

# **Credit Flexibility Handbook**

## **Sciotoville Community School**

**Prepared by: Credit Flexibility Committee  
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# Credit Flexibility Overview

Ohio Senate Bill 311 allows alternate pathways for those students who are eligible to receive high school credit through the use of Credit Flexibility Plans (CFPs). Ohio students are now able to earn high school credit in three ways, or in a combination of these ways:

1. By completing traditional coursework
2. By testing out or otherwise demonstrating achievement of the course content; or
3. By pursuing one or more “educational options” (e.g., distance learning, educational travel, independent study, an internship, music, arts, afterschool program, community service or engagement project and sports).

Ohio’s plan for credit flexibility is designed to broaden the scope of curricular options available to students, increase the depth of study available for a particular subject and tailor the learning time or conditions needed (to shorten or lengthen the time necessary to complete a high school diploma and/or postsecondary degree). In these ways, students can customize aspects of their learning around more of their interests and needs.

The opportunity to take advantage of this program is just that, an opportunity, to gain knowledge and skills outside of the traditional school setting and one that is generated on the part of an individual student. Students approved for off-campus CFPs are required to adhere to the Sciotoville Community School (SCS) Code of Conduct.

Sciotoville Community School students who receive credit for a CFP will have completed a detailed application process outlining learning goals and expectations, received prior approval from the SCS Review Panel for their learning activity, stayed within the agreed upon timetable, and met rigorous, measurable standards as defined in SCS course competencies or ones specific to their particular CFP.

A review panel established by the principal or his/her designee consisting of representation from the learning experiences’ content area, school counseling department, administration, and other staff as appropriate, will determine the final awarding of credit. Appeals of all decisions will be directed to the Principal. If you have questions about the Credit Flexibility program, the forms, FAQ and handbook are posted on our district website: [www.east.k12.oh.us](http://www.east.k12.oh.us) or contact the building principal or guidance counselor at (740) 776-6777.

**There are two types of eligible Credit Flexibility Plans:** Learning-Based and Assessment-only

Learning-Based CFPs are those in which the student will be actively working to learn new content. At the conclusion of the experience, achievement of learning objectives must be demonstrated as defined by the approved CFP. These opportunities may include but not be limited to: independent study, private instruction, performing groups, internships, community service, apprenticeship, work study, and online courses.

Assessment-only CFPs are those in which the student is able to demonstrate knowledge and understanding of a course's content without participating in a new learning experience. The student's plan must specify when he/she will complete the appropriate exam(s) and/or demonstrate skill achievement (lab demonstration, research papers, etc.). If the student is concerned about athletic eligibility, he/she may wish to take an exam at the end of each grading period to show progress for the course. The minimum achievement level for credit to be obtained using an Assessment-only CFP is 75%.

### **General Guidelines and Rules for Credit Flexibility Opportunities**

- Credit Flexibility applies to any alternative coursework, assessment and/or performance that demonstrate proficiency qualified to be awarded equivalent graduation credit as applied for and approved in advance by the district.
- The school district will include Credit Flexibility information on the district website and in the Student/Parent Handbooks.
- Any student in grades 9–12 is eligible to earn credits using credit flexibility plans.
- A student must submit an application on the district **Application for Credit Flexibility Plan** form. The student may be required to provide supporting documentation as determined by district personnel. Application can be made at any time.
- The application/plan will be reviewed by a Credit Flexibility Plan Review Panel that will include at least the Principal (or designee), Guidance Counselor, and Teacher of Record.
- A Credit Flexibility Plan will be mutually agreed upon by the student, parent, Principal (or designee), Guidance Counselor, and Teacher of Record.
- Upon approval of a complete Credit Flexibility Plan, the student may then proceed with the learning activity and credit will be awarded when all requirements are completed and evaluated.
- The number of credits allowed through the flexible credit program is not limited. The only stipulation the district mandates is that the student will not be able to create a credit flexibility plan which would allow that student to take the same course for which credit has already been given.
- The successful completion of a preapproved course may result in credit being designated as fulfilling either required or elective credit toward graduation requirements.
- All courses, when applicable, must be aligned with the Ohio Academic Content Standards to receive credit.
- Credit from other districts and educational providers, including online providers, may be accepted in accordance with Ohio Operating Standards.
- The Principal or designee may award credit for custom learning activities in the amount approved in advanced based upon the equivalence to a 120 hour (Carnegie Unit) course. In preapproved cases, partial credits may be awarded where deemed appropriate.
- The Principal or designee may award credit or partial credit for preapproved assessments, performances, or work products that demonstrate mastery of content of any course offered at Sciotoville Community School (dba East High School). Elective credit for courses not offered at East High School may also be earned in this manner as preapproved.
- If a student transfers from another school district to East High School and the student has not completed the course requirements to receive credit as approved by the other district, the Principal or designee may consider this a new application for credit. The Principal or designee may assign partial credit for partial completion as deemed appropriate.
- Credits completed in another district before transfer to East High School will count as credits toward fulfilling graduation requirements as awarded by the sending district. The Principal or designee will review the transfer credit to determine equivalency to specific courses offered by East High School.
- Should a student transfer to another school district, upon request of the student or parent; the district shall forward a copy of the approved application/plan to the new district for their consideration.

