

Clark-Shawnee Local School District
Credit Flexibility
Overview & Guidelines
Revised Jan. 20, 2011

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 (CFP). 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 by demonstrating mastery 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, after school program, community service or engagement project).

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 Clark-Shawnee Local Student Code of Conduct. The Clark-Shawnee Local School District is not responsible for developing a Credit Flexibility Plan (CFP) for a student or for any cost incurred by a student’s participation in a CFP.

High 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 principal or a panel for their learning activity; stayed within the agreed upon timetable, and met rigorous, measurable standards as defined in 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 Clark County Educational Service Center.

Shawnee High School Credit Flexibility Application

Eligible Credit Flexibility Plans

Credit Flexibility Plans (CFP) are educational experiences where the primary acquisition of knowledge and skills takes place outside of a traditional classroom setting. These opportunities may include but not be limited to: independent study, private instruction, performing groups, internships, community service, apprenticeship, work-study and online courses. The Clark-Shawnee Local School District is not responsible for any cost incurred from a student's participation in a CFP during the 2010-2011 school year. Students are required to have prior approval for the CFP before the experience is initiated.

A team of subject related school personnel, by appointment of the principal or his/her designee, would comprise a review panel. Their role will be to approve and set expectations utilizing the CFP Review Panel Assessment Report (see page 10).

At the conclusion of the experience, mastery of learning objectives must be demonstrated as defined by the approved CFP.

Earned Credit from Credit Flexibility Plans

Students may use a CFP to earn credit and/or gain promotion in a course sequence. High schools will award a maximum of 1 credit for an individual CFP. Exceptions may be granted to students on a case-by-case basis approved by the principal or his/her designee.

Earned credit for a CFP will be based on rigorous and measurable standards as defined in course competencies and student expectations outlined in the approved CFP. Successful completion of a CFP will be documented on a student's transcript in a manner as credit earned traditionally.

Choice of Testing Out Process:

Traditional: Student and parent schedule a meeting with principal or guidance counselor to present the completed application for Testing Out (page 12) with payment. (\$80 per course) The principal or guidance counselor will present the student with a course syllabus, course textbook, and make the course workbook available for the students at student's cost (if applicable). The student will be required to take assessments established for each course which may include any of the following: semester and final exams, performance assessment tasks, and quarterly assessments. Student must make arrangement for testing within the agreed to timelines as outlined in the application.

Advance Placement Testing for high school credit: Students who score a 3, 4 or 5 and provided the verification letter to the high school qualify for high school credit in the respective Advanced Placement Test. Advanced Testing Exams are scheduled by the National Testing Service for a specific national testing date and time in May. Interested

students must contact the AP Testing Coordinator and/or their high school guidance counselor prior to March 15th. The cost for an AP Test is \$90 (2010) and must be paid when the test is requested. Students who qualify for Free and Reduced Lunch may qualify for cost reductions and may identify themselves as eligible prior to making arrangements to pay for the test. For more information go to <http://www.collegeboard.com/student/testing/ap/cal/cal2.html> or call 877-225-5427.

Application Process

A student considering a CFP should discuss the possibility with his/her school counselor and teachers early in the process. It is expected that the formal proposal will be thoroughly and thoughtfully researched. A completed application will be submitted directly to the guidance office. CFP applications must be submitted for approval during the first full school week of May or January to be considered for the following semester.

1. The application is to be completed by the student/parent/guardian seeking approval for the credit flex plan.
2. The application must be completed and submitted by timelines listed above for consideration. However, the Board recognizes that short-term notice opportunities may present themselves to students from time to time. As such, the principal may grant waivers to the timeline submission requirement at his/her discretion, provided all other application criteria are satisfied. Such waivers will be granted on a case-by-case basis. All required information must be attached to the application and submitted to the principal.
3. The application will be reviewed by the CFP Review Panel and a decision will be made within fifteen (15) school days of the close of the application process. The student will be notified in writing of the status of the application. If additional information is requested, the information must be submitted within one week of the request.
4. It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program may jeopardize the student's ability to earn credit for the course. The student and parent/guardian recognize that in the event the student withdraws from an approved program, the high school cannot guarantee placement in an equivalent district-offered course.

Newly Enrolled Students

Students newly enrolled in the Clark-Shawnee Local School District after the established timelines for application submission will have 10 school days to submit a CFP for approval. Students who were working under a CFP at their previous school may submit that plan within 10 days of enrolling in the Clark-Shawnee Local School District. Approval of CFPs from other districts is not guaranteed. Plans that are not approved are

eligible for the appeal process as outlined.

