

2025—2026



Introducing you to

2025—2026

NHHSA

Centers for Learning



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Meet our Franchisees

NHHSA East

10737 Gateway Blvd W., Suite 220
El Paso, Texas 79935
915-856-7243

NHHSA West

5400 Suncrest Dr., Suite B5
El Paso, Texas 79912
915-300-0250

NHHSA Transmountain

6621 Doniphan Dr., Suite G
Canutillo, Texas 79835
915-642-4352

NHHSA Horizon

287 Darrington Rd.
Horizon City, Texas 79928
915-229-2390



Welcome

We want you to get to know us.



We are NHSA - a traditional, signature school capable of transforming what you think of homeschooling and how your student learns.

Ours is a *student-centered* model of education, personalized to your child's needs and customized to fit his or her learning style. Our program meets all state criteria for education of children in grades PreK to 12th. And when your student is ready to graduate, he or she receives a high school diploma and assistance with college selection and preparedness. You will find no other school like ours.

Founded in 1995, NHSA allows your student, your family, and your lifestyle a choice between study in one of our campuses, study through our skilled hybrid program which allows students to alternate between home-study and study within our classrooms, or strictly home-study - whichever you feel best suits you and your child's academic advancement. You have a voice. This flexibility alone changes the study landscape, removes the stress associated with public methods of schooling, builds responsible, well-adjusted students, and restores a student's love of learning.

Times have changed. Students have more choices and a much larger spectrum of learning options. Students do not all learn in the same way or at the same speed. And certainly, not all thrive in the same environment. Our system uniquely addresses these differences

We are not an online school using the same, tired methods of the public schooling system. We are a private homeschool and academy that your student will love. We provide learning opportunities not available to you through any other program.

This manual introduces you to our way of thinking, our operational methods, and our policies, but we also invite you to visit us for a tour. We would love to show you what we do!

Our Mission



NHHSA (New Horizons Home School & Academy) aims to empower those who wish to pursue homeschooling as an avenue to academic, intellectual, and personal achievement. We work to serve families who, disillusioned or unsatisfied with the options available to them under the current system, choose the home-based and family-centered alternative.

One of the primary advantages of home-based education or homeschooling is greater freedom for students and families to organize a study schedule around their own priorities. NHHSA operates on the principle that the decision of how to educate a child is best left to those most closely acquainted with that child's individual abilities and needs: the parents or guardians.

For us, parents are the first authority. With the coordination of the family, NHHSA's team of educators and curators assembles custom study programs, made up of a carefully reviewed inventory of curricula including standardized textbooks, online learning programs, and primary source readings. But in addition to the services we provide for our homeschooling members, NHHSA offers small classrooms with high teacher-to-student ratios, where students can receive in-person instruction, participate in project-based activities and group discussions, conduct lab experiments, attend field trips, and more.

NHHSA offers flexibility. The premise is simple: find what works best for a student even if it requires a process of trial and error. Student achievement is our top priority.

We take students seriously. We understand that the young mind is not a blank slate that can

be fashioned to suit particular designs but is pre-equipped with a stock of unique ideas and dispositions. That's why we employ a learner-centered and self-paced approach to learning, in contradistinction to the one-size-fits-all, industrial model of mass governmental schooling which is now largely in use. We strive to put into real-world practice the ideal that one's education should be as unique as one's fingerprints. With this in mind, students are invited to be active participants in their own learning, rather than passive recipients of a preconceived curriculum. Wherever possible, curricula should be adjusted to meet the needs of the learner, not the other way around.

That's what we set out to do, and it is what we accomplish every day on a student-by-student basis, because we recognize that every child matters, especially when that child is yours!

Through our personalized approach, we aim to change the face of education across America.

Our Vision



Ours is a humble beginning and a simple, enduring vision: to create an environment where every child can learn safely, confidently, and with joy. A place where strengths are celebrated, natural abilities are nurtured, and discovery is a richly rewarding pursuit. A place where curiosity is welcomed, wonder is encouraged, and a child's innate knowledge is honored.

