

Credit Recovery Program Policy

Created in	August 2025
Review date	January 2026
Reviewed by	Career Counselor
Approved by	Vice Principal Principal

Disclaimer:

1. This policy has been developed in accordance with the school's national identity policy.
2. This policy is reviewed annually and has been approved by the Governing Board, in accordance with the ADEK School Governance Policy.

FIA Vision

To be a leading private school in Al Ain which provides an exemplary learning environment in line with the vision of ADEK.

FIA Mission

- To provide an exemplary learning environment which
- Develops student abilities.
- Augments self-confidence.
- Prepares world-class learners.
- Enables students to meet the challenges of the 21st century.
- Increases productivity and self-esteem.
- Inculcates values required to become responsible members of society

1. Purpose of the Credit Recovery Program

The Credit Recovery Program is designed to provide Cycle 3 students with a structured, supervised, and standards-aligned opportunity to recover academic credits required for graduation after failing a course or presenting missing credits.

In alignment with **ADEK Curriculum Policy Version 1.2**, the program ensures:

- Academic continuity
- Prevention of student dropout
- Maintenance of curriculum rigor
- A valid pathway toward the UAE Equivalency and the American High School Diploma

Credit recovery is intended to address **specific learning gaps** and is not a replacement for full classroom instruction.

2. Eligibility and Student Identification

2.1 Eligibility Criteria

A student is eligible for placement in the Credit Recovery Program if they:

- Obtain a **final course grade below 60% (Grade E or F)**, or
- Fail to accumulate the **required annual credits** for progression or graduation, or
- Present **missing or non-equivalent credits** due to transfer from another curriculum or education system (subject to restrictions outlined in Section 6).

Participation in credit recovery is **mandatory** once eligibility is confirmed.

2.2 Identification Process

- Students at risk of failure are identified through continuous assessment and documented in the **Educational Risk Register**.
- Each identified student is issued an **Individual Career and Academic Plan (ICAP)** outlining:
 - Failed or missing standards
 - Credit recovery requirements
 - Approved delivery method
 - Timelines and responsibilities

3. Conditions for Entry into Credit Recovery

A student may be placed in the Credit Recovery Program **only after**:

1. Failing the **main end-of-course examination**, and
2. Failing the **approved makeup or re-assessment opportunity**, where applicable.

Credit recovery shall not be used as a first-level intervention and is implemented only after all regular assessment opportunities have been exhausted.

Makeup Examination Opportunities

- The school shall offer makeup examination opportunities up to twice per academic year, subject to student eligibility.
- Eligibility for a makeup examination is determined based on:
- Verified absence with valid justification, or Academic performance falling below the minimum pass requirement
- Makeup examinations are conducted in accordance with the school's Assessment Policy and ADEK regulations.
- Only students who fail both the main end-of-course examination and the eligible makeup examination may be considered for placement in the Credit Recovery Program.

4. Credit Recovery Delivery Models

To maintain academic integrity and compliance with ADEK requirements, the following delivery pathways are approved:

4.1 Teacher-Led Instruction

- Structured instruction delivered on **school premises**
- Facilitated by a **qualified subject teacher**
- Focused on previously unmet learning outcomes

4.2 Guided Self-Study with School Examination

- Students may complete credit recovery through **guided self-study** using school-approved materials
- Self-study must be:
 - Approved by school leadership
 - Monitored by an assigned teacher or coordinator
- Completion is validated through a **standards-aligned assessment administered and invigilated by the school on campus**

Self-study does not eliminate instructional oversight and must be fully documented.

4.3 Accredited Digital Courseware (On-Campus)

- Approved online platforms may be used **only under direct school supervision**
- All learning and assessments must occur **on school premises**
- Platforms must align with ADEK-approved parameters and American curriculum standards

5. Academic Limits and Credit Caps

5.1 Annual Credit Limit

- Students may recover a **maximum of 2.0–3.0 core or non-core credits per academic year**, subject to leadership approval.
- Priority is given to current year coursework to avoid academic overload.

5.2 Instructional Time Equivalency

Recovered credits must reflect the rigor of the original course:

- **Full Credit Course:** 120–180 instructional hours
- **Half Credit Course:** 60–90 instructional hours

Instructional time may include:

- Teacher-led instruction
- Supervised independent study
- Standards-based assessments

5.3 Graduation Progression

Credit recovery must support the student's ability to earn the **minimum 6.0–7.0 credits per academic year** required for graduation under the American Diploma framework.

6. Credit Recovery for Transfer Students and Missing Credits

6.1 Transfer Students

Students transferring from another curriculum or education system may be considered for credit recovery **only when official transcripts show missing or non-equivalent credits.**

6.2 Approval and Documentation

- All transfer-related credit recovery decisions require **school leadership approval**
- Justification and equivalency evaluation must be documented in the student's academic file

7. Students of Determination (SOD)

7.1 Preventative Approach

Credit recovery for Students of Determination is considered a **measure of last resort.**

The school prioritizes:

- Reasonable accommodations
- Curriculum modifications
- In-class interventions

7.2 DLP Integration

If an SOD student enters credit recovery:

- The **Documented Learning Plan (DLP)** must be reviewed and updated
- Recovery targets, accommodations, and support strategies must be clearly documented

7.3 Assessment Adjustments

- Assessments must align with the student's **normal way of working**
- Adjustments must ensure equitable access without compromising academic standards

8. Monitoring, Documentation, and Reporting

8.1 Attendance and Verification

- Detailed **Credit Recovery Attendance Logs** are maintained
- Logs verify **on-site participation and completion**

8.2 Transcripts and Academic Records

- All recovered credits are recorded on the student's **official annual transcript**
- Grades contribute to the **GPA calculated on a 4.0 scale**
- Recovered credits are clearly identifiable for audit and inspection purposes

8.3 Stakeholder Communication

Roles and responsibilities are communicated to:

- Students
- Parents
- Teachers
- School leadership

Written acknowledgement may be required prior to program enrollment.

9. Quality Assurance and Compliance

- The Credit Recovery Program is reviewed annually to ensure:
 - Alignment with ADEK Curriculum Policy
 - Compliance with MoE equivalency requirements
 - Continuous improvement based on student outcomes