

North Atlantic Regional Schools

High School Handbook

25 Adams Ave.
Lewiston, Maine 04240

207-753-1522

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Occasionally, program requirements must be adjusted to reflect changes in law or regulation which may be dictated by the Department of Education or an accrediting agency. When such adjustments are made, we will do so with the least possible disruption to our students or their families.

NARS operates under the authority of Maine law. Specifically, the North Atlantic Regional Schools complies with the provisions of 20-A Maine Revised Statutes Annotated M.R.S.A. 5001 (a) 3 and is authorized by the State of Maine Department of Education as "a private school recognized by the department as providing equivalent instruction."

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NARS is the abbreviation for the North Atlantic Regional Schools. NARHS is the abbreviation for the high school portion of what we do. In conversation and in our writing, we sometimes use these terms interchangeably.

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STATE OF MAINE
DEPARTMENT OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, MAINE
04333-0023

ANGUS S. KING, JR.
GOVERNOR

J. DUKE ALBANESE
COMMISSIONER

January 9, 2001

Carol Moitozo
North Atlantic Regional Schools
116 Third Ave
Auburn, ME 04210

Dear Ms. Moitozo;

Thank you for providing our office with the letter, which outlines your intent to comply with the guidelines for equivalent instruction. Please be advised that your school is in compliance with the compulsory school attendance law requirement.

Thank you for your attention to this matter.

Sincerely,

A handwritten signature in black ink that reads "Edwin N. Kastuck".

Edwin N. Kastuck, Ph.D.
School Approval Consultant



PRINTED ON RECYCLED PAPER

When working with high schoolers, I believe there are four overriding principles.

1.

The GOAL of education is to prepare a child for adulthood.

Once the child is a teen, there is not much time left.

2.

The real world rewards specialists more than it rewards generalists.

While a general education is good, a special education is better.

3.

People learn what they need to know when they need to know it.

This takes on new meaning when emphasis is applied in three different ways:

People learn what they need to know WHEN they need to know it.

People learn what THEY need to know when THEY need to know it.

People learn what they NEED to know when they NEED to know it.

4.

When your teens leave home, they will NOT know everything they'll need to know as adults.

Our objective is that when they leave home, they will know HOW TO FIND everything they'll need to know as adults.

Steve Moitozo, Founder
North Atlantic Regional Schools
Auburn, Maine
1984

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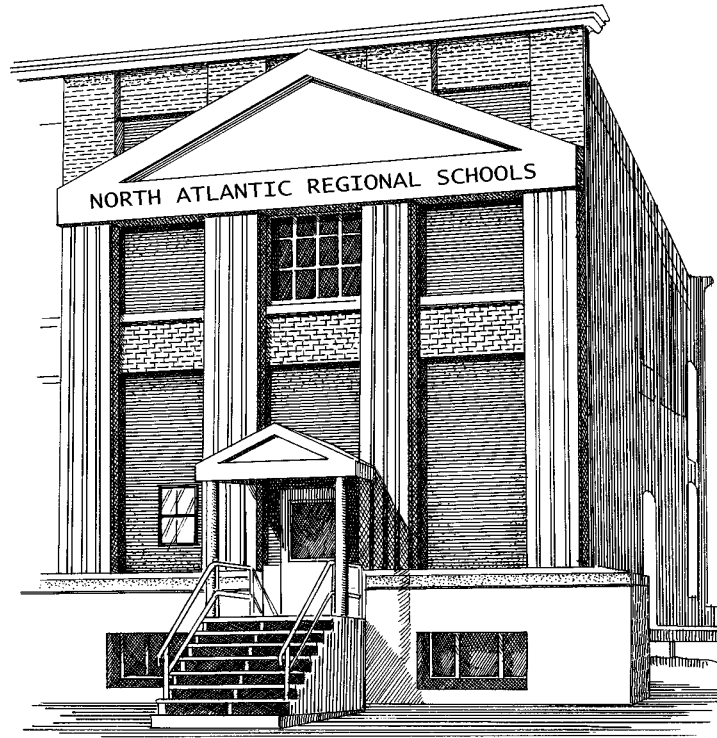
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Credentials for high schoolers since 1989

THE BACKGROUND OF NARS BUILDINGS

The Lewiston-Auburn area has always been about manufacturing. Shoes and textiles were the leading industries for most of the 19th and 20th centuries. Bates Fabric, Bates Bedspread, Cole Hahn Shoe, Red Wing Shoe, Knapp Shoe, New Balance sneakers, and others were manufactured here over the years.

Lewiston was the backbone of Maine manufacturing and Auburn was the community offering more affluent support. When we began the school, we purchased a large 52-room building in Auburn. It was originally a family home with carriage house and additional space. Previous to our purchase, it was an orphanage, and it served us well for 13 years. But the old building was very costly to maintain, especially to heat (\$11,000 per year during Maine winters). And, because it was designed as a home, it had a restrictive layout of the rooms, limiting the way space could be used. As NARS grew, the limitations became more burdensome.

We began to look for other properties, and wondered where we could find another place with comparable space (22,500 square feet) that we could afford. The answer was found in the current movement to renovate the old industrial mills in Lewiston. At the Pepperell Mill complex, we found an enormous space available for a very good price (and the heat was included!). It needed a lot of work, but the contract price for the lease made it worth it over the 15-year period (and the lease is renewable).

We began the renovations in 2000, gradually moved the operations of the school, and completed the two-year process of moving the school in May 2002. After all the operations of the school were moved, we immediately began extensive work on the outside of the building. This led to the building's current appearance, as seen in the revised NARS logo above.

Yes, we understand that schools are not about buildings, yet NARS wants to have a place that can accommodate both the function of the school and the needs of the students and families who come here. We believe the current building offers a proud heritage of the industries of the past while providing for the needs of the present. It is truly a transition from the Industrial Age to the Information Age. And we couldn't be more proud to recycle and reuse this grand old building from Maine's past.

Three School Divisions

**NARS Elementary School Division
NARS Middle School Division
NARS High School Division**

Elementary School Division

Families with younger children use NARS for multiple reasons. Some use NARS as their official, legal school registration for their children (this is reserved exclusively for families in Maine). Some use NARS to supplement what their children are doing in private or public schools. Other families use NARS as their official vehicle to teach their children at home. And still others use the NARS staff as consultants for their elementary school children's education.

Whatever the reason they might use NARS, we strive to be certain that the parents stay in charge of their child's education; that includes the parents of children enrolled in public and private schools, too. For example, some parents of special education students invite NARS staff to attend their public school's IEP planning meeting. NARS personnel become part of the team used to design the IEP. This gives the parents some confidence so the IEP process does not overwhelm them, given the sometimes emotional news that their child might become labeled as "special ed." Whatever the reason families use NARS for their elementary-age students, we want to be available to them wherever they live, even if we consult only by phone.

Middle School Division

The transition from elementary school to high school was historically called "Junior High" and is today called "Middle School." It covers grades 6 through 8. Some families find this period a bit tricky. As their students become more familiar with the academic world, some parents become aware that their children are capable of doing higher-level work and might be ready to take on a high-school level course. Other families fear the opposite might be true -- that their children are not ready for grade-level courses and are headed for a tough time in high school. And still others find their children are developing a high interest in some specialty, such as music, art, mechanics, and the like.

NARS helps these families. We have almost 20 years of experience assisting students and families with the transitions expected in middle school. We can assist in program design, learning styles, motivation, and much more.

Whether your students are average students, struggling students, or bright students, we will do what we can to assist you in your important job.

High School School Division (NARHS)

This handbook is devoted almost entirely to the high-school student. We commit the majority of these pages to developing the "thinking" of high school, the "coursework" of high school, and the "credentials" of high school. All of these aspects become more important as teens move closer and closer towards adulthood. Some parents feel confident in what they are seeing in their students, some feel anxious and unsure, and some feel awful. We work with all of them at NARHS.

Regardless of your child's level in elementary, middle, or high school, we are here to serve you. Parents can and should be the ones who decide and direct their child's education. NARS can help.

Greetings from the Director



It's a pleasure to work with committed staff, eager students, and homeschool families. It is encouraging to see the uniqueness in each student and each family. No two homeschool lifestyles are the same and therein lies the beauty of home education. The bonding of these families, along with the commitment to educate their children to be prepared adults, is refreshing and uplifting.

Having personally directed the education of our two children for 11 years, I understand the commitment, joys, and challenges that are a part of homeschooling. I know the personal growth that comes with arranging and executing each child's individual program. I know the satisfaction of seeing them master information, pursue an interest, contribute to family and friends, take charge of their education, personalize their faith, and continue to build relationships on each growth level towards adulthood. As a family unit, we witnessed these stages and now our children, as adults, continue to work with us and are willing to share their questions and insights. We take none of this for granted. These are the rewards of time spent as a family engaged in homeschooling.

In addition to giving support and encouragement to families educating their own children, North Atlantic Regional Schools offers the option of credentializing the homeschooled high schooler, students from public schools, and students from other private schools.

Our Credential Management Service brings together the work from multiple sources and focuses all of it on the educational milestone of a high school diploma. We recognize the flexibility of learning at home and see it as an advantage for high schoolers. The length of time to complete high school can be an individual decision of four years or very possibly less. Your student's personal interests and goals are the basis for each individual program's design.

Our experienced homeschooling staff and certified teachers are creative thinkers, willing to collaborate with you to develop an individualized plan, so your student can reach his or her highest goals and be prepared for adulthood. We are eager to talk with you and be part of your student's success story.

Sincerely,

Carol Moitozo
Director of Educational Services

VISION STATEMENT

North Atlantic Regional Schools envisions that all students in our program will achieve the goal of education. The goal of education is as old as history itself, and is simple. The goal of education is to prepare a child for adulthood.

We believe there are five steps to achieving the goal, **five** key mile-markers to be passed on the way to adulthood:

- (1) **Morals** -- an understanding of what is right and what is wrong.
- (2) **Values** -- knowing what things are valued in life, what things are important.
- (3) **Ethics** -- knowing how to behave and conduct the affairs of life.
- (4) **Problem-Solving** -- when confronted with a problem, having the skills to find the solution.
- (5) **Decision-Making** -- based on morals, values, ethics, and problem-solving, we envision the student becoming a responsible decision-making adult.

MISSION STATEMENT

The mission of the North Atlantic Regional Schools is to provide a route by which public schoolers, private schoolers, homeschoolers, and adults may complete high school courses, receive high school credits for their work, and conclude their high school career with a diploma from a state-recognized private school.

In keeping with that mission, we strive to equip the students and their parents with the skills and resources necessary for non-stop, lifelong learning.

We are deliberate in our attempt to serve the non-Christian as well as the Christian community.

Profile of our High School

The North Atlantic Regional High School is located in Lewiston, Maine. NARHS is a state-recognized private school in the State of Maine. We assist in designing and delivering a custom-designed program for each student, whether he or she is attending public school, private school, college classes, or homeschool. For homeschool families, parents decide and direct the content of each course, while fulfilling the requirements for each specific high school credit. Once the student has acquired the necessary credits, he or she is eligible for a high school diploma. Students graduate with varying numbers of high school credits according to their ability, ambition, and academic goals.

Founded and incorporated in 1989, we adhere to the foundational core curriculum outlined by the state, but allow broad flexibility in fulfilling those requirements under the careful evaluation of our certified staff.

Students working on their high school courses are allowed to work at their own pace; there are no speed limits here. Students are allowed to go as fast as they like, or as slow as they need.

Our high school program is enjoying an expanding presence in other states, especially among homeschoolers. In recent years, we have been gratified that public schools and other private schools in Maine and in other states have referred students to NARHS.

Profile of our Student Body

Students may come to us with a mix of public schooling, private schooling, and college work. Most of our students have been homeschooled for at least part of their school careers, but not all. Some students begin working on their high school diploma when they are 11 or 12 years old, some begin college courses as young as 15. Others finish the requirements as adults. For some students, we work with their very first course selections for high school, while for others we work to reconstruct the academic work they did years ago.

NARHS graduates have moved into college, careers, and military service (all branches). Some continued the family farm, some went to technical schools, and some became apprentices in other trades. Some graduates continued their academic pursuits at Harvard University, Gordon College, Johns Hopkins University, Brownsville School of Ministry, Columbia International University, Messiah, Loma Linda University, Penn State, Hart School of Music, Liberty University, BJU, The Julliard School, Eastern Nazarene College, Nyack, The College of Saint Rose, Bennington College, Piedmont College, Southern Adventist University, colleges in Maine including the University College of Bangor, UMA, USM, SMTC, CMTC, St. Joseph's College and many other state universities, and more. The list is growing consistently each year (see reverse side for a more current list).

Parents and students enjoy the diversity offered in the academic programs provided under the guidance of our school. The school enjoys the diversity offered by such a mix of students.

Since each student's program is custom-designed, there is no class standing or class ranking, but the student's GPA is calculated to reflect his or her level of academic performance.

Although all our students were NOT prepared in the same way, they WERE all prepared for the same thing -- they were prepared for adulthood.

There were 338 graduates in the Class of 2002.

NORTH ATLANTIC REGIONAL SCHOOLS

These are the colleges, universities, and schools to which our graduates have been accepted in the past three years. This should offer some idea of the types of students and families who work with us and where our students have gone after high school graduation.

Adrian College
Andrews University
Assumption College
Bard College
Baylor University
Bennington College
Bob Jones University
Boston University
Bowen Technical College
Bridgewater State University
Brownsville School of Ministry
Cedarville College
Central Maine Tech. College
Central Michigan University
Cincinnati Conservatory of Music
College of St. Rose
Colorado College
Columbia International University
Cooper Union College for Advanced Science & Art
Denver Darkroom School of Photography
DePaul University
Dutchess Community College
Eastern Michigan University
Eastern Nazarene College
Eastman Conservatory of Music
Franklin College
Freed-Hardeman University
Geneva College
Gordon College
Green River Community College
Hart School of Music at Univ. of Hartford
Harvard University
Hesser College
Hillsboro Community College
Jefferson Davis Community College
Johns Hopkins University
Julliard
Kennebec Valley Technical College
LeTourneau University
Lee University
Liberty University
Loma Linda University
Long Island University
Louisiana Tech
Lyndon State College
Maine College of Art
Manhattan School of Music
Marlboro College
Messiah College
Moody Bible Institute
Motorcycle Mechanic Institute
Mount Ida College
New Brunswick Bible College
New England Bible College
New Hampshire Tech
NYU Tisch School of the Arts
Oakton Community College
Oklahoma State University
Pasco-Hernando Community College
Peabody Conservatory at Johns Hopkins Univ.
Penn State
Philadelphia Biblical University
Piedmont College
Pinecrest Bible College
Plymouth State University
Reynolds Community College
Seattle Pacific University
Southern Adventist University
Southern Maine Tech
Southwest Baptist University
St Joseph's College
State University of New York
Suffolk County Community College
SUNY College of Environmental Science
Texas A & M University
The Masters College
Tulane University
United States Air Force Academy
Unity College
University College of Bangor
University of Central Florida
University of Colorado
University of Maine
University of New Hampshire
University of Southern Maine
University of Texas
Virginia Commonwealth University
Wayne State University
West Point Military Academy
Word of Life Bible Institute

Frequently Asked Questions (FAQ's)

Read through the following questions. They are answered in order on the next few pages.

1. What does NARS **do**?
2. Is NARS a **real** school?
3. **Where** is NARS?
4. Is this a **real** diploma?
5. What if I live **out of state**?
6. Will **colleges** accept a NARS diploma?
7. How do I get **credit for homeschool work**?
8. What **curriculum** does NARS require?
9. Can I get credit for **previous high school work**?
10. Can I take courses from the **Internet, video, CD-ROM, etc.**?
11. Who gives my student the **grades**?
12. **When** does a student graduate?
13. What is the **age limit**?
14. **How long** does this take?
15. What if I'm a **struggling** student?
16. I'm a **grandparent** -- can I still get a diploma?
17. Is a diploma really **necessary**?
18. How is this **better than a G.E.D.**?
19. What if I have a **Learning Disabled (LD)** child?
20. What if I need **extra help**?
21. What about **testing**?
22. **How much** work equals one (1) high school credit?
23. Can **younger students** earn high school credits?
24. What courses are **required** for a diploma?
25. Is this a **correspondence** school?
26. What about a **transcript**?
27. Where will my **permanent school records** be?
28. **How long** has NARS been doing this?
29. What if I **already have** high school credits?
30. What about **work-study** programs?
31. How much does this **cost**?
32. What is my **tuition** buying?
33. How do I **register** with NARS?
34. Can I start with NARS in the **middle of the year**?

As you study this handbook, you will find the answers to many questions. You will find suggestions and guidance. Use it as a manual or a reference. We have prepared it for your information and to assist you in considering and working with NARS.

1) What does NARS do?

NARS is an actual school. We award high school credit to students whether they do the work on site or off campus. We extend this to include home-schoolers -- offering credentials to homeschoolers for their high school work.

We are a state-recognized private school offering to evaluate the coursework of high school students (and adults), and upon adequate documentation and evidence, we grant high school credits for homeschool work.

We are NOT a satellite school.
We are NOT an umbrella school.
We are NOT a correspondence school.

NARS is an actual school that allows students to transfer their work into our school. And, when a student has accumulated all of the required 17-1/2 credits, he or she is eligible to receive a high school diploma.

For homeschooled students, the parents maintain control -- the parent is in charge of the content of each course. We allow the parent to actually home-school -- we do NOT dictate the coursework to be done. All coursework is PARENT-SELECTED and PARENT-DIRECTED.

For adults, we capture past high school credits, add them to work experience, fill in coursework where needed, and then award the high school diploma when all requirements are met.

2) Is NARS a real school?

We are a real school.

We are not a virtual school or a "school in a mailbox" -- we are a real high school issuing a real high school diploma. We have the usual large building, parking lots, heating bills, leaky roof, etc. (We even have the occasional graffiti written on our walls outside!)

Our school, North Atlantic Regional High School, is a state-recognized private school, and we have students working on their diplomas in 50 states and several foreign countries. Please see a copy of our letter from Maine's Department of Education, School Approval Office, located at the beginning of the handbook.

NARS operates under the authority of Maine law. Specifically, the North Atlantic Regional Schools complies with the provisions of 20-A Maine Revised Statutes Annotated M.R.S.A. 5001 (a) 3 and is authorized by the State of Maine Department of Education as "a private school recognized by the department as providing equivalent instruction."

Graduates from our school are afforded the same privileges as any other graduate from any other Maine high school. All NARS graduates, regardless of their place of residence, are awarded a diploma from the state of Maine.

Our students have gone to every possible type of college and university. Our graduates have gone to Harvard, Penn State, FSU, local colleges, technical colleges, the Air Force Academy, virtually everywhere. (One of our 2000 graduates went to Julliard! One of our 2001 graduates went to West Point.)

Further, our specific credentials indicate:

- Our IRS Federal ID number is 01-0534550
- Our Maine Bureau of Taxation number is 1052642
- Our College Board School Code Number is 200037
- Our US Dept. of Transportation DOT number for our school vehicles is USDOT 750404
- Our US Dept of Education ID number is 23 8 0011 8 21 2 16388
- Our US Dept of Commerce Bureau of the Census ID number is 23 8 0011 8 21 2 11614
- Our US Dept. of Labor ID and Maine Dept of Labor number is 064000043-6 0196823000-00000 8211 6
- Our US Dept. of Labor designation is 8211-- their designation as "Elementary and Secondary school below university grades (ordinary grades 1 through 12)."
- NARS is an NCAA Clearinghouse participant. NARS graduates may qualify as NCAA athletes for college sports eligibility and scholarships.

3) Where is NARS ?

The North Atlantic Regional Schools are located in Maine. Our current building is located in the renovated mill section of Lewiston, Maine's second largest city.

Portland, Maine, has the closest airport, just 35 miles away.
Manchester, NH, is a 2-1/2-hour drive away.
Boston is a 2-hour drive away.
New York City is only a 6-hour drive away.

4) Is This a REAL diploma ?

We have the authority and privilege to grant high school diplomas in the State of Maine. And with that authority comes the responsibility for granting high school credits.

Before NARS awards credits every credit for every course for every year must be justifiable. That justification must become part of the student's file.

We build the student file to contain student records, evaluations, portfolio reviews, external credits, transferred credits, and more. All are contained in the student's official educational file. When called upon by any college or university, the military, or an employer, we can justify every credit granted by the records in the student file.

And of course, every file is confidential, according to the FERPA requirements, and we release student information only after a release form is signed by the parent, legal guardian, or adult student.

Once the documentation is there, the credit is granted. Once the credits are granted, the diploma is awarded. Yes, this is a real high school diploma -- NOT a GED, NOT a certificate of completion.

5) What if I live out of state ?

In today's educational world, living in one state and graduating from a school in another state is no longer unusual.

With distance learning, satellite classes, video courses, online classrooms, military families, job transfers, government employee assignments, etc., it is not uncommon for students to have these arrangements.

Currently we have students in every state and multiple foreign countries working on their high school diplomas. No Maine residency is required. No on-site attendance is required. All NARS graduates, regardless of their places of residence, are awarded a diploma from the state of Maine.

6) Will colleges accept a NARS diploma?

Graduates from our school are afforded the same privileges as any other graduate from any other Maine high school.

It bears repeating that our students have gone to every possible type of college and university. We have students at Harvard, at Penn State, at FSU, at local colleges, in technical colleges, virtually everywhere. One NARS graduate is at Julliard, one of our graduates is a National Merit Scholar, and one of our graduates is at West Point.

CONSIDER:

It is not the NARS diploma that will get you into college or keep you out of college. YOUR accomplishments will gain you college admissions, or keep you out. The diploma doesn't apply to college -- the STUDENT applies to college.

To that end, we work carefully to "package" each student's transcript and records, and to make that "package" as formidable as possible to access the goal. Your goal might be college, the military, the job market, an apprenticeship, or a trade occupation. Whatever it is, we will help the student's SPECIALTY stand out in the "package."

NOTE: There are two different considerations for college admissions: (1) NARS graduation requirements and (2) the college's admissions requirements.

It is the student's responsibility to know what BOTH of these are. When the student tells us what the college's requirements are, we will work with the student to make that happen. For example if a student is seeking admission to a university for an engineering degree, he or she may need to have four math credits. NARS requires only two math credits, but the university wants the students to have at least four. So, we repeat -- **it is the student's responsibility to know what BOTH institutions require.** We will help any way we can.

" I need a diploma, and I need it quick !"

Melissa wrote: "I have worked for the State University of (omitted here) for the past 12 years, where I became a senior computer analyst. When the TI department was restructured in 1999, my supervisors found out I didn't have a high school diploma. The University policy states that I must have at least a high school diploma... I have been given until the end of 2000 to get my diploma, or I'll lose my job. I need a diploma, and I need it quick! Please help."

NARS worked with Melissa to get her transcript from her old high school. We accepted all the credits previously earned in high school, and she was lacking only one English credit and one US History credit. We found some courses she could do at home under our direction, and she completed all the requirements by September.

7) How do I get credit for homeschool work?

The three most important words are document, prove, and portfolio.

DOCUMENT

This is your testimony about what happened in that course. For homeschool work, documentation is usually done through a Daily Log Book -- keep a daily log record of what was done, course-by-course. (See sample on pages 54-55.)

PROOF:

Think of yourself on the witness stand. The documentation in your Daily Log Book is your "testimony" about what happened. But as good as your testimony might be, it is not "evidence" -- testimony is only your say-so. Now we need evidence. That's where the portfolio shines.

Make your evidence complete, convincing, and compelling for each subject. We must have some physical evidence to be convinced this work actually occurred. (More on pages 46-52.)

PORTFOLIO:

This is where the "testimony" and the "evidence" come together. Each homeschool course submitted for credit must be included in a portfolio review at the end of each year. This portfolio review will include **FIVE** necessary items:

1. The Daily Log Book
2. The Collection of Evidence to review
3. The Homeschool Transcript
4. The Summary Sheet
5. The check for return postage

All of this is detailed on pages 54-61.

8) What curriculum does NARS require?

We do not issue a curriculum...you pick the curriculum best suited for your student. YOU use it, so YOU choose it! And it can be custom-matched to your student.

For example, you may use Addison-Wesley for English, Houghton Mifflin for science, Saxon for math, and HBJ for history... you decide, because you know your child best (or you soon will).

Yes, if needed, we can help here, but we do not have ONE prescribed curriculum; it's customized. Our requirement is not in curriculum, but in the documentation of what was used and the student's performance.

9) Can I get credit for previous high school work?

Yes. Here's what we need.

A.

If the work was done in a public or private school, or through a correspondence school, then all we need is a transcript from that school showing you took and passed that course. In some cases, a copy of the school's report card will give us the same information.

B.

If the work was done in a homeschool program, that requires a bit more paperwork. We require samples, documentation, and recordkeeping about the course. We require it to have a grade, and we prefer a number grade such as 74, 83, 91.

Documenting and grading homeschool work can be a hard thing to do for some families -- records have been thrown away, or you never thought you'd need them, etc. **DO NOT GIVE UP !!!** We are masters of reconstruction. There are many variables we can use to reconstruct that program and award that credit. So talk to us before you give up.

10) Can courses be done on the Internet, on video, on CD-ROM, etc.?

Yes. All of the above. Courses exist on the Internet today that offer interactive lessons -- some with teachers on duty and available to confer with the student online in almost real time.

Some courses on video are magnificent. Series have been made by PBS, Discovery Channel, The Learning Channel, and others that have curriculum plans, teachers guides, etc. They are complete in their approach to teaching unforgettable lessons. Some are single lessons and some are complete courses.

CD-ROM courses have been around for years now, and they are quite sophisticated. The quality of the lessons is sometimes better than that of some textbooks. The color and sound and action is attention-keeping and really drives the lessons home.

Of course, this high-tech stuff is not for everyone. Old-fashioned textbooks still work very well, too. But, YES, there are many active resources available for homeschoolers to use. They can use these resources at will, in a safe place, and in creative ways.

11) Who grades my child's work?

Homeschooling means the parents are in charge.

In some cases, the curriculum will have an answer key for each subject, and you will grade the student's work based on that answer key. This is as simple as checking the answers against the score key.

In other cases, you might decide to make up your own tests and assignments. In that case, you will decide the criteria for grading. For some, this takes practice, but parents can do this well, too.

In still other instances, it might be a subjective project that needs to be graded. Such projects may be graded on the final product, but not necessarily. An example might be researching how to make a cake from scratch -- the cake may have come out terribly, but the research, effort, and technique deserve a better grade than the taste! Perhaps the planning that went into the project, or the effort that went into it, or the effect it had on others are the real lessons, and not the final product.

In all cases, however, the parents are in charge. If they need help, we can provide that, too. NARS has published another book, *High School Resource Advisor*. It details practical ways to grade work, from science labs to essays. This 55-page book is FREE to all students registered with NARS.

12) When is graduation?

Whenever the required 17-1/2 credits are completed, and all the paperwork is in order, the student may graduate. But remember, 17-1/2 credits is the MINIMUM number of credits required -- you may add as many as you like. (One NARS student graduated with 49 credits!)

And when are the graduation ceremonies? There are three answers to this question.

In June, we have a graduation ceremony in Maine with about 500 people in the audience.

In May, we have a graduation ceremony in Orlando, FL (Memorial Day weekend) with about 3,000 in the audience.

And students graduate every month. Students usually graduate when they are done -- they don't have to wait for the graduation ceremony.

If you are finished by July 16, and you want that date to appear on your diploma, then THAT's the date that will appear on your diploma. It can be mailed to you and your family can plan a celebration. (Some families have planned graduation ceremonies around family reunions, since the extended family will be assembled anyway...)

In the same manner, if you are done on July 16, you can have that date appear on your diploma and you can STILL graduate in the graduation ceremony, even if the ceremony is the following year! You have several choices here.

13) What is the age limit?

There is NO age limit. Students have graduated at the age of 15, and we have one student who is on track to be done by the age of 14.*

We also have students in their 60s -- they never finished their high school program, and now they want to earn their diploma. We have students who left school just 5 years ago, and now they realize how valuable that diploma would be. They are back, and they are getting their diploma now. So, there is NO age limit.

NOTE THIS SPECIAL POINT:

* We have one student in an "extreme" position -- he is taking ALL his academic courses from high school textbooks -- and he is 10 years old. While this is unusual for us, too, imagine what a problem this is for the traditional classroom setting! At least in our program, the student can move at his own pace and has the opportunity to mature physically, mentally, and emotionally to catch up to his academic level -- and he can do it in a safe place...at home.

14) How long does this take?

There is NO speed limit here. One student began taking high school courses entering the 9th grade...he was motivated and eager, and he completed all 17-1/2 required credits by the time he was 15.

There is NO speed limit -- you can move as fast as you like, or as slow as you need. Not only can you go fast, you can go slow. For example, there are some students who cannot finish an entire math course in one school year. But if they finished 1/2 of it, we will grant a 1/2 credit...they can finish the next half later.

There are additional questions related to this one. See questions #15 (page 18), #19 (page 20), and #22 (page 22).

15) What if I'm a STRUGGLING student?

Struggling students and functionally disabled students graduate from public high schools. Therefore, in special cases, we apply similar criteria to our private school students who have a documented learning disability.

EXAMPLE:

If a 10th-grade student is capable of doing only 6th-grade-level math, and that is truly his or her capacity according to the other conditions noted below, then he or she may be awarded a high school credit in math for completing the 6th-grade material.

CONDITIONS:

1. IF the student has been identified as being in the 9th grade or above, and
2. IF the student has been diagnosed as having a learning difficulty which has a documented history, and
3. IF the student is performing at or near HIS OR HER capacity for learning in that subject, and
4. IF the student is showing that this year's work is a progression from last year's work, and
5. IF the student has completed all of the requirements of the course to the satisfaction of the parent, and
6. IF the work (or number of hours) have been documented to the satisfaction of our school, and
7. IF the student is one of our registered students, THEN that student will be granted a high school credit for the course.

SUMMARY:

We are not attempting to lower our high school standards. We are simply trying to make appropriate accommodations for students with learning difficulties.

16) I'm an adult -- can I still get MY high school diploma?

YES, we have students in their 60's -- they never finished their high school program, and now they want to earn their diplomas. The value of the CREDENTIAL we call a high school diploma is sometimes not realized until we have some "real living" under our belts.

At NARS, we realize it's never too late. We make every accommodation possible to recover high school credits from 30 or 40 years ago. If that school system still exists, we can probably recover the records. We also take work experiences and convert them into high school credits. Does it make sense to convert an electrician's 22-year career into a science credit? We think so.

Personal experiences may convert to high school credits. For example: does it make sense to convert a woman's childbirth experience of pregnancy, delivery and postpartum care into half of a health credit? We think so. It also makes sense to convert a retired soccer coach's 12 years of coaching into one Phys Ed credit. And so on.

