

**ALTERNATIVE CREDIT OPTIONS PROCESS, PROCEDURES, AND APPLICATION**

A maximum of eight (8) credits attained through credit options outlined in IMBC-R may be applied to Nashua High School graduation requirements. (See below for exceptions for Nashua Center for Life-long Learning and Special Education and College and University credit.)

Course grades attained through alternative credit options will not be applied to the student's GPA (grade point average).

All costs of courses and means of transportation will be borne by parents, guardians, or students (except in approved special education options).

Requests for alternative credit options must be submitted to the high school principal or designee and receive prior written approval. The requests must be submitted on the Nashua School District's Alternative Credit Option Application or the Online Alternative Credit Application (reference IMBA-R).

**The parameters under which college and university credit will be granted are as follows:**

- College/university credit will be accepted only with prior approval of the high school principal or designee.
- One high school credit will be granted for each college course provided that the student shows evidence of successful completion of the course requirements.

**The following criteria also apply:**

- College/university credit will be accepted for courses whether offered at Nashua High Schools or not.
- A student enrolled and attending a college/university full time may be a concurrent student of Nashua High School. A student earning college/university credit may use those credits to meet his/her Nashua High School graduation requirements.

**The parameters under which credit will be granted through the Nashua Center for Life-long Learning option are as follows:**

- Adult education credit earned in the Nashua Center for Life-long Learning is available to Nashua High School students subject to the prior approval of the Director of the Nashua Center for Life-long Learning
- One (1) high school credit will be earned for each course provided that the student meets established competency requirements for that course.
- The number of high school credits granted toward graduation requirements would be determined by the principal or designee in consultation with the Director of the Nashua Center for Life-long Learning.

**The parameters under which other credit options may be granted are as follows:**

- Students must complete the Online Alternative Credit Options Application (reference IMBA-R) and gain prior written approval of the principal or designee, credits will be granted for high school or AP courses that have been successfully completed through correspondence programs, distance-learning, and the internet.
- Up to one (1) credit will be granted for each course provided that the student shows evidence of successful completion of course requirements.

- The number of high school credits granted will be determined by the principal or designee in consultation with the Director of Special Education for successful completion of special education-approved internet or out-of-district courses in day or residential programs.
- With prior approval of the principal or designee, up to two (2) credits may be earned for community service projects that will be coordinated, supervised, and evaluated by a Nashua High School faculty member.
- With prior approval of the principal or designee, up to two (2) credits may be earned for independent student projects (ELO) that will be coordinated, supervised, and evaluated by a Nashua High School faculty member.
- Credit may be applied to high school graduation requirements for high school courses taken in middle school. Middle school acceleration is defined as coursework that exceeds the requirements for seventh or eighth grade and meets the related high school standards. In order to achieve credit for the course, the student must meet high school competencies and course requirements of the related high school course.
- Students taking high school courses through online, distance learning or the internet in middle school must complete the Online Alternative Credit Options Application (reference IMBA-R) and receive prior approval by the high school principal or designee in order to receive high school credit for the course.
- All alternative credit options will be competency based and directed by the guidelines set forth in policies and procedures IMBC, IMBC-R, IHBH, IHBH-R and IMBA.

**Legal References:**

***Legal References Disclaimer:** These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

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05/12/2008  
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**Alternative Credit Option Application**

Name: \_\_\_\_\_  
Parent/Guardian: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_

High School: \_\_\_\_\_  
Year of Graduation: \_\_\_\_\_  
e-mail: \_\_\_\_\_  
Home Phone: \_\_\_\_\_ Cell \_\_\_\_\_

**Please check one:**

Extended Learning Opportunity (ELO)

Option 1a: \_\_\_\_\_ Independent Study

Option 1b: \_\_\_\_\_ Community Service

Other

Option 2: \_\_\_\_\_ College Course

**SECTION A: PURPOSE/OVERVIEW**

1. To provide Nashua High School students, including home-schooled students, with educational experiences that are meaningful, to provide students with opportunities to explore and achieve at high levels and to meet and/or exceed State and District requirements to earn a high school diploma or its equivalent.
2. In order to maximize student achievement, Policy IMBC-R permits students to employ alternative learning plans that fulfill or exceed the expectation set forth by State minimum standards and applicable Board policy.
3. Alternative learning plans may include extended learning opportunities taken for credit or taken to supplement regular academic courses.
4. Please see the appropriate sections of this document to be sure that you fulfill all of the necessary requirements, procedures and other considerations as you seek required prior approval for your Extended Learning Opportunity (ELO) from the high school principal or designee (**prior approval is mandatory**).

