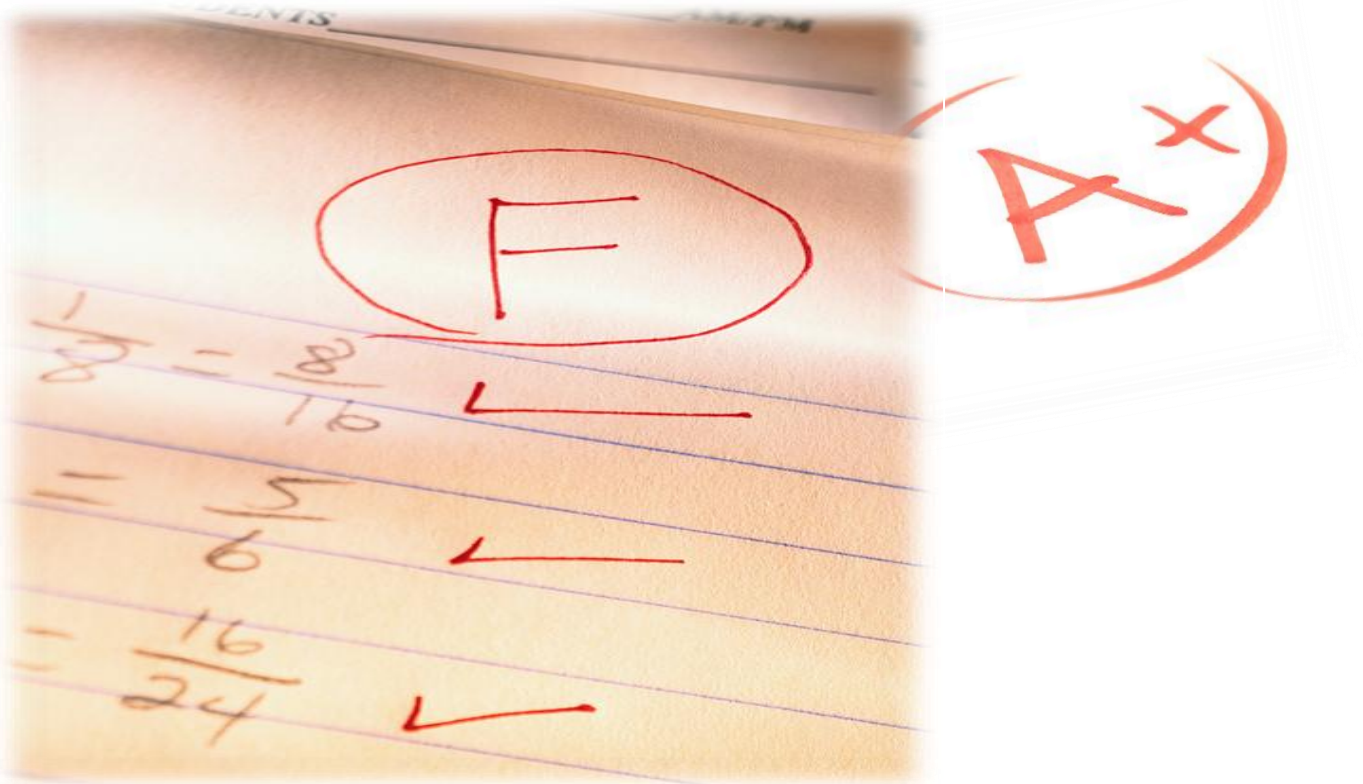


# MONTGOMERY PUBLIC SCHOOLS



Revised January 2013

## **GRADE RECOVERY/CREDIT RECOVERY/NEW CREDIT PROCEDURES MANUAL EFFECTIVE SPRING 2013**

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## **Montgomery Public Schools System**

### **School Based Credit Recovery/Grade Recovery/New Credit Plan**

In accordance with the guidelines of the Alabama Department of Education, the Montgomery County Public Schools System will offer students who have received failing grades in courses that are required for graduation an opportunity to recover the lost credit through a standards-based approach that will target specific knowledge and skill deficits instead of requiring the student to repeat the entire course. Along with Credit Recovery, the Montgomery County Public Schools system will offer students an opportunity to recover current grades and missing credits through two methods called Grade Recovery and New Credit. Such students must meet eligibility requirements to apply, and the Credit Recovery/Grade Recovery/New Credit Program must be operated under the guidelines established by this document.

Credit Recovery is a course-specific, skill-based learning opportunity for students who have previously been unsuccessful in mastering content/skills required to receive course credit or earn promotion.

Grade Recovery is a course-specific, skill-based learning opportunity for students who are currently at risk of failing a course or part of a course, have previously failed a semester or part of a semester, or are struggling to meet the more rigorous academic demands of Common Core State Standards.

New Credit is a course-specific, skill-based learning opportunity for students who are short credits for graduation, are falling behind on credits, or have missed course requirements due to illness or schedule conflicts.

These three options can help to reduce dropout rates by enabling students to recover/earn the credits they need to graduate. A full K-12 standards-aligned curriculum allows students to recover/earn entire levels in one or more subject areas and allow them to graduate with their cohort.

#### **Student Failure Reports for Credit Recovery/Grade Recovery**

Teachers who assign failing grades to students in courses that are necessary for graduation will be required to submit a student-specific report which identifies course standards that were met, not met, or not covered in the applicable grading term (Attachment A). These reports may be used in combination with course and skill-specific diagnostic tools provided through software vendors and/or school or school-system assessments, all of which must be aligned with the Alabama Course of Study content standards for the course being pursued through Credit Recovery.

#### **Student Eligibility, Admission, and Removal**

Students are eligible to apply for Credit Recovery if the final grade earned in a course required for graduation was between 40% and 59%. Alternatively, such a student can choose to repeat a course in its entirety during the next regular school term.

Students are eligible to apply for Grade Recovery if the current grade in a course required for graduation or promotion is below 70%. Students are also eligible to apply for Grade Recovery if the grade for a previous marking period during the course is below 60%.

Students are eligible to apply for New Credit if they are short credits for graduation, are falling behind on credits, or have missed course requirements due to illness or schedule conflicts.

Students must complete an application (Attachment B) to request placement in a Credit Recovery/Grade Recovery/New Credit Program. The student and parent/guardian must sign the

application to consent to placement in the program and to acknowledge agreement with the terms of admission and program requirements.

Students may be removed from a Credit Recovery/Grade Recovery/New Credit Program at the discretion of the administrator supervising the program for circumstances involving serious or repeated misbehavior, failure to adhere to program attendance requirements, or failure to make adequate progress towards meeting remediation requirements.

### **Application Process**

#### **Credit Recovery/Grade Recovery:**

Each student will be required to complete:

Credit Recovery/Grade Recovery Request Form (*Attachment C, Form 1, page 35*)

Parent/Student Contractual Agreement for Participation Form (*Attachment C, Form 3, page 37*)

Once the forms are received by the school counselor and proper signatures are obtained, the counselor will then complete the Credit Recovery/Grade Recovery/New Credit Program Referral Form (*Attachment C Form 4, page 39*). This application packet, along with the Student Course Failure Report (completed by the teacher who assigned the failing grade), will be submitted to the Credit Recovery District Administrator.

The Credit Recovery District Administrator will:

-Verify the signature of the counselor, principal, student, and parent

-Verify student eligibility, sign the Program Referral Form and scan it into the system as a PDF.

Each school will have an electronic folder on the network.

-Register the student for the grade/credit recovery in iNOW

Once the student is approved and registered for the course, he/she will be added to the Odyssey class and assigned the appropriate coursework.

