

State Guidelines Checklist for Local Board Policy

These guidelines are based on research from other states and feedback from Ohio stakeholders.

- Local boards **must communicate** the aspects of Credit Flexibility (the policy and programs) **with students and parents on an on-going basis** and using multiple communications methods.
- Local board policies **must allow** demonstrated proficiency options **on an on-going basis**.
- Local board policies should **allow graded options** for demonstrated proficiency (because pass/fail may disadvantage a student during transition to postsecondary).¹
- Local board policies must allow demonstration of proficiency to **count towards course requirements for graduation** (may not be restricted to elective credit).
- Local board policies **must determine credit equivalency** for Carnegie unit.
- Local board policies **shall not cap or limit the number of courses or credits earned** through Credit Flexibility.
- Local board policies **must allow simultaneous credit** (e.g., academic and career technical, more than one academic content/course area, secondary and postsecondary) **and partial credit** to be earned.
- Local board **policies must not prohibit access** to on-line education, postsecondary options or services from another district approved by the board.
- Local board policies **may accept credit** from other districts and educational providers including on-line providers **in accordance with the operating standards**.
- Local boards **must establish provisions** for instances when 1) students do not or cannot complete requirements, for instances when 2) students transfer between districts and for 3) early graduation.
- Local boards **must establish a review process and submit data to the state** about the methods and frequency of communication with students and families. Boards must collect performance data including the number of participating students, total credits earned and extent to which student participation reflects diversity of the student body.²
- Local boards **may want to consider the maintenance of a “library” of courses** 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).
- Local boards **may reference the OHSAA bylaws (441, 448) that guide student eligibility for athletics**. The policy should demonstrate alignment in upholding the standard of students making progress towards academic achievement and graduation.

¹ Examples from other states recommend benchmarks for local assessments of at least C+ or 80% proficiency/mastery of the academic and technical content standards. Local authorities will need to determine benchmarks. The Design Team did not seek to establish a higher standard for this option relative to other options at this time. Revision of content standards as outlined in the Governor's proposed education plan (see budget bill) is anticipated.

² The State Board intends to use this information to see if “all students are being served” and to make any needed adjustment in the plan and/or related policies. These indicators may become part of the regular data reporting in EMIS.
