



## Alexander High School

### Credit Flexibility

Philosophy: Credit Flex awards credit based on competence. Research confirms that varying time and instructional methodology, while maintaining quality, can cultivate the kind of self-directed learning that is essential for success in postsecondary education and careers – and throughout life. The Alexander High School credit flexibility plan is designed to focus on supporting and accelerating student learning and reflects the need for students' readiness for careers and college without remediation.

Eligibility: Any student entering grades 9-12 who:

- 1) Meets the established course pre-requisites
- 2) Demonstrates competency in the content area he/she wishes to study further.
- 3) Possesses sufficient skills or knowledge to be able to work independently.
- 4) Analyzes, synthesizes and evaluates information and resources.
- 5) Researches independently and completes learning activities on time.
- 6) Acceptable attendance (no warning letters received).
- 7) A percentage grade of 80% or higher in the previous level course.

**Alexander High School in accordance with Senate Bill 311 is providing opportunities for our students to earn credit in the following ways.**

**Option A:** Complete coursework as has been done in the past. In other words, attend high school courses.

**Option B:** Test out or otherwise show mastery of course content, **which may include paper/pencil assessments, projects, papers and any of the mentioned combinations.**

**Option C:** Pursue an educational option such as distance learning, postsecondary coursework, internship, service learning, sports, or research based project.

**Option D:** A combination of Options A, B, and C

Credit Flexibility expands the number of options for earning credit by adding demonstration of subject area competency and structures that support it irrespective of any time requirements. In order to participate, an instructional plan must be submitted and approved. It must contain standards, skills, instructional methods and assessment.

At Alexander High School, students interested in credit flexibility will work with parents/guardians, teachers, counselor, and administrators to determine the plan of action to be taken.

Find additional information about Ohio's Credit Flexibility Plan at: [www.ode.state.us](http://www.ode.state.us)

Alexander High School expects that students who exercise their educational option and work toward substituting classroom time with a student-designed portfolio project undertake the challenge with the total understanding that the products and presentation of the work must be of exceptionally high quality. Quality standards will be explained with each individual student as a plan is approved. Students who are highly motivated by this opportunity to demonstrate their skills and understanding in a variety of interesting and thorough ways will be most successful.

**Special Points of Interest:**

- Students do not ever have to attempt Options B, C, or D if they are comfortable with the traditional route of Option A.
- Students should attempt Options B, C, or D only after understanding the challenge of each option.
- Students, who choose Option C will adhere to a strict schedule and, via personal e-mail or scheduled appointments, submit regular documentation of completed work and activities.

All students who exercise Option C will be responsible for a specific schedule that includes a proposal, plan, progress, presentation, product, and self-evaluation of performance. A Credit Flexibility Panel will conduct the final evaluation of each student's work to determine credit.

**CAUTION:** This option may affect eligibility for athletics based on OHSAA requirements.

**Credit:**

All credit will have equitable value regardless of how it is earned. Student records and other documentation will not differentiate credit based on how it is earned. All college level courses that align with AHS courses will be accepted for high school credit, with the amount and type of credit awarded to be determined by the Credit Flexibility Panel. Equivalency for a Carnegie unit will be based on mastery of one year's worth of course content as described in Ohio's Academic Content Standards. Students must meet established course pre-requisites for course level advancements.

**Pre-Approved**

**Courses:**

Students who elect one of the pre-approved options will need to inform their counselor so that a CFO Credit Contract meeting can be set. Pre-approved credit flexibility courses are, Courses with Test-Out options and Courses requiring a test(s) and other projects(s). See pre-approved course list.

**Student**

**Proposals:**

Students, who elect a course that is not pre-approved, will need to submit a course proposal in writing to the Building Principal. The proposal must include:

- a) Clearly defined goals which are tied directly to Ohio's Academic Content Standards. Clearly described activities which will lead to successful attainment of described goals. Academic Content Standards are located on ODE's webpage at [www.ode.state.oh.us](http://www.ode.state.oh.us).
- b) Description and rubric for how the goals will be measured against Ohio's Academic Content Standards in order to provide evidence of student learning.
- c) Timeline of proposed activities and measurements, including target date and time for final review.

Additional cost associated with student proposed activities, materials, and assessments for credit flexibility will be the sole responsibility of the student and his/her parent(s).

Upon approval by the Credit Flexibility Panel (HS Building Principal, HS Counselor, and Department designee), a teacher of record will be identified and school guidance counselor and EMIS professional notified that the student has been enrolled in a credit flexibility option. Building principal, student's parent(s), student and counselor will review and sign a credit flexibility contract, addressing any modifications or suggestions by the school.

The school reserves the right to alter the proposed timeline, and/or assessments required for flexible credit prior to signing the proposal and creating the agreement.

At the completion of the activities and/or assessments for the proposed flexible credit, the student will meet with the Credit Flex Panel and the teacher of record. The student will present the proposed evidence and will respond to any questions or requests for demonstration of skill and/or knowledge asked by the panel. After hearing the student's oral evidence and/or examining evidence of learning, the panel may: 1) grant credit and issue grade or 2) deny credit. The panel will grant or deny credit and issue a final grade for the proposed credit within 10 school calendar days upon student demonstration of mastery.

## Submission

Dates: Students choosing to take advantage of this opportunity must complete the Alexander Credit Flexibility Application and submit to the High School Counselor office no later than June 1, 2018. All applicants will receive notification of approval within seven days in order to accommodate appropriate schedule changes. Students may request for second semester by November 1, 2018.

Drop Process: Student may enter into similar course offered at Alexander High School with no penalty. If no similar course exists or student does not want to continue study in such course, the school drop policy will be followed; refer to schedule changes in the student handbook.

## Athletic and

## Co-Curricular

Eligibility: Eligibility as adopted by the Board of Education also applies to all credit flexibility options. Student's academic progress will be monitored to determine eligibility.

