

CREDIT "GAP" ANALYSIS

Student: _____

Date: _____

Academic Area Requirements	# Credits Required for BHS Diploma	Classes Taken	# Credits Earned To-Date	#Credits Needed
English	4			
Math	3 (must include Algebra)			
Social Studies	4 (must include Global Studies, Health and Contemporary Issues, US History, Economics and Civics)			
Science	2 (must include Physical Science and Biology)			
Physical Education	1			

Fine Arts	½			
Computer Literacy	½			
Electives	11			
Total	26			

Analysis (Where is the gap? How will it be filled?): _____

Foundations in Transition

Session 3 of 4: Think Outside the Box: Creative Educational and Employment Options Homework

Choose one of the following:

- ✓ Make a list of all **Alternative Educational Options** that exist within your school/district.
 - Use the examples given during the training as a guide
 - For each available alternative determine the following
 - Who is the contact person
 - Who needs to facilitate the alternative? Can it be you or does it need to be a qualified school or community official? Or both?
 - What grade levels are eligible to take/utilize the alternative?
 - Are there any limitations to this alternative? (For example: There is a maximum of 3 online courses that a student can transfer into their high school transcript)
 - Determine where the “gaps” are
 - What state supported alternatives do not yet exist in your school/district?
 - How might you begin to introduce these alternatives to your school/district?

- ✓ Use the *Personal Learning Plan* Worksheets design an **Alternative Educational Option** for a student you are working with.
 - First determine at least one personal goal based on the Mapping Process (Personal Future’s Planning)
 - What alternatives to traditional education can the student use to support and attain this goal? Be specific. (For example don’t just say “student will do an internship”, explain the internship in detail)
 - Determine who will need to be involved in the process to make it successful.

INDIVIDUALIZED STUDENT PROGRESS TRACKER

Student: _____

Staff member: _____

Date: ____ / ____ / ____

Grade Level: _____

Item Being Tracked ?	Item Being Tracked	Description or Value	First Semester From: ____ / ____ / ____ To: ____ / ____ / ____	Second Semester From: ____ / ____ / ____ To: ____ / ____ / ____	Comments
<input type="checkbox"/>	Class: Classes skipped/total possible classes				
<input type="checkbox"/>	Class: Classes skipped/total possible classes				
<input type="checkbox"/>	Class: Classes skipped/total possible classes				
<input type="checkbox"/>	Class: Classes skipped/total possible classes				
<input type="checkbox"/>	Unexcused Absences from school				
<input type="checkbox"/>	Office Discipline Referrals:				

<input type="checkbox"/>	Credits Earned				
<input type="checkbox"/>	Grade Point Average (GPA)				
<input type="checkbox"/>	Employment	Employer:			
		Job Title:			
		Wages:			
<input type="checkbox"/>	School-related or community activities:				
<input type="checkbox"/>	Other, describe:				
<input type="checkbox"/>	Other, describe:				

Problem Items to Address to Ensure Student Success: _____



STATE OF NEW HAMPSHIRE
DEPARTMENT OF LABOR

PO BOX 2076
CONCORD, NH 03302-2076

(603) 271-3176

APPROVAL FORM FOR NON-PAID WORK-BASED ACTIVITIES UNDER RSA 279:22-aa

(Please type or print all information)

School/Institution _____ (check one) Secondary ____ Post-secondary ____ Other ____

Address _____

(Street)

(Town/City)

(State)

(Zip Code)

School-to-Work Partnership Name: _____

Contact Person _____ Title _____ Tel. _____

Type of Placement (check one): (see description in tool kit)

Job Shadowing ____ Clinical ____ Course Related Work Experience ____ Internship ____

Mentor Program ____ Service Learning ____ Other _____

Career Interest/Objective:

Is academic credit given for this program? Yes ____ No ____

Max. hours per student ____ Days per week ____ Total number of days at business site ____

Supervision: Please describe how the student(s) will be supervised and by whom _____

1. Does each place of business have a safety program? Yes ____ No ____ Explain _____

2. Is there **any** hazardous equipment involved? Yes ____ No ____ Type _____

3. Has all Safety Training been completed (as applicable to each site)? Including specific training for equipment as noted above.
Yes ____ No ____ Explain _____

The information above as provided is accurate and we guarantee that this placement in no way establishes an employee/employer relationship between the student(s) and the business site at which they are placed.

Attach list of business(es) participating in this placement. Must include: Name of business, address, phone # & contact person. Notify the DOL of any additions to this list. Also attach a sample copy of Agreement or Contract for this placement.

Authorized Signature _____ Title _____

For D.O.L. use only

Approved ____ Rejected ____ D.O.L. Authorized Signature _____ Date _____

Reason for Rejection: _____



STATE OF NEW HAMPSHIRE

DEPARTMENT OF LABOR

PO BOX 2076
CONCORD, NH 03302-2076

School _____

School Coordinator _____

Telephone _____

Submit to: NH Department of Labor
PO Box 2076
Concord, NH 03302-2076

FORMAT FOR SUBMITTING BUSINESS PARTNER NAMES FOR PRE-SCREENING BY DOL

BUSINESS NAMES MUST BE SUBMITTED IN THE FOLLOWING FORM:

Once received, the Department of Labor will review the organization’s compliance with regulated safety requirements, a review of their loss history and any other labor violations. The department will return these “pre-screened” lists to the school district with “reasons for rejection” as indicated. If the business named has any questions or concerns, they should contact Cynthia Flynn at (603) 271-3176.

