

**BARBERTON HIGH SCHOOL**

# **FLEXIBLE CREDIT HANDBOOK**

**Revised  
June 2016**



Revised: June , 2016

## TABLE OF CONTENTS

Introduction	1
Descriptions of Options	
Testing Out	2
Correspondence Course	3
Independent Study	4
Internship Portfolio	4
Educational Travel	4
Physical Education “Flex Out”	5
Student Athlete Information	5
Flow Chart	6
Evaluation Rubric	7
Appeals Process	8



## Introduction

Flexible credit is an alternative way for students to earn high school credit. Students considering this option should spend time discussing the plan with their parents, guidance counselor, teachers and/or mentors. Considerable care must be exercised to ensure that real learning is probable and that the student does not neglect more critical subject matter that might be available only in the classroom. It should also be understood that there are certain risks inherent for the student who undertakes these options without serious intentions. Failure to demonstrate authentic learning will result in a failing grade that will become part of their permanent record.

A flexible credit option at Barberton High School is a student-owned learning opportunity that:

- Provides more choice and autonomy in deciding how, when and where students learn
- Allows options for individually suited pathways to post-secondary and career goals
- Accommodates different learning styles / paces / interests
- Encourages greater independence with greater responsibility for learning.

Students who can agree with the following statements may be ready for the credit flexibility program.

- I am the only one responsible for my own learning.
- I am able to manage my time effectively, balancing academic, personal, and family responsibilities successfully.
- I am a self-directed person when it comes to my own learning.
- I am willing and able to follow the rules and Code of Conduct for Barberton High School while working on this course.
- I am willing to follow the directives and recommendations of the flexible credit team when considering this option.

### What Steps Do I Take To Acquire Flexible Credit?

- Express your plan to Mr. Ramnytz, the Head Principal.
- Fill out the application form that pertains to your chosen Flexible Credit option. Forms are available from Mr. Lattarulo.
- For some options, you will need to refer to the course standards that can be obtained on the Ohio Department of Education website [www.ode.state.oh.us](http://www.ode.state.oh.us) keyword "Academic Content Standards".
- Turn in your application to the Mr. Lattarulo, High School Assistant Principal.
- Pay close attention to the application deadlines. Submission must be in accordance with the timeline of each respective option.
- You will be notified no later than 3 weeks after the application deadline whether or not your plan is approved.
- If not approved, your plan will be returned to you for revision.

The following sections describe different methods by which students may earn Flexible Credits.  
A flow-chart summary appears on page 6.

## Testing Out

“Testing out” refers to an educational activity by which the student attempts to earn credit for a course in which they have had little or no Barberton High School instruction. Before applying for this option, students are encouraged to review the state Academic Content Standards on the Ohio Department of Education website [www.ode.state.oh.us](http://www.ode.state.oh.us) - keyword “Academic Content Standards”. Students prepare for the examination independently and credit is awarded only with the successful performance on a final examination. Examinations are criterion-referenced tests from ACT Quality Core administered at BHS by a representative of the Barberton City School District. End of year examinations developed by Barberton City Schools’ professional staff may also be incorporated. Students must demonstrate 90% mastery (score of 157 or higher) on the ACT Core exam in order to earn credit. The Barberton High School grading scale shall apply when awarding credit. The test registration fee is \$30.

The following courses will be available during the 2016-2017 school year for credit through examination.

English 9	Algebra 1	Biology	U. S. History
English 10	Geometry	Chemistry	
English 11	Algebra 2	Physics	
English 12	PreCalculus		

The following dates, times, and locations will be observed for the “Testing Out” option:

Registration Deadline	Test Date	Test Time	Test Location
July 15, 20__	Aug 9, 20__	9:00 AM	BHS Room 232
Sept 6, 20__	Sept 24, 20__	9:00 AM	BHS Room 232
Dec 6, 20__	Dec 17, 20__	9:00 AM	BHS Room 232
Feb 21, 20__	Mar 4, 20__	9:00 AM	BHS Room 232

A student may register for and take a Flexible Credit examination prior to the enrolling in the respective class at Barberton High School. If that student attains a score of 90% or higher, he/she will be excused from taking the traditional class. If the student is already enrolled in said class, they will remain in the class until the Flex-Credit examination has been taken, scored, and passed at 90% mastery level. If unsuccessful on the first attempt, the Flexible Credit exam may not be retaken until the next scheduled testing date. When successfully “Testing-Out” of a class in progress, every effort will be made to replace that class on the student’s schedule.