Timeline

Students who do not complete the requirements of the CFP in the agreed upon time frame may request an extension in writing to the principal. The request will be reviewed by the review panel who will notify the student, parent, and school counselor of the panel's decision regarding the request.

Final Evaluation Guidelines

A CFP may take on a variety of experiences; therefore, there is no single method of final evaluation. Final evaluations will be determined during the application process and may include a panel presentation by the student, a research paper, a demonstration, a final course grade, a final project or artifact, a portfolio, a performance, or mastery performance on a core competency assessment, such as quarterly assessments, course tests or semester and final exams. The final evaluation for any CFP that results in a product to be assessed by the Review Panel will be determined by the average of all rubric (or similar) scores used by the Review Panel. A copy of the evaluative rubric will be made available at the time of CFP approval. A copy of all submissions will become the property of the high school.

Students choosing the testing out process to gain credit under a CFP will follow the requirements established by the Shawnee High School faculty for each course. The student may be expected to take the semester and final exams as well as the two short cycle assessments for the core area courses or two tests for the noncore area courses within the 60 day timeline listed on the application. The student's grade will be determined by averaging the grades from all of the tests/tasks/assignments completed. A minimum grade of 80% is required in order for the student to earn credit and/or be promoted to the next course in the sequence.

Students who complete an approved CFP but are unable to demonstrate content mastery through their Final Evaluation may submit an alternate CFP or may schedule into a corresponding traditional course, if available. A failed CFP will appear on the student's transcript as a failed attempt at the course.

Program Integrity

In order to ensure the integrity of the learning experience approved under this program, the student will be required periodically or upon demand to provide evidence of progress and attendance. The principal will be responsible for certifying course completion and the award of credits consistent with the Clark-Shawnee Local School District policy on graduation.

If a student is unable to complete the CFP for valid reasons, the principal or his/her designee, or assigned certified teacher will evaluate the experience completed to date and

may recommend an alternative experience to enable the student to earn the credit. If a student ceases to attend or is unable to complete the CFP for insufficient reasons (lack of effort, failure to follow through, indecision, etc.), the principal may determine that the student's transcript be adjusted to reflect the experience as a failure.

In order to certify completion of co-curricular programs and activities based upon specific instructional objectives aligned to the standards, the school will develop appropriate mechanisms to document student progress and program completion on student personnel records.

Appeals

Appeals of all decisions must be made in writing to: Clark County Superintendent, 25 W. Pleasant Street, Springfield, Ohio 45506 no later than seven (7) calendar days after notification of a Clark-Shawnee Local decision. Appeals will be heard at the next regular meeting of the Clark County Superintendents. Decisions of the Clark County Superintendents review panel shall be final.

Guidelines for CFP Final Evaluation

The following are examples of CFP final evaluations. Students may use one or more of these summative assessments to demonstrate learning from the CFP experience.

- Panel Presentations:** The student will be required to 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.
- Research Paper:** The student will be required to submit to the panel a research paper which meets the specific criteria (to include content, reference, and format) agreed upon at the time of the CFP approval.
- Demonstration:** The student will be required to make an outward display or show by example to the panel what knowledge and/or skills were acquired through the CFP.
- Course Grade:** The student will provide an official transcript from the accredited school. A minimum grade of 80% is required in order for the student to earn credit and/or be promoted to the next course in the sequence. As an example, a grade of 80% or better will be required for the student to earn credit for Algebra I and move on to Geometry.
- Project or Artifact:** The student will present a final project or artifact of his/her learning opportunity to the panel and answer questions specific to the process and the final product.
- Portfolio:** The student will submit artifacts, reproductions, productions, learning log, and/or reflections in an organized and focused format to provide evidence of learning that meets the criteria established at the time of CFP approval. **A portfolio may be a required component of other methods used to demonstrate learning. See the following page for portfolio recommendations.**
- Performance:** The student will demonstrate learning through a performance assessment determined by the review panel at the time of CFP approval.
- Core Competency:** In courses where there is an existing core course competency, the student may demonstrate learning through the final competency assessments (Exams and Tests).

Guidelines for Portfolio Development

The following components are essential to the development of an assessment portfolio.

Table of Contents	The portfolio's table of contents will give the student and reader a view of the entire 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, educational goals, and evidence of alignment with academic content standards.
Assessment Criteria	The student and the review panel will have to determine what evidence will be sufficient to document learning. An assessment rubric must be included as part of the portfolio.
Mentor Assessment	Mentor final assessment (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 <i>best efforts</i> of the participant. Evidence can include learning logs, 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 mastery of a goal.
Reflection	The student will show thoughtful reflection and evaluation of his/her CFP. The student will discuss how this learning opportunity fits 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 upon. The student will discuss how he/she may have modified his/her initial goals and what resources were particularly helpful. The student will include how he/she will apply the new skills or knowledge to real-life situations.

