

Fowlerville High School Academic Support Handbook

School Mission: Focus on every student, every day.

School Vision: Empower students to be productive citizens in a global society.

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Fowlerville High School: General Information:

Fowlerville High School Teacher email information:

Teacher last name, teacher first initial@fowlervilleschools.org

Ex: Bradford Lusk luskb@fowlervilleschools.org

Exception:

Fowlerville High School main office: 517-223-6044

Fowlerville High School counseling office: 517-223-6050

High School Principal: Bradford Lusk 517-223-6040
luskb@fowlervilleschools.org

High School Assistant Principal: Eric Diroff 517-223-6090
diroffe@fowlervilleschools.org

High School Counselor A-K: Mary Stuible 517-223-6111
stuiblem@fowlervilleschools.org

High School Counselor L-Z: Colleen Hanson 517-223-6106
hansonc@fowlervilleschools.org

Fowlerville High School:

Levels of Support Interventions

School Mission: Focus on every student, every day.

School Vision: Empower students to be productive citizens in a global society.

All Students

- Tiered courses to challenge all levels of academic performance.
- Schedule students into the appropriate “level” of course.
- Classroom teacher uses data to better understand student strength and weaknesses.
- Continuous curriculum revisions to reflect essential standards to be taught.
- Common syllabi/curriculum/assessments.
- Departmental sharing of resources, teaching techniques, best practices.
- Appropriate grading processes.
- Mi-Star updated often to keep communication with students/parents open.
- Course teacher communicates to parent/guardian concerns (academic/behavior).
- Progress reports sent home for all students twice a semester.
- Parent/Teacher conferences each semester.
- ACT/MME/AP assessment practice/strategies.

Level 1 Support:

- Before/after school tutor sessions with teacher.
- NHS tutoring.
- Math tutors during and after school.
- Positive Behavior Supports – LSC, PALS, etc.
- On-line instructional help – Ex. Khan Academy, On-line textbooks, etc.
- Academic update sessions with student/parent/counselor.
- SST referral.
- Staff/Student staffing.
- Referral for testing if appropriate.
- Learning Strategies course.
- Co-taught classes.

Level 2 Support:

- Student/Parent/School staff is actively engaged in the SST process.
- Student is scheduled for required courses in order to graduate on time.
- Online credit recovery program after school.
- Summer School.
- Personal Curriculum.
- Special Education Para-pros.

Level 3 Support:

- FOLA/Altech.
- Alternative options for education.
- Alternative location for education.

Fowlerville High School:

Academic Performance Guidelines

Step 1

School Responsibilities:

- All students who have a 70% or less in any class will be informed of his/her current grade and discuss academic support options by the classroom teacher.
- All parents of students will receive a written report of their student's academic progress at the designated progress report time.
- Classroom teacher will have continued confirmed communication with a student's parent/guardian who is at-risk of failing their course as early in the semester as possible.
- After confirmed communication with student's parents and lack of progress from other classroom level interventions (level 1), classroom teacher completes the electronic SST referral form.

Student/Parent Responsibilities:

- Students are expected to engage in classroom activities and complete assigned tasks during and outside the school day.
- Students are expected to exhaust all academic resources posted on district website provided to prevent losing credit in courses. This includes exhausting as many Level 1 supports as are applicable.
- Parents are expected to encourage and support their student to better perform in all courses. Communicating with classroom teachers and counselors is strongly encouraged. See the district website for staff names and contact information.

Step 2

School Responsibilities:

- Counselors and administrators discuss students referred through the SST process. Once student is identified as being at-risk through the SST process, the student is involved in the SST process until it is determined the student can exit process. Information learned/gathered will be shared with appropriate staff/teachers.
- Counselors/administrators/classroom teachers monitor student progress.
- All parents/students who fail two or more courses will be told verbally about her/his academic status and options of credit recovery (all students are expected to remain on track to graduate in four years).
- All parents/ students who failed two or more classes will receive written communication (Academic Performance Notice) regarding their academic status and academic support options will be reiterated.