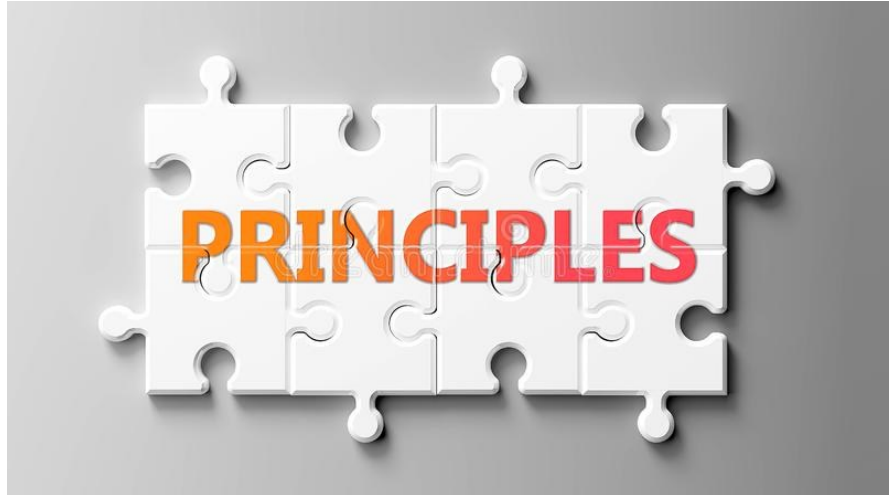
We are, at heart, a schoolhouse built on individual proportions—but with boundless aspirations.

Along this journey, we seek to connect with kindred spirits—those who share our vision and values. Through these relationships, we grow stronger together, forging a path where mutual growth is not only possible, but inevitable.

Our vision is clear: to remain among the forward-thinking educators whose broad-minded, innovative approach inspires meaningful reform in education.

And through it all, we remain true to our purpose: to *Bring Education to Life!*SM

Our Principles



At NHHSA we believe that:

- ◆ Every student, regardless of age, creed, race, or socio-economic background, is entitled to an affordable, high-quality education;
- ◆ Parents have the right to be actively and intimately involved in decisions regarding their child's education, and they are entitled to educate their child at home, or in a home-like setting, regardless of their own educational background;
- ◆ We believe parents have the right to choose the educational setting that best meets their child's needs, and that their education tax dollars should follow that choice;
- ◆ Students have the right to a safe and supportive learning environment, free from harassment and intimidation. We believe that personality conflicts—especially those involving a teacher—have no place in the educational setting and should be considered unnecessary barriers to learning;
- ◆ All students, when provided with a supportive, structured, and personalized learning environment, can thrive and are fully capable of excelling in their academic pursuits;
- ◆ Every child is born with natural curiosity and an enthusiasm for learning and exploration. We believe this innate desire is diminished—sometimes even extinguished—when a child is denied the opportunity to have a voice in their own learning;
- ◆ By its very nature, learning is not—nor should it be—confined or restricted to public institutions;

- ◆ Because education is a lifelong journey, children should be encouraged to develop critical thinking skills, effective study habits, and a strong work ethic—foundational qualities that transcend any educational setting; and
 - ◆ The family has always been—and will remain—the cornerstone of society, and as such, its role must never be diminished or excluded from a child’s educational experience.
-

Profile of an NHHSA Graduate

NHHSA graduates are expected to have employed the greater liberty that comes with home-schooling in a productive way, oriented towards personal growth and the development of academic or trade skills that they will be able to capitalize upon as they mature. Graduates have attended to their work diligently and fastidiously and have fulfilled their social obligations.

The graduate has satisfied state-mandated academic requirements and, in spite of this, has furthermore developed an interest in lifelong learning and recognizes the pursuit of knowledge as integral to personal growth. Long-term career goals have been clearly formulated along with strategies for achieving them. Graduates assume responsibility for their triumphs and failures and have learned to be resourceful as they navigate toward their goals, economizing on available time and means with the understanding that every decision involves a tradeoff.

The graduate loves to learn beyond the confines of a regimented classroom, actively seeks real-life learning experiences, exercises a critical attitude with charity of interpretation toward others, and is persistent, optimistic, and eager to discover new knowledge and skills.

Building Core Values

“The fundamental task of education is unlearning: making ourselves, and the ideas by which we conceive and create ourselves, strange and alien, and thus transcending our old selves.”

—William Warren Bartley III

The following is a set of principal values we consider necessary to the academic and general intellectual achievement of homeschoolers. NHHS faculty are trained and encouraged to apply them. The list encompasses a few guiding standards of conduct that we see as indispensable to the ultimate aim of self-directed, lifelong learning, an endeavor we wish to inspire all our students to undertake (in their own way).

Love of Knowledge: We encourage our students and faculty to regard knowledge (conceived in our philosophy as true opinion, not “justified true belief”) and the pursuit of truth as the highest good. We believe in an ethical obligation to be curious, that is, to be unsatisfied with what is apparent, commonsensical, or intuitive and to seek universal explanatory knowledge.

The Critical Attitude: This virtue, which we may define as a “readiness to correct error,” is based on the basic fact that all learning consists of error correction or problem-solving. The readiness to identify errors and correct them, and the willingness to be corrected in turn, are therefore tantamount to learning.