Business Name: _____ Federal I.D. Number: _____

Address: _____

City/Town: _____, NH

Number of Employees: _____

Contact Name: _____

Telephone #: _____

DOL AUTHORIZATION: ____ Yes ____ No

Reason for rejection: _____

DOL authorized signature: _____

Date: _____

PERSONAL LEARNING PLAN

Student: _____

Date: ____/____/____

Staff Member: _____

Goal # ____ What Would I Like To Do, Know and Learn How To Do?			
When Do I Want to Do This?			
What Do I Have To Do To Make This Happen?	What Materials and/or Support Do I Need?	Status/Date Achieved	Comments

PERSONAL LEARNING PLAN (CONT.)

Goal # ____ What Would I Like To Do, Know and Learn How To Do?			
When Do I Want to Do This?			
What Do I Have To Do To Make This Happen?	What Materials and/or Support Do I Need?	Status/Date Achieved	Comments

Work Schedule _____ Lunch, Breaks _____

Starting Wage _____ Fringe Benefits _____

Level / Type of Supervision _____

Probationary Period & Evaluation _____

Tools & Equipment Used _____

Special Clothing & Safety Equipment _____

Requirements (e.g. license, car) _____

O, F, C*	Physical Demands	Notes:
	Lifting/Carrying >10 lbs.	
	Standing	
	Sitting	
	Gross motor movement	
	Fine motor movement	
	Rapid movement	
	Walking	
	Climbing	
	Stooping	
	Crawling	
	Balance	
	Endurance	

*(O)ccasional, (F)requent, (C)ontinuous

L, M, H*	Sensory & Language	Notes:
	Vision	
	Hearing	
	Speaking	
	Oral Comprehension	
	Written Comprehension	
	Lang. Processing Speed	

*(L)ow, (M)edium, (H)igh

L, M, H*	Cognitive Demands	Notes:
	Organization/Planning	
	Problem-Solving	
	Judgement	
	Memory	
	Concentration/Attention	
	Writing	
	Measuring	
	Calculating	

*(L)ow, (M)edium, (H)igh

O, F, C*	Environmental Condit.	Notes:
	Noise	
	Visual Stimulation	
	Heat	
	Cold	
	Dust/Dirt	
	Outdoors	
	Pollutants/Irritants	

*(O)ccasional, (F)requent, (C)ontinuous

Pace of Work _____

Accuracy Requirements _____

Flexibility Requirements _____

Interactions with Coworkers _____

Interactions with Customers/Public _____

Dress and Grooming Requirements _____

CERTIFICATE OF COVERAGE

The New Hampshire Public Risk Management Exchange (Primex³) is organized under the New Hampshire Revised Statutes Annotated, Chapter 5-B, Pooled Risk Management Programs. In accordance with those statutes, its Trust Agreement and bylaws, Primex³ is authorized to provide pooled risk management programs established for the benefit of political subdivisions in the State of New Hampshire.

Each member of Primex³ is entitled to the scope and amounts of coverage set forth below. In addition, Primex³ may extend the same scope of coverage to non-members. However, any coverage extended to a non-member is subject to all of the terms, conditions, exclusions, and amendments which are applicable to the members.

The below named entity is a member in good standing of the New Hampshire Public Risk Management Exchange. The scope of coverage provided may, however, be revised at any time by the actions of Primex³. As of the date this certificate is issued, the information set out below accurately reflects the scope of coverage established for the current coverage year.

This Certificate is issued as a matter of information only and confers no rights upon the certificate holder. This certificate does not amend, extend, or alter the coverage afforded by the policies listed below.

<i>Participating Member:</i> Hudson School District, SAU #81 20 Library Street Hudson, NH 03051-4260		<i>Member Number:</i> PS789		<i>Company Affording Coverage:</i> NH Public Risk Management Exchange - Primex ³ Bow Brook Place 46 Donovan Street Concord, NH 03301-2624	
Type of Coverage		Effective Date (mm/dd/yyyy)	Expiration Date (mm/dd/yyyy)	Limits - NH Statutory Limits May Apply	
<input checked="" type="checkbox"/>	General Liability (Occurrence Form) Professional Liability (describe) <input type="checkbox"/> Claims Made <input type="checkbox"/> Occurrence	7/1/2007	7/1/2008	Each Occurrence	\$ 1000000
				General Aggregate	None
				Fire Damage (Any one fire)	\$
				Med Exp (Any one person)	\$ 10000
<input checked="" type="checkbox"/>	Automobile Liability Deductible Comp and Coll: \$1,000 <input checked="" type="checkbox"/> Any Auto	7/1/2007	7/1/2008	Combined Single Limit (Each Accident)	\$ 1000000
<input checked="" type="checkbox"/>	Workers' Compensation & Employers' Liability	7/1/2007	7/1/2008	<input checked="" type="checkbox"/> Statutory	
				Each Accident	\$ 2000000
				Disease – Each Employee	\$ 2000000
				Disease – Policy Limit	\$
<input checked="" type="checkbox"/>	Property (Special Risk includes Fire and Theft)	7/1/2007	7/1/2008	Blanket Limit, Replacement Cost (unless otherwise stated)	Deductible: \$ 1000
Description: Proof of Coverage only.					

Cancellation: Should any of the above-described policies be cancelled before the expiration date thereof, the issuing coverage provider will endeavor to mail 30 days written notice to the above-named certificate holder, but failure to provide such notice shall impose no obligation or liability of any kind upon the coverage provider.

CERTIFICATE HOLDER:	Additional Covered Party	Loss Payee	Primex³ – NH Public Risk Management Exchange
			<i>Monica Panait</i> By:
Hudson School District, SAU #81 20 Library Street Hudson, NH 03051-4260			Please direct inquires to: Primex³ Coverage Programs 603-225-2841 phone 603-228-3905 fax Date: 9/20/2007 mpanait@nhprimex.org

Subject:
Competency Assessment of Student Mastery

School Approval Standard:
Ed 306.04 and Ed 306.27(b) & (d)

This is the twelfth in a series of Technical Advisories issued by the Department to clarify the School Approval Standards.