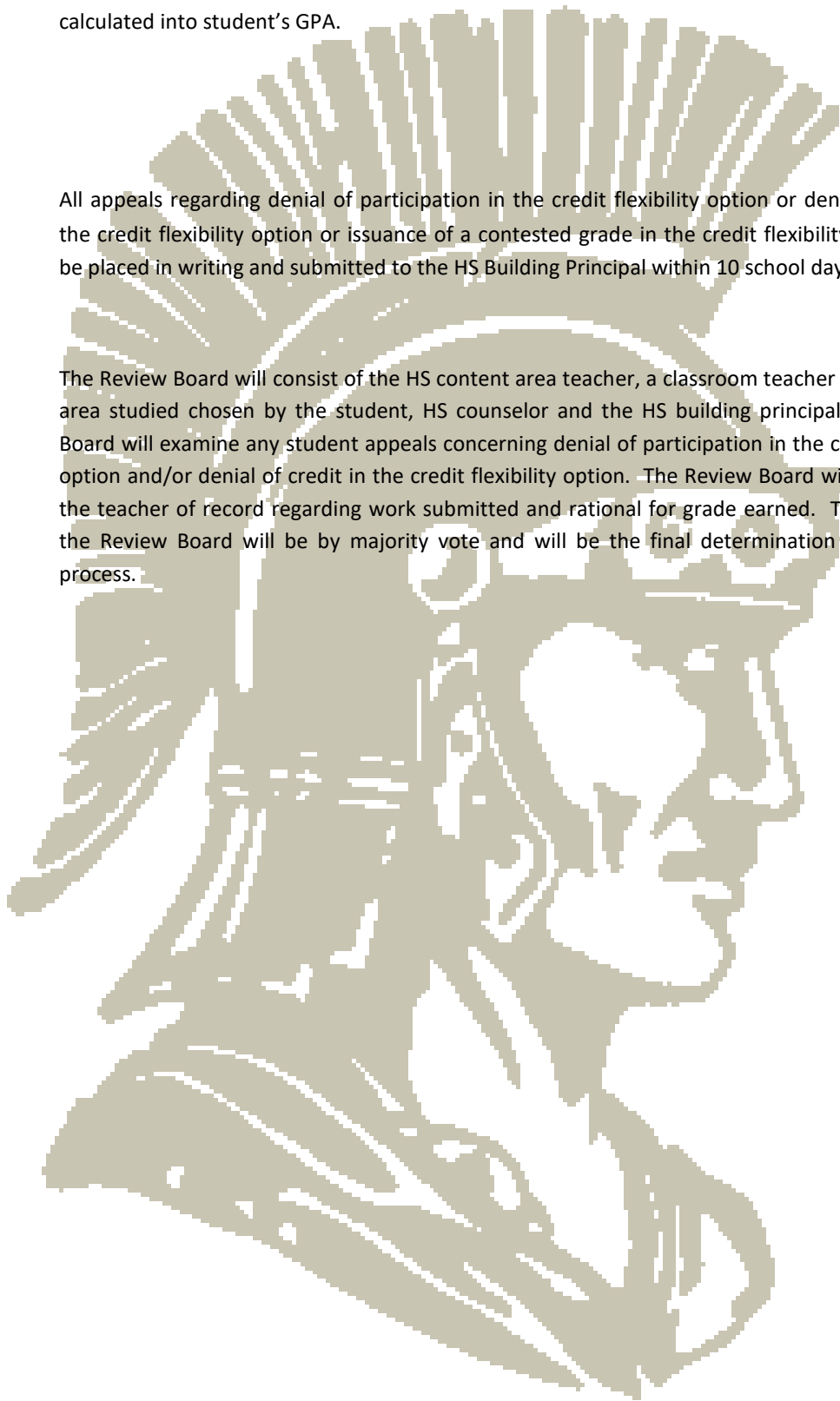
Attempts: Students may only attempt the credit flexibility option once (1) for a particular course.

Grading: School grading scale and Alexander grading policies will be followed. Final grade will be calculated into student's GPA.

## Appeal

Process: All appeals regarding denial of participation in the credit flexibility option or denial of credit in the credit flexibility option or issuance of a contested grade in the credit flexibility program will be placed in writing and submitted to the HS Building Principal within 10 school days.

The Review Board will consist of the HS content area teacher, a classroom teacher of the content area studied chosen by the student, HS counselor and the HS building principal. The Review Board will examine any student appeals concerning denial of participation in the credit flexibility option and/or denial of credit in the credit flexibility option. The Review Board will consult with the teacher of record regarding work submitted and rational for grade earned. The decision of the Review Board will be by majority vote and will be the final determination in the appeal process.



**ALEXANDER HIGH SCHOOL**  
Application to Participate in Educational Options

Student \_\_\_\_\_ Date \_\_\_\_\_ Grade \_\_\_\_\_

Address \_\_\_\_\_, Ohio Zip \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Approving Parent or Guardian \_\_\_\_\_ Date \_\_\_\_\_  
(Signature required if under age of 18)

Supervising Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Cooperating Community Member \_\_\_\_\_ Date \_\_\_\_\_  
(If applicable)

