

HIGH SCHOOL HANDBOOK

STATEMENT OF ORIGIN AND OWNERSHIP

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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 M.R.S.A. 5001 (a) which directs the Maine Department of Education to identify NARS as "a private school authorized by the department as providing equivalent instruction." (20-A MRSA §5001-A, sub-§1 (b).)

NARS is fully accredited by the National Private Schools Association Accreditation Alliance.

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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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Thank you, Elizabeth and Chuck!!!

— Steve

Private Schools™

National Private Schools Accreditation Alliance™



April 17th, 2004

Mr. Stephen A. Moitozo
c/o North Atlantic Regional High School
25 Adams Avenue
Lewiston, Maine 04240

Dear Mr. Moitozo,

It is with great pleasure I inform you that the National Private Schools Accreditation Alliance™ has authorized me to announce North Atlantic Regional High School as being **Fully Accredited** as an outstanding Academic Institution, with all the rights and privileges thereunto appertaining.

This *Fully Accredited Status* demonstrates your commitment to the educational process and assures public confidence in your well deserved reputation. North Atlantic Regional High School is an outstanding academic institution whose quality educational program deserves recognition. You are commended for your dedication and professional approach to the Private School Educational Mission.

Congratulations,

Dr. David L. Johns
President



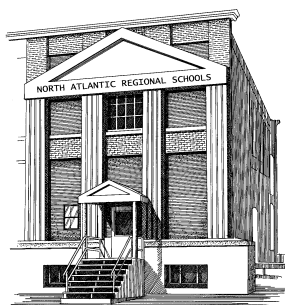
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BRIEF OVERVIEW

These two pages present a quick overview of how our high school program works for distance students.

Public schoolers, homeschoolers, and private schoolers from every state are using NARHS for their high school diplomas.

The remaining pages of this High School Handbook offer the details all families need to earn high school credits and their high school diplomas.



DIPLOMA PROGRAM Your way!

Three important features for current high school students:

- 1 NARS accepts every credit you have already earned and applies it toward your graduation requirements.
- 2 There are NO EXIT EXAMS in Maine. Diplomas are awarded by credits. No exit exams required.
- 3 If you have already earned all the credits required for graduation, you are NOT required to take any more courses. If you already have the credits, you're done.



- NARS awards high school credit to students whether they do the work in a classroom or in a home, on site or off campus. We extend this to include homeschoolers -- offering credentials to homeschoolers for their high school work.

- We are a state-authorized, fully accredited 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.

- We are an actual school which allows students to transfer their work into our school. And, when students have accumulated all required 17-1/2 credits, they are eligible to receive their high school diploma -- regardless of their age. Here's what's needed:

- 4 English
- 2 Math
- 2 Science
- 1 Social Studies
- 1 US History
- 1 Phys Ed
- 1 Fine Arts
- 1/2 Computer Skills
- 1/2 Health
- 4-1/2 Electives, your choice.

CONSIDER:

Some students do NOT want to graduate with the minimum credits. Some want their transcripts fuller and richer with courses they have a passion for, or with courses related to their chosen specialty. Students who add to the minimum may greatly increase the value of their transcripts, increasing the possibilities for scholarships, grants, and acceptance at more select colleges.

- Students earn a regular high school diploma issued in the State of Maine. This is not a GED and not a "Certificate." It is a high school diploma. Maine high school graduates enjoy the same privileges and prestige as graduates from other states, accepted at colleges and universities all over the world. **If you live in another state, you do NOT forfeit your residency and you still qualify for college in-state tuition and scholarship programs.**

You can be a Maine high school graduate, and you can do it YOUR way.

OVERVIEW, continued

NO SPEED LIMITS

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

The bright, accelerated students love NARS high school program. They can complete credits without extended classroom "seat" time. Slower students like NARS because they can work at their own pace, too.

When the student finishes the coursework, the credit is awarded. Some students finish a course in just weeks and earn the credit. When the student has earned the required 17-1/2 credits, they may graduate.

NO AGE LIMITS

There is NO age limit. Several students have graduated at the age of 15. Many graduate at 16.

Yet, we have students who are in their 60's -- they never finished their high school program, and now they want to earn their diplomas.

We also 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. There is no age limit.

NO SUBJECT LIMITS

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

For example, you may use Addison-Wesley for English, Houghton Mifflin for Science, Saxon for Math, and A Beka 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.

- No matter where you live, you can earn this high school diploma. 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 distance learning arrangements.

- Currently we have students from all 50 states working on their high school diploma. No Maine residency is required. No on-site attendance is required.

Course work can be done in any of the following ways - and it's your choice:

- **Textbook courses**
Traditional textbooks, workbooks, etc.
- **Internet courses**
Abundant resources are available on the web
- **Video courses**
Many contain workbooks, teacher's guides
- **Satellite courses**
Available from some universities, TV networks
- **Attending classes**
Community College, Adult Ed, Private Schools
- **Self-designed courses**
Specialty courses designed by parent & student
- **Work-study courses**
On-the-job training (OJT) can also count for credit
- **Job shadowing & Apprenticeships**
A variation of OJT, both short and long term
- **Foreign country experiences**
For students with cross-cultural experience
- **Mission Trips**
Properly documented, these also count as credit
- **Unit studies**
Integrating the topical or thematic approach

HELP:

Once your student is registered with NARS, a specific NARS teacher is assigned to you. If needed, the teacher will assist you in curriculum design, course selection, record-keeping, evaluation techniques, preparation of a portfolio, and much more.

We currently employ over 100 staff, including teachers/advisors with experience as private schoolers, public schoolers, and, as an organization, we bring over 24 years of homeschooling experience to support you.

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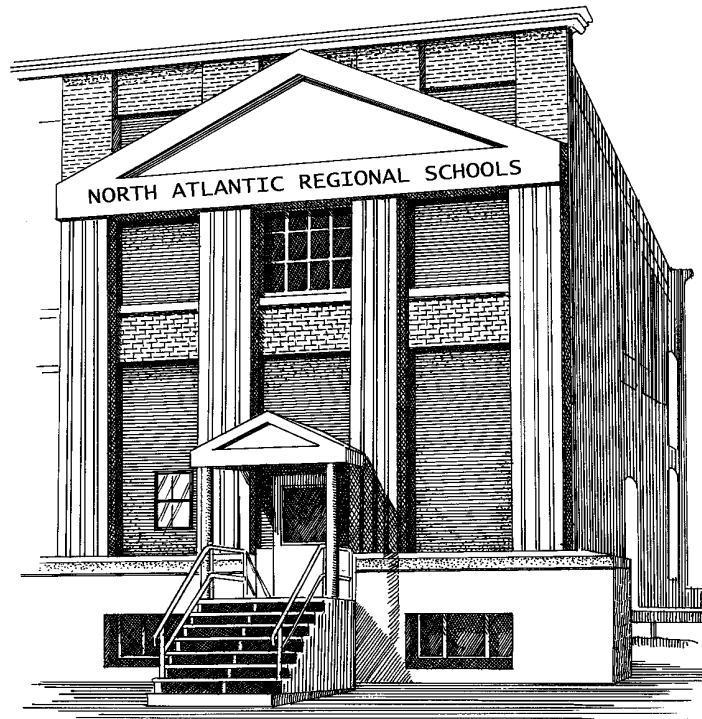
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Credentials for high schoolers since 1989

THE BACKGROUND OF NARS BUILDINGS

The Lewiston-Auburn area has historically 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. Previously it had been an orphanage. The building served us well for 13 years. But it was very costly to maintain, especially to heat (\$11,000 per year during Maine winters of the past. At today's prices, it would exceed \$30,000 in heating bills!). And, because it was designed as a home, it had a restrictive layout of rooms, limiting the way space could be used. As NARS grew, the limitations became more inefficient and problematic.

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 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.

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 drawing 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.

Steve Moitozo, Founder

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 over 24 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 become more important as teens move closer and closer to 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.

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-authorized, accredited 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-authorized private school, recognized by the Department of Education, and fully accredited by the National Private Schools Association. 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 in 1984 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 numerous 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 next page for a more comprehensive list).

Parents and students enjoy the diversity offered in the academic programs provided under the guidance of our school. Likewise, the school enjoys the diversity offered by this 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 not all our students were prepared in the same way, they WERE all prepared for the same thing -- they were prepared for adulthood.

The Class of 2002 had 330 graduates.

The Class of 2003 had 439.

The Class of 2004 had 548.

The Class of 2005 had 608.

The Class of 2006 had 528.

The Class of 2007 had 579.

North Atlantic Regional Schools

Lewiston, Maine

These are some (not all) of the colleges, universities, and schools to which our graduates have been accepted in recent years. This list changes each month and shows where some of our students go after high school graduation.

Adelphi University	Dutchess Community College	Mercer University	SUNY (State Univ. of New York)
Adirondack Community College.	Earlham College	McDaniel College	SUNY Coll. of Environmental Science
Adrian College	Eastern Michigan University	McIntosh College	SUNY Maritime College
Alaska Pacific University	Eastern Nazarene College	McMaster University	Suffolk County Comm College
Albright College	Eastern University	Mesa Community College	Swarthmore College
American University	Eastman Conservatory of Music	Messiah College	Syracuse University
Amherst College	Eckerd College	Miami-Dade Comm College	Taylor University
Andrews University	Elim Bible Institute	Milwaukee Schl of Engineering	Temple University
Antioch College	Elizabethtown College	Monroe Community College	Texas A & M University
Arcadia University	Embry Riddle University	Montclair State University	Texas Christian University
Asbury College	Erskine College	Moody Bible Institute	The Masters College
Ashworth College	Evergreen State College	Motorcycle Mechanic Institute	Thomas More College
Assumption College	Fairleigh Dickinson University	Mount Holyoke College	Trinity College of Florida
Atlanta Christian College	Fairmont State College	Mount Ida College	Trinity International University
Augusta (GA) State University	Florida State University	New Brunswick Bible College	Tulane University
Babson College	Franciscan University	New College of Florida	UCLA School of Music
Bard College	Franklin College	New England Bible College	Ultrasound Diagnostic School, Tampa
Barry University	Franklin Pierce College	New England Conservatory	Union College
Barton College	Freed-Hardeman University	New Hampshire Comm Tech	Universal Technical School, Phoenix
Bates College	Full Sail School of Film, Art.....	New York University	United States Air Force Academy
Baylor University	Geneva College	North Carolina State University	United States Coast Guard Academy
Ball State University	George Fox College	North Central University	United States Merchant Marine Acad
Bellevue Community College	George Washington University	North Greenville College	United State Naval Academy
Bellin College of Nursing	Georgetown University	North Idaho College	Unity College
Belmont Abbey College	God's Bible School & College	New Mexico Tech	University College of Bangor
Bennington College	Gordon College	North Park University	University of Alabama
Berea College	Grace University	Northeastern University	University of Central Florida
Berklee College of Music	Granite State College	Northwest College	University of Chicago
Berkshire Inst of Christian Studies	Green River Comm College	Northwest University	University of Colorado
Bethel University	Grinnel University	Norwich University	University of Connecticut
Bluffton University	Grove City College	Notre Dame	University of Georgia
Bob Jones University	Guilford College	NYU Tisch School of the Arts	University of Hawaii
Bowdoin College	Hampden-Sydney College	NYU Steinhardt School of Education	University of Indianapolis
Boston University	Hampshire College	Nyack College	University of Maine
Bowen Technical College	Hartt School of Music	Oakton Community College	University of Maryland
Bowling Green State University	Harvard University	Oberlin College	University of Massachusetts
Brevard Community College	Hesser College	Odessa Community College	University of Miami
Bridgewater State University	Houghton College	Oklahoma State University	University of Michigan
Brigham Young University	Highland Comm College	Oklahoma Wesleyan University	University of Mobile
Brookhaven College	Hillsboro Comm College	Olivet Nazarene University	University of New Hampshire
Brownsville School of Ministry	Hillsdale College	Oregon Tech	University of North Florida
Bryan College	Holy Cross (College of the)	Orlando Culinary Academy	University of Pittsburgh
Bryn Mawr College	Hofstra University	Palm Beach Comm College	University of Puget Sound
Camden Community College	Huntington College	Pacific University	University of Redlands
Carleton University	Husson College	Pasco-Hernando Comm College	University of Rhode Island
Carnegie Mellon University	Indian River Comm College	Peabody Conservatory, Johns Hopkins	University of South Carolina
Catholic University of America	Indiana University	Penn State	University of Southern California
Cedarville University	Iowa State University	Pensacola Christian College	University of Southern Maine
Central Maine Comm College	Ithaca College	Pepperdine University	University of Sioux Falls
Central Michigan University	Ivy Technical Comm College	Philadelphia Biblical University	University of Texas
Christopher Newport University	James Madison University	Piedmont College	University of the Free State, South Africa
Cincinnati Bible Coll & Seminary	Jefferson Davis Comm College	Pinecrest Bible College	University of Vermont
Cincinnati Conservatory of Music	Johns Hopkins University	Plymouth State University	University of Washington
Claremont McKenna College	Johnson and Wales University	Pomona College	University of Waterloo
Clark University	Julliard	Purdue University	University of West Florida
Clarkson University	Kalamazoo College	Queens University	University of Wisconsin
Case Western Reserve University	Kansas State University	Reed College	Valencia Comm College
Cleveland Institute of Music	Keene State College	Reynolds Comm College	Valparaiso University
College Misericordia	Kennebec Valley Tech College	Ringling School of Art and Design	Vassar College
College of Charleston	Kentucky Wesleyan College	Rochester Institute of Technology	Virginia Commonwealth Univ
College of the Atlantic	Knox College	Rockport College	Virginia Military Institute
College of New Jersey	Lake Sumter Comm College	Roosevelt University	Virginia Tech
College of St. Rose	Laramie County Comm College	Rutgers University	Wagner College
College of St. Scholastica	Lawrence University	Sarah Lawrence College	Walla Walla College
College of the Ozarks	LeTourneau University	Sarasota County Technical Institute	Wayne State University
College of Wooster	Lee University	School of Music, Indiana University	Webb Institute
Colorado Christian University	Lehigh University	Sealaska Heritage Institute	Weber State University
Colorado College	Lewis and Clark College	Seattle Pacific University	Wells College
Colorado School of Mines	Liberty University	Seattle Art Institute	West Point (US Military Academy)
Colorado State University	Lipscomb University	Simpson College	West Virginia Wesleyan College
Columbia International University	Livingston College	Smith College	Western Baptist College
Concordia University	Loma Linda University	Southern Adventist University	Western Carolina University
Cooper Union Adv Science & Art	Long Island University	Southern Maine Comm College	Western Washington University
Cornell University	Louisiana Tech University	Southern New Hampshire Univ	Westminster College
Comish College of the Arts	Loyola University	Southern Virginia University	Westmont College
Cranbrook Academy of Art	Lyndon State College	Southwest Baptist University	Westwood College of Technology
Creighton University	Lynn University	Sterling College	Wheaton College
Daniel Webster College	Macalester College	Stockholm University (Sweden)	Wheelock College
Daystar University (Kenya)	Maine College of Art	St. Andrews College	Whitman College
Denison University	Malone College	St. Anselm College	Willamette University
Denver Darkroom Schl of Photography	Manhattan School of Music	St. John's College	Williams College
DePaul University	Marymount Manhattan College	St. Joseph's College	Wilson College
Divers Institute of Technology	Marion College	St. Mary's College	Winthrop University
Dordt College	Marlboro College	St. Olaf College	Word of Life Bible Institute
Drexel University	Marshall University	St. Petersburg College	Worcester Polytechnic Institute
Drew University	Massasoit Community College	St. Thomas University	

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. What courses are required for a diploma?
24. Is this a correspondence school?
25. Do NARHS credits transfer?
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 appropriate work experience, design (or assign) 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 M.R.S.A. 5001 (a) which directs the Maine Department of Education to identify NARS as "a private school authorized by the department as providing equivalent instruction." (20-A MRSA §5001-A, sub-§1 (b).