NARS is honored to assist veterans from WWII, Korea, and Vietnam whose high school years may have slipped past them. NARS is able to convert much of their military experience into high school credits. The Class of 2002 included a 76-year-old Navy veteran from World War II.

Yes, even if you're old enough to be a grandparent, you can still earn that valuable high school diploma.

WHAT IS HOMESCHOOLING?

Let me define it this way:

"Homeschooling is parents deciding and directing the education of their children." Deciding and directing the education, not doing all the educating.

When our daughter, Stephanie, was about 12 years old, she had been homeschooled for 5 years. She came to us and announced that she wanted to take a foreign language this year. We assumed she meant French or Spanish, but she revealed she wanted to learn Hebrew! Hebrew! What do we know about Hebrew? Nothing. But WE didn't have to learn Hebrew for HER to learn Hebrew. By the end of that week, we had enrolled her in the bar mitzvah course at the local synagogue, and she took Hebrew there.

The assumption for most people is that they have to know it to teach it to their children. Not quite true, since the parent doesn't have to be the one to teach it. Consider this -- suppose my child wanted to take violin lessons, and I don't know anything about violin. Does she have to wait for me to become proficient in violin before she takes lessons? Of course not. We simply find a suitable instructor and she takes violin lessons. Same with art. Same with foreign language, even Hebrew. Well, what about math, English, science, or history? Why not?

When my homeschooling son was ready to take Algebra 1 and Algebra 2, he took those courses at the local college. See the point?

Too often parents dismiss homeschooling because they have a limited image of what homeschooling is. They have the mistaken idea that they are not qualified. "How could I ever teach chemistry or physics?" they ask. And they make their decision about homeschooling based on their own limitations. The reality is that when you use the resources available in the community, there are very few limitations. The parent doesn't need to know it -- the parent needs to know how to find it. "Homeschooling is parents deciding and directing the education of their children."

-- Steve Moitozo

17) Is a high school diploma really necessary?

No. Maybe. Yes. Consider the following four things.

1. COLLEGE ADMISSIONS

Colleges accept homeschoolers with good SAT scores and good records verifying their work. BUT, homeschoolers have to jump through different hoops, more hoops. Homeschool records are not standardized and pose problems for admissions officers, requiring special attention, which they can interpret as annoying -- it takes more time, they have to do the conversions of credits, homeschoolers get defensive when their records are challenged, etc., etc. Some admissions officers have had unpleasant experiences with defensive parents when they asked questions about the homeschool program. And some have heard the horror stories of the lack of understandable recordkeeping which homeschoolers bring to a college.

In contrast, however, if the homeschooler's records have been standardized through NARS, they aren't even questioned. The NARS records complete the student's application. Period. To the admissions people, it is another qualified applicant from another recognized school.

2. SCHOLARSHIPS

In a recent article in the FPEA (Florida Parent Educators Association) newsletter, there was a great article entitled, "They Want to Give Us Money, but We Won't Let Them" (see page 81). This was written by a college professor to explain that homeschoolers do NOT qualify for most scholarships because they don't meet the minimum standard of having earned a high school diploma. Most PRIVATE scholarships, trusts, organizations, and scholarship committees automatically make graduation from a recognized secondary institution a prerequisite for granting their scholarship money. Homeschoolers do NOT qualify if all they have is a computer-generated diploma from their parents. In the halls of admissions offices, this is the so-called "Mommy Diploma." It just doesn't qualify.

In contrast, our school is a state-recognized private school on the official roster of private schools in Maine. Even if the admissions officer has never heard of us before, they can log on to the State of Maine's website and verify that we are a real school. That ends that. Now you are a graduate from an established high school.

3. THE LAST CREDENTIAL

You may not want to think about this, but a high school diploma might be the LAST and HIGHEST credential your

homeschooler ever achieves. Going to college is one thing; graduating is another. Over 33% of all college freshman never graduate. They get married, they have babies, they get a terrific job offer, they get tired of school, they flunk out, etc., etc. Not pleasant to think of, but the statistics are not great.

In contrast, if students have a good high school record and have earned that valuable high school diploma, they at least have that academic credential.

4. SECURITY CLEARANCE / BACKGROUND CHECKS

You may someday apply to work for the government, or for a government contractor, or for an employer who requires strict background checks. Your application for employment may require security clearance. Your high school records and graduation from NARS keeps the record straight and avoids any large gaps which might otherwise appear in your school records.

SOCIAL SECURITY NUMBERS FOR STUDENTS

We are a school. As such we have the responsibility to conduct ourselves with due diligence when dealing with children.

Each student registered with NARS must submit his or her Social Security number (SSN) and date of birth (DOB) as part of his or her registration.

This is one safeguard against NARS unwittingly being involved in harboring an illegal immigrant, a missing child, or an abducted child.

While we can appreciate the occasional objections to SSN disclosure, it is NARS policy to reject any registration from which the Social Security number has been omitted.

THE BEST CURRICULUM

Many families ask us which curriculum is the best.

Curriculum, textbooks, courses, and the like, are not the issue. It is HOW THEY ARE USED. Let me use the automobile analogy. There is no BEST AUTOMOBILE -- there is only an automobile that works best FOR YOUR family. You may prefer Ford; I may prefer Chevy. If your Ford gets you there, it does the job. If my Chevy gets me there, it does the job. Which is better? They both did the job. The rest is a matter of style, details, and opinion.

And so it is with curriculum. Find something that does the job. The course that works for this subject at this time and does the job in this situation, is the best.

18) Is a NARS diploma better than a GED?

Here are a few things you should know about getting a GED.

A.

In most states, generally, you must be 18 to take the GED without restrictions. Sometimes 17-year-olds are allowed after filing a special form, and if they can show special need. Different states have different rules.

B.

Assuming you are old enough, just call your local high school, find out when they are giving the GED test, sign up for it, and go take it. Don't bother to study for it, don't take courses or anything else. JUST TAKE IT.

Who knows, you might already know everything you need to pass all five parts, or maybe you will pass one or two sections. If you pass one or two sections, you never have to take those again. Once you know what you failed, you can best use your time to study the areas you didn't pass. Bottom line, just do it. (By the way, if you pass one or two sections, we will award you high school credits for passing those sections...more below.)

C.

Here's a very important question -- how will you USE your GED? For example, if you are applying for military enlistment, the GED is almost useless. And there are other problems associated with it, such as scholarships and grants. Most PRIVATE scholarships, trusts, organizations, and scholarship committees automatically make graduation from a recognized secondary institution a prerequisite for granting their scholarship money. This is a SCHOLARSHIP, and having a GED is not enough.

CONSIDER THIS: NARS can use passing GED test results as high school credits towards a real diploma. Yes, you can convert your GED into high school credits and apply them to the requirements for your diploma.

MANDATORY REPORTING PROFESSIONALS

Since our staff are school employees and most hold professional certification and/or licensure in their fields, they are, by law, mandatory reporters.

Under the law, a "mandatory reporter" is obliged to report all suspected cases of child abuse or neglect to child protection agencies.

19) What if I have a Learning Disabled (LD) child?

(1) Having an LD child does not prevent you from home-schooling. (2) And, every year, LD students graduate from high school. So, there must be a way to make that happen. There is.

Every case is NOT the same; therefore, we cannot offer specifics here. A real answer would require our knowing the real situation. Please call NARS and we can be more specific about the possibilities for your student.

Just rest assured that, YES, LD children graduate from high school. Maybe we can help yours. Call us at 207-753-1522.

20) What if I need extra help ?

Our offices are staffed every weekday. You may call us with questions; we are happy to help. If we are on the phone or with another family, we will call you back. There are times when the issue requires more than a quick phone call. In such cases, we make telephone appointments for a half-hour consultation, or an hour consultation...whatever is appropriate.

When a student is registered in our school program, the tuition is \$255 for the undergraduate years. That \$255 also entitles the parent to two hours of consultation; yes, that is included in the fee. Should the parent want extra help beyond that, there is a fee of \$40.00 per hour. And sometimes spending that extra \$40.00 can turn things around and make your life so much easier. (Most experienced home-schoolers do not use any additional appointments. Some beginners may use one or two the first year.)

EVERYBODY'S JOB:

The PARENT decides what materials are used, and selects the coursework.
The PARENT directs the student in the subjects needed.
The PARENT keeps good records, saves samples, and gives grades.
The PARENT presents us with a portfolio at the end of the year.

The STUDENT does the necessary work to complete the course.
The STUDENT does the courses necessary to earn the diploma.
The STUDENT uses the opportunities to expand his or her knowledge base.

NARS transfers all credits earned from any previous schooling.
NARS assists you (if needed) in setting up the course work.
NARS evaluates the documentation of coursework in the annual portfolio.
NARS awards the high school credits for each subject completed.
NARS awards the high school diploma after 17-1/2 credits are earned.

21) What about testing?**1. HIGH SCHOOL EXIT EXAMS**

“Exit exams” are NOT required to earn a high school diploma from NARS. Some states require students to pass a comprehensive battery of exams covering all four years of high school. If the student fails any section of those tests, he or she does NOT get a diploma. Our state is NOT LIKE THAT, so we do not require passing exit exams.

2. ACHIEVEMENT TESTING

These are sometimes called Standardized Achievement Tests, SAT’s -- not to be confused with the Scholastic Aptitude Tests (the College Boards). But, since we mentioned it, neither test is required by our school.

Standardized Achievement Tests are sometimes useful if there is a question about certain learning difficulties the

student is experiencing. Standardized Achievement Tests are sometimes good diagnostic tools to find a problem.

The College Boards (SAT’s) may be necessary to complete a good “admissions package” when applying to college. We can provide additional information on both of these options. Call us for details.

3. SUBJECT TESTING

When you homeschool and are working towards high school credit, NARS needs to assign an actual grade for the course -- we prefer number grades, such as 92, 85, 71, etc. This may not be your favorite thing to do, but it is REQUIRED. We cannot issue a credit or a transcript without a grade. How you arrive at the grade is flexible. If you want to use tests from the end of the chapters, or if you want to grade reports and papers, that’s the parent’s option. Testing is NOT required, but a grade is required.

SEAN’S STORY:

Sean Raymond and his family came to the North Atlantic Regional High School after realizing that the private Christian school he was attending did not offer sufficient challenge. NARS showed them how they could really challenge Sean and perhaps accelerate his high school experience.

Sean was seriously motivated, and the family was committed. When they started, they began like most other homeschoolers. They bought books, sat at the kitchen table, and dug in. Soon, they too were frustrated with what the texts had to offer. After conferring with our high school staff for a mid-course correction, Sean went to the University of Maine for placement tests. At 15, he began taking courses: Algebra I & II, Chemistry (with lab), Business & Economics I, College Writing, Introduction to Literature. Things were coming along nicely, and quickly.

The Raymond family met with their NARS advisor every few months. Carol, our Director, notes, “When they came in for a meeting, they always came as a family, Sean, Mom, Dad, and Sister.” Together, they would review Sean’s progress and plan the next step, all the while keeping in mind the requirements for a high school diploma. He took course after course at the University while maintaining other courses at home. In addition, he successfully took the C.LEPs in US History I and College Algebra. Fourteen months after launching his homeschool career, Sean had met all of the requirements for his high school diploma and, simultaneously, he had earned 25 college credits in the process. He was 15.

With his diploma from North Atlantic Regional High School accomplished, he then completed his Associate’s Degree in Computer Science from Central Maine Technical College at the age of 17. He didn’t stop there. By the time Sean was 19 he had earned his four-year Bachelor’s Degree in Business Administration -- about the same year his classmates were finishing high school!

Can NARS help you?

P.S. Should every student be like Sean? No, but we believe all parents can allow their students to work to their full capacity and provide the opportunities for getting the most out of a high school career.

22) How much work equals a credit?

There are two ways to determine a credit.

1. For textbook-driven subjects (there are exceptions)

For subjects such as Math, History, English, Science, and the like:

- a. If the publisher has identified this textbook or course as a high school level course, and
 - b. if the student has completed the textbook, and
 - c. if the assigned work has been completed to the satisfaction of the parent, and
 - d. if the coursework has been documented to the satisfaction of our school,
- THEN, he or she is granted a high school credit in that subject **REGARDLESS** of age and **REGARDLESS** of how quickly it was done.

Much more detail is provided on pages 28 and 50.

2. For self-designed subjects (there are exceptions)

For subjects such as music, art, drama, phys ed, computer literacy, state studies, etc., where no textbook is used, the following **FIVE** conditions apply.

- (a) If the student has begun his or her high school career* (see the fine print on page 28),
and
 - (b) if the student completes 160 half-hour sessions (80 clock hours) in one self-designed subject area,
and
 - (c) if the self-design has been organized into a "Course Description" for the subject (see samples on pages 56-57),
and
 - (d) if the student has completed the work to the satisfaction of the parent,
and
 - (e) if the work has been documented to the satisfaction of the school,
then,
- after all five conditions are met, a high school credit is awarded in that subject -- but **ONLY AFTER HE OR SHE HAS "begun the high school career!"**

Much more detail is offered throughout this handbook.

EXCEPTIONS & REASONING:

MUSIC & ART: Often students have been taking piano lessons since they were small children. The lessons they take in the 7th and 8th grade will **NOT** be counted as high

school-level courses, **UNLESS** the instructor specifically writes a letter stating that the student is operating at the high school level in this course. This letter cannot come from the parent; it must come from the qualified instructor. This letter will become part of the student's file, and it will be available to our state officials to justify why we granted a high school credit for the course.

PHYS. ED.: Exceptions are almost never granted. However, if a junior high student is playing team sports on a high school team, **AND** if the coach is willing to certify in writing that the team is a high school team and this student is participating satisfactorily, then we would consider the exception. Such certification is not acceptable from the parent, however; it must come from the qualified instructor. This letter will become part of the student's file, and it will be available to our state officials to justify why we granted a high school credit for the course.

HEALTH: Only when a young student takes a course that is identified as a high school level or adult level course will we grant a credit. For example: a junior high student who completes a certified CPR course will be able to count the course hours towards the 40 hours (1/2 credit) needed for a health credit. A copy of the certificate must accompany the record-keeping.

RECORDKEEPING FOR SELF-DESIGNED COURSES

Self-designed courses may be exactly that -- self-designed.

YOU choose the method you wish, as long as it meets our recordkeeping and reporting requirements and the final grade is justified in the annual portfolio review.

- (1) You will need a course description organized into a "Course Description" for the subject.**
- (2) You will need to have a log that records the activities and the number of hours engaged in the course.**
- (3) You will need to have enough samples of the work for your portfolio to be convincing and compelling.**
- (4) You will need a final grade and you must be able to justify it by the samples you present in the portfolio review.**
- (5) You will need to total the number of hours invested in the course to determine if the work was worth 1/2 credit, 1 credit, etc., and need to be able to justify it.**

As long as you fulfill these requirements, you are free to design whatever you feel is appropriate.

23) Can younger students earn high school credits ?

Yes. Students earn high school credits, regardless of age, in the same manner outlined in question 22 on the previous page.

24) What credits are required to earn a diploma?

- 4 English
- 2 Math
- 2 Science
- 1 Social Studies, in addition to US History
- 1 US History
- 1 Phys. Ed.
- 1 Fine Arts
- 1/2 Computer Skills
- 1/2 Health
- 1/2 State History, pick any state
- 4 Electives, your choice

For more detail about the required courses, see pages 30 - 35.
For a list of possible electives, see pages 42 and 44 - 45.

CONSIDER:

Some students do NOT want to graduate with the minimum credits required. Some want their transcripts fuller and richer with courses they love, or courses related to their chosen fields. In such cases, students may greatly increase the value of their transcript, thus increasing the possibilities for scholarships, grants, and acceptance at more select colleges. (One of the 2000 NARS graduates graduated with 49 credits!)

Therefore, when you have reached what's required, you can still add what's desired. That's your call, your decision.

25) Is this a correspondence school ?

No, NARS is not a correspondence school. Correspondence schools assign daily work, limit textbooks to the ones THEY prescribe, and require you to mail the work back to the school for corrections...then you wait to hear from your assigned case worker, etc. We don't do that.

We do, however, work with homeschoolers -- parents who decide and direct the education of their children. We are happy to help parents choose curriculum, consult with

them to design a program, and the like -- but it will be custom-fit to the student. Correspondence schools hear that you have a 9th grader, they reach for a box on the shelf labeled 9th grade, and that's the curriculum you WILL use. For them, one size DOES fit all. Not at NARS.

While correspondence schools may have their place for some students, we do not advise them for homeschoolers. The stresses associated with the timetables, assignments, and limitations of a correspondence school are not much different from the stressors of public school. We offer a real, customized alternative, allowing you to really homeschool.

Your family, your style. Your materials, your way.

CLASS RINGS FOR NARS STUDENTS

In the old days, high schools were the only place you could get a class ring. Times have changed. Jewelers and upscale department stores have begun offering customized class rings in recent years.

Now, Wal-Mart sells class rings and NARS is listed as one of their high schools. Families can place a complete customized class ring order directly on the web! (They even provide a ring sizing form you can print and use at home.)

Prices range from \$79.00 to \$700.00 and you can get hundreds of different combinations of activities and interests, names and birthstones, and all manner of emblems to complete the personalization. As you might expect, their web address is www.walmart.com Then search for "class rings" and you're on your way.

THE WORLD OF HIGH SCHOOL CREDITS

In the world of high school credits there are many choices.

- Some use Carnegie credits.
- Some use Board credits.
- Some use Regents credits.
- Some use State Standard credits.
- Some use Tutorial credits.

All of them accomplish the same purpose -- students earn credits towards the requirements to receive a high school diploma.

Different jurisdictions adopt different variations. States are different from each other, and in some states, even school districts are different from other districts in the same state. There is no uniform standard.

In California, one year's worth of work in one subject equals 10 credits. In Massachusetts, one year's worth of work equals 5 credits. In Indiana, one year's worth of work in one subject equals 2 credits. At NARS, it's simple -- one year's worth of work equals 1 credit.

26) What about transcripts?

Once a student is registered in our high school program, we begin compiling a transcript. Any credits earned from other sources, such as previous schools, are transferred into our school and become part of the student's transcript at NARS.

In the halls of academia, transcripts are somewhat sacred. When students show up in the school office and ask for a copy of their transcripts, they are sometimes denied a copy until their parent or legal guardian fills out the appropriate release form. When students turn 18, then and only then will some schools allow them to authorize a release of their transcripts. But that's not all.

Any copy of a transcript which does NOT bear the official, three-dimensional, embossed raised seal of the school is always considered to be UN-official. UN-official transcripts are always suspect -- in the hands of any person, they are subject to alteration, computer-generated tampering, etc.

Therefore, TWO important safeguards are in place to maintain the integrity of the transcript:

1. OFFICIAL transcripts are always mailed directly FROM one institution TO the other institution. They are never handed to a student to be delivered; they must arrive by the postal service or common courier.
2. OFFICIAL transcripts are always signed by a school official and bear the embossed, raised three-dimensional corporate seal of the institution somewhere on the page.

NARS serves its students well, providing official and UN-official transcripts as appropriate. And so far, we offer this service at no cost to the family.

27) Where will my permanent records be?

Once you are actually enrolled in NARS, and once your records have been transferred from your previous schools, then NARS will become the permanent repository for your school records.

From these records, we will serve you in the years to come as you direct us to send them to employers, colleges, the military, etc.

28) How long has NARS been doing this?

We have been working with homeschool families since 1984. We founded and incorporated the school in 1989, establishing the school under Maine's Department of Education Guidelines.

NARS has been providing this high school specialty since 1989.

29) What if I already have high school credits?

There are TWO answers to this question:

1. FROM PREVIOUS HIGH SCHOOL ATTENDANCE

If you have existing credits from previous schools, we suggest the following next steps:

- A. Get a copy of your high school transcript -- call the high school or go there. They can release a so-called UN-official copy to you.
- B. Send a copy to: Transcript Evaluation
N.A.R.H.S.
25 Adams Ave.
Lewiston, ME 04240
- C. Once received, it will be compared to our graduation requirements; we will then contact you.

NOTE: In some cases, you may have actually completed all the work to earn our high school diploma. Assuming you passed the courses and have the 17-1/2 credits we require, you do NOT need to take any courses from us. You may already be DONE! In such cases, you would register and pay the fee; then we would transfer your records, finalize the transcript, and issue the diploma.

2. FROM PREVIOUS HOMESCHOOL WORK

If you believe you have existing credits from previous homeschool work, we suggest you call us. There are so many variables here that we cannot address them all in this handbook. You are invited to call us at 207-753-1522.

30) What about work-study programs?

Yes, there can be a work-study program designed just for you. If you are an adult, and have a work history, we may be able to reach into your work experience and reconstruct high school credits.

If you are a high school-age student who has a passion for, say, horses, we can design a work-study unit that allows you to work (or volunteer) for a horse stable or ranch. And every hour you are there will count towards a high school credit.

What you do with the horses will determine what you earn credits for. If you are responsible for direct care of the horses, that could be a lab science. If you are in direct contact with customers, that could be a social studies credit. If you are using your time to groom, learn dressage, and show horses, that might become a fine arts credit. Other kinds of horse training might be used for phys ed credit. There are numerous possibilities.

This can be applied to almost any job -- counter clerk at McDonald's to auto mechanic, newspaper route to lawn and garden care. Here's the important part -- if you want one, it can be designed. Just for you.

NOTE: In many cases we will impose an additional fee for the hours required to design a work-study program. But in every case, students have felt this was beneficial. (\$40.00 per hour for this service.)

31) How much does this cost?

CREDENTIAL MANAGEMENT

- A. For the UNDERGRADUATE years: \$255.00 per year.
- B. For the GRADUATION year: \$360.00

REVIEW and RECOVERY FEE

*When we are required to evaluate past homeschool work and convert it to high school credits, for homeschooled students who were NOT previously registered under our credential management program, there is a fee of \$255.00/year for this service. For example, if a student

1. first comes to us in his or her 11th grade year, **and**
2. was homeschooled for the 9th and 10th grade years, **and**
3. wants the 9th and 10th-grade homeschool years to count towards his high school credits, **THEN** there is a

\$255.00 fee for the 9th and 10th-grade homeschooled years, for a total of \$510.00 additional Review and Recovery Fee.

NOTE: There is no fee for including high school credits earned in other institutions, only for credits earned during previous homeschooling.

IMPORTANT: NARS keeps all students on the same rate schedule for all the years of their continuous, uninterrupted registration in our program. Put simply, once the student is in and stays in, the student's tuition schedule is "grandfathered" for the remainder of the high school years (as long as they renew by August 31st each year).

FULL ENROLLMENT

Full enrollment in the school is reserved for families who need or want intensive consultations on a weekly or monthly basis. Most people do not choose this option because of the expense, but for some it is a valuable way to begin -- the parent receives additional professional support and the student's progress is monitored more closely by our school staff.

If you are in the midst of a divorce, have awkward custody issues, will be traveling internationally, or moving through many legal jurisdictions within the US, then full enrollment might be your best option.

For more information, call us at 207-753-1522.

NO SPEED LIMITS

With NARS, you go as fast as you like, or a slow as you need.

Bright, accelerated students love NARS high school program. They can complete credits without extended classroom "seat" time.

Slower, struggling students love the NARS program. It allows for the different learner to move deliberately towards completing each high school credit, even if each takes a few years to complete.

NO AGE LIMITS

There is NO age limit. A few students have graduated at the age of 15; many have graduated at the age of 16.

We have students in their 60s -- they never finished their high school program, and now they want to earn their diploma.

We have students who left school just five years ago, and now they realize how valuable that diploma would be. They are back, and they are getting their diploma now. There is no age limit.

32) What is my tuition buying?

The tuition pays for the following:

NARS uses its authority as a school to put our approval on your work.

NARS uses its staff to assimilate and evaluate the work and previous records.

NARS then awards high school credits for each subject earned.

NARS transfers all previously earned credits from whatever source.

NARS consolidates all credits into one, concise transcript.

NARS awards the high school diploma from our state-recognized private school.

NARS creates your permanent academic record: a substantial, legal file.

NARS sustains and archives your academic record for future access.

NARS provides copies of your official transcript to whomever you direct, for whatever reason -- college admissions, scholarships, military enlistment, loans, employment background, security checks, good student insurance discounts, SSI, etc.

Ultimately, it comes down to this: YOU are paying US so you can receive the credentials from our school.

ALSO:

NARS does NOT require that you take any courses from us, as others do.

NARS does NOT require any on-campus time, as others might.

NARS does NOT limit the credits you receive to just textbook work.

NARS does NOT require you to take tests, mail work back and forth, etc.

NARS does NOT require that you pay monthly tuition, as most private schools do.

NARS pretty much leaves you alone to get the job done.

NARS expects you to prove you did the work and earned your grade.

NARS expects you to document the progression of your work.

33) How do I register with NARS?

First, read EVERY question in this FAQ section, then study the NARS high school handbook. Do your research.

Second, when you received this handbook, it contained a form. That one-page form is what we need to get started.... Fill out the form as completely as you can, keeping in mind it is also a release of records form authorizing us to obtain your records from previous schools. Additional forms may be printed from our Internet site:

<http://www.narsonline.com/nars/Registration1.mv>

Third, and this is important, too -- send along the SIGNED form and a check for \$255.00. Send the check WITH the completed Registration Form. Then you have officially registered, and we can begin.

34) Can I start with NARS in the middle of the year ?

Yes. You can start any time.

You do NOT have to wait to finish this school year.

You do NOT have to wait until the beginning of the next school year.

You do NOT have to change any of the courses you're doing now, or you might want to change them all!

You may start with NARS anytime.

NOT COMPLICATED !!!

If you do the work, you get the credit.

If you get the credits, you complete the requirements.

If you complete the requirements, you get your diploma!

Of Daffodils and Diesels

author unknown

I'm not very good in school. This is my second year in the seventh grade, and I'm bigger than most of the other kids. The kids like me all right, even though I don't say much in class, and that sort of makes up for what goes on in school.

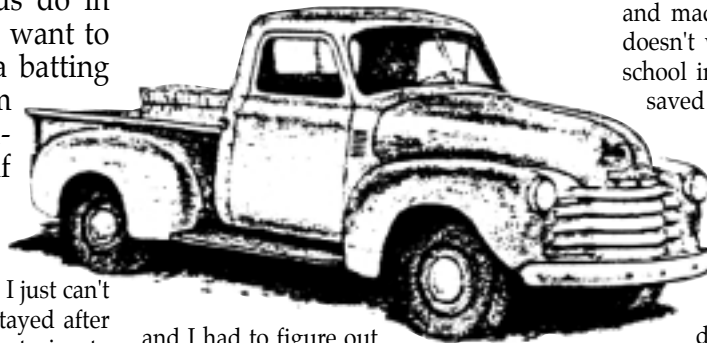
I don't know why the teachers don't like me. They never have. It seems like they don't think you know anything unless you can name the book it came out of. I read a lot at home - things like Popular Mechanics and Sports Illustrated and the Sears catalog - but I don't just sit down and read them through like they make us do in school. I use them when I want to find something out, like a batting average or when Mom buys something second-hand and wants to know if she's getting a good price.

In school, though, we've got to learn whatever is in the book and I just can't memorize the stuff. Last year I stayed after school every night for two weeks trying to learn the names of the presidents. Some of them were easy, like Washington and Jefferson and Lincoln, but there must have been 30 altogether and I never did get them straight. I'm not too sorry, though, because the kids who learned the presidents had to turn right around and learn all the vice presidents. I am taking the seventh grade over, but our teacher this year isn't interested in the names of the presidents. She has us trying to learn the names of all the great American inventors.

I guess I just can't remember names in history. Anyway, I've been trying to learn about trucks because my uncle owns three and he says I can drive one when I'm 16. I know the horsepower and gear ratios of 26 American trucks and want to operate a diesel. Those diesels are really something. I started to tell

my teacher about them in science class last week when the pump we were using to make a vacuum in a bell jar got hot, but she said she didn't see what a diesel engine had to do with our experiment on air pressure, so I just shut up. The kids seemed interested, though. I took four of them around to my uncle's garage after school and we watched his mechanic tear down a big diesel engine. He really knew his stuff.

I'm not very good in geography, either. They call it economic geography this year. We've been studying the imports and exports of Turkey all week, but I couldn't tell you what they are. Maybe the reason is that I missed school for a couple of days when my uncle took me downstate to pick up some livestock. He told me where we were headed



and I had to figure out the best way to get there and back. He just drove and turned where I told him. It was over 500 miles roundtrip and I'm figuring now what his oil cost and the wear and tear on the truck-he calls it depreciation-so we'll know how much we made.

When we got back I wrote up all the bills and sent letters to the farmers about what their pigs and cattle brought at the stockyard. My aunt said I made only three mistakes in 17 letters, all commas. I wish I could write school themes that way. The last one I had to write was on "What a daffodil thinks of Spring," and I just couldn't get going.

I don't do very well in arithmetic, either. Seems I just can't keep my mind on the problems. We had one the other day like this:

If a 57 foot telephone pole falls across a high-

way so that 17 and 3/4 feet extend from one side and 14 and 16/17 feet extend from the other, how wide is the highway?

That seemed to me like an awfully silly way to get the size of a highway. I didn't even try to answer it because it didn't say whether the pole had fallen straight across or not.

Even in shop class I don't get very good grades. All of us kids make a broom holder and a bookend this semester and mine were sloppy. I just couldn't get interested. Mom doesn't use a broom anymore with her new vacuum cleaner, and all of our books are in a bookcase with glass doors in the family room. Anyway, I wanted to make a tailgate for my uncle's trailer, but the shop teacher said that meant using metal and wood both, and I'd have to learn how to work with wood first. I didn't see why, but I kept quiet and made a tie rack even though my dad doesn't wear ties. I made the tailgate after school in my uncle's garage, and he said I saved him \$20.

Government class is hard for me, too. I've been staying after school trying to learn the Articles of Confederation for almost a week, because the teacher said we couldn't be good citizens unless we did. I really tried because I want to be a good citizen. I did hate to stay after school, though, because a bunch of us guys from the Southend have been cleaning up the old lot across from Taylor's Machine Shop to make a playground out of it for the little kids from the Methodist home. I made the jungle gym out of old pipe, and the guys put me in charge of things. We raised enough money collecting scrap this month to build a wire fence clear around the lot.

Dad says I can quit school when I'm 16. I'm sort of anxious to because there are a lot of things I want to learn.●

--Author unknown
Reprinted from *Country Journal Magazine*,
February, 1994

What is a High School Credit ?

A high school credit should not be a “mysterious concept.” It should be concrete, understandable, and attainable. Some high schools have never printed their definition of a credit. NARHS has.

