

NORTH ATLANTIC REGIONAL HIGH SCHOOL

HIGH SCHOOL HANDBOOK

The Perspective
The Programs
The Process
The Policies

This is the official guide for our high school. This publication is intended for students, prospective students, parents, teachers, applicants, other school officials, accreditation organizations, and prospects.



Steve Moitozo
Editor

STATEMENT OF ORIGIN AND OWNERSHIP

The NARHS High School Handbook, High School Resource Advisor, First Great Book of High School Course Descriptions, Daily Log Book, and the Tiny Book of Homeschooling are official publications of the North Atlantic Regional High School, Inc. whose official address is 21 Westminster St., Lewiston, Maine (ME) 04240. As such, these publications are subject to revision at any time, and NARHS reserves the right to add, withdraw, or revise any item, program, or provision presented in these publications without prior notice.

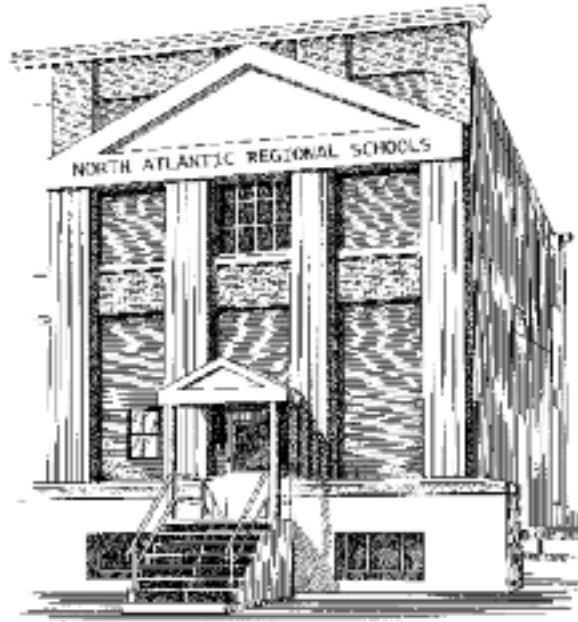
These publications are correct at the time they are published. Modifications and adjustments will be made. Occasionally, program requirements must be adjusted to reflect changes in law or regulation which may be dictated by the Department of Education or an accrediting agency. When such adjustments are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

NARHS operates under the authority of Maine law. Specifically, the North Atlantic Regional High School complies with the provisions of 20-A M.R.S.A. 5001 (a) which directs the Maine Department of Education to identify NARHS as "a private school authorized by the department as providing equivalent instruction." (20-A MRSA §5001-A, sub-§1 (b).)

NARHS 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.



Credentials for high schoolers since 1989

BACKGROUND ON NARHS BUILDINGS

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

Lewiston was the backbone of Maine manufacturing and Auburn was the community offering more affluent support. When we began the school, we purchased a large 52-room building in Auburn. It was originally a family home with carriage house and additional space. 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 \$38,000 in heating bills!). And, because it was designed as a home, it had a restrictive layout of the rooms, limiting the way space could be used. As NARHS grew, the limitations became more burdensome.

We began to look for other properties, and wondered where we could find another place with comparable space (22,500 square feet) that we could afford. The answer was found in the recent 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 work, but the contract price for the lease made it worth it.

In 2009, we moved a short distance to a more modern facility: ONE block from the University of Maine, ONE block from Lewiston-Auburn College, ONE block from the I-95 EXIT, and across the street from WCBB-TV, owned and operated by Bates College, Colby College, and Bowdoin College. A great educational setting.

Yes, we understand that schools are not about buildings, yet NARHS wants 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 old grand mill is a proud heritage of the industries of the past while providing for the needs of the present. The more modern facility accommodates the easy availability of high technology and easy access to higher education. It is truly a transition from the Industrial Age to the Information Age.

Steve Moitozo, Founder



PART 1 PERSPECTIVE pages 3 - 61

The NARHS culture and style do not limit students to one kind of high school experience -- NARHS is not all academic preparation, it is not all trades, it is not all about trying to force each student to be well-rounded. In our opinion, the real world wants "Specialists" more than it wants "Generalists." At NARHS we applaud a student who has a fiercely focused specialty -- we will not try to divert that student's energy and require that he or she have a well-rounded education...no, we want the specialist to flourish.

Therefore, if your high schooler wants to specialize in areas of science, then we will do what we can to make his or her non-science courses be

ABOUT science -- other required courses (e.g., English or history) can be about or around themes related to science (such as research papers). We will impress upon such a student that the other credits are needed for a diploma, but we can make the courses more interesting than he or she might have expected.

Some NARHS staff have decades of professional experience in creating these personal, individual curricula, helping retain student interest while fostering learning in "disliked" areas of study.

Do not fear this approach. It works in school and it works in society (the generalist who pumps gas and checks the oil is paid, but NOT as much as the specialist who rebuilds the engine and the transmission). There is nothing wrong with the high school student who has already identified his special-

PART 2 PROGRAMS pages 62 - 100

A Maine public school principal told us, "In 28 years as a high school principal, fewer than 12 families have met with me to tell me their plan for their student's high school career. It seems all other students are taking classes here by default..."

Does your family have a plan or has your student developed a plan for the high school years? Has a plan been considered for the after-high-school years specific to this student's strengths, passions, and interests? If there is no current plan or direction, would you like NARHS to work with you to uncover the areas this student might

consider as a direction of study or a career path? Your answers to these questions will help parents and their NARHS teacher advisors to consider a direction for the kind of specific program most suited for this student...not for the school, not for the class, not for the course...but specifically for this student, his studies, and (ultimately) his readiness for adulthood.

For more than 22 years, NARHS has developed plans for nearly 15,000 students. Our observations and "positive prejudice" are not imposed on families, but when asked, NARHS will use this experience and professional training as you need.

PART 3 PROCEDURES pages 101 - 139

In the broadest sense, the NARHS procedures can be described as follows:

- 1 The parent (or student) and NARHS determine WHAT courses the student needs in order to meet the diploma/graduation requirements.
- 2 A Personal Educational Program (PEP) is developed for this student and can include multiple methods for earning the necessary credits.
- 3 The student takes the responsibility to do the work to the best of his or her ability.
- 4 The work is scored and graded by the parent, tutor, or responsible "other."
- 5 The parent or student arranges the coursework and the supporting evidence into a portfolio.
- 6 The portfolio evidence is then reviewed -- in detail -- by the NARHS-assigned teacher advisor.
- 7 The NARHS teacher advisor determines if the

following criteria have been satisfied:

- (a) the course meets the requirements for a high school credit in the appropriate subject (For example, "Chorus" cannot be labeled or applied as an English credit)
- (b) the student did satisfactory work, as shown by the evidence presented
- (c) the work was scored and graded in an appropriate manner
- (d) the amount of work completed in the course justifies awarding a credit or partial credit
- (e) Then, with the above information, the NARHS teacher advisor reports the findings for this student to the NARHS Registrar's Office.
- (f) the Registrar's Office creates and updates each student's permanent academic record as a high school transcript

Individual programs require individual procedures to validate completion of each course. These procedures generally fall into seven (7) categories. Each of these seven is outlined in Part 3 with enough detail to guide parents and students.

PART 4 POLICIES pages 140 - 157

NARHS' written and published policies are assembled in Part 4. Yes, all in one place.

NARHS administration thinks this will be the hardest section for people to read. Maybe it will be, but it is important that families registered with NARHS (or considering NARHS) have the policies (a) in writing, (b) in their home or in their hands, and (c) in plain language.

The policies are simply "assembled" in Part 4 -- not in any sequence, not in any particular order.

Also included are "statements" and email exchanges about topics of interest. Additional details may be found in the text of the Handbook. NOTE: some of the narratives and emails included offer you insight on how decisions are made, how policies are followed, and how we work with families to problem-solve situations.

PART 5 PROPOSED pages 158 - 166

In Part 5 we share a few anecdotes, ideas, and a few students to stretch our thinking together. What form this will take is uncertain, it is not yet complete, and we may add more with each new printing of the Handbook.

We may feature our students' stories in art, music, drama, and mul-

iple other activities. Along with these notable successes, but there are some plain old, "I Finished!" stories, too. We understand how frustrating it can be for "regular" students to read some of the successes and achievements of other students at NARHS, yet, we want to feature these stories to promote the idea that individually-designed education can be unusually valuable. Our flexibility and freedom as a private school strives to move students and families to innovation, problem-solving, and excellence.

CAUTION:

¹ If you sense these stories will upset your student or others in the family, it may be best to avoid relating them. Students' success stories sometimes motivate, *but not always*. There are situations and students who become de-motivated, discouraged, and feel guilty after reading of other students' successes, *especially* if a story represents lost opportunities, a feeling of being substandard, and a shamed feeling. Negative reactions may include self-talk and deliberate messages that can be extremely difficult to overcome or re-direct. Messages such as, "I am not good enough." Or, "I knew I was stupid" Or, "Why don't you let me do that!" We have heard of reactions from other family members, such as, "We don't have that kind of kid! Put him back in school!" We urge you to read these carefully and use parental discretion.

NARHS High School HANDBOOK

arranged in 5 parts



PART 1 Perspective ABOUT US

Glossary of Terms frequently used by NARHS

The Glossary of Terms is a new feature. This provides a quick guide in ALPHABETICAL ORDER. The Glossary displays definitions, details, and descriptions from the entire HANDBOOK. By its very nature, the Glossary repeats terms used elsewhere in the HANDBOOK. We believe this glossary will be helpful and make items easier to find and understand.

PART 2 Program(s)

PART 3 Procedures

PART 4 Progress

PART 5 Possibilities...

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The Glossary

Private High School education is a field that has a vocabulary that is somewhat different to most people use. Therefore, since we will be referring to many of these terms about your student, we compiled this hybrid glossary.

It is not really a "Dictionary," not really a "Table of Contents," not really an "Index, and not a real "Glossary," either. Whatever you call it, it should help us

PICTURES YOU'LL SEE IN THE HANDBOOK

Throughout this book are pictures of people, items, places, and icons. They represent those that have had an impact on our world. Some serious, some happy, some sad. Most were good and some were bad. They are here for you and your students to research and discuss, if you like. Or, they can be here just to break up the monotony of so many words on each page!

Clearly there are some surprises, such as Mary Surratt (p.43), Margaret Chase Smith (p.100), Linus Torvalds (p.95), and many others. Google, Yahoo, Wikipedia, and other resources will add rich information about them. Some were scoundrels, but they changed the maps of the world, some even changed the security we experience in our banks!

We at NARHS hope you enjoy the pictures & discoveries!



High School Graduation Requirements

- 4 English
- 2 Math
- 2 Science (one of these must have 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

Students in all 50 states. Public schoolers. Private Schoolers. HOMESCHOOLERS

Real School. Real Credits. Real Diploma.

No Exit Exams required in Maine -- transfer your credits here.

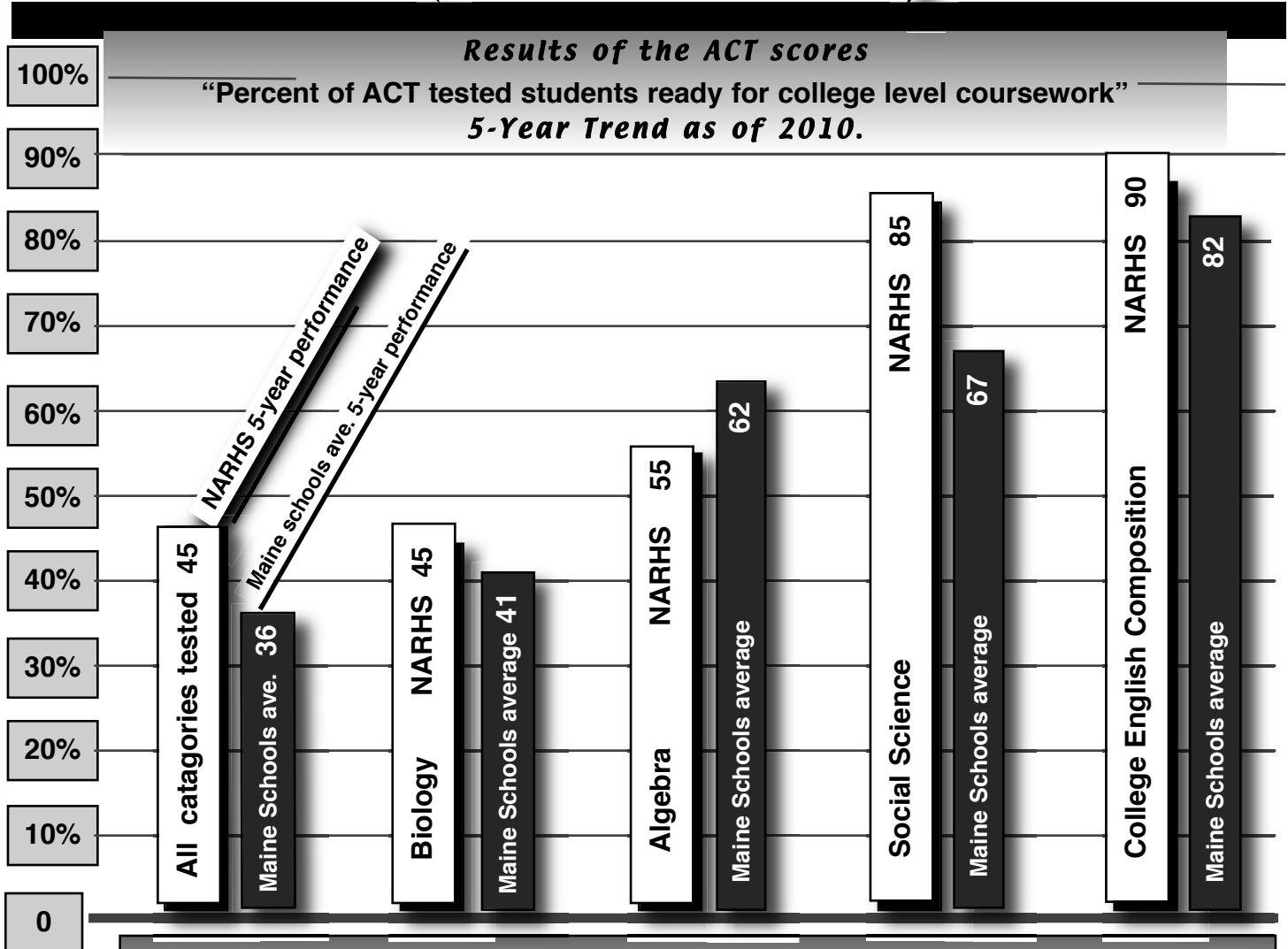
Your diploma YOUR way: No age limit. No speed limit.

The Maine Dept. of Education lists NARHS as a "Private School(s) Recognized as Providing Equivalent Instruction."

This report was mailed to us as to other Maine high schools...We did not request the report, we did not do the research for it, we did not know it was coming. But we are happy to share the ACT report with you.

How does NARHS measure up?

How does NARHS measure up?



**Yes. We believe customized education performs well --
 Each subject is custom-designed specifically for each student.**

ABOUT US

WHAT DOES NARHS DO?

NARHS is a state-authorized private school. Although we serve students K-12, this HANDBOOK deals mostly with high school. We award high school credit to students even when they do the work off campus. We extend this service to include homeschoolers -- we convert homeschool work into high school credit.

NARHS operates under the authority of Maine law. Specifically, the North Atlantic Regional High School complies with the provisions directing the Maine Department of Education to identify NARHS as "a private school authorized by the department as providing equivalent instruction." [20-A MRSA §5001-A, sub-§1 (b)]

NARHS is fully accredited by the National Private Schools Association Accreditation Alliance. We do NOT produce or require online schooling. Some consider NARHS a Correspondance School, and in a way we might be -- with some exceptions -- there is a parent/mentor, almost immediately available with each student. If the student is an official, legal homeschooler, the mentor/proctor is the parent, or their designee. If the student is part of another onsite program such as a public or private school elsewhere, then the NARHS teacher advisor becomes the mentor, a phone call away.

Some high schoolers feel lost, hopeless, constrained, in a hurry to move on, and more. NARHS eagerly invites students to transfer their work or credits into our high school (from whatever sources). When a student has accumulated all of the required 17-1/2 credits, he or she is eligible to receive a standard high school diploma (although many want more credits, which is part of what we do, and too).

For homeschooled students, the parents maintain control -- the parent is in charge of the content of each course. All coursework is PARENT-SELECTED and PARENT-DIRECTED. All work for credit is reviewed by our state-certified staff, ensuring the work is high school content and completed and documented to our satisfaction.

VISION STATEMENT

North Atlantic Regional Schools envisions that all students in our program will achieve the "goal of education," which is as old as history itself.

The goal of education 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.

We envision fostering these elements in our students and families as we work with them in their educational programs; and as much as possible, we strive to do it in absolute cooperation with the students' and families' beliefs.

MISSION STATEMENT

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

BUSINESS CULTURE

The activities of NARHS are focused in the field of education. We work with other schools, teachers, parents, counselors, military recruiters, college admissions officers, scholarship administrators, and others. All of our dealings with them must be professional and courteous.

Because our field includes the education of minor-aged children, we must protect their confidentiality. This is mandated by federal law and is covered in another part of this manual. Specifically, NARHS is subject to the provisions under the Family Education Rights and Privacy Act (FERPA). Information about specific students cannot be released to any person or agency without being authorized by the parent or legal guardian or the adult student.



John R. McKernan, Jr.
Governor

Eve M. Bither
Commissioner

DEPARTMENT OF EDUCATION

Telephone (207) 289-5800

August 28, 1990

Mr. Stephen A. Moitozo
North Atlantic Regional School, Inc.
116 Third Avenue
Auburn, ME 04210

Dear Mr. Moitozo:

Thank you for providing our office with a letter which outlines your intent to comply with the guidelines for equivalent instruction. Following a close review, I find that your school is in compliance with the compulsory school attendance law requirement.

Thank you for your attention to this matter.

Sincerely,

A handwritten signature in cursive script that reads "Walter T. Ruark".

Walter T. Ruark
School Approval Consultant
Division of Curriculum

WTR/jel

Private Schools™

National Private Schools Accreditation Alliance™



April 17th, 2004

Mr. Stephen A. M...
c/o North Atlantic
25 Adams Avenue
Lewiston, Maine 04...

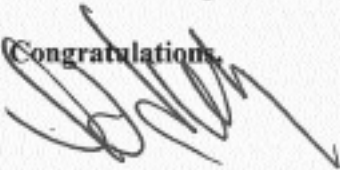
This page is the Letter from the National Private School Accreditation Alliance
...Walsh already has this letter in a better resolution than any NARHS has.
PLEASE USE THE COPY ALREADY AT WALSH.

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.

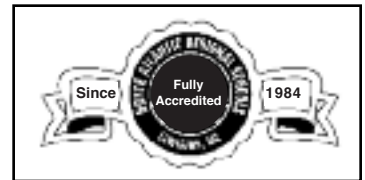
This *Fully Accredited Status* demonstrates your commitment to the educational process and assures public confidence in your well deserved reputation. North Atlantic Regional High School is an outstanding academic institution whose quality educational program deserves recognition. You are commended for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

Congratulations,


Dr. David L. Johns
President



Web: www.npsag.com * E-mail: npsag@bellsouth.net
8815 Conroy-Windermere Road, Suite 413, Orlando, Florida 32835
Phone: 800-840-0939 * Fax: 800-743-1909



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, 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. Courses taken as homeschoolers are reviewed by our certified teachers. 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, or academic goals.

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

Students working on their high school courses are allowed to work at their own pace; there are no speed limits -- they may 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.

| | |
|--------------------------------------|----------------------------|
| The Class of 2002 had 330 graduates. | The Class of 2007 had 759. |
| The Class of 2003 had 439. | The Class of 2008 had 791. |
| The Class of 2004 had 548. | The Class of 2009 had 665. |
| The Class of 2005 had 608. | The Class of 2010 had 691. |
| The Class of 2006 had 528. | The Class of 2011 had 576. |

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 all branches of the military. 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, Brandeis University, Purdue, Liberty University, BJU, The Julliard School, Eastern Nazarene College, Nyack, The College of Saint Rose, Bennington College, Piedmont College, Southern Adventist University, all colleges in Maine, and many other state universities. The list is growing consistently each year.

Over the years, a few dozen graduates were young professional actors and actresses, professional sports figures, and professional musicians. These students presented unique issues to manage while they carried out careers and maintained studies with NARHS. We have that flexibility.

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 such a mix of students.

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

Profile of our NARHS Staff

This is a select list of NARHS staff as of September 2010. No, it is not everyone, but these are the folks you will likely come in contact with when you call or visit.

Those who actually homeschooled had their experiences broadened when they began working here at NARHS and Homeschool Associates (part of NARHS). Therefore, I count their personal homeschool experience In ADDITION TO their professional experience working with other families.

Are we trying to impress you? Yes.

You would be hard-pressed to find such an experienced staff in one place working on your behalf.

| | | |
|----------------|--|-----------|
| Bill | 6 years here = 6 years employed here | 6 |
| Carol | 6 years here = 6 years employed here | 6 |
| Greg | 4 years he was homeschooled + 3 years here = 7 | 7 |
| Holland | 12 years she was a homeschool student + 3 years in NARHS office = 15 (earned private school certification) | 15 |
| Janice | 15 years actual homeschooling + 4 years here = 19 years. (certified teacher) | 19 |
| Jenn M | 8 years here (private school certification, other state credentials) | 8 |
| Jen P | 10 years employed here = 10 years (certified teacher) | 10 |
| Judy | 10 years here = 10 years employed here (certified teacher) | 10 |
| Kim L | 2 years here = 2 employed here | 2 |
| Kimm W | 13 years actual homeschooling + 3 at Homelink/NARHS = 16 (private school certification) | 16 |
| Laurie | 3 years actual homeschooling + 7 years here = 10 (certified teacher) | 10 |
| Lily | 13 years actual homeschooling + 7 years here = 20 (certified teacher) | 20 |
| Linda | 4 years actual homeschooling + 3 years here = 7 (private school certification) | 7 |
| Lisa | 9 years actual homeschooling + 3 years here = 12 (certified teacher) | 12 |
| Maureen | 19 years actual homeschooling + 10 years here = 29 (certified teacher) | 29 |
| Nat | 15 years actual homeschooling + 8 years employed here = 23 (certified teacher) | 23 |
| Pam D | 16 years actual homeschooling + 3 years here = 19 (certified teacher) | 19 |
| Pam R | 4 years actual homeschooling + 10 years here = 14 | 14 |
| Steve | 11 years actual homeschooling + 26 years beginning with Homeschool Associates in 1984 = 37 years | 37 |

What an extensive pool of experience mixing both personal experience and professional experience! Imagine finding all of us in one place? You did!

**270 years
combined experience**

These are the staff members who specialize in homeschooling. We have other staff who specialize in the trades and more staff who specialize in legislation, applications of the law, regulations, and the politics of education. NARHS has assembled a unique set of experiences and talents together for our clients -- including you.

Profile of our NARHS Families

Most families with which we work have an unusually high interest in the care, development, and education of their children. Many have conservative values, reflected in their religious practices. Many have multiple interests and participate in civic "causes." Almost all of the families who are homeschooling are one-income families and most have more than one child. The majority have computers and internet access. Some own their own businesses and farms, and some have interesting hobbies.

Because of the diverse interests these families bring into our school, NARHS staff must try to be sensitive to their particular leanings. Yet, we must balance our sensitivity to them with the objective need to create a solid academic program for their student, allowing the differences which may be presented by each.

In all cases, when working with families, our role is to be advisors, encouragers, evaluators, coordinators, and general resources for their program. Parents are the rightful decision-makers about curriculum choices, style of teaching, and specific content for courses which otherwise meet the state requirements necessary for our school.

Our staff has found the vast majority of families are committed to doing the right thing for their student. And the family usually wants to do whatever is necessary to earn high school credit for their student. From time to time, however, there are those with whom a staff person cannot work. In such cases, these families are turned over to the administrators. If the administration believes that another staff person could work more comfortably with this family, the administration may make the change. In a few rare instances, the administration may decide that no one at NARHS can work with this family, and the administrators may actually dismiss the family from our program. This is so rare, that it hardly bears mention...but it is included here to let you know that it has actually happened before.

ELEMENTARY STUDENTS

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 STUDENTS

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 more than 25 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.

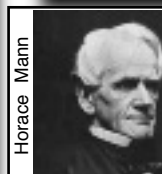
Whether your students are average students, struggling students, or bright students, we will do what we can to assist you in your important job.

HIGH SCHOOL STUDENTS

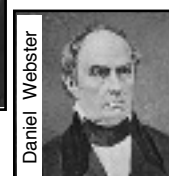
This handbook is devoted almost entirely to the high-school student. We commit the majority of these pages to developing the "thinking" of high school, the "coursework" of high school, and the "credentials" of high school.

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 these families 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. NARHS can help.



Horace Mann



Daniel Webster



Lamar Alexander

WHERE DO WE BEGIN WITH A HIGH SCHOOLER?

FIRST:

FIRST: WHAT IS HOME SCHOOLING? Homeschooling is parents deciding and directing the education of their children. Homeschooling is NOT the parents TEACHING everything -- rather -- it is the parents DECIDING and DIRECTING that the courses be done and the credits earned. E.g., the student wants to study HEBREW? Call the local synagogue to find out where? This student ready for high-level math? He takes it at the local college. The student that's ready for a science lab course might take it at the local public high school. Parents need to DECIDE and DIRECT the education...parents are not required to DO the educating.

ME?

IF YOU WANT TO HOMESCHOOL: Home Education IS LEGAL in every state. Some states have reporting regulations, some have none, some are more flexible, and some states allow home educated students to participate in public or private school activities. If you have questions about the laws where you live, you are invited to call NARHS, we can help with that information. Call: **800-882-2828**

LAW:

YOUR STATE'S "SCHOOL ATTENDANCE LAW." Each state has its own compulsory school attendance law defining the age ranges during which the state requires children to be in an educational program. Some states require students to have a school program in place for each 6 year old, some states begin at 7 years old, and some even as high as 8 years old. There is also an ending age for the attendance law; some states require that schooling last through age 15, others through age 16, some 17 or 18. Several states have considered legislative bills that would bump the upper age requirement to 20 years old. Call NARHS at 800-882-2828. We can help.

TIME ?

TIME COMMITMENT: none specified. NARHS has worked with families who have homeschooled for one marking period (9weeks +/-) and we have worked with families who began with their toddlers and finished when the students graduated at age 19. ALSO. The TIME required each day could be 1 hour, or it could be 4 hours. This depends on the student's course load, their ambition, their skill levels, their goals, their motivation, and more. As a general rule, after working with NARHS students who are homeschooled, we see an average student doing an average program full time at home needing about 2.5 to 3.5 hours each day. This is for core academics, such as math, English, history, science, etc. and added credits are not within that 2.5 - 3.5 hours, and do not include credit courses such as music, sports, fitness, health, practicing the trades (carpentry, electrical, masonry, welding, etc.)

BOOKS ?

WHAT ABOUT BOOKS OR CURRICULUM? Self-motivated students have a variety of materials to choose from: internet courses, video courses, correspondence school courses, textbook courses, and self-designed courses. This can be a mix-and-match program for this student or a straight textbook type program for a different home-schooler. It is designed as a P.E.P. Personal Education Program, developed around the strengths of the student, the interests of the student. NARHS staff has a combined 270 years experience in curriculum design. Remember, some of the course work can be at other institutions such as the family's church, youth group, mission work, foreign travel, service corps, community activities, scouts, athletics such as soccer, baseball, basketball, swim teams, etc. Some work-study opportunities can be arranged, too, allowing the student to be employed in a job that may count as a high school course (with certain guidelines written specifically by NARHS for THAT student in THAT situation.)

FINISHED ?

WHEN IS A STUDENT DONE WITH HIGH SCHOOL? NARHS considers a student "DONE" when they have what they need. For example, when they have completed the subjects and credits required from NARHS (17.5 credits), they could be done. When they have the courses required to get into the college they want, then they could be done. When they have completed the courses required by some scholarship committee, they might be done. There is no limit to the number of courses or credits that CAN be done. One student graduated with 54 credits (needed only 17.5 but kept going!) There is no time limit here and no age limit here. NARHS students graduate as elder adults (one graduate was 76 years old!) and some students are DONE when they are 15.

BENEFITS ?

WHAT BENEFITS DOES HOMESCHOOLING HAVE? T I M E__For high schoolers, one of the key benefits is deciding WHO controls his or her TIME. The hours on the clock stop for no one, and when the chairs in a classroom control those hours, the teen can become frustrated, agitated, and shut down. Self-learning at home can break that chain and render a sense of freedom. F R E E D O M __Worked in the "books" from 9 - 12? Great, then they might be interested in taking the rest of the day to work on that cycle or do research on the web. Use 2 hours this week to research apprenticeships in bicycle mechanics and repair, or maybe find out what the Motorcycle Mechanic Institute offers. Then spend two hours tomorrow researching entrance requirements and majors at Rensselaer Polytechnic Institute (RPI) in Troy, NY. E X P E R I E N C E __ Done with the formal subjects for the day, why not go out and ask about a job where you can add some "jingle" to your pockets? L I M I T S __ NONE! Do the things you love doing, organize the activity with NARHS, and earn high school credit for those things you love to do! F O C U S __concentrate on the items of interest that captivate you...study it on your own time, practice the principles involed, and learn all you can about the topic. Become a specialist in that topic, look for jobs that surround that focus, and maybe even go to a sochool or college to earn "credentials" in that topic.

Learning to Learn... Fun with the research... Enjoying the results

A THINKING assignment.

A THINKING assignment.

A THINKING assignment.

A THINKING assignment.

A THINKING assignment.

Intended for almost any age, but especially fun for the older people (yes, junior high through senior citizens).

What if humans did not need to eat or drink? What things would change?

...put another way...

How would our lives be different if humans did not need to eat or drink?

Answer this question in as many ways as you can. Write down everything you can think of.
Read the question again tomorrow and the day after that.
Think about it for a couple of days. Ask others about it -- see what they think.

If you interviewed others, have you had any surprises -- something that you would have never thought of?

Short RESEARCH PROJECT

Students who are able to read and know their numbers enjoy this.

Adults find this a curiosity, too. Bet you will remember this for a long, long time!

1. Give each student paper and pencil.
2. If there are many or several students, put them in pairs.
3. Bring them to a familiar supermarket.
4. Show them how "Unit Pricing" is used to price the items on the shelves.
5. THEN -- tell them to find the most expensive item sold in that supermarket! **THE MOST EXPENSIVE UNIT PRICED ITEM** in the whole store!
*(Yes, NARHS can give you the answer)
No guessing -- do the research!*
6. The research is NOT LIMITED to food items, but everything sold in that store.

Be sure they write down their discoveries. Write the name of the item and the unit price. When you return home (or class), tell the others what you discovered.
Time for calculators and the unexpected!

Unit pricing will show the cost of the item for each "unit" such as per pound, per piece, per ounce, per liter, etc. The little labels on the front of the store shelf posts the unit prices. Some chain supermarkets have a "unit pricing trainer" in the store. Many have at least a workbook or coloring book that illustrates how unit pricing works. This can be helpful for the adults to know BEFORE taking the students on this research project!

"Multiple multiple answer" test style requires that you REALLY KNOW your answer!

QUESTION:

A person who assembles a glossary is known as a ___

CHOICES:

1. glossarian
2. glossarist
3. glossologist
4. glossator
5. glossographer

ANSWER:

SELECT ONE ANSWER

- A. ___ #1 is correct.
- B. ___ #1 & #2 are correct
- C. ___ #3 & #4 are correct
- D. ___ All are correct
- E. ___ None are correct

Steve Moitzo says, "The style of test question I dislike the most is the multiple MULTIPLE answer!" Imagine giving (or getting) test questions like this for every test!

Find the answer on page 36, near the bottom of the page.

Glossary of Terms

This “glossary” contains phrases frequently used in NARHS literature, with NARHS families, and with NARHS students.

This is not a dictionary, but more an explanation of phrases and terms with occasional anecdotes and examples. In some cases we describe how we use the word or phrase at NARHS.

Not all academic phrases are in this glossary, but those that are here may prove helpful for some.

By its very nature, the content of the Glossary will repeat the content from other sections of the HANDBOOK. Being in ALPHABETICAL ORDER, terms and phrases are easier to find.



1 2,500 STUDENTS AND A WAITING LIST

NARHS 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 NARHS will be exempt from the Waiting List and provisions will be made to accommodate their additional family members.

2 3RD PARTY QUALIFIERS

Students or their families may be receiving financial assistance from 3rd parties. I.e., not from NARHS and not from relatives, but from 3rd parties such as government assistance a/k/a child services, mental health services, public assistance (such as welfare), public health care insurance, food stamps, divorce directives for child support, etc. This category also includes agencies who offer discounts for good grades also known as “good student discounts.” We will reply about a student status and fill out the forms that are required IF the student’s financial account is paid in full. To prevent fraud and other misconduct, we will NOT reply to inquiries when the student account has an outstanding balance.

3 ACADEMIC HONESTY

Academic honesty is essential for real learning. When any school is reviewing the academic results of a student, if the scores reported as his or hers are someone else’s, the student is at a tremendous disadvantage. The student could be assigned to classes that far-surpass the student’s level and ability. Academic honesty issues also include attendance falsification, bribery, grade inflation, grade manipulation and more.

PLAGIARISM

Plagiarism occurs when a student copies in whole or in part the written work of another author, including someone else’s book, web site, article, passage, rule, procedure, policy, notice or any similar work.

FALSIFICATION

In several sad cases, parents have submitted big sister’s paperwork and claimed it was done by her younger brother. Our teacher advisors keep good notes, records, and samples. The evidence was clear. Yet the mother insisted it was her son’s work. The student was dismissed from NARHS, no credits were awarded, and no refund given. The school kept the incriminating paperwork.

BLACKMAIL

Blackmail has become a trend in many schools. It occurs when teachers are threatened with dire consequences if the student does not receive a particular grade or favor, or honor. Merely the threatening itself (in some cases) is the commission of a crime. This is a real example involving 3 people. The names have been changed for this anecdote:

15-year-old SARA - (good girl). 15-year-old HAZEL (not-so-good girl); Mr. ABRAHAM, math teacher. (good or bad? You decide.) On an important final exam, Hazel got an “F.” She told Sara to wait for her while she talked with the math teacher. When class was over, Hazel spoke with Mr. Abraham and told him, “Why did you give me an “F” on my final?” “That’s what you earned, an “F”. “No, you’re going to change this grade to a “C.” And if you don’t, I’ll tell the principal and the resource officer that you have been touching me in private places.” Mr. Abraham later did change Hazel’s grade to a “C.” Having overheard and observed Hazel manipulating herself out of poor grades and into moral violations, Sara told her parents. Sara began homeschooling the following week. Hazel stayed in her school.

GRADE MANIPULATION

The most commonly known type of grade manipulation is the practice of “grading on the curve.” This has become a way to base a student’s achievement by comparing it to the others in the class, rather than having the student’s achievements stand-alone against course objectives, assignments, tests, and projects.

Grade manipulation is more in the news these days as classroom teachers are caught manipulating student grades to make their teaching appear more successful. “Successful” teachers, backed by the pleased students (who got good grades), are more likely to keep their jobs in hard times.

GRADE MANIPULATION TEMPTATIONS

NARHS experienced a 2010-2011 school year with odd circumstances from one family. The parents were fiercely-focused on their home-school daughter getting a perfect 4.0 GPA. They graded all of their daughter’s work between 90 and 100. Then a problem arose -- the mother discovered that the NARHS grading scale for “A” (4.0) begins at the numerical score of 93, not 90. When the GPA was tabulated with all scores, the daughter’s GPA result was 3.95. The mother told the NARHS administrator, “If I had known 4.0 began at 93, I would have given her different grades!” Then the father actually WROTE an email to NARHS administrator, stating:

“...we would like to know if NARS will allow us to be “grand-fathered” in on the old computer program or if you prefer that we provide “corrected” grades based on a 93 scale in order to move over to your new system. Providing “re-scaled gradings” is a large undertaking on our part, but feel that it is important as it is a permanent record of our children’s scholastic accomplishments. As we are extremely dedicated homeschoolers, we have retained all documentation for our school and can begin to re-grade all tests and papers and provide corrected homeschool transcripts with grade calculations. An alternative measure would be to adjust all numerical grades upward by 3 points.”

No, this is not a “made up story.” This happened. The parents’ attempt to engage NARHS in their dishonesty did not work. NARHS imposes consequences on those who violate the principals of ACADEMIC HONESTY. Please read the section on “Violating Academic Honesty” near the end of this Glossary.

In this Handbook, you will find occasional photos, pictures of sculptures, and other representations of people, events, objects, and symbols. These are placed in the book as points of interest. They can be used to foster research, curiosity, conversation, and the occasional "Wow!" (Yes, there are some surprises, too!)

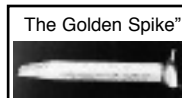
We hope you enjoy this collection as much as we did preparing it. Have fun.

How did these impact our world?



Bill Gates

(Items on the same page are **NOT** necessarily related to each other.)



The Golden Spike



Robert Todd Lincoln

4 ACADEMIC PLANNING

NARHS 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 them (if needed). Each student registered with NARHS has an individual program. In educational terms, we call this a PEP-- Personalized Educational Plan. At NARHS, it is designed on a Curriculum Design Worksheet. (We can supply the forms and we include them in several of the NARHS publications.)

Many times homeschooling parents need little or no help with curriculum design. Sometimes they do.

After a student registers, a specific NARHS advisor/teacher is assigned to the family. This is your advisor, and you will have his or her phone number and email address. One of the items your advisor will review is the Curriculum Design Worksheet. If the parent does not have a curriculum design in place, the advisor can assist in creating one.

NARHS's goal of the Curriculum Design Worksheet is :

- (1) to have a plan outlined for the coming year, and
- (2) to be certain the plan fits around the student's skills and strengths
- (3) to ensure the plan fits the high school graduation requirements, if needed

A sample completed Curriculum Design Worksheet is available to guide the process with your student.

(See the glossary entry, "Curriculum Design Worksheet.")

Our staff has benefitted GREATLY from the research of our homeschool clients.

2,500 families each year make selections of curriculum. Each year mothers, fathers, and students discover materials we have not seen before. New material is entered into our special database and becomes part of the staff's knowledge base.

5 ACADEMIC REPOSITORY

Academic repository is the location of the permanent academic records of a student. For NARHS students, our school becomes their repository and the students' files are retained and archived here. For graduates of our school, NARHS becomes the "High School of Record," and the source of the students' transcripts in the years to come. From the Registrar's Office you direct us to send copies of your transcript to employers, colleges, the military, etc.

6 ACCELERATED DIPLOMA

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 NARHS, 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?

7 ACCESS TO SECURE PARTS OF SCHOOL BUILDINGS

Schools and their occupants have become targets for the ill-willed in our midst. Therefore, we take precautions and ask you to help. Parents and students have limited access to parts of the buildings, electronic equipment, offices, and staff. When students or parents are found in restricted areas and/or sensitive sections of the building, the situation will be taken seriously.



Paul Harvey



Dr. Neil Frank



Johnny Carson



Edward R. Murrow



Ed Sullivan

**Who are these men? What is their "claim to fame"?
How did they affect our lives? Where are they now?**

8 **ACCREDITED,
ACCREDITATION**

Accredited indicates the results of peer review of our school by a non-related educational agency. The inspection and review included our building and facilities, our staff credentials, our methods, our policies, our plans, our finances, our position under state law, our association with suppliers, vendors, and peers, and our experience in designing curriculum specific to each student's learning style and academic goals. Accreditation review can result in one of several designations: provisionally accredited, conditional accreditation, probationary accreditation, fully accredited, and some agencies have more designations. NARHS is fully accredited.

9 **ACT**
formerly American
College Testing
Program or American
College Test

The ACT web site (www.act.org) reads "America's Most Widely Accepted College Entrance Exam." "The ACT® test assesses high school students' general educational development and their ability to complete college-level work."

- The multiple-choice tests cover four skill areas: English, mathematics, reading, and science.
- The Writing Test, which is optional, measures skill in planning and writing a short essay.

Their site is rich with information for K-12 teachers, students, counselors, etc., and it has numerous downloads. ALSO: "This 72-item survey, called the UNIACT, reports six scores that parallel John Holland's six interest and occupational types. On the basis of UNIACT results, World-of-Work Map regions are identified according to a classification of 26 career areas. The main purpose of the Interest Inventory is to help students identify majors congruent with their interests."

10 **ADMISSION**

"Admission" is the process used by families and students to be included in the high school programs and to work with the professional staff at North Atlantic Regional High School. The admission process is designed to be easy and available to most. NARHS has limitations when considering students with disabilities. If a student has a documented disability that limits student performance to BELOW the 6th grade level, NARHS is not prepared to accommodate that student as well as other schools may be. NARHS requires all candidates for admission to be capable of at least 6th grade academic work.

11 **ADMISSION
CONDITIONS &
CONSIDERATIONS**

NARHS has several conditions for admission.

1. For the high school programs, we accept students who are in the 7th grade or higher. There have been exceptions.
2. For performance level, we require all, even LD and Special Needs student to be functioning at or above the 6th grade level.
3. We will accept students who are US or Canadian citizens. No others.
4. We require positive ID of the student with at least one of the following:
 - ___ A US or Canadian Passport that has been photocopied from the original document, signed in front of a Notary Public, and mailed to NARHS
 - ___ A verifiable Social Security Number
 - ___ An ID Number that was issued by another school if we receive that ID number on an official transcript from that school.
5. And, of course we require tuition.

GENERAL POLICY STATEMENT:

NARHS 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 NARHS reserves the right to accept students or not accept students based solely on our discretion in each situation.

12 **ADULT
STUDENT**

Adult students are students who reached their 18th birthday prior to registering with NARHS. The significance here is that adult students are required to sign the Registration Form. Those who register BEFORE their 18th birthday, require a parent signature -- even if they turn 18 the next day, we need the parent's signature. If NARHS receives a Registration Form that is signed by a parent, but we notice the student is 18 or older, we usually send the Registration Form back to the adult student for his or her signature.

13 **AGE LIMIT**

Students who are capable of doing high school level work, may work toward high school credits at any age at which they are able. If the student is 7 years old and successfully completes an Algebra 1 textbook, they earn high school credit (This is surely rare, but we did have a student who did it.) Our oldest student was 76 years old, and he, too, could earn high school credit. There is no lower age limit and no upper age limit.

14

ALGEBRA
 ALGEBRA
 ALGEBRA
 ALGEBRA
 ALGEBRA
 ALGEBRA
 ALGEBRA

Special Note

Algebra is NOT required for a high school diploma from the state of Maine. Maine high school graduation requirements do not include Algebra. In a survey done three years ago, only 17 states required Algebra. All states required math, of course, but Algebra was necessary in only those 17 states. At NARHS, TWO math credits are required, and Algebra CAN be one (or both) of them, but it is not required. Even if you live in one of the 17 states where Algebra is a graduation requirement, when working with NARHS for a high school diploma, you are not earning the diploma from your state -- you are earning it from Maine; therefore the course is optional. Want to take Algebra? Go ahead. MUST take Algebra? No. After all that said, we advise that completing an Algebra credit might still be a good idea -- especially for students who may need it in a career or for college admission. It is the responsibility of the parents and the student to anticipate what a college might need for successful applicants.

15

APPOINTMENTS WITH STAFF

An appointment is a period of time, mutually arranged beforehand, for a student or family to meet with a NARHS staff person. The appointment can be in person or it may be a telephone appointment when the staff and family set aside a mutual time to meet over the phone. There are occasions when electronic meetings can be arranged, such as Skype or similar.

16

ASSESSMENT

In the field of education, an assessment is a process by which a person's work is evaluated. Giving someone a test is one type of assessment. Looking over a portfolio of a student's work or reviewing a project completed are other types of assessments. For homeschoolers, some states require an annual assessment of the child's work. In other states, there is a quarterly assessment done by a professional teacher. At NARHS, our assessments are annual portfolio reviews of each course for which the student is requesting high school credit.

17

AUGUST 31

1. **August 31** is an important date EVERY year because that is the date on which the school year officially ends for our students. The official school year includes 365 days, September 1 to August 31, affording the most comprehensive school year possible.
2. **August 31** is the date by which all RE-registrations must be post-marked to be grandfathered in a previous tuition schedule (not all tuitions are grandfathered, but those from the past that ARE, can be maintained only under these re-registration conditions).
3. **August 31** is the date on which the tuition payment for the previous school year **ends** for each student.
4. **August 31, 2010** is the date on which the provisions for grandfathering were no longer applicable for NEW students.
5. **August 31** every year is the coursework deadline for each student in NARHS -- all work done on or before August 31 is counted for credit in the previous school year. E.g., coursework completed on or before August 31, 2011 is considered work done for the 2010-2011 school year -- EVEN IF only partial work was done in a course. *NARHS awards partial credit for partial completion* of coursework done by August 31 (beginning with as little as 0.25 credits).
6. **Conversely, all coursework done AFTER August 31, 2010** is considered work done in the 2011-2012 school year. Therefore, students who want NARHS credits for work beyond August 31 must pay the tuition for the next, upcoming school year.
7. **Coursework done on or before August 31**, must be submitted for review by October 31 that year or be subject to a late fee, by November 31 or be subject to a higher late fee, or by December 31 or be subject to an even higher late fee.
8. **Tuition increases almost always take effect after August 31.**
9. **Exceptions or extensions to the August 31** deadline may be requested from the director or the administration and must have compelling circumstances that warrant an exception. If an exception is granted, it is NOT to be considered a change in policy -- it is an EXCEPTION for this person for this situa-

GREGORIAN Calendar

| August | | | | | | |
|--------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |



18

BEST CURRICULUM!

Which curriculum is the best?
 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. 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 BEST material is the material that works for this subject for this student at this time. The same curriculum may not work for her brother or for her cousin, but it works for her at this time and for this subject. One-size-does-NOT-fit-all!

19

CHILD LABOR LAWS

Child labor laws outline government restrictions placed on workers under the age of 18, and in some cases under age 21. For example, a truck driver who earned his CDL (Commercial Driver's License) can drive commercial vehicles (rigs over 26,000 pounds GCWV of 26,000) anywhere in the state when 18 or over, but cannot drive commercial trucks across state lines until he is 21.

For school age children who have not reached their 17th birthday, there are more serious restrictions. The Federal government has laws and rules that govern children working. Likewise, states have adopted laws for children up through the age of 17. State laws differ from state to state, but all states have Child Labor Laws. Special consideration is often given to working in agriculture, working in the family business, working with or near dangerous tools and machinery, working hours on a day preceding a school day, the total number of hours allowed to work during a week, the number of hours that are allowed on weekends, and more. Since each jurisdiction can be different, you can contact your state's Department of Labor and ask for a short version of the Child Labor Laws, sometimes called an "Abstract of Child Labor Laws."

20

CLASS RANK A/K/A CLASS STANDING

Generally, the cumulative scores and grading of a single school at or near the end of the students' senior year. Once calculations are complete, students are put in rank order. The student with the best cumulative average is designated #1. In a graduating class of 448 that year, the top student is #1 of 448. The absolute middle-of-the-road student would be #224 of 448 and the student with the lowest score in that graduating class would be known as #448 of 448. Class rank applies to schools whose academic standards are uniform in the high school -- same governance for all students (school board,

superintendent, principal), same teachers, same curricular base, same overall schedule, and such. Without uniform and universally applied standards to every student, tabulations of class rank cannot be accurate. At NARHS, every student has a Personal Educational Program, with different materials, different governance, different teachers, different grading standards. Since so many of our students are homeschooled, NARHS does not assign class rank.

the authority on "Class Rank" states it well...

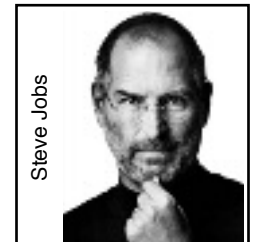
www.collegeboard.com reports:

"Class rank was once a major component in admissions decisions. But according to a recent report by the National Association for College Admission Counseling NACAC over half of all high schools no longer report student rankings."

21

CLASS RINGS

Class Rings for NARHS students (and parents) are distributed by Walmart. You can self-design your ring on the Walmart "jewelry" site. Because the name is too long for the ring, when customizing your ring, select the state as "Maine," the City as "Lewiston," and the school name, "North Atlantic Regional." There are many styles, many options, and many prices. Take a look and proceed through the site AS IF you were customizing your ring. You can "test drive" the customizing process all the way to the checkout -- you can sample it and NOT buy it. Just take a look?... NARHS school colors are Kelly Green and Bright Yellow.



Steve Jobs

22

COLLEGE ADMISSION

Colleges, universities, and other schools have a protocol for determining which applicants they want to admit (THIS year...because the school's needs can change from year to year). Different colleges have different admission requirements and different deadlines. It is important that you know WHAT your chosen college wants, WHEN it must be there, WHO it should go to, WHERE it should go, and HOW your admission documents will be evaluated. Not all colleges require college entrance exams, not all colleges require a sample essay, etc., etc. Some colleges are absolutely free (no cost), but for those positions the student must be the best of the best in their chosen major. Some private colleges can cost \$40,000 to \$50,000 a year. It is the responsibility of the family and/or student to know the details for admission to the college of their choice... It is NOT the responsibility of NARHS to get you into college. We can help you finish high school, but after that, it's up to you: Your GPA, your grades, your college application essay, your interview by phone or in person, your preferred major, your finances, your presence in the social network sites (Twitter, YouTube, Facebook, MySpace, etc.) -- all of these are factors that are up to you. **REMEMBER:** Earning high school credits and/or a high school diploma from a public or privateschool, including NARHS, does not guarantee any particular or special access to or admission to any college, scholarship employment, apprenticeship, military enlistment, appointment, academy or honor. High schools can work with you to earn your credits and your diploma, but beyond high school the variables are unknown and not up to the high school.

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COLLEGE BOARD

SAT, PSAT,
NMSQT
AP

The web site, www.collegeboard.com reads: "The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the College Board is composed of more than 5,700 schools, colleges, universities and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,800 colleges through major programs and services in college readiness, college admission, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT® and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities and concerns."

COLLEGE CREDITS BECOME HIGH SCHOOL CREDITS

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Earning high school credits for college courses is a common academic provision. Not all high schools will allow it, some have certain conditions, and the rules are not the same everywhere. At NARHS we accept college credits toward the graduation requirements and there is a conversion factor. A 3-credit course at most colleges takes 15 weeks and converts to ONE (1) high school credit at NARHS (one subject taken over 39 weeks). At other colleges, taking one course earns 5 college credits and that converts to ONE (1) high school credit at NARHS. No, that was not a typo, it is written correctly. Not all colleges do things the same way.

At the University of Maine, it takes 4 years (8 semesters) to earn a Bachelor's Degree with 120 college credits.
 At the University of Washington, it takes 4 years (8 semesters) to earn a Bachelor's degree with 180 college credits.
 UMaine Bachelor's Degree = 120 college credits in 8 semesters
 UW Bachelor's Degree = 180 college credits in 8 semesters
 Same courses, same degree, same time frame, DIFFERENT value to each course. Why? We don't know!

NOTE: Converting College Credits to High School Credits

- If the course was taken at a college that requires about 120 credits for Bachelor's Degree (or about 60 credits for an Associates Degree), then each course earning 3 college credits will be awarded 1 high school credit from NARHS.
- If the course was taken at a college requiring about 180 credits for a Bachelor's Degree (or about 90 for an Associates Degree), then each college course earning 5 college credits is awarded 1 high school credit from NARHS. These conversions are the most common, but NARHS also accepts others.
- If the college course is needed to satisfy the graduation requirements at NARHS, and if the high school student would not graduate without that credit, then the college course WILL be included on the high school transcript. Other college courses may be included on the high school transcript if the student and /or family wishes.

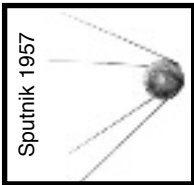
College Credits can earn High School Diploma

25

SPECIAL PROVISION IN MAINE LAW

(This information below is also presented under the heading, "High School Diploma from College Credits.")

FROM THE NARHS WEB SITE & NARHS Handbook



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."

NARHS 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 NARHS high school diploma without fulfilling all of the other course requirements. They simply complete the NARHS 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. NARHS 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. 800-882-2828

Notice that college credits earned to qualify for a Maine diploma are NOT required to parallel the high school courses for graduation. Theoretically, you could earn ALL the required number of COLLEGE credits in one subject, say "Welding," or all the credits in "Nursing," or "Engineering," and so on.

LOGICAL QUESTION: How many college credits equals the "Freshman Year of College"?
 Depends on the college. To tabulate the answer, NARHS needs two pieces of information.
 1. What college?
 2. How many college credits does that college require for a degree, either Associate's Degree or Bachelor's Degree. When we have that information, we can determine how many college credits from THAT college will be the equivalent to the "Freshman Year of College."

The college-credit-for-high-school-diploma provision in Maine law is a great idea and was first introduced back in the 1980's on behalf of a family of very bright homeschoolers. Each of these students qualified for college and were accepted to the University of Maine -- HOWEVER -- because they did not have an ACTUAL high school DIPLOMA, financial aid was denied -- No diploma, no financial aid.

During the arguments before the Legislature's Joint Committee on Education, the argument went something like this: "When a student has successfully completed the freshman year of college, we can be pretty sure that he learned what he needed for high school. Having fulfilled what he needed in college, it stands to reason he has successfully completed high school requirements, therefore, he is surely entitled to his high school diploma."

COLLEGE REJECTION

26

You know why you were rejected? Take a look at incriminating words or pictures of you or by you on You Tube, Twitter, MySpace, Facebook. Have a criminal record? Insufficient evidence of your ability to pay." Could there be "name confusion" portraying you as someone else who causes "trouble?" Many more reasons cause rejection. And you may never know what factor(s) were involved.

Colleges where NARHS graduates have been accepted



Adelphi University
Adirondack Comm College
Adrian College
Alaska Pacific Univ
Albright College
Allegheny College
American Musical & Dramatic Acad
American Univ
Amherst College
Andrews University
Angelo State University
Antioch College
Aquinas College
Arcadia University
Asbury College
Ashworth College
Assumption College
Atlanta Chr College
Augusta (GA) State University
Austin Community College
Babson College
Bagley Coll of Engineering
Ball State University
Bard College
Barry University
Barton College
Bates College
Baylor University
Beal College
Bellevue Comm College
Bellin College of Nursing
Belmont Abbey College
Beloit College
Bennington College
Berea Col of Music
Berkshire Inst of Chr Studies
Bethel University
Bluffton University
Bob Jones University
Boston University
Bowdoin College
Bowen Tech College
Bowling Green State Univ
Brandeis University
Brevard Comm College
Bridgewater State Univ
Brigham Young University
Brookhaven College
Brownsville Schl of Ministry
Bryan College
Bryn Mawr College
Camden Comm College
Carleton University
Carnegie Mellon University
Case Western Reserve Univ
Catholic Univ of America
Cedarville University
Central Maine Comm College
Central Michigan University
Christopher Newport Univ
Cincinnati Bible Coll & Seminary
Cincinnati Conservatory of Music
Claremont McKenna College
Clark University
Clarkson University
Cleveland Institute of Music
College Misericordia
College of Charleston
College of New Jersey
College of St. Rose
College of St. Scholastica
College of the Atlantic
College of the Holy Cross
College of the Ozarks
College of Wooster
Colorado Christian Univ
Colorado College
Colorado School of Mines
Colorado State University
Columbia International Univ
Concordia University
Cooper Union Adv Sci & Art
Cornell University
Cornish College of the Arts
Cranbrook Academy of Art
Creighton University
Curtis Institute of Music
Daniel Webster College

Daystar University (Kenya)
Denison University
Denver Darkroom Schl of Photog
DePaul University
Divers Institute of Technology
Dordt College
Drew University
Drexel University
Dutchess Comm College
Earlham College
East Carolina University
Eastern Michigan Univ
Eastern Nazarene College
Eastern University
Eastman Conservatory of Music
Eckerd College
Elim Bible Institute
Elizabethtown College
Embry Riddle University
Emerson College
Erskine College
Eugene Lang College
Evergreen State College
Fairleigh Dickinson Univ
Fairmont State College
Fashion Inst of Tech (NYC)
Florida State University
Franciscan University
Franklin College
Franklin Pierce College
Freed-Hardeman University
Full Sail University
Geneva College
George Fox College
George Washington University
Georgetown University
God's Bible Schl & College
Gordon College
Goucher College
Grace University
Granite State College
Green Mountain College
Green River Comm College
Grinnell University
Grove City College
Guilford College
Hampden-Sydney College
Hampshire College
Hart School of Music
Harvard University
Hebrew University of Jerusalem
Hesser College
Highland Comm College
Hillsboro Comm College
Hillsdale College
Hofstra University
Holy Cross (College of the)
Houghton College
Hudson Valley Comm College
Huntington College
Husson College
Indian River Comm College
Indiana State University
Indiana University
Iowa State University
Ithaca College
Ivy Technical Comm College
James Madison University
Jefferson Davis Comm College
Johns Hopkins University
Johnson and Wales University
Julliard
Juniata College
Kalamazoo College
Kansas State University
Keene State College
Kennebec Valley Tech Coll
Kentucky Wesleyan College
Knox College
Lake-Sumter Comm College
Laramie County Comm College
Lawrence University
Lee University
Lehigh University
LeTourneau University
Lewis and Clark College
Liberty University
Lipscomb University
Livingston College
Loma Linda University
Long Island University
Louisiana Tech University
Loyola University
Lyndon State College
Lynn University
Macalester College
Maine College of Art
Malone College
Manhattan School of Music
Marion College
Marlboro College
Marquette University

Marshall University
Marymount Manhattan College
Massasoit Comm College
McIntosh College
McMaster University
Mercer University
Merrimack Comm College
Mesa Community College
Messiah College
Miami-Dade Comm College
Milwaukee School of Engineering
Mississippi State University
Monroe Community College
Montclair State University
Moody Bible Institute
Motorcycle Mechanic Institution
Mount Holyoke College
Mount Ida College
Mount St. Mary's University
Multnomah University
New Brunswick Bible College
New College of Florida
New England Bible College
New England Conservatory
New Hampshire Comm Tech
New Mexico Tech
New Tribes Bible Institute
New York University
North Carolina State University
North Central University
North Georgia College University
North Greenville College
North Idaho College
North Park University
Northern Virginia Community College
Northeastern University
Northwest College (WY)
Northwest University (WA)
Northwestern College (IA)
Niagara University
Norwich University
Notre Dame
Nyack College
NYU Steinhardt Schl of Education
NYU Tisch Schl of the Arts
Oakton Community College
Oberlin College
Odessa Community College
Ohio State University
Ohio University
Oklahoma State University
Oklahoma Wesleyan University
Olivet Nazarene University
Oregon Inst. of Technology
Orlando Culinary Academy
Pacific University
Palm Beach Comm College
Pasco-Hernando Comm College
Peabody Conservatory @ Johns Hopkins
Penn State
Pensacola Christian College
Pepperdine University
Philadelphia Biblical University
Piedmont College
Pinecrest Bible College
Plymouth State University
Pomona College
Purdue University
Queens University
Raritan Community College
Reed College
Regent University
Rensselaer Polytech Institute
Reynolds Comm College
Rice University
Ringling School of Art & Design
Rivier College
Rochester Institute of Tech
Rockport College
Roosevelt University
Rutgers University
St. Andrews College
St. Anselm College
St. John's College
St. Joseph's College
St. Mary's College
St. Olaf College
St. Petersburg College
St. Thomas University
Sarah Lawrence College
Sarasota County Techl Inst
School of Music at Indiana University
Sealaska Heritage Institute
Seattle Art Institute
Seattle Pacific University
Simpson College
Smith College
Southern Adventist University
Southern Maine Comm College
Southern New Hampshire University
Southern Virginia University
Southwest Baptist University

Sterling College
Stockholm Univ (Sweden)
SUNY (State University of New York)
SUNY Coll. of Environmental Science
SUNY Maritime College
Suffolk County Comm College
Suffolk University
Swarthmore College
Syracuse University
Taylor University
Temple University
Tennessee Temple University
Texas A & M University
Texas Christian University
The Masters College
Thomas More College
Trinity College of Florida
Trinity International University
Tulane University
UCLA School of Music
Ultrasound Diagnostic School
Union College
Universal Tech Schl, Phoenix
US Air Force Academy
US Coast Guard Academy
US Merchant Marine Acad
US Military Academy (West Point)
US Naval Academy
Unity College
University College of Bangor
Univ of Alabama
Univ of Buckingham (UK)
Univ of Central Florida
Univ of Chicago
Univ of Colorado
Univ of Connecticut
Univ of Florida
Univ of Georgia
Univ of Hawaii
Univ of Illinois
Univ of Indianapolis
Univ of Maine
Univ of Maryland
Univ of Massachusetts
Univ of Miami
Univ of Michigan
Univ of Mobile
Univ of New Hampshire
Univ of North Florida
Univ of Pittsburgh
Univ of Puget Sound
Univ of Redlands
Univ of Rhode Island
Univ of Richmond
University of Rochester
Univ of Sioux Falls
Univ of South Carolina
Univ of Southern California
Univ of Southern Maine
Univ of Texas
Univ of the Free State, South Africa
Univ of Utah
Univ of Vermont
Univ of Virginia
Univ of Washington
Univ of Waterloo
Univ of West Florida
Univ of Wisconsin
Univ of Wyoming
Utah State University
Valencia Comm College
Valley Forge Christian College
Valparaiso University
Vassar College
Virginia Commonwealth University
Virginia Military Institute
Virginia Tech
Wagner College
Walla Walla University
Waterloo University
Wayne State University
Webb Institute
Weber State University
Wells College
West Point (US Military Academy)
West Virginia Wesleyan College
Western Baptist College
Western Carolina University
Western New England College
Western Washington University
Westminster College
Westmont College
Westwood College of Tech
Wheaton College
Wheelock College
Whitman College
Willamette University
Williams College
Wilson College
Winthrop University
Worcester Polytechnic Institute
Word of Life Bible Institute

28 **Colorado Plan**

The so-called "Colorado Plan" is the process of doing one academic subject at a time. Choose ONE subject (say, Science) and do it until it's done...completely. When it is done, pick another subject (e.g., English) and work it until it's done. Then pick another, then another, and so on.