The Principle of Charity of Interpretation: This precept may be seen as a complement to the critical attitude. In our readiness to learn by finding and correcting errors in our own ideas and actions as well as those of others, we should take care to adopt the most charitable possible interpretation we can. In short, this means formulating the

most logical and defensible interpretation of those ideas or actions when we take a critical view of them.

Persistence: We regard it of the highest importance for homeschoolers to be self-motivated, task-oriented, and determined to “transcend themselves” through learning. Learning is a transformative process and may occur by aim or by accident, as when one learns from unexpected failure. Sheer unyielding determination to learn from failure even in the face of disappointment – what we may also call grit – is called for.

Initiative: It is not enough to routinely solve pre-written, exam-oriented problems organized by category (under the conventional rubric of “academic subjects”). The lifelong learner realizes that, in reality, there are no subjects, there are only problems to be solved, and problems may cut across all domains of inquiry. To become intellectually independent, students can and must be encouraged to actively seek out new and challenging problems on their own terms.

Discovery (or Unending pursuit): All active learners should aim to internalize and embody the fact that learning is a ceaseless process of creating and assimilating new knowledge via problem-solving and that every solution must in its turn lead to a new problem. Learning is, in principle, without end. Those who quit the search for interesting problems resign altogether from the pursuit of knowledge.

Optimism: Understood, in our sense, not as the doctrine that things will always work out for the better but as the proposition that all problems are, in principle, solvable as long as the proposed solution would not violate the laws of physics. Moreover, humanity, as a creator and comprehender of universal knowledge, is seen as occupying a unique and privileged position in the cosmos. This view also stands in opposition to the conspiracy theory of knowledge, or the idea that factors beyond our control (other than the laws of physics) necessarily prevent some things from being known or understood.

Admissions

For On-Campus Study

Admissions requirements for student candidates to on-campus study are as follows:

1. Student applicants must have no disciplinary history or record of disciplinary interventions at prior schools.
2. Attendance records for the school year immediately preceding the year of application must show student attendance to meet state requirements.
3. Applicants may not have any pending legal cases that could affect enrollment procedures or attendance requirements.
4. Applicants must pass an in-person interview with the Director of the campus he or she is applying for.
5. Applicants must have a history of passing grades.
6. Middle and high school students must demonstrate knowledge of and interest in some local, national, or global current news or social issue.
7. High school students must be able to articulate career goals.

All on-campus student candidates must apply to be accepted for enrollment in NHHSA.

For Hybrid Schooling and Remote Learning, Middle School

Hybrid schooled students should meet the following requirements:

1. Applicants must be motivated self-starters. (Applies to students in middle school and high school. Little ones need a lot of help!)
2. Applicants must be willing to work from home or a home-like setting.
3. Applicants must demonstrate a high level of academic interest.

4. Applicants prefer to work independently.
5. Applicants demonstrate a sense of responsibility and a genuine interest in academics.
6. Middle and high school students must demonstrate knowledge of and interest in some local, national, or global current news or social issue.
7. High school students must be able to articulate career goals.
8. In order to participate in on-campus activities, applicants must have a clean disciplinary record from prior schools.

For Hybrid Schooling and Remote Learning, PreK to 6th

1. Parent should have a plan of appropriate supervision for their homeschooled student.
 2. Parent understands the *NHSA Minimum Academic Standards & Scholastic Requirements* (in this manual and provided as a separate agreement for parent to sign).
 3. In order to participate in on-campus activities, applicants must have a clean disciplinary record from prior schools.
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NHHSA Minimum Academic Standards

Whether your student is participating in our on-campus, hybrid, or remote learning program, the same, fundamental homeschooling principles are adhered to. In fact, the only thing that really changes is the setting.

Because we know how important it is for you to be able to gauge your student's progress, we want to make our minimum academic and scholastic requirements clear. We understand that your requirements may exceed ours, and we hope they do. But setting standards is part of the process, and our parameters will help you set your standards to meet the following criteria at the very least:

- Your student should complete at least one (1) checksheet (program of academic assignments) per month.
- All work must be completed with honesty and genuine effort. Specifically, all assignments listed on a checksheet must be completed unless otherwise indicated in writing. Work must not be plagiarized, must be legible, and all questions should be answered fully and in complete sentences. Additionally, all assignments must adhere to the standards outlined in the Student Handbook.
- Artificial Intelligence (AI) programs, should be used as a tool and not as a shortcut. Submitting AI-generated essays or answers as a student's own is plagiarism, and will be graded accordingly.
- Only fully completed assignments should be turned in. NHHSA does not accept partial work.
- We have a minimum of nine (9) checksheets required for the completion of a grade level. Most students require ten (10) months to complete them all. If your student is not complete with the nine (9) checksheets at the end of the school year, he or she is required to continue through summer school until his or her grade level is complete.
- Students who are failing most of their assigned classwork and unproductive

students are subject to being dropped from enrollment with NHHS. Unproductive students are defined as students who fail to turn in assigned work or consistently turn in poor-quality work over a period exceeding two months, despite our best efforts to provide assistance.