Principal Approval Signature \_\_\_\_\_ Date \_\_\_\_\_

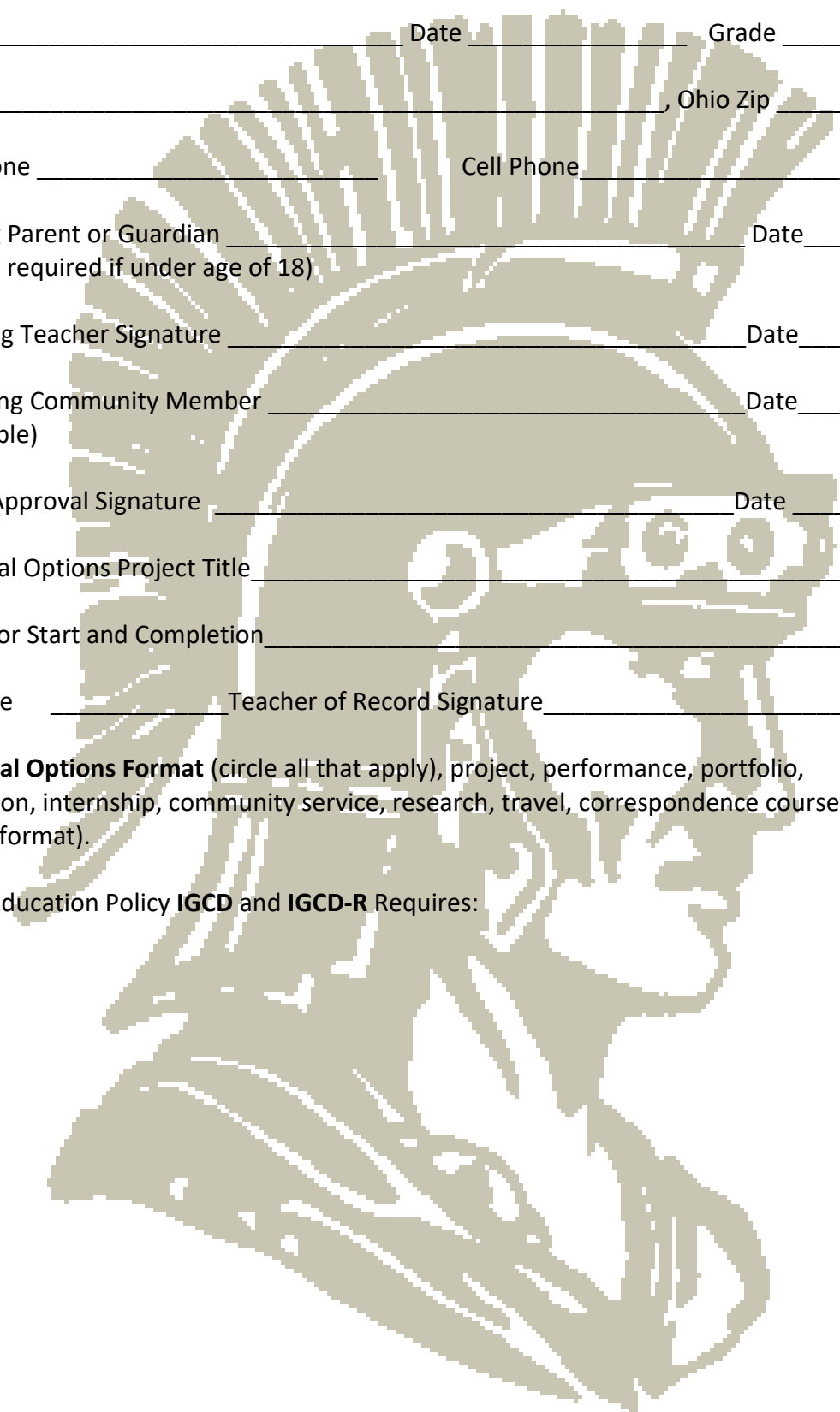
Educational Options Project Title \_\_\_\_\_

Timeline for Start and Completion \_\_\_\_\_

Final Grade \_\_\_\_\_ Teacher of Record Signature \_\_\_\_\_

**Educational Options Format** (circle all that apply), project, performance, portfolio, presentation, internship, community service, research, travel, correspondence course, or other approved format).

Board of Education Policy **IGCD** and **IGCD-R** Requires:



## Reflection

Flexible credit is an option for students to earn high school credit. All students should spend time discussing this option with their parents, guidance counselors, and/or mentors. Please answer the following questions both thoroughly and thoughtfully. Your responses will be one criteria considered in the approval or rejection of your flexible credit application.

1. Why am I interested in taking a flexible credit class and how does it relate to my future goals?

2. Have you consulted with a teacher from the core subject area of your proposed course? If so, who? \_\_\_\_\_

*\*If applying for weighted credit, you must consult with a teacher in the content area and have him/her sign off below.*

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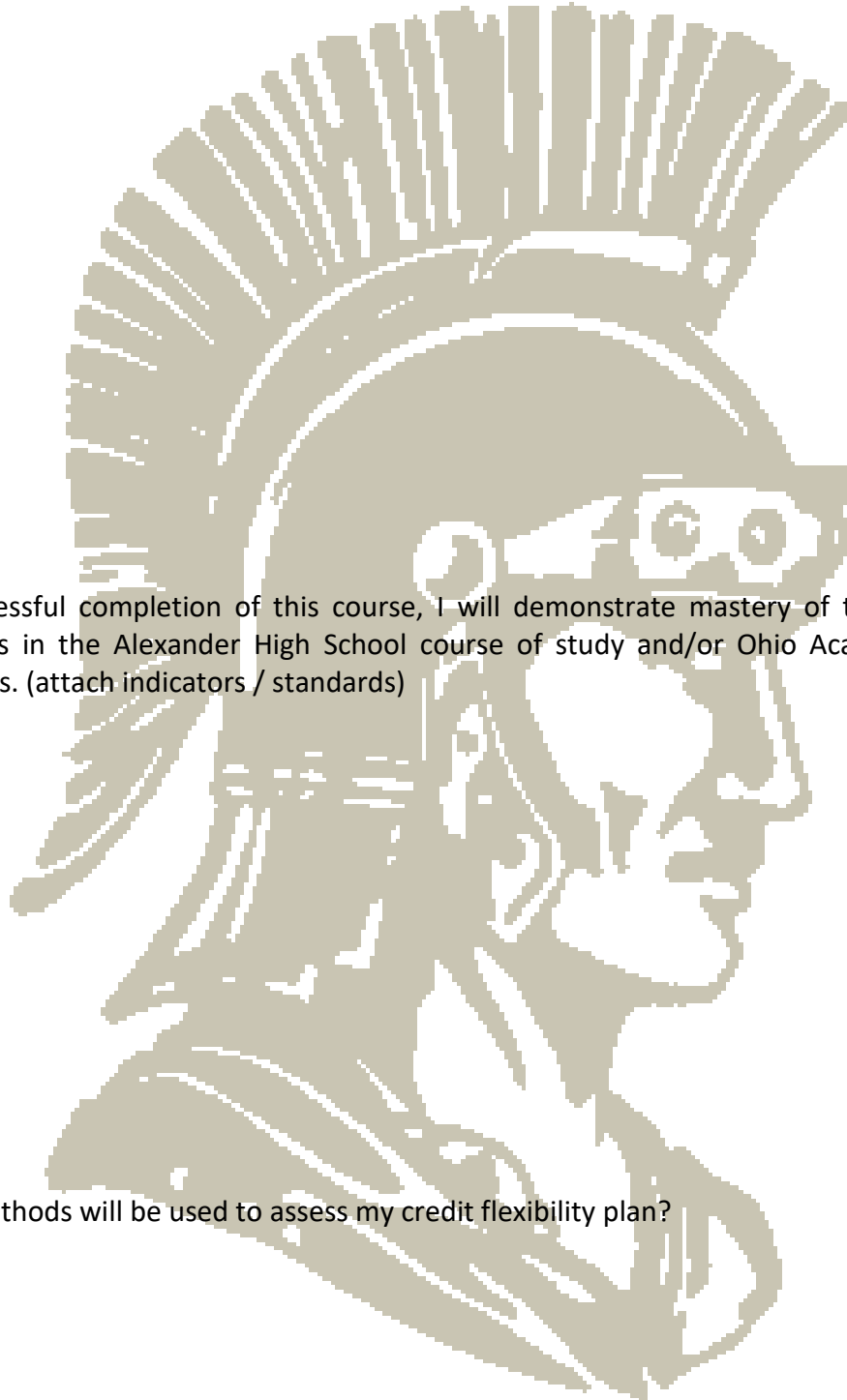
Content area teacher signature

