

Academic Intervention Plan (AIP), v2

In response to our division changes to Grading Practices, this document has been developed. This is a three tiered process to address the issue of how to intervene when students do not or cannot complete their assigned work. This plan provides no option other than for the student to complete their work and thereby meet the outcomes of the curriculum and ensure success.

Tier One – Teacher and Student Intervention

1. Course outlines are completed and communicated to students.
2. Teachers determine which assessment tasks are used to inform instruction and provide feedback (formative) and which are used in grading (summative).
3. Expectations and consequences are included for what action a student should take if a deadline cannot be met.
4. Due dates should be reasonable and should be explicitly communicated to students. Post deadlines for assignments in the classroom, and encourage the use of student agendas.
5. Encourage students to discuss extended deadlines due to extraordinary circumstances well before the due date if possible.
6. If the due date is not met and there was no prior arrangement made with the teacher, a planned intervention strategy should be used.
 - a) Focus your intervention on student ownership, responsibility and accountability.
 - b) Talk to students and discuss reasons for undone assignments when the work is due.
 - c) Provide an alternate due date that is workable (1-5 days subject to task nature.)
 - d) Keep lines of communication open with parents: phone, email, notes, etc.
7. The student's work will be graded with no reduction of marks for being late.
8. Teacher's must monitor and record instances of late submission of summative tasks by students.

Tier Two – School and Student Intervention (AIP Staff Supervised Period)

1. If the student has not completed the work, even after being given a reasonable chance to do so, the student will be referred to the AIP supervising teacher for structured support. (Period 4 – Monday to Thursday). This is done through the use of a shared Microsoft Office calendar.
2. The classroom teacher will inform the student that they are to attend the AIP room during the next available session and continue to do so until the assignment is completed.
3. Completed assignments are brought by the student to the classroom teacher who will then confirm assignment completion on the shared calendar.
4. Assignments handed in later than one week after the due date, will be subject to a 10% per day deduction up to a maximum of 40%.
5. If a student fails to show, the consequences will be (1) communication to the parent and referral to principal (2) communication to the parent and the student

will spend administration supervised time that will be a combination of open periods in their schedule and after school if they don't have open periods. (3) communication to the parent and movement to the intensive intervention level.

Tier Three – Intensive Intervention

1. When the student fails to complete work after the second intervention, this usually implies a situation in which students are at risk. The intervention, at this level, must be suited to the situation and may include:
 - placement on a student contract which could escalate to eventual dismissal
 - specialized academic or behavior assistance
 - personal counseling
 - withdrawal from a class/program or change of school
2. In high schools, an interim grade of “incomplete” is possible on mid-term reports but as yet the Ministry of Education will not accept this as a final grade.
3. It is unreasonable to ask teachers to grade student work long after it is due, especially near the end of the module or semester. After one week, 10% up to a total of 40%
4. Students may receive grades for the portion of the assignment of the assignment that has been completed. At this level, if nothing has been completed, a grade of 0% may be assigned.