

**ASSIGNMENT TO COURSES AND GRADE LEVELS**

Students enrolling into Virtual Learning Academy Charter School's (VLACS) full-time high school program will be placed in grades and courses that will allow students to accomplish VLACS's instructional and learning objectives, earn a high school diploma, and/or prepare adequately for a successful transition to post-secondary education, training or employment. All students who are included under the compulsory attendance law must be enrolled and required to attend all courses prescribed by the state and VLACS.

Students transferring into VLACS will be placed in the grade level and course that VLACS determines best meets the student's overall educational needs, after review of the records from the student's prior school, and after consultation between the Chief Executive Officer or designee, the student's parents/guardian, and (if applicable) a guidance counselor.

Grade placement is most challenging when a student transfers school from a non-traditional setting, such as an alternative school, a home school program, a nonpublic school, or a school in a foreign country. Transfer students from homeless or migrant families also pose unique grade placement challenges.

Students seeking to transfer into VLACS must provide documentation to allow VLACS to determine the student's grade placement. VLACS may request any or all of the following:

- A transcript from an approved school
- Certification from a state approved and/or accredited education program
- Certification issued by the commissioner of education, resident school district superintendent or non-public school principal pursuant to a home school program established in accordance with RSA 193-A, or (for students located outside of New Hampshire) a certification from a home school program recognized and/or accredited by the Department of Education, or equivalent state agency, in the student's home state.
- Any other documentation that VLACS believes will allow it to determine the student's appropriate grade placement

For most transfer applicants, documentation of credit earned from institutions of equal status, such as accredited public schools, approved non-public schools, and accredited correspondence schools, shall be sufficient to determine grade level placement.

Absent the aforementioned documentation, VLACS shall determine grade level placement through an evaluation process that applies equally to all students. All transfer students, including home school students and students from other countries, shall be placed into an appropriate grade and a plan for graduation shall be developed. The following guidelines shall be followed in determining proper grade placement:

- Prior study, testing, documentation, and credits received from other institutions or educational programs shall only be reviewed by VLACS so it can determine proper grade placement and to plan for graduation. VLACS will not provide credit to students for work completed at prior educational programs.

- After grade placement has been determined, the number and distribution of credits required for graduation from VLACS shall be established in accordance with state and local requirements.
- State and local graduation requirements for a diploma shall be met as a result of an initial proper placement and a plan for graduation as described above.
- The graduation plan to fulfill state and local credit and distribution requirements should be designed with participation from VLACS, the student, and parent(s)/guardian(s).
- Prior work/accomplishment/credit shall not be evaluated with the intention of transferring credit on a one-to-one basis from the previous school or home education program to VLACS.
- Students who indicate that they have earned or accomplished more credit in an academic year than a full-time student in an accredited public school or approved non-public school could reasonably expect to earn during an academic year must provide detailed documentation of coursework or subject-specific academic achievement scores in order to demonstrate the academic competencies that he or she achieved during that time period.

Students receiving special education services will be placed in accordance with this Policy unless the students' Individualized Education Plan (IEP) contains modifications that impact or relate to grade placement and/or other educational criteria are used to determine grade placement.

When disagreement regarding the placement arises, the Director of Full-Time Programs & Students will determine the placement of the student after consultation with the student's parent/guardian and (if applicable) a guidance counselor, or professionals knowledgeable about the student and his/her educational needs. The decision of the Director of Full-Time Programs & Students regarding student placement may be appealed to the Chief Executive Officer.

Law Reference:

NH Code of Administrative Rules, Section Ed 306.14(a), Instructional Program  
Appropriate Assignment of All Incoming Students  
RSA 193-A, Home Education

Appendix Reference:

Date Adopted: June 14, 2012

Revision Dates: January 19, 2023