

New Albany – Plain Local Schools

Credit Flexibility Plan

Educational Options

Proposals

A student wishing to earn credit via an educational option must develop and Educational Option Proposal (EOP) and submit it to the High School Guidance Office. The proposal will include the rationale or purpose, the educational goals to be attained, resources needed, a detailed learning plan, timelines, benchmarks, proposed method(s) for assessment of the learning, and number of credits requested. (See attached Educational Option Proposal Form, Appendix 2)

April 15, October 15, and May 15 will be the deadlines for submitting EOPs to the New Albany High School Guidance Office.

Proposals submitted by the published dates will be reviewed by a team of district staff members including, at a minimum, the principal and appropriate department chair or guidance counselor and rated using the Educational Option Proposal Rubric (see Appendix 3). Only proposals which attain a minimum score of three (3) in every category will be permitted to proceed.

Counselors and Teachers will be available as resources to assist students as they develop proposals.

If a student proposes to participate in a mentorship type experience, the student must include a letter from the cooperating mentor confirming this arrangement.

The proposal will not be considered approved until it has been signed by the student, the student's parents, and the appropriate district staff including at a minimum the guidance counselor, principal and teacher of record.

Other information students should keep in mind while preparing an educational option proposal:

1. If a student proposes to participate in online instruction, district administration will verify that the online provider is accredited, aligned with State of Ohio academic standards, and all online instructors meet Ohio HQT . Students can make the proposal process run smoother by ensuring that this information is included within their proposal requirements.

2. New Albany-Plain Local School District is not obligated to provide resources for completing coursework. Any use of NAPLSD resources must have prior approval from administration.
3. Credit will be granted for what students learn from their experiences, not just having an experience.
4. The educational option proposal must have prior approval before the learning experience.
5. A Teacher of Record will be necessary for each educational option. Students are strongly advised to work with their Guidance Counselor early in the proposal development process to identify a teacher who is willing and able to serve as the Teacher of Record.

Learning Process

During the course of the project, students must track and document their monthly progress on the approved progress monitoring form and submit it to the Teacher of Record. There shall be sufficient documentation for a determination of progress by the Teacher of Record. The Educational Options Progress Monitoring form (Appendix 3) will serve as the basis for this documentation; however, the student should be accumulating supporting documentation and be prepared to share that information with the Teacher of Record at the teacher's request.

The Teacher of Record and student shall make contact a minimum of once per month or more if deemed necessary by the TOR or student. This meeting can include district email, district phone, face-to-face, or other approved means of district communication. Student must also complete the Educational Options Progress Monitoring form (Appendix 4) to document their progress toward completion of the educational goals.

Students who participate in athletics are reminded that there are specific rules regarding eligibility for participation in interscholastic athletics and are responsible for ensuring that they provide sufficient documentation of their learning progress to the Teacher of Record that their eligibility status can be determined.

Students will develop and present a product or products that demonstrate their learning (reflection paper, portfolio, etc.) to a panel of NAHS certificated staff with representation from each relevant department. Outside "experts" may be called upon to advise the panel on the learning evidence presented. Projects must be submitted by September 15, December 15, or May 15.

The nature and scope of the final demonstration of learning should be outlined in the Educational Option Proposal (Appendix 1).

The student should complete the Educational Option Evaluation form (Appendix 5) and submit it to the Teacher of Record by a date that has been agreed upon in advance so that the final presentation can be scheduled.