I. Actual Text:

Ed 306.04 Policy Development.

(a) In accordance with Ed 303.01, the local school board shall adopt and implement written policies and procedures relative to:

(14) How a credit can be earned, as provided in Ed 306.27(d);

Ed 306.27 High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program.

(b) The required curriculum content shall comply with the following:

(4) If a district chooses to offer extended learning opportunities, the extended learning opportunities shall:

b. Be governed by a policy adopted by the local school board that:

5. Requires that granting of credits shall be based on a student's demonstration of competencies, as approved by certified educators;...

(d) By the 2008-2009 school year, the local school board shall require that a high school credit can be earned by demonstrating mastery of required competencies for the course, as approved by certified school personnel. Until the 2008-2009 school year, the local school board shall require that a high school credit can be earned as provided in (1) or (2) below, or both:

(1) Attendance at a course scheduled to meet for no less than 135 clock hours of instructional time if the school operates on an 8-period schedule or for no less than 150 clock hours of instructional time if the school operates on a 7-period schedule; or

(2) If a competency assessment is in place as provided in (i) below, by demonstrating mastery of required competencies for the course, as approved by certified school personnel.

(i) If the local school board adopts a policy that would allow students to graduate from high school as a result of demonstrating mastery of required competencies, the policy shall require students to meet both state and local standards. By the 2008-2009 school year, the local school board shall require that a high school have in place competency assessments for all courses offered through the high school.

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Lyonel B. Tracy

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May 2, 2006

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Subject:
Competency Assessment of Student Mastery

School Approval Standard:
Ed 306.04 and Ed 306.27(b) & (d)

II. Department comment:

Last Fall, 2005, the Board of Education charged a diverse committee of 48 New Hampshire educational practitioners from all parts of the state to develop parameters for districts to consider in the development of methods that demonstrate student mastery in high school courses. This mastery measurement is often called competency based assessment. The new rule regarding Extended Learning Opportunities requires competency based assessment, or the ability to evaluate student accomplishment in multiple settings. The new rules address the change that must take place from a system based on the Carnegie unit, (135 hours of classroom instruction to earn a high school credit applicable to graduation), to a system that uses demonstration of mastery to identify student achievement and academic completion.

This Technical advisory for School approval standard ED 306.04 and 306.27 (b) & (d) is issued in order to provide support to school boards, districts, schools, educators, and communities as they work to put competency assessments in place at the secondary level across New Hampshire. The following parameters are recommended:

Local vs. State Decisions:

State Standards indicate that local districts must have a competency assessment process and defined competencies in place by the 2008-2009 school year. The school approval standards state that local school boards may implement competency assessment of student mastery at the high school level at any time, but it is not required by the state standards until the 2008-2009 school year.

School districts will be asked by the State Department to certify and demonstrate that they have a process in place to assess competency for all courses at the High School level. The Department will look to known tools and processes, such as the New England Association of Schools and Colleges (NEASC) in the High School Review process. It is not anticipated that actual course level competencies will be reviewed by the Department as part of the School Approval Process. The Department will require local districts to assure that a plan and method of assessing course level competencies has been developed and is supported by a policy that will include the implementation of the standards. Further, it will be expected that the plan and method will be regularly reviewed and evaluated for effectiveness.

In emphasizing the need for flexibility and autonomy for local school districts in implementing competency assessment, the state has left local districts the responsibility for developing policies relative to the state approval standards. It is the purview of the local school district to:

- ◆ identify or develop high school course competencies,
- ◆ decide on appropriate competency assessment methods, and
- ◆ define sufficiency (identifying necessary and sufficient evidence for students to demonstrate mastery).

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It is assumed that all High School courses now have standards in place for successful completion of those courses. This is an opportunity to review these standards for consistency, quality, and rigor. It is also assumed that local policies defining how competency assessment will be administered will utilize one or all of the following possibilities, or other methods appropriate to the situation: single or multiple tests, student demonstration of the use of specific academic skills, extended learning projects in the community or in a business setting.

While sufficiency of evidence and appropriate assessment methods are local responsibilities, the Department and the Committee encourage school districts to think of these as extending beyond a single test to multiple forms of assessment, for the following reasons:

- ◆ it is consistent with national research-based best practice;
- ◆ multiple forms of assessment allow for the use of formative assessment, encouraging students to learn and reach beyond current understanding and performance, and,
- ◆ multiple forms of assessment minimize the use of single tests to be used solely as a means to test out of courses perhaps inappropriately.

Districts and high schools are encouraged to focus, not so much on writing competencies on a course by course basis, but rather on defining and reaching a common understanding of the parameters and critical indicators of their competency assessment process. The Department will continue to identify templates and models for competencies, and start the process of collecting competencies to share with all districts and high schools in the state.

Definitions:

The Committee recommended three definitions for consistency purposes. The intent is to be less prescriptive at the state level and to encourage districts to use resources available nationally via the internet and through professional associations.

- ◆ Course Level Competencies – *The expected content, concepts, and skills to be mastered in a course.*
- ◆ Competency Assessment – *The process by which a student demonstrates sufficient evidence of learning.*
- ◆ Mastery – *This term indicates that a student has presented sufficient evidence of attainment of the required competencies.*

Related Recommendations Concerning Extended Learning Opportunities:

Given the close relationship to the implementation of Extended Learning Opportunities at the local level, the committee recommended that the following considerations:

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Subject:
Competency Assessment of Student Mastery

School Approval Standard:
Ed 306.04 and Ed 306.27(b) & (d)

- ◆ Local school board policy may identify the specific courses or disciplines where an alternative acquisition of credits will apply, as long as the local school board policy meets the other requirements found in that section.¹
- ◆ Local policies may also determine whether an extended learning opportunity is subject to an acceleration plan, and this determination may help to define the competency assessment methodology for a specific course where extended learning opportunities are allowed.