#### **New Credit:**

Each student will be required to complete:

New Credit request form (*Attachment B, Form 2, page 36*)

Parent/Student Contractual Agreement for Participation Form (*Attachment B, Form 3, page 37*)

Once the forms are received by the school counselor and proper signatures are obtained, the counselor will then complete the Credit Recovery/Grade Recovery/New Credit Program Referral Form (*Attachment C Form 4, page 39*) and submit it to the Credit Recovery District Administrator.

The Credit Recovery District Administrator will:

-Verify the signature of the counselor, principal, student, and parent

-Verify student eligibility, sign the Program Referral Form and scan it into the system as a PDF.

Each school will have an electronic folder on the network.

-Register the student for the new credit in iNOW

Once the student is approved and registered for the course, he/she will be added to the Odyssey class and assigned the appropriate coursework. The student will not complete a pre-assessment, but will be assigned the entire learning path.

#### **Grade Recovery**

The classroom teacher will identify students who are currently struggling in a course or part of a course. The classroom teacher will add the student to the Odyssey class and assign the appropriate coursework, based on student performance in class. This will be documented as a part of the student's RTI plan.

Students who have failed a previous marking period will be required to complete:

Credit Recovery/Grade Recovery Request Form (*Attachment B, Form 1, page 35*)

Parent/Student Contractual Agreement for Participation Form (*Attachment B, Form 3, page 37*)

Once the forms are received by the school counselor and proper signatures are obtained, the counselor will then complete the Credit Recovery/Grade Recovery/New Credit Program Referral Form (*Attachment C, Form 4, page 39*). This application packet, along with the Student Course Failure Report (*Attachment A - completed by the teacher who assigned the failing grade*), will be submitted to the Credit Recovery District Administrator.

The Credit Recovery District Administrator will:

- Verify the signature of the counselor, principal, student, and parent

- Verify student eligibility, sign the Program Referral Form and scan it into the system as a PDF.

Each school will have an electronic folder on the network.

Once the student is approved, he/she will be added to the Odyssey class and assigned the appropriate coursework by the classroom teacher.

### **Credit Recovery/Grade Recovery/New Credit Program Authorization and Operation**

Credit Recovery/Grade Recovery/New Credit programs may operate during the school day or outside normal school hours.

Credit Recovery/Grade Recovery/New Credit programs operating during the summer term or outside the normal school hours must be supervised by an administrator.

Teachers working with students in Credit Recovery/Grade Recovery/New Credit programs must be certified and highly qualified in the content area they are teaching or in one content area if they are facilitating a software-based program. In situations where online courses are being utilized, a facilitator may be used who is an approved adult employee of the school system.

Credit Recovery/Grade Recovery/New Credit Program offerings may be limited by the availability of space, teachers, or appropriate computer-based content for specific courses.

### **Instructional Content and Curriculum**

Instruction will be delivered through a combination of computer-based instructional software and targeted small-group instruction supervised and managed by a certified and highly qualified teacher in the subject area or through direct instruction from a teacher who is certified and highly qualified in the subject/course being recovered or earned. Credit Recovery/Grade Recovery/New Credit teachers will receive training pertaining to effective course organization and operational management of the applicable computer-based instructional software.

Students in the Credit Recovery/Grade Recovery Program will be given an individual student prescription that will be developed by the Credit Recovery/Grade Recovery teacher based on failure reports completed by the students' teacher of record and skill-specific diagnostic tools which are offered by the computer-based instructional software. The Credit Recovery/Grade Recovery teacher will use his or her professional judgment of this data along with any further diagnostic device deemed necessary to develop a prescriptive plan for specific standards for remediation targeted to individual students.

The student must complete his or her individual remediation plan within the published operating dates and hours of the Credit Recovery/Grade Recovery Program. Students may attempt to recover multiple credits, but one credit must be completed before attempting the next.

Instructional assignments, whether computer-based or teacher-based will be aligned with the Alabama academic content standards approved by the State Board of Education.

Students will be released from the Credit Recovery/Grade Recovery Program upon successful completion of individual remediation plans regardless of the number of hours of instruction.

Students in the New Credit Program will be assigned a learning pathway that will include all Alabama academic content standards for the course. Students will then work through the coursework to earn missing credits.

Students will be released from the New Credit Program upon successful completion of all learning pathways assigned.

### **Grades and Credit**

- **Credit Recovery**

- A maximum grade of 70 may be awarded in a Credit Recovery course.
- The Credit Recovery grade will be calculated as an average of the failed grade with the Credit Recovery grade, up to a 70 average.
- Grade forgiveness will be used, whereby the original failing grade is replaced by the Credit Recovery grade for computing grade-point averages.
- A maximum of ten (10) credits may be earned by a student in a school year which includes subsequent summer-school terms.
- Criteria for awarding final grade(s) on transcript are as follows:

<b>Credit Recovery Grading Criteria</b>	
<b>Credit Recovery Grade</b>	<b>Final Grade</b>
100% - 90%	70
89% - 80%	67
79% - 70%	65
69% - 60%	60
59% and below	F (Failure)

- **Grade Recovery**

- The grade that a student earns in the Grade Recovery program will be averaged in with the current grade.
- If the student is recovering a grade from a previous marking period in a current course:
  - A maximum grade of 70 may be awarded in a Grade Recovery course.
  - The Grade Recovery grade will be calculated as an average of the failed grade with the Grade Recovery grade, up to a 70 average.

- Grade forgiveness will be used, whereby the original failing grade is replaced by the Grade Recovery grade for computing grade-point averages.
  - The criteria for awarding final grade(s) on transcript are the same as above for Credit Recovery.
- Grade Recovery will be used as a form of RTI for the classroom teacher.
- **New Credit**
  - The grade that a student earns in the New Credit program will be the grade the student receives for the course.

**Grade assignment:**

Credit Recovery

Upon completion of the assigned course, The Credit Recovery Grade Certification Form (*Attachment C, Form 5, page 40*) must be signed by the CR/GR teacher and core teacher, certified by the school principal, and submitted to the counselor. This form is to be scanned into the system as a PDF and placed in the school's electronic folder on the network. The hard copy is to remain in the student's cumulative record.

The school counselor will then complete a Credit Recovery Grade Change Request Form (*Attachment C, Form 8, page 43*) and submit it, along with the grade verification sheet, to the Credit Recovery District Administrator. The District Administrator will verify all grade changes/assignments for eligibility, verify that all signatures are present, and will override the failing grade in iNOW to reflect the recovered grade. The Credit Recovery District Administrator will then scan the Grade Change Request form into the system as a PDF and placed in the school's electronic folder on the network.

Grade Recovery

Upon completion of the assigned course work, the classroom teacher will average the grades earned in the Odyssey program with the previous failing grades. This will be documented in the student's RTI folder and kept in the teacher's classroom.

If the student is recovering a grade from a previous marking period of their current course, the Grade Recovery Grade Certification Form (*Attachment C, Form 6, page 41*) must be signed by the core teacher, certified by the school principal, and submitted to the counselor. This form is to be scanned into the system as a PDF and placed in the school's electronic folder on the network. The hard copy is to remain in the student's cumulative record.

The school counselor will then complete a Credit Recovery Grade Change Request Form (*Attachment C, Form 8, page 43*) and submit it, along with the grade verification sheet, to the Credit Recovery District Administrator. The District Administrator will verify all grade changes/assignments for eligibility, verify that all signatures are present, and will override the failing marking period grade in iNOW to reflect the recovered grade. The Credit Recovery District Administrator will then scan the Grade Change Request form into the system as a PDF and placed in the school's electronic folder on the network.