- Parents are expected to take an active interest in their child's education and academic progress. Consistent disregard of school communications—whether by text, email, or telephone—despite repeated efforts to engage you regarding academic concerns, may place your child at risk. If, in addition, the student demonstrates continued lack of productivity or is in danger of not completing the school year, the student's enrollment status may be subject to withdrawal
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About Sexual and Gender Identity Education

We are frequently asked: What is NHHSA's policy regarding sexual preference and gender identity education? We are happy to clarify.

NHHSA holds the position that education regarding sexual preferences and gender identity falls outside the proper scope of any public or private educational institution. To incorporate such instruction into the school curriculum would, in our view, infringe upon the rights, choices, and responsibilities of parents.

We fully recognize that prejudice—and at times violence—against individuals based on sexual preference or gender identity remains a serious concern in many areas. However, we do not believe that addressing these complex and sensitive topics requires anything beyond our longstanding and consistent emphasis on decency, respect, and tolerance in all interpersonal interactions. Good manners and common courtesy are not the domain of any particular ideology or political perspective; they are the fundamental expectations we uphold for all students and staff.

We believe that children benefit most from clear, uncomplicated standards that promote respect and fair treatment of others. These expectations do not require reinterpretation or rebranding.

At NHHSA, we honor and respect the right of parents to determine when and how these matters should be addressed with their children, in a manner consistent with their family's values.



A Discourse on Education

Man, by nature, desires knowledge. —

The Failure of America's Schools

A recent study conducted by sociologist Richard Arum of New York University confirmed our general suspicions regarding America's educational system: the failure of America's educational system to cultivate the ability to think critically. Arum's four year study followed 2,322 college students in 24 U.S. universities.

The results of this study are as impressive as they are disappointing: 45 percent of students made no significant improvement in their critical thinking, complex reasoning, or writing skills in the first two years of college, and even after four years, 36 percent still showed no improvement in the development of these critical faculties, referred to as higher order thinking skills.¹ The study found that most students spend 51 percent of their time not being involved in academic activities, but in socializing and other "extracurricular" activities. Perhaps as a result of this tendency to socialize, the study also established that those students who studied alone made "more significant gains in learning than those who studied in groups."² (Read more about Richard Arum's study and his new book, *Academically Adrift: Limited Learning on College Campuses* below.)

Although Arum's study followed college students at the university level, we can safely assume that these students did not inexplicably abandon firmly established critical thinking, complex reasoning and writing skills at this level of their academic learning. Rather, they likely arrived at the foot of the university's door lacking them.

The Many Faces of the Educational Dilemma

Regrettably, there is no isolated, singular problem that can be affixed to today's educational dilemma. The issues students face are plural – there are, in other words, many problems, not just one. Moreover, the problems are complex and multifaceted.

Although we do not propose our methods provide solutions to all faces of America's troubled system of learning, we do propose an alternative method of education which we believe serves the individual student maximally. In our view, sole emphasis upon greater reading, writing, and math workloads alone is foolish and counter-productive. But when coupled with refining a student's ability to think creatively, originally and critically, the workloads become purposeful.

Teaching to the Test vs. the Individual

What precisely is imaginative, original, and critical thought?

First of all, we do not regard a student's ability to test well or to pass examinations as a clear and incontrovertible indicator of intelligence. Exams are useful as tools – as means to an end – but they are not ends in themselves.

While “teaching to the test” – to borrow the phrase often used for both criticizing and defending the public schools' practices under the No Child Left Behind Act – may be a useful means of equipping students with the technical skills necessary to pass their annual state

assessment exams, we maintain that a student's ability to think critically is a personal and individual skill that can only be cultivated, through time and dedication, by a

special emphasis on the student's unique skill sets and interests. We do not believe in a

“one size fits all” approach to education, even though we do believe in a certain amount of uniformity when it comes to educational standards.

Part of our solution to the problem with education – namely, the lack of critical thought skills in students – is to provide a synthesis of institutional expectations and requirements with special attention given to the student as a unique individual.