Credit Flexibility Plan (CFP) Application

Credit Flexibility Plans (CFP) are educational experiences where the primary acquisition of knowledge and skills takes place outside of the Clark-Shawnee Local School District classrooms. These opportunities may include but not be limited to: independent study, private instruction, performing groups, internships, community service, apprenticeship, work-study, and online courses.

Please complete the following application in detail using the online form available at the district website. Attach any additional documentation you feel will clarify your proposal. This application is to be submitted directly to the principal or his/her designee. Please be thorough in your application; lack of detail may affect approval.

Name: _____ **Grade:** _____

Home Address: _____

Home Telephone Number: _____ **Email:** _____

Project Title: _____ **Cell Phone:** _____

Credit To Be Earned: _____

School Counselor Name: _____

Is this your first CFP? Have you already earned CFP credit for another project/learning experience? Explain.

Project Description: Describe the project/learning experience in detail. What are the personal learning goals which you hope to achieve by this opportunity?

Project Rationale: Explain how this will be a valuable learning experience for you.

List and explain what competencies you will achieve through this learning experience?

Name of the private institution or mentor: As it applies, attach documentation of accreditation of the program, a course syllabus, and instructor credentials. Please include a letter from your mentor stating that he/she understands and agrees to the role they will perform in this process.

What assistance do you expect from your mentor?

What assistance do you expect from the high school?

What materials, supplies, and resources will you use?

Tentative timeline and completion date for this learning experience: Break down your project into small timeframes. What measurable outcomes will be expected at each check-in point? (This is very important for athletic eligibility)

How do you plan to demonstrate your learning?

Signatures required: Your signature documents that you have read the CFP application and agree with the purpose and contents of this specific proposal.

Student: _____ Date: _____

Parent/Guardian: _____ Date: _____

Guidance Counselor: _____ Date: _____

Review Panel Assessment Report

Student Name: _____

Project: _____

- 1) Does the high school offer a prerequisite or another course in this course sequence?
- 2) How many credits will be awarded for this CFP? If different from number requested, explain your decision.
- 3) Does this course have a Course of Study and/or End-of-Course Exam? If yes, will this learning experience meet the pre-established competencies? Will the student complete the End-of Course Exam?
- 4) Are you satisfied with the way the student plans to demonstrate learning?
- 5) Who, in addition to the Review Panel, will evaluate this CFP?
- 6) Do you have recommendations for changes to the proposal and/or additional requirements?
- 7) 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 proposal cannot be approved, clearly state why this proposal has been rejected.

Credit Flexibility Plan (CFP)
Mentor Responsibilities and Report (if applicable)

Credit Flexibility Plans (CFP) are educational experiences where the primary acquisition of knowledge and skills takes place outside of the high school's classrooms. These opportunities may include but not be limited to: independent study, private instruction, performing groups, internships, community service, apprenticeship, work study, and online courses. You have agreed to mentor a student through their CFP process. Please complete the following form which will be part of the student's final evaluation.

Your Name: _____ Title: _____

Name of student: _____ Date: _____

1) Briefly describe your role as Mentor for this project. 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 project. Did the student meet deadlines? Did the student complete all the required work?

3) In your opinion, what were the student's strengths and weakness as they relate to this project?

4) Are you familiar with the national and state standards for this particular area of study? If yes, did the student meet the objectives?

5) For what reasons would you pass or fail this student's project?

Mentor Name: _____ Position: _____

Mentor Address: _____ Phone: _____

Mentor Signature: _____ Date: _____

Final Grade _____

**Clark-Shawnee Local School District
Test-Out Application**

Student: _____ Grade _____ Date _____

Address _____, Ohio Zip _____

Home Phone: _____ Cell Phone: _____

Parent or Guardian Signature: _____

Principal Signature: _____

Guidance Counselor Signature: _____

Course Requested: _____

Payment Method (\$80) Check# _____ Cash _____ Receipt# _____

Timeline for Start and Completion: _____

Grades: Semester Exam _____ Final Exam _____

1st Nine Weeks QA _____ 3rd Nine Weeks QA _____

Other _____

Final Grade: _____ (Must be 80% or better to get credit)

Traditional: Student and parent schedule a meeting with the principal or guidance counselor to present the completed application for Testing Out with payment. (\$80 per course) The principal or guidance counselor will present the student with a course syllabus, course textbook, and make the course workbook available for the students at student's cost (if applicable). The student will be required to take the semester and final exams as well as other established assessments and/or performance tasks. Student must make arrangement for testing within the agreed to timelines of the testing out process.

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