**Determining Grades for courses earned through Learning-Based CFPs:**

- The Teacher of Record will assign a grade of A, B, C, or "No Credit" (NC) for courses on an approved plan. Students who earn units of high school credit based on the performance of their individualized CFP will receive equivalent value of a standard Carnegie unit determined by the district. Approved credit awarded through this pathway will be posted on the student's transcript and counted toward student grade point average (GPA), class rank and as graduation credit in the related subject area or as an elective.
- To receive credit, the student must score at least 75% for the course in which the student is requesting credit. If the student does not score at least 75% or higher, a "No Credit" (NC) will be issued as a final grade on the student's transcript.
- The final grade for the course must be posted before the credit can count towards graduation.
- The Teacher of Record reserves rights to withdraw the student from a course (with penalty) for issues involving plagiarism and copyright violation.
- The student must complete all coursework assigned by the Teacher of Record on or before the due date or the student may be withdrawn (with penalty) from the course.
- The decision of the Teacher of Record regarding a withdrawal from the course may be appealed to the Principal. A letter outlining the reason(s) for the appeal must be received by the Principal within 10 calendar days following notification of withdrawal.
- If a student fails to make adequate progress on coursework, the approval to further pursue the proposed credit may be revoked and a failing grade will be posted to the student's transcript.
- If the student is unable to complete the course due to illness (with provided medical documentation) or other valid reason as determined by the Principal or designee, an extension may be permitted and/or requirements revised. If the student does not intend to complete the credit and there has been an illness or other valid reason, the application may be withdrawn without penalty by the Principal or designee.
- Students will be assigned grades in accordance with their individual plan timelines to satisfy OHSAA requirements, (if applicable).
- High school athletic eligibility is based on grades reported at the end of the four quarters during the school year. Students and parents are reminded that credits earned through credit flexibility plans and reported in the summer months don't count for eligibility toward fall sports.

**Issues Involving Assessment-Only CFPs:**

- Students may request to take district developed and/or approved tests/assessments to earn course credits (also known as "testing out." An application for Credit Flexibility Plan must be completed and the "Assessment-Only" CFP type should be selected. These assessments will be given annually in May to facilitate planning for the next school year.
- Students must apply to take the test by May 1st of the preceding school year.
- To receive credit, the student must score at least 75% on the district approved assessment for the course in which the student is requesting credit.
- If the student does not score at least 75% or higher, a "No Credit" (NC) will be issued as a final grade on the student's transcript.
- Any student failing to achieve at least 75% may not apply for credit by assessment for the same course until the following school year.
- Any credit by assessment for a particular course may only be attempted two times. If the student achieves a higher grade on the second attempt, the first grade issued will be replaced by the higher grade on the transcript.

- Once a student has been enrolled in a course for three weeks, he/she forfeits the opportunity to gain credit through the testing out process.

**Data Collecting**

The superintendent or his/her designee will collect data on the frequency and methods of communication with parents. He/She will receive a copy of all applications that have been reviewed and maintain data on the following:

- # of students using credit flexibility
- Types of courses
- Grades
- Demographics
- Type of methods used for mastery

All data will be reported annually to the Sciotoville Community School Governing Board and the Ohio Department of Education.

**Communication**

Credit flexibility information will be posted on the district's web site and will appear in student handbooks. Annual written notification of the plan will be distributed to each eligible student and will appear on the district web site. Copies of the Credit Flexibility Handbook will be available online and upon request from the school.

