Academic Alert/Restriction (Grades 6–12)

Our goal is to help every student succeed academically while benefiting from participation in athletics and other co-curricular activities. When a student experiences academic difficulty, we seek to identify concerns early—before they appear on a report card—and work together to help the student get back on track.

This process is built on a **partnership** among students, parents, teachers, and administrators. Together, we will identify areas of concern, establish clear expectations, and provide support while helping students take ownership of their learning. Temporary limits on co-curricular participation may be necessary to ensure students have the time and attention they need to make academic progress.

Identifying Concerns Early

Administrators review student grades ***weekly*** so that concerns can be addressed promptly. A student enters the Academic Alert process when the student has:

- One grade below 65%; or
- Two or more grades below 74%.

An academic alert is an opportunity to address challenges early, develop a plan for improvement, and help the student build habits that support continued success.

Phase One: Working Together on a Plan

During the initial two-week period, an administrator will communicate with the student and parents about the academic concerns and next steps. Teachers, parents, and administrators will work with the student to identify what is contributing to the difficulty and establish a clear, manageable plan for improvement.

Students are encouraged to take an active role in this plan by understanding their current grades, identifying missing or incomplete work, setting goals, and following through on agreed-upon next steps. Students may also be required to meet regularly with teachers in the classes where they need additional support.

Teachers and administrators will determine whether continued participation in co-curricular activities supports the student's progress or whether temporary limits are needed. If participation is permitted, students must attend all scheduled tutorials or academic support sessions.

Academic restrictions will be lifted when the student demonstrates improvement during the two-week period, as shown by improved grades and/or positive teacher feedback about the student's progress.

Phase Two: Additional Support and Adjusted Participation

If satisfactory improvement has not occurred after the initial two weeks, the student will enter Phase Two. The school will continue working with the student and parents to review progress, address ongoing challenges, and determine what additional support or adjustments are needed.

During this phase, restrictions on co-curricular participation will increase to prioritize academic progress. Students may not miss classes for practices, games, or performances until academic improvement is demonstrated.

Throughout both phases, our purpose is to support—not punish—the student. By maintaining communication with parents, providing clear expectations, and helping students take responsibility for their progress, we aim to build confidence, strengthen learning habits, and support a successful return to full participation.