Classical Academy
ALBERTA

Student Retention and Probation Policy

Purpose

This policy sets out Alberta Classical Academy's approach to students' academic advancement or retention. It also stipulates the circumstances under which a student may be placed on probation, and the consequences should a student not meet the conditions of that probation.

Purpose

Alberta Classical Academy is intended for learners who are committed to cultivating moral and intellectual excellence, and who want to partake in a community founded on friendship, conversation, and a shared pursuit of truth, wisdom, and beauty.

The proposed program is demanding, both academically and in its standards for student behaviour. Students are expected to follow the school's code of conduct, support its philosophy and purpose, and apply themselves diligently and conscientiously to their studies.

Alberta Classical Academy schools work with families to provide learning supports that enable a broad range of students to succeed in our program. Retention, remediation, and probation are tools to support this work.

Retention and remediation

1. A student may be considered for retention (required to repeat a grade) if he or she has met any of the following criteria:
    a. Failed to achieve passing grades in two or more courses;
    b. Achieved a "D" or "NY" grade in summative assessments for three or more courses;
    c. Missed more than 10% of instructional hours in the academic year due to unexcused absences
2. A student may be considered for remediation (required to repeat a particular course) if he or she has failed to achieve a passing grade in a core academic discipline.
3. Retention and remediation decisions will be made by a committee comprising the student's homeroom teacher, core specialist teachers (if applicable), and school administrator(s).
4. Students with Individualized Program Plans (IPPs) may, at the discretion of the committee, be promoted under the provisions of his or her IPP. In some cases, retention or remediation may also be provided as a learning support tool as part of an IPP.
5. Students classified as English as an Additional Language (EAL) Learners may, at the discretion of the committee, be promoted to the next grade without the expected English language skills, provided that their performance in other areas indicates they are likely to succeed in the following grade. In some cases, retention or remediation may also be offered as a learning support tool for EAL learners.
6. If a student fails to be promoted on two occasions, their registration in the school shall not be renewed.

Supports offered to students

7. Where a student is at risk of being retained, the school administration will undertake to inform parents as early as possible, and no later than the beginning of the final term.
8. Parents and students (when appropriate) will be asked to attend a meeting with the student's teacher(s) and school administrator to discuss strategies for supporting the student's learning, and to develop a Learning Support Plan that outlines specific goals and interventions.
9. Whether the student is ultimately retained or promoted, a Learning Support Plan for the student will be designed to enable the student to perform at grade level by the end of the following school year.
10. If the student already has or qualifies for an Individualized Program Plan (IPP), the IPP may stand in for the Learning Support Plan.

Alternatives to retention or remediation

11. Students being considered for retention or remediation may, at the discretion of the principal, be offered an opportunity to complete one or more alternative End-of-Course Assessments to demonstrate that they have achieved the required level of skill or knowledge to advance to the next grade.
12. End-of-Course Assessments can be offered for any discipline in which the child has failed to achieve a satisfactory grade, and may be offered in the form of a supervised written or viva examination.
13. End-of-Course Assessments may be evaluated by a teacher who does not ordinarily teach that student, if requested.

Probation

14. Students may be placed on a behavioural probation if they meet any of the following criteria:
    a. Persistently fail or refuse to complete homework as assigned;
    b. Persistently fail to attend school without excuse;
    c. Repeatedly fail to adhere to the school's rules and expectations, including its uniform policy and prohibitions on smartphones and popular culture;
    d. Cause chronic or repeated disruptions to the learning environment and the rights of other students;
    e. Engage in "Level 3" misbehaviour or prohibited conduct, as described in the Student Code of Conduct.
15. Where a student is being placed on probation, they and their parents will be required to attend a meeting with school administration to discuss a Student Behaviour Plan.
16. Student Behaviour Plans shall be developed by the school administration, and shall include specific goals or requirements, and a plan for regular monitoring of progress.
17. A student's continuing enrolment in the school shall be conditional on achieving the requirements set out in the Student Behaviour Plan. If a student does not satisfy the requirements of the Student Behaviour Plan, they may be recommended for expulsion, or will not have their registration renewed for the following academic year.

Discretion

18. For greater clarity, school administration shall have the authority to exercise their discretion regarding student retention, remediation, alternative assessments, and behavioural probation.

Appeals

19. Decisions pertaining to remediation, retention, expulsion, or denial of re-enrolment may be appealed in accordance with the Appeals to the Board of Directors Regarding Student Matters policy.

References: *Student Code of Conduct, Appeals to the Board of Directors Regarding Student Matters*

Adopted: January 28 2025