

**EXTENDED DAY/YEAR POLICY - AR**

**I. Procedures K - 8**

- A. Identification of students in need of intervention – each middle school will hold monthly Student Service Team meetings to review student progress. Student profiles will be developed for each child not meeting grade level expectations in the area(s) of reading and/or math. The profile will include the following information:
1. standardized test scores
  2. current level of performance
  3. attendance information
  4. special education information ( if available)
  5. work samples
  6. benchmark mark assessment
  7. teacher narrative summarizing classroom performance
  8. student strengths and needs
  9. available school and community resources to assist parents and families involvement and support
- B. Once a student’s profile is completed and synthesized, the Student Service Team will develop an Individualized Learning Plan. The ILP will identify:
1. appropriate strategies to be implemented
  2. extended day/year intervention program(s) to address the area of need
  3. parties responsible for implementing the ILP components, including student, teacher, parents, and school administration
  4. referral to school and community resources when appropriate
- C. Parent Notification and Participation – Individual parent conferences will be scheduled for each student with an ILP. The conference will include an explanation of the profile, ILP, and extended day/year program. Parental input should be encouraged for the ILP and changes made as necessary. Parents will also be informed of the mandatory requirement of their child’s participation in the extended day/year program as well as the implications for promotion and retention if grade level expectations are not met.

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- D. Implementation – Each extended day/year program will submit a summary of program policy and procedures to include criteria for eligibility, student assessment measures, program offerings, methods of determining progress and communications to parents, and program evaluation data to the Assistant Superintendent for Instruction by Oct 1 of each school year.
- E. Monitoring – ILP's will be reviewed quarterly to determine student progress and attendance in extended day/year programs. Parent conferences will be scheduled regularly to keep parents informed of progress. The ILP is a fluid document, changed and modified as needed. The monitoring process provides on-going evaluation of a student's progress to ensure that appropriate academic interventions are targeted, implemented, and monitored.

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