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| Timberlane Regional School District | Policy Code: IK |
| Adopted: 06-16-83 Revised: 05-02-91 Reaffirmed: 02-24-05 Revised: 08-19-10, 03-06-14, 04-04-19, 11-06-25 | Page 1 of 7 |

EARNING OF HIGH SCHOOL CREDIT – ACHIEVEMENT OF COMPETENCIES

A high school credit is an acknowledgment that a student has met or exceeded all of the academic standards and other requirements associated with that credit. In virtually all respects, those standards and requirements are identified as “competencies” developed by the state or the district as learning targets within a subject area that represent key content-specific concepts, skills, and knowledge. Students are awarded a credit when they achieve proficiency or, in some cases, mastery of the competencies associated with that credit. In addition to traditional course work, students may demonstrate competencies (and earn credits) through learning opportunities outside of the classroom setting, such as extended learning opportunities (ELOs), Learn Everywhere programs, Career and Technical Education (CTE) programs, and other such learning opportunities described below.

A. Definitions.

1. "Academic standards" means what a student should know and be able to do in a course or at each grade level.
2. “Achievement of competencies” means a student has demonstrated competencies at a “proficient” level through a collection of evidence.
3. “Credit” refers to the official record that a student has achieved competencies associated with learning opportunities.
4. "Competencies" means student learning targets that represent key content-specific concepts, skills, and knowledge applied within or across content domains (i.e., similar to subjects).
5. "District competencies" means specific competencies identified by the district as requirements for a specific subject area (which may be contained in a single course or across different courses).

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6. “Learning opportunities” means educational experiences, including but not limited to in-person, online, blended, and self-guided classes, ELOs, work-based learning, and alternative learning plans that lead to achievement of competencies. The term also includes “course.”
7. “Proficiency” (including “proficient”) means the minimum student performance required to satisfy the achievement of a competency.

B. Credits Awarded Upon Demonstration of Achievement of Competencies.

1. Credits are earned when students demonstrate achievement of competencies for the course is shown and are not awarded based on class time, age or enrollment status. Demonstration of achievement of a competency is shown by:
 - a. A collection of evidence showing achievement of competencies (e.g., out of school achievements, home education program portfolio, etc.);
 - b. Assessments:
 - i. District approved assessments, or
 - ii. New Hampshire Department of Education approved assessments.

NOTE: Pre-placement tests will not generate credit if they do not fully encompass and assess all required competencies for that credit.

2. Credit is not awarded based solely on time spent achieving these competencies, and may be awarded irrespective of age or enrollment. Credit may be awarded through other learning opportunities, outside the traditional classroom setting, see Section C, below.

C. Learning Opportunities - Methods of Achieving Competencies – Earning of Credits

1. Traditional: Students demonstrate achievement of competencies through the successful completion of a course’s requirements, including class assessments,

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2. Other Learning Opportunities and Pathways to Demonstrating Achievement of Competencies:

- a. Transfer credit from an approved school pursuant to Section E, below;
- b. An approved home education program (see Board policy IHBG);
- c. Extended learning opportunities (ELO) under the provisions of Board policy IHBH;
- d. Online/remote learning opportunities under the provisions of Board policy IMBA;
- e. College Credit, including credit earned through Dual and/or Concurrent Enrollment under Board policy IHCD/LEB;
- f. Learn Everywhere programs (pursuant to N.H. Dept. of Education Rule Ed 1400) (See Section F, below);
- g. Co-Curricular activities;
- h. 7th and 8th grade coursework that meets the standards of Board policy IMBD. (Note: competencies may also be achieved regardless of age under paragraph B.2 above.)

D. Interdisciplinary Credit.

Interdisciplinary credit is credit that is earned through achievement of competencies across disciplines (e.g., physics) or domains (e.g., science). Districts shall reward credit for competencies earned through interdisciplinary learning opportunities, which may include courses identified as interdisciplinary by the school, or established through an individualized learning plan.

E. Transfer Credit

- 1. Students can receive credit towards graduation from other approved schools as described in this Section.

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2. “Approved schools” include New Hampshire public schools, charter schools, public academies, approved public or private tuition program schools, and all schools in Vermont and Maine that are members of an interstate school district with schools in New Hampshire.