A HIGH SCHOOL CREDIT

1. In our high school program, a high school credit means the successful completion of one year’s worth of work in one subject.

2. FOR TEXTBOOK COURSES:

There are **four** conditions, all of which must be met, when using a textbook:

- (a) If the publisher has identified this textbook or course as a high school-level course (or higher-level course),
and
- (b) if the student has completed the textbook,
and
- (c) if the work has been done to the satisfaction of the parent,
and
- (d) if the coursework has been documented to the satisfaction of our school, then a high school credit is awarded.
(On page 50, we explain several ways to document textbook work.)

3. FOR SELF-DESIGNED COURSES:

There are **five** conditions, all of which must be met, to earn a high school credit with a self-designed course.

- (a) **If the student has begun his or her high school career*** (see the fine print below),
and
- (b) **if the student completes 160 half-hour sessions (80 clock hours) in one self-designed subject area,**
and
- (c) **if the self-design has been organized into a “Course Description” for the subject** (see pages 56-57 for examples),
and
- (d) **if the student has completed the work to the satisfaction of the parent,**
and
- (e) **if the work has been documented to the satisfaction of the school,**
then,
after all five conditions are met, a high school credit is awarded in that subject.

(On page 51 we explain how this is done.)

* WHEN DOES HIGH SCHOOL BEGIN ?

Self-designed courses count for only high school students. Rather than discuss an age at which the student becomes a high schooler, NARHS considers the work the student is doing. The student’s level of work will determine if the student “*has begun his or her high school career.*”

NARHS considers that a student “*has begun his or her high school career*” when either one of the following conditions exists:

- 1. When a student has previously earned any high school credits (or higher) from any other educational institution and can produce that proof of accomplishment, then we consider that student as having “*begun his or her high school career.*”
- 2. When a younger student is taking 3 of the 4 core academic subjects from high school textbooks, we consider them to be a high schooler. More specifically, NARS identifies **four** subjects as “core academic subjects”. They are English, Math, Science, and Social Studies. If the student is doing any **three of the four** academic subjects in textbooks identified by the publisher as high school-level courses, or higher, then NARS considers that student as having “*begun his or her high school career.*”

One of these conditions must be present for self-designed courses to count towards high school credits. For example, if a 13-year-old is taking three high school textbook courses and enjoys competitive swimming, those hours invested in swimming CAN be counted towards a Phy. Ed. credit. If however, another 13-year-old is doing only 1 high school textbook and does the same swimming activities, that student’s hours DO NOT count towards any high school credits. For this second 13-year-old, the high school textbook course does count for credit, but the swimming does not. If you have any questions, you are encouraged to call 207-753-1522.

If you believe you have considerations beyond those listed above, one of the NARHS Regional Academic Deans has the authority to consider other circumstances leading to high school credit. NARHS *wants* you to earn credits -- your Regional Academic Dean can help.

Important Details

ALL COURSES MUST HAVE GRADES

Students working in our program must receive final grades for their course work. There are few exceptions.

Parents of homeschoolers may not be accustomed to giving grades, especially in the early elementary years. High school is different. An official high school transcript must show grades or scores received for each subject completed.

We prefer that course grades be number grade such as 98, 87, 74, etc. This allows us to more accurately calculate GPA.

If a family has not been accustomed to giving grades, NARS can assist, guide, and train in this area. It isn't that hard, and practice is clearly beneficial.

GRADING SCALE, 4-POINT SCALE, AND GPA

For courses taken under the NARS program, the following grading scale is applied; when needed, conversion into the four-point system can be applied as follows:

93 - 100	A	4.00
90 - 92	A-	3.70
87 - 89	B+	3.25
83 - 86	B	3.00
80 - 82	B-	2.75
77 - 79	C+	2.50
73 - 76	C	2.25
70 - 72	C-	2.00*

*For courses taken under our program, no grade below 70 earns high school credit.

For courses transferred from other institutions, the following letter-to-numeric grade conversions apply:

67 - 69	D+	1.75
63 - 66	D	1.50
60 - 62	D-	1.25

GPA -- GRADE POINT AVERAGE

When applicable, and when sufficient grades are present, NARS may tabulate the student's GPA when his or her final scores are on the official transcripts.

THE STAFF AT NARS

The NARS staff is fairly diverse in their backgrounds and professional experience. We have the usual classroom certified-teachers, both on the elementary and secondary level, as well as an array of specialists, including:

- teachers with more than 20 years of classroom experience;
- teachers who are fresh out of teacher's college;
- teachers who hold certification in school administration;
- special ed-certified teachers;
- certified, master teachers, who are ALSO homeschool mothers;
- and even a certified school nurse!

In addition we maintain a list of specialists who consult with students and families as special circumstances may warrant.

The support staff at NARS is an integral part of what we do. These staff members are essential to keeping the organization functioning smoothly -- the front-office staff at the switchboard and in the reception area; the back-office staff in the registrar's office and the accounting office; the technology department maintaining both the internal and external networks and data; and the faithful others who daily put themselves to work so that you can have a rich and full schooling experience.

Public school. Private school. Homeschool. We are here to help.

CURRICULUM DESIGN / CURRICULUM HELP

Traditional high school students take their classes "by default" -- in school they take classes chosen by someone else and imposed on them. NARS has a higher standard, and expects each student to have a program which is PLANNED specifically for him or her and carried out with purpose.

Our staff does curriculum design every day. From formal to casual, from unit studies to college classes, we arrange classes (and many times the content) needed to get the credits required for the high school diploma.

We are an experienced team of professional educators. We work with families to create private school and homeschool programs for students. We also advise on public school curriculum selection, when asked.

Experienced homeschool parents may need very little help; some parents need guidance in the beginning. Whatever you need, we are here.

High School Graduation Requirements

Minimum GRADUATION Requirements

The minimum 17-1/2 credits required for graduation from NARHS are:

- 4 English**
- 2 Math**
- 2 Science** (1 must include a "lab")
- 1 Social Studies**
- 1 US History**
- 1 Phys. Ed.**
- 1 Fine Arts**
- 1/2 Computer Skills**
- 1/2 Health**
- 1/2 State History, pick any state**
- 4 Electives, your choice.**

NOTE:

Students are not limited to the minimum credits. Some students do NOT want to graduate with the minimum credits, some do. Some students want their transcripts fuller and richer with courses they love, or courses related to their chosen fields -- so, they add more credits. In such cases, students may greatly increase the value of their transcript, increasing the possibilities for scholarships, grants, and acceptance at more select colleges. In short, you may graduate with as many credits as you wish to earn, as long as you receive at least the minimum required.

Following are 11 short, general descriptions of subjects used to fulfill the required course credits. There are literally hundreds of ways to fulfill the requirements of each subject, but this will introduce you to some typical content. Additional pages are devoted to these areas in other sections of this handbook.

English **4 credits**

May include (but not limited to) Grammar and Composition, Literature (American, British, Ancient, Modern, Biblical), Poetry, Creative Writing, Analysis of Literature, Drama, Speech... See more under Language Arts descriptions, page 32.

Math **2 credits**

Consumer Math, Career Math, Algebra, Geometry, Trigonometry, Calculus, Bookkeeping, Drafting, Accounting, Economics, General Math, Probability, Statistics, Business Math, Advanced Math. See Math descriptions, page 35.

Social Studies **1 credit**

History (other than U.S. History) such as European, Economic, Ancient, Western Civilization, Military History of the World, History of the Western Civilization, Old and New Testament Survey, Religion, Geography. May also include: Sociology, Economics, Management, Marketing, Law, Macro Economics, Micro Economics, Government, and Civics. See more under Social Studies descriptions, page 33.

High School Graduation Requirements, continued

US History 1 credit

American History before 1877, American History since 1865, History of the United States (US Political History, US Economic History, US Military History, US Technological History, US Religious History). See US History descriptions, page 34.

(NOTE: At NARS, courses in US Civics, US Government, US Economics, etc., are NOT US History courses.)

Science 2 credits (1 must include a "lab")

Earth Science, Physical Science, Biology, Chemistry, Life Science, Physical Mechanics, General Technology and Mechanics, Anatomy, Physiology, Aerospace Science, Oceanography, Ecology, Nutrition, Psychology, Human Growth and Development, Maternal and Child Care, Human Behavior, Criminology, and others. See more under Science descriptions, page 36.

State Studies 1/2 credit

Each student must have a basic course in his or her state's history, growth, geography, products, climate, law, and relationship to other states. (Any such 1/2-year course taken in grades 6-12 qualifies.) See page 41 for State Studies description, substitutions, and exceptions.

Health 1/2 credit

Anatomy, Physiology, Disease Processes, Pathology, Interpersonal Relationships, Addictions, Nutrition, Growth and Development, First Aid, Safety Certificates (Hunter Safety, CPR, CNA, etc.) and Aging. See Health descriptions and substitutions, page 39.

Physical Education 1 credit

Participation in physical fitness activities: aerobics, biking, ball games, swimming, hiking, skiing, skating, team sports, etc. Earning formal certificates also qualifies (Red Cross Life Saving, CPR, WSI, etc.). See more under Physical Education description, page 40.

Fine Arts 1 credit

Involvement in Visual Arts, Performing Arts, Art Appreciation, Music Appreciation; formal instruction in music, art, or drama and debate; participation in choirs, bands, orchestras, musical ensembles, drama, or dramatic productions. Many and multiple activities may be combined to meet this requirement. See many more under Fine Arts description, page 38.

Computer Skills 1/2 credit

Basic computer skills should include keyboarding, opening applications, creating documents, backing-up and storing documents, printing, copying documents, closing and storing documents, and the proper function and care of computer equipment. (Any 1/2-year course taken in grades 7-12 qualifies.) See more under Computer Literacy description, page 37.

Electives 4 credits

Courses may be selected from any of the above listings once the required credits in these areas have been earned. For example, a third credit earned in science may be used to fulfill an elective requirement. In addition, other courses might include: Typing, Foreign Languages, Practical Arts, Home Economics, Culinary Arts, Sewing, Woodworking, Automotives, Photography, Equestrian Skills, as well as additional Fine Arts courses, etc. A more complete discussion of electives appears on page 42.

English / Language Arts4 credits required

To meet the graduation requirements, a student must complete **FOUR** credits in English/Language Arts.

This excerpt is from the Maine Department of Education literature: *"The State of Maine requirement - Four years of English instruction shall be required in a comprehensive program which includes reading comprehension, literature, written, listening and oral skills, the structure and uses of English, language, and research and reporting skills."*

English is usually considered a textbook-guided course. There are exceptions.

- Textbooks abound for English courses. Our sister company, Homeschool Associates, maintains a website offering textbooks at very good prices. Find them at www.BookmobileOnline.com.
- See the list below for additional titles that may count for English credit -- some you might not expect.
- There is an extensive list of course titles on pages 44-45, many of which are English courses. The course symbol for English is EN.
- This requirement may also be met through proficiency testing, such as the CLEP's, or from extensive personal or employment experience.
- When in doubt, call us at NARS for direction.

Course titles for English / Language Arts might include:

Advanced English
 African-American Literature
 American Folklore
 American Literature
 American Short Stories
 Analyzing and Interpreting Literature
 Ancient Literature
 Ancient Literature from the Bible
 Applied English
 Biblical Studies, NT
 Biblical Studies, OT
 British Literature
 Business Office Communications
 Civil War Literature
 Classical Literature
 Contemporary Literature
 Debate
 Drama
 English
 English as a Second Language
 English Composition
 English for the Trades
 Etymology
 Fiction Writing
 Freshman College English
 Grammar & Composition
 History of the English Language
 Interpersonal Communications

Introduction to Communications
 Journalism
 Literature
 Logic and Argumentation
 Merchandising and Advertising
 Multicultural Literature
 Mythology
 Narrative Non-Fiction
 Non-Western Literature
 Oral Interpretation
 Poetry
 Poetry Appreciation
 Principles of Marketing
 Public Speaking
 Research Methods
 Research Paper
 Science Fiction & Fantasy
 Speech
 Sports Literature
 Studies in Shakespeare
 Technical Writing
 The Hero in Literature
 Theater and Performing Arts
 Workplace Communications
 Writing Lab
 World Literature

(many more on pages 44-45)

Unit studies in English are possible. Some exist in the form of organized studies published by others. Others can be self-designed by parents and students. NARS has outlined a course we call "Classics and Composition" in which the student reads 12 classics and writes a two-page paper on each. 12 classics + 12 two-page papers = 1 high school credit.

Social Studies1 credit required

To meet the graduation requirements, a student must complete one credit in Social Studies.

This excerpt is from the Maine Department of Education literature: *"The State of Maine requirement - One year of instruction shall be required, which may include instruction in economics, geography, history, political science, government, sociology, anthropology, and psychology."*

Social Studies is usually considered a textbook-guided course. There are exceptions.

- Textbooks abound for Social Studies courses. Our sister company, Homeschool Associates, maintains a website offering textbooks at very good prices. Find them at www.BookmobileOnline.com
- See the list below for additional titles which may count for Social Studies credit -- some you might not expect.
- There is an extensive list of course titles on pages 44-45, many of which are Social Studies courses. The course symbol for Social Studies is SS.
- This requirement may also be met through proficiency testing, such as the CLEP's, or from extensive personal or employment experience.
- When in doubt, call us at NARS for direction.

Course titles for Social Studies might include:

Agricultural Management	Equestrian Competition
Agriculture as Business	European History
Agriculture and Environmental Issues	Food Service Management
American Government	Geography
Ancient History	Government of the US
Anthropology & Its Impact	Government of ____ (pick another country)
Antiques	Government and Politics
Aquaculture and Environmental Issues	Health Occupations, an introduction
Asian History	History of Flight
Automotive Sales, the art of	History of Music
Baseball and Society	Humanities
Biblical Studies	Interior Design in Modern Culture
Business Administration	Interior Design in American History
Business Law	Issues in Culture and Community
Career Aspirations	Junior ROTC
Career Development	Law Enforcement
Career Internship	Legal Research
Child Care, research careers in	Managing Office Procedures
Civics	Marriage and Family
Civil Law	Merchandising
Community Action	Military History
Community Service	Modern Civilization
Conservation	Nutrition in Modern Society
Consumer Studies	Near East Civilization
Criminal Law	Parenting Skills
Culture and Community in America	Political Science
Culture and Community in ____ (pick another country)	Psychology
Current Affairs	Sociology
Early Civilization	Teen Survival
Economics	Western Civilization
Egyptian Civilization, Egyptology	World Affairs
Elder Care and Hospice	
Elder Care and Legal Issues	

(many more on pages 44-45)

Unit studies in Social Studies are possible. Some exist in the form of organized studies published by others. Others can be self-designed by parents and students. Whether you use textbooks or self-designed courses, be sure you understand what NARS will need to see as the evidence ("proof") that the student did the work. See pages 46-52 for more details.

United States History 1 credit required

To meet the graduation requirements, a student must complete one credit in US History.

This excerpt is from the Maine Department of Education literature: *"The State of Maine requirement - One year of American history and government shall be required in a comprehensive course which includes instruction in the importance of voting, the privileges and responsibilities of citizenship, the Constitution of the United States and the Declaration of Independence."*

US History is usually considered a textbook-guided course. There are exceptions.

- Textbooks abound for US History courses. Our sister company, Homeschool Associates, maintains a website offering textbooks at very good prices. Find them at www.BookmobileOnline.com
- See the list below for additional titles that may count for US History credit -- some you might not expect.
- There is an extensive list of course titles on pages 44-45, many of which are US History courses. The course symbol for US History is US.
- This requirement may also be met through proficiency testing, such as the CLEP's. US History credits are rarely earned from personal or employment experience, although there are some exceptions.
- When in doubt, call us at NARS for direction.
(NOTE: at NARS, US Civics, US Government, US Economics, etc., are NOT US History courses).

Course titles for US History might include:

American History
 American Civil Law, a history
 American Criminal Law, a history
 History of the United States through 1877
 History of the United States from 1865
 Junior ROTC
 Our American Heritage
 The American Revolution
 The Civil War
 The Presidency in American History
 United States History

There is no shortage of textbooks for US History. But there is a shortage of creative titles for the course. US History is what it says, and most textbook titles covering the topic use only slight variations on the name.

One thing for certain, however, is that US History is NOT the same as US Civics, US Government, US Economics. These courses will earn Social Studies credit, but they will NOT be awarded US History credit.

Unit studies in US History are possible. Some exist in the form of organized studies published by others, such as Life in America or Sonlight. Some are in the form of workbooks, such as those published by the J. Weston Walch Publishing Company. Others can be designed by parents and students.

The J. Weston Walch Publishing Co. has pages and pages of high school level worktext titles for US History. Refer to www.Bookmobileonline.com for details. Be certain you choose books which include the reference to 9th grade, indicating high school level. For example, a book marked "grades 6-9" does count for credit; so does a book marked "grades 6 and up." However, a workbook marked "grades 6-8" does NOT count.

All Walch books are workbooks, or teacher's guides, or unit studies, or worktexts or similar; therefore, log the hours invested and show the activities completed. 80 hours = 1 credit. Some Walch titles include:

African-American Heroes
American History Mysteries
American History on the Screen
Cases and Controversies in US History
Ellis Island and Beyond
Fascinating Facts from American History
Heading West, A Unit on the American Frontier
Key Decisions in US History

Native Americans
Short Lessons in US History
Stories of the Presidents, Beyond the Cherry Tree
Using the Internet to Investigate US History
Choosing Your Way through America's Past
 (5-part series covering the 1700's; 1800 - 1850;
 1850 - 1900; 1900 - 1920's; 1930's - 1960's
 and 1970's - 1990's)

Mathematics2 credits required

To meet the graduation requirements, a student must complete two credits in Math.

This excerpt is from the Maine Department of Education literature: *"The State of Maine requirement - Two years of mathematics instruction shall be required. It is highly recommended that all students have exposure to basic algebraic concepts and skills. Algebra is viewed as a gateway subject that helps students to a better understanding of the technological world in which we live. Algebraic skills are and will continue to be a prerequisite to a diverse and broad range of courses and occupations."*

NOTE: the state's excerpt goes on to mention Algebra as a recommendation, not a requirement. To graduate, Algebra is not required, though it may be beneficial.

Math is almost always considered a textbook-guided course. There may be some exceptions.

- Textbooks abound for Math courses. Our sister company, Homeschool Associates, maintains a website offering textbooks at very good prices. Find them at www.BookmobileOnline.com
- See the list below for additional titles that may count for Math credit -- some you might not expect.
- There is an extensive list of course titles on pages 44-45, many of which are Math courses. The course symbol for Math is MA.
- This requirement may also be met through proficiency testing, such as the CLEP's, or in rare cases, from extensive personal or employment experience.
- When in doubt, call us at NARS for direction.

Course titles for Math might include:

Accounting
Algebra 1
Algebra 2
Automotive Sales & Economics
Banking
Bookkeeping
Business Math, Agriculture
Business Math, the trades
Calculus
College Algebra
Computer Math
Consumer Math
Economics
Entrepreneurial Finances & Survival

Equine Farm Economics
Estate Planning and Investing
Geometry
Personal Finance
Personal Investing
Physics
Probability and Statistics
Real Estate Development
Real Estate Investing
Real Estate Values and Appraisals
Residential Architecture
Technical Math
Trigonometry

(many more on pages 44-45)

Unit studies in Math are possible. Some exist in the form of organized studies published by others. Some are in the form of workbooks, such as those published by the J. Weston Walch Publishing Company. Others can be designed by parents and students.

The J. Weston Walch Publishing Co. has pages and pages of high school-level worktext titles for Math. Refer to www.Bookmobileonline.com for details. Be certain you choose books which include the reference to 9th grade, indicating high school level. For example, a book marked "grades 6 - 9" does count for credit; so does a book marked "grades 6 and up." However, a workbook marked "grades 6-8" does NOT count.

All Walch books are workbooks, or teacher's guides, or unit studies, or worktexts or similar; therefore, log the hours invested & show the activities completed. 80 hours = 1 credit. Some Walch titles include:

Math for Everyday Life
The Algebra Readiness Book
Survival Math Skills
Math You Really Need
Math for All Learners - Geometry

Teaching Consumer Concepts
Consumer Math Success Kit
Using the Internet to Investigate Math
40 Lessons in Problem Solving
Basic Occupational Mathematics

Real Life Math Series

Seven titles include: *Real Life Algebra*; *Real Life Statistics*; *Real Life Geometry*; *Real Life Fractions, Ratios & Rates*; *Real Life Probability*; *Real Life Decimals & Percents*; *Real Life Tables, Charts, & Graphs*.

Science2 credits required

To meet the graduation requirement, the student must earn two credits in Science.

This excerpt is from the Maine Department of Education literature: *"The State of Maine requirement - Two years of science instruction shall be required, including one year of laboratory study."*

First: Science is usually considered a textbook-guided course. There are exceptions, as you will see below.

Second: Science is generally divided into two categories: things that are alive, and things that are not. Some students thrive on the life sciences, studying things that are alive. Others thrive on the earth or chemical sciences. You may choose to have all your credits in "alive" subjects, or in "not alive" subjects. The choice is the student's. NARS has no preference.

Third: since one of the science credits must be a "lab science," here are some details. Laboratory sciences might be described as those in which the student actually *does* something, rather than just reads about it. For example, biology and chemistry are usually considered lab sciences; so are welding, automotive repair, and gardening, etc. To be labeled a "lab science," the student must complete at least 12 "laboratory activities" while studying that area of science. For example, a course such as Biology will appear on the transcript as follows:

"Biology with Lab"1 credit

But there is even better news: when a student completes at least 20 labs, then NARS will award 1-1/2 credits for that course! For example, if a student studies Biology and does a minimum of 20 labs, the work will appear on the transcript as follows:

"Biology"1 credit
 "Biology Lab"1/2 credit

- Our sister company, Homeschool Associates, maintains a website offering textbooks at very good prices. Go to the website www.BookmobileOnline.com.
- There is an extensive list of course titles on pages 44-45, many of which are Science courses. Science courses have the course symbol SC.
- This requirement may also be met through proficiency testing, such as the CLEP's, or from extensive personal or employment experience. When in doubt, call us at NARS for direction.

Course titles for Science might include:

- | | |
|--|--|
| Agricultural Management
Agricultural Science
Agricultural Technology
Agriculture and the Environment
Alternative Medicine
Anatomy & Physiology
Appliance Repair
Aquaculture
Aquaculture & the Environment
Astronomy
Auto Mechanics
Auto Reconditioning
Audio Service Technology
Aviation and Flying Lessons
Aviation Pilot Ground School | Backyard Maple Sugaring
Building Trades (multiple categories)
Business Trade Technologies
Cartography
Certified Nurses Aid
Chemistry
Child Care (multiple categories)
Child Growth and Development
Climatology
Clothing, Fabric, Textiles, and Fashion
Commercial Printing
Computer Applications
Computer Certifications (in repairs)
Conservation
Cosmetology |
|--|--|
- (many more on pages 44-45)

Unit studies in Science are possible. Some exist in the form of organized studies published by others. Others can be self-designed by parents and students. Whether you use textbooks or self-designed courses, be sure you understand what NARS will need to see as the evidence ("proof") that the student did the work. See pages 46-52 for more details.

Computer Literacy 1/2 credit required

To meet the graduation requirement of 1/2 credit for Computer Literacy, the student must complete a half-year of study or 40 hours of documented instruction.

This excerpt is from the Maine Department of Education literature: *"The State of Maine requirement - Each student shall be required to demonstrate proficiency in the use of computers. Proficiency shall mean experiences with computers that include loading, operating, and applying fundamental skills. This may include word processing, keyboarding, developing a database, accessing data, and using software. This requirement may be satisfied in grades 7 through 12."*

This course is usually considered a self-designed course. It is intended to give the student a comfort level and familiarity with the workings of a personal computer. While this is common today, it was not common when the regulations were written. Therefore, we believe this should be quite easy for high schoolers to demonstrate.

- This requirement may also be met through demonstration of their work, or from extensive personal experience, or from employment experience. Students taking computer-generated courses, such as online courses and CD-ROM based courses, may use their computer time to complete this requirement. When in doubt about what may qualify, call us at NARS for direction.

Because Computer Literacy is almost always considered a self-designed course, we offer some additional outline suggestions below. When done as a self-designed course (rather than a bona fide textbook), NARS expects you to provide a course description with the course documentation in your annual portfolio. To assist you, NARS has published an entire book devoted to course descriptions. That book will help you find a "model" for any course you would like to design for this credit. You may purchase a copy of the book, *The First Great Book of High School Course Descriptions* by calling the school office at 207-753-1522.

Objectives might include:

- Become familiar with computer use.
- Be able to start up the system and access the program of your choice.
- Be able to create and name a document.
- Be able to enter data and retrieve that data.
- Be able to properly save information, close a document, close a program, and exit the system.
- Be proficient with a word processing program so that documents can be inputted, corrected, deleted, saved, spell-checked, and centered. Text can be underlined, fonts changed, and graphics added by cut, copy, and paste commands.
- Be able to print documents on a printer.
- Be able to find information stored within the computer.
- Be able to transfer information from one computer to another.
- Be able to load a new program into the computer. (Ability to access the Internet is not required, but does show computer competency.)

Our published book, *The First Great Book of High School Course Descriptions*, will also give you the specifics about the numerous courses used to meet these objectives. And it will provide the "method," the "activities" and the "evaluation" necessary to write a good course description for the course you choose.

Course titles for Computer Literacy might include:

CAD (Computer Aided Drafting)
 Computer Applications and Information Systems
 Computer Business Applications
 Computers, certification in _____ (specific program)
 Computer Graphics
 Computer Processing
 Computer Programming
 Computer Service and Repair
 Computers in Agriculture
 Desktop Publishing
 HTML
 Information Technologies
 Keyboarding / Typing
 Microsoft Word
 PageMaker
 PC for Dummies
 Photography on the Computer
 Video Production
 Web Design for Dummies
 Web Page Design
 Word Processing

(more on pages 44-45)

Unit studies in Computer Literacy are expected. Most are self-designed by parents and students. Whether you use textbooks or self-designed courses, be sure you understand what NARS will need to see as the evidence ("proof") that the student did the work. See pages 46-52 for more details.

Fine Arts 1 credit required

To meet the graduation requirement of one credit in Fine Arts, the student must complete one year’s worth of study -- 160 half-hour sessions -- (or 80 clock hours) of documented study. Fine Arts includes anything related to music, the visual arts, or the performing arts. The Fine Arts credit may be earned by documenting combinations of these art forms, and it does NOT require that all 80 hours be in one art discipline.

This excerpt is from the Maine Department of Education literature: *"The State of Maine requirement- A year of Fine Arts instruction shall be required which may include arts, music, forensics, or drama. Fine Arts may be provided through separate or integrated study and may include awareness, appreciation, or performance of the art form."*

- There is an extensive list of course titles on pages 44-45, many of which are Fine Arts. The Fine Arts course symbol is FA.
- This requirement may also be met from extensive personal or employment experience.
- NARS will accept completion of one foreign language credit as an equivalent exchange to fulfill this requirement.
- When in doubt, call us at NARS for direction.

Fine Arts is almost always considered a self-designed course, except when using a bona fide textbook. We offer some additional outline suggestions below. When done as a self-designed course (rather than a bona fide textbook), NARS expects you to provide a course description along with the course documentation in your annual portfolio. To assist you, NARS has published an entire book devoted to course descriptions. That book will help you find a “model” for any course you would like to design for credit. You may purchase a copy of the book, *The First Great Book of High School Course Descriptions* by calling the school office at 207-753-1522.

PLEASE NOTE: Fine Arts can be one of the subjects more difficult to prove. “Proving” you did an activity in Fine Arts means producing some physical evidence that you participated in or studied the activity. For example, if you went to a play, show us the receipt or write a paper on the experience. If you took guitar lessons, produce video segments showing your practice sessions or lessons, produce a letter from your instructor, or accumulate the payment receipts for the lessons. If you are painting or drawing, show us photographs of the pieces you have done (with YOU in the photos), or show us photographs of you working on the pieces. There are other ways to “prove” what you did. Whatever method you choose, be sure to provide enough evidence (“proof”) to be complete, compelling, and convincing. Photos, letters, videos, certificates, awards, receipts, papers, essays, research papers, and the like could be used as part of the “proof” we are looking for in your portfolio review.

ART areas may include

Art Appreciation
 Art History
 Carpentry
 Computer Graphics, CAD
 Cosmetology
 Crafts
 Drawing
 Furniture Making
 Glass Blowing
 Graphics
 Jewelry
 Metal Design
 Painting with acrylics, oils, or watercolors
 Photography
 Pottery
 Sculpturing
 Serigraphy-silk screening
 Textiles (sewing, weaving, knitting, crocheting, cross-stitching, embroidery, quilting, etc.)
 Model Building
 Woodworking
 Metal Fabricatio /Welding
 ...See more course titles on pages 44-45...

DRAMA areas may include

Participation in a dramatic production by acting, costume design, wardrobe, production, directing, set design, set construction, playwright, or other associated function.
 Attend dramatic productions.
 Consider participating in community theatre groups and church drama teams.
 Interview local actors.
 Study the playwrights.
 Study the classical actors.
 Study contemporary actors.
 Additional course titles may include:
 History of Theater
 Historical Playwrights
 One-Act Plays
 Costumes
 Set Design
 Critical Reviews
 Musicals
 The Greek Chorus
 Shakespearian Form and Style
 Shakespearian Theatre
 ...See more course titles on pages 44-45...

MUSIC areas may include

Listening to a variety of music genre
 Singing in a choir
 Singing solo, or in a small group
 Playing an instrument in a band, ensemble, or orchestra
 Interview local musicians
 Additional course titles may include:
 Music Appreciation
 Music History
 Music Theory
 History of the Orchestra and Voice
 Music for Dance
 Music Production & Recording
 Music in Television
 Music for Theatre
 Music Composition
 Strings
 Percussion
 Brass
 Woodwinds
 Conducting
 ...See more course titles on pages 44-45...

Health 1/2 credit required

To meet the graduation requirement of 1/2 credit in Health, students must complete half-year of study or 40 hours.

This excerpt is from the Maine Department of Education literature: *"The State of Maine requirement - One-half year of health education instruction shall be required. Health education shall include instruction in community health, consumer health, environmental health, family life, growth and development, nutritional health, personal health including mental and emotional health, prevention and control of disease and disorders, safety and accident prevention which, may include cardiopulmonary resuscitation (CPR), and substance use and abuse, including the effects of alcohol, drinks, stimulants, and narcotics upon the human system. Due to the life-threatening nature of Acquired Immune Deficiency Syndrome (AIDS), it is recommended that AIDS prevention education be included in the comprehensive health education program."*

- There is an extensive list of course titles on pages 44-45, many of which are Health. The Health course symbol is HE.
- This requirement may also be met from extensive personal or employment experience.
- When in doubt, call us at NARS for direction.