NARS is fully accredited by the National Association of Private Schools Accreditation Alliance.

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, Purdue, local colleges, technical colleges, the Air Force Academy, Cornell, virtually everywhere. (One of our 2000 graduates went to Julliard! One of our 2001 graduates went to West Point.) See more on page 14.

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)."

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 presented, 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: Harvard, Penn State, Purdue, local colleges, technical colleges, the Air Force Academy, Cornell, virtually everywhere. (One of our 2000 graduates went to Julliard! One of our 2001 graduates went to West Point.) See more on page 14.

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 three different considerations for college admissions: (1) NARS graduation requirements, (2) the college's admissions requirements, and (3) requirements for your major at the college.

It is the student's responsibility to know what ALL of these are for their chosen school. 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.

Your Residency

Your residency is not determined by who assists with your homeschool program. For example, if you were to use the American School in Chicago to award credits to your student, your student would earn a diploma from Illinois. If you used the University of Nebraska High School Program (another correspondence school), the high school diploma would come from Nebraska. If you used Bob Jones University's correspondence program, the diploma would come from South Carolina. And so on. But none of that changes your status as a homeschooler, and none of it changes your status as an in-state resident. Your residency is determined by where you pay your taxes, where you pay your utility bills, where you are registered to vote, where your car is registered, etc. That is how in-state residency is established for scholarships and lower tuition rates, etc. Do what your county requires every year to remain an official, legal homeschooler and that will do the job.

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 60, 61.)

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 material "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 60 - 69.)

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 56-69.

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, History 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, parents might decide to make up their own tests and assignments. In that case, we can assist with 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 160-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. (It is NOT necessary to wait for a graduation ceremony.) 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 May, there is a graduation ceremony in Orlando, FL (Memorial Day weekend) with about 3,000 in the audience.

In June, we have a graduation ceremony in Maine with about 600 people in the audience.

It is NOT necessary to attend any graduation ceremony to receive your high school diploma. Graduation ceremonies are optional events.

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 high school, 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.

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 and 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 can be granted a high school credit for the less-than-high-school-level 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 high school, 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 appropriate 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. He was presented his diploma at the graduation ceremony to a standing ovation!

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 90). 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 web site 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

some people 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 some form of positive identification -- his or her Social Security Number (SSN) or a notarized copy of a passport, 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 for which we have not been provided positive identification. (See page 72, 2nd column, for more details on how to provide positive ID for your student.)

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 toward 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 new tuition is \$350 for the undergraduate years. That \$350 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 homeschoolers 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 them, 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.

If you need help trying to calculate a grade for any course, we have published many way to get that done. There are pages and pages of scoring worksheets, rubics, and helps in the *High School Resource Advisor*. If you would like a copy of the 160-page book, please go to our online store at www.narhs.org/store. Or, call 207-753-1522.

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 CLEPs 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 30 and 52.

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 31), or reached the age of 14, **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 62 - 65), **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.

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 home-schooling, and some colleges have scholarships specifically reserved for homeschoolers.

For college admissions, homeschooling can now be considered an advantage.

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.

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 detailed description organized into a "Course Description" for the subject. (See pp. 62 - 65)
- (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.

REMINDER: you can never give us TOO MUCH "proof" (documentation), but you could give us too little. So don't be shy about bragging with an exceptional portfolio!

23) 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
- 4-1/2 Electives, your choice

This is the minimum. You can earn as many credits as you like. For more detail about the required courses, see pages 30 - 43. For a list of possible electives, see pages 43 and 46 - 47.

ALSO: Maine Law allows another way to earn a high school diploma [CH 127, SECTION 7:02, SUBSECTION C (1)]:

"A secondary school student who has satisfactorily completed the freshman year in an accredited degree-granting institution of higher education may receive a diploma from the school...although the student does not meet all diploma requirements in this rule. Such decisions shall be at the discretion of the superintendent of the school unit, in accordance with the policies of the school board."

NARS has adopted this provision to the advantage of some of our upper level and more capable students. Students who have earned the equivalent of one full year of college credit can be awarded a NARS high school diploma without fulfilling all of the other course requirements. They simply complete the NARS Registration Form, pay the Graduation Year tuition, and supply us with an official transcript from the colleges verifying their credits. The number of credits needed may vary, depending on the college program from which they are issued. NARS will decide what is needed for the student to prove that he or she completed the equivalent of their "Freshman Year of college." Please call the Maine office if you need more details on this provision.

24) 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.

25) Do NARHS credits transfer?

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. Some course titles such as Bible, Religion, Revelation, Theology, or similar titles, 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.

SUMMARY: There are no guarantees.

Each school district has its own policy concerning accepting transfer credits. Some take only a limited amount, some take certain courses, some allow just courses for which the student earned an A or a B. There are numerous restrictions that reflect local quirks district-by-district. (For example, even in our own school district, there is one high school that will accept all transfer credits EXCEPT Physical Education!).

26) What about transcripts?

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

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 some schools allow them to authorize a release of their transcripts.

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 mailed directly FROM one institution TO the other institution. They are rarely handed to a student to be delivered; they usually arrive by the postal service or common courier.
2. OFFICIAL transcripts are 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. At this time, 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.

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.

Multi-Schooled Students

Some students go to many schools in a few years -- a year of homeschooling, a year of private school, some public school, even Defense Department schools -- then they moved to another state, and yet another school. In the process, they lose credits, miss marking periods, and still don't have a high school diploma.

NARHS specializes in putting it all together in one place; then awarding a real high school diploma from a real high school.

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. The time and talent you invest there may count towards a high school credit.

What you do with the horses will determine what you earn credits for. Direct care of the horses, could be a lab science. Working directly with customers, could be a social studies credit. Grooming, learning dressage, and showing horses, 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 a special course, it can be designed. Just for you.

NOTE: NARHS does NOT count EVERY hour worked toward credit...they are extrapolated by the parent and NARHS advisor.

HELP: If our staff is used to actually design the written work-study program, there is an additional fee for the hours required. (\$40.00 per hour for this service.) But in every case, students have felt this was beneficial.

31) How much does this cost?

CREDENTIAL MANAGEMENT

- A. For the UNDERGRADUATE years: \$425.00 per year.
- B. For the GRADUATION year: \$525.00

REVIEW and RECOVERY FEE

\$425.00 for each previous homeschool year reviewed and recovered (*These fees do not apply to previous year's credits earned in other schools. There is no fee for simply transferring credits already earned in another school.*)

REVIEW and RECOVERY FEE explained

When we are required to evaluate past homeschool work and convert it to high school credits, for homeschooled students who were NOT previously registered in NARS high school program, we assess an additional fee of \$425.00/year for the Review and Recovery service.

Here is an **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 \$425.00 fee for each of those past years, for a total of \$850.00.

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.

GRANDFATHERING TUITION: ONCE IN, YOUR RATE IS ASSURED

Tuition increases DO NOT APPLY to any student already in the program. If the tuition schedule you choose is the one stated above, then the student will REMAIN in that tuition schedule as long as his or her registration is uninterrupted and does not lapse.

FULL ENROLLMENT

Full enrollment in the school is reserved for families who need or want intensive consultations on a weekly or monthly basis. Most homeschoolers 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 as 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.narhs.org/filestore/view/1>

Third, and this is important, too -- send along the SIGNED form and a check for \$425.00. Send the check WITH the completed Registration Form. Then you have officially registered, and we can begin converting your work into high school credits toward a diploma.

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!

Money WON'T Get You a Diploma, but a Diploma WILL Get You Money!

A high school diploma is the minimum requirement for many jobs.

A 21-year old homeschooled woman came to a NARHS workshop in Massachusetts in 2004 and announced she was a junior at the University of Massachusetts. She had a 3.5 GPA, but could not get a job as a bank teller because their banking regulations REQUIRE a high school diploma. Her two years of excellent college work was NOT an acceptable substitute, she needed a diploma.

Fair? No. But it is the rule. When the banking regulators made the rules about the minimum qualifications for working in a bank, they gave no consideration to homeschoolers. So, either you get your diploma, or you will not be considered for some jobs. Simple as that.

*U.S. Bureau of Labor Statistics prove that high school graduates earn, on average, over \$7,000 more per year than individuals without a diploma. Estimating a 25-year-old who works full-time for 40 years calculates that having a high school diploma could mean as much as **\$280,000.00 in additional pay** over the course of your lifetime.*

The North Atlantic Regional High School will accept all of the credits earned from other institutions at face value. If another high school has awarded credit for your work there, we are happy to transfer it into NARHS. We apply previously earned credits toward the graduation requirements here.

If you have sufficient evidence of previous homeschool work, then we can convert that into actual high school credits. And, when you have all of the credits our school requires, then you will be awarded a real high school diploma from a real school -- a fully accredited, state-authorized private school.

Yes, it costs money. We are a private school -- no government funds come to us -- so everyone pays their own way. But, no matter how much money you offer us, **NO DIPLOMA WILL BE AWARDED IF YOU DON'T HAVE THE CREDITS!!!** This is not about money, this is about your qualifications. Do you qualify for a diploma from Maine?

It is as simple as A B C.

- A.** High school students own their credits. The credits belong to the student.
- B.** Students can transfer their credits to any school they wish.
- C.** If the student wants to transfer credits to our high school in Maine, he or she can qualify for a Maine diploma. We require 17 1/2 credits.

Don't let the lack of a high school diploma reduce your income *for the rest of your life*. You did the work, you earned the credits. You have the credits, now you've earned your diploma!

CLASS RINGS FOR NARS STUDENTS

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

Now, Wal-Mart.com sells class rings and North Atlantic Regional 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. Go to www.walmart.com. Then search for "class rings." (Proceed as if you are customizing a ring, and you will find us: select "Maine" then type in "North Atlantic Regional" (they couldn't fit the whole name on the ring! So, just use "North Atlantic Regional" or even "North Atlantic.")

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**
- 0.5 Computer Skills**
- 0.5 Health**
- 4.5 Electives, your choice.**

NOTE:

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 like, as long as you earn at least the minimum required.

ALSO: Maine Law allows another way to earn a high school diploma [CH 127, SECTION 7:02, SUBSECTION C (1)]

"A secondary school student who has satisfactorily completed the freshman year in an accredited degree-granting institution of higher education may receive a diploma from the school...although the student does not meet all diploma requirements in this rule. Such decisions shall be at the discretion of the superintendent of the school unit, in accordance with the policies of the school board."

NARS can use this provision to the advantage of some of our upper level and more capable students. Students who have earned the equivalent of one full year of college credits can be awarded a NARS high school diploma without fulfilling all of the other course requirements. They simply complete the NARS Registration Form, pay the Graduation Year tuition, and supply us with an official transcript from the colleges verifying their credits. The number of credits needed may vary, depending on the college from which they are issued. NARS will decide what is needed for the student to prove that he or she completed the equivalent of their "Freshman Year of college." Please call the Maine office for more details on this provision.

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

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

- 1 FOR TEXTBOOK CREDIT:** four conditions, all of which must be met, are required:
- (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 56, we offer great detail on ways to document textbook work.)

- 2 FOR SELF-DESIGNED CREDITS:** five conditions, all of which must be met, are required:
- (a) If the student has begun his or her high school career* (see important fine print on the next page),
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 64-65 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 *(On page 57 we explain how this is done.)*,
then,
after all five conditions are met, a high school credit is awarded in that subject.

When it comes to "Self-Designed" courses, WHO ARE HIGH-SCHOOLERS?

- A** Students who have reached their 14th birthday during the school year are automatically considered high school students for that entire school year, (from September 1 before their birthday through August 31 after their birthday).