The final demonstration of learning will be evaluated using the Educational Option Final Presentation Evaluation Panel Rubric (see Appendix 6)

Credit Flexibility Appeals

The appeal process for issues that arise in the credit flexibility proposal and exam/assessment processes is as follows:

1. An appeal should be initiated in writing and submitted to the Building Principal within 10 days of the decision or assessment being appealed.
2. The Principal, in consultation with the appropriate staff, shall review the appeal and render a decision that will be shared with appropriate parties and will be documented in writing for the student and parent. The Principal may take the steps necessary to render a fair decision including but not limited to conversations with the student, parents, Teacher of Record, department chair, and others as appropriate.
3. Department Chairs and will maintain documentation of the proposal review process and exams/assessments in the event of an appeal. The Teachers of Record will maintain documentation/recording of the progress monitoring forms submitted by student and evaluations in the event of an appeal.
4. Appeals which cannot be resolved at the building level may be appealed to the Director of Teaching and Learning. All decisions of the Director of Teaching and Learning are final.

Appendix 2

New Albany High School Credit Flexibility: Educational Option Proposal

Upon completion of the personal information below, this document needs to be returned to your guidance counselor who will direct it to the appropriate department. If the student plans to participate in a mentorship experience, the student must include a letter from the cooperating mentor confirming this arrangement. Once submitted, the department responsible for awarding credit and the Credit Flexibility Team will evaluate the initial proposal and return the document to the student with approval and/or with appropriate feedback.

There are separate documents for the student to account for his or her progress and illustrate their preparation for the final presentation or the project's final product. Students will track their progress on the "Progress" form and return according to the timeline detailed on the "Plan" form. There should be sufficient documentation for a quarterly determination of progress by the Teacher of Record. Insufficient documentation could affect student's grade and athletic eligibility. Students who do not demonstrate significant progress toward their project goal likely will be recommended for removal from the Credit Flexibility Educational Option. All New Albany-Plain Local School District grading policies and guidelines apply.

Student Name
(print): _____

Student ID Number: _____ Current Grade: _____

Student Phone: _____ Parent/Guardian Phone: _____

Student Email
Address: _____

Parent/Guardian Email
Address: _____

Proposed Course Title:

If this proposed course is intended to replace a New Albany High School course, name of New Albany course: _____

Proposed Course Completion Date: _____ Proposed Credit Hours: _____

- Are you on an IEP, 504, or Intervention Plan? ____ Yes ____ No
 - If yes, which type of plan? _____
- Do you receive English as a Second Language services? ____ Yes ____ No
- Are you or do you intend to be an athlete at New Albany High School? ____ Yes ____ No
- Any grade earned on a Credit Flexibility Educational Option will be treated as a permanent grade on a student's transcript. Do you understand this? ____ Yes ____ No
- Choosing this option could impact college administration decisions. You are encouraged to contact any college of interest to get a perspective from an admissions standpoint. Do you understand this? ____ Yes ____ No
- Choosing this option could impact your ability to achieve a proficient score on the Ohio Graduation Test (OGT). New Albany High School academic course content standards are aligned to OGT standards. Do you understand this? ____ Yes ____ No
- Choosing this option could impact your athletic eligibility. During the nine-week grading period preceding athletic participation, you must be passing five (5) equivalencies as defined by the Ohio High School Athletic Association*. **In order for your Educational Option course to count towards your five OHSAA equivalencies, you must be passing it at the end of the nine-week grading period. (PE classes do not count toward the five required) You may not have completed the course, but it must be determined that you were passing at the end of the nine-week grading period. If it is determined that you are not passing, no credit towards your five OHSAA equivalencies will be awarded.** Do you understand this? ____ Yes ____ No
- If this is not a full year course, you may need to meet with your guidance counselor to discuss scheduling options. Do you understand this? ____ Yes ____ No

**How does the Ohio High School Athletic Association (OHSAA) calculate athletic eligibility?*

- *A year-long course with a value of 1 academic credit = 1 OHSAA equivalency per 9 weeks*
- *A semester course with a value of 1/2 academic credit = 1 OHSAA equivalency per 9 weeks*
- *A semester course with a value of 1/4 academic credit = 1/2 OHSAA equivalency per 9 weeks*

SIGNATURES

Student Applicant Signature Date

Parent/Guardian Signature Date

THIS SPACE IS FOR SCHOOL PERSONNEL USE ONLY

Date received by Guidance: _____

Proficiency Option Application Approval Date _____ or Rejection Date _____

Meeting dates/Assessment Dues Dates/Times: _____

Guidance Counselor Signature

Date

Principal Signature

Date

Department Chair Signature

Date

Teacher of Record Signature

Date

Special Education Coordinator Signature (if applicable)

Date

If this proposed course is intended to replace a New Albany High School course, refer to the NAHS Program of Studies to show alignment to course content on a separate document. The alignment to the curriculum should be submitted with the rest of the application.