# Application for Credit Flexibility Plan (CFP)

Sciotoville Community School (dba East High School)

**Student Name:** \_\_\_\_\_ **Birth Date:** \_\_\_/\_\_\_/\_\_\_

**Address:** \_\_\_\_\_

**Home Phone:** \_\_\_\_\_ **Current Grade:** \_\_\_\_\_

**Parent/Guardian Name and Contact Information** \_\_\_\_\_

\_\_\_\_\_

East High School course for which you are developing this Credit Flexibility Plan:

\_\_\_\_\_

Number of credits associated with the credit flexibility proposal:      ¼      ½      1

Type of Credit Flexibility Plan being submitted:    **Learning-based**      **Assessment-only**

Circle the type of course:      **Required Credit**      **Elective Credit**

Course duration (circle):    **All Year**      **1st Semester**      **2nd Semester**      **Summer**

Who will be the Teacher of Record for this course? \_\_\_\_\_

What is your purpose for taking a credit flexibility class or obtaining credit by assessment and how does it relate to your future goals? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What prerequisites have you taken to prepare you to take or test out of this course? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

How do you plan to demonstrate your learning? Learning-based CFPs are encouraged to provide multiple forms of evidence. See “Guidelines for CFP Final Evaluation” for descriptions.

- |  |  |
|--|--|
| <input type="checkbox"/> Core Competency         | <input type="checkbox"/> Panel Presentation  |
| <input type="checkbox"/> Course Grade            | <input type="checkbox"/> Portfolio           |
| <input type="checkbox"/> Demonstration           | <input type="checkbox"/> Project or Artifact |
| <input type="checkbox"/> Learning Log            | <input type="checkbox"/> Research Paper      |
| <input type="checkbox"/> Mentor Final Evaluation | <input type="checkbox"/> Writing Assessment  |

*Not applicable, Assessment-only CFP requested.*

*(A more detailed plan may need to be developed by the student and teacher of record once the application is approved.)*

**To the STUDENT:**

Please read the following statements and then initial next to the statements indicating that you have read and understand the policies related to Credit Flexibility.

I understand that:

- The grade that I earn will appear on my transcripts and will be calculated in my grade point average (GPA.)
- Credit will be granted at the end of the semester and/or school year for all credit flexibility courses.
- I will only earn credit for a course if I demonstrate at least 75% competency in the course. If I don't achieve 75%, I will be issued "No Credit" (NC) on my transcript.
- Academic honesty rules apply just as they do in a traditional class setting. I must follow all rules outlined in the East High School Code of Conduct.
- I hold primary responsibility for the overall success or failure of the course.
- I will be expected to allocate an average of \_\_\_\_\_ hours per week working toward the completion of this course.
- I will be expected to meet with the teacher of record at least \_\_\_\_\_ times per week.
- I am responsible for ensuring that I have met graduation requirements by established deadlines to participate in senior graduation.
- I am responsible for my academic eligibility for extra-curricular activities.
- I may not drop a credit flexibility course after the designated drop date.
- I will actively engage with the teacher and course activities or I may be withdrawn with penalty from the course.
- I will have until \_\_\_\_\_ to complete the course or I may be withdrawn with penalty from the course.
- My teacher and/or other school authorities have the right to cancel this course or withdraw me from this course with penalty if: (1) I violate any rule/policy stated in the student handbook; (2) I do not regularly and actively engage with the teacher and/or course material; or (3) I do not make steady progress toward completion of the course.
- The teacher decision regarding a withdrawal from the course may be appealed to the principal. A letter outlining the reason(s) for the appeal must be received by the Principal within 10 calendar days following notification of withdrawal. The Principal's decision on the appeal is final.
- If my credit flexibility class is scheduled first or last period, I must gain approval for late arrival or early dismissal.
- If my credit flexibility class is between first and last period, I may not leave school during that time.

Your signature indicates that you have discussed the above statements with your parent/guardian, understand the commitment you are making, and agree to the policies set forth by Sciotoville Community School.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**To the PARENT/GUARDIAN of the student submitting this application/plan:**

Please read and discuss the above policies with your student. Your signature indicates that you have read the above statements and agree to the policies set forth by Sciotoville Community School. Your signature also relieves the school of any liability for your son/daughter during times in which your student is not required to be at school due to this plan, should it be approved.

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## **Guidelines for Learning-Based CFP Final Evaluation**

The following are examples of Learning-based CFP final evaluations. Students are encouraged to use multiple types of summative assessments to demonstrate learning from the Learning-based CFP learning experience.