CONSIDER:

- It can be easier to focus on one academic subject at a time where the vocabulary is all related to that subject.
- It can be easier to master a course when all the academic information is concentrated around one area of study.

● With ONE area of study, there is minimal conflict with other course deadlines for project due dates, mid-term testing, final exams, paper due dates, etc.

● One subject area controls your academic attention for: textbooks, related vocabulary, projects, papers, testing, and so on.

● While engaged in one academic subject at a time, the student can work daily on music, sports (P.E.) drama, a health course, an elective, or other areas of interest.

The "Colorado Plan" can work especially well when students are easily distracted or frequently preoccupied with non-academic interests.

29 **Compulsory School Attendance Law**

COMPULSORY SCHOOL ATTENDANCE LAW: A law enacted by each state that requires students to be in an authorized educational program when they reach a certain age. When a student reaches the ending age of the Compulsory School Attendance law, he or she may leave any educational program without seeking any special permissions and without parental consent. **ALSO:** Once a student has earned his high school diploma, he is **NO LONGER** subject to the compulsory attendance law.

From the beginning age to the ending age, the Compulsory School Attendance Law can be fulfilled by 1 of the 4 common provisions: enrollment in a public school, enrollment in a private school, enrollment in a home school program, or "other." "Other" may be provisions authorized by a person with authority to provide exceptions under the law. These may have different titles and include Superintendent of Schools, Chancellor of Public Education, Commissioner of Education, or similar. In some states, the authority of the head of the Department of Education is designated to another staff person.

Exemptions may include children who are of compulsory school attendance age but are so brain damaged or so profoundly retarded that the probability of them being able to benefit from instruction is almost zero. Exemptions such as these are **NOT** usually applied to injured, ill, or medically recovering children. Unless otherwise provided for by a private school or a homeschool, these medically limited children are usually given off-school-grounds tutoring by a public school employee or publicly paid contractor in a program termed "home-bound instruction." In the earlier decades of homeschooling, much of the public confused homeschooling with home-bound instruction.

30 **Compulsory School Attendance Law Religious Exemptions**

In some jurisdictions, the Compulsory School Attendance Law may exempt certain religious groups that are cited in the law or passed a subsequent law. One religious exemption familiar to educators is the Amish attendance provision. The Amish are against any law that makes Amish children attend school once they have finished the 8th grade. The Amish are passionate about this cause to the point they have their own schools! They show their strength of religion and convictions in the voting process, too. The Amish are pacifists and separatists ... they do not believe in participating in government, not even elections and they abstain from voting, EXCEPT they eagerly participate in elections involving school board members.

31 **Compulsory School Attendance Law, Examples of Age Ranges**

EXAMPLES Age requirements for Compulsory School Attendance Laws:

- WASHINGTON: begins age 8, ends on 18th birthday.
- FLORIDA: begins age 6, ends on 16th birthday.
- MASSACHUSETTS: begins age 6, ends on 16th birthday.
- CALIFORNIA: begins age 6, ends on 18th birthday.
- MISSISSIPPI: begins age 6, ends on 16th birthday.
- MAINE: begins age 7, ends on 17th birthday.

Betty Crocker



1927 1936 1945



1948 1958 1972



1980 1986 1990

32 **Convincing**

CONVINCING. means "believable." In the context of a student portfolio, it is the power of the evidence proving the work was done. Convincing evidence is believable, likely, conclusive, and strong evidence showing the work was done. NARHS requires that all student portfolios are convincing in every subject they submit for high school credit. If evidence is not convincing, no credit is granted for that course.

33 **Core Subjects**

At NARHS we consider Math, English, Social Studies, and Science to be the core curricular subjects. This becomes important for students under the age of 14. Any student who will not be at least 14 during the school year is allowed to create self-designed courses for high school credit **ONLY AFTER** they have completed certain conditions, one being completing 3 textbook courses in the 4 core subjects. There are more specifics in this NARHS Handbook and on the NARHS.org web site.

34 **CORRESPONDENCE SCHOOL**

a. their materials or yours?

No, NARHS is NOT a correspondence school. (Let's abbreviate it Corres Schl)

Corres Schl: *They usually require you to use THEIR books, THEIR courses, on THEIR timeline. In more plain terms, Corres Schl is NOT Homeschooling -- it is "School at Home."*

NARHS You choose the texts, programs, or projects, as long as they are high school level (we can help).

Corres Schl: *You mail your completed assignments to them for correction. They mail them back to you, then you send that assignment, they return it ...send, return, lesson after lesson.*

NARHS You do the work you have chosen and if you need help beyond what is available at home or in a course, you call or email the NARHS advisor assigned to you. You submit your coursework evidence ONCE in a portfolio when you have finished your school year. After your portfolio is reviewed and we have seen the convincing evidence in each subject, the entire portfolio is returned to you -- ONCE.

35 **Correspondence School**

b. doing their work or your work?

Corres Schl: *Their advisors tell you how to do THEIR work. Their objective is for THEIR work to be done to earn a high school credit.*

NARHS You do the work YOU have chosen, and we use YOUR direction and goals for that course, then, as needed, our teacher/advisors offer suggestions on how you can accomplish your objectives and goals while building your credit base and transcript.

Corres Schl: *They give you deadlines (calendar dates) by which you must complete their work. They will give you extensions if you pay an additional fee. When the deadline is not met for a course, you may earn no credit. THEY set the schedule for your assignments.*

NARHS You work at your own pace earning the corresponding amount of credit as the amount of the course successfully completed, documented, and proven with evidence. For example, if you complete 100 pages in a 400-page text, NARHS awards 1/4 credit (0.25) in that subject. Complete 300 pages and NARHS awards 3/4 (0.75) credit and so on. NARHS allows you to schedule your own work and earn partial credit.
(The smallest allowable credit is 1/4 credit, also written 0.25)

36 **Correspondence School**

c. their credit decisions or yours?

Corres Schl: *You earn credit for THEIR work, but not for your work with others. It seems that they award credit based on what you paid them for. For example, if you can prove you played on a community soccer team for 3 years, the Corres Schl. may NOT count those hours, or evidence as a credit, even as a Physical Education (Phys Ed) credit. Because it's not THEIR course, you get no credit!*

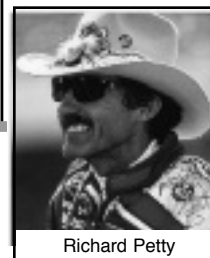
NARHS Give us a Course Description with written objectives, resources, activities, all supported by convincing corroborative evidence, then we will award high school credit. We will count every credit you earn, whether it was from us, or from activities you choose to do because you enjoy it or you are dedicated to a cause. Whatever it is, we will work with you to develop it as a course, to find the ways to document it, and to award credit for it.

37 **Correspondence School**

d. their staff or NARHS staff

Corres Schl: *They may have certified teachers, but did those teachers homeschool? Were those teachers homeschooled themselves? Do they understand the flexibility homeschoolers use to get the job done?*

NARHS We use certified teachers, most of who were or are homeschooling their own children. We have teacher advisors who, themselves were homeschooled K-12. Yes, one of our teacher advisors is a "completed homeschooler"! She graduated with her Bachelor's and came back to NARHS as staff -- to help others. Now SHE'S someone who knows!



Richard Petty

38 **Correspondence School**

e. conclusion

Is NARHS A CORRESPONDENCE SCHOOL? **NO.**
 Does NARHS PROVIDE "DISTANCE LEARNING"? **YES.**
 Is NARHS AN ACCREDITED SCHOOL? **YES.**
 Does NARHS AWARD EARNED CREDITS? **YES.**
 Is NARHS AUTHORIZED AS A SCHOOL UNDER MAINE LAW? **YES.**
 Is NARHS AUTHORIZED TO AWARD A HIGH SCHOOL DIPLOMA TO THOSE WHO DO THEIR WORK ELSEWHERE? **YES.**
 CAN NARHS HELP YOU? **YES, WE BELIEVE WE CAN.**

Does NARHS ACCEPT CREDITS EARNED FROM CORRESPONDENCE SCHOOLS? **YES.**
 Does NARHS THINK CORRESPONDENCE SCHOOLS ARE A BAD IDEA? **NO.**

CORRESPONDENCE SCHOOLS HAVE THEIR PLACE. HOWEVER, IF YOU ARE READING THIS ON THE WEB OR IN ONE OF OUR PUBLICATIONS, YOU ARE LOOKING BEYOND THE CORRESPONDENCE SCHOOLS TO SOMETHING DIFFERENT. YOU WOULD LIKE A WAY TO FINISH YOUR HIGH SCHOOL CAREER THAT IS MORE PERSONAL, MORE FLEXIBLE, AND MORE SUITED TO YOUR STYLE AND YOUR WAY OF "GETTING THINGS DONE."

WELCOME TO NARHS.

COURSE DESCRIPTION

COURSE DESCRIPTION: When working in a self-designed course, the parent or student must develop a written document produced by a school, publisher, group, agency, college, teacher, parent, or student that shows at least the title of the course, the objectives of the course, the activities to be done in the course, the resources used during the course, and the method of evaluating the course.

The **course description is a required component of the portfolio review** for that subject area and must be included with each self-designed course submitted for high school credit with NARHS.

COURSE NAMES HOW TO NAME A COURSE

Some families and students have unique opportunities to do things that are high interest, unusual, over-the-top, way outside the box, weird, once-in-a-lifetime, events. With good planning and recordkeeping, these can become part of courses, earn high school credit, and bring a dimension to his or her education that very few students have. So -- what do you name some of the unusual courses that include building an ultralight aircraft, scuba diving, acting in the cast of a TV network soap opera, tending to end-of-life residents at the parent's facility, and more. How do you choose names for such courses?

1. IMPORTANT CONSIDERATIONS -- including scholarship applications. Some scholarship programs require certain courses -- by name -- to be successfully completed before applying for a scholarship. For example, for the Florida Bright Futures Scholarship, the applicant must have completed 4 years of "English" ... not "Language Arts." In Florida course nomenclature, Language Arts is NOT identical to English.

It is NARHS policy to do whatever we can that is legal, moral, and right to name courses to best suit the purposes of the student, the family, and the academic integrity of the high school. When discretion is permitted, NARHS will use it. When an administrative exception is granted, it is done with specific considerations and circumstances by those who have the authority to grant them.

2. If the course name and credit for the course are received on an official transcript from another high school, then it is best to leave the course named exactly as it appears. However, there are instances when certain course titles might cause confusion about the content of the course or the subject area where the credit should be applied. In such cases, an administrative exception may be made and the course renamed. If renamed, a note should be included in the advisor's notes for this student.

3. If the course name and credit are supplied to NARHS on a college official transcript, then the name of the course is to remain as it appears. An added name can be added in parenthesis if applicable. If the name is appended in any way, a note should be included in the advisor's notes for this student.

4. The flexibility inherent in homeschool courses allows discretion when naming courses. Some course titles are broad and general, such as "English 11". Some titles are much more specific, such as "American Literature." The course may even contain BOTH titles as one -- "English 11 American Literature."

5. Any exception granted by the Academic Dean, Director, or Administrator is NOT to be considered a change in policy -- it is merely an exception for this person in this situation at this time.



King Arthur

\$\$ NOTE

When parents or students request that NARHS change transcript entries, the request will be reviewed by staff. If the requested changes are approved by NARHS, there will be a minimum \$40 fee for making changes. To complete a complex "re-do," the parent or student must pay \$40 for each additional hour. A previous year's records could be opened for changes, but applies only to transcripts of students who have NOT yet graduated.

COURSES -- HONORS DESIGNATION FOR CREDITS

At NARHS, a course would be awarded "Honors" under any ONE of the following conditions:

- A.** If the course has been awarded the HONORS designation by another school and appears on the school's official transcript.
- B.** If the course is identified by the publisher that it is an honors course, and if the course has been done in its entirety as designed, then the course may have the designation of "honors."
- C.** If the course was successfully completed from a college textbook with objective, publisher-designed testing to prove it.
- D.** If the student passes a CLEP, or a DANTES, or an actual AP test in that subject, then the course they used to prepare for the proficiency test may be awarded "Honors" designation.

COURSES AND CREDITS -- FROM ONLINE SOURCES

Thousands of courses flood the Internet. A quick search on Google for these exact words, "high school online" brought up 2,800,000 hits. There is no shortage of courses people want to sell you. Some are terrific, some so-so. Some are very specific, some very vague, very general, very basic.

When searching for a course that might interest you, you could begin by choosing a field of interest, such as "computer gaming" = 10,680,000 hits. Narrow it down to "develop computer gaming" = 9,180,000 hits. Now move on to this phrase: "learning computer gaming." = 10 hits. Yes, 10. Keep searching and look for college "degree in computer gaming" and the search will yield 12,000 hits. On the first page of those Google results, you will find the names of colleges that offer a degree in computer gaming. Incidentally, computer gaming degrees are useful to the military for simulation trainers, fire and police departments, pilot training, driver's education classes, and more.

Yes, a degree in computer gaming can be employment-worthy.

43 COURSES AND CREDITS FROM OTHER SOURCES

Students who have earned credits from other schools can transfer them to NARHS. To do this, the student or parent gives a formal request to the previous school(s) and asks them to mail an official transcript to NARHS. The credits from that school will be applied toward the graduation requirements at NARHS. NOTE: Names of courses from other institutions may vary from the names we use, but our experienced staff will apply the credits earned to the requirement most-like the credit name needed.
In addition to school work, NARHS is experienced in evaluating courses and potential credits from other sources. Boy Scouts, Space Camp, Girl Scouts, Sports Camps, Red Cross Certifications, Water Safety Instructor, First Responder Certification, YMCA/YWCA courses, 4-H, church or synagogue courses, public theater, community choirs and choruses, local bands, lessons in music, art, drama, horseback riding, junior Civil Air Patrol, Service Brigade, flight lessons, marksmanship, SCUBA, firearms safety, horsemanship competition, sports teams, correspondence courses, employer / employee's documented training...

44 COURSES AND CREDITS FROM SELF DESIGNED COURSES

Self-designed courses can be fantastic for forming, storming, norming, and performing essential discovery skills useful to adults. Rebuild an engine, perform body work, remodel a kitchen, install a new bathroom, add a garage, repaint a room, begin visiting in a nursing home (with their permission), survey families in the neighborhood about a social issue, find out how much a brand new Cadillac Escalade Hybrid costs PER POUND, then add other cars to a chart... How much savings will you realize by using the Escalade Hybrid and how long will it take to recover the ticket price of \$74,000?
Formulate a plan for such projects with a course title, objectives, the resource you will use, activities to accomplish the objectives, adequate documentation to prove you did it, the evaluation of the outcome, and how others would grade you on your project. 40 hours invested yields 1/2 credit; 80 hours yields 1 full credit.

45 COURSES TAKEN IN THE SUMMER
THERE ARE 2 CHOICES

SUMMER COURSES: Camp Counselor, swimming instructor, water safety, religious retreats, educational vacations, and other activities done in the summer might count for high school credit. But, we advise you to be diligent in your recordkeeping and what you collect as evidence to present. For such courses, NARHS will need to see that you followed the process explained in the Handbook under Self-designed Courses.
Since the "Official School Year" begins September 1 of each year, can a student include work done over the summer months into the upcoming school year?
When school work is done in June, July, or August of the summer before the student begins his or her school year with NARHS, then yes, under these 2 conditions:
(1) IF that summer 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 NARHS will credit work done in June, July, and August towards credits in the school year which begins September 1.

46 CREDENTIALS

A credential is usually in the form of a document or certificate testifying that the person named has achieved a level of expertise, particular rights, authority, or other power that accompanies the credential. Examples of familiar credentials include a driver's license, a deed to property, a birth certificate, a passport, and the like. A high school diploma is an ACADEMIC CREDENTIAL that can validate your high school career.

47 CREDIT BY EXAM

"Credit-by-Exam" is a process by which NARHS students earn high school credits (and college credits) by "testing out" of the subject with a passing grade. NARHS recognizes these publishers results on their nationally standardized tests: CLEP, Excelsior, DANTES / DSST, AP, AICE, IB, and others.
Marks from these tests are listed on the student's transcript at NARHS as a "P" (Passing). The test title, classification of the course, and the credits are listed, but it is awarded a mark of "P." The "P" indicates a passing grade, it may be used to complete graduation requirements, and does not hurt or help the student's GPA. Having passing scores on these tests can be an impressive addition to any high school transcript. It indicates that this student is capable of college-level work. As proof of the passing score, the "grade report" or the "candidates report" or similar should be send in the portfolio. The actual work or study for the test is not necessary, just the official report of the score.

48 CULTURE OF OUR BUSINESS

The activities of NARHS are focused in the field of education. We work with other schools, teachers, parents, counselors, military recruiters, college admissions officers, scholarship administrators, apprenticeships, back-to-work agencies, OSHA, VocRehab, Dept. of Corrections, counselors, social workers, clergy, and others. All of our dealings with them must be professional and courteous. Because our field includes the education of minor-aged children, we must protect their confidentiality. This is mandated by federal law and is covered in another part of this manual. Specifically, NARHS observes the provisions under the Family Education Rights and Privacy Act (FERPA). Information about specific students will not be released by NARHS to any person or agency without being authorized by the parent, legal guardian, or adult student. (see legal definition of "Parent" in this glossary.

49 CURRICULUM

The collection of courses of study designed for a specific purpose. For example, high school curriculum is designed to meet the requirements for high school completion; engineering curriculum are the courses of study designed to meet an engineering degree or certificate; the police academy's curriculum are the courses designed to qualify a person to become a police officer; and so on.

CURRICULUM DESIGN WORKSHEET

A sketch of your trip

The Curriculum Design Worksheet was developed by homeschool parents saying:
 "...Make sure my daughter is on the right track for the credits she needs." ... "I just want to be sure."
 "...I don't want to repeat any course, so please look it over." ... "see if it's alright."
 "...She has no big plans for later, she just wants to get this done!"
 "...He can't stand another textbook, so we need ideas."

Put it together and send it to your NARHS advisor. The beginning of the school year is best.

THE WORKSHEET IS NOT

- ___ IS NOT designed by the teacher/advisor. Your advisor is happy to assist if you like, but YOU and your student are the ones who select the courses. Combined, the current staff has 270 years (yes, YEARS) of experience with curriculum design. We might be able to help you.
- ___ DOES NOT commit you to any one curriculum. You mix and match what you want.
- ___ DOES NOT limit what you can do or how you do it. If you want to do all 4 English credits this year and do NONE next year, that's fine. (see Colorado Plan in this glossary).
- ___ IS NOT cast in concrete. You want changes, you can make them. As any trip may encounter detours, rest stops, and times to re-fuel, so you might, too.
(With all their scientists and physicists, even NASA makes "mid-course corrections"!)

THE WORKSHEET IS

- ___ IS an effort to plan the direction and begin the trip
- ___ IS a way for you tell your NARHS advisor your plan
- ___ IS a way to tap your student's best learning style
- ___ IS a way to have some fun with subject areas: plan projects, plan job-shadowing, plan classes taught by others such as courses from the Red Cross, at adult ed, at the local college, at a private school, with online courses, apprenticeships, and even courses at the public school. There is much to choose from.
- ___ IS a way to ask your advisor for input on subjects where you have questions or feel uneasy
- ___ IS a way to show your student that there IS a plan.

(NARHS has an "Easy USE Form" ready for you to use.) Here's a sample.

ENGLISH
Text & Publisher: _____
Method: _____
Other: _____

Example **ENGLISH** she wants to do a SELF-DESIGN course. Name 12 famous authors ~~Text & Publisher:~~ from Massachusetts, research about them, visit/find their
Method: homesteads, and then write a paper about each one and what made them
Other: famous. (Robert Frost, Longfellow, Herman Melville, Ralph Waldo Emerson, Emily Dickenson, Dr. Seuss, Henry David Thoreau, and a bunch more!)

SCIENCE
Text & Publisher: _____
Method: _____
Other: _____

Example **SCIENCE**
Text & Publisher: she likes course from Univ. of Nebraska "high school online"
Method: Online teacher will teach her + other online students.
Other: This biology course even has 15 LABS! LABS right online!!

MATH
Text & Publisher: _____
Method: _____
Other: _____

Example **MATH**
Text & Publisher: previously completed, earned Algebra I credit in middle school.
Method: we need help deciding on a second math credit.
Other: Neither parent is comfortable teaching upper level math! HELP!



DEADLINES for Graduating Students

51

When the high school career is ending, each student usually falls into one or more of these FOUR categories.

- The College-Bound College Applicant
- The Student who will be in one of the Graduation Ceremonies
- The Student who only wants to graduate by the end of the school year (end of August).
- The Student who has no preference for a date on their diploma or transcript.

1

The College-Bound / College Applicant

All applicants to college MUST have their portfolio to their NARHS advisor by June 30

----> *If the colleges to which you plan to apply desires first semester or first quarter grades, your mid-year portfolio should be to your NARHS-assigned advisor by Dec. 31st.*

----> YOUR FINAL PORTFOLIO should get to your advisor AT LEAST 45 days prior to June 30 !!!

----> YOUR RESPONSIBILITY includes knowing 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 deadline.

- NOTES:
- (A) When you do NOT meet these deadlines, and you want NARHS to rush a transcript to a college in time, NARHS assesses 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

Student who is planning for one of the Graduation Ceremonies (VOLUNTARY, VERY NICE.)

~~ FLORIDA Ceremony ~ Conducted by the FPEA. All participants are to be in contact with them for their specific deadlines. www.FPEA.com

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

Apr. 30 Deadline for graduates in the FL ceremony: all completed documentation to NARHS staff for final processing

May ?? Memorial Day Weekend Orlando, FL ceremony.

~~ MAINE Ceremony ~

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

May 31 Deadline for graduates in the Maine ceremony: all completed documentation to NARHS staff for final processing

Jun. ?? June, third weekend: (almost always, but check with us) Maine graduation ceremony

3

The Student who wants to graduate by the end of the school year (end of August).

The NARHS school year is officially Sept. 1 through August 31 each year. If you'd like the date on your diploma to be within a certain school year, then you must have your completed coursework POST-MARKED to NARHS by August 31 of that year. Assuming all work is in order, NARHS will date your diploma and transcript with an appropriate date within the school year completed.

4

The Student who has no preference for a date on his or her diploma or transcript.

You will graduate from NARHS during this calendar year 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 OCTOBER 31 to get that portfolio to NARHS.

OCTOBER 31 --- IS VERY IMPORTANT. MISS THAT DATE, IT WILL COST YOU.

All NARHS school years end August 31. The portfolio for that school year is to be postmarked to NARHS by October 31 immediately following the end of the school year.

Portfolios postmarked AFTER October 31, are assessed a **\$50.00** late fee.

Portfolios postmarked AFTER November 30, the late fee is **\$75.00**

Portfolios postmarked AFTER December 31, pay a late fee of **\$100.00**

In each case of a late portfolio, NARHS will accept the portfolio and award credits for the work, but the late apply.

DIPLOMA

52

DIPLOMA DEFINED: A document issued by an educational institution testifying that the recipient has successfully completed a prescribed course of study and is awarded an honor, a privilege, a rank, or a qualification.

In modern US culture and workplaces, a high school diploma is considered the minimum acceptable formal education required to demonstrate basic knowledge, ability to perform, and the ability to take instruction from others.

“Just A Piece of Paper” ?

US Bureau of Labor Statistics:

High school graduates, no college
Early in workers “worklife” (age 25) \$629 per week

Less than a high school diploma
Early in workers “worklife” (age 25) \$440 per week

Difference is -----> \$189 per week
KEEP LOOKING -----> \$ 189 per week

X 52 weeks
\$ 9,828 more every year than a non-graduate.
(Yes, every year)

Age 25, worker begins full time work, retires at age 65...
He will work for 40 years.... 40 years

How much MORE is a Diploma earning for you? x \$ 9,828 per year
\$393,120.00 MORE

than a non-graduate in a working lifetime!

Why \$393,120.00 more?

Because he has a high school diploma!
Real dollars later for your high school work now.
Real results from your private school tuition.
Real improvement in your life & your lifestyle!

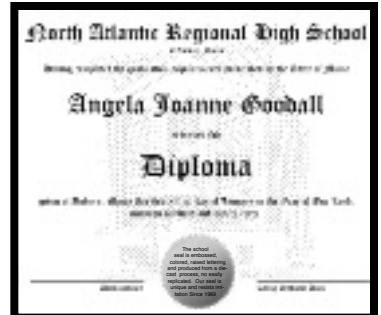
\$393,120.00 MORE

This number is NOT your TOTAL earning for 40 years.

NO. This is the amount ABOVE the total earnings!

When you decided to earn your diploma,
you decided to earn this extra money!

\$393,120.00 MORE



This piece of paper can lead to you earning lots of little pieces of paper.



Consider -->

Restated --->

Conclusion --->

Reason --->

Take notice --->

DIPLOMA FROM ONLY COLLEGE CREDITS

See entry under “College Credits can earn High School Diploma.”

54

DOCUMENTATION

“Just take my word for it!”

From time to time, students or parents try to convince us to simply “take their word for it” and just give them credit for a subject. No, that’s NOT good enough. Some students ask parents to simply write down what the students did and they expect that’s good enough. No, it isn’t.

As an example, when a student or parent presents NARHS 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, NARHS will not award an English credit based on just a list of books someone says they have read.

If, on the other hand, the family presents us with a list of books read by the student, a log of the hours invested in each book, and a written two-page paper on each book, now we have documentation. If the papers were dated, corrected, and graded, then we likely 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 corroborated with “evidence.”

NARHS wants BOTH -- your “testimony” (your Daily Log of what happened) and your “evidence” (physical proof or corroboration) that something was done.



Sandra Day O'Connor

55 **DUAL ENROLLMENT**

Dual Enrollment is a process by which a high school student is allowed to take college courses and, if the course is successfully completed, the student earns both college credit and high school credit for the same work.

56 **EDUCATIONAL TESTING SERVICE**

According to their web site, "The Educational Testing Service (or ETS) is the world's largest private educational testing and measurement organization... ETS develops various standardized tests primarily in the United States for K-12 and higher education... About 25% of the work carried out by ETS is contracted by the private, not for profit firm, The College Board. The most popular of The College Board's tests is the SAT, taken by more than 3 million students annually. ETS also develops and administers The College Board's Advanced Placement program, which is widely used in US high schools for advanced course credit..."

57 **ELECTIVES**

In education, "Electives" are courses that the student may choose during a period when he or she has no other classes scheduled. For example, if a student has completed all requirements to graduate, he or she could keep taking classes in an area of interest, say, Woodworking, Child Growth and Development, Band, Chorus, another year of Physical Education, Volunteerism, Computer Technology, and so on. In Maine, students at NARHS must earn 4.5 electives and some students choose to add more Math credits, or History credits, Science credits, Ancient History, and so on. Conclusion: Electives are courses chosen by the student to complete his or her schedule or requirements. Electives can be added to a student's schedule from the regular course menu or from a special area of interest.

58 **ENGLISH**

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 American schools in some foreign countries.)



John Philip Sousa

Military Enlistment for Homeschoolers

"In 2007, the Department of Defense modified its enlistment policy so that homeschoolers who earn an AFQT (Armed Forces Qualification Test) score of 50 or above will enlist as Tier 1.

All recruits in all tiers are required to take the Armed Services Vocational Aptitude Battery test known as the ASVAB test. Included on the ASVAB are 4 critical parts which comprise the recruit's Armed Forces Qualifying Test score (AFQT). It is critical for a homeschooler who wishes to enlist as Tier 1 to study for and complete practice ASVAB tests in order to attain an AFQT score of 50 or above. Scoring high on the entire ASVAB test will additionally provide recruits with the most job opportunities as well as signing bonuses. Some recruiting centers offer classes and/or coaching to help recruits score well on this test. There are also websites which provide practice tests (<http://www.hslda.org/elink.asp?id=3821>) as well as give test taking strategies (<http://www.hslda.org/elink.asp?id=3822>).

The ASVAB test should be taken before enlisting. It can be repeated as often as necessary at 30 day intervals in order to attain the necessary 50+ score. Again, it is important that your son or daughter take the ASVAB before enlisting so he or she will be enlisted as Tier 1 which will accord your child many worthwhile benefits such as possible bonuses, promotions, specialized training, choices of postings, and so on.

At the time of enlistment, a homeschooler will also be given an Assessment of Individual Motivation (AIM) Test that measures other personnel characteristics such as adaptability and motivation. This test will be used only for research purposes for data collection and will not affect, in any way, the status of the recruit.

...from the archives at Homeschool Legal Defense Association.

ENLISTMENT IN THE ARMED FORCES

At NARHS enlistment means being accepted into one of the US military branches to serve as a member of the armed forces. The military's qualification of a high school diploma does not guarantee acceptance of any candidate. Other factors include a list of multiple conditions, any one of which can cause acceptance or rejection:

- recent influx of applicants to enlist (result of high unemployment rate, lack of jobs everywhere)
- because of the larger numbers of applicants, recruiters can be choosy and take the "pick of the crop"
- the applicant's poor academic record
- poor ASVAB scores
- poor physical performance during physical ability testing
- poor or unusual appearance (We have known good men who were told they were too short, others could not enter pilot training because they were too tall.)
- any derogatory information on the social network web sites -----> Twitter You Tube My Space Facebook

"CAUTION" messages the interviewer listens for...

"I couldn't..." "I won't..." "didn't work out..." "maybe someday I'll do better..."
"looking for direction..." "time to mature..." "to find myself..." "I could use more discipline..."

(NARHS SUGGESTS: avoid the phrases in the box above. ... They imply uncertainty, doubt, being uncooperative, and very little "good" for the military or for employers...)

- any public record of criminal activity, including juvenile matters
- failing an unexpected drug test... "here's a cup...this officer will accompany you to the rest room"
- name or identity confusion with someone with a similar or same name who has a shady history
- poor military history of a parent, or other relative whose name was provided to the recruiter
- poor recommendations or poor responses from the references you gave to the recruiter
- Overall, there are times of high demand for military personnel, and there are times of low demand.

During times of military conflict involving the United States armed forces, the military may increase their numbers by decreasing the qualifications of enlistees; conversely, in times of peace, the military may reduce their numbers by raising the qualifications of enlistees. These are factors the recruiters must consider. You may not ever figure out the factors for rejection, and the recruiters may never tell you.

To enter the military, NARHS may not be the easiest avenue to enlistment. From a paperwork perspective, it is much easier to enlist as a homeschooled, IF you can score at least 50 on the ASVAB. There are practice books available that help people study for the ASVAB. NARHS can help you prepare for military acceptance.

EVERYBODY'S JOB ...

... when you
homeschool,
this item is part of
the agreement
between NARHS
and the student

The PARENT

- decides what materials are used, and selects the coursework
- makes certain the coursework is at least high school level (unless the student has an official, diagnosed learning disability (that has been (evidence of which has been provided to NARHS)
- reports to the assigned NARHS teacher advisor the materials selected and the courses they want to accomplish each school year
- If needed or advised, the parent has the flexibility to change the content and method used for any course
- directs his or her student in the needed subjects
- keeps good records, saves the designated part of the student work, and gives grades
- presents NARHS with a portfolio of their student's work at (or soon after) the end of their school year.

The STUDENT

- is expected (to the best of his or her ability and consistent with the family culture) to cooperate with the parent, representing the "classroom" teacher (unless other arrangements have been made).
- does the necessary work to complete the courses
- does the course(s) necessary to earn the diploma
- uses the opportunities to expand his or her knowledge base
- uses the opportunities to improve his or her "skill sets" (to the best of his or her ability
- cooperates in collecting the evidence needed as part of the portfolio
- must understand that the evidence presented in the annual portfolio becomes the high school credits

The SCHOOL -- NARHS

- transfers all credits earned from previous institutional schools
- assists (if needed) in setting up the course work
- evaluates selected parts of the actual work and it's documentation of courses in the student's annual portfolio
- awards high school credits for each subject completed
- assembles all documented credits and records them on the student's transcript
- after the requisite 17-1/2 credits are earned, NARHS awards the diploma.
- sends transcripts to those people and places selected by the parent of the adult student or graduate (on the same terms outlined in other parts of this Handbook

EVIDENCE

(DIFFERENT FROM
TESTIMONY)

At NARHS, evidence is a material, tangible item that can be presented to demonstrate that something was done, existed, occurred, and/or experienced by a student. NARHS differentiates "Evidence" from "Testimony." We consider testimony as "what you SAY happened" and we consider "evidence" as the presentation of objects we can see and/or handle to corroborate your evidence. E.g., when a student writes an essay about his trip to Ecuador, that is his

testimony. When he shows his passport marks for Ecuador, his plane ticket stub to Quito, and photographs of him inside Capilla del Hombre, THAT's evidence! While these may not be the legal definitions, we find them easy to explain what we are looking for in a portfolio review. During the review, we are looking for BOTH evidence and testimony to prove a student completed a certain course. Once the proof is presented, NARHS can issue credit for the course.

EVIDENCE -- CORROBORATIVE

Corroborative evidence means using another source to reinforce and agree with the findings of the primary source. If a student claims to have received 100 percent on an Algebra Test and presents the actual test, the test questions can be re-done by others and affirm by the PRIMARY evidence that he deserves 100 a score of 100 percent.

Corroborative evidence might include the results of professional testing conducted from an outside source, such as the SAT tests. If primary evidence (tests) affirms the student is capable and was likely to score high on every math test he took in 10th grade AND official scores from the SAT Math section shows he earned 760 points out of a possible 800 points. THAT evidence is corroborative evidence.

EVIDENCE -- COMPELLING

Persuasive. In context of producing a portfolio of work and presenting evidence to show the work was done, compelling evidence is persuasive and powerful. For example, a teen from New Hampshire brought her portfolio to NARHS. The portfolio showed a possible credit in music, specifically bagpipes! She had photos (which could have been staged) of her holding the bagpipes. Any of us can hold bagpipes for a picture in a cemetery (maybe the picture was doctored?). There is no evidence by just seeing a picture. But when she gave us a copy of the local newspaper that mentioned her by name, that was compelling evidence. When she opened a large case and began PLAYING the bagpipes, that was absolutely compelling!!!

Exit Exam _a.

NO MATTER HOW MANY CREDITS YOU EARN, if you fail this test, NO diploma for you!
(but not at NARHS)

Exit Exams are NOT required everywhere. About half of the states require a passing score on all sections of the exit exam, and if a student does not pass (even 1 section), he or she does NOT receive a high school diploma. Most states allow students to re-take the tests several times. These tests are given near the end of a student's high school career. The test can be multiple parts and usually cover (at least) Reading Comprehension, Language Arts, and Mathematics.

In terms of "fairness" this student writes: *"I work for 4 years, do the assignments, behave myself, keep up my attendance, follow all the rules, and earn EVERY credit required for graduation. I fail one test and I get cheated out of the diploma I worked for."* Yes. *"That ... is not for me!"* Exit Exam casualties can transfer their credits to NARHS, and with the 17-1/2 credits required here, can have the diploma they've earned. We have EXIT EXAM students in 24 states. (Yes, only 24 states require an EXIT EXAM to graduate.) EXIT EXAM REFUGEES can come to NARHS for their high school diploma.



Lucille Ball

**24 states REQUIRE exit exams to receive your high school diploma.
26 states do NOT require them. Earn your credits, earn your diploma at NARHS.**

| | | | | | |
|----|--------|---|----|-----------|--|
| AK | HSGQE | High School Graduation Qualifying Test | NC | NCHSCT | North Carolina High School Comprehensive Test |
| AL | AHSGE | Alabama High School Graduation Exam | NJ | HSPA | High School Proficiency Assessment |
| AZ | AIMS | Arizona Instrument to Measure Standards | NM | NMHSC | High School Competency Exam |
| CA | CAHSEE | California High School Exit Examination | NV | NVSPE | Nevada High School Proficiency Examination |
| FL | FCAT | FL Comprehensive Assessment Test | NY | REGENTS | REGENTS exams |
| GA | GHSQT | Georgia High School Graduation Test | OH | OGT | Ohio Graduation Test |
| IN | GQE | Graduation Qualifying Exam | SC | HSAP | SC High School Assessment Program |
| LA | GEE | Graduation Exit Exam for the 21st Century | TX | TAKS | Texas Assessment of Knowledge and Skills |
| MA | MCAS | Massachusetts Comprehensive Assessment System | UT | UBSCT | Utah Basic Skills Competency Test |
| MD | MHSA | Maryland High School Assessments | VA | SOL | Standards of Learning/ |
| MN | MCA | Minnesota Comprehensive Assessments | WA | WASL/HSPE | Washington Assessment of Student Learning/ a/k/a "High School Proficiency Exam" |
| MS | MSATP | Mississippi Subject Area Testing Program | WI | HSGT | High School Graduation Test |

Diploma is yours!

Exit Exams _b. the solution from Maine

Students who have failed EXIT EXAMS in their states CAN receive a high school diploma from our state. NARHS accepts all credits from other high schools, and, if the student has already earned the 17-1/2 credits required here, they are eligible for their high school diploma from Maine. Have all 17-1/2, then you are done! No more classes, no tests, you are DONE! No, you don't move to Maine -- your credits move to Maine!



Susan B. Anthony

Simply put: Send us a copy of your transcript(s) and we'll send a written report back to you telling you how close you are to graduating with the 17-1/2 credits from NARHS.

THIS Evaluation IS FREE.

1 thing you need to do:

Call or go to your previous high school. Ask them to mail your transcript to us:
Transcript Evaluation
North Atlantic Regional High School
21 Westminster St.
Lewiston, ME 04240

2 things you need to know:

When requested in writing by an authorized person, a public school MUST provide an UN-official copy to you (if you are an adult) or to your parent (if you are a minor).

The transcript is a legal document showing YOUR EARNINGS, your credits.

High school credits BELONG to YOU, the credits do NOT BELONG to the SCHOOL.

The school may require a written, signed request from an authorized person for your transcript.
The school may have a policy of giving transcripts to only adults. The school may charge a fee for each copy of the transcript

Most students who are facing an EXIT EXAM are usually well into their high school years. Likely, they will already have credits. NARHS needs 17-1/2 credits. Most students who are in the 12th grade, could have all they need to graduate from our Maine high school. Real diploma. Real school. Real nice!

Why not find out for sure -- it costs NOTHING. Find out for sure. Find out for FREE.
Find out how close you are. Have your school send us your transcript. Let's do it.

Complete evaluation of credits you already HAVE.

Find out for sure
Find out for FREE

DO NOT send money

EXPERIENCE of NARHS STAFF

66

This is a select list of NARHS staff as of September 2010. No, it is not everyone, but these are the folks you will likely come in contact with when you call or visit.

Those who actually homeschooled had their experiences broadened when they began working here at NARHS and Homeschool Associates (part of NARHS). Therefore, we count their personal homeschool experience IN ADDITION TO their professional experience working with other families.

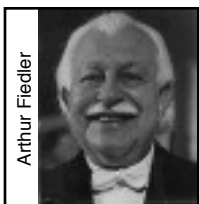
Are we writing this so we can impress you? Yes. You would be hard-pressed to find such an experienced staff in one place working on your behalf.

| | | |
|----------------|---|-----------|
| Bill | 6 years here = 6 years employed here | 6 |
| Carol | 6 years here = 6 years employed here | 6 |
| Greg | 4 years he was homeschooled + 3 years here = 7 | 7 |
| Holland | 12 years she was herself homeschooled + 3 years in NARHS office = 15 (private school certification) | 15 |
| Janice | 15 years actual homeschooling + 4 years here = 19 years. (certified teacher) | 19 |
| Jenn M | 8 years here (private school certification, other state credentials) | 8 |
| Jen P | 10 years employed here = 10 years (certified teacher) | 10 |
| Judy | 10 years here = 10 years employed here (certified teacher) | 10 |
| Kim L | 2 years here = 2 employed here | 2 |
| Kimm W | 13 years actual homeschooling + 3 at Homelink/NARHS = 16 (private school certification) | 16 |
| Laurie | 3 years actual homeschooling + 7 years here = 10 (certified teacher) | 10 |
| Lily | 13 years actual homeschooling + 7 years here = 20 (certified teacher) | 20 |
| Linda | 4 years actual homeschooling + 3 years here = 7 (private school certification) | 7 |
| Lisa | 9 years actual homeschooling + 3 years here = 12 (certified teacher) | 12 |
| Maureen | 19 years actual homeschooling + 10 years here = 29 (certified teacher) | 29 |
| Nat | 15 years actual homeschooling + 8 years employed here = 23 (certified teacher) | 23 |
| Pam D | 16 years actual homeschooling + 3 years here = 19 (certified teacher) | 19 |
| Pam R | 4 years actual homeschooling + 10 years here = 14 | 14 |
| Steve | 11 years actual homeschooling + 26 years beginning with Homeschool Associates in 1984 = 37 years | 37 |

*What a TERRIFIC mix of personal and professional experience!
You found all of us in one place? You did! NARHS!
We are ready to serve students and families.*

**270 years
combined experience**

In addition to their classroom experience, most of the staff listed above specialize in homeschooling. We have other staff who specialize in the trades, in legislation, applications of the law, regulations, and the politics of education. NARHS has assembled a unique set of experiences and talents. We are ready for you! Welcome to NARHS!



Arthur Fiedler



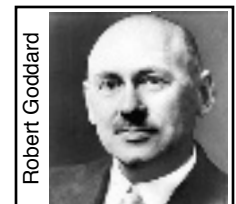
Bob Keeshan



Dave Thomas



Darth Vadar



Robert Goddard

UNchanged

67

FEES

OFFICIAL TRANSCRIPTS

Official Transcripts cost \$10 each after the first 4. NARHS provides 4 official transcripts at no charge, sent to institutions or individuals as the student or family directs. A \$10.00 fee must be paid for each request once NARHS has provided the first 4 OFFICIAL TRANSCRIPTS. We give you 4, you buy more as needed. Faxed and emailed copies are free.

WORK-STUDY COURSE DESIGNED by NARHS STAFF

\$40 per hour for one of NARHS staff to design specific course description allowing the student to earn money & high school credits.

RECENT CHANGES

UNPAID BALANCES

Unpaid balances cause NARHS to withhold all information about the student -- NARHS will not provide the information to other schools, colleges, universities, scholarship agencies, or anyone. No records, no transcripts, no information. "No records" stops military enlistment, stops scholarship applications, stops some job applications.....

LATE PORTFOLIO

As soon as you have finished our school year send your portfolio to your NARHS teacher.
Portfolio postmarked after Oct. 31 = \$50 fee.
Portfolio postmarked after Nov. 30 = \$75
Portfolio postmarked after Dec. 31 = \$100

REPLACEMENT DIPLOMA

Diploma replacement = \$65

FUTURE FEES and CHANGES

NARHS reserves the unilateral right to add, delete, alter, increase, or otherwise change the fees and/or policies without prior notice to any family or student.

68

FERPA

a/k/a The Buckley Amendment

Family Educational Rights and Privacy Act This federal law citation is 20 USC S. 1232g Also known as the Buckley Amendment, this law was designed to establish the rights of students to inspect and review their education

records, prevent the release of educational records to third parties without permission of the student, and to provide guidelines for the correction of inaccurate or misleading data by formal and informal hearings.

69

FINANCIAL AID -

BANKS, COLLEGES, GOVERNMENT

Students who need to apply for financial aid have several sources for the funds. Formal financial aid can come from banks, government agencies, or the college itself. Each of these sources may require different information and, occasionally, NARHS is asked to complete a form or other paperwork for the source. We are happy to help with this but ONLY if and when the student's financial account is paid in full and there are no outstanding balances due.

Private loans from relatives, employers, and churches are helpful.

Of course, there are other sources of money for students. Awards, grants, and a steady income can help a students pay their way through college.

Our experience includes a student who needed only \$550 dollars to complete his payments to NARHS so he could graduate. He approached his employer for a loan. The wise employer told him "No." But, then the employer took him down to the company's bank and co-signed a loan with him. The employer reasoned that this should be the young man's opportunity to begin a credit history and know what it's like to have monthly payments. The RISK was the employer would get stuck with a \$500 liability. The REWARD was that the young man learned a good financial lesson.

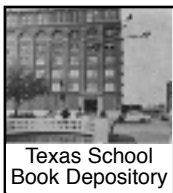
70

FINANCIAL AID FOR COLLEGE -- SCHOLARSHIPS

Most of us have heard about scholarships for athletes, very bright students, and high-skills students (art, music, etc.), but we rarely hear about others. Corporate scholarships and grants are sponsored to assist children of corporate employees (G.E., Dupont, Sears, Wendy's, McDonald's, Home Depot, etc. Churches, denominations, fraternal organizations, unions, clubs, societies, and others). They are ready to receive your application. Scholarships and awards can range from \$500 to \$25,000 or more. If you need financial aid to go to college, YOU need to find out about the possible scholarships and grants -- these could be from organizations you see every week! Financial aid can take the form of a grant (no pay back required), an award (a prize for something outstanding, no pay back), a scholarship (some based on need, some based on a special skill) and, of course, financial aid including "student loans," (to be paid back in some form).



John F. Kennedy



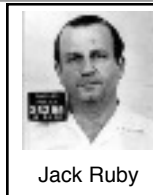
Texas School Book Depository



Lee Harvey Oswald

| November 1963 | | | | | | |
|---------------|-----|-----|-----|-----|-----|-----|
| Mon | Tue | Wed | Thu | Fri | Sat | Sun |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 30 | | | | | | |

WHAT is significant about the date, November 22, 1963 ?



Jack Ruby



Swearing in of LBJ

Where was Lyndon Johnson sworn in as President of the United States?

GAP YEAR

71

AT LEAST ONE ACADEMIC YEAR DELIBERATELY PLANNED BETWEEN HIGH SCHOOL AND COLLEGE OR CAREER

“Gap Year: A period of time taken by a student to travel or work, often after high school or before starting graduate school, as a break from formal education.” - dictionary.com

Many competitive colleges and universities encourage applicants to pursue a gap year option after graduating from high school.

The colleges believe that students who come to higher education with an extra year of life experience bring valuable perspective to the classroom.

“Taking a gap year in China was the best decision I ever made,” says Courtney Zenner, 26, who spent a year exploring China with the organization School Year Abroad.

“My experience in China exposed me to possibilities I never knew existed, taught me to think independently and allowed me to see the world.”

Courtney went on to graduate from Barnard College with a degree in Asian Studies and now leads semester programs in China and India.

Real world life experience gives gap year students a greater sense of personal direction and specific academic goals.

“I didn’t take a gap year, and I wish I had,” said Jessica Newman, 27, who is now an academic dean at South High-School in Denver, Colorado.

“Nobody knows exactly what they want to do when they’re eighteen years old. It’s smart to take time to figure out who you are before you rush into what you’re going to be.”

Gap years are popular with European and Australian students, but remain relatively rare in the Americas. However, in recent years more and more American students are preparing for college by taking a gap year. There is a related, interesting article on the web entitled, “10 Good Reasons to Take A Gap Year Before College.”

New idea to many!

72-A GED _ A. GENERAL EDUCATION DIPLOMA

2005 - PRESENT SCORING AND RULES

Yes, GED passing grades are given 1 credit in every category in which the student earned a passing score. Each of the subject areas has a minimum score to pass. And even if a student did not reach the combined total, the student can actually pass all of the 5 tests (see article below 1998 and later...) and still not earn the GED. Since 2005, the tests and scores needed are:

| | | |
|------------------------|-------|---|
| language arts, writing | ..... | (1) English / Language Arts credit at NARHS |
| social studies | ..... | (1) Social Studies credit at NARHS |
| science | ..... | (1) Science credit at NARHS |
| language arts, reading | ..... | (1) English / Language Arts (another English) credit at NARHS |
| mathematics | ..... | (1) Math credit at NARHS |

In the current GED scoring, if you earn a score of 410 on any test, you have passed that test and NARHS will give you credit for the subject area of the test.

To receive the GED, your combined total of the tests must be 2250. You might expect the total to be 2050 (410 points x 5 tests = 2050). However, earning the GED scoring requires that you score HIGHER in one (or some) of the areas and ADD to the 2050, to make your COMBINED total 2250. If you reach the COMBINED total of 2250, you are awarded your GED.

72-B GED _ B. GENERAL EDUCATION DIPLOMA:

1998 -2001 RULES
2001 -2004 RULES

These older requirements are listed here because we serve those who are adults, too. Some may already have passed sections of the GED, and we wanted to be sure to offer a valid translation of those accomplishments.

From 1998 till December 2001: the test-taker was required to score
___ at least 42 in language arts/ writing
___ at least 40 in social science
___ at least 40 in science
___ at least 40 in language art/ reading
___ at least 45 in mathematics.

To earn the GED, however, required a total COMBINED score of at least 225.



Frances Scott Key

From 2002, the minimum scores required changed to 420 in language arts/ writing, 410 in social studies, 410 in science, 410 in language art/ reading and 450 in mathematics. The total passing GED score of 2250 was the basic requirement, with a minimum average score of 450 for each of the five GED test, and no single test score below 410 in any of the individual five GED tests was acceptable.

GED_C. HOW DOES NARHS TRANSLATE GED RESULTS?

At NARHS, GED passing grades are given 1 credit in every category in which the student earned the passing score. As you know, each of the subject areas has a needed score to pass. And even if a student did not reach the combined total, the student can still pass all of the 5 tests. Since 2005, the tests and scores needed are:

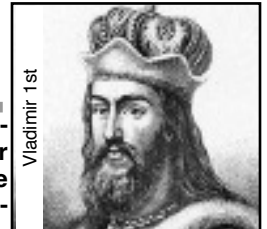
| | | |
|------------------------|-------|---|
| language arts/ writing | ..... | (1) English / Language Arts credit at NARHS |
| social studies | ..... | (1) Social Studies credit at NARHS |
| science | ..... | (1) Science credit at NARHS |
| language arts/ reading | ..... | (1) English / Language Arts (another English) credit at NARHS |
| mathematics | ..... | (1) Math credit at NARHS |

So, since 2005 in GED scoring, if you earn a minimum score of 410 on any test, you have passed that test and NARHS will give you credit for the subject area of the test. To receive the GED, your combined total of the tests must be 2250.

You might expect the total to be 2050 (410 points x 5 tests = 2050), but the GED scoring requires that you score HIGHER in at least one of the areas in order to ADD to the 2050, and bring your COMBINED total to 2250. If you reach the COMBINED total of 2250, you are awarded your GED. If you did not earn reach these scores, then bring your GED results to the North Atlantic Regional High School and we will convert the sections you DID pass to high school credits.

GPA GRADE POINT AVERAGE

Grade Point Average (GPA) is calculated by the school and is based on the cumulative average of 4.0-scales of each subject in all passing grades of the high school career. (See "Grading Scales" below.)



Vladimir 1st

GRADE FORGIVENESS POLICY

(A) Allow the student to take a course which has the same name or similar content as the course he or she has already passed. If the student earns a better score on the second course, then at the request of the student and/or family we will delete the old and replace it with the new score. The new course will be listed in the year in which the replacement course was taken.

(B) Allow the student to take the score of a course already taken, and if it was a HOMESCHOOL course, then allow that score to be changed to a "P" (passing) which has no effect on the GPA...it still earns credit, but it has no score that would affect the GPA.

(C) Allow the student to take the score of a course already taken, and if it was a course taken while homeschooled and REGISTERED WITH NARHS, then we will allow that score to be changed to a "P" ...it still earns credit, but it has no grade affecting the GPA.

(D) HOWEVER, if the student earned the poor score from another US high school, AND if that score was awarded a credit by the other high school, and if that score was transferred to us on the other school's official transcript, then we will NOT change the score to a "P". Instead, we will allow the process outlined in (E) below. EXCEPTION: some foreign countries award passing grades and credits on a different scale from the customary American way -- e.g., a 50 can be the cut-off score for credit awarded in Canada. In such a case, NARHS will award the credit and WILL change the passing grade to a "P," thus preventing such a low score from distorting their GPA.

(E) If a student wants a course OMITTED from their record, and if that course was transferred from another high school and awarded credit from that other high school, then NARHS will NOT omit that course and/or grade from the new transcript, except as outline in item A, above.

(F) If the student has taken a college course, and does NOT want that course listed on his or her NARHS transcript, then NARHS will not include that course on the transcript, UNLESS the college credit is present on the same transcript as other credits that are NEEDED or WANTED by the student. In such a case, because ALL courses and scores are disclosed on one college transcript, we have an obligation to disclose them to the next recipient of the NARHS transcript.

RELATED
POLICIES:

GRADING: GRADING "OBJECTIVE" SCHOOL WORK VS. GRADING "SUBJECTIVE" SCHOOL WORK

Grading can be tricky for the average parent to do -- sometimes. To calculate grades in some "objective" areas is simple and easy. Math test answers are (nearly always) either right or wrong. For example, if a math test has 100 problems to solve, each correct answer is worth 1 point. Therefore, a score of 93 is given if the student correctly answered 93. Likewise, a math test with 50 problems to solve would award 2 points for each correct answers; therefore, if the student correctly answers 44 problems correctly, the student would be 88.

It is more difficult to correct tests with "subjective" answers, where there is more one way to respond to a question. Here is an example used for both English and Social Studies courses:

For purposes of this test, please assume the statement below is true. After reading the statement, please answer the question as thoroughly as you can.

STATEMENT: The founding fathers believed that the power of the Federal government is to be limited to defense of the country and all other matters of law and enforcement are to be left to the states to decide (so-called "States' Rights").

ESSAY QUESTION: Assuming the above STATEMENT is true, (1) how have Federal authority and State authority changed to what it is today? (2) What impact have these changes made in our personal lives?

(GRADING HELPS are provided to NARHS families at no charge. See the next few Glorry entries.)

75 **GRADING HOMESCHOOL WORK**

NARHS teacher advisors are excellent at grading homeschool work and awarding a score to the work. The teacher advisors do not grade your student's work, but the advisors HAVE written out the processes developed over the past 26 years. We are happy to share our discoveries about grading. We want to give you another measure of confidence and show you one way things can be easier.

Once you have used one of our grading tools, you're invited to send a completed one to your NARHS advisor to see if the form you used is the most convenient one for the grading you needed. Practice, then review it with your NARHS advisor. Practice, then review. Practice, review. Try another type of form, reach a comfort level with the process of grading. Since your NARHS advisor will be the one verifying your grading during the portfolio review, he or she is the best one to assist and consult with.

76 **GRADING SCALE: NUMBER GRADES, LETTER GRADES, GPA CALCULATIONS.**

Number Grades, Letter Grades, and G P A

Homeschool parents and off-site institutions, NARHS prefers NUMBER scores. NARHS will assign the conversion scores into the Letter grades, and four-point system, as follows:

| | | | |
|---------|----|------|-----|
| 93-100 | A | 4.00 | GPA |
| 90 - 92 | A- | 3.67 | GPA |
| 87 - 89 | B+ | 3.33 | GPA |
| 83 - 86 | B | 3.00 | GPA |
| 80 - 82 | B- | 2.67 | GPA |
| 77 - 79 | C+ | 2.33 | GPA |
| 73 - 76 | C | 2.00 | GPA |
| 70 - 72 | C- | 1.67 | GPA |

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

However, if a course from a previous institutional school was awarded credit for a "D," then NARHS will also enter the course for credit and apply it toward the graduation requirements. The following letter-to-numeric grade conversions apply:

| | | | |
|---------|----|------|-----|
| 67 - 69 | D+ | 1.33 | GPA |
| 63 - 66 | D | 1.00 | GPA |
| 60 - 62 | D- | 0.67 | GPA |

"Passing" On occasion, a course may be awarded the grade "P" indicating it has been passed. "P" carries no point value, but "P" does earn the credit-value assigned to it by the teacher advisor or Academic Dean.

Grading Scale Differences G P A Differences

ADVISORY ABOUT THE GPA

High schools, colleges, and scholarship committees use **differing ways** to calculate a GPA.

- ___ Some use a 5-point system.
- ___ Some use the 4-point system with no "plus" or "minus" values, some with "plus" or "minus"
- ___ Some count only absolutely necessary academic credits and will not include any other courses when calculating the GPA.

___ Some schools use different point-spreads For NUMBER GRADES: e.g., 90-100= A. 93-100 = A.

___ Some schools issue NO GPA, since most scholarship committees and admissions offices will convert whatever they receive into their own consistent, everybody-the-same formula they use to evaluate applicants.

NARHS chose the widely accepted method: "4-point unweighted scale WITH "plus" & "Minus."

Most importantly, NARHS publishes our process in our literature, on our transcripts, and on the web. Any institution receiving the transcript will also receive grading process. We trust the receiving institution to convert our report into their methods for their purposes.

77 **GRADING TOOLS, GRADING STUDENT ASSIGNMENTS, PAPERS, AND TESTS**

Most parents are not comfortable grading their child's academic work. We hear this most from homeschooling parents who must do this frequently. NARHS has assembled a series of Grading Tools and included them in NARHS published *High School Resource Advisor*. The grading tools span 25 pages of forms, categories, styles, tests, written work, verbal work, project work, and more. The tools were designed and/or recalled by our staff of mothers, homeschooling parents, and certified teachers.

The grading tools will assist you when grading student work. If you need assistance using one of these methods of evaluation, we are here to help. Just call the NARHS teacher advisor assigned to you.

78 **GRADUATE**

GRADUATE: A person who has completed the requirements for a NARHS diploma, received our diploma, AND graduated from our high school. Graduates who received their diplomas in 2010 are customarily described as the Class of 2010, graduates from 2009 are called the Class of 2009, and so on. Graduates of a high school are sometimes referred to as "alumni."

79 **GRADUATION AND GRADUATION CEREMONY**

At NARHS, the graduation ceremony is a voluntary event at which students receive their diplomas in public. It is a ceremony with certain traditions, a pleasant event, usually appreciated by relatives of the graduates -- parents, grandparents, husbands, wives, even the graduate's children.

While not required to receive your NARHS diploma, this traditional event is a public milestone marking the transition from a high school career to a more adult stage in life. A graduation ceremony brings a formal closure to that part of the student's preparation for adulthood.

(Some students do not want all the "fuss" that goes with a graduation day. But when we have mentioned things like "gifts" or "presents" or "money from aunts, uncles, grandparents," well, we see a change in facial expression!) "Rethinking" is a wonderful thing!

