



Policy of the Board of Trustees

I Series

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ALTERNATIVE LEARNING PLANS

Purpose

NCCA acknowledges the need to provide alternative learning options for students. These alternative learning plans may include, but are not limited to, extended learning opportunities, independent study, private instruction, performing groups, internships, community service, apprenticeships, online courses/distance education, or other opportunities approved by the Superintendent or his/her designee, in conjunction with Board policies.

The purposes of alternative learning plans are to provide students with educational experiences that are meaningful, to provide students with opportunities to explore and achieve at high levels, and to meet State and District requirements to obtain a high school diploma or its equivalent. In order to maximize student achievement, this policy permits students to employ alternative learning plans that fulfill or exceed the expectations set forth by State minimum standards and applicable Board policy. Alternative learning plans may include extended learning opportunities taken for credit or taken to supplement regular academic courses.

Roles and Responsibilities

Alternative learning plan components shall have specific instructional objectives aligned with the State minimum standards and District curriculum standards. All alternative learning plans will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

NCCA Center Directors and Teachers, should inform students and parents, during the intake interview, of the District's promotion of alternative learning plans and similar programs.

The Center Director and Teacher are responsible for assisting students and their parents/guardians in preparing application forms and other necessary paperwork for alternative learning plans.

The Principal and Center Director will have primary responsibility and authority for approval and implementation of alternative learning plans and will oversee all aspects of such programs. The Principal and Center Director will be responsible for reviewing and approving alternative learning plans and credits awarded toward the attainment of a high school diploma or its equivalent.

For alternative learning plans that require off-campus attendance, the District will require a signed agreement among the school, the student, and a designated agent of the third-party host. The agreement should specify the roles and responsibilities of each party.

Any expenses incurred by the alternative plan are the responsibility of the Student and Parent.



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Approval Process

1. The student/parent/guardian seeking an alternative learning plan shall meet with the Center Director or Teacher to discuss alternative learning plan options. The Center Director and Teacher, including the student and parent/guardian, will meet to design the alternative learning plan designed to enable the student to remain enrolled in school and complete educational requirements.
2. The Center Director will provide the Principal with the alternative learning plan to seek feedback and approval.
3. It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program may jeopardize the student's ability to remain in the program and receive credit towards obtaining a high school diploma or its equivalent. The student and parent/guardian recognize that in the event the student withdraws from an approved program, the District cannot guarantee placement in an equivalent District-offered course.
4. The District reserves the right to determine the number of credits to be awarded. The course name and actual grade earned will be noted on the student's official transcript.

Evaluation Criteria

The Center Director and Teacher will evaluate all applications of students wishing to participate in an alternative learning plan or program. At a minimum, any alternative learning plans must meet the following criteria:

Provides for proper administration and supervision of the program or plan

Provides that certified school personnel oversee and monitor the program

Requirement that each extended learning opportunity, if included in the alternative learning plan, meets rigorous standards, including the minimum standards established by the State Board of Education and all other applicable District standards

Includes age-appropriate academic rigor and the flexibility to incorporate the student's interests and manner of learning

Are developed and amended, if necessary, in consultation with the student, Center Director and Teacher.



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Program Integrity

In order to insure the integrity of the learning experience approved under this program, the student will be required periodically or upon demand to provide evidence of progress. The Center Director will be responsible for certifying completion of the plan or program and the award of credits, consistent with the District's policies on graduation.

If a student is unable to complete the alternative learning plan for valid reasons, the Center Director will evaluate the experience completed to date and make a determination for the award of partial credit or recommend an alternative experience. The Principal will determine the validity of such reasons on a case-by-case basis.

If a student ceases to attend or is unable to complete alternative learning plan for insufficient reason (lack of effort, failure to follow through, indecision, etc.), credit will not be awarded.

In order to certify completion of curricular programs and activities based upon specific instructional objectives aligned to the standards, the Center Director will develop appropriate mechanisms to document student progress and program completion.

Legal References: RSA 193:1, Duty of Parent; Compulsory Attendance by Student Ed 306.04(a)(13), Alternative Means Of Earning Credit Toward A High School Diploma Ed 306.04(a)(14), Alternative Means Of Demonstrating Achievement Of Competencies Ed 306.21, Alternative Programs

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.

1st Reading: January 20, 2022

2nd Reading & Adoption: March 17, 2022