

BASH
Intervention Criteria/Guidelines/Protocol

The three types of intervention supports that students may be assigned are provided below. Included is why and how students will be assigned, the duration of intervention assignment, the time of day for intervention, what students may transition to next, and consequences for noncompliance. We will utilize these interventions throughout the course of the school year:

- Current Instructional Support (CIS)
 - **What students and why-** student needing help with current concept or missed a few school days with a planned activity, educational trip, or illness
 - **How students are assigned-** can be assigned by teacher, or requested by student and/or parent
 - **Duration** -short term with time frame determined by teacher and student
 - **When in day-** agreed upon time between teacher and student or during Flex if teacher and student are available
 - **Transition to what-** could lead to another type of intervention if determined by teacher
- Mandatory Instructional Support (MIS)
 - **What student and why-** students who choose not to do homework, classwork, projects, etc.
 - **How students are assigned-** teacher based upon current data and pattern of student work habits
 - **Duration** - Five weeks or longer based on student academic performance & behavior pattern
 - **When in day-** scheduled during flex time or during an open period
 - **Transition to what-** Current instructional support or Guided instructional support
 - **Consequences for student's noncompliance-** be placed in the LGI studies for all non-class periods, poor grade, potential disciplinary consequences
- Guided Instructional Support (GIS)
 - **What students and why-** Students who have not scored proficient on a Keystone exam and/or are targeted to not score proficient based on classroom performance, PVAAS indicators, CDT tests, and/or teacher observation
 - **What materials do we use-** USA Test Prep, school developed Playbooks, released PBA and/or Keystone items, teacher made materials
 - **Duration** – 4 or 8 week rotation, or when student tests out of assignment as determined by the teacher
 - **When in day-** Flex period
 - **Transition from-** current instructional support or mandatory instructional support.

Skills Development Room Guidelines...

- Teacher provides student with a Skills Development Room (SDR) pass and indicates which intervention is needed.
- Teacher emails SDR monitor - Martha Brooks, parent(s)/guardian(s), grade level principal, school counselor, and BASH monitors (c'd) with necessary information for intervention.
- Martha places student in intervention session(s) based on his/her learning needs
 - Martha checks w/ Current Instructional Support teacher relative to attendance/progress of placed student(s) on a daily basis.
- Student(s) placed for Mandatory or Guided Instructional Support will be monitored and sent back to the intervention center to be released by Mrs. Brooks. Students may be kept in the SDR with Mrs. Brooks for MIS.

Intervention Exit Guidelines...

- Formative assessment of skill concept (by referring teacher)
- Mrs. Brooks selects "reply to all" and c'cs the tutoring teacher and career portfolio advisor when informing referring teacher of student's release from intervention center.

Consequence of not reporting to the SDR or CIS...

- CIS Teacher or SDR Monitor contacts main office
 - Grade level principal or school resource office personnel will get the student and take him/her to IC session/assignment
 - Grade level principal follows up with the student to address the issue and assigns a consequence if warranted
- Student placed in SH (LGI) until meeting with the grade level principal to determine removal

**Informational Loop...Parent(s)/guardian(s), grade level principal, school counselor, BASH monitors (c'd), referring teacher (upon student release*

**All communication relative to the SDR assignment should be "reply to all"*