

VERSAILLES HIGH SCHOOL CREDIT FLEXIBILITY OPPORTUNITIES

Introduction

Credit Flexibility allows students to earn high school credit(s) by,

- 1.) COMPLETING COURSEWORK
- 2.) TESTING OUT OR DEMONSTRATING MASTERY
- 3.) PURSUING AN EDUCATIONAL OPTION OR AN INDIVIDUALLY APPROVED OPTION
- 4.) ANY COMBINATION OF THE ABOVE

“Credit Flexibility” was established by the Ohio General Assembly in 2006 as part of the Ohio Core legislation, and local boards of education were required to implement a Credit Flexibility policy for the start of the 2010-2011 school year. Credit Flexibility encourages student self-direction and motivates learners to develop new skills and potential that may not be obtainable in the regular high school setting. Credit Flexibility allows students to show what they know and move on to content they are ready to learn. Credit Flexibility recognizes that while learning experiences must be high quality, not all learning happens in formal educational settings. Credit Flexibility allows students to learn subject matter or earn course credit in ways not limited solely to “seat time,” or the walls of a school building. The Ohio Department of Education has stated that Credit Flexibility’s “overall effect is to increase student engagement and sense of ownership of learning to reduce the dropout rate, accelerate learning and cultivate habits of mind essential for success in careers, post-secondary education and lifelong learning.” For more information about Credit Flexibility and for examples of credit flexibility learning opportunities, go to <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1427&ContentID=61432&Content=76173>, or visit the Ohio Department of Education webpage at www.ode.state.oh.us and search “Credit Flexibility.”

Credit Flexibility Plan, per Board of Education Policy IGBM

Versailles Exempted Village Board of Education adopted the Credit Flexibility Policy (IGBM and IGBM-R) in 2010. The policy and corresponding regulation call for the creation of a local Credit Flexibility Plan. Board policy states that “Credit flexibility is one method to motivate and increase student learning by allowing access to more resources, customization around individual student needs and the use of multiple measures of learning.” The following plan meets the parameters of the policy and regulation. The following plan shall be amended at any time at the discretion of the Superintendent, or designee, in accordance with Board policy and state law.

1. Information about Credit Flexibility will be communicated annually through the publication of the VHS Registration Guide. Information about Credit Flexibility will be communicated on an ongoing basis via the Versailles High School webpage, located off of the Versailles District website located at www.versailles.k12.oh.us. Further, information about Credit Flexibility shall be shared at meetings with students where scheduling for the next academic year is being discussed. Finally, information about Credit Flexibility shall be communicated by the administration and staff members in personal or small group conversations with students and/or parents/guardians as appropriate. Versailles High School shall submit data to the Ohio Department of Education about the methods and frequency of communication with parents and students regarding the Credit Flexibility Policy per Board policy as requested.

2. Only students enrolled at Versailles High School shall have the opportunity to earn high school credits through Credit Flexibility. To begin the process, Versailles High School students must meet with their Guidance Counselor or a building administrator to ensure that they understand the Credit Flexibility policy and related information. The student will then begin working on submitting a proposal for earning high school credit through Credit Flexibility. There are two routes to earn high school credit through Credit Flexibility (and two different proposal forms):

Route A—Develop and complete a rigorous, standards-based, customized course that is unique to the needs and interests of the student for high school credit.

Route B— Demonstrate proficiency(“Test out”) in a course, or some portion of course content, and earn high school credit by earning an agreed upon score on an approved evaluation instrument(s).

