

Policy Type: Operational Policy

Title: Student Retention and Support Policy

Effective: May 22nd, 2025

Purpose

Custom Class Charter School (Custom Class) is committed to helping every student thrive in a personalized, online learning environment. The purpose of this policy is to outline a comprehensive system of academic, social, and engagement support to promote student success and ensure continuity of enrollment. This includes proactive efforts to support students who experience chronic absenteeism, disengagement, or academic struggle, including those who fail to submit required learning log evidence to verify learner-validated attendance.

1. Retention Philosophy

Custom Class recognizes that student success is built on connection, personalization, and access to timely, relevant support. Our retention strategy centers on strong teacher-student relationships, data-informed interventions, and a Multi-Tiered System of Supports (MTSS).

2. Multi-Tiered Support System (MTSS)

Custom Class uses a three-tier MTSS model to identify, support, and retain students based on their level of need:

Tier 1 – Universal Supports:

- Regular, relationship-based check-ins between students and mentors/advisors
- Personalized learning pathways, pacing support, and engagement in virtual classrooms
- Parent/guardian onboarding and communication tools (newsletters, dashboard access)
- Automated attendance tracking and monitoring of learning log submissions

Tier 2 – Targeted Interventions:

Initiated when a student shows early signs of disengagement, including missed assignments, low participation, or irregular learning log submissions.

- Weekly outreach from mentors or academic coaches
- Short-term academic intervention plans or pacing recovery plans
- Attendance improvement plans
- Family engagement team outreach to understand barriers and coordinate supports

Tier 3 – Intensive Supports:

Triggered when a student exhibits chronic absenteeism, fails to submit learning log evidence, or repeatedly misses learning targets.

- Case management by a school administrator, counselor, or student success coach
- Wraparound supports such as counseling, peer mentoring, tutoring, and external referrals

- Student Support Team (SST) meeting with family to develop a formal re-engagement plan
- Probationary enrollment status with required participation benchmarks

3. Identification of At-Risk Students

Students will be flagged for support when they:

- Miss 10% or more of scheduled learning log entries within a month
- Submit no assignments or learning evidence for five consecutive school days
- Receive failing grades in 50% or more courses in a progress check window
- Do not respond to staff communication attempts for five school days

4. Re-Engagement and Retention Practices

Custom Class will implement re-engagement efforts that may include:

- Re-entry orientations or student success planning meetings
- Weekly progress check-ins and dashboard coaching
- Restorative conversations to rebuild relationships and motivation
- Modifications to course pacing or instructional delivery to re-engage the learner

5. Withdrawal Process

If, after multiple outreach attempts and interventions, a student remains unresponsive, disengaged, or fails to provide evidence of attendance through learning logs, Custom Class will follow its official withdrawal procedures, including:

- Final contact attempt with parent/guardian
- Documentation of support steps and communication history
- Submission of withdrawal form to the appropriate reporting entity (LEA/state)

6. Dropout Prevention and Recovery Services

6.1 Identification of "Designated Students"

A "designated student" is defined as a living student:

- Who does not hold a high school diploma or its equivalent;
- Who is absent from school for 10 unexcused absences as written in Board Rule: (R277-419-7) or fails to re-enroll within the first 30 days of the subsequent term; and
- For whom there is no record of enrollment in another public, private, or parochial school during that period.

6.2 Dropout Reduction Plan

Custom Class shall:

- Engage or attempt to engage with designated students throughout the calendar year;
- Develop a personalized learning plan identifying:
 - Barriers to attendance;
 - A defined attainment goal (see Section 6.7); and
 - Steps and supports toward achieving that goal;
- Monitor each student's progress toward the goal;
- Provide tiered interventions to students not making progress.

6.3 Flexible Enrollment Options

Designated students shall have access to two or more of the following options:

- Enrollment in a traditional program at Custom Class;
- Enrollment in a nontraditional program within Custom Class;
- Enrollment through a contracted private provider; or
- Enrollment in a program offered by another LEA.

6.4 Designated Student Enrollment Options

Students may enroll in:

- Programs provided directly by Custom Class;
- The Electronic High School;
- The Statewide Online Education Program (SOEP).

Custom Class shall make every effort to accommodate the student's preferred enrollment pathway.

6.5 Third-Party Dropout Prevention and Recovery Services

Custom Class shall contract with a third party to provide dropout prevention and recovery services if:

- The school's graduation rate is below the statewide average; and
- Graduation rates have not improved by at least 1% on average over three years, or at least 10% of designated students fail to meet or make progress toward their attainment goals in the prior calendar year.

The third party must:

- Have a proven record of success with designated students;
- Provide services aligned with the Dropout Reduction Plan;
- Report regularly on student progress to Custom Class.

6.6 Annual Reporting

Custom Class shall submit an annual report to the Utah State Board of Education detailing:

- Outreach and engagement efforts with designated students;
- Number of designated students enrolling in flexible programs;
- Number reaching their attainment goals;
- Budget allocations for dropout prevention and recovery services.

6.6 Attainment Goals Defined

An attainment goal shall be one of the following:

- A high school diploma;
- A Utah High School Completion Diploma;
- An Adult Education Secondary Diploma;
- An employer-recognized, industry-based certificate included in the Utah CTE certification list.

Certification

The undersigned officers and/or Board of Directors of Custom Class Charter School certify that this Student Retention and Support Policy was duly adopted as of [Insert Effective Date].

A handwritten signature in black ink, appearing to read 'Cory Henwood', with a long horizontal flourish extending to the right.

Signature:

Cory Henwood – Board Chair

A handwritten signature in black ink, appearing to read 'Matt Middione', with a long horizontal flourish extending to the right.

Signature:

Matt Middione – Board Vice Chair

Effective Date: May 22, 2025

Revised Date: August 18, 2025

References: Utah Code: 53G-5-404