

MEMORANDUM TO: Directors of Education

FROM: Ben Levin
Deputy Minister

DATE: June 28, 2006

SUBJECT: Credit Recovery

On behalf of the Minister and the Student Success Commission, I am pleased to provide you with this first Memo related to the recommendations of the Commission as it explores, advises and endorses the government's implementation of student success initiatives.

As you know, the Student Success Commission has been meeting since the end of March. It has a dual mandate: to provide advice to the Minister with respect to the implementation implications of current and proposed Student Success Initiatives and to endorse implementation models that will promote the sector's commitment to every student.

The members of the Commission have worked diligently and in good faith. This unique venture that enlists the expertise, insights and political sensitivities of all levels of district school board management and the four teacher federations, creates for all of us in public education a genuine, shared ownership that will provide our students with a greater systemic approach to learning.

The Commission, in consultation with the Ministry, identified Credit Recovery as its first area of focus because consistency in existing programs is desirable and because it is an essential option for students who fail one credit or more in Grade 9 and 10. While there are many existing good practices in the sector, each initiative requires continued support and direction.

It is the role of the Commission to recommend to the Minister ways to build on and expand the current, effective practices and to propose innovative approaches in order to ensure that regardless of the school or Board, each student receives a quality Credit Recovery experience. This requires balancing centralized direction with local autonomy and also considering a Board's human resource capacity within the parameters of collective agreements.

All school boards will need to review their current Credit Recovery programs to ensure alignment with the direction stated in this memo. It is understood that staffing allocations and timetabling for next year are well under way. The timelines for the Guiding Principles and many of the process pieces take this into consideration.

The Commission has endorsed Guiding Principles intended to provide a consistent framework for all Credit Recovery programs in the province. Rather than develop specific models of Credit Recovery program delivery, the Commission focused on characteristics of programs that best serve students. In addition to the Guiding Principles, these include the delineation of a Credit Recovery Team, a process for Credit recovery Eligibility, a process for the transition from an initial credit attempt to a recovered credit and a general position on Credit Recovery programs.

If you have any questions regarding the above, please contact Sue Durst, Acting Director, Curriculum and Assessment Policy Branch at 416-325-2576 or email sue.durst@edu.gov.on.ca

As always, my thanks for your ongoing efforts to support success for all students.



Ben Levin
Deputy Minister

Attachment

- c. Student Success Leaders
General Secretaries
Council of Ontario Directors of Education (CODE)

Credit Recovery Guiding Principles

1. Credit Recovery is part of a whole school culture and has equal status with other forms of course delivery.
2. Credit Recovery is not a replacement for effective, positive instruction and intervention during the initial credit attempt including the normal supports provided through Special Education.
3. Credit Recovery is one of several options for any student who fails, but the final determination of Credit Recovery Placement is made by the Credit Recovery Team.
4. Decisions regarding the final placement in Credit Recovery programs must consider all factors that limited success.
5. The final credit granting for Credit Recovery programs is the responsibility of the Principal.
6. Access to Credit Recovery must be through a recommendation by the Principal and agreed to by the student and, where appropriate (e.g. students under the age of majority), the parent(s)/guardian(s) who must share some responsibility for the learning.
7. Credit Recovery programming must consider all factors that limited success in the initial program.
8. The teacher of the initial program (Subject Teacher) must provide the Credit Recovery Team with relevant information to be considered when placing the student.
9. Programs must be pedagogically sound and have real and credible educational value. The integrity of the recovered credit must be preserved by the student demonstrating achievement of the overall course expectations.
10. Students must have an opportunity to meet course expectations. Students must have an opportunity to demonstrate achieving course expectations in a variety of ways.
11. Within a Board's capacity to deliver Credit Recovery programs and adhering to the terms and conditions of collective agreements, Credit Recovery programs should be available to every student in publicly-funded schools and are to be delivered by members of the Ontario College of Teachers employed by the Board.
12. Eligibility to gain access to a Credit Recovery program shall be based on a variety of indicators and not solely on a mark designation.
13. The final mark should reflect the achievement of all course expectations. Depending on the student's Credit Recovery program, the mark may be based solely on performance in the Credit Recovery program or may include results from the initial course and/or

measures of prior learning. Regardless of the method used to determine the final mark, the evaluation practices must be consistent with Ministry and Board policy.

Credit Recovery Team

1. The Credit Recovery team is a sub-set of the School Student Success Team.
2. As a minimum requirement, when considering the placement of a student into Credit Recovery programs, the Credit Recovery Team must be comprised of the Principal or designate, the Student Success Teacher and the Guidance Head or designate where there is no collective agreement provision for a Guidance Head.
3. Where appropriate, other staff, including, for example, professional support staff personnel, subject specific secondary teachers, Credit Recovery Teachers, a Special Education Head or designate and elementary feeder school staff, may be utilized on the Credit Recovery Team when discussing individual student placement in Credit Recovery programs.
4. The Credit Recovery Team will convene periodically as required to determine the Credit Recovery placement of a student who has failed a course.