In order for NARHS to count self-designed courses for younger students (under the age of 14), **either one of the following conditions** must exist:

- B** Students under age 14 who have previously earned any full and complete high school (or college) credit (**in one of the four core curriculum subjects** described below) from any other educational institution and can produce proof of that accomplishment are eligible to earn credit with self-designed courses. Partial credits do not count in meeting this qualification. Students meeting this condition are considered as having "*begun his or her high school career.*"
- C** Students under age 14 earning a total of **three credits from the four** core academic subjects from high school textbooks are considered to be high schoolers. Specifically, NARS identifies four subjects as "core academic subjects": English, Math, Science, and Social Studies. If the student is working on a total of **three full and complete high school credits from any of the four** academic subjects in textbooks identified by the publisher as high school-level courses, or higher, and if the student **completes a total of three full high school credits from textbooks**, then all the self-designed courses they documented, proved, and presented during that school year are eligible for credit.

Here's an example: If 12-year-old Johnny is completing three full high school textbook courses and enjoys competitive swimming, Johnny's hours invested in swimming CAN be counted towards a Phys. Ed. credit for the school year in which he earned the 3 textbook credits.

If however, 12-year-old Linda is doing only 1 high school textbook and does the same swimming activities, then Linda's hours swimming DO NOT count toward any high school credits. Linda's 1 high school textbook course DOES count for credit, but Linda's swimming does not.

SUMMARY

- All high school textbook courses count, regardless of age, regardless of how many.
- Self-Designed courses have restrictions for students under age 14.

The NARHS Regional Academic Dean has authority to consider other circumstances leading to high school credit. NARHS *wants* you to earn credits -- the Regional Academic Dean can help.

WHEN do Self-Designed Courses Count?

If you answer yes to ANY ONE of the following situations, then your student can use self-designed courses for credit assuming you track and record the hours, evaluate the work, create a course description, and submit a portfolio detailing each self-designed course. (See pages 57 and 59 - 65.)

- 1** ___ Has my student already reached or passed his 14th birthday.
- 2** ___ Will my student have his or her 14th birthday during the school year (between Sept. 1 - Aug. 31)?
- 3** ___ Has my student completed one full high school credit in any of the following subject areas **from another high school:**
___ English ___ Math ___ Science ___ Social Studies
- 4** ___ Has my student earned at least 3 college credits from a college program in any one of these subject areas:
___ English ___ Math ___ Science ___ Social Studies
- 5** ___ Is my student working on at least 3 high school credits from among the four core subjects from textbooks (English, Math, Science, Social Studies), and will my student finish a total of 3 high school textbook credits by the end of this school year?
- 6** ___ Has my student taken and successfully passed a CLEP test (or similar) in any of the 4 core subject areas?

NOTE: These 6 questions apply only to see if self-designed courses will count...

AGAIN: If you answer yes to ANY ONE of the above, then your student can use self-designed courses for credit.

REMEMBER: High School Textbooks completed by young students are ALWAYS eligible for high school credit, even if they do only one, and regardless of their age. If it's a high school TEXTBOOK, it counts. If it's a self-designed course, then the conditions above apply.

Important Details

ALL COURSES MUST HAVE GRADES

Students working in our program must receive final grades for their course work. 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 grades, 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. NARHS staff has many helpful rubrics, forms, and formulas that are designed to make this job much more comfortable. These are published in our *High School Resource Advisor*.

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 will 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

CAUTION: GRADING 100% FOR STUDENT WORK

A final grade of 100 for a course means PERFECT, no errors, no corrections needed, perfect. In order for NARHS to issue final grades of 100, one of the following conditions must be met:

- (1) *If another academic institution issues a grade of 100, then NARHS will put it on the transcript.*
- (2) *If all the work was done at home, and all of the tests for the course received a 100, and we can see that work, then we will issue a grade of 100 on the transcript.*

100's on transcripts raise red flags to college admissions officials, and too many 100's on a transcript better be collaborated with terrific SAT scores, or they are simply not believable. Our high school wants to provide the most accurate transcript your student deserves (and that is acceptable and believable to colleges). **Help your student and yourself by limiting the number of FINAL grades with 100's unless they meet the conditions above.**

HONORS COURSES

In our high school, a course would be awarded "Honors" or "Advanced Placement" under ONE of the following conditions:

- A. If the course was awarded that designation by another school and appeared on that school's official transcript.
- B. If the course was done from a college textbook with objective, publisher-designed testing to prove it.
- C. If the student passes a CLEP, or a DANTES, or an AP test in that subject, then the course they used to prepare for the proficiency test will be awarded "Honors" or "Advanced Placement" designation.

All other attempts to label a course as "Honors" or "Advanced Placement" are too subjective and cannot be verified well enough to justify this privileged designation.

GPA -- GRADE POINT AVERAGE

As applicable, when sufficient grades are present, NARS will tabulate the student's GPA when 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!

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 situations 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 , details

Following are 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.

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.
- 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 46-47, 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	Introduction to Communications
African-American Literature	Journalism
American Folklore	Literature
American Literature	Logic and Argumentation
American Short Stories	Merchandising and Advertising
Analyzing and Interpreting Literature	Multicultural Literature
Ancient Literature	Mythology
Ancient Literature from the Bible	Narrative Non-Fiction
Applied English	Non-Western Literature
Biblical Studies, NT	Oral Interpretation
Biblical Studies, OT	Poetry
British Literature	Poetry Appreciation
Business Office Communications	Principles of Marketing
Civil War Literature	Public Speaking
Classical Literature	Research Methods
Contemporary Literature	Research Paper
Debate	Science Fiction & Fantasy
Drama	Speech
English	Sports Literature
English as a Second Language	Studies in Shakespeare
English Composition	Technical Writing
English for the Trades	The Hero in Literature
Etymology	Theater and Performing Arts
Fiction Writing	Workplace Communications
Freshman College English	Writing Lab
Grammar & Composition	World Literature
History of the English Language	
Interpersonal Communications	

(many more on pages 46-47)

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 Studies 1 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.
- 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 46-47, 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 46-47)

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 51 - 61 for more details.

United States History1 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.
- 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 46-47, 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 War, 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. 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." H o w e v e r, 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."*

ALGEBRA, a word about: *Maine high school graduation requirements do not include Algebra. That's right, Algebra is not a required subject for high school graduation in Maine. TWO math credits are required, and Algebra CAN be one (or both) of them, but it is not required.*

Algebra might still be a good idea, however, especially for students who may need this in a career or for college following high school. It is the responsibility of the parents and the student to anticipate what a college might need for successful applicants.

This should offer some freedom when selecting courses for Math. And, if you like, you can consult with your NARHS-assigned advisor, as well as consult the NARS High School Handbook, or the 1st Great Book of High School Course Descriptions (available on our web site: www.narhs.org/store).

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

- Textbooks abound for Math courses.
- 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 46-47, 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	College Algebra	Personal Investing
Algebra 1	Computer Math	Physics
Algebra 2	Consumer Math	Probability and Statistics
Automotive Sales & Economics	Economics	Real Estate Development
Banking	Entrepreneurial Finances & Survival	Real Estate Investing
Bookkeeping	Equine Farm Economics	Real Estate Values and Appraisals
Business Math, Agriculture	Estate Planning and Investing	Residential Architecture
Business Math, the trades	Geometry	Technical Math
Calculus	Personal Finance	Trigonometry ...more on pages 46-47

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. 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." H o w e v e r, 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: *Lab science does NOT mean that anything has to be dissected or that chemicals must be combined in a test tube.*

A lab science could be

- __ Culinary Science (cooking would be the lab),
- __ Horticulture (gardening and agriculture would be the lab),
- __ Equestrian Science (horse health, care, and training would be the lab),
- __ Computer Science (assembling, repairing, and programming would be the lab),
- __ Mechanical Science (engine design, diagnosis, and repair would be the lab)
- __ Fabric, Textile, and Design (sewing becomes the lab) ...and so on.

A "lab science" is really a science in which you actually DO something with the science, not just READ about it.

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:

Horticulture with Lab1 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:

Biology1 credit
Biology Lab1 / 2 credit

- There is an extensive list of course titles on pages 46-47, 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	Backyard Maple Sugaring
Agricultural Science	Building Trades (multiple categories)
Agricultural Technology	Business Trade Technologies
Agriculture and the Environment	Cartography
Alternative Medicine	Certified Nurses Aid
Anatomy & Physiology	Chemistry
Appliance Repair	Child Care (multiple categories)
Aquaculture	Child Growth and Development
Aquaculture & the Environment	Climatology
Astronomy	Clothing, Fabric, Textiles, and Fashion
Auto Mechanics	Commercial Printing
Auto Reconditioning	Computer Applications
Audio Service Technology	Computer Certifications (in repairs)
Aviation and Flying Lessons	Conservation
Aviation Pilot Ground School	Cosmetology

(...this list continues on pages 46-47...)

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 51 - 61 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. Or you can purchase it online from our little bookstore: www.narhs.org/store

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 46-47)

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 51 - 69 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 46-47, 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.

Or, purchase it online from our little bookstore: www.narhs.org/store

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.

In our *High School Resource Advisor* we provide multiple "grading tools" that will help you assign a grade for this course.

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 Fabrication / Welding
...See more course titles on pages 46-47...

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 46-47...

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 46-47...

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 46-47, 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	Health Careers	Personal Care for the Physically Disabled
Anatomy & Physiology	Health Practicum	Personal Fitness for the Physically Disabled
Child Care for the Physically Disabled	Human Growth and Development	Personal Nutrition for the Physically Disabled
Child Care, health & safety	Nutrition	Personal Fitness for Teens
Child Growth and Development	Nutrition in Health and Disease	Personal Nutrition for Teens
CNA Training (Certified Nurse's Aide)	Personal Care Attendant (PCA)	Pregnancy, Labor, and Delivery
First Aid, CPR, Lifesaving	Personal Care of the Aged and Elderly	Pregnancy, complications of
Health	Personal Fitness for the Aged and Elderly	Pregnancy & Postpartal Adjustments
Health Aide	Personal Nutrition for the Aged and Elderly	(many more on pages 46-47)

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") the student did the work for this course, along with graded samples showing achievement.

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.

In our *High School Resource Advisor* we provide multiple "grading tools" that will help you assign a grade for this course.

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.	Football	Physical Education for the Physically Disabled
Ballet	Golf	Skateboarding
Baseball	Group Athletic Activities	Self-Defense for Men
Biking	Hunting	Self-Defense for Women
Cardio-kickboxing	Hockey	Skiing
Dance	Jogging	Softball
Equestrian Skills	Martial Arts	Sportsmanship
Exercise, principles and practice of	Nutrition in Physical Fitness	Swimming
Field Events (shot put, javelin, high jump, or similar)	Personal Fitness	Track
Fishing	Physical Education	Walking
		Weight Training (more on pages 46-47)

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") the student did the work for this course, along with graded samples showing achievement.

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.

In our *High School Resource Advisor* we provide multiple "grading tools" that will help you assign a grade for this course.

State Studiesnow *optional*

State Studies is NO LONGER a required course for graduation from NARHS or other Maine high schools. However, many students coming to NARHS have already taken this course in their own state. It still counts as high school credit. This course involves studying one or more aspects of an individual state -- any state. This may be done using textbooks, but there are not many published for this purpose. If you would like to do a State Studies course, we suggest you speak to your NARHS certified teacher for suggestions. **NOTE:** *This course may be completed anytime from the 6th grade up and still count toward high school graduation requirements.*

The best self-designed courses for State Studies are found in another book that we publish,

1st Great Book of High School Course Descriptions.

The two State Studies courses in our book are designed to systematically probe any state and develop the student's understanding of that state. The brief descriptions below are followed by detailed projects, research, and other assignments in the ***1st Great Book of High School Course Descriptions.***

If you would like more information about the book, you are invited to call the North Atlantic Regional High School: 207-753-1522. Or, to order a copy you can either call or visit the NARHS store: **www.NARHS.org/store**

State Studies, 1

This course studies the local and regional aspects of the state selected. It may also cover its significance upon entry into the United States, its contribution to the union and the region, as well as its unique characteristics.

Objectives of State Studies, 1

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

State Studies, 2

This course is designed to familiarize students with their own state history by focusing on geography, economy, governmental structures, significant individuals, wildlife, and recreational locations. Through this research-based study, students will look at the various economic, social, and political influences that have shaped the region into the unique area of the present. Various local individuals from the past and their contributions to the community and the state will be studied as well as how the geography of the region influenced its story. Students will be expected to research, write, and create a notebook that increases understanding of and connection to their regional history.

Objectives of State Studies, 2

- To collect both detailed and factual information regarding the state
- To explain the settling patterns of the state
- To compare the contributions of different nations that settled in the state
- To know how the natural resources have influenced the development of industries
- To examine the components of state, county, city governments
- To be familiar with the state political and geographic map, county maps, and city boundaries
- To stay current on city, county, and state news

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.

AT HOME

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

Electives 4-1/2 (4.5) credits required

To meet the graduation requirement of **FOUR-AND-A-HALF** credits in Elective coursework, the student must complete four-and-a-half textbook courses or four-and-a-half self-designed courses, or any combination of text and self-designed courses.

Electives can 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 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 46-47, 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") the student did the work for this course, along with graded samples showing achievement.

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 immersed 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 57 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 57 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") the student did the work for this course, along with graded samples showing achievement.

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.

1st Great Book of

High School Course Descriptions

This 240-page book is a terrific resource for parents and students!
(Way more interesting than most textbooks!!!)

100 exciting course descriptions loaded with projects, lessons, and activities for high school subjects. Computer Skills, English, Fine Arts, Math, Physical Education, Science, Social Studies, U.S. History, and more.

This book will make your life easier! It will create an energy, enthusiasm, and excitement to motivate teens! Even YOUR teen!

This resource focuses on learning, not on teaching -- it will engage your teenage student in "real" lessons -- lessons that are totally relevant to his or her life now and *beyond* high school.

Culled from 1000's of sources by a great high school staff, they used 20 years of homeschooling experience, classroom expertise, and learning motivation to bring together these "self-designed" courses. (Parents love it...Students love it!)

\$25.00

(That's just 25¢ for each course description!)
(Wow! What great ideas for a quarter!)