### Additional notes:

Students attempting to earn credit by testing out of a required class in which they **are not** enrolled must complete the process and take the exam prior to the time that the BHS class begins. If the student fails to meet the 90% or higher mastery level on the exam of a required subject, the Barberton High School course will then be scheduled.

For students wishing to take the test-out exam for a class in which they **are** currently enrolled, they will remain in the class until they can demonstrate 90% mastery on the test-out exam. Registration fee of \$30 is non-refundable.

## Correspondence Course

Correspondence course refers to educational activity involving the use of systematic instruction through the mail or electronic media provided by a pre-approved institution. Evaluation of student performance rests solely with that approved institution. Upon verification of completion and receipt of a transcript, the grade and credit earned will be applied to the Barberton High School transcript.

**The following are authorized Correspondence Course providers for 2016-2017 school year\***

American School	<a href="http://www.americanschoolofcorr.com">www.americanschoolofcorr.com</a>
Brigham Young University	<a href="http://ce.byu.edu/is/site">http://ce.byu.edu/is/site</a>
Keystone National High School	<a href="http://keystonehighschool.com">http://keystonehighschool.com</a>
Northwestern University	<a href="http://www.ctd.northwestern.edu/gll/">www.ctd.northwestern.edu/gll/</a>
University of Kentucky	<a href="http://www.uky.edu/ISP/HS/index.htm">http://www.uky.edu/ISP/HS/index.htm</a>
TRECA Digital Academy	<a href="http://www.tdaonline.org">www.tdaonline.org</a>

\*Other online Correspondence Course providers may be considered for Flexible Credit if comprehensive accreditation information is provided by the student.

**The following dates will be adhered to in reference to Correspondence Courses:**

	Verification of Enrollment Deadline	Transcript must be received from Correspondence School by:
For grade and credit to appear on 1st semester transcript	Sept 15, 20_	Jan 10, 20_
For grade and credit to appear on end of year transcript	Feb 15, 20_	May 15, 20_ (May 1 <sup>st</sup> for seniors)

### Additional Notes:

Students should be mindful that the content of a correspondence course may not match the corresponding traditional course taught at Barberton High School. For courses that are sequential in nature, the student is responsible for affirming that the correspondence course provides adequate preparation for any subsequent courses attempted. Syllabi for preceding and succeeding courses will be provided upon request when applicable and appropriate.

## Independent Study / Internship / Mentoring / Educational Travel Experience

This learning option requires students to compile an extensive personal learning plan (PLP). The plan must include rigorous goals and objectives and must reflect authentic learning. The plan could describe an independent study, an internship, an employment mentoring, an educational travel experience or another well-conceived enrichment opportunity. Students who choose one of these educational options should undertake the challenge with the total understanding that the products and presentation of their work must be of exceptionally high quality. 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. **Note: Work cannot begin until after the personal learning plan has been submitted by the candidate and approved by the Flexible Credit Committee. No credit will be awarded for activity that has already taken place.**

**Independent Study** is intended to provide opportunities for a student to explore a subject that **may or may not be** offered within the Barberton High School adopted curriculum. The plan must include timelines and checkpoints that indicate how the student will master the course content. If the student's plan involves earning credit for a required class, the bar will be set quite high. His/her proposal must specify established learning outcomes for that particular course. Students may also use the Ohio Department of Education website [www.ode.state.oh.us](http://www.ode.state.oh.us) (keyword "Academic Content Standards") and/or the school approved textbook to help construct learning outcomes. If the student's learning plan is approved, the student may proceed with their independent study. The student's work must be compiled in a portfolio to be submitted and presented to a committee at intervals throughout and at the conclusion of the course/experience. The committee will be comprised of an administrator, a counselor, the teacher of record, and other teachers of the content area being studied. The portfolio must include tangible documentation revealing how the content was learned. (The application form lists types of evidence that the student may use to exhibit content mastery.) The final portfolio submission must also include a thoughtful reflection and a self-evaluation. Independent study utilizing school resources (lab equipment, teacher assistance) is not permitted and will not be accepted. Nova-Net courses may not be used to "make-up" credit for a failed Flexible Credit course. The committee has the right to revoke a flex credit opportunity if they feel the student is not appropriately working toward content mastery. Lack of progress will result in being dropped from the course resulting in an "F" on the transcript.