Resources:

The Curriculum, Instruction, and Assessment (CIA) Regional Groups are working with the NH Department of Education to collect, catalogue, and disseminate competencies and assessment procedures as they are developed and used in high schools. The Department of Education Website www.ed.state.nh.us contains a link to the Competencies and Assessment webpage, where resources will be found, including:

- ◆ FAQs
- ◆ recommendations
- ◆ resources, including the compilation of local definitions for district use
- ◆ tools
- ◆ models
- ◆ examples from schools
- ◆ guidance on competency assessment (how to build it and how to do it)

¹ Ed 306.27 High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program.

(b) The required curriculum content shall comply with the following:

(4) If a district chooses to offer extended learning opportunities, the extended learning opportunities shall:

a. Consist of activities designed to:

1. Provide credit or supplement regular academic courses; and
2. Promote the schools and individual students' educational goals and objectives;

b. Be governed by a policy adopted by the local school board that:

1. Provides for the administration and supervision of the program;
2. Encourages that certified school personnel oversee an individual student's program;
3. Requires that each extended learning proposal meet rigorous standards, and be approved by the school prior to its beginning;
4. Specifies that credits can be granted for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study; and
5. Requires that granting of credits shall be based on a student's demonstration of competencies, as approved by certified educators;

c. Incorporate student participation in selecting, organizing, and carrying out extended learning activities;

d. Provide opportunities for students to acquire knowledge and skill development comparable to knowledge and skill development in courses offered at the high school; and

e. Be available to all students;

Subject:
Competency Assessment of Student Mastery

School Approval Standard:
Ed 306.04 and Ed 306.27(b) & (d)

The Department has a one year grant from the US Department of Education to help develop competency assessments and high school course competencies. Information and understanding developed from this process will be shared with other districts across the state.

III: For more information on this Technical Advisory, please contact:

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Division of Career Technology and Adult Learning
NH Department of Education
21 South Fruit Street, Suite 20
Concord, NH 03301
(603) 271-3801 (office)
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Subject:
Alternative Pathways to High School Graduation

School Approval Standard:
Ed 306.27

This is the sixteenth in a series of Technical Advisories issued by the Department to clarify the new School Approval Standards.

I. Actual Text from the NH *Minimum Standards for School Approval*:

Ed 306.27 High School Curriculum, Credits, Graduation Requirements and Cocurricular Program

(h) The local school board of each high school shall award a regular high school diploma to those students who earn at least 20 credits for courses selected from the school's program of studies, provided that the student meets the requirements for high school graduation.

(i) If the local school board adopts a policy that would allow students to graduate from high school as a result of demonstrating mastery of required competencies, the policy shall require students to meet both state and local standards. By the 2008-2009 school year, the local school board shall require that a high school have in place competency assessments for all courses offered through the high school.

(j) The local school board of each high school shall award a regular high school diploma to all students, with and without disabilities, who have earned at least their local high school's required units of credit for graduation, selected from the school's program of studies or comparable classes and courses approved for regular credit by the applicable academic department or school program.

(k) The awarding of different types of diplomas shall be governed by the following:

- (1) A school shall award a regular diploma for completion of the district minimum earned course credit requirements;
- (2) A school may award a special diploma that recognizes academic achievement;
- (3) Credits earned in adult education, including but not limited to night school, may be used to earn a regular diploma; and
- (4) Students may earn certificates of completion or equivalency diplomas, but these shall not be equal to a regular high school diploma.

(l) All students with disabilities shall be entitled to continue with their high school educational program until such time as each student has earned a regular high school diploma or has attained the age of 21, whichever comes first, or until the IEP or Section 504 team, through a formal evaluation process, determines that such student is no longer in need of, and thereby not eligible for, special education and related services or accommodations and auxiliary supports.

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Subject:
Alternative Pathways to High School Graduation

School Approval Standard:
Ed 306.27

(m) The 20 credits required for graduation shall be distributed as specified in Table 306-2:

Table 306-2 Required Subjects and Credits for High School Graduation

Required Subjects	Credit(s)
Arts education	½ credit
Information and communications technologies	½ credit or demonstrate proficiency
English	4 credits
Mathematics	3 credits, including algebra credit that can be earned through a sequential, integrated, or applied program
Physical sciences	1 credit
Biological sciences	1 credit
US and NH history	1 credit
US and NH government/civics	½ credit
Economics	½ credit
World history, global studies, or geography	½ credit
Health education	½ credit
Physical education	1 credits
Open electives	6 credits
Totals	20 credits

II. State Department Guidance:

Number of credits:

Schools have the option of offering a two-tiered diploma system. While this is not required, a two-tiered diploma system may work locally for high schools with a graduation credit requirement that is higher than the state's minimum required credits for graduation. Schools may wish to put in place a regular diploma that meets the state's graduation requirements as set forth in the minimum standards, (20 credits distributed as found in Table 306-2 above) *and* a special diploma that meets a higher number of credit requirements determined by the district – both to be counted as a “graduate” for reporting purposes). The Class of 2009 will be the first cohort held to the minimum of 20 credits for High School graduation requirement.