80 **GRADUATION DATES**

Please see the details in this glossary under "Deadlines"

81

GRADUATION REQUIREMENTS a/k/a “Diploma Requirements” IN OTHER STATES.

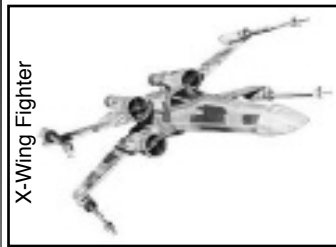
YOUR STATE’S DIPLOMA REQUIREMENTS. All out-of-state students follow Maine law for their diploma, NOT their own state requirements. When you’re working with NARHS to earn your high school diploma, your own state’s diploma requirements are not the goal. Instead, you follow NARHS requirements to earn your diploma from our Maine high school.

Once you have the minimum 17.5 graduation requirements, you MAY want to earn more credits, such as what your state requires, but you are not obliged to. If you are planning to seek a scholarship or admission to one of your local colleges, it might be a good idea to have the credits necessary for a diploma from your state. But it is NOT a requirement at NARHS.

82

GRADUATION REQUIREMENTS (a/k/a requirements for a HIGH SCHOOL DIPLOMA)

One very old principle in governance in the US applies to schools: local control. The locals know what they need, so the locals make the decision, including what credits will be required to earn a diploma in the local high school. The “local control principle” prevails so much in New England that school districts next door to each other may NOT have the SAME high school diploma requirements! From state to state the graduation requirements can differ greatly. The State Board of Education in Maine sets the minimum, then each district (or each school) can add what they want to require. The Maine Board of Education minimum is 16 credits, and at NARHS a minimum 17-1/2 credits are required to earn a high school diploma:



- 4 English
- 2 Math
- 2 Science (1 science 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.

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.”

NARHS 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 NARHS high school diploma without fulfilling all of the other course requirements. They simply complete the NARHS 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. NARHS 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. 800-882-2828

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.

83

GRADUATION TIMING AND THE DATE ON YOUR DIPLOMA

Students may graduate from NARHS when they have completed all the necessary high school credits. Attending the NARHS graduation ceremony is NOT required. Students can graduate any day of the year as long as:

- the date they are requesting on their diploma is not BEFORE the date they first registered with NARHS (can’t graduate from a school before you’re enrolled in it!)
- the date they are requesting on their diploma is AFTER the final date of their enrollment at NARHS (If the student’s transcript lists enrollment as Jan. 3, 2010 and the final grades were complete on August 1, 2010, then the date on the diploma cannot be a date PRIOR to August 1, 2010 -- it must be August 1 or LATER than August 1.)

To be part of the NARHS graduation ceremony in Maine, the student must have completed all of the graduation requirements. There is flexibility, too. E.g., if all required credits were earned last year and he or she received the diploma last year and if the student was not able to attend the graduation ceremony, that student is still eligible to participate in this years ceremony, or even next years. **REMEMBER:** Earning high school credits and/or a high school diploma from a public or private school, including NARHS, does not guarantee any particular or special access to (or admission to) any college, scholarship, employment, apprenticeship, military enlistment, appointment, academy or honor.

HIGH SCHOOL CREDITS

and differences across the USA

A unit of achievement to denote the completion of a course or partial course taken at a high school. Different jurisdictions (states, districts, regions) may have different quantitative numbers associated with a "credit." There is no uniform, nationwide standard to define a high school credit.

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 NARHS, it's simple -- one year's worth of work equals 1 credit.

HIGH SCHOOLER

A.

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

B. Students under age 14 who have previously earned any full and complete high school (or college) credit (in one of the four core subjects English, Math, Science, Social Studies) from any other educational institution and can produce proof of that accomplishment are considered high schoolers for NARHS academic credit purposes, including credit for self-designed courses.

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. (Even though your bright 12 year old is considered a high schooler at NARHS, you can still refer to him as a 6th grader.)

HIGH SCHOOLER

B.

REASSURANCE FOR PARENTS OF THE VERY BRIGHT STUDENT.

Consider the following to be good news.

(1) If your student meets the eligibility requirements outlined below to be called a "high schooler" and she is young, say 7th or 8th grade, you do NOT HAVE TO consider her a high schooler. Parents have told us, "Oh, I don't want her to leave for college so young." She can stay a 7th grader and still earn high school credits, or 8th grader and still earn high school credits. She will simply have MORE credits listed on her transcript than most other students. Nothing wrong with that!

(2) If the student is young and VERY capable, once the REQUIRED high school credits are earned, she can begin working on college credits. Again, we hear parents say, "Oh, I don't want her with college kids when she is so young." Not to worry...she can earn college credits on the web...or she could attend classes in the evening when most students are the older crowd who work all day, or, as several parents have done, she can attend class while you are in the building doing whatever activity you like (your email, your laptop, knitting, reading, or some other activity). Point is, you need reassurance that she is safe in the classroom. You can deliver her at the appropriate time, and you can pick her up at the appropriate time.

(3) College credits can be earned without the web and without attending college classes. There is a provision for self-study and earning college credit through the "Credit by Exam" provisions. See the NARHS Glossary term "Credit by Exam" for more details. These are great opportunities.

(4) When you are blessed with a VERY bright student, you may not want her in a traditional classroom. There are times when these students wear thin with boredom and lack of challenge. This could be reason enough to consider homeschooling or some other, more challenging way to learn. Because NARHS is so flexible and can accommodate most students, we see the VERY bright students fairly often. One boy (age 13) took and passed the College Placement Test and gave the staff there something to talk about -- perfect scores on every test. Another girl (age 11) completed every requirement she needed, was pre-accepted at a university in New England, and did her courses on line with them from her home in the Northwest. At 16, she completed her bachelor's AND master's degrees.

HIGH SCHOOLER

C.

REASSURANCE FOR PARENTS OF THEIR "BELOW AVERAGE" STUDENT.

We adults have met the "below average student." They are not comfortable in the classroom, or with academics, or the school environment, etc. They get poor grades. Some of us older (elderly) staff at NARHS have known students in our own school experience who have gone on to surprise us.

Employers may NOT be looking for "smart" people to hire. Some employers don't want the "best of the best," because the "best" can be so quick-thinking and ambitious, the employer loses them to a better job as soon one comes along. The training, the time, and the bright student are gone. Many employers have learned there are attributes more important than good academics. Loyalty, consistency, and trainability is what they seek. The employee they want is eager, punctual, and agreeable with peers on the job.

A most dramatic example comes to mind. In high school we called him "Snagglepuss" after a cartoon character. Quiet, below average, just squeaked by and passed his courses.

At our 25th Class reunion, he drove up in an absolutely beautiful Corvette...not just a rental for the event -- because it displayed his vanity license plate, "BLK JET." We asked about the vanity plate and he said that's what he does for a living. "I pilot an F-117-A, the Black Jet Stealth Fighter, Nighthawk." Jaws dropped!

Snagglepuss was a solo pilot in the United States Air Force's first stealth fighter. Each of those planes cost \$45 million dollars. The Air Force picked Snagglepuss. Snagglepuss? Yes. He was still quiet, but he was apparently more trainable than we thought!

Why Do People 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. Religious or Philosophical beliefs

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. Advantage of Socialization

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

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

#3. Academic Advantage

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. Advantage of Time as a Family

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.

Homeschool Co-op courses are considered by NARHS to be "self-designed" courses. The requirements to earn high school credits for self-designed courses are outlined in this NARHS Handbook. Co-op course indicates that someone has been appointed to conduct a class to assist homeschoolers in a subject area. NARHS does NOT consider courses in a co-op as equivalent to credits issued by a high school. Consequently, NARHS will count the course work if it is documented and "proven" as if it were a self-designed course.

HOMESCHOOL POLICY

90

ONE FREE COURSE

offers previous homeschool course to be added to a student's transcript FREE...only 1 course.
(read carefully)

NARHS POLICY ALLOWING ONE FREE COURSE FROM PREVIOUS HOMESCHOOLING

1. a. ____ If a student has earned HOMESCHOOL high school credit during their 7th or 8th grade year, ONE (and ONLY ONE) credit for that course is allowed to be counted on his or her high school transcript. There is NO COST for this feature. **NOTE:** *the course must be high school level; it must be a homeschool course; and NARHS needs to see the evidence of the work for that course. ...if an institutional school has awarded credits, then we will accept all previously earned credits at no cost.*
 - b. ____ The course must be a TEXTBOOK course done at the high school level.
 - c. ____ The evidence for the course must be compelling, as usual.
 - d. ____ If the student has earned more than one homeschool high school credit, then in order to include more than one of the previous homeschool course credits to be counted, the student must pay for the review and recovery of that entire year.
 - e. ____ Remember, all students who reach the age of 14 during any homeschool year, are NOT necessarily 8th graders...they are high schoolers...so that needs to be taken into consideration. You may still call them 7th or 8th graders for other reasons (sports eligibility, etc.) but to NARHS they are high schoolers.
2. ____ This policy applies to ONLY one homeschool course, ONLY for students who have the evidence, and ONLY for students who have registered.
3. ____ This is a measure of grace on NARHS part -- we do NOT _have_ to do it -- this policy by NARHS is NOT a federal or state LAW, is NOT a state or local regulation, is NOT overseen or governed by any other authority. It is grace on our part, a gift to the family and student. It is NOT to be abused by well-intentioned staff and NOT to be demanded by any family or student.
4. ____ Since this is an internal policy, it can be re-written or deleted at any time without prior notice to families.
5. ____ Any exceptions to this policy granted by any of the Academic Deans, the Education Director, or the Administrator must be considered only an EXCEPTION, not a change in policy. An exception is allowed for this one student, for this one situation, this one time...it is NOT a change in policy.

HOMESCHOOL TRANSCRIPT FROM PARENT

91

Parents or students who have been homeschooling want NARHS to give credit for what the student did in their homeschool program. We are well-experienced in the process, and there are things we need to see. In addition to the Course Description, the Evidence, and the Summary Sheet, we must see a Homeschool Transcript.

The Homeschool Transcript is **one of the 6 items** that must accompany your portfolio for review.

Parents or adult students must prepare a Homeschool Transcript for the end-of-year Portfolio Review. This summary accompanies the portfolio given to NARHS at the end of the homeschool year. It may be awkward to state it this way, but, here goes: "This document forces the parents to consider the number of credits the student earned and what grade each course will receive. This is the parent's summary of what they think they have accomplished for the school year." Yes, this really IS necessary.

92

HOMESCHOOLER HOME SCHOOLER HOME-SCHOOLER

A parent (or student) who has exercised the right to decide and direct the education of their children. There is no uniform, nationwide standard for establishing your family or students as homeschoolers. In some states, you notify the school board that you have chosen to teach your child at home. In other states, you must file detailed paperwork outlining the curriculum you will use this year. Still other states leave the process of official notice to each local school district. (At one time Massachusetts had 329 school districts and each district could establish its own requirements for homeschooling in that district!) 329 different sets of rules for homeschooling.

93

HOMESCHOOLING HOME SCHOOLING HOME-SCHOOLING

The process and activity of a family taking the responsibility to decide and direct the education of their children. Homeschooling is not confined to the student's home, homeschooling is not restricted to the parent teaching the child. Tutors, classes, co-ops, teams, and other community services and agencies, as well as churches, clubs, and private resources may be used by the parent to accomplish the education of the student. There is no uniform, nationwide standard for homeschooling. A few states allow homeschoolers to access public school courses, facilities, activities, and sports teams.

94

HONORS Courses

(Please see "Courses -- Honors" in previous Glossary entry.)

INDIVIDUAL EDUCATIONAL PLAN (I E P)

The encyclopedia definition of an IEP is helpful.

An individualized educational plan means a plan that is designed to meet the unique educational needs of one child. The IEP must be tailored to the individual student's needs as identified by the evaluation process and must help teachers and related service providers understand the student's disability and how the disability affects the learning process. In other words, the IEP should describe how the student learns, how the student best demonstrates that learning, and what teachers and service providers will do to help the student learn more effectively.

To be a truly INDIVIDUALIZED educational plan, it is not limited to the resources available only at the school. If the IEP specifies that the student needs speech therapy, the school will provide speech therapy... even if they don't have a speech therapist on staff, it will be provided through a community contracted speech therapist. The same is true for hearing impaired, vision impaired, and so on.

NARHS became a regular contributor in one school district. We assisted the program of a quadriplegic student with cerebral palsy. He was non-verbal, but he could hear well, think well, and reason well. The lack of speech and hand movements caused the IEP to order the following for this student: the best computer set up available, a specifically-crafted mouth wand, a large keyboard, speakers, printer, and special training so he could communicate WITH WORDS to the people around him. This absolutely changed his world!!! Yes, he was homeschooled and his mother requested a management person from NARHS attend his IEP Team meeting every year. We made the day of it with lunch, show and tell, and telling jokes we had saved to tell each other! Today he is over 21, so his care, career, and training are served by other agencies, one helpful agency in particular is Vocational Rehabilitation (Voc Rehab.) In some states, VocRehab is under the State's Dept. of Labor, in other states it is under the Dept. of Education. If you believe your student could benefit from Voc Rehab services, call NARHS-- we may be able to offer some guidance on where to look and what to ask for.

INTEGRATED STUDY

MULTIPLE NAMES, VARIATIONS in TECHNIQUE, and DIFFERENCES in LEARNING STYLE

One topic is used to study multiple subject areas. For example, a student might select the topic, "Livestock from Beginning to End." That one topic could be used to study several related subjects -- simultaneously -- all related to the subject of interest. (In this glossary see "Single-focus courses.")

"Unit Study" "Integrated Study" "Topical Approach" "Thematic Studies"

LAW AND NARHS RESPONSIBILITY TO CARE FOR STUDENTS

At NARHS, we work with every state in the US and several provinces in Canada. Part of the admission process is to have them confirm that they are official, legal homeschoolers in their state -- unless --

- (A) they live in a state that does NOT require any notice,
- (B) they live in Maine,
- (C) they are too old to be subject to the compulsory school attendance law.

Once we know the student's age, we do our best to be certain they are legal and NOT avoiding the law by registering with NARHS.

LEARNING DISABILITY (DEFINED, DESCRIBED)

(...see also "Special Education Student" in this directory...)

The National Joint Committee on Learning Disabilities (NJCLD) defines the term "learning disability" as:

"...a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders are intrinsic to the individual and presumed to be due to Central Nervous System Dysfunction. Even though a learning disability may occur concomitantly with other handicapping conditions (e.g. sensory impairment, mental retardation, social and emotional disturbance) or environmental influences (e.g. cultural differences, insufficient/inappropriate instruction, psychogenic factors) it is not the direct result of those conditions or influences...."

(The NJCLD uses the term to refer to a discrepancy between a child's apparent capacity to learn and his or her level of achievement.)

The term learning disability (LD) when used in the United States and Canada, refers to a group of disorders that affect a broad range of academic and functional skills including the ability to speak, listen, read, write, spell, reason and organize information.

LEARNING DISABILITY

4 BROAD CATEGORIES

The information in this section has been adapted from:

IDEA (Individuals with Disabilities in Education Act). PL 94-142. Section 504 of the Rehabilitation Act

Learning disabilities fall into broad categories based on the four stages of information processing used in learning: (1) input, (2) integration, (3) storage, and (4) output.

1 INPUT

This is the information perceived through the senses, such as visual and auditory perception.

- ___ Difficulties with visual perception can cause problems with recognizing the shape, position and size of items seen.
- ___ Difficulties with auditory perception can make it difficult to screen out competing sounds in order to focus on one of them, such as the sound of the teacher's voice.

2 INTEGRATION

This is the stage during which perceived input is interpreted, categorized, placed in a sequence, or related to previous learning. Students with problems in these areas may be unable to tell a story in the correct sequence, put concepts together to see the "big picture," unable to learn days of the week, etc.

3 STORAGE

Problems with memory can occur with short-term or working memory, or with long-term memory. Most memory difficulties occur in the area of short-term memory, which can make it difficult to learn new material without many more repetitions than usual.

4 OUTPUT

Information comes out of the brain either through words (that is, language output), or through muscle activity, such as gesturing, writing or drawing. Difficulties with language output can create problems with spoken language, disorganized thoughts, thinking before speaking, knowing what to say yet unable to get the words out.

LEARNING STYLE VS. TEACHING STYLE

One theory about how children learn involves the way different people intake and process information.

The VISUAL LEARNER intakes information with the eyes. Once he "sees it" he can learn it.

The AUDITORY LEARNER intakes information with his ears. Once he "hears it" he can learn it.

The TACTILE LEARNER intakes information by touching it. Once he can touch it, feel it (with any part of his body), take it apart, feel how it works, then he can learn it.

These "Learning Styles" work best when the student knows what his Learning Style is and then uses it to process the intake information he needs, and comes up with an answer or solu-

tion. Unfortunately, most classroom teachers tend to deliver information with their "TEACHING STYLE," and they force the students to conform to the teacher's Teaching Style. This rarely works as well as teaching to the student's Learning Style. When it comes right down to it, schools are not intended to be "teaching places"-- they are intended to be "learning places."

Not every teacher is good for every student.

Two students talking about the same teacher might have opposite feelings -- one will say the teacher is a "**terrible teacher, it's hard to understand what he is talking about.**" The other student says the opposite: "**I have never had a teacher as good as he is. When he explains something it just 'clicks' for me and I get it.**" Same person viewed from two different learning styles.

LETTER OF RECOMMENDATION

When students apply to colleges, part of the application process may include someone from your high school filling out a form where the staff is asked to give the college a recommendation concerning the student.

It is NARHS policy to complete these recommendations FREE of charge, although each is 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. (Consider that other students are requesting many of the same things at the same time of the year!) THEREFORE, if we receive more than 4 college recommendation forms for one student, we will charge \$10.00 for each one exceeding the original 4. **REMEMBER:** Earning high school credits and/or a high school diploma from a public or private school, including NARHS, does not guarantee any particular or special access to or admission to any college, scholarship employment, apprenticeship, military enlistment, appointment, academy or honor.

LIMITS -- NARHS

NO TIME LIMIT,
NO SPEED LIMIT,
NO CREDIT LIMIT

NARHS students are not confined to any pace when doing the work to earn a high school credit. They are not restricted to artificial deadlines for credits, as is the practice in public schools. E.g., if the student successfully completes 75% of a course in this school year, but does not finish the remainder of the course, the student's score is reduced to an F. Therefore, when the student comes back to school, they are required to take the ENTIRE course again. At NARHS, we award the 0.75 the student earned in one year and allow them to complete the remainder of the subject the following school year. There are no speed limits at NARHS. Students can go as fast as they want or as slow as they need. There are no credit limits at NARHS -- students can earn the necessary 17-1/2 credits, or they can complete 40, 50, or even more credits. (Yes, it has been done honestly by extremely gifted students, with the corroborative evidence confirming the students' remarkable abilities and giftedness.)

103
MANDATORY REPORTING PROFESSIONALS

Since our staff works with minor age children 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.

104
MARKETING PLAN

The marketing strategy of the North Atlantic Regional Schools is to primarily promote what we do by word of mouth from satisfied families who use our services. In addition, from time to time, NARHS employs local workshops, exhibits at educational conventions, interviews on radio and tv, direct mail to those on our mailing list, a presence on the Internet, email correspondence (generated by the prospective family), and many other methods to promote our educational option. We also may employ the use of incentives, special programs, giveaways, or other methods to motivate families to use our services.

Retaining and re-registering families is much more effective than trying to find new families. Therefore, it is the responsibility of each NARHS representative to do their job in such an effective and pleasant way that the current family feels compelled to remain with us and renew their registrations year after year.

105
MISSION STATEMENT

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

In keeping with that mission, we strive to equip the students and their parents with the skills and resources necessary for non-stop, lifelong learning. We are deliberate in our attempt to serve the non-Christian as well as the Christian community.

106
NCAA ELIGIBILITY

National Collegiate Athletic Association. A powerful organization supported by fees and paid memberships of a school, college, or university. Among many other things, the NCAA determines if the school is in good standing and is allowed to participate in NCAA competition. The NCAA also determines whether or not a student is eligible to play on a member team. If they discover that a school used an ineligible student, the NCAA may require that the team be disqualified from that game and the winner becomes the OTHER team. NARHS is not a good choice for getting through the NCAA clearinghouse rules. (We do not insist on the "seat time" that they require of a school.) However, NCAA does allow homeschoolers a prescribed route to become eligible for NCAA participation. If you are seeking college teams sports, NARHS can guide you through the process to become and stay a homeschooler, and therefore, eligible. **REMEMBER:** Earning high school credits and/or a high school diploma from a public or private school, including NARHS, does not guarantee any particular or special access to or admission to any college, scholarship employment, apprenticeship, military enlistment, appointment, academy or honor.

107
NON-DISCRIMINATION POLICY

NARHS does not discriminate based on race, color, religion, sex, national origin, age, disability, or veteran status when hiring staff, contractors, or support personnel.

NARHS does not discriminate based on race, color, religion, sex, national origin, age, disability, or veteran status when admitting students into our programs. For acceptance into the credit-earning high school program, the school does require minimum academic performance ability as stated elsewhere in our publications and on the NARHS web site.

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

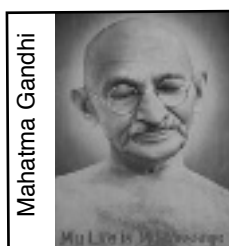
If your religious conviction finds this wording offensive, please contact us and we can make an accommodation for alternate wording on your diploma.

Who are they?



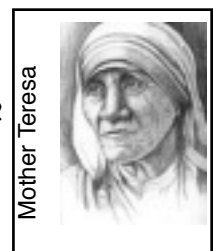
Florence Nightingale

What was their contribution to society?



Mahatma Gandhi

Where are they now?



Mother Teresa

108 **OUTSTANDING BALANCE OR BALANCE DUE**

If the tuition has not been paid completely there is a balance due for the remainder of money owed. If a family has not paid return postage for the portfolio review, there is an unpaid balance, or balance due. An outstanding balance has consequences. NARHS does not provide any information about the student to any outside entity when that student has an Outstanding Balance. No transcript, no diploma, no letters of recommendation, no student verifications, no "good student" discounts for insurance companies, public assistance, or other. All the work done by a student for all years of high school could be withheld if the family or student has an outstanding balance.

109 **PARENT**

The legal definition of PARENT reads, "...the lawful and natural father or mother of a person. The word does not mean grandparent or ancestor, but can include an adoptive parent." When NARHS uses the word "parent" in our handbook, our policies, our web site, etc., the term is understood to include legal guardian, adoptive parent, assigned custody agency or assumptive appointed authority (Department of Youth Services, Department of Corrections, or similar...)

110 **PARTIAL ACADEMIC CREDIT**

When a student has completed PART of a course successfully, NARHS may award a partial credit for that course. For example, if a student earns passing grades during the first and second marking periods and then drops the course, we will award that course HALF credit (providing the recordkeeping is adequate to show the NARHS teacher that the work justifies awarding the credit).

111 **PERFECT SCORES, GRADES OF 100?**

Perfect scores of 100 percent can look suspicious. When 100's show up over and over, course after course, year after year AND it is discovered that the grades were given by a mother to her daughter -- in a homeschool program!?! Uh, oh. **UNLESS** there is evidence from some outside source to show this student is high performing and extremely bright, final grades of 100 percent can appear un-believable. When independent sources using other measures about the student indicate very high performance, it can be believable. (see next entry, below) **Therefore, NARHS cautions homeschool parents --**

UN-BELIEVABLE

Please ask yourself,

- "Were her scores really 100%?" No errors. No re-takes. No RE-dos.
- "Do I have corroborative evidence from others that shows outstanding achievement of my daughter?"
- "If admissions tests are given by a college, what will they discover?"
- "If she applies for a scholarship, what will their testing find?"

Homeschool parents

- Perfect 100's given by a mother to her daughter for homeschool work
- in every subject (both academic and non-academic subjects)
- in every grade level
- year after year, can look biased, contrived, and questionable -- clearly an adverse outcome.

112 **PERFECT 100's**

No errors, no re-takes, no redos. No fussing and no complaining. Yes, NARHS has several dozen students who get it right every time, prove it on testing from nationally-normed sources, and demonstrate other capacities that are compelling! NARHS has guided several National Merit Scholars, numerous students who have earned full academic scholarships, and students who can finish an entire 4-year curriculum in 14 months (yes, they did). A bright student who understands how the "credit by exam" system works, it is a joy to behold! We have watched a student take and pass CLEP tests as often as 3 times per month. Perfect scores are desirable and they can become believable. There are homeschooled students who get perfect scores AND have broad evidence to validate their achievements and capacities.

BELIEVABLE

113 **PERSONAL EDUCATION PROGRAM "PEP"**

PEP. Not to be confused with an IEP, which is designed to serve special education students under the Federal mandates in public schools. NARHS has the PEP, Personal Education Program. The PEP is designed for each NARHS student **FIRSTLY**, to earn the credits to complete his or her high school diploma. **SECONDLY**, to choose courses, experiences, and activities that will prepare them for the culture, career, or college they may want to pursue. **THIRDLY**, to instill in each student the desire to learn more -- not require them to learn everything they'll need to know as adults -- but rather, to develop the confidence that they know how to find the answers they will need as adults.

Who designs the PEP? Anyone the student and parents want to include... Could be the student, mom, and dad. NARHS is fine with that. You can add the NARHS teacher/advisor-- we are here for that. The student and parents may want to include other resources.

Job-shadowing experiences for our students have included Commercial Vehicle Enforcement of the State Police, a veterinarian, a lifelong dairy farmer, a long-haul trucker, Emergency Room nurse, pastor of a church, actor at Disney World, a cartoonist for a newspaper, a maple sugar tapper and distiller, a butcher in an abattoir, professional musician on her performance circuit, and a Burger King Bun delivery man! (Yes, he had a route with his big rig 18-wheeler from Worcester, Massachusetts straight west to Rochester, NY. He stopped at the distribution points along the way -- FRESH buns delivered every day -- his daughter in the passenger seat studying, reading lessons to her dad, and loving it!)

114

POLICY OF INCLUSION

POLICY OF INCLUSION: Usually refers to a public school allowing homeschoolers to participate in school activities including classes and (less frequently) on sports teams at the local public school. Policies allowing access can be quite restrictive, but some are wide open.

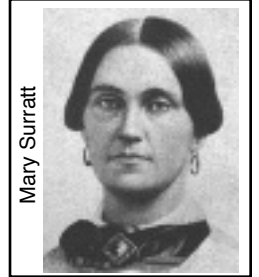
For the good of your student and family, parents and students are best served by getting a **WRITTEN COPY** of the district policy and **READ IT THEMSELVES** -- in their own hands with their own eyes, with their own understanding (not with an interpretation from a school official).

115

PORTFOLIO

The presentation of the work done by the student that will be presented to a NARHS teacher to verify what the student did during the school year. The portfolio must contain both the testimony of the student or family AND it must include evidence produced by the work to prove the experience actually occurred. Testimony alone is not adequate. Evidence alone is not adequate. NARHS needs both to do justice to the student and award the appropriate high school credit.

A portfolio may be presented in person or a portfolio may be shipped to the school for review. All portfolios are returned to the student or family. NARHS suggests that families **KEEP** the portfolios of their students until the student has graduated from NARHS.



Mary Surratt

The portfolio Review must present the work done by the student named in the portfolio -- not the work done by his older sister, not the work done by his uncle, and not the papers previously submitted to NARHS from an older brother. (yes, it has been tried)

116

PORTFOLIO REVIEW

INCLUDES THESE **6** ESSENTIALS

The process by which a NARHS teacher reviews the portfolio presented by the student or family. A portfolio review may be done in the office or may be done by the teacher after receiving a portfolio that was shipped. The review will look for the testimony of the student and/or family AND it will look for and review the evidence provided by the student and/or family.

At this event, NARHS will evaluate the actual work and the evidence of your work to 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.

1

Portfolio Evidence

Within the portfolio, 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. Examples of what evidence can be, are included elsewhere in this Handbook.

2

Self-Designed course description

REMEMBER: for each self-designed course you used during the year, you must include a corresponding "Course Description" in your portfolio. This is required if you expect to earn credit for that course. There are examples of the Daily Log Book included elsewhere in this Handbook.

3

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 NARHS staff has to total up the hours, there will be an additional cost for this service. (NARHS publishes the best Log Book available. Call us.) An example of the Daily Log Book is included elsewhere in this Handbook.

4

Homeschool Transcript

a/k/a "Parent prepared" or "Adult Student Prepared"

This one-page document is a snapshot of what was actually accomplished during this school year. An example of this Homeschool Transcript is included elsewhere in this Handbook.

5

Summary Sheet

This one-page document, prepared by the parent or adult student, offers a few lines about each course taken. It also contains a statement about how each course was accomplished and evaluated. An example of the Summary Sheet is included elsewhere in this Handbook.

6

Return Postage

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.

CAUTION:

Each portfolio must be returned to the family and the cost of the return shipping is the family's cost. If you do not include the return shipping label or money to cover return shipping, NARHS ships it back to you anyway. You will be billed for the postage and it will include an additional premium rate that you could have avoided. If you fail to pay that bill, no information about the student will be released, no transcripts will be released to any one, and NARHS will not provide any information to any organization or person. The details for this process are outlined in other parts of this glossary.



Benedict Arnold

To give each minor-age student maximum flexibility with the most options in their educational plan, we recommend that each minor-age student become official, legal homeschoolers in their district..

117

POSITIVE ID

Positive ID must be provided by

- (A) Social Security Number (SSN)
- (B) Passport or
- (C) ID from a previous school received on an OFFICIAL TRANSCRIPT

We are a school. As such we have the responsibility to conduct ourselves with due diligence when dealing with children. Each student registered with NARHS must submit some form of positive identification - his or her Social Security Number (SSN) or a notarized copy of a passport, or a verifiable student ID number received on an official transcript from a previous US or Canadian school. This is one safeguard against NARHS unwittingly being involved in harboring an illegal immigrant, a missing child, or an abducted child.

118

NO REFUNDS

-- FRAUD AND DECEPTION

SAD, BUT TRUE.....RESULT FOR ALL: NO REFUNDS

For some people, registering with NARHS
— **becomes** their way of avoiding truancy
— **becomes** their ticket to insurance discounts (good student policies, especially for auto insurance)
— **becomes** their ticket to continue qualifying for SSI or to continue receiving larger disability payments, or for health insurance coverage for a dependent child, or for food stamps, or for other public assistance
— **becomes** their way to prove the child is in school and, therefore, continue to qualify for child support payments from an ex-spouse, especially in unpleasant custody issues.

Then, once the parent proves the child is in a school program and gets what they need, then the parent asks NARHS for a refund, claiming he or she never used any of our services.

(Even with the no refund policy, people are probably using NARHS to accomplish their non-educational goals, but they will not be getting a refund.)



Samurai Warrior

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NO REFUNDS

NOTIFIED BEFORE YOU REGISTERED - NO.

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 upfront for families as they research NARHS and before they make any commitment to NARHS.

In addition, NARHS does not solicit --- we do not make any initial contact with perspective students or parents. *Why is this important?* There are consumer protection laws about solicitations and the consumer's ability to cancel a service and receive a refund-- some incidents allow 3 days to cancel, some allow 30 days. However, for those regulations to apply, the consumer must have been solicited by phone or in person or signed the contract with the salesman in the customer's home. None of this is true with NARHS.

Families who register with NARHS 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 NARHS are told up front about our NO REFUND policy, then they make their decision. For the most blatant abuse of refunds, we further address "Refund, Fraud & Deception" and "Teen Instability" and/or "Parent Instability."

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NO REFUNDS

-- TEEN EXAGGERATION. PARENT INSTABILITY.

TEEN INSTABILITY. Teens change their minds and waiver from one position to another. Sometimes it is 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, NARHS cannot be in a position where we are registering and un-registering students. As a school with 1500 - 2500 students, we have given up trying to understand peoples' reasons for dishonesty - they are too numerous. Therefore, our policy is the same policy for all. NO REFUNDS.

PARENT INSTABILITY. Not quite as often as teens, but parents also change their minds. They get pressure from friends, spouses, family, teachers, grandparents, and others to stop working with NARHS or stop homeschooling, etc. Whatever the reason, the same policy applies to all. No refunds.

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“REGISTRAR” IS A PERSON

Some read this word quickly and confuse “Registrar” with “Register.” The Registrar is a person appointed by the administration of the school to keep track of every detail of the academic record of a student. The Registrar’s Office has access to all student records and is charged with keeping them safe, up to date, and distributed to the people, institutions, schools, and others to whom the adult student directs. Or, if a minor, the parent directs. Another primary task of the Registrar is to prepare accurate transcripts of student work including previous schools, courses, subject areas, final grades for the courses, high school credits from all sources, and accumulation of credits toward meeting the graduation requirements. All Official Transcripts come from the Registrar’s Office, as do the diplomas.

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REGISTRATION FORM

The Registration Form is the basic entry method to the North Atlantic Regional Schools and/or the High School. Each question on the form is important and has gained a few questions over the last 22 years because we found they were necessary. Therefore, please do not skip questions. The Registration Form is still only ONE page.

NOTE: If the student is a minor, the parent or guardian must sign the form; if the student has passed the 18th birthday, then he or she MUST be the one who signs the form. This error is more common than we would have imagined, but it does cause delays.

Simply put: **Minor = parent signs** **Adult (18 or older) = student signs**

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REGISTRATION -- OFFICIAL

At NARHS a student is officially registered when the Registration Form is complete, delivered to the school, and includes the tuition payment. If NARHS receives a Registration Form with no payment, the student is not registered. When a check arrives with no Registration Form, the student is not registered. When a Registration Form arrives and contains no signature, or contains the parent’s signature when the student is over age 18, or when a student signs the Registration Form but is a minor, then in all three of these situations, the student is not registered.

This can cause all sorts of problems when the parent must confirm that the student is in school -- for continuing the student’s coverage on the parent’s health insurance, for continuing child support payments, for determining public assistance such as AFDC or Medicare, or Food Stamps, and more. Be SURE your student is registered: (1) Complete the Registration Form (2) have the Registration Form signed by the parent or adult student, and (3) include payment in full. RE-registrations do not require a form, only payment to continue with NARHS.

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REGISTRATION PROCESS

Several stages are 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 advisor/teachers;
5. -- to the advisor/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.

RE-Registration does not require filing another Registration Form. You can actually CALL in your re-registration, where we already have your original signature on file. Please realize it is NARHS policy to consider Re-Registration as an agreement that you are re-registering under the same terms as when you first registered. Since all school years end on August 31, if you want to continue with NARHS you must re-register for the next coming school year.

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 NARHS High School Handbook. (We mail a High School Handbook to each family with high schoolers who requests it.)

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REPLACEMENT DIPLOMA

ORDERING A REPLACEMENT DIPLOMA: This replacement will be the same as the one earned by the student previously EXCEPT it will not have the same signatures on it. Instead, the signatures will be from the current administration of the school. There are three reasons for this: (1) The replacement will have been researched in the files to verify that the student did actually graduate, what date is on their diploma, and so on. (2) The signatures indicate the current administration in case the recipient or those who see the replacement have any questions about the student. (3) The original signers may no longer be at the school. NOTE: the fee for producing the replacement diploma is \$65.00, payable by check, credit card, or cash.

REQUESTING A TRANSCRIPT FROM NARHS

Requesting a transcript for college.

"How could this happen?"

"I requested it 2 weeks ago."

Admissions told me, "It's not there."

"What can we do now?"

"I had no idea! "

NARHS has had some "interesting" experiences when we mail a transcript to a college. The parent or student calls us a few weeks later and reports the school says they... "Never got it." "Yes, we have three official copies now." "Nothing in the file about it." And so on.

You can help us. To minimize this "Haven't received it" confusion, please supply us the NAME of a PERSON at the school and the department. Be VERY SPECIFIC: person's name, address, building name, suite or room number. Be as specific as possible.

It's not always "Admissions Office."

Enrollment Office Student Services

Office of Undergraduate Admissions Office of Undergraduate Enrollment
"Admissions, Eli Lily College of Music, Butler University"

and other names!

Student emails the NARHS Registrar and requests his transcript be mailed to SUNY. He gives NARHS the Admissions Office for SUNY

SUNY Admissions Office
1400 Washington Ave.
Albany, NY 12220

As requested, we send it to:
SUNY Admissions Office
1400 Washington Ave.
Albany, NY 12220

Student calls his SUNY admissions counselor who insists he has not received it. The admission counselor is right -- and wrong! HE did not receive it at the campus where our graduate wants to go to college.

Upset student calls NARHS. Upset parent calls NARHS. Upset registrar's office has the record of mailing THAT transcript to THAT admissions office as requested by THAT student. What happened? What's going on?!

A little research on the web and NARHS discovers that the State Univ. of New York (SUNY) has 60 admissions offices.

Yes, 60

SOLUTION

The COMPLETE address is the BEST address.

Barely Good

Jane Q Smith
Admissions Office
Kansas State University
Manhattan, KS 66506

Since her name is on the envelope, the campus mail-room may be willing to locate Mrs. Smith's office and your transcript may arrive as intended.

Better

Jake Thompson, Enrollment Services
Lexington Concord Building, Ste. 919
Boston University
1776 Paul Revere Path
Boston, MA 02215

Specifies the person, the department, the building name, the office suite # and the actual address. High probability of successful delivery. Terrific!

Best

Johanna Dixon, Admissions
Atkinson Building #314
College of Engineering
Butler University
4600 Sunset Ave.
Indianapolis, IN 46208

Very specific to the person, the department, the building name, the office room number, the specific admissions office, and the actual street address. Expect successful delivery. Absolutely the best!

- admissions@sunytccc.edu
- admissions@sunyulster.edu
- admissions@sunywcc.edu
- admissions@downstate.edu
- admissions@sunyoft.edu
- admissions@alfred.edu
- admissions@buffalostate.edu
- admissions@cortland.edu
- admissions@fredonia.edu
- admissions@geneseo.edu
- admissions@newpaltz.edu
- admissions@oneonta.edu
- admissions@plattsburgh.edu
- admissions@potdam.edu
- admissions@purchase.edu
- admissions@esc.edu
- admissions@alfredstate.edu
- admissions@canton.edu
- admissions@cobleskill.edu
- admissions@farmingdale.edu
- admissions@sunymaritime.edu
- admissions@morrisville.edu
- admissions@sunyit.edu
- admissions@genesee.edu
- admissions@herkimer.edu
- admissions@hvcc.edu
- admissions@mail.sunycc.edu
- admissions@sunyjefferson.edu
- admissions@mvcc.edu
- admissions@sunybroome.edu
- admissions@cayuga-cc.edu
- admissions@clinton.edu
- admissions@corning-cc.edu
- admissions@sunydutchess.edu
- admissions@flcc.edu
- admissions@sunysuffolk.edu
- admissions@nccc.edu
- gadmissions@albany.edu
- ub-admissions@buffalo.edu
- humec_admissions@cornell.edu
- ilr_admissions@cornell.edu
- vet_admissions@cornell.edu
- cals_admissions@cornell.edu
- admit@binghamton.edu
- admit@brockport.edu
- admiss@niagaracc.suny.edu
- admiss@oswego.edu
- admiss@upstate.edu
- admoff@ncc.edu
- info@acc.sunyacc.edu
- info@sunycgcc.edu
- info@ecc.edu
- info@ecc.edu
- info@ecc.edu
- info@ecc.edu
- (one email address for 3 campuses)
- info@sunyrocland.edu
- occcinfo@sunyoacc.edu
- fitinfo@fitnyc.edu
- geninfo@fmcc.suny.edu

- apply@sunyorange.edu
- enroll@delhi.edu
- enroll@stonybrook.edu
- hscstudentservices@stonybrook.edu
- sampsoadg@gw.sunysccc.edu
- sccc@sullivan.suny.edu

Do I really want a Maine diploma?

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RESIDENCY

Having a Maine High School Diploma will not affect your residency -- citizens of the state qualify for state aid, scholarships, in-state tuition rates, etc. Let me use the example of a family that resides in Florida.

Joey and his family have lived in Naples, Florida for 2 years. They homeschool and want to register with NARHS in Maine.

If Joey registers with NARHS, he will still be a Florida resident.
If Joey graduates from NARHS, he will still be a Florida resident.

Florida families have students graduate from out-of-state high schools every year, but it is the residence of the parents which determines whether they are eligible for in-state tuition and state-sponsored scholarships. The parents' residence is determined by their tax records, motor vehicle registration, driver's license, utility bills, etc., etc. As long as the family's documents show Florida, Joey is a Florida residents.

There are no issues concerning residency. Neither the student nor the family loses their residency because the student earns high school credits or the diploma from out of state sources.

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Your State's Law vs. Your Personal Program

Each state has a Compulsory School Attendance Law. To fulfill the law in your state, you choose one of the three following ways:

1. Register in a Public School.
2. Register in/with a Private School in your state
3. Register as a Home School in your state.

(NARHS directly fulfills the Compulsory School Attendance Law for students in ONE state -- ONLY in Maine.)

In all other 49 states, we advise you to fulfill the law by becoming a homeschooler! (BEFORE YOU PANIC, PLEASE READ THE NEXT 118 WORDS.)

We understand that some states, such as NJ, TX, MI, IN, IL, MO, OK, AK, ID and perhaps others, may not have any specific "homeschooling law," so whatever they require, you need to do that. (We have additional information about these states.)

In addition, some students are old enough to have exceeded the age requirements for the law -- for example, in FL once you reach your 16th birthday, you are no longer subject to the Compulsory School Attendance Law.

Therefore, in all other states, in order to work with a private school outside your state, you must actually become a homeschooler (MYTH: parent does not HAVE TO do the teaching -- details supplied in this handbook or call us.)

RECOMMENDATION: To give each minor-age student maximum flexibility with the most options in their educational plan, we recommend that each minor-age student become an official, legal homeschooler in his or her school district.

If you have any questions concerning how this is done, please call your NARHS Teacher Advisor or the NARHS administrator.

Once you have fulfilled the Compulsory School Attendance Law in your state, you can use whatever program you wish.

For example, all of these out-of-state programs are familiar to homeschoolers, and all serve their purposes:

If you use the **A Beka** program, you will work with a school in Florida.

If you use the **Bob Jones University** (BJU) High School program, you will be working with a school in South Carolina.

If you use the **American School**, you will be working with a school in Illinois.

If you use the **University of Nebraska High School** program, you will be working with a school in Nebraska.

If you use the **University of Missouri's High School** program, you will be working with a school in Missouri.

Yes, you can use NARS with the same complete confidence as any other high school program. We are state authorized, fully accredited, and as flexible as you need!

As long as you fulfill the attendance LAW by becoming an official, legal homeschooler, school authorities do not care what PROGRAM you use.

Complete A Beka's requirements, your diploma comes from **Florida**.

Complete BJU's requirements, your diploma comes from **South Carolina**.

Complete the American School's requirements, your diploma comes from **Illinois**.

Complete the Univ. of Nebraska's high school requirements, your diploma comes from **Nebraska**.

Complete the Univ. of Missouri's high school requirements, your diploma comes from **Missouri**.

Complete the North Atlantic Regional High School's requirements, your diploma comes from **Maine**.

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RESIDENCY AND OTHER OUT-OF-STATE SCHOOLS

Other schools, such as correspondence schools, serve and graduate homeschoolers.

- If you use BJU, you earn a diploma from South Carolina.
- If you use the American School, your diploma is from Illinois.
- If you use Keystone National High School, it's from Pennsylvania.
- If you use Univ. of Nebraska's H.S. program, your diploma is from Nebraska. --

If you use NARHS, your diploma is from Maine.

In all cases, your residency is not affected.

Robert Frost



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RESOURCES

The people, places, texts, programs, experiences, opportunities, web sites, or any other chance to learn are all considered resources. Most families and students do not fully realize the resources available to them. Some are in the home, on the farm down the road, on the web, on the TV, on the radio, in a textbook, in a store, in a nearby business, in the wisdom of the grandparents, and more. The resources can span a wide scope -- from the workings of a scrap and salvage (junkyard) business to the nearly pure environment of "clean rooms" in a computer component manufacturing company. From the regional sewage treatment plant to the hospital operating room... All are resources for the student and the family to work on high school credits.

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RETURN POSTAGE

Return Postage is a term used to describe what the parent pays to have their portfolio returned. Portfolios become evidence needed when a question or problem arises, such as a challenge from a school department, an ex-spouse who is ill-intentioned, a neighbor who sees your children too often during school hours, a relative who is trying to get you to put your kids back in school "where they belong."

Here's what happens:

You do not include the cost of return postage. Small problem for you...\$17.75.

Other parents & teachers don't include their return shipping either. Eventually, NARHS accumulated small problems become a BIG PROBLEM for NARHS. With no exaggeration, NARHS is owed (just for return postage on portfolios) at least \$18,000 and, at times, more than \$30,000. NARHS can use every family's help with this one!

PRUDENCE:

Knowing how important portfolios can be, we send your portfolios back to you for safekeeping and storage at home. These are sometimes needed for family issues, custody cases, spousal support issues, social services qualifications, and more. So, we want YOU to have the portfolio in YOUR care, custody, and control.

The cost of the return postage (return shipping) is the family's. It is not covered by tuition, since the variables are staggering. We'll receive a portfolio in a large envelope and we'll receive a portfolio that weighs 63 pounds! We could not include such variable costs into tuition.

PROBLEM:

Tens of thousands of dollars (\$18,000 - \$30,000) each year are NOT included for the return postage. So many people do not include return postage! Yes, that is a LOT of money.

RECOURSE:

NARHS accepts the portfolio, NARHS awards credit for the satisfactory work, and then NARHS goes silent about your student. No information is given to anyone...not to a college, not to a recruiter, not a potential employer, not any other school, nobody. It is said over and over in our literature,

"As in most private schools, before any records, letters, diplomas, recommendations, or other documents are released from NARHS, the student's account must be paid in full."

RESULTS:

- Scholarship application stalled because you owed return postage of \$17.75.
- Employment Offer is retracted because you didn't pay a \$12.90 postage fee.
- College admission denied "Because we have no record of any high school work." For \$28.00 shipping fee!
- Apprenticeship with electrician's union is denied. They require PROOF of a high school diploma.
- Pipefitters' Association, Plumber Apprenticeship programs, employment by a police department, fire department, city workers, county workers, good jobs, good benefits, all delayed or lost because you did not pay the return postage fee.

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REVIEW & RECOVERY OF PREVIOUS WORK COMPLETED WHILE HOME- SCHOOLING

When NARHS is asked to evaluate past homeschool work and convert it to high school credits, for home-schooled students who were NOT previously registered under our credential management program, we charge \$525.00/year for the Review and Recovery service. The tuition for Review and Recovery for any previous year is the same tuition paid for the current yearly tuition.

- E.g.:
1. if a student first comes to NARHS in 11th grade, (the tuition is \$525)
 - and
 2. was homeschooled for the 9th and 10th grade years,
 - and

NOTE

3. wants the 9th and 10th grade homeschool years reviewed and awarded high school credits, then we will review and recover 2 homeschool years. Therefore, the student pays for the current school year (\$525), and for the 2 years of Review and Recovery (\$525 + \$525). 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.

Review and Recovery is available to only students who are currently registered with NARHS.

IMPORTANT →

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SAT -- STANDARDIZED ACHIEVEMENT TESTS

NARHS does NOT require standardized achievement testing from any of our students. There are times, however, when the results of the tests could be helpful to a NARHS teacher/advisor, especially if a learning disability is suspected. In most cases, homeschooled students are afforded the benefit of a formal battery of testing (paid for by the public school) under the Federal provisions of IDEA, Section 504 of the Rehabilitation Act of 1973, and PL 94-142.

There are states and or school districts that require, standardized achievement tests of homeschoolers. This testing is sometimes required each year, or at other intervals, such as every other year. The tests are to prove (in theory) to the school department that the homeschool is working for the student.

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SAT -- STANDARDIZED ACHIEVEMENT TESTS (MORE COMMON ONES)

Names of Commonly Used Standardized Tests

Brigance Test of Basic Skills
California Achievement Tests
California Diagnostic Tests (CDT)
Comprehensive Tests of Basic Skills (CTBS)
Iowa Tests of Basic Skills (ITBS)
Iowa Tests of Educational Development (ITED)
Metropolitan Achievement Tests (MAT)

Stanford Achievement Tests (SAT)
Stanford Early Achievement Test (SEAT)
Tests of Achievement and Proficiency (TAP)
American College Testing (ACT)
Scholastic Aptitude Test I: Reasoning (SAT)
Preliminary Scholastic Achievement Test (PSAT)
Peabody Individual Achievement Test (PIAT)
Woodcock Johnson Tests of Achievement

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SAT -- STANDARDIZED ACHIEVEMENT TEST -- WHAT DOES IT MEAN?

Achievement Test → *measures how much information you have mastered and how well you have learned to reason, read, problem-solve, and more*
Standardized → *compared to other students your age and/or grade from around the country who also took THAT test*

“Percentage” or “Percentile”? PERCENTILE is the standard of measure for testing. In lay terms, it means that of the 100,000’s of students tested with THAT test, 50 percent scored below this “line” and 50 percent scored above this “line.” The “line” then becomes the 50th percentile, exactly in the middle. If your score lands at the 50th percentile, you scored absolutely average. Average. Absolutely.

If any of your test scores were, for example, in the 18th percentile, that is significantly poor. If you score, say, in the 89th percentile, that is very good.

Translation: If your score is lower than the 50th percentile, you are not up to the average of all the others tested with that testing tool. Scoring above the 50th percentile indicates you are above the average of all others tested with that test.

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SAT -- SCHOLASTIC APTITUDE TEST

Scholastic Aptitude Tests are owned and operated by the College Board. These tests have been used as common indicators that the student is ready for college level work. The higher the score, the higher the likelihood of success in college (that was the assumptive reasoning at one time).

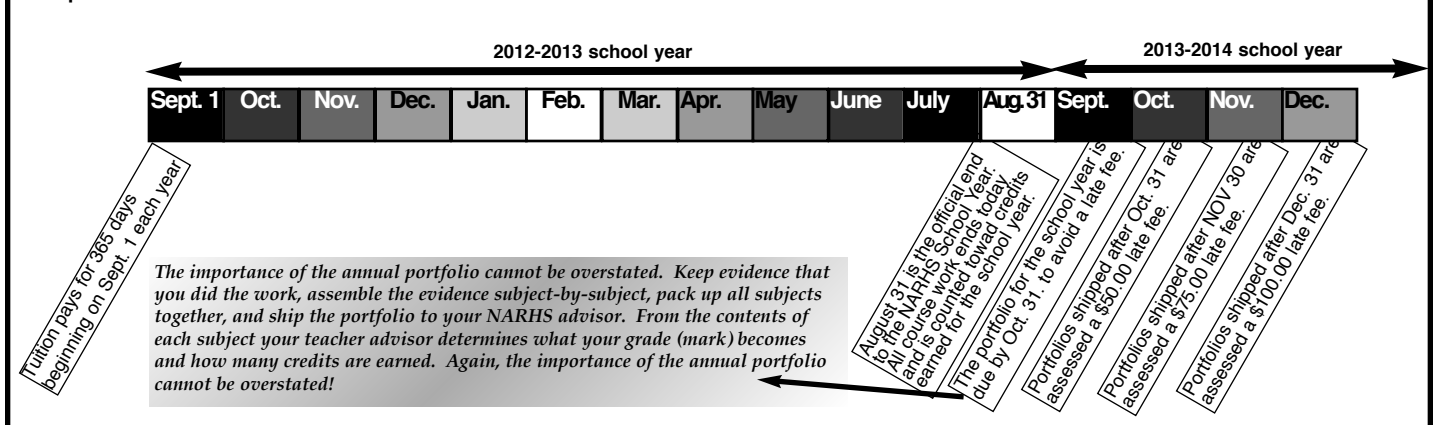
Not all colleges require the SAT scores for admission to their schools. One recent adjustment, however, may make the process easier. You can now CHOOSE which test scores you want reported. E.g., if you took the SAT 3 times as a 9th grader, then 3 times as a 10th grader, 3 as an 11th grader, and 3 as a 12th grader, you can choose to have only the BEST scores sent to the college to which you are applying.

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SCHOOL ATTENDANCE LAW

... See “Compulsory School Attendance Law” in this Glossary ...

Graphic of the NARHS school calendar:



SCHOOL WORK IN ENGLISH

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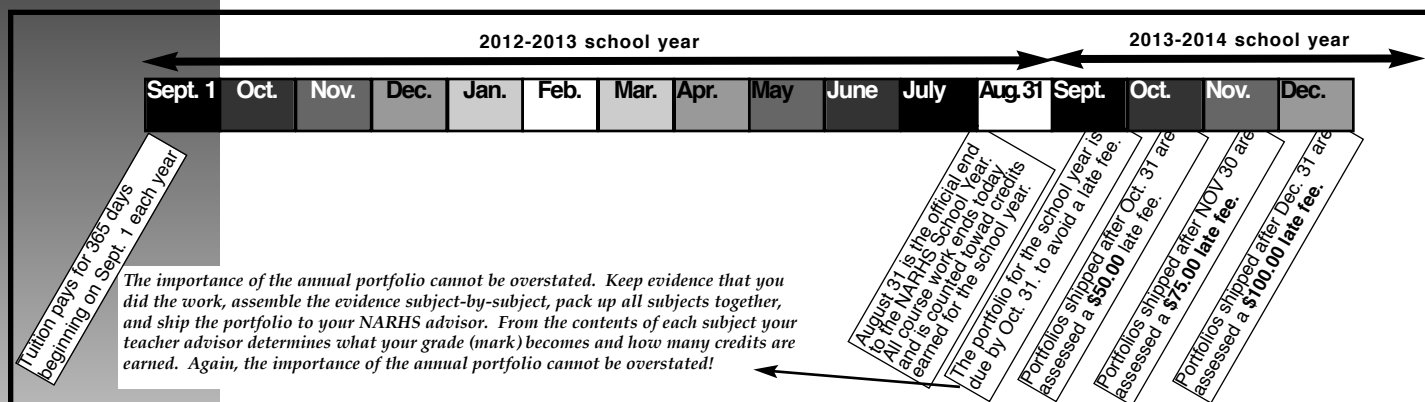
We evaluate portfolios done in English. If you do your work in another language, we recommend you seek high school credit elsewhere, unless special provisions are arranged. (NARHS does have relationships with American schools in some foreign countries.)

SCHOOL YEAR

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SCHOOL YEAR is the period of time used to define the beginning date of school attendance and the ending date. There is no uniform "school year" in the United States. Each district, county, state, school, or otherwise has the authority to set the school calendar. Some begin in August, some in September, some have ending dates in May, some end in June. Some schools have a Christmas break, winter vacation week, spring vacation week, some have no vacations except a day here and there based on holidays or important school days (teacher training, unpleasant threats to the building, snow days, hurricane days, and so on).

In some local areas, there are "special event days" when school buses, staff, and others cannot move because of traffic in the area -- Opening Day of State Fairs, Race Days, President of the United States is arriving, and so on. At NARHS, the official school year begins September 1 and ends 365 days later on August 31.



NOTE TO STUDENTS:

For teens who have just read the above, here's a comfort fact for you: Students are not required to ATTEND all 365 days, rather, the school year at NARHS means students are allowed to use a full 365 days to earn high school credits. Therefore, you have the opportunity to count summer activities toward credit, as well as significant activities during school breaks such as mission trips, special practices in your sport, art, music, and more.

SELF-DESIGNED COURSES

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Self-designed courses can be fantastic for forming, storming, norming, and performing essential discovery skills useful as an adult. Rebuild an engine, perform body work, remodel a kitchen, install a new bathroom, add a garage, repaint a room, begin visiting in a nursing home (with their permission), survey families in the neighborhood about a social issue, find out how much a brand new Cadillac Escalade Hybrid costs PER POUND, then add other cars to a chart... How much savings will you realize by using the Escalade Hybrid and how long will it take to recover the ticket price of \$74,000?

Formulate a plan for such projects with a course title, objectives, the resource you will use, activities to accomplish the objectives, adequate documentation to prove you did it, the evaluation of the outcome, and how others would grade you on your project. 40 hours invested yields 1/2 credit; 80 hours yields 1 full credit. (see also "Single Interest" courses below.)

FOR SELF-DESIGNED CREDITS: five conditions, all of which must be met, are required:

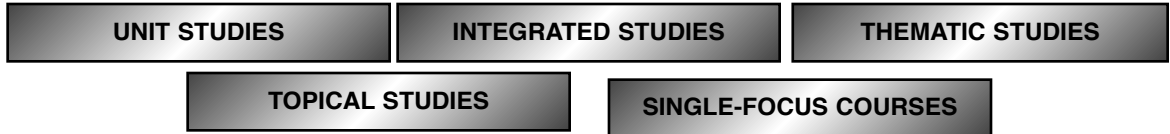
- (a) If the student has begun his or her high school career
and
- (b) if the student completes 160 half-hour sessions (80 clock hours) in one self-designed subject area,
and
- (c) if the self-design has been organized into a "Course Description" for the subject
and
- (d) if the student has completed 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,
NARHS will award a high school credit in that subject.

SELF-DESIGNED COURSES TO EARN HIGH SCHOOL CREDIT

SINGLE-FOCUS COURSES

ALSO KNOWN AS (a/k/a)

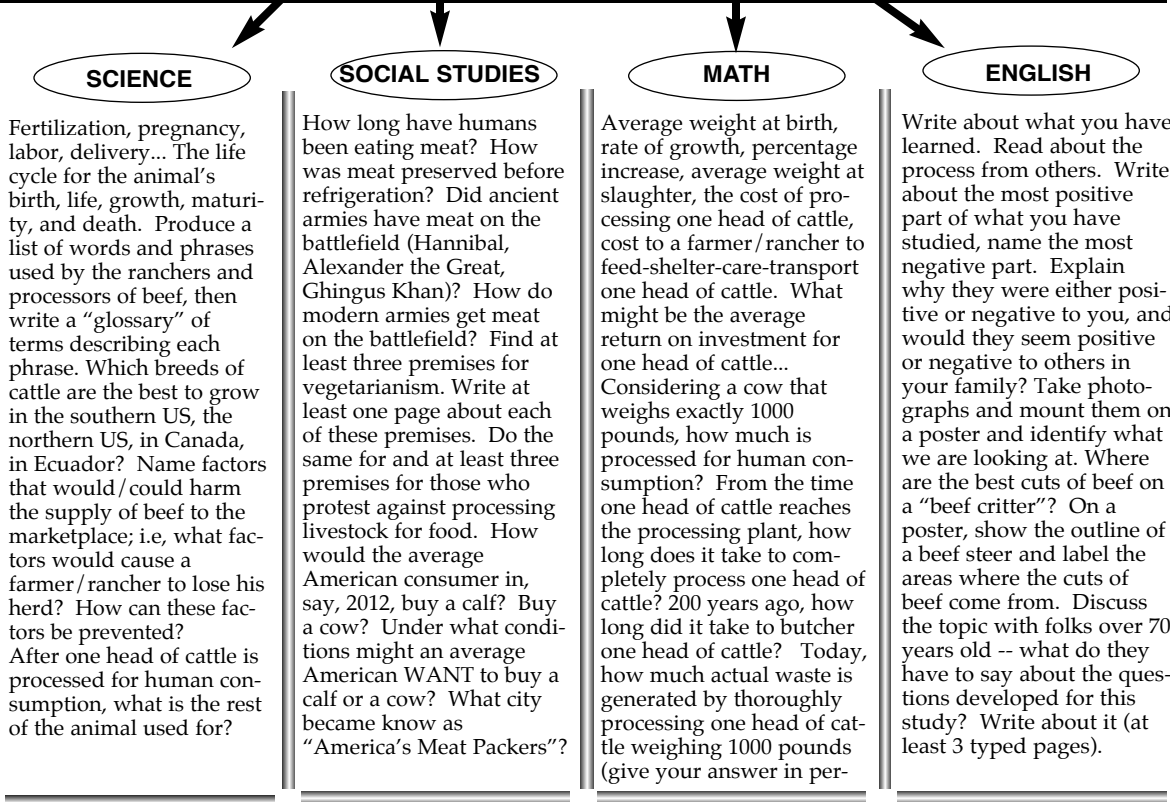
- “UNIT STUDY”
- “INTEGRATED STUDY”
- “TOPICAL APPROACH”
- “THEMATIC STUDIES”



MULTIPLE NAMES, VARIATIONS in TECHNIQUE, and DIFFERENCES in LEARNING STYLE

One topic is used to study multiple subject areas. For example, a student might select the topic, “Livestock from Beginning to End.” That one topic could be used to study several related subjects simultaneously.

