

# CREDIT COMPLETION

## Background

### Foundational Beliefs

Prairie South School Division believes that students should be offered multiple opportunities and a variety of pathways to academic success and credit completion.

### Additional Background

All programs and services offered in Prairie South School Division are to be offered in accordance with provincial requirements and within the parameters of the school division vision, mission, guiding principles, and goals. The following procedures are written to avoid limiting school-based administrators' creativity in supporting credit completion for students while providing guidance that ensures the rigor and integrity of a credit in accordance with Ministry requirements. School-based administrators are encouraged to bring support solutions not described in this document to their school Superintendent for further consideration.

Credit completion strategies should be considered by teachers and students within the context of each student's individual graduation plan. This graduation plan should be reviewed by a teacher or administrator and the student at the end of each semester from the end of grade 9 until graduation.

## Glossary

**Credit Recovery** – a student who only successfully met some outcomes of a course can improve their mark in the course by doing additional work to meet the outcomes.

**Credit Extension** – a student extends the course into the next semester.

**Credit Enhancement** – A student repeats a portion of the course outcomes to achieve a higher mark in order to meet academic requirements for entrance into a post secondary program.

**Credit Acceleration** – a student takes an increased course load in grade 10/11/12 semesters with the goal of completing graduation prior to what would be the 2<sup>nd</sup> semester of their grade 12 year.

**Continuous Intake** - a student finishes a course before the end of the semester and is given the opportunity to begin another course prior to the beginning of the following semester.

## Credit Completion Procedures

1. Before Credit Recovery or Extension is implemented, consider preventative strategies such as experiential learning, alternate scheduling, reduced course load, homework help, and mentor support. These strategies should be part of an ongoing conversation with a student from the start of a course to allow supports to be provided in a timely manner before the successful completion of the course becomes in jeopardy.

2. When used, Credit Recovery, must be completed within 30 days of the semester start following the course end date of the unsuccessful course.
3. When used, Credit Extension can be initiated by the school-based personnel at any time prior to the end of the course.
4. Consultation for Credit Recovery or Credit Extension will include the student, parent/guardian (unless the student's age is 18 or greater), the principal and/or vice- principal, subject area teacher, guidance and/or career counsellor, and the special education resource teacher. Once Credit Recovery is determined as the appropriate course of action the **Request for Credit Recovery Plan** must be completed.
5. Credit Enhancement requests must ensure the rigor of the course is intact and that evidence of outcome achievement is on record.

## 6. Implementation Reminders

- 6.1 Credit Recovery or Credit Extension can occur using a variety of formats, including, but not limited to:
  - 6.1.1 Classroom teacher providing differentiated learning opportunities and assignments that allow for student choice.
  - 6.1.2 Classroom teacher providing assignments/projects/completion of work.
  - 6.1.3 Extension of time.
  - 6.1.4 Distance or blended learning.
- 6.2 Upon successful course completion and submission of required forms, the student will earn one credit.
- 6.3 The interventions described in this document may result in students completing a course before the end of a semester. In order to make use of remaining instructional hours in that semester, a continuous intake approach may need to be considered for the student's registration in future courses.

## 7. Assessment Reminders

- 7.1 Continuous Assessment practices, that provide for the collect and recording of evidence regarding which outcomes have been achieved by a student as the course progresses, will support the successful implementation of the credit completion interventions described in this document.
- 7.2 Previous assessment information from teacher gradebooks may be accessed by administrators to inform the planning and decision making process.
- 7.3 Grade changes must also have the associated marks/documentation entered in the teacher gradebook that resulted in the grade change.

## 8. Mark Submission Reminders

- 8.1 Credit Recovery or Credit Extension **must** be completed and the mark change submitted as follows:

- 8.1.1 Schools submitting secondary level marks information via XML or through the SDS website may make corrections electronically (up to 30 days after the course end date).
- 8.1.2 If more than 30 days after the course end date, submit corrections [using Form 8 - Secondary Level Mark Corrections \(SDS\)](#). Indicate the reason for correction by checking off “Credit Recovery (school based)”. All Mark Correction forms must include a written explanation of the circumstances behind the correction and the reason that the addition/correction was not made by the school within 30 days after the course end date.
- 8.1.3 Credit Recovery must be completed within the same school year that the original course was taken. For courses that end in June, credit recovery must be completed within the first 30 days of the next school year. The mark will replace the existing mark on the SDS. For Credit Extensions beyond this time frame, the original mark will remain on the transcript, but a student may be re-enrolled in a course with the updated final mark appearing in addition to the original mark on the transcript.

#### **Additional Considerations for Implementation of Credit Completion Strategies**

- Students should be encouraged to see completion of the course on the first attempt and within one semester as the primary goal.
- When a course is broken into shorter modules, it is important to ensure that when the modules are examined as a whole, that they have equitable rigor to the original full course.
- If modules or independent learning are used, it is recommended to establish target dates at the outset by which portions of the work are to be completed. These dates may be collaboratively revised if appropriate.
- It is recommended that if possible, students be scheduled into a classroom with the overseeing teacher present to complete courses instead of a general study hall environment or independent location.
- Students requiring credit recovery or extension interventions should concentrate on 1 course at a time. It is recommended to only attempt multiple courses with these interventions at once if a viable plan for student success is in place.
- When utilizing credit recovery or extension interventions, it is important to anticipate when a student may complete the course. If the anticipated completion date falls during a semester, then a plan should be in place from the outset regarding what courses a student will then begin work on and how this will be arranged.
- Please review Prairie South’s Grading Document for additional considerations for Credit Recovery.

July 19, 2019