



Willoughby-Eastlake City Schools Credit Flexibility Program: Procedures and Guidelines

Overview

Credit Flexibility is any alternative coursework, activity, assessment and/or performance that demonstrates proficiency needed to be awarded equivalent graduation credit as approved by the school district. All credit awarded through credit flexibility will appear on the student's transcript and count towards graduation requirements in the related content area or as an elective.

Students may earn credit in the following ways:

- a. Completing traditional coursework, along with
Credit Flexibility Options:
- b. Testing out or otherwise demonstrating mastery of course content; or
- c. Pursuing one or more "educational options" such as educational travel, independent study, internship, after-school/tutorial program, community service or other engagement projects and sports.

Any student is eligible and may submit an application to earn credit through the Credit Flexibility Program. Participation is contingent upon review of the Credit Flexibility Application, student meeting all posted deadlines, and the Credit Flexibility Program team's approval of the proposed plan to earn credit.

Students interested in pursuing one of the credit flexibility options will create an alternative plan for demonstrating subject-area competency. Credit then is awarded through the set guidelines established by the plan and approved by the Credit Flexibility Approval Committee (CFAC). The earned credit will then be part of the student's transcript, used as graduation requirement (if qualifying) or as an elective.

Students/parents are responsible for all financial and transportation obligations related to approved alternate coursework unless otherwise approved. Potential financial obligations may include costs for but not limited to tuition, textbooks, fines, fees, travel, and equipment.

Application

Any student may apply for credit to be awarded through the Credit Flexibility Option. The student must submit an application along with a Credit Flexibility Proposal. All required information must be provided. The student may be required to provide supporting documentation as determined by the Credit Flexibility Approval Committee (CFAC).

Applications are accepted throughout the school year however they must be received by the following deadlines to be eligible for credit in the current semester. No late applications will be considered.

Application Deadlines:

- Fall Semester: March 30th of the previous school year
- Spring Semester: November 1st of the current school year

The application will be reviewed by the CFAC. A decision regarding the application/proposal will be made within **four weeks** of the due date. If the application/proposal is approved, the student may then proceed with the learning activity. If the application/proposal is not approved, the student will have 10 calendar days to make changes and resubmit the application/proposal for a second review. If the application/proposal is again denied, the student will not be permitted to engage in the Credit Flexibility Option.

Awarding of Credit

The student will receive credit upon completion of the learning plan including all activities, assessments, documentation, journals, performances, and/or projects set forth by the agreement of the CFAC. Credit will be awarded based on the application and agreement set forth by the CFAC.

- ¼ credit (equivalent of 30 hours of work)
- ½ credit (equivalent of 60 hours of work)
- 1 credit (equivalent of 120 hours of work)

Fees and Expenses

All costs, fees, tuition and/or expenses related to Credit Flexibility Program coursework beyond traditional high school offerings are the responsibility of the student and their parents or guardians. This includes, but is not limited to all materials, tests, transportation, uniforms, inoculations, textbooks, instructor fees, supervision, assessment, etc. All liability for the student off campus also rests with the student's parents and guardians.

Students on free and reduced lunch are not exempt from school costs under Credit Flexibility. The exemption from school costs only applies to courses of instruction within the school district.

While the nature of the IEP will provide guidance on a student's educational plan, the mere existence of an IEP does not necessarily obligate the district to absorb any costs beyond what would be normal and customary for any other students in the schools. In making credit flex and fee decisions, follow the language of the IEP.

While Credit Flexibility in many ways is similar to Educational Options, below is the Ohio Department of Education's guidance on how to determine responsibility for costs associated with Credit Flexibility Options.

The school should pay the costs when:

- The course of instruction is a part of the school's regular program of studies;
- The course of instruction is needed by the student to fulfill a graduation requirement, honors diploma or other educational need not otherwise provided by the district;
- The course of instruction is endorsed and recommended by the school as a part of the district's regular program of study (e.g. online educational program);
- Students in traditional classrooms are supported in the same manner; or
- The course of instruction is a part of the student's regular class load taken during the normal school day.

