if they were one's own.

Cheating – includes plagiarism, copying, or gaining access to answers for an assessment in a way that does not reflect the student's own understanding of the outcome/concept (from Edmonton Public Schools' Ottewell School assessment policy <https://ottewell.epsb.ca/datafiles/policy.pdf>)

In cases where, in the professional judgment of the teacher and administration, a student has displayed a lack of academic integrity, then it may be determined that the student has not demonstrated proficiency in the required outcome(s). An appropriate course of action will be followed after taking into account factors such as age, maturity of the student, personal circumstances, grade level and past behavior.

In the majority of cases regarding lack of academic integrity, the fairest and most logical consequence for not doing the work is doing the work. A mark will be given to the student once the student has completed the necessary work on their own or completed an alternative assessment by an agreed upon date. Parents will be notified and consequences will be assigned by the teacher in conjunction with school administration.

Final Assessment Report

The purpose of reporting a final grade is to communicate achievement to students, parents and others. The final assessment report shall reflect the achievement of all applicable curricular outcomes.

The inclusion of attendance, behavior, effort or participation shall not be included in the assessment of academic achievement, unless those things are specifically required by the outcome being assessed.