Our classroom environments are small and personalized. We do not assign any more than 15 students to a single educator and we sometimes assign much less. The requirements demanded of our students may be considered rigorous – they are – but only insofar as we continue to provide the environment, the materials and the individualized mentoring our students deserve, to which we are fully dedicated. We ask a lot of them because we provide a lot by way of attention to personal needs and abilities. We especially require that they meet us half way in the pursuit of higher learning. Students are expected to put in the work, in other words, to ensure that our attention on them yields measurable results.

Reading is important because it supplies the stimulus to a student’s mind which initiates the learning process. Writing – by which we mean creative writing, which does not involve the mere memorization and regurgitation of information – is important because it requires students to examine, organize, and express their thoughts in a coherent, logical and consistent fashion while meeting the demands of a particular assignment. Science, Mathematics and the other aspects of education mentioned previously are self explanatory. Given critical thinking skills and a substantive reading ability, they need little to no additional emphasis from us. But it is perhaps necessary to point out that they are absolutely crucial to our curriculum and to the student’s ability to forge a successful relationship with the world around them.

The Educated Differ from the Uneducated

The renowned Greek philosopher Aristotle once said that “the educated differ from the uneducated as much as the living from the dead.” Part of our mission as an academy is to awaken in the student a sense of awe, curiosity, fascination, and admiration for the world – that same awe of which Einstein spoke so oft and so highly.

We wish to breathe life into education by refusing to allow it to center around the stale accumulation of bare facts and information. We think of education as an organic process, one that does not cease or stagnate but rather, under the proper conditions, is fed the nourishment that allows it to grow and evolve without end. Such a process, we maintain, is born only out of the love for knowledge for its own sake and resides not in the school, but in the individual.

The purpose of our academy – its most important and perhaps its only purpose – is first to instill, and later to nourish, a student’s innate desire to know more: “Man, by nature, desires knowledge.”³

An institution that does not recognize these needs and these desires, intrinsic to our species, does not serve the students and perhaps does more harm than good, obstructing the path to higher thinking rather than clearing it.

An Invitation to Higher Thinking

At NHHSA, we regard one's ability to think critically, to solve problems, and to formulate creative opinions as primary and tantamount to any successful process of learning. And it is this virtue we seek to instill in our students. Euripides was right. "Learned we may be with another man's learning," he said, "[but] we can only be wise with wisdom of our own."

Nonetheless, institutions must be able to recognize their limitations, and so too teachers. Even with our relatively smaller classroom size, we acknowledge that there is only so far a teacher can go to provide their pupils with the practical information they need to be successful in the world. Students must demonstrate a desire to learn, an openness to receive.

It must, therefore, be imperative that an educational system not simply teach, but too, that it be compelled to encourage the student to want to learn.

We maintain that learning is not a one-way street. That it is, in fact, transactional – the result of a two-way interaction between mentor and pupil.

Students at NHHSA must therefore be willing to show that, as long as we are willing to give, they are willing to receive.

"I never teach my pupils," Einstein famously said, "I only attempt to provide the conditions in which they can learn."

We believe that the greatest educators educate less through instruction than through inspiration, and for this and more, we acknowledge our nonconformity. So it is that any accusations of unconventionality on our part are welcome and accepted.

Our desire is to provide the inspiration – the invitation, if you will – to higher thinking ... and that existing and prospective students will take us up on the offer.

RICHARD ARUM'S STUDY (Continued)

Arum and his partner, Josipa Roksa, of the University of Virginia “spread the blame,” reported MSNBC at the time, “pointing to students who don’t study much and seek easy courses and a culture at colleges and universities that values research over good teaching.”⁴

Some colleges have already taken notice and heeded the strong advice provided by Arum in his new book, *Academically Adrift: Limited Learning on College Campuses*. President Edwin Welch from the University of Charleston in West Virginia, for example, is among 70 university presidents determined to “beef up” reading and writing assignments to improve the quality of education.⁴

Aside from studying alone, having a greater workload, and working hard when no one’s looking, Arum and Roksa found that the greatest development of higher order thinking abilities was present in those students who majored in the liberal arts – including the social and natural sciences, humanities, and mathematics. These students possessed greater complex reasoning and critical thinking skills, as well as superior writing skills. This seems to be at least partly the result of the greater demands in reading and writing which liberal arts courses tend to require.

No one concerned with education can be pleased with the findings of this study,” said Howard Gardner, a professor at Harvard’s Graduate School of Education – best known for his theory of multiple intelligences. “I think that higher education in general is not demanding enough of students – academics are simply of less importance than they were a generation ago.”⁵

NOTES:

1. <http://www.mcclatchydc.com/2011/01/18/106949/study-many-college-students-not.html>
2. Ibid.
3. Aristotle, *Metaphysics*
4. http://www.msnbc.msn.com/id/41136935/ns/us_news-education/t/report-college-students-not-learning-much/
5. Ibid., quoted in the same article.

