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**INTERVENTION POLICY**

Sage Oak is rooted in values that demonstrate a commitment to the students that we serve. We believe in providing a personalized, quality educational program for students that includes a research-based multi-tiered system of support.

This policy sets out a framework for students who have not achieved grade-level proficiency, in which Sage Oak holds the responsibility to implement a system of support that includes an integrated approach using pedagogy, curriculum and instructional design, and progress monitoring data to ensure that every student will receive quality, standards-based instruction in all content areas to enable student academic growth and to graduate college-prepared and career-ready.

The framework includes:

- a. Offer a multi-tiered system of supports to address their needs
- b. Adopt a consistent approach for the identification of students who have not achieved grade-level proficiency.
- c. Provide a research-based intervention program for students who qualify
- d. Implement ongoing assessments to determine effectiveness of the program and monitor student growth

**Multi-Tiered System of Supports (MTSS)**

A Multi-Tiered System of Supports (MTSS) is an integrated, comprehensive framework that focuses on standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. Sage Oak's MTSS has three tiers to offer support. Movement between tiers and intervention recommendations are guided by a response to intervention (RTI) approach.

**Tier 1 Services**

- a. Support and services offered to all students.
- b. Personalized Education Plan
- c. Targeted support offered by the general education teacher
- d. Schoolwide social-emotional learning

**Tier 2 Services**

- a. Intervention programs based on data revealing that students need more than core, universal instruction, services and support. This includes academic support and

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intervention, social-emotional learning support, counseling and behavioral interventions driven by data to support student needs.

- b. Title I Support
- c. Student Study Team meetings and progress monitoring

**Tier 3 Services**

- a. Students identified as having the highest level of need
- b. Student Study Team meetings and progress monitoring
- c. Possible referral for special education or Section 504 eligibility

**Identification of Students**

The identification of students may take place through, but is not limited to, analysis of local assessment data and state assessment data, informal assessment including teacher observation, formative assessment, prior standardized testing, report cards, and/or progress reports. If a student is not making progress towards grade level standards through the support of tier 2 services, then the student will progress to tier 3 services. Intervention recommendations will be guided by a response to intervention (RTI) approach.

**Research-Based Intervention Program**

Sage Oak will provide a research-based intervention program for identified students that may include, but is not limited to, personalized intervention plans, online or print based intervention curriculum, and small group or one-on-one online instruction. Identified students that fail to meet the participation requirements for the intervention program are subject to the school's Attendance, Support, and Involuntary Removal Policy.

**Assessments**

Students that are required to participate in the intervention program, will be required to complete ongoing assessments, determined by Sage Oak, in order to monitor student progress and program effectiveness. Identified students that fail to participate in the required assessments are subject to the school's Attendance, Support, and Involuntary Removal Policy.