Student/Parent Responsibilities:

- Parents/students who failed multiple courses are expected to continue utilizing Level 1 interventions, along with utilizing appropriate Level 2 interventions.
- Parents/students are encouraged to increase communication/meet with classroom teachers and counselors to discover ways in order to earn credit for courses.
- Parents/students are expected to register for credit recovery options (after school credit recovery, Academic Focus, or summer school).
- Parents/students are expected to discuss the ramifications of the Academic Performance Notice and how to better resolve academic issues for the future.

Step 3

School Responsibilities:

- All parents/students who continue to fail courses, remain behind in credits per grade level, and/or fail to take advantage of our academic interventions will be asked to attend a meeting to discuss options and strategies for future academic success for their daughter/son. An Academic Performance Agreement will be signed at this meeting. Consequences for continued lack of academic progress will be discussed.
- The Academic Performance Agreement will have a specific academic programming plan created and explained to student and parent. This programming plan will include all courses necessary with a time frame for student to attempt and complete courses in order to graduate on time.
- Continued monitoring of student progress and more intense interventions will be implemented during SST meetings. Formal meeting between student and administrator will occur.

Student/Parent Responsibilities:

- Student/parent is expected to create plan to ensure the outside-of-school environment is conducive for learning and excelling academically.
- Student/parent is expected to monitor Mi-Star frequently to ensure grades and assignments are completed successfully along with earning passing scores.
- Student/parent need to completely understand the ramifications of the Academic Performance Agreement and what continued failure results in for the student.
- Students are expected to continue implementing Level 2 interventions and to act on the advice of school officials in order to better their academic standing.
- Parents are encouraged to continue working/communicating with school staff to discover more effective interventions to better suit student.

Step 4

School Responsibilities:

- Student and parent meeting will be required of any student who continues to fail (despite the academic interventions provided), at which they will be given notice that the current traditional placement has not been successful. Future educational plans in terms of site and/or methods will be determined (Alternative Educational Plan).

Student/Parent Responsibilities:

- Parents and students attend meeting with administration to determine the most appropriate Level 3 intervention for the student.

Fowlerville High School:

SST Protocol for Academic Interventions

Freshmen

Parent/guardian phone call/Meeting with Counselor:

1. All students who failed 2 or more classes after the 1st semester.
2. All students who failed 3 or more classes during the school year.

Sophomores

Notice:

1. All students beginning the school year behind in credits (less than 4).
2. Students who are behind in credits starting the 2nd semester without Notification (less than 7 credits).

Agreement:

1. Students who are behind in credits starting the 2nd semester who have had Notice documentation issued to them (less than 7 credits).

Juniors

Notice:

1. All students behind in credits starting the school year without previous Notification (less than 10 credits).
2. Students behind in credits after the 1st semester without previous Notification (less than 13).

Agreement:

1. Students previously issued Notice documentation that are behind in credits at the start of the school year (less than 10).
2. Students previously issued Notice documentation that are behind in credits after the 1st semester (less than 13).

Alternative Plan:

1. Students who are on an Agreement that continued to fail courses at the beginning of the school year and are behind in credits (less than 10).
2. Students who are on an Agreement previously and are behind in credits at the end of the 1st semester (less than 13).

Seniors

Agreement:

1. Students who have been issued Notice documentation previously and are behind in credits at the beginning of the school year (less than 16).

Alternative Plan:

1. Students who are behind in credits at the beginning of the school year and have been issued Agreement documentation previously. These students cannot graduate on time and have not put a good faith effort toward graduation.
2. Students who have been issued Agreement documentation previously and are behind in credits at the end of the 1st semester.

Fowlerville High School:

SST Meeting Process

Mission: Focus of every student, every day.

Vision: Empower students to be productive citizens in a global society.