NHHSA Guidelines & Standards

The following NHHSA Guidelines & Standards are provided to help you, the parent, coordinate your efforts with our standards in order to establish and preserve a reliable and effective working relationship that is lasting and mutually beneficial. We ask that you read through these from start to finish. You will find here the answers for many of your existing questions and answers to questions that may arise in the future.

General Information & Attendance

- ◆ In view of the recent corona virus pandemic, we ask that you help us keep our staff and students healthy and safe. Please do not send your child to school if he or she is not feeling well. Err, always, on the side of caution, even if your child has no fever.
- ◆ Please inform us of any special disability your child may have so that we may recommend the program that best suits her/his needs.
- ◆ Make certain your child receives proper rest on a daily basis. A tired child does not a productive student make.
- ◆ If your child requires any type of medication, please make every effort to provide this for her/him outside of school hours. Should this not be possible, we request that you inform us in writing as to dosage and times for all medications.

- ◆ While your child is under our educational care, we request that every possible effort be made to keep her/him free of any psychoactive medications such as Ritalin, Adderall or the like. It is our position that an extraordinary number of children are diagnosed with ADD, ADHD, et. al., and that the vast majority of these cases are poorly or erroneously diagnosed. It is not, however, our desire to deny a child medication when such medication is vitally necessary.
- ◆ Your child should be provided with her/his own school lunch, drinks, and snacks. Please make sure that lunch boxes or bags are clearly marked with your child's name.
- ◆ If your child is scheduled to attend class, we ask that you inform us if s/he will not be attending for that day. A parent or guardian must call to report a student's absence if the absence is to be an excused absence. We will not accept calls from students for this purpose.
- ◆ An on-campus student is required to attend one month of summer school for every ten (10) or more excused or unexcused absences or tardies per semester.
- ◆ Although you are welcome in our classroom at any time, please do not walk into a class or disturb your child for personal, non- educational, non-emergency reasons while school session is in progress. We also ask that you not call or text your child while s/he is in class (emergencies excepted). All calls should be made directly to our school numbers.
- ◆ On-site classes begin promptly at 9:00 a.m. Please have your child at school on time. It is best to plan on having her/him arrive at least 15 minutes early. Since no two clocks keep the exact same time, the decision of whether or not a student is tardy will be exclusively based on the clocks provided in each classroom or class area. It is not wise to drop a student off for class with seconds

- ◆ remaining for the start-time. Therefore, we ask that you plan ahead and make it a practice to have your child at school with plenty of time to spare. It is an NHHSA policy that for ten or more days tardy in one semester the student will be required to attend one month of summer school. (See above.)
- ◆ As a practice, NHHSA does not accept responsibility for children who are not picked up within 30 minutes once classes have ended. Classes end promptly at 2 p.m. Since the El Paso County will not allow NHHSA to provide an afterschool program and can fine us if children are found in our care after 2:30 p.m., you will incur a \$10.00 charge per half-hour or increment thereof if you pick your child up late. We aim to discourage the practice.

The NHHSA Dress Code

NHHSA has a specific Dress Code which forms a part of this manual. (Please see NHHSA Dress Code in this Manual.)

NHHSA reserves the right to make ultimate and final determinations on all dress-code matters in accordance with its discretion.

Students in violation of the dress code may be denied access to the course room until such time as the violation is corrected to NHHSA standards.

Conduct & Disciplinary Matters

Our school has adopted a Student Code of Conduct that clearly outlines acceptable student conduct in a simple and comprehensible manner. This Code is located in the Student Handbook which every new student receives and which is located in the NHHSA issued student study binder. It is required study for all NHHSA students. This Student Code of Conduct is also reviewed on a yearly basis. We urge you to become familiar with the Code (it is an easy read!) and approach us with any questions you may have.

NHHSA also values honest work practices. Because of the value we place on providing a learning environment that encourages understanding and practical application of the material being studied, NHHSA finds the work ethic of any student suspect if that student is consistently garnering high marks on a subject that he or she then tests extremely poorly on. Our information age makes acquiring answers to any problems lightning-fast. It is not the acquisition of answers that is necessarily disturbing. It is the acquisition of answers coupled with direct disregard for an intimate comprehension that is unacceptable and places a student's enrollment at risk.

Additionally, our school subscribes to a number of websites that help identify plagiarized work on any study assignment. We expect students to be honest in their learning and work practices and will give a 0% on any assignment that has been copied directly from another's work. Continued dishonesty could result in dismissal.