“LIVESTOCK from Beginning to End.”



OTHER: In the above example, it might be difficult to include subjects such as P.E. (physical education), US History, Fine Arts, Computer Skills into some single-interest courses. On the other hand, by the time you have read through this example, you may have figured it out. (Think Remington paintings, Microsoft programs, horse-back cowboys then vs. helicopter cowboys now, etc.).

LENGTH: The example above may take a week or a month. Some students design and accomplish a different topic each month, while some students work on ONE area of interest for an entire school year!

Examples

- What world changes resulted from the “Period of Enlightenment”?
- What were the causes, methods used, and results of World War 2 in the areas of Math, Science, Social Studies, English, Fine Arts, Physical Education, Business & Industry, Transportation, Housing, Technology.....?...
- What contributions do we see today that were the result of the Roman civilization? Food, Shelter, Clothing, Transportation, Public Service, Governance, Communication, Recreation, Personal Financemore...

SPECIAL EDUCATION STUDENT _1
DEFINED & DESCRIBED

“Special education student” is a term derived from a legal mandated process which includes the student's P.E.T. (pupil evaluation team, or similar name) and reviews ordered as a series of evaluations for this student. If and when the results of the evaluations have verified the presence of a learning disability which could cause (or has caused) difficulty for the student's academic process, then the PET will create an IEP (Individual Educational Plan) to assist and/or accommodate the student in the needed areas.

An encyclopedia definition is also valuable

“Special education is instruction that is modified or particularized for those students with special needs, such as learning differences, mental health problems, specific disabilities (physical or developmental), and giftedness. Most times, however, the term “special education” refers specifically to students with learning disabilities or ... mental problems.”

SPECIAL EDUCATION STUDENT 2 PROVISIONS IN THE LAW

Provisions in Federal law requires public schools to make appropriate accommodations and adjustments to their educational process (thus the words “Special Education.”) Special education is commonly abbreviated as Special Ed, SpecEd, SPED, SpEd.

NARHS is NOT subject to the Special Education regulations since we are a private school, we are NOT a non-profit corporation, and we receive no public funds to support our location, functions, or activities.

HOWEVER, if you are homeschooling a special ed student, we might be able to help. NARHS employs certified special ed teachers. These teachers are valuable resources to the other staff who work with distance students in other places. Your NARHS-assigned teacher/advisor has access and experience with bringing together the appropriate resources to give direction, select materials, and motivate your high schooler. NARHS has 22 years experience to work with you. Our goals for high schoolers is to bring all students, even your student, to adulthood. NARHS goal for our adult students is to complete the requirements for a real high school diploma that helps prepare and equip them for “life after schooling.”

SPECIAL EDUCATION STUDENT 3 AND APPROPRIATE ACCOMMODATIONS

BE AWARE.

NOT ALL PRIVATE SCHOOLS ARE GOVERNED BY SPECIAL EDUCATION REGULATIONS.

The information in this description is informative and interesting, and does not apply to NARHS, since our school is a private school, not a non-profit corporation, and does not receive any public funding. Therefore, parents and students are not likely to receive the extensive, special education services available in the public schools.

HOWEVER:

(A) NARHS can assist homeschooling parents in accessing your local public school system to provide the appropriate diagnostic services, IEP for the student, and certain special services the public system will PAY for, yes, PAY FOR, even if you are homeschooling your child. (You may want to read that last sentence again...because we have been successful at this for at least 22 years.)

(B) NARHS does everything we can to make each student’s experience as motivating as possible. Our goal is to help you prepare your child for adulthood and prepare our adult students for a future

For schools funded by public money (NARHS is NOT funded by public money, NARHS is funded by private tuition) the term, “APPROPRIATE ACCOMMODATION” means providing education to people with disabilities or learning differences [which offers] the ability of a student to access a particular setting as part of a free and appropriate public education. Which is most appropriate depends largely on the student’s specific needs, location, family choice, or government policy. There are a cascade of services in which students with special needs receive varying services based on the degree to which they interact with the general school population. Special education includes one, or a combination, of the following ways:

Inclusion

1 Inclusion: Regular education classes combined with special education services is a model often referred to as inclusion. In this model, students with special needs are educated with their typically developing peers for at least half of the day. In a full inclusion model, specialized services are provided within a regular classroom by sending the service provider in to work with one or more students in their regular classroom setting. In a partial inclusion model, specialized services are provided outside a regular classroom. In this case, the student occasionally leaves the regular classroom to attend smaller, more intensive instructional sessions, such as speech and language therapy or occupational therapy. Inclusion is geared towards students who do not require intensive support.

Mainstreaming

2 Mainstreaming: Regular education classes combined with special education classes is a model often referred to as mainstreaming. In this model, students with special needs are educated with their typically developing peers during specific time periods based on their skills. Mainstreaming is geared towards students who require significant support and who are unsuccessful in a regular classroom.

Segregation

3 Segregation: Full-time in a special education class may be referred to as segregation. In this model, students with special needs spend no time with typically developing students. Segregation is geared towards students who require intensive support or are unable to cope with even brief attendance in a regular classroom. Segregated students may attend the same school as their neighbors, but spend their time exclusively in a special-needs classroom. Alternatively, these students may attend a special school that is specifically designed, resourced and staffed to meet the needs of the particular students who attend it.

Exclusion

4 Exclusion: A student whose disabilities preclude attending any school is said to be excluded. Such a student may be in a hospital, homebound, or detained by the criminal justice system. These students may receive one-on-one instruction or group instruction within their institution. Residential centers, which are live-in schools where complex needs can be met with appropriate medical care and provision of a variety of therapies, are sometimes considered segregation and sometimes exclusion. Students who have been suspended or expelled are not considered excluded in this sense.

“[Special Ed] modifications can consist of changes in curriculum, supplementary aides or equipment, and the provision of specialized facilities that allow students to participate in the educational environment to the fullest extent possible. Students may need this help to access subject matter, to physically gain access to the school, or to meet their emotional needs.”

From the article, “Supports, Modifications, and Accommodations for Students” by the National Dissemination Center for Children with Disabilities

SPECIAL NEEDS STUDENT

The phrase “Special Needs Student” is often used with “Special Education Student” or “Learning Disabled Student.”

When NARHS is assisting students and parents design a program for a student, we ordinarily require that all work be done at the high school level. When selecting textbooks, we would require the textbooks be high school level. However, if a student has a “documented disability” we allow accommodations in the materials and permit lower-than-high-school texts to be used to earn high school credits. We use different standards and requirements based on the documented disability.

When we ask about special ed or LD, we sometimes get the reply, “Oh, I am sure he has hyperactivity and dyslexia or something.” Phrases such as that imply that mom THINKS her son might have something going on, but she cannot show us a diagnosed, documented disability. For official designation of a disability, we need to see an IEP, or physician’s letter, or psychologists testing, or therapists letter, or some evidence from a professional who has worked with the student (at least in a clinical setting). Do we really need that? No, if you intend to do high school level work, we don’t need any of that. BUT, if you are intending to do 7th grade math and earn high school credit, then we request that you show us WHY he is using 7th grade math. More details about requirements for credits are in other parts of this glossary.

STUDENT SERVICES

Student services are offered by our school to enhance or fulfill a student’s request or need. Usually the student provides information or questions, and the school has knowledgeable people who offer answers, direction, or guidance. With NARHS experienced staff, we are available to help as we can.

SUMMARY SHEET

The summary sheet is one of the 6 items needed for a portfolio review.

The summary sheet is usually a one-page document containing the following for each course:

(a) Course Title (b) How did you LEARN this course? (c) How did you GRADE this course?

If you like, we can provide you with an “Easy Use Form” which looks something like the following:

| |
|--|
| <p>#1 Course Title: _____</p> <p>(a) 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, college classes, apprenticeship (formal or informal), reports, posters, demonstration projects, and more.</p> <p>_____</p> <p>(b) How did you GRADE this course? Did you use tests, write papers, use forms supplied by NARHS, use evaluations provided by others (coach, employer, youth leader, etc.)?</p> <p>_____</p> |
|--|

That’s it. The summary sheet simply organizes the Portfolio Review process so we are sure to find all of the materials you sent to us and it gives us a point of reference for how the course content was established and evaluated.

Repeat this on a page as many times as it will fit. If you send the files for 6 courses in the portfolio, make 6 entries. Included 9? then make 9 entries, etc. Use as many sheets of paper as you need. And, PLEASE include them with your portfolio.

Here is a sample of what it might look like. This is only a sample.

#4. COURSE TITLE: *English 9*

How did you LEARN this course? *Harcourt text, English Grammar and Composition, Gr. 9*
How did you GRADE this course?

Used publisher's answer key to grade quizzes, worksheets, etc.

7#. COURSE TITLE: *Consumer Mathematics*

How did you LEARN this course? *ABeka textbook, workbook, and answer key.*
How did you GRADE this course?

Using the answer key, workbook, quizzes, tests the work was corrected.

#9. COURSE TITLE: *Health*

How did you LEARN this course? *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.*

HOW did you GRADE this course?

Verbal quizzes. Three 4-page reports. Oral presentation on dating. CPR & Hunter Safety certification. Finished 44 clock hrs.

STATE LAW, YOUR STATE

Your state or district has a policy or law that lists the requirements for a high school diploma.

Our State, Maine, has a minimum standard or requirements for a high school diploma.

When working with NARHS, you are required to meet the diploma requirements of Maine -- you are not required to do all the courses or credits required in YOUR state or district.

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SUMMER COURSES

... See the Glossary entry "Courses, in the Summer"

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TEACHER/ ADVISOR

At NARHS, the teacher advisor is a person who is assigned to a family or student to assist in preparing for and completing courses to fulfil the graduation requirements for a diploma.

Most NARHS teacher/advisors hold state teacher certifications and some are 20-year veterans of homeschooling their own children and have valuable experience to guide families and students. One of our advisors became a NARHS student when she was 13. She was with NARHS all four years of her high school career, she worked in the NARHS office for 3 years, she went to college, worked for NARHS in an "on call" basis, and now she has risen through the ranks and assists other families with their high schoolers. Her mother has been one of our certified teachers. This diversity brings a wide view of the education landscape that can search out and zoom in on guiding current families and students who benefit from NARHS.

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TESTIMONY

At NARHS we consider testimony to be what the parent or student SAYS happened (volunteered 90 hours at the Food Bank, 25 hours at the museum). Testimony is important and believable when it is accompanied by evidence -- evidence not dependant on what you SAY, rather, evidence that shows us what actually happened. You tell us about the volunteer hours and you have letters from the Food Bank and the museum signed by the officials there showing the days and hours, or total hours of your work. You testified that the hours were accomplished, and you brought us the evidence that backs up what you say.

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TEXTBOOK

A textbook is a book used in schools or colleges for the formal study of a subject.
A textbook is a book used as a standard source of information on a particular subject.

Most of us have learned the difference between a textbook and other books. A 3rd grade girl, who loved to read and learn, saw the 40,000 textbooks on our school shelves. In less than 10 minutes she reported to her mom that she was sad. Sad? Yes, she said, "These are textbooks, not real books."

Textbooks have their place as tools designed to deliver standardized information on one subject. They are useful tools, but they are not the only tools. NARHS encourages parting from the textbook format of learning if the student's learning style is not compatible with textbooks, or if the interest area of a student does not easily lend itself to a textbook format. NARHS had two high school boys who decided to build an ultralight aircraft during their 11th grade. They interwove English, Science, Math, Social Studies, Health, and several electives into that one project. We could find NO textbook to provide that experience, so we resorted to developing self-designed courses.

Using a TEXTBOOK to earn 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.

(We can offer great detail on ways to document textbook work.)

TEXTBOOK COURSES FOR TEXTBOOK CREDIT

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TOPICAL LEARNING

Topical Learning occurs when the student and parent select one topic of high interest of the student. Once a list of topics is chosen, one is selected and used for a specific period of time (a week, two weeks, a month). During that time, the parent and/or student will weave into that topic as many subject areas as possible...English, Science, Math, Social Study (or History). For example, a subject as simple as "Dogs" can be read about and written about to count as part of an English credit. The life cycle (birth, growth, life, reproducing, aging, death) of a dog can be used for science (there are many options with science including health, disease, and vaccinations). Statistics, probability, weight gain, weight of the food, and more become the Math portion studies. Social Studies may include history of dogs being kept by humans as pets, as hunters, as protection, as investigators, as disease detectors, and more.

(See the entry "SINGLE-FOCUS COURSES" in this glossary.)

To do a job well, we need tools. One of the tools NARHS offers is the "Grading Tool." We have included one here with both the "sample" to show how it is filled out and on the next page a blank one to photocopy and use. There are dozens of such grading tools in a book we publish, called, "High School Resource Advisor." Some families have received it, and you can always order it from our little book store on our website.

Sample

Grading Tool: "Goals-Based" Evaluation for Self-Designed Courses

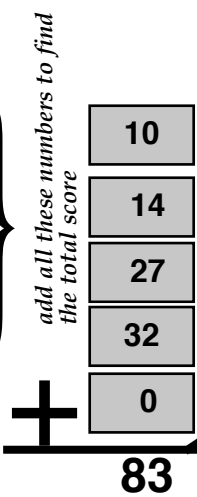
| STEP 1. LIST GOALS | STEP 2. GRADE RESULTS | STEP 3. IMPORTANCE |
|---|---|---|
| <p>List 5 measurable Objective/Goals that you can guide. When writing these goals, target skills that will stretch the student, perhaps he or she has never done this before. (Be somewhat sensitive that these new challenges do not cause unnecessary frustration.) Be CERTAIN your goals can be seen and you both can know when the goal has been reached.</p> | <p>Grade your student's achievement for each goal. Use the scale from 6 to 10 (lowest possible score is 6, highest is 10). Circle the score for each goal listed.</p> | <p>RANK your goals in order of importance on a scale of 1-5. When these scores are added together, the final number MUST BE 10. (no higher, no lower, exactly 10!)</p> |
| <p>GOAL #1 to identify SAE and metric sockets and wrenches and other necessary tools for car maintenance. Basic car maintenance for teens includes knowing what tools are needed for the job.</p> | <p>If goal #1 was met, award a score between 6 and 10. If not met or poorly met, give it no score. For each goal met, circle one score</p> <p>6 7 8 9 10</p> | <p>RANK: On a scale from 1-5, how important was Goal #1?</p> <p>goal #1 1</p> <p>Marking a goal #1 means it was the MOST important goal.</p> |
| <p>GOAL #2 to know 6 maintenance items that can be done by yourself. Know the 6 periodic service items by name and how often the service is recommended for this car.</p> | <p>If goal #2 was met, award a score between 6 and 10. If not met or poorly met, give it no score. For each goal met, circle one score</p> <p>6 7 8 9 10</p> | <p>RANK: On a scale from 1-5, how important was Goal #2?</p> <p>goal #2 2</p> <p>Marking a goal #2 means it was pretty important, but not as important as #1.</p> |
| <p>GOAL #3 to name 6 repair or replacement jobs that should be left to ONLY a competent mechanic or technician. And in writing, explain the reasons for such a conclusion.</p> | <p>If goal #3 was met, award a score between 6 and 10. If not met or poorly met, give it no score. For each goal met, circle one score</p> <p>6 7 8 9 10</p> | <p>RANK: On a scale from 1-5, how important was Goal #3?</p> <p>goal #3 3</p> <p>And #3 means the goal was so-so.</p> |
| <p>GOAL #4 to Name 3 repairs or maintenance items that, when neglected, would cause problems with the car. Name the symptoms that might be noticed, how you would confirm the diagnosis, and what would be the best fix for that problem.</p> | <p>If goal #4 was met, award a score between 6 and 10. If not met or poorly met, give it no score. For each goal met, circle one score</p> <p>6 7 8 9 10</p> | <p>RANK: On a scale from 1-5, how important was Goal #4?</p> <p>goal #4 4</p> <p>And giving it a rank of 4 means it was not that important.</p> |
| <p>GOAL #5 to Read and research reports and surveys to discover which top 10 cars need the least regular service, hold up the longest with the least repairs, and the MSRP of each. Write a 3-page paper on your findings.</p> | <p>If goal #5 was met, award a score between 6 and 10. If not met or poorly met, give it no score. For each goal met, circle one score</p> <p>6 7 8 9 10</p> | <p>RANK: On a scale from 1-5, how important was Goal #5?</p> <p>goal #5 none</p> <p>Marking it #5 means it was the LEAST important.</p> |

STEP 4. CALCULATING

For each goal, use the grade results from Step 2 and multiply it by the Rank from Step 3

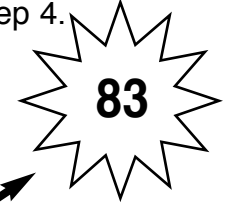
from Step 2 # from Step 3 =

| | | | | | | |
|--------|-----------|---|---------|-------------|---|-----------|
| Goal 1 | 10 | X | goal #1 | 1 | = | 10 |
| Goal 2 | 7 | X | goal #2 | 2 | = | 14 |
| Goal 3 | 9 | X | goal #3 | 3 | = | 27 |
| Goal 4 | 8 | X | goal #4 | 4 | = | 32 |
| Goal 5 | 0 | X | goal #5 | none | = | 0 |



STEP 5: FINAL GRADE

Add all the totals from from Step 4.



This is the final grade for the course.

This is an actual Grading tool you are welcome to use. The sample on the previous page will help guide you how to use it. Only three more things are needed to complete the requirements for the results of any self-designed course
 (1) Write a paragraph as a brief "course description" (2) List the resources you used to research and accomplish the course, and (3) a parent or adult student must sign the document authenticating the self-design course as presented.

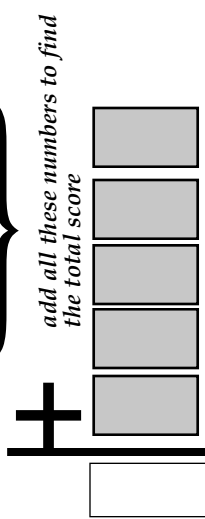
Grading Tool: "Goals-Based" Evaluation for Self-Designed Courses

| STEP 1. LIST GOALS <i>List 5 measurable Objective/Goals that you can guide. When writing these goals, target skills that will stretch the student, perhaps he or she has never done this before. (Be somewhat sensitive that these new challenges do not cause unnecessary frustration.) Be CERTAIN your goals can be seen and you both can know when the goal has been reached.</i> | STEP 2. GRADE RESULTS Grade your student's achievement for each goal. Use the scale from 6 to 10 (lowest possible score is 6, highest is 10). Circle the score for each goal listed. | STEP 3. IMPORTANCE RANK your goals in order of importance on a scale of 1-5. When these scores are added together, the final number MUST BE 10. (no higher, no lower, exactly 10!) |
|--|--|--|
| GOAL #1 to _____ _____ | If goal #1 was met, award a score between 6 and 10. If not met or poorly met, give it no score. For each goal met, circle one score. 6 7 8 9 10 | RANK: On a scale from 1-5, how important was Goal #1? goal #1 <input style="width: 40px;" type="text"/> |
| GOAL #2 to _____ _____ | If goal #2 was met, award a score between 6 and 10. If not met or poorly met, give it no score. For each goal met, circle one score. 6 7 8 9 10 | RANK: On a scale from 1-5, how important was Goal #1? goal #2 <input style="width: 40px;" type="text"/> |
| GOAL #3 to _____ _____ | If goal #3 was met, award a score between 6 and 10. If not met or poorly met, give it no score. For each goal met, circle one score. 6 7 8 9 10 | RANK: On a scale from 1-5, how important was Goal #1? goal #3 <input style="width: 40px;" type="text"/> |
| GOAL #4 to _____ _____ | If goal #4 was met, award a score between 6 and 10. If not met or poorly met, give it no score. For each goal met, circle one score. 6 7 8 9 10 | RANK: On a scale from 1-5, how important was Goal #1? goal #4 <input style="width: 40px;" type="text"/> |
| GOAL #5 to _____ _____ | If goal #5 was met, award a score between 6 and 10. If not met or poorly met, give it no score. For each goal met, circle one score. 6 7 8 9 10 | RANK: On a scale from 1-5, how important was Goal #1? goal #5 <input style="width: 40px;" type="text"/> |

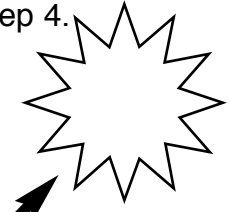
Marking a goal #1 means it was the MOST important goal.
 Marking it #5 means it was the LEAST important.
 And #3 means the goal was so-so.
 Marking a goal #2 means it was pretty important, but not as important as #1.
 And giving it a rank of 4 means it was not that important.

STEP 4. CALCULATING
 For each goal, use the grade results from Step 2 and multiply it by the Rank from Step 3 =

| | | | | | |
|--------|---|---|---|---|---|
| Goal 1 | <input style="width: 40px;" type="text"/> | X | goal #1 <input style="width: 40px;" type="text"/> | = | <input style="width: 40px;" type="text"/> |
| Goal 2 | <input style="width: 40px;" type="text"/> | X | goal #2 <input style="width: 40px;" type="text"/> | = | <input style="width: 40px;" type="text"/> |
| Goal 3 | <input style="width: 40px;" type="text"/> | X | goal #3 <input style="width: 40px;" type="text"/> | = | <input style="width: 40px;" type="text"/> |
| Goal 4 | <input style="width: 40px;" type="text"/> | X | goal #4 <input style="width: 40px;" type="text"/> | = | <input style="width: 40px;" type="text"/> |
| Goal 5 | <input style="width: 40px;" type="text"/> | X | goal #5 <input style="width: 40px;" type="text"/> | = | <input style="width: 40px;" type="text"/> |



STEP 5: FINAL GRADE
 Add all the totals from from Step 4.



This is the grade for the course.

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TRANSCRIPT PART 1

THE HIGH SCHOOL TRANSCRIPT IS THE OFFICIAL, LEGAL DOCUMENT PRODUCED BY NORTH ATLANTIC REGIONAL HIGH SCHOOL BASED ON THE FOLLOWING INFORMATION AND PROVIDED TO THOSE WHOM YOU DIRECT US TO SEND IT

ONE SCHOOL COURSES SUCCESSFULLY COMPLETED WHILE THE STUDENT WAS COMPLETING A NARHS PROGRAM (INCLUDING HOMESCHOOL, COLLEGE COURSES, ONLINE COURSES, AND MORE).

TWO HIGH-SCHOOL-LEVEL COURSES (OR HIGHER LEVEL) DONE IN OTHER SCHOOLS, SUCH AS PREVIOUS U.S. HIGH SCHOOLS, WHEN THE CREDITS RECEIVED BY NARHS ARE ON THE PREVIOUS SCHOOL'S OFFICIAL TRANSCRIPT.

THREE HIGH SCHOOL LEVEL COURSES DONE OVERSEAS. IF THE COURSES ARE IN THE LANGUAGE OF THE COUNTRY OF ORIGIN - IN SUCH CASES, WE WILL NEED AN OFFICIAL TRANSLATION FROM ONE OF THE "TRANSLATION AGENCIES" LISTED IN THE NARHS HANDBOOK AND IN THE NARHS GLOSSARY OF TERMS.

FOUR TRANSCRIPT PRODUCED BY NARHS WILL INCLUDE:

- ___ STUDENT'S NAME
- ___ ADDRESS AT THE TIME HE OR SHE FINISHED AT NARHS
- ___ THE STUDENT'S BIRTH DATE
- ___ THE PARENTS' NAMES AND CONTACT INFORMATION AS APPROPRIATE
- ___ DATES OF THE ENROLLMENTS
- ___ AND, IF THE COURSE EARNED CREDIT OR PARTIAL CREDIT, THE NAME OF EACH COURSE TAKEN / THE

SUBJECT AREA ASSIGNED TO EACH COURSE / THE GRADE LEVEL AT WHICH THE COURSE WAS TAKEN / THE FINAL GRADE (SCORE) OF EACH COURSE / AND THE NUMBER OF CREDITS THE STUDENT EARNED IN EACH COURSE.

THE NARHS TRANSCRIPT WILL ALSO SHOW THE GRADING SCALES AND OTHER PERTINENT INFORMATION ABOUT THE STUDENT'S AWARDS, VOLUNTEERING, AND OTHER RELEVANT FEATURES OF HIS OR HER PROGRAM.

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TRANSCRIPT PART 2 AS A PERMANENT RECORD

This record is retained by NARHS in perpetuity and summarized in an official transcript until the student or family requests that the transcript be sent to another institution, employer, recruiter, and the like. Once the student graduates from NARHS, the transcript is finalized and the Permanent Record actually becomes permanent. It is a VERY RARE occasion when any school would re-open a transcript or school record after the student has graduated. The ONLY time we re-open a graduate's record is if we discover an obvious, 57 error.

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TRANSCRIPT PART 3 CHANGES TO THE STUDENT TRAN- SCRIPT

From time to time, students (or parents) request changes be made to the previous years transcript entries. Students and/or families may request changes to a transcript because they need a different course title to qualify for a scholarship, or for insurance benefits, or to add a course, or award, or similar.

NARHS will NOT change any course title transferred from another institutional school on their official transcript. Other courses on the transcript were originally titled and awarded credit based on what the student and/or family submitted to NARHS. Therefore, the transcript development requires the positive input of the family and/or student and the original entries are considered to be accurate at the time of entry. The same is true for items on the back of the transcripts, such as testing results, list of previous schools, achievements and awards, and volunteer (community) service.

When changes to a previous years transcripts are requested, NARHS will review the requested changes, and if NARHS agrees to make changes,

- ___ the family will be charged \$40 for the adjustments; and, if more time is necessary to make the changes, an additional \$40 per hour thereafter.
- ___ opening a previous years records to make the changes applies only to transcripts of students who have NOT yet graduated.

If changes need to be made to previous transcripts because NARHS had made a demonstrated mistake, there is no charge to the student and/or family and the appropriate changes will be made.

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TRANSCRIPT PART 4 OFFICIAL

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; historically, they have not been issued to the family or student, but are mailed directly from the previous institution to NARHS. The same is true when NARHS sends an official transcript to another institution. Sending the document DIRECTLY from one institution to another is intended to prevent any tampering with the legal document.

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TRANSCRIPT PART 5 UN-OFFICIAL

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 NARHS 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, NARHS will need the Official Transcript from the previous school.

TRANSCRIPT
PART 6
IN A FOREIGN LANGUAGE

This describes a transcript produced from a school in a different country and in any language OTHER THAN English. Such a transcript will usually list the years attended, courses taken, grades earned, credits awarded, other comments or information. If this transcript is from an American school overseas (Department of Defense School, a Mission School, an English speaking country, or other US related school), the document will be written in English. If the student attended a national school in the other country, the transcript will likely be in that country's language. NARHS is not equipped to translate such important information. We refer families and students to commercial records and document translators such as:

- Academic Credentials Evaluation Institute ----> <http://www.acei1.com>
- Educational Perspectives ----> <http://www.educational-perspectives.org>
- World Education Services ----> <http://www.wes.org>

Transcript Part 7
“Transcript Evaluation”
evaluates credits earned from other schools

This service is FREE

At no cost to any student or family, NARHS compares the previous school work credit-by-credit and course-by-course to determine how many credits the student has already earned toward the requirements at NARHS.

Following a Transcript Evaluation by one of the NARHS staff, a letter is mailed to you reporting exactly where you stand in meeting the graduation requirements at NARHS. If you have completed all of the graduation requirements in other schools, you are NOT required to take any courses at NARHS. You are done.

There is NO CHARGE for NARHS to evaluate the courses taken from other schools. This service is limited to ONLY credits awarded by other institutional schools. FREE Transcript Evaluations are NOT done for homeschool work. The review of HOMESCHOOL work has a fee schedule outlined in another part of the Glossary...see “Review and Recovery.”

Transfer of Credits from NARHS to other schools

(To request that NARHS send your transcript to another high school, a college, a recruiter, a scholarship committee, or others, please read the entry above called, “Requesting a Transcript from NARHS”)

Other high schools have generally accepted credits from the NARHS Official Transcript. However, there are other considerations that can be factors to the transfer.

- ___ Some school districts have policies limiting the number of credits they will take from other high schools.
- ___ Some high schools specify WHICH CREDITS they will accept and which they will not (for example, most public schools will NOT accept courses labeled “Religion” or “New Testament” or “Old Testament” or “Theology” or “Christian” or anything of that sort.)
- ___ Some public schools will accept credits from ONLY other public schools and not from private schools.
- ___ We encountered one public school that would not accept NARHS credits because we were NOT non-profit.
- ___ One high school that rejected NARHS credits told us we were accredited by the “WRONG” accrediting agency (turns out that public school had membership in the “RIGHT” accrediting agency).

Bottom line, how the receiving school will treat your credits from NARHS is totally up to the receiving school. The rules for transferring credits are NOT the same everywhere -- there are no uniform standards from state to state. ALSO: Public schools have a financial interest in a student taking as many courses as possible *FROM THEM* -- the school's public funding is based on the number of students they have and how many years they have them. None of this is up to NARHS.

North Atlantic Regional High School does the right things to be an accredited private school. We register with the Maine Dept of Education, we file and pay our taxes, we have our inspections from the fire marshal, we voluntarily provide handicap access, etc., etc.

If you are (or have been) a registered student at NARHS, we are willing to speak to any official at other schools. We can lead them through the Department of Education web site and show them our listing there as a school. That might help. One school counselor put it this way, “If it's good enough for your state, it is good enough for ours.”

***** In this glossary below, see “Transfer Trouble with NARHS Credits”*****

From this Glossary, please see the entry called, "Courses and Credits -- from OTHER sources"

Will public schools accept NARHS credits?

- A. The decision is not up to NARHS, it is up to the policies and personality of the local school.
- B. Historically, NARHS credits have been transferred into public schools without question.
- C. Major factors that can make transferring back into public school more difficult:

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.

Poor grades -- some districts have grade-meeting policies; they accept no credits earned with grades below B, or no grades below C, or whatever their official policy states -- their rules apply.

Great grades -- school officials sometimes resent students who get all A's and 100's "from mommy or another school," 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.

Burned bridges -- some parents have a history of being problems in the lives of school officials. These same parents sometimes come to NARHS 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 NARHS for their non-acceptance. In reality, we could never have known of their tumultuous history with the school 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.

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.

Untold reasons -- We are discovering that other schools have reasons for rejecting students and/or their work, courses, or credits. You may never hear these items spoken out loud, but they are very real ways officials try to know about you. For example:

- ___ What kind of social postings are on his or her accounts (Facebook, Twitter, MySpace, You Tube?)
- ___ Does this student radiate his or her social causes with appearance (piercings, obnoxious tattoos, pins and slogans displayed on their clothing, and other appearance factors)?
- ___ Could this student's NAME (not necessarily him, but his NAME) have any other mention in the "public record" in your town or county?
 - ___ Criminal record
 - ___ Juvenile record
 - ___ Terminated by a former employer
 - ___ Expelled or Suspended from a previous school
 - ___ Identity confusion -- could the student have the same name as a convicted felon, runaway teen, or abducted child?
 - ___ Does this student have the same name as someone on the government's "NO FLY" list?

Is this legal? Can they really do that? Maybe it is -- can they deny admission to someone the school believes could be a threat to other students? Maybe they can. Even if it is NOT legal, they can still make it a difficult, even miserable, time.

Having an excellent transcript does NOT guarantee a public school will accept any credits. It is best to check the written policies of the school, school district, or board of education. To be sure the public school person is giving you the real policy, you should read the written policy yourself. It is not wise to "take somebody's word for it. READ IT YOURSELF."

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TUITION SCHEDULE

TUITION SUMMARY

After August 31, 2010: A. Grades 7-11 or non-graduation years ___ \$525
B. Graduation Year ___ \$675

As in most private schools, before any records, letters, diplomas, recommendations, or other documents are released from the school, the student's account must be paid in full.

UNIT STUDY

165

(See the description under "Single Interest Course")

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VERIFICATION OF STUDENT STATUS

As a school, NARHS receives forms seeking to verify that the named student is enrolled in our school. This "Verification of Student Status" may arrive directly from the parent or it contains a release of information form that the parent (or adult student) has signed, or it contains some other authority allowing NARHS to "go-ahead" and complete the form. (NOTE: NARHS does not release any information to others if the student's financial account is not paid in full.) The verification may be needed when the student reaches (or is approaching) the 18th birthday, when eligibility for the item or service is due to expire. It may be needed for continuing Social Security Benefits, for continuing coverage in the parent's health insurance, or to keep receiving public assistance, or to continue child support arranged during a divorce, and other reasons. The "Verification of Student Status" is quite similar to another form we see called, "Proof of Schooling."

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VIOLATING ACADEMIC HONESTY

THE CONSEQUENCES

North Atlantic Regional High School is developing improved consequences for students violating academic honesty.

After you read the following, you may have ideas of what this could look like -- Do you have a phrase you would like to contribute? Send ideas to INFO@NARHS.ORG

Can you recall a policy you have seen used effectively? Have you seen consequences that were fair and energized the violator to keep making progress?

It is our intention to research appropriate consequences, glean from other schools' policies, and publish our decisions on the web and in the next edition of the Handbook.

We are seeking a policy that is "firm enough" to create a secure place where families know there are rules, where there is a sense of order, and where there is sufficient accountability.

Ideally, violations will have consequences sufficient enough to cause a change in behavior, but the consequences will not be so harsh as to DE-motivate a student or parent and DE-rail their forward movement in academics.

We believe that if a person violates academic honesty policies, gets caught, and satisfies the penalty, then the violator may be given a future chance to try it again and get

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VISION STATEMENT

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

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.

We envision fostering these elements in our students and families as we work with them in their educational programs; and as much as possible, we strive to do it in absolute cooperation with the parents' and families' beliefs.

Virtual School

This name is almost always applied to online schools. The best known of these schools is the FLVS, Florida Virtual School. It was authorized by the Florida Legislature as a “school district” but it cannot issue diplomas. Several other states contract with FLVS to use their software and details from which to run their own sites.

Once the Internet was well established, the virtual schools were used for difficult locations, such as the islands and remote wilderness, but soon the cost advantages were seen...one teacher could serve many, many students hundreds of miles from a classroom.

Work Permits for students under 16

For students under the age of 16, a work permit is required in many states. To find out how this works, you can usually contact the local office of the superintendent of schools. In many jurisdictions, the superintendent of schools is the one responsible for issuing work permits for all students in public, private, and home schools. If they do not have that information, then contact your state’s department of labor and, specifically, contact the Child Labor Division. They will have all the information you need about work permits.

One peculiar aspect of getting a work permit -- you usually need to have an employer agree to hire you BEFORE you apply for the work permit. Officials issuing the work permit need to know where you will be working and the kind of work you will be doing BEFORE they will issue a work permit. So get the job first, then go after the work permit.

If you would like to know what jobs a 14-year-old student can legally do, request a copy of so-called “Abstracts” of the Child Labor Laws in your state. The word “Abstract” simply means it is not the entire law, but rather a summary of the appropriate laws designed for the general public to read. YES, students under the age of 16 CAN and DO work real jobs for real pay. But in most states they will need a work permit.

Work-Study Benefits and Options

Work-Study programs can be designed to earn credits and money, too.

Yes, a work-study program can be 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.

For example, if you are a high school-age student and have a passion for horses, we can design a work-study unit that allows you to work (or volunteer) for a horse stable or ranch. Preparing the course description and developing an accountability method, the time and talent you invest in that project may count towards a high school credit.

Work-study programs can be applied to almost any job, and in some jobs, the company has a job description and training so well planned, the “Job Description” BECOMES the “Course Description.” Another important part -- if you’d like a special course, it can be designed to focus on your interest and improve your knowledge base and your skill sets. NOTE: NARHS does NOT count EVERY hour of your employment toward credit. Your time and tasks are extrapolated by the parent and NARHS advisor.

EXTRA HELP: If our staff is used to design the written work-study program, there is an additional fee for the hours required (\$40 per hour for this service). Your advisor will look it over before you begin. The Work-Study Option has been a great motivator for students who get to do what they want to do AND earn money and credits at the same time!

NARHS had a student who was demoralized about her homeschooling -- she was very restricted in what she could do, study, go, say. The parent brought her for an office visit to see what we could do. I asked the mother if I could ask her daughter a few questions. She agreed. (I cautioned the mother to offer no reaction to my question or to the student’s answer.) My question was, “if you could go anywhere in the world for two weeks, where would you go and what would you do?” Her reply was one word, “Disney.” I asked the mother if I had the freedom to give her daughter an assignment to do. She said I could. “You live 1,600 miles from Walt Disney World in Orlando, FL and you want to go there. So here is your assignment:

1. If you were to take all five people in your family, is it cheaper to fly, or drive?
2. If you had a full 2 weeks from the time you leave home to the time you return home, how would you use those 14 days?
3. Write down how much money you plan to spend daily on food during the trip there and back, and how much you plan to spend on food while in Florida?
4. If you decide to fly, how much would it cost to rent a car when you land and use it during your time in there?
5. If you drive, how many hotel nights will you need *during* the trip down and back?
How much will hotel nights cost?
6. If you drive, could you stop to visit friends or relatives along the way? Could you stay overnight with them?
7. What are the pros and cons of visiting and/or staying overnight with families on the drive to and/or from Disney?
8. To visit Walt Disney World, you will need admission tickets for all 5 of the family members, how much will these cost?

I wrote these questions on paper and gave them to her. “Please put your answers in writing and come back next week to go over your answers.” What a magnificent experience for her and me, too! (read results of the “Disney” assignment on page 141.)

NARHS High School HANDBOOK

arranged in 5 parts

PART 1 Perspective ABOUT US

Glossary of Terms frequently used by NARHS

The Glossary of Terms is a new feature. This provides a quick guide in ALPHABETICAL ORDER. The Glossary displays definitions, details, and descriptions from the entire HANDBOOK.

By its very nature, the Glossary repeats terms used elsewhere in the HANDBOOK.

We believe this glossary will be helpful and make items easier to find and understand.



PART 2 Program(s)

Homeschooling, public schooling, private schooling, college courses, online courses, adult ed courses, video courses, community-based courses, self-designed courses, and more. You USE it, so you CHOOSE ! Earn REAL high school credits, from a REAL school, for a REAL diploma.

PART 3 Procedures

How do we get the job done? How does NARHS know if the student's work is adequate? What has to be "turned in" to NARHS? When? How do I reach my teacher/advisor? What evidence do we keep for Fine Arts, Phys. Ed.?

PART 4 Policies

NARHS' written and published policies are assembled in one place.

The administration thinks this will be the hardest section for people to read. Maybe it will be, but it is important that folks have the policies (a) in writing, (b) in their homes (or in their hands), and (c) in plain language.

The policies are simply "assembled" -- not in any sequence, not in any particular order. These are "statements" more details about your topic of interest may be found in the text of the Handbook.

PART (5) Proposed...

We share a few anecdotes, ideas, and a few student programs to stretch our thinking together. The format here will vary, it is not yet complete, and we may add more with each new printing of the Handbook.

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| The REQUIRED COURSES as described by the State of Maine Department of Education | 90 - 100 |

RESOURCES

THE PUBLIC SCHOOL CHOICE

Most people in the United States do not consider public school as optional. But, sending children to public school IS optional. It is chosen by the parent over other options, including private school or homeschool.

In other parts of this handbook, we discuss the age ranges that your state considers to be their "Compulsory School Attendance Law." While the law specifies at what AGE children must meet the requirements of school attendance, your state law allows options for HOW to meet that requirement.

It is important to know that homeschooling is LEGAL in every state. Some have regulations, some have none.

One family could have a child in public school, another child in private school, and still another child that is homeschooled. From a LAW perspective they are all doing the same thing -- fulfilling the attendance law. But from a PROGRAM perspective, each child has a different educational program.

Public schools have become a resource to homeschoolers and in some cases, to private schools, too. Academic classes, art, band, chorus, the use of facilities for homeschool groups, public school individual sports (golf, gymnastics, swimming, tennis, track, etc..). In some states, public schools invite homeschoolers to play on their major sports teams.

RESOURCES

PRIVATE SCHOOLS

There are private schools that help homeschoolers and public schoolers. Yes, some private schools help public school students.

NARHS is a private school, and public schools use our programs to assist their students. Some students are missing necessary credits, and that public school class is not available to the student because of scheduling conflicts, etc. Therefore, the public schools have increasingly referred students to NARHS to earn the credit they need.

Some private schools invite homeschoolers to take their classroom courses. The private schools have learned that students from public schools and homeschools become familiar with them, like them, and may become their new students.

Private schools have also learned that asking homeschoolers to pay for courses can become a source of revenue that helps the private school finances. (Foreign Language, higher level Math classes, and the like).

The key component here is to ask. Ask an official, then ask for the written policy to READ for YOURSELF. If a written policy is not available, then write down what you were told and mail it to the school committee (Board of Directors) for clarification. You can begin as simply as, "In a conversation with your principal, it is my understanding that _____.... You offer valuable resources to families like ours and we would like to _____"

RESOURCES

INCLUSION POLICIES IN PUBLIC SCHOOL

Across the US, more public school districts are adopting a "Policy of Inclusion" or a "Homeschool Policy". Such policies allow homeschoolers to participate in school activities including classes and (less frequently) on sports teams at the local public school. Policies allowing access can be quite restrictive, but some are wide open.

For the good of your student and family, parents and students should get a WRITTEN COPY of the district policy and READ IT THEMSELVES.

There are instances when a parent asks a school official about such a policy and the answer is partially correct, or not at all correct, or quite ambiguous. The school official may have given the partial information because he or she was not aware that the school board had adopted a revised policy, or the official had received the erroneous information from another person who had only PART of the information.

CONCLUSION: Your local public school may be a resource for your homeschooled or private school student. AND, to be SURE you have the correct information, ask the school board or school district superintendent to send you the WRITTEN POLICY. Then READ IT CAREFULLY.

RESOURCES

HOMESCHOOL FAMILIES and CO-OP GROUPS

If your student is in the public school or a private school, you may still find homeschool resources helpful for your student.

NARHS likes to tell people (tongue-in-cheek) that "NARHS has 30,000 people who do curriculum research for us." These researchers are called "homeschool parents" and they have brought us their ideas, their "finds" and their resources every year for 22 years. Now those are vested, interested, motivated researchers.

Homeschool groups usually welcome visitors from private schools, public schools, new neighbors, and more. Homeschoolers can suggest great remedial resources, advanced materials, hints, and methods to help students who remain in their school classrooms, but get that extra "nudge" at home using homeschool materials.

RESOURCES

"OTHER"

Many other resources in your community can make your program interesting, profitable, enjoyable, and enriching. In other parts of this handbook we offer more ideas and resources.

We interrupt this Handbook to give you a convincing path to find that North Atlantic Regional High School is a valid high school issuing a valid High School Diploma. (We included the pages here in the “center” of the Handbook because they are viewed sideways and we felt they would stay intact in the binding better if they were placed in the center of the book.)

Path to Discover

We affectionately call the following pages the “path to discover”

These screen shots of the Maine Dept. of Education DOE online directory takes you step-by-step using your own computer to the listing for NARHS as a school
“Recognized as providing equivalent instruction...”

Yes, we are real, and this path verifies it.

It is possible that the DOE changes directory locations from time to time. If the path on the following pages does not take you to the listing, then call us 800-882-2828, and we will provide you an updated directory path.
We cannot control when or where the State of Maine webmasters will adjust the locations and functionalities of their web pages.
The school office will try to keep up with any changes.
Call 800-882-2828

ACTION and CONCLUSION by STATE AND FEDERAL GOVERNMENTS to VERIFY THAT NARHS IS A VALID SCHOOL ISSUING A VALID DIPLOMA.

The US Department of Education's final definition of a High School Diploma (below) is a result of at least two years of rulings, studies, policies, legislation, proceedings, hearings, and other factors. The decisions and findings used to finalize the new Federal regulations were derived from THE FOLLOWING:

- Federal Student Aid Handbook for the 2009-2010 award year
- U.S. Dept of Education, Office of Inspector General
- Assistant Secretary for the Office of Postsecondary Education
- Chief Operating Officer, Federal Student Aid
- Higher Education Act, as amended (HEA)
- Federal Register
- Higher Education Opportunity Act (HEOA)
- General Education Development (GED)
- Title IV programs including
 - Federal Pell Grant,
 - Federal Stafford Loan Program,
 - Federal PLUS Program,
 - William D. Ford Federal Direct Loan
 - Federal Perkins Loan
 - Federal Work-Study
 - Federal Supplemental Educational Opportunity Grant
 - Academic Competitiveness Grant
 - National Science & Mathematics "Access to Retain Talent"
 - Leveraging Educational Assistance Partnership
 - Institutional Reviewers from FSA's School Participation Team
 - Government Accountability Office (GAO)
 - Council of Chief State School Officers (2007)
 - Key State Education Policies on PK-12 Education
 - "Structure of U.S. Education System: School Leaving Qualifications"
 - Department of Education, International Affairs Office (February, 2008)
- State Education Agency (SEA)
- Freedom of Information Act (5 U.S.C. § 552)
- Office of the General Counsel, U.S. Department of Education
- Department of Defense Education Activity
- Education Information Advisory Committee (EIAC)
- Interstate School Leaders Licensure Consortium (ISLLC)
- Standards for School Leaders
- National Council for Accreditation of Teacher Education (NCATE)
- Education Leaders Constituent Council (ELCC)
- National Council on Accreditation of Teacher Education, NCATE
- Educational Testing Service
- School Leader Licensure Assessment (SLLA), Education Week
- Massachusetts Tests for Educator Licensure (MTEL)
- School Superintendent Assessment (SSA)
- Principles of Learning and Testing (PLT)
- National Center for Education Information (NCEI)
- State Title II Higher Education reports
- Chief Judge Ernest C. Canellos of the U.S. Department of Education
- Office of Hearings and Appeals
- National Association of State Directors of Teacher Education and Certification (NASDTEC)
- State Policies on Teacher Assessment, Subject Area Preparation, and Teacher Induction
- Assistant Inspector General, Information Technology Audits and Computer Crime Investigations

FINAL MANAGEMENT INFORMATION REPORT:

"Definition of a High School Diploma as a Condition for Receiving Federal Student Aid (X11K0001)"

"The purpose of this Final Management Information Report (MIR) is to provide the Office of Postsecondary Education (OPE) and the Office of Federal Student Aid (FSA) with information that you may find beneficial in improving the U.S. Department of Education (ED) regulations and guidelines for high school diplomas as a condition for receiving Federal student aid."

From page 1 cover letter entitled, "FINAL MANAGEMENT INFORMATION REPORT"
SUBJECT: Definition of a High School Diploma as a Condition for Receiving Federal Student Aid (X11K0001)

DEFINITION OF A HIGH SCHOOL DIPLOMA:

"By high school diploma we mean one recognized by the state in which the high school is located. FAAs who wish to verify the validity of a high school [are] to contact the appropriate State Education Agency (SEA) to determine if the high school is state recognized."

The following pages are mostly pictures ("screen shots") of the Maine Department of Education web site. This progression shows North Atlantic Regional High School is, by definition and activity, a valid school that issues a valid diploma.

To find our school listed on the Maine Dept of Education web site, follow these steps on your own computer

Step 1

EVIDENCE and CONFORMITY TO FEDERAL DEFINITION (next 6 pictures)

North Atlantic Regional High School is listed on the State of Maine website, Department of Education. This path takes you to the listing of State Recognized Private Schools. NARHS is listed there.

The State of Maine website.

... specifically Department of Education

When you are on the web, go to this website

The page view here is a picture of the website (so clicking on these items does not work). When you go to the actual website on your own computer, you WILL be able to click through these routes to watch the evidence mound. See for yourself. Follow steps 1 - 6 in order.

The screenshot shows a web browser displaying the Maine Department of Education website. The browser's address bar is highlighted with a red circle and contains the URL <http://maine.gov/education/>. The website header features the Maine state seal and the text 'DEPARTMENT OF Education STATE OF MAINE'. A navigation menu on the left lists 'EDUCATION INFORMATION' and 'CONTACT INFO'. The main content area is titled 'National Initiatives' and includes links for 'Graduation Rates for 2009-09', 'Funding Outlook and Financial Strategies', and 'School Administrative Reorganization'. A sidebar on the right contains three sections: 'Students & Adult Learners', 'Educators & Administrators', and 'Families & Communities', each with a small image icon.

To find us our school listed on the Maine Dept of Education web site, follow these steps in order on your computer

Step 2

North Atlantic Regional High School is listed on the State of Maine website, Department of Education
Here is the path to the listing of the State Recognized Private Schools

“School Contact Information”

Click on this button below

The State of Maine website.

... specifically Department of Education

The page view here is a picture of the website (so clicking on these items does not work). When you go to the actual website on your own computer, then you will be able to click through these routes to watch the evidence mount. See for yourself.

File Edit View History Bookmarks Tools Window Help
Maine Department of Education
http://maine.gov/education/

Maine.gov
DEPARTMENT OF
Education
STATE OF MAINE

Home | Contact Us | Calendar | Archives |

EDUCATION INFORMATION

- Data Center
- Grants Information
- Higher Education
- Partnerships
- Professional Learning & Development
- Programs
- Initiatives
- Rules & Legislation
- School Contact Information**
- Learning Standards and Guidelines
- Comprehensive Assessment System (MeCAS)

CONTACT INFO

- Department of Education
23 State House Station
Augusta, ME 04333-0023
Voice (207) 624-6600
Fax (207) 624-6700
TTY 1-888-577-6690

Graduation Rates for 2008-09
New federally required method allows comparison among states and schools

Funding Outlook and Financial Strategies
Includes updated charts showing funding history and preliminary FY 12 subsidy estimates

School Administrative Reorganization
The reorganization law, information about implementation, and resources

National Initiatives
Common Core State Standards Initiative
Learn more about the Common Core State Standards

ARRA: The Federal Recovery Package
Summary, briefing materials, link to the Act

Education Jobs Bill
Including guidance, estimate of allocations, workbook

| | | | | | |
|--|---|--|---|--|---|
| | Students & Adult Learners Adult Education Agricultural Education | | Educators & Administrators 21st Century Learning Adequate Yearly Progress (AYP) Status | | Families & Communities 150 Years in Education Child Development Services |
|--|---|--|---|--|---|

ONLINE SERVICES

- Child Nutrition
- Longitudinal Data System
- MEDMS**
- SCHOOLDATA/DIRECT
- Special Services Applications
- Teacher Certification

FEATURED LINKS

- Administrative & Informational Letters
- Citizen ALERT System
- Job Opportunities News
- Other Educational Links Presentations
- Press Releases
- Request for Proposal (RFP)
- School Emergency Planning

North Atlantic Regional High School is listed on the State of Maine website, Department of Education. Here is the path to the listing of the State Recognized Private Schools

Step 3

The State of Maine website.

... specifically Department of Education

"Directory of Maine Schools"

Click on these words

Most Visited ~ Gmail HSLDA Dictionary Thesaurus Webmail <http://www.google.c...> Zip Radius Finder Florida Counties ZIPS by County Maine Education - Scho... Maine UCC Division Maine Senate 125th Maine Judicial Branch: Maine Department of Education

Maine.gov Agencies | Online Services | Help Page Tools GO

DEPARTMENT OF Education STATE OF MAINE

Home | Contact Us | Calendar | Archives | Site Index | Search Education Agency:

Home > School Contact Information

EDUCATION INFORMATION

- Data Center
- Grants Information
- Higher Education
- Partnerships
- Professional Training & Development
- Programs
- Initiatives
- Rules & Legislation
- School Contact Information
- Learning Standards and Guidelines
- Comprehensive Assessment System (MeCAS)

CONTACT INFO

- Department of Education 23 State House Station

School Contact Information

| | |
|--|--|
| Superintendent Information Search Allows you to search for contact data by superintendent, town, or school administrative name. | Directories of Maine Schools Various lists containing contact data for the school systems by name, municipality, school administrative unit and superintendent region. |
| Maine Education Data Management System (MEDMS) Report Portal | School Administrative Unit Definitions Definitions for the school governance structure of school administrative unit |
| Maine Schools on the Web Links to individual school systems' web sites. | School System Summary Data Includes the total numbers for school administrative units by type of government structure and total numbers of approved public and private schools by various combinations. |
| Create Your Own Mailing Labels Online Allows you to print mailing labels from our school databases. | Map of Maine School Administrative Units 11 x 17 in PDF \| 11 x 17 in JPG |

North Atlantic Regional High School is listed on the State of Maine website, Department of Education.
This is the path to the State Recognized Private Schools

The State of Maine website.

... specifically Department of Education

Step 4

Private Schools Only”

Click on these words

The screenshot shows the Maine Department of Education website. The browser address bar displays the URL: <http://maine.gov/education/eddir/schcontact.htm>. The page header includes the Maine.gov logo and navigation links for Agencies, Online Services, Help, Page Tools, and GO. The main content area features a banner for the Department of Education and a navigation menu with links such as Data Center, Grants Information, Higher Education, Partnerships, Professional Training & Development, Programs, Initiatives, Rules & Legislation, School Contact Information, Learning Standards and Guidelines, and Comprehensive Assessment System (MeCAS). Below the navigation menu, there is a section for 'School System Contact Directories' with a sub-header 'Updated 01/27/11...tm'. This section lists various directory options, including 'All Schools Only (K-12)', 'Island Schools', 'Private Schools Only', and 'Superintendents Only'. The 'Private Schools Only' link is circled in red. To the right of the 'Private Schools Only' link, there is a list of alphabetical indexes and superintendents of schools, including 'Index of Municipalities by Name PDF', 'Index of Municipalities by County PDF', 'Index of Public and Approved Private Schools (Option to sort by Name, SAU, County, Location or Type)', and 'SUPERINTENDENTS OF SCHOOLS' with sub-links for Superintendents of Schools by County PDF, Superintendents of Schools by Name PDF, Superintendents of Schools by Region PDF, and Superintendents of Schools by School Administrative Unit (SAU) PDF.

North Atlantic Regional High School is listed on the State of Maine website, Department of Education. Here is the path to the listing of the State Recognized Private Schools

Step 5

The State of Maine website.

... specifically Department of Education

“Private Schools Recognized as Providing Equivalent Instruction”
Click on “PDF” and download it to your desktop.
Then open the PDF....

The screenshot shows a web browser window with the URL <http://maine.gov/education/eddir/schcontact.htm#priv>. The page content includes a list of school categories:

- iv. [Directory of Schools in Regional School Units PDF](#)
- v. [Directory of Schools in SAUs that belong to a School Union \(including Maine Indian Education\) PDF](#)
- vi. [Directory of Schools in SAUs that are AOS Member Entities PDF](#)
- vii. [Education in Unorganized Territory PDF](#)
- viii. [Career and Technical Education Centers PDF](#)
- ix. [Career and Technical Education Regions PDF](#)
- x. [State-funded Schools PDF](#)

4. ISLAND SCHOOLS ONLY

- a. [Island Schools PDF](#)

5. PRIVATE SCHOOL SYSTEMS ONLY

- a. [Approved Private Schools by Name PDF](#)
- b. [Approved Private Schools by Municipality PDF](#)
- c. [Approved Private Schools with 60 Percent or more Publicly-Funded Students PDF](#)
- d. [Nonal Limited Purpose Schools PDF](#)
- e. [Approved Private Schools by School Type and School System PDF](#)
- f. [Private Schools Recognized as Providing Equivalent Instruction for Purposes of 20-A M.R.S.A. 5001-A \(Compulsory Attendance\) PDF](#)

6. PUBLIC & PRIVATE SCHOOLS

- b. [Elementary Schools \(Grades K-8\)](#)
- i. [Elementary Schools \(Grades K-8\) by County PDF](#)
- ii. [Elementary Schools \(Grades K-8\) by Municipality PDF](#)

Callouts from the image:

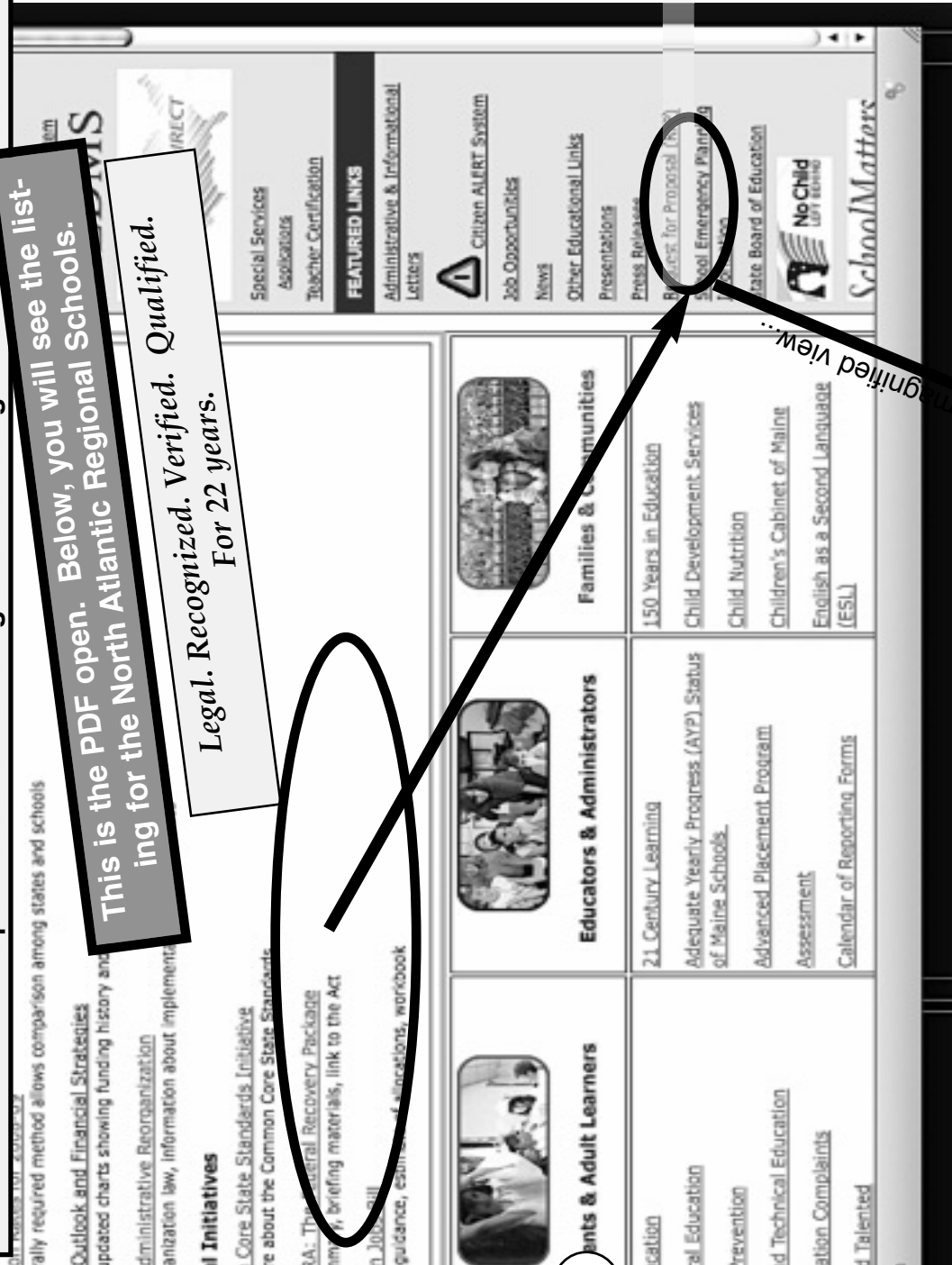
- Starburst: "Our state's Dept. of Education publishes that NARHS is one of the 'SCHOOLS RECOGNIZED' 'EQUIVALENT INSTRUCTION'"
- Starburst: "When the PDF is opened, you will see our school name, address & listing."

North Atlantic Regional High School is listed on the State of Maine website, Department of Education. This path leads to the listing of State Recognized Private Schools

Step 6

This is the PDF open. Below, you will see the listing for the North Atlantic Regional Schools.

