HIGH POINT
BAPTIST ACADEMY

Academic Intervention & Eligibility Program

Purpose

To provide structured, mission-aligned support for students with failing or in-danger-of-failing grades, fostering academic growth, accountability, and personal responsibility while maintaining eligibility for athletics and extracurricular activities.

Eligibility for Academic Intervention

- Students with one or more failing grades or an overall average below a C (77%) in any grading quarter.
- Students identified by teachers, counselors, or administration as at risk based on academic performance.

Tiered Academic Intervention Approach

Tier 1: Monitoring & Support - Student's first time attending Academic Intervention

- Mandatory attendance in the HELP period focused on completing homework, skill reinforcement, and guided practice.
- Provide updated grade and progress reports.
- Regular communication with parents/guardians regarding academic progress.

Tier 2: Increased Accountability - Student's second time attending Academic Intervention

- Continued Tier 1 supports.
- Create Tier 2 Academic Intervention Plan with Learning Support recommendation.

    - Required check-in form including signatures of teachers for subjects where students are in danger of failing.
    - **Mandatory attendance for Math or English tutoring sessions during 4th period.**

Tier 3: Intensive Intervention - Student's third time attending Academic Intervention

- All Tier 1 and 2 components maintained.
- Create Tier 3 Academic Intervention Plan
- Additional specialized support such as personalized tutoring or counseling.
- More frequent progress reviews and parent conferences.
- Review course load and performance with discussions about additional support services with Learning Support.

Student Expectations

- Attend all assigned HELP period sessions, tutoring sessions, and academic support activities on time and prepared.
- Complete all assignments with honesty and effort.
- Communicate proactively with teachers and mentors regarding academic challenges.
- Take ownership of learning and improvement goals.

Progress Review

- Student progress is reviewed every 3 weeks using grades, teacher feedback, and assessment data.
- Adjustments to intervention plans are made based on progress and needs.
- Students not showing adequate improvement after 6 weeks of intervention will be referred for additional evaluation and support, which may include:
    - Learning support referral
    - Counseling services
    - External academic support recommendations
    - Family meetings to revise intervention strategies

Athletic and Extracurricular Eligibility and Attendance

Attendance Requirement:

- Students must attend school the entire day to participate in practice or games/performances, except for excused absences such as doctor appointments, dental exams, or funerals.
- Late arrivals due to sickness or fatigue prohibit participation in athletics or performances on that day.

Academic Eligibility:

- **High School Students:**
  Grades are evaluated every **3 weeks** during the term. To remain eligible, students must maintain an overall average of at least C (77%) with no more than one failing grade. Students falling below these standards are suspended from practices and competitions until grades improve at the next progress report.

- **Middle School Athletes:**
  Grades are every **3 weeks** to provide timely support and intervention with additional weekly monitoring. Students must maintain an overall average of at least C (77%) with no more than one failing grade to remain eligible.

    - **First period of ineligibility:** Students are placed on **probation** and monitored after the first week, with opportunities to regain eligibility promptly. If a student remains on probation after that first week, the student will remain on probation for the entire 3 week period.
    - **Second period of ineligibility:** Students are restricted from practices and competitions for a full **3-week ineligible timeframe**.
    - **Subsequent periods of ineligibility:** Further ineligibility terms and interventions may be applied as determined by the school's academic and athletic leadership.
- Students with below a C average but only one failing grade or fewer are monitored weekly to support timely improvement.

- When unsatisfactory progress reports are issued, students must consult with teachers and inform coaches or sponsors about their academic status.

Communication and Support

- Parents/guardians will be kept informed about academic status and eligibility through progress reports and direct communication.
- Students are encouraged to seek help and utilize available resources to regain eligibility and improve academically.
- Coaches, sponsors, and teachers will collaborate to support students balancing academic and extracurricular commitments.

This tiered approach, combined with clear eligibility expectations and proactive weekly monitoring for middle school athletes, ensures High Point Baptist Academy students receive the support they need to achieve academic success while honoring their commitment to athletics and extracurricular involvement within a discipleship-oriented education.