**Internship Portfolio** refers to an educational activity in which the student works with a community member or business partner to develop a specific skill, complete research or master a process. An example would be working in a facility reflecting your possible career goals under the supervision of a person already employed in that career/profession. (This option is not intended to substitute for any Barberton High School required course.)

**Educational Travel** pertains to travel experience in which significant and valuable learning will occur. Your application for Flexible Credit must be submitted and approved before the travel experience commences. For this and any other option, it should be noted that credit will not be awarded for activity that has already taken place.

## Evaluation / Grading Process

A committee of faculty members from Barberton High School will evaluate the student's portfolio. The committee will be comprised of an administrator, a school counselor, a teacher of record, and other teachers of the content area being studied. The BHS Flexible Credit Scoring Rubric shown on page 7 will be used by the team to evaluate the portfolio. In most cases, the student will also take an end of course assessment following the submission and presentation of the completed portfolio. The final grade will be based upon two things: the portfolio and the end of course assessment. Each must be met with 80% proficiency in order for the student to receive credit for the course. If a student does not meet both requirements in the allotted time, they may be given 30 days to refine their portfolio and/or prepare to retake the assessment. If they still don't meet the requirements after the 2<sup>nd</sup> opportunity, they will receive no credit.

With 80% being the minimum grade a student can earn, one of 3 things will happen upon completion of the course/experience. The student will receive either an A, a B or no credit. If earned, the A or B will go on the student's transcript. If the student meets the time requirements but fails to meet 80% mastery on the portfolio, exam or both, they will not receive credit. It will be as if the course was never taken. For this option, a failing grade will be assigned only to the student who fails to make adequate progress on his/her portfolio in accordance with their stated timeline. A student may withdraw a Flex Credit application within 15 calendar days after their proposed start date with no penalty. After that date, they must complete their plan earning either an A, a B, no credit, or an F (for insufficient effort).



## Physical Education Flex Out

**Physical Education Flex Out** is an option by which students may earn  $\frac{1}{4}$  credit of physical education toward the  $\frac{1}{2}$  credit graduation requirement. Activities such as private dance instruction or club sports outside of Barberton High School may qualify for this Flex Out credit. You may find the Ohio Department of Education website helpful when writing your plan for Physical Education Flexible Credit. The link is <http://www.education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1793&ContentID=90824&Content=90852> The evaluation committee will meet periodically to review the student's progress.

The Ohio High School Athletic Association (OHSAA) has credit flexibility guidelines ([www.ohsaa.org](http://www.ohsaa.org)). If choosing this option, please speak with the Athletic Director to confirm that your Flexible Credit choice will not render you ineligible for high school sports.

The National College Athletic Association (NCAA) also has qualification limitations on the Flexible Credit Program. ([www.ncaa.org](http://www.ncaa.org)). If choosing this option, please speak with your Athletic Director to learn about the possible affects that a Flexible Credit Option could have not only on your high school athletic eligibility but on your eligibility for college athletics as well.

### Additional Notes:

Physical Education Flex-Out should not be confused with Physical Education Opt-Out. Physical Education Opt-Out refers to an educational option for students to meet the state requirements for physical education without earning credit. Students who will participate in interscholastic athletics, marching band, or cheerleading for at least two (2) full seasons as defined in the Barberton High School Handbook, while enrolled in grades 9-12, and as documented by the athletic director, or principal, or athletic coach may be excused from the high school physical education requirement. Students electing this plan will substitute the physical activity inherent in that sport or activity for the normal physical education class but will not earn credit for physical education. One-half credit of elective will need to be substituted to fulfill graduation requirements. Two full seasons in any sport or activity will fulfill the requirements of two physical education courses. Students completing only one season will need to complete two physical education courses. The physical education opt-out policy applies only to those completing two full seasons of a sport or activity. Physical Education Opt-Out is an option that a student registers for during the spring registration or fall schedule change period. At the end of the season, the student's coach, marching band director or cheerleading advisor will verify the student's participation and confirm that the student is working toward the physical education exemption.

## Attention: Student Athletes

To be eligible to participate in high school athletics, student athletes must be enrolled in and passing five one-half credit courses, or the equivalent, each of which counts toward graduation during the preceding grading period. Students working on an approved credit flexibility proposal such as an Independent Study will receive progress reports during and at the end of each grading period. If passing, the flexible credit proposal **would count** toward the five credits if it is on the student's schedule during the required timeframe. If no work has been completed or if the work is not of a level to receive a passing grade, the flexible credit proposal cannot be used as part of the five credit requirement. Credit earned by examination, "Testing-Out", **would not count** as one of the five one-half credit courses.