The student should pay the costs when:

- The course of instruction is accessed outside the normal school day/week/year;
- The course of instruction is in addition to a full load of classes and is taken outside the normal school day;
- The course of instruction is not part of the school's regular program of studies;
- Those same costs are passed along to traditional classroom students;
- Costs for consumables that are charged to the Credit Flex student far exceed comparable consumable costs charged to traditional classroom students (e.g. art studio, auto repairs, etc.)

Applications for 1st semester proposals are due by March 30th of the previous school year
Applications for 2nd semester proposals are due by November 1st of the current school year

All of the definitions and explanations on this page should be used to complete the attached paperwork that is required for any flexible credit option you intend to pursue. New paperwork must be filed with each new option you attempt. All credit flexibility applications must be completed by published deadlines.

Competencies – Competencies establish general expectations which have been approved for each course at Willoughby-Eastlake City Schools. The competencies reflect the learning outcomes and skills the student will gain from the Credit Flexibility Option (CFO) alternative coursework.

Essential Questions – Essential questions focus the student’s alternative coursework and should be used to write the CFO proposal. The essential questions should drive learning and motivate the work. The essential questions should be broad enough to challenge the student to search for a deeper understanding and gain mastery of skills.

Content/Skills – Content and skills are specific descriptions of what the student will know and be able to do at the end of the CFO alternative coursework.

Activities – These are the actions which the student plans to take in order to answer the essential question(s). The activities can include, but are not limited to, private instruction, apprenticeships, community service, online courses, independent study, senior projects, performance groups, research-based projects, and/or other contracted activities. These activities provide check points and the topics of discussion for meetings between student and supervising teacher and/or outside agency. Attendance and meeting schedule should be included in this section of the CFO application/proposal. Any additional transportation necessary for the student to engage in these activities is the responsibility of the student and/or parents/guardians. While the district will make every effort to minimize cost of the CFO, students and their families may be asked to contribute to the cost of providing “commercial” assessments, supplemental materials, textbooks, and/or supplies not used in the traditional classroom setting.

Assessment, Final Project, Presentation, Evaluation – This is the way the student will demonstrate mastery and evidence of learning in the particular course of study. It can include an end-of-course exam, performances, presentations of knowledge gained, portfolio of work, or other options. All options must be aligned with clearly defined educational standards and be appropriate representations of the standards/competencies the student is expected to achieve. All assessment must include feedback with the assistance of a supervising teacher, outside agency, or administrator. The rubric must be included in this portion of the CFO application/proposal. It is the responsibility of the student to create this rubric with the assistance of a supervising teacher, outside agency and/or administrator. If the assessment will be judged by a panel of professionals, the rubric must be presented to that panel at least one week prior to the evaluation date. The membership of the panel must be identified in the proposal. The evaluation date must also be included in this section of the CFO application/proposal.

Participation in the Credit Flexibility Option Program – A student whose CFO proposal includes activities with an organization outside the school, must adhere to the school rules as well as the rules and expectations of the organization. Any violation of these rules and expectations may result in the revocation of the CFO proposal, forfeiture of credit and disciplinary action on the part of the school. A student enrolled in the CFO program who is not making adequate progress on the proposed activities may be reassigned to a traditional course, online course, or other option determined by the district. Within the first two weeks of the CFO program, a student may withdraw from the program without penalty. In these cases, the district will make every effort to place the student into a grade-level, appropriate, traditional course within the school. If such placement is not feasible, the student must wait until such time that the district is able to place that student in the appropriate course.

Grading and Awarding Credit – Credit may be awarded when all requirements are satisfactorily completed. The principal or designee may consult with the supervising teacher and/or the outside agency to determine the student’s level of mastery of the course. The level of mastery will determine the grade earned by the student and whether or not credit for the course is given. Grades earned through the Credit Flexibility Option will not be weighted. If a student is unable to complete the course due to an illness (with provided medical documentation) or other valid reason as determined by the principal or designee, an extension may be granted and/or requirements revised. If the student does not have a valid reason for failure to complete the agreed upon coursework, a failing grade will be posted to the student’s transcript. Course credit granted through the CFO will be recorded the same as other credits. Grades will be included in the grade point average and reported on the student’s official transcript. All courses will be awarded a letter grade. Letter grades will count in the student G.P.A and will not be weighted.