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Subject:
Alternative Pathways to High School Graduation

School Approval Standard:
Ed 306.27

Competencies:

By the beginning of the 2008-2009 school year, schools should have in place a system by which students may demonstrate mastery of required high school course competencies, as well as a plan to implement and continuously improve this system. As noted in Technical Advisory #12, it is the purview of the local school board to identify or develop high school course competencies, decide on appropriate competency assessment methods, and define sufficiency (identify necessary and sufficient evidence for students to demonstrate mastery).

An addendum to Technical Advisory #12 will be released shortly to address specific questions regarding competency assessment, such as *Steps to comply with the rule*, *Progress towards implementation of the rule*, and *Conditional approval*.

Diploma/Certificate types and definitions:

The governance of high school diplomas rests with the local district, subject to local board policy and the *Minimum Standards for School Approval*. State rule Ed 306.22 specifies four types of diploma: “regular diploma, special diploma, certificate of completion, and equivalency diploma”. [Note: an “equivalency diploma,” as described in Ed 306.22, refers to a New Hampshire Certificate of High School Equivalency which is also called a general educational development certificate (GED)] The rules governing Adult High School diplomas are described in Ed 702.01 through 702.07 and discussed further, below.

A diploma type may be reported only once during a student’s high school years. Issuance of any type of completion certificate (diploma, certificate of completion or certificate of attendance) should be reported to the DOE in the next end of year (EOY) or beginning of year (BOY) submission. A student who finishes high school but does not receive some type of certificate from the school board must be reported as a dropout. When reporting diploma types to the DOE, choose the closest description. The DOE will classify recipients of diplomas from approved schools and programs as high school graduates. “Other program completers” and “certificate of attendance” recipients will be classified as “other program completers.”

Requirements for the “regular diploma” and the “special diploma” (Ed 306.22) are set by the local school board. As described earlier in this TA, local school boards may also issue a “state minimum standard diploma.”

Diplomas and Students with Disabilities

Students with disabilities are entitled to the opportunity to earn a regular high school diploma, and issuance of any other type of certificate does not terminate their eligibility for a Free and Appropriate Education (FAPE). It is recommended that students be awarded a certificate of completion only at the conclusion of their high school education. Students who continue to be enrolled after receiving any type of completion certificate must be reported as “post graduate”. Post graduate students are not included in the ADM used to determine state aid or apportion cooperative budgets (unless the articles of agreement specify otherwise).

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Alternative Pathways to High School Graduation

School Approval Standard:
Ed 306.27

If the local school board so determines, a student who still needs to complete an individualized program may be allowed to participate in the graduation walk and ceremony with his/her class. Students with IEPs often participate in graduation ceremonies at the end of their fourth year even though their program includes additional years of education. Documents which have the appearance of a diploma, but are only for ceremonial use, should not be confused with the local school board's official recognition of high school completion. Only the official designation by the school board should be reported to the state and recorded on the transcript.

The following completion designations are not considered regular or special diplomas. "Other program completer" applies only to students with IEPs. This designation indicates that the school board has recognized the fulfillment of both the educational objectives and the time requirements of an individual's IEP. Educational objectives may include life skill activities. "Certificate of attendance" also applies only to students with IEPs. This designation indicates that the school board has recognized a student's completion of a locally defined attendance objective. That objective must be for at least 4 years. The student may or may not have met educational objectives. Students that time-out at age 21 are usually awarded a certificate of attendance.

Earning credit toward graduation

A local school board may award a diploma to students who meet at least the state requirements for graduation as listed above in Ed 306.27. It may, in addition, award a diploma to students who earn in excess of the state minimum requirements. A district may award credit or partial credit towards graduation for approved extended learning activities, including but not limited to, adult education and night school. A district, if it chooses, may award credit toward graduation to a student attending classes in both a regular high school and an alternative high school. These options are available under these rules for local school boards, districts, and high schools to consider.

For those school districts with a local board policy providing extended learning opportunities, credit may be obtained through such opportunities, provided that the board and school's policies and procedures meet the requirements under Ed 306.27(b)(4). The definition of extended learning opportunities under the *Minimum Standards* means educational activities that occur outside of the classroom for credit or as a supplement to classroom instruction. These may include, but are not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study. Schools are encouraged to develop local board policies that clearly delineate under what circumstances and for what courses extended learning opportunities are available for credit.

Adult High School Students

A local school board may award an Adult High School diploma to those students enrolled in an Adult High School meeting the requirements of Ed.702. The course requirements and units of credits for an Adult High School are listed in Ed 702.05.

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Subject:
Alternative Pathways to High School Graduation

School Approval Standard:
Ed 306.27

Currently, a local school board may award a diploma from an Adult High School Program to those students who earn at least 18 credits, provided the program meets the requirements of Ed 702. It is recommended that those districts operating Adult High Schools align the credit requirements of their Adult High School programs to 20 credits, wherever possible, and that the range of course offerings be expanded to those minimally expected for the regular high school programs. Many high schools now offer other means of obtaining credit through alternatives, including credit recovery programs and are urged to make the connections to these forms of credit as seamless as possible for students seeking to obtain a diploma through a combination of day, night, and sometimes other alternative course offerings.

More information on this topic is available in the Technical Advisory *Student Accounting: Follow The Child at the High School Level*. Please note that a student who earns a diploma from an Adult High School Program, who is under 21 years of age, with an IEP, may still be eligible for special educational supports and services from his/her high school district.

Senate Bill 18-FN – Education age

If the age of required attendance of children in school is raised from 16 to 18 years of age, students above the age of 16 but below the age of 18 should be considered enrolled in high school if they participate in any of the locally determined pathways toward graduation, as long as they are in compliance with the state education rules. Such students will be considered graduates if they complete their high school education as described in the *Minimum Standards for School Approval* even if they complete through an individualized learning plan such as described in this Technical Advisory. More information on coding in such circumstances will be made available as needed.

