Purpose

Credit Recovery is a viable process for appropriate students to achieve high school credit after a course has been completed and the course grades and the associated exam do not result in a passing final mark. Credit Recovery is a remedial, non-punitive process that is best suited for students with a final grade that was relatively near the passing mark. While there may be an established Credit Recovery time period, the length of a Credit Recovery course is dictated by the skills and knowledge of the student rather than a fixed amount of seat time.

Regulations

A. Students who did not pass the coursework and did not pass the associated exam (EOC, Final Exam, CTE, etc.) are not eligible for Credit Recovery. These students will need to repeat the course successfully in order to earn credit for the course. Exceptions may only be granted when there are significant extenuating circumstances and there is expressed consent from the principal or Learning Center Director and the superintendent or designee.

B. Schools may offer Credit Recovery to students who have completed and failed a course in which there was a passing grade on the associated exam. Students are not required to take another associated exam when the original exam received a passing score.

C. Credit Recovery will be graded as pass or fail and will not impact the student's grade point average. The original grade for the course will remain on the student's transcript.

D. Credit Recovery must be completed during the semester in which it began. Exceptions may be approved by the principal when there are significant extenuating circumstances and an incomplete grade is issued at the end of the semester.

E. If an associated exam is required, it must be administered no later than 30 days upon completion of the Credit Recovery course.

Credit Recovery Course Design

Credit Recovery courses should be designed to address deficiencies in a student's mastery of the course components and standards. Credit Recovery courses should be designed to meet the learning needs of the individual student. Schools may use a variety of resources to address the design needs. These include, but are not limited to, digital or online programs, teacher made materials, projects, and/or student presentations.