

NASHUA SCHOOL DISTRICT: 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, POPPS 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 POPPS 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 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 POPPS Policy IHBH "Extended Learning Opportunities". See "Procedure" and "Other Important Considerations" below.

OPTION 1B: COMMUNITY SERVICE

REQUIREMENT:

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)
 - o What community need will your project fulfill? (Describe how you will be helping out) __
 - o Will you be working with a community agency? (Provide its name and location) __
 - o How many hours will you volunteer each week? __
 - o What days will you volunteer each week? __
 - o Who will supervise you/sign your daily log each time you volunteer? (list the person's name and work title) __
 - o 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:
 - o A statement that they agree to supervise you and accept all liability for you when you are completing this service project __
 - o A description of what duties will you perform when you are working on this project __
 - o 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 POPPS Policies including but not limited to IMBC and IMBC-R
See "Procedure" and "Other Important Considerations" below.

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 (see 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 IMBC-R and/or IMBA may be applied to Nashua High School graduation requirements. (See POPPS Policy IMBC-R for exceptions for Nashua Community Adult School 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)

Competencies 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.	
Project Description 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.	
The Essential Question 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.	My Essential Question:
Community partners (if applicable) 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.	

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New Hampshire Extended Learning Opportunity Design Template**Step 2: IMPLEMENTATION AND FORMATIVE ASSESSMENTS**

Timeline and Benchmarks Create a timeline 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.	
Research 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.	
Reflection 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. List what methods students will use for reflection and self-evaluation.	
Overseeing educator and student communication The overseeing educator for the ELO and the student should establish together how and how often the student will communicate.	
Community partner communication 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.	

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New Hampshire Extended Learning Opportunity Design Template**Step 3: SUMMATIVE ASSESSMENT**

Final Demonstration of mastery 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>	
ELO Presentation 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.	
Assessment of mastery 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.	

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