Tuitioned students

Districts without high schools that send pupils to high schools in other districts under RSA 194:21-a, RSA 194:22, or RSA 195-A may wish to negotiate the types of diplomas available to their pupils as part of the tuition agreements with the receiving districts. High school diplomas may not be issued by districts that do not operate a high school.

Students who “go away” to an alternative learning environment for a time with the intent of returning, (such as ski school)

Schools have local decisions to make regarding such students. The minimum standards are intended to give both schools and students more flexibility. If the student becomes formally enrolled in an approved non-public school, then they should be reported as a withdrawal. If the circumstance is more individualized, then the experience can be considered as an Extended Learning Opportunity, and thus subject to the requirements under 306.27(b)(4) which includes prior approval of the school and other considerations.

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Subject:
Alternative Pathways to High School Graduation

School Approval Standard:
Ed 306.27

GED and Home Schooled students:

For local purposes, districts may want to compile records of high school students reported as drop-outs who do not complete a GED certificate. It may be useful for local school boards to have statistics not only on the reported drop-out numbers but on subsequent educational success of reported drop-out students, even if they cannot be reported as graduates on the state record. The department hopes to compile this data state-wide and list it separately to demonstrate another pathway to success beyond the high school diploma.

Home schooled students are not considered enrolled in a high school, nor reported as such.

III. Q & A and/or FAQs regarding state and federal requirements regarding graduation

Q. Who may issue a diploma?

A. High school diplomas may be issued by the governing body of an approved regular high school, approved charter school, approved adult high school, approved alternative high school program, or an approved private school, as long as the school or program has been approved to provide instruction up to grade 12.

Q. If a student develops a plan and it takes place outside of the school, is he considered enrolled?

A. According to the Minimum Standards for School Approval, local school board policy can allow for the approval of a learning plan developed by the student, school, and appropriate others that includes learning outside of the regular classroom experiences. The student is considered enrolled if the experience and assessment of learning is overseen by the school, according to the minimum standards requirements 306.27(b)(4).

Q. Does a standard regular diploma have to be completed in 4 years?

A. No, but NCLB says that the definition of a graduate is based on a 4 year completion with a regular diploma

For more information on this topic, contact:

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Student Accounting Technical Advisory
Follow The Child Attendance Recommendations

School Approval Standard:
Ed 189:28

This is the seventeenth in a series of Technical Advisories issued by the Department to clarify the new School Approval Standards.

Per state RSA each school district is responsible to provide this accounting information to the Department of Education

I. Actual Text

189:28 Statistical Reports

(II) The information needed to determine compliance with performance or accountability measures of the school district, city, or public academy under RSA 193-E:3 or federal law, shall be submitted to the department of education in a timely manor as determined by the department of education.

NOTE: THIS ADVISORY WILL GO INTO EFFECT BEGINNING SCHOOL YEAR 2007-2008.

This technical advisory will help clarify 1) the process used to track the entry and exit of students who attend alternative high school programs and 2) identify the process to track truant students.

II. State Department Guidance:

The DOE understands that the State and School Districts are interested in finding alternative ways to help ensure students receive an education. To that end, students may be retained on the rolls of an approved high school under the following conditions (all must apply):

1. the approved public school must actively track the attendance and monitor the progress of the student who leaves regular daytime classes for an alternative program.

Alternative programs include:

- a. adult high school program – the adult high school program can be in the same or another school district. These programs are monitored by the DOE.
 - b. Extended Learning Opportunities per Ed 306.27(b)(4)
 - c. GED programs, IF the program is part of the High School's plan to issue a High School diploma to the student (Note: Federal policy requires that students who take the GED exam are not enrolled in school; therefore, the student can be withdrawn when taking the exam and re-enrolled following the exam).
2. and; the approved public high school that is monitoring the student's progress must anticipate that the student will receive a diploma meeting at least state minimum standards as defined in Ed 306.6.27.

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Note: if a student is attending an adult education program solely to receive a GED certificate without plans to receive a diploma, then the student must be recorded as a dropout and should not continue on the rolls of an approved public school.

3. and; since the public high school anticipates receiving state aid, the approved public high school must pay appropriate fees associated with the alternative program.

Additionally, students who are residing in a temporary shelter, temporary drug rehabilitation placement, home tutoring, and other similar programs may be maintained on your school roles if they are under the instruction of a teacher of the district (e.g. tutoring).

If the above parameters are not met, then the approved school must indicate the student has dropped out of school. Please note that if, at a later date, the approved school determines the student is eligible to receive a diploma, then the student may be entered back into the student accounting system, given a diploma and a promoted code indicating high school completion. This will remove the dropout status of this student.

Note: If a student's alternative program meets less than a full school week (e.g. 2 nights per week), the equity aid should still be full, given that the school will still have to 'follow-the-child'.

Note Regarding i4see Student Accounting: For a student attending a program that meets less than the minimum number of days/hours required by the state minimum standards, then, the "full-day percentage" field in i4see should represent the appropriate percentage and the number of ½ days in attendance and absence should equal the actual membership. For example, if a student is attending a night program three nights a week for three hours each of the nights, then he/she would be reported with: 30% full-time percentage and if the student attended the entire year he/she should have 30% of the 360 half-days (i.e. 120 half-days). Additionally, the school will submit this record as an enrollment status = 8 (indicating the student is attending an alternative school).

Reporting percentages this way, will enable us to collect accurate data, and since the enrollment status = 8, we can still report full ADM for these students.

Confirming a Student's Whereabouts

Schools should develop their own policies to guide the process to identify a student's whereabouts. However, the following is guidance that can be incorporated into a school's policy.