**Core Competency:** After completing the learning outlined in the Learning-based CFP, the student will take the applicable semester assessments and demonstrate evidence of skill achievement for existing Sciotoville Community School courses.

**Course Grade:** The student will provide an official document stating grade earned from alternate learning site.

**Demonstration:** The student will create an outward display or show by example (performance) to the panel what knowledge and/or skills were acquired through the Learning-based CFP.

**\*Laboratory demonstration required for some lab-based courses.**

**Learning Log:** The student will submit annotated reflections of learning that coincide with their CFP timeline. **\*Required for courses that must include community service**

**Mentor Final Evaluation:** The students will provide his/her mentor(s) with copies of the "Mentor Final Evaluation report to be submitted directly to the building principal.

**Panel Presentation:** The student will explain his/her project and its outcome in detail to the panel. Student learning as well as presentation skills will be part of the evaluation.

**Portfolio:** The student will submit artifacts, reproductions, productions, a learning log, and/or reflections in an organized and focused format to provide evidence of learning. **A portfolio may be a required component of other methods used to demonstrate learning.**

**Project or Artifact:** The student will submit a culminating project or artifact of their learning opportunity to the panel.

**Research Paper:** The student will submit to the panel a research paper which meets specific criteria (to include content, references, and format) and supports the learning goals and/or course requirements. **\*Required for some English courses.**

**Writing Assessment(s):** The student will submit to the panel a paper(s) which supports the outlined learning goals and/or meets the specific course criteria (narrative, persuasive, etc). **\*Required for some English courses.**

**Credit Flexibility Plan Review Panel Approval Report  
COMPLETED BY CFP REVIEW PANEL**

**Student Name:** \_\_\_\_\_ **Project:** \_\_\_\_\_

- 1) Does Sciotoville Community School require a prerequisite for this course? If yes, has the student completed the necessary prerequisite?
  
- 2) How many credits will be awarded for this CFP? If different from number requested, explain your decision.
  
- 3) Does this course have a Sciotoville Community School approved Course of Study? If yes, will this learning experience meet the pre-established competencies?
  
- 4) Are you satisfied with the way the student plans to demonstrate learning? If not, explain.
  
- 5) Who, in addition to the Review Panel, will evaluate the student's final learning proficiencies as outlined in the CFP?
  
- 6) Do you have recommendations for changes to the proposal and/or additional requirements? If yes, explain.
  
- 7) Did you review the "IEP Team CFP-IEP Alignment Review" document or check DASL to confirm no IEP is present? Attach, if applicable.
  
- 8) If applicable, attach the rubric which will be used in the evaluation.

**Credit Flexibility Plan:** \_\_\_\_\_ **Approved** \_\_\_\_\_ **Not Approved** \_\_\_\_\_ **Date**

Signatures of Review Panel:

Name (Print) Signature Date

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**If, as a team, you have determined that this CFP application cannot be approved, clearly state why this CFP application has been rejected and return to the student for revision.**

**Credit Flexibility Grade Verification Form  
Sciotoville Community School**

**Student Name:** \_\_\_\_\_

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

**Name of Credit Flexibility Course:** \_\_\_\_\_

**VALIDATION:**

I verify that I have met all the requirements and deadlines for completion of my credit flexibility option. I have successfully completed the established methods of completion, which meets the approved assessment plan.

\_\_\_\_\_  
**Signature of Student**

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

\_\_\_\_\_  
**Signature of Parent**

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

\_\_\_\_\_  
**Signature of Teacher**

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

**APPROVAL:**

I approve the Credit Flexibility Option for entry into the above named student's permanent records as follows:

**Course Title:** \_\_\_\_\_ **Percentage:** \_\_\_\_\_ **Grade:** A B C NC

**Number of Credits:** ¼ ½ 1

\_\_\_\_\_  
**Signature of Administrator**

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

\_\_\_\_\_  
**Signature of Counselor**

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

## Guidelines for Portfolio Development

The following components are essential to the development of a Learning-based CFP assessment portfolio:

**Table of Contents** The portfolio's table of contents will give the Review Panel a view of the whole collection.

**Project Proposal** The student will provide a detailed description of his/her project. The purpose and goals of the project must be clearly defined. The narrative will include the purpose of the project, supporting research, references, and educational goals.

**Assessment Criteria** The assessment rubric provided by the CFP Review Panel must be included as part of the portfolio.