Health is a course for which there are textbooks. When using a bona fide textbook, be sure that the publisher identifies it as a high school course, and find out if they consider it to be a one-semester course (worth 1/2 credit) or a full-year course (worth 1 credit). Both are common among textbook publishers. More and more families choose to make the Health course a self-designed course, customizing the content to fit their family needs, beliefs, or customs.

When done as a self-designed course (rather than a bona fide textbook), NARS expects you to provide a course description with the course documentation in your annual portfolio. To assist you, NARS has published an entire book devoted to course descriptions. That book will help you find a "model" for any course you would like to design for credit. You may purchase a copy of the book, *The First Great Book of High School Course Descriptions* by calling the school office at 207-753-1522.

Course titles for Health might include:

Alternative Medicine	Nutrition in Health and Disease
Anatomy & Physiology	Personal Care Attendant (PCA)
Child Care for the Physically Disabled	Personal Care of the Aged and Elderly
Child Care, health & safety	Personal Fitness for the Aged and Elderly
Child Growth and Development	Personal Nutrition for the Aged and Elderly
CNA Training (Certified Nurse's Aide)	Personal Care for the Physically Disabled
First Aid, CPR, Lifesaving	Personal Fitness for the Physically Disabled
Health	Personal Nutrition for the Physically Disabled
Health Aide	Personal Fitness for Teens
Health Careers	Personal Nutrition for Teens
Health Practicum	Pregnancy, Labor, and Delivery
Human Growth and Development	Pregnancy, complications of
Nutrition	Pregnancy & Postpartal Adjustments (many more on pages 44-45)

PLEASE NOTE: (a) Many of the courses listed above are considered self-designed, such as Alternative Medicine, Health Careers, and Personal Fitness for the Physically Disabled. As with all self-designed courses, NARS needs to see three (3) things in order to award credit:

1. a course description (we can guide you in this process and we have actually produced a book to assist NARS families);
2. a Daily Log accounting for each hour invested in the course and the TOTAL number of hours invested in the course; and
3. physical evidence ("proof") that the student actually did the work for this course.

Evidence might include producing research, demonstrations on video, or other creative means to generate "proof"; but whatever method is used, please be sure the evidence you prepare is complete, compelling, and convincing. Photos, letters, videos, certificates, awards, receipts, papers, essays, research papers, and the like could be used as the "proof" we are looking for in your portfolio review. And be certain to accumulate the needed number of hours to reach at least 1/2 credit.

(b) Some Health courses are taken at other institutions (CNA, PCA, Lamaze Classes, etc). In such cases be sure to count the hours invested in the course and be sure to get a copy of the course description from that institution -- this may take the form of a flier or brochure explaining the benefits of the course and what will be covered in the course. When taken from other institutions, they are likely to issue a Certificate of Completion, or can at least issue a letter verifying your participation. This is the kind of "proof" we are looking for when the course is taken at other institutions.

(c) When using a Health textbook, be sure to keep the student's work: papers, tests, quizzes, and the like. Then present enough "proof" in your portfolio to make the documentation complete, compelling, and convincing.

Physical Education 1 credit required

To meet the graduation requirement of 1 credit of Physical Education the student must document 1 year or 80 hours of instruction in Physical Education or participation in planned physical activity, or a combination of both.

This excerpt is from the Maine Department of Education literature: "*The State of Maine requirement - One year of physical education instruction shall be required. Physical education shall be designed to promote physical well-being, self-esteem, self-awareness, sportsmanship and interpersonal skills. This requirement may include but is not limited to: physical fitness, fundamental motor skills and patterns, adaptive physical education, individual and group sports. Physical education may include special physical education, movement education, and motor development.*"

NARS considers Physical Education to be a self-designed course. There are very few bona fide textbooks available for Phys Ed; but, if you prefer to simply find a textbook and treat it as a textbook course, that is acceptable. If you use a text, be certain to complete the book to earn the full 1 credit required.

Physical Education may involve skiing, biking, running, golfing, walking, hiking, weight lifting, exercising, etc. Individual sports (running, skiing) and/or team sports (baseball, soccer, football, basketball, hockey) qualify. Individual instruction in any sport and the practice time can also qualify for this credit. Document instruction time, practice time and game time toward your total eighty hours. Local recreation departments can provide you with a list of team sports offered in your community. Activities may be available to you through organizations such as a church group, 4-H, fitness centers, YMCA, YWCA, public schools, adult education, sports camps, clubs, gyms, and videos.

Course titles for Physical Education might include:

Adaptations in Phys. Ed.	Jogging
Ballet	Martial Arts
Baseball	Nutrition in Physical Fitness
Biking	Personal Fitness
Cardio-kickboxing	Physical Education
Dance	Physical Education for the Physically Disabled
Equestrian Skills	Skateboarding
Exercise, principles and practice of	Self-Defense for Men
Field Events (shot put, javelin, high jump, or similar)	Self-Defense for Women
Fishing	Skiing
Football	Softball
Golf	Sportsmanship
Group Athletic Activities	Swimming
Hunting	Track
Hockey	Walking
	Weight Training

(more on pages 44-45)

PLEASE NOTE: (a) Many of the courses listed above are self-designed. As with all self-designed courses, NARS needs to see three (3) things in order to award credit:

1. a course description (we can guide you in this process and we have actually produced a book to assist NARS families);
2. a Daily Log accounting for each hour invested in the course and the TOTAL number of hours invested in the course; and
3. physical evidence ("proof") that the student actually did the work for this course.

Evidence might include producing research, demonstrations on video, or other creative means to generate "proof"; but whatever method is used, please be sure the evidence you prepare is complete, compelling, and convincing. Photos, letters, videos, certificates, awards, receipts, papers, essays, research papers, and the like could be used as the "proof" we are looking for in your portfolio review. And be certain to accumulate the needed number of hours to reach at least one credit.

(b) Some PE courses are taken at other institutions (Martial Arts, sports teams, local gym, etc.). In such cases be sure to count the hours invested in the course and be sure to get a copy of the course description from that institution -- this may take the form of a flier or brochure explaining the benefits of the course and what will be covered in the course. When taken from other institutions, they are likely to issue a Certificate of Completion, or can at least issue a letter verifying your participation. This is the kind of "proof" we are looking for when the course is taken at other institutions.

(c) When using a PE textbook, be sure to keep the student's work: papers, tests, quizzes, and the like. Then present enough "proof" in your portfolio to make the documentation complete, compelling, and convincing.

State Studies1/2 credit required

To meet the graduation requirement of 1/2 credit of State Studies the student must complete half-year of study or 40 hours of documented instruction.

This excerpt is from the Maine Department of Education literature: *"The State of Maine requirement- Maine studies shall be required of all students in at least one grade between grades 6 and 12 inclusive. If Maine studies is taught in grades 6-8, it must be at least one semester (1/2 year) in duration. Instruction shall include Maine history and geography; Maine's natural, economic and industrial resources; and Maine's cultural and ethnic heritage."*

For NARS students outside of Maine, we will accept the study of any state's history to fulfill this requirement. For NARS students in other countries, we accept the history of that country to fulfill this credit. In some cases, NARS will accept a Driver's Education course or a state driver's license to fulfill this requirement.

NARS considers State Studies to be a self-designed course. There are not many textbooks available at the high school level on the history of individual states. You may consider the elements of this course description to guide you.

Objectives:

- Become familiar with the major historical events of your town, city and state.
- Become familiar with the operations of your state government.
- Become familiar with the major historical events.
- Become familiar with the geography, topography, climate, cities, counties, and rivers.
- Become familiar with animals, plants and wildlife.
- Become familiar with industry and products.
This could include agricultural industries as well as factories and mills.
- Read and become familiar with famous people in your state: explorers, statesmen, stateswomen, notable authors, artists and musicians and their works.
- Become familiar with cultural and ethnic heritage.

State information is available free from most governmental departments within your state -- usually listed in the telephone directory alphabetically under the topics such as:

(use your state name) State of - Example: Maine, State of, Conservation.

Internet searches may also prove valuable and revealing.

In addition, Bureau of Tourism, travel agents, and chambers of commerce often have resource packets available, free for the asking.

NOTE:

These lists are only samples. Your own ideas might be more creative and unique. If you are unsure of your direction, or wonder if it's appropriate, you are welcome to consult with us.

ALSO:

As you might imagine, the documentation for a self-designed State Studies course is critically important. Invest and document at least 40 clock hours on your projects and make a portfolio that is complete, compelling and convincing.

Activities: These are suggestions to meet some of the objectives.

- **Obtain** a blank map outline of your state and make a dozen or so copies. Draw counties, cities, rivers, mountains, topography, political, physical, GAIA software (satellite images), industry, geographical terms, map scale and land forms.
- **Study** the history of your state: early settlers, early settlements, when it became a state, wars, etc.
- **Visit** historical sites, museums of art, history, industry and science.
- **Take** field trips to some of the following places: state parks, marshlands, beaches, lighthouses, mountains, rivers, lakes, streams, camping areas, forts, nurseries, State Department of Inland Fisheries and Wildlife, local orchards, dairy farmers, sheep farms, cattle farms.
- **Attend** events: state fairs, State Department of Parks and Recreation, local festivals, quilting/craft shows, artist guilds, county fairs.
- **Read** the works of authors from your state.
- **Research** famous authors or artists, their works, studios and home towns.
- **Write** a report about a famous person from your state.
- **Take** pictures or videos of famous people, places or events in your state, such as you winning a blue ribbon at the county fair, or standing in front of a lighthouse.
- **Interview** an older citizen about your city, town, or state and write a report of your findings.
- **Watch** videos, and/or listen to cassettes that apply to any of the above categories.
- **Produce** a "State Notebook".
- **Produce** a "State Grab Bag" (a portable collection of state artifacts, products, foods, clothing, etc. and a written report about it which could be presented to an audience of your choice).
- **Collect** wildflowers, leaves, insects, shells, etc. Label, classify and identify collections.
- **Draw** pictures of birds common to your state and compile them in a notebook.
- **Cook** or **bake** unique foods of your state. Write your own recipe and try it.
- **Make** a model of early homes or common housing.

Electives 4 credits required

To meet the graduation requirement of **FOUR** credits in Elective coursework, the student must complete four textbooks courses or four self-designed courses, or any combination of text and self-designed courses.

NARS considers Electives to be self-designed courses or textbook-driven courses -- your choice.

Electives provide the opportunity for students to take the courses that interest them the most.

Electives allow students to improve the appearance of their transcripts by accumulating credits related to their chosen profession.

Electives allow students to take risks in areas not related to their required courses, providing opportunities to experience new areas of study.

Any subject for which the student has a passion can be used as an elective. For example, if the student is involved in sports, he or she might continue to work on PE credits, even though he or she has completed the required one credit. Assuming the student continues to document the work and earns the additional credits -- say two more -- those two "extra" PE credits can be used to help satisfy the electives requirements.

As self-designed courses, electives are fairly easy to document. You need 80 documented hours of almost any activity for which you can make a course description. Some church activities, some volunteer service, some job training, some household activities might be counted, and more. This should not be difficult, since you may mix-and-match activities, and combine them towards 20 hours for a 1/4 credit, 40 hours for 1/2 credit, and so on.

The same holds true for textbook-driven courses, as well. Some students have a passion for certain academic subjects. Let's use the four traditional science subjects as an example. After the student earns the Earth Science and Biology credits, the minimum graduation requirements have been satisfied (two Science credits). If the student adds the next two sciences -- Chemistry and Physics -- the two additional science courses would be counted towards the electives required.

- There is an extensive list of course titles on pages 44-45, all of which can be electives.
- This requirement may also be met through proficiency testing, such as the CLEP's, or from extensive personal or employment experience.
- When in doubt, call us at NARS for direction.

PLEASE NOTE:

(a) Please be aware that for all self-designed courses, NARS needs to see three (3) things in order to award credit:

1. a course description (we can guide you in this process and we have actually produced a book to assist our families);
2. a Daily Log accounting for each hour invested in the course and the TOTAL number of hours invested in the course; and
3. physical evidence ("proof") that the student actually did the work for this course.

Evidence might include producing research, demonstrations on video, or other creative means to generate "proof"; but whatever method is used, please be sure the evidence you prepare is complete, compelling, and convincing. Photos, letters, videos, certificates, awards, receipts, papers, essays, research papers, and the like could be used as the "proof" we are looking for in your portfolio review.

(b) Courses, or some hours to be used *towards* a course, may be taken at other institutions. Schools, hospitals, community centers, hardware stores (even Home Depot) and a host of others have classes for the community -- all of which can be used to accumulate hours towards elective credits. In such cases be sure to count the hours invested in the course and be sure to get a copy of the course description from that institution -- this may take the form of a flier or brochure explaining the benefits of the course and what will be covered in the course. When taken from other institutions, they may issue a Certificate of Completion, or can at least issue a letter verifying your participation. This is the kind of "proof" we are looking for when the course is taken at other institutions.

(c) When using textbooks, be sure to keep the student's work: papers, tests, quizzes, and the like. Then present enough "proof" in your portfolio to make the documentation complete, compelling, and convincing.

Unit Studies....

Some parents find unit studies best suited for their child's learning styles. Some students prefer using this method.

There are two typical approaches to unit study.

INTEGRATED STUDY

In an **integrated study**, several different subjects address one topic. For example, incubating chicks could accommodate several subjects simultaneously -- science, social studies, reading, writing, spelling, and math are all focused on things having to do with hatching chicks. The student's focus for this subject emerges them into the topic of chicks for the duration of this study. Some published works designed as integrated unit studies include *Life in America*, *Weaver*, and *Konos*.

TOPIC APPROACH

The other approach to unit study is the **topic approach** where one theme and discipline is the focus. For example: in the discipline of history one might study the Civil War, and use a variety of texts, maps, web sites and field trips all focusing on the historical perspective of the Civil War. Note: no math, spelling or science is involved here, only history. The counting of hours, summarizing of activities and written work would be necessary documentation for credit to be issued.

Proper documentation of Unit Studies is vital if you intend to use this work for high school credit. See the brief explanation in the shaded box below and see page 51 for more details.

Self-Designed Courses....

We encourage parents and students to collaborate and custom-design courses specific to the student's interests and skills.

Self-designed courses are courses in which

- no one particular text is used or
- parts of many texts may be used and
- different activities may be incorporated.

Hours of instruction and participation are counted as opposed to completing a text. For example, the requirement of 1/2 health credit requires 40 documented hours of study. This credit might be achieved by accomplishing the following activities:

- **12 hours** of a documented First Aid course and a CPR course taken at adult education, and
- **12 hours** of documented work in a Hunter Safety Course, and
- **18 hours** of documented work in a Life Guard Water Safety Course taken at the YMCA

This totals 40 hours, and therefore, 1/2 Health credit would be awarded and the Health requirement would be met.

Proper documentation of Unit Studies is vital if you intend to use this work for high school credit. See the brief explanation in the shaded box below and see page 51 for more details.

PLEASE NOTE:

(a) Please be aware that for all self-designed courses -- some of which may be published "unit studies" -- NARS needs to see three (3) things in order to award credit:

1. a course description (we can guide you in this process and some published unit studies come with the course descriptions);
2. a Daily Log accounting for each hour invested in the course and the TOTAL number of hours invested in the course; and
3. physical evidence ("proof") that the student actually did the work for this course.

Evidence might include producing research, demonstrations on video, or other creative means to generate "proof"; but whatever method is used, please be sure the evidence you prepare is complete, compelling, and convincing. Photos, letters, videos, certificates, awards, receipts, papers, essays, research papers, and the like could be used as the "proof" we are looking for in your portfolio review.

(b) Courses, or some hours to be used *towards* a course, may be taken at other institutions. Schools, hospitals, community centers, hardware stores (even Home Depot) and a host of others have classes for the community -- all of which can be used to accumulate hours towards high school credits. In such cases be sure to count the hours invested in the course and be sure to get a copy of the course description from that institution -- this may take the form of a flier or brochure explaining the benefits of the course and what will be covered in the course. When taken from other institutions, they may issue a Certificate of Completion, or can at least issue a letter verifying your participation. This is the kind of "proof" we are looking for when the course is taken at other institutions.

(c) When using textbooks, be sure to keep the student's work: papers, tests, quizzes, and the like. Then present enough "proof" in your portfolio to make the documentation complete, compelling, and convincing.

Credit Course Titles, partial list

KEY:

EN = English BU = Business
 MA = Math CO = Computer
 SS = Social Studies FL = Foreign Language
 SC = Science US = US History
 FA = Fine Arts PE = Phys Ed
 HE = Health ST = State Studies

Accounting	MA	Building Trades - Carpentry	SC, FA, BU	Critical Thinking	EN, SS
Accounting, Principles of	MA	Building Trades - Electricity	SC, BU	Culinary Arts	SC, FA, BU
Acting, Performance	FA, EN	Building Trades - Finish Work	SC, FA	Culture & Community in America	SS
Adaptations in Phys Ed	PE	Building Trades - Oil Burner Tech	SC, BU	Current World Events	SS
Advanced Art Portfolio	FA	Building Trades - Plumbing	SC, BU	Current National Events	SS
Agricultural Management	SC, SS, BU	Business Administration	SS, BU	Dance	FA, PE
Agricultural Research	SC, SS, BU	Business Communications	SS, BU	Diesel Mechanics	SC, BU
Agricultural Science	SC	Business, Law	SS, BU	Diesel Technology	SC, BU
Agricultural Technology	SC, CO, SS, BU	Business Management	SS, BU	Disability Care - Comm. Resources	SS
Agriculture as Business	MA, SS, BU	Business Math	SS, BU	Disability Care - Housing	SS, BU
Agriculture and the Environment	SC, SS, BU	Calculus	MA	Disability Care - Legal Issues	SS
Algebra - Pre, Alg, 1, Alg 2	MA	Calculus w/ Elem. Functions	MA	Disability Care - Personal Care	SC, HE
Alternative Medicine	SC, HE	Cardio Kickboxing	PE, HE	Disability Care - Personal Develop't	SS
American Folklore	EN	Career Aspirations	SS, BU	Drama	FA, EN
American Government	SS	Career Development	SS, BU	Drafting	FA
American History	SS, US	Career Internship	SS, BU	Drawing	FA
American Literature	EN	Cartography	SC, SS, FA	Driver's Education	SS, ST
American Short Stories	EN	Certified Nurses Aide	SC	ESL Eng. as a Second Language	EN, FL
American Sign Language	FL, SS, FA	Chemistry	SC	Early Civilizations	SS
Analyzing and Interpreting Lit	EN	Child Care - Introduction	SS	Earth Science	SC
Anatomy and Physiology	SC, HE	Child Care - Intermediate	SS	Ecology	SC
Ancient History	SS	Child Care - Advanced	SS	Economics	SS, MA, BU
Ancient History from the Bible	SS	Child Care - Infant Practicum	SS	Egyptian Civilization, Egyptology	SS
Ancient Literature	EN	Child Care - Learning Disabled	SS	Elder Care - Community Resources	SS
Ancient Literature from the Bible	EN	Child Care - Physically Disabled	SS, HE, SC	Elder Care - Housing	SS, BU
Antiques	SS, BU	Child Care - Health & Safety	SS, HE, SC	Elder Care - Legal Issues	SS
Appliance Repair	SC, BU	Child Care - Social Issues in	SS	Elder Care - Personal Care	SC, HE
Aquaculture - as a Business	SC, BU, SS	Child Care - Research Careers in	SS, BU	Electricity	SC, BU
Aquaculture - Management	SS, BU	Child Growth & Development	SC, HE	Electronics	SC, BU
Aquaculture - Science	SC	Chinese	FL, FA	Energy	SC
Aquaculture - Technology	SC, SS, BU	Choir / Chorus	FA	English	EN
Aquaculture - and Environment	SC, SS	Christian Doctrine	EN, SS	English Composition	EN
Art	FA	Civics	SS	English for the Trades	EN
Art Hist. - Prehistoric - Medieval	FA, SS	Civil Law	SS, US	Entrepreneurial Studies	SS, BU, MA
Art Hist. - Renaissance - Modern	FA, SS	Classical Literature	EN	Environmental Protection	SC, SS, BU
Asian History	SS	Climatology	SC, SS	Environmental Science	SC
Astronomy	SC	Clothing, Fabric, Textile, Fashion	SC, FA, BU	Environmental Technology	SC, CO, SS, BU
Auto Mechanics	SC	Collage & Assemblage	FA	Equestrian Skills - Competition	SC, SS, PE
Auto Reconditioning	SC, FA	College Algebra	MA	Equestrian Skills - Dressage	SC, FA, PE
Auto Service Technology	SC, BU	College Algebra - Trigonometry	MA	Equestrian Skills - Jumping	SC, PE
Automotive Sales	SS, BU	College Math	MA	Equestrian Skills - Riding	SC, SS, PE
Aviation - Flying Lessons	SC	Commercial Printing	CO, SC, BU	Equestrian Skills - Training	SC, SS, PE
Aviation - Pilot Ground School	SC	Community Action	SS	Equine Health & Disease	SC
Backyard Maple Sugaring	SC, BU	Community Service	SS	Equine Horse Farm Management	SS, BU
Band	FA	Computer Aided Drafting (CAD)	CO, FA, BU	Equine Management	SC, BU
Banking	CO, BU, MA	Computer Appl & Info Systems	CO, SC, BU	Equine Reproduction & Genealogy	SC
Baseball and Society	SS	Computer Business Applications	CO, BU	Equine Science - Anat. & Physiology	SC
Bible as Literature	EN	Computer Certification in _____	CO, SC	Equine Science -- Nutrition & Health	SC
Biblical Interpretation	EN	Computer Desktop Publishing	CO, FA, BU	Etymology	EN
Biblical Studies	EN, SS	Computer Graphics	CO, FA	European History	SS
Biology	SC	Computer Information Processing	CO, SC, BU	Exploring Technology	CO
Bookkeeping	MA	Computer Math	CO, MA, BU	Family Farming	SS, BU
British Literature	EN	Computer Programming	CO, SC, BU	Fiction Writing	EN
Building Construction	FA, BU	Computer Science	CO, SC	Firefighting - Jr. Volunteers	SC
Building Restoration & Remodlg	FA, SS	Computer Service & Repair	CO, SC, BU	First Aid, CPR, Lifesaving	SC, HE
		Conservation	SC, SS, BU	Food Service Management	SC, SS, BU
		Consumer Math	MA	Forest Management	SC, SS, BU
		Consumer Studies	SS	Forest Technology	SC, SS, BU
		Cosmetology	SC, FA, SS, BU	French	FL, FA
		Construction Design	FA		
		Construction Technology	SC		
		Craft Industry	FA, BU		
		Creative Writing	EN		
		Criminal Law	SS, US		
		Cross-cultural Experience	SS		

Credit Course Titles, partial list continued**KEY:**

EN = English	BU = Business
MA = Math	CO = Computer
SS = Social Studies	FL = Foreign Language
SC = Science	US = US History
FA = Fine Arts	PE = Phys Ed
HE = Health	ST = State Studies

Freshman College Composition	EN	Law Enforcement	SS	Pottery & Clay Design	FA
Furniture Making, Repair, Restore	FA, SC	Legal Research	SS, EN	Pregnancy - Complications	SC, HE
Gardening	SC	Legal Secretary	SS, EN	Pregnancy - Labor & Delivery	SC, HE
Garment Making	SC, FA, BU	Library Aide	EN	Pregnancy - Postpart. Adjustment	SC, HE
Gemology	SC, FA	Life Management	HE, SS	Pregnancy - Prenatal Care	SC, HE
General Science	SC	Literature, The Classics	EN	Presidency & American Gov't	SS, US
Genetics	SC	Livestock Care	SC	Probability & Statistics	MA
Geography	SS	Machine Tool Technology	SC, BU	Psychology	SS, SC
Geometry	MA	Machines	SC	Public Speaking	EN, FA
Geology	SC	Managing Office Procedures	SS, BU	ROTC, Jr.	SS, US
German	FL, FA	Managing the Family Farm	SS, SC, BU	Real Estate - Development	SS, MA, BU
Government & Politics	SS	Management Communications	EN	Real Estate - The Business of	SS, MA, BU
Grammar & Composition	EN	Marine Biology	SC	Real Estate - Investment	SS, MA, BU
Greek	FL, FA	Marketing and Advertising	SS, BU	Real Estate - Law & Licensing	SS, BU
Group Athletic Activities	PE	Marriage and the Family	SS	Real Estate - Value & Appraising	SS, MA, BU
Hair, Skin, and Nails	SC, FA	Martial Arts	FA, PE	Refrigeration Technology	SC, BU
Handcarving	FA	Math for Business and the Trades	MA	Religion	EN, SS
Health	HE	Mechanical Drawing, Drafting	FA, BU	Renewable Natural Resources	SC, SS, BU
Health Aide	HE, SC, BU	Medical Assistant	SC	Residential Architecture, Design	MA, FA
Health Careers Practicum	HE, SC, BU	Medical Terminology	SC, EN	School-to-Work English	EN
Health Occupations, Intro	SS, BU	Medication Technician	SC, HE	Science & Technology	SC, SS
Health Specialties	SS, BU	Merchandising - Catalog	SS, BU	Screen Printing	FA, SC, BU
Heavy Equipment Maint.	SC	Merchandising - Direct Marketing	SS, BU	Secretarial Science	SS, BU, EN
Heavy Equipment Operator	SC	Merchandising - The Internet	SS, BU	Self Defense	PE
Hebrew	FL, FA	Merchandising - Wholesaling	SS, BU	Sheet Metal Technology	SC, BU
Hebrew Language and Culture	FL, FA, SS	Meteorology	SC	Small Engine Repair	SC, BU
History of Flight	SS	Microbiology	SC	Sociology	SS, SC
History of Music	FA, SS	Military Science	SC, SS	Space Science	SC
Hist. of US through 1877	SS, US	Military History	SS	Spanish	FL, FA
Hist. of US from 1865	SS, US	Modern Civilization	SS	Speech	EN, FA
History of War, Weapons, Warriors	SS	Music	FA	Stained Glass Design	FA
Horticulture	SC	Music Appreciation	FA	State Studies	SS, ST
How Everyday Things Work	SC	Music History	FA, SS	Studio Ceramics	FA
Human Growth & Development	SC, SS, HE	Musical Instrument Study	FA	Team Sports	PE
Human Services	SS	Music Theory	FA	Technical Math	MA
Humanities	SS, FA	Music Composition	FA	Technical Writing	EN
Individual Athletic Activities	PE	Multicultural Literature	EN	Technology of Yesterday & Today	SC, SS
Industrial Arts	SS, SC	Mythology	SS	Teen Survival	SS
Information Technologies	CO, SC, BU	Near East Civilization	SS	Telecommunications	SC, SS, BU
Interior Design	FA, SS, BU	Nutrition	SC, HE	The American Revolution	SS, US
Interpersonal Communications	EN, SS	Observational Drawing	FA	The Civil War	SS, US
Introduction to Communication	EN, SS	Oceanography	SC	Theatre	FA, EN
Introduction to Linguistics	EN, FL	Oral Interpretation	EN	Trigonometry	MA
Introductory Anthropology	SC, SS	Orchestra	FA	TV Production	SC, CO, SS
Italian	FL, FA	Outdoor Recreational Mng'tt	SS, BU, PE	Typing, Keyboarding	CO, BU
Japanese	FL, FA	Phys Ed for Women or for Men	PE, HE, SC	U S History	US, SS
Jewelry Making, Basics of	FA, SC	Painting	FA	Veterinary Aide	SC, BU
Jewelry Making, Adv, Creative	FA, SC	Paleontology	SC, SS	Veterinary - Small Animal Care	SC
Journalism	EN	Parenting Skills	SS	Veterinary - Large Animal Care	SC
Jr. ROTC	SS, US, SC	Peer Counseling	SS, EN	Veterinary - Technology	SC
Landscape Design	SC, FA, BU	Personal Finance	MA, SC	Video Production & Technology	FA, CO
Landscape Management	SC, BU	Personal Fitness	SC, PE, HE	Web Page Design & Maint	SC, CO, SS
Landscaping	FA, SC, BU	Personal Investing	MA	Weight Training	PE
Latin	FL, FA	Pet Care	SC	Welding	SC, FA, BU
		Pharmacy Assistant	SC, HE	Western Civilization	SS
		Philosophy	SS, EN	Wilderness Survival	SC
		Photography Black & White	FA	Woodworking	SC, FA
		Photography Color	FA	Workplace Communications	EN
		Photography Lab	FA, SC	World Affairs	SS
		Physical Education	PE	Writing Lab	EN
		Physical Science	SC	Zoology	SC
		Physics	SC, MA		
		Poetry Writing	EN		
		Political Science	SS, BU		

DOCUMENTATION / *Evidence* / *Proof*

This may be the most important section of the High School Handbook. PLEASE be certain you understand the following pages. If you have any questions after you read this, PLEASE call the school. One of the staff will help.

NARHS awards high school credit based on complete, compelling, and convincing evidence that the student actually did the work. That evidence is in the form of documentation. After almost 20 years of doing this, our experienced staff is quite good at knowing what documentation means, so we will share it with you here. Then, on the following pages, we will be VERY specific.

But first we offer the big picture -- here's the type of problem we are trying to solve.

From time to time, students have tried to convince us to simply "take their word for it" and just give them credit for a subject. This is not good enough. Some students ask parents to simply write down what the students did and they expect that is good enough. No, it isn't.

As an example, when a student or parent presents NARS with a list of books the student has read and shows us nothing else, what have we got? All we really have is a list of books. Maybe it was printed from the Internet yesterday and maybe each book WAS actually read. How can we tell? The list they presented is not evidence; it is not proof. With so little documentation, NARS will not award an English credit based on just a list of books someone has claimed to have read.

If, on the other hand, the family presents us with a list of books that the student has read, and presents a log of the hours invested in each book, and also presents a written two-page paper on each book, now we have documentation. And assuming those papers were dated, corrected, and graded, then we have what we need to award credit for the course.

Consider this process akin to being on the witness stand: what you SAY happened is your testimony, and your testimony is important. But your testimony must be collaborated with "evidence." For our purposes, NARS wants BOTH -- we want your "testimony" (your Daily Log of what happened) **and** we want "evidence" (physical proof or collaboration) that something was done.

Now let's be specific. In the following seven scenarios, we will tell you exactly what we want to see. In each case, we will tell you what will earn a high school credit at NARS.