Order from the web site: www.narhs.org/store

Or, call for your copy: 207-753-1522

We accept Visa, MasterCard, Discover, and American Express



Credit Course Titles, partial list

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

Parents of today's teens did not see many of these course offerings when we were in school. Today it appears the "skill-sets" needed for the post-teen years have become more demanding. Some of these courses reflect that demand. With NARS, students have the opportunity to "specialize," or they can maintain a more traditional approach. You decide. We can help.

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

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

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:

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. When in doubt, you may also call the staff at NARS for assistance.

ENGLISH	<u>Text & Publisher: HBJ (traditional course) English Handbook, for 11th grade</u> <u>Method: assignments as directed in the text</u>
MATH	<u>Text & Publisher: A Beka Consumer Math</u> <u>Method: assignments as prescribed in the book, workbook, and Teacher's Edition</u>
SOCIAL STUDIES	<u>Text & Publisher: previously completed</u> <u>Method:</u>
UNITED STATES HISTORY	<u>Text & Publisher: John really wants to try passing the US History CLEP test</u> <u>Method: work in the CLEP Study Guide and keep track of hours studying</u>
SCIENCE	<u>Text & Publisher: Signed up for Biology with FLVS.com, taught online</u> <u>Method: do the online coursework</u>
HEALTH	<u>Text & Publisher: nutrition, fitness, chemical abuse, dating, and personal responsibility</u> <u>Method: self-designed, using www, nsg, textbooks, magazines, experiences. Will track hours.</u>
PHYSICAL EDUCATION	<u>Text & Publisher: John is a pitcher on the American Legion Baseball Team</u> <u>Method: practices, games, and other activities prescribed for the team. Will track hours.</u>
COMPUTER	<u>Text & Publisher: previously completed</u> <u>Method:</u>
FINE ARTS	<u>Text & Publisher: previously completed, but will continue with FA activities at church</u> <u>Method: not sure if John will do enough hours to add up to any real credits, but will track hours.</u>
ELECTIVE(S)	<u>Text & Publisher: we are looking into taking French I at the local community college</u> <u>Method: college coursework</u> <u>Text & Publisher: study for & take the CLEP test in "Analyzing and Interpreting Lit."</u> <u>Method: results of CLEP</u>

F.Y.I. -- across the page, we have provided a BLANK Curriculum Design Form for your use.

**"EASY-USE"
FORM**

Curriculum Design Worksheet

(Parent prepares this plan for NARS near the beginning of the school year)

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. When in doubt, you may also 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: _____

SCIENCE

Text & Publisher _____

Method: _____

HEALTH

Text & Publisher _____

Method: _____

PHYSICAL EDUCATION

Text & Publisher _____

Method: _____

COMPUTER

Text & Publisher _____

Method: _____

FINE ARTS

Text & Publisher _____

Method: _____

ELECTIVE(S)

Text & Publisher _____

Method: _____

Text & Publisher _____

Method: _____

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Each year, please send a copy of this information to your teacher / advisor (near the start of the school year).

*Therefore, we strongly recommend that you **DO NOT tear out** the form, but make a photocopy instead.*

Permission is granted to the original purchasers of this book to copy the forms in this book for their use with their immediate family.

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 52 - 69 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.

DOCUMENTATION / Evidence / Proof

This may be the most important section of the High School Handbook, repeated here for emphasis!

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!**

This may be the most important section of the High School Handbook, repeated here for emphasis!

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.

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."

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 on pages 122-125 in our sister publication, *High School Resource Advisor*. 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! (See the *High School Resource Advisor* for grading tools that might help.)

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.

NOTE: NARHS does NOT use EVERY hour worked toward credits...hours are extrapolated by the parent and NARHS advisor.

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, www.collegeboard.com/clep.

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

One publisher of CLEP study guides we recommend is Research and Education Association www.REA.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!

CLEP tests available
Accounting (Principles of)
Algebra
Algebra - Trigonometry
American Government
American Literature
Analyzing & Interpreting Literature
Biology
Business Law, Introductory
Calculus
Chemistry
Educational Psychology, Intro
English Composition
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

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.**

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 four 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 facie* 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 31 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 62-65 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 | -- Prints of computer-generated work |
| -- Book reports | -- Letter from the youth leader | -- Receipts of your admission to a park, museum, play, concert, etc. |
| -- Certificates of Accomplishment, such as the martial arts belts, Merit Badges, or Eagle Scout work | -- Letter from volunteer coordinator | -- Receipts for your lessons |
| -- Certificates of Completion, such as CPR, First Aid, Hunter Safety | -- Lift tickets from your ski trip | -- Receipts for related purchases, such as your skateboard for PE |
| -- Driver’s ed certificate | -- Mock newspaper article you wrote about your research or discovery | -- Receipts for software, hardware |
| -- Driver’s license | -- Pay stubs | -- Research papers |
| -- Essays | -- Photographs, before, during, after | -- Short stories |
| -- Fishing or hunting licenses | -- Photographs of activities | -- Video of a project in progress |
| -- Letter from an employer | -- Photographs of projects | -- Video of rehearsals or practice, such as a musical instrument, foreign language practice, dance recital, etc. |
| -- Letter from co-workers | -- Photographs of the student in uniform, such as work uniform or sports team | -- Video / mock TV commercial you made telling about your research or discoveries |
| -- Letter from the coach | -- Poems, songs, or proverbs related to the subject | |
| -- Letter from the minister or rabbi | | |

Of course, you might think of other ways to “prove” your work. 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.

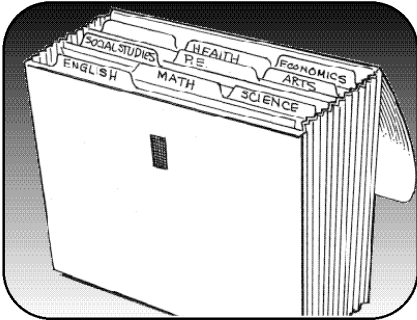
Clearly, most of our graduates are high school age; but in the Class of 2002, we graduated a veteran of World War II. He was 76.

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.

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

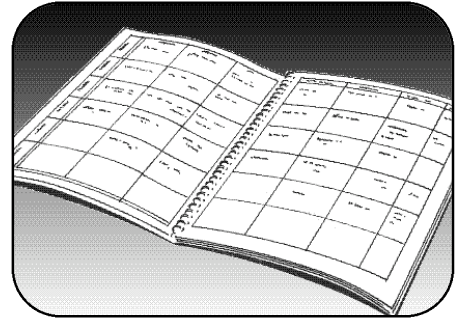


1. Portfolio Evidence.

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.

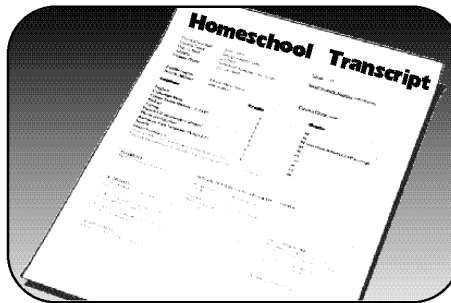
REMEMBER: for self-designed courses, include a Course Description for each (examples and forms on pages 62-65).

HELP: To guide you in preparing the portfolio, there is abundant information on pages 59-69.



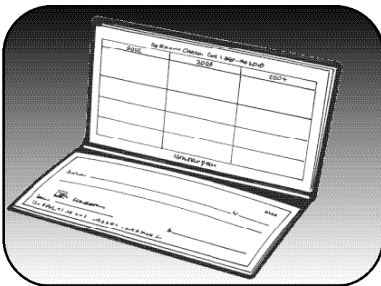
2. Daily Log Book.

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 in this publication on pages 60 & 61. (NARS publishes the best Log Book available. Call us.)



3. Homeschool Transcript.

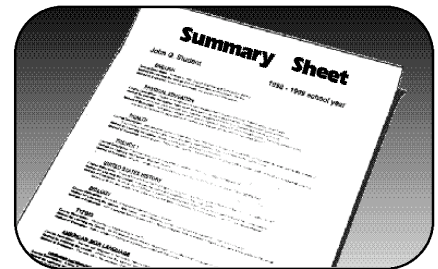
This one-page document is a snapshot of what was actually accomplished during this school year. It is prepared by the parent. See the detailed example on page 68, and an "Easy Use" form on page 69 for your convenience.



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.

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 66, and an "Easy Use" form on page 67.

REMEMBER: for every self-designed course, we need a course description (#1 above).

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 -advisor assigned to them, so feel free to call your assigned teacher-advisor whenever you have questions about any of these details. You can reach the Maine office by calling 207-753-1522.

Daily Log

	Subject 1 English	Subject 2 Math	Subject 3 Science	Subject 4 Soc. Studies
Monday Date 12/18/96	American Lit. Read more of Scarlet Ltr. pp. 222 - 300	CLEP Study Guide Algebra Review pp. 75 - 85 2 hrs	Text Ch 5 pp 132 - 138 Ans Q's on p 183	LifePac #904 pp 1 - 5
Tuesday Date 12/19/96	Updated the vocab. list	CLEP review PP 86 - 94 1.25hrs.		L.P pp 6 - 12
Wednesday Date 12/20/96	Went to Sugarloaf USA ski area with Uncle Ray -- my boots, my poles, rented skis. Finally mastered the Level 4. Terrific Day. Perfect snow!	----> Posted 6 hours in the PE column!!!		
Thursday Date 12/21/96	Scarlet Ltr. writing assignt p. 302	Practice Exam #3 in the Study Guide 1.5 hrs. 1-1/2 h	Field trip with homeschool group to Hematology Lab at SMMC Hospital.	L.P Review for Self Test #1
Friday Date 12/22/96	Quiz #7	Correct exam #3 0.5 hrs. 1/2 hr	Watch video on blood-types.	L.P corrections to S.T. #1
Saturday Date 12/23/96		Took the CLEP exam at UMaine. 2 hrs		
Sunday Date 12/24/96				
	If tracking time & activities, how many "Total to date" hours were carried over from last week? <input type="checkbox"/>	If tracking time & activities, how many "Total to date" hours were carried over from last week? 60.5	If tracking time & activities, how many "Total to date" hours were carried over from last week? <input type="checkbox"/>	If tracking time & activities, how many "Total to date" hours were carried over from last week? <input type="checkbox"/>
	Add this week's hours from the column above <input type="checkbox"/>	Add this week's hours from the column above 9.25	Add this week's hours from the column above <input type="checkbox"/>	Add this week's hours from the column above <input type="checkbox"/>
	TOTAL to date (carry this to next week's column "Subject 1") <input type="checkbox"/>	TOTAL to date (carry this to next week's column "Subject 2") 69.75	TOTAL to date (carry this to next week's column "Subject 3") <input type="checkbox"/>	TOTAL to date (carry this to next week's column "Subject 4") <input type="checkbox"/>
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 augs 1 hr			Skllng !!! 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	11 - 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	<p style="text-align: center;">NARS publishes this Daily Log Book.</p> <ul style="list-style-type: none"> <li style="margin-right: 10px;">• HEAVY paper <li style="margin-right: 10px;">• 53 weeks! <li style="margin-right: 10px;">• 7-day week! <li style="margin-right: 10px;">• 9 subject columns <li style="margin-right: 10px;">• Lay-flat binding <li style="margin-right: 10px;">• Rugged vinyl covers <li style="margin-right: 10px;">• 5 different colors <p style="text-align: center;">For \$15.00 you can have this Daily Log Book. www.narhs.org/store</p>		
If tracking time & activities, how many "Total to date" hours were carried over from last week? 4.8 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? 6.4 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")	32 10 hrs 4.2 hrs
Notes...	Like the people at work, but I will get used to it! Day seems long,			

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.

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:

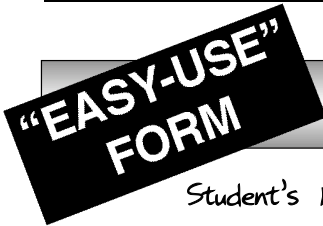
To locate current textbooks on the subject, we went to the following. (see the list of the books, as mentioned above, in the portfolio)

- 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 scrapbook pages 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)

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COURSE DESCRIPTION FOR THIS SELF-DESIGNED COURSE

Student's Name: _____ Grade level: _____ School year: _____

THIS Course Title: _____ Course Classification: _____ (pick from the following subject areas)

(EACH self-designed course needs its OWN course description. Every self-designed course needs to have one of these included in the end-of-year portfolio to qualify for credit. Copy this form and use it as many times as you may need.)

Language Arts (English), Foreign Language, Math, Science, Social Studies, US History, Physical Education, Health, Computer, State Studies, Business, or Practical Arts

Description for THIS course only: (Tell what this course was about, just a sentence or two will do)

Objectives -- What we hope TO LEARN with this subject: (Notice that all objectives in sample on the opposite page begin with the word "To" indicating what they planned to learn from this lesson.)

What we DID to learn this topic: (ACTIVITIES, such as did research, took trips, job-shadowed adults, job-training at work, played on sports teams, whatever activities you DID to get this course done.)

What we USED to learn this subject: (Did you use guides, books, texts, DVD's, CD's, Internet, other materials? List and name those resources here.)

How we GRADED this subject: (How did you come up with a grade for this course? Did you use the grading tools given in the NARHS Resource Advisor, letters from employers, coaches, or others; prizes, awards, or contest placements; or any other methods of evaluation. Name the items that went into the final grade for this course.)

TOTAL HOURS invested and logged for this course: _____ FINAL GRADE for this course: _____

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COURSE DESCRIPTION FOR SELF-DESIGNED COURSE

--> It is often best to write the course descriptions **A F T E R** 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.

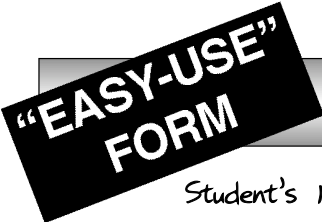
- Trade Publications, journals for horseman, journals used by the profession of managing horse nutrition.
- Library reference books on the topic
- We found the names of the textbooks used in Equine Nutrition courses at Kentucky, Minnesota, and a few others (see list in the portfolio).
- Reviewed the 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.