3. High school credit earned through Credit Flexibility shall be granted only after a student successfully completes and executes an approved “Credit Flexibility Proposal—Route A” and/ or “Credit Flexibility Proposal—Route B.” The final grade for a credit flexibility opportunity shall be calculated into the student’s GPA. The scope and criteria for the proposal may be amended by the Superintendent, or designee, at any time, for just cause. Students will not be limited in the number of high school credits they can earn through Credit Flexibility. High School credit earned through credit flexibility will be posted to the transcript of the student when it is determined by the Superintendent, or designee, that the student has successfully completed and executed the terms articulated in an approved Credit Flexibility Proposal. The Superintendent, or designee, may use multiple method(s) to determine “successful completion,” and the determination shall be made solely at the discretion of the Superintendent, or designee. Versailles Schools reserves the right to award partial high school credit other than that which is agreed upon in the original approved student proposal if the student coursework or demonstration of proficiency in a course does not warrant the award of the full credit. Each proposal shall include a section that establishes provisions for instances when students do not successfully complete the terms agreed upon in the Credit Flexibility Proposal. Credits earned through credit flexibility shall be recorded on the student’s official high school transcript in the same manner that traditional high school credits are recorded. Students may only attempt a credit flexibility option for a particular course once, unless otherwise permitted by the high school principal.
4. Guidance Counselors shall be responsible for assisting students with understanding Credit Flexibility and the proposal process. Guidance Counselors may also assist the student in identifying a potential highly-qualified “Teacher of Record” to work with. Each Credit Flexibility Proposal shall have two levels of approval. The first level of approval for all Credit Flexibility proposals shall be the student’s Guidance Counselor with informal consultation of the High School Principal and the Teacher of Record (and other teachers that may be involved). The second level of approval for all Credit Flexibility proposals shall be the High School Principal.
5. It is strongly recommended that students who wish to execute a Credit Flexibility proposal to earn high school credit should submit a completed proposal to their guidance counselor by May 1 before the school year they wish to work on the Credit Flexibility experience.
6. Local Appeals Process: If a student’s Credit Flexibility proposal is denied at the first level (Guidance Counselor level), the student (with the consent of their parent/guardian) may appeal the decision to the High School Principal within ten (10) calendar days. If the appeal is denied by the High School Principal, the student (with the consent of their parent/guardian) may appeal to the Superintendent within ten (10) calendar days. (The Superintendent, at his/her discretion, may allow further appeal to the Board of

Education or a third party, at his/her discretion.) Students will be notified of their appeal status within a reasonable time frame. Students may appeal to the Ohio Department of Education for procedural complaints. When a student receives approval of a proposal, but it is determined by the Superintendent, or designee, that the student did not successfully complete and execute the terms and conditions of the proposal, the student (with the consent of their parent/guardian) may appeal to the Superintendent, or a panel specified by the Superintendent.

7. Versailles School District reserves the right to deny Credit Flexibility proposals based on its lack of capability to work with a student to execute a proposal, and/or the student's lack of capability to successfully complete the requirements of the proposal.
8. Credit Flexibility opportunities are considered a part of a free, appropriate, public education permitted under ORC 3313.64. Versailles Schools may charge students individually for special instructional fees, such as AP tests, in accordance with Board policy. These additional fees must be for credit flexibility opportunities outside the normal course of business and in addition to any activities that happen during the school day. If applicable, students and their parent/guardian should include within their proposal a method for how they are going to pay the costs for specialized assessments, travel, etc. that are above and beyond what is typically made available to Versailles High School students, as determined by the Superintendent, or designee. Versailles Schools will be cognizant of the prohibition on charging fees to a student eligible for "free lunch" pursuant to ORC 3313.642.
9. An approved credit flexibility proposal, maintained in the student's file by the Guidance Department, shall be used as sufficient documentation available for inspection to support the student's EMIS attendance data. Students do not need to be actually present in a classroom to be counted as "in attendance" for funding purposes during the October count week.
10. For students who transfer in to our school system, Versailles School District reserves the right not to accept a Credit Flexibility proposal that has been approved by another school district, specifically a Credit Flexibility project/course that is in- progress and not completed. Students who transfer into Versailles School District may be asked to submit another proposal.
11. Credit Flexibility Proposals submitted by students will be reviewed and evaluated based on conditions spelled out in the proposal documents. A "library" of successful Credit Flexibility course proposals shall be maintained by the VHS Guidance Office to assist students, parents, and teachers with understanding available options.
12. The VHS Guidance Office shall further maintain a file of data indicating the number of students participating in Credit Flexibility, total high school credits earned through Credit Flexibility in a particular school year, and the extent to which student participation reflects diversity of the student body as per Board Regulation IGBM-R.
13. The Superintendent, or designee, will collect performance data including, but not limited to, the number of students participating in Credit Flexibility opportunities, the total credits earned, and the extent to which student participation reflects diversity of the student body. The Superintendent, or designee, will submit data to the Ohio Department of Education about the methods and frequency of communication with parents/guardians and students, as requested.
14. Versailles School District Superintendent, or designee, reserves the right to amend this Credit Flexibility plan consistent with Board of Education policies IBGM and IBGM-R.