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For students who are no longer attending a school, the following steps should be used to identify why they are no longer attending.

- Confirmation from a receiving school is ideal
- Notification from parent or legal guardian is sufficient
- Information received by the school truant officer, resource officer, police, or from a friend, relative, or neighbor can proxy for the legal guardian notice.

The notification must be in writing. If the notification is from a friend, relative or neighbor, and it can not be obtained in writing, then, a memo should be included in the students folder identifying the details behind the notification (e.g. who made the notification, when it was said, what was said).

The student should then be withdrawn per the appropriate withdrawal code. For example, if it is confirmed that the student has transferred to a private school, then a W3 should be used (W3 – A student transferred to an in-state non-public school).

If it is confirmed that a child has stopped attending school because he/she has moved and is living with a legal guardian in another district in New Hampshire, then the child can be withdrawn as a W4 and is the responsibility of the new district. The new district will then have to enroll the student or withdraw him appropriately – eg. as a drop-out if the child is 18 and does not enter the new district's school. However, if the child stops attending your school and remains in your town for a period of time before moving, then he/she must be considered a drop-out of your town.

If a student's whereabouts can not be identified, when can a school consider a student a dropout?

- If the student is less than 16 years of age, then the student can not drop out of school. A truant officer, or school designee, should be sent out to try to locate the student.

If the student (under age 16) still can not be located, after the school district has done their due diligence to locate the child, then the child should be withdrawn as a W9.

- Students age 16 to 18, must remain on the rolls, unless a notice to drop out is received from the legal guardian or every step has been taken by the school to locate the student and he/she can not be found. To locate a student, contact with a legal guardian should be attempted via registered mail. Additionally, a truant officer should be sent out to try to locate the student.

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If the student (16 to 18) still can not be located after the school district has done their due diligence to locate the child, then the child must be recorded with a drop-out withdrawal code.

- For students 18 and over, the student should be considered a drop-out after two weeks of truancy.

III. Appendix I – Changes to Student Handbook Codes

As part of a school's Student Information Systems (SIS), there are several fields that are used to track student enrollment. These fields are submitted to the Department as part of the i4see submission cycle. Each time a student enters or exits a school a new record is submitted for that student (note: entry/exit can occur without the student moving schools – e.g. if the student moves towns, but remains in the same school).

Key Fields submitted as part of the i4see submission:

- Enrollment Status – use of proper coding to describe the status of active students.
Valid enrollment status codes

To aid in tracking students who are enrolled in alternative programs, we will create a new Enrollment Status Code 8 which will be defined as: The student is attending an adult high school or other program outside the facility of the approved public school, but is being monitored by the school.

ENROLLMENT STATUS LIST (STARTING IN THE 2007-2008 SCHOOL YEAR)

1 - The student lives in the district and is enrolled in this district.
2 - The student lives in another district but is enrolled in this district (this may include out of state students, parent paid and other tuitioned students).
3 - The student is enrolled in this district as part of open-enrollment -- a choice grant program. If the student has a choice of which school to attend (eg. Choice grant), then this enrollment status should be used.
4 - The student is a home school education student participating in funded activities in this school. You do not need to submit records at this time for home schooled students.

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5 - The non special education student resides in a NH district, but is placed in an out-of-state school (both public or non-public).

6 - The non special education student resides in a NH district, but is placed in a NH non-public school.

7 - The student did not withdraw or complete our school at the end of last year, but the student is no longer attending our school (used for Fall Submission only).

8 – The student is attending an alternative school day such as an adult high school or other program outside the facility of the approved public school and the student is being monitored by the school. (NEW)

9 - This code is used only by the DOE. The record is generated from data in the SPEDIS/NHSEIS system. The SPEDIS/NHSEIS student was enrolled in a private special education school.

10 - This code is used only by the DOE. This status will be used to identify a student who is dually enrolled in two programs (e.g. Kindergarten in the morning and 1st grade in the afternoon.) This code will only be used for the second enrollment; the primary enrollment will be indicated with the appropriate status above.

Additionally, the entry and exit codes allow us to track the movement of students.

- Entry Code (and Entry Date) – the date and reason the student is entering the school (e.g. moved from another state). Note: a student can enter and exit without leaving the school, for example, if the student moves from town to town within a cooperative but does not change schools.
- Exit Code (and Exit Date) – the date and reason the student is exiting the school (e.g. leaving to attend a private NH school). Note: a student can enter and exit without leaving the school, for example, if the student moves towns within a cooperative but does not change schools.

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ENTRY/ WITHDRAWAL CODE LIST (STARTING IN THE 2007-2008 SCHOOL YEAR)

ORIGINAL ENTRIES

- UPDATED** E1 Student who is entering school for the first time this school year, including students enrolled at the beginning of the school year and students entering a New Hampshire school for the first time in a given year
- UPDATED** E2 Student who began the school year in another state, but this is the first NH school attended this school year

RE-ENTRIES *(Note: These students have already been recorded as original entries in some other school in New Hampshire)*

- UPDATED** R1 Student received from another room in the same school when home room registers are kept (can be used for students returning to the physical school after exiting to attend adult high school or a similar program when student progress will be monitored by the school and attendance in the alternative program is tracked)
- R2 Student received from another public school in the same school district
- UPDATED** R3 Student received from a **NH non-public** school
- UPDATED** R4 Student received from a **NH public** school outside the school district (including public academies, JMA, and charter schools)
- R5 Student received from an approved home school program
- R6 Student re-entering the same school district after withdrawal under a code of W6-W9
- UPDATED** R7 Student re-entering the same school district in the same school year after withdrawal under a code of W20-29
- R8 Student re-entering from another state who was previously registered in NH this school year
- R12 Student remained in the same school but the town of fiscal responsibility changed