You should also know that it is not our practice to call a parent every time their child misbehaves or "has issues," insofar as they are matters that can be easily taken up and managed by an educator. Quite often, a student's slip-ups are effectively handled in the classroom. Therefore, if you wish to be precisely informed of most of your child's blunders, please make us aware of this fact.

On the other hand, if your child is disruptive or demonstrates inappropriate or offensive behavior, we will be contacting you to discuss an appropriate course of action. Our methods of contact are outlined below under *How We Contact You*.

A child with physical or violent outbursts that endanger an educator and/or any other student(s), adult or child in connection with this academy will not be allowed to continue to exercise on-campus privileges whether or not we have been previously advised of the child's specific disorder, condition or problem. The HomeWork ProgramSM (HWP) is a good option in this case!

NHSA reserves the right to, at its sole discretion, Expel in General or Expel to the Remote Learning Program (for on-campus students) any student who is in any way disruptive or otherwise behaves in a manner that is not conducive to good relations and/or a good academic environment.

Student Preparation

Please encourage your child to come to school well-prepared. Students should have pencils, pens, paper, notebooks, calculators, assignments and study programs or any other such material at the ready on every school day. Whereas we understand the occasional forgotten pencil, a student who chronically attends school without the appropriate supplies is either needing your attention or is simply displaying disciplinary problems which will be addressed as such

Understanding Checksheets

Schooling with NHHSA is student-centered, and therefore, student-paced. This is the homeschooling way. So, it is important to know how a checksheet works and how many checksheets a student needs to complete in order to complete his or her coursework for that particular grade level.

A checksheet is essentially an organized compilation of the subjects, materials, and assignments a student must complete in a given month. NHHSA requirements for grade level completion are divided by nine (9) and, hence, there are a total of nine (9) checksheets that must be completed in order for a student to complete that grade level of study.

NHHSA has a ten (10) month scholastic year.

Therefore, a student has up to ten (10) months to complete their grade level within the regular scholastic year. When a student does not complete their grade level within this time frame, unless this student has a special dispensation (serious academic or social disabilities, for example), NHHSA requires the student to continue her or his studies during the summer months and until the grade level is completed.

Parent Teacher Conferences & Progress

As a homeschooling service provider, we recognize ourselves to be in partnership with you for the purposes of providing your child with an invaluable learning experience.

A good parent/educator/and administrator relationship is of the essence within an educational system such as ours. Because of the intentionally intimate size of our classrooms, we are particularly interested in upholding a strong and positive rapport with you, the parent. Please advise us promptly of any concerns you may have so they may be addressed. We will, in turn, do likewise.

Should you desire a conference with your child's educator, please request one. Conference periods are available by appointment and are welcome.

Progress Reports are issued every other month for on-campus students and monthly for home-bound or HYBRID students who turn in work on a regular basis. These reports are emailed to parents of on-campus students. Home-bound or HYBRID students receive their Progress Reports as a part of their monthly check-in appointments. It is good practice to keep a running record of your child's learning progress, so please keep these in a safe place.

You may contact us with any questions you have regarding a particular grade or comment.

Because of the sheer volume of work inherent to the graduation season, end of the year Progress Reports are emailed on the last week of June.

Transcripts

Barring any unfulfilled financial obligations to our academy (please see below), transcripts of your child's academic records will be forwarded to any school of your choosing as long as we receive written authorization to do so. Please allow one to two weeks for processing.

Should you wish to withdraw your child from our school or, if we should drop your child from enrollment for any reason, you will receive the appropriate paperwork within 24 hours provided your child's records are not on financial hold.

How We Contact You

NHHSA employs specific variety of contact methods, given specific circumstances. They are as follows (but are not limited to the below):

Telephone: Our most common method of communication during regular office hours.

Via Text: When we are unable to reach you by telephone or in the event of an emergency.

Email: For updates, test results, most Progress Reports, notifications, invitations, and newsletters.

Via Social Media: For general announcements including those that involve inclement weather, calendars, and updates.

Tuition Matters

Your child's tuition is due and payable on the first of the month. Please ensure that your tuition payment is on time. Our *Tuition Policy* forms a part of our enrollment process and we enforce its compliance.

We do not make a practice of notifying you when tuition is due. Rather, we ask that you be diligent about payments. Your child is subject to suspended on-campus participation if tuition is not paid by the 3rd of the month and dismissal if tuition is not paid by the 10th. Late fees apply for all tuition paid after the 3rd of the month. Checks are not accepted as a form of payment after the 3rd of the month.

