


Policy # 102	Subject: Credit Accrual and Recovery Policy
Effective Date: 10/24/11 Revised Date: 10/16/12 Revised Date: 03/31/18 Reviewed Date: 4/01/2021	Page 1 of 3
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**DSCYF/DMSS/ Education Unit**

**I. PURPOSE**

To ensure secondary students placed in a DSCYF educational program have the opportunity to accrue credits toward a high school diploma.

**II. BACKGROUND**

Nationwide, there is a growing concern that increasing graduation requirements without the implementation of new and engaging forms of teaching and learning will simply encourage more struggling students to drop out. Students who enter DSCYF facilities as secondary students often come with few, if any, high school credits.

Current Delaware Code (14 Del. C. 505 **High School Graduation Requirements**) permits the issuance of credit toward high school graduation for a variety of activities so long as they are set forth in a credit policy approving the activity for credit and establishing the specific conditions for the award of credit for the activity.

The DSCYF Educational Unit recognizes the limitation of the issuance of credit based solely upon Carnegie Units, a system awarding credits based on seat time. This alone is not sufficient to meet the needs of the students we serve and does not recognize the variety of learning styles present in the population served through our programs.

To meet the changing needs of our secondary students, DSCYF educational programs intend to provide methods for students to earn units of high school credit based on a demonstration of subject area competency, ***instead of or in combination with*** completing hours of classroom instruction.

This intent is in accordance with federal regulations under Title I, Part D (20 U.S.C. 6434) which requires entities to provide "opportunities for such students to participate in credit-bearing

coursework while in secondary school, postsecondary education, or career and technical education programming”.

### **III. POLICY**

Secondary students placed in DSYF educational programs shall have the opportunity to accrue high school credits for the following activities:

#### Distance learning courses.

These courses may be delivered by the teacher to the learner in real time, online, by video or any combination of these methods. Students shall be enrolled in an approved curriculum and their progress shall be monitored by an Education Unit employee.

#### Demonstration of Competency.

A variety of assessment tools may be utilized to determine the competency of the student. This assessment may include an end-of-the-course exam, a portfolio of sample student work, a written paper or project reflecting student knowledge, or a verbal presentation to a panel of faculty/administrators to orally communicate the student’s competency. This includes credit acceleration when a student is able to complete all the predetermined required competencies for a credit bearing class in an accelerated time frame.

#### Credit Recovery.

Upon entry, each student’s current transcript shall be reviewed and a schedule set which enables the continuance of credit courses already in progress. If a student enters with partial credits, a schedule will be set which enables recovery of these courses to the greatest extent possible. This recovery may take place during the academic year or during the school’s summer session. Recovery classes may be completed online, in the classroom or a combination of both instructional methods.

#### High school courses taken while in the middle school.

Eligible students shall be able to take high school courses for credit upon receipt of an articulated, signed agreement with their district middle/high school.

#### Embedded credits.

Education programs may offer classes which satisfy complementary credit requirements in one course. For example, completion of a Humanities course may satisfy both a Social Studies and an English credit. A description of the program, grades earned and number of clock hours or demonstration of competency will be provided for these courses upon return to a student’s home district.

#### **IV. PROCEDURE**

When a secondary student is enrolled in one of the unit's educational programs, the Educational Diagnostician or Transition Specialist will prepare a credit summary sheet. This sheet will reflect credits earned previously as well as any incomplete courses and courses in which the student is currently enrolled.

Once this information is available, it will be reviewed with the student and a plan for credit recovery/accrual shall be developed. This plan will specify how credits will be accrued/recovered for the length of stay and will identify supports needed to ensure progress toward completion of the plan.

Educational staff shall provide the instruction and support necessary to demonstrate progress toward completion of the plan. This progress shall be documented, with adjustments made as needed, and shared with the student's home district. At the end of each marking period, an official report card shall be provided to the student's home district as a record of progress.

Upon discharge, a copy of the credit summary sheet, a signed transcript and all other information pertinent to the student's plan shall be provided to the receiving program/school and to the last school of record (if different from the receiving school/program).

Credits issued by DSCYF programs shall be added to the student's official transcript by their home school district.