3. Am I ready for this class? What experiences and prerequisite skills and knowledge do I have to make this successful experience?

4. Instructional Environment: Where will you pursue this goal? When? What is your timeline for completing the curriculum? Please be specific.

5. For successful completion of this course, I will demonstrate mastery of the appropriate indicators in the Alexander High School course of study and/or Ohio Academic Content Standards. (attach indicators / standards)

6. What methods will be used to assess my credit flexibility plan?



**ALEXANDER HIGH SCHOOL**  
Student/Parent Agreement

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Student ID Number \_\_\_\_\_ Current Grade Level \_\_\_\_\_

**To the Student:**

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

I, \_\_\_\_\_, understand that:

\_\_\_\_\_ If my credit flexibility proposal is accepted, I will earn a letter grade (A, B, C, D, F) for the course.

\_\_\_\_\_ The grade that I earn will appear on my transcript and will not be changed.

\_\_\_\_\_ Credit will be granted at the end of the regular semester for all credit flexibility courses.

\_\_\_\_\_ I may not drop a flexible credit course after the drop date.

\_\_\_\_\_ Academic honesty rules apply just as they do in a traditional class setting.

\_\_\_\_\_ Many traditional classes are offered during two semesters and I have discussed with my guidance counselors how the outcome of this flexible credit class will impact any traditional classes I subsequently take and/or my ability to schedule other courses.

\_\_\_\_\_ I must meet attendance requirements set forth by my plan.

\_\_\_\_\_ I am not to be in the building during times that I am not scheduled for traditional class unless I have a scheduled appointment with teachers, counselors, or administrators regarding my flexible credit course.

\_\_\_\_\_ I am responsible for meeting graduation requirements.

\_\_\_\_\_ I am responsible to ensuring that I have met graduation requirements by established deadlines to participate in senior graduation.

\_\_\_\_\_ I will adhere to district schedules and submit regular documentation of completed work and activities as determined by outlined instructional plan.

**Your signature indicates that you have discussed the above statements with your parents, understand the commitment you are endeavoring to make, and agree to the policies set forth by Alexander High School.**

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

\_\_\_\_\_  
Date



**ALEXANDER HIGH SCHOOL**

Student/Parent Agreement  
(To Be Placed In the Student's File)

**To the PARENT/GUARDIAN of the student submitting a flexible credit proposal:**

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 Alexander High 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 flexible credit proposal, should it be accepted.

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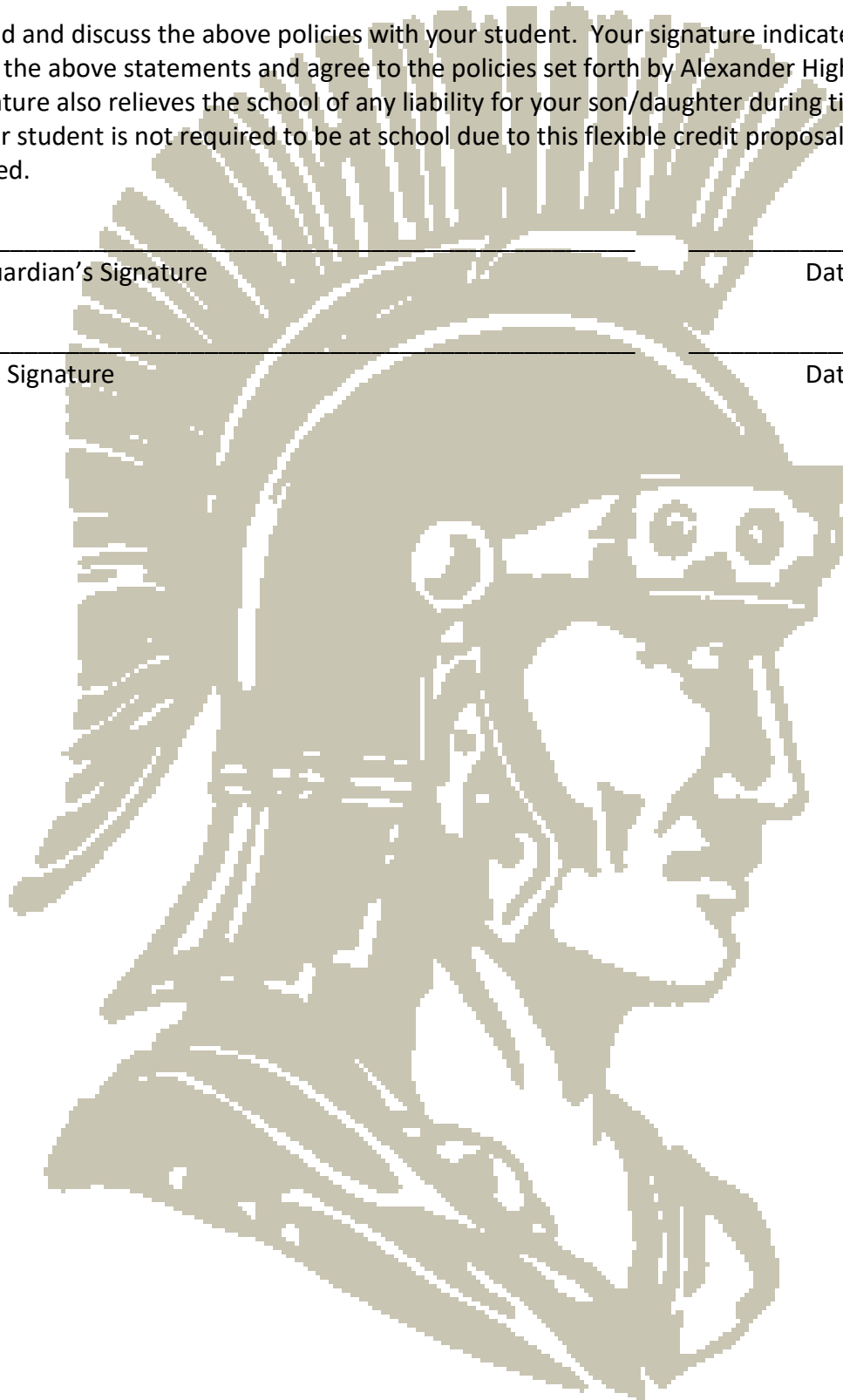
Parent/Guardian's Signature