- (1) **If you want to use PREVIOUS HIGH SCHOOL WORK for high school credit, NARS needs documentation!**
- (2) **If you want to use COURSEWORK FROM COLLEGE for high school credit, NARS needs documentation!**
- (3) **If you want to use YOUR EMPLOYMENT EXPERIENCE for high school credit, NARS needs documentation!**
- (4) **If you want to use PROFICIENCY TESTING for high school credit, NARS needs documentation!**
- (5) **If you want to use HOMESCHOOL WORK IN TEXTBOOKS for high school credit, NARS needs documentation!**
- (6) **If you want to use SELF-DESIGNED HOMESCHOOL WORK for high school credit, NARS needs documentation!**
- (7) **If you want to earn high school credit IN ANY OTHER WAY, NARS needs documentation!**

Several of these situations may apply to you. Please read the following pages for details. Remember, this may be the most important section of the High School Handbook. Please read these pages carefully.

DOCUMENTATION / Evidence / Proof *continued*

1. Previous High School Work

Students who have taken courses in a traditional high school classroom may have already earned credit which NARS will apply towards graduation requirements. What documentation is required? There is a specific type of documentation acceptable in order to have these credits transferred to NARS -- a high school transcript.

The high school transcript is prepared by the former high school. It is sometimes a one-page document, sometimes a multi-page document. A transcript shows each course taken, which grade was earned for each course, and how many credits were awarded for each course.

OFFICIAL TRANSCRIPTS are transcripts which contain the seal of the institution, the signature of a school official, and/or a special stamp or marking which identifies the document as an "Official Transcript." In addition, OFFICIAL TRANSCRIPTS are mailed from one institution to another directly; they are not issued to the family or student, but are mailed directly from the previous institution to NARS. This is done to prevent any tampering with the legal document. We do not need the official transcript from the previous school until the student's graduation year from NARS.

UNOFFICIAL TRANSCRIPTS are unsigned, unstamped, unembossed, unsealed copies of the student's transcript. These are usually given directly to the student or the family. They are for "information only" and can be useful to NARS and the student in planning the student's program, especially for review and planning for students in the years prior to their graduation year. Unofficial transcripts are not legal documents and do not serve as the final evidence needed to award credit. Therefore, at least by the student's graduation year, NARS will need the Official Transcript from the previous school.

CONCLUSION: If you want to use PREVIOUS HIGH SCHOOL WORK for high school credit, NARS needs an "Official Transcript" from the previous high school.

2. College Course Work

High school students take college courses. Some take them online, some attend the actual classes, and some do their courses by correspondence. Students who have taken courses from a college may have already earned credit which NARS will apply towards graduation requirements. What documentation is required? There are two types of documentation acceptable for transferring these credits to NARS -- a college transcript or the course "final grade report."

(a) College Transcript. This is prepared by the college. Sometimes it is a one-page document, sometimes it is a multi-page document. A transcript shows each course taken, what grade was earned for each, and how many credits were awarded for each. *At NARS we consider a three-credit college course taken in one semester to be worth one high school credit.*

OFFICIAL TRANSCRIPTS from a college are almost identical in nature to those from a high school (see above). UNOFFICIAL TRANSCRIPTS from a college are almost identical in nature to those from a high school (see above).

(b) Final Grade Report. This is also a document prepared by the college. It usually comes in the form of a computer printout bearing the college's logo. These are usually issued directly to the student once the course is completed. After final exams, it sometimes takes weeks to get one of these reports in the mail, but they are issued on a fairly uniform basis by all colleges. Final Grade Reports are not always called by the same name, but they look similar from college to college.

CONCLUSION: If you want to use COURSEWORK FROM COLLEGE for high school credit, NARS needs an "Official Transcript" from the college or the college's "Final Grade Report" for the course.

DOCUMENTATION / Evidence / Proof *continued*

3. Employment Experience

A student's employment experience may be converted into high school credit at NARS. Appropriate work can be converted from on-the-job-training into work-study credits. What documentation is needed? Several pieces are needed to put this together.

(a) Job Description

Many employers already have a printed job description for the job you are doing. Ask them for a copy. If they do not have a job description already printed, then you will have to design one for your job. If you must design one yourself, ask your supervisor to review it for accuracy, and, if possible, have the supervisor sign it with his or her title or position.

(b) Payroll Statement (or pay stubs)

The best way to prove you have a job is through your pay stubs. If you are not issued pay stubs, then ask someone in payroll to issue a "Payroll Statement" for you, showing your "start date" and how many hours you have worked since you began working there. NARS does not really need to see your W-2's, since we do not need to know how much money you make. However, if you want to use your W-2's as evidence, they are certainly legal documents and make great evidence.

(c) Work-Study Course Description

Once you have the Job Description and the Payroll Statement in place, you will need to design a "Course Description". This is NOT hard, since most of it is taken directly from your Job Description. A course description sample is provided in this handbook on pages 56 and 57. You may use these as "models" to create your own on-the-job-training course.

(d) Final Grade

This might be the most awkward part of the process. NARS needs a grade for this experience. We suggest you ask your supervisor or manager for some type of written evaluation, or just flat-out ask them to grade your work in writing for the school. (Of course this is easier if they understand you are using your experience there to earn work-study credits.) In the absence of an official grade from your employer, NARS can use a simple "P" to indicate you Passed the course -- we will assume that if you weren't fired, you passed!

CONCLUSION: If you want to use YOUR EMPLOYMENT EXPERIENCE for high school credit, NARS needs four things:

- (a) job description**
- (b) payroll statement or pay stubs**
- (c) course description**
- (d) final grade**

One final note about the process:

NARS may need to evaluate the employer's job description and consult with the student in order to calculate what percentage of his or her payroll hours will be applied to any specific subject area. This can be tricky, but we are experienced at it.

For example, one student works in a telecommunications call center (he answers the phones for an insurance company). We agreed that he spends 60% of his payroll time speaking with the public, problem-solving questions, interviewing the caller for more information, discerning the caller's needs, etc. Therefore, for every 100 hours he works "on the clock," he is earning 60 hours for Workplace Communications OJT, which may be counted towards an English credit. In addition, we agreed that another 20% of his time was used for computer data entry. So, during that same 100 hours, he also earned an additional 20 hours towards computer credit.

Another student works at Burger King. After reviewing his job description, we determined that 10% of his "on the clock" hours could apply towards Workplace Communications OJT. Therefore for every 100 hours at Burger King, he can claim 10 hours towards that English credit.

We cannot be specific about your situation until you are actually a registered student with NARS. This process takes staff time and skill, and we offer it as a service to those who are actually registered with the school.

DOCUMENTATION / Evidence / Proof *continued*

4. Proficiency Testing

Some students already know what they need to know to pass a course -- even if they have not yet taken the course, they may already know all the information they need to pass the course. So what can they do to prove it? Take and pass a proficiency test. Pass the test, get the credit. Such testing is not required of all NARS students, but those who are particularly bright in a subject may use this method to avoid doing all the coursework involved. If they "know their stuff" and can prove it, then we will award the credit for the course. Simple. Practical. Direct.

The overview (short version):

Take these tests in thousands of locations around the US. Some are near you.
 There are 35 different subject tests.
 Each test takes 90 minutes.
 Each test costs \$65.00.
 Pass the test and earn **one** high school credit from NARS !
 Pass the test and earn **three** college credits, accepted at 3,000 colleges in the US.
 These tests are called the CLEP tests.

The implications:

You can earn a high school credit in 1-1/2 hours for something you already know!
 You can earn three college credits in the same 1-1/2 hours!
 You can earn three college credits for just \$65.00!
 You can add these course credits to your high school transcript!

And,

There is a \$20.00 study guide available for each one of the subject tests so you can self-study.
 There is no penalty for taking the test and NOT passing it -- you do not have to tell anyone.
 If you take a subject test and do not pass it, you may repeat the test after waiting six months.
 You can take the tests at any age, no matter how young or how old you are!
 These tests are given on computer at the testing site, and the scoring happens instantly.

More details:

Anyone can take a CLEP test. The CLEPs are administered at locations around the nation, and are owned and operated by the College Board. The College Board is also the owner and operator of the SAT College Entrance Exams and the AP Tests (Advanced Placement Courses at many high schools). The CLEP program has been around for 35 years; so it's not a new idea -- rather, it is an old idea that works!

Motivated high schoolers who have a good grasp of a subject should not miss the opportunity for simultaneous college and high school credit. In most cases students who pass the CLEP test in a subject can transfer those credits into the college of their choice and they DO NOT have to take that course in college -- yet they still get the credit applied towards their degree. The CLEP tests can be a terrific money-saver.

You can find more information about the CLEP's on their web site, <http://www.collegeboard.com/clep>.

You can find the CLEP study manuals on book-selling web sites, such as Amazon.com.

NARS considers the CLEP tests the "best kept secret of high school" and we encourage you to use it when you can!

NOTE -- presenting NARS with a passing score on the Final Grade Report is all that's necessary to earn high school credit from NARS. We do not need to see any work, we do not need to see any hours invested. All we need is proof of a passing grade!

CONCLUSION: If you want to use **PROFICIENCY TESTING** for high school credit, NARS needs to see the **official results of the test, the final grade report.**

CLEP tests available

Accounting, Principles of
 Algebra
 Algebra - Trigonometry
 American Government
 American Literature
 Analyzing & Interpreting Literature
 Biology
 Business Law, Introductory
 Calculus
 Educational Psychology, Intro
 English Composition
 English Composition with Essay
 English Literature
 French Language
 Freshman College Composition
 German Language
 History of the US: through 1877
 History of the US: 1865 - Present
 Human Growth and Development
 Humanities
 Info. Systems and Computer Appl.
 Macroeconomics
 Management, Principles of
 Marketing, Principles of
 Mathematics, College
 Microeconomics
 Natural Sciences
 Psychology, Introductory
 Social Sciences and History
 Sociology, Introductory
 Spanish Language
 Trigonometry
 Western Civilization 1
 Ancient Near East - 1648
 Western Civilization 2
 1648 to the Present

DOCUMENTATION / Evidence / Proof *continued*

5. Homeschool Work from Textbooks

Most homeschoolers still use textbooks for some or all of their courses. When using textbooks, there are three conditions, all of which must be met, to establish that the work qualifies for high school credit.

There are FOUR conditions, all of which must be met, when using a textbook:

- (a) If the publisher has identified this textbook or course as a high school-level course (or higher-level course),
and
- (b) if the student has completed the textbook,
and
- (c) if the work has been done to the satisfaction of the parent,
and
- (d) if the coursework has been documented to the satisfaction of our school, then a high school credit is awarded.

So, what does “*documented to the satisfaction of our school*” mean?

There are two possibilities. You may choose the one which works for you.

1. The “All Tests” Method

- (a) **First:** Keep track of the daily work in a Daily Log Book, such as the one provided to new NARS students. Entries in the Daily Log for textbook work do not involve keeping track of time; rather, entries for textbook courses involve keeping track of pages completed in the text.
- (b) **Second:** If the textbook has end-of-chapter tests, then presentation of all of the chapter tests would be complete, compelling, and convincing evidence that the work was done.
- (c) **Third:** Be certain the tests are dated, corrected, and graded.
- (d) **Fourth:** When using this method, having passing scores on chapter tests are *prima facia* evidence that the student knows the content of the course. Yes, it is possible to “test” out of all (or part) of a textbook this way.

For example, suppose a student believes she is so well versed in Grammar and Composition that she wants to begin by taking the chapter tests. If she takes the end of Chapter 1 test without even looking over the material, and she passes the test, then she may skip Chapter 1. She knows the material and proved it, so skip it. Then if she wants to invest a few hours looking over the contents of Chapter 2 and then take the end of Chapter 2 test, let her. If she passes that test, then she may be allowed to skip Chapter 2. When she takes the end of Chapter 3 test and does not pass it, then Chapter 3 seems like a logical place to begin her studies in that textbook.

NARS does have students who have used this method to advance their way through a textbook completely without ever doing any of the daily work. That is an acceptable way to use this “All Tests” Method.

- (e) **Fifth:** Accumulate the tests in sequential order in a file or folder and prepare them for shipping to NARS at the end of the year as part of the once-a-year portfolio review. (See “Portfolio” on page 59.)

2. The “All Daily Work” Method

- (a) **First:** Keep track of daily work in a Daily Log Book, such as the one provided to new NARS students. Entries in the Daily Log for textbook work do not involve keeping track of time; rather, entries for textbook courses involve keeping track of pages completed in the text.
- (b) **Second:** If you or the student object to the idea of testing, don’t do the tests. Simply do all the daily work prescribed in the textbook and keep it.
- (c) **Third:** Be certain that all work is dated, corrected, and graded.
- (d) **Fourth:** Accumulate all the work in a subject folder, such as an accordion file, in sequential order, and prepare to ship it to NARS at the end of the year as part of the annual portfolio review. (See “Portfolio” on page 59.)

CONCLUSION: If you want to use HOMESCHOOL WORK IN TEXTBOOKS for high school credit, NARS needs to see proof that the content of the textbook was completed.

DOCUMENTATION / Evidence / Proof *continued*

6. Self-Designed Homeschool Work

Some courses do not lend themselves to textbooks. NARS refers to these as self-designed courses. Physical Education, Fine Arts, and others are considered self-designed courses. Even some traditional textbook subjects can be done as a self-designed course (for example, Science could be accomplished as “Mechanical Science” by doing auto repair).

For self-designed courses to qualify for high school credit, there are five conditions, all of which must be met.

- (a) If the student has begun his or her high school career* (see page 28, bottom, for these details),
and
 - (b) if the student completes 160 half-hour sessions (80 clock hours) in one self-designed subject area,
and
 - (c) if the self-design has been organized into a “Course Description” for the subject (see pages 56-57 for examples),
and
 - (d) if the student has completed the work to the satisfaction of the parent,
and
 - (e) if the work has been documented to the satisfaction of the school,
then,
- after all five conditions are met, a high school credit is awarded in that subject.

So, what does “documented to the satisfaction of our school” mean?

Since credentials are all about paperwork, documentation is absolutely necessary. We need physical evidence as proof that the coursework was done. This can take many forms; some are suggested here.

As you consider assembling this evidence for your self-designed course, be certain you collect enough evidence to be complete, compelling, and convincing. Remember, your teacher will be seeing this evidence for the first time. Make it clear. If you have any doubts, call the NARS teacher assigned to you. Some forms of evidence include:

- | | | |
|--|---|--|
| -- Audio tapes | -- Letter from the music teacher | -- Receipts of your admission to a park, museum, play, concert, etc. |
| -- Book reports | -- Letter from the youth leader | -- Receipts for your lessons |
| -- Certificates of Accomplishment, such as the martial arts belts, Merit Badges, or Eagle Scout work | -- Letter from volunteer coordinator | -- Receipts for related purchases, such as your skateboard for PE |
| -- Certificates of Completion, such as CPR, First Aid, Hunter Safety | -- Lift tickets from your ski trip | -- Receipts for software, hardware |
| -- Driver’s ed certificate | -- Mock newspaper article you wrote about your research or discovery | -- Research papers |
| -- Driver’s license | -- Pay stubs | -- Short stories |
| -- Essays | -- Photographs, before, during, after | -- Video of a project in progress |
| -- Fishing or hunting licenses | -- Photographs of activities | -- Video of rehearsals or practice, such as a musical instrument, foreign language practice, dance recital, etc. |
| -- Letter from an employer | -- Photographs of projects | -- Video / mock TV commercial you made telling about your research or discoveries |
| -- Letter from co-workers | -- Photographs of the student in uniform, such as work uniform or sports team | |
| -- Letter from the coach | -- Poems | |
| -- Letter from the minister or rabbi | -- Prints of computer-generated work | |

Yes, you may think of other ways to “prove” your work was done. These are common examples of what we expect to see as physical evidence that the course was actually done.

CONCLUSION: If you want to use **SELF-DESIGNED HOMESCHOOL WORK** for high school credit, NARS needs to see physical evidence/proof that the content of the course was completed.

DOCUMENTATION / Evidence / Proof *continued***7. All Other Sources of Work for Which You Would Like Credit**

From time to time, we encounter unusual circumstances for which we may award high school credit. Although circumstances are unusual, we still require proof of the activity or event in order to validate the credit.

Here are some examples.

NARS has awarded a PE credit to students who participated in varsity sports at their public school. Even though their school did not award credit for team sports, NARS did. Each student was still required to prove the activity and the approximate number of hours invested in the activity, all of which was accompanied by a letter from the coach, the practice schedule, and the game schedule. The team photo and varsity letter became important evidence, too.

NARS has also awarded high school credit to experienced military personnel. Years ago, people were allowed to enlist in the military without a high school diploma. Some of them have returned from their military enlistment and have wanted to earn their high school diploma. In most cases we were able to use the courses they mastered in military training and convert those hours into high school credits. For example, a navy electrician was able to produce enough documentation from the military to prove he was proficient in several areas of Science and in one area of Math. In addition, his basic training covered an adequate amount of US History to justify a credit there, too.

NARS has awarded 1/2 credit in Health for women who have gone through pregnancy, labor, and delivery. In such cases, we require a birth certificate showing the student's name as the mother of the newborn. In cases of adult women who have had multiple births, we have awarded 1/2 Health credit for the first birth, and then 1/2 Science credit for each additional birth proven by additional birth certificates. Incidentally, we consider that experience to be "Pregnancy, Labor & Delivery with Lab."

In some states hairdressers, stylists, beauticians, and barbers can do their special training without a high school diploma. NARS has been able to take the hours and experiences from their specialized schooling and convert that into high school credits. These particular courses are rich in science credits, and because their professions require licensing, the training includes "Law, Ethics, and Conduct." The Law, Ethics, and Conduct course was used towards an English Comprehension credit. These schools were able to provide the course descriptions, the breakdown of hours for each area, and the passing grades for each course. In a sense, the students were "double-dipping" by earning high school credit while they were training for their professional licensing.

Similarly, we have converted several CNA (Certified Nurse's Aid) and PCA (Personal Care Attendant) training courses into high school credits. Such training usually lasts from three months to one year and provides Health, Science, Social Studies, and English Communication credits.

And, as the above examples indicate, there is no age limit for those earning a high school diploma. We have had established career people who have needed to finish their high school requirements in order to keep their jobs or to advance. We had one man whose occupation required frequent court appearances for his expert testimony. But once the other lawyers found out he didn't even have a high school diploma, they would use that in the trial to discredit his "expert" testimony and raise doubts with the jury. He is now a graduate of NARS.

Clearly, most of our graduates are high school age; but in the Class of 2002, we graduated a veteran of World War II. He was 76.

CONCLUSION: If you want to earn high school credit IN ANY OTHER WAY, NARS is open to ideas, but will still require physical evidence/proof that the content of a course was completed.

NOTES AND LETTERS

DISCLAIMER: these are the original emails or letters as they appeared when they arrived. Spelling errors, grammar, and other peculiar elements have been left intact. Some of the information has been deleted or partially deleted to protect confidentiality.

I am emailing you to make sure you understand how much we were touched by you taking the time and trouble of not only emailing us but also phoning me. I got your handbook in the mail ...
Again thank you very much for going that one step beyond what is needed to make sure we got all the information we needed.

Tracy K (MO)

Sometimes I don't have the energy to voice my reasons for my choices. You put the reasons right there in print and not only lists the reason but backs it up. It is the strength and support I need to take it one day at a time despite society's negative views of homeschooling.

Carolyn C. (CA)

Thank you for taking the time to call me personally. I had been praying and praying that God open the door wide and show me what to do. For the first time in 14 years of homeschooling I didn't have a clue what to do next. I had prayed for weeks and then decided to search for another school. I had searched 6 hours on the computer, gave up, and prayed once more. Twenty minutes later you called...

Dorene F. (WA)

My son Evan N. received his HS diploma from you in August of 2001. He has since been in the US Marines and is doing great. He has made the RECON program. He now wants to start taking college courses toward a degree.

Anita N. (GA)

I love your school and the people with whom I have worked so far (two teachers, I think).
This idea (the entire concept of NARS), if it is yours, is brilliant. If it isn't yours, it's still brilliant.

I only wish it were closer and I could be involved. My credentials are in California (lifetime elementary, and renewable secondary); Nevada (elem/sec/substitute); and Arizona (elem/sec/sub/ and college...
I've only been teaching at the university level recently—I don't want to go back into the public schools.

Anyway, if there is anything I can ever do for YOU, please tell me.

Vicki S. (MN)

I believe I contacted you several years ago and was going to use your service...but then our son decided to be the poster child for out of control teens! I remember your thoughtful and prompt replies and am delighted to see you have not changed a bit! I will send in the registration and money and hold off on having the transcript sent until (he) completes his remaining credits.

Thanks!
Dee M (MA)

Daily Log

		Subject 1 English	Subject 2 Math	Subject 3 Science	Subject 4 Soc. Studies
Monday	Date 12/8/96	American Lit. Read more of Scarlet Ltr. pp. 222 - 300	CLEP Algebra Review pp. 75 - 85	Text Ch 5 pp132 - 138 Ans Q's on p 183	LifePac #904 pp 1 - 5
		<input type="text"/>	2 hrs	<input type="text"/>	<input type="text"/>
Tuesday	Date 12/9/96	Updated the vocab. list	CLEP review PP 86 - 94		L.P pp 6 - 12
		<input type="text"/>	1.25hrs.	<input type="text"/>	<input type="text"/>
Wednesday	Date 12/10/96	Went to Sugarloaf poles, rented skis. Perfect snow!	USA ski area with Uncle Ray -- my boots, my Finally mastered the Level 4. Terrific Day.		
		<input type="text"/>	-----> Posted 6 hours in the PE column!!!	<input type="text"/>	<input type="text"/>
Thursday	Date 12/11/96	Scarlet Ltr. writing assignt p. 302	Practice Exam #3 in the Study Guide	Field trip with homeschool group to Hematology Lab at SMMC Hospital.	L.P Review for Self Test #1
		<input type="text"/>	1.5 hrs.	<input type="text"/>	<input type="text"/>
Friday	Date 12/12/96	Quiz #7	Correct exam #3	Watch video on blood-types.	L.P corrections to S.T. #1
		<input type="text"/>	0.5 hrs.	<input type="text"/>	<input type="text"/>
Saturday	Date 12/13/96		Took the CLEP exam at UMaine.		
		<input type="text"/>	2 hrs	<input type="text"/>	<input type="text"/>
Sunday	Date 12/14/96				
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		If tracking time & activities, how many "Total to date" hours were carried over from last week?	<input type="text"/> 60.5	If tracking time & activities, how many "Total to date" hours were carried over from last week?	<input type="text"/>
		Add this week's hours from the column above	9.25	Add this week's hours from the column above	<input type="text"/>
		TOTAL to date (carry this to next week's column "Subject 1")	69.75	TOTAL to date (carry this to next week's column "Subject 3")	<input type="text"/>
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Notes...					

Subject 5 Health	Subject 6 Fine Arts	Subject 7 OJT	Subject 8	Subject P.E. 9
CPR class @ SMMC 3hrs	Guitar Practice 15 min	applied for job at 3 places today 2 hrs		exercise video 30 min.
CPR class with Certification Test! 3hrs	----- 	rehearsed interview skills after yesterday's experience! 1/2 hr		walking with mom 30 min.
Visited Lamaze Class with my sister, Anita. 2 hrs	Guitar Lesson, repeat aug's 1 hr.			Skiing !!! 6 hrs.
Life on the Edge video and discussion with family 2.25 h	Guitar Practice 30 min.	got a call for 2nd interview at BK. Went at 3:30 Got the job !!! 1/2 hr		
----- 	Guitar Practice 30 min. 1/2 hr.	2:30 - 6:30 First day at BK. Mostly watching and paperwork. Excited! 4 hrs		shovel snow 13" last night 1 hr.
	Saturday rehearsal with worship team at church 1.5 hrs	10 - 3 more training today. Not too complicated. Went over manual. 4 hrs		swim party at YMCA 2 hrs.
	Sunday play with worship team after warm ups 30 min			
If tracking time & activities, how many "Total to date" hours were carried over from last week? 48 Add this week's hours from the column above 10.25 TOTAL to date (carry this to next week's column "Subject 5") 58.25 h	If tracking time & activities, how many "Total to date" hours were carried over from last week? 64 Add this week's hours from the column above 4.25 TOTAL to date (carry this to next week's column "Subject 6") 68.25 hrs	If tracking time & activities, how many "Total to date" hours were carried over from last week? Add this week's hours from the column above 11 hrs TOTAL to date (carry this to next week's column "Subject 7") 11 hrs	If tracking time & activities, how many "Total to date" hours were carried over from last week? Add this week's hours from the column above TOTAL to date (carry this to next week's column "Subject 8") 42 hrs	32 10 hrs
Notes...	Like the people at work, Day seems long, but I will get used to it!			

COURSE DESCRIPTION FOR SELF-DESIGNED COURSE

--> It is often best to write the course descriptions **AFTER** completing the course, allowing you to provide a description of what actually happened.

Course Title, Description:

Basic Jewelry Making

Course Classification:

FA

Making jewelry is a fine art skill. It requires time and patience, combined with a flare for style and creativity. This course will require that the student document his or her time and activities and provide proof that the course was taken and evaluated. Written work and photographs of the student making the jewelry and other evidence will be provided in the portfolio.

Objectives included:

- To learn about metals used in jewelry such as gold, silver, platinum, copper, etc.
- To learn about precious stones used.
- To study clay jewelry.
- To study glass beading.
- To study estate jewelry.
- To study appraisal.
- To learn to make keychains, hair jewelry, wire necklaces, rings, pendants, and earrings.

Sample

Research included:

The internet was a valuable place to search for detail.. The following sites were a good place to start:

- www.geocities.com/jwlrymkr to study casting, fabrication, mold making, repairs, wax carving, ingot making, polishing, stone setting, and more.
- www.antiquejewelryonline.com for tutorials, periods of jewelry history 1760-1950, gemstone lore, birthstones, and jewelry metals.
- We asked a jeweler to recommend good books to read (see list of books in the portfolio).
- We interviewed a jeweler about the things he liked and didn't like about his profession.
- We job shadowed a jeweler for one busy day in February, just before Valentine's Day!
- Visited a quarry (see photos in portfolio)
- Visited gem shows, after we found a listing of them on the internet (see list on the portfolio).
- Visited craft shows to find local artisans whose hobbies include making their own jewelry and selling it directly to the public.
- Visited craft and hobby shops to see what supplies they carry related to making jewelry.
- Interviewed three local artists from craft & jewelry shows and determined the route that led them to their profession/hobby (see report in portfolio)
- Visited the library to research the subject (not much there in our town!).
- Collected and studied various rocks and minerals (see photo and chart in portfolio)
- Learned to classify rocks and minerals.
- Found out how jewelers earn a degree in their field, and what special certification is available (see report in the portfolio)

Suggested Textbooks:

To locate current textbooks on the subject, we went to the following. (see the list of the books, as mentioned above, in the portfolio)

- Trade publications, journals for jewelers, journals used by the jewelry profession.
- Craft publications which specifically feature jewelry making.
- Library reference books on the topic(they were limited).
- Found out that jewelry making is offered at the local community college or university. Then,we called the college bookstore and asked the name of the text they are using for that course. We considered buying it, but the cost seemed really high!
- Studied magazine articles. (Used the Readers Guide To Periodic Literature. It referred us to the most recent magazine articles on the subject.)
- Studied the classified sections of the jewelry magazines, a wealth of information (see sample of the ads in portfolio).

Method of Evaluation:

- We produced written summaries of some discoveries and experiences learned and they are in the portfolio. This written work is dated, corrected, and graded, as best we knew how..
- We produced a scrapbook of photos, articles, people, places and activities done during the course of study.
- We produced some jewelry, trying our hand at the jewelry making process. See photographs of the process in the portfolio.
- We tried to repair jewelry. We had broken or non-functional jewelry available from relatives and friends. They gave it to us, and we worked on it. Sometimes we were successful, and sometimes we were not (the broken watches are still broken!) Again, we photographed the projects (see enclosed)
- We created a "Glossary of Terms" used in the jewelry industry (enclosed in the portfolio)

This course description is protected under copyright and is the property of the North Atlantic Regional High School, Inc., Lewiston, Maine. Use it as a model to create your own for any subject area.

COURSE DESCRIPTION FOR SELF-DESIGNED COURSE

--> It is often best to write the course descriptions **AFTER** completing the course, allowing you to provide a description of what actually happened.

Course Title, Description:

Equine Nutrition

Course Classification:

SC, BU

Much of the information we found in texts on the anatomy and physiology of horses. We focused on horse feed, medications, safety with tack and feed, setting boundaries and limits, exercise, and housing. We documented our time and wrote reports, took lots of photographs, and even a video.

Objectives included:

- To locate equine web sites of interest, such as Equine Nutrition at the University of Kentucky
- To study breeds and breeding and diet.
- To study scientific veterinary information.
- To study equine nutrition.
- To study horse nutritional management software.
- To study the anatomy and physiology of horses.

Sample

Activities included:

- We searched the internet for a variety of information such as Veterinary Science. A good place to start was the university web sites where we knew they offered equine studies such as the University of Minnesota at: www.crk.umn.edu/academics/degreesalpha.htm and Equine Nutrition at the University of Kentucky at www.uky.edu/ag/VetScience/
- Did research in the local library (see the book list included in the portfolio).
- We asked, but our local High School Guidance office did not have catalogs of interest relating to equine studies.
- Learned about specific horse nutritional management software (see report included in the portfolio).
- We offered to work at a local barn, and the rancher agreed to let us volunteer and rewarded us with free riding! (see photos)
- Job shadowed a veterinarian, and a farrier for one day each (see report in the portfolio).
- Determined the pay ranges of the horse-related professions. We made a one-page chart, included in the portfolio.
- Determined that there is such a profession as "horse nutritionist" She was listed on the web, but we did not make contact with her.
- Attended horse shows and drill team events. Spoke with horsemen and horsewomen about what feed they use and why.
- Spoke with judges about local sources of information. (We summarized our time at the horse shows in an enclosed report.)
- Contacted the makers of horse feed and discussed nutritional contents. Compared our results (see our written conclusions in the portfolio).
- Study catalogs from equine suppliers to know about various resources.
- Determined the major suppliers and manufacturers of nutritional products for horses (see the one-page list in the portfolio).
- Called other suppliers / manufacturers of nutritional products. We told them we were doing a project for school, and we asked for an interview and requested their catalogs. Some of them were very nice, but others did not have the time.

Textbooks:

To locate current textbooks on the subject, we tried the following.

- Trade Publications, journals for horseman, journals used by the profession of managing horse nutrition.
- Library reference books on the topic
- We found the names of the textbooks used in Equine Nutrition courses at Kentucky and Minnesota and a few others (see list in the portfolio).
- Reviewed the classified sections of the horse-related magazines. At first it seemed all foreign to us, but after a while most of it made sense. We included some pages and parts of pages in a little report included in the portfolio.