Items needed for each meeting:

- SST Meeting Process sheet
- Student referral form
- Student schedule information sheet
- Laptop to enter meeting notes into Google Share Drive

Initial meeting protocol:

1. Review SST Referral form.
 - a. Is it complete?
 - b. Have the proper steps been taken by the classroom teacher.
 - i. If not, please return form to the teacher and explain reason for return.
2. Review the teacher's concerns.
 - a. Are the concerns appropriate for the SST process?
 - i. If not, direct referral to the appropriate person (Nelson, Soli, etc.)
 - b. Are the concerns specific enough?
 - i. If more information is needed, decide who will collect and when.
 - c. Identify and isolate the specific area of concern.
 - d. Determine the triggers of the behavior.
3. Compare referral concern to data from other current courses of the student.
 - a. Are there commonalities with struggling in other courses (Attendance, grades, behavior, assignments submitted, lower test scores, etc).
 - b. Determine if additional data/information is required. If so, decide who will collect it and by when.
4. If academic, counselors/administrators follow the SST Step 2 responsibilities of the Fowlerville High School Academic Performance Guidelines.
5. Inform other teachers of student concern to discover if common in other courses.
 - a. Either way, find out why or why not the behavior is seen in each course.
6. Meet with the student to discuss findings of meeting and discover rationale behind area of concern. Develop plan to address areas of concern.
7. Inform student's teachers of areas of concern and plan to address concerns.
8. Document meeting results and follow-up actions regarding students.

Subsequent meeting protocol:

1. Review of student's concern and standing.
2. Review interventions attempted and results.
3. Review updated progress since previous meeting.
4. Based on #2, team will determine if further interventions are required.
5. Counselors/Administrators will follow the Fowlerville High School Academic Performance Guidelines progressively from Step 2 based on student standing.
6. Document meeting results and follow-up actions regarding students.

Fowlerville High School

700 North Grand • Fowlerville, MI 48836

Phone (517) 223-6060 • FAX (517) 223-6065

Academic Performance Notice

The purpose of this “second step” communication is to verify that students and parents are aware of their academic progress at Fowlerville High School. _____ is in her/his _____ year of high school and currently has _____ credits toward graduation. All students are expected to earn credits at a pace that will permit them to graduate in 4 years (see chart). A minimum of 22 credits must be earned to graduate and earn a high school diploma from Fowlerville High School.

Fowlerville High School has several academic intervention strategies for students who have not been successful in all courses (i.e. before/after school tutoring, credit recovery, on-line courses, Academic Focus course, and summer school). Each student receiving this communication has been talked to and given several intervention strategies for the next semester. Parents are asked to contact their sons’/daughter’s counselor (223-6050) with any questions regarding credits or any of the strategies for student success.

Student academic progress will be monitored for possible modifications to our intervention strategies.

Year in High School	Minimum Credits	Good Standing	Credits Possible
After Year 1	4	5-6	6
After Year 2	10	11-12	12
After Year 3	16	17-18	18
Graduation		22	24

Student: _____

Date: _____

Counselor: _____

Date: _____

Fowlerville High School

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Phone (517) 223-6060 • FAX (517) 223-6065

Academic Performance Agreement

Student name:

The purpose of this communication is to verify that students and parents are aware of their academic progress at Fowlerville High School. ***Student name*** is in her/his _____ year of high school and currently has _____ credits toward graduation. Students are expected to earn credits at a pace that will permit them to graduate in 4 years (see chart). A minimum of 22 credits must be earned to graduate and earn a high school diploma from Fowlerville High School.

Failure to make adequate progress toward graduation and/or not taking full advantage of academic intervention strategies provided (i.e. credit recovery programs, attending tutoring sessions, attending summer school, enrolling/passing on-line courses) will be viewed as a breach of this agreement, which could result in this student seeking education via an alternate educational site or through alternate means. You are receiving this letter due to the fact your student is in danger of falling 6 or more credit behind.

Please note that any student who is deficient by 6 or more credits at any point in high school will be transferred to our Altech program which is under our Fowlerville Online Learning Academy school code. This allows the student the best chance to be academically successful and graduate on time.

Year in High School	Minimum Credits	Good Standing	Credits Possible
After Year 1	4	4-6	6
After Year 2	10	10-12	12
After Year 3	16	16-18	18
Graduation		22	24

Please contact the high school principal with any questions or concerns (517-223-6040 or luskb@fowlervilleschools.org). Our goal is to ensure the student is academically successful in high school and graduates on time.

Student: _____

Date: _____

Administrator: _____

Date: _____

Fowlerville High School

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Phone (517) 223-6060 • FAX (517) 223-6065

Alternative Educational Plan

The purpose of this “fourth step” communication is to reiterate that _____ continues to remain in poor academic status. It is important to recognize that the previous three steps and many academic intervention strategies have not been successful in reaching our goal of academic success. _____ is in her/his _____ year of high school and currently has _____ credits toward graduation.