**VERSAILLES HIGH SCHOOL
CREDIT FLEXIBILITY PROPOSAL—ROUTE A
CUSTOMIZED COURSEWORK**

Prior to completion of this proposal, the student must meet with their Guidance Counselor. Each section of this proposal must be completed prior to submission to their Guidance Counselor for the first level of approval. Please use additional space to respond to the items below if necessary. Responses must be typed or printed.

This proposal and all supporting documentation shall be maintained in the student's file by the Guidance Counselor.

Student Name _____ Date _____

Name of Parent/Guardian _____

Part I: Student Proposal

It is strongly recommended that a student work with their guidance counselor and/or teacher in developing this proposal. Each question must be answered completely before the proposal will be considered for approval.

1. Please provide the name of the customized course you wish to complete ("Customized Coursework" may include the development of portfolios, the completion of independent studies, internships, etc.)

2. Provide a brief description of this "course": _____

3. Identify the Highly Qualified Teacher (or other qualified staff member) who will be the teacher of record for this course. This staff member shall be responsible for assisting the student with designing the course, shall monitor progress, and shall help to evaluate the student performance in the course. _____

Attach a statement of support from this teacher. Also, provide a statement from one additional staff member who supports this application. A student may work with more than one high school teacher to complete this course, but there must be one teacher of record. If the student is working with more than one teacher, please identify this teacher(s) _____

_____ High School Principal initials here indicate waiver of this additional statement of support.

4. Identify the learning objectives and/or learning outcomes of this course. Further, explain how these objectives meet state, or other administratively approved content standards:

(Attach additional pages as needed.)

5. What outside individuals and/or institutions will you be working with to complete this coursework? (The school may request a resume and/or other information for individuals students are working with outside the school.)
6. Specify a **timeline** of progress for the course: What activities/assignments/research/products will be engaged and when will they be completed? When will the requirements for the course be completed? If the timeline is not adhered to, the student may be moved out of the Credit Flexibility course without having any kind of grade attached to the course at the discretion of the Superintendent, or designee. Attach additional pages as necessary to explain this.
7. How often will progress be measured and communicated for this course, for purposes of athletic eligibility, for students with disabilities, and other purposes? OHSAA By-Law 4-4-1 states that to be eligible, a student must be currently enrolled and must have been enrolled in five full credit courses during the immediately preceding grading period. A student enrolled in a credit flexibility course must, at the conclusion of the high school's grading period, be "passing" their credit flexibility course in order for the course to be counted toward the five courses used to establish athletic eligibility. While the student may not yet have completed the course, it must be determined that the student was "passing" the course at the time the grading period ended. If it is determined that the student is not passing, no credit toward the five credits required for eligibility can be awarded. Therefore, at the very least, a grade measuring the progress a student has made on in this credit flexibility course shall be determined and recorded by the teacher of record on the last day of each 9 week grading period.
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8. How will student learning be evaluated in this course? Please discuss the specific assessments, rubrics, portfolios, activities, web page, products, required time commitment, journals, research/analysis, documents, art (digital or otherwise), civic engagement(s), and/or other metrics that will evidence student learning. Please be specific as possible because this section will be used, in part, to determine successful completion of the course. Attach additional pages as necessary to explain this. Further, you may attach supporting documentation and research as you feel necessary to support your rationale.