Date

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Principal's Signature

Date



**ALEXANDER HIGH SCHOOL**  
Educational Options Portfolio

This portfolio is intended for credit in the following course: \_\_\_\_\_

Students who choose one of the Educational Options at Alexander High School will use this document to propose and plan their activities; account for their progress toward their goal; illustrate their preparation for the final presentation; and account for the project's final product.

Upon completion of the personal information below, this document needs to be returned to the principal who will direct it to the appropriate department. The department responsible for awarding credit for the course this portfolio satisfies will evaluate the work, make suggestions and return the document to the student.

During the course of the project, students must track their progress in the "Progress" section and return this document according to the specific schedule detailed in the student's educational plan. Students who do not demonstrate significant progress toward their project goal likely will be recommended for removal from the Educational Options course and will be scheduled in our traditional classroom. The student may be required to make-up all or part of the work missed in the classroom.

First Name \_\_\_\_\_ Student ID Number \_\_\_\_\_

Last Name \_\_\_\_\_ Graduating Class \_\_\_\_\_

Address \_\_\_\_\_ Home Phone \_\_\_\_\_

\_\_\_\_\_ Other Phone \_\_\_\_\_

E-mail Address \_\_\_\_\_

Other Reliable E-mail Address \_\_\_\_\_


**THE SPACE BELOW IS FOR NOTES MADE BY SCHOOL PERSONNEL ONLY.**

**ALEXANDER HIGH SCHOOL**  
Educational Options Portfolio

\_\_\_\_\_ 's PROPOSAL

Use the space below to design a proposal for your project.