**Mentor Assessment** "Mentor Final Evaluation Report" form (if applicable)

**Evidence** When collecting evidence of learning, select items that add new information related to the attainment of the learning goals. The collection of artifacts must be well organized and represent *best efforts* of the participant. Evidence can include a learning log, documentation of interviews or activities, statements and observations about the participant, drawings, photos, laboratory results, video, audio, written work samples, copies of specific tests, data, reading logs, self-assessment, a log of clock hours etc. It may be pertinent for the student to include evidence documenting growth over time toward achievement of the Learning-based CFP.

**Reflection** The student will show thoughtful reflection and evaluation of his/her Learning-based CFP. The student will discuss how this learning opportunity fit his/her personal learning style. The student will include in his/her discussion the high and low points of the experience and how the experience could be improved. The student will discuss what resources were particularly helpful and how he/she will apply the new skills or knowledge to real-life situations.

The Review Panel will develop an assessment rubric specific to the student's CFP application and will be given to the student upon CFP application approval.

The following is an **example** of what the rubric may contain.

**Example: Credit Flexibility Plan Assessment Rubric**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Comments</b>
<b>Explanation of project</b>	Misses key points which are: 1. 2. 3. 4.	Explanation is unclear	Good solid response with clear explanation	A complete and detailed explanation that includes application of newly acquired knowledge and skills in real-life
<b>Evidence of learning</b>	Evidence is unrelated to learning objectives	Documentation of learning is supported by limited evidence	Evidence clearly supports learning, but there is not enough evidence	Evidence is sufficient and clearly supports the learning objectives
<b>Presentation of supporting materials/artifacts of learning</b>	The layout and quality of the presentation is confusing. Components are inconsistent and information is missing.	The presentation of artifacts is somewhat organized but the components are inconsistent. Partial information has been provided.	The presentation is organized and consistent with expectations.	The presentation is well organized and exceeds expectations. All artifacts are examples of best efforts.
<b>Student Reflection</b>	Reflection piece is confusing and does not communicate an understanding of the process and benefits of the experience	Reflection shows some understanding of the process and how they benefited by the experience	Response shows substantial understanding of the process and benefits of the experience	Response shows complete understanding of the process, benefits, and application of the information to real-life situations.

**Credit Flexibility Plan (CFP)  
Mentor Final Evaluation Report  
COMPLETED BY MENTOR**

You agreed to mentor a student through their CFP process. Please complete the following form, which will be part of the student's final evaluation, and return it directly to East High School, to the attention of the Principal.

Your Name: \_\_\_\_\_ Title: \_\_\_\_\_

Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

1) Briefly describe your role as Mentor for this CFP. How did you assist the student? What was asked of you? How were your talents used?

2) Briefly describe how well the student followed the process for the CFP. Did the student meet deadlines? Did the student complete all the required work?

3) In your opinion, what were the student's strengths and/or weaknesses as they relate to this CFP?

4) Describe how well the student met the goals and learning objectives outlined in their CFP.

5) For what reasons would you pass or fail this student's CFP learning experience with you?

Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please return to:  
East High School; Attention: Principal; 224 Marshall Avenue; Sciotoville, OH 45662**

**IEP Team Credit Flexibility Plan-IEP Alignment-Approval Report  
COMPLETED BY CFP-IEP TEAM**

**Student Name:** \_\_\_\_\_ **Project:** \_\_\_\_\_

- 1) Does this CFP align with the goals and objectives of the student's IEP?
  
  
  
  
  
  
  
  
  
  
- 2) Is the student's plan to demonstrate his/her learning appropriate? If no, explain.
  
  
  
  
  
  
  
  
  
  
- 3) Do you have recommendations for changes to the proposal and/or additional requirements? If yes, explain.
  
  
  
  
  
  
  
  
  
  
- 4) Were IEP changes necessary for CFP-IEP alignment approval? If yes, explain.
  
  
  
  
  
  
  
  
  
  
- 5) If this CFP is approved, what expectations for accommodations will be needed from Sciotoville Community School?

**CFP-IEP Alignment:** \_\_\_\_\_ **Aligned** \_\_\_\_\_ **Not Aligned** \_\_\_\_\_ **Date**

Signatures of IEP Team:

Name (Print) Signature Date

Name (Print)	Signature	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**If, as a team, you have determined that this CFP application is not aligned to the student's IEP, state why the CFP application is out of alignment and return it to the student for revision.**