

Administrative Procedures

AP-618	Date of implementation: September 2020
	Date of update: March 6, 2024
CREDIT COMPLETION	Related Administrative Procedures: AP-414 Assessment

Purpose: The Division believes that students should be offered multiple opportunities and a variety of pathways to academic success and credit completion. This procedure provides guidance for school administration in determining pathways for high school credit completion.

Definitions:

Credit Recovery – refers to an opportunity for a student that, when unsuccessful at meeting minimum requirements for credit in a level 10, 20 or 30 course, can complete outcomes from the course to obtain a passing grade. It also refers to the situation where a student has not completed a course due to a disruption in enrolment and is provided an opportunity to complete the course without starting over from the beginning.

Credit Extension – is an intervention where extended time is provided beyond the course end date so that course credit can be achieved.

1) Credit Recovery Procedure

- a) Every effort should be made to support students as they proceed through a course of study. Credit recovery should only be considered after every effort, accommodation, adaptation and intervention has been made by the student, teacher and school for successful completion of the course in the set amount of time.
- b) In order to be eligible for credit recovery, the student will have attained a minimum grade of 40% and/or shown proficiency in 40% of the course outcomes.
- c) Attendance may be a consideration in determining credit recovery. (Some attendance issues may make credit extension a more appropriate pathway.)
- d) A final mark record for the course to be recovered must have been submitted to the Ministry of Education for credit recovery to take place.
- e) Two (2) credits per year (one (1) per semester) may be recovered through the credit recovery option.
- f) When used, credit recovery is to take place within the first thirty (30) days of the semester immediately following the semester in which the credit was not attained.
- g) The student will initiate the credit recovery process by completing a Credit Recovery Application Form. The plan will be reviewed and implemented in consultation with a team consisting of the

principal and/or vice principal, subject area teacher, student and parent (unless the student's age is 18 years or greater) and may include a career and/or guidance counsellor and/or Special Education Resource Teacher. Approval of application will be determined by the principal.

- h) The final mark a student receives through the credit recovery process is determined by the original teacher based upon the evidence provided by the student. In the event the teacher is no longer employed at the school, the principal and Learning Superintendent will determine the final mark with the supervising teacher.
- i) If the student successfully recovers the credit within thirty (30) days, the principal will request that the data system administrator upload the new mark. If the student successfully recovers the credit after thirty (30) days of the original mark submission, the school will submit the new mark to the Ministry using the Secondary Level Mark Corrections Form 8. The Secondary Level Mark Correction Form will be held in student cumulative folder for five (5) years.
- j) When a student attempts a credit recovery process for a course that includes a provincial exam (departmental), the procedures above are followed with the new mark submitted to the Ministry being in place of the original school-determined portion of the grade.

2) Credit Extension Procedure

- a) Every effort should be made to support students as they proceed through a course of study. Credit extension should only be considered after every effort, accommodation, adaptation and intervention has been made by the student, teacher and school for successful completion of the course in the set amount of time.
- b) Extension can be initiated by school-based personnel at any time prior to the end of the course. Common situations appropriate for credit extension include:
 - Medical issue
 - Compassionate leave
 - Academic need (as determined by the school-based administrator in consultation with the school-based team).
- c) The school principal will contact the Data Services Team prior to the end of the semester to explain that a credit extension is taking place and request that a mark not be uploaded to the Ministry at the end of the course time frame (block/semester, etc.).
- d) School personnel will develop a plan for credit extension in consultation with a team consisting of the principal and/or vice principal, subject area teacher, student and parent (unless the student's age is 18 years or greater), and may include a career and/or guidance counsellor and/or Special Education Resource Teacher. Approval will be determined by the school principal.

3) Implementation Reminders

- a) The principal or vice-principal will communicate any credit recovery or credit extension intervention plans to the PSSD's Data Services Team prior to implementing the plan.
- b) Credit recovery or credit extension can occur using a variety of formats, including, but not limited to:
 - i) Classroom teacher providing differentiated learning opportunities and assignments that allow for student choice.
 - ii) Classroom teacher providing assignments/projects and opportunities for student to provide evidence of learning toward outcomes.
 - iii) Extension of time.
 - iv) Distance or blended learning.
- c) Upon successful course completion and submission of required forms, the student will earn one (1) credit.
- d) If a credit recovery or extension application is denied, re-enrollment in the course would be the option to achieve the credit.

4) Assessment Reminders

- a) Continuous triangulated assessment practices that provide for the collection 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. Assessment practices must align with AP-414 Assessment.
- b) Previous assessment information from teacher gradebooks may be accessed by administrators to inform the planning and decision-making process.
- c) Grade changes must also have the associated marks/documentation entered in the teacher gradebook that resulted in the grade change. The uploaded mark on the Secondary Level Mark Correction Form 8 must match the teacher gradebook mark.

5) Mark Submission Reminders

- a) When complete, credit recovery or credit extension must submit the mark as follows:
 - i) Schools submitting secondary level marks information via XML or through the Student Data System (SDS) website may make corrections electronically (up to thirty (30) days after the course end date).
 - ii) If more than thirty (30) days after the course end date, submit corrections using the Secondary Level Mark Correction Form 8. Indicate the reason for correction by checking off

“Credit Recovery (school based)”. All mark correction forms must include proper documentation, as noted on the form.

- iii) 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 thirty (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.

6) Additional Considerations for Implementation of Credit Recovery/Extension Strategies

- a) Students should be encouraged to complete the course on the first attempt and within one semester as the primary goal.
- b) When a course is broken into shorter modules, it is important to ensure that, when the modules are examined as a whole, they have equitable rigor to the original full course.
- c) 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.
- d) It can be beneficial for students attempting to recover or extend a credit to be scheduled into a classroom with the overseeing teacher present. It should be understood that this is not always possible and that using/missing time from new courses of study for the purpose of recovering or extending a credit can be detrimental to success in the new course, as well as success in the courses attempting to be recovered or extended.
- e) Students requiring credit recovery or extension interventions should concentrate on one course at a time.
- f) Setting, agreeing to and adhering to deadlines and benchmarks can prove beneficial to credit recovery and extension plans.

References:

[Secondary Level Mark Corrections, Form 8](#)

[PSSD Quality Assessment Practices \(internal document\)](#)