Legal. Recognized. Verified. Qualified. For 22 years.



| | 1-8 | Alexis | Jones | 42 Orion Way | Hern |
|--------------------------------------|------|--------------------------|----------------|-----------------------|-------|
| North Star Christian School | N/A | Stephen A. Mafoto, | Mafoto, | 21 Westminster Street | Lynn |
| North Atlantic Regional Schools | N/A | Timothy Foster, Admin | Foster, Admin | 26 Gartley Street | Lisbc |
| Open Door Christian Academy | N/A | Daniel R. Packer, Admin. | Packer, Admin. | 468 Dow Road | Orrir |
| Orrington Independent Christian | N/A | Andrew Brooks | Brooks | 94 Howitt Road | Lyme |
| Our Lady Queen of the Angels Academy | N/A | Marion D. Hanson, Admin | Hanson, Admin | 10 East Main Street | Cent |
| Ourford Little Christian Academy | 1-17 | | | | |

(The copy off the web was fuzzy, so I magnified it... and it remained fuzzy, but adequate to read.)

The Federal guidelines tell the decision-makers "... to determine if the high school is state recognized."
The State of Maine lists our high school as "a private school recognized as providing equivalent instruction..."

The State of Maine has put NARHS on their list of "schools recognized".....
The US Dept. of Education requires the diploma come from a "school recognized" ...

Consequently, the Maine Department of Education and the United States Department of Education, by definition, identify NARHS as a **valid school** which issues a **valid diploma**. There is no greater, clearer, evidence anyone should need.

If there are any questions, you may contact the administrator directly.

Steve Moitozo, Administrator
North Atlantic Regional High School
21 Westminster St.
Lewiston, Maine 04240

800-882-2828

Diploma Requirements:

The minimum 17-1/2 credits required to earn a high school diploma from NARHS are:

- 4 English
- 2 Math
- 2 Science (must incl. 1 "lab" science)
- 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:

As a school, we understand that some students do NOT want to graduate with the minimum credits, some do. No student is limited to a certain amount of credits and the student can earn as many as he or she wishes. To earn a diploma, the 17-1/2 credits must be earned in each subject, as described above.

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.

CONCLUSION: Earn as many credits as you like, but earn at least these 17-1/2 to receive a diploma.

Maine law has special provisions.

There is a way to earn a valid, legal, real Maine high school diploma without doing every one of the courses listed as graduation requirements. How?

(No, this is NOT a GED. It is the real deal.)

BE AWARE:

When working with NARHS, you will earn a high school diploma from Maine. Therefore you are NOT required to earn the name or number of credits YOUR state requires. Of course you can earn those, too, but it is not 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."

NARHS 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 NARHS high school diploma without fulfilling all of the other course requirements.

Students who meet these qualifications, simply complete the NARHS 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. NARHS has the formula to calculate the equivalent of their "Freshman Year of College." Call 800-882-2828 for more information.

The basic experience of most students show the two most common ways to earn high school credits are:

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.

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*
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
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, NARHS will award a high school credit in that subject.

*Details are in the "Process" section of the Handbook.

WHAT IS A HIGH SCHOOL CREDIT?

"One years worth of work successfully completed in one subject earns one high school credit."

ONE Subject. ONE Year. ONE credit.

NOTE 1

Notice that this definition does not say a subject must take a year to complete... Rather, it says, "one year's WORTH of work." Therefore, when the course is done, credit is earned.

NOTE 2

Less common ways to earn high school credit.

- College courses
- DVD courses
- Adult Ed courses
- Community-based courses such as Red Cross, First Responder, Volunteer Fire courses, Junior Forest Service, Junior ROTC, Church youth services, mission/service trips with a church or civic group, and many more
- Online courses
- Video courses
- Tutored courses
- Personal Development courses such as weight training, athletic teams, individual sports (swimming, running...)
- Some hobbies could be used to earn a limited number of credits
- Some employment training can be used to earn credits in a subject (this is used sparingly, but is available)
- Preparing for the trades, even if not related to any school or other program, can qualify for credit

All of these require adequate documentation and proof that they were done successfully. The range and opportunities are wide open for NARHS students. We are here to help.

Maine is the **ONE** state that has only **ONE** syllable in its name.
Maine is the only state that borders only **ONE** other state. Hawaii & Alaska border NO other state and all others border 2 or more states.

**Self-designed courses count for only
HIGH SCHOOL STUDENTS.**

WHO IS A HIGH SCHOOL STUDENT?

**DETAILS WHEN WILL SELF-DESIGN?
COURSES COUNT**

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

A 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. Students meeting this condition are considered as having "*begun his or her high school career*" and may be considered high schoolers

B Students under age 14 earning a total of **three credits from the four CORE** academic subjects (English, Math, Science, and Social Studies.) from high school textbooks are considered to be high schoolers.

C If the core-subject textbooks are 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.

If you answer yes to ANY ONE of the following situations, then your student may 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.

- 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 determine if self-designed courses will count. High School TEXTBOOK courses ALWAYS count when successfully completed and documented.

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

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.

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 G P A

For courses taken under NARHS, the following grading scale is applied. Conversion into the four-point system will be applied as follows:

| | | |
|----------|----|-------|
| 93 - 100 | A | 4.00 |
| 90 - 92 | A- | 3.67 |
| 87 - 89 | B+ | 3.33 |
| 83 - 86 | B | 3.00 |
| 80 - 82 | B- | 2.67 |
| 77 - 79 | C+ | 2.33 |
| 73 - 76 | C | 2.00 |
| 70 - 72 | C- | 1.67* |

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

If a course from a previous institutional school was awarded credit for a "D," then NARHS will also enter the course for credit and apply it toward the diploma requirements. The following letter-to-numeric grade conversions apply:

| | | |
|---------|----|------|
| 67 - 69 | D+ | 1.33 |
| 63 - 66 | D | 1.00 |
| 60 - 62 | D- | 0.67 |

On occasion, a course may be awarded the grade "P" indicating it has been passed. "P" carries no point-value, but "P" does earn the credit-value assigned to it by the teacher advisor or Academic Dean.

Grading Scale Differences G P A Differences

High schools, colleges, and universities use numerous ways to calculate a GPA.

Some use a 5-point system.

Some use the 4-point system with no "plus" or "minus" values.

Some count only "absolutely necessary" academic credits and do not include any other courses when calculating the GPA.

Some schools use different point-spreads for an A, or a B, etc.

Some schools issue NO GPA, since most scholarship committees and admissions officials will convert whatever they receive into their own consistent, everybody-the-same formula they use to evaluate applicants.

NARHS uses a well known method that is widely accepted: "4-point unweighted scale."

Most importantly, NARHS publishes our grading-process in our literature, on our transcripts, and on the web. Any institution receiving the transcript will also receive our the grading scale information. We trust the receiving institution to convert our report into their methods for their purposes.

CAUTION: GRADING 100% FOR STUDENT WORK

A final grade of 100 for a course means **PERFECT, no errors, no corrections needed, no re-do, 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.*

Perfect scores of 100% on transcripts raise "caution flags" to college admissions officials, and too many 100's on a transcript must be corroborated with terrific outside test 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).

Help your student and yourself by limiting the number of FINAL grades with 100's unless they meet the conditions above.

HONORS COURSES

At NARHS, a course would be awarded "Honors" under any ONE of the following conditions:

- A.** If the course has been awarded the HONORS designation by another school and appears on the school's official transcript.
- B.** If the course is identified by the publisher that it is an honors course, and if the course has been done in its entirety as designed, then the course may have the designation of "honors."
- C.** If the course was successfully completed from a college textbook with objective, publisher-designed testing to prove it.
- D.** If the student passes a CLEP, or a DANTEs, or an actual AP test in that subject, then the course they used to prepare for the proficiency test may be awarded "Honors" 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.

REMEMBER: Earning high school credits and/or a high school diploma from a public or private school, including NARHS, does not guarantee any particular or special access to or admission to any college, scholarship employment, apprenticeship, military enlistment, appointment, academy or honor.

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.

NARHS 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 NARHS student is working on course content specifically assigned to them.

Therefore, NARHS does not assign students a class rank or class standing.

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. NARHS 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.

In virtually every school district, maximum opportunities are for official, legal homeschooled students. Therefore, while using NARHS for program design and achievement, we suggest that each family do the necessary paperwork making each minor-age student an official, legal homeschooler in their district or state.

If you have any questions concerning how this is done, please call your NARHS Teacher Advisor or the NARHS Administrator.

HOMESCHOOLING? HERE'S 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. The **STUDENT** uses the opportunities to improve his or her "skill sets."

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

YES.

START ANY TIME.

- You do NOT have to wait to finish this school year.
- You do NOT have to wait for the beginning of the next school year to register with NARHS.
- You do NOT have to change any of the courses you're doing now, but you can if you'd like to.
- You may start with NARHS anytime.

WORLD OF HIGH SCHOOL CREDITS NOT ALL THE SAME

- 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 standard 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 NARHS, it's easy: **ONE subject, ONE year, ONE credit.**

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 move 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.

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!

NO AGE LIMIT. NO SPEED LIMIT.

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

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

Slower, struggling students love the NARHS 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.

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.

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 NARHS, 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

WHICH CURRICULUM IS BEST?

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.

This is a select list of NARHS staff as of December 2010.

No, it is not everyone, but these are the folks you will likely come in contact with when you call or visit.

Those who actually homeschooled had their experiences broadened when they began working here at NARHS and Homeschool Associates (part of NARHS). Therefore, we count their personal homeschool experience in ADDITION TO their professional experience working with other families.

Are we trying to impress you? Yes.

You would be hard-pressed to find such an experienced staff in one place working on your behalf.

| | | |
|----------------|--|-----------|
| Bill | 6 years here = 6 years employed here | 6 |
| Carol | 6 years here = 6 years employed here | 6 |
| Greg | 4 years actually homeschooled + 3 years here = 7 | 7 |
| Holland | 12 years actually homeschooled + 3 years working for Steve = 15 (private school certified) | 15 |
| Janice | 15 years actual homeschooling + 4 years employed here = 19 years. (state certified) | 19 |
| Jenn M | 8 years here (state certified) | 8 |
| Jen P | 10 years employed here = 10 years employed here (state certified) | 10 |
| Judy | 10 years here = 10 years employed here (state certified) | 10 |
| Kim L | 2 years employed here = 2 years employed here | 2 |
| Kimm W | 13 years actual homeschooling + 3 at Homelink/NARHS = 16 (private school certified) | 16 |
| Laurie | 3 years actual homeschooling + 7 years employed here = 10 (state certified) | 10 |
| Lily | 13 years actual homeschooling + 7 years here = 20 (state certified) | 20 |
| Linda | 4 years actual homeschooling + 3 years employed here = 7 (private school certified) | 7 |
| Lisa | 9 years actual homeschooling + 3 years employed here = 12 (state certified) | 12 |
| Maureen | 19 years actual homeschooling + 10 years employed here = 29 (state certified) | 29 |
| Nat | 15 years actual homeschooling + 8 years employed here = 23 (state certified) | 23 |
| Pam D | 16 years actual homeschooling + 3 years employed here = 19 (state certified) | 19 |
| Pam R | 4 years actual homeschooling + 10 years employed here = 14 | 14 |
| Steve | 11 years actual homeschooling + 26 years beginning with Homeschool Associates in 1984 = 37 years | 37 |

What an extensive pool of experience mixing both personal experience and professional experience! Imagine finding all of us in one place? You did!

**270 years
combined experience**

These are the staff members who specialize in homeschooling. We have other staff who specialize in the trades and more staff who specialize in legislation, applications of the law, regulations, and the politics of education. NARHS has assembled a unique set of experiences and talents together for our clients -- including you.

Maine Department of Education lists our school among

"Private Schools Recognized as Providing Equivalent Instruction."

North Atlantic Regional High School is honored to have that official recognition for over 22 years.

CREDITS EARNED ELSEWHERE

OTHER SCHOOLS

Students who have earned credits from other schools can transfer them to NARHS. To do this, the student or parent gives a formal request to the previous school(s) and asks them to mail an official transcript to NARHS. The credits from that school will be applied toward the graduation requirements at NARHS.

OTHER ORGANIZATIONS

In addition to school work, NARHS is experienced in evaluating courses and potential credits from other sources.

Boy Scouts, Space Camp, Girl Scouts, Sports Camps, Red Cross Certifications, Water Safety Instructor, First Responder Certification, YMCA/YWCA courses, 4-H, church or synagogue courses, public theater, community choirs and choruses, local bands, lessons in music, art, drama, horseback riding, junior Civil Air Patrol, Service Brigade, flight lessons, marksmanship, SCUBA, firearms safety, horsemanship competition, sports teams, correspondence courses, employer / employee's documented training...

CREDITS EARNED ELSEWHERE

FOREIGN TRANSCRIPTS

This describes a transcript produced from a school in a different country and in any language OTHER THAN English. Such a transcript will usually list the years attended, courses taken, grades earned, credits awarded, other comments or information. If this transcript is from an American school overseas (Department of Defense School, a Mission School, an English speaking country, or other US related school), the document will be written in English.

If the student attended a national school in the other country, the transcript will likely be in that country's language. NARHS is not equipped to translate such important information. We refer families and students to commercial records and document translators such as:

Academic Credentials Evaluation Institute
<http://www.acei1.com>

Educational Perspectives
<http://www.educational-perspectives.org>

World Education Services
<http://www.wes.org>

CREDITS EARNED ELSEWHERE

CREDIT-BY-EXAM

This is a process by which NARHS students earn high school credits (and college credits) by "testing out" of the subject with a passing grade. NARHS recognizes these publishers results on their nationally standardized tests: CLEP, Excelsior, DANTES / DSST, AP, AICE, IB, and others.

Marks from these tests are listed on the student's transcript at NARHS as a "P" (Passing). The test title, classification of the course, and the credits are listed, but it is awarded a mark of "P." The "P" indicates a passing grade, it may be used to complete graduation requirements, and does not hurt or help the student's GPA. Having passing scores on these tests can be an impressive addition to any high school transcript. It indicates that this student is capable of college-level work.

CREDITS EARNED ELSEWHERE

COLLEGE COURSES

Earning high school credits for college courses is a common academic provision. Not all high schools will allow it, some have certain conditions, and the rules are not the same everywhere. At NARHS we accept college credits toward the graduation requirements and there is a conversion factor. A 3-credit course at most colleges takes 15 weeks and converts to ONE (1) high school credit at NARHS (one subject taken over 39 weeks). At other colleges, a 5-credit course takes 15 weeks to complete college credits and converts to ONE (1) high school credit at NARHS. No, that was not a typo, it is written correctly. Not all colleges do things the same way.

At the University of Maine, it takes 4 years (8 semesters) to earn a Bachelor's Degree with 120 college credits.

At the University of Washington, it takes 4 years (8 semesters) to earn a Bachelor's degree with 180 college credits.

UMaine Bachelor's Degree = 120 college credits in 8 semesters
UW Bachelor's Degree = 180 college credits in 8 semesters

Same courses, same degree, same time frame, DIFFERENT value to each course. Why? We don't know!

CREDITS EARNED ELSEWHERE

COLLEGE CREDITS CONVERTED TO HIGH SCHOOL CREDITS

___ If the course was taken at a college that requires about 120 credits for Bachelor's Degree (or about 60 credits for an Associates Degree), then each course earning 3 college credits will be awarded 1 high school credit from NARHS.

___ If the course was taken at a college requiring about 180 credits for a Bachelor's Degree (or about 90 for an Associates Degree), then each college course earning 5 college credits is awarded 1 high school credit from NARHS. These conversions are the most common, but NARHS also accepts others.

___ If the college course is needed to satisfy the graduation requirements at NARHS, and if the high school student would not graduate without that credit, then the college course WILL be included on the high school transcript. Other college courses may be included on the high school transcript if the student and /or family wishes.

PARTIAL ACADEMIC CREDIT

When a student has completed PART of a course successfully, NARHS may award a partial credit for that course. For example, if a student earns passing grades during the first and second marking periods and then drops the course, we will award that course HALF credit (providing the recordkeeping is adequate to show the NARHS teacher that the work justifies awarding the credit).

ALGEBRA -- A SPECIAL NOTE

Algebra is NOT required for a high school diploma from the state of Maine. Maine high school graduation requirements do not include Algebra. In a survey done three years ago, only 17 states required Algebra. All states required math, of course, but Algebra was necessary in only the 17 states. At NARHS, TWO math credits are required, and Algebra CAN be one (or both) of them, but it is not required. Even if you live in one of the 17 states where Algebra is a graduation requirement, when working with NARHS for a high school diploma, you are not earning the diploma from your state -- you are earning it from Maine; therefore the course is optional. Want to take Algebra? Go ahead. MUST take Algebra? No. After all that said, we advise that completing an Algebra credit might still be a good idea -- especially for students who may need it in a career or for college admission. It is the responsibility of the parents and the student to anticipate what a college might need for successful applicants.

EXIT EXAMS

Exit Exams are NOT required everywhere. About half of the states require a passing score on all sections of the exit exam, and if a student does not pass (even 1 section), he or she does NOT receive a high school diploma. Most states allow students to re-take the tests several times. These tests are given near the end of a student's high school career. The test can be multiple parts and usually cover (at least) Reading Comprehension, Language Arts, and Mathematics.

In terms of "fairness" this student writes: *"I work for 4 years, do the assignments, behave myself, keep up my attendance, follow all the rules, and earn EVERY credit required for graduation. I fail one test and I get cheated out of the diploma I worked for."* Yes. *"That ... is not for me!"* Exit Exam casualties can transfer their credits to NARHS, and with the 17-1/2 credits required here, can have the diploma they've earned. We have EXIT EXAM students in the 24 states. EXIT EXAM REFUGEES can come to NARHS for their high school diploma.

Students who have failed EXIT EXAMS in their states CAN receive a high school diploma from our state. NARHS accepts all credits from other high schools, and, if the student has already earned the 17-1/2 credits required here, they are eligible for their high school diploma from Maine. Have all 17-1/2, then you are done! No more classes, no tests, you are DONE! No, you don't move to Maine -- your credits move to Maine!

GRADE FORGIVENESS

(A) Allow the student to take a course which has the same name or similar name as the course he or she has already passed. If the student earns a better score on the second course, then at the request of the student and/or family we will delete the old and replace it with the new score. The new course will be listed in the year in which the replacement course was taken.

(B) Allow the student to take the score of a course she has already taken, and if it was a HOMESCHOOL course, then allow that score to be changed to a "P" (passing) which has no effect on the GPA...it still earns credit, but it has no score that would affect the GPA

(C) Allow the student to take the score of a course she has already taken, and if it was a course taken while REGISTERED WITH NARHS, then we will allow that score to be changed to a "P" ...it still earns credit, but it has no grade affecting the GPA

(D) **HOWEVER**, if the student earned the poor score from another US high school, AND if that score was awarded a credit by the other high school, and if that score was transferred to us on the other school's official transcript, then we will NOT change the score to a "P". Instead, we will allow the process outlined in (E) below. **EXCEPTION:** some foreign countries award passing grades and credits on a different scale from the customary American way -- e.g., a 50 can be the cut-off score for credit awarded in Canada. In such a case, NARHS will award the credit and WILL change the passing grade to a "P," thus preventing such a low score from distorting their GPA.

(E) If a student wants a course OMITTED from their record, and if that course was transferred from another high school and awarded credit from that other high school, then NARHS will NOT omit that course and/or grade from the new transcript, except as outlined in item A, above.

(F) If the student has taken a college course, and does NOT want that course listed on his or her NARHS transcript, then NARHS will not include that course on the transcript, unless the student needs that credit in order to graduate; in such a case, all courses listed on that same college transcript must also be listed on the high school transcript.

RELATED
POLICIES:

WORK-STUDY OPTION

Work-Study programs can be designed to earn credits and money, too. Yes, a work-study program can be 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 a few high school credits.

For example, if you are a high school-age student and have a passion for horses, we can design a work-study unit that allows you to work (or volunteer) for a horse stable or ranch. Preparing the course description and developing an accountability method, the time and talent you invest in that project may count towards a high school credit.

Work-study programs can be applied to almost any job, and in some jobs, the company has a job description and training so well planned, the "Job Description" BECOMES the "Course Description." Another important part -- if you'd like a special course, it can be designed to focus on your interest and improve your knowledge base and your skill sets. NOTE: NARHS does NOT count EVERY hour of your employment toward credit. Your time and tasks are extrapolated by the parent and NARHS advisor.

HELP: If our staff is used to design the written work-study program, there is an additional fee for the hours required (\$40 per hour for this service). But in every case, students have felt this was beneficial.

YOUR STATE'S DIPLOMA REQUIREMENTS

Your state probably has different graduation requirements from Maine's. There is no uniform standard for a high school diploma. However, when you are working with NARHS, the standard is what MAINE says, not your state.

Since your state is not the one issuing the diploma, your state's requirements for graduation do not matter. Maine's are what matters.

NOTE: You must obey your state's laws, such as the Compulsory School Attendance Law...please do not confuse what we are saying about your PROGRAM with your LAWS. These are different. You obey the LAWS in your state, but the PROGRAM in our state. If there is any doubt about this, please call NARHS and we can help.

Having said that, you may still WANT to do more and add what your state requires, but you do not HAVE TO.

YOUR RESIDENCY

Having a Maine high school diploma will not affect your residency -- citizens of the state qualify for in-state aid, in-state scholarships, in-state tuition rates, etc. Let me use the example of a family that resides in Florida.

Joey and his family have lived in Naples, Florida for 2 years. They homeschool and want to register with NARHS in Maine.

If Joey registers with NARHS, he will still be a Florida resident. If Joey graduates from NARHS, he will still be a Florida resident.

Florida families have students graduate from out-of-state high schools every year, but it is the residence of the parents which determines whether they are eligible for in-state tuition and state-sponsored scholarships. The parents residence is determined by their tax records, motor vehicle registration, driver's license, utility bills, etc., etc. As long as the family's documents show Florida, Joey is a Florida resident. There are no issues concerning residency. Neither the student nor the family lose their residency because the student earns high school credits or the diploma from out of state sources.

NAMING COURSES, COURSE TITLES

Some families and students have unique opportunities to do things that are high interest, unusual, over-the-top, way outside the box, weird, once-in-a-lifetime events. With good planning and recordkeeping, these can become part of courses, earn high school credit, and bring a dimension to his or her education that very few students have. So -- what do you name some of the unusual courses that include building an ultralight aircraft, scuba diving, acting in the cast of a TV network soap opera, tending to end-of-life residents at the parents facility, and more. How do you choose names for such courses?

IMPORTANT CONSIDERATIONS --

including scholarship applications.

Some scholarship programs require certain courses -- by name -- to be successfully completed before applying for a scholarship. For example, for the Florida Bright Futures Scholarship, the applicant must have completed 4 years of "English" ... not "Language Arts". In Florida course nomenclature, Language Arts is NOT identical to English.

It is NARHS policy to do whatever we can that is legal, moral, and right to name courses to best suit the purposes of the student, the family, and the academic integrity of the high school. When discretion is permitted, NARHS will use it. When an administrative exception is granted, it is done with specific considerations and circumstances by those who have the authority to grant them.

2. If the course and credit for the course is received on an official transcript from another high school, then it is best to leave the course named exactly as it appears. However, there are instances when certain course titles might cause confusion about the content of the course or the subject area where the credit should be applied. In such cases, an administrative exception may be made and the course renamed.

If renamed, a note should be included in the advisor's notes for this student.

3. If the course and credit are supplied to NARHS on a college official transcript, then the name of the course should be kept as it appears. A supplemental name can be added in parenthesis if applicable. If the name is adjusted or appended in any way, a note should be included in the advisor's notes.

4. The flexibility inherent in homeschool courses allows discretion when naming courses. Some course titles are broad and general, such as "English 11". Some titles are much more specific, such as "American Literature." The course may even contain BOTH titles as one -- "English 11 American Literature."

5. Any exception granted by the Academic Dean, Director, or Administrator is NOT to be considered change in policy -- it is merely an exception for this person in this situation at this time.

IS THIS TEXTBOOK HIGH SCHOOL LEVEL? How can I tell?

PART 1: To determine the grade-level text, NARHS relies on one overriding criteria -- the ultimate authority of the PUBLISHER. Whatever the publisher says about his textbook, that's what it is.

As simple as that sounds, some designations are a little tricky. In the following examples, you will see a pattern!

- ___ A publisher might give the grade level for a book as "High School." This counts as high school because it includes 9th grade or higher.
- ___ Others will identify their books as "Middle and High School." This counts as high school because it includes at least the 9th grade
- ___ A different one will identify their text "Grades 6 - 9" This counts as high school because it includes at least the 9th grade
- ___ Some might say the text is "Grades 8 - Adult." This counts as high school because it includes at least the 9th grade
- ___ Still another will classify their text as "Middle School - Adult" This counts as high school because it includes at least the 9th grade
- ___ If the text says "College" in the title, it is usually at least high school level. (E.g., Introduction to College Composition)

PART 2:

So, your next question might be, "Where can I find grade level information for a textbook? "

- ___1___ The grade level might be stated in the introductory pages of the textbook.
- ___2___ The grade level might be implied in the introduction of the textbook. (e.g., following satisfactory completion of middle school sciences, this text takes the student...."
- ___3___ It might be in the title of the book "World History for High School" or "The Math You Need to Know Before You Leave High School" (I made that up...)
- ___4___ There was a time when publishers added a number after the ISBN on the back cover, such as xxx-xxxx-x-x-09 <---- this last number would indicate the intended grade level.
- ___5___ The grade level will likely be in the publishers promotional literature for that text, if you can find that on the web.
- ___6___ The publisher most likely has information on their web site, or at least allows you to search for the ISBN of that book.
- ___7___ A broader web search using the Google search (or others) could give you an answer. (HINT: when writing the title of the book, enclose it in QUOTATION MARKS "xxxx" The quotation marks around the words tells the search engine to find EXACTLY that set of words and it eliminates just individual words being found. Example "For Whom the Bell Tolls" will be found by the search engine as these 5 words in THAT EXACT order. However, without the quotation marks, the search engine could find entries for the words BELL TOLLS WHOM. --- literally millions of entries. The best option is to use the quotation marks.
- ___8___ You could just call the publisher, give them the ISBN, and have them tell you the grade level. (To begin such an inquiry, we have found it best to avoid the word "homeschooler" with them when you start. Rather, simply tell them "... I would like to use a previous text for ONE OF MY STUDENTS and I want to confirm the grade level of the book... Can I give you the ISBN number?" Their follow up questions might require that you tell them you are a homeschool parent.
- ___9___ If the text is more than so-many-years old, the customer service person who helps you may NOT HAVE ACCESS to the information any more.
- ___10___ If you want to order the Teachers Edition of the textbook,
 - (a) that text might be too old and T.E. is not available
 - (b) the publisher may not sell it to you because their policy is to sell to only established accounts of public or private schools. No sales to individuals are permitted.
 - (c) The publisher may require a minimum order of \$1,000. or even higher.
 - (d) The publisher might sell through local reps. If the publisher uses local reps, then an actual person will come to your location, sit down with you, get your information, understand your needs, and (of course) try to up-sell you their other wonderful products.
 - (e) The cost of a T.E. is outrageous!!! Even if the book IS available, and even if they ARE willing to sell it to YOU, one Teacher's Edition for a high school text could cost \$200! One book! Even higher for special courses. The price does not bother public or private schools because the T.E. is used for multiple classes in multiple years, so the T.E. may be cost effective over a 5 year lifespan. Understandable.

Why are textbook publishers so stingy about selling their Teachers Editions? Because students are getting more and more cunning and sly! Students have posed as teachers, called the publishers, ordered the T.E., paid with a credit card, and then -----> the student knows ALL the test questions and has the teacher's answer key! Parents, too! Some parents have agreed to participate in this -- the parents order the T.E. for their children. This has been going on for decades. Now the publishers have gotten wiser, too. THAT seems to be the origin of the publishers' reluctance to sell to individuals unknown to them.....etc.

PART 3.

Another follow up question you might ask is, "Can I use a 9th grade text for my 11th grader? " YES. All that NARHS requires is that the textbook be at least HIGH SCHOOL level. Textbook publishers usually give textbooks a grade level because that is the way THEIR series of texts has been designed. It is a sequence that they know the schools like, so that's what they sell.

- > Does every high school require students to take American History in 11th grade? No.
- > Can a student do American History in 9th grade? Yes.
- > Are 11th graders forbidden from taking Algebra 1 because it is designed for 9th graders? No.
- > Can a 12th grader take "Freshman English"? Yes.
- > Are 9th graders locked out of a textbook called Language Arts 4, just because it is usually used for seniors? No.

The point is that the grade level is important ONLY to find out if the text qualifies for high school credit. Please do not be too hung up on the OTHER THINGS PUBLISHERS tell you.

One topic is used to study multiple subject areas. For example, a student might select the topic, "Livestock from Beginning to End." That one topic could be used to study several related subjects simultaneously.

"LIVESTOCK from Beginning to End."

SCIENCE

Fertilization, pregnancy, labor, delivery... The life cycle for the animal's birth, life, growth, maturity, and death. Produce a list of words and phrases used by the ranchers and processors of beef, then write a "glossary" of terms describing each phrase. Which breeds of cattle are the best to grow in the southern US, the northern US, in Canada, in Ecuador? Name factors that would/could harm the supply of beef to the marketplace; i.e., what factors would cause a farmer/rancher to lose his herd? How can these factors be prevented? After one head of cattle is processed for human consumption, what is the rest of the animal used for?

SOCIAL STUDIES

How long have humans been eating meat? How was meat preserved before refrigeration? Did ancient armies have meat on the battlefield (Hannibal, Alexander the Great, Ghingus Khan)? How do modern armies get meat on the battlefield? Find at least three premises for vegetarianism. Write at least one page about each of these premises. Do the same for and at least three premises for those who protest against processing livestock for food. How would the average American consumer in, say, 2012, buy a calf? Buy a cow? Under what conditions might an average American WANT to buy a calf or a cow? What city became known as "America's Meat Packers"?

MATH

Average weight at birth, rate of growth, percentage increase, average weight at slaughter, the cost of processing one head of cattle, cost to a farmer/rancher to feed-shelter-care-transport one head of cattle. What might be the average return on investment for one head of cattle... Considering a cow that weighs exactly 1000 pounds, how much is processed for human consumption? From the time one head of cattle reaches the processing plant, how long does it take to completely process one head of cattle? 200 years ago, how long did it take to butcher one head of cattle? Today, how much actual waste is generated by thoroughly processing one head of cattle weighing 1000 pounds (give your answer in percentage)?

ENGLISH

Write about what you have learned. Read about the process from others. Write about the most positive part of what you have studied, name the most negative part. Explain why they were either positive or negative to you, and would they seem positive or negative to others in your family? Take photographs and mount them on a poster and identify what we are looking at. Where are the best cuts of beef on a "beef critter"? On a poster, show the outline of a beef steer and label the areas where the cuts of beef come from. Discuss the topic with folks over 70 years old -- what do they have to say about the questions developed for this study? Write about it (at least 3 typed pages).

OTHER:

In the example, "Livestock from Beginning to End," it might be difficult to include subjects such as P.E. (physical education), US History, Fine Arts, and Computer Skills into some single-interest courses.

On the other hand, by the time you have read through this example, you may have figured it out. (Think Remington paintings, Microsoft programs, horse-back cowboys then vs. helicopter cowboys now, etc.)

LENGTH: The example here may take a week or a month. Some students design and accomplish a different topic each month, while some students work on ONE area of interest for an entire school year!

OTHER Examples

__ What world changes resulted from the "Period of Enlightenment"?

__ What were the causes, methods used, and results of World War 2 in the areas of Math, Science, Social Studies, English, Fine Arts, Physical Education, Business & Industry, Transportation, Housing, Technology.....?...

__ What contributions do we see today that were the result of the Roman civilization? Food, Shelter, Clothing, Transportation, Public Service, Governance, Communication, Recreation, Personal Finance....more...

__ Find and list 20 changes in American life as a result of the Great Depression of the 1930's?

Include a 3-page report on changes in math.
A 3-page paper on changes in communication.
A 3-page paper on the changes in science.
A 3-page paper on the changes in social studies, social order, social changes, etc.

What changes have been the result of the development of the automobile (cars, trucks, tractors, big rigs, etc.). What effect has this development had on food, shelter, clothing, order and governance, companionship, fellowship, recreation, income and expenses, communication, commerce, professional sports, entertainment, commerce, and more.

RECOMMENDATION: To give each minor-age student maximum flexibility with the most options in their educational plan, we recommend that each minor-age student become an official, legal homeschooler in their school district.

If you have any questions concerning how this is done, please call your NARHS Teacher Advisor or the NARHS administrator.

First Great Book of High School Course Descriptions

Terrific!

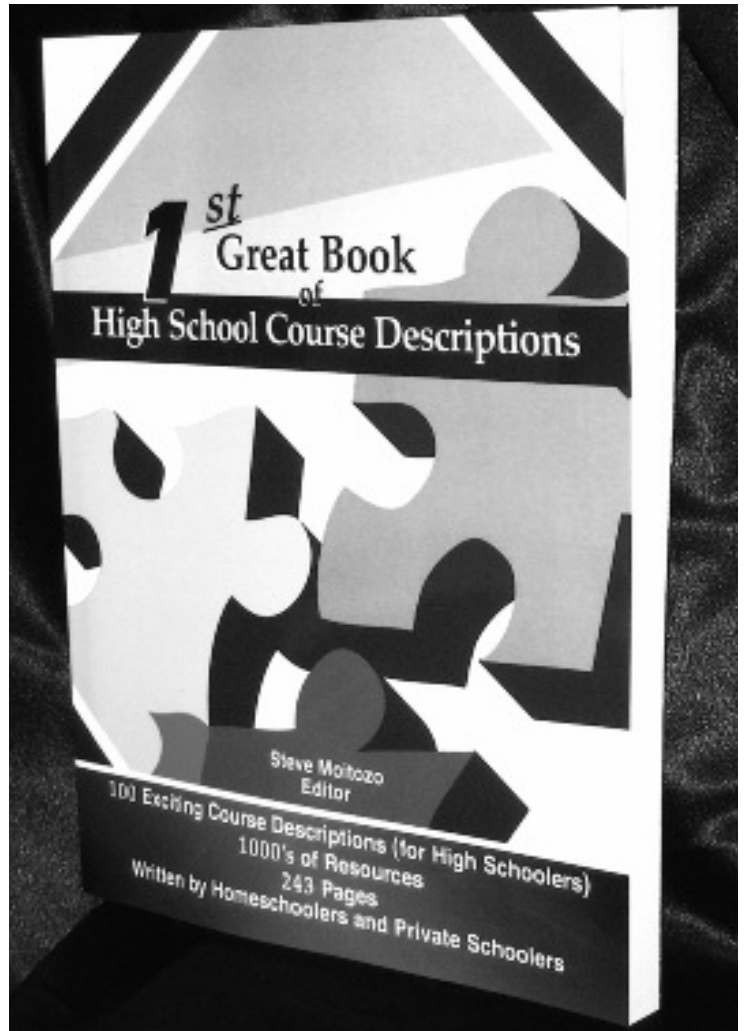
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(and students!)
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CURRICULUM DESIGN WORKSHEET

AS YOU BEGIN A SCHOOL YEAR, THIS SIMPLIFIED FORM IS IMPORTANT.

The Curriculum Design Worksheet was developed by homeschool parents saying:

- “...Make sure my daughter is on the right track for the credits she needs.”
- “...“I just want to be sure.”
- “...I don’t want to repeat any course, so please look it over.” ...“see if it’s alright.”
- “...She has no big plans for later, she just wants to get this done!”
- “...He can’t stand another textbook, so we need ideas.”

Put the worksheet together and send it to your NARHS advisor. The beginning of the school year is best.

THE WORKSHEET IS NOT

- ___ IS NOT designed by the teacher/advisor. Your advisor is happy to assist if you like, but YOU and your student are the ones who select the courses. Combined, the current staff has 270 years (yes, YEARS) of experience with curriculum design. We might be able to help you.
- ___ DOES NOT commit you to any one curriculum. You mix and match what you want.
- ___ DOES NOT limit what you can do or how you do it. If you want to do all 4 English credits this year and do NONE next year, that’s fine. (see Colorado Plan in the glossary).
- ___ IS NOT cast in concrete. You want changes, you can make them. As any trip may encounter detours, rest stops, and times to re-fuel, so you might, too.
(With all their scientists and physicists, even NASA makes “mid-course corrections”!)

THE WORKSHEET IS

- ___ IS an effort to plan the direction and begin the trip.
 - ___ IS a way for you tell your NARHS advisor your plan.
 - ___ IS a way to tap your student’s best learning style.
 - ___ IS a way to have some fun with subject areas: plan projects, plan job-shadowing, plan classes taught by others such as courses from the Red Cross, at adult ed, at the local college, at a private school, with online courses, apprenticeships, and even courses at the public school. There is much to choose from.
 - ___ IS a way to ask your advisor for input on subjects where you have questions or feel uneasy.
 - ___ IS a way to show your student that there IS a plan.
 - ___ and more.
- (NARHS has an “Easy USE Form” ready for you to use.) Here’s a sample.

| | |
|---|---|
| <div style="border: 1px solid black; padding: 2px; transform: rotate(-15deg); display: inline-block;"> Name of subject area: _____ </div> | Text & Publisher: _____ Method: _____ Other: _____ |
| <div style="border: 1px solid black; padding: 2px; transform: rotate(-15deg); display: inline-block;"> ENGLISH Name of subject area: _____ </div> | she wants to do a SELF-DESIGN course. Research 12 famous authors Text & Publisher: from Massachusetts, visit/find their homesteads, Method: and then write a paper about each one and what made them Other: famous. (Robert Frost, Longfellow, Herman Melville, Ralph Waldo Emerson, Emily Dickenson, Dr. Seuss, Henry David Thoreau, and a bunch more!) |
| <div style="border: 1px solid black; padding: 2px; transform: rotate(-15deg); display: inline-block;"> Name of subject area: _____ </div> | Text & Publisher: _____ Method: _____ Other: _____ |
| <div style="border: 1px solid black; padding: 2px; transform: rotate(-15deg); display: inline-block;"> SCIENCE Name of subject area: _____ </div> | SCIENCE Text & Publisher: she likes courses from Univ. of Nebraska “high school online” Method: Online teacher teaches her + other online students. Other: This biology course even has 15 LABS! LABS right online!! |
| <div style="border: 1px solid black; padding: 2px; transform: rotate(-15deg); display: inline-block;"> Name of subject area: _____ </div> | Text & Publisher: _____ Method: _____ Other: _____ |
| <div style="border: 1px solid black; padding: 2px; transform: rotate(-15deg); display: inline-block;"> MATH Name of subject area: _____ </div> | Text & Publisher: previously completed, earned Algebra I credit in middle school. Method: we need help deciding on a second math credit. Other: Neither parent is comfortable teaching upper level math! HELP! |

**"EASY-USE"
FORM**

Curriculum Design Worksheet

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

Today's Date _____ Grade _____ School Year _____
Name of student: _____
Parents' Names: _____
City _____ State _____ Zip Code _____
DOB: _____ SSN: _____
Telephone: (____) _____

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 NARHS High School Handbook. When in doubt, you may also call the staff at NARHS for assistance.

Name of subject area: _____
Text & Publisher: _____
Method: _____
Other: _____

Name of subject area: _____
Text & Publisher: _____
Method: _____
Other: _____

Name of subject area: _____
Text & Publisher: _____
Method: _____
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Other: _____

Name of subject area: _____
Text & Publisher: _____
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Other: _____

Name of subject area: _____
Text & Publisher: _____
Method: _____
Other: _____

Credit Course Titles, partial list

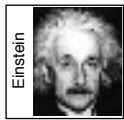
KEY:

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

Accounting MA
 Accounting, Principles of MA
 Acting, Performance FA, EN
 Adaptations in Phys Ed PE
 Advanced Art Portfolio FA
 African-American Literature EN
 Agricultural Management SC, SS, BU
 Agricultural Research SC, SS, BU
 Agricultural Science SC
 Agricultural Technology SC, CO, SS, BU
 Agriculture as Business MA, SS, BU
 Agriculture and the Environment SC, SS, BU
 Algebra - Pre, Alg, 1, Alg 2 MA
 Alternative Medicine SC, HE
 American Civil War SS, US
 American Folklore EN
 American Government SS
 American History SS, US
 American Literature EN
 American Short Stories EN

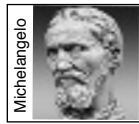
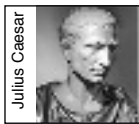


American Sign Language (ASL) FL, SS, FA
 American Revolutionary War SS, US
 Analyzing and Interpreting Lit EN
 Anatomy and Physiology SC, HE
 Ancient History SS
 Ancient History from the Bible SS
 Ancient Literature EN
 Ancient Literature from the Bible EN
 Antiques SS, BU
 Appliance Repair SC, BU
 Aquaculture - as a Business SC, BU, SS
 Aquaculture - Management SS, BU
 Aquaculture - Science SC
 Aquaculture - Technology SC, SS, BU
 Aquaculture - and Environment SC, SS
 Art FA
 Art Hist. - Prehistoric - Medieval FA, SS
 Art Hist. - Renaissance - Modern FA, SS
 Asian History SS
 Astronomy SC
 Auto Mechanics SC
 Auto Reconditioning SC, FA



Auto Service Technology SC, BU
 Automotive Sales SS, BU
 Aviation - Flying Lessons SC
 Aviation - Pilot Ground School SC
 Backyard Maple Sugaring SC, BU
 Band FA
 Banking CO, BU, MA
 Baseball and Society SS
 Bible as Literature EN
 Biblical Studies EN, SS
 Biology SC
 Bookkeeping MA
 British Literature EN
 Building Construction FA, BU
 Building Restoration & Remodl FA, SS

Building Trades - Carpentry SC, FA, BU
 Building Trades - Electricity SC, BU
 Building Trades - Finish Work SC, FA
 Building Trades - Oil Burner Tech SC, BU
 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
 Calculus w/ Elem. Functions MA
 Cardio Kickboxing PE, HE
 Career Aspirations SS, BU
 Career Development SS, BU
 Career Internship SS, BU
 Cartography SC, SS, FA
 Certified Nurses Aide SC
 Chemistry SC
 Child Care - Introduction to Safety SS



Child Care - Physically Disabled SS, HE, SC
 Child Growth & Development SC, HE
 Chinese FL, FA
 Choir / Chorus FA

Christian Doctrine EN, SS
 Civics SS
 Civil Law SS, US
 Classical Literature EN
 Climatology SC, SS
 Clothing, Fabric, Textile, Fashion SC, FA, BU
 Collage & Assemblage FA
 College Algebra MA
 College Algebra - Trigonometry MA
 College Math MA
 Community Action SS
 Community Service SS
 Computer Aided Drafting (CAD) CO, FA, BU
 Computer Appl & Info Systems CO, SC, BU
 Computer Business Applications CO, BU
 Computer Certification in CO, SC
 Computer Desktop Publishing CO, FA, BU
 Computer Graphics CO, FA



Computer Math CO, MA, BU
 Computer Programming CO, SC, BU
 Computer Service & Repair CO, SC, BU
 Conservation SC, SS, BU

Consumer Math, Everyday Appl. MA
 Consumer Math, Major Purchases MA
 Consumer Math, Investigat'g Insur. MA
 Consumer Studies SS
 Construction Design FA
 Construction Technology SC
 Cosmetology SC, FA, SS, BU

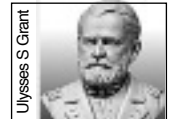
Creative Writing EN
 Criminal Law SS, US
 Critical Thinking EN, SS
 Cross-cultural Experience SS
 Culinary Arts SC, FA, BU
 Culture & Community in America SS
 Current National Events SS
 Current World Events SS
 Dance FA, PE
 Diesel Mechanics SC, BU
 Diesel Technology SC, BU
 Disability Care - Comm. Resources SS
 Disability Care - Housing SS, BU
 Disability Care - Legal Issues SS

Disability Care - Personal Care SC, HE
 Disability Care - Personal Develop't SS
 Drafting FA
 Drama FA, EN
 Drawing FA
 Driver's Education SS, ST
 eBay, Making Money on eBay! MA, SS
 E S L 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 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
 Forest Technology SC, SS, BU
 French FL, FA
 Freshman College Composition EN
 Furniture Making, Repair, Restore FA, SC
 Gardening SC
 Garment Making SC, FA, BU
 Gemology SC, FA
 General Science SC
 Genetics SC
 Geography SS
 Geometry MA
 Government & Politics SS

Credit Course Titles, partial list continued

KEY:

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

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

The PICTURES

The people, items, places, and icons in this book have impacted the world, some impacted the specialty they developed. You and your students can research and discuss.

Clearly there are some surprises. Some of the people were scoundrels, but they changed the maps of the world (some even changed the security we experience in our banks)!

Every NARHS student has a specifically designed curriculum plan. Rarely do two students have the exact same design to their curriculum programs. This is a sample of what a 4-year outline could look like: Each program depends on the student/parent goals, the level of academic ability, the student's learning style, what we know about the resources available, the cost of resources, the time frame available to complete the subjects, what credits have already been earned, and the student's educational experiences to date. Other factors are considered, too. The number of credits required for graduation are the MINIMUM. Students who want to move higher in their chosen field are offered additional academic opportunities, courses, studies, apprenticeships, and more.

Suggested Faith-Based Curriculum

SAMPLE

| | | | |
|------------|---|--------------------------|--|
| ENGLISH 9 | ABeka Grammar and Composition III <i>Themes in Literature</i> | 0.5 credit 1.0 credit | |
| English 10 | ABeka Grammar and Composition IV <i>Masterpieces in World Literature</i> | 0.5 credit 1.0 credit | |
| English 11 | ABeka Grammar and Composition V <i>American Literature</i> | 0.5 credit 1.0 credit | |
| English 12 | ABeka Grammar and Composition VI <i>British Literature</i> | 0.5 credit 1.0 credit | |
| | | | Required ENGLISH .....4.0 credits |

| | | | |
|--------------------|--|--------------|--|
| MATH 9 | Algebra I (Bob Jones University, ABeka, or Teaching Textbook) | 1.0 credit | |
| Math 10 | Geometry (Bob Jones, Abeka, or Teaching Textbook) | 1.0 credit | |
| Math 11 (optional) | for college-bound, Algebra II (BJU, ABeka, or Teaching Textbook) | (1.0 credit) | |
| | career-bound, Consumer Math, Construction Math, or Business Math | (1.0 credit) | |
| | | | Required MATH 2.0 credits |

| | | | |
|-----------------------|---|--------------|---|
| SCIENCE 9 | Apologia's <i>Physical Science</i> w/lab | 1.0 credit | |
| Science 10 | Apologia's <i>Biology</i> w/lab | 1.0 credit | |
| Science 11 (optional) | for college-bound, Apologia's <i>Chemistry</i> | (1.0 credit) | |
| | career-bound, <i>How Everything Works: Making Physics Out of the Ordinary</i> | (1.0 credit) | |
| | | | Required SCIENCE 2.0 credits |

| | | | |
|------------|---|------------|---|
| US HISTORY | ABeka's <i>US History: Heritage of Freedom</i> | 1.0 credit | |
| | (any grade 09-12) or BJU's <i>United States History</i> | | |
| | | | Required US HISTORY ... 1.0 credit |

| | | | |
|----------------|---|------------|---|
| SOCIAL STUDIES | ABeka's <i>World History and Culture</i> | 1.0 credit | |
| | (any grade 09-12) or BJU's <i>Geography</i> | | |
| | | | Required SOCIAL STUDIES 1.0 credit |

| | | | |
|--------------------|--|------------|--------------------------------------|
| PHYSICAL EDUCATION | Addison-Wesley's <i>Teaching for Lifetime Physical Activity Through High School Physical Education</i> | 1.0 credit | |
| | (any grade 09-12) | | |
| | | | Required P.E. .....1.0 credit |

| | | | |
|-----------|---|------------|--|
| FINE ARTS | LifePacs (complete 10) in any of the Visual, Spoken, Material, or Performing Arts | 1.0 credit | |
| | (any grade 09-12) | | |
| | | | Required FINE ARTS 1.0 credit |

| | | | |
|----------|--|------------|---|
| COMPUTER | Brainbench Testing & Certification in any one of the 600 proficiency tests at www.Brainbench.com | 1.0 credit | |
| | (any grade 09-12) | | |
| | | | Required COMPUTER ... 0.5 credit |

| | | | |
|--------|--|------------|---|
| HEALTH | ABeka's <i>Health in Christian Perspective</i> | 0.5 credit | |
| | (any grade 09-12) or Alpha Omega's <i>Health</i> | | |
| | | | Required HEALTH 0.5 credit |

ELECTIVES (4.5 electives are required from any high school grade level between grades 09 - 12)

Good choices include the following, or any number of other choices of your liking.

Seek your teacher/advisor's recommendation if you have specific interests or career goals, or if you are changing those goals.

| | |
|---|-----------------|
| ABeka's <i>Bible Doctrines for Today</i> | 1.0 credit |
| ABeka's <i>Sex, Love, and Marriage</i> | 0.5 credit |
| <i>Applications in Doctrine</i> (10 LifePacs) | 1.0 credit |
| <i>Essentials of Communications</i> (10 LifePacs) | 1.0 credit |
| Canon Press <i>Introductory Logic</i> | 0.5 credit |
| Canon Press <i>Intermediate Logic</i> | 0.5 credit |
| NARHS' own "Classics and Composition" | 1.0 credit |
| OPTION: Take and pass additional computer tests in the Brainbench series at www.Brainbench.com | 1.0 credit each |

ALSO: Students may earn MORE than the required number of credits in any subject. If you have earned MORE than the required credits in any of the subjects above, the excess credits will be applied to the "Electives" requirements

Required **ELECTIVES** 4.5 credits

North Atlantic Regional High School publishes a 166-page book entitled, **High School Resource Advisor**, with thousands of textbooks and courses used by our students. Each family that registers with NARHS receives one FREE copy of this book. We want your high school education to be the best, and we will work with you to make the adjustments necessary.

GOOD SCORES: A student who receives good scores in some of the materials above may be ready to take a CLEP test. Passing one CLEP test in any ONE subject area will earn the student (1) high school credit and (3) college credits in that subject. This provides an opportunity for a high school student to earn college credits early and avoid taking that subject when in college. Ask your teacher/advisor for details.

NARHS student has a specifically designed curriculum plan. Rarely do two students have the exact same design to their curriculum programs. This is a sample of what a 4-year outline could look like. Each program component depends on the student/parent goals, the level of academic ability, the student's learning style, what we know about the resources available, the cost of resources, the time frame available to complete the subjects, what credits have already been earned, and the student's educational experiences to date. Other factors are considered, too. The number of credits required for graduation are the MINIMUM. Students who want to move higher in their chosen field are offered additional academic opportunities, courses, studies, apprenticeships, and more.

SAMPLE

Suggested Traditional Public School Curriculum

SAMPLE

| | | | |
|------------------|---|------------|-------------------------------------|
| ENGLISH 9 | Warriner's <i>English Grammar and Composition (3rd)</i> | 1.0 credit | |
| | Critical Thinking Press: <i>Building Thinking Skills</i> | 1.0 credit | |
| English 10 | Glencoe's <i>Writer's Choice, Grade 10</i> | 1.0 credit | |
| | Holt's <i>Elements of Lit. Readings in World Literature</i> | 1.0 credit | |
| English 11 | McGraw Hill's <i>The Art of Public Speaking</i> | 1.0 credit | |
| | Warriner's <i>English Grammar and Composition (5th)</i> | 1.0 credit | |
| English 12 | <i>Learning to Write the Novel Way</i> (by Carole Thaxton) | 0.5 credit | Required ENGLISH 4.0 credits |

| | | | |
|--------------------|--|--------------|----------------------------------|
| MATH 9 | Teaching Textbook's <i>Algebra I</i> | 1.0 credit | |
| Math 10 | Teaching Textbook's <i>Geometry</i> | 1.0 credit | |
| Math 11 (optional) | for college-bound, Teaching Textbook's <i>Algebra II</i> | (1.0 credit) | |
| | career-bound, Consumer Math, Construction Math, or Business Math | (1.0 credit) | Required MATH 2.0 credits |

| | | | |
|-----------------------|---|--------------|-------------------------------------|
| SCIENCE 9 | Holt's <i>Physical Science</i> | 1.0 credit | |
| Science 10 | Holt's <i>Biology with Lab</i> | 1.0 credit | |
| Science 11 (optional) | for college-bound, Holt's <i>Chemistry</i> | (1.0 credit) | |
| | career-bound, <i>How Everything Works: Making Physics Out of the Ordinary</i> | (1.0 credit) | Required SCIENCE 2.0 credits |

| | | | |
|-------------------|--|------------|---------------------------------------|
| US HISTORY | Prentice Hall's <i>The American Nation</i> | 1.0 credit | |
| (any grade 09-12) | | | Required US HISTORY 1.0 credit |

| | | | |
|-----------------------|--|------------|---|
| SOCIAL STUDIES | Prentice Hall's <i>World History: Connections to Today</i> | 1.0 credit | Required SOCIAL STUDIES 1.0 credit |
| (any grade 09-12) | | | |

| | | | |
|---------------------------|--|------------|--------------------------------|
| PHYSICAL EDUCATION | Addison-Wesley's <i>Teaching for Lifetime Physical Activity Through High School Physical Education</i> | 1.0 credit | Required P.E 1.0 credit |
| (any grade 09-12) | | | |

| | | | |
|-------------------|---|------------|--------------------------------------|
| FINE ARTS | Any 80 hours studying or doing the Visual, Spoken, Material, or Performing Arts | 1.0 credit | Required FINE ARTS 1.0 credit |
| (any grade 09-12) | | | |

| | | | |
|-------------------|--|------------|-------------------------------------|
| COMPUTER | Brainbench Testing & Certification in any one of the 600 proficiency tests at www.Brainbench.com | 1.0 credit | Required COMPUTER 0.5 credit |
| (any grade 09-12) | | | |

| | | | |
|-------------------|---|------------|-----------------------------------|
| HEALTH | <i>Glencoe Heath: A Guide to Wellness</i> | 0.5 credit | Required HEALTH 0.5 credit |
| (any grade 09-12) | | | |

ELECTIVES (4.5 electives are required from any high school grade level between grades 09 - 12)

Good choices include the following, or any number of other choices of your liking.

Seek your teacher/advisor's recommendation if you have specific interests or career goals, or if you are changing those goals.

Holt, Rinehart & Winston's *People, Places & Change:*

| | |
|---|------------|
| <i>Around the World in One School Year</i> | 1.0 credit |
| Walch Publisher's <i>History of Rock Music</i> | 0.5 credit |
| Walch Publisher's <i>American History on the Screen</i> | 0.5 credit |
| Glencoe's <i>Food Science: Biochemistry of Food & Nutrition</i> | 0.5 credit |
| Canon Press: <i>Introductory Logic</i> | 0.5 credit |
| Canon Press: <i>Intermediate Logic</i> | 0.5 credit |
| NARHS' own "Classics and Composition" | 1.0 credit |

OPTION: take and pass additional computer tests in the Brainbench series at www.Brainbench.com 1.0 credit each

ALSO: Students may earn MORE than the required number of credits in any subject. If you have earned MORE than the required credits in any of the subjects above, the excess credits may be applied to the "Electives" requirements

Required **ELECTIVES 4.5 credits**

North Atlantic Regional High School publishes a 166-page book entitled, **High School Resource Advisor**, with thousands of textbooks and courses used by our students. Each family that registers with NARHS receives one FREE copy of this book. We want your high school education to be the best, and we will work with you to make the adjustments necessary.

GOOD SCORES: A student who receives good scores in some of the materials above may be ready to take a CLEP test. Passing one CLEP test in any ONE subject area will earn the student (1) high school credit and (3) college credits in that subject. This provides an opportunity for a high school student to earn college credits early and avoid taking that subject when in college. Ask your teacher/advisor for details.

English / Language Arts4 credits required

To meet the diploma 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 for additional titles that may count for English credit -- some you might not expect.
- There is an extensive list elsewhere in the Handbook 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 NARHS for direction.

Unit studies in English are possible. Some exist in the form of organized studies published by others. Courses can be self-designed by parents and students. NARHS 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.

Course titles for English / Language Arts might include:

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

NARHS Administrator, Steve Moitozo introduces you to:

Vocational Rehabilitation (VOC REHAB)

On the NARHS web site, I have included an 18-minute video. IF your family is experiencing a physical or other disability, this video can change the direction of your life for the better. Students (adult, too) with any disability, as severe as paralysis or as familiar as Attention Deficit Disorder, will benefit from this information. Voc Rehab is in every state, is Federally funded, and offers their services for **free**. Voc Rehab (VR) will review your situation to determine your eligibility.

For your student, VocRehab can provide profile testing and interest inventories about careers that may suit you, and they will determine your strengths. The service workers at VR can then begin to develop a focused program customized just for you. Contrary to a common myth, VocRehab is NOT JUST for workers who have been injured on the job. In fact, their "High School Transitions Program" begins with early high school students and guides them each step of the way, assisting them with adaptive equipment if necessary, tutoring, or what ever else that would get their client to be successful in high school. Your VR service worker may even attend your IEP meetings with you and advocate for you.

I have known high schoolers for whom VocRehab has worked to be accepted at a college or training in the trades, VocRehab PAID for the college (totally) and then worked with the students until they graduated (in one case 6 years). When the student graduates or is licensed in his or her trade, they work with the student and their other contacts to get the graduate placed in a job. In several of these cases, I have witnessed VR set up a complete business for their client. Equipment, supplies, license fees, advertising, and even the first two years of rental space. Fantasy? No. There is a good reason VocRehab does so much -- when the VocRehab client returns to work he will eventually pay \$10.00 in taxes for each \$1.00 used for the Rehab. Transformed a tax-user into a tax-payer. Good for the client, good for the VocRehab, and good for you and me!

Too good to be true? No, it isn't. As you will see in this video, I have first-hand knowledge of some of these Voc Rehab clients. The changes they experienced have been lie-changing -- not just for them -- but for the others in their lives, too.

Watch the video. If you think it applies to your situation, then call Voc Rehab. If you need some direction or if you have questions, please call the Maine office and ask for Steve. The office will transfer your call to me. I will do what I can. (*But before you call for me, PLEASE watch the video.*)

~~ Steve Moitozo, NARHS Administrator, 1989 - present
Maine Vocational Rehabilitation Promotion, 2007

Social Studies.....1.0 credit required

To meet the diploma 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 elsewhere in the Handbook, 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 NARHS for direction.

Course titles for Social Studies might include:

Agricultural Management
Agriculture as Business
Agriculture and Environmental Issues
American Government
Ancient History
Anthropology & Its Impact
Antiques
Aquaculture and Environmental Issues
Asian History
Automotive Sales, the art of
Baseball and Society
Biblical Studies
Business Administration
Business Law
Career Aspirations
Career Development
Career Internship
Child Care, research careers in
Civics
Civil Law
Community Action
Community Service
Conservation
Consumer Studies
Criminal Law
Culture and Community in America
Culture and Community in ____ (pick another country)
Current Affairs
Early Civilization
Economics
Egyptian Civilization, Egyptology
Elder Care and Hospice

Elder Care and Legal Issues
Equestrian Competition
European History
Food Service Management
Geography
Government of the US
Government of ____ (pick another country)
Government and Politics
Health Occupations, an introduction
History of Flight
History of Music
Humanities
Interior Design in Modern Culture
Interior Design in American History
Issues in Culture and Community
Junior ROTC
Law Enforcement
Legal Research
Managing Office Procedures
Marriage and Family
Merchandising
Military History
Modern Civilization
Nutrition in Modern Society
Near East Civilization
Olympics
Parenting Skills
Political Science
Psychology
Sociology
Teen Survival
Western Civilization
World Affairs



Marian Donovan



Bonnie & Clyde



Alexander the Great

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 NARHS will need to see as the evidence ("proof") that the student did the work.

United States History... 1 credit required

To meet the diploma 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.

- 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 elsewhere in the Handbook, 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 NARHS for direction -- 800-882-2828

(NOTE: at NARHS, US Civics, US Government, US Economics, etc., are NOT US History courses).

Course titles for US History might include:

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.

American History

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



Betsy Ross

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.



USS Constitution

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." However, a workbook marked "grades 6-8" does NOT count.