<b>TOPIC</b>
<b>GOALS</b>
<b>SIMPLE DESCRIPTION OF PROJECT</b>
<b>OPEN-ENDED QUESTIONS TO GUIDE RESEARCH</b>

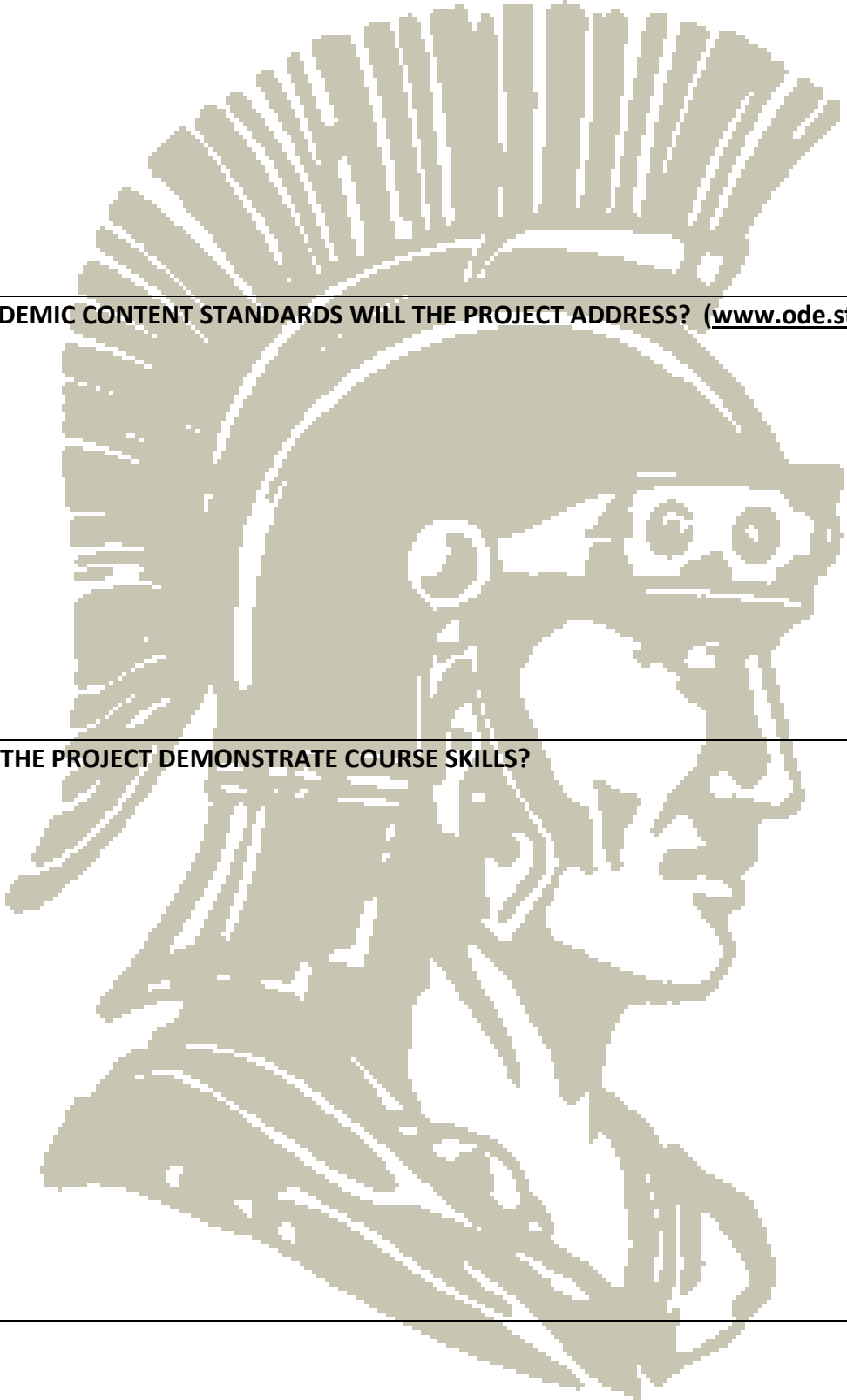


**ALEXANDER HIGH SCHOOL**  
Educational Options Portfolio  
(CONTINUED)

**RESOURCES NEEDED**

**WHAT ACADEMIC CONTENT STANDARDS WILL THE PROJECT ADDRESS? ([www.ode.state.oh.us](http://www.ode.state.oh.us))**

**HOW WILL THE PROJECT DEMONSTRATE COURSE SKILLS?**

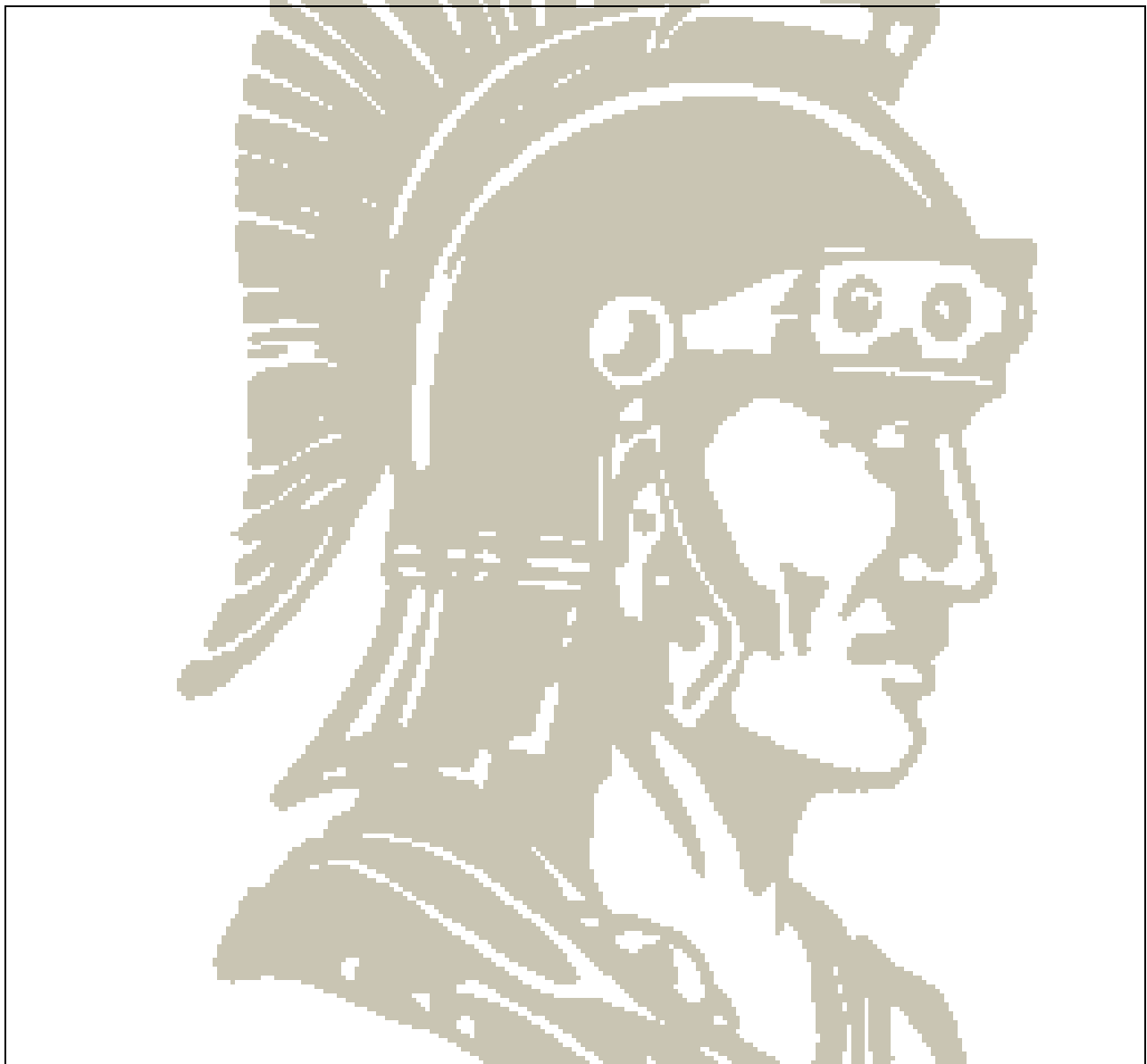


**ALEXANDER HIGH SCHOOL**

Educational Options Portfolio  
*(CONTINUED)*

**PROJECT PLAN**

The space below is reserved for your specific schedule of how you will proceed throughout your project. Essentially, you are creating a detailed timeline that will help you stay on schedule to complete your work. Include all places you intend to go; who you would like to interview or anyone from whom you will request information; and what you plan to accomplish at specific intervals.

