

# Procedure for Addressing High School Credit Deficiency

This document outlines a comprehensive procedure to identify, address, and resolve credit deficiencies for high school students, ensuring they meet graduation requirements.

## I. Identification of Credit Deficiency

### 1. Regular Transcript Review:

- **Frequency:** Counselors will conduct a formal review of each student's transcript at the end of each academic year (e.g., May/June) and mid-year (e.g., January) for all students, particularly those in 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades. Counselor will also conduct informal weekly grade checks and share with staff and Intervention Specialists. Counselor will also conduct formal reviews at the end of each grading period (quarterly).
- **Automated Systems:** Utilize the school's student information system (SIS) to generate reports flagging students who are off-track for graduation based on current credit accumulation and required courses.
- **Early Warning Signs:** Identify students who are failing multiple courses, have excessive absences, or demonstrate a lack of engagement, as these can be early indicators of potential credit deficiency.

### 2. Communication with Students and Parents/Guardians:

- **Initial Notification:** Upon identification of a potential credit deficiency, the school counselor will send a formal notification letter to the student and their parents/guardians. This letter will clearly state:
  - The specific credits missing.
  - The impact on graduation requirements.
  - The urgency of addressing the deficiency.
  - Invitation to schedule a meeting with the counselor.
- **Follow-up:** If no response is received within two weeks of the initial notification, the counselor will attempt to contact the family via phone or email.

## II. Assessment and Planning

### 1. Individualized Counseling Meeting:

- **Participants:** School counselor, student, and parents/guardians (if possible).
- **Purpose:** To discuss the specific credit deficiencies, understand the root causes (e.g., failing grades, withdrawals, transfers), and collaboratively develop an individualized credit recovery plan.
- **Review Graduation Requirements:** Reiterate the school and state-specific graduation requirements to ensure all parties understand the benchmarks.

### 2. Development of Credit Recovery Plan (CRP):

- **Customized Approach:** The CRP will be tailored to the student's specific needs, academic performance, and available resources.
- **Components of the CRP:**
  - **Specific Courses Needed:** List the exact courses or subject areas for which credits are missing.

- **Recovery Options:** Outline the approved methods for credit recovery (see Section III).
- **Timeline:** Establish clear deadlines for completing each recovery option.
- **Responsibilities:** Define roles and responsibilities for the student, parents/guardians, counselor, and teachers.
- **Academic Support:** Identify any additional academic support services (tutoring, study skills workshops) that may be beneficial.
- **Progress Monitoring:** Detail how progress will be tracked and reviewed.
- **Signatures:** The CRP must be signed by the student, parent/guardian, and counselor to acknowledge understanding and commitment.

### III. Credit Recovery Options

The following options, or a combination thereof, may be utilized for credit recovery, subject to school district approval and availability:

1. **Summer School:**
  - **Description:** Intensive courses offered during the summer break to allow students to retake failed courses or complete required credits.
  - **Eligibility:** Students must meet attendance and academic requirements for successful completion.
2. **Online Credit Recovery Programs:**
  - **Description:** Self-paced, online courses that allow students to recover credits outside of the traditional school day.
  - **Oversight:** Must be through an accredited provider approved by the school district. A school staff member (e.g., counselor, teacher) will monitor student progress.
  - **Support:** Provide access to a quiet study environment and technical support if needed.
3. **After-School/Saturday Credit Recovery Sessions:**
  - **Description:** Targeted instruction and support provided by school staff outside of regular school hours.
  - **Focus:** Often used for specific subjects or smaller credit deficiencies.
4. **Enrollment in Opportunity School**
  - **Description:** For students who are credit deficient. Opportunity School is located at Sidney High School. Schedule is variable
  - **Guidelines:** Entrance is obtained by meeting with school personnel and a review of necessary credits for graduation. Work Study is incorporated into this programming.
5. **Alternative Programs/Pathways:**
  - **Description:** In some cases, alternative educational settings or vocational programs may offer opportunities to earn credits that align with graduation requirements.
  - **Approval:** Requires careful review and approval by school administration and counseling staff.
6. **Course Retake (During Regular School Year):**

- **Description:** Students may retake a failed course during the regular school year if scheduling permits.
- **Impact on GPA:** Clarify how the retaken course will affect the student's GPA and transcript.

#### IV. Monitoring and Follow-Up

1. **Regular Progress Checks:**
  - **Counselor Responsibility:** The school counselor will regularly check in with the student and, if applicable, the instructors of the credit recovery programs to monitor progress.
  - **Reporting:** Students and parents/guardians will receive periodic updates on the student's progress in the credit recovery plan.
2. **Adjustments to the CRP:**
  - **Flexibility:** The CRP should be a living document. If a student is struggling with a particular recovery option, the counselor will work with the student and family to make necessary adjustments.
3. **Final Credit Verification:**
  - **Prior to Graduation:** A final transcript review will be conducted for all graduating seniors to ensure all credit deficiencies have been resolved and all graduation requirements are met.
  - **Contingency Planning:** For students who are still deficient close to graduation, explore all possible last-resort options (e.g., summer graduation, alternative pathways) and communicate clearly with the family.

#### V. Documentation

1. **Student Files:** All communication, credit recovery plans, progress reports, and documentation of completed credits must be maintained in the student's permanent academic file.
2. **SIS Updates:** Ensure the student information system is accurately updated with all credit recovery information.

This procedure aims to provide a structured and supportive framework to help students overcome credit deficiencies and achieve their goal of high school graduation.