Method of Evaluation:

- Produced written reports on the activities engaged in from the above list. Dated, corrected, and graded the written work enclosed.
- Produced a scrapbook of the people, places, and activities experienced for this topic research.
- Produced a video of some of the experiences...we have enclosed a copy of the VHS tape for you to review in our portfolio.
- Produced a "Glossary of Terms" related to this course

This course description is protected under copyright and is the property of the North Atlantic Regional High School, Inc., Lewiston, Maine. Use it as a model to create your own for any subject area.

These were adapted from the newly published, *First Great Book of High School Course Descriptions*, available from NARS. This book contains hundreds of course descriptions appropriate for self-designed courses and it covers every required subject area.

RECORDKEEPING

“ Credentials are all about paperwork! “

Yes, credentials are all about paperwork!

A driver's license is a credential; if you want a driver's license, you must do the paperwork.

A marriage license is a credential; if you want a marriage license, you must do the paperwork.

A nursing license is a credential; if you want to be a nurse, you must do the paperwork.

And, certainly a high school diploma is a credential; if you want a high school diploma, you must do the paperwork.

What does the paperwork look like? The necessary paperwork will be complete, compelling, and convincing. It will demonstrate the following:

• Testimony + Evidence

Recordkeeping will consist of two major parts:

(1) **Testimony** is what you say happened during the school year. It consists of the notes in your Daily Log Book or Teacher Plan Book.

(2) **Evidence** is a collection of physical items that supports the testimony of what happened. Put plainly, the evidence is the “proof” of what happened.

Your testimony says it happened, the evidence proves it happened.

Testimony is not enough, it must be supported with evidence. Please see pages 46-52 for more precise detail on what is expected as you collect your evidence.

Consider a literature course example.

Some parents have claimed their students read 12 novels during the school year. They gave us the titles of the novels, but nothing else. In a situation such as this, we have no proof that any reading occurred, all we have is the testimony. That list of novels could have been printed from the internet last night and it proves virtually nothing.

However, if the students had written a two-page outline of the novels, or written a two-page summary of each, that would be proof that it happened. Then, with those two-page papers dated, corrected, and graded, that evidence becomes part of the student portfolio presented at the end of the year.

Consider a course in auto mechanics with lab.

Suppose parents tell us their son rebuilt a Chevy 350 engine. They have recorded it in their Daily Log Book, but that is all they have. From that little account, we cannot tell if it actually happened.

However, if they had photographs of the project, maybe a series of clips on their home video camera, receipts for the machine work, and receipts for the parts purchased, then we have some actual evidence that supports their claim. Then, with those documents and photos dated, corrected, and a final grade for the course, that evidence becomes part of the student portfolio presented at the end of the year.

• Teens can do the recordkeeping, too.

For homeschooled students, parents are ultimately responsible for the coursework, including recording it. Teens can also have a part in the recordkeeping. They can be assigned to make the appropriate notations in the Plan Book daily. They want the credits, they can “keep the score.”

• Throw NOTHING away.

Keep the written work, tests, quizzes, photos, awards, certificates, report cards, transcripts, course descriptions, videos, brochures from places and events, everything. We recommend that you keep these things until the student actually has the high school diploma in his or her hands.

• File folders help.

File folders labeled “English,” “Math,” “Science,” “Social Studies,” etc., are an excellent way to organize your samples.

• Date and correct all written work.

Set all the written work aside for your annual review (see next page). Be certain it is dated, corrected, and graded.

• Each course needs a grade.

We can produce proper high school records only if we have a grade for the course. Once a student is registered with NARS, we provide a copy of our NARS *Resource Advisor*, which offers detailed options for assigning grades to course work.

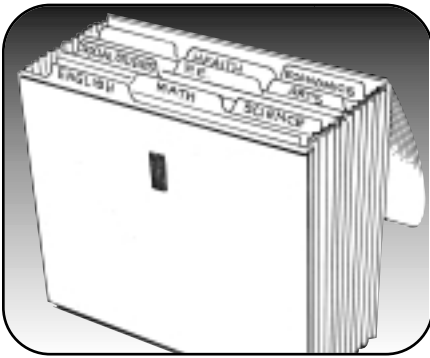
• Certified teachers in other states

Even though a teacher from another state may have reviewed your work, NARS must still review the work. The exception are the certified teachers who are actually NARS employees living and working in other states.

Portfolio Review

The annual portfolio review is important. At this event, NARS will evaluate the evidence of your work and determine whether it is complete, compelling and convincing. The result of this Portfolio Review determines if, when, and how much high school credit is awarded. The Portfolio Review is done ONCE each year. As we said, it is VERY important!

These 5 items **MUST** be presented for a Portfolio Review



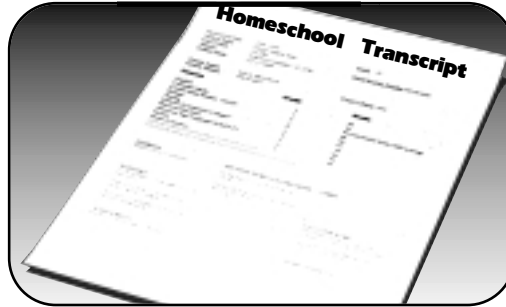
1. Portfolio Evidence.

This collection of samples contains the proof that coursework was done. The work is organized by subject; it is dated, corrected, and graded. It contains enough evidence to make the case complete, convincing, and compelling for each subject. For your guidance, there is abundant information in other sections of this Handbook, with specific details on pages 46-52.



2. Daily Log Book.

This day-by-day written log of student activity collaborates the evidence presented in the portfolio. It also contains the summary of hours invested in self-designed courses and marks other important events in the school year experience. When recording the hours in a self-designed course, be sure to include the grand total hours invested in the course. *If NARS staff has to total up the hours, there will be an additional cost for this service.* See more details and an example of a Daily Log on pages 54-55.



3. Homeschool Transcript.

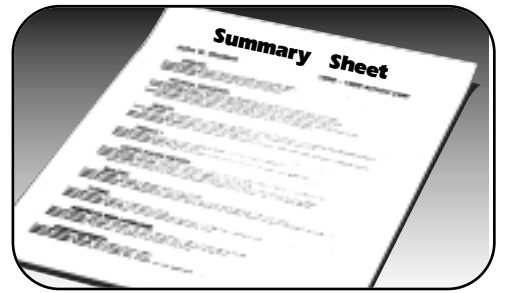
This one-page document is a snap-shot of what was actually accomplished during this school year. It is prepared by the parent. See the detailed example and sample on page 61.



5. A Check.

This covers return shipping so your portfolio can be returned to you. We return all portfolios. The only time no check is required is when the portfolio is done "in person" with a NARHS staff person. Portfolios are returned via UPS. See page 74 for details.

All 5 items must come in the portfolio !!!
Please send them all together...



4. Summary Sheet.

This one-page document offers a few lines about each course taken. It also contains a statement about how each course was accomplished and evaluated. See a detailed example and sample on page 60.

We understand that families and professional educators are somewhat anxious about what should be included in portfolios, especially the FIRST time they prepare and present them. NARHS staff is quite good at advising and assisting you in preparing an appropriate portfolio specific to YOUR student. All students who are registered with NARHS have a teacher assigned to them, so feel free to call your assigned teacher whenever you have questions about any of these details. You can reach the Maine office by calling 207-753-1522.

Parents or students must prepare a Summary Sheet for the end-of-year Portfolio Review. This Summary should accompany the portfolio given to NARS at the end of the homeschool year.

John Q. Student **Summary Sheet** 1998 - 1999 school year

ENGLISH

Course Description: Textbook by HBJ, English Grammar and Composition, Book 5.

Method for Learning the Course: Did the assignments as prescribed in the text.

Method of Evaluation: Grade the worksheets, the quizzes and other papers.

PHYSICAL EDUCATION

Course Description: Played on the American Legion Baseball team; private swimming, downhill skiing, shoot hoops.

Method for Learning the Course: Team sports participation, all practices and games. Swimming with family and friends.

Downhill skiing with uncle and aunt when possible; frequently shoots hoop in driveway with friends and family.

Method of Evaluation: Participation, attitude, effort, and the reports of others with whom he participates. Overriding question is this: How well did he meet the expectations of coaches, and how well did he meet his own expectations?

HEALTH

Course Description: Self-designed course included Red Cross CPR class, information from parent's nursing textbooks when appropriate, a study of drug/chemical abuse, nutrition and fitness, and dating responsibilities. Also completed Hunter Safety course.

Method for Learning the Course: Quality of participation and grasp of information.

Method of Evaluation: Verbal quizzes. Three written reports. Oral presentation on dating. CPR & Hunter Safety certification. Finished 44 clock hrs.

FRENCH 1

Course Description: Freshman-level course completed at General Community College, Someplace, ST.

Method for Learning the Course: Attended classes.

Method of Evaluation: Regular college course evaluations by the instructor. Instructor's final grade. Transcript attached.

UNITED STATES HISTORY

Course Description: Prepared for and took the CLEP test by using the CLEP Study Guide to History of the US 1: Colonization to 1877.

Method for Learning the Course: Followed the outline and suggestions in the Study Guide.

Method of Evaluation: Score on the CLEP test, in addition to keeping track of the number of hours spent studying the course material leading up to the test (quality of his notes and practice tests). Completed 29 hours of study. Copy of CLEP results attached.

BIOLOGY

Course Description: University of Nebraska internet course in biology.

Method for Learning the Course: Web-based, custom-designed course covering national standards of high school biology.

Method of Evaluation: John's assigned teaching specialist in Biology assigned work, evaluated it regularly, and gave a final grade for the course.

TYPING

Course Description: Introduction to Keyboarding on the PC.

Method for Learning the Course: Do the lessons systematically, sequentially on our Macintosh computer at home.

Method of Evaluation: Built-in system of scoring and grading provided with the course.

AMERICAN SIGN LANGUAGE

Course Description: Teaches sign language to the novice, hearing person in order to communicate with the deaf.

Method for Learning the Course: Johnnie took the adult ed, evening course offered at the high school.

Method of Evaluation: This was left to the discretion of the instructor of the course.

CONSUMER MATHEMATICS

Course Description: A Beka Textbook, workbook, teacher's edition.

Method for Learning the Course: Did the assignments in the text.

Method of Evaluation: Graded his work on quizzes, tests, workbook, and other assignments.

HOME ECONOMICS

Course Description: This self-designed course was under parental guidance and plan. He learned household management skills such as food planning and purchasing; laundry and fabric care; bill planning and paying; maintenance of building and grounds; time management; dealing with vendors and suppliers; introduction to infant and toddler safety in the home; and more.

Method for Learning the Course: Do it all -- first under parental guidance, then with parental supervision, then without supervision.

Method of Evaluation: Recorded hours spent in each task, evaluated grasp of content. How well would he be able to do this on his own as an adult? Completed 97 clock hours.

Parents or students must prepare a Homeschool Transcript for the end-of-year Portfolio Review. This Summary accompanies the portfolio given to NARS at the end of the homeschool year.



Homeschool Transcript

Homeschool Year 1998 - 1999 Grade 11
Student Name John Q. Student Name
Date of Birth 1/1/1981 Social Security Number 000-00-0000
Address Somestreet, Someplace, ST 12345
Student Phone 222-555-8888

Parents Names John & Mary Parent Parent's Phone same
Parents Address same as above

Sample

Courses	Credit	Grade
English	1	95
Consumer Math	1	96
United States History (CLEP)	1	91 (conversion from CLEP scoring)
Biology	1	85
Typing	.5	90
French I (Community College)*	1	93
Physical Education	.5	95
American Sign Language (Adult Ed.)	1	98
Health	.5	89
Home Economics	1	99

(Indicates where course was taken if other than at home.)

* Include the transcript or certificate documenting completion of this course

INTERESTS:
Sports, music, computers

ACTIVITIES:
Sings regularly in the adult choir at the church.

Working towards his Eagle Scout, project almost complete.

Assistant time-keeper for local high school football games

ACHIEVEMENTS:
Earned his brown belt in Karate.

SPECIAL FEATURES of this PROGRAM

Accelerated his junior and senior courses.

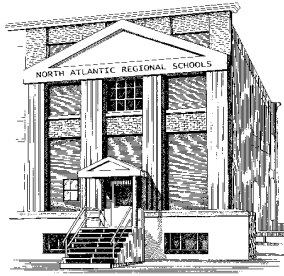
Passed placement exams at UMaine in Math and English

OTHER:

VOLUNTEER WORK:
Volunteered unloading trucks and packages at the hospital gift shop

Volunteered for one week at the Pool Day Care Center.

WORK EXPERIENCE:



Secondary School Record

North Atlantic Regional High School

25 Adams Avenue
Voice 207-753-1522 Ext 16

Lewiston, Maine 04240
Fax 207-777-1776

1. Student Identification

SSN: 006822356

Student Name: **Juniorname Lastname** Sex: **M** Birthdate: **1/26/1975** Phone: **555-121-8787**

Parent or Legal Guardian: **Firstname Lastname** Address: **116 Address Ave
Somecity, ST 05555**

2. Student's Academic History (1 Credit = 1 Year)

Location	Grade	Year	Type	Course	Marks	Credits
1	8	93/94	FL	Spanish 1	84	1
1	9	94/95	LA	English 9	83	1
1	9	94/95	LA	Intro to Journalism	79	.5
1	9	94/95	MA	Algebra 1	88	1
1	9	94/95	SS	Ancient History	85	1
1	9	94/95	NS	Earth and Space Science	90	1.5
1	9	94/95	FA	Choir	100	1
1	9	94/95	HE	Intro to Health	87	.5
1	9	94/95	CS	Intro to Computer Literacy	93	1
1	9	94/95	PA	Woodworking, Advanced	92	1
1	10	95/96	LA	English 10	90	1
2	10	95/96	MA	Algebra C L E P College Algebra	90	1
1	10	95/96	CS	Computer Applications	89	1
1	10	95/96	NS	Biology, Human Anat & Physiology	90	1
1	10	95/96	FA	Choir	100	1
1	10	95/96	PE	Personal fitness	100	.5
1	10	95/96	PE	Personal Fitness, Weight Training	100	.5
1	10	95/96	ST	Driver's Education	86	.5
2	11/12	96/97	LA	Ancient Literature, Bible	76	1
2	11/12	96/97	MA	Practical Appl of Accounting	80	1
2	11/12	96/97	SS	American Government & Civics	85	1
3	11/12	96/97	CS	Computer Aided Drafting	84	1
3	11/12	96/97	BU	The American Entrepreneur	85	1
2	11/12	96/97	LA	Analyzing & Interp. Literature C L E P	82	1
2	11/12	96/97	US	Hist of the U S 1: Through 1877 C L E P	84	1
2	11/12	96/97	US	Studies in U S History	84	.75

3. Summary

	Credits Earned				
	9	10	11	12	
Lang Arts	1.5	1	2		4.5
Foreign Lang	1				1
Math	1	1	1		3
Social Studies	1		1		2
US History			1.75		1.75
Natural Science	1.5	1			2.5
Fine Arts	1.5	1			2.5
Practical Arts	.5				.5
Business			1		1
Comp Skills	1	1	1		3
Phys Ed		1			1
State Studies		.5			.5
Health	.5				.5
Total Credits					23.75

Anticipated
Graduation **May 1998**

Graduation

GPA **3.25**

4. Additional Student Information

Juniornamie Lastnamie

A. Interests, Activities, and Achievements

Interests:

music, art, computers, sports

Activities:

* 94-96 Freshman Football Team
Civil Air Patrol (CAP)
Show Choir
Youth Group
* 95/96 Varsity Football Team
Community Band
Art Instruction
* 96/97 Varsity Football Team

Achievements:

* 94/95 MVP on Football Team
Captain Freshman Football Team
* 95/96 First Chair Horn in Community Band
* 96/97 Civil Air Patrol Outstanding Cadet Award

B. Special features of student's program

* 96/97 Passed U of Maine English and Math Placement Tests
Accelerated High School Completion
Speaks fluent Russian and Italian

C. Other

Volunteer Work:

* 94-96 Christian Service Brigade Church Projects
CAP Community Projects
* 95/96 Community Band Fundraiser
* 96/97 Ecuador Mission Trip

Work Experience:

* 94-96 Child Care
* 95/96 WalMart
* 96/97 ACE Computer
FDR Construction

5. Test Scores

	Year	Grade	Verbal		Math		Selection		Selection	
			%tile	Math	%tile	index	%tile	Writing		
College Board SAT	11/97	11	720	97	530	56				

6. Previous Secondary Schools attended

Name of School		Address of School				Mo/Yr	Mo/Yr
1	Somecity High School	1177 27th St Nw		Miami	FL 34000	9/94	6/96
2	Homeschool	116 Address Ave		Somecity	ST 05555	9/96	6/97
3	State Univ Comm. Coll.	22 North St		Greenfield	ST 05577	9/97	12/97
4							
5							
6							

Grading System

A = 93-100 A- = 90-92 B+ = 87-89 B = 83-86 B- = 80-82 C+ = 77-79 C = 73-76 C- = 70-72 D+ = 67-69 D = 63-66 D- = 60-62

GPA Scale

A = 4.00 A- = 3.70 B+ = 3.25 B = 3.00 B- = 2.75 C+ = 2.50 C = 2.25 C- = 2.00 D+ = 1.75 D = 1.50 D- = 1.25

All classes are given equal weight in calculating GPA.

7. School Officials

School Administrator

Registrar

Director of Educational Services

Carol G. Moitozo

School Policies

CONFORMING TO YOUR STATE'S LAWS

NARS works with homeschoolers, private schoolers, and public schoolers in all 50 states. Compulsory School Attendance Laws differ from state to state, and NARS maintains rapid access to the applicable education laws for each state.

It is NARS' policy to have all students in full compliance with their states' Compulsory School Attendance Laws. And, since programs are custom-designed for each student, each program can include all the elements to comply with other parts of your state's laws.

If you have questions concerning what your state requires, please contact us.

ADMISSION POLICY

NARS is a private school and accepts students on the basis of their likelihood of success. This applies to virtually all students, since each program is custom-designed for the student. We serve all school-age children and adults, and we work with them towards their high school completion.

However, there may be circumstances which we feel would interfere with our ability to work with the student or the family. If we feel we would not be able to provide the services to suit the student's needs or there would be no likelihood of success in our system, then NARS reserves the right to accept students or not accept students based solely on our discretion in each situation.

2,000 STUDENTS AND A WAITING LIST

NARS reserves the right to limit the number of off-campus registered students to 2,000. As this number is reached at NARS, the school will create a Waiting List of students. As students graduate (this happens every month of the year), openings will be filled from the Waiting List on a first-come, first-served basis.

Any family who has a student currently registered with NARS will be exempt from the Waiting List provision and any new student from that same immediate family will not be subject to the Waiting List.

WE DO OUR SCHOOL WORK IN ENGLISH

We can evaluate portfolios done in English. We cannot accommodate Spanish, German, French, Japanese, or any other foreign languages. If you do your work in another language, NARS cannot evaluate your work for credit; therefore, we recommend you seek high school credit elsewhere.

FOREIGN STUDENTS

As a result of the recent tragic events on September 11, 2001, in America, NARS has adopted a revised policy concerning students from outside of the United States.

It appears that some students from other countries, whose intentions may be suspect, have been (and still are) attempting to gain credentials in United States schools to legitimize their appearance and their activities here. Consequently, NARS is requiring that each student wishing to register must, at a minimum, have a verifiable Social Security number and be a US citizen.

Therefore, students who are US citizens living in other countries are suitable candidates for admission to NARS. Students who are not US citizens, but just want to have a diploma from an American high school, are not considered suitable candidates for admission to NARS.

This policy will remain in effect until further notice.

SOCIAL SECURITY NUMBERS FOR STUDENTS

We are a school. As such we have the responsibility to conduct ourselves with due diligence when dealing with children.

For each student registered with NARS, we must have his or her Social Security number (SSN) and Date of Birth (DOB) as part of the registration.

This provides one safeguard against NARS unwittingly being part of credentializing an illegal immigrant, a missing child, or an abducted child.

While we appreciate the occasional objections to SSN disclosure, it is NARS policy to REJECT any registration with no Social Security number or any registration with no date of birth.

School Policies, continued**REGISTERING WITH NARS**

A student is officially registered with NARS when we have received two key items:

- (1) a completed Registration Form signed by an authorized adult; and
- (2) payment of the tuition.

-- There have been times when we received a Registration Form completed by a minor age child with no adult signature. This is not adequate.

-- There were times we received a completed, signed Registration Form, but there was no tuition payment. This is not adequate.

-- We have actually received a check for tuition, but we have no Registration Form. This is not adequate. (And this is especially interesting when the check comes from a family whose last name is different from the last name of the student being registered!)

-- In the past we have received registration information via email. Of course emails do not bear a signature. This is not adequate. We need the completed, signed, original PAPER COPY of the Registration Form.

So, please call us if you have any questions about how to register with NARS. Registering with NARS is really as simple as mailing BOTH the completed Registration Form and the tuition payment TOGETHER.

THE REGISTRATION PROCESS

There are several stages involved in completing the registration process here at the school. When a registration arrives it takes the following route:

1. -- to the **Admissions** Office, where a file is established and prepared for your student(s);
2. -- to the **Registrar's** Office, where important data is recorded, especially in our computer database;
3. -- to the **Accounting** Office, where an account is established and the tuition payment is posted;
4. -- to the **Education** Department, where the file is reviewed and assigned to one of the certified teachers;
5. -- to the **Certified Teacher**, who will then have your file and be available to assist in any way he or she can.

Generally this process takes about 5-8 days after we receive your completed paperwork. However, during the months of July, August and September, this process can take up to three or four weeks.

If you need our assistance BEFORE we contact you, please feel free to call, and we will do what we can to help.

NOTE: You are NOT required to wait for us to contact you to begin the school work you need. You may begin without our input. Please keep good records -- keep a Daily Log, keep samples, and review the contents of the *NARS High School Handbook*. (We mail a *High School Handbook* to each family with high schoolers who requests it. If you have not yet received one, please request one.)

ACADEMIC PLANNING

Each student registered with NARS has an individual program. In educational terms, this is called an IEP -- Individualized Educational Plan. At NARS we call it a Curriculum Design Worksheet. Many times homeschooling parents need little or no help with curriculum design. Sometimes they do.

After a student registers with NARS, one of our staff will contact the parent either by mail or by phone. One of the items they will review is the Curriculum Design Worksheet. If the parent does not have a curriculum design in place, our staff will assist in creating one. In some situations, NARS staff may refer the family to a specialist at NARS to assist a particular need.

NARS's goal of the Curriculum Design Worksheet is :

- (1) to have a plan outlined for the coming year, and
- (2) to be certain it fits into the high school graduation requirements.

A sample completed Curriculum Design Worksheet form is on page 89.

A blank form to photocopy is included near the back of this handbook on page 90.

NON-DISCRIMINATION POLICY

NARS does not discriminate in its dealings with students or families based on their race, color, religion, sex, national origin, age, disability, or veteran status.

School Policies, continued**OFFICIAL ACADEMIC SCHOOL YEAR 9/1 - 8/31**

The official school year begins September 1 of each year and ends August 31 of the following year. All registrations expire on August 31 each year.

Students may register at any time. The completed Registration Form should specify which school year it covers. Since students register at all times of the year, there is occasionally confusion on this point. If this is not clear, please call us, and we will be happy to advise you.

Students are registered for one year at a time, and they must RE-register each year.

SUMMER COURSES

Since the "Official School Year" begins September 1 of each year, how can I include the work done over the summer months in the upcoming school year?

When school work is done in June, July, and August of the summer before registration begins, it may be included in the coming school year. The following conditions apply:

- (1) IF that work is documented in the SAME LOG BOOK as the work done in the coming school year,
and
- (2) IF that work is accumulated in the SAME PORTFOLIO as the work in the coming school year,

then NARS will credit work done in June, July, and August towards credits in the same school year which begins September 1.

RE-REGISTERING TO CONTINUE WITH NARS

Each student must re-register with NARS each year. So, sometime in June, July, or August we hope you would re-register for the coming school year, if needed.

Some have thought that they could not re-register for NEXT YEAR until they had mailed in the Portfolio from THIS YEAR. **NOT TRUE.** In essence, these two "paper-work events" are not related.

If you would like to re-register in June, and mail in your

portfolio in September, that is fine. Any combination is fine. We want to be as flexible as you need. We will help as we can.

When the school year is over, it is important that you "wrap it up." For each school year ending August 31, the portfolio for that year must be postmarked to NARS by December 31 that same year. Late portfolios will be charged an additional \$75.00 to review.

TUITION GRANDFATHERING

NARS has a policy of "grandfathering" students' tuition costs, allowing them to stay in the same tuition schedule as when they first registered. But there is a catch -- the registration must be uninterrupted and renewed every year by August 31. Students who do not Re-Register by August 31 allow their registration to lapse and, if they re-register late, they are moved to the higher tuition schedule prevailing at that time.

To avoid any tuition increases for your student, please RE-register each year before August 31. Mark your calendar!

DEADLINES FOR CREDITS COMPLETED

How do you end a school year if you are not finished with a subject?

All NARS school years end on August 31. So when the student registers for the 2003-2004 school year, the student is working on the credits until August 31, 2004 -- and then on August 31, the door shuts on that school year.

Whatever the student has completed by that date will show up as earned in the 2003-2004 school year.

You are not required to FINISH all your coursework by August 31 -- you are merely asked to "cash in" whatever portions you have completed by that date. For example, if you are working in a 400-page textbook, and you have completed 300 pages by August 31, 2004, then you have earned 3/4 of a credit in that subject for the 2003-2004 school year.

You may continue using that same text on the other side of August 31, but you place the remaining 1/4 credit into the following school year.

Unlike other schools, the August 31 date holds promise, and is not ominous. Use it to your advantage!

School Policies, continued**DEADLINE FOR PORTFOLIOS**

For the school year ending August 31, the portfolio for that school year must be postmarked to NARS by December 31 that same year. Late portfolios will be charged \$75.00 to review.

TUITION SUMMARY \$255 / \$360

As of 7/01/2002 the tuition schedule is as follows:

CREDENTIAL MANAGEMENT

A. For the UNDERGRADUATE years: \$255.00 per year.

B. For the GRADUATION year: \$360.00

REVIEW and RECOVERY FEE

When we are required to evaluate past homeschool work and convert it to high school credits, for homeschooled students who were NOT previously registered under our credential management program, we assess an additional fee of \$255.00/year for the Review and Recovery service. For example:

1. if a student first comes to us in his or her 11th grade year, and
2. was homeschooled for the 9th and 10th grade years, and
3. wants the 9th and 10th grade homeschool years to count towards his or her high school credits, THEN there is a \$255.00 fee for each of those past years, for a total of \$510.00.

NOTE: *There is no fee for including high school credits earned in other institutions; the Review and Recovery Fees apply to only credits earned during previous homeschooling years.*

ONCE IN, YOUR RATE IS ASSURED

From time to time we have tuition increases -- but increases DO NOT APPLY to those already in the program...If the tuition schedule you choose is the one stated above, then you will REMAIN in that tuition schedule as long as the student keeps his or her uninterrupted registration with NARS.

FULL ENROLLMENT

Full enrollment in the school is reserved for families who need or want intensive consultations on a weekly or monthly basis. Most people do not choose this option because of the expense, but for some it is a valuable way to

begin -- the parents receive additional professional support and their progress is monitored more closely by our school staff. If you are in the midst of a divorce, have awkward custody issues, will be traveling internationally, or moving through many legal jurisdictions within the US, then full enrollment might be your best option. But keep in mind that very few of our off-campus students opt for full enrollment.

If you believe you may need this option, you're invited to call us at 207-753-1522.

PAYMENT POLICIES AND OPTIONS

NARS accepts the following payment methods:

- personal check
- company check
- MasterCard
- Visa
- Discover
- American Express
- cash

Payments can be made in person, by mail, or over the phone.

GENERAL OFFICE CONSULTATIONS

Two consultations per year are included with tuition for undergraduate students, one of which is always the Portfolio Review. Up to four consultations are included with tuition for students in their graduation year, one of which is always the Portfolio Review.

For consultations with families NOT in one of our tuition programs, we charge \$40.00 per hour. It is expected that the office visit will be paid for at that time. For standardized testing, the fees begin at \$125.00, and it is expected that the fee will be paid for at the time of the testing.

PAYMENT ARRANGEMENTS

When a student registers, full payment is expected upon registration. Payment arrangements can be made, but at least half of the tuition must be paid to begin the registration.

NOTE:

As with most tuition-based schools, NARS withholds the records of students whose accounts are not paid. No transcripts, diplomas, recommendations, or other records will be released until the account is paid.

School Policies, continued**WHAT YOUR TUITION PAYS FOR**

From time to time, we are asked what tuition pays for. This is a legitimate question, and we offer the answer here.

NARS uses its authority as a school to put our approval on your work.

NARS uses its substantial professional staff to assimilate and evaluate your work and previous records.

NARS then awards high school credits for each subject earned.

NARS transfers all previously earned credits from whatever the source.

NARS consolidates all credits into one concise, comprehensive transcript.

NARS awards the high school diploma from our state-recognized private school.

NARS creates your permanent academic record: a substantial, legal file.

NARS sustains and archives your academic record for future access.

NARS provides copies of your official transcript to whomever you direct, for whatever reason -- college admissions, scholarships, military enlistment, loans, employment background and security checks, good student insurance discounts, SSI, public assistance, etc.

Ultimately, it comes down to this: YOU are paying US so you can receive the credentials from our school.

ALSO:

NARS does NOT require that you take any courses from us, as other schools do.

NARS does NOT require any on-campus time, as others might.

NARS does NOT limit the credits you receive to just textbook work.

NARS does NOT require you to take tests, mail daily work back and forth, etc.

NARS does NOT require that you pay monthly tuition, as most private schools do.

NARS pretty much leaves you alone to get the job done.

NARS expects you to prove you did the work and earned your grade.

NARS expects you to document the progression of your work.

RETURNED CHECKS

This is our official, published notice that a \$25 fee will be assessed for all checks returned to us for any reason (Insufficient Funds, Stopped Payments, etc). Replacing a returned check with another personal check is not acceptable, and balances created from returned checks must be paid by money order, bank check, or credit card.

All work STOPS when a family defaults on their account, and NARS does not restart any work until it is remedied.

STUDENT DISCOUNTS and GOVERNMENT QUALIFIERS**INSURANCE COMPANY DISCOUNTS**

Some auto insurance companies offer "Good Student Discounts" for high school drivers who are getting good grades. If you provide us with the insurance company's form, we are happy to fill out this paperwork for students registered in our program, providing the student's accounts are current.