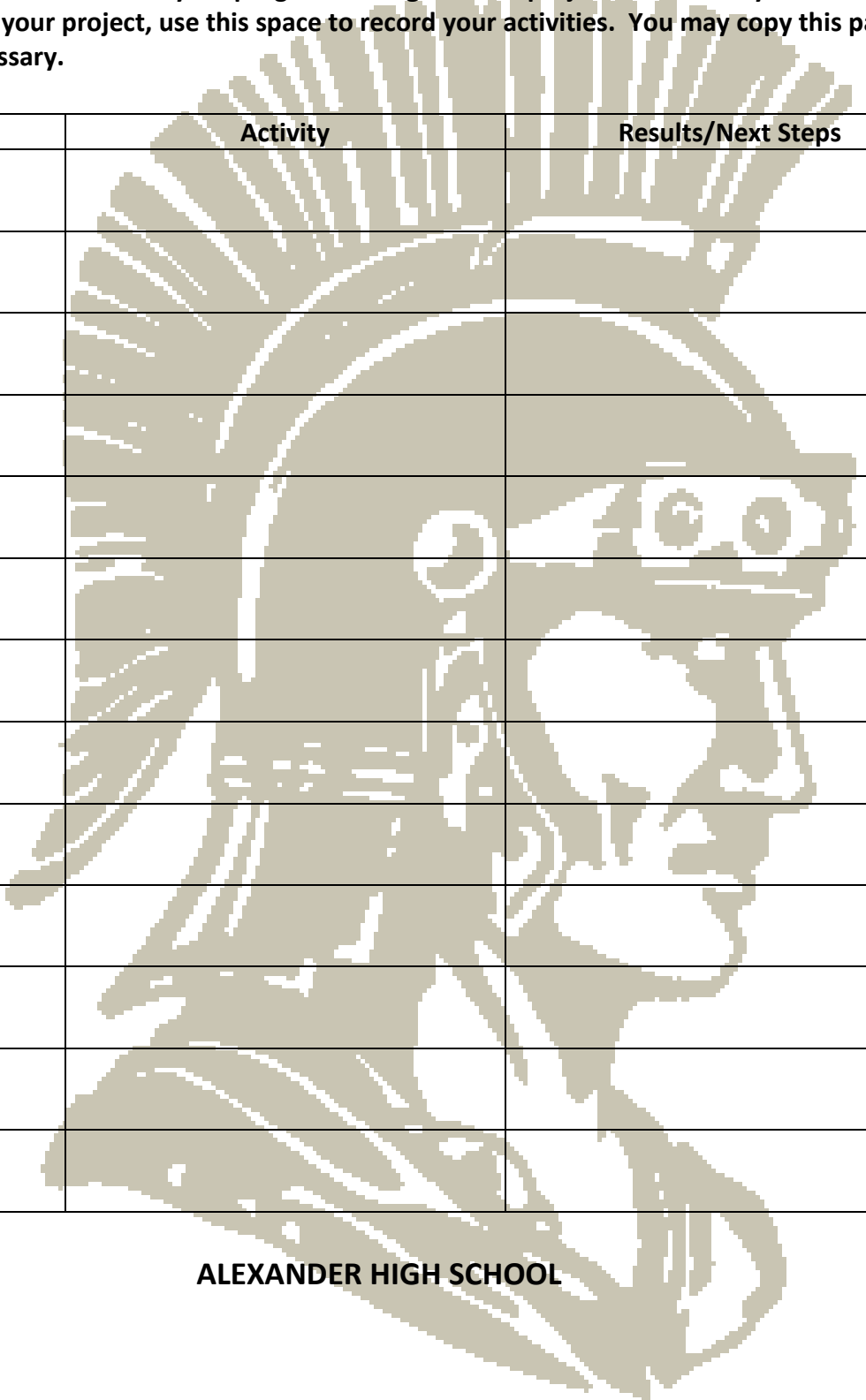


Educational Options Portfolio  
(CONTINUED)

**PROGRESS**

The table below is to record your progress throughout the project. Each time you work on any aspect of your project, use this space to record your activities. You may copy this page as deemed necessary.

Date	Activity	Results/Next Steps



Educational Options Portfolio  
(CONTINUED)

**PRESENTATION**

The space below is to be used to enter your *detailed* outline for your presentation. The outline will guide you and allow your evaluators to anticipate and understand each step of your presentation.



**ALEXANDER HIGH SCHOOL**

Educational Options Portfolio  
(CONTINUED)