The Ohio High School Athletic Association (OHSAA) has credit flexibility guidelines ([www.ohsaa.org](http://www.ohsaa.org)). Credits acquired through the Test-Out option are not recognized as semester credits for athletic eligibility purposes. In other words, a student-athlete needs to pass 5 classes during a grading period to be eligible. 4 classes and 1 testing out credit would not be acceptable. If choosing this option, please speak with the Athletic Director to confirm that your Flexible Credit choice will not render you ineligible for high school sports.

The National College Athletic Association (NCAA) also has qualification limitations on the Flexible Credit Program. ([www.ncaa.org](http://www.ncaa.org)). Although the Ohio Department of Education stipulates that grades and credits earned through Flexible Credit cannot be differentiated from those earned in the traditional way, the NCAA **does** differentiate. Credits acquired through any Flexible Credit Option for core credits may not be acknowledged by the NCAA Clearing House. Before you embark on **any** Flexible Credit Option, please speak with your Athletic Director to learn about the possible affects that a given Flexible Credit Option could have not only on your high school athletic eligibility but on your eligibility for college athletics as well.

Any work completed or submitted during the summer does not count toward athletic eligibility.

## Barberton High School Flexible Credit Timelines and Deadlines\*

Discuss your plan with your Guidance Counselor to determine suitability

Speak with Principal Mr. Ramnytz about your plan

Application forms are available from Mr.Lattarulo.  
Submit 2 copies to Mr. Lattarulo, Committee Chairman  
by May 1 for sem 1 and year long course, and by Dec 1 for sem 2 course  
Mr.Lattarulo takes plan to committee for consideration.  
Student notified of approval or disapproval no later than 3 weeks after the deadline.

<b>“Testing Out” Option</b> Application form Part A and Part B.	<b>Correspondence Course Option</b> Application form Part A and Part C.	<b>Independent Study / Internship Portfolio / Educational Travel Experience Option</b> Application Form Part A and Part D.	<b>Physical Educ. “Flex Out” Option</b> Application form Part A and Part E										
Refer to the Flexible Credit Handbook for a list of courses for which Flexible Credit by testing out is available. Also note registration deadlines and testing dates.	See list of approved correspondence course providers in the Flexible Credit handbook.	<b>Independent Study</b> refers to an educational activity involving advanced or in-depth work in an approved area of study <b>Internship/Portfolio</b> - the student and a community member/business partner develop a specific skill, complete research or master a process <b>Educational Travel</b> - experience with significant and valuable learning	Athletes are responsible to ensure that their plan meets OHSAA/NCAA eligibility standards/qualifications.										
Utilize the course Academic Content Standards found on the ODE (Ohio Department of Education) website to learn about the course content.	Provide verification of enrollment to Mr. Lattarulo by: 9/15/ for sem 1 and year long courses. 2/15/ for sem 2 courses.	Utilize the course Academic Content Standards found on the ODE (Ohio Department of Education) Website to help you in writing your PLP (Personalized Learning Plan) <a href="http://www.ode.state.oh.us">www.ode.state.oh.us</a> Keyword: Academic Content Standards	Meet with athletic director to discuss possible impact of the proposed Flexible Credit option on eligibility to participate in athletics at BHS and in college.										
<table border="0"> <tr> <td>Registration Deadline:</td> <td>Test Date:</td> </tr> <tr> <td>7/15/</td> <td>8/9/</td> </tr> <tr> <td>9/9/</td> <td>9/23/</td> </tr> <tr> <td>12/1/</td> <td>12/15/</td> </tr> <tr> <td>2/16/</td> <td>3/2/</td> </tr> </table>	Registration Deadline:	Test Date:	7/15/	8/9/	9/9/	9/23/	12/1/	12/15/	2/16/	3/2/	Student works independently to complete the requirements of the correspondence course. Evaluation of student performance is conducted by the approved institution.	Student develops a PLP (Personalized Learning Plan) to be compiled in a portfolio. The portfolio must include learning outcomes, activities, artifacts, periodic progress reports, reflection and self-evaluation.	Receive approval for Flexible Credit option and begin contracted program.
Registration Deadline:	Test Date:												
7/15/	8/9/												
9/9/	9/23/												
12/1/	12/15/												
2/16/	3/2/												
Student works independently to study and prepare to take the final examination.	Deadlines for course completion: 1/10/ for sem 1 course 5/15/ for sem 2 course (5/1/ for seniors)	Meet with Flex Credit Committee or designee at predetermined intervals to check progress.	Meet with Flex Credit Committee or designee at predetermined intervals to check progress.										
All tests are \$30. Tests, 2 – 2 ½ hours in length, are conducted through Barberton City School District - administered at BHS.	All costs are the responsibility of the student and family.	Complete contracted program and present to Flex Credit Committee. Take end of course assessment upon completion and presentation of portfolio.	Complete contracted program and present verification to Mr. Lattarulo for review by committee.										
Results in 2-4 weeks. Minimum 90% mastery required to earn credit. Failed tests may not be retaken until the next scheduled test date.	Barberton High School will accept the course and letter grade issued by the approved school of correspondence and issue equivalent credit.	Grade and credit determination made by committee with reference to the student’s self evaluation.	Grade and credit determination made by committee.										

