

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