New Credit

Upon completion of the assigned course, The New Credit Grade Certification Form (*Attachment C, Form 7, page 42*) must be signed by the NC teacher and core teacher, certified by the school principal, and submitted to the counselor. This form is to be scanned into the system as a PDF and placed in the school's electronic folder on the network. The hard copy is to remain in the student's cumulative record. The core teacher will transfer all of the grades that have been earned in the Odyssey program into iNow. The final grade recorded in iNow, will be the grade the student receives for the course.

## **Roles and Responsibilities**

### **Credit/Grade Recovery District Coordinator:**

A Credit Recovery/Grade Recovery/New Credit District Coordinator is typically a certified teacher with effective leadership skills, hired by a school district to oversee multiple Credit Recovery/Grade Recovery/New Credit sites. This individual works with each school site within a district to ensure that teachers and students are successful in the district Credit Recovery/Grade Recovery/New Credit implementation.

The coordinator must be able to facilitate effectively in one-on-one situations, or conversely with large groups of teachers. As with any leadership role, communication is a key factor in the success of a Credit Recovery/Grade Recovery/New Credit District Coordinator. This person will interact with students and teachers, building and district administrators and provide support. The Credit Recovery/Grade Recovery/New Credit District Coordinator works closely with the district Credit Recovery/Grade Recovery/New Credit Planning team to monitor goals, measures and timelines for the District Credit Recovery/Grade Recovery/New Credit Program.

### **District Administrator:**

- Has a global view of district program goals to integrate all schools' needs within the overall program
- Understands the goals for each site and ensures effective processes within each school
- Is well-versed in curriculum issues
- Has some budget experience
- Is well-organized and can work on short-term and long-term projects, while maintaining day to day operations
- Has moderate to strong technology skills (should be able to work with a variety of software products required for data collection, newsletters curriculum documents, websites, etc.)
- Should have an understanding of the district Credit Recovery/Grade Recovery/New Credit plan and anticipate budgetary issues for implementation or expansion of the program
- Communicates well with all levels of administrators and school personnel

### **Principal:**

- Oversees the design and implementation of the CR/GR/NC school-based program
- Provides opportunities for school staff to obtain professional development
- Plans trainings and encourages and provides opportunities for teachers to attend regional and/or national conferences regarding alternative education and credit recovery
- Communicates effectively with staff using a variety of formats; i.e., newsletter, scheduled lab manager meetings, email, etc.;
- Approve all CR/GR/NC forms and grade changes
- Has effective knowledge and skills to provide an annual program evaluation, based upon district and program goals, indicating strengths, as well as areas of need, with recommendations for improvement

### **School Counselor:**

- Shares responsibility for scheduling, assessing data, and providing necessary reports to students and parents



- Maintains students' historical profile and documentation for CR/GR/NC program
- Completes and submits CR/GR/NC grade change/grade assignment forms
- Secures a Student Listing with averages ranging from 40 to 59 for programmatic recommendations

School-Based Program Director:

- Is an essential component for student progress and success
- Understands classroom management in a non-traditional setting
- Sets the tone for an effective, success-driven program
- Must be primarily student-oriented, with a basic knowledge of alternative teaching forms
- Has a general knowledge of curriculum with excellent facilitative skills
- Provides enthusiastic, motivational, imaginative leadership and guidance
- Utilizes resources to keep the best interest of the student in mind
- Strives to implement best practices
- Takes responsibility for scheduling, assessing data, and providing necessary reports to other entities within the school community
- Exports Grade Book weekly

Credit Recovery/Grade Recovery/ New Credit Teacher:

- Administers the diagnostic and uses data to determine student's learning path
- Is accountable for appropriate curriculum selection
- Provides opportunities for extension of curriculum
- Provides student orientation for all new students; explains rules and outcomes, contained within the student contract
- Monitors student progress
- Provides weekly progress reports to students (and/or parents, if requested)
- Works closely with classroom and/or subject area teachers reporting on student progress/grades
- Records student work, notebook scores/progress, track/objective progress, if applicable
- Monitors program goals, measures and timelines
- Creates end of year reports and presents to administration
- Has experience as a teacher in a non-traditional setting

Core Teacher:

- Is accountable for appropriate curriculum selection and submission of Student Course Failure Report for all students failing the course taught by them
- Submission of a Student Listing with averages ranging from 40 to 59 to Counselors
- May make recommendations to Counselors for CR/GR/NC

Student:

- Will submit application to Counselors for CR/GR/NC program
- Must meet all program requirements
- Must enter into learning contract agreement

# **Attachment A**

<b>SCIENCE</b>	<b>PAGES 11-16</b>
<b>HISTORY</b>	<b>PAGES 17-22</b>
<b>ECONOMICS</b>	<b>23</b>
<b>GOVERNMENT</b>	<b>PAGES 24-25</b>
<b>ENGLISH LANGUAGE ARTS</b>	<b>PAGES 26-33</b>

## School Graduation Requirement Failure Report

Student Name (Last, First): \_\_\_\_\_ Final Grade: \_\_\_\_\_%

Teacher (Last, First): \_\_\_\_\_ Term (Circle): 1<sup>st</sup> sem/2<sup>nd</sup> sem

Subject: Physical Science Core School: \_\_\_\_\_

COS Title	Physical Science Core	Bulletin 2005, No. 20		
		NOT MET	MET	N/A
#	COS Standards			
1	Recognize periodic trends of elements, including the number of valence electrons, atomic size, and reactivity.			
2	Identify solutions in terms of components, solubility, concentration, and conductivity.			
3	Contrast the formation of ionic and covalent bonds based on the transfer or sharing of valence electrons.			
4	Use nomenclature and chemical formulas to write balanced chemical equations.			
5	Describe physical and chemical changes in terms of endothermic and exothermic processes.			
6	Identify characteristics of gravitational, electromagnetic, and nuclear forces.			
7	Relate velocity, acceleration, and kinetic energy to mass, distance, force, and time.			
8	Relate the law of conservation of energy to transformations of potential energy, kinetic energy, and thermal energy.			
9	Compare methods of energy transfer by mechanical and electromagnetic waves.			
10	Explain the relationship between electricity and magnetism.			
11	Describe the nuclear composition of unstable isotopes and the resulting changes to their nuclear composition.			
12	Identify metric units for mass, distance, time, temperature, velocity, acceleration, density, force, energy, and power.			

*(If additional failed skills or knowledge need to be related, please describe on a separate page and attach.)*

Were there specific habits or behaviors that contributed to the student's grade?

What was the student's most significant strength in the class?

Was there a particular type of assignment that the student struggled with more than others?

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

*Submit this form to the student's counselor when final grades are submitted.*

## High School Graduation Requirement Failure Report

Student Name (Last, First): \_\_\_\_\_ Final Grade: \_\_\_\_\_%

Teacher (Last, First): \_\_\_\_\_ Term (Circle): 1<sup>st</sup> sem/2<sup>nd</sup> sem

Subject: Biology Core School: \_\_\_\_\_

COS Title	Biology Core	Bulletin 2005, No. 20		
		NOT MET	MET	N/A
#	COS Standards			
1	Select appropriate laboratory glassware, balances, time measuring equipment, and optical instruments to conduct an experiment.			
2	Describe cell processes necessary for achieving homeostasis, including active and passive transport, osmosis, diffusion, exocytosis, and endocytosis.			
3	Identify reactants and products associated with photosynthesis and cellular respiration and the purposes of these two processes.			
4	Describe similarities and differences of cell organelles, using diagrams and tables.			
5	Identify cells, tissues, organs, organ systems, organisms, populations, communities, and ecosystems as levels of organization in the biosphere.			
6	Describe the roles of mitotic and meiotic divisions during reproduction, growth, and repair of cells.			
7	Apply Mendel's law to determine phenotypic and genotypic probabilities of offspring.			
8	Identify the structure and function of DNA, RNA, and protein.			
9	Differentiate between the previous five-kingdom and current six-kingdom classification systems.			
10	Distinguish between monocots and dicots, angiosperms and gymnosperms, and vascular and nonvascular plants.			
11	Classify animals according to type of skeletal structure, method of fertilization and reproduction, body symmetry, body coverings, and locomotion.			
12	Describe protective adaptations of animals, including mimicry, camouflage, beak type, migration, and hibernation.			
13	Trace the flow of energy as it decreases through the trophic levels from producers to the quaternary level in food chains, food webs, and energy pyramids.			
14	Trace biogeochemical cycles through the environment, including water, carbon, oxygen, and nitrogen.			
15	Identify biomes based on environmental factors and native organisms.			
16	Identify density-dependent and density-independent limiting factors that affect populations in an ecosystem.			