WITHDRAWAL

- UPDATED** W1 Student promoted or transferred to another room in the same school during this school year when home room registers are kept (can be used for students leaving to attend adult high school or similar program when student progress will be monitored by the school and attendance in the alternative program will be tracked)
- W2 Student promoted or transferred to another public school in the same school district

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- UPDATED W3** Student transferred to a **NH non-public** school
- UPDATED W4** Student promoted or transferred to another **NH public** school outside the school district (including public academies, JMA, and charter schools)
 - W5** Student transferred to an approved home school program
- UPDATED W6** Student transferred to another public institution such as prison, juvenile institution, or mental institution; for example, Tobey School, YDC, and Philbrook Center
 - W8** Student expelled
- UPDATED W9** Student left school for a reason not covered under withdrawal codes W1-W8, but who is not considered a dropout. Do not use this code if the student's whereabouts cannot be determined. This is not a dropout code
 - W10** Student deceased
- UPDATED W11** Student graduated midyear or completed graduation requirements during the summer
 - W12** Student's town of fiscal responsibility changed but the student remained in the same school
- NEW W14** Student transferred outside the state (including foreign exchange students returning to home countries)
- W20-29** Dropout codes available to districts for tracking students in grades 7-12 who left school before completing requirements for graduation and who are not expected to return to school

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TDD Access Relay NH 711



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DEPARTMENT OF EDUCATION
DIVISION OF ADULT LEARNING & VOCATIONAL REHABILITATION
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Transition Planning for Youth with Disabilities
The Role of NH Vocational Rehabilitation (NHVR)

Frequently Asked Questions

NHVR is here for youth who...

- Have a disability that is making it difficult for them to get or continue to work
- Need specific services to obtain or maintain competitive, paid employment in their career path after high school
- Want to work to the best of their ability
- Are ready to make some good choices to get their life moving in the right direction

NHVR is not the place that youth are looking for if they...

- Don't have a disability
- Are being mandated to participate in services and don't want to
- Just want "a job" which is unrelated to their career goal

Who is eligible for NHVR services?

Individuals may be eligible for services based on three criteria:

- They have a disability
- Their disability creates substantial challenges in preparing for a job, getting a job, or keeping a job
- They require VR services to become employed or to stay employed

Who can refer youth to NHVR?

While anyone can initiate a referral by contacting the local VR office, a discussion involving the student, their family, school staff and VR counselor is highly encouraged prior to making the referral to determine if VR services are right for them.

At what point does NHVR become involved in the transition process?

The Individuals with Disabilities Education Act of 2004 (IDEA) states that transition planning begin no later than the first IEP that is in place by age 16, or younger if the student's transition team decides it's appropriate. As the student's transition team develops and implements the student's Transition Plan, they should become informed about the role that VR can play. Students interested in VR services should be referred two (2) years prior to graduation or exit from school. It is encouraged that students be referred for services earlier if:

- They are at risk of dropping out of school or legal involvement, or
- They will require more extensive, long range planning due to disability needs

Please Note: Referring youth in a timely manner allows NHVR to have a greater ability to participate as an effective transition partner throughout the process. A student referral as a senior may not allow for the work that needs to be done in order to assure a smooth transition process.

What is the role of NHVR during transition planning?

- Participation in IEP meetings when invited. Particularly those that focus on transition and employment
 - When inviting the VR counselor to an IEP meeting, to every extent possible, for scheduling purposes, invitations given with at least one month advance lead time are appreciated. IEP teams may wish to consider holding meetings during days where the VR counselor is already at the school for scheduled visits

- Provide technical assistance to youth and their transition team around issues related to employment and disability
- When youth are unsure of what they would like to do for work, their VR counselor can provide guidance and tools that will complement what the school provides in the development of a job goal and entry onto a career path
- To assist youth to identify their skills and supports they might need to enter into or continue their role in the workforce

What are some examples of services that youth might receive from NHVR?

VR does not take a “cookie cutter” approach to services. Someone may receive a service that others will not. The VR counselor will work with individuals to determine what services are specific to their needs.

- Career guidance counseling
- Counseling on the impact of disability on employment
- Job seeking skills development
- Job placement services following graduation or exit from high school
- Job keeping skills development
- Information and referral to appropriate community services who could play a role in the transition planning process
- College planning
- Providing information regarding classes which will support career pathways

What are some examples of resources that NHVR can provide to Schools?

- Career guidance information
- Current employment related, trends and activities occurring in the region
- Employer contacts
- Labor Law information
- Impact of disabling conditions on employment
- Connecting the student's work place activities with their academic program
- Employer expectations of employees

For more information regarding NHVR transition services, contact:

Tina Greco
Transition Coordinator
21 South Fruit St., Ste. 20
Concord, NH 03301
603.271.3993
1.800.299.1647

E-mail: tgreco@ed.state.nh.us

Alternative formats available upon request

Revised 6/30/08

Alvirne High School

WOW! Program - World Of Work

Who are we? Alvirne High School students that are learning about the world of work. We are looking to develop life skills through different "work experiences".

Do I have to pay them? No, these students are getting school credit for being out in the community and learning these skills is part of their actual school program.

Who trains us? We will need some initial training from you, but all students will be accompanied by staff from AHS.

Are the students covered? Yes, the students are covered by insurance that the district carries.

What's in it for me? As a local employer, not only would you be getting help with various tasks you need completed, but you will be assisting the students in your community by affording them the opportunity for "real world" learning.

Who do I contact? Dawn Breault MA, C.R.C.
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