9. Given the learning objectives/outcomes described and the evidence of learning outcomes (evaluation) described above, how much high school credit should be earned if these are successfully completed as determined by the Superintendent, or designee? _____ (Versailles High School will award a minimum .25, and a maximum of 2.0 credits per individual Credit Flexibility proposal, unless otherwise determined by the Superintendent, or designee.)
10. What high school graduation requirement will this credit(s) apply to? _____
(If successful, high school credit earned or failed through Credit Flexibility will be documented on a student's transcript in the same manner as any other high school credit.)
11. What costs, for supplies, travel, specialized assessment, etc., that are above and beyond what would typically be afforded to VHS students, will need to be covered by the student's parent/guardian, if any? Please explain when/how these will be paid for. Note: Versailles Schools may charge individual fees to students participating in credit flexibility opportunities to pay for costs outside the normal course of business, and beyond what is normally available to all students. If any fees are assessed, they will be grounded in a clear study of actual costs incurred and clearly linked to the specific activity related to the credit flexibility opportunity.
12. Students must demonstrate that they are capable of meeting the conditions necessary for successfully earning high school credit through credit flexibility. Please state your purpose in wanting to earn high school credit through credit flexibility by taking a customized course. What skills/knowledge/aptitudes do you possess that will allow you to work independently in this course?
13. Explain why you are qualified and capable of meeting the requirements of this proposed course, citing your G.P.A. and grades in similar coursework. What strengths do you have that will make you successful in this course? Also, explain how this course will take you to higher levels of achievement and/or explain how this course will assist you with credit recovery and/or how this course will help you be successful in a career, as a citizen in a democratic society, in further education beyond high school, and/or as a lifelong learner. Use as much space as necessary to explain your points.
14. If you do not successful complete the course proposed, please explain your plan for earning the necessary high school credit.
15. If applicable, state how this Credit Flexibility proposal aligns and/or is consistent with the student's IEP or 504 Plan.
_____ Not applicable
16. Is a private transportation permission form necessary to complete this Credit Flexibility proposal? _____
If so, please attach a copy of this form signed by the student's parent/guardian, along with a copy of the proof of insurance on the vehicle the student will be using.

17. Finally, please provide any further information that you feel would support this proposal. Please attach this information to the proposal.

Part II: Student and Parent/Guardian Consent and Assurances:

By signing below, we understand and acknowledge that the student who is making this Credit Flexibility proposal is subject to the Versailles High School Handbook and the policies of the Versailles School District Board of Education while completing this coursework, pending approval. We have read and we understand the Credit Flexibility plan and the information contained within the proposal. Students agree to represent the Versailles School District in a professional and respectful manner whenever and wherever the execution of their coursework takes them. We understand that the student and/or parent/guardian may be responsible for transportation arrangements relating to the execution of this Credit Flexibility proposal, and agrees not to hold Versailles School District employees or agents responsible or liable for such. We agree and understand that if and when the execution of this Credit Flexibility proposal takes a student off the campus of Versailles High School (during or after school hours), the student and/or parent/guardian shall not hold Versailles School District Board of Education employees or agents liable for injuries or damages that may be incurred. We understand that it will be the responsibility of the student and/or parent/guardian to pay the cost of supplies, travel, materials, and specialized assessments, etc. necessary for the successful execution of this proposal, which are above and beyond what is typically afforded to VHS students. We understand that Credit Flexibility Coursework is a non-traditional method toward earning high school credits, and we further understand that the student may not have the traditional structures of support and monitoring that are found in the traditional high school classroom setting. We understand that the Superintendent, or designee, may modify or revise this proposal—even following the approval of the proposal—for just cause as needed to ensure an appropriate learning environment. We understand that the determination of successful completion of this Credit Flexibility coursework, and the awarding of the appropriate high school credit, shall be made at the discretion of the Superintendent, or designee. We understand that Credit Flexibility coursework may be discontinued by the Superintendent, or designee, for situations including, but not limited to, poor academic performance, a poor disciplinary record, or the loss of a highly qualified teacher of record. Further, we understand and agree that the Superintendent, or designee, may discontinue the execution of a Credit Flexibility proposal and reassign the student to another setting (including a traditional classroom setting) for misconduct, not following safety rules or other standards of behavior, or other just cause. We understand that failure to successfully complete the course could put the student at-risk for not graduating on time, or at all. We understand that the work produced through this Credit Flexibility coursework will be maintained in a “library” of courses for future reference to assist students, parents/guardians, and teachers with understanding available options. We