*(If additional failed skills or knowledge need to be related, please describe on a separate page and attach.)*

Were there specific habits or behaviors that contributed to the student's grade?

What was the student's most significant strength in the class?

Was there a particular type of assignment that the student struggled with more than others?

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Teacher

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Date

*Submit this form to the student's counselor when final grades are submitted.*

## High School Graduation Requirement Failure Report

Student Name (Last, First): \_\_\_\_\_ Final Grade: \_\_\_\_\_%

Teacher (Last, First): \_\_\_\_\_ Term (Circle): 1<sup>st</sup> sem/2<sup>nd</sup> sem

Subject: Chemistry Core School: \_\_\_\_\_

COS Title	Chemistry Core	Bulletin 2005, No. 20		
#	COS Standards	NOT MET	MET	N/A
1	Differentiate among pure substances, mixtures, elements, and compounds.			
2	Describe the structure of carbon chains, branched chains, and rings.			
3	Use the periodic table to identify periodic trends, including atomic radii, ionization energy, electronegativity, and energy levels.			
4	Describe solubility in terms of energy changes associated with the solution process.			
5	Use the kinetic theory to explain states of matter, phase changes, solubility, and chemical reactions.			
6	Solve stoichiometric problems involving relationships among the number of particles, moles, and masses of reactants and products in a chemical reaction.			
7	Explain the behavior of ideal gases in terms of pressure, volume, temperature, and number of particles using Charles's law, Boyle's law, Gay-Lussac's law, the combined gas law, and the ideal gas law.			
8	Distinguish among endothermic and exothermic physical and chemical changes.			
9	Distinguish between chemical and nuclear reactions.			

*(If additional failed skills or knowledge need to be related, please describe on a separate page and attach.)*

Were there specific habits or behaviors that contributed to the student's grade?

What was the student's most significant strength in the class?

Was there a particular type of assignment that the student struggled with more than others?

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

*Submit this form to the student's counselor when final grades are submitted.*

## High School Graduation Requirement Failure Report

Student Name (Last, First): \_\_\_\_\_ Final Grade: \_\_\_\_\_%

Teacher (Last, First): \_\_\_\_\_ Term (Circle): 1<sup>st</sup> sem/2<sup>nd</sup> sem

Subject: Physics Core School: \_\_\_\_\_

COS Title	Physics Core	Bulletin 2005, No. 20		
#	COS Standards	NOT MET	MET	N/A
1	Explain linear, uniform circular, and projectile motions using one- and two-dimensional vectors.			
2	Define the law of conservation of momentum.			
3	Explain planetary motion and navigation in space in terms of Kepler's and Newton's laws.			
4	Describe quantitative relationships for velocity, acceleration, force, work, power, potential energy, and kinetic energy.			
5	Explain the concept of entropy as it relates to heating and cooling, using the laws of thermodynamics.			
6	Describe wave behavior in terms of reflection, refraction, diffraction, constructive and destructive wave interference, and the Doppler effect.			
7	Describe properties of reflection, refraction, and diffraction.			
8	Summarize similarities in the calculation of electrical, magnetic, and gravitational forces between objects.			
9	Describe quantitative relationships among charge, current, electrical potential energy, potential difference, resistance, and electrical power for simple series, parallel, or combination direct current (DC) circuits.			

*(If additional failed skills or knowledge need to be related, please describe on a separate page and attach.)*

Were there specific habits or behaviors that contributed to the student's grade?

What was the student's most significant strength in the class?

Was there a particular type of assignment that the student struggled with more than others?

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

*Submit this form to the student's counselor when final grades are submitted.*



## High School Graduation Requirement Failure Report

Student Name (Last, First): \_\_\_\_\_ Final Grade: \_\_\_\_\_%

Teacher (Last, First): \_\_\_\_\_ Term (Circle): 1<sup>st</sup> sem/2<sup>nd</sup> sem

Subject: 9<sup>th</sup> Grade World History School: \_\_\_\_\_

COS Title	<b>9<sup>th</sup> Grade World History</b>	Bulletin 2004, No. 18		
#	COS Standards	NOT MET	MET	N/A
<b>1500 to the Present</b>				
1	Describe developments in Italy and Northern Europe during the Renaissance period with respect to humanism, arts and literature, intellectual development, increased trade, and advances in technology.			
2	Describe the role of mercantilism and imperialism in European exploration and colonization in the sixteenth century, including the Columbian Exchange.			
3	Explain causes of the Reformation and its impact, including tensions between religious and secular authorities, reformers and doctrines, the Counter-Reformation, the English Reformation, and wars of religion.			
4	Explain the relationship between physical geography and cultural development in India, Africa, Japan, and China in the early Global Age, including trade and travel, natural resources, and movement and isolation of peoples and ideas.			
5	Describe the rise of absolutism and constitutionalism and their impact on European nations.			
6	Identify significant ideas and achievements of scientists and philosophers of the Scientific Revolution and the Age of Enlightenment.			
7	Describe the impact of the French Revolution on Europe, including political evolution, social evolution, and diffusion of nationalism and liberalism.			
8	Compare revolutions in Latin America and the Caribbean, including Haiti, Colombia, Venezuela, Argentina, Chile, and Mexico.			
9	Describe the impact of technological inventions, conditions of labor, and the economic theories of capitalism, liberalism, socialism, and Marxism during the Industrial Revolution on the economics, society, and politics of Europe.			
10	Describe the influence of urbanization during the nineteenth century on the Western World.			
11	Describe the impact of European nationalism and Western imperialism as forces of global transformation, including the unification of Italy and Germany, the rise of Japan's power in East Asia, economic roots of imperialism, imperialist ideology, colonialism and national rivalries, and United States imperialism.			

## High School Graduation Requirement Failure Report

COS Title	<b>9<sup>th</sup> Grade World History</b>	Bulletin 2004, No. 18		
#	<b>COS Standards</b>	NOT MET	MET	N/A
12	Explain causes and consequences of World War I, including imperialism, militarism, nationalism, and the alliance system.			
13	Explain challenges of the post-World War I period.			
14	Describe causes and consequences of World War II.			
15	Describe post-World War II realignment and reconstruction in Europe, Asia, and Latin America, including the end of colonial empires.			
16	Describe the role of nationalism, militarism, and civil war in today's world, including the use of terrorism and modern weapons at the close of the twentieth and the beginning of the twenty-first centuries.			
17	Describe emerging democracies from the late twentieth century to the present.			

*(If additional failed skills or knowledge need to be related, please describe on a separate page and attach.)*

Were there specific habits or behaviors that contributed to the student's grade?

What was the student's most significant strength in the class?

Was there a particular type of assignment that the student struggled with more than others?

