

STEPSTONE ACADEMY
CREDIT FLEXIBILITY POLICY

This policy is adopted in compliance with the state plan to permit students enrolled in seventh and eighth grade and high school students to meet curriculum requirements and earn units of high school credit based on subject area competency, instead of or in combination with completing hours of classroom instruction.

Credit Flexibility is the customizing of educational delivery to the learning styles and interests of individual students. Students show what they know and move on to higher-order content they are ready to learn and have not yet mastered. They learn subject matter and earn course credit in ways not limited solely to “seat time” or the walls of a school building. They customize aspects of their learning around their interests and needs, which might include flexible schedules and a choice of modalities (e.g., online learning, work-based learning and community-based projects), as well as options to pursue niche interest areas, combine subjects and graduate early. In Credit Flexibility, the actual learning is the responsibility of the student, whereas the evaluation of the learning is the responsibility of the appropriate School staff.

Students can meet seventh and eighth grade curriculum requirements and earn units of high school credit based on an individually approved Credit Flexibility Plan. Each student that intends to participate in the Credit Flexibility program must develop a Credit Flexibility Plan for approval by the School administrator or their designee. The Plan shall include the following information, unless otherwise determined by the School administrator or their designee:

- Student name;
- Plan title;
- School course title or graduation requirement being met;
- Brief description of the activities, materials and course requirements;
- Learning Expectations or standards to be demonstrated;
- Evaluative criteria and methods for determining grade and credit;
- Name of the credentialed educator(s) who will evaluate the learning;
- Credit to be awarded;
- Weighted or not weighted (this needs to match what the student would receive if the actual district course is taken or a comparable level course even in a different content area);
- Anticipated start and end dates; and
- Signatures and dates of: administrator or designated School employee, student, parent for student under the age of 18, credentialed teacher (name of the School employee who is monitoring progress)

The School administrator or their designee will implement the Credit Flexibility Program in accordance with state guidance, will comply with the state plan for students to earn seventh and eighth grade curriculum requirements and high school credit, and will:

- Communicate regarding the Credit Flexibility Program with all students in grades 6-12 at least annually.
- Allow for demonstrated proficiency on an ongoing basis.
- Place no limits on the courses or number of courses or credits earned through Credit Flexibility.
- Implement a basic appeals process for students whose proposed Credit Flexibility Plan has been denied.
- Allow students to work on the learning during the school year, school day, vacation days, before or after school hours; count as attendance for comparable school class period(s) toward full time enrollment.
- Treat the credits earned through Credit Flexibility the same as for the comparable seat time credits: recording, weighting, GPA.

Permit credits to be used toward graduation:

- Allow partial and simultaneous credit – academic and career tech, more than one content area, secondary and post-secondary;
- As approved by the School, accept credit awarded by other schools or educational providers including online;

Provide for students who transfer schools, who do not complete the plan, who plan to graduate early;

- Collect performance data including the number of participating students, total credits earned and extent to which student participation reflects diversity of the student body;
- Maintain, if desired, a “library” of courses and work-based learning experiences, internships, and cooperative education that were previously accepted to assist students, parents and teachers with understanding available options (or those unique to local contexts and regional economic development interests).
- Reference, if desired, OHSAA bylaws that guide eligibility for athletics.