Please review the Credit Flexibility: Educational Option Application Rubric prior to submitting your course proposal.

Proposal: Compose a proposal for your project. Please feel free to attach additional pages if the space provided is not adequate.

I. Topic of Study:

II. Proposed Course Description:

III. Purpose: Why have you selected the credit flexibility educational option format for this course?

IV. Goals of Study (minimum of two academic and personal goals):

1.

2.

3.

4.

5.

6.

V. Resources Needed: New Albany-Plain Local School District is not obligated to provide resources for completing coursework. Any NAPLSD resources utilized must have prior approval from administration.

VI. Project Description: Students will be required to demonstrate their learning to the Teacher of Record and evaluation panel upon completion of the course.

VII. Plan: The space below is reserved for your specific timeline 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 in your timeline monthly checkpoints with your Teacher of

Record and quarterly dates for determination of progress by your Teacher of Record. Include all the places you intend to go and who and what your resources will be. Your planned benchmark assessments should be clearly described and must align with your stated academic and personal goals. *You should have documentation of progress to share with your Teacher of Record for each quarter. Insufficient documentation could affect your grade and athletic eligibility. Full year (two semesters) courses should have action steps for all four quarters, half year (one semester) courses should have action steps for quarters one and two.*

1st Quarter Progress:

- Timeline

- Benchmark Assessment(s)

2nd Quarter Progress:

- Timeline

- Benchmark Assessment(s)

3rd Quarter Progress:

- Timeline

Appendix 3

Credit Flexibility: Educational Option Proposal Rubric

Criteria	0	1	2	3	4
Purpose: experience outside classroom	Missing	Unclear	Similar to current classroom experience	Project stretches classroom experience	Project can only be done outside of classroom experience
Goals: Personal and academic	Missing	Unclear	Option meets personal goals; lacks academic goals	Option meets academic goals; lacks personal goals	Option meets personal and academic goals
Curriculum: Alignment to NAPLSD curriculum if applicable	Missing	30%	65%	80%	100%
Resources: Human and material	Missing	Incomplete	Resources documented	Resources documented and some arrangements made	Resources documented and arrangements made
Plan: Benchmark Assessments	Missing	Does not include quarterly benchmark assessments	Does not include appropriate quarterly benchmark assessments	Includes appropriate quarterly benchmark assessments	Includes clear and appropriate quarterly benchmark assessments
Plan: Assessment relevance to proposed course	Missing	Assessments not relevant to proposed course	Low assessment relevance to proposed course	Adequate assessment relevance to proposed course	High assessment relevance to proposed course
Plan: Demonstration of learning	Missing	Plan minimally addresses demonstration of course content	Plan minimally addresses demonstration of mastery of course content	Plan includes demonstration of mastery of course content	Plan requires clear demonstration of mastery of course content
Plan: Timeline	Missing	Incomplete	Does not include monthly checkpoints	Includes monthly checkpoints	Includes clearly defined monthly checkpoints
Comments					

Proposal must score a minimum of 3 in every applicable category for approval.

Appendix 4

New Albany High School Credit Flexibility: Educational Option Progress Monitoring

This form should be completed at least monthly to account for your progress toward your course goal and illustrate your preparation for your final presentation. You will use a separate form for your final product/project evaluation and grade determination. Upon completion of this progress monitoring form, return it to your Teacher of Record. The Teacher of Record will contact you to set up your final evaluation. If you had a mentor, include a letter from your mentor documenting your progress.