understand and agree that the Superintendent, or designee, will collect performance data including, but not limited to, the number of students participating in Credit Flexibility opportunities, the total credits earned, and the extent to which student participation reflects diversity of the student body. We understand that in the event a student withdraws from Versailles High School, an approved Credit Flexibility proposal becomes void and the school district is no longer obligated to continue work with the student, unless otherwise determined by the Superintendent. We agree and understand that if a student withdraws from Versailles High School in the midst of executing a Credit Flexibility proposal, the school district to which the student is transferring may not agree to continue with the proposal. We understand that if a student fails his/her Credit Flexibility course, said student will have an "F" placed on his/her transcript for said course, and this grade will be calculated as part of the student's overall grade point average. We acknowledge that we understand how this credit flexibility opportunity will impact NCAA eligibility requirements. Information about NCAA eligibility can be obtained through the NCAA website, or consult the high school athletic director.

Student Signature

Parent/Guardian Signature

Student Name Printed

Parent/Guardian Name Printed

Date

Date

Part III: Approval of Proposal

Student Name _____

Agreed Upon Course Name _____

Course Approved for _____ credit, toward _____ graduation requirement

EMIS Delivery Method Element _____

Level 1 and Level 2 Approvals are required for the proposal to go forward.

Level 1 Proposal Approval

____ Approved _____ Denied

Guidance Counselor Signature _____ Date _____

Comments/Reason for Denial:

High School Teacher of Record Signature _____ Date _____

(By signing above, the teacher of record understands his/her reporting of grades responsibility per question 7 in the student proposal)

Level 2 Proposal Approval

____ Approved _____ Denied

High School Principal Signature _____ Date _____
Comments/Reason for Denial:

Document Proposal Denied Appeals Activity (if any):

Part IV: Determination of Successful Completion of Credit Flexibility Coursework and Award of Credit

Summary (narrative) of Course Evaluation, and Recommended Grade by Teacher of Record:

Signature of High School Teacher of Record _____

Determination of Grade and Award of High School Credit:

___ The student has successfully completed the course approved in the proposal.

___ The student did not successfully complete the course approved in the proposal.

Comments/Corrective Action to be taken:

Grade Earned _____

High School Credit Earned _____ Toward which graduation requirement _____

Authorized Signature of Superintendent's Designee:

High School Principal

Date

Documentation of Appeal of Determination and Resolution (if any):

**VERSAILLES HIGH SCHOOL
CREDIT FLEXIBILITY PROPOSAL—ROUTE B
DEMONSTRATION OF COURSE OR COURSE CONTENT PROFICIENCY**

Prior to completion of this proposal, the student must meet with their Guidance Counselor. Each section of this proposal must be completed prior to submission to their Guidance Counselor for the first level of approval. Please use additional space to respond to the items below if necessary. Responses must be typed or printed.

This proposal and all supporting documentation shall be maintained in the student's file by the Guidance Counselor.

Student Name _____ Date _____
Name of Parent/Guardian _____

Part I: Student Proposal

It is strongly recommended that a student work with their guidance counselor and/or teacher in developing this proposal. Each question must be answered completely before the proposal will be considered for approval.

1. Please provide the name of the course, or describe the course content, you wish to demonstrate proficiency in: _____

2. Provide a brief description of this course, or portion of course content, that you wish to demonstrate proficiency in: _____

3. Specifically describe the state content standards, or other administratively approved standards, which will be addressed as you attempt to demonstrate course, or course content proficiency. Attach any supporting documentation.