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

African-American Heroes
American History Mysteries
American History on the Screen
Cases and Controversies in US History
Ellis Island and Beyond
Fascinating Facts from American History
Heading West, A Unit on the American Frontier
Key Decisions in US History
Native Americans
Short Lessons in US History
Stories of the Presidents, Beyond the Cherry Tree
Using the Internet to Investigate US History

Choosing Your Way through America's Past

(5-part series covering the 1700's; 1800 - 1850; 1850 - 1900; 1900 - 1920's; 1930's - 1960's and 1970's - 1990's)

In his movies, Gene Autry was famous for picking up a guitar and singing to the pretty young cowgirls. Autry was known as "The Singing Cowboy." He teamed up with Roy Rogers in the 1930's and 40's to make movies in a new genre called "Musical Westerns." Autry had his own TV show in the 1950's and was the owner of the California Angels baseball team, now known as the Los Angeles Angels. Gene Autry, who died in 1998, is the only person with 5 stars on the Hollywood Walk of



Gene Autry

Fame: (1) motion pictures, (2) radio, (3) music recording, (4) television, and (5) live theater. His voice and style survive to this day each Christmas season. Although he did NOT like this Christmas song, his wife insisted he record it and that song went on to become the second biggest-selling Christmas song of all time, surpassed only by Bing Crosby's "White Christmas." What is the name of that Gene Autry song?

Mathematics2 credits required

To meet the diploma 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.

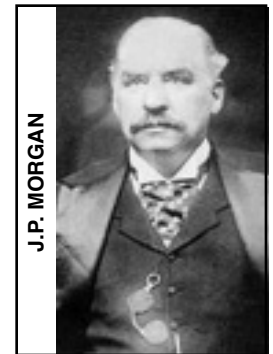
- Textbooks abound for Math courses.
- See the list below for additional titles that may count for Math credit.
- The course symbol for Math is MA.
- This requirement may also be met through proficiency testing, such as the CLEP's, or in rare cases, from extensive personal or employment experience.
- When in doubt, call NARHS for direction.



DARTH VADIR

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, Appraisals |
| Business Math, Agriculture | Estate Planning and Investing | Residential Architecture |
| Business Math, the trades | Geometry | Technical Math |
| Calculus | Personal Finance | Trigonometry |
| | | ...many more |



J.P. MORGAN

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." However, a workbook marked "grades 6-8" does NOT count.

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

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

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

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

Science2 credits required

To meet the diploma 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. NARHS 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 NARHS 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 in the Handbook, 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 NARHS for direction.

Course titles for Science might include:

Agricultural Management
Agricultural Science
Agricultural Technology
Agriculture and the Environment
Alternative Medicine
Anatomy & Physiology
Appliance Repair
Aquaculture
Aquaculture & the Environment
Astronomy
Audio Service Technology
Auto Mechanics
Auto Reconditioning
Aviation and Flying Lessons
Aviation Pilot Ground School
Backyard Maple Sugaring
Building Trades (multiple categories)
Business Trade Technologies
Cartography
Certified Nurses Aid
Chemistry
Child Care (multiple categories)
Child Growth and Development
Climatology
Clothing, Fabric, Textiles, and Fashion
Commercial Printing
Computer Applications
Computer Certifications (repairs, not software)
Conservation
Cosmetology
Diesel Mechanics
Earth Science
Electricity
Electronics
Energy
Environmental Protection
Equine Health & Disease
Equine Reproduction & Genealogy
Equine Science - Anat. & Physiology
Equine Science -- Nutrition & Health
First Aid, CPR, Lifesaving
Gemology
Genetics
Hair, Skin, and Nails
How Everyday Things Work
Landscaping
Nutrition
Paleontology
Personal Care Attendant
Pregnancy - Labor & Delivery
Prosthetics
Refrigeration Technology
Science of Everyday Things
Small Engine Repair
Space Science



Ferdinand Magellan



Marie Curie

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 NARHS will need to see as the evidence ("proof") that the student did the work.

Computer Literacy.... 1/2 credit required

To meet the diploma 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 online courses and CD-ROM based courses, may use their computer time to complete this requirement. When in doubt about what may qualify, call NARHS 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), NARHS expects you to provide a course description with the course documentation in your annual portfolio.

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



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 NARHS will need to see as the evidence ("proof") that the student did the work.

To give each minor-age student maximum flexibility with the most options in their educational plan, we recommend that each minor-age student become an official, legal home-schooler in their district..

If you have questions about the process, please call your teacher advisor or the NARHS administrator.

Fine Arts 1 credit required

To meet the diploma 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."

- NARHS will accept completion of one foreign language credit as an equivalent exchange to fulfill this requirement.
- This requirement may also be met from extensive personal or employment experience.
- The Fine Arts course symbol is FA.
- When in doubt, call us at NARHS 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, NARHS requires you to provide a course description along with the course documentation in your annual portfolio. This does not have to be difficult, and to assist you, NARHS 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 800-882-2828. Or, purchase it online from our little bookstore: www.narhs.org/store



Orson Welles

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



Norman Rockwell

DRAMA areas may include:

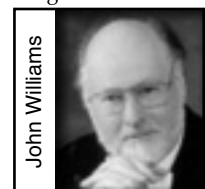
Participation in a dramatic production by acting, costume design, wardrobe, production, directing, set design, set construction, playwright, or other associated function.
 Attend dramatic productions.
 Participate in community theatre groups and church drama teams.
 Interview local actors.
 Study the 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



Jimmy Stewart

MUSIC areas may include:

Listening to a variety of music genres
 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



John Williams

Health 1/2 credit required

To meet the diploma requirement of 1/2 credit in Health, students must complete a 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."*



Joseph Lister

- There is an extensive list of course titles elsewhere in the Handbook, 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 NARHS 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), NARHS expects you to provide a course description with the course documentation in your annual portfolio. To assist you, NARHS 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 800-882-2828.

Course titles for Health might include:

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



Walter Reed

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, NARHS 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 NARHS 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, etc. 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.



Yoda

Physical Education.... 1 credit required

To meet the diploma 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."*

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



PLEASE NOTE: (a) Many of the courses listed above are self-designed. As with all self-designed courses, NARHS 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 NARHS 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 Studies / State History.....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 is given special treatment in the Department of Education regulations -- even when it is taken in 6th grade, 7th grade, or 8th grade, it is eligible for, and earns, high school credit.**

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: 800-882-2828 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 invited 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 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 diploma requirement of **FOUR-AND-A-HALF** credits in Elective coursework, the student must complete any combination of four-and-a-half textbook courses or four-and-a-half 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 elsewhere in the Handbook.
- This requirement may also be met through proficiency testing, such as CLEP's, or from extensive personal or employment experience.
- When in doubt, call us at NARHS for direction.



PLEASE NOTE:



(a) Please be aware that for all self-designed courses, NARHS 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 the hours 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.

NARHS High School HANDBOOK

arranged in 5 parts

PART 1 Perspective ABOUT US

Glossary of Terms frequently used by NARHS

The Glossary of Terms is a new feature. This provides a quick guide in ALPHABETICAL ORDER. The Glossary displays definitions, details, and descriptions from the entire HANDBOOK.

By its very nature, the Glossary repeats terms used elsewhere in the HANDBOOK.

We believe this glossary will be helpful and make items easier to find and understand.

PART 2 Program(s)

You USE it, so you CHOOSE ! Earn REAL high school credits, from a REAL school, for a REAL diploma. Homeschooling, public schooling, private schooling, college courses, online courses, adult ed courses, video courses, community-based courses, self-designed courses, and more.



PART 3 Procedures

A brief history of our founder's educational innovations. How do we get the job done? What has to be "turned in" to NARHS? When? How do I reach my teacher/advisor? What evidence do I keep for Fine Arts, Phys. Ed. and the other subjects?

PART 4 Policies

NARHS' written and published policies are assembled in one place.

The administration thinks this will be the hardest section for people to read. Maybe it will be, but it is important that folks have the policies (a) in writing, (b) in their homes (or in their hands), and (c) in plain language.

The policies are simply "assembled" -- not in any sequence, not in any particular order. These are "statements" more details about your topic of interest may be found in the text of the Handbook.

PART (5) Proposed...

We share a few anecdotes, ideas, and a few student programs to stretch our thinking together.

The format here will vary, it is not yet complete, and we may add more with each new printing of the Handbook.

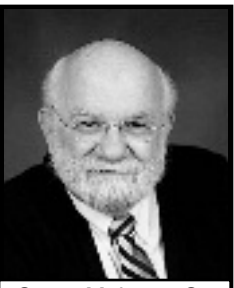
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BRIEF HISTORY

Dept. of Labor, Voc Rehab, Dept. of Education, Dept. of Mental Health, Bureau of Mental Retardation, Private Sector Broadcaster, City Appeals Boards, City's Land Use Rezoning Board, volunteer for the Maine Senate Committees and Maine House of Representatives Committees



Steve Moitozo, Sr.
Founder

"Of course there's a way to get this done!"

Since 1984, an overview of Steve's accomplishments in education.....from a concerned home school dad to recipient of the NRCC Congressional Medal of Distinction.

LEADER

Featured Guest Specialist in
Alternative, Private, and Custom-Education

- TV. **LIVE** 1-hour studio. Featured guest, TV-NBC affiliate, *Portland, ME*
- TV. **LIVE**. Featured guest, 30-minutes. TV-FOX affiliate, *Tampa, FL*
- TV. **Evening news** article, ABC Action News WFTS-TV, *Tampa, FL*
- TV. **Evening news** article, featuring Steve Moitozo, National Association of Women in Construction, and with incarcerated women 21 and under. Shown in 3 news broadcasts on WTXL ABC 27 *Tallahassee, FL*
- RADIO. **LIVE listener call-in** broadcast, **WABC Radio**, NYC, NY
- RADIO. **LIVE** "Morning Drive" guest. Live call in from listeners. "Morning Drive" is a news-talk program about issues in Washington State.
- RADIO. National Public Radio guest interview.
Topic: *Reasons for Homeschooling and its Growth.*
Originating from *Washington, DC*

PROFESSIONAL CERTIFICATIONS

- Certified Private School Administrator**
- OSHA Construction Outreach Trainer** 10- & 30-hour Safety training Occupational Safety and Health Administration, Washington, DC
- OSHA Authorized Construction Trainer**, #500/502 University of South Florida Health Division, Tampa and OSHA, Washington, DC
- NCCER Certified Core Curriculum Instructor** (National Center for Construction Education and Research)
- NCCER Certified Master Trainer** for National Center for Construction Education and Research (NCCER)
- Steve's **academic** degrees and credentials contribute greatly to the experiences designed to aid and motivate others.
- Professionally trained** in graduate school as Personal Counselor, Crisis Counselor, and Family Counselor

HONORS and AWARDS

- WHITE HOUSE**. At the personal request of Dr. Raymond Moore, the former graduate programs officer with the U.S. Department of Education, Steve represented Dr. Moore at the Rose Garden Ceremony with President George H.W. Bush signing the "Children's Bill of Rights."
- AWARDED**. "**Congressional Medal of Distinction**" 2008 National Republican Congressional Committee's award for Service to the Republican Party with suggestions, attention, and financial contributions
- FLORIDA**. Convention Keynote address (to 11,000 paid attendees) FPEA Convention in Orlando.

LOCAL "CHANGE-AGENT"

Presenter, Maine **House of Representatives**, Joint Standing Committee on Education and Cultural Affairs.
Invited participant to Work Sessions when pending legislation would impact private forms of customized education. (These were not public hearings, rather, invitation only sessions.)

Presenter, Maine **State Senate**, Joint Standing Committee on Labor...
Invited participant to Work Sessions of the Joint Standing Committee for pending Labor Legislation (These were not public hearings, rather, invitation only sessions.)

ADVERSARIAL FINESSE

Presenter, Maine Principals Association Convention
Presenter, Maine School Counselors Assoc. Convention x 2 yrs.
Presenter, Maine Superintendents Association Convention x 2 yrs.
Presenter, University of Maine, Re-Certification requirement for public school principals and superintendents x 2 yrs.
Topic: *HOMESCHOOLING is ALL NEW in Maine!*

COMMUNITY SERVICE (Putting his time where his heart is.)

Appellant, Lewiston Zoning Board of Appeals and the Auburn Zoning Board of Appeals presented 23 times and prevailed 23 times
PUBLIC SERVICE TO CITY: Appointed to City of Lewiston Rezoning Board, Lewiston, Maine
PUBLIC SERVICE to STATE: Following several presentations at public hearings, Steve (as a non-professional educator in 1984), was appointed by the Maine Commissioner of Education to co-author regulations that would best accommodate homeschooling in Maine
PUBLIC SERVICE to STATE: Steve's intimate knowledge of non-public schooling earned him an appointment on the Maine Education Commissioner's Appeals Board for 6 consecutive years. Appeals concerned private schools, private school families, homeschooling and home school families
PUBLIC SERVICE to STATE: During public hearings on revisions to Maine's Child Labor Laws, Steve presented the case for more precise language to accommodate "alternative ed and home ed" minors. Senate chair asked for a copy of Steve's wording, it was adopted, and the resulting law allows alternative ed and home ed students to work (employment for pay) during the hours when other minors cannot.

TOUGHEST-WON VICTORY

After 1000's of hours of research, personal inquiries, school board meetings, legislative meetings, and advocacy for home educated student opportunities, Steve was gratified when the Maine Principals Association made provisions to permit home educated students to participate in public school extra-curricular activities -- including SPORTS. Victory! Public school teams could *FINALLY* allow official, legal homeschoolers to play on their teams.

SPREADING THE WORD

Presenter, New England Assoc. for College Admission Counseling 2 yrs.
Presenter, New England Library Association, Annual Convention
Presenter, Wisconsin Homeschool Association Conventions x 2 yrs.
Presenter, Yakima Valley Comm College, Teacher Qualifying Course
Presenter, FPEA (Florida Parent Educator Association) x 11 yrs.
MAINE. Keynote to 400- 700- 1200 paid attendees
MHA (Maine Homeschool Association) Convention x 3 yrs.
WASHINGTON. Keynote Speaker to 8,000 paid attendees
WHO (Washington Homeschool Organization) Convention, Puyallup, WA
WASHINGTON. Graduation Ceremony Speaker to 3,000 attendees
WHO (Washington Homeschool Organization) Convention, Puyallup, WA
FLORIDA. Graduation Ceremony Speaker,
FPEA Graduation Ceremony, Orlando (3,500 attendees)
WEST VIRGINIA. Keynote Address to 500 paid attendees
WVHA (West Virginia Homeschool Association) Convention x 2 yrs.
SASKATOON. Keynote to 600 paid attendees
Saskatoon, Saskatchewan Homeschool Convention x 2 yrs.
CALIFORNIA. Keynote to 700 paid attendees CHEA Convention, Sacramento (California Home Education Association) x 2 yrs.

"Of course there's a way to get this done!" ~~~Steve

FANTASY VS. FACT

about a HIGH SCHOOL DIPLOMA

FACT 1

"I want a diploma so I can get into college."

Colleges accept students who are/were official, legal homeschoolers and who **DO NOT HAVE** a diploma. There are conditions and requirements homeschoolers (and others) must meet, but let it be clearly stated that students do NOT need a diploma to go to college. There are better reasons than that to earn a diploma!

FACT 2

"I need a diploma to get into the military."

The U.S. Armed Forces accepts students who are/were official, legal homeschoolers and who **DO NOT HAVE** a diploma. (yes, exactly what is written above.) There are conditions and requirements homeschoolers (and others) must meet, but let it be clearly stated that students do NOT need a diploma to go into the military. There are better reasons to earn a diploma!

FACT 3

"I want a diploma so a business will hire me."

Now, this a bit different. In the world of academia and in the military, there is an understanding about being educated at home -- but the business world can be different. Who are the people who do the hiring? They are the ones who likely succeeded in school -- they made it in the classroom setting. When asked about your education, if the answer includes "homeschooling," to the businessman, that might translate into "I didn't go to high school." (This gal didn't go to high school? Why isn't she in school now? What about her socialization?) While the field of education "gets" the homeschool thing, and even the military concurs, the business world presents different barriers.

THINK OF IT: How would it feel to do your banking in a bank where NONE of the tellers had earned a high school diploma? They may have all been great homeschooled math students, but they will not work in the banking industry...provisions in banking regulations require a minimum high school diploma to be a teller.

Steve's Conclusion: Academic community, fine, they get the "independent learning" thing. Military gets it, too. The business world -- not really, they are not there yet. To hire someone in their business who did not go to high school or who does NOT have a diploma, sounds and feels too risky. If a competitor found out about it, it could be a "laughing matter" put-down to his business. Not having a high school diploma is too much of a risk, and the business will likely by-pass the risk.

FACT 4

How many college kids actually graduate from college?

Sixty percent (60%) of incoming freshmen to 4-year colleges NEVER graduate. Even when given 6 years to finish a 4-year program, 60 percent do **not** graduate. (Forbes.com 08.07.09 *What's Your School's Graduation Rate?* "We deserve accurate statistics on the payoff for attending a college.")

THE NEWS: if you did not get a high school diploma, **AND** you do not have a college degree, then what is your highest academic credential? You have none. No degree, not even a high school diploma.

Some parents will argue that, "No, MY son will do the whole thing!" or, "MY daughter has wanted this since she was a little tyke, she is determined!" Even these determined students are side-tracked; for example,

- When at college, the son or daughter meets others, falls in love, and the new-found love cascades into many other avenues and consequences: marriage, apartment rentals, furnishings, 2 jobs, babies, cars, and a whole lot of other distractions pulling the student from the campus, never to return.
- Occasionally we hear a guy admit they really went to college because it was the best place to find a smarter-than-average mate. With no mockery intended, they have told me it was a "shopping trip to find a smart wife." The same is true with what some women say. Some ladies have confessed to "studying for their "M.R.S. (Mrs.) degree."

ASIDE: I had a narrowly "select" major in college with all unmarried students. Of the six of us, all were married and living off-campus before we had graduated.

- Even for the innocent, the drug scene in college is precarious.. Believably, (because we know this boy) he was in a classmate's car when they went through a stop sign in a campus parking lot. The campus police stopped the car, and since they had probable cause in the past, they searched the car. They found illegal drugs in a backpack in the trunk. The college's "NO TOLERANCE" POLICY expelled all 4 students from the college. Permanently.
- During the economic good times, good students were recruited by businesses into great-paying jobs on the spot -- immediately -- they didn't need any more schooling. They left college and never went back.
- Of course, we may all know students who left college because of some tragedy at home -- death of a parent or sibling, loss of the family business, loss of the bread-winner's job. Certainly an honorable reason for ditching the classroom for the family dining room, but most of the sons and daughters did not return to college.
- Bottom line -- hundreds of thousands of dollars will be invested in college for the kids you went to school with, and only 4 out of 10 will graduate from college.

While college can present an advantage IF you actually graduate, it can be an embarrassment if you are in the 60% who never graduate. **PROBABILITY:** it is more likely you WILL NOT graduate from college than it is likely you WILL.

Steve's Conclusion: College admission or not, having a high school diploma is needed for MOST of us. Better to **have** it than to NOT have it.

ADMISSIONS

IS OPEN TO ALL AGES

Admissions is the process used by families and students to be included in the high school programs and to work with the professional staff at North Atlantic Regional High School.

Admission is open to all ages able to do high school level work. Although the average age of our students is about what any high school would have -- mid to late teens, the open-age provision allows elementary students through adults to register. But, we had a 74-year old who wanted to finally finish high school, which was interrupted by World War 2. In the same graduating class, a very bright 12-year old girl was doing exceptional high school work and finished with the 74 year old!

(Specific requirements to earn high school credits are detailed elsewhere in this Handbook.)

GENERAL POLICY STATEMENT:

NARHS 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.

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 NARHS reserves the right to accept students or not accept students based solely on our discretion in each situation.

ADMISSIONS

2,500 STUDENTS and a WAITING LIST

NARHS 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 NARHS will be exempt from the Waiting List provision and their additional family members will be admitted, regardless of the waiting list.

ADMISSIONS

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT FERPA

a/k/a The Buckley Amendment

This federal law citation is 20 USC S. 1232g (also known as the Buckley Amendment), was designed to establish the rights of students to inspect and review their education records, prevent the release of educational records to third parties without permission of the student, and to provide guidelines for the correction of inaccurate or misleading data by formal and informal hearings.

This seriously limits NARHS from disclosing information to you about other students registered with NARHS.

ADMISSIONS

CONDITIONS FOR ADMISSIONS

1 For the high school programs, we generally accept students who are in the 7th grade or higher. There have been exceptions.

2 For performance levels, we require all to be functioning at the high school level. "High School Level" is determined by the conditions detailed in this Handbook.

NARHS is a private school. Our high school program requires special education students (those who have a verified diagnosed disability) to be functioning at or above 6th grade level to earn high school credit toward a diploma.

3 NARHS accepts students who are U.S. or Canadian citizens. No others.

4 We require positive ID of the student with at least one of the following:

- > A US or Canadian Passport that has been photocopied from the original document, signed in front of a Notary Public, and mailed to NARHS
- > A verifiable Social Security Number
- > An ID Number that was issued by another school if we receive that ID number on an official transcript from that school.

5 We require tuition.

We receive no public tax funds to support our school; for more than 22 years NARHS has depended on tuition.

ADMISSIONS

REQUIRES POSITIVE IDENTIFICATION

Positive ID must be provided by at least ONE of these:

- (A) Social Security Number (SSN)
- (B) Passport or
- (C) ID from a previous school received by NARHS on that school's OFFICIAL TRANSCRIPT

We are a school. As such we have the responsibility to conduct ourselves with due diligence when dealing with children. Each student registered with NARHS must submit some form of positive identification as written above.

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

ADMISSIONS

REGISTRATION FORM

(We suggest you photocopy the form, then fill out the copy)

To officially register with NARHS, fill out the form as completely as you can and -- IMPORTANT -- *have the form signed by the responsible adult*. If the student is a minor, the parent signs. If the student has reached his or her 18th birthday, then the adult student signs. Send the tuition payment along with the completed form to the address shown on the form.

(We suggest you photocopy the form then fill out the copy to register)



Registration Form

STUDENT:
 FIRST NAME _____ LAST NAME _____
 (in English here) Male ___ or Female ___

ADDRESS: _____

PARENT(S) NAME(S): _____

PHONE(S): _____

EMAIL: _____

IDENTIFICATION INFORMATION

TYPE OF ID: _____
(please choose one)

STUDENT DATE OF BIRTH _____

| | | |
|--|--|---|
| STUDENT'S PREVIOUS HIGH SCHOOL ID NUMBER _____ | STUDENT'S SOCIAL SECURITY NUMBER _____ | STUDENT'S 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.*

| Registering for which school year? |
|------------------------------------|
| ___ 2009-2010 |
| ___ 2010-2011 |
| ___ 2011-2012 |
| ___ 2012-2013 |
| ___ 2013-2014 |

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

HIGH SCHOOL Tuition Schedule *Please mark your option.*

A. Grades 9-11 or non-graduation years. ___ \$525
B. Graduation Year ___ \$675
The High School Handbook outlines the services included with your tuition.

C. Other services are available. Let us know what the need is.

● *As in most private schools, before any records, letters, diplomas, recommendations, or other documents are released from the school, the student's account must be paid in full.*

(1) If homeschooling, does this student intend to participate in public school extra-curricular activities, such as sports?
 YES ___ NO ___

(2) Does this student intend to enlist in the U.S. Military after high school graduation?
 YES ___ NO ___

Does this student have any health issues that would affect his or her learning ability YES ___ NO ___
If so, please briefly explain. Use other side of this page if needed.

Has this student been officially diagnosed with any learning disability / special needs? YES ___ NO ___
If so, please briefly explain. Use other side of this page if needed.

What else would you like us to know about this student (special interests, giftedness, achievements, goals, college-bound, etc)?
If so, please briefly explain. Use other side of this page if needed.

AS THE PARENT, YOUR 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 (AND/OR OTHER POTENTIAL SOURCES OF CREDIT) WHEN NEEDED, TO RELEASE INFORMATION AND/OR IF NEEDED, TO TRANSFER THIS STUDENT'S RECORDS TO NORTH ATLANTIC REGIONAL SCHOOLS.

I further acknowledge: *Earning high school credits and/or a high school diploma from a public or private school, including North Atlantic Regional High School, does not guarantee any particular or special access to or admission to any college, scholarship, employment, apprenticeship, military enlistment, appointment, academy, or honor. Public and private high schools give students opportunities to earn high school credits, and earning the necessary credits allows the high school to award a high school diploma to the student; beyond high school, the variables, conditions, directions, and decisions by others are not under the control of any high school.*

✓ **PARENT SIGNATURE**

NARS DIRECTOR _____ *(or adult student, age 18 or older)* **DATE** _____

OTHER SOURCES OF CREDIT, INCLUDING PREVIOUS HIGH SCHOOLS ATTENDED

| SCHOOL NAME | 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, 21 Westminster St., Lewiston, ME 04240 800-882-2828*

Back of Registration Form

We 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 their use.

FIRST-TIME STUDENTS WITH NARHS

For first-time students, we must have an original signature from the responsible adult. **THEREFORE**, it is **NOT** possible to register over the phone. We must actually have this completed form in the student's academic file.

NOTE:

- > if the student has NOT YET reached his or her 18th birthday, then the parent must sign the form.
- > if the student has passed his or her 18th birthday, then they are the adult and must sign the form.

RE-REGISTERING STUDENTS NO FORM IS NEEDED.

You can call in your re-registration.

Since NARHS already has an original signature for those previously registered, a form is not necessary.

To RE-register, simply call the school office and re-register over the phone with a credit card. 800-882-2828

TUITION

AS OF SEPTEMBER 1, 2010

There are two parts to the NARHS tuition schedule. The undergraduate years (also known as the non-graduation years) and the graduation year (which can be any year the students want to graduate and not necessarily their "senior" year)

- A. Grades 7-11 or non-graduation years ___ \$525
 B. Graduation Year ___ \$675

The "graduation year" could be the student's 10th grade year, or 11th, and so on. The student may stay with NARHS to earn as many credits as they wish. Some students do not rush to "graduate" from NARHS when they could have -- they keep their designation as "high schooler" to take advantage of dual enrollment classes or other benefits available to only high school students.

If a student registers at \$525, then decides to graduate in that same school year, then they can simply pay the additional amount (\$150) to count the school year as their "Graduation Year."

As in most private schools, before any records, letters, diplomas, recommendations, or other documents are released from the school, the student's account must be paid in full.

TUITION

COVERS 365 DAYS

When a student registers with NARHS, the tuition covers the 365-days from September 1 to August 31 the following year.

EXAMPLE: If a student registers on June 15, 2011, the student must tell us which year it is for. Registrations that come in the summer could be for either year.

- ___ Is this student registering for the 2010-2011 school year (Sept. 1, 2010 thru August 31, 2011)?
 ___ Or, is this student registering for the upcoming 2011-2012 school year (Sept. 1, 2011 thru Aug. 31, 2012)?

We allow students to register "after the fact" because some find out about us later in their school year. When students are allowed to register after the fact, then NARHS will review and recover their homeschool work from the already-completed work, award credit to the school work (after reviewing sufficient evidence), and count those credits toward the graduation requirements. (Yes, this assumes they still have the evidence we need in order for credit to be given.)

Review and Recovery can be done for this year or previous years and can be done at any time. It is important that the student identifies WHICH school year their registration is for. To make this even more flexible, a student is allowed to register with NARHS any time of the year.

TUITION

"REVIEW AND RECOVERY" OF PREVIOUS HOMESCHOOL WORK

When NARHS is asked 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 charge \$525.00/year for the Review and Recovery service. The tuition for Review and Recovery for any previous year is the same tuition paid for the current yearly tuition.

- E.g.: 1. if a student first comes to NARHS in 11th grade, (the tuition is \$525) and
 2. was homeschooled for the 9th and 10th grade years, and
 3. wants the 9th and 10th grade homeschool years reviewed and awarded high school credits, then we will review and recover 2 homeschool years. Therefore, the student pays for the current school year (\$525), and for the 2 years of Review and Recovery (\$525 + \$525).

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.

Review and Recovery is available to only students who are currently registered with NARHS.

TUITION

"WHAT DOES MY TUITION PAY FOR?"

- NARHS authority as a school to extend professional review and approval on your work
- NARHS staff assimilates & evaluates work & previous records
- NARHS awards high school credits for each subject earned
- NARHS transfers previously earned credits from whatever source
- NARHS consolidates all credits into one, concise transcript
- NARHS awards a high school diploma from our state-recognized private school
- NARHS creates your permanent academic record: a substantial, legal file
- NARHS sustains and archives your academic record for future access
- NARHS 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.

~~~~~ **ALSO: ALSO: ALSO: ALSO:** ~~~~~

- NARHS does NOT require that you take any courses from us, as others do. You choose your courses from whatever source you wish.
- NARHS does NOT require any on-campus time, as others might.
- NARHS does NOT limit the credits you receive to just textbook work.
- NARHS does NOT require you to take others' tests, or to mail work back and forth, etc.
- NARHS does NOT require that you pay monthly tuition, as most private schools do.
- NARHS expects you to prove you did the work and earned your grade.
- NARHS expects you to document the progression of your work. (NARHS pretty much leaves you alone to get the job done.)

## TUITION

### PAYMENT METHODS

MasterCard, Visa, American Express, and Discover, money orders, and cash payments are the quickest method from which to process your purchase or tuition. Personal checks are accepted, but will cause a delay in the payment until the check actually clears the banks. Returned checks are assessed a \$25.00 fee.

## **MOVING ALONG IN THE PROCESS**

### **AFTER YOU REGISTER**

Once we receive your completed registration, there is a process for the paperwork -- 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 **Teacher/Advisor** 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 the work produced and the evidence, and review the contents of

## **MOVING ALONG IN THE PROCESS**

### **SLOW TIME VS. BUSY TIME**

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** ...before anyone else on the staff. Your personal NARHS teacher knows your situation better than anyone else here (or soon will!).

## **MOVING ALONG IN THE PROCESS**

### **NARHS RUNS ON "SCHOOL TIME"**

Too often prospective 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 NARHS than elsewhere -- but this still takes time. We are NOT a mail-order company for diplomas.

***In virtually every school district, the maximum opportunities are for official, legal homeschooled students. Therefore, while using NARHS for programmatic design and achievement, we suggest that each family do the necessary paperwork making each minor-age student an official, legal homeschooler in their district or state.***

***If you have any questions concerning how this is done, please call your NARHS Teacher Advisor or the NARHS Administrator.***

## **MOVING ALONG IN THE PROCESS**

### **NARHS IS IN THE EASTERN TIME ZONE**

NARHS is located in the Eastern Time Zone so our offices close earlier than those in other US time zones. In fact, Maine is so far EAST in this time zone that we claim the "first place in the United States to see the sun rise!" Specifically, that's the top of Cadillac Mountain in Acadia National Park, Bar Harbor, Maine.

The point is there has been some irritation from families in the western states that we close too early in the day -- 4pm here is only 1pm on the west coast.

This is where the NARHS assigned teacher is valuable to you. We have one, very experienced teacher/advisor whose office is in the Pacific time zone. Once the front office sends out your first envelope responding to your registration, you will receive her extension number, her email address, and her shipping address.

KEEP THESE! Frustration trying to reach Maine "in time" can be avoided if you know how to dial that special extension number to reach the Pacific Time Zone teacher. If you leave a message in the general mailbox in Maine, we will get it to her. If you email her through the NARHS website, it will be forwarded to her. BUT, each extra step causes a delay. Your best bet is to KNOW who your advisor is and KEEP her contact information handy.

## DOCUMENTING THE WORK

### **“JUST TAKE MY WORD FOR IT!”**

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. No, that’s NOT good enough. Some students ask parents to simply write down what the students did and they expect that’s good enough. No, it isn’t.

As an example, when a student or parent presents NARHS 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, NARHS will not award an English credit based on just a list of books someone says they have read.

If, on the other hand, the family presents us with a list of books that the student has read, a log of the hours invested in each book, and 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.

## DOCUMENTING THE WORK

### **TESTIMONY + EVIDENCE**

Suppose your teen tells you how wonderful he did on that test he was dreading. Ponder what he is saying and ask yourself, “...compared to what?” Did he do well compared to what he expected to do? Did he “clean the clocks” of all the other test-takers? Did he actually see his test results, does he have them to show you? What you heard from him was “testimony.” You may want to see more.

During the nuclear arms treaty talks, Ronald Reagan would say, “Trust, but verify.” What other countries told him that was their testimony, but when it came to nuclear weapons, he thought it would be wise to have some evidence, too.

Another has said that  
“TESTIMONY” is what **YOU SAY** happened.  
“EVIDENCE” is what **I CAN SEE** happened.

TESTIMONY + EVIDENCE build the best case that the event occurred, that the facts are correct, and that the truth has been found.

Consider the rowboat -- it needs BOTH oars in the water to work best. Keeping both oars in the water can keep things straight. Keeping both oars working together keeps you from going round and round in circles.

## DOCUMENTING THE WORK

### **CREDENTIALS ARE ALL ABOUT PAPERWORK**

A driver’s license is a credential. A wedding certificate, a deed, a diploma -- these are all credentials.

Want a driver’s license? You have to do the paperwork.<sup>1</sup>  
Want to get married? You have to do the paperwork.  
Want to buy land? You have to do the paperwork.  
Want a high school diploma? You have to do the paperwork.

You cannot escape it. A “record” (also known as paperwork) is established to tell everyone (who is interested) that **YOU HAVE THE CREDENTIAL**.

When you work with NARHS, you must produce paperwork. We need to “see” evidence of the work. When we see **YOUR** paperwork, the we can do **OUR** paperwork.

When this is done, you will have the official result of all this paperwork: Your high school diploma and your academic transcript. NARHS expects you’ll be glad all that paperwork is behind you!

<sup>1</sup> Yes, the documents might all be in electronic form, but we’ll call that paperwork, too.

*In virtually every school district, the maximum opportunities are for official, legal homeschooled students.*

*Therefore, while using NARHS for programmatic design and achievement, we suggest that each family do the necessary paperwork making each minor-age student an official, legal homeschooler in their district or state.*

*If you have any questions concerning how this is done, please call your NARHS Teacher Advisor or the NARHS Administrator.*

## DOCUMENTING THE WORK

### **HERE ARE “HELPS” for DOCUMENTING**

The following pages can guide you through documenting school work. Different styles, different subjects, different sources are represented. We trust you will find these valuable.

# DOCUMENTATION / Evidence / Proof *continued*

*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 over 22 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.

## THE PROBLEM

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.

## EXAMPLE - What can go wrong?

As an example, when a student or parent presents NARHS 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, NARHS will not award an English credit based on just a list of books someone has claimed to have read.

## EXAMPLE - How can things go right?

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.

## THE SIMILAR IS FAMILIAR

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 corroborated with "evidence." For our purposes, NARHS wants BOTH -- we want your "testimony" (your Daily Log of what happened) and we want "evidence" (physical proof or corroboration) that something was done.

## THE SEVEN SCENARIOS

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 NARHS.

- (1) If you want to use **PREVIOUS HIGH SCHOOL WORK** for high school credit, NARHS needs documentation!
- (2) If you want to use **COURSEWORK FROM COLLEGE** for high school credit, NARHS needs documentation!
- (3) If you want to use **YOUR EMPLOYMENT EXPERIENCE** for high school credit, NARHS needs documentation!
- (4) If you want to use **PROFICIENCY TESTING** for high school credit, NARHS needs documentation!
- (5) If you want to use **HOMESCHOOL WORK IN TEXTBOOKS** for high school credit, NARHS needs documentation!
- (6) If you want to use **SELF-DESIGNED HOMESCHOOL WORK** for high school credit, NARHS needs documentation!
- (7) If you want to earn high school credit **IN ANY OTHER WAY**, NARHS 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 NARHS will apply towards graduation requirements. What documentation is required? There is a specific type of documentation acceptable in order transfer your credits to NARHS -- an OFFICIAL high school transcript.

**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 NARHS. This is done to prevent any tampering with the legal document.

**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 NARHS 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, NARHS will need the Official Transcript from the previous school.

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 the years of enrollment, each course taken, the grade earned for each course, and how many credits were awarded for each course. It also contains directory & statistical information.

**CONCLUSION:** *If you want to use PREVIOUS HIGH SCHOOL WORK for high school credit at NARHS, then NARHS 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 NARHS will apply towards graduation requirements. What documentation is required? There are two types of documentation acceptable for transferring these credits to NARHS -- 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 the year each course was taken, the name and number of each course, what grade was earned for each, and how many credits were awarded for each.

**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.

### **NOTE: Converting College Credits to High School Credits**

- If the course was taken at a college that requires about 120 credits for Bachelor's Degree (or about 60 credits for an Associates Degree), then each course earning 3 college credits will be awarded 1 high school credit from NARHS.
- If the course was taken at a college requiring about 180 credits for a Bachelor's Degree (or about 90 for an Associates Degree), then each college course earning 5 college credits is awarded 1 high school credit from NARHS. These conversions are the most common, but NARHS also accepts others.
- If the college course is needed to satisfy the graduation requirements at NARHS, and if the high school student would not graduate without that credit, then the college course WILL be included on the high school transcript. Other college courses may be included on the high school transcript if the student and /or family wishes.

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



## 3

### Employment Training

A student's employment training may be converted into high school credit at NARHS. 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. **NOTE: Since most "jobs" consist of repetitive tasks, every hour of your work time will NOT count towards earning credits. The appropriate amount of hours will be determined by your parent and NARHS advisor.**

#### (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. NARHS 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 sample of a course description is provided in this HANDBOOK. 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. NARHS 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, NARHS can use a simple "P" to indicate you Passed the course -- we will assume that if you weren't fired, you passed!

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

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

#### One final note about the process:

NARHS 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 count EVERY hour worked toward credit...it is extrapolated by the parent and NARHS advisor.**

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



## Proficiency Testing

Some students already know enough 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 NARHS 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, plus a modest facility's fee

Pass the test and earn **one** high school credit from NARHS

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

Financial Accounting  
College Algebra  
American Government  
American Literature  
Analyzing & Interpreting Literature  
Biology  
Business Law, Introductory  
Calculus  
Chemistry  
Educational Psychology, Intro  
College Composition  
English Literature  
French Language, Level 1 & Level 2  
College Composition Modular  
German Language, Level 1 & Level 2  
History of the US: through 1877 (U.S. 1)  
History of the US: 1865 - Present (U.S. 2)  
Human Growth and Development  
Humanities  
Info. Systems and Computer Appl.  
Macroeconomics (Principles of)  
Management (Principles of)  
Marketing (Principles of)  
College Mathematics  
Microeconomics (Principles of)  
Natural Sciences  
Psychology, Introductory  
Social Sciences and History  
Sociology, Introductory  
Spanish Language (Level 1 & Level 2)  
Pre-calculus  
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 a 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 more than 40 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](http://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](http://www.REA.com)

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

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

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

## 5

### Homeschool Work from Textbooks

Most homeschoolers still use textbooks for some, or, for 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 NARHS 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.

NARHS 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 NARHS at the end of the year as part of the once-a-year portfolio review.

#### 2. The “All Daily Work” Method

Daily Log Book, such as the one provided to new NARHS 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 NARHS at the end of the year as part of the annual portfolio review. (See “Portfolio”)

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

## 6

### Self-Designed Customized Work

Some courses do not lend themselves to textbooks. NARHS 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 (defined elsewhere in the Handbook)  
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  
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 the 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 NARHS teacher assigned to you. Some forms of evidence include:

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

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

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

# DOCUMENTATION / Evidence / Proof *continued*



## OTHER Sources can also Count for Credit

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

NARHS has awarded PE credit to students who participated in varsity sports at their public school. Even though their school did not award credit for team sports, NARHS 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.

NARHS 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 in that subject, too.

NARHS 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. NARHS 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 Assistant) 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 NARHS.

Clearly, most 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, NARHS is open to ideas, but we still require physical evidence/proof that the content of a course was completed.*

# The GOAL for High School.

Steve Moitozo and his family began homeschooling in 1984. In his testimony before the Maine House and Senate Joint Committee on Education, he presented the following

**“With high school students,  
I believe there are four overriding principles:”**

**1. “The GOAL of education is to prepare  
a child for adulthood.”**

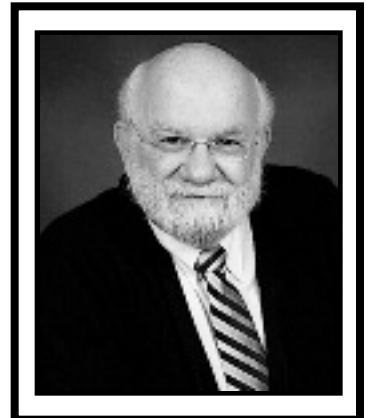
*Today, Steve adds: “Our goal is NOT to prepare them for college....NOT to prepare them for marriage... NOT to prepare them to be parents... Our goal is to move the student from childhood to adulthood. As that happens, the other factors are soon resolved.”*

**2. “The real world rewards specialists  
more than it rewards generalists.  
Students who seem too enthusiastic about an area special to them, should not be required to “put the brakes on that” -- instead, we should help them pour in more fuel.”**

*Today Steve adds: “When my son was 9, I told him he spent too much time on the computer. Today (at 36), he speaks throughout the world to missions organizations and demonstrates how to insure Internet security to protect mission data AND how to protect the identities of people located in areas hostile to Christian outreach.”*

**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:  
A. People learn what they need to know WHEN they need to know it.  
B. People learn what THEY need to know when THEY need to know it.  
C. 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 hope is that when they leave home, they will know HOW TO FIND everything they’ll need to know as adults.”**



*Steve Moitozo, Founder  
Homeschool Associates of New England, 1984  
North Atlantic Regional Schools, 1989*

# Daily Log

|                  |               | Subject 1<br>English                                                                                                                        | Subject 2<br>Math                                                                                    | Subject 3<br>Science                                                                                                 | Subject 4<br>Soc. Studies                                                                                            |
|------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>Monday</b>    | Date 12/8/96  | American Lit.<br>Read more of<br>Scarlet Ltr.<br>pp. 222 - 300                                                                              | CLEP Algebra<br>Review<br>pp. 75 - 85                                                                | Text Ch 5<br>pp132 - 138<br>Ans Q's on p 183                                                                         | LifePac #904<br>pp 1 - 5                                                                                             |
|                  |               | <input type="text"/>                                                                                                                        | 2 hrs                                                                                                | <input type="text"/>                                                                                                 | <input type="text"/>                                                                                                 |
| <b>Tuesday</b>   | Date 12/9/96  | Updated the<br>vocab. list                                                                                                                  | CLEP review<br>PP 86 - 94                                                                            |                                                                                                                      | L.P pp 6 - 12                                                                                                        |
|                  |               | <input type="text"/>                                                                                                                        | 1.25hrs.                                                                                             | <input type="text"/>                                                                                                 | <input type="text"/>                                                                                                 |
| <b>Wednesday</b> | Date 12/10/96 | 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!!!                                                            |                                                                                                                      |                                                                                                                      |
|                  |               | <input type="text"/>                                                                                                                        | <input type="text"/>                                                                                 | <input type="text"/>                                                                                                 | <input type="text"/>                                                                                                 |
| <b>Thursday</b>  | Date 12/11/96 | Scarlet Ltr.<br>writing assignt<br>p. 302                                                                                                   | Practice Exam #3<br>in the Study Guide<br>1.5 hrs.                                                   | Field trip with<br>homeschool group<br>to Hematology Lab<br>at SMMC Hospital.                                        | L.P Review for<br>Self Test #1                                                                                       |
|                  |               | <input type="text"/>                                                                                                                        | 1-1/2 h                                                                                              | <input type="text"/>                                                                                                 | <input type="text"/>                                                                                                 |
| <b>Friday</b>    | Date 12/12/96 | Quiz #7                                                                                                                                     | Correct exam<br>#3<br>0.5 hrs.                                                                       | Watch video on<br>blood-types.                                                                                       | L.P corrections to<br>S.T. #1                                                                                        |
|                  |               | <input type="text"/>                                                                                                                        | 1/2 hr                                                                                               | <input type="text"/>                                                                                                 | <input type="text"/>                                                                                                 |
| <b>Saturday</b>  | Date 12/13/96 |                                                                                                                                             | Took the CLEP<br>exam at UMaine.                                                                     |                                                                                                                      |                                                                                                                      |
|                  |               | <input type="text"/>                                                                                                                        | 2 hrs                                                                                                | <input type="text"/>                                                                                                 | <input type="text"/>                                                                                                 |
| <b>Sunday</b>    | Date 12/14/96 |                                                                                                                                             |                                                                                                      |                                                                                                                      |                                                                                                                      |
|                  |               | <input type="text"/>                                                                                                                        | <input type="text"/>                                                                                 | <input type="text"/>                                                                                                 | <input type="text"/>                                                                                                 |
|                  |               | If tracking time & activities, how many "Total to date" hours were carried over from last week? <input type="text"/>                        | 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="text"/> | If tracking time & activities, how many "Total to date" hours were carried over from last week? <input type="text"/> |
|                  |               | Add this week's hours from the column above <input type="text"/>                                                                            | Add this week's hours from the column above 7.25                                                     | Add this week's hours from the column above <input type="text"/>                                                     | Add this week's hours from the column above <input type="text"/>                                                     |
|                  |               | <b>TOTAL to date</b><br>(carry this to next week's column "Subject 1") <input type="text"/>                                                 | <b>TOTAL to date</b><br>(carry this to next week's column "Subject 2") 67.75                         | <b>TOTAL to date</b><br>(carry this to next week's column "Subject 3") <input type="text"/>                          | <b>TOTAL to date</b><br>(carry this to next week's column "Subject 4") <input type="text"/>                          |

**Sample**

Notes...

# Sample

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

NARHS publishes this Daily Log Book.  
 • HEAVY paper • 53 weeks! • 7-day week!  
 • Lay-flat binding • Rugged vinyl covers  
 \$15.00 and shipping you can have this Daily Log Book. [www.narhs.org/store](http://www.narhs.org/store)  
 • 9 subject columns  
 • 5 different colors



# COURSE DESCRIPTION FOR SELF-DESIGNED COURSE

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

## **Course Title, Description:**

*Basic Jewelry Making*

## **Course Classification:**

FA

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

## **Objectives included:**

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

**Sample**

## **Research included:**

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

- www.geocities.com/jwlrymkr to study casting, fabrication, mold making, repairs, wax carving, ingot making, polishing, stone setting, & 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. 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).

**“EASY USE”  
FORM  
for  
ONE  
self-designed  
course**

**COURSE DESCRIPTION FOR THIS SELF-DESIGNED COURSE**

Student's Name: \_\_\_\_\_ Grade level: \_\_\_\_\_ School year: \_\_\_\_\_

**Course Title:** \_\_\_\_\_

(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.)

**Course Classification:** \_\_\_\_\_

(pick from the following subject areas)

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)

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**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.)

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**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.)

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**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.)

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**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.)

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

# COURSE DESCRIPTION FOR SELF-DESIGNED COURSE

--> *There are times when it is best to write the course descriptions AFTER completing the course, allowing you to provide a description of what actually happened.*

## Course Title, Description:

*Equine Nutrition*

## Course Classification:

*SC, BU*

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

## Objectives included:

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

**Sample**

## Activities included:

- We searched the Internet for a variety of information such as Veterinary Science. A good place to start was the university web sites where we knew they offered equine studies such as the University of Minnesota at: [www.crk.umn.edu/academics/degreesalpha.htm](http://www.crk.umn.edu/academics/degreesalpha.htm) and Equine Nutrition at the University of Kentucky at [www.uky.edu/ag/VetScience/](http://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 inter-

view

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 NARHS publication, *First Great Book of High School Course Descriptions*, available from NARHS. This book contains hundreds of course descriptions appropriate for self-designed courses and it covers every required subject area.

**“EASY USE”  
FORM  
for  
ONE  
self-designed  
course**

**COURSE DESCRIPTION FOR THIS SELF-DESIGNED COURSE**

Student's Name: \_\_\_\_\_ Grade level: \_\_\_\_\_ School year: \_\_\_\_\_

**Course Title:** \_\_\_\_\_

(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.)

**Course Classification:** \_\_\_\_\_

(pick from the following subject areas)

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.)

\_\_\_\_\_  
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\_\_\_\_\_  
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**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.)

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\_\_\_\_\_  
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**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: \_\_\_\_\_

**“EASY USE”  
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**COURSE DESCRIPTION FOR THIS SELF-DESIGNED COURSE**

Student's Name: \_\_\_\_\_ Grade level: \_\_\_\_\_ School year: \_\_\_\_\_

**Course Title:** \_\_\_\_\_

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**Course Classification:** \_\_\_\_\_

(pick from the following subject areas)

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)

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**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.)

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**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.)

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**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.)

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

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

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

### ENGLISH

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

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

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

**Sample**

### PHYSICAL EDUCATION

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

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

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

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

### HEALTH

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

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

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

### FRENCH 1

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

**Method for Learning the Course:** Attended classes.

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

### UNITED STATES HISTORY

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

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

**Method of Evaluation:** Score on the CLEP test, in addition to keeping track of the number of hours spent studying the course material leading up to the test (quality of his notes and practice tests). Completed 49 hours of study. Copy of CLEP results attached.

### BIOLOGY

**Course Description:** University of Nebraska Internet course in biology.

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

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

### TYPING

**Course Description:** Introduction to Keyboarding on the PC.

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

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

### AMERICAN SIGN LANGUAGE

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

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

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

### CONSUMER MATHEMATICS

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

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

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

### HOME ECONOMICS

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

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

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

**"EASY-USE"  
FORM**

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, use backside of the page. ---

**#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:** \_\_\_\_\_

**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:** \_\_\_\_\_

**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:** \_\_\_\_\_

**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:** \_\_\_\_\_

**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:** \_\_\_\_\_

**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:** \_\_\_\_\_

**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:** \_\_\_\_\_

**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.?

**"EASY-USE" FORM**

STUDENT NAME: JOHN Q STUDENT GRADE: 10 SCHOOL YEAR: 2009-2010

# HOMESCHOOL TRANSCRIPT

STUDENT ID NUMBER: 022033304444 D.O. B. 1/1/1993  
 Usually the student's ID is unique and auto-generated by the Student Management System. Occasionally a different number is used.

(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.)

**PARENT Information:**  
 Parent(s) Name(s) JOHN & MARY COMMONAME  
 PARENT(S) ADDRESS: 789 SOMESTREET DR.

**PARENT'S**  
 Phone(s) 1-123-456-7890  
**PARENT'S**  
 CELL: 999-888-7771

| Course Names:                             | Credit Earned | Final Grade |
|-------------------------------------------|---------------|-------------|
| <u>English</u>                            | <u>1</u>      | <u>95</u>   |
| <u>Consumer Math</u>                      | <u>1</u>      | <u>96</u>   |
| <u>United States History (CLEP) *</u>     | <u>1.0</u>    | <u>P</u>    |
| <u>Biology</u>                            | <u>1.0</u>    | <u>85</u>   |
| <u>Typing</u>                             | <u>0.5</u>    | <u>90</u>   |
| <u>French I (Community College)*</u>      | <u>1</u>      | <u>93</u>   |
| <u>Physical Education</u>                 | <u>0.5</u>    | <u>95</u>   |
| <u>American Sign Language (Adult Ed.)</u> | <u>1</u>      | <u>88</u>   |
| <u>Health</u>                             | <u>0.5</u>    | <u>98</u>   |
| <u>Home Economics</u>                     | <u>1</u>      | <u>99</u>   |
| _____                                     | _____         | _____       |
| _____                                     | _____         | _____       |
| _____                                     | _____         | _____       |

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

**BE SURE TO PROVIDE EVIDENCE OF VOLUNTEER "SERVICE HOURS"**  
 This appears on your transcript, so evidence is needed to justify putting it on the transcript.

(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 trophy, or citation, or plaque, photograph, or certificate issued by another person or organization.)

This appears on your transcript, so evidence is needed to justify putting it on the transcript.

**VOLUNTEER WORK:**  
 Volunteered. St. Paul's Hospital 18 hours  
 Volunteered. Pooch Day Care Center. 7 hours  
 10th grade total = 25 hrs.

**ACHIEVEMENTS:**  
 Earned brown belt in Karate.  
 (certificate attached)

**Sample**

( ) Parentheses means this course was taken elsewhere.  
 \* I have attached the grade report or transc. for these courses.

The sections below are NOT ADDED TO THE TRANSCRIPT, but will be in your student's file at NARHS, just in case we need the information to respond to an inquiry -- or -- to jog your memory about an activity or what year it occurred.  
**AGAIN: these items below will NOT appear on your high school transcript.**

**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)...)  
 \_\_\_\_\_  
 \_\_\_\_\_

**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 to the space available -- remember, one transcript covers all four years!



**"EASY-USE"  
FORM**

STUDENT NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_ SCHOOL YEAR: \_\_\_\_\_

# HOMESCHOOL TRANSCRIPT

STUDENT ID NUMBER: \_\_\_\_\_ D.O. B. \_\_\_\_\_  
Usually the student's ID is unique and auto-generated by the Student Management System. Occasionally a different number is used.

(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.)

**PARENT Information:**  
 Parent(s) Name(s): \_\_\_\_\_ PARENT'S Phone(s) \_\_\_\_\_  
 PARENT(S) ADDRESS: \_\_\_\_\_

| Course Names: | Credit Earned | Final Grade | (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...) | (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 trophy, or citation, or plaque, photograph, or certificate issued by another person or organization.) |
|---------------|---------------|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| _____         | _____         | _____       | <p><b>BE SURE TO PROVIDE EVIDENCE OF VOLUNTEER "SERVICE HOURS"</b></p> <p>This appears on your transcript, so evidence is needed to justify putting it on the transcript.</p> <p><b>VOLUNTEER WORK:</b></p>            | <p><b>BE SURE TO PROVIDE EVIDENCE FOR EACH ACHIEVEMENT</b></p> <p><b>ACHIEVEMENTS:</b></p>                                                                                                                                                                                                                                              |
| _____         | _____         | _____       |                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                         |
| _____         | _____         | _____       |                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                         |
| _____         | _____         | _____       |                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                         |
| _____         | _____         | _____       |                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                         |
| _____         | _____         | _____       |                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                         |
| _____         | _____         | _____       |                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                         |
| _____         | _____         | _____       |                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                         |
| _____         | _____         | _____       |                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                         |
| _____         | _____         | _____       |                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                         |

The sections below are **NOT ADDED TO THE TRANSCRIPT**, but will be in your student's file at NARHS, just in case we need the information to respond to an inquiry -- or -- to jog your memory about an activity or what year it occurred.  
**AGAIN: these items below will NOT appear on your high school transcript.**

**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)...)  
 \_\_\_\_\_

**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!

## PORTFOLIO

### PREPARE YOURSELF TO PREPARE THE WORK

*Subject by subject !!! Life just isn't split up into SUBJECTS!!!* Right. Life is not divided into subject areas. But academic transcripts are. So, NARHS is forced to review each subject area, record a grade, and award a credit, a partial credit, or whatever is appropriate.

All teacher/advisors who review student portfolios are VERY experienced at what they do. Most are certified in their fields. Most have seen homeschool work for many, many years from all kinds of programs. PLEASE do not try to fool them or "put one over on them." They are pretty sharp. "Fake Right, go Left" will not work well here. So just do the right thing.

Remember -- the portfolio contains a YEAR'S WORTH of work. Maybe it didn't TAKE a year to do, but if a subject is worth ONE credit, then it took ONE years worth of work to earn it. The evidence we need to see and review is outlined in detail on the previous pages.

\_\_\_ Do the safe and prudent thing and read the rules again.

\_\_\_ Call your NARHS advisor, ask questions, let him or her offer advice on how to prepare the subject-by-subject evidence.

\_\_\_ Your specific NARHS advisor is the same one who will receive your portfolio, review it, and award the credit for what you present. Keep the advisor's number and email.

## PORTFOLIO

### SHOULD YOUR STUDENT HELP PREPARE THE PORTFOLIO?

It is fine that the student help, but be aware that problems can arise.

The student may want to OMIT certain parts or evidence; e.g., poor test results, embarrassing picture or artwork he generated, the singing performance at church, first attempt at a solo, story he wrote to his grandmother, the job that lasted only 4 days, the photo showing his terrified expression on that rollercoaster... the video of his first piano recital, and so on.

The student may want to include something YOU would like to OMIT: e.g., the writing sample that was a letter to his girlfriend, the time he wrote negative stuff about you (or his brother, father, sister, etc.), the rabbit he shot with his bow, the picture showing how he "dressed" the rabbit, his visit to the meat processing plant, the photo he took of you in the hospital (the day you had a baby), and so on.

So, if you can get a cooperative buy-in, have the student give you direct help. Otherwise, have the student on "stand-by" to find things for you (indirect help).

## PORTFOLIO

### PREPARING THE SUBJECTS FOR REVIEW

File folders work well. One folder for each subject could work if the course was a textbook course. If the book had 30 tests, we need to see 30 tests, so a folder might be fine.

In the file folder put the items and evidence that relate to the subject. Try to avoid mixing papers from science with the math papers, etc.

When file folders are not the right thing for the subject, call your NARHS advisor. The advisor sees hundreds of portfolios, so they know what others have done. They can advise you.

If you package up the portfolio to ship, be "hearty," be "beefy" and pack it well. Padding is cheap, newspaper, plastic bags, old pillows have arrived (odd, but effective), and of course the little styrofoam peanuts are always useful IF you use enough of them! Think tough when you pack.

You MUST remember to provide the return postage, too. These records are too important...they will be shipped back to you...and we advise you to keep all of the portfolios until your student has his diploma in his hands!

## PORTFOLIO

### LIKELY to FORGET ? MOST FORGOTTEN ITEMS

When you send your portfolio, what are you most likely to forget to send? After 22 years, we can pretty much tell you the most forgotten items.

The Return Shipping Label (or check to cover return shipping)

The Course Description for each Self-Designed Course

Self-Designed course records  
(tracking the hours invested, providing the evidence we might have expected, course description for the self-design courses)

The Summary Sheet

The Homeschool Transcript

The Grade Reports/Transcripts for courses taken elsewhere

## PORTFOLIO

### IN THE PORTFOLIO, BE SURE TO INCLUDE:

#### \_\_\_ 1 \_\_\_ Portfolio Evidence.

This collection contains the evidence 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.

#### \_\_\_ 2 \_\_\_ Daily Log Book.

This day-by-day written log of student activity corroborates 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 NARHS staff has to total up the hours, there will be an additional cost for this service.

#### \_\_\_ 3 \_\_\_ Homeschool Transcript a/k/a "Parent prepared" or "Adult + Student Prepared"

This one-page document is a snapshot of what was actually accomplished during this school year...not necessarily what you PLANNED to do, but what you ACTUALLY did.

#### \_\_\_ 4 \_\_\_ Course Description for Self-Designed Courses

Not all students use self-designed courses, but if you do, there must be a course description for each and each must be included in the portfolio in order to earn credit.

#### \_\_\_ 5 \_\_\_ Summary Sheet.

This one-page document prepared by the parent or adult student offers a few lines about each course taken. It also contains a statement about how each course was accomplished and evaluated. Again, this does not show NARHS what you PLANNED to do, but what you ACTUALLY did.

#### \_\_\_ 6 \_\_\_ Return Shipping

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.

## PORTFOLIO

### BIGGEST PROBLEM WE HAVE WITH PORTFOLIOS

#### PRUDENCE:

Knowing how important portfolios can be, we send your portfolios back to you for safekeeping and storage at home. If you have not paid the return postage, we send your portfolio back anyway. Then, we put the cost on your record and we send you a bill.

The cost of the return postage (return shipping) is the family's. Return shipping is NOT covered by tuition. One portfolio received today could be in a large envelope and the next will weigh 63 pounds! We could not include such variable costs into tuition.

#### RECOURSE:

NARHS accepts the portfolio, NARHS awards credit for the satisfactory work, and then NARHS goes silent about your student. If you don't pay your balances with NARHS, no information is given to anyone...not to a college, not to a recruiter, not a potential employer, not any other school, nobody. It is said over and over in our literature,

*"As in most private schools, before any records, letters, diplomas, recommendations, or other documents are released from NARHS, the student's account must be paid in full."*

## PORTFOLIO

### UNPAID BALANCE ON YOUR ACCOUNT

When a family has an "outstanding balance," NARHS holds all information about that student from anyone outside of NARHS.

This is a common practice among private schools. There is almost no other recourse available to NARHS except a collection agency or an attorney.

## PORTFOLIO

### CONSEQUENCES FOR YOU

When a family does not send the balance due, their account is in default. At that point, the student information goes to no one.

\_\_\_ Is it worth it to have your scholarship applications stalled because you owed return postage of \$17.75.

\_\_\_ Is it worth losing an employment offer reversed because you didn't pay a \$12.90 postage fee. They cannot get your school records.

\_\_\_ Your college admission is denied "Because we have no record of any high school work." For \$28.00 shipping fee?

\_\_\_ Apprenticeship with electrician's union is denied.

They require PROOF of a high school diploma.

Pipefitters Association, Plumber Apprenticeship programs, Employment by a police department, fire department, city workers, county workers, good jobs, good benefits, but all delayed or lost because you did not pay the return postage fee.

## PORTFOLIO

### HELP US WITH THIS, PLEASE.

Return Postage is a term used to describe what the parent pays to have their portfolio returned. Portfolios become evidence needed when a question or problem arises, such as a challenge from a school department, an ex-spouse who is ill-intentioned, a neighbor who sees your children too often during school hours, a relative who is trying to get you to put your kids back in school "where they belong."

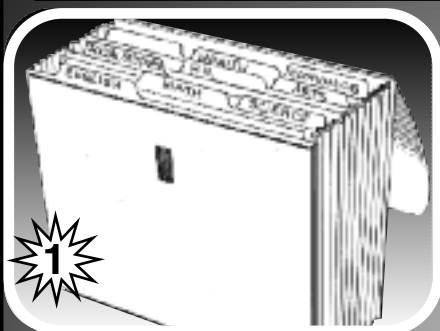
Here's what happens:

You do not include the cost of return postage. Small problem for you...\$17.75.

Other parents & teachers don't include their return shipping either. Eventually, the small problems add up and become a BIG PROBLEM for NARHS. With no exaggeration, NARHS is owed (just for return postage of portfolios) at least \$18,000.00 and at times more than \$30,000.00. A family's small problem becomes NARHS bigger problem. Please help us with this.

YES it is important enough to REPEAT!  
When the year is over, THIS is how your work will be evaluated... YOU MUST SEND ALL 6.

# Portfolio Review



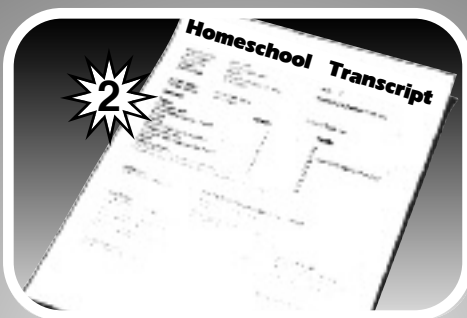
1

## Portfolio Evidence.

This collection should PROVE 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. There are too many variables to explain in this space. You will find additional pages in this book helpful. Please remember the teacher advisor assigned to you is yours to consult for details about YOUR portfolio.

### REMEMBER:

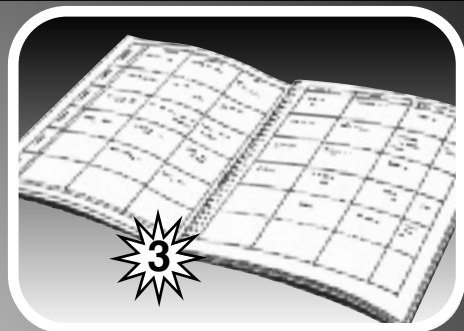
for self-designed courses, include a Course Description for each.



2

## 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 in this book and you are welcome to use an "Easy Use" form, also included in this book for your convenience.



3

## Daily Log Book.

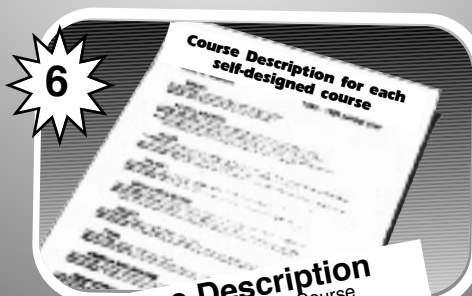
This day-by-day written log of student activity corroborates the evidence presented in the portfolio. It also contains the summary of hours invested in self-designed courses and marks other important events in the school year experience. When recording the hours in a self-designed course, be sure to include the grand total hours invested in the course. *If NARHS 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. (NARHS publishes the best Log Book available. Call us.)



4

## Better Than A Check.

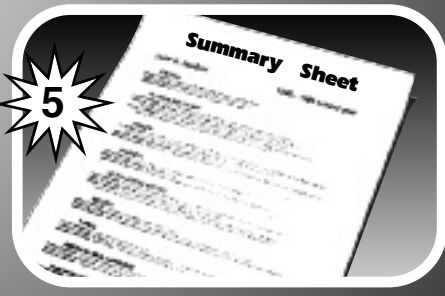
A PRE-paid Return Label should be included in your package. While you are at the service counter, have the counter clerk print a pre-paid label that will return the portfolio to you. This will prevent any charges from the school, which may be higher than the ACTUAL cost. THEREFORE, BEST of ALL --- send a prepaid shipping label. Next Best -- send a check. All portfolios are returned to the student or family. You must pay for the return postage.



6

## Course Description for each Self-Designed Course

for each Self-Designed Course  
IF you use any self-designed courses, there must be a course description for each and each must be included in the portfolio in order to earn credit.



5

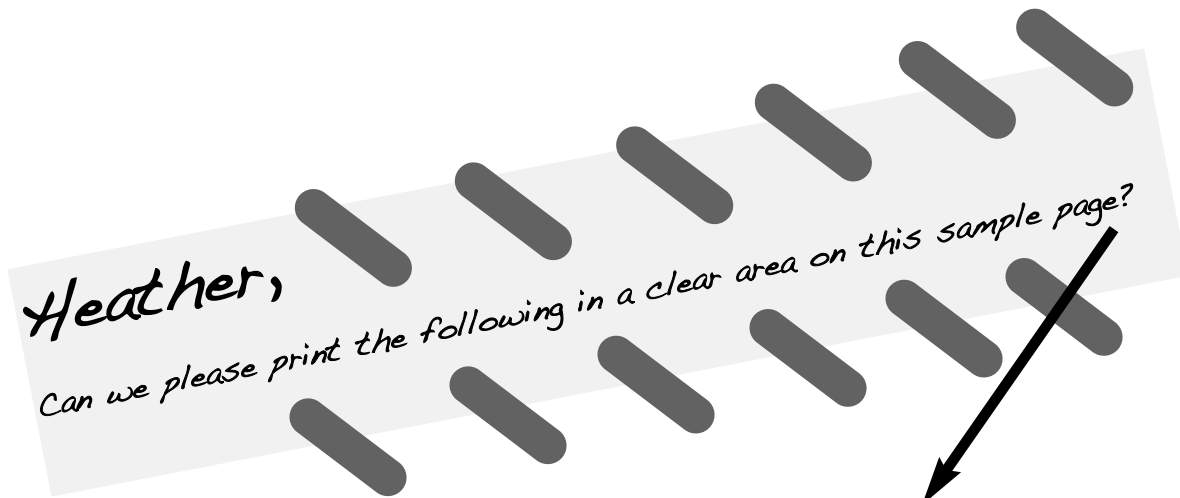
## Summary Sheet

This one-page document offers a few lines about each course taken.

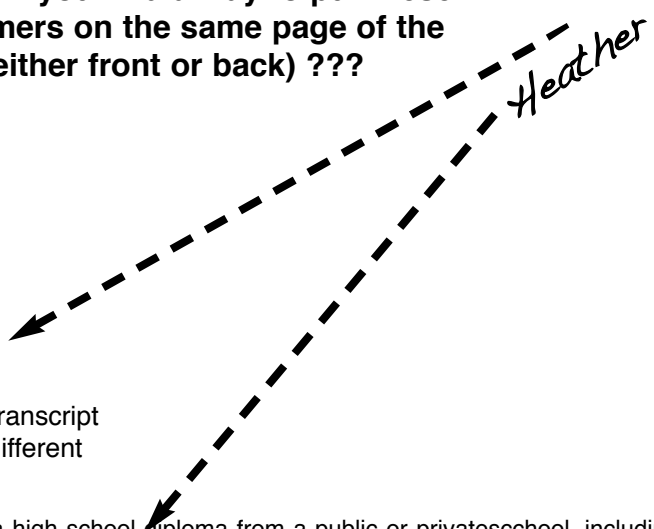
It also contains a statement about how each course was accomplished and evaluated. See a detailed example and sample elsewhere in this book. A blank "Easy Use" form is also available for your convenience.

We understand that families and professional educators are somewhat anxious about what should be included in portfolios, especially the FIRST time they prepare and present them. NARHS staff is quite good at advising and assisting you in preparing an appropriate portfolio specific to YOUR student. All students who are registered with NARHS have a teacher assigned to them, so feel free to call your assigned teacher whenever you have questions about any of these details. You can reach the Maine office by calling 800-882-2828.

# front of Transcript



~~~~~  
Heather: can you find a way to put these two disclaimers on the same page of the transcript (either front or back) ???