\_\_\_\_\_

Teacher

\_\_\_\_\_

Date

*Submit this form to the student's counselor when final grades are submitted.*

## High School Graduation Requirement Failure Report

Student Name (Last, First): \_\_\_\_\_ Final Grade: \_\_\_\_\_%

Teacher (Last, First): \_\_\_\_\_ Term (Circle): 1<sup>st</sup> sem/2<sup>nd</sup> sem

Subject: 10th Grade United States History School: \_\_\_\_\_

COS Title	<b>10<sup>th</sup> Grade United States History</b>	Bulletin 2004, No. 18		
#	COS Standards	NOT MET	MET	N/A
<b>United States History to 1877</b>				
1	Contrast effects of economic, geographic, social, and political conditions before and after European explorations of the fifteenth through seventeenth centuries on Europeans, American colonists, and indigenous Americans.			
2	Compare various early English settlements and colonies on the basis of economics, geography, culture, government, and Native American relations.			
3	Trace the chronology of events leading to the American Revolution, including the French and Indian War, the Stamp Act, the Boston Tea Party, the Intolerable Acts, the Battles of Lexington and Concord, the publication of <i>Common Sense</i> , and the Declaration of Independence.			
4	Describe the political system of the United States based on the Constitution and the Bill of Rights.			
5	Identify key cases that helped shape the United States Supreme Court, including <i>Marbury versus Madison</i> , <i>McCullough versus Maryland</i> , and <i>Cherokee Nation versus Georgia</i> .			
6	Describe relations of the United States with Britain and France from 1781 to 1823, including the XYZ Affair, the War of 1812, and the Monroe Doctrine.			
7	Describe the development of a distinct culture within the United States between the American Revolution and the Civil War, including the impact of the Second Great Awakening and writings of James Fenimore Cooper, Henry David Thoreau, and Edgar Allan Poe.			
8	Trace the development of efforts to abolish slavery prior to the Civil War.			
9	Summarize major legislation and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise of 1820, the Compromise of 1850, the Fugitive Slave Act, the Kansas-Nebraska Act, and the Dred Scott decision.			
10	Describe how the course, character, and effects of the Civil War influenced the United States.			
11	Contrast congressional and presidential reconstruction plans, including African-American political participation.			

*(If additional failed skills or knowledge need to be related, please describe on a separate page and attach.)*

Were there specific habits or behaviors that contributed to the student's grade?

What was the student's most significant strength in the class?

Was there a particular type of assignment that the student struggled with more than others?

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Teacher

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Date

*Submit this form to the student's counselor when final grades are submitted.*

## High School Graduation Requirement Failure Report


Student Name (Last, First): \_\_\_\_\_ Final Grade: \_\_\_\_\_%

Teacher (Last, First): \_\_\_\_\_ Term (Circle): 1<sup>st</sup> sem/2<sup>nd</sup> sem

Subject: 11<sup>th</sup> Grade United States History School: \_\_\_\_\_

COS Title	<b>11<sup>th</sup> Grade United States History</b>	Bulletin 2004, No. 18		
#	COS Standards	NOT MET	MET	N/A
<b>United States History from 1877 to the Present</b>				
1	Explain the transition of the United States from an agrarian society to an industrial nation prior to World War I.			
2	Describe social and political origins, accomplishments, and limitations of Progressivism.			
3	Explain the impact of American imperialism, including the geographic changes due to the Open Door Policy and the Roosevelt Corollary, on the foreign policy of the United States between Reconstruction and World War I.			
4	Describe the causes and impact of the intervention by the United States in World War I.			
5	Describe the impact of social changes and the influence of key figures in the United States from World War I through the 1920s, including Prohibition, the passage of the Nineteenth Amendment, the Scopes Trial, immigration, the Red Scare, Susan B. Anthony, Margaret Sanger, Elizabeth Cady Stanton, the Harlem Renaissance, the Great Migration, W. C. Handy, the Jazz Age, and Zelda Fitzgerald.			
6	Describe social and economic conditions from the 1920s through the Great Depression, factors leading to a deepening crisis, and successes and failures associated with the programs and policies of the New Deal.			
7	Explain the entry by the United States into World War II and major military campaigns in the European and Pacific Theaters.			
8	Describe the international role of the United States from 1945 through 1960 relative to the Truman Doctrine, Marshall Plan, Berlin Blockade, and NATO.			
9	Describe major domestic events and issues of the Kennedy and Johnson Administrations.			
10	Describe major foreign events and issues of the Kennedy Presidency, including the construction of the Berlin Wall, the Bay of Pigs invasion, and the Cuban Missile Crisis.			
11	Trace the course of the involvement of the United States in Vietnam from the 1950s to 1975.			

## High School Graduation Requirement Failure Report

COS Title	<b>11<sup>th</sup> Grade United States History</b>	Bulletin 2004, No. 18		
#	<b>COS Standards</b>	NOT MET	MET	N/A
12	Trace events of the modern Civil Rights Movement from post-World War II to 1970 that resulted in social and economic changes, including the Montgomery bus boycott, the desegregation of Little Rock Central High School, the march on Washington, and the Freedom Rides. 			
13	Describe the Women’s Movement, the Hispanic Movement, and the Native American Movement during the 1950s and 1960s.			
14	Trace significant foreign policies and issues of presidential administrations from Richard Nixon to the present.			

*(If additional failed skills or knowledge need to be related, please describe on a separate page and attach.)*

Were there specific habits or behaviors that contributed to the student’s grade?

What was the student’s most significant strength in the class?

Was there a particular type of assignment that the student struggled with more than others?

\_\_\_\_\_

Teacher

\_\_\_\_\_

Date

*Submit this form to the student’s counselor when final grades are submitted.*

## High School Graduation Requirement Failure Report

Student Name (Last, First): \_\_\_\_\_ Final Grade: \_\_\_\_\_%

Teacher (Last, First): \_\_\_\_\_ Term (Circle): 1<sup>st</sup> sem/2<sup>nd</sup> sem

Subject: 12<sup>th</sup> Grade Economics School: \_\_\_\_\_

COS Title	<b>12<sup>th</sup> Grade Economics</b>	<b>Bulletin 2004, No. 18</b>		
#	<b>COS Standards</b>	NOT MET	MET	N/A
	<b>Economics</b>			
1	Explain the role of scarcity in answering the basic economic questions of what, how, how much, and for whom to produce.			
2	Compare the development and characteristics of the world's traditional, command, and market economies.			
3	Analyze graphs to determine changes in supply and demand and their effect on equilibrium price and quality.			
4	Explain the impact of the labor market on the market economy of the United States.			
5	Explain the competitive nature of the market system.			
6	Explain costs and benefits of government intervention in the economy of the United States.			
7	Explain the entry by the United States into World War II and major military campaigns in the European and Pacific Theaters.			
8	Describe the effect of fluctuations in national output and its relationship to the causes and costs of unemployment and inflation.			
9	Describe economic stabilization policies of the United States.			
10	Explain the role of money and the structure of the banking system of the United States.			
11	Explain the past and present impact of the Federal Reserve bank on the economy of the United States.			
12	Explain basic elements of international trade.			

*(If additional failed skills or knowledge need to be related, please describe on a separate page and attach.)*

Were there specific habits or behaviors that contributed to the student's grade?

What was the student's most significant strength in the class?

Was there a particular type of assignment that the student struggled with more than others?