This form is your specific record of all you do in your course. Each time you work on any aspect of your project, use this space to record your activities. You may include additional attachments as necessary. There should be sufficient documentation for a monthly review of progress by the Teacher of Record. Insufficient documentation could affect your grade and athletic eligibility. All New Albany-Plain Local School District grading policies and guidelines apply.

Student Name

(print): _____

Course

Title: _____

Projected Course Completion

Date: _____

Teacher of

Record: _____

Date progress monitoring form submitted: _____

Date	Time Spent	Activity/Benchmark Assessment	Progress towards Goals	Comments	Teacher of Record initials

Appendix 5

New Albany High School

Credit Flexibility: Educational Option Evaluation

Preparation for panel evaluation: The space below is for you to create your detailed plan for your required presentation. This plan is intended to guide you and allow your evaluators to anticipate and understand each step of your presentation. Please review the Credit Flexibility: Educational Option Evaluation Rubric as you design your presentation. Presentations should be 10-15 minutes in length with additional time for evaluators to ask questions. Be sure to describe how you achieved the goals of your study. Artifacts produced during the project should be available to the evaluators. These can include but are not limited to research papers, artwork, video, construction, et cetera.

Upon completion of this form, submit it to your Teacher of Record. Your Teacher of Record will contact you to set up a final evaluation of your Credit Flexibility Educational Option course. The evaluation panel may invite your mentor and/or other outside expert to advise in the final evaluation.

Projects must be completed and presentations prepared by September 15, December 15, or May 15.

New Albany High School Credit Flexibility: Educational Option Evaluation

Student Name
(print): _____

Course
Title: _____

Teacher of
Record: _____

Date of evaluation: _____

Evaluation Panel Feedback:

Final Presentation Grade

Appendix 6

Credit Flexibility: Educational Option Final Presentation Evaluation Panel Rubric

	4/Exemplary	3/Proficient	2/Basic	1/Unsatisfactory	0
Subject Knowledge	<p>Demonstrates mastery of the course material; learning is overwhelmingly evident. Clearly defines the topic and/or core questions and significance.</p> <p>Provides evidence of extensive and valid research from multiple and varied credible sources.</p> <p>Skillfully develops unique insights based on key findings and points related to core questions.</p>	<p>Demonstrates proficiency in the course material; learning is clearly evident.</p> <p>Clearly defines the topic and/or core questions.</p> <p>Provides evidence of wide-ranging and valid research from multiple and varied credible sources.</p> <p>Skillfully develops insights based on key findings and points related to core questions.</p>	<p>Demonstrates sound knowledge of the course material; learning is evident.</p> <p>Defines the topic and/or core questions.</p> <p>Provides evidence of valid research from multiple and varied credible sources.</p> <p>Develops insights based on key findings and points related to core questions.</p>	<p>Demonstrates little knowledge of the course material; learning is not clearly evident.</p> <p>Does not clearly define the topic and/or core questions.</p> <p>Presentation does not clearly address the core question.</p> <p>Provides little or unconvincing evidence of valid research from multiple and varied credible sources.</p> <p>Lacks insights based on key findings and points related to core questions.</p>	<p>Demonstrates little to no knowledge of the course material; learning is not evident.</p> <p>Topic and/or core questions are unclear.</p> <p>Presentation does not address the core question.</p> <p>Provides no evidence of valid research.</p> <p>Lacks insights based on key findings and points related to core questions.</p>
Response to Questions	<p>Addresses each question knowledgeably, coherently, and with confidence in knowledge gained. Strongly clarifies and defends positions with relevant evidence.</p>	<p>Addresses the majority of questions knowledgeably, coherently, and with confidence in knowledge gained. Clarifies and defends positions with relevant evidence.</p>	<p>Attempts to answer each question, but lacks knowledge to confidently or coherently answer fully.</p> <p>Mostly clarifies and defends positions with relevant evidence.</p>	<p>Attempts to answer each question, but answers some incoherently, incompletely, or with irrelevant/incorrect information.</p> <p>Mostly clarifies and defends positions with somewhat relevant evidence.</p>	<p>Does not attempt to answer each question or answers them incoherently, incompletely, and with irrelevant/incorrect information.</p> <p>Does not clarify and defend positions with relevant evidence.</p>

