Millington Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
~~Review: Annually, in November~~Review: Annually	**Credit Recovery**	**4.210**	-12/04/17
		Rescinds:	~~Issued~~Reviewed/Revised: 07/05/22

General[1]

The Director of Schools shall ensure that credit recovery facilitators receive training regarding course organization, online instruction management, and related technology.

Credit recovery teachers shall comply with all State Board of Education certification requirements.[1]

ADMISSION AND REMOVAL[2]

No student shall be admitted to or otherwise enrolled in credit recovery courses unless:

1. The student's parent/guardian gives written consent for the student to enroll in the proposed credit recovery course. Parent(s)/guardian(s) shall be informed that not all postsecondary institutions will accept credit recovery courses for credit and that the NCAA Clearinghouse will not accept credit recovery courses for credit; and

2. The student has previously taken an initial, non-credit recovery section of the proposed course and received a grade of at least fifty percent (50%). Students who receive a grade of below fifty percent (50%) in the non-credit recovery section of the course must re-take the course.

If a student is seeking to recover credit for the first semester of a two-semester course, the student may not receive the full credit for the course until he/she has enrolled in and passed the second semester of the course and taken any applicable End of Course examinations.

The Board shall track students enrolled in credit recovery courses as directed by the Tennessee Department of Education.

INSTRUCTION AND CONTENT[2]

Credit recovery teachers shall work closely with credit recovery facilitators to correlate class content and instruction.

The Director of Schools shall ensure that all credit recovery courses:

1. Align with Tennessee's current academic standards for the relevant course content area, as approved by the State Board of Education; and

2. Differentiate instruction to address individual student growth needs based on diagnostic assessment or End of Course data.

One Reading - TSBA Recommendation

Students in credit recovery programs shall:

1. Complete a course skill-specific diagnostic to determine skill-specific goals;

2. Meet individual skill-specific goals in a flexible time frame as established by identified student need; and

3. Master all individualized skill-specific goals as established by the diagnostic process in order to earn credit.

GRADES[2]

Students passing credit recovery shall receive a grade of ~~seventy~~ sixty percent (~~7~~60%) under the state uniform grading system. If the district utilizes a locally-adopted grading scale that differs from the uniform grading scale, a student passing credit recovery shall receive a D.[3]

One Reading - TSBA Recommendation

Legal References

1. State Board of Education Policy 2.103; TRR/MS 0520-01-03-.03(13)
2. State Board of Education Policy 2.103
3. State Board of Education Policy 3.301

Cross References

Virtual Education Program 4.212
Grading System 4.600
Promotion and Retention 4.603