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

*Submit this form to the student's counselor when final grades are submitted.*

## High School Graduation Requirement Failure Report

Student Name (Last, First): \_\_\_\_\_ Final Grade: \_\_\_\_\_%

Teacher (Last, First): \_\_\_\_\_ Term (Circle): 1<sup>st</sup> sem/2<sup>nd</sup> sem

Subject: 12<sup>th</sup> Grade United States Government School: \_\_\_\_\_

COS Title	<b>12<sup>th</sup> Grade United States Government</b>	Bulletin 2004, No. 18		
#	COS Standards	NOT MET	MET	N/A
<b>United States Government</b>				
1	Identify origins and functions of government.			
2	Analyze purposes, organization, functions, and principles of the Constitution of the United States and the Bill of Rights.			
3	Explain how the federal system of the United States divides powers between national and state governments, including areas of taxation, revenue distribution, federal grants, distribution of entitlements, regulation of interstate commerce, and enforcement of contracts.			
4	Describe specific functions, organization, and purposes of state and local governments.			
5	Trace the expansion of suffrage and its effect on the political system of the United States.			
6	Describe the development and functions of special interest groups.			
7	Trace the development and impact of the media on the political process and public opinion in the United States.			
8	Identify roles political parties play in the functioning of the political system of the United States.			
9	Identify constitutional provisions of the legislative branch of the government of the United States.			
10	Identify constitutional provisions of the executive branch of the government of the United States.			
11	Identify constitutional provisions of the judicial branch of the government of the United States.			
12	Contrast rights and responsibilities of citizens in a representative democracy.			
13	Explain the foreign policy of the United States and national security interests as they pertain to the role of the United States in the world community.			

*(If additional failed skills or knowledge need to be related, please describe on a separate page and attach.)*



Were there specific habits or behaviors that contributed to the student's grade?

What was the student's most significant strength in the class?

Was there a particular type of assignment that the student struggled with more than others?

---

Teacher

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Date

*Submit this form to the student's counselor when final grades are submitted.*

## High School Graduation Requirement Failure Report

Student Name (Last, First): \_\_\_\_\_ Final Grade: \_\_\_\_\_%

Teacher (Last, First): \_\_\_\_\_ Term (Circle): 1<sup>st</sup> sem/2<sup>nd</sup> sem

Subject: 9<sup>th</sup> Grade English Language Arts School: \_\_\_\_\_

COS Title	9 <sup>th</sup> Grade English Language Arts	2007		
		NOT MET	MET	N/A
#	<b>COS Standards</b>			
<b>Reading</b>				
1	Identify genre, tone, and plot in short stories, drama, and poetry and identify organizational structure in essays and other nonfiction text to comprehend ninth-grade recreational reading materials.			
2	Compare the use of language and literary elements and devices, including rhythm, rhyme scheme, tone, and plot, in various selections, cultures, and genres.			
3	Read with comprehension a variety of ninth-grade informational and functional reading materials, including recognizing tone and propaganda.			
<b>Literature</b>				
4	Identify literary components that contribute to authors' styles.			
5	Identify persuasive strategies, including propaganda, in world literature selections.			
6	Determine word meaning in world literature selections using word analysis and context clues.			
<b>Writing and Language</b>				
7	Write in narrative, expository, and persuasive modes using figurative language and imagery, including simile and metaphor, when effective and appropriate.			
8	Critique paragraphs for logical progression of sentences.			
9	Identify factors that influence the development of language			
10	Determine correct use of commas with appositives and direct quotations, colons to introduce lists, semicolons with a series of elements separated by commas, and punctuation for a divided quotation.			
11	Identify correct use of parallel words; incorrect verb tense shifts within sentences; correct number and tense in verb forms, including regular and irregular verbs; and correct forms of compound nouns, including singular, plural, and possessive forms			

## High School Graduation Requirement Failure Report

COS Title	9 <sup>th</sup> Grade English Language Arts	2007		
#	COS Standards	NOT MET	MET	N/A
12	Apply the correct use of subject-verb agreement with collective nouns when verb forms depend on the rest of the sentence; with compound subjects, including those joined by <i>or</i> with the second element as singular or plural; and with the subjunctive mood.			
Research and Inquiry				
13	Demonstrate paraphrasing, quoting, and summarizing of primary and secondary sources and various methods of note taking.			
14	Use the research process to locate, select, retrieve, evaluate, and organize information to support a thesis on a nonliterary topic.			
Oral and Visual Communication				
15	Identify persuasive strategies in oral and visual presentations			
16	Evaluate a speech for use of presentation skills, including use of visual aids.			
17	Use supporting details to present a position and to respond to an argument.			

*(If additional failed skills or knowledge need to be related, please describe on a separate page and attach.)*

Were there specific habits or behaviors that contributed to the student's grade?

What was the student's most significant strength in the class?

Was there a particular type of assignment that the student struggled with more than others?

\_\_\_\_\_

Teacher

\_\_\_\_\_

Date

*Submit this form to the student's counselor when final grades are submitted.*

## High School Graduation Requirement Failure Report

Student Name (Last, First): \_\_\_\_\_ Final Grade: \_\_\_\_\_%

Teacher (Last, First): \_\_\_\_\_ Term (Circle): 1<sup>st</sup> sem/2<sup>nd</sup> sem

Subject: 10<sup>th</sup> Grade English Language Arts School: \_\_\_\_\_

COS Title	10 <sup>th</sup> Grade English Language Arts	2007		
		NOT MET	MET	N/A
#	<b>COS Standards</b>			
<b>Reading</b>				
1	Apply both literal and inferential comprehension strategies, including drawing conclusions and making inferences about characters, motives, intentions, and attitudes in short stories, drama, poetry, novels, and essays and other nonfiction texts.			
2	Identify and interpret literary elements and devices, including analogy, personification, and implied purpose.			
3	Read with literal and inferential comprehension a variety of informational and functional reading materials, including making inferences about effects when passage provides cause; inferring cause when passage provides effect; making inferences, decisions, and predictions from tables, charts, and other text features; and identifying the outcome or product of a set of directions.			
<b>Literature</b>				
4	Recognize fallacious or illogical thought in essays, editorials, and other informational texts.			
5	Compare literary components of various pre-twentieth century American authors' styles.			
6	Determine word meaning in pre-twentieth century American literature using word structure and context clues.			
<b>Writing and Language</b>				
7	Write in persuasive, expository, and narrative modes using an abbreviated writing process in timed and untimed situations.			
8	Write in a variety of genres for various audiences and occasions, both formal and informal, using an attention-getting opening and an effective conclusion.			
9	Apply principles of Standard English by adjusting vocabulary and style for the occasion.			
10	Justify a thesis statement with supporting details from American literature prior to the twentieth century.			
11	Demonstrate correct use of commas with parenthetical expressions and after introductory adverbial clauses and correct use of semicolons before conjunctive adverbs and in compound sentences with no conjunction.			

## High School Graduation Requirement Failure Report

COS Title	10 <sup>th</sup> Grade English Language Arts	2007		
#	COS Standards	NOT MET	MET	N/A
12	Demonstrate correct use of singular and plural collective nouns and words with alternate accepted forms; pronoun-antecedent agreement in number and gender; and nominative, objective, and possessive pronoun cases.			
13	Apply the correct use of subject-verb agreement with singular and plural subjects, including subjects compound in form and singular in meaning and subjects plural in form and singular in meaning; intervening prepositional and appositive phrases; and correlative conjunctions.			
14	Edit for incorrect shifts in verb tense in paragraphs, use of verbals, use of dangling participles and misplaced modifiers, and parallelism in phrases.			
<b>Research and Inquiry</b>				
15	Use the research process to document and organize information to support a thesis on a literary or nonliterary topic.			
16	Explain the purpose and benefits of using predicting, summarizing, underlining, outlining, note taking, and reviewing as part of personal study skills.			
<b>Oral and Visual Communication</b>				
17	Critique oral and visual presentations for fallacies in logic.			

*(If additional failed skills or knowledge need to be related, please describe on a separate page and attach.)*

Were there specific habits or behaviors that contributed to the student's grade?

What was the student's most significant strength in the class?

Was there a particular type of assignment that the student struggled with more than others?