COURSE DESCRIPTION FOR THIS SELF-DESIGNED COURSE

Student's Name: _____ Grade level: _____ School year: _____

THIS Course Title: _____ Course Classification: _____ (pick from the following subject areas)

(EACH self-designed course needs its OWN course description. Every self-designed course needs to have one of these included in the end-of-year portfolio to qualify for credit. Copy this form and use it as many times as you may need.)

Language Arts (English), Foreign Language, Math, Science, Social Studies, US History, Physical Education, Health, Computer, State Studies, Business, or Practical Arts

Description for THIS course only: (Tell what this course was about, just a sentence or two will do)

Objectives -- What we hope TO LEARN with this subject: (Notice that all objectives in sample on the opposite page begin with the word "To" indicating what they planned to learn from this lesson.)

What we DID to learn this topic: (ACTIVITIES, such as did research, took trips, job-shadowed adults, job-training at work, played on sports teams, whatever activities you DID to get this course done.)

What we USED to learn this subject: (Did you use guides, books, texts, DVD's, CD's, Internet, other materials? List and name those resources here.)

How we GRADED this subject: (How did you come up with a grade for this course? Did you use the grading tools given in the NARHS Resource Advisor, letters from employers, coaches, or others; prizes, awards, or contest placements; or any other methods of evaluation. Name the items that went into the final grade for this course.)

TOTAL HOURS invested and logged for this course: _____ **FINAL GRADE** for this course: _____

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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** 2006 - 2007 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 (A complete Course Description for P.E. is included in the end-of-year portfolio.)

Brief 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 (A complete Course Description for Health is included in the end-of-year portfolio.)

Brief 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

Brief 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

Brief 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 49 hours of study. Copy of CLEP results attached.

BIOLOGY

Brief 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

Brief 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 (A complete Course Description for ASL is included in the end-of-year portfolio.)

Brief 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

Brief 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 (A complete Course Description for HomeEc. is included in the end-of-year portfolio.)

Brief 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.



STUDENT NAME: _____ GRADE: _____ SCHOOL YEAR.: _____

SUMMARY SHEET

Permission is given to the original purchaser of this publication to make copies of this form to use for his or her family. It is not to be given to others, sold, bartered or exchanged in any other fashion.

A form such as this **MUST** be completed and included in your end-of-year portfolio. It provides a 1-page "snap shot" of the entire year, course-by-course, and will be included in the student's permanent academic record.
To list additional courses, make as many copies as you need

#1 Course Title: _____
How did you LEARN this course? _____
If it was a textbook course, name the text; if self-designed, state the method used, such as research, job training, etc.....
How did you GRADE this course? _____
Did you use tests, write papers, use forms supplied by NARHS, use the evaluation of others such as coach, employer, youth leader, etc.?

#2 Course Title: _____ (If this is a self-designed course, remember to produce a complete Course Description.)
How did you LEARN this course? _____
If it was a textbook course, name the text; if self-designed, state the method used, such as research, job training, etc.....
How did you GRADE this course? _____
Did you use tests, write papers, use forms supplied by NARHS, use the evaluation of others such as coach, employer, youth leader, etc.?

#3 Course Title: _____ (If this is a self-designed course, remember to produce a complete Course Description.)
How did you LEARN this course? _____
If it was a textbook course, name the text; if self-designed, state the method used, such as research, job training, etc.....
How did you GRADE this course? _____
Did you use tests, write papers, use forms supplied by NARHS, use the evaluation of others such as coach, employer, youth leader, etc.?

#4 Course Title: _____ (If this is a self-designed course, remember to produce a complete Course Description.)
How did you LEARN this course? _____
If it was a textbook course, name the text; if self-designed, state the method used, such as research, job training, etc.....
How did you GRADE this course? _____
Did you use tests, write papers, use forms supplied by NARHS, use the evaluation of others such as coach, employer, youth leader, etc.?

#5 Course Title: _____ (If this is a self-designed course, remember to produce a complete Course Description.)
How did you LEARN this course? _____
If it was a textbook course, name the text; if self-designed, state the method used, such as research, job training, etc.....
How did you GRADE this course? _____
Did you use tests, write papers, use forms supplied by NARHS, use the evaluation of others such as coach, employer, youth leader, etc.?

#6 Course Title: _____ (If this is a self-designed course, remember to produce a complete Course Description.)
How did you LEARN this course? _____
If it was a textbook course, name the text; if self-designed, state the method used, such as research, job training, etc.....
How did you GRADE this course? _____
Did you use tests, write papers, use forms supplied by NARHS, use the evaluation of others such as coach, employer, youth leader, etc.?

#7 Course Title: _____ (If this is a self-designed course, remember to produce a complete Course Description.)
How did you LEARN this course? _____
If it was a textbook course, name the text; if self-designed, state the method used, such as research, job training, etc.....
How did you GRADE this course? _____
Did you use tests, write papers, use forms supplied by NARHS, use the evaluation of others such as coach, employer, youth leader, etc.?

#8 Course Title: _____ (If this is a self-designed course, remember to produce a complete Course Description.)
How did you LEARN this course? _____
If it was a textbook course, name the text; if self-designed, state the method used, such as research, job training, etc.....
How did you GRADE this course? _____
Did you use tests, write papers, use forms supplied in the *High School Resource Advisor*, use the evaluation of others such as coach, employer, youth leader, etc.?

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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. It may be a w k w a r d to state it this way, but, here goes: "This document forces the parents to consider the number of c r e d i t s the student earned and what grade each course will receive." Yes, this really IS necessary.



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



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. Choir St. Paul's Church.

Working towards Eagle Scout.

Assistant football time-keeper. Johnstown High School.

ACHIEVEMENTS:
Earned brown belt in Karate.

VOLUNTEER WORK:
Volunteered. St. Paul's Hospital

Volunteered. Pooch Day Care Center.

WORK EXPERIENCE:

**"EASY-USE"
FORM**

HOMESCHOOL TRANSCRIPT

STUDENT _____

ID NUMBER: _____
Usually the student's Social Security Number, or a passport identifier, or student ID number from a previous school.

A form such as this **MUST** be completed and included in your end-of-year portfolio. It provides a 1-page summary of this year's grades, credits earned, and other material important to the student's academic record. This form will be included in the student's permanent academic file.

STUDENT

NAME: _____ GRADE: _____ SCHOOL YEAR: _____

PARENT Information:

Parent(s) Name(s): _____

PARENT'S
Phone(s) _____

PARENT(S) ADDRESS: _____

Course Names:

Credit Earned:

Final Grade:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Interests: (Such as: football, write poetry, art, music, fencing, church activities, travel, or other activities that are genuine interests of this student...)

Activities: (Played on sports team (name the team), took lessons, joined clubs or organizations (name them), participated in plays or performances (name the theater company), worked with children (name the business or organization)...)

Achievements: (Name here only those achievements for which you can provide PROOF from someone outside the family: scouts, church awards, music awards, winning contests, placing in competition, anything for which you can provide a letter or certificate issued by another person or organization.)

Volunteer Work: (Name the specific places or organizations for which this student invested time assisting, helping or working without pay...Pooh Nursery, Columbus County Red Cross, St. Paul's Hospital, mission trip to Mexico...)

Employment Experience: (Name the places where the student worked such as the family business, store, retailer...list the specific name of the business, such as Burger King, Johnson's Farm, Linscott Construction, The Gap...)

NOTES:

1. As a high school, NARHS reserves the right to select, omit, or alter the wording for any of the items provided on Homeschool Transcripts. Generally we'll make changes in consultation with parents, but we reserve the right to make administrative decisions of discretion without first notifying the parents.
2. This is not a resume, it is not a narrative; and we are limited as to the space available -- remember, *one transcript covers all four years!* (See top of page 71 for an example.)



Secondary School Record

North Atlantic Regional High School

25 Adams Ave.
Front Office: 207-753-1522

Lewiston, Maine 04240
Registrar's Office 207-777-4777

1. Student Identification

SSN: 006 82 2356

Student Name Sex Birthdate Recent Phone
Firstname Lastname M 1/26/1984 555-121-3456

Parent of Legal Guardian Address
**Parent O. Student 116 Address Ave
Somecity, State 55555**

2. Student's Academic History (1 credit = 1 Year Worth of Work)

3. Summary

Location	Grade	Year	Type	Course name	Marks	Credits
1	8	97/98	FL	Spanish 1	84	1
1	9	98/99	LA	English 9	83	1
1	9	98/99	LA	Introduction to Journalism	83	.5
1	9	98/99	MA	Algebra 1	88	1
1	9	98/99	SS	Ancient History	85	1
1	9	98/99	NS	Earth and Space Science w/Lab	90	1.5
1	9	98/99	FA	Choir	97	1
1	9	98/99	HE	Intro to Health	90	.5
1	9	98/99	CS	Intro to Computer Literacy	93	1
1	9	98/99	PA	Woodworking, Advanced	92	1
1	10	99/00	LA	English 10	92	1
2	10	99/00	MA	College Algebra CLEP	90	1
1	10	99/00	CS	Computer Applications	89	1
1	10	99/00	NS	Biology, Human Anatomy & Physiology	90	1
1	10	99/00	FA	Concert Choir	98	1
1	10	99/00	PE	Personal Fitness	99	.5
1	10	99/00	PE	Personal Fitness, Weight Training	96	.5
1	10	99/00	ST	Driver's Education	89	.5
2	11/12	00/01	LA	Ancient Literature of the Bible	76	1
2	11/12	00/01	MA	Practical Applications in Accounting	80	1
2	11/12	00/01	SS	American Government and Civics	85	1
3	11/12	00/01	CS	C A D Computer Aided Drafting	84	1
3	11/12	00/01	BU	The American Entrepreneur	85	1
2	11/12	00/01	LA	Analyzing & Interpret. Literature CLEP	82	1
2	11/12	00/01	US	History of US Through 1877 CLEP	84	1
2	11/12	00/01	US	Studies in US History	84	.75

Credit Earned					
	9	10	11	12	
Language Arts	1.5	1	1	1	4.5
Foreign Language	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	1			2
Practical Arts	1				1
Business				1	1
Computer Skills	1	1	1		3
Physical Education		1			1
State Studies Social Studies		.5			.5
Health	.5				.5
Total Credits					23.75

Anticipated Graduation **May 2001**

Graduation **June 8, 2001**

GPA
Grade Point Average **3.25**

Sample

This copy is the OFFICIAL Transcript ONLY if it bears the raised seal of the school and is signed by an authorized school official.

4. Additional Student Information

Juniorname Lastname

A. Interests, Activities

Interests:

music, art,, computers, sports

Activities:

- 98-00 Football Team, Johnstown H.S.
- 98-99 Concert Choir, Youth Council
- 98-01 Youth Group, St. Paul's Church
- 00/01 Art Classes, Yvonne's Studio

B. Achievements

- 98/99 Football, Team Captain
- 99/00 Completed the "Young Director" course at Youth Council

C. Volunteer and Work Experience

Volunteer

- 98-00 Christian Service Brigade, St. Paul's Church
- 99/00 Fundraiser, Youth Council
- Mission Trip to Equador, St. Paul's Church

Work Experience:

- 99-01 Wal-Mart, part time
- 00/01 P.O.S. Computer, part time

NOTE: All information in these sections is summarized and recorded in the graduation year. Students are encouraged to keep track of these items for their high school careers, THEN submit the most significant ones to NARHS during their graduation year.

5. Test Scores

	Year	Grade	Verbal	Verbal %tile	Math	Math %tile	Selection Index	Selection %tile	Writing
College Board S.A.T.	11/2000	11	720	97	530	56			

6. Previous Secondary Schools Attended

	Name of School	Address				Month/Year	Month/Year
1	Miami General High School	1177 27th St NW	Miami	FL	34000	9/98	6/00
2	North Atlantic Regional High Schl	25 Adams Ave	Lewiston	ME	04240	9/00	6/01
3	State Univ. Community College	222 East St	Greenfield	ME	04000	9/00	6/01

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

Grade Point Average GPA Scale

A = 4.0 A- = 3.70 B+ = 3.25 B = 3.0 B- = 2.75 C+ = 2.5 C = 2.25 C- = 2.0 D+ = 1.75 D = 1.50 D-1.25

7. School Officials, Validation of Transcript (ONE of the following school officials must sign below)

School Administrator

Registrar

Director of Education

This copy is the OFFICIAL Transcript ONLY if it bears the raised seal of the school and is signed by an authorized school official.

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. Call us if you have questions.

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.

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.

2,500 STUDENTS AND A WAITING LIST

NARS reserves the right to limit the number of off-campus registered students to 2,500. At 2,500 students, the school may create a Waiting List for new students. As students graduate (this happens every month), openings will be filled from the Waiting List on a first-come, first-served basis.

Any family currently registered with NARS will be exempt from the Waiting List provision for other family members.

SCHOOL WORK IN ENGLISH

We evaluate portfolios done in English. If you do your work in another language, we recommend you seek high school credit elsewhere, unless special provisions are arranged. (We do maintain relationships with schools in some foreign countries.)

FOREIGN STUDENTS

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

Students from other countries, whose intentions may be suspect, have been (and still are) attempting to gain credentials in United States schools, and therefore legitimize their appearance and activities here. Therefore, NARHS is requiring that each student wishing to register here must, at a minimum, have a verifiable identification and, at a minimum, be a US citizen.

Therefore, students who are US citizens living in other countries ARE suitable candidates for admission to NARHS. 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 NARHS.

This policy will stay in effect until further notice.

If your student is not a US citizen, we are sorry that we cannot help you at this time.

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 verifiable, positive ID and Date of Birth (DOB) as part of the registration. Social Security Numbers provide one way, the "Notarized Passport ID" is another way. If previously a student in the US, we accept the due diligence of the previous school and will accept the student's ID number from that school.

NARS must protect against unwittingly being part of credentializing an illegal immigrant, a missing child, or an abducted child.

SUMMARY: We will accept these three types of ID to verify the student's identity:

1. Social Security Number
2. Notarized copy of a passport
3. Student ID number from another school, if it is provided on an official transcript from that school.