\*This document is intended as a quick comparative reference. Please consult the BHS Flexible Credit Handbook for complete information with enrollment and completion deadlines.

Barberton High School  
**Flexible Credit Scoring Rubric**

Criteria	1	2	3	4	Score
Portfolio Organization	Uses an organizational structure that is disjointed and difficult to follow. Portfolio fails to meet expectations.	Uses an organizational structure that is difficult to follow. Portfolio meets the expectations.	Uses an organizational structure that is easy to follow. Portfolio meets the expectations.	Uses an organizational structure that is clear, concise and easy to follow. Portfolio exceeds the expectations.	
Grammar	Makes 10 or more errors in capitalization, punctuation and spelling.	Makes 7-9 errors in capitalization, punctuation and spelling.	Makes 4-6 errors in capitalization, punctuation and spelling.	Makes 0-3 errors in capitalization, punctuation and spelling.	
Area Language	Numerous errors in usage are evident. Little/No evidence of subject area terminology.	Few errors in usage are evident. Inadequate evidence of subject area terminology	Few errors in usage are evident. Adequate evidence of subject area terminology.	No errors in usage are evident. Subject area terminology is consistent and accurate.	
Reflections	Reflections are incomplete and/or do not have relevance to the established learning outcomes	Reflections cite little/no relevance to the established learning outcomes	Reflections adequately demonstrate relevance to the established learning outcomes	Reflections clearly demonstrate relevance to the established learning outcomes	
Concept Understanding	Poor understanding and comprehension of subject area concepts.	Inadequately demonstrates an understanding of subject area concepts.	Adequately demonstrates an understanding of subject area concepts.	Firm command and understanding of subject area concepts.	
Real World Application	No practical application of real-world events, situations and/or phenomena.	Inadequate application of real-world events, situations and/or phenomena.	Adequate application of real-world events, situations and/or phenomena	Excellent application of real-world events, situations and/or phenomena.	
Artifacts	3 or more artifacts are missing and/or incomplete. Many/most artifacts fail to demonstrate mastery of established learning outcomes.	2 artifacts are missing and/or incomplete. Few artifacts demonstrate mastery of established learning outcomes.	1 artifact is missing and/or incomplete. Most artifacts demonstrate mastery of established learning outcomes.	All artifacts are evident and demonstrate mastery of established learning outcomes.	

**Committee Comments**

--

**Evaluation Summary**

Organization \_\_\_\_\_  
 Grammar \_\_\_\_\_  
 Subject Area Language \_\_\_\_\_  
 Reflection \_\_\_\_\_

Concept Understanding \_\_\_\_\_  
 Real World Application \_\_\_\_\_  
 Artifacts \_\_\_\_\_  
**Total Score** \_\_\_\_\_

**Raw Score of 26 - 28 = A**

**Raw Score of 22 - 25 = B**

## Appeals Process

All appeals regarding denial of access, denial of credit, or issuance of a contested grade in the credit flexibility program will be submitted in writing to the High School Principal **within ten (10) school days** of denial of application or credit. The student filing the appeal shall be given an opportunity to present concerns to a review board. The Review Board will include a high school classroom teacher of the content area studied, not involved in the original decision. Also involved will be a Guidance Counselor and the High School 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 Flexible Credit Committee regarding the work that was submitted and the rationale for the grade assigned. The Review Board will review and make a decision regarding the grade and/or credit within ten days of receiving the appeal. Senior appeals will be decided no later than May 1<sup>st</sup> of the intended graduation year. The decision of the Review Board will be by majority vote and will be the final determination of grade and credit.