\_\_\_\_\_

Date

\_\_\_\_\_

Teacher

*Submit this form to the student's counselor when final grades are submitted.*

## High School Graduation Requirement Failure Report

Student Name (Last, First): \_\_\_\_\_ Final Grade: \_\_\_\_\_%

Teacher (Last, First): \_\_\_\_\_ Term (Circle): 1<sup>st</sup> sem/2<sup>nd</sup> sem

Subject: 11<sup>th</sup> Grade English Language Arts School: \_\_\_\_\_

COS Title	11 <sup>th</sup> Grade English Language Arts	2007		
#	COS Standards	NOT MET	MET	N/A
<b>Reading</b>				
1	Analyze authors' use of literary elements, including characterization, theme, tone, setting, mood, plot, and literary point of view, in American short stories, drama, poetry, or essays and other nonfiction literature, predominantly from 1900 to the present.			
2	Analyze use of figurative language and literary devices, including hyperbole, simile, metaphor, personification, and other imagery, to enhance specific literary passages.			
3	Read with comprehension a variety of informational and functional reading materials, including recognizing organizational patterns, evaluating strengths and weaknesses of argument, and identifying directions implied or embedded in a passage.			
<b>Literature</b>				
4	Analyze twentieth and twenty-first century American literary selections for plot structure, cultural significance, and use of propaganda.			
5	Evaluate twentieth and twenty-first century American authors' use of language, including length and complexity of sentences, diction, and Standard English versus dialect.			
6	Determine word meaning in twentieth and twenty-first century American literature using word structure and context clues.			
<b>Writing and Language</b>				
7	Compare writing styles of two or more American authors or public figures.			
8	Write the text for an oral presentation with attention to word choice, organizational patterns, transitional devices, and tone.			
9	Analyze writing for parallelism in literary selections and student writing.			
10	Edit writings, including student papers, for correct parallel form in clauses in a series and with correlative conjunctions and for correct use of subject-verb agreement with subjects with intervening phrases, collective nouns as subjects, indefinite pronouns as subjects when the verb form depends on the rest of the sentence, and subjects in sentences with correlative conjunctions or in inverted order.			

## High School Graduation Requirement Failure Report

COS Title	11 <sup>th</sup> Grade English Language Arts	2007		
#	COS Standards	NOT MET	MET	N/A
11	Differentiate between the use of active and passive voice.			
<b>Research and Inquiry</b>				
12	Use the research process to manage, document, organize, and present information to support a thesis on a literary topic.			
13	Compare the use of oral presentation skills of self and others.			
14	Identify propaganda in nonprint media.			

*(If additional failed skills or knowledge need to be related, please describe on a separate page and attach.)*

Were there specific habits or behaviors that contributed to the student's grade?

What was the student's most significant strength in the class?

Was there a particular type of assignment that the student struggled with more than others?

\_\_\_\_\_

Teacher

\_\_\_\_\_

Date

*Submit this form to the student's counselor when final grades are submitted.*

## High School Graduation Requirement Failure Report

Student Name (Last, First): \_\_\_\_\_ Final Grade: \_\_\_\_\_%

Teacher (Last, First): \_\_\_\_\_ Term (Circle): 1<sup>st</sup> sem/2<sup>nd</sup> sem

Subject: 12<sup>th</sup> Grade English Language Arts School: \_\_\_\_\_

COS Title	12 <sup>th</sup> Grade English Language Arts	2007		
#	COS Standards	NOT MET	MET	N/A
<b>Reading</b>				
1	Compare organizational structure, figurative language, and literary devices, including use of paradox, among predominantly British short stories, drama, poetry, essays, and other nonfiction literature.			
2	Read with comprehension a variety of informational and functional reading materials, including comparing bias and persuasive techniques in passages.			
<b>Literature</b>				
4	Analyze British literature for style, audience appeal, cultural significance, and plot structure.			
5	Determine word meaning in British literature using word structure and context clues.			
6	Compare writing styles of two or more British authors.			
<b>Writing and Language</b>				
7	Write for a variety of purposes, including critical essays on literary topics, college application essays, résumé cover letters, and résumés			
8	Demonstrate appropriate use of ellipses, parentheses, hyphens and suspended hyphens, hyphenation of number-and-noun modifiers, slashes, and use of commas with subordinate clauses and nominative absolutes.			
9	Revise drafts to increase sentence complexity.			
<b>Research and Inquiry</b>				
10	Use the research process to manage, document, organize, and present information to support a thesis on a teacher-approved topic of student interest.			
<b>Oral and Visual Communication</b>				
11	Critique visual communication for effectiveness.			
12	Evaluate oral presentation skills of self and others for effectiveness.			
13	Analyze nonprint media for use of propaganda.			

*(If additional failed skills or knowledge need to be related, please describe on a separate page and attach.)*



Were there specific habits or behaviors that contributed to the student's grade?

What was the student's most significant strength in the class?

Was there a particular type of assignment that the student struggled with more than others?

---

Teacher

---

Date

*Submit this form to the student's counselor when final grades are submitted.*

# **Attachment B**

<b>CREDIT RECOVERY/GRADE RECOVERY REQUEST FORM</b>	<b>35</b>
<b>NEW CREDIT REQUEST FORM</b>	<b>36</b>
<b>CONTRACTUAL AGREEMENT FOR PARTICIPATION</b>	<b>37</b>

Montgomery Public Schools

Credit Recovery/Grade Recovery Request Form

School Name \_\_\_\_\_

I am aware that I must successfully meet the requirements to earn grades through the GR/CR Program which cannot exceed a final grade of 70%. This grade will be recorded on my transcript and will replace the failing grade.

I also understand that I have three academic days after the scheduled report card date to return this form.

I, \_\_\_\_\_, request consideration for the Credit Recovery/  
(STUDENT'S NAME)  
Grade Recovery program in the following courses:

Course Number	Name of Course	Semester the Course was Taken	Name of Teacher Who Taught the Course

\_\_\_\_\_  
Counselor's Signature Date

\_\_\_\_\_  
Principal's Signature Date

\_\_\_\_\_  
Student's Signature Date

\_\_\_\_\_  
Parent's Signature Date

\_\_\_\_\_  
(District or Evening Program) Administrator's Signature Date

Initial One  
\_\_\_\_ Approved  
\_\_\_\_ Denied

**Montgomery Public Schools  
New Credit Request Form**

School Name \_\_\_\_\_

I am aware that I must successfully meet the requirements to earn grades through the New Credit Program. The grade earned through the program will be recorded on my transcript.

I, \_\_\_\_\_, request consideration for the New Credit program  
(STUDENT'S NAME)  
in the following courses:

Course Number	Name of Course

\_\_\_\_\_  
Counselor's Signature Date

\_\_\_\_\_  
Principal's Signature Date

\_\_\_\_\_  
Student's Signature Date

\_\_\_\_\_  
Parent's Signature Date

\_\_\_\_\_  
(District or Evening Program) Administrator's Signature Date

Initial One  
\_\_\_\_\_ Approved  
\_\_\_\_\_ Denied

**Montgomery Public Schools  
PARENT/ STUDENT  
CONTRACTUAL AGREEMENT FOR PARTICIPATION**

**CR/GR/NC**

**DATE:** \_\_\_\_-\_\_\_\_-\_\_\_\_

**Student's Name** \_\_\_\_\_  
Please Print

**Grade:** \_\_\_\_\_

**Student Name** \_\_\_\_\_ **School Name** \_\_\_\_\_

The Credit Recovery/Grade Recovery/New Credit program was explained to me. I believe it will meet my educational needs. By signing this contract, I understand that while enrolled in this program, I must:

1. Remain in the program until credit deficits are made-up/earned.
2. Work toward fulfilling the requirements of a high school diploma
3. Maintain satisfactory attendance, as outlined in the attendance policy of the Montgomery Public Schools Board of Education
4. Complete the course requirements outlined through Credit Recovery/Grade Recovery/New Credit
5. Abide by all school rules as outlined in the Student Handbook and the Montgomery Public Schools Code of Conduct.