DRIVER'S LICENSE QUALIFIERS

In some states, minors who drop out of high school are DENIED a state driver's license until they are 18 years old. For our students who require it, we are happy to provide proof of enrollment, which should suffice to show they are not drop outs, provided their financial accounts with NARS are current.

SOCIAL SECURITY BENEFITS

Some students receive Social Security benefits and must prove they are enrolled in a qualifying educational program. NARS is happy to complete these forms, when supplied by the student, and file the appropriate SSA-1386 SM with the Social Security Administration, provided his or her financial account and academic work with NARS are current.

THIRD - PARTY PAYEE QUALIFIERS

NARS enjoys a relationship with other agencies, some of which actually pay the student's tuition at NARS. A few of our students' programs are paid for by the Dept. of Human Services, Child Welfare, Dept. of Corrections, and the like. We are happy to do what we can to assist those needing NARS specialized programs.

AT HOME

At-home offices.
At-home businesses.
At-home births.
At-home schooling.
America is returning to what works.

School Policies, continued**NO REFUND POLICY**

The NO REFUND policy is not intended to hurt people. It is intended to eliminate abuse and misuse of our authority as a school. For years this policy has been (and still is) published in our printed material and on our official high school website to give advance notice and fair warning to all. This policy is there to be read by families as they research NARS and before they make any commitment to NARS.

In addition, NARS does not solicit students --- we do not make any initial contact with perspective students. Families who register with NARS do so because they sought us out; we did not seek them out. As responsible adults and decision-makers, parents and adult students who register with NARS are told up front about our NO REFUND policy, and then they make their decision.

Our sad experiences as a school have led to the NO REFUND policy we have adopted. These experiences generally fall into two major categories.

(A) FRAUD and DECEPTION:

For some, registering with NARS becomes their way of avoiding truancy. They register in our school, avoid truancy, then they ask us for a refund of tuition, claiming they never used any of our services.

For some, registering with NARS becomes their ticket to insurance discounts (good student policies, especially for auto insurance). Then, once the insurance company receives the verification of student status, the family asks us for a refund, claiming they never used any of our services.

For some, registering with NARS becomes their ticket to continue qualifying for SSI or to continue receiving disability payments, or for health insurance coverage for a dependent child, or for food stamps, or for other public assistance. Then, once the parent proves to the agency the child is in school, they ask us for a refund, claiming they never used any of our services.

For some, registering with NARS becomes their way to prove they are in school and, therefore, continue to qualify for child support payments, especially in custody issues with ex-spouses. Then, once the custodial parent proves the child is in a school program, the parent asks us for a refund, claiming he or she never used any of our services.

(B) TEEN INSTABILITY

Teens tend to change their minds...they waiver from one position to another. Sometimes it is because they are using their ever-widening knowledge base to direct them to one "cause" or another. And sometimes it is just as simple as wanting to do whatever their friends are doing. They want to do whatever their boyfriend or girlfriend is doing -- but when they break up, and their world changes, they change their minds again.

As a school, NARS cannot be in a position where we are registering and un-registering students. We have given up trying to understand the reasons -- they are too numerous. The same policy applies to all.

And the examples stated above are just SOME of the reasons NARS has adopted a no refund policy. Unfortunately, there are more.

We clearly post this policy on our web site, publish it in our literature, and share it with those who ask.

VERIFICATION OF STUDENT STATUS

NARS is happy to provide a general letter to "Whom It May Concern," stating you are a Registered Student in our school. These are sometimes important to have when asking for special access or privileges as part of your schooling program. A Verification of Student Status letter is usually given directly to the parent requesting it, and only if requested by the parent, legal guardian, or adult student.

SLOW TIME vs. BUSY TIME When you call or email, give us time to respond.

Certain times of the year are busier than others. In December, January, and February we can respond more quickly to your inquiries. May, June, July, August, and September are the busiest months for us; it will take longer for us to reply.

We have sophisticated email routing and voice mail systems. Leave your message there, and we will respond.

HINTS: (1) When calling, be sure to leave us your COMPLETE phone number, including your area code!
 (2) When emailing, please give us your phone number and complete address.
 (3) Remember to contact your assigned teacher FIRST...your personal NARS teacher knows your situation better than anyone else here.

School Policies, continued**PROOF OF SCHOOLING FORMS**

We complete forms for insurance companies, disability insurance companies, public assistance, survivors' Social Security benefits, good student discount applications (for teen auto insurance), and many more.

The agency needing the proof of schooling usually PROVIDES a FORM that NARS fills out and mails back to them. If they did not offer you a form, please call them and see if they will mail you (or mail us) the form.

Forms are preferred -- by using THEIR FORMS, we can be sure to provide the exact information THEY require. Otherwise, if we provide a general letter, we are only guessing at what they want to see.

We will move as quickly as we can, but NARS will require that our staff see actual work from the student before we complete any "Proof of Schooling" forms.

TRANSCRIPTS, RECORDS, AND FERPA

NARS releases copies of transcripts and records only under the following conditions:

1. To comply with FERPA, the Family Education Rights and Privacy Act of 1984 (Buckley Amendment), we need a signed release form from the parent, legal guardian, or adult student before we release any records; AND,
2. the students financial accounts must be current before we release any records; AND,
3. we must have the proper name and complete address of the person or institution to which the records are to be sent; AND,
4. we must have an adequate notice to prepare, assemble, sign, seal, and mail the records. There are times when all available staff are booked for days, and need adequate lead time to fulfill records requests. This varies, and depends on the time of year the request is made.

REQUESTING TRANSCRIPTS FROM NARS

When requesting transcripts, please provide the following.

- (1) Give us your original student name (young ladies who have married sometimes forget to give us the maiden name).
- (2) Give us your current address (since most high schoolers eventually move away from the family home).
- (3) Tell us who this transcript is for.
- (4) Please tell us the exact address of the person who is to receive the transcript (We need more than just "Penn State Admissions Office," for example -- the actual address is important, too.)
- (5) If you are working with a specific person, tell us to address it to him or her directly; for example, "John Doe, Admissions, Penn State."
- (6) If you want it faxed, we need the fax number. (This may sound strange, but some have called up and left messages on our voicemail simply requesting "Please fax a copy of my transcript to Penn State." That is way too vague for us to take action, so we attempt to call you back and this can lead to prolonged telephone tag and delays.

Please keep in mind that the more specific you can be, the more precise we can be, avoiding delays.

PROCESSING TIME FOR TRANSCRIPTS

Transcripts are important legal documents. We must have adequate time to verify credits transferred from other schools, evaluate homeschool studies, and review all documentation associated with the details of the transcript.

Therefore, it usually takes AT LEAST 30 days to complete the details of a student transcript, assuming there is no delay in receiving all the supporting documents, especially from previous schools. *Sometimes it takes longer!*

WE RUN ON SCHOOL TIME

Too often perspective graduates who find us on the web have a sense of speed which we cannot meet -- they have been trained by most Internet companies to expect OVERNIGHT delivery. That just doesn't happen with a real high school diploma from a real school.

Schools do NOT move at the same pace as others might on the internet. Transferring legal documents between institutions, converting previous credits, fulfilling graduation requirements, and completing a high school diploma can happen faster with NARS than elsewhere -- but this still takes time. We are NOT a mail-order company for diplomas.

School Policies, continued**OFFICIAL TRANSCRIPTS**

TWO important safeguards are in place to maintain the integrity of the transcript, avoid tampering, and offer confidence to the recipients that the transcript they have received has not been altered:

A. **OFFICIAL** transcripts are mailed directly FROM one institution TO the other institution. They are never handed to a student to be delivered; they must arrive by the postal service or common courier.

B. **OFFICIAL** transcripts are always signed by a school official and bear the three-dimensional, raised, embossed seal of the institution, impressed into the paper. Some institutions use security papers for their transcripts and some use highly sophisticated marks to identify their "OFFICIAL" transcripts. NARS uses a combination of the above techniques to identify our official transcripts.

UN-OFFICIAL TRANSCRIPTS

NARS provides UN-official transcripts to students and parents who request them.

NARS serves its students well, providing official and UN-official transcripts as the situation warrants. Currently we offer up to six copies of a graduate's transcript at no cost to the family.

TRANSCRIPT EVALUATION SERVICE

If you have attended public or private high school for at least one year, we suggest the following.

1. Get a copy of your high school transcript -- call the high school or go there. They can release a so-called UN-official copy to you.

2. Mail it to:

Transcript Evaluation
N.A.R.H.S.
25 Adams Ave.
Lewiston, ME 04240

(Mail it -- do NOT fax it, do NOT email it -- MAIL it.)

3. **NOTE:** Be certain to write the student Date of Birth (DOB) and Social Security number (SSN) on the transcript if it is not already there.

4. Once we receive it, we will officially compare it to our graduation requirements, and then we will contact you. This is the best way to know exactly where you stand in the process.

TRANSFER OF CREDITS FROM OTHER SCHOOLS**1. FOR TRANSFER STUDENTS**

Students who have earned credits from another school may transfer those credits into NARS and apply them towards graduation requirements.

NARS will accept credits awarded from other schools at face value -- if the other school awarded credit for the course, NARS will award credit for the course.

No transfer credit will be considered official until an official transcript from the other school is received by NARS.

2. FOR HOMESCHOOL STUDENTS

For students who have been homeschooled and are under our management programs, NARS will NOT accept any final course grade less than 70. Any course receiving a final grade of 69 or lower will not be awarded credit for that course. Please refer to our grading scale.

TRANSFER OF CREDITS TO OTHER SCHOOLS

Students who have earned credits in our program, or students whose credits have been transferred into our program, may request that these credits be transferred to another school.

Such transfers may be especially beneficial if a family wishes to convert homeschool credits into NARS credits, and then have them transferred to a public school. Our conversion standards, and our standing as a state-recognized private school have made this process work well for both the schools and for the families.

As is the policy in private schools, no documents are transferred to other institutions while the student has an outstanding balance on his or her financial account.

CLASS RANK, aka CLASS STANDING

Traditional public schools usually assign students a class rank, comparing students with their classmates. For example, a student may have a class rank of 45 in a class of 300, indicating the student was 44 places behind the top student in a class of 300.

NARS does not assign students a class standing. In a traditional school setting, each class is using a standardized curriculum; basically everybody is expected to do the same thing (in theory). But every NARS student is working on course content specifically assigned to them.

Therefore, NARS does not assign students a class standing.

School Policies, continued**NARS CREDITS and PUBLIC SCHOOLS**

Will public schools accept NARS credits?

- A. That is not up to NARS, it is up to the policies and personality of the local school.
- B. Historically, NARS credits have been transferred into public schools without question.
- C. There are five major factors that can make transferring back into public school more difficult:
1. When some of the coursework contains titles such as Bible, Religion, Revelation, Theology, or the like...these have been problematic for the public schools, and these credits do not usually transfer; they may not be allowed to count -- not even as electives.
 2. Poor grades -- some districts have grade-meeting policies; they accept no grades below B, or no grades below C, or whatever their official policy states -- those rules apply.
 3. Great grades -- school officials sometimes resent students who homeschool, get all A's and 100's "from mommy," then want to transfer those grades into the public school -- expecting to land a great class standing, claiming a wonderful grade point average, and then qualifying for all the scholarships!!! So, sometimes bringing grades that are suspiciously high to the public school is not appreciated.
 4. Burned bridges -- some parents have a history of being problems in the lives of school officials. These same parents sometimes come to NARS as an intermission from the battle, then they try to re-enter that same public school system. They are met with resistance, and then they want to somehow blame NARS for their non-acceptance. In reality, we could never have known of their tumultuous history with the officials there or the "in-your-face" statements which were made at one time. Burning bridges is NOT a good idea if you have a long view of the process.

5. Timing -- school officials resent the students who want to transfer to their school just in time to march to "Pomp and Circumstance" up to the platform in their graduation ceremony. Even though everything might be in perfect order, they can offer much resistance and stall your admission just because they are suspicious of your timing and your tactic.

Why do families homeschool ?

There are FOUR basic reasons why families make the decision to homeschool --

- | | |
|-----------|---|
| #1 | Their RELIGIOUS or PHILOSOPHICAL beliefs |
| #2 | The ADVANTAGE of SOCIALIZATION for the child |
| #3 | The ACADEMIC ADVANTAGE of homeschooling |
| #4 | The ADVANTAGE of TIME AS A FAMILY |

#1. Your family has a belief system -- you believe in something. Maybe it's hard work, or helping others, maybe it's community involvement or self-improvement, maybe it's strongly held religious beliefs. Homeschooling allows you to integrate your family beliefs into your teaching and the raising of your children.

#2. Homeschooled children have a "community-based" socialization, NOT a classroom-based socialization. And there's a huge difference. In the traditional classroom they're very limited in the exposure they have with people -- for 6 - 7 hours at a time, they're restricted to their age-mates. Yes, age-mates -- and that's a very narrow exposure allowed for socialization in a school setting.

But **homeschooling** allows interaction with a full-range of people in the community -- the supermarket person, the elderly neighbor, the pre-school children in the apartment next door, the bank teller, a full range of socialization -- and it's socialization in the real world.

#3. It's not hard to see why homeschooled students excel.

(A) The curriculum is custom-designed -- made specifically for the level of the student at the time. It might be a mix of 2nd grade math, with 3rd grade reading and 4th grade spelling, and maybe 2nd grade science. Whatever it is, the curriculum is custom-designed for the student.

(B) You can move at the child's own pace -- with homeschooling, you can go as fast as you like or as slow as you need. If the student already knows the content area and can prove it, then skip it! Move on to the next thing. On the other hand, if the student needs to slow down and take more time, fine. Take all the time you need until the student gets it -- it doesn't have to be rushed like it is in a regular classroom just because the rest of the class is ready to move on. With homeschooling you move at the child's own pace.

(C) Homeschoolers excel academically because of one-on-one instruction -- essentially tutoring. Immediate feedback, personal attention, specific illustrations -- all the result of that one-on-one tutoring you can do when you homeschool. Homeschoolers have an academic advantage over children in a traditional classroom.

#4. The fourth reason to homeschool is TIME as a FAMILY. When your children start school, they spend more waking hours of the day with their peers than with their parents. Think about it -- that little 7-year-old spends more waking hours of the day with peers, not with parents. The peers become the model, the peers set the norms of behavior, the peers become the dominant influence for the child. So instead of bonding with the parents, your child is banding with the peers. Look around you at the results. Bonding vs. banding.

Homeschooling allows children to bond with their parents and puts controls on the peer dependence they are prone to develop.

If you really want to have a family -- if family is important to you -- if you want your children to bond with you -- then homeschooling might just be for you. Here are four good reasons to try it.

School Policies, continued**OFFICE VISITS****BY APPOINTMENT ONLY**

We enjoy family visits to our school offices. All meetings are by appointment ONLY. Please call any staff member for an appointment, and you will be directed to the appropriate professional. Students registered in a NARS program are responsible for initiating their own appointments; our staff does not pursue families to make appointments. The family takes the initiative and we respond.

PAYMENTS

For many students registered in our programs, appointments are paid for in their tuition payment. When the family wants additional hours, extra consultation, standardized testing, or a mid-course direction, additional appointments are charged at the current hourly rate. Payment is expected at the appointment.

SMALL CHILDREN

When discussing a high school program, we prefer the student be at the appointment with the parent. Small children, however, may find sitting through a curriculum design hour to be difficult. It is suggested that parents make provisions for small children to be cared for outside the office appointment. Some families bring a sitter, a relative, or an older sibling to care for small children during the appointment.

EVENING AND WEEKEND APPOINTMENTS

NARS staff does not meet with families on weekends or evenings. The last appointment of the day may begin at 5 pm, with the expectation it will conclude by 6 pm.

EXCEPTIONS:

1. In extreme cases, only at the discretion of a staff member, an appointment in our office might be scheduled for a weekend or late evening.
2. During a weekend or evening conference or workshop, the staff may schedule an appointment at the event.

TELEPHONE APPOINTMENTS

Our professional staff meets with students and families over the phone. These appointments are conducted similar to face-to-face office visits. Phone appointments can be

made for designing curriculum plans, conducting annual reviews, or for consultations. It should be stated clearly here: *students registered in a NARS program are responsible for initiating their own appointments.* Our staff does not pursue families to make appointments; the family takes the initiative and we respond.

When a family comes to our office, they pay the expense of the time and travel to get here. Similarly, the family is to pay the cost of the telephone call. Most appointments last just under one hour.

When the appointment is arranged, the staff person gives the family a specific number to call at a specific time. The family calls at the appointed time, the staff person answers, and the appointment begins.

LOCATION AND DIRECTIONS

The North Atlantic Regional Schools are located in Maine.

1. The address is 25 Adams Ave. (formally Willow St.), Lewiston, Maine.
2. From the Maine Turnpike (Maine's I-495), take EXIT 13.
3. At the end of the ramp, watch closely and follow the signs towards LEWISTON. Take Rt. 196 WEST.
4. Once on Lisbon St. (Rt. 196 WEST), go past Staples, Burger King, and Pizza Hut.
5. After Pizza Hut, at the bottom of the hill, GO RIGHT onto Adams Ave.
6. Once on Adams Ave., enter the first parking lot on the RIGHT. That's where we are.

HINT: We are in the Pepperill Mill Bldg., adjacent to the City of Lewiston's Public Works Complex

It will be clear as you approach the school area that we are located in the "Old Mill" section of Lewiston. We are proud to be part of the renovations to these grand, historic artifacts in Maine history.

Lewiston is Maine's second largest city!

Portland, Maine, has the closest international airport, just 35 miles away.

Boston, MA, is a 2-hour drive.
Manchester, NH, is a 2-1/2 hour drive.
New York City is a 6-hour drive.

School Policies, continued**COMMUNICATION WITH NARS**

Families are welcome to contact us anytime. Call us. Write us. Email us. It is our goal to respond to each communication as soon as possible, usually within 48 hours.

There are times of the year, however, when that is not possible. There are circumstances which prevent that 48-hour response. On August 14, 2000, we received 1,400 emails! Yes, 1,400 emails in one day. The next day it had dropped to 800 emails! We did not respond to all of them within the 48-hour window. But eventually, they were all answered.

NARS COMMUNICATION WITH YOU

NARS almost never initiates contact with families. If we call you, it is generally because we received a communication from you, or we saw something in your file or record to trigger a call.

We do not want to "bug" families who work with us. If you want an appointment, YOU call us. If you want a portfolio review, YOU call us. If you want a consultation, YOU call us. If you need guidance, YOU call us.

SHIPPING PORTFOLIOS

Portfolios, documents for annual reviews, and other family documents important to the student should be shipped to NARS in any manner that is trackable. We recommend FedEx, UPS, Airborne Express, and other package delivery services offering trackable delivery. This allows you to find out where your package is at any time. Because the content of these packages is so important, it is worth the little extra it may cost to use these services.

REMINDER: We will return your portfolios to you, so please be sure to send a check to cover the return postage or fee. This expense is not covered by tuition costs. Your package will be returned to you at no more cost than what you paid to ship it to us. So whatever it cost you to ship it to us, please include that amount.

Regardless of the cost we will return all portfolios by UPS, unless we are shipping to a P.O. Box (UPS does not deliver to Post Office boxes!).

GRADUATION DATES AND CEREMONIES

Students graduate from NARS every month. When a student has completed the credits needed, and when NARS has received all the necessary documentation, the student is done. If the student wants to graduate that month, he or she may graduate that month. In such cases, the diploma and copy of the completed transcript will be mailed.

We do have formal graduation ceremonies for groups of our graduates, but it is not required that you attend. Some families plan private gatherings with family and friends.

Some have even planned to have their graduation dates coincide with family reunions -- since the family is gathering anyway, they capture that opportunity to celebrate this achievement.

Some adult students have even kept their high school completion a secret. Then, as a surprise for their mother or spouse, they make their own presentation. We will do whatever we can (within reason) to make this milestone special.

Regardless of when or how the student graduates, he or she gets to pick the actual date to be written on the diploma (as long as the date is AFTER the work is complete). Some pick birthdays or other special dates.

PUBLIC GRADUATION CEREMONIES**Lewiston, Maine -- June** (3rd or 4th weekend)

There are usually 500 in the audience at this ceremony. To be part of this ceremony, we need to know your intention to graduate by April 15. We must have all the completed documents by May 31st.

----> Deadlines for Maine ceremony:

April 15 -- state your intention to participate.

May 31 -- have all necessary documents to NARS.

June (3rd or 4th weekend) -- graduate in the ceremony!

Orlando, Florida -- May (usually Memorial Day weekend)

There are usually about 3,000 in the audience at this ceremony. To be part of this ceremony at the Florida Homeschool Convention you must join the FPEA, Florida Parent Educator's Association, regardless of where you live. There is a \$25.00 fee, and you can find more details on their web site, www.fpea.com. In addition, NARS needs to know your intention to graduate by February 15. We must have all the completed documents by April 30th.

----> Deadlines for Florida ceremony:

February 15 -- state your intention to participate.

April 30 -- have all necessary documents to NARS.

May (Memorial Day weekend) -- graduate in the ceremony!

As the situation warrants, we are willing to consider participating in the graduation ceremonies of other homeschool conventions in other states.

School Policies, continued**WRITTEN RECOMMENDATIONS FOR COLLEGE ADMISSIONS**

When students apply to colleges, part of the application process may include the high school guidance department (or other high school staff) filling out a form from the college about the student. On this form, the high school staff is usually asked to give the college a recommendation concerning the student.

It is NARS policy to complete these recommendations FREE of charge, although they are each individually prepared and cannot be "form letters" from us.

However, we have discovered that some students apply to 8, 10, or 12 colleges -- all at once! This places a strain on our time, since each one has to be done by hand. And although we are happy to do it, if we receive more than six college recommendation forms for one student, we will charge \$5.00 for each one exceeding the original six.

Please keep in mind that some of the forms used by colleges and universities are generic -- they do not even have the name of the school on the form! So, after we complete the form we may not even know where to mail it, unless you tell us. Therefore, provide as much information as you can and we will do our best.

Remember to plan ahead. Consider that other students are requesting many of the same things at the same time of the year! Give us good lead time to handle your request.

ACCELERATED DIPLOMA PROGRAM

Once students understand the recordkeeping, documentation, and portfolio review, they feel more freedom to accelerate the process. Many students finish all requirements, start to finish, in 2-1/2 years. And if a student has credits to transfer from another school, this can help shorten the process.

At NARS, we have no speed limits. Students may acquire high school credits as fast as they like under the direction of their parents and our staff.

NOTE: We are not necessarily encouraging students to complete high school early, but if students are capable and can demonstrate accelerated ability, why make them prolong their high school careers?

WHY USE NARS ?

The TOP 10 reasons why people use NARS (yes, we know there are 11 here!):

1. The average NARS student completes high school graduation requirements in 2-1/2 years.
2. The typical NARS student does most of his or her coursework at home, at his or her own pace.
3. NARS students have no speed limits -- they go as fast as they like, or as slow as they need.
4. NARS students earn high school credits WHEN they are able -- regardless of their age!
5. NARS has graduates at West Point, Julliard, Harvard, and in state and local colleges and universities everywhere.
6. NARS students can graduate any month of the year with the required 17-1/2 credits (no exit tests required).
7. NARS has two graduation ceremonies: one in June in Maine...and one in May in Orlando, Florida.
8. Every NARS student has a custom-designed plan -- the coursework is designed for the student's strengths.
9. NARS gives each family the personal attention they need at the school or by telephone appointment.
10. NARS also assists drop-outs to recover their high school careers -- even older, mature adults earn their diplomas.
11. All NARS graduates (regardless of where they live) fulfill Maine's curriculum requirements -- but they do it THEIR way!

THE GOAL OF AN EDUCATION

The goal of an education is to prepare a child for adulthood.

It is not to prepare them for college, not to prepare them for a job, not to prepare them for a spouse. The goal is to prepare them for adulthood.

People go to college and are not prepared for adulthood. People go into careers and are not prepared for adulthood. People get married and are not prepared for adulthood. The real goal must be to prepare a child for adulthood.

School Policies, continued**REFERRAL TO OTHER NARS FAMILIES**

From time to time we receive requests for referrals -- a family wanting to speak with other NARS families before they make a decision to register. In the earlier years we would offer to arrange a contact, but it became a problem for some.

In several cases, the new family would constantly call the experienced NARS family every time they had a question. It became a nuisance, and we had created an awkward and difficult situation for these wonderful people.

As a result of these unfortunate experiences, we decided to print several of the student's stories and we published them in the *NARS High School Handbook*. These stories represent the actual people to whom we might have referred you anyway, and they were happy to have their stories told.

Further, the school adopted a rather stern policy, which I will post here.

"It is NARS policy to NOT use homeschooling families as marketing tools.

We do NOT ask them to give us testimonials.
 We do NOT ask them to staff our booths at homeschool events.
 We do NOT ask them to speak for us at public events.
 We do NOT ask them to be put on the spot by having prospective families call them.
 We do NOT ask them to be consultants for NARS in any way.
 We do NOT use NARS families as marketing tools.

We DO keep their confidence.
 We DO keep their privacy and peace."

We trust you understand the policy and appreciate our situation. Do we want you to use NARS for your high schooler? Yes. Will we use other NARS families to get you to "sign up"? No.

SAT's and ACT's -
THE COLLEGE BOARDS

In elementary school, SAT means Standardized Achievement Test. In high school, SAT's are the Scholastic Aptitude Tests, sometimes referred to as the College Boards.

Students who are planning to attend college may want or need to take the College Boards.

SAT and ACT scores can be forwarded directly to NARS by using our official **College Entrance Examination Board** number when registering for the exam.

NARS's CEEB code number is 200037.

To get all the necessary information about the SAT or ACT testing services, contact any high school guidance office nearby -- they are agents for the College Boards, and you need not attend school there to use their College Board services.

You may contact the College Board directly at
 609-771-7600
www.collegeboard.org

You may contact
 ACT, Inc.
 PO Box 1008
 Iowa City, IA 52243
www.act.org

The results of these tests are usually included on high school transcripts.

THE "COLORADO PLAN"

The educational process nicknamed "The Colorado Plan," might motivate your high school student.

Thumb-nail sketch:

- Take one course at a time. (e.g., start in Sept. with just U.S. History)
- Work on **ONLY THAT COURSE** each day (no other subjects to divide your thinking).
- Decide how long you will work on that one subject, then plan your work so you are done on that date.
- "Credential" that work to show your accomplishments (take a final, write a term paper, or take a CLEP test in that subject).
- Take a multiple-day respite, then pick another topic to focus on.
- Finish that credential. Then pick another, and so on.

IMPLICATIONS:

- Immerse the student in one subject at a time. Concentrate on that topic for, say, six to eight weeks.
- Then take a CLEP test in that subject. Receive **one** high school credit and **three** college credits.
- This could save families up to \$10,000.00 if the student can "CLEP out" of the freshman year of college (some guidance may be needed here, and we're happy to help).
- How do you think college admissions people will look at the 16-year-old who has 15 college credits?

The educational process nicknamed "The Colorado Plan," might motivate your high school student.

College Credit for High School Work

Every student, regardless of age, can take a subject-proficiency test to earn high school credit. The tests are offered in every area of the US, are 90-minutes long, and cost \$65.00. When students pass a subject test, they earn **one** high school credit and **three** college credits!

The overview (short version):

Take these tests in thousands of locations around the US, some near you.
There are 35 different subject tests.
Each test takes 90 minutes.
Each test costs \$65.00.
Pass the test and earn **one** high school credit from NARS.
Pass the test and earn **three** college credits, accepted at 3,000 colleges in the US.
These tests are called the CLEP tests.

The implications:

You can earn a high school credit in 1-1/2 hours for something you already know!
You can earn three college credits in the same 1-1/2 hours!
You can earn three college credits for just \$65.00!
You can add these course credits to your high school transcript!

And,

There is a \$20.00 study guide available for each of the subject tests so you can self-study.
There is no penalty for taking the test and NOT passing it -- you do not have to tell anyone.
If you take a subject test and do not pass it, you may repeat the test after waiting six months.
You can take the tests at any age, no matter how young or how old you are!
These tests are given on computer at the testing site. The scoring happens as soon as you are done.

Details:

Anyone can take a CLEP test. They are administered at locations around the nation, and owned and operated by the College Board. The College Board is also the owner and operator of the SAT College Entrance Exams and the AP Tests (Advanced Placement courses at many high schools). The CLEP program has been around for 35 years; so it's not a new idea -- rather, it is an old idea that works!

Motivated high schoolers who have a good grasp of a subject should not miss the opportunity for simultaneous college and high school credit. In most cases students who pass the CLEP test in a subject can transfer those credits into the college of their choice and they DO NOT have to take that course in college -- yet they still get the credit applied towards their degree. The CLEP tests can be a terrific money-saver.

You can find more information about the CLEP's on their web site, <http://www.collegeboard.com/clep>.
You can find CLEP study manuals on book-selling web sights, such as Amazon.com.

NARS considers the CLEP tests the "best kept secret of high school" and we encourage you to use it when you can!

STOP!

You might be paying too much for your books and materials.

Saxon, Alpha Omega, Common Sense Press, Critical Thinking Books & Software, The Homeschool Planbook, Just 4 Children, Writing Strands, StartWrite, *Train Up A Child*, Gazelle Publications, Weaver, Child Light, Switched-on Schoolhouse, How Great Thou Art, and many more.

Also featuring the complete line of J. Weston Walch, Publisher.



"This is the first time I have seen your articles and I am very impressed. You have encompassed on one site what I have been looking for on e-lists for months!!"

-Shell, VA

"Just a note to say Thanks!! I have found many books through you that I thought I would never find!!"

-Michelle, NY

"I can save so much going through your company. I am so glad that I found your site! I appreciate your service!!"

-Darlene, TX

MasterCard, Visa, Discover, AMEX & E-Check accepted.

Go!

Over 70,000 families know, if you're looking for great prices on new or used curriculum, check the Bookmobile FIRST!

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Secure, Fast, Convenient

WORKSHOPS FOR GROUPS AVAILABLE



Steve Moitozo, Founder

Steve Moitozo, the Founder of NARS is one of America's featured conference speakers; he does workshops for groups of 10 or 3,000, literally. He has spoken in 34 states, so far.

Steve is available to do the workshop "Homeschooling the High Schooler," in which he will address the multiple opportunities for homeschooling the high schooler. Find out what thousands have discovered in his workshops. **BONUS:** You'll discover how to credentialize your homeschooled student with a diploma from a state-recognized private school -- and YOU still control all the course content !!!

SMALL WORKSHOPS:

Perhaps three or four families (or a small group) would like Mr. Moitozo to come to a home or meeting place to present a workshop. In this case, we ask only that expenses be covered. If he is to discuss the school programs, there is no charge for his time. These small workshop have changed the lives of families -- definitely for the better!