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.

It is best when these arrive together in the same envelope!

-- 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

NARS does not require students to use specific material -- you use it, so you choose it! Parents and students select materials they like best and we guide you if needed. 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, a specific NARS teacher is assigned to the family. This is your advisor, and you will have her phone number and email address. One of the items she will review is the Curriculum Design Worksheet. If the parent does not have a curriculum design in place, she can assist in creating one.

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 is on page 48.

A blank form is included near the back of this handbook on page 49.

NON-DISCRIMINATION POLICY

NARS does not discriminate based on race, color, religion, sex, national origin, age, disability, or veteran status.

NOTE: The formal wording on the NARS diploma is very traditional and reads, in part, "...given this ___ day of ___ in the Year of Our Lord..."

If your religious conviction finds this wording offensive, please contact us and we can make an accommodation for alternate wording on your diploma.

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.** These two "paperwork 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 2006-2007 school year, the student is working on the credits until August 31, 2007 -- 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 2006-2007 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, 2007, then you have earned 3/4 of a credit in that subject for the 2006-2007 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 each 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 \$425 / \$525 (current)

As of July 1, 2007 the tuition for NEW students is:

CREDENTIAL MANAGEMENT

- A. For the UNDERGRADUATE years: **\$425.00** per year.
- B. For the GRADUATION year: **\$525.00**

REVIEW and RECOVERY FEE

\$425.00 for each previous homeschool year reviewed and recovered (*These fees do not apply to previous year's credits earned in other schools. There is no fee for simply transferring credits already earned.*)

REVIEW and RECOVERY FEE explained

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 \$425.00/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 \$425.00 fee for each of those past years, for a total of \$850.00.

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.*

REMEMBER: ONCE IN, YOUR RATE IS ASSURED

Tuition increases DO NOT APPLY to any student already in the program...If the tuition schedule you choose is the one stated above, then the student will REMAIN in that tuition schedule as long as his or her registration is uninterrupted and does not lapse.

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 monitoring. 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 an option. 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
- MasterCard
- Discover
- cash
- company check
- Visa
- American Express
- money order

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. On a limited basis, 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.

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 web site 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, the parent asks 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 1974 (Buckley Amendment), we need a signed release form from the parent, legal guardian, or adult student before we release any records; AND,

2. the student's financial account 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

On the school's web site (www.narhs.org), there is a "Transcript Request" link in the top menu bar. Complete the information in the form, and it will make everyone's job quicker, easier, and accurate.

<http://www.narhs.org/node/view/189>

Otherwise, when requesting transcripts, please provide the following:

(1) The original student's name (young ladies who have married sometimes forget to give us the maiden name).

(2) Your previous AND current address (since most high schoolers eventually move away from the family home).

(3) 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.)

(4) 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" and then give us the complete address

(5) 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 rarely handed to a student to be delivered; they arrive by the postal service or common courier.

B. **OFFICIAL** transcripts are 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. Religion -- 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 preschool 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 Maine location for North Atlantic Regional Schools:

1. The address is 25 Adams Ave., Lewiston, Maine.
2. From the Maine Turnpike (Maine's I-95), take EXIT 80
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 and Burger King.
5. At the bottom of the hill, GO RIGHT onto Adams Ave., at VIP Discount Auto
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.

NARS also maintains a Florida office to serve our registered students from the southeast, and we maintain an office in Washington State to serve our registered students in the western states.

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.

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.

Yes, 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)

(This ceremony is conducted by the FPEA, and all participants are to be in contact with them for their specific deadlines. www.FPEA.com) 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, regardless of where you live. There are modest FPEA fees (\$28 - \$35), 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 weekend) -- graduate in the ceremony!

As the situation warrants, we are willing to consider participating in the graduation ceremonies in other states.

School Policies, continued**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.**

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.

Considerations for College-Bound Students

The following pages may be of special interest to students who intend to apply to college.

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. See a more complete list on page 14.

No student has ever been denied admission to ANY school, college, or university because of a NARHS diploma, AS LONG AS they were otherwise qualified. Having any school's diploma does NOT guarantee admission to the program of your choice.

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. NARS doesn't apply to college -- the STUDENT applies to college.

NOTE: There are three separate considerations for college admissions:

- (1) NARS graduation requirements;
- (2) the college's admissions requirements;
- (3) the college's specific requirements for the MAJOR (or specialty) the student desires.

It is the student's responsibility to know all THREE of these. 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 the university for an engineering degree, he or she may need to have 4 math credits. NARS requires only 2 math credits, but the university may want engineering students who have at least 4 high school credits in math. Certainly this can be done on a student-by-student and college-by-college basis. It is the student's responsibility to know what EACH institution requires. We will help any way we can.

HIGH SCHOOL CREDITS NEEDED:

Graduates from NARS must have the minimum 17-1/2 credits required here, but can earn as many as they wish. 17-1/2 is the MINIMUM, not the maximum.

One of our 2001 graduates earned 36 high school credits and went on to West Point; one of our 2000 graduates earned 49 high school credits and went on to Julliard; and one of our 11th graders had already earned over 44 high school credits in the arts. You can earn as many as you wish.

PUTTING THE PACKAGE TOGETHER:

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 the trade occupations. Whatever it is, we will help the student's specialty stand out in the "package."

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?

THE COLLEGE BOARDS**SAT's and ACT's**

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.

Resources for College Planning

FINANCIAL AID AND SCHOLARSHIP RESOURCES:

ed.gov/index.jsp - US Government Department of Education
heic.org - Higher Education Information Center
finaid.org
theoldschool.org
collegelink.com
petersons.com
fastaid.com
fastweb.com
careersandcolleges.com
collegenet.com
collegeview.com
nelliemae.org
salliemae.com
mapping-your-future.org
fafsa.ed.gov
getcollegecredit.com

TEST PREPARATION SITES:

collegeboard.org (research PSATs, SATs, and CLEPs)
getcollegecredit.com (DANTES and CLEP information)
ets.org - Educational Testing Service
review.com - Princeton Review
act.org

SELECTING A COLLEGE/RESEARCHING MAJORS AND CAREERS:

bls.gov/oco/ - Occupational Outlook Handbook
review.com - Princeton Review
petersons.com
embark.com
careersandcolleges.com
anycollege.com
collegeboard.com
collegenet.com
collegeview.com
collegeanswer.com

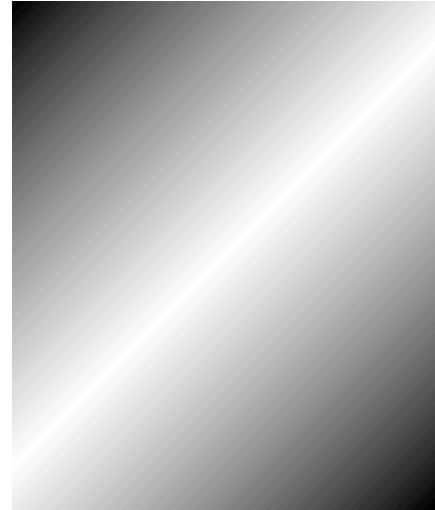
COLLEGE ATHLETIC INFORMATION:

ncaa.org - NCAA Guide for the Student Athlete*
uscho.com/m/ch/index.php - College Hockey America

* **NOTE:** NCAA has a qualifying process for official, legal home-schoolers. Students who are transferring most of their credits into NARHS in order to get their diploma will find it very difficult to qualify for NCAA eligibility to play college sports in Division I or Division II colleges as private schoolers. We recommend pursuing eligibility as an official, legal homeschooler. It is much simpler and more direct. Still use NARHS for your credentials, but apply to the NCAA as a homeschooler.

BE SURE TO KEEP YOUR NARS TEACHER INFORMED!!!

Don't wait to request transcripts!
 Request transcripts early. We must have adequate time to process and verify all transcript information.



Public high schools, local organizations, and libraries have additional scholarship information.

Most colleges have deadlines that need to be met, and there are many considerations, so you need to keep abreast of it all.

Some colleges and universities require testing such as SATs and ACTs. Some don't. Be sure to find out what will be required of you.

Contact the admissions offices of the schools of your choice and ask about their expectations.



College Credit for High School Work

The Best Kept Secret of High School

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 around \$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 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.

CLEP tests available
Accounting (Principles of)
Algebra
Algebra - Trigonometry
American Government
American Literature
Analyzing & Interpreting Literature
Biology
Business Law, Introductory
Calculus
Chemistry
Educational Psychology, Intro
English Composition
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

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. (One year of college can cost \$35,000; but one year of CLEP credits can earn just as much credit for less than \$750.00 That's savings!!!)

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

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

One publisher of CLEP study guides we recommend is Research and Education Association www.REA.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!

Your Graduation -- PLANNING REQUIRED

There are **FOUR** major classifications of NARHS graduates:

1

College-Bound NARHS Graduates

YOUR MID-YEAR PORTFOLIO should be to your NARS-assigned Advisor by **Dec. 31**.

YOUR FINAL PORTFOLIO should get to your Advisor AT LEAST 45 days prior to the college's application deadline!!!

YOUR RESPONSIBILITY to know your college's deadlines. YOU must get to NARHS the information we need 45 days prior to their application deadline. Only then can we provide accurate information and meet the college's deadline.

ALL APPLICANTS TO COLLEGE MUST have their portfolio to their NARS-assigned advisor by June 30

NOTES:

(A) When you do NOT meet these deadlines, and you want NARHS to rush a transcript to a college in time, NARHS reserves the right to assess a RUSH fee of \$100.

(B) In some cases, NARHS may not be able to meet the college date AT ALL, regardless of how much you could pay. Some students just notify NARHS too late and our hands are tied.

(C) If you do NOT meet the deadlines above, NARHS accepts no responsibility for getting the appropriate documents to a college to meet their deadlines.

(D) Do your part by planning ahead!

2

Graduation Ceremonies for NARHS Graduates (voluntary, but very nice!)

~~~~ *FLORIDA Ceremony* ~~~~~  
(This ceremony is conducted by the FPEA, and all participants are to be in contact with them for their specific deadlines. [www.FPEA.com](http://www.FPEA.com))

**Feb. 15, 2008** Deadline for 2007-2008 graduating students to notify NARHS that they wish to participate in the Orlando, FL 2008 graduation ceremony

**Apr. 30, 2008** Deadline for 2008 graduates in the FL ceremony to have all completed documentation into the hands of NARS staff for final processing

**May 24, 2008** Orlando, FL ceremony.

~~~~ *MAINE Ceremony* ~~~~~

Apr. 15, 2008 Deadline for 2007-2008 graduating students to notify NARHS that they wish to participate in Maine's 2008 graduation ceremony

May 30, 2008 Deadline for 2008 graduates in the Maine ceremony to have all completed documentation into the hands of NARS staff for final processing