I, the student, agree to the program procedures and guidelines for CR/GR/NC and have read and understand the below listed reasons for removal.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

<u>Reasons for Removal</u>
I understand that I/my child will be dropped from the CR/GR/NC program for any of the following reasons:
Failure to show satisfactory progress which will be determined by the CR/GR/NC program teacher.
Failure to maintain satisfactory attendance
Deliberate misuse or damage of a computer, software, or other instructional materials
Cheating by copying or gaining access to another student's course or work
Failure to follow the Montgomery Public Schools Code of Conduct
Failure to comply with the CR/GR/NC program teacher

**NOTE:** Students who are dismissed from the Credit Recovery/Grade Recovery/New Credit program must re-take any previously failed course during the regular school year or in summer school. Future enrollment in the Credit Recovery/Grade Recovery/New Credit program will be determined by the principal.

I, the parent/guardian of the above named student, do hereby give my consent for my child to participate in the Montgomery County Schools System Credit Recovery/Grade Recovery/New Credit program. My child and I have read, understand and agree with the procedures and guidelines and the above listed reasons for removal from the CR/GR/NC Program.

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

I, the school counselor, verify that the above information has been explained to parent and student.

\_\_\_\_\_  
Counselor's Signature

\_\_\_\_\_  
Date

# Attachment C

<b>PROGRAM REFERRAL</b>	<b>39</b>
<b>GRADE CERTIFICATION FORMS</b>	<b>PAGES 40-42</b>
<b>CREDIT RECOVERY/GRADE RECOVERY GRADE CHANGE REQUEST</b>	<b>43</b>
<b>NOTICE OF REMOVAL</b>	<b>44</b>

**Montgomery Public Schools  
Credit Recovery/Grade Recovery/New Credit Program Referral**

**CR/GR/NC**

**DATE:** \_\_\_\_ - \_\_\_\_ - \_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

Name of Course to be Recovered/Earned \_\_\_\_\_

Referring Teacher if Credit/Grade Recovery \_\_\_\_\_

Parental Signature for approval of CR/GR/NC \_\_\_\_\_

Signature of Student Applicant for CR/GR/NC \_\_\_\_\_

Counselor Verification of Criteria for Participation \_\_\_\_\_

**Signature**

Counselor/Administrator Verification of Parental Approval \_\_\_\_\_

**Signature**

Administrator \_\_\_\_\_

**Signature**

**Date**

**Approved**

**Denied**

Justification for Denial \_\_\_\_\_

**Timeline for Grade/Credit Recovery:**

Beginning Date \_\_\_\_\_

Expected Completion Date \_\_\_\_\_

**Montgomery Public Schools  
Credit Recovery  
Grade Certification Form**

Nine Week Period: 1 2 3 4 (Please circle all that apply)

**STUDENT DEMOGRAPHICS**

Name \_\_\_\_\_ Grade \_\_\_\_\_ GR/CR Course \_\_\_\_\_

GR/CR Teacher \_\_\_\_\_ School \_\_\_\_\_

**Final Grade** \_\_\_\_\_

**NOTE:** Please use the Grading Criteria below to determine the final grade.  
(Check the appropriate option.)

Credit Recovery Grading Criteria		
Check the correct box	Credit Recovery Grade	Final Grade
_____	100% - 90%	70
_____	89% - 80%	67
_____	79% - 70%	65
_____	69% - 60%	60
_____	59% and below	_____
		Actual Grade Earned

\_\_\_\_\_  
**Core Teacher's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**GR/ CR Teacher's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Principal's Signature**

\_\_\_\_\_  
**Date**

**NOTE:** Please submit this form to the school counselor after the principal has certified the grade. The Grade/Credit Recovery Certification Form is to remain in the student's cumulative record.



**Montgomery Public Schools  
Grade Recovery  
Grade Certification Form**

Nine Week Period: 1 2 3 4 (Please circle all that apply)

**STUDENT DEMOGRAPHICS**

Name \_\_\_\_\_ Grade \_\_\_\_\_ GR/CR Course \_\_\_\_\_

Teacher \_\_\_\_\_

School \_\_\_\_\_

**Final Grade** \_\_\_\_\_

**NOTE:** Please use the Grading Criteria below to determine the final grade.  
(Check the appropriate option.)

Grade Recovery Grading Criteria		
Check the correct box	Grade Recovery Grade	Final Grade
_____	100% - 90%	70
_____	89% - 80%	67
_____	79% - 70%	65
_____	69% - 60%	60
_____	59% and below	_____
		Actual Grade Earned

\_\_\_\_\_  
Core Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

**NOTE:** Please submit this form to the school counselor after the principal has certified the grade. The Grade/Credit Recovery Certification Form is to remain in the student's cumulative record.

**Montgomery Public Schools  
New Credit Grade Certification Form**

**STUDENT DEMOGRAPHICS**

Name \_\_\_\_\_ Grade \_\_\_\_\_ New Credit Course \_\_\_\_\_

New Credit Teacher \_\_\_\_\_

School \_\_\_\_\_

**Final Grade** \_\_\_\_\_

\_\_\_\_\_  
**Core Teacher's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**GR/ CR Teacher's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Principal's Signature**

\_\_\_\_\_  
**Date**

**NOTE:** *Please submit this form to the school counselor after the principal has certified the grade. The New Credit Grade Certification Form is to remain in the student's cumulative record.*

**Montgomery Public Schools**  
**Credit Recovery/Grade Recovery Grade Change Request**

\*This form must be filed with grade verification sheets.

Name of Student \_\_\_\_\_

Class \_\_\_\_\_

**Credit Recovery/Grade Recovery Grade Change Request:**

Nine Week Period (circle all that apply)	1	2	3	4
Original Grade				
Replacement Grade				

Core Teacher's Printed Name \_\_\_\_\_ Date \_\_\_\_\_

Core Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

GR/CR Teacher's Printed Name \_\_\_\_\_ Date \_\_\_\_\_

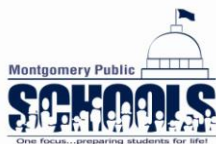
GR/CR Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

Counselor's Printed Name \_\_\_\_\_ Date \_\_\_\_\_

Counselor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal's Printed Name \_\_\_\_\_ Date \_\_\_\_\_

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_



## Notice of Removal from the CR/GR/NC Program

**STUDENT:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**Prior to entry in the CR/GR/NC program, each student agrees to the conditions listed below. (See CR/GR/NC Form #4 in the student's application packet)**

<u>REASONS FOR REMOVAL</u>	<u>REMOVAL NOTES</u>
	This form is to be used by Administrators, Counselors, and CR/GR/NC teacher. Please attach all documentation
Failure to show satisfactory progress which will be determined by the Cr/Gr/NC program teacher.	
Failure to maintain satisfactory attendance	
Deliberate misuse or damage of a computer, software, or other instructional materials	
Creating by copying or gaining access to another student's course or work	
Failure to follow the Montgomery Public Schools Code of Conduct	
Failure to comply with the CR/GR/NC program teacher	

**Use additional sheet if needed for documentation.**

Your child, \_\_\_\_\_ has been removed from the CR/GR/NC program based on failure to comply with program requirements. Students who are dismissed from the CR/GR/NC program must re-take any previously failed course during the regular school year or in summer school. Future enrollment in the CR/GR/NC program will be determined by the principal.

Student's Signature \_\_\_\_\_

Date \_\_\_\_\_

Principal's Signature \_\_\_\_\_

Date \_\_\_\_\_

**Effective Date of Removal** \_\_\_\_\_