4. Identify the Highly Qualified Teacher (or other qualified staff member) who will be the teacher of record who will sponsor the testing, evaluation, and/or other assessment necessary to determine course, or course content, proficiency _____

5. Please describe exactly how proficiency will be demonstrated. What the specific evaluation instrument(s) and methods, e.g., portfolio, written exam, web page, civic engagement, art work, formal research, etc., or combination thereof, will be used to determine course, or course content, proficiency? Specifically identify the score and/or target that must be achieved to be considered "**proficient**" with an A, B, C, D, or other mark. The use of a rubric is strongly recommended in cases where a combination of

evaluation instruments will be used to determine proficiency. Please provide evidence supporting the credibility and/or effectiveness of the above. Attach additional pages if necessary.

6. Specify a **timeline** for the completion of the demonstration of course, or course content, proficiency?
7. How much high school credit will be earned as a result of this demonstration of course or course content proficiency? _____ (Versailles High School will award a minimum of .25, and a maximum of 2.0 credits per individual Credit Flexibility proposal, unless otherwise determined by the Superintendent, or designee.)
8. What high school graduation requirement will this credit(s) be apply to? _____
(If successful, high school credit earned through Credit Flexibility will be documented on the student's transcript in the same manner as any other high school credit.)
9. How often will progress be measured and communicated for this course, for purposes of athletic eligibility, for students with disabilities, and other purposes? OHSAA By-Law 4-4-1 states that to be eligible, a student must be currently enrolled and must have been enrolled in five full credit courses during the immediately preceding grading period. A student enrolled in a credit flexibility course must, at the conclusion of the high school's grading period, be "passing" their credit flexibility course in order for the course to be counted toward the five courses used to establish athletic eligibility. While the student may not yet have completed the course, it must be determined that the student was "passing" the course at the time the grading period ended. If it is determined that the student is not passing, no credit toward the five credits required for eligibility can be awarded. Therefore, at the very least, a grade measuring the progress a student has made on in this credit flexibility demonstration of course, or course content, proficiency shall be determined and recorded by the teacher of record on the last day of each 9 week grading period. _____

10. Please explain why you feel that you are capable of meeting the conditions necessary for earning high school credit through Credit Flexibility's demonstration of proficiency. What past learning experiences have you had to prepare you for this proposed demonstration of proficiency?
11. Please state your purpose in wanting to earn high school credit through Credit Flexibility demonstration of course, or course content, proficiency.

12. Explain why you are qualified and capable of demonstrating course or course content proficiency, and include your G.P.A. along with your grades in similar courses. What strengths do you have that will make you successful? Also, explain how this demonstration of course or course content proficiency will take you to higher levels of achievement and/or explain how this demonstration of proficiency will assist you with credit recovery and/or how this demonstration of proficiency will help you be successful in a career, as a citizen in a democratic society, in further education beyond high school, and/or as a lifelong learner. Use as much space as necessary to explain your points.
13. If you do not successfully complete the demonstration of course, or course content, proficiency proposed, please explain your plan for earning the necessary high school credit.
14. If applicable, state how this Credit Flexibility proposal aligns and/or is consistent with the student's IEP or 504 Plan.
_____ Not applicable
15. Finally, please provide any further information that you feel would support this proposal. Please attach this information to the proposal.

Part II: Student and Parent/Guardian Consent and Assurances:

By signing below, we understand and acknowledge that the student who is making this Credit Flexibility proposal is subject to the Versailles High School Handbook and the policies of the Versailles School District Board of Education while completing this demonstration of course proficiency, pending approval. We have read and we understand the Credit Flexibility plan and the information contained within the proposal. Students agree to represent the Versailles School District in a professional and respectful manner whenever and wherever the execution of their demonstration of course proficiency takes them. We understand that the student and/or parent/guardian may be responsible for transportation arrangements relating to the execution of this Credit