Year in High School	Minimum Credits	Good Standing	Credits Possible
After Year 1	4	5-6	6
After Year 2	10	11-12	12
After Year 3	16	17-18	18
Graduation		22	24

Our continued goal is to work with every student and family to provide educational options toward earning a high school diploma. Recognizing that the traditional setting has not been a successful strategy, we must look at an alternate placement that is better suited to assist your student in earning credits toward graduation. As the letter mailed home last semester and according to our Academic Handbook, any student six (6) or more credit deficient after their 10th grade year, is transferred to our alternative educational program, Altech. At this time, your student is deficient by 6 or more credits and will be transferred to the Altech program which operates under the Fowlerville Online Learning Academy. Please contact Alyce Simonson (517-223-6236), to schedule a meeting regarding courses for the upcoming semester.

When you receive this letter, please call Mr. Lusk (517-223-6040) if you have any questions regarding the academic programing of your son/daughter.

Respectfully,

Mr. Bradford Lusk
Principal
Fowlerville High School

Cc:

Alyce Simonson (Admin Assistant FOLA/ALTECH)

Grace Damerow (Principal FOLA/ALTECH)

_____ (FHS Counselor)

Fowlerville High School: Academic Focus and E2020 Protocols

Fowlerville High School, via an internet based program, will offer students the opportunity to gain credit previously lost or not attempted during and outside of the normal school day. The internet based learning program is called Education 2020 and enables students to take online courses during the regular school day in a Academic Focus class or outside the school day on a students' own time. Below is an explanation of the Academic Focus course, E2020 program, and Fowlerville High School stipulations placed on this program.

Academic Focus Course Information

Academic Focus is a semester-long class in which students are scheduled into the course. Each student in Academic Focus will be registered into an E2020 course which they are expected to complete within the semester. A certified teacher will assist students with the program. All school policies and regulations apply to students in the course. The teacher of the course is bound by all school policies and is expected to treat the Academic Focus course no different than any other course.

General E2020 Information

E2020 is an internet based education system in which students can earn high school credits by satisfying the requirements associated with courses in which they are enrolled. E2020 offers over 40 courses that satisfy the curriculum requirements for the State of Michigan. The courses are aligned with Fowlerville High School's curriculum. The format of the course consists of vocabulary exercises, skill lectures, homework/practices activities, writing exercises, quizzes, chapter tests, and cumulative exams. After the completion of each task the assignment is graded. If the student receives a satisfactory grade, the student then moves onto the next task. If a student does not pass an assignment, they must re-do the activity until it is done satisfactorily. Teachers must authorize a re-take of an assignment or assessment.

Earning Credit Information for Academic Focus and E2020

A student can earn .5 credits for the E2020 course as well as .5 credits for the Academic Focus course. To earn credit in the Academic Focus course, students will be expected to satisfy the classroom requirements set forth by the course syllabus. Only six Academic Focus courses will be counted toward graduation at FHS. Students will earn their grade for the course based on the completion amount of their E2020 course and their employability skills displayed during each class. The teacher will take 50% of the completion rate of the student's E2020 course and 50% of the student's employability percentage they earned and combine them together for the student's final course percentage. Each marking period will count as 50% of the final grade for the Academic Focus course, due to there not being an exam to factor into the semester grade. Students earn credit (CR) for all E2020 courses completed.

For example, if a student completes 80% of his/her E2020 course and earns 76% of the total employability points possible, then the students earns a final grade of C+ for the Academic Focus course:

$$80/2 + 76/2 = 40 + 38 = 78\% \text{ C+}$$

Each student will receive a class syllabus indicating course requirements and areas graded. The Academic Focus course counts as elective credit and each satisfactorily completed E2020 course will count toward the student's graduation requirement. The intent of the Academic Focus course is for students who have failed the traditional classroom course to attempt to earn back credit in a different learning environment.

Student/Parent Access to E2020

Students registered in an E2020 course will be given a username and password. The student can access their account at any time to work on his/her course. Students must log off each time they are done working on an assignment. Parents can sign up for email updates on their student's progress daily, weekly, or monthly.