Appeal Process – If the student wished to appeal his/her grade, the student is to submit a written explanation of concerns and **all** CFO paperwork (including the application/proposal, assessment, rubric, evaluation feedback, notes, etc.) to the principal or designee no later than one week after the release of the grade. The District Appeal Review Team (DART) will hold an initial appeal review meeting within ten days to read the appeal. The DART will include the principal or designee, the guidance counselor, the supervising teacher, and/or the outside organization. A decision will be handed down within ten days of the initial appeal review meeting.



Willoughby-Eastlake City Schools Credit Flexibility Application/Proposal

I am interested in pursuing the Credit Flexibility Option during this academic year. I understand that my CFO proposal must be aligned with the district's educational goals and objectives and is expected to meet the content, concepts and skills of the course competencies. If the course is comparable to one offered by the school, these competencies may be obtained from the guidance counselor. If the course is not comparable, it is the responsibility of the student to define those competencies in the application in sufficient detail for a reviewer to understand what it is to be learned. In addition, these competencies must correspond to state standards.

Student Name: _____ Date: _____

Student ID# _____ Grade: _____

Program Semester (circle) FALL SPRING SUMMER

Course/subject for which credit flexibility is requested: _____

Which, if any, of the following statements apply to you (please check all that apply):

- I have a gifted written education plan (WEP)
- I have a written accelerated plan (WAP)
- I have an individual education plan (IEP) or 504
- I participate in or plan to participate in extracurricular school sponsored athletics

Amount of credit requested:

- ¼ credit (equivalent of 30 hours of work)
- ½ credit (equivalent of 60 hours of work)
- 1 credit (equivalent of 120 hours of work)
- Other _____

Type of credit flexibility requested:

- Opportunity to test out or demonstrate mastery (e.g. a portfolio of completed work)
- Opportunity to earn credit by completing an "educational option plan" (e.g. internship, mentorship, independent study, etc.)
- Opportunity to earn credit by completing a self-paced online course or program.

If applicable, please provide the name and contact information of the outside organization or individual(s) who will support your proposed credit learning activity.

Name: _____ Title: _____

Email: _____ Phone: _____

Name of Supervising Teacher (if applicable): _____

Competencies:

Competencies establish general expectations which have been approved for each course in the Willoughby-Eastlake City Schools. The competencies reflect the learning outcomes and skills the student will gain from the Credit Flexibility Option (CFO) alternative coursework.

Please describe the competencies that will be mastered during the CFO alternative coursework below.

Essential Questions:

Essential questions focus the student’s alternative coursework and should be used to write the CFO Proposal. The essential questions should drive learning and motivate the work. The essential questions should be broad enough to challenge the student to search for a deeper understanding and gain mastery of skills.

Please list essential question(s) that will be answered during the CFO alternative coursework below.

Grade Options:

All courses will be awarded a final letter grade. Final letter grades will count in the student G.P.A. and will not be weighted.

I agree to the requirements of this Credit Flexibility Option Application/Proposal. I understand that if I do not make adequate progress on proposed activities, I may be reassigned to a traditional course, online course, or other option determined by the district. If my CFO Application/Proposal includes activities with an organization outside of school, I will adhere to school rules as well as the rules and expectations of that organization. I understand that any violation of these rules and expectations may result in the revocation of my CFO Proposal, forfeiture of credit and disciplinary action on the part of the school.

Student Signature: _____ Date: _____

I grant permission for my child to participate in this Credit Flexibility Option Program, including supporting his/her participation in any out-of-school activities described in the CFO Application/Proposal. I understand that the district will not be held liable for any injury or harm to my child that may occur while participating in or traveling to or from planned activities away from school or not under the direct supervision of district staff. I understand that if my child violates any rules and/or professional expectations of external organizations sponsoring or hosting any activities described in this proposal, he/she may be removed from the program and disciplined by the school.