Process for Credit Recovery Eligibility

1. For each student who fails a course, the Subject Teacher shall complete a Recommended Course Placement Form that is limited to the teacher's recommendation for one of the following options:
 - Repeating the entire course at the same or a different level
 - Summer school
 - Night School
 - Credit Recovery

Where Credit Recovery is recommended, the Subject Teacher shall provide the following information:

- The final mark for the course
- A breakdown of all marks for the course attached to the Recommended Course Placement Form using whatever format the Subject Teacher employs for recording marks
- Reasons for Credit Recovery recommendations

While the professional opinion of the Subject Teacher is the primary source for a Credit Recovery placement, there may be exceptional circumstances when the Credit Recovery Team may determine that Credit Recovery is an appropriate placement for a student who is not recommended by the Subject Teacher. This determination will most often occur when the Subject Teacher does not have all of the information related to a student that is available to the Credit Recovery Team. In these exceptional situations, the Principal, or designate, may require the Subject Teacher to submit a modified Recommended Course Placement Form containing the following components:

- The final mark for the course
 - A breakdown of all marks for the course attached to the Recommended Course Placement Form using whatever format the Subject Teacher employs for recording marks
2. The Recommended Course Placement Form will be submitted to the Credit Recovery Team.
 3. Students to be considered for placement in a Credit Recovery program will be identified by the Credit Recovery Team based on the Recommended Course Placement Form and/or additional information, if required. For any additional information, the Credit Recovery Team and/or the Student Success Teacher should consult with the Subject Teacher, a Professional Student Support worker or any other person deemed by the Credit Recovery Team to be relevant.

Credit Recovery Profile

1. Where the Credit Recovery Team identifies a student for eligibility in a Credit Recovery Program, the Subject Teacher shall complete a Credit Recovery Profile and submit it to the Credit Recovery Team.
2. The Credit Recovery team shall ensure that the Credit Recovery Profile is given to the Credit Recovery Teacher.
3. The Credit Recovery Profile could include such items as:
 - Units/concepts/expectations not successfully achieved
 - Relevant Learning Skills information
4. The Recommended Course Placement Form and the Credit Recovery Profile may be combined into one form with two parts. The Recommended Course Placement Form (Part 1) would be completed as per the above and submitted to the Credit Recovery Team. For a student selected for Credit Recovery, the combined Form would be returned to the Subject Teacher and the Credit Recovery Profile (Part 2) would be completed and returned to the Credit Recovery Team. Whether a Board uses a combined Form or two separate Forms, they must be completed by the end of the semester or by the end of the year depending on the school structure.

Credit Recovery Learning Plan

1. For students who are recommended for and who accept entrance into a Credit Recovery program, a Credit Recovery Learning Plan will be developed by the Credit Recovery Teacher in consultation with the student and will be shared with the student and the parent/guardian of the student if under the age of majority.
2. If the Credit Recovery Team believes that it is in best interest of the student, the student and the parent/guardian of the student if under the age of majority may be required to sign the Credit Recovery Learning Plan.

3. Based on the Credit Recovery Profile, the Credit Recovery Learning Plan is intended to address the individual student's needs and should include such items as:
 - Attendance expectations
 - Workload expectations
 - How units of instruction to be recovered will be identified
 - Which units of instruction will be recovered
 - Whether or not a culminating activity / end task will be required
 - How a final mark will be determined

Relationship between the Credit Recovery Teacher and the Subject Teacher

Both the Subject Teacher and the Credit Recovery Teacher should be encouraged to consult with each other as needed in order to provide the maximum support for the student. It is understood that this is voluntary and will be in direct relation to the availability of time and resources.

Credit Recovery Programs

1. All Credit Recovery programs must be consistent with Guiding Principles 1, 9, 10, 11, 12 and 13.
2. All Credit Recovery programs must be based on any current Ministry of Education approved courses.
3. Local courses and resources that support viable Credit Recovery and are consistent with the Guiding Principles should continue to be used and developed.

Ministry Support for Credit Recovery Implementation

1. Funds have been allocated for Credit Recovery programs supported through the provision of a catalogue of alternative strategies and resources for curriculum delivery in both English and French available through the Learning Management System (LMS), the Learning Objects Repository (LOR) and Service d'apprentissage médiatisé franco-ontarien (SAMFO). The Ministry will make every attempt to meet the following timelines, including appropriate Professional Development in the use of the LMS/LOR/SAMFO:

September 2006:

- Grade 9 Applied Math , Applied English
- Grade 10 Applied Math, Applied English, Français appliqué, Mathématiques appliqué

February 2007:

- Grade 9 Applied French, Sciences appliqué, Français appliqué, Mathématiques appliqué
- Grade 10 Open Civics, Applied Science, Sciences appliqué

September 2007:

- Grade 9 English appliqué (French)
- Grade 10 Éducation à la citoyenneté

Ministry supports for the additional courses using the LMS, LOR and SAMFO resources shall be completed based on the Ministry's analysis of MISA data and the indicators for success, on the capacity of the Ministry and on timelines established by the Ministry.

2. Defined Student Success Teams to be effective for Semester 2 next year.
3. Mark determination (Ministry assessment and evaluation Policy) for Credit Recovery to be effective for Semester 2 next year.
4. Ministry exemplars in the form of templates for Recommended Course Placement Forms to be effective for Semester 2 next year.
5. Ministry exemplars in the form of templates for Credit Recovery Profile to be effective for Semester 2 next year.
6. Ministry exemplars in the form of templates for Credit Recovery Learning Plan to be effective for Semester 2 next year.
7. Ministry clarification of reporting for both the quantitative and anecdotal application of credit recovery.
8. Support and monitoring by SSL's and Field Services to assist School Boards in working towards the adherence to the Guiding Principles and process components.