June 21, 2008 Maine graduation ceremony

~~~~ *PRIVATE CEREMONIES* ~~~~~

Many NARHS families have planned private parties or ceremonies for their graduates. Some have even been "surprise" parties, inviting friends and relatives to a special location, then presenting the high school diploma to them.

Whatever way you choose, we will do what we can to help.

## 3

### NARHS Graduates who have no preference about the date on their diploma or transcript

If you are in your Graduation Year at NARHS and have no preference for which school year your diploma is dated, then you have until August 31 to complete your work **and** you have until December 31 to get that portfolio to your NARHS-assigned Advisor.

Portfolios postmarked AFTER Dec. 31 are assessed a \$75 late fee.

## 4

### NARHS Graduates who want to graduate in their current school year.

If you are in your Graduation Year at NARHS and you want to have your work completed in time for THIS school year to be the year you graduate, then you must have your completed coursework **POSTMARKED** to NARHS by August 31.

For example, this school year runs from September 1, 2007 thru August 31, 2008.

So, if you want your high school transcript and diploma to show THIS school year date, then you must have your completed coursework **POST-MARKED** to NARHS no later than August 31, 2008.

(DEADLINES for subsequent school years will be about the same times each year.)



# Sample College Application Checklist

|                                                                                                                                                                                                                                                                                                                                                     | School #1                                                                                                                                                                                                                          | School #2                                                                                                                                                                                                                          | School #3                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>What have we done so far?</b><br/><b>Where are we in the process?</b></p> <p style="text-align: center;">↓</p>                                                                                                                                                                                                                                | <div style="border: 1px solid black; width: 100%; height: 50px; margin-bottom: 5px;"></div> <p style="text-align: center;">Write the date when each item was accomplished for this school</p> <p style="text-align: center;">↓</p> | <div style="border: 1px solid black; width: 100%; height: 50px; margin-bottom: 5px;"></div> <p style="text-align: center;">Write the date when each item was accomplished for this school</p> <p style="text-align: center;">↓</p> | <div style="border: 1px solid black; width: 100%; height: 50px; margin-bottom: 5px;"></div> <p style="text-align: center;">Write the date when each item was accomplished for this school</p> <p style="text-align: center;">↓</p> |
| Did we visit this college?                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                    |
| What is the application deadline? <div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block; margin-left: 20px;">                         Mid-year portfolio must be to your NARS advisor by at least Dec. 31. FINAL portfolio must be in <b>45 days</b> before application deadline.                     </div> |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                    |
| When was the application sent to the college?                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                    |
| When was the initial application received at the college?                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                    |
| When did I request my high school transcript be sent?                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                    |
| When did I request the "recommendations" from others?                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                    |
| When were all the elements of the application completed and in the hands of the "admissions office" (including recommendations, transcripts, everything)?                                                                                                                                                                                           |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                    |
| When did I receive notification of acceptance?                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                    |
| When did I officially accept -- when did I write my reply letter?                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                    |
| When did I write "thank you" notes to all the colleges for their consideration and notify the others I would not accept?                                                                                                                                                                                                                            |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                    |
| Other considerations:                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                    |
| Other considerations:                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                    |

## 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 23 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.

----- reprinted by permission of the author.

### 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.

## 2007 - 2008 School Calendar

### Students NOT graduating this year

|                      |                                                                                                                                                                                                                                                                             |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Jan. 2008            | Revised edition of the high school handbook.                                                                                                                                                                                                                                |
| Aug. 31, 2008        | All 2007-2008 classes end. Even if not finished with the course, this part of the course is over and will be included in the 2007-2008 school year. If you continue the coursework beyond August 31, 2008, then that portion will be credited to the 2008-2009 school year. |
| Jul. & Aug. 2008     | Time to Re-Register with NARS if you are not graduating. All 2007-2008 Registrations expire on August 31, 2008.<br>--> Only "uninterrupted registrations" with NARS can AVOID tuition increases.                                                                            |
| Aug. 31, 2008        | <b>DEADLINE!</b> Be certain to re-register with NARS for 2008-2009, even if you have not completed the 2007-2008 school year. Late re-registrations lose the privilege of grandfathering and are subject to rate increases.                                                 |
| Sep. - Dec. 31, 2008 | Time to summarize what was done for the 2007-2008 school year and get that completed Portfolio to NARS postmarked by December 31, 2008.                                                                                                                                     |
| Dec. 31, 2008        | <b>DEADLINE!</b> All 2007-2008 Portfolios postmarked <u>after</u> Dec. 31, 2008, can still be reviewed, but will be charged an additional \$75.00 late fee.                                                                                                                 |

### Graduating Students

#### ~~ FLORIDA Ceremony ~~~~

(This ceremony is conducted by the FPEA, and all participants are to be in contact with them for their specific deadlines.  
*www.FPEA.com*)

|                     |                                                                                                                                      |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Feb. 15, 2008       | Deadline for 2007-2008 graduating students to notify NARHS that they wish to participate in the Orlando, FL 2008 graduation ceremony |
| Apr. 30, 2008 ..... | Deadline for 2008 graduates in the FL ceremony to have all completed documentation into the hands of NARS staff for final processing |
| May 24, 2008        | Orlando, FL graduation ceremony                                                                                                      |

#### ~~ MAINE Ceremony ~~~~

|                    |                                                                                                                                         |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Apr. 15, 2006      | Deadline for 2007-2008 graduating students to notify NARHS that they wish to participate in Maine's 2008 graduation ceremony            |
| May 31, 2008 ..... | Deadline for 2008 graduates in the Maine ceremony to have all completed documentation into the hands of NARS staff for final processing |
| June 21, 2008      | Maine graduation ceremony                                                                                                               |

#### ~~ ALL OTHERS ~~~~

Once they have completed their work and the necessary documentation, NARS graduates students anytime they wish. It is not required that students participate in one of the ceremonies; they may graduate at any time.

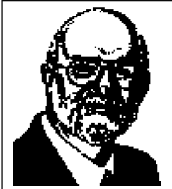
## 2008 - 2009 School Calendar

Most of the deadlines for 2008-2009 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 advisor.

## 2009 - 2010 School Calendar

Most of the deadlines for 2009-2010 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 advisor.

## More Information



Steve Moitozo  
Founder

### WORKSHOPS FOR GROUPS AVAILABLE

Steve Moitozo, the Founder of NARS is one of America's featured conference speakers; he does workshops for groups of 10 or 1000's, literally. Steve is available to do the workshops, seminars, keynote addresses, and parent-training courses to strengthen families.

He is a polished, humorous, insightful, and dynamic speaker. Sample tapes of his speeches are available to convention coordinators and support group leaders who request them.

## About the Founder and Editor

**1984** -- Began homeschooling his two children (and continued all the way through their high school careers).

**1984** -- Appointed by the Commissioner of Maine's Department of Education to the select group which wrote the regulations governing homeschooling in Maine.

**1984 - 1989** -- Appointed by the Commissioner of the Department of Education to their Appeals Board to adjudicate issues concerning private schools and homeschools.

**1984** -- Began a regional association of homeschoolers known as Homeschool Associates of New England, for which Steve still serves as Executive Director today.  
([www.homeschoolassociates.com](http://www.homeschoolassociates.com))

**1988** -- Co-founded the Maine Homeschool Association and was elected president for 3 terms, promoting additional benefits in the laws, and additional public awareness of homeschooling.

**1989** -- Founded and incorporated the North Atlantic Regional Schools, Inc. to shelter homeschoolers who felt they needed additional support.  
([www.narhs.org](http://www.narhs.org))

**1989 - 2006** -- Presented workshops and keynote addresses at homeschool conventions and workshops in 34 states.

**1991 - 1993** -- Advocated for (and won) the policy change of the Maine Principals Association to gain the right of homeschooled students to participate in curricular, co-curricular, and extra-curricular activities, including high school athletics.

**1992** -- Began the Homeschooler's Bookmobile, travelling city-to-city buying and selling used materials from and to homeschoolers. This work expanded over 7 years to include 166 major cities from Maine to Texas, from Florida to Minnesota, and great places in between.

**1992 - 1993** -- Elected to two terms on the 9-member governing council of the National Homeschool Association.

**1989 - 2005** -- Developed and managed the business aspects of the school to accommodate growth -- 70 employees serving 26,000 families in 50 states and numerous foreign countries. In addition to the Maine facilities, Steve is responsible for managing the fully-staffed offices in Washington and Florida.

**1989 - 2000** -- Published and distributed the publications, *At Home In New England* and *At Home In America*, reaching a consistent 20,000 families on our mailing list.

([www.athomeinamerica.org](http://www.athomeinamerica.org))

**2000** -- Designed, edited, and published the North Atlantic Regional High School's *NARS High School Handbook* to codify the work of NARS with high school students, allowing them to use their homeschool work to earn high school credits. The successful completion of the prescribed credits allows these students to graduate from NARS state-recognized private school with a real high school diploma from a real high school.

**2001** -- Chosen Keynote Speaker for the 11,000-attendee Florida Homeschool Convention in Orlando; and Keynote Speaker for the 8,000-attendee Washington Homeschool Convention near Seattle.  
([www.FPEA.com](http://www.FPEA.com) and [www.WashHomeschool.org](http://www.WashHomeschool.org))

**2002** -- Designed, edited, and published the *High School Resource Advisor* to assist families in selecting and documenting home-school work.

**2002** -- Opened, staffed, and trained employees for our office in Palm Bay, Florida.

**2003** -- Opened, staffed, and trained employees for our office in Yakima, WA.

**2004** -- Edited and published the *First Great Book of High School Course Descriptions*, providing exciting and challenging "thinking and doing" courses for high school students outside the classroom.

**2005** -- Authored and published the *Tiny Book of Homeschooling*, offering "Principles and Practice, Guidelines, Thoughts, Inspiration, and Experiences of Homeschooling." This Tiny Book is only 3"x4" and has 160 pages!

...more to come...

...and even more after that!

Steve writes:

*"Conference coordinators face quite a balancing act -- they must choose speakers that are fresh and vibrant, but experienced and seasoned. They need to avoid "overused" speakers from the homeschool speaking circuit, yet, they want someone who will do a reputable, respectable job for them. Those responsible for the speakers are also accountable to the attendees, so all the parts have to "fit" just right, including the speaker's fee and the cost of the project. I understand, and I will do what I can to assist. Choose from these presentations -- or assign a new topic and I will write an appropriate lesson for it. Give me your "topic gaps" and I'll get to work."*

### The 7 Goals of High School

High schoolers are different. And exciting. And scary. This workshop will dissolve the fears about homeschooling a high schooler. Steve will equip parents with 7 specific goals. These goals will point the way for a successful homeschool experience during high school (and for a lifetime thereafter)! Enjoy Steve's humorous, practical, and real-life presentation.

### 10 Myths of Socialization

The 2nd-most-asked-question. Homeschool detractors try to make this the focus of conversation; but they are suffering under 10 myths which can easily be revealed. This workshop will encourage, embolden, and empower you to respond with kindness, yet conviction. Hear the best and most delightful responses to that question.

### A Real Education -- Don't Leave Home Without It

The goal of an education is contained in one simple sentence -- it has not changed in all recorded history. Steve's popular workshop reveals the goal, and the 5 steps to achieving it. Too often we spend time teaching and miss the goal. If we state it, remind ourselves of it, and equip our children to reach for it, our jobs as parent-teachers will be incredibly enjoyable!

### The Emotional Nuts & Bolts of Homeschooling

Sometimes things come together perfectly. Sometimes they DON'T. As the dynamics of homeschooling families go, there are certain principles that make your emotional investment pay off. This workshop will explore the fluctuation, and explains why some days are diamonds and some days are stones! The session is quite practical, with real demonstrations and solutions.

### The Humor and Heart of Homeschooling.

When you invest yourself into a venture like homeschooling, you begin by thinking it is almost impossible to pull it off. impossible to keep living your "normal" life and ADD homeschooling to it -- impossible, you think. But very soon it becomes clear that it IS possible, because it all blends together -- but it DOES take time. And in the process, you experience some great moments of humor and great moments of the heart. Steve shares some of these special insights in this presentation.

### 17 Secrets for Homeschoolers

Yes, there are secrets we've learned since we began homeschooling in 1984. And yes, there are more than 17. In this workshop Steve has picked 17 BIGGIES to share in a humorous fashion. This workshop is not just inspiring, but offers practical, real ways to make your homeschool days go smoother than ours did in the early years !

### A Real High School Diploma -YOUR Way !

(vendor workshop)

There's a high school diploma program for homeschoolers that offers it all. Use YOUR materials, YOUR to earn real high school credits. 17-1/2 credits are required to graduate. Start anytime in any academic year. There's no age limit and NO speed limit! Maximum flexibility, minimum hassles -- fully accredited and state-authorized private school. The North Atlantic Regional High School has students in all 50 states.

### Textbooks as Tools

Textbooks are tools. Only tools. Having used textbooks with their homeschooled children since 1984, and having consulted with 1000's of parents about their specific programs, Steve has learned ways to ease the "shackled" feeling we often feel with textbooks. He will demonstrate how you can master the text, rather than the text mastering you. Humorous and practical.

### For Fathers Only

Some dads are in the homeschooling arena eagerly. Some willingly. Some passively. Some scratching and clawing all the way -- seemingly against their will. Steve offers 21 years of insight as a homeschooling dad who's "been there, done that!" Today his children are married, accomplished adults. He has some "Dad Things" to share.

### "Am I Doing Enough?"

This silent, reflective question gnaws away at most homeschooling parents. We have developed a quick checklist parents can use for a realistic answer. Even after 18 years of homeschooling we still hear ourselves asking. With this checklist you can fortify, modify, or perhaps nullify some of the things you're doing as homeschoolers.

### The Three Types of Homeschooling

Homeschooling styles differ. But most fall into 3 broad categories. This lively, humorous workshop will explain each of the three, then show how to move comfortably among them. As you become more skilled in seeing them work, your children can shine in areas that were weak & dull before. Come and see how practical, real, and easy it can be to glean from all three types of homeschooling.

### The Left Brain / Right Brain Workshop

It's no secret. Some areas in life are LEFT brain dominant, some are RIGHT. This workshop is a refresher course on the differences. Steve's workshop will explain why some things are easy for some, yet difficult for others. Why do your children understand some things, and not others? This is a fun workshop with useful, practical application to your homeschool.

### How To STAY Married While Homeschooling

This session will be both humorous and serious...much is at stake when the adventure of homeschooling is added to a marriage. Steve will offer his 24 years of homeschooling experience in his 36-year marriage and share how he and his wife "worked it out" when the issues seemed too big and when the energy seemed too small. Find out why this happens: "When your output exceeds your input, your upkeep becomes your downfall!"

# 1<sup>st</sup> Great Book of

## High School Course Descriptions

**This 240-page book is a terrific resource for parents and students!**

(Way more interesting than most textbooks!!!)

100 exciting course descriptions loaded with projects, lessons, and activities for high school subjects. Computer, English, Fine Arts, Math, Physical Education, Science, Social Studies, U.S. History, and more.

This book will make your life easier! It will create an energy, enthusiasm, and excitement to motivate teens! Even YOUR teen!

This resource focuses on learning, not on teaching -- it will engage your teenage student in "real" lessons -- lessons that are totally relevant to his or her life now and *beyond* high school.

Culled from 1000's of sources by a great high school staff, they used 20 years of homeschooling experience, classroom expertise, and learning motivation to bring together these "self-designed" courses. (Parents love it...Students love it!)

**\$25.00** plus shipping

(That's just 25¢ for each course description!)

(Wow! What great ideas for a quarter!)

Purchase online at [www.narhs.org/store](http://www.narhs.org/store)

Or,

**Call for your copy.**

**207-753-1522**

We accept Visa, MasterCard, Discover, and American Express



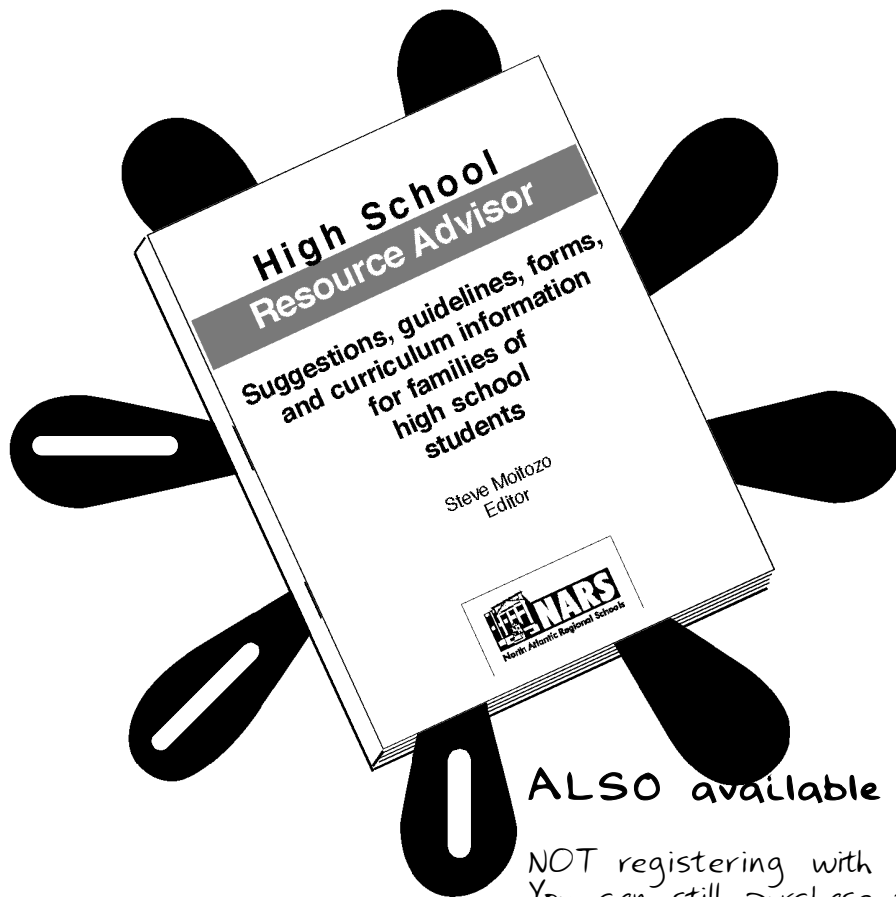
## INCLUDED FREE

This book is so important that we GIVE it to every family who registers with NARS -- at no extra cost.

1000's of references, web sites, scoring guides, work-study suggestions, apprenticeships, volunteering, and job-shadowing, science lab reports, and much more.

(Special section on methods for grading student work, too!)

96 pages of reassurance and reference...



### ALSO available

NOT registering with NARS?  
You can still purchase the Resource Advisor for just **\$15.00** (plus shipping)...

Order online at [www.narhs.org/Store](http://www.narhs.org/Store)  
Call us and order by phone...  
**207-753-1522**

**REPEAT !!!**

# Your Graduation -- PLANNING REQUIRED

There are **FOUR** major classifications of NARHS graduates:

**1**

## College-Bound NARHS Graduates

YOUR MID-YEAR PORTFOLIO should be to your NARS-assigned Advisor by **Dec. 31**.

YOUR FINAL PORTFOLIO should get to your Advisor AT LEAST 45 days prior to the college's application deadline!!!

YOUR RESPONSIBILITY to know your college's deadlines. YOU must get to NARHS the information we need 45 days prior to their application deadline. Only then can we provide accurate information and meet the college's deadline.

ALL APPLICANTS TO COLLEGE MUST have their portfolio to their NARS-assigned advisor by June 30

**NOTES:**

(A) When you do NOT meet these deadlines, and you want NARHS to rush a transcript to a college in time, NARHS reserves the right to assess a RUSH fee of \$100.

(B) In some cases, NARHS may not be able to meet the college date AT ALL, regardless of how much you could pay. Some students just notify NARHS too late and our hands are tied.

(C) If you do NOT meet the deadlines above, NARHS accepts no responsibility for getting the appropriate documents to a college to meet their deadlines.

(D) Do your part by planning ahead!

**2**

## Graduation Ceremonies for NARHS Graduates (voluntary, but very nice!)