**SECTION B: REQUIREMENTS****EXTENDED LEARNING OPPORTUNITY (ELO)**

REQUIREMENT: Your proposal should be designed to promote independent learning that is meaningful and relevant and enables you to achieve at a high level. Your proposal must meet specific competencies identified and developed in conjunction with the certified Nashua School District teacher who is sponsoring your experience. Your proposal must meet the all standards explained in Policy IHBH and should clearly outline how the ELO will be evaluated/assessed. See "Procedure" and "Other Important Considerations" below.

**OPTION 1A: INDEPENDENT STUDY**

REQUIREMENTS: Students participating in an Independent Study **must**:

1. Develop a proposal that describes the goals, activities, competencies and assessment methods of the project;
2. Make arrangements to work with a teacher who is certified in your area of interest who will review and approve the proposal and who will and ultimately monitor student progress and grade student work.
3. All proposals will require the approval of the principal/designee.
4. All proposals need to fulfill the provisions of Policy IHBH "Extended Learning Opportunities". See "Procedure" and "Other Important Considerations" below.

**OPTION 1B: COMMUNITY SERVICE**

## REQUIREMENTS:

1. Attach a written application essay that is at least 1-2 pages long-that includes this information. (check off these questions as you include your answers to them in your application essay)
  - What community need will your project fulfill? (Describe how you will be helping out) \_\_
  - Will you be working with a community agency? (Provide its name and location) \_\_
  - How many hours will you volunteer each week? \_\_
  - What days will you volunteer each week? \_\_
  - Who will supervise you/sign your daily log each time you volunteer? (list the person's name and work title) \_
  - How will your service be aligned with competencies and how it will be assessed/evaluated? \_\_
2. Please attach a letter from the agency supervisor that has this information:
  - A statement that they agree to supervise you and accept all liability for you when you when you are completing this service project \_\_
  - A description of what duties will you perform when you are working on this project \_\_
  - A statement of when will your work begin and when will be completed \_\_
3. Please note: your final evaluation will in part, rest on a reflective paper that you complete which should clearly state how you have completed the competencies that are part of your project. See "Procedure" and "Other Important Considerations" below.

**OPTION 2: COLLEGE COURSE**

## REQUIREMENT:

1. Meet the provisions of Policies including but not limited to IMBC and IMBC-R

**SECTION C: PROCEDURE****Students seeking an alternative credit option must follow these steps**

1. For an ELO (an Independent Study or Community Service Option)
  - a. Prepare a written proposal prepared in consultation with the certified cooperating teacher or site advisor;
  - b. Obtain approvals and signatures of the teacher or site advisor and the parent/guardian (signature page attached);
  - c. Contact the office of the principal/designee and set up an interview to review your proposal;
  - d. Return the signed form to your School Counselor for approval and, if necessary, schedule change;
  - e. Retain all of your written work involved in this project (meeting notes, research notes, projects etc.) until you receive your final grade.
2. For a College Course
  - a. Prepare a proposal that explains why you are seeking to take a course rather than or in addition to taking it as part of your regular school schedule.
  - b. Attach documentation about the course and the school/program that is offering it to the principal or designee.

**OTHER IMPORTANT CONSIDERATIONS**

1. Credit Limits: **A maximum of eight (8) credits** attained through alternative credit options outlined in Policy IMBC-R and/or IMBA may be applied to Nashua High School graduation requirements. (See Policy IMBC-R for exceptions for Nashua Center for Life-long Learning and Special Education.)
2. Funding: Unless otherwise recommended by the Superintendent and approved by the Board, under ordinary circumstances students or their parents/guardians are responsible for all related expenses including tuition and textbooks.

**SECTION D: APPLICATION****PART I: APPLICATION:**

Name: \_\_\_\_\_ Year of Graduation: \_\_\_\_\_

Title of Specific Project or Course: \_\_\_\_\_

*See attached proposal form that must be completed if you are applying for option 1a or 1b*Amount of credit being sought: ☐ 0.5 credit ☐ 1 credit ☐ no credit

Q1 \_\_\_\_\_ Q2 \_\_\_\_\_ S1 \_\_\_\_\_ Q3 \_\_\_\_\_ Q4 \_\_\_\_\_ S2 \_\_\_\_\_ BLOCK \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Guidance Counselor Signature: \_\_\_\_\_

Certified Teacher Name: (please print) \_\_\_\_\_

Certified Teacher Signature: \_\_\_\_\_

Principal/Designee Signature: \_\_\_\_\_

Date of Application: \_\_\_\_\_ Date Approved: \_\_\_\_\_

**PART 2: COMPLETION:****CREDIT EARNED:**

I, \_\_\_\_\_, a certified teacher of \_\_\_\_\_ hereby authorize that the above-named student has met or exceeded all of the requirements outlined above and I recommend that

\_\_\_\_\_ alternative credit be awarded in the amount of: ☐ 0.5 credit ☐ 1 credit  
\_\_\_\_\_ no credit was pursued.