You may pay tuition in person during our normal hours of operation, by automatic account withdrawal through ACH (our *recommended* method of payment), by mail, and after working hours by slipping your tuition payment through the slot in our door. We do not accept credit card payments over the telephone without a surcharge.

Tuition, registration fees, or any other fees associated with our academy are not refundable, nor are they pro-rated for holidays, student vacation days, special events or any other reason.

Please remember that in accordance with our *Tuition Policy* we require a full 30-day, written notification of your intent to withdraw your child from our school. Should you withdraw your child without this notification, your account will nonetheless be assessed the next full month's tuition following the date of withdrawal.

It is our practice to place a financial hold on student records until any unfulfilled financial obligation to our academy is paid

We provide a 10% discount to any family who wishes to pay a semester's tuition in advance and a 15% discount to any family who wishes to pay tuition in advance for an entire scholastic year.

Tuition Assistance

NHSA also has a *Tuition Assistance Program*, opening enrollment opportunities to families across a number of income brackets. If you think you may qualify, please ask us to go over it with you.

Open Door Policy

NHSA practices an *Open Door Policy*. We see ourselves to be in partnership with you in the education of your child. If you would like to speak with us, you are always welcome to come in. If you would like to speak with the Director, please call and set up an appointment.

The Director welcomes your views and is available to listen to your concerns.

Responsible Use Policy

NHHSA provides a wireless network and internet access to its students as an educational resource. This service enables students to share information, explore new concepts, conduct research across a broad range of subjects, and develop and maintain school-based projects and websites.

With access to global computer networks also comes exposure to information and materials that may not be appropriate within a school environment. It is important to acknowledge that some content and communications encountered online may not be suitable for middle or high school students.

NHHSA approaches electronic information resources in the same manner as it does traditional educational materials. The school endorses the use of digital resources that enrich the academic environment under the guidance of educators and staff. Students are encouraged to explore and interact with these resources in a manner that supports their educational development. However, given the open nature of the internet, it is not possible to completely control the content that students may encounter. Despite the school's best efforts and monitoring practices, a determined user may still come across inappropriate material.

As such, NHHSA cannot guarantee that all users will be shielded from content inconsistent with the school's educational mission, goals, and policies. We rely on a combination of supervision, guidance, and responsible student conduct to uphold the intended use of these resources.

Acceptable Use

- ◆ Khan Academy
- ◆ Digital Books assigned to you for study purposes.
- ◆ Approved language and foreign language learning sites.
- ◆ Power Point or Presentation formats approved by an educator if not a PPT.
- ◆ Research and other sites (only as approved by educator).
- ◆ Completing assignments.
- ◆ Listening to music (using personal headphones).

Activities Not Permitted

- ◆ Use of Artificial Intelligence (AI) to as a shortcut to the completion of assignments including essays and reports.
- ◆ Texting and taking phone calls during class time.
- ◆ Checking personal email.
- ◆ Personal use of social media websites
- ◆ All other websites not addressed by this policy must be approved by the educator.

The use of all devices is strictly prohibited during all testing.

Dress Code

NHSA has simple-to-follow student dress code policy for on-campus student or home-bound students when spending the day with us. The following set of standards guide you in selecting what your child should wear on a school day.

What is Not Allowed

- ◆ Hoodies of any kind whether knit or sweat. (Boys & Girls)
- ◆ Shorts. It's a safety thing. (Boys & Girls)
- ◆ Sandals. Feet and toes are subject to injury and we would not want that. (Boys & Girls)
- ◆ High-heeled shoes. (Girls)
- ◆ Combat, hunting or work boots of any kind. (Boys & Girls)
- ◆ High-top laced boots that do not meet the shoe criteria. (Boys & Girls)
- ◆ Over-sized clothing or belts. (Boys & Girls)
- ◆ Baseball caps, caps or hats of any kind. (Boys & Girls)
- ◆ Jewelry on boys except for watches or rings conservatively worn.
- ◆ Excessive jewelry, i.e., nose rings, lip rings, or more than one set of earrings on boys or girls.
- ◆ Poorly-groomed hair worn below the shirt collar. (Boys)
- ◆ Bright or loud hair colors (blue, purple, orange...etc.) (Boys & Girls)
- ◆ Bangs long enough to cover the eyes. (Boys & Girls)
- ◆ Off the shoulder or shoulder baring tops. (Girls)

What We Look For

- ◆ The school uniform shirt.
- ◆ Belts should be worn when shirts are tucked in. (Boys)
- ◆ Shoes with rubber soles. They can be tennis shoes, flats, or other closed shoe. (Boys & Girls)
- ◆ Jeans or slacks or any kind. (Boys)
- ◆ Skirts or dresses (no more than 1" above the knee). (Girls)
- ◆