Flexibility proposal, and agrees not to hold Versailles School District employees or agents responsible or liable for such. We agree and understand that if and when the execution of this Credit Flexibility proposal takes a student off the campus of Versailles High School (during or after school hours), the student and/or parent/guardian shall not hold Versailles School District Board of Education employees or agents liable for injuries or damages that may be incurred. We understand that it will be the responsibility of the student and/or parent/guardian to pay the cost of supplies, travel, materials, and specialized assessments, etc. necessary for the successful execution of this proposal, which are above and beyond what is typically afforded to VHS students. We understand that Credit Flexibility demonstration of course proficiency is a non-traditional method toward earning high school credits, and we further understand that the student may not have the traditional structures of support and monitoring that are found in the traditional high school classroom setting. We understand that the Superintendent, or designee, may modify or revise this proposal—even following the approval of the proposal—for just cause as needed to ensure an appropriate and safe learning environment. We understand that the determination of successful completion of this Credit Flexibility demonstration of course proficiency, and the awarding of the appropriate high school credit, shall be made at the discretion of the Superintendent, or designee. We understand that Credit Flexibility demonstration of course proficiency may be discontinued by the Superintendent, or designee, for situations including, but not limited to, poor academic performance, a poor disciplinary record, the loss of a highly qualified teacher of record, or for other just cause. Further, we understand and agree that the Superintendent, or designee, may discontinue the execution of a Credit Flexibility proposal and reassign the student to another setting (including a traditional classroom setting) for misconduct, not following safety rules or other standards of behavior, or for other just cause. We understand that failure to successfully complete the demonstration of course proficiency could put the student at-risk for not graduating on time, or at all. We understand that the work produced through this Credit Flexibility demonstration of course proficiency will be maintained in a “library” of courses for future reference to assist students, parents/guardians, and teachers with understanding available options. We understand and agree that the Superintendent, or designee, will collect performance data including, but not limited to, the number of students participating in Credit Flexibility opportunities, the total credits earned, and the extent to which student participation reflects diversity of the student body. We understand that in the event a student withdraws from Versailles High School, an approved Credit Flexibility proposal that has not been successfully completed becomes void and Versailles Schools is no longer obligated to continue work with the student, unless otherwise determined by the Superintendent. We agree and understand that if a student withdraws from Versailles High School in the midst of executing a Credit Flexibility proposal, the school district to which the student is transferring may not agree to continue with the proposal. We understand that if a student fails his/her Credit Flexibility course proficiency, said student will have an “F” placed on his/her transcript for said course, and this grade will be calculated as part of the student’s overall grade point average. We understand that the NCAA does not allow credit by exam and may not allow credit by demonstration of proficiency to be applied to core course eligibility requirements. For more information on NCAA eligibility, consult the NCAA website or the high school athletic director.

 Student Signature

 Parent/Guardian Signature

 Student Name Printed

 Parent/Guardian Name Printed

 Date

 Date

Part III: Approval of Proposal

Student Name _____

Agreed Upon Course, or Course Content, Demonstration of Proficiency Name _____

Course approved for _____ credit, toward _____ graduation requirement

EMIS Delivery Method Element _____

Level 1 and Level 2 Approvals are required.

Level 1 Proposal Approval

____ Approved ____ Denied

Guidance Counselor Signature _____ Date _____

Comments/Reason for Denial:

High School Teacher of Record Signature _____ Date _____

(By signing above, the teacher of record understands his/her reporting of grades responsibility per question 9 of the student proposal)

Level 2 Proposal Approval

____ Approved ____ Denied

High School Principal Signature _____ Date _____

Comments/Reason for Denial:

Document Proposal Denied Appeals Activity (if any):

Part IV: Determination of Successful Completion of Credit Flexibility Course or Course Content Proficiency and Award of Credit

Summary (narrative) of Course Evaluation, and Recommended Grade by Teacher of Record:

Signature of High School Teacher of Record_____

Determination of Grade and Award of High School Credit:

___ the student has successfully demonstrated course or course content proficiency approved in the proposal.

___ the student did not successfully demonstrate course or course content proficiency approved in the proposal.

Comments/Corrective Action to be taken:

Grade Earned_____

High School Credit Earned_____ Toward which graduation requirement_____

Authorized Signature of Superintendent's Designee

High School Principal

Date

Documentation of Appeal of Determination and Resolution (if any):