Organization and Coherence	<p>Presentation and all materials are logically organized; presentation contains a clear and creative perspective.</p> <p>All main points have supporting details.</p> <p>Stays on topic.</p>	<p>Presentation and all materials are organized; presentation contains a clear perspective;</p> <p>All main points have supporting details. Mostly stays on topic.</p>	<p>Most of presentation and materials are organized; presentation contains a mostly clear perspective.</p> <p>Most main points have supporting details. Strays from topic occasionally.</p>	<p>Presentation and materials are not well organized; presentation does not contain a clear perspective.</p> <p>Most main points have supporting details, but they are not convincing. Strays from topic.</p>	<p>Presentation and materials are not organized; presentation lacks a perspective.</p> <p>Main points are missing supporting details. Strays from topic and lacks conclusion.</p>
Presentation Skills	<p>Speaker's voice is clear and easy to hear, showing strong confidence in knowledge gained.</p> <p>All non-verbal cues including eye contact, poise, and gestures add to the quality of presentation.</p> <p>Presentation is clearly well-rehearsed.</p>	<p>Speaker's voice mostly is clear and easy to hear, showing confidence in knowledge gained.</p> <p>Most non-verbal cues including eye contact, poise, and gestures add to the quality of presentation.</p> <p>Presentation is well-rehearsed.</p>	<p>Speaker's voice is somewhat clear and easy to hear, showing some confidence in knowledge gained.</p> <p>Some non-verbal cues including eye contact, poise, and gestures add to the quality of presentation.</p> <p>Presentation is somewhat well-rehearsed.</p>	<p>Speaker's voice is not clear and/or easy to hear, showing a lack of confidence in knowledge gained.</p> <p>Non-verbal cues including eye contact, poise, and gestures detract from the quality of presentation.</p> <p>Presentation is not well-rehearsed.</p>	<p>Speaker's voice is difficult to hear.</p> <p>All non-verbal cues including eye contact, poise, and gestures show lack of confidence.</p> <p>Presentation seems to have not been rehearsed.</p>
Media Use (If applicable)	<p>Creatively uses a variety of effective visual aids and/or other methods of delivery. Media has no errors and enhances presentation</p>	<p>Uses a variety of effective visual aids and/or other methods of delivery. Media has no errors and adds to presentation.</p>	<p>Moderately ineffective visual aids and/or other methods of delivery. Media has errors and/or does not add to presentation.</p>	<p>Ineffective visual aids and/or other methods of delivery. Media has numerous errors and/or detracts from presentation.</p>	<p>No visual aids and/or other methods of delivery. Media has overwhelming errors and greatly detracts from presentation.</p>
Goal #1:	Clearly exceeds goal.	Clearly achieves goal.	Achieves goal.	Goal is not achieved.	Little to no progress towards goal.
Goal #2:	Clearly exceeds goal.	Clearly achieves goal.	Achieves goal.	Goal is not achieved.	Little to no progress towards goal.
Goal #3:	Clearly exceeds goal.	Clearly achieves goal.	Achieves goal.	Goal is not achieved.	Little to no progress towards goal.
Goal #4:	Clearly exceeds goal.	Clearly achieves goal.	Achieves goal.	Goal is not achieved.	Little to no progress towards goal.

Additional goals stated on Credit Flexibility Educational Option Proposal should be added to rubric.

Departments will determine point values for rubric