

Springboro High School

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 Springboro Student Code of Conduct. Springboro Community City Schools are not responsible for developing a Credit Flexibility Plan (CFP) for a student or for the cost incurred by a student’s participation in a CFP.

Springboro 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 SHS Review Panel for their learning activity, stayed within the agreed upon timetable, and met rigorous, measurable standards as defined in Springboro High School 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 Pupil Personnel Service Committee.

Reference: OH Senate Bill 311
Springboro Community City School’s Board of Education Policy 5460

Table of Contents

Springboro Community City School District's Mission Statement	3
Eligible Credit Flexibility Plans.....	3
Earned Credit from Credit Flexibility Plans.....	3
Eligibility and OHSAA/NCAA Considerations	4
Application Process.....	4
Newly Enrolled Students	5
Timeline.....	5
Final Evaluation Guidelines.....	5
Program Integrity	6
Appeals.....	6
Guidelines for CFP Final Evaluation.....	7
Guidelines for Portfolio Development.....	8
CFP Application.....	9
CFP Review Panel Approval Report.....	12
IEP Team CFP-IEP Alignment Approval Report	14
Mentor Final Evaluation Report Form.....	15
Example Assessment Rubric.....	16

Springboro High School Credit Flexibility Guideline

Springboro Community City School District's Mission Statement

The Mission of Springboro Community City Schools, a pioneer in world class education with small town pride, is to motivate and empower all students to become lifelong learners, productive citizens, and future leaders.

Eligible Credit Flexibility Plans

Credit Flexibility Plans (CFPs) are educational experiences where the primary acquisition of knowledge and skills takes place outside of Springboro High School's (SHS) classrooms. Springboro Community City Schools are not responsible for any cost incurred from a student's participation in a CFP. Students are required to have prior approval for the CFP before the experience is initiated.

There are two types of CFP experiences: 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 their knowledge and understanding of a course's content *without* participating in a new learning experience. Students will be required to take the appropriate Semester Exams and demonstrate skill achievement (lab demonstration, research papers, etc) within 6 weeks of plan approval. The minimum achievement level for credit to be obtained using an Assessment-only CFP is 85%.

A team of subject-related school personnel, by appointment of the principal or his/her designee, will comprise a review panel. Their role will be to approve and set expectations utilizing the CFP Review Panel Approval Report (see page 12).

Earned Credit from Credit Flexibility Plans

Students may use a CFP to earn credit and/or gain promotion in a course sequence. Springboro High School will award a minimum of .25 credits (PE only) and a maximum of 3 credits for an individual CFP. Exceptions may be granted to students on a case by case basis with the approval of the principal or his/her designee.

Earned credit for a CFP will be based on the rigorous and measurable standards defined in the course competencies and student expectations, as outlined in the approved CFP. Successful completion of a CFP will be documented on a student's transcript in the same manner as credit earned traditionally. Each credit of a multi-credit CFP will be assessed and awarded individually. (For example, if a CFP is requesting 1 English and 1 history credit, the English and history standards will be assessed separately). A CFP cannot be used to earn additional credit for courses in which credit has already been obtained. (For example, you cannot earn Algebra I credit twice).

Eligibility and OHSAA/NCAA Considerations

A student wishing to participate in high school athletics should be aware that Credit Flexibility learning experiences will be factored into his/her eligibility considerations. Students participating in athletics and/or marching band must adhere to SHS weekly academic eligibility requirements.

A senior wishing to pursue Division I or Division II NCAA athletics eligibility is encouraged to ensure that he/she will meet the appropriate requirements.

Further information is available from the Guidance Office.

Application Process

A student considering a CFP should discuss the possibility with their school counselor early in the process. It is expected that the application will be thoroughly and thoughtfully researched. A completed application will be submitted directly to the principal or his/her designee. CFP applications must be submitted for approval by May 2, 2011 to be considered for the 2011-2012 academic school year. CFP applications for the second semester of the 2011-2012 academic school year must be submitted by November 1, 2011.

