Course Extension or Retention Process

Intent

It is our intent to:

- Meet students where they are at and provide adaptations to promote academic success.
- Increase transparency and accuracy in the recording and reporting of a student's ability level.
- Celebrate progress and make space for students to develop at their own pace.
- Encourage families to view slowed course pacing as a way to support unique learning needs.

Guideline

When a student works behind in a subject or when progress in a course is insufficient to warrant a passing grade, the student can be given additional time and support to reach academic success.

Subject Specific Retention Process: Individualized K-9 Students

1. When a student falls behind, the Support Teacher needs to initiate processes laid out on the Incomplete Grades and Assigning Fs - K-12 page.
2. If the student is unsuccessful in meeting minimal standards, Learning Support (LS) should be involved to discuss student support strategies.
3. As the school year draws to a close, a conversation between the parent, teacher, Learning Support Coach (LSC), and student needs to take place. Various options would be discussed, including:
    1. Moving the subject forward on pace with the other courses
    2. A subject specific grade retention
    3. Remediation options
    4. Having the student receive a failing grade and close the course
4. The student, parent, teacher, LSC agree on the best course of action.
5. The teacher will inform their K-9 Regional Administrator (RA) and the LS RA of their recommendation.
6. The RA and LS RA come to agreement and request an exemption from their Divisional Director who consults the Head of Schools for final approval.
7. A pinned log entry will be added to the student's file if subject retention is the final decision.
8. The course is closed and reopened the following year.

Subject Specific Retention Process: Online Courses Grades 5-12

Grade 5-12 online course students are provided with 12 months to complete a course. Most students complete a course during a semester term or over the September-June school year. If the student does not meet grade level expectations, they are required to either repeat the course or resubmit assignments until their level of understanding is at the minimally meeting standard.

> Cross-enrolled Grade 8 and 9 online courses should have the 12-month timeline noted in their course introductions so that students are aware that they have a full calendar year to complete their course work.

Process

1. When a student falls behind, the Online Course Teacher needs to initiate processes to get the student caught up during that school year. This includes contacting the student and parent, communicating with the Individualized Support Teacher and Director of Middle School Instruction (Grades 5-9) or Academic Advisor (AA) (Grades 10-12).
2. If the student is unsuccessful in meeting minimal standards, Learning Support (LS) should be involved to discuss student support strategies.
3. As the term draws to a close, a conversation between the parent, teacher, Learning Support Coach (LSC), and student needs to take place. Various options would be discussed including:
    1. Assigning a passing grade and moving the subject forward on pace with the other courses
    2. Extending the time for the student to complete that subject
    3. Other remediation and completion options
    4. Assigning a failing grade and closing the course
    5. Requiring the student to repeat the course
4. The student, parent, teacher, and LSC agree on the course of action. The teacher will inform their Support Teacher or AA and the LS RA of their recommendation.
5. The RA or AA and LS RA come to agreement and request an exemption from their Director who consults the Head of Schools for final approval.
6. A pinned log entry will be added to the student’s file if subject retention is the decision.
7. The course is closed and the student can apply again following two reporting periods.

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