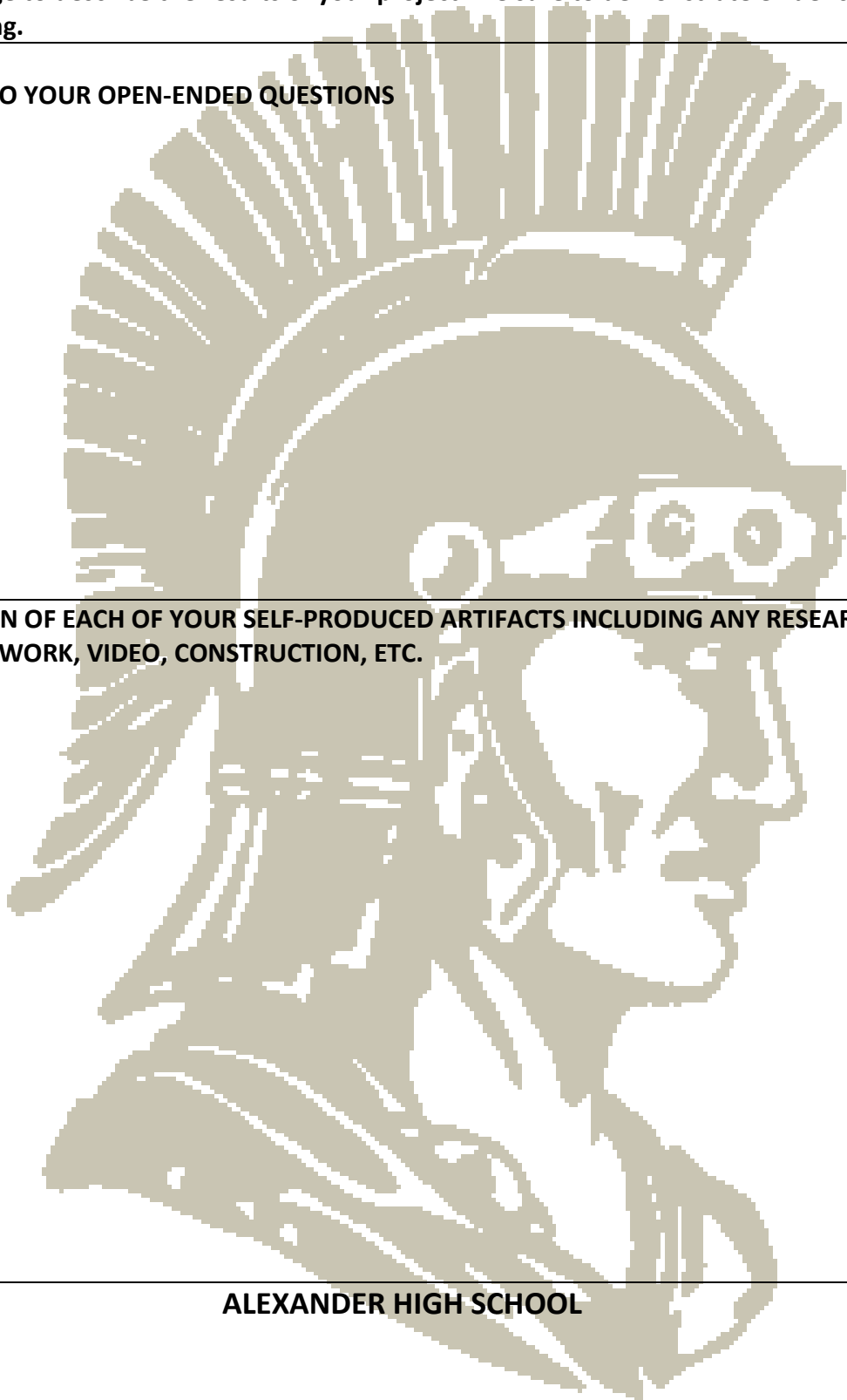
**PRODUCT**

Use this page to describe the results of your project. Be sure to demonstrate evidence of your learning.

**ANSWERS TO YOUR OPEN-ENDED QUESTIONS**

**DESCRIPTION OF EACH OF YOUR SELF-PRODUCED ARTIFACTS INCLUDING ANY RESEARCH PAPER, ARTWORK, VIDEO, CONSTRUCTION, ETC.**

**ALEXANDER HIGH SCHOOL**





Educational Options Portfolio  
(CONTINUED)

**PERFORMANCE/ASSESSMENT**

*(To Be Placed in the Student's File)*

The space below is provided for you to reflect on your project and presentation. Explain what worked to help your learning; what you would have done differently; and what you learned.

**REFLECTION**

**EVALUATOR'S COMMENTS**

**FINAL GRADE** \_\_\_\_\_

**ALEXANDER HIGH SCHOOL**



## Testing Out or Credit Flexibility Notification

1. Students will be notified twice a year either through newsletters, parent letters, e-mail, handbook, or through the School Calling System about the upcoming opportunities for testing out or flexible credits.
  - a. Students must request in writing for June 1, 2018 a year credit/ credit or 1<sup>st</sup> semester credit or by November 1, 2018 for a second semester credit test out of course.
2. Students must receive a grade of 80% or above to pass a course through testing out procedures.
  - a. High school students who have completed the testing-out course requirements must accept the grade on their transcripts and impact on class rank. The grades and impact on class rank are final.
  - b. Weights, grading and Carnegie scales will be the same as if the student attended the course. Course credits and weights are listed annually in the Course Description Handbook. If this is a dual credit course, grades will count on both transcripts.
  - c. Students testing out of dual credit courses must meet the colleges' or universities' testing out process.
3. Test Out Fee – all courses will have a \$100.00 (non-refundable) fee associated that must be paid with the written request letter to test out of a course. This fee will offset the cost of materials, teacher consulting time, and grading that would take place outside the normal school day. Dual credit courses have a credit hour cost depending on the college offering the credit.
4. Partial and simultaneous credits are allowed by law if the student starts a school year in a year-long course and requests by November 1 to test out of the second semester. The student would remain in the course and receive partial credit for the first semester.
5. Alexander High School will accept incoming credits from online education, postsecondary options, other public schools, college dual credit and, at the discretion of the Superintendent or designee, the evaluation of courses that come from nationally accredited programs of higher education.
6. Students who do not complete the testing out requirements may in writing appeal to the Principal or designee for a 30-day extension. Students who transfer to another district or are applying for early graduation shall meet with the Superintendent or designee to develop a plan for the completion of testing out credit.

**FOR OFFICE USE ONLY**

To be completed by AHS

Date Application Submitted: \_\_\_\_\_

Received by: \_\_\_\_\_

Submission Approval:                      Approved                      Denied

Reason(s) for Denial of Submission:

Resubmission Date: \_\_\_\_\_

Teacher of Record: \_\_\_\_\_

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Approved Flexible Credit Proposal Information

Drop date for flexible credit course: \_\_\_\_\_

\*Just as with traditional course, students may not drop a flexible credit course after the drop date\*

**Final Grade for Flexible Credit Course:** \_\_\_\_\_

Please attach all artifacts for the course.

Notes:

Pre –approved Course list:

English 9,10,11,12

Creative Writing

Novels

Algebra I & II

Geometry

Pre-Calculus

Social Studies 9, 10, 12

21<sup>st</sup> Century

Biology

Environmental Science

Anatomy/Physiology

Chemistry

Physics

Spanish I, II, III, IV

French I, II, III, IV

Accounting

Business Ownership

Music Theory