Parent Signature: _____ Date: _____

Supervising Teacher Signature: _____ Date: _____

Outside Agency Mentor Signature: _____ Date: _____



Willoughby-Eastlake City Schools Credit Flexibility Option Supplemental Forms

Activities Log Sheet

Activity Description (including competency target):

Start Date: _____ Date of Completion: _____ Approx. # of Hours: _____

Activity Description (including competency target):

Start Date: _____ Date of Completion: _____ Approx. # of Hours: _____

Activity Description (including competency target):

Start Date: _____ Date of Completion: _____ Approx. # of Hours: _____

Activity Description (including competency target):

Start Date: _____ Date of Completion: _____ Approx. # of Hours: _____

(Please attach additional sheets if necessary)



Willoughby-Eastlake City Schools Credit Flexibility Option Supplemental Forms

Meeting Log Sheet

Date of Meeting: _____ Start Time: _____ Stop Time: _____

Reason for Meeting: _____

Meeting Participants

Name:	Title:
Phone Number:	Email:

Name:	Title:
Phone Number:	Email:

Name:	Title:
Phone Number:	Email:

Name:	Title:
Phone Number:	Email:

Meeting Minutes:

(Please attach additional sheets if necessary)



Willoughby-Eastlake City Schools Credit Flexibility Option Evaluation

Student must complete this section

Assessment, Final Project, Presentation, Evaluation:

This is the way the student will demonstrate mastery and evidence of learning in the particular course of study. It can include an end-of-course exam, performances, presentations of knowledge gained, portfolio of work, or other options. All options must be aligned with clearly defined educational standards and be appropriate representations of the standards/competencies the student is expected to achieve. All assessments must include feedback with the assistance of a supervising teacher, outside agency, or administrator utilizing a specific rubric. It is the responsibility of the student to create this rubric with the assistance of a supervising teacher, outside agency and/or administrator. *If the assessment will be judged by a panel of professionals the rubric must be presented to that panel at least one week prior to the evaluation date.* The membership of the panel must be identified in the proposal. The evaluation date must also be included in this section of the CFO application/proposal.

**Please attach details of assessment, final project,
presentation, evaluation requirements along with rubrics**



Willoughby-Eastlake City Schools Credit Flexibility Option Evaluation

Fees (if applicable): _____

Payment Method: Check Number: _____ Cash: _____ Receipt Number: _____

GRADES

1st Quarter: _____ 2nd Quarter: _____ 3rd Quarter: _____ 4th Quarter: _____

Project Grade _____ (all grades will be averaged together)

Final Grade _____ (grade reflected on report card/transcript)

Teacher of Record Signature: _____ Date: _____

Outside Agency/Mentor Signature: _____ Date: _____

Counselor Signature: _____ Date: _____

Principal or Designee Signature: _____ Date: _____

Grades must be submitted by June 1st of current school year



Willoughby-Eastlake City Schools Administrative Approval Form for CFO Proposal

(School Official or Application Reviewer completes this section)

1. Contact Information for Questions Regarding this Decision:

Name: _____

Phone Number: _____

Email Address: _____

2. The Proposal as Written is: _____ Approved _____ Not Approved

If the proposal is not approved as written, list revision requirements below or attach a separate page. (Please be as specific as possible to assist applicants with the revision process. Address all items checked above stating how they could be changed to create an acceptable learning proposal.)

If the proposal is approved, complete the information below:

Name of Supervisor/Facilitator for this Experience: _____

Name of Teacher of Record (if different than above): _____

Date Teacher Notified: _____

Approved Start Date of CFO Learning Activities: _____

Proposed Completion Date of CFO Learning Activities: _____

3. Appeal Process:

If the student wishes to appeal his/her grade, the student is to submit a written explanation of his/her concerns and **all** CFO paperwork (including the application/proposal, assessment, rubric, evaluation feedback, notes, etc.) to the principal or designee no later than one week after the release of the grade. The District Appeal Review Team (DART) will hold an initial Appeal Review meeting within 10 days to read the appeal. The DART will include the principal or designee, the guidance counselor, the supervising teacher, and/or the outside organization. A decision will be handed down within 10 days of the initial Appeal Review meeting.