NOTE: This is a sample of what the NARHS transcript looks like. Your actual transcript may have a different appearance.

REMEMBER: Earning high school credits and/or a high school diploma from a public or private school, including NARHS, does not guarantee any particular or special access to or admission to any college, scholarship employment, apprenticeship, military enlistment, appointment, academy or honor. High schools can work with you to earn your credits and your diploma, but beyond high school the variables are unknown and not up to the high school.

Transcript back page

Heather,

Can we please print the following in a clear area on this sample page?

NOTE: This is a sample of what the NARHS transcript looks like. Your actual transcript may have a somewhat different appearance.

YOUR TRANSCRIPT

BACK OF THE TRANSCRIPT -- Top

Most high schools do not include a "Back of Transcript." We include it for the student, the parent, and the others who will see it.

ADDITIONAL ACHIEVEMENTS

It contains your accomplishments during your high school career. These will include only those achievements that can be proven from some organization with a letter, citation, trophy, award, or likewise.

COMMUNITY SERVICE

Also called "Volunteer Service," this is required for some scholarships. Even if volunteering is not required, it can make a good impression on those who are making decisions. If there is a "toss up" between you and another applicant, you have the advantage with this listing if the other candidate has none.

TESTING

Not the typical classroom testing, but the special testing, such as College Placement Tests, CLEP, Excelsior, AP, AICE, IB, DANTES / DSST, and others.

Taking such tests is "above-and-beyond" what is required. Just TAKING these tests shows your willingness to do extra, to tackle a job, and to do more than you were asked. Of course, good scores are nice. *Not happy with a score, leave it out!* There are no requirements in this section.

YOUR TRANSCRIPT

PURPOSE OF A TRANSCRIPT

The high school transcript is a complex, legal document. The school's verification, the signatures, the school coat of arms (or official stamp), and the school's seal are all of which are intended to represent and authenticate the student's academic accomplishments.

The transcript is one tool used by employers, military recruiters, security agencies, law enforcement, the judicial system, as well as the usual college admission counselors, scholarship committees, and financiers considering student loans.

It is important we get the transcript right.
How do we do that?

NARHS tries to impress upon the student and/or parent that it is important THEY get it right, and we request that they give us good information to back up any claims of the work, grades, and credits earned. We double-check and we review, then we make decisions as professionals and issue our decisions through our authority as a school.

The transcript is NOT a RESUME. It does not list every activity, interest, or all extra-curricular participation by the student. This is an academic record.

YOUR TRANSCRIPT

BACK OF THE TRANSCRIPT -- Bottom

ACT / SAT Scores

This section is here because about half the colleges in the US may request these scores.

SECONDARY SCHOOLS ATTENDED

If you have earned high school credits (or college credits) from some other source, the origins of the courses and credits are identified. This includes home education credits, if you're able to prove they were done successfully.

This section also assigns a number to the other sources and this number is placed next to the corresponding courses on the front of the transcript. (See the sample on the previous pages.)

GRADING SYSTEM

Those receiving the transcript, especially those who are considering a scholarship or admission to a select college, may need this information. Not always, but we include it on the back of the NARHS transcript so everyone knows the structure of our grading system.

SIGNATURE / VALIDATION

Official Transcripts must be signed by school officials and bear the seal of the school. NARHS uses both an imprinted stamp and an embossed, raised seal. Without this validation section, those who receive our transcript could think it was not genuine (computers allow unhealthy and illegal tinkering) and perhaps it was altered.

OFFICIAL, UNTAMPERED COPY, SIGNED & SEALED

Therefore, another safeguard is for NARHS to mail the Official Transcript DIRECTLY to the other school, college, or organization. If it is to be used by another authority, many times the other institution requires it be sent directly from our institution to theirs. This further ensures the official, legal record has not been tampered with by the student or parent.

YOUR TRANSCRIPT

ADD a SUPPLEMENT to ENHANCE TRANSCRIPT'S PURPOSE

When a transcript is needed by an agency or organization, it might be wise to provide them with your own separate page outlining other considerations...

This is known by different names:

- Personal Supplement
 - Social Supplement
 - Activities & Interest Supplement
 - Additional Information about Me
- or give a name that makes the impression you want.

SUGGEST::

STEP 1. After the supplement is finished, the parent or student can bring the document to the bank where they do their family banking. Ask for a Notary.

STEP 2. The Notary will ask to see your picture ID, ask if you are doing this "of your own will," and will watch you sign the document right in front of him or her.*

STEP 3. Then, to finish it off, the Notary will put the Notary Seal on the paper, countersign it, and date it.

The cost for using a Notary? If at your own bank, it is usually a FREE service. There are commercial notaries and they do charge a fee.

* The Notary's purpose is NOT to proof-read the document. His real purpose is to verify (a) YOU ARE who YOU SAY you are. (b) That you are doing this without coercion ("gun to your head"). (c) That as a sworn witness for the State, he personally watched you sign this document.

The Notary is a representative of the Secretary of State and has been tested and background checked for honesty and integrity. The Notary is then given a Commission by the State and carries out this and other responsibilities.

REPEATED HERE: Now that you have seen a copy of the NARHS transcript, you might like another look at the GRADING system.

GRADING

CAUTION:

GRADING 100% FOR STUDENT WORK

A final grade of 100 for a course means **PERFECT, no errors, no corrections needed, no re-do, 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.

Perfect scores of 100% on transcripts raise red flags to college admissions officials, employers, and recruiters -- too many 100's on a transcript must be collaborated with terrific outside test 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). **Help your student and yourself by limiting the number of FINAL grades with 100's unless they meet the conditions above.**

GRADING

HONORS COURSES

At NARHS, a course would be awarded "Honors" under any **ONE** of the following conditions:

- A.** If the course has been awarded the HONORS designation by another school and appears on the school's official transcript.
- B.** If the course is identified by the publisher that it is an honors course, and if the course has been done in its entirety as designed, then the course may have the designation of "honors."
- C.** If the course was successfully completed from a college textbook with objective, publisher-designed testing to prove it.
- D.** If the student passes a CLEP, or a DANTES, or an actual AP test in that subject, then the course they used to prepare for the proficiency test may be awarded "Honors" designation.

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

GRADING

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.

NARHS 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 NARHS student is working on course content specifically assigned to them.

Therefore, NARHS does not assign students a class standing.

GRADING

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.

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

**Grading Scale
4-point Scale
G P A Grade Point Average**

For courses taken under the NARHS, 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- | 3.67 |
| 87 - 89 | B+ | 3.33 |
| 83 - 86 | B | 3.00 |
| 80 - 82 | B- | 2.67 |
| 77 - 79 | C+ | 2.33 |
| 73 - 76 | C | 2.00 |
| 70 - 72 | C- | 1.67* |

*For courses taken under our program, no grade below 70 earns high school credit. However, if a course from a previous institutional school was awarded credit for a "D," then NARHS will also award the course credit toward graduation requirements.

| | | |
|----------------|-----------|-------------|
| 67 - 69 | D+ | 1.33 |
| 63 - 66 | D | 1.00 |
| 60 - 62 | D- | 0.67 |

GRADING

**Grading Scale Differences
G P A Differences**

High schools, colleges, and universities use numerous ways to calculate a GPA.

- ___ Some use a 5-point system.
- ___ Some use the 4-point system with no "plus" or "minus" values.
- ___ Some count only absolutely necessary academic credits and do not include any other courses when calculating the GPA.
- ___ Some schools use different point-spreads for an A, or a B, etc.
- ___ Some schools issue NO GPA, since most scholarship committees and admissions officials will convert whatever they receive into their own consistent, everybody-the-same formula they use to evaluate applicants.

NARHS uses a well known method that is widely accepted: "4-point unweighted scale."

The most important thing is that NARHS publishes our process in our literature, directly onto every transcript, and on the web. Any institution receiving the transcript will also receive our process. We trust the receiving institution to convert our report into their methods for their purposes.

CREDITS EARNED ELSEWHERE

OTHER SCHOOLS

Students who have earned credits from other schools, can transfer them to NARHS. To do this, the student or parent gives a formal request to the previous school(s) and asks them to mail an official transcript to NARHS. The credits from that school will be applied toward the graduation requirements at NARHS.

CREDITS EARNED ELSEWHERE

OTHER ORGANIZATIONS

In addition to school work, NARHS is experienced in evaluating courses and potential credits from other sources.

Boy Scouts, Space Camp, Girl Scouts, Sports Camps, Red Cross Certifications, Water Safety Instructor, First Responder Certification, YMCA/YWCA courses, 4-H, church or synagogue courses, public theater, community choirs and choruses, local bands, lessons in music, art, drama, horseback riding, junior Civil Air Patrol, Service Brigade, flight lessons, marksmanship, SCUBA, firearms safety, horsemanship competition, sports teams, correspondence courses, employer / employee's documented training...

CREDITS EARNED ELSEWHERE

FOREIGN TRANSCRIPTS

This describes a transcript produced from a school in a different country and in any language OTHER THAN English. Such a transcript will usually list the years attended, courses taken, grades earned, credits awarded, and other comments or information. If this transcript is from an American school overseas (Department of Defense School, a Mission School, an English speaking country, or other US related school), the document will be written in English.

If the student attended a national school in the other country, the transcript will likely be in that country's language. NARHS is not equipped to translate such important information. We refer families and students to commercial records and document translators such as:

Academic Credentials Evaluation Institute
<http://www.acei1.com>

Educational Perspectives
<http://www.educational-perspectives.org>

World Education Services
<http://www.wes.org>

CREDITS EARNED ELSEWHERE

CREDIT-BY-EXAM

This is a process by which NARHS students earn high school credits (and college credits) by "testing out" of the subject with a passing grade. NARHS recognizes these publishers results on their nationally standardized tests: CLEP, Excelsior, DANTES / DSST, AP, AICE, IB, and others.

Marks from these tests are listed on the student's transcript at NARHS as a "P" (Passing). The test title, classification of the course, and the credits are listed, but it is awarded a mark of "P." The "P" indicates a passing grade and may be used to complete graduation requirements. The grade of "P" does not hurt or help the student's GPA. Having passing scores on these tests can be an impressive addition to any high school transcript. It indicates that this student is capable of college-level work. As proof of the passing score, the "grade report" or the "candidates report" or similar should be sent in the portfolio. The actual work or study for the tests is not necessary, just the official report of the score.

CREDITS EARNED ELSEWHERE

COLLEGE COURSES

Earning high school credits for college courses is a common academic provision. Not all high schools will allow it, some have certain conditions, and the rules are not the same everywhere. At NARHS we accept college credits toward the graduation requirements and there is a conversion factor. A 3-credit course at most colleges takes 15 weeks and converts to 1 ONE high school credit at NARHS (one subject taken over 39 weeks). At other colleges, taking one course earns 5 college credits and that converts to ONE (1) high school credit at NARHS. No, that was not a typo, it is written correctly. Not all colleges do things the same way.

At the University of Maine, it takes 4 years to earn a Bachelor's Degree with 120 college credits.

At the University of Washington, it takes 4 years to earn a Bachelor's degree with 180 college credits.

UMaine Bachelor's Degree = 120 college credits in 4 years

UW Bachelor's Degree = 180 college credits in 4 years

Same courses, same degree, same time frame, DIFFERENT value to each course. Why? We don't know!

CREDITS EARNED ELSEWHERE

COLLEGE CREDITS CONVERTED TO HIGH SCHOOL CREDITS

___ If the course was taken at a college that requires about 120 credits for Bachelor's Degree (or about 60 credits for an Associates Degree), then each course earning 3 college credits will be awarded 1 high school credit from NARHS.

___ If the course was taken at a college requiring about 180 credits for a Bachelor's Degree (or about 90 for an Associates Degree), then each college course earning 5 college credits is awarded 1 high school credit from NARHS. These conversions are the most common, but NARHS also accepts others.

___ If the college course is needed to satisfy the graduation requirements at NARHS, and if the high school student would not graduate without that credit, then the college course WILL be included on the high school transcript. Other college courses may be included on the high school transcript if the student and /or family wishes.

GRADUATION ITEMS

GRADUATION (DIPLOMA) REQUIREMENTS IN YOUR STATE

All out-of-state students follow Maine law for their diploma, NOT their own state requirements. When you are working with NARHS to earn your high school diploma, your own state's diploma requirements are not the goal. Instead, you follow NARHS requirements to earn your diploma from our Maine high school.

NARHS 17.5 credits are the minimum to complete a diploma. Once you have the minimum, you MAY want to earn more credits, such as what your state requires, but you are not obliged to. If you are planning to seek a scholarship or admission to one of your local colleges, it might be a good idea to have the credits necessary for a diploma from your state. But it is NOT a requirement at NARHS.

If your state **REQUIRES** that homeschoolers take specific courses **IN ORDER TO HOMESCHOOL**, then you must do that. **AGAIN** -- we are not talking about their requirements to graduate -- we are talking about a **HOMESCHOOLED** student being **REQUIRED** to **TAKE** a **SPECIFIC COURSE** in order to **KEEP** the status as a legal homeschooler in their state.

If this is not clear, please call NARHS: 800-882-2828

GRADUATION ITEMS

GRADUATION and GRADUATION CEREMONY

At NARHS, the graduation is a voluntary event at which students receive their diplomas in public. It is a ceremony with certain traditions, a pleasant event, usually appreciated by relatives of the graduates -- parents, grandparents, husbands, wives, even the graduate's children.

While not required to receive your NARHS diploma, this traditional event is a public milestone marking the transition from a high school career to a more adult stage in life. A graduation ceremony brings a formal closure to that part of the student's preparation for adulthood.

(Some students do not want all the "fuss" that goes with a graduation day. But when we have mentioned things like "gifts" or "presents" or "money from aunts, uncles, grandparents," well, we see a change in facial expression!) "Rethinking" is a wonderful thing!

GRADUATION ITEMS

GRADUATION TIMING

Students may graduate from NARHS when they have completed all the necessary high school credits. Attending the NARHS graduation ceremony is NOT required. Students can graduate any day of the year as long as:

— the date they are requesting on their diploma is not **BEFORE** the date they first registered with NARHS (can't graduate from a school before you enrolled in it!)

— the date they are requesting on their diploma is **AFTER** the final date of their enrollment at NARHS (If the student's transcript lists enrollment as Jan. 3, 2010 and the final grades were complete on August 1, 2010, then the date on the diploma cannot be a date **PRIOR** to August 1, 2010, it must be August 1 or **LATER** than August 1.)

To be part of the NARHS graduation ceremony in Maine, the student must have completed all of the graduation requirements. There is flexibility, too. E.g., if all required credits were earned last year and he or she received the diploma last year and if the student was not able to attend the graduation ceremony, that student is still eligible to participate in this year's ceremony, or even next year's.

**CAUGHT ON CAMERA....This boy is LEARNING!
Nobody is "teaching" at this point, but he IS learning.
Just look at his intensity and interest!!!**

(No, we don't exactly know what that creature is.)



AFTER YOU GRADUATE

TRANSCRIPT IS A PERMANENT RECORD

The transcript is retained by NARHS in perpetuity and summarizes the student academic accomplishments in an official, uniform way. A student's transcript will be sent to another institution, employer, recruiter, and the like upon request by the student or the family. Once the student graduates from NARHS, the transcript is finalized and the Permanent Record actually becomes permanent. It is a VERY RARE occasion when any school would re-open a transcript or school record after the student has graduated.

The ONLY time we re-open a graduate's record is if we discover an obvious, substantive error.

AFTER YOU GRADUATE

REQUESTING THAT YOUR TRANSCRIPT BE CHANGED

From time to time, students (or parents) request changes be made to the previous years' transcript entries. Students and/or families may request changes to a transcript because they need a different course title to qualify for a scholarship, or for insurance benefits, or to add a course, or an award, or similar.

NARHS will **NOT** change any course title transferred from another institutional school on their official transcript. Other courses on the transcript were originally titled and awarded credit based on what the student and/or family submitted to NARHS. Therefore, the transcript reflects the positive input of the family and/or student and the original entries are considered to be accurate at the time of entry. The same is true for items on the back of the transcripts, such as testing results, list of previous schools, achievements and awards, and volunteer (community) service.

When changes to a previous year's transcripts are requested, NARHS will review the requested changes, and if NARHS agrees to make changes,

- the family will be charged \$40 for the adjustments; and, if more time is necessary to make the changes, an additional \$40 per hour thereafter.
- opening a previous years records to make changes applies only to transcripts of students who have NOT yet graduated.

If changes need to be made to previous transcripts because NARHS had made a demonstrated mistake, there is no charge to the student and/or family and the appropriate adjustments will be made.

AFTER YOU GRADUATE

REPLACEMENT DIPLOMA

This replacement will be the same as the one earned by the student previously EXCEPT it will not have the same signatures on it. Instead, the signatures will be from the current administration of the school. There are three reasons for this:

(1) The replacement will have been researched in the files to verify that the student did actually graduate, what date is on their diploma, and so on. (2) The signatures indicate the current administration in case the recipient or those who see the replacement have any questions about the student. (3) The original signers may no longer be at the school. NOTE: the current fee for producing the replacement diploma is \$65.00, payable by check, credit card, money order, or cash.

AFTER YOU GRADUATE

WHAT IS A HIGH SCHOOL TRANSCRIPT ?

The official, legal document produced by North Atlantic Regional High School is based on the following:

- (1) High school courses successfully completed while the student was completing a NARHS program (including homeschool, college courses, online courses, and more).
- (2) The high school level courses (or higher level) done in other schools, such as previous US high schools, when received by NARHS on the school's OFFICIAL transcript.
- (3) The high school level courses done overseas. If the courses are in the language of the country of origin -- we will need an official translation from one of the "Translation Agencies" listed in the NARHS Handbook.
- (4) The transcript produced by NARHS will include:
 - student's Name
 - address at the time he or she finished at NARHS,
 - the student's birth date,
 - the parents names and contact information as appropriate
 - dates of the enrollments
 - and, if the course earned credit or partial credit, the name of each course taken; the subject area assigned to each course; the grade level at which the course was taken; the final grade (score) of each course and the number of credits the student earned in each course.

The NARHS transcript will also show the grading scales used by the school and other pertinent information about the student's awards, volunteering, and other relevant features of his or her program.

AFTER YOU GRADUATE

TWO TYPES OF THE SAME TRANSCRIPT

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; historically, they have not been issued to the family or student, but are mailed directly from the previous institution to NARHS. The same is true when NARHS sends an official transcript to another institution. Sending the document DIRECTLY from one institution to another is intended to prevent any tampering with the legal document.

UN-OFFICIAL 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 when planning the student's program.

When a student is having credits transferred from a previous school to NARHS, it must be emphasized that credits are transferred from other schools to NARHS ONLY WHEN NARHS receives the credits from an OFFICIAL TRANSCRIPT.

Unofficial transcripts sent to NARHS do not fulfill any academic position/evidence needed to award credit. Therefore, at least by the student's graduation year, NARHS will need the Official Transcript from the previous school..

Appeals for exceptions or hardships are considered by the Administrator only if the matter has been explained in writing by the parent or student. Verbal requests for consideration are not sufficient. Again, the special request, notice of hardship, or reconsideration must be in writing before it will be considered. Email, mail, or delivery in person are adequate to initiate the process.

Requesting a transcript for college.

"How could this happen?"

"I requested it 2 weeks ago."

Admissions told me, "It's not there."

"What can we do now?"

"I had no idea!"

Student emails the NARHS Registrar and requests his transcript be mailed to SUNY. He gives NARHS the Admissions Office for SUNY

SUNY Admissions Office
1400 Washington Ave.
Albany, NY 12220

As requested, we send it to:
SUNY Admissions Office
1400 Washington Ave.
Albany, NY 12220

Student calls his SUNY admissions counselor who insists he has not received it. The admission counselor is right -- and wrong! HE did not receive it at the campus where our graduate wants to go to college.

Upset student calls NARHS. Upset parent calls NARHS. Upset registrar's office has the record of mailing THAT transcript to THAT admissions office as requested by THAT student. What happened? What's going on!?!

A little research on the web and NARHS discovers that the State Univ. of New York (SUNY) has 60 admissions offices.

Yes, 60

SOLUTION

The COMPLETE address is the BEST address.

Barely Good

Jane Q Smith
Admissions Office
Kansas State University
Manhattan, KS 66506

Since her name is on the envelope, the campus mail-room may be willing to locate Mrs. Smith's office and your transcript may arrive as intended.

Better

Jake Thompson, Enrollment Services
Lexington Concord Building, Ste. 919
Boston University
1776 Paul Revere Path
Boston, MA 02215

Specifies the person, the department, the building name, the office suite # and the actual address. High probability of successful delivery. Terrific!

Best

Johanna Dixon, Admissions
Atkinson Building #314
College of Engineering
Butler University
4600 Sunset Ave.
Indianapolis, IN 46208

Very specific to the person, the department, the building name, the office room number, the specific admissions office, and the actual street address. Expect successful delivery. Absolutely the best!

We have had some "interesting" experiences when we mail a transcript to a college. The parent or student calls us a few weeks later and reports the school says they.... "Never got it." "Yes, we have three official copies now." "Nothing in the file about it." And so on.

You can help us. To minimize this "Haven't received it" confusion, please supply us the NAME of a PERSON at the school and the department. Be VERY SPECIFIC: person's name, address, building name, suite or room number. Be as specific as possible.

It's not always "Admissions Office."

Enrollment Office Student Services
Office of Undergraduate Admissions Office of Undergraduate Enrollment
"Admissions, Eli Lily College of Music, Butler University"

and other names!

admissions@sunytccc.edu
admissions@sunyulster.edu
admissions@sunywcc.edu
admissions@downstate.edu
admissions@sunyoct.edu
admissions@alfred.edu
admissions@buffalostate.edu
admissions@cortland.edu
admissions@fredonia.edu
admissions@geneseo.edu
admissions@newpaltz.edu
admissions@oneonta.edu
admissions@plattsburgh.edu
admissions@potsdam.edu
admissions@purchase.edu
admissions@esc.edu
admissions@alfredstate.edu
admissions@canton.edu
admissions@cobleskill.edu
admissions@farmingdale.edu
admissions@sunymaritime.edu
admissions@morrisville.edu
admissions@sunyit.edu
admissions@genesee.edu
admissions@herkimer.edu
admissions@hvcc.edu
admissions@mail.sunyjcc.edu
admissions@sunyjefferson.edu
admissions@mvcc.edu
admissions@sunybroome.edu
admissions@cayuga-cc.edu
admissions@clinton.edu
admissions@corning-cc.edu
admissions@sunydutchess.edu
admissions@ficc.edu
admissions@sunysuffolk.edu
admissions@nccc.edu
gadmissions@albany.edu
ub-admissions@buffalo.edu
humecc_admissions@cornell.edu
ilr_admissions@cornell.edu
vet_admissions@cornell.edu
cals_admissions@cornell.edu
admit@binghamton.edu
admit@brockport.edu
admiss@niagaracc.suny.edu
admiss@oswego.edu
admiss@upstate.edu
admoff@ncc.edu
info@acc.sunyacc.edu
info@sunycgcc.edu
info@ecc.edu
info@ecc.edu
info@ecc.edu
(one email address for 3 campuses)
info@sunyrocland.edu
occinfo@sunyocc.edu
fitinfo@fitnyc.edu
geninfo@fmcc.suny.edu
apply@sunyorange.edu
enroll@delhi.edu
enroll@stonybrook.edu
hscstudentervices@stonybrook.edu
sampsodg@gw.sunysccc.edu
sccc@sullivan.suny.edu

NARHS High School HANDBOOK

arranged in 5 parts

PART 1 Perspective ABOUT US

Glossary of Terms frequently used by NARHS

The Glossary of Terms is a new feature. This provides a quick guide in ALPHABETICAL ORDER. The Glossary displays definitions, details, and descriptions from the entire HANDBOOK.

By its very nature, the Glossary repeats terms used elsewhere in the HANDBOOK.

We believe this glossary will be helpful and make items easier to find and understand.

PART 2 Program(s)

You USE it, so you CHOOSE it! Earn REAL high school credits, from a REAL school, for a REAL diploma. Homeschooling, public schooling, private schooling, college courses, online courses, adult ed courses, video courses, community-based courses, self-designed courses, and more.

PART 3 Procedures

How do we get the job done? What has to be "turned in" to NARHS? When?
How do I reach my teacher/advisor? What evidence do we keep for Fine Arts, Phys. Ed.?

NARHS' written and published policies are here in one place.

The administration thinks this will be the hardest section for people to read. Maybe it will be, but it is important that folks have the policies (a) in writing, (b) in their home (or in their hands), and (c) in plain language.

Is this cluster of policies ALL the policies applicable to NARHS students and families? No, we are certain there are others that have not been included on these pages. And if any one is looking for a ruling or policy on a relevant issue, he or she is invited to call the school office to inquire. When we understand the need for policies, especially to avoid confusion or uncertainty, we are not shy to tackle the matter.

The policies are simply "assembled" -- not in any sequence, not in any particular order.

These are "statements." More details about your topic of interest may be found in the text of the Handbook.

NOTE: some of the narratives and emails included give you insight on how decision are made, how policies are followed, and how we work with families to problem-solve with them.

In Part 5 we share a few anecdotes, ideas, and a few students to stretch our thinking together. What form this will take is uncertain, it is not yet complete, and we may add more with each new printing of the Handbook.

We may feature our students' stories in art, music, drama, and multiple other activities. Yes, these are successes, but there are some plain old, "I Finished!" stories, too. We understand how frustrating it can be for "regular" students to read some of the successes and achievements¹ of other students at NARHS, yet, we want to feature these stories to promote the idea that individually-designed education can be unusually valuable. Our flexibility and freedom as a private school strives to move students and families to innovation, problem-solving, and excellence.

CAUTION:

¹If you sense these stories will upset your student or others in the family, it may be best to avoid relating them. Students' success stories sometimes motivate, *but not always*. There are situations and students who become de-motivated, discouraged, and feel guilty after reading of other students' successes, *especially* if a story represents lost opportunities, a feeling of being substandard, and a shamed feeling.

Negative reactions may include self-talk and deliberate messages that can be extremely difficult to overcome or re-direct. Messages such as, "I am not good enough." Or, "I knew I was stupid" Or, "Why don't you let me do that!" We have heard reactions from other family members, such as, "We don't have that kind of kid! Put him back in school!" Therefore, we urge you to read these carefully and use parental discretion.



PART 4 Policies

PART 5 Proposed... more to come



North Atlantic Regional High School Policies

a brief review in random order

NARS & NARHS ARE EQUALLY CORRECT TERMS

1 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. Both apply to high school level students.

CHANGES. REVISIONS WITHOUT PRIOR NOTICE.

2 ...official publications of the North Atlantic Regional High School, Inc. whose official address is 21 Westminster St., Lewiston, Maine (ME) 04240. ...are subject to revision at any time, and NARHS reserves the right to add, withdraw, or revise any item, program, or provision presented in these publications without prior notice.

OWNERSHIP. COPYRIGHTS. LIMITED PERMISSIONS AUTOMATICALLY GRANTED.

3 All rights to these publications are reserved, are the property of the North Atlantic Regional High School, Inc., and are protected as copyrighted materials. Parents may duplicate pages in these books for their personal family's use, but no reproduction in any form is to be given, sold, bartered, or exchanged with others.

PROTECTING CHILDREN. CARE & CONFIDENTIALITY. FERPA.

4 Since our business includes the education of minor-aged children, we must protect their confidentiality. NARHS abides by federal law covered in another part of this manual. Specifically, NARHS adheres to the provisions under the Family Education Rights and Privacy Act (FERPA). Information about specific students will not be released to any person or agency without being authorized by the parent, legal guardian, or the adult student.

NO GURANTEES. KEEP WORKING DILIGENTLY. DO THE BEST YOU CAN.

5 Earning high school credits and/or a high school diploma from a public or private school, including NARHS, does not guarantee any particular or special access to or admission to any college, scholarship, employment, apprenticeship, military enlistment, appointment, academy or honor. High schools work with students to earn credits and their high school diploma, but beyond high school the variables are unknown and not up to the high school.

POSITIVE ID. IDENTITIES WILL BE CHECKED AND MUST BE VERIFIABLE.

6 **Positive ID must be provided by**
(A) **Social Security Number (SSN) or**
(B) **Passport or**
(C) **ID from a previous school received on an OFFICIAL TRANSCRIPT from the previous school**

We are a school. As such we have the responsibility to conduct ourselves with due diligence when dealing with children. Each student registered with NARHS must submit some form of positive identification -- his or her Social Security Number (SSN) or a notarized copy of a passport, or a verifiable student ID number received on an official transcript from a previous US or Canadian school. This is one safeguard against NARHS unwittingly being involved in harboring an illegal immigrant, a missing child, or an abducted child.

SPECIAL REQUESTS. NOTICE OF HARDSHIP. RECONSIDERATION AND EXEMPTIONS.

7 Appeals for exceptions or hardships will be considered by the Administrator. To process your request, the matter must first be explained in writing, either in an email, by mail, or delivered in person to NARHS. Verbal requests for exemptions or exceptions are not sufficient and will not be considered. Again, the special request, notice of hardship, or reconsideration must be in writing before it they will be considered. Occasionally, clarification is needed and the Administrator may write requesting more information or call the requesting person for more details. The Administration almost always issues a written reply. Granting exceptions and exemptions does not constitute any change in the rules. The administrator puts it this way, "When I make exceptions and exemptions they apply to only THIS situation, for THIS family or student, at THIS time."

NARHS -- ALL PUBLICATIONS. SUBJECT TO CHANGES AND REVISIONS WITH NO PRIOR NOTICE.

- 8 The NARHS High School Handbook, High School Resource Advisor, First Great Book of High School Course Descriptions, Daily Log Book, and the Tiny Book of Homeschooling are official publications of the North Atlantic Regional High School, Inc. whose official address is 21 Westminster St., Lewiston, Maine (ME) 04240. As such, these publications are subject to revision at any time, and NARHS reserves the right to add, withdraw, or revise any item, program, or provision presented in these publications without notice. p.1

NARHS AND MAINE LAW: "...PRIVATE SCHOOL AUTHORIZED BY THE MAINE DEPARTMENT OF EDUCATION..."

- 9 NARHS operates under the authority of Maine law. Specifically, the North Atlantic Regional High School complies with the provisions of 20-A M.R.S.A. 5001 (a) which directs the Maine Department of Education to identify NARHS as "a private school authorized by the department as providing equivalent instruction." (20-A MRSA §5001-A, sub-§1 (b).) p.1

NARHS DOES NOT DISCRIMINATE WHEN ADMITTING STUDENTS.

- 10 **Admission.** NARHS does not discriminate based on race, color, religion, sex, national origin, age, disability, or veteran status when admitting students into our programs. For acceptance into the credit-earning high school program, the school does require minimum academic performance ability as stated elsewhere in our publications and on the NARHS web site. p41

NARHS DOES NOT DISCRIMINATE WHEN HIRING.

- 11 NARHS does not discriminate based on race, color, religion, sex, national origin, age, disability, or veteran status when hiring staff, contractors, or support personnel.

NARHS PROVIDES "BACK-UP" FOR THE PARENTS. PARENTS ARE IN CHARGE.

- 12 For homeschooled students, the parents maintain control -- the parent is in charge of the content of each course. All coursework is PARENT-SELECTED and PARENT-DIRECTED. All work for credit is reviewed by our state-certified staff, insuring the work is high school content and completed and documented to our satisfaction. p.5

NARHS DOES NOT PROVIDE DIRECT SPECIAL EDUCATION SERVICES. NARHS RECEIVES NO PUBLIC FUNDING.

- 13 *The information on accommodating special ed students does not apply to NARHS, since our school is a private school, not a non-profit corporation, and does not receive any public funding. Therefore, parents and students are not likely to receive the extensive, special education services available in the public schools. p51 HOWEVER, if you are homeschooling a special ed student, we might be able to help in other ways. NARHS employs certified special ed teachers. These teachers are valuable resources to the other staff who work with distance students in other places. Your NARHS-assigned teacher/advisor has access and experience with bringing together the appropriate resources to give direction, select materials, and motivate your high schooler. NARHS has 22 years experience to work for you. Our goals for high schoolers is to bring all students, even your student, to adulthood. NARHS goal for our adult students is to complete the requirements for a high school diploma that helps prepare and equip them for "life after schooling." p51*

CHANGES TO OUR PROGRAMS. WE RETAIN THE RIGHT TO MAKE CHANGES WITHOUT PRIOR NOTICE.

- 14 Occasionally, program requirements must be adjusted to reflect changes in law or regulation which may be directed 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. p.1

WORK-STUDY COURSES ARE CAREFULLY DESIGNED AND ACCOUNTED FOR.

- 15 For work-study courses, NARHS does NOT count EVERY hour of your employment toward credit. Your-time-on-tasks and course accomplishments are extrapolated by the employer and your instructor.

WHEN IT DOESN'T FIT... WHEN NARHS IS NOT A MATCH.

- 16 Our staff has found the vast majority of families are committed to doing the right thing for their student. And the family usually wants to do whatever is necessary to earn high school credit for their student. From time to time, however, there are those with whom a staff person cannot work. In such cases, these families are referred to the administrators. If the administration believes that another staff person could work more comfortably with this family, the administration may make the change. In a few rare instances, the administration may decide that no one at NARHS can work with this family, and the administrators may actually dismiss the family from our program. This is so rare, that it hardly bears mention...but it is included here to let you know that it has actually happened before. p.10

ADULT STUDENTS: THERE ARE A FEW DIFFERENCES

- 17** Adult students are students who reached their 18th birthday prior to registering with NARHS. The significance here is that adult students are required to sign the Registration Form. Those who register BEFORE their 18th birthday, require a parent signature -- even if they turn 18 the next day, we need the parent's signature. If NARHS receives a Registration Form that is signed by a parent, but we notice the student is 18 or older, we usually send the Registration Form back to the adult student for his or her signature. p.15

RESIDENCY. USING OUR SCHOOL DOES NOT ALTER YOUR RESIDENCY.

- 18** Having a Maine High School Diploma will not affect your residency -- citizens of the state qualify for state aid, scholarships, in-state tuition rates, etc. Let me use the example of a family that resides in Florida.

Joey and his family have lived in Naples, Florida for 2 years. They homeschool and want to register with NARHS in Maine.

If Joey registers with NARHS, he will still be a Florida resident.

If Joey graduates from NARHS, he will still be a Florida resident.

Florida families have students graduate from out-of-state high schools every year, but it is the residence of the parents which determines whether they are eligible for in-state tuition and state-sponsored scholarships. The parents residence is determined by their tax records, motor vehicle registration, driver's license, utility bills, etc., etc. As long as the family's documents show Florida, Joey is a Florida residents.

There are no issues concerning residency. Neither the student nor the family loses their residency because the student earns high school credits or the diploma from out of state sources. pp.47, 80

YOUR H.S. DIPLOMA AND YOUR RESIDENCY ARE NOT RELATED ITEMS

- 19** YOUR RESIDENCY:
Other schools, such as correspondence schools, serve and graduate homeschoolers.

- If you use BJU, you earn a diploma from South Carolina.
- If you use the American School, your diploma is from Illinois.
- If you use Keystone National High School, it's from Pennsylvania.
- If you use Univ. of Nebraska's H.S. program, your diploma is from Nebraska.
- If you use NARHS, your diploma is from Maine.

In all cases, your residency is not affected. p.48

RE-REGISTRATION. REQUIRED TO CONTINUE INTO ANOTHER SCHOOL YEAR.

- 20** **EACH YEAR WITH NARHS REQUIRES RE-REGISTRATION:**
RE-Registration does not require filing another Registration Form. You can actually CALL in your re-registration, since we already have your original signature on file. Please realize it is NARHS policy to consider your Re-Registration with the same terms as when you first registered. Since all school years end on August 31, if you want to continue with NARHS you must re-register for the next coming school year. p.45

PREVIOUS HOMESCHOOL WORK. REVIEW AND RECOVERY.

- 21** When NARHS is asked to evaluate past homeschool work and convert it to high school credits, for homeschooled students who were NOT previously registered under our program, we charge \$525.00/year for the Review and Recovery service. The tuition for Review and Recovery for any previous year is the same tuition paid for the current yearly tuition rate. p.48

TUITION.

- 22** **AS OF SEPT. 1, 2010, THE ANNUAL TUITION AT THE NORTH ATLANTIC REGIONAL HIGH SCHOOL**
- A.** Grades 9-11 or non-graduation years. ___ \$525
 - B.** Graduation Year ___ \$675
- The High School Handbook outlines the services included with your tuition. pp.60,*
- C. Other services are available. Let us know what the need is.**

EARNING A DIPLOMA IS NO GUARANTEE

- 23** REMEMBER: Earning high school credits and/or a high school diploma from a public or private school, including NARHS, does not guarantee any particular or special access to or admission to any college, scholarship, employment, apprenticeship, military enlistment, career, appointment, academy or honor. High schools work with students to earn credits and their high school diploma, but beyond high school the variables are unknown and not up to the high school.

STUDENT REQUESTS FOR THEIR NARHS TRANSCRIPTS. REPLACEMENT DIPLOMA.

- 24** Once a student graduates, transcripts cost \$10 each after the first 4. NARHS provides 4 official transcripts at no charge, sent to institution or individuals as the student or family directs. A \$10.00 fee must be paid for each transcript request once NARHS has provided the first 4. We give you 4, you buy more as needed.
Faxed and emailed copies are free.
Diploma replacement = \$65 Faxed and emailed Faxed and email copies are free.
Diploma replacement = \$65.
(with "Replacement" Dates & wording will be the same as original, but signatures may be different.)

PORTFOLIO LATE FEES.

- 25** As soon as you have finished our school year send your portfolio to your NARHS teacher.
Portfolio postmarked after Oct. 31 = \$50 fee.
Portfolio postmarked after Nov. 30 = \$75
Portfolio postmarked after Dec. 31 = \$100

REPLACEMENT DIPLOMA FOR NARHS STUDENTS ONLY

- 26** ORDERING A REPLACEMENT DIPLOMA: This replacement will be the same as the one earned by the student previously EXCEPT it will not have the same signatures on it. Instead, the signatures will be from the current administration of the school. There are three reasons for this: (1) The replacement will have been researched in the files to verify that the student did actually graduate, what date is on their diploma, and so on. (2) The signatures indicate the current administration in case the recipient or those who see the replacement have any questions about the student. (3) The original signers may no longer be at the school. NOTE: the fee for producing the replacement diploma is \$65.00, payable by check, credit card, or cash.

NARHS-DESIGNED "WORK-STUDY" COURSES.

- 27** \$40 per hour for one of NARHS staff to design specific course description allowing the student to earn money & high school credits.

UN-PAID BALANCES CREATE PROBLEMS FOR THE STUDENT AND FOR NARHS.

- 28** Unpaid balances cause NARHS to withhold all information about the student -- NARHS will not provide the information to other schools, colleges, universities, scholarship agencies, or anyone. No records, no transcripts, no information. "No records" stops military enlistment, stops scholarship applications, stops some job applications.

CHANGES IN POLICY WILL BE MADE WITHOUT PRIOR NOTICE

- 29** NARHS reserves the right to add, delete, alter, increase, or otherwise change the fees without prior notice.

IF YOU HAVE FORMS THAT NARHS COMPLETES FOR YOU...

- 30** When students apply to colleges, part of the application process may include someone from your high school filling out a form where the staff is asked to give the college a recommendation concerning the student.

It is NARHS policy to complete these recommendations FREE of charge, although each is 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. (Consider that other students are requesting many of the same things at the same time of the year!) THEREFORE, if we receive more than 4 college recommendation forms for one student, we will charge \$10.00 for each one exceeding the original four. p.40

EXTRA HELP IS AVAILABLE. \$40.00/HOUR

31 EXTRA HELP: There are times when a student, a project, or a parent could benefit from extra help. The staff at NARHS is available for many needs and can be consulted. If project preparation is needed, if outlines are needed, or if the tasks exceeds what is "customary," then the NARHS teacher advisor may refer you to administration for additional avenues or resources. The most-often-used consultation for students is the preparation of a more formal work-study program. If the program is written correctly, the student may be allowed to use one part of the educational program as "classroom." When NARHS staff is used to prepare special work, there is an additional fee for the hours required (\$40 per hour for this service). Your advisor will look it over before you begin. The Work-Study Option has been a great motivator for students who get to do what they want to do AND earn money and credits at the same time! p58

BALANCE DUE...OUTSTANDING BALANCE...ACCESS TO RECORDS WILL BE FROZEN

32 If the tuition has NOT been paid completely there is a balance due for the remainder of money owed. If a family has not paid return postage for the portfolio review, there is an unpaid balance, or balance due. An outstanding balance has consequences. NARHS does NOT provide any information about the student to any outside entity when that student has an Outstanding Balance. No transcript, no diploma, no letters of recommendation, no student verifications, no "good student" discounts for insurance companies, public assistance, or other. All the work done by a student for all years of high school could be withheld if the family or student has an outstanding balance. p.42

ADMISSION TO NARHS. SOME RESTRICTIONS APPLY.

33 "Admission" is the process used by families and students to be included in the high school programs and to work with the professional staff at North Atlantic Regional High School. The admission process is designed to be easy and available to most. NARHS has limitations when considering students with disabilities. If a student has a documented disability that limits student performance to BELOW the 6th grade level, NARHS is not prepared to accommodate that student as well as other schools may be. NARHS requires all candidates for admission to be capable of at least 6th grade academic work. p.14

FCAT, TAKS, MCAS, AND OTHER EXIT EXAM PENALTIES -- FORGET IT! NOT IN MAINE!

34 AK HSGQE
AL AHSGE
AZ AIMS
CA CAHSEE
FL FCAT
GA GHSQT

IN GQE
LA GEE
MA MCAS
MD MHSA
MN MCA
MS MSATP

NC NCHSCT
NJ HSPA
NM NMHSC
NV NVSPE
NY REGENTS
OH OGT

SC HSAP
TX TAKS
UT UBSTC
VA SOL
WA WASL/HSPE
WI HSGT

FAILED
FAILED:
Students who have failed EXIT EXAMS in their states CAN receive a high school diploma from our state. NARHS accepts all credits from other high schools, and, if the student has already earned the 17-1/2 credits required here, they are eligible for their high school diploma from Maine. Have all 17-1/2, then you are done! No more classes, no tests, you are DONE! No, you don't move to Maine -- your credits move to Maine! p.29

CASUALTY RECOVERY

35 **CASUALTY. DO YOU KNOW SOMEONE WHO FAILED YOUR STATE'S EXIT EXAM?**
Most students who are facing an EXIT EXAM are usually well into their high school years. Likely, they will already have credits. NARHS needs 17-1/2 credits. Most students who are in the 12th grade, could have all they need to graduate from our Maine high school. Real diploma. Real school. Real nice!

Why not find out for sure -- it costs NOTHING. Find out for sure. Find out for FREE. NARHS will do a FREE Transcript Evaluation as soon as we receive you transcript from your previous high school. Find out how close you are to a high school diploma. Call your previous school and have them send us your transcript. You earned those credits-- they belong to you -- now let's cash them in for your diploma..p.29

FREE. YOUR TRANSCRIPT EVALUATION IS FREE

36 FREE Transcript Evaluation: At no cost to any student or family, NARHS compares the previous school work credit-by-credit and course-by-course to determine how many credits the student has already earned toward the requirements at NARHS.

Following a Transcript Evaluation by one of the NARHS staff, a letter is mailed to you reporting exactly where you stand in meeting the diploma requirements at NARHS. If you have completed all of the graduation requirements in other schools, you are NOT required to take any courses at NARHS. You are done.

There is NO CHARGE for NARHS to evaluate the courses taken from other schools. This service is limited to ONLY credits awarded by other institutional schools. FREE Transcript Evaluations are NOT done for homeschool work. The review of HOMESCHOOL work has a fee schedule outlined in another part of the Handbook...see "Review and Recovery." p.58

STUDENT AND FAMILY SERVICES

37

Even when a student is not registered with NARHS, families may still use our services on a fee basis. Student services are offered by our school to enhance or fulfill a student's request or need. Usually the student provides information or questions, and the school has knowledgeable people who offer answers, direction, or guidance. With NARHS experienced staff, we are available to help a we can. Some services, but not all, require payment. p.53

"SPECIAL NEEDS STUDENT"

38

The phrase "Special Needs Student" is often used synonymously with "Special Education Student" or "Learning Disabled Student."

When NARHS is assisting students and parents design a program for a student, we ordinarily require that all work be done at the high school level. When selecting textbooks, we would require the textbooks be high school level. However, if a student has a "documented disability" we allow accommodations in the materials and permit lower-than-high-school texts to be used to earn high school credits. We use different standards and requirements based on the documented disability.

When we ask about special ed or LD, we sometimes get the reply, "Oh, I am sure he has hyperactivity and dyslexia or something." Phrases such as that imply that mom THINKS her son might have something going on, but she cannot show us a diagnosed, documented disability. For official designation of a disability, we need to see an IEP, or physician's letter, or psychologists testing, or therapists letter, or some evidence from a professional who has worked with the student (at least in a clinical setting). Do we really need that? No, if you intend to do high school level work, we don't need any of that. BUT, if you are intending to do 7th grade math and earn high school credit, then we request that you show us WHY he is using 7th grade math. More details about requirements for credits in other parts of this handbook. p.53

NOT A GUARANTEE. NOT AN ENTITLEMENT. NOT A "CAREER PLACEMENT PROVIDER."

39

REPEATED HERE: Earning high school credits and/or a high school diploma from a public or private school, including NARHS, does not guarantee any particular or special access to or admission to any college, scholarship, employment, apprenticeship, military enlistment, career, appointment, academy or honor. High schools work with students to earn credits and their high school diploma, but beyond high school the variables are unknown and not up to the high school.

PROOF OF SCHOOLING FORMS. VERIFICATION OF STUDENT STATUS.

40

As a school, NARHS receives forms seeking to verify that the named student is enrolled in our school. This "Verification of Student Status" may arrive directly from the parent or it contains a release of information from the parent (or adult student) has signed, or it contains some other authority allowing NARHS to "go-ahead" and complete the form. (NOTE: NARHS does not release any information to others if the student's financial account is not paid in full.) The verification may be needed when the student reaches (or is approaching) the 18th birthday, when eligibility for the item or service is due to expire. It may be needed for continuing Social Security Benefits, for continuing coverage in the parent's health insurance, or to keep receiving public assistance, or to continue child support arranged during a divorce, and other reasons. The "Verification of Student Status" is quite similar to another form we see called, "Proof of Schooling." p.60

HOW IMPORTANT IS THE PHRASE "OFFICIALLY REGISTERED"?

41

"OFFICIALLY REGISTERED" AND potential problems OFTEN NOT considered.

At NARHS a student is officially registered when the Registration Form is complete, delivered to the school, and includes the tuition payment. If NARHS receives a Registration Form with no payment, the student is not registered. When a check arrives with no Registration Form, the student is not registered. When a Registration Form arrives and contains no signature, or contains the parent's signature when the student is over age 18, or when a student signs the Registration Form but is a minor, then in all three of these situations, the student is not registered.

This can cause all sorts of problems when the parent must confirm that the student is in school -- for continuing the student's coverage on the parent's health insurance, for continuing child support payments, for determining public assistance such as AFDC or Medicare, or Food Stamps, and more. Be SURE your student is registered: (1) Complete the Registration Form (2) have the Registration Form signed by the parent or adult student, and (3) include payment in full. RE-registrations do not require a form, only payment to continue with NARHS. p. 45

THE SCHOOL'S MARKETING STRATEGY

42

The marketing strategy of the North Atlantic Regional Schools is to primarily promote what we do by word of mouth from satisfied families who use our services. In addition, from time to time, NARHS employs local workshops, exhibits at educational conventions, interviews on radio and tv, direct mail to those on our mailing list, a presence on the Internet, email correspondence (generated by the prospective family), and many other methods to promote our educational option. We also may employ the use of incentives, special programs, giveaways, or other methods to motivate families to use our services.

Retaining and re-registering families is much more effective than trying to find new families. Therefore, it is the responsibility of each NARHS representative to do their job in such an effective and pleasant way that the current family feels compelled to remain with us and renew their registrations year after year. p.41

CHANGES TO YOUR NARHS TRANSCRIPT.

43

From time to time, students (or parents) request changes be made to the previous years transcript entries. Students and/or families may request changes to a transcript because they need a different course title to qualify for a scholarship, or for insurance benefits, or to add a course, or award, or similar.

NARHS will NOT change any course title transferred from another institutional school on their official transcript. Other courses on the transcript were originally titled and awarded credit based on what the student and/or family submitted to NARHS. Therefore, the transcript reflects the positive input of the family and/or student and the original entries are considered to be accurate at the time of entry. The same is true for items on the back of the transcripts, such as testing results, list of previous schools, achievements and awards, and volunteer (community) service.

When changes to a previous years transcripts are requested, NARHS will review the requested changes, and if NARHS agrees to make changes,

----> the family will be charged \$40 for the adjustments; and, if more time is necessary to make the changes, an additional \$40 per hour thereafter.

----> opening a previous years records to make the changes applies only to transcripts of students who have NOT yet graduated.

If changes need to be made to previous transcripts because NARHS had made a demonstrated mistake, there is no charge to the student and/or family and the appropriate changes will be made. p.57

NARHS RESPONSIBILITY FOR CONFIDENTIALITY.

44

The activities of NARHS are focused in the field of education. We work with other schools, teachers, parents, counselors, military recruiters, college admissions officers, scholarship administrators, apprenticeships, back-to-work agencies, OSHA, VocRehab, Dept. of Corrections, counselors, social workers, clergy, and others. All of our dealings with them must be professional and courteous. Because our field includes the education of minor-aged children, we must protect their confidentiality. This is mandated by federal law and is covered in another part of this manual. Specifically, NARHS is subject to the provisions under the Family Education Rights and Privacy Act (FERPA). Information about specific students will not be released tby NARHS to any person or agency without being authorized by the parent or legal guardian or the adult student. p.23, p.31

OUR STAFF ARE "MANDATORY REPORTERS"

49

Since our staff works with minor age children and most hold professional certification and/or licensure in their fields, they are, by law or regulation, "mandatory reporters." Under the provisions, a "mandatory reporter" is obliged to report all suspected cases of child abuse or neglect to child protection agencies. p 41

LIMITED ACCESS TO FACILITIES

50

Schools and their occupants have become targets for the ill-willed in our midst. Therefore, we take precautions and ask you to help. Parents and students have limited access to parts of the buildings, electronic equipment, offices, and staff. When students or parents are found in restricted areas and/or sensitive sections of the building, the situation will be taken seriously. p.14

LEGAL DEFINITION OF "PARENT."

51

The legal definition of PARENT reads, "...the lawful and natural father or mother of a person. The word does not mean grandparent or ancestor, but can include an adoptive parent." When NARHS uses the word "parent" in our handbook, our policies, our web site, etc., the term is understood to include legal guardian, adoptive parent, assigned custody agency or assumptive appointed authority (Department of Youth Services, Department of Corrections, or similar...) p.42

CANADIANS AND UNITED STATE CITIZENS ONLY

- 52** We are a school. As such we have the responsibility to conduct ourselves with due diligence when dealing with children. Each student registered with NARHS must submit some form of positive identification -- his or her Social Security Number (SSN) or a notarized copy of a passport, or a verifiable student ID number received on an official transcript from a previous US or Canadian school. This is one safeguard against NARHS unwittingly being involved in harboring an illegal immigrant, a missing child, or an abducted child. p.44

THE 'REGISTRATION FORM'

- 53** The Registration Form is the basic entry method to the North Atlantic Regional Schools and/or the High School. Each question on the form is important and has gained a few questions over the last 22 years because we found they were necessary. Therefore, please do not skip questions. The Registration Form is still only ONE page.