1. The application is to be completed by the student/parent/guardian seeking approval for the extended learning opportunity.
2. The application must be completed and submitted by the above deadlines for consideration for the 2011-2012 academic school year, however it is recognized that short-term notice opportunities may present themselves to students from time to time. As such, the Principal may grant waivers to submission deadlines at his/her discretion, provided all other application criteria are satisfied. Such waivers will be granted on a case-by-case basis.
3. The submitted application will be reviewed by the CFP Review Panel and a decision regarding approval will be made within fifteen (15) school days of the submission deadline. The student will be provided a completed copy of the "CFP Review Panel Approval Report" along with a copy of their application and appropriate (if necessary) evaluation rubric. If the CFP requires revision for approval, the amended CFP application must be re-submitted within one week of the Review Panel's request.
4. It is the student's responsibility to maintain academic standing and enrollment in the approved CFP. Any failure to complete an approved CFP 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 CFP, Springboro High School cannot guarantee placement in an equivalent district-offered course.
5. A student with special needs who wishes to pursue a CFP must ensure that his/her application aligns with the goals and objectives of his/her IEP. The CFP application will be given to the student's IEP team for alignment approval prior to being considered by the CFP Review Panel. The application will be reviewed by both the IEP team and the CFP Review Panel within thirty (30) school days of the submission deadline. CFP applications that are determined by the IEP team to be not aligned with the student's IEP will be returned, along with the "IEP Team CFP-IEP Alignment Approval Report," to the student for revision. Within ten (10) days, the revised CFP application may be re-submitted to the IEP Team for alignment approval.

Newly Enrolled Students

Students newly enrolled in Springboro Community City School District after submission deadlines stated above, will have 10 school days to submit a CFP application for approval. Approved CFPs requesting credit through demonstrating achievement (85% or higher) on the appropriate semester exams and applicable demonstration of skill proficiency, will be administered within fifteen (15) school days of the plan being approved. Students who were working under a CFP at their previous school may submit that plan within 10 days of enrolling in Springboro Community City School District. Approval of CFPs from other districts is not guaranteed. Plans that are not approved are eligible for the revision and/or appeal processes as outlined in this document.

Timeline

A student who does not complete the requirements of an approved CFP in the agreed upon timeframe may request an extension in writing from the principal. The request will be reviewed by the Review Panel, who will notify the student, parent/guardian, and guidance counselor of the Panel's decision regarding the request.

Final Evaluation Guidelines

A Learning-based 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 culminating course grade, a final project or artifact, a portfolio, a performance, or core competency assessments (such as appropriate semester exams and demonstration of skill proficiency). Students are required to submit a minimum of four pieces of evidence to be used for their final evaluation (see page 7 for suggestions). The final evaluation for a learning-based 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 SHS. A student who completes an approved Learning-based CFP but is unable to demonstrate content proficiency through his/her final evaluation (earn a 65% or higher) may submit an alternate CFP application or may schedule into a corresponding traditional course, if available. The failed CFP will appear on the student's transcript in the same manner as a failed traditional course.

A student who chooses an Assessment-only CFP will take the appropriate semester exams and complete any necessary additional evidence of skill achievement (lab demonstration, research papers, etc) at the earliest readiness of the student, not to be more than six (6) weeks from plan approval. For example, a student submitting an Assessment-only CFP May 2, 2011 to take the appropriate semester exams and demonstrate evidence of skill proficiency in Algebra II, will arrange with SHS to complete the necessary assessments and demonstrations any time within six (6) weeks of plan approval. A student who completes an approved Assessment-only CFP but is unable to demonstrate content achievement through his/her final evaluation (earn an 85% or higher) may submit an alternate CFP application or may schedule into a corresponding traditional course, if available. A failed Assessment-only CFP will appear on the student's transcript in the same manner as a failed traditional course. **A minimum proficiency level of 85% is required for credit to be granted with an Assessment-only CFP.**

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 District's policies on graduation.

CFPs are to be used to increase the number of academic opportunities available to students. It is expected that individual effort and work will be evident when the Final Evaluation is reviewed.

If a student is unable to complete the CFP for valid reasons, the Principal or his/her designee, will evaluate the experience completed to date and 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 eligibility for extra-curricular programs and activities the school will develop appropriate mechanisms to document student progress and/or program completion.

Appeals

Appeals of all decisions must be made in writing to The Executive Director of Instruction for review by the Pupil Personnel Services Committee at the Central Office no later than seven (7) calendar days after notification of a CFP Review Panel decision.

Guidelines for Learning-based CFP Final Evaluation

The following are examples of Learning-based CFP final evaluations. A student must use at least four (4) of these 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 SHS courses.
- Course Grade:** The student will provide an official document stating grade earned from alternate learning site. Note: Some advanced courses at SHS have minimum percentage grade requirements. See the SHS Program of Studies for more information.
- 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 (page 15) 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. See the following page for portfolio recommendations.**
- 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.**

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 <i>best efforts</i> 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.

Credit Flexibility Plan (CFP) Application

Credit Flexibility Plans (CFPs) are educational experiences where the primary acquisition of knowledge and skills takes place outside of Springboro High School's (SHS) classrooms. These opportunities may include but not be limited to: independent study, private instruction, performing groups, internships, community service, apprenticeship, work study, online courses, PSEO, and correspondence courses.