E2020 Course Curriculum

The curriculum of each course is aligned with the respective course of Fowlerville High School's curriculum. Note that the activities of an E2020 course may not be exactly the same as the traditional course, but the content covered in each is essentially the same. Successful completion of an E2020 course satisfies the same requirement as a traditional course in relation to the Michigan Merit Curriculum and graduation requirement.

Transcript Notation of the Academic Focus On-line and E2020 course

Each student who is enrolled in an Academic Focus course will have the course designated as "Academic Focus" on their transcript. E2020 courses will be listed on the transcript as the course in which they completed. E2020 courses are NOT NCAA compliant. If the student plans on participating in D-1 or D-2 athletics, he/she should not take an E2020 course.

If a student took Algebra I in an Academic Focus On-line course, the student's transcript would read as:

Academic Focus	A	.5 credits
Algebra I AF	CR	.5 credits

If a student does not complete the designated E2020 course during the semester, the student will have one additional semester to complete the course before the E2020 course is disabled and the student will need to start the course from the beginning.

Attendance for the course

The school's attendance policy is in effect for the Academic Focus course. Violating the absence or tardy policy will result in the student losing the grade in the Academic Focus On-line course. Students who take Academic Focus courses are still expected to attend the course in-seat and cannot simply take the E2020 course from home or an alternate location.

Technology Policies and Rules

All school technology rules and policies apply to students in the Academic Focus courses. Any student who violates the rules or policies jeopardizes their ability to earn credit in the Academic Focus course and E2020 course.

Academic Focus and E2020 Course Stipulations

The following are stipulations placed on Academic Focus and E2020 courses:

1. Students may be enrolled in only one E2020 course for each Academic Focus course.
2. Students who take the Academic Focus course have the obligation to work on their E2020 course during the hour in which they are registered for the course. Students also have the ability to work on their E2020 course outside of school, but do so knowing that access is not always available because of the total number of seat licenses purchased by the school district.
3. Students cannot take an E2020 course in place of a regular in-seat course except in exceptional situations approved by school administration.
4. During each Academic Focus course, students are expected to complete one E2020 course. So if a student is in one Academic Focus course during the school day, the student is expected to complete at least one E2020 course by the end of the semester.
5. Students can take up to six (6) E2020 credits and still earn a FHS diploma.
6. At this time students are unable to take E2020 courses to get ahead in credits or graduate early except with administrative approval due to unique circumstances.
7. Once a student finishes an E2020 course during the school year, it is up to the discretion of the Academic Focus teacher and school administration to determine if the student is able to attempt another E2020 course. If it is deemed possible, the student can register and attempt another E2020 course. The outcome of the second E2020 course will not have any bearing on the student's grade for Academic Focus, except if the student exhibits poor study habits or behaviors.
8. A student cannot be enrolled in an Academic Focus course and another course during the same school period.
9. A student can take an E2020 course as an independent study, but only with a teacher who is highly qualified in the subject area that the student is taking the course. Ex. A student can take Calculus BC in the room of a math teacher teaching Algebra that hour.
10. A student cannot transfer into an Academic Focus course at any time to earn credit in the course because they will not pass their current course.
11. A student who does not complete their E2020 course during the Academic Focus course will then be eligible for the FHS Credit Recovery program, but is responsible for the fee associated with the Credit Recovery program.
12. Each student must complete all tasks associated with their E2020 course in order to take the exam.
13. A student must have their E2020 course exam supervised by a FHS staff member.
14. A student who starts, but does not finish a second E2020 course during a semester can continue the course if they have Academic Focus next semester or if they do not have Academic Focus will have one "semester" extension to finish it in Credit Recovery, but is responsible for the Credit Recovery fee.
15. Explanation of the "one semester" extension rule. There are three semesters to a school year in this program, 1st semester (Fall), 2nd semester (Winter), and Summer semester. So if a student does not finish a course during 2nd semester, the student must finish during Summer School or the course will be disabled and all work will be lost.

Academic Focus Teacher Expectations

I. Daily

A. Attendance-

1. This should be taken accurately hourly.
2. Teachers should make contact with students and with parents when there is a concern about a student's attendance. It is important to establish a relationship with the parents and students. The administration is there to support you.