3. The building Principal shall grant credit for any similar courses or programs that have been satisfactorily completed at any other approved schools. If the credit awarded by the original school aligns with the competencies established by the state for the same subject, the transfer credit will be awarded.
 - a. For the purposes of reviewing the issue of whether a course or program is “similar”, the Principal shall consider District course descriptions and curricula, course syllabi, District and graduation competencies, and any other relevant information provided by the parent/guardian of the transferring student, and/or the approved school at issue.
 - b. If the Principal finds that the courses are not similar enough to grant transfer credit in the specific subject area, the Principal may accept the credit as an elective.

4. Review of denial of credit for courses from different school:
 - a. Should the building Principal deny transfer credit, the building Principal shall provide a timely and written notification of the denial. The written denial shall include a justification for denial, including discussion of criteria set out in the section above and any other factors that support the Principal’s decision.
 - b. Upon written request by the parent/guardian, such denial can be submitted for review to the Superintendent, who may override or modify the Principal’s denial. The Superintendent’s decision shall be final.

F. Learn Everywhere

1. A "Learn everywhere” program is a state board approved alternative program for granting credit leading to graduation.

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- a. Successful completion of an approved learn everywhere program shall result in a certificate awarded by the program, redeemable for high school credit toward graduation in the approved subject matter detailed in table 306-1 for students who entered high school prior to the 2026-27 school year, or 306-2 for those entering in 2026-2027 or thereafter.
 - i. Credit earned from a learn everywhere program cannot be applied to subjects that fall outside of those detailed in tables 306-1 and 306-2. However, a student may seek to apply competencies from the Learn Everywhere program using the methods described in Section B.1, above,
 - ii. Credits earned through this program shall appear on high school transcripts and are not to be included in calculating GPA, but in no event may it negatively affect that student’s GPA.
 - b. The District will accept Learn Everywhere credits for up to 1/3 of the total number of credits required for graduation. A student may petition the Principal to allow for a greater percentage of credits, up to 100%, to be allowed. The Principal will review the request and make a recommendation to accept or deny the request to the Superintendent, whose decision to approve or deny the request will be final,
 - c. Students may petition the Principal to allow credit earned through this program to be applied towards a different required subject (including electives), in compliance with Section E (Transfer Credit), above:
 - i. The Superintendent will make the final approval or denial,
 - ii. If the petition is denied, the credit shall be applied to the originally designated area, even if it results in an excess of credits in that area.
2. Should a student with an IEP seek credit through a learn everywhere program, the IEP team may decide not to redraft, revise, amend, or modify the IEP to include the desired learn everywhere program, as described in 1406.01(c).

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G. Denial of Credit

Credit will not be granted for a course in a subject area lower in course/subject sequence than one for which the student has already earned credit.

H. Minimum Course Load

1. Students shall be enrolled in no less than 3 credits or its equivalent per year, unless the student: (306.23(i)(1-3))
 - a. Has an approved IEP plan that has determined the need for fewer credits per year; (Ed1109)
 - b. Has been approved for early graduation (see Board policy IKF);
 - c. Pursuant to any other Board policy; or
 - d. Special or unusual circumstances exist such that a waiver might be appropriate under applicable Department of Education rules or policy BAAA. 306.23(i)(3)

I. Implementation

1. The Superintendent, in consultation with the high school principal(s) and curriculum coordinators, shall be responsible for establishing adequate procedures to ensure implementation of this policy. Procedures should address such matters as:
 - a. Identifying competency assessments consistent with the provisions of Board policy ILBA,
 - b. Application and approval processes (when permitted) for alternative methods to earn a credit or demonstrate achievement of competencies,
 - c. Identification of person(s) responsible for approval, supervision, monitoring progress, and appropriate assessment in individualized learning opportunities/alternative learning plans,
 - d. Practices to strive for student safety, and

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e. Practices that strive for equal access for all students.

2. Any such regulations or procedures will be included in the Student Handbook, as will information pertaining to the various learning opportunities and methods for earning credits.

References:

RSA 193-E Adequate Public Education

RSA 193-E:3-f Approval of Courses and Programs

RSA 193-H:1 School Performance and Accountability (Definitions)