Go to "www.springboro.org/schools/hs" under the "Resources" heading to download the CFP application. *Electronically* complete the application, print one copy, initial student checklist and gather appropriate signatures. Attach any additional documentation you feel will clarify your proposal. This completed application must be submitted directly to the principal or his/her designee.

Name: _____ **Grade:** _____

Home Address: _____

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

Project Title: _____ **Subject Area:** _____

CFP Type: (check one) _____ **Learning-based** _____ **Assessment-only**

Level of Course Credit (check one): __ **General** __ **CP** __ **Honors** __ **AP***

Do you currently have an approved IEP? __ **Yes** __ **No**

Number of Credits to Be Earned: _____ **Weighted Credit:** __ **Yes** __ **No**

School Counselor Signature:** _____ **Date:** _____

*AP courses must include College-Board approved instruction.

**Counselor signature indicates verification of academic standing, NOT CFP approval.

Background:

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

Why do you want to participate in this CFP? Explain.

What are the personal learning goals which you hope to achieve through this opportunity? Explain how this will be a valuable learning experience for you.

Project Proposal:

What is your proposed learning experience? Describe the project/learning experience in detail.

What SHS competencies will you achieve through this learning experience? Explain. If your CFP will address more than one SHS course or content area, be certain to distinguish between the separate course competencies.

Will you be utilizing a private institution or mentor to complete your learning? As it applies, attach documentation of accreditation of the program, a course syllabus, and instructor/mentor credentials. Please include a letter from your instructor/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 SHS?

What materials, supplies, and resources will you use?

What is your tentative timeline and completion date for this learning experience: Break down your project into small timeframes (weeks, months, etc). What measurable outcomes will be expected at each check-in point? Weekly measures are required for students participating in extra-curricular activities.

How do you plan to demonstrate your learning? Learning-based CFPs must check at least four (4). See “Guidelines for CFP Final Evaluation.”

- | | |
|--|--|
| <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.

To the STUDENT:

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

I understand that:

- I understand the Final Evaluation Guidelines specific to my type of CFP plan.
- The grade that I earn will appear on my transcript and will be calculated in my GPA.
- Credit will be granted at the end of the SHS academic semester and/or school year for all CFPs.
- Weighted credit is only available for CFPs demonstrating advanced-levels of rigor.
- AP courses must include College Board approved instruction to be included on my high school transcript.
- I may not “drop” a CFP after the drop date listed in the SHS Program of Studies without approval of the Principal. I understand that this may result in a zero on my transcript.
- Academic honesty rules and Springboro Student Code of Conduct rules apply just as they do in a traditional class setting.
- Many traditional classes are offered during select semesters at SHS. I have discussed with my guidance counselor how the outcome of this CFP will impact my enrollment into subsequent traditional classes, including applicable percentage grade minimum requirements for some advanced courses.
- I must meet the attendance requirements set forth by my plan.
- I am not to be in the building during times that I am not scheduled for a traditional class unless I have a scheduled appointment with teachers, counselors, or administrators regarding my CFP.
- I am responsible for meeting graduation requirements.
- I am responsible for ensuring that I have met established deadlines to participate in senior graduation.
- I am responsible for maintaining my academic eligibility for extra-curricular activities.
- There are specific regulations governing academic eligibility for NCAA Division I and Division II schools. I have reviewed those guidelines and am aware of eligibility issues that may arise from participating in a CFP.
- I recognize that a CFP course may not match the academic standards for SHS and may not adequately prepare me for subsequent courses.

Your student signature indicates that you have discussed the above statements with your parents, understand the commitment you are making, and agree to the policies set forth by SHS.

Student Signature: _____ **date:** _____

To the PARENT/GUARDIAN of the student submitting a CFP:

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 Springboro 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 CFP, should it be approved.

Parent/Guardian Signature: _____ **date:** _____

**CFP Review Panel Approval Report
COMPLETED BY CFP REVIEW PANEL**

Student Name: _____ **Project:** _____

- 1) Does SHS 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 an SHS 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.

**IEP Team CFP-IEP Alignment-Approval Report (if applicable)
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 SHS?

CFP-IEP Alignment: _____ **Aligned** _____ **Not Aligned** _____ **Date**

Signatures of IEP Team:

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.

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

Credit Flexibility Plans (CFPs) are educational experiences where the primary acquisition of knowledge and skills takes place outside of Springboro High School's (SHS) 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 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 Springboro 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:
Springboro High School; Attention: Principal; 1675 S. Main Street; Springboro, OH 45066

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: CFP Assessment Rubric

	1	2	3	4	Comments
Explanation of project	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	
Evidence of learning	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	
Presentation of supporting materials/artifacts of learning	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.	
Student Reflection	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.	