B. Classroom procedures-

1. Check to ensure that all students have logged off their computer.
2. Students are not allowed to have food or drink in the classroom.
3. Check student's progress in each course.
4. Make sure that all students are working productively during the class period by walking around helping students and monitoring their course progress. Students should work only on E2020; not outside class work.
5. Make sure that students are not on websites outside of the E2020 website. This will require the teacher to walk around the classroom to check for other open browsers.
6. Monitor student assignments, scores, and requests for "re-takes". Assist them with lessons they struggle with as you would any other class. If you are uncertain about the material, have the student restart the lesson from the beginning. Refer to the Academic Focus Rules and Procedures page.

C. Behaviors-

1. Establish a set of classroom rules.
2. Assign computers/seat to students. If something should happen to a computer, the student who is assigned to that computer is responsible for the damages.
3. Limit time out of the classroom. Time spent at a locker or in the bathroom is time wasted.
4. Be alert to classroom behaviors.

D. Grading-

1. E2020-

- a. Students will be graded by the program.
- b. You have an effect on the outcome of that grade by monitoring journal activity and homework/practice, lab activity, etc.
- c. If the student does not give his/her best effort to any portion of a particular activity, the teacher will reset the assignment and have the student re-do the assignment.
- d. If a student has used their allotted 2 opportunities for quizzes, tests, and exams and asks for a retake, the teacher will go over the entire unit with them to make sure that the student has completed the work to the best of their ability. A student is to be given only 1 retake at a time.
- e. If a student fails a quiz, test, or exam three times, he/she will be required to re-do that entire section/unit before he/she is allowed a fourth retake.

2. Academic Focus-

- a. Student's will be graded according to the syllabus developed for the course.
- b. Teachers will grade students daily according to the administratively approved rubric outlining where students earn points during each class period.

II. Weekly

A. Homework-

1. Check each student's course progress.
2. Make contact home about concerns [attendance, behavior, grade, etc.]

B. Grading-

1. Same as daily
2. Ensure student's parent email address is entered into E2020 and a progress report will be sent home via E2020 daily.

V. Semester

A. Final Grade-

1. Submit student grades.

Academic Focus Expectations and Procedures

Class Expectations

- 1) No food or drink in the classroom at any time.
- 2) iPod/MP3 usage is not allowed and will be taken with a detention administered.
- 3) Students need to log into their E2020 course at the beginning of each class period every day without direction from the teacher. If teacher needs to remind a student, the student will lose daily employability points.
- 4) Students will work for the entire class period and log off with no more than two minutes left in class. Logging off early will result in loss of employability points.
- 5) Students will work quiet independently or risk losing daily employability points.
- 6) Visiting web-sites unrelated to your class is a direct violation of class rules and student will lose all daily employability points.
- 7) Unexcused absences will result in loss of daily employability points.
- 8) Progress Management
 - A. Idle time will be evaluated each week and daily employability points will be lost for excessive idle time.
 - B. Daily log-on time will be analyzed and students will lose daily employability points if they are not logged on enough; see rules 4-5.
- 9) Students will receive three hall passes per nine weeks. Student will sign-out at teacher desk and sign back in when they return. If they are gone for more than five minutes, all passes will be revoked for the remainder of the semester.
 - A. Hall passes constitute any time the student leaves the room for any reason other than a drink of water. A drink should not last more the 30 seconds.
 - B. After a student uses his/her three allotted passes for the semester, a student can use more but will be issued a tardy for each additional pass. Students should refer to the school handbook before taking a tardy.
- 10) Follow the course syllabus for all other classroom rules.

E2020 Course Protocols

- a. Students are required to answer questions associated with each E2020 course.
 - i. Blank or inappropriate answers will cause the teacher to reset the unit.
 - ii. The teacher will periodically check assignment answers during the semester. Teacher will inspect entire course for completion prior to the final exam.
- b. Journal entries will be graded upon completion of the class.
 - i. Any blank or insufficient response will be marked incomplete.
 - ii. Make sure to thoroughly explain your answers. If you are not sure, give your best educated guess.
- c. Students who request a quiz reset will have their entire unit inspected to ensure satisfactory completion of all assignments. Any missing answers will result in the student completing the missing work prior to taking the final exam.
- d. After the fourth quiz attempt, the teacher will reset the unit's lectures. After the fifth attempt, the teacher will bypass the assignment with the student's highest score on the assignment.