CONVENTIONS:

Steve has been the keynote speaker at the Washington Homeschool Convention, which hosted 6,000 attendees. In 2001, he was the keynote speaker for the Florida Homeschool Convention with 11,000 paid attendees.

For more information, and for references from conference leaders and planners, contact Steve at 207-753-1522.

APPOINTMENTS

Each day we have appointments with families from all over the country.

Some appointments are at our offices in Maine; some are over the phone; some are by email.

It is common for us to meet in the office with a family from, say, Massachusetts, then have a telephone appointment with a family in Oklahoma. Whatever it takes, we are ready to work for you, too.

From time to time, staff from NARS is on location in other states. Sometimes we are attending conventions, sometimes we are speaking at local events, and sometimes we are doing NARS workshops. Such visits present opportunities for you to schedule face-to-face appointments with us if we are in your area. This is done on a first-come first-served basis, so do not feel shy about calling us for details.

And, recently we have opened offices in other states. We now have local offices in Washington and Florida. We hope to have an office in Wisconsin soon. The staff at these locations is always ready to serve you by appointment. You are invited to call the Maine office for the other phone numbers and names of our staff there.

Homeschooling is Legal in every state.

Homeschooled students have a reputation for being self-starters and resourceful learners. Colleges like that.

Many colleges make it a point to seek out those who are homeschooling, and some colleges have scholarships specifically reserved for homeschoolers.

For college admissions, homeschooling can now be considered an advantage.

ADDITIONAL COPIES OF THIS HANDBOOK

We are pleased to make the *NARS High School Handbook* available in print. Print copies are expensive and costly to mail, so the entire handbook is available on the web.

Our technicians have posted this handbook in its EXACT FORM on the web in a format called Adobe Acrobat pdf. Adobe's Acrobat format is universally available, and the Acrobat Reader is downloadable FREE. NO COST to you.

Find the handbook and the link to Adobe's Acrobat at:

<http://www.narsonline.com/nars/handbook.mv>

The beauty of this is threefold:

- (1) The handbook is now available INSTANTLY to anyone with access to the web. No need to wait for the snail mail to get it to you.
- (2) The handbook is PRINTABLE in its original format by anyone who has a printer connected to a computer.
- (3) The handbook is expensive to publish, print, and mail. This web-based version gives you the opportunity to print a copy quickly and cheaply. Then you can give it to someone you know who needs it. Anytime. Anywhere. It's there for you.

A High School Diploma

For some students, a high school diploma may be the highest academic credential they ever receive.

Is it important to have a diploma? It is certainly better to have one than not have one.

Admission to some trades requires a diploma. Qualifying for some on-the-job training can require a diploma. Job promotions may hinge on whether or not you have a high school diploma.

Homeschooling allows **“SPECIALIST” TO EMERGE**



Michelle picked up a French horn for the first time when she was 13. Four years later she was playing in Carnegie Hall.

Homeschooling allows children to take extra time in areas that interest them. Even while completing all the other subjects required (English, Math, History, Science, etc.) homeschoolers have an efficiency of time which grants “extra time” to play, practice, experiment,

explore, focus and find their “specialty.” The real world rewards specialists more than generalists, and homeschooling allows the specialist the opportunity to emerge.

Michelle Bolton is a case in point. She has been homeschooled since the second grade. Because they set their own schedule for school work, practice, and lessons, the Boltons enjoy a flexibility not available to classroom-bound students. This has led to some surprising benefits.

Michelle began playing the flute in her grade school years. Then, one day she decided the French horn might be fun, so she asked if she could try it. She was 13 then. By the time she was 17 she had an invitation to play French horn at Carnegie Hall in New York City. She had won a place on the All-Eastern High School Honors Ensemble. She had made All-District, All-State, and now she had achieved a status reserved for fewer than 500 musicians from a combined 11 other states, called the All-Eastern States by the National Music Educators’ Association.

Her other stops in the process read like a Who’s Who resume:

- Portland Youth Orchestra (Portland, Maine)
- Portland Youth Wind Ensemble
- New England Conservatory Youth Philharmonic Orchestra (Boston, Massachusetts)
- New England Conservatory Scholarship Brass Quintet
- Performed with the Boston Symphony Orchestra Brass Ensemble
- Numerous competition awards, prizes and scholarships, including the Martha J. Blood

Memorial Scholarship for \$1,000, the Littmann Competition in NY, and a \$20,000 scholarship from Concordia College

- Traveling ensemble for the New England Conservatory Philharmonic performing in Cuba and Mexico City

She’s done this and more in just four years.

Her personal talents were allowed to thrive in the homeschooling environment. And it’s not just Michelle.

Homeschooling also accommodates the giftedness of her sisters. Younger sisters Megan and Meredith are accomplished musicians in their own right. Megan has won coveted positions playing violin and harp, including All-State positions performing on the harp. Meredith, still in her middle school years, is also proficient on the harp, heading for similar accomplishments.

Did Mom and Dad Bolton teach their daughters all of this? Were the parents the teachers? No and yes. Mom and Dad did not teach them music. Mom and Dad found the specialists who could lead their children through their pursuits.

So, no, Mom and Dad didn’t do that part. But, yes, Mom and Dad did teach their daughters how to find such specialists and allowed them to be introduced to the “culture of their specialty.” Mom and Dad teach the foundational skills of problem-solving and decision-making, and they teach the subject skills such as English, math, history, science, and the like. The specialty is left to specialists.

Homeschooling works. And parents don’t have to know it all. They just need to work to find answers with their students. Homeschooling parents “decide and direct” the education of their children; they’re not required to DO all the educating of their children.

Congratulations, Michelle, Megan, and Meredith -- you and your parents are good examples, showing that homeschooling works.

P.S. Michelle is a graduate of NARS Class of 2000 and is presently a full-time student at Julliard.

THEY WANT TO GIVE US MONEY, BUT WE WON'T LET THEM

by Monte Hancock, Melbourne, FL

Monte Hancock and his wife Sandy have been homeschooling for 18 years. Monte is a chief computer scientist, college professor, convention lecturer, and former chairman of the state homeschool organization in FL, FPEA.

The Office of Admissions for the Florida Institute of Technology (FIT) in Melbourne recently requested help from some local homeschoolers in arranging an information briefing about home education. This request found its way to me; I had the pleasure of meeting with the FIT Admissions Staff during their annual planning meeting. FIT has admitted home-educated students in the past, and is receiving an increasing number of applications from them. To best serve these students, they needed to have some questions answered.

I distributed briefing materials to the assembled group (eight persons in all), and went through the general questions: legal and regulatory aspects, how are homeschool programs administered, who homeschools (demographics) what sources of information are available, whom to contact, etc.

They were very interested in all this, because the information was new to them, and potentially useful; but I discovered that what they really wanted to know could be pretty well summarized in one question: "How can we get more home-educated students to apply to our university?"

I wasn't expecting this.

The job of convincing these admissions officers of the effectiveness of homeschooling as preparation for college is done. It's time to get past that and on to other issues. "Homeschooled students are obviously better prepared than public school kids," they said, and "generally have higher test scores." For the FIT admissions people, getting a homeschooler admitted is the easy part.

But the bigger surprise was in store for me. The FIT Admissions Office has another problem -- one that homeschooling parents can solve for them, to the benefit of all. They want to give home-educated students scholarship money, but many families do such a poor job of documenting their programs that the Admissions Staff cannot carry out the objective comparative evaluation required by many scholarship programs.

The (college) admissions people are in a real bind here. While they administer scholarships, the selection criteria are often established by external donor organizations, and are explicit

and binding. The Admissions Staff has to be able to justify their allocation of scholarship dollars on paper according to the specified criteria; many homeschoolers stymie this effort by showing up with no paper, or with (so-called) "records" that don't merit the term.

One admissions officer told me that while interviewing an outstanding homeschooled applicant, she asked for some documentation of the student's high school program. The parents told her, "We don't believe in giving grades." The outcome? That student was admitted, of course...and this family will now incur tens of thousands of dollars in additional cost for their high principles.

The most frequently encountered problem is lack of a "verifiable GPA" (i.e., a transcript compiled by someone other than the parent). But this might be overcome if other supporting materials are made available. Anything that homeschoolers can do, I was told, to bring some recognizable, objective benchmarks in their programs will help: PSAT scores, taking the ACT multiple times; saving the Stanford Achievement Test scores through high school; maintaining an organized, consistent transcript that describes how the student prepared for college work (including course names and book titles, as appropriate); AP test scores; dual enrollment transcripts; distance learning transcripts, etc. It seems to me that there's no excuse for not doing at least some of these things, and the payoff can be big.

This isn't a problem colleges should be expected to solve. Legislation can't alter the scholarship policies of private colleges, or private donor organizations. Colleges and universities want market share, and they've realized that homeschoolers are a large and growing market segment that produces high quality students. We need to help them *dot the i's*, so they can offer attractive packages to our kids. Homeschoolers will be the biggest beneficiaries, and must look to themselves for the answer on this one.

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Multi-Schooled Students

Some students have gone to many schools in a few years -- a year of homeschooling, a year of private school, some public school -- then they moved to another state, and yet another school.

In the process, they lost credits, missed marking periods, and still don't have a high school diploma.

NARS specializes in putting it all together in one place; then awarding a real high school diploma from a real high school.

GIVE HIM \$14.00 AND LET HIM GO ! Julie needed help with her 11-year-old-son.

We received an email from a frustrated mom. After we called her, we understood the situation with this reluctant reader. We sent this follow-up email, offering some suggestions.

Dear Julie,

One of my suggestions to improve your son's reading comprehension does not involve reading books, does not involve textbooks, does not involve school books at all. It involves real books.

It might be a little different coming from a school administrator, but please understand it has worked hundreds of times. Here goes.

1. Take your son to the mall bookstore. Or, take him to one of the super-bookstores, not online, but the actual bookstore.

But whatever bookstore you take him to, be certain he is doing this with you -- he is NOT to bring along a friend, or a brother, or a sister. He needs to do this ALONE.

2. Give him \$14.00.

3. Instruct him that he can spend that \$14.00 on any MAGAZINES he likes from the MAGAZINE racks ONLY -- not for any other books, not cards, not CD's, not anything else -- MAGAZINES ONLY.

4. Emphasize he is free to make any 3 selections, and they are his choice.

5. Give him plenty of space and time to look through the MAGAZINES...you go to another place in the bookstore and give him the reassurance that you are "right over there" looking at some other things and it will take you a while.

6. He may come to you for reassurances, and that's okay...but you are not to "approve" or "overrule" his magazine choices. You are to offer no judgement on which magazines he picks. Just acknowledge the purchases and be as supportive as you can be.

RESULTS:

A.
In the 20-30 minutes he has spent there, he has just disclosed to you what his personal interests are -- some may surprise you, some may not. Cars, sports, planes, bikes, skateboards, skiing, boats, weightlifting, hunting, fishing, etc. Tuck this away for future reference; it may come in handy later.

B.
When home with the magazines, leave him alone to explore pleasure reading -- don't assign reading work in the magazines, don't suggest he read any of the magazines, just let it happen. Your goal here is to allow reading to become a pleasure, something to be enjoyed, something personal and private -- and allow him to realize that he can enjoy reading about things that really interest him. This can take weeks, sometimes months, but this \$14.00 exercise is the start.

C.
This student has just parted with a precious \$14.00 for three things that he chose -- that launches this experiment with a certain excitement in him. And that excitement can prove valuable. These are really his, just his, and he can do what he wants with them.

D.
We have found pre-teens and teens really get into this -- those magazines become dog-eared from frequent usage. At first they might just look at the pictures. Then they begin reading the captions. Then they might read the first line or two of an article. Sometimes they focus extensively on the ads -- even the little classified ads in the back of the magazine. When this happens, they may even want to write or call a toll free number to order a FREE catalog offered -- as often as you can, let that happen as much as possible -- this gives them a certain REWARD for reading... THEY found this free offer. THEY discovered this treasure by READING the magazine. THEY want to send away for the free thing. Let that happen.

E.
When he brings you information he uncovered in the magazine, be as supportive as you can.
Try phrases such as,
"I had no idea!"
"It really says that in there?!"
"Wow, that's something I never thought of before."
"Wow, where did you hear that?"

F.
Pleasure reading affects every other type of reading. It is like a new tide in the harbor -- and when the tide comes in, it raises all the boats. So his school reading will improve as his pleasure reading improves. Encourage it. Allow it. Support it. And pay for it.

Yes, there are school books that can help somewhat. But this method is a bit more real, a bit more functional, and a bit more exciting for the student.

If you would like to speak with me personally, you may call me. My office line is 207-753-1522, ext. 25.

Steve Moitozo 10/6/2000
Administrator, North Atlantic Regional Schools

<http://www.HomeschoolAssociates.com> --> General info. on hmschl'g
<http://www.BookmobileOnLine.com> --> Resources, supplies, books
<http://www.AtHomeinAmerica.com> --> Articles on homeschooling
<http://www.NARSONline.com> --> High School Diploma Program
=====

NOTES AND LETTERS

DISCLAIMER: These are the original emails or letters as they appeared when they arrived. Spelling errors, grammar, and other peculiar elements have been left intact. Some of the information has been deleted or partially deleted to protect confidentiality.

I want to thank you and Mr. Moitozo for the valuable educational services that you provide for misplaced students like myself.

Sincerely
Stephen H (TN) -- an adult student, age 38.

I just read "Homeschooling Is Safe Schooling" and I have to say I began to cry. We just this week pulled our son from public school here... Our son's teacher actually had the nerve to tell us we were running away! Our son was picked on, sworn at and harrassed I am still upset that they are allowing this to happen. My family says all kids go though it? Well, I say not mine! Please add us to your mailing list.

Laura D. (ME)

Hi! I just want to thank you guys! I just finished and I received my diploma on Christmas Eve. It was the best Christmas present I've ever received! Thank you again for you help, because of your school I graduated a year early... Thank you!!

Darlene D. (TX)

Thanks for your assistance. The boys are enjoying school and I'm finding they are motivated by earning credits" towards their high school diploma/graduation. I appreciate the excellent resources you provide to us as parents of homeschool children in your High School Handbook. It is very complete, nicely done, and easy to follow. I referred to it frequently when documenting coursework and establishing classwork for this coming year.

Sincerely,
Donna L (WA)

Oh my gosh, Mr. Moitozo, I didn't even notice the name on the webpage when I subscribed my niece to it.

You most likely don't remember me but I'm the Mom of A (named) who, believe it or not, will be graduating next June from (named) High School. I owe our good years of homeschooling all to you and the help you gave me with the (named) School District. Without your encouragement, I would have not known where to turn. Keep up your good work on behalf of all the kids out there Steve.

Roberta K (ME)

Just a note to thank you for the inspiration to homeschool provided by "Live on Homeschooling" We were afraid to take the homeschooling plunge but did it and our son scored in the 98th percentile on his first standardized test! Thaks for giving us the courage to reclaim our family !!!

George Mck. (NH)

Mr. Moitozo, I don't know where to begin. Your talks were very encouraging and inspiring to myself, my mom, my cousin, and several of my friends. I left the conference positive I was doing the right thing and excited to be homeschooling. You may not remember me, but I spoke to you after the NARS seminar. I have two boys who have very high IQs. I truly feel that they will learn more and be challenged more at home. ... I thank you and understand you must be very busy. I mostly wanted you to know how you inspired our little town of (named) and gave us tremendous encouragement.

Thank you, Chris W. (FL)

NORTH ATLANTIC REGIONAL SCHOOLS

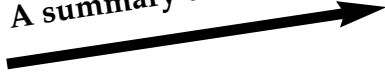
25 Adams Avenue

Lewiston, Maine 04240

207-753-1522



A summary thought:



ENROLLMENT *in* our school
vs.
REGISTRATION *with* our school

1. When you **REGISTER** with NARS, you continue to be a homeschooler.

When you **ENROLL** in NARS, you become a private schooler, and you are no longer a homeschooler.

Is this distinction important? It might be. Please read on.

2. When you **REGISTER** with NARS, you should become (or remain) a legal homeschooler in your state.

Whatever the requirements are to become an official homeschooler in your state, you must do that (unless your child is older than what the compulsory school attendance law requires). This differs state to state; you may call us about your state's law.

If you need detailed help, we can put you in contact with local homeschool leaders who can help you with the legal process.

When younger students work with NARS as homeschoolers, they will still be HOMEschooled -- legally and officially homeschooled in your state. The parent will still decide the actual course work to fulfill the graduation requirements. YOU are in charge; YOU know your child. YOU use the materials, so YOU choose the materials.

We are the school. We validate the work and we verify the work. Then we award high school credit for the work.

3. Yes, you can remain an official homeschooler in your state and still be **REGISTERED** with NARS.

In many states, homeschoolers have "privileges of access" to programs and courses in public schools, community colleges, co-ops, dual enrollment, work-study programs -- programs available *specifically* for homeschoolers. Therefore, you DO NOT WANT TO BE A "PRIVATE SCHOOLER." So, don't *enroll* in our high school -- instead, *register* in our Credential Management Program. We help design, track, and "credentialize" your work (on an on-going basis) for the undergraduate years.

Then, when the time is right, when you tell us you are ready to graduate with all the requirements met, NARS simply moves your status to "enrolled" and you graduate. You do not have to do anything special or additional, just verify to us that you are ready to graduate, and we will do the rest from here.

EXAMPLE

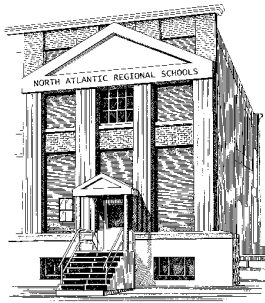
In Maine, homeschoolers can play on the varsity sports teams of the public schools. We had a 12th-grade homeschooler playing varsity baseball for Cony High School. But he could play for the public high school ONLY if he was an official homeschooler -- he would have been explicitly forbidden to play if he were a private schooler, enrolled in another school (such as NARS). So he did not *enroll*, he *registered*.

As a registered student in our Credential Management Program, he worked all year on his credits to graduate from NARS. Since he wanted to continue to play baseball for the public school, he remained an official homeschooler all year. At the end of the baseball season, when the last "out" was called in the last game, we moved his status from *registered* to *enrolled* and he graduated from NARS.

In short, the rules are clear. If he had enrolled too soon, he would have lost his standing as a "homeschooler" and become a "private schooler" - and private schoolers CANNOT play on public school teams in Maine.

The states allows you to use the rules to your best advantage. We will help you do this right wherever you are, especially in those states that have the extra privileges for homeschoolers.

If you have any questions about this, you are invited to call us at 207 - 753 - 1522.



NORTH ATLANTIC REGIONAL SCHOOLS

25 Adams Avenue

Lewiston, ME 04240

207-753-1522

Registration Form

STUDENT NAME: _____

Student's DOB / / Student's SSN - - -

ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

PARENT(S) NAME: _____

PHONE: (H)() () () (W)() () ()

EMAIL: _____

Will this student graduate this year ?
 Yes. No. Maybe?

Registering for which school year? 2001-2002 2002-2003 2003-2004 2004-2005 2005-2006 2006-2007

Registering for which grade level? grade 7 grade 8 grade 9 grade 10 grade 11 grade 12 other

ARE THERE HEALTH ISSUES INVOLVED? IF YES, PLEASE EXPLAIN _____

SPECIAL NEEDS _____

OTHER (IS THERE ANYTHING ELSE YOU WOULD LIKE US TO KNOW ABOUT THIS STUDENT - SPECIAL INTERESTS, GIFTEDNESS, ACHIEVEMENTS, GOALS ?)

PARENT'S SIGNATURE BELOW INDICATES YOU HAVE AUTHORIZED YOUR MINOR AGE STUDENT TO REGISTER IN OUR HIGH SCHOOL FOR THE DESIGNATED SCHOOL YEAR, THAT YOU AGREE TO ABIDE BY THE TERMS OUTLINED IN THE NARS HIGH SCHOOL HANDBOOK, AND THAT YOU AUTHORIZE PREVIOUS SCHOOLS, WHEN NEEDED, TO TRANSFER THE STUDENT'S RECORDS TO NORTH ATLANTIC REGIONAL SCHOOLS.

 PARENT SIGNATURE DATE _____

 NARS DIRECTOR DATE _____

ALL PREVIOUS SCHOOLS ATTENDED

SCHOOL	ADDRESS	TOWN/STATE/ZIP	GRADE LEVEL(S)

AFTER COMPLETING THIS REGISTRATION FORM, PLEASE SIGN, DATE, AND SUBMIT IT TO N.A.R.H. S. ALONG WITH THE APPROPRIATE PAYMENT. PLEASE MAIL BOTH THIS FORM AND THE PAYMENT TOGETHER. MAIL TO: ADMISSIONS, NARHS, 25 ADAMS AVE., LEWISTON, ME 04240

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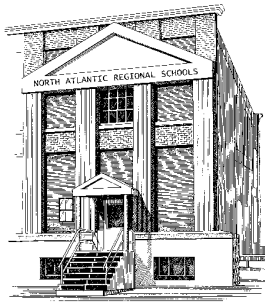
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Registration Form

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Student's DOB / / Student's SSN - -

ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

PARENT(S) NAME: _____

PHONE: (H)() _____ (W)() _____

EMAIL: _____

Will this student graduate this year ?

Yes. No. Maybe?

Registering for which school year? 2001-2002 2002-2003 2003-2004 2004-2005 2005-2006 2006-2007

Registering for which grade level? grade 7 grade 8 grade 9 grade 10 grade 11 grade 12 other

ARE THERE HEALTH ISSUES INVOLVED? IF YES, PLEASE EXPLAIN _____

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ALL PREVIOUS SCHOOLS ATTENDED

SCHOOL	ADDRESS	TOWN/STATE/ZIP	GRADE LEVEL(S)

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NORTH ATLANTIC REGIONAL SCHOOLS

Curriculum Design Worksheet

HOMESCHOOLERS, please NOTE:
Students earn high school credits by successfully completing high school level work. It is the parent's responsibility to be certain that the materials they are choosing are high school level. When in doubt you may request clarification from your selected publishers, or you may refer to the NARS High School Handbook, especially page 9, which also lists the exceptions. When in doubt, we advise that you call the staff at NARS for assistance.

Today's Date _____ Grade ____ School Year _____

Name of student: _____

Parents' Names: _____

City _____ State ____ Zip Code _____

DOB: _____ SSN: _____

Telephone: (____) _____

ENGLISH

Text & Publisher _____

Method: _____

MATH

Text & Publisher _____

Method: _____

SOCIAL STUDIES

Text & Publisher _____

Method: _____

UNITED STATES HISTORY

Text & Publisher _____

Method: _____

STATE STUDIES

Text & Publisher _____

Method: _____

SCIENCE

Text & Publisher _____

Method: _____

HEALTH

Text & Publisher _____

Method: _____

PHYSICAL EDUCATION

Text & Publisher _____

Method: _____

COMPUTER

Text & Publisher _____

Method: _____

FINE ARTS

Text & Publisher _____

Method: _____

ELECTIVES

Text & Publisher _____

Method: _____

Reminder! We strongly recommend the NARS Daily Log book for record-keeping.

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NORTH ATLANTIC REGIONAL SCHOOLS

Curriculum Design Worksheet

(Parent prepares this plan for NARS near the beginning of the school year)

Today's Date 7/12/98 Grade 11 School Year 98/99

Name of student: John Q. Student

Parents' Names: John and Mary Parent

City Someplace State ST Zip Code 12345

DOB: 1/1/1981 SSN: 000 - 00 - 0000

Telephone: (222) 555-8888

HOMESCHOOLERS, please NOTE:

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ENGLISH

Text & Publisher: HBJ (traditional course) English Handbook, for 11th grade

Method: assignments as directed in the text

MATH

Text & Publisher: A Beka Consumer Math

Method: assignments as prescribed in the book, workbook, and Teacher's Edition

SOCIAL STUDIES

Text & Publisher: previously completed

Method: _____

UNITED STATES HISTORY

Text & Publisher: John really wants to try passing the US History CLEP test

Method: work in the CLEP Study Guide and keep track of hours studying

STATE STUDIES

Text & Publisher: previously completed

Method: _____

SCIENCE

Text & Publisher: Signed up for Biology with FLVS.com, taught online

Method: do the online coursework

HEALTH

Text & Publisher: nutrition, fitness, chemical abuse, dating, and personal responsibility

Method: self-designed, using www, nsg. textbooks, magazines, experiences. Will track hours.

PHYSICAL EDUCATION

Text & Publisher: John is a pitcher on the American Legion Baseball Team

Method: practices, games, and other activities prescribed for the team. Will track hours.

COMPUTER

Text & Publisher: previously completed

Method: _____

FINE ARTS

Text & Publisher: previously completed, but will continue with FA activities at church

Method: not sure if John will do enough hours to add up to any real credits, but will track hours.

ELECTIVES

Text & Publisher: we are looking into taking French I at the local community college

Method: college coursework

Sample

F.Y.I. -- we have also provided a BLANK Curriculum Design Form for your use. You may copy the form.

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Today's Date _____ Grade _____ School Year _____

Name of student: _____

Parents' Names: _____

City _____ State _____ Zip Code _____

DOB: _____ SSN: _____

Telephone: (____) _____

ENGLISH

Text & Publisher _____

Method: _____

MATH

Text & Publisher _____

Method: _____

SOCIAL STUDIES

Text & Publisher _____

Method: _____

UNITED STATES HISTORY

Text & Publisher _____

Method: _____

STATE STUDIES

Text & Publisher _____

Method: _____

SCIENCE

Text & Publisher _____

Method: _____

HEALTH

Text & Publisher _____

Method: _____

PHYSICAL EDUCATION

Text & Publisher _____

Method: _____

COMPUTER

Text & Publisher _____

Method: _____

FINE ARTS

Text & Publisher _____

Method: _____

ELECTIVES

Text & Publisher _____

Method: _____

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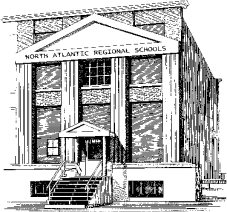
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Re-Registration Form

--> To continue your registration with NARS, please complete this form and mail.

Re-registering for which school year? 2001-2002 2002-2003 2003-2004 2004-2005 2005-2006 2006-2007

Re-registering for which grade level? grade 7 grade 8 grade 9 grade 10 grade 11 grade 12 other



NORTH ATLANTIC REGIONAL SCHOOLS
25 Adams Avenue Lewiston, ME 04240 207-753-1522

STUDENT NAME: _____

Student's Student's
 DOB / / SSN - -

ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

PARENT(S) NAME: _____

PHONE: (H)() (W)()

EMAIL: _____

Will this student graduate this year ?

Yes. No. Maybe?

NOTE: For homeschoolers, a "Previous Years Fee" is assessed when we must conduct a portfolio review to verify work for each high school year in which the student was not registered in our program. Call for details.

ARE THERE NEW HEALTH ISSUES INVOLVED? IF YES, PLEASE EXPLAIN _____

SPECIAL NEEDS _____

OTHER (IS THERE ANYTHING ELSE YOU WOULD LIKE US TO KNOW ABOUT THIS STUDENT - SPECIAL INTERESTS, GIFTEDNESS, ACHIEVEMENTS, GOALS ?)

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DID THIS STUDENT TAKE ANY COURSES AT OTHER SCHOOLS THIS PAST SCHOOL YEAR? (Community College, Adult Ed., Public School, etc.)
 If so, please provide the information below.

SCHOOL	ADDRESS	TOWN/STATE/ZIP	OTHER

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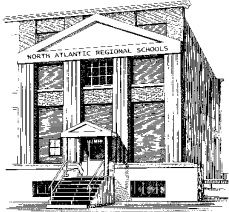
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25 Adams Avenue Lewiston, ME 04240 207-753-1522

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ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

PARENT(S) NAME: _____

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Will this student graduate this year ?

Yes. No. Maybe?

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2002 - 2003 School Calendar

Students NOT graduating this year

- Jan. 2003 Revised edition of the high school handbook.
- Aug. 31, 2003 All 2002-2003 classes end. Even if not finished with the course, this part of the course is over and will be included in the 2002-2003 school year. If you continue the coursework beyond August 31, 2003, then that portion will be credited to the 2003-2004 school year.
- Jul. & Aug. 2003 Time to Re-Register with NARS if you are not graduating. All 2002-2003 Registrations expire on August 31, 2003. Only "uninterrupted registrations" with NARS can AVOID tuition increases.
- Aug. 31, 2003 **DEADLINE!** Be certain to re-register with NARS for 2003-2004, even if you have not completed the 2002-2003 school year. Be certain your Re-Registration is postmarked to NARS by August 31, 2003, to AVOID PAYING MORE.
- Jun. - Dec. 31, 2003 Time to summarize what was done for the 2002-2003 school year and get that completed Portfolio to NARS by December 31, 2003.
- Dec. 31, 2003 **DEADLINE!** All 2002-2003 Portfolios postmarked after Dec. 31, 2003, will be charged an additional \$75.00 to review.

Graduating Students

- Jan. 2003 Revised edition of the high school handbook.
- ~~~~ *FLORIDA Ceremony* ~~~~~
- Feb. 15, 2003 Deadline for 2002-2003 graduating students to notify NARHS that they wish to participate in the Orlando, FL 2003 graduation ceremony
- Apr. 30, 2003 Deadline for 2003 graduates in the FL ceremony to have all completed documentation into the hands of NARS staff for final processing
- May 25, 2003 Orlando, FL graduation ceremony
- ~~~~~ *MAINE Ceremony* ~~~~~
- Apr. 15, 2003 Deadline for 2002-2003 graduating students to notify NARHS that they wish to participate in Maine's 2003 graduation ceremony
- May 31, 2003 Deadline for 2003 graduates in the Maine ceremony to have all completed documentation into the hands of NARS staff for final processing
- June 21, 2003 Maine graduation ceremony
- ~~~~~ *ALL OTHERS* ~~~~~
- As noted in the handbook, NARS graduates students anytime they wish, once they have completed their work and the necessary documentation. It is not required that students participate in one of the ceremonies; they may graduate at any time.

2003 - 2004 School Calendar

Most of the deadlines for 2003-2004 will be similar. Specific dates for the graduation ceremonies will change. If we add another graduation ceremony in another state, we will be adding another set of deadlines for graduates. If you have questions, you are invited to call the school office or speak with your NARS-appointed teacher.

2004 - 2005 School Calendar

Most of the deadlines for 2004-2005 will be similar. Specific dates for the graduation ceremonies will change. If we add another graduation ceremony in another state, we will be adding another set of deadlines for graduates. If you have questions, you are invited to call the school office or speak with your NARS-appointed teacher.