Date of Completion: \_\_\_\_\_

**NO CREDIT EARNED:**

I, \_\_\_\_\_, a certified teacher of \_\_\_\_\_ hereby report that the above-named student has FAILED to meet the requirements outlined above and I recommend that NO credit be awarded

Date of Assessment: \_\_\_\_\_

## New Hampshire Extended Learning Opportunity Design Template

Student Name: \_\_\_\_\_

Extended Learning Opportunities Title: \_\_\_\_\_

**Step 1: PLANNING** (Student and Overseeing Educator work together)

<b>Competencies</b> The student and ELO overseeing educator should create the competencies that can be met through the ELO project to establish general expectations and goals for the project. The competencies will have some natural content and skills associated with them. In addition, please list what the student will know and be able to do as a result of this project.	
<b>Project Description</b> The student and overseeing educator should work together to give a detailed description of the project. What is involved? Describe the final product and presentation. Include a broad description of what will be assessed. Include what the product will look like and where and how students will showcase their work.	
<b>The Essential Question</b> The student will develop an essential question which focuses the activity, motivates the student, and drives the learning. It should be broad enough not to be answered easily and can be approached from many different entry points. It lends itself to interdisciplinary research.	<b>My Essential Question:</b>
<b>Community partners (if applicable)</b> Identify community partners who offer a rich source of knowledge, refined application, and experience in the project area. Describe their role in the project planning, implementation, student mentoring, and assessment.	

## New Hampshire Extended Learning Opportunity Design Template

## Step 2: IMPLEMENTATION AND FORMATIVE ASSESSMENTS

<b>Timeline and Benchmarks</b> Create a <b>timeline</b> of benchmark points that provide a foundation for the final project. Benchmark points can be small, discreet projects, rehearsals, practices, drafts or other work that allows the student to move towards competency. Students should have ample opportunities to have work reviewed before the final presentation. A timeline provides a framework to assure that this preparation and review happens.	
<b>Research</b> The student should identify how they will research the knowledge base of their ELO subject matter to prepare for implementation and engagement. This may be their first benchmark point of review and will provide important opportunities to check assumptions and reflect on new ideas and avenues that the research revealed.	
<b>Reflection</b> Identify structures that guarantee student input and reflection is captured along the way. Ask students to reflect on their progress in the ELO, and have them self-assess benchmark points in relation to the larger, final project. <b>List what</b> methods students will use for reflection and self-evaluation.	
<b>Overseeing educator and student communication</b> The overseeing educator for the ELO and the student should establish together <b>how and how often</b> the student will communicate.	
<b>Community partner communication</b> Describe how regular communications with the community partner will take place. Community partners should be part of the student reflection so that they can see students' developing understanding. Describe how the community partner will participate in the assessment of the project.	

## New Hampshire Extended Learning Opportunity Design Template

## Step 3: SUMMATIVE ASSESSMENT

<b>Final Demonstration of mastery</b> Describe in detail what the final demonstration of mastery will include, what will be assessed, and who will assess each component. <u>An actual Product and a Presentation are usually components of the demonstration of mastery and their preparation has been incorporated throughout the learning experience.</u>	
<b>ELO Presentation</b> Preliminarily identify when the presentation on the ELO will occur. Note who will be on the assessment team and what, if any, special equipment or facilities may be needed. Usually, the overseeing educator, the community partner, and school's ELO coordinator (if identified) will, at a minimum, comprise the assessment team.	
<b>Assessment of mastery</b> Identify common assessment goals that will be met during the final demonstration. As the presentation of this demonstration develops, these goals may be modified through negotiation between the overseeing educator and the student.  Assessors will be given the assessment rubric at least one week in advance with a brief description of the final demonstration of mastery and will be informed of what competencies they are assessing.  Assessors should also be given written guidelines for the format of the performance assessment. While the process may differ due to personalization, it should include the student's presentation of mastery of competencies, an opportunity for assessors to ask questions of the student, provision for the assessors to score against the rubric(s) and an opportunity to talk amongst themselves about the demonstration, and a final meeting with the student to provide feedback. The teacher of record, who may be the overseeing educator, will submit a grade for the ELO within one week of the assessment.	

Developed by [www.QEDFoundation.org](http://www.QEDFoundation.org) in collaboration with  
the NH Department of Education Extended Learning Opportunities Initiative