~~~~ FLORIDA Ceremony ~~~~~  
 (This ceremony is conducted by the FPEA, and all participants are to be in contact with them for their specific deadlines. www.FPEA.com)

Feb. 15, 2008 Deadline for 2007-2008 graduating students to notify NARHS that they wish to participate in the Orlando, FL 2008 graduation ceremony

Apr. 30, 2008 Deadline for 2008 graduates in the FL ceremony to have all completed documentation into the hands of NARS staff for final processing

May 24, 2008 Orlando, FL ceremony.

~~~~ MAINE Ceremony ~~~~~

Apr. 15, 2008 Deadline for 2007-2008 graduating students to notify NARHS that they wish to participate in Maine's 2008 graduation ceremony

May 31, 2008 Deadline for 2008 graduates in the Maine ceremony to have all completed documentation into the hands of NARS staff for final processing

June 21, 2008 Maine graduation ceremony

~~~~ PRIVATE CEREMONIES ~~~~~

Many NARHS families have planned private parties or ceremonies for their graduates. Some have even been "surprise" parties, inviting friends and relatives to a special location, then presenting the high school diploma to them.

Whatever way you choose, we will do what we can to help.

3

NARHS Graduates who have no preference about the date on their diploma or transcript

If you are in your Graduation Year at NARHS and have no preference for which school year your diploma is dated, then you have until August 31 to complete your work **and** you have until December 31 to get that portfolio to your NARHS-assigned Advisor.

Portfolios postmarked AFTER Dec. 31 are assessed a \$75 late fee.

4

NARHS Graduates who want to graduate in their current school year.

If you are in your Graduation Year at NARHS and you want to have your work completed in time for THIS school year to be the year you graduate, then you must have your completed coursework **POSTMARKED** to NARHS by August 31.

For example, this school year runs from September 1, 2007 thru August 31, 2008.

So, if you want your high school transcript and diploma to show THIS school year date, then you must have your completed coursework **POST-MARKED** to NARHS no later than August 31, 2008.

(DEADLINES for subsequent school years will be about the same times each year.)

REPEAT !!!

College Application Checklist

| | School #1 | School #2 | School #3 |
|---|--|--|--|
| <p>What have we done so far?
Where are we in the process?</p> <p style="text-align: center;">↓</p> | <div style="border: 1px solid black; width: 100%; height: 50px; margin-bottom: 5px;"></div> <p style="text-align: center;">Write the date when each item was accomplished for this school</p> <p style="text-align: center;">↓</p> | <div style="border: 1px solid black; width: 100%; height: 50px; margin-bottom: 5px;"></div> <p style="text-align: center;">Write the date when each item was accomplished for this school</p> <p style="text-align: center;">↓</p> | <div style="border: 1px solid black; width: 100%; height: 50px; margin-bottom: 5px;"></div> <p style="text-align: center;">Write the date when each item was accomplished for this school</p> <p style="text-align: center;">↓</p> |
| Did we visit this college? | | | |
| What is the application deadline? <div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block; margin-left: 20px;"> Mid-year portfolio must be to your NARS advisor by at least Dec. 31. FINAL portfolio must be in 45 days before application deadline. </div> | | | |
| When was the application sent to the college? | | | |
| When was the initial application received at the college? | | | |
| When did I request my high school transcript be sent? | | | |
| When did I request the "recommendations" from others? | | | |
| When were all the elements of the application completed and in the hands of the "admissions office" (including recommendations, transcripts, everything)? | | | |
| When did I receive notification of acceptance? | | | |
| When did I officially accept -- when did I write my reply letter? | | | |
| When did I write "thank you" notes to all the colleges for their consideration and notify the others I would not accept? | | | |
| Other considerations: | | | |
| Other considerations: | | | |

GIVE HIM \$14.00 AND LET HIM GO !

Julie needed help with her 11-year-old-son.

Years ago, we received an email from a frustrated mom. After we called her, we understood her situation with this reluctant reader. We sent this follow-up email, offering some suggestions (which still work today!).

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.AtHomeinAmerica.com> --> Articles on homeschooling
<http://www.NARSONline.com> --> High School Diploma Program

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PERSONNEL AND
READINESS

OFFICE OF THE UNDER SECRETARY OF DEFENSE
4000 DEFENSE PENTAGON
WASHINGTON, DC 20301-4000

JAN 21 2005

MEMORANDUM FOR ASSISTANT SECRETARY OF THE ARMY (M&RA)
ASSISTANT SECRETARY OF THE NAVY (M&RA)
ASSISTANT SECRETARY OF THE AIR FORCE (M&RA)
DIRECTOR, JOINT STAFF

SUBJECT: Recruiting Priority for Home School Diploma Graduates and National Guard Youth ChalleNGe Program GED Graduates


This Directive-type memorandum clarifies recruitment policy with regard to home school diploma graduates and National Guard Youth ChalleNGe Program graduates who hold a General Educational Development (GED) Certificate.

Home school diploma graduates and National Guard Youth ChalleNGe GED holders manifest favorable attributes such as reduced frequency of moral disqualification; as such, they shall be afforded priority in enlistment programs such that no practical limit shall apply with regard to enlistment, provided the applicant is fully qualified for enlistment and is qualified in Armed Forces Qualification Test Categories I-III A.

There is no requirement in Department policy, nor law, demanding that home school diploma graduates hold a GED certificate as a precondition of enlistment, nor shall such a criterion be established as part of the recruitment policies of the Military Departments. All education qualifications shall be coded in compliance with OSD definitions and guidelines.

As a point of clarification, neither law nor DoD policy establishes a prohibition with regard to the award of enlistment incentives, nor eligibility for membership in the Delayed Entry Program (DEP), for any education credential, including home school diploma graduates and National Guard Youth ChalleNGe GED holders.

My points of contact for this policy are Capt Christopher Arendt, (703) 695-5525, and Dr. Jane Arabian, (703) 697-9271.


Charles S. Abell
Principal Deputy

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:

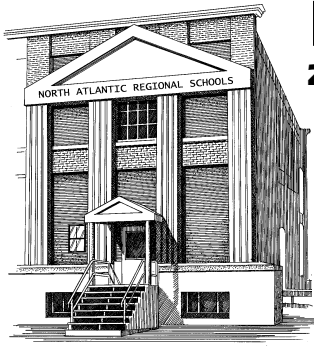
 People learn what they need to know WHEN they need to know it.

 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



NORTH ATLANTIC REGIONAL SCHOOLS

25 Adams Avenue Lewiston, ME 04240 207-753-1522
USA

Registration Form

STUDENT NAME: _____
(in English here)

Male _____ Female _____

ADDRESS: _____

PARENT(S) NAME: _____

PHONE: _____

EMAIL: _____

IDENTIFICATION INFORMATION

STUDENT'S DATE OF BIRTH _____

TYPE OF ID: STUDENT'S STUDENT'S
(please choose one) PASSPORT SOCIAL SECURITY NUMBER

Please provide either:
SOCIAL SECURITY NUMBER: _____
OR, PASSPORT NUMBER: _____

IF A PASSPORT IS THE MEANS OF POSITIVE IDENTIFICATION, IS A SIGNED, STAMPED, OR EMBOSSED VALIDATION BY A NOTARY ENCLOSED WITH THIS FORM? YES. NO.

RE-Registering for which school year? 2005-2006 2006-2007 2007-2008 2008-2009 2009-2010 2010-2011

RE-Registering -- for which grade level?
 K 1st grade 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th

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 SCHOOL FOR THE DESIGNATED SCHOOL YEAR, THAT YOU AGREE TO ABIDE BY THE TERMS OUTLINED IN THE PUBLISHED SCHOOL POLICIES, 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** _____

PREVIOUS SCHOOLS ATTENDED

| SCHOOL | ADDRESS | GRADE LEVEL(S) |
|--------|---------|----------------|
| | | |
| | | |

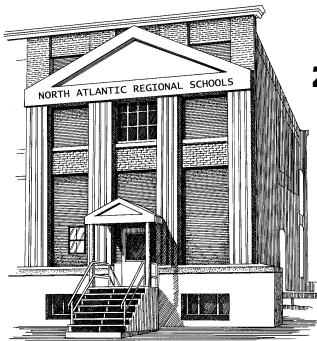
After completing this Registration Form, please sign, date, and submit it to N.A.R.S. along with the appropriate payment.
North Atlantic Regional Schools, 25 Adams Ave., Lewiston, ME 04240 207-753-1522

Back of Registration Form

*We recommend that you **DO NOT** tear out this page, but make a photocopy instead.*

To register a minor age student, we must have the signature of the parent or legal guardian. **THEREFORE**, it is **NOT** possible to register over the phone. We must actually have this completed form in the student's academic file.

Permission is granted to the original purchasers of this book to copy the forms in this book for use with their immediate family.



NORTH ATLANTIC REGIONAL SCHOOLS

25 Adams Avenue

Lewiston, ME 04240

207-753-1522

USA

Re-Registration Form

RE-Registering for which school year? 2005-2006 2006-2007 2007-2008 2008-2009 2009-2010 2010-2011

RE-Registering -- for which grade level?

K 1st grade 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th

STUDENT NAME: _____

(in English here)

Male _____ Female _____

ADDRESS: _____

PARENT(S) NAME: _____

PHONE: _____

EMAIL: _____

IDENTIFICATION INFORMATION

STUDENT'S DATE OF BIRTH _____

TYPE OF ID: STUDENT'S STUDENT'S
(please choose one) PASSPORT SOCIAL SECURITY NUMBER

Please provide either:
SOCIAL SECURITY NUMBER: _____
OR, PASSPORT NUMBER: _____

IF A PASSPORT IS THE MEANS OF POSITIVE IDENTIFICATION, IS A
SIGNED, STAMPED, OR EMBOSSED VALIDATION BY A NOTARY
ENCLOSED WITH THIS FORM? YES. NO.

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 SCHOOL FOR THE DESIGNATED SCHOOL YEAR, THAT YOU AGREE TO ABIDE BY THE TERMS OUTLINED IN THE PUBLISHED SCHOOL POLICIES, 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 _____

DID THIS STUDENT TAKE ANY COURSES AT OTHER SCHOOLS THIS PAST SCHOOL YEAR? (Community College, Adult Ed., Trade School, etc)
If so, please provide the information below.

| SCHOOL | ADDRESS | GRADE LEVEL(S) |
|--------|---------|----------------|
| | | |
| | | |

After completing this Registration Form, please sign, date, and submit it to N.A.R.S. along with the appropriate payment.
North Atlantic Regional Schools, 25 Adams Ave., Lewiston, ME 04240 207-753-1522

RE-Register by phone instead!

We already have your signature on the original Registration Form; THEREFORE, you can re-register over the phone with a credit card, if you prefer.

Just call the Maine office 207-753-1522 .

RE-Register by phone instead!

Back of RE-Registration Form

*We strongly recommend that you **DO NOT** tear out this page, but make a photocopy instead.*

Permission is granted to the original purchaser of this book to copy the forms in this book for use with the family.