Willoughby-Eastlake City Schools Intent to Test-Out Form

Student: _____

Date: _____

Address: _____

Grade: _____

Home Phone: _____

Email: _____

Course Name and Number: _____

Fee (if applicable): _____ Check Number: _____ Cash: _____ Receipt Number: _____

Testing Out Process (please select one):

_____ **Traditional:** Student and parent/guardian must schedule a meeting with the principal or designee **on or before March 30th for the Fall Semester** and **on or before November 1st for the Spring Semester**. At that time, the completed Intent to Test-Out Form and payment (if applicable) are presented to the principal. The principal and/or designee will provide the student and parent with the name of the supervising teacher. The student must make arrangements to meet with the supervising teacher to obtain the course syllabus and/or study guide for the course as well as any textbook and/or resource materials. The student will also be informed of the times and dates of the test(s). The student must adhere to the testing schedule. To qualify for credit by assessment in a non-AP course, the student must score the equivalent of 80% or higher to receive credit. A student failing to achieve this score 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.

_____ **Advanced Placement Testing:** Student and parent/guardian must schedule a meeting with the principal or designee on or before the AP test deadline. (For information regarding AP test dates and deadlines go to www.collegeboard.com.) At that time, the completed Intent to Test-Out Form and payment (if applicable) are presented to the principal. If the student scores a 3, 4, or 5 on the AP exam, he/she will qualify for high school and college credit (accepted by most colleges). A student failing to achieve this score 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.



Willoughby-Eastlake City Schools Test-Out Policies

1. Grades are NOT weighted.
2. Grade are determined utilizing the Willoughby-Eastlake City Schools grading scale.
3. Once the Test-Out process has been completed by the student, the final grade and credit will appear on the student's transcript, be included in the student's final GPA and affect class rank. If the student wishes to re-take the course, he/she must wait until the next application deadline to apply. The application must be approved by the principal or designee.
4. The Test-Out program may be used with dual credit courses, however students testing out of dual credit courses must meet the colleges' or universities' testing out requirements.
5. The Test-Out program may have a fee associated with it. Any such fees will go to offset the cost of materials not normally provided by the school and/or teacher consultation time/grading time done outside the normal school day. Dual credit courses could have a credit hour cost depending on the college offering the credit.
6. Partial and simultaneous credits are allowed by law if a student starts a school year in a year-long course and requests the Test-Out option by November 1st for the second semester. The student would remain in the course and receive partial credit for the first semester upon completion and passing of materials for the second semester would receive credit for the second semester.
7. I have read and agree to the Test-Out policies stated above. I will continue to adhere to school rules and I understand that any violation of these rules and expectations may result in the revocation of my Test-Out Option and disciplinary action on the part of the school.

Student Signature: _____ Date: _____

I grant permission for my child to participate in this Test-Out Option. I have read and understand the above mentioned policies. I understand that if my child violates any rule of the school during this Test-Out process, he/she may be removed from this option and may be disciplined by the school.

Parent Signature: _____ Date: _____

Supervising Teacher Signature: _____ Date: _____



Willoughby-Eastlake City Schools Application for Independent Study

Student Name: _____ Student Number: _____

School: _____ Date of Application: _____

Title of Project: _____

Period(s) Involved: _____ Semester(s) Involved: _____

I agree to meet with this student at least weekly, and to keep a record of his/her progress. I further recommend that _____ units of credit be given for completion of this project.

Teacher Signature: _____ Date: _____

I agree to complete the objectives as outlined below, and to keep a diary of my activities.

Student Signature: _____ Date: _____

I have read the district's regulations regarding Independent Study, and I allow my child to participate in this project.

Parent/Guardian Signature: _____ Date: _____

Project Approval/Rejection:

_____ Project approved as proposed

_____ Project approved with modifications

_____ Project denied because: _____

Principal Signature: _____ Date: _____