Fowlerville High School: Fowlerville High School's Credit Recovery Program

Occasionally there are extenuating circumstances that prohibit a student from achieving the level required to earn credit. With this understanding, offering students additional time and alternate means to demonstrate content mastery is the best way to keep the students on track for graduation. With that notion, FHS offers students who fail a core course the option of regaining the credit by completing the course via the E2020 program on their own time.

Overview of the FHS Credit Recovery Program

1. Student accepts assistance from the teacher and yet still does not earn credit for the course.
2. Counselor and announcements inform students of the credit recovery system.
3. Student applies for the credit recovery program. Applications are due in the counseling office by October 1st. Late applications will not be accepted.
4. If accepted, the student is enrolled in the E2020 credit recovery course that corresponds to the course that he/she failed.
5. The student then has a one semester timeframe to complete the course (a one semester extension can be approved by administration). The student must complete a certain percentage of the course in order to continue in the program.
6. Students are able to attend after school tutoring and computer lab sessions at the high school.
7. If the student completes the course satisfactorily within the timeframe, the student recovers the credit. If the student does not complete the course or the quality of the work is not satisfactory, then the student does not earn the credit and must apply for an extension or complete the course via Academic Focus/credit recovery.
8. Student must take unit assessments and their end of course exam with a FHS staff member.

Basics

- Cost is \$50 per course.
- After school open labs available Monday and Wednesday from 2:30 to 4:30 in Lab B.

Completion Percentages by Deadlines

Students need to have the following completion percentage of their E2020 course by the date listed:

Student must start the course within a week of being registered into the course.

50% must be completed by the midpoint of the semester.

100% must be completed by the end of the semester. An additional semester extension can be granted by administration. Student must seek the extension from administration.

If a student has not met the completion percentage by the indicated date for their course, then the student loses the right to continue their course in the Credit Recovery Program and is not subject to a refund of the credit recovery cost.

Stipulations of the Credit Recovery Program

- Students must take all unit assessments and end of course exam under the supervision of a FHS staff member at Fowlerville High School. Each credit recovery course will have the essential content of each traditional in-seat course.
- Once a student starts the course, a refund cannot be granted.
- Student must earn an overall grade or exam grade of 60% or higher to earn credit.
- Parents can receive daily email updates of their student's progress by providing their email on the application form.
- Students can only complete one E2020 credit recovery course at a time. If a student needs to complete two courses in a semester, the student must complete one before they attempt the second course.
- Any student who cheats/plagiarizes during the credit recovery program will be eliminated from the credit recovery program for the specific course and will be subject to regular school discipline as spelled out in the student handbook. The student will need to earn credit through other means that the high school provides. Any repeat offender will be eliminated from any and all credit recovery programs in the future and will be subject to regular school discipline as spelled out in the student handbook.
- Students would be required to apply for the credit recovery program through the high school counselor. FHS administration wants each student to earn credit in each course, but the school only has a certain number of site licenses for students. To maximize the number of students recovering credit, FHS counselors will grant acceptance to students who are highly motivated to earn credit in the program.
- E2020 is an internet based program. The students are responsible for internet access. FHS offers access to the internet for students in the credit recovery program after school Mondays and Wednesdays for two hours each day (for a total of 4 hours a week). Students will not be afforded time during the school day to work on their credit recovery course. The credit recovery supervisor will enter the student into the appropriate E2020 credit recovery course.
- Students will receive support from FHS administration, the credit recovery coordinator, and their counselor by monitoring their progress in the course and offering assistance along the way. Students also have the opportunity to attend NHS peer tutoring before and after school four days a week. Students are also encouraged to stay after school to work with their classroom teacher on course material.
- Students who recover credit through the program will maintain the E for the course on their transcript for the initial attempt, but will then show the course at the bottom of the semester courses with a CR indicating that they earned credit for the course through credit recovery. The credit recovery credit will not factor into their G.P.A.