NOTE: If the student is a minor, the parent or guardian must sign the form; if the student has passed the 18th birthday, then he or she MUST be the one who signs the form. This error is more common than we would have imagined, but it does cause delays.

Simply put:

Minor = parent signs Adult (reached 18th birthday) = student signs p. 45

STUDENT RECORDS OR OTHER STUDENT INFORMATION

- 54** **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) a/k/a The Buckley Amendment**

This federal law citation is 20 USC S. 1232g Also known as the Buckley Amendment, this law was designed to establish the rights of students to inspect and review their education records, prevent the release of educational records to third parties without permission of the student, and to provide guidelines for the correction of inaccurate or misleading data by formal and informal hearings.

This seriously limits NARHS from disclosing information to you about other students registered with NARHS. p.103

FOREIGN TRANSCRIPTS, NON-ENGLISH SPEAKING COUNTRIES

- 55** **FOREIGN TRANSCRIPTS**

This describes a transcript produced from a school in a different country and in any language OTHER THAN English. Such a transcript will usually list the years attended, courses taken, grades earned, credits awarded, other comments or information. If this transcript is from an American school overseas (Department of Defense School, a Mission School, an English speaking country, or other US related school), the document will be written in English.

If the student attended a national school in the other country, the transcript will likely be in that country's language. NARHS is not equipped to translate such important information. We refer families and students to commercial records and document translators such as:

Academic Credentials Evaluation Institute
<http://www.acei1.com>

Educational Perspectives
<http://www.educational-perspectives.org>

World Education Services
<http://www.wes.com>

HOMESCHOOLING MAY BE A DESIRABLE "STATUS" IN YOUR SITUATION

- 56** Homeschooling. Home Education. Homeschooler. Home Educator. Whatever name you prefer is legal in every state. (California is still trying to figure it out, so call us if you live in California!)

We recommend to almost all of our families that the students working with NARHS become official, legal home-schoolers. If you live in a state that requires parents to notify or "apply" for homeschooling, we recommend you file the paperwork required to be "official." If you are uncertain about this, please call your teacher advisor.

Over the past 20 years, the opportunities and "short cuts" made by the homeschool community will be useful during AND after high school.

CREDITS FROM ELSEWHERE "CREDIT BY EXAM"

57 This is a process by which NARHS students earn high school credits (and college credits) by "testing out" of the subject with a passing grade. NARHS recognizes these publishers results on their nationally standardized tests: CLEP, Excelsior, DANTES / DSST, AP, AICE, IB, and others.

Marks from these tests are listed on the student's transcript at NARHS as a "P" (Passing). The test title, classification of the course, and the credits are listed, but it is awarded a mark of "P." The "P" indicates a passing grade, it may be used to complete graduation requirements, and does not hurt or help the student's GPA. Having passing scores on these tests can be an impressive addition to any high school transcript. It indicates that this student is capable of college-level work.

CREDITS FROM ELSEWHERE "OTHER SCHOOLS" "OTHER ORGANIZATIONS"

58 Students who have earned credits from other schools, can transfer them to NARHS. To do this, the student or parent gives a formal request to the previous school(s) and asks them to mail an official transcript to NARHS. The credits from that school will be applied toward the graduation requirements at NARHS.

OTHER ORGANIZATIONS

In addition to school work, NARHS is experienced in evaluating courses and potential credits from other source.

Boy Scouts, Space Camp, Girl Scouts, Sports Camps, Red Cross Certifications, Water Safety Instructor, First Responder Certification, YMCA/YWCA courses, 4-H, church or synagogue courses, public theater, community choirs and choruses, local bands, lessons in music, art, drama, horseback riding, junior Civil Air Patrol, Service Brigade, flight lessons, marksmanship, SCUBA, firearms safety, horsemanship competition, sports teams, correspondence courses, employer / employee's documented training...

BE ADVISED --ILLEGAL ACTIVITIES WILL NOT BE USED FOR EARNING CREDIT.

59 Some activities cannot count for credit. The activity itself may be illegal, or the age limits of the person doing the activity may be violated, or the process of deriving the activity may be fraudulent. We offer no examples here BECAUSE we do not want to provide "ideas" to those who could be tempted to mimic the activities of others.

NARHS will not knowingly allow any illegal activity to be used to earn high school credit!
NARHS will not knowingly allow any illegal activity to be used to earn high school credit!

When you are unsure about an activity you would like to use for credit, please talk to your teacher advisor. NARHS will use the staff to research the matter (for your age, licensing, employment, etc., in your state) and offer the appropriate guidance.

IMPORTANT CONSIDERATIONS -- INCLUDING SCHOLARSHIP APPLICATIONS -- AND THE FAFSA

60 Some scholarship programs require certain courses -- by name -- to be successfully completed before applying for a scholarship. For example, for the Florida Bright Futures Scholarship, the applicant must have completed 4 years of "English" ... not "Language Arts". In Florida course nomenclature, Language Arts is NOT identical to English.

It is NARHS policy to do whatever we can that is legal, moral, and right to name courses to best suit the purposes of the student, the family, and the academic integrity of the high school. When discretion is permitted, NARHS will use it. When an administrative exception is granted, it is done with specific considerations and circumstances by those who have the authority to grant them.

FAFSA (Free Application for Federal Student Aid) This is frequently used source when applying for financial aid. They have a new online application form. In this new form, they have not yet included our high school name. This is being corrected. In the meantime, just select the tab "Next" on FAFSA form and your application will be continued. You will be given the opportunity to write in "North Atlantic Regional High School." NARHS knows of no applicant using the FAFSA online process who has ever been denied financial aid because of an issue with a NARHS diploma.

COLLEGE CREDITS CONVERTED INTO HIGH SCHOOL CREDITS (The formula a little "tricky due to college differences.)

61 ___ If the course was taken at a college that requires about 120 credits for Bachelor's Degree (or about 60 credits for an Associates Degree), then each course earning 3 college credits will be awarded 1 high school credit from NARHS.

___ If the course was taken at a college requiring about 180 credits for a Bachelor's Degree (or about 90 for an Associates Degree), then each college course earning 5 college credits is awarded 1 high school credit from NARHS. These conversions are the most common, but NARHS also accepts others.

___ If the college course is needed to satisfy the graduation requirements at NARHS, and if the high school student would not graduate without that credit, then the college course WILL be included on the high school transcript. Other college courses may be included on the high school transcript if the student and /or family wishes.

62

CAUTION:
Each portfolio must be returned to the family and the cost of the return shipping is the family's cost. If you do not include the return shipping label or money to cover return shipping, NARHS ships it back to you anyway. You will be billed for the postage and it will include an additional premium rate that you could have avoided. If you fail to pay that bill, no information about the student will be released, no transcripts will be released to any one, and NARHS will not provide any information to any organization or person. The details for this process are outlined in other parts of the Handbook. pp.43, 61

NO REFUNDS.

No REFUND POLICY

63

SAD, BUT TRUE. Deception? Fraud?

- For some people, registering with NARHS
- ___ becomes their way of avoiding truancy
- ___ becomes their ticket to insurance discounts (good student policies, especially for auto insurance)
- ___ becomes their ticket to continue qualifying for SSI or to continue receiving larger disability payments or for health insurance coverage for a dependent child, or for food stamps, or for other public assistance
- ___ becomes their way to prove the child is in school and, therefore, continue to qualify for child support payments from an ex-spouse, especially in custody issues with ex-spouses.

Then, once the parent proves the child is in a school program, gets what they need, then the parent asks NARHS for a refund, claiming he or she never used any of our services.

Even with the no refund policy, people are probably using NARHS to accomplish their goals; sad, but true -- but they will not be getting a refund. p.44

NO REFUNDS.

64

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 NARHS and before they make any commitment to NARHS. p.44

NO REFUNDS.

No REFUND POLICY

65

NARHS does not solicit --- we do not make any initial contact with perspective student or parents. Why is this important? There are consumer protection laws about solicitations and the consumer's ability to cancel a service and receive a refund-- some incidents allow 3 days to cancel, some allow 30 days. However, for those regulations to apply, the consumer must have been solicited by phone or signed the contract with the salesman in the customer's home. None of this is true with NARHS.

Families who register with NARHS 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 NARHS are told up front about our **NO REFUND** policy, then they make their decision. For the most blatant abuse of refunds, see other entries in this glossary: Refund, fraud & deception. Refund, teen and/or parent instability. p.44

RETURN POSTAGE. PLEASE HELP US WITH THIS PROBLEM...PLEASE DO YOUR PART.

66

RETURN POSTAGE is a term used to describe what the parent pays to have their portfolio returned. Portfolios become evidence needed when a question or problem arises, such as a challenge from a school department, an ex-spouse who is ill-intentioned, a neighbor who sees your children too often during school hours, a relative who is trying to get you to put your children back in school "where they belong." p.48

Here's what happens:

You do not include the cost of return postage. Small problem for you...\$17.75.

Other parents & teachers don't include their return shipping either. Eventually, NARHS accumulated small problems and they become a **BIG PROBLEM** for NARHS. With no exaggeration, NARHS is owed (just for return postage on portfolios) at least \$18,000 and, at times, more than \$30,000. Your small problem becomes a bigger problem for NARHS. p.48 Portfolios contain the evidence that you did the work necessary to earn high school credit. Each portfolio is important enough to keep under your care, custody, and control.

PRUDENCE:

THEREFORE, knowing how important portfolios can be, we send your portfolios back to you for safekeeping and storage at home.

The cost of the return postage (return shipping) is the family's. It is not covered by tuition, since the variables are staggering. We'll receive a portfolio in a large envelope and we'll receive a portfolio that weighs 63 pounds! We could not include such variable costs into tuition.

PROBLEM:

Tens of thousands of dollars (\$18,000 - \$30,000) each year are NOT included for the return postage. So many people do not include return postage! Yes, that is a LOT of money.

RECOURSE:

NARHS accepts the portfolio, NARHS awards credit for the satisfactory work, and then NARHS goes silent about your student. No information is given to anyone...not to a college, not to a recruiter, not a potential employer, not any other school, nobody. It is said over and over in our literature,

"As in most private schools, before any records, letters, diplomas, recommendations, or other documents are released from NARHS, the student's account must be paid in full."

RESULTS:

Scholarship application stalled because you owed return postage of \$17.75.

Employment Offer is retracted because you didn't pay a \$12.90 postage fee.

College admission denied "Because we have no record of any high school work." For \$28.00 shipping fee!

Apprenticeship with electrician's union is denied. They require PROOF of a high school diploma.

Pipefitters Association, Plumber Apprenticeship programs, employment by a police department, fire department, city workers, county workers, good jobs, good benefits, all delayed or lost because you did not pay the return postage fee. p.47

AS FAST AS YOU WANT, AS SLOW AS YOU NEED... WE'RE BY YOUR SIDE, SO YOU DECIDE.

67

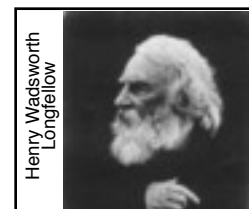
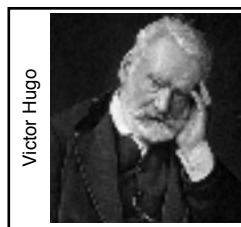
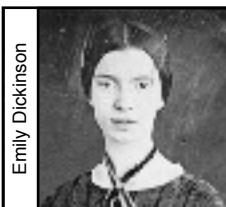
NO AGE LIMIT. NO SPEED LIMIT. With NARHS, you go as fast as you like, or as slow as you need.

Bright, accelerated students love NARHS high school program. They can complete credits while eliminating unnecessary classroom "seat" time. Slower, struggling students love the NARHS 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.

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.

NARHS has 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 diplomas now. There is no age limit.



AGREEMENT between Student (or parent) and NARHS

68

When a student registers with our high school, he or she is entering into an agreement with the school. If the student has not reached the age of 18 when registering, then this agreement is between the parent(s) and the North Atlantic Regional High School. xj155

68-A

EVERYBODY'S JOB ...

... when you
homeschool

The PARENT

- decides what materials are used, and selects the coursework
- makes certain the coursework is at least high school level (unless the student has an official, diagnosed learning disability (that has been (evidence of which has been provided to NARHS)
- reports to the assigned NARHS teacher advisor the materials selected and the courses they want to accomplish each school year
- If needed or advised, the parent has the flexibility to change the content and method used for any course
- directs the student in the needed subjects
- keeps good records, saves the designated part of the student work, and gives grades
- presents NARHS with a portfolio of the student's work at (or soon after) the end of the school year.

The STUDENT

- is expected (to the best of his or her ability and consistent with the family culture) to cooperate with the parent, representing the "classroom" teacher (unless other arrangements have been made).
- does the necessary work to completes the courses
- does the course(s) necessary to earn the diploma
- uses the opportunities to expand his or her knowledge base
- uses the opportunities to improve his or her "skill sets"
- cooperates in collecting the evidence needed as part of the portfolio
- must understand that the evidence presented in the annual portfolio becomes the source of their high school credits

The SCHOOL -- NARHS

- transfers all credits earned from previous institutional schools
- assists (if needed) in setting up the course work
- evaluates selected parts of the actual work and it's documentation of courses in the student's annual portfolio
- awards high school credits for each subject completed
- assembles all documented credits and records them on the student's transcript
- after the requisite 17-1/2 credits are earned, NARHS awards the diploma.
- sends transcripts to those people and places selected by the parent of the adult student or graduate (on the same terms outlined in other parts of this Handbook

68-B

REGISTERING STUDENTS WHO HAVE NOT REACHED AGE 18, MUST HAVE A PARENT SIGNATURE ON THE REGISTRATION FORM. STUDENTS WHO HAVE REACHED AGE 18, MUST SIGN THE REGISTRATION FORM. AS THE STUDENT OR REPRESENTATIVE PARENT, YOUR 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 (AND/OR OTHER POTENTIAL SOURCES OF CREDIT) WHEN NEEDED, TO RELEASE INFORMATION AND/OR IF NEEDED, TO TRANSFER THIS STUDENT'S RECORDS TO NORTH ATLANTIC REGIONAL SCHOOLS.

I further acknowledge: *Earning high school credits and/or a high school diploma from a public or private school, including North Atlantic Regional High School, does not guarantee any particular or special access to or admission to any college, scholarship, employment, apprenticeship, military enlistment, appointment, academy, or honor. Public and private high schools give students opportunities to earn high school credits, and earning the necessary credits allows the high school to award a high school diploma to the student; beyond high school, the variables, conditions, directions, and decisions by others are not under the control of any high school.*

68-C

In the language of commerce, the tuition you pay to NARHS is buying the following:

- NARS uses its authority as a school to put our qualitative approval on student 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 accepts the transfer of previously earned credits from other sources.
 - NARS consolidates all credits into one, concise transcript.
 - NARS compares Maine's diploma requirements to the accomplishments of the student and when all requirements are met, NARHS is able to award 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 the school so you can receive the credentials from our school.

ALSO:

- NARS does NOT require that you take any courses from us, as long as the credits earned elsewhere are verifiable and come directly to NARHS from another institutional high school or on a grade report from a post-secondary institutional college or university.
- NARS does NOT require any on-campus time, especially for students who live in other states.
- 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 do the work and prove you did the work and earned your grade.
- NARS expects you to document the progression of your work.

68-D

Entire Agreement. The items on this page represent the entire formal agreement between the North Atlantic Regional High School and the student (unless the student is less than 18 years old, then this agreement is between NARHS and the parents of the student). No other agreements have been made to commit either party, either before the student was registered in NARHS or after the student was registered in NARHS. Exemptions, exceptions, adjustments or other commitments can be made on behalf of the student (or parent) ONLY (a) when made by a competent official of the high school and (b) if the school commitment is memorialized in writing.

MEMO to STAFF: "GRADE MANIPULATION" a/k/a "Grade inflation" *The email below was a reply to a mother about her daughter's GPA. This is the second parent in two weeks who wants her student's GPA increased -- AFTER the student graduated and AFTER the student's transcript had been sent to colleges and/or scholarship committees.*

It seems unusual that these parents manipulate the student scores the way they do. The parent told me quite plainly, "If I had known the grade I gave her wasn't high enough, I would have given her a different grade!" They are angry at NARHS because we won't change the grades and increase the GPA -- trying to make this NARHS' problem and NARHS' "fault." That is the background of this narrative. As staff, if you have occasion to use it, feel free.

By the way, the difference in the GPA her daughter received and what she wanted her daughter to receive was 0.05 less than what the parent wanted her to receive.

__1__ It may be important to know that there are at least 7 ways to calculate a GPA on the 4-point scale. NARHS uses one of the common ways.

__2__ Because of the differences and the multiple variations, many (if not most) of the scholarship programs convert all the applicants' transcripts to THEIR process for calculating. Having them all on ONE scale allows them to do the apples-to-apples comparison.

__3__ It could be important to find out how this scholarship group does their comparisons.

__4__ I have NOT seen (her advisor is named) email reply to you, but I am sorry you felt she was impolite or accusing you of something sinister.

__5__ NARHS must watch for an ever-increasing problem known as grade manipulation. Unfortunately it has become a common issue after a student's grades are all tallied and the final transcript is complete.

__6__ It is usually THEN, (AFTER the parent has given the go-ahead to graduate the student) that the parent reveals to us that the student did not reach his or her targeted GPA goal.

In my email I inserted the following words to the mother: "The following sentences are intended to explain what NARHS is up against. The following is not identifying you and daughter's situation, so please take the following as information, not as an accusation."

__7__ The parent then wants to change a grade or score to bring the student's GPA up. This becomes grade manipulation if we do it. This practice has another common name -- "Grade Inflation." It is a practice that creates suspicion and sometimes leads to accusations of fraud on the part of the school or on the part of the student/family or businesses where the student has submitted an application.

__8__ The charge of grade manipulation is very easy to show, especially when a scholarship committee has already received one transcript that says one GPA, then a follow up "corrected" transcript showing a higher, DIFFERENT GPA. This gets more complicated when amplified by an annoyed committee.

__9__ If a school commits Grade Inflation in order to benefit one of its members or itself, or if the student, or if the teacher commits grade inflation in order to collect money, then the group that awarded the scholarship can cry "foul" and begin the process to get the money back. If the money was gained by lies and cheating (including grade manipulation), AND if the student or family does NOT pay it back, then another series of actions can be taken under the law.

__10__ This area of academia is touchy, but it is not that complicated. The student earned what they earned...**it is what it is**...and it is a mine field if we participate in changing grades AFTER graduation.

__11__ I have spoken at conventions of college admissions officers on two occasions, and they are more and more cautious -- especially after 9/11. They have access to "verification services" for background checks, negative public record, negative press, negative work history, etc., etc. NARHS gets the calls from these services from time to time to verify if a student actually did graduate from our school.

(ASIDE: on at least three occasions, the FBI has come to NARHS -- un-announced -- to review the actual file of a graduate -- these NARHS graduates were applying for federal jobs that required screening of the applicant.)

There are private research businesses who specialize in verifying the details on an applicant's job application. (FYI: I interrupted this email to do a spot check in Google on "**verification service**" and it resulted in "About **179,000** results" were seen - quite a variety of services specifically getting information the potential employer and/or college wants to know.)

There is more. I know these concepts may be foreign to you, but they are NOT foreign to us. I will be happy to speak with you further. But I consider it important that you have my thinking in writing. I hope it was clear.

Steve Moitozo, Administrator
11/03/2010

=====

Prepaid Tuition Option

From time to time, some families want to pay for all four years of high school in one lump sum. There are multiple reasons for this:

- fixing the current price for the entire high school career
- benefitting from an inheritance,
- using a gift from a loved one who wants to help the homeschooling effort,
- other benevolent gifts or acts,
- divorce settlements,
- sometimes to satisfy a court order ...and others...

Whatever the reason, there are some inherent challenges with paying four years ahead: changing schools, health issues, moving to early college classes, divorce, sports, injuries, satisfying all requirements in less than four years, and all manner of changes in family situations.

Therefore, since our school cannot predict what circumstances may befall a family, yet in an effort to accommodate the current wishes of the family, the following conditions apply to prepaying four years in advance. Please consider this section the "small print" section:

1. You may register a student entering the 9th grade, and the tuition will be pre-paid all the way until the student receives his or her high school diploma. The lower grade limit is 9th grade, but there is no upper grade limit and adults are eligible to pre-pay. The tuition will be paid for as long as the student takes to get his or her high school diploma. Students who are too young to enter the 9th grade are NOT allowed to pre-pay tuition.
2. Once the pre-paid student is named, only THAT student is covered under the pre-paid tuition. No substitutions will be allowed once the student's tuition is paid. Stated differently: the pre-paid tuition covers only the INDIVIDUAL named, not brothers or sisters or cousins or anyone else. It is not transferable to another student.
3. If the family has several students, the same family is permitted to utilize more than one offer.
4. Tuition is accepted at the published rate in effect at the time of the signatures below. **The current tuition rate is published in the NARHS High School Handbook, and on our NARHS.org website.** NARHS is the only source for official information about NARHS. We say this because tuition rates are sometimes quoted on the Internet or by other sources; but the only OFFICIAL source for NARHS information is NARHS. Call us.
5. No discounts can be applied to this arrangement. In the event that NARHS proposes a different offer in subsequent years, the pre-paid tuition for this student is not applicable to any other offer. As our standard policy states, NARHS does not provide refunds -- once you have pre-paid the tuition, there is no refund. Finish in 3 years, (-) there's no refund... (-) transfer to public school in 2 years, there's no refund...(+) take more than 4 years, that's okay, it's all paid for.

If these conditions are acceptable to you, then please call 800-882-2828 for the details.

The Problem: not all institutions award credit the same way. For NARHS students to take advantage of classes in the US, it is necessary to develop a consistent "conversion" method.

BLENDING CREDITS FROM DIS-ALIKE SCHOOLS

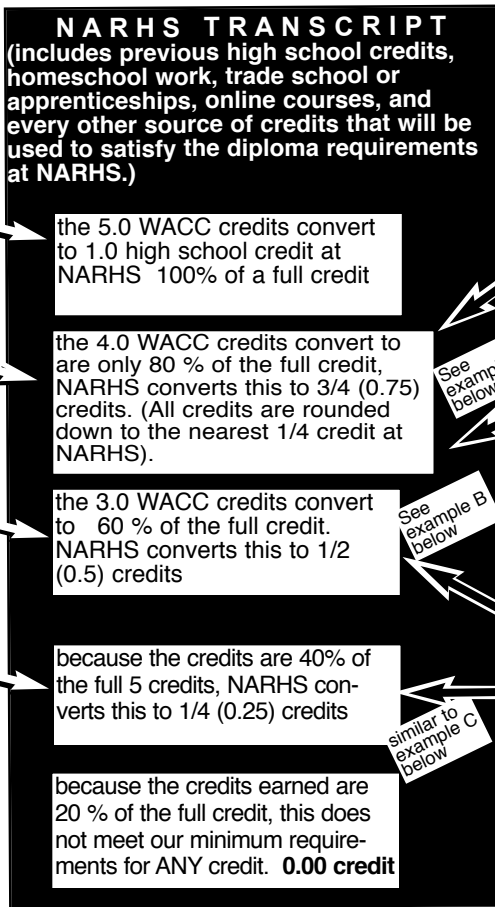
Courses from other schools (even colleges) must be listed as such on the NARHS transcript. The credit(s) earned stand as they are on the official college transcript and additional hours cannot be added to these courses to make them into self-designed NARHS courses. If a student does work IN ADDITION to what he or she did in the course, and provides the required evidence, those hours can count as an ADDITIONAL NARHS course and earns its own high school credit.

For this example, we will assume that a regular quarter course at WA Community Colleges earns 5.0 college credits. At NARHS, a full quarter college course (worth 5.0 college credits)

converts to 1.0 high school credit. When a NARHS student has completed a course from the WACC that awards him or her 3 college credits out of a possible 5, then that course will earn 1/2 credit from NARHS in that subject area (Math, English, Science, etc.) That 1/2 credit will show up on a college transcript as 3.0 college credits and when put onto the NARHS transcript it will be shown as 1/2 high school credit.

If the student would like to turn that 0.5 credit into 1.0 full credit, then he or she can self-design a course for the other half credit. Below is an example (in graphic form).

This illustration is using college courses, but the same principles are used when evaluating credits from any kind of school grading system.



- 5 credits = 100% credit for a full 5-credit course
5.0 college credits earned by completing a full quarter course earning 5.0 (100%) college credits at WACC
- 4 credits = 80% of a full 5-credit course
4 credits is 80% of the 5 standard credits, therefore, it earns 3/4 of a credit (0.75 at NARHS)
- 3 credits = 60% of a full 5-credit course
3 credits or a partial course at WACC = 60% of the 5.0, and therefore earns 1/2 credit.
- 2 credits = 40% of a full 5-credit course
2 credits or "short course" at WACC = 40% of the 5.0, and therefore earns 1/4 (0.25) credits
- 1 credit = 20% of a full 5-credit course
1 credit course at WACC = 20% of the 5.0, and therefore earns no credit. (0.0 NO CREDIT). The lowest partial credit at NARHS is (0.25) or one quarter credit.

If the student would like to make the partial credits earned at another school become FULL credits, here is one way to do it:

First of all, do not tamper with the 3/4 credit earned. It is what it is and that is the way it will be recorded by NARHS. **NO ALTERATIONS ARE PERMITTED.**

Second, do a separate course with similar content. Self-design a course, complete the necessary hours (in this case 20 hours will add the 1/4 credit needed). This additional course will be recorded as a separate entry on the transcript, and when added to the 3/4 course will yield one full credit. Be sure to present the evidence NARHS needs, as with any other self-designed course.

To earn another 1/2 credit, self-design a similar-content course and log 40 hours.

To bring this to 1 full credit, earn the other 3/4 credit as a self-design course with similar course content and log 60 hours.

Remember: for all self-designed courses, you are required to provide a course description, the evidence of the completed work, and a log of the hours you had invested in the subject.

| | | | | | |
|-----------|---|----------------------------|------------------|------|-------------------------------------|
| Example A | ENGLISH Research and Reports Comm. Coll. Course | ENGRR | 2011 | B | 4 col credits = 0.75 H.S. credits |
| | ENGLISH Technical Writing for non-technical writers | NARHS self-designed course | 2012 | C | 0.25 H.S. credits |
| Example B | BIOLOGY Intro to Marine Biology | Comm. Coll. | SCIENCE IMBIO | 2010 | A 3 col. credits = 0.5 h.s. credits |
| | BIOLOGY Sea Mammal Volunteer Rescue Course and Lab | NARHS self-design course | 2010/11 | A | 0.5 h.s. credits |
| Example C | HEALTH Intro to Physical Fitness | Comm Coll | Pers Devel PDIPF | 2011 | A 2 col credits = 0.25 h.s. credits |
| | HEALTH Physical Fitness impact on Sickness and Health | NARHS self-designed course | 2011 | A | 0.25 h.s. credits |

This method results in **one complete credit** in English and does not tamper with either of the two parts used to earn the full h.s. credit.

This method results in **one complete credit** in Science, yet does not tamper with either of the two parts used to earn the full h.s. credit.

This method earned the **one-half credit** required for NARHS, yet did not tamper with either of the two parts used.

...continued from page 61

RESULTS of the DISNEY ASSIGNMENT: When the mother and daughter left the school, they talked in the parking lot for a while, then drove directly to the AAA travel service office. There they sat with the travel agent for 2 hours and genuinely researched the options with him. They reported that they left with fliers, travel books, and a AAA offer for ticket discounts. When home, they plunged into the web studying hotels, maps, and address books to locate friends and family along the way. The daughter was REALLY INTO IT -- MOTHER WAS, TOO! That week the mother learned how much "fun" learning can be, not fake learning assigned by some publisher, but real learning centered around the family or student interest. They asked if they should do all their homeschooling this way. I advised, "Not so fast. This is fun for you now, but it can be much more difficult than regular textbook learning. I suggest you try doing your textbook courses for 3 weeks, then plan a "real learning week" focusing on something that interests you. You can plan these projects with your NARHS teacher advisor for the first 3 times. After those 3 times, you will feel confident enough to plan them for yourselves." Success. And, yes, the happy ending to this project was the father's announcement that the family would leave for DisneyWorld on Christmas Day.

PUBLIC SCHOOL POLICIES:
Some are Positive, Some Negative, Some Neutral.

SITUATION: *The son wants to stop homeschooling in the next year. Therefore, the family wants to register with NARHS so the son's high school credits from NARHS will be acceptable to transfer into the public school.*

COMPLICATION: The school district has a fairly specific policy concerning the credits they MUST accept -- but the rest seems wide open.

Steve Moitozo, Administrator, replies:

There are several answers here, and all of them have factors to consider which play into part of the outcome. This could take a while to explain, but let me try to offer a summary view.

1. Just try it without any fanfare. It could slide right through.
2. The school district policy had a glaring omission -- it did not mention homeschooling, homeschoolers, evaluation of homeschool work, standardized testing of homeschoolers wanting to transfer, placement testing of homeschoolers, etc. So, we must pursue this without the restrictive policy statements quoted.
3. If your son is indeed an official, legal homeschooler in your county, then I suggest you do the following:
 - (a) **Get a copy of the school district board's** rule concerning homeschoolers. This WRITTEN document on homeschooling in the district should be immediately available (upon request) to anyone living in the district. The school district has the right to ask for your request in writing. They may also insist that the request come from an adult.
 - (b) **Their homeschool rules (or policies)** might be available on their web site. Or they could send them as an attachment in an email.
 - (c) **REGARDLESS of what ANYBODY TELLS YOU, get the written policy on homeschoolers** and READ IT YOURSELF. Do NOT TAKE ANYONE'S WORD FOR IT! Many times people remember the OLD rules, or they do not know that the policy has more than one part, and so on. Let me emphasize -- get the WRITTEN policy and READ IT YOURSELF -- in your own hands with your own eyes and with your own understanding. Only then should you consult NARHS staff for counsel because you will have specifics to share about how homeschoolers are treated when it comes to credits and transferring.
 - (d) **Try to make your courses "fit"** with the public school system if at all possible. If they call Freshman English "English 9," then that's what you call it. If you can make a reasonable case for each course, try to parallel the titles of your courses with theirs.
4. **Once you have done your research**, set up an appointment with the decision-maker about transfers...not just another guidance counselor, but perhaps the principal could be there too. Your best chance is to have the key players at the table with you.
5. **I do know where you live IN FLORIDA, but if your appointment is anywhere near NARHS teacher advisor, I suggest you pay what she needs, and take her with you to that meeting.** In addition to being certified, she is our school's contact with Bright Futures, she knows the regulations, and she sees nearly a thousand courses to review every year. She is a good spokesperson, she will brush up on your son's program, and she will be ready to make her usual good impression. Your teacher advisor is your best resource. There are others who might do as well, but both Janice and Steve have fewer available dates on the calendar.
6. If the student is a homeschooled student, registered with the county to be official and legal as a homeschooler, then the following case could be made. *"According to the Florida law, our home education program must be reviewed at the end of each year by a qualified person. Our program has been reviewed by a Florida Certified Teacher each year. The certified teacher has provided us with a one-page report concluding that our homeschool work was satisfactory and deserving of the credit awarded in the subject area. Our work has been authenticated by a Florida certified teacher,*
AND
a Maine private school that is listed on the State of Maine web site and has been authorized as a high school in Maine's Department of Education for more than 22 years. These factors offer a pretty comprehensive review, and we hope you

accept them toward your son's graduation requirements here."

7. If number 6 does not meet with success, I suggest you add the following. *"Would you be willing to accept his credits toward graduation with grades of "P"? This would not interfere with any class standing, class rank, GPA calculations, and so on."*

8. If your son does not carry the status of "home education student," then I suggest you set that up right now. If his target is NEXT fall (as you mention) then you have time to register him as a home education student with the county...then you can legitimately claim that status and invoke the plan above.

The fact home educated students are not even mentioned in the policy of accepting credits is a good thing. There has got to be such a policy somewhere in the district's rules.

Also, please notice the language used in what was printed in your email, "High schools shall accept at face value the credits of students transferring..." This is legal language. It is compelling language REQUIRING the high school to do something (SHALL is the key word). It is not passive language saying they "MAY" No, the compelling language is putting the high school on notice that when credits from --- (all those sources mentioned) -- are presented to the receiving high school, that school WILL, MUST, HAS TO, IS REQUIRED TO accept those credits.

It does NOT SAY they cannot accept OTHER origins, it says the school MUST accept these. But it leaves the door open for the high school to accept other sources of credit. It does not use the negative compelling language such as "SHALL NOT" or "CAN-NOT" etc." The paths to that door were left open.

(I hope that was stated clearly, I am not sure. But, if you would like me to I have more...)

Steve Moitozo, Administrator
North Atlantic Regional High School
10/27/2010

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YOUR SON'S MOTIVATION: ?It could be helpful to know if the motivation for transferring to the public school is one or more of the following.

- (a) he just wants to graduate from his hometown high school...
- (b) he wants to be with his friends when they walk across the stage and receive their diplomas...
- (c) he wants to graduate with his girlfriend, from the same school, at the same time because that is the way it should be!
- (d) he wants to spend his last years in high school doing things with his buddies AT school and at school activities -- in other words, he wants the "high school experience."
- (e) he want to be on public school teams
- (f) he thinks the public school has some special courses of interest to him, something not available to homeschoolers.
- (g) he believes that he will be a more desirable college applicant if he graduates from a public school instead of a private school or as a homeschooler.
- (h) he wants to be "normal" so when he meets the girl of his dreams, he will not seem so weird as someone who was schooled at home.
- (i) he or his buddies know a guy who was homeschooled because he was "different." You know, really "different." And your son wants to avoid such an association.
- (j) he feels he has something to prove -- and going to public school will make his point.
- (k) he has been told by his friends, or by someone, that he was only being homeschooled because his parents knew he could not make it if he went to public school.
(Perhaps he could have overheard something of the sort ...maybe no others knew he heard it, but it made a mark on him -- a "wound" he believes public school will heal.)
- (l) he thinks his parents are too tough on him and he would have an easier time in school (easier to please the teachers than it is to please mom...)

And many more reasons we can not even think of.

Steve Moitozo, Administrator
North Atlantic Regional High School
04/29/2011

NARHS High School HANDBOOK

arranged in 5 parts

PART 1 Perspective ABOUT US

Glossary of Terms frequently used by NARHS

The Glossary of Terms is a new feature. This provides a quick guide in ALPHABETICAL ORDER. The Glossary displays definitions, details, and descriptions from the entire HANDBOOK. By its very nature, the Glossary repeats terms used elsewhere in the HANDBOOK. We believe this glossary will be helpful and make items easier to find and understand.

PART 2 Program(s)

You USE it, so you CHOOSE ! Earn REAL high school credits, from a REAL school, for a REAL diploma. Homeschooling, public schooling, private schooling, college courses, online courses, adult ed courses, video courses, community-based courses, self-designed courses, and more.

PART 3 Procedures

How do we get the job done? How does NARHS know if the student's work is adequate? What has to be "turned in" to NARHS? When? How do I reach my teacher/advisor? What evidence do we keep for Fine Arts, Phys. Ed.?

PART 4 Policies

NARHS' written and published policies are assembled in one place.

The administration thinks this will be the hardest section for people to read. Maybe it will be, but it is important that folks have the policies (a) in writing, (b) in their homes (or in their hands), and (c) in plain language.

The policies are simply "assembled" -- not in any sequence, not in any particular order. These are "statements" more details about your topic of interest may be found in the text of the Handbook.

PART 5 Possibilities

In Part 5 we share a few anecdotes, ideas, and a few students to stretch our thinking together. What form this will take is uncertain, it is not yet complete, and we may add more with each new printing of the Handbook.

We may feature our students' stories in art, music, drama, and multiple other activities. Yes, these successes, but there are some plain old, "I Finished!" stories, too. We understand how frustrating it can be for "regular" students to read some of the successes and achievements¹ of other students at NARHS, yet, we want to feature these stories to promote the idea that individually-designed education can be unusually valuable. Our flexibility and freedom as a private school strives to move students and families to innovation, problem-solving, and excellence.

CAUTION:

¹ If you sense these stories will upset your student or others in the family, it may be best to avoid relating them. Students' success stories sometimes motivate, *but not always*. There are situations and students who become de-motivated, discouraged, and feel guilty after reading of other students' successes, *especially* if a story represents lost opportunities, a feeling of being substandard, and a shamed feeling.

Negative reactions may include self-talk and deliberate messages that can be extremely difficult to overcome or re-direct. Messages such as, "I am not good enough." Or, "I knew I was stupid" Or, "Why don't you let me do that!" We have heard reactions from other family members, such as, "We don't have that kind of kid! Put him back in school!"

Therefore, we urge you to read these carefully and use parental discretion.



PART 5 Possibilities

Of Daffodils and Diesels

author unknown

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

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

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

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

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

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



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

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

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

If a 57 foot telephon

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

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

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

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

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

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

Homeschooling allows **“SPECIALIST” TO EMERGE**



Michelle picked up a French horn for the first time when she was 13. Four years later she was playing in Carnegie Hall.

Homeschooling allows children to take extra time in areas that interest them. Even while completing all the other subjects required (English, Math, History, Science, etc.) homeschoolers have an efficiency of time which grants “extra time” to play, practice, experiment,

explore, focus and find their “specialty.” The real world rewards specialists more than generalists, and homeschooling allows the specialist the opportunity to emerge.

Michelle Bolton is a case in point. She has been homeschooled since the second grade. Because they set their own schedule for school work, practice, and lessons, the Boltons enjoy a flexibility not available to classroom-bound students. This has led to some surprising benefits.

Michelle began playing the flute in her grade school years. Then, one day she decided the French horn might be fun, so she asked if she could try it. She was 13 then. By the time she was 17 she had an invitation to play French horn at Carnegie Hall in New York City. She had won a place on the All-Eastern High School Honors Ensemble. She had made All-District, All-State, and now she had achieved a status reserved for fewer than 500 musicians from a combined 11 other states, called the All-Eastern States by the National Music Educators’ Association.

Her other stops in the process read like a Who’s Who resume:

- Portland Youth Orchestra (Portland, Maine)
- Portland Youth Wind Ensemble
- New England Conservatory Youth Philharmonic Orchestra (Boston, Massachusetts)
- New England Conservatory Scholarship Brass Quintet
- Performed with the Boston Symphony Orchestra Brass Ensemble
- Numerous competition awards, prizes and scholarships, including the Martha J. Blood

Memorial Scholarship for \$1,000, the Littmann Competition in NY, and a \$20,000 scholarship from Concordia College

- Traveling ensemble for the New England Conservatory Philharmonic performing in Cuba and Mexico City

She’s done this and more in just four years.

Her personal talents were allowed to thrive in the homeschooling environment. And it’s not just Michelle.

Homeschooling also accommodates the giftedness of her sisters. Younger sisters Megan and Meredith are accomplished musicians in their own right. Megan has won coveted positions playing violin and harp, including All-State positions performing on the harp. Meredith, still in her middle school years, is also proficient on the harp, heading for similar accomplishments.

Did Mom and Dad Bolton teach their daughters all of this? Were the parents the teachers? No and yes. Mom and Dad did not teach them music. Mom and Dad found the specialists who could lead their children through their pursuits.

So, no, Mom and Dad didn’t do that part. But, yes, Mom and Dad did teach their daughters how to find such specialists and allowed them to be introduced to the “culture of their specialty.” Mom and Dad teach the foundational skills of problem-solving and decision-making, and they teach the subject skills such as English, math, history, science, and the like. The specialty is left to specialists.

Homeschooling works. And parents don’t have to know it all. They just need to work to find answers with their students. Homeschooling parents “decide and direct” the education of their children; they’re not required to DO all the educating of their children.

Congratulations, Michelle, Megan, and Meredith -- you and your parents are good examples, showing that homeschooling works.



Homeschooling Comes of Age

Teaching children at home is no longer just the choice of religious and political iconoclasts. Now, drawn by Brown's tradition of independence and self-direction, a new generation of homeschoolers is arriving—and thriving—on campus.

When Brown admission officers come across a homeschooler's application, they look for evidence of good writing skills and some sort of "outside assessment," such as courses taken at a community college or standardized test scores. "We take recommendations from family members with a grain of salt," Michael Goldberger says. Otherwise the evaluation process for homeschoolers is not much different from that of other applicants. "We always look at each kid in the context of where they came from, whether it's a small, rural public high school or a sophisticated private school," Goldberger says. "In a homeschool situation, our approach is, let's see what they give us and go from there."

Today Joyce Reed '61, '65 A.M. might be hailed as a pioneer of the modern homeschooling movement, but thirty years ago she was an aberration. In 1970 she moved to the island of Hawaii with her anthropologist husband and young daughter. They lived in the town of Hilo for a year, then fell in love with a falling-down house forty miles outside town. Reed and her husband rebuilt the house, decided they liked living closer to the land, and eventually had four more children there. For ten years they lived off the grid: no electricity, no telephone, no indoor plumbing, no television, no radio. And no school.

To educate the children, Reed, who had started a doctorate in English before moving to Hawaii, read to the kids for two or three hours each day. She taught them how to write letters to their grandparents and introduced them to math by having them measure cooking ingredients in the kitchen and engine oil for the car. Her husband, Charles Taylor, who taught part-time at the University of Hawaii in Hilo, worked with the children in his woodshop and demonstrated how to repair the lawnmower. There were also chickens to feed, eggs to collect, firewood to gather, and a garden to weed. A number of like-minded families lived a few miles away, and together the adults taught the kids what they knew: algebra, for example, or French, or knitting. Now thirty, Reed and Taylor's son Ben Taylor '93 remembers learning biology and botany from "a crazy hippie who drove the kids around in his bus, talking about plants and animals."

A slender woman with deep-set blue eyes, Reed is now an associate dean at Brown. Despite having founded a small private school during the year she lived in Hilo, she says that with homeschooling she didn't really know what she was doing—only what she wasn't doing. "I wasn't saying to my kids, 'This is what you have to know and this is when you have to know it,'" she says. "In school, kids are working to achieve someone else's goals. I wanted to see what would happen if you took kids who are intrinsically bright and let their minds be free."

IN THE LATE 1970s, when Reed was reading Johnny Tremain to her kids, only about 15,000 children were being schooled at home around the entire country. In fact, the practice was still outlawed in some states—and didn't become legal in all fifty until the early 1990s. By the 1999–2000 academic year, thirty years after Reed started out, 850,000 school-age children were taught at home, according to a report published last August by the U.S. Department of Education. But officials at the National Home Education Research Institute (NHERI) believe that homeschooling had grown even faster. They say the number of homeschooled children is closer to 1.7 million and has been growing between 7 and 15 percent a year for the past decade.

Whichever figures are correct, one thing is certain: **homeschooling has become an increasingly popular alterna-**



tive to public schools judged by many parents to be inadequate and unsafe. As its popularity has grown, what was once the oddball practice of isolated families has become a widely accepted educational approach, with its own lobbyists, organized support networks, and how-to-get-into-college guidebooks. These days, two thirds of homeschoolers go on to college, according to a NHERI study published five years ago. All of Joyce Reed's five kids went to college. Two of them, Ben and Maria Taylor, graduated from Brown, in 1993 and 1995, respectively. According to Brown's director of admission, Michael Goldberger, thirty-eight of the 16,600 applicants for the class of 2005 were homeschooled—a tiny percentage—but of these, five were accepted, an acceptance rate roughly equal to that for students educated in conventional public and private schools.

Homeschoolers "are the epitome of Brown students," says Dean Joyce Reed. "They are self-directed, they take risks, and they don't back off."

Education scholar Patricia M. Lines, a former senior research analyst at the U.S. Department of Education, has studied the homeschooling movement extensively, from its beginnings in the late 1950s and early 1960s as a liberal alternative to what some people viewed as rigidly conservative public schools. In the 1980s, Lines observes, "school culture drifted to the left," and conservative families turned to homeschooling to keep religion in their children's education. Today, "both groups are running strong," she says, and they have been joined by an increasing number of parents "who simply seek the highest quality education for their child, which they believe public and even private schools can no longer provide." These parents, like Joyce Reed, want their children to learn at their own pace, without the boredom that comes when the other children in class are learning more slowly or the anxiety that can arise when other kids are learning too fast.

Although the number of homeschoolers applying to college is still small, it represents only the first wave. The next homeschooled generation—the real boom—is just hitting puberty. A school like Brown, with its reputation for valuing independence and self-direction, may be particularly attractive to homeschoolers accustomed to charting their own course. Brown's curriculum, too, may be a good academic match for homeschoolers, many of whom have shaped their own curriculum with their parents or have simply followed their own interests with their parents as guides.

Tibet Sprague '04 is typical of this new homeschooled vanguard. Fascinated by computers at a young age, he enlist-

ed a programmer friend of his father to take him on as an apprentice. By age sixteen, Sprague was attending conferences to present computer applications he'd helped design, and coteaching a seminar for computer programmers thirty and forty years his senior. "These kids are the epitome of Brown students," says Joyce Reed, who became an associate dean of the College twelve years ago. "They've learned to be self-directed, they take risks, they face challenges with total fervor, and they don't back off."

LAURA BRION '04 sits nursing a cup of coffee in a Starbucks on Thayer Street a few days before the start of the fall semester. With long, dark hair and almond eyes, she's calm and matter-of-fact in conversation, but when, on the walk back to her dorm, she encounters friends she hasn't seen all summer, she turns into a force of nature, hugging and squealing and bouncing up and down on the sidewalk.

Piano lessons led to a job as a church organist. An interest in the Revolutionary War evolved into playing in a fife-and-drum corps.

Brion learned to read at two and a half. She attended a regular kindergarten in Sherman, Connecticut, before her parents decided to teach her themselves. One of their reasons was practical: Brion's father, a pilot, was frequently away; when he was home, he wanted to spend as much time as he could with his daughter. In addition, after kindergarten Laura was asking her mother why the teacher was telling her things she already knew. "It's my job to raise my children," Alison Brion remembers thinking. "It didn't seem unusual that I should continue what I started." While many people in town seemed to think the family was crazy, "I didn't have any real worry that we could go wrong," Alison Brion says. "Laura's first five years went well. Why wouldn't ages six through whenever go the same way?"

For the first few years the family enrolled in a homeschooling program that provided a long-distance curriculum and guidance. But as they grew more comfortable with homeschooling, they struck out on their own. When Laura Brion was young, this meant spending a lot of time at the library. "We lived at the library," she says. "The librarian was one of my best friends." Brion was the first homeschooler in her small town, but over time her parents found others nearby, so the families joined forces. There were play dates, field trips to nature centers, and group classes in French and geology. One thing led to another. The piano lessons Brion began when she was nine led to a job as a church organist at sixteen. An interest in the Revolutionary War evolved into



playing in a fife-and-drum corps. As a teenager Brion worked at two small farms, one owned and run by a former physicist, the other by an ethnobotanist, both of whom welcomed her nonstop questions. "I realized learning was something I just couldn't get away from," she says. "Everything became a learning experience." It is, in fact, this aspect of homeschooling—learning as something that occurs at any time, in any place, throughout one's life—that explains much of its appeal.

Another advantage of homeschooling, its advocates say, is that it allows children to socialize with—and learn from—a wide variety of people, instead of remaining confined in a classroom for most of the day with children their own age. Amois Gonzalez '03 was homeschooled in Ashland, Oregon, because her parents wanted her to remain "family-based" for as long as possible; they also wanted her to "grow up being able to interact with people of all ages," she says, not just her peers. Alison Brion had the same wish for Laura. The Brions joined homeschooling groups and after-school activities so Laura could be with other children, but they also went to library discussion groups and town meetings. "Laura saw adults socializing, making decisions, stating their opinions, challenging each other," Alison Brion says. "She learned that there's no one right answer to a question, which is not what usually happens in a classroom."

"I was very outgoing until I went to school," Amois Gonzalez '03 says. "I never had to worry about fitting in. It took me a while to regain my self-confidence."

This issue of socialization, however, is also one over which homeschoolers are often criticized. How can kids learn to deal with other people, the question usually goes, if they're not in school? "Such criticisms rest on certain professional assumptions about the nature of 'healthy socialization,'" Patricia Lines wrote in the July 1, 2000, issue of the journal *The Public Interest*. Homeschooling parents want their kids to learn values—religious or otherwise—from them, not from other kids. They worry about the negative peer pressure found in schools and as a countermeasure want children to spend more time with adults. "But this does not mean that homeschooled children are isolated from their peers," Lines wrote in *The Public Interest*. "They participate in homeschool support groups, scouting groups, churches, and other associations."

Sometimes, though, homeschoolers create more of a hybrid education. When Amois Gonzalez's best friend started going to a conventional school in the fourth grade (and

got to ride the school bus), Gonzalez grew curious about what all the other kids were doing. Two years later, not wanting to be left out, she started school herself. Academically, she soared, but the social scene was tough to handle at first. "I was very outgoing until I went to school," Gonzalez recalls. "I became really shy and insecure. I wanted everyone to like me. I wanted to fit in. I had never had to worry about fitting in before. It took me a while to regain my self-confidence." Gonzalez stuck it out and went on to become a track star and homecoming queen.

Tibet Sprague followed almost the opposite path: he made it through eighth grade in Amherst, Massachusetts, before choosing to be schooled at home. Lanky and easygoing, he'd been doing fine academically and socially, but he was losing steam fast. "The learning part became not fun," he says. "You get all these assignments and 90 percent of them aren't interesting. Then if you get bad grades it's easy to lose your confidence." When two of his favorite teachers announced that they were leaving the Amherst school system to launch the Pathfinder Center, a homeschooling "resource center" for teenagers, Tibet chose to follow them.

Through Pathfinder, which helps homeschoolers and their parents design individual study plans and even offers some classes and activities, Sprague took literature, history, and physics seminars. He also studied electronics and chemistry with his grandfather and Buddhism with his father. He worked his way through algebra and Spanish textbooks at home, and aced computer science and calculus classes at the nearby University of Massachusetts. He even grew accustomed to questions like the one posed by a woman who approached him one weekday as he sat on a bench in downtown Amherst: why, she demanded to know, wasn't he in school?

There was no opposition to homeschooling out in the woods of Hawaii, where Ben and Maria Taylor grew up. Every week they went with their mother to the nearest public library, but otherwise they stayed close to home, reading voraciously, doing their chores, and roaming with homeschooled kids who lived nearby. Maria and her friends liked to dress up as medieval characters and act out stories they had written. Ben helped his father and the neighbors build fences and houses, and he figured out enough electronics to repair radios and televisions.

Another advantage of homeschooling, advocates say, is that it allows children to socialize with—and learn from—a wide variety of people, instead of remaining confined in a classroom for most of the day with children



their own age.

All this seemed normal to Ben and Maria until their family moved to the town of Waimea in the mid-1980s and they saw other kids going off to school. Ben and Maria eventually supplemented their work at home with history and Japanese classes, among others, at a local private high school. They wanted to play on sports teams and see what going to school was all about. Similarly, Tad Heuer '99, who was homeschooled in Holliston, Massachusetts, took chemistry and biology classes at his local public school—primarily, he says, because single frogs in formaldehyde are hard to come by. (Heuer may be Brown's most decorated homeschooler so far: he was a Royce Fellow, a Truman Scholar, and a Marshall Scholar; was elected to Phi Beta Kappa; and received a combined four-year bachelor and master of arts degree, magna cum laude. He is now studying at Oxford.)

At seventeen, Maria Taylor actually enrolled full-time in high school for a semester, after her mother—who was now divorced from Maria's father—moved the family to Providence to take the dean's job. "The teachers seemed to take it for granted that I wouldn't be interested in what I was learning," Maria recalls. "We'd study something and take a quiz, but we never really talked about why it was important." And after years of making her own choices about how to spend her time, Maria found the school's structure difficult to take. "The first time I had to go to the bathroom, and the teacher said no, I couldn't believe it," she recalls. Maria dropped out and spent the rest of the school year reading, working in a video store, and watching old movies.

SO HOW DOES a homeschooler fill out a college application, which usually requires school transcripts, standardized test scores, and teacher recommendations? When Joyce Reed bought her son Ben a review book for the GED exam, he looked through it and said to himself, "Oh, man, I'm an idiot." (He passed the exam on his first try and scored in the top 1 percent of students who took the test in Hawaii.) Laura Brion debated whether she should even apply to college—"Is it an adventure or a copout?" she wondered. But she says that once she decided that a degree would be a practical thing to have, "I had this initial feeling of, 'Oh no, what have I been doing all these years?'" Nevertheless, Brion took the SATs, wrote her essays, put together a transcript, and sent off the applications. A few colleges responded with postcards

stating that she'd neglected to include a transcript.

Brown looks for writing skills and some form of outside assessment. "We take recommendations from family members with a grain of salt," says admission director Michael Goldberger.

Brown was not one of them. Among colleges and universities across the country, Brown is considered receptive to homeschoolers because it does not require them to supply any more information than traditional applicants. Some schools go further, offering scholarships specifically for homeschoolers or, as in Stanford's case, posting special information for potential homeschooled applicants on their admission-office Web sites. On the other end of the spectrum are universities such as Columbia, where homeschooled applicants must supply results from five SAT II tests (formerly called achievement tests); regular applicants, by comparison, must only submit three. Notre Dame also asks homeschoolers to send scores from five SAT II tests, even though its regular applicants aren't required to take any.

When Brown admission officers come across a homeschooler's application, they look for evidence of good writing skills and some sort of "outside assessment," such as courses taken at a community college or standardized test scores. "We take recommendations from family members with a grain of salt," Michael Goldberger says. Otherwise the evaluation process for homeschoolers is not much different from that of other applicants. "We always look at each kid in the context of where they came from, whether it's a small, rural public high school or a sophisticated private school," Goldberger says. "In a homeschool situation, our approach is, let's see what they give us and go from there."

Tibet Sprague gave Brown a transcript that included no grades (except for those he earned at UMass). Instead it detailed the books he had read (among them, *Animal Farm* and *Fahrenheit 451*), the musical instruments he played (saxophone and recorder), the science projects he completed (building rockets to demonstrate trajectory physics), and even the cultural events he attended (the Bill T. Jones Dance Company). In some ways, he says, he had an advantage over college applicants with typical high school backgrounds. "Their acceptance was based almost entirely on grades and scores," he wrote in a Pathfinder Center newsletter. "But I could present everything I had done during the last four years, show every aspect of my



intelligence and creativity, without lingering on my shortcomings.”

FROM THEIR PROFESSORS and fellow students, homeschoolers at Brown elicit a wide range of reactions. “Some people said, ‘Wow, that’s so cool!’ ” recounts Sprague. On the other hand, Maria Taylor says that one of her professors “couldn’t understand how I learned things, how I could be smart. He was like a lot of people who think homeschooling means no schooling.” In fact, these homeschoolers say, their transition to college wasn’t that different from that of other new students. “It didn’t matter what your previous background was,” recalls Tad Heuer. “Every single student was a bit nervous, and most were away from home for the first time.” Laura Brion adds, “I just figured I’d adapt.” But what Brion had to adapt to were such everyday experiences as sitting in a classroom and having a constant schedule. It wasn’t that big a deal. After years of showing up for music lessons and holding down jobs, she points out, “It’s not as if I’d never encountered rules or guidelines.”

Homeschoolers are also buoyed by their self-confidence. “My college friends got so daunted by everything,” Maria Taylor explains. “I didn’t have that problem. I’d always been told that I was capable of doing anything. My friends [at Brown] also had strange ideas about adults. They had a hard time talking to professors as people. They were intimidated. I’d always been encouraged to talk about my opinions, and I had confidence in what I had to say.”

Homeschooling had not prepared Taylor for one thing, though: meanness. “I had little experience with being hurt by kids my own age,” she says. “People who are malicious, who say things about you that aren’t true—I was so shocked by all of that. I had never lost friendships before.” Taylor ended up taking a leave of absence from Brown during her junior year.

(Rob Pike)

Laura Brion ’04 in the stacks at the John D. Rockefeller Library

If Laura Brion has experienced similar setbacks, she’s not telling. She had worried at first that Brown might be too big a detour from the autonomy of her homeschooling, that sitting in classrooms and taking exams might cause her to “start viewing learning as a chore.” Luckily, that hasn’t happened. “I’ve found people here who have so much talent and idealism and enthusiasm,” she says. “It’s totally infectious. I stay up way too late.”

BEN TAYLOR DOES, too, getting by on just three or four hours of sleep a night. It’s a habit he formed at Cambridge Technology Partners, the computer consulting firm where he worked after graduating from Brown, and at NerveWire, the management consulting company he cofounded two years ago. Now Taylor is a free agent again, living in New York City and looking for his next project. Interactive television? Venture capital? “I remember my parents sitting me down and saying, ‘There’s always going to be a challenge out there for you,’” he says.

Like her brother, **Maria Taylor** is thinking about future challenges. After graduating with honors from Brown, she earned a master’s in photojournalism at Boston University and now works as a graphic designer for NerveWire. She is also getting married this summer. She and her fiancé have been talking about moving back to the island of Hawaii in a few years, back to the neighborhood where Maria grew up. Together with two childhood friends, she dreams of re-creating the homeschooling community that her mother helped start thirty years ago.

“When I have kids, I can’t imagine sending them to school,” Maria says. “I want them to have what I had. We were empowered. My mom would say to us, ‘Whatever you want to do, you can do it, and if you need tools, come to me.’ I know it’s a huge responsibility, and it’s going to be hard. But I’m definitely going to do it.”

Jennifer Sutton is a BAM contributing editor.(Brown Alumni Magazine)



Transformation of Education TRANS “Formation”

BY APRIL THOME, Yakima, WA. Presented to Liv Finne, Director, Center for Education at Washington Policy Center

THE TRANSFORMERS -- WORKING BEHIND THE SCENES

What is coming soon to transform American education has been in the works behind the scenes for over 30 years.

It is bigger than public and private education.

It is bigger than online schooling.

It is bigger even than home schooling (although it was through the home schooling movement that this change took root)

It is referred to in the ground-breaking book Disrupting Class by Clayton M. Christensen which targets online schooling to take over 50% of American education by the year 2019.

BIG DISRUPTORS

The BIG disruptors of the present educational system, which CUSTOMIZED EDUCATION considers, are

the variety of students' learning styles, gifts, interests and future goals,

the bounty of great self-directed curriculum that is available thanks to the home schooling movement,

the parents now beginning to realize they have been empowered to decide and direct the education of their children,

the recognition and high regard that colleges have granted to self-directed students well-trained through home schooling,

the relaxation of tight regulations within many public institutions which now are realizing the quality education possible from students experiencing “designer education,”

how online education cannot meet the needs of every student and family style but can definitely contribute to the student's variety of educational resources,

COMING SOON -- A DISRUPTED DISTRICT NEAR YOU

We can't help but realize that THIS CHANGE IS INEVITABLE and ACCELERATING in our society. Watch the trend grow. Look beyond online education, it is only one essential piece of the whole picture.

North Atlantic Regional High School (NARHS) has been one of the change agents preparing this generation of students for the exciting era dawning. With the school's emphasis on varieties of venues for gathering credits, what seemed like a novel idea expressed by Steve Moitozo in his workshops conducted nationally (since the 1980's), has now spread from the grassroots into mainstream education steadily. Such educational philosophies and ideas were accepted and passed on, implemented and celebrated among families throughout the nation as word spread steadily about a better way for students to prepare for adulthood.

PROFESSIONAL EDUCATORS BECOME “THE GUIDE BY YOUR SIDE,” instead of “THE SAGE ON A

What is needed to enhance the growth and effectiveness of customized education are educators prepared to guide parents through the process:

- A. To know their legal rights,
- B. To understand the variety of educational resources available.
- C. To learn how to set and stay a course of study that fits for their students,
- D. To provide training in work assessment and record keeping,
- E. To assure parents that this path leads to great success based on the stories of those independent learning students who have gone before them opening doors and changing attitudes.

Steve Moitozo had it right. We who embraced his ideas can now feel a part of this great movement on its way to disrupt the powerful hold of assembly line education once and for all.

April Thome, Director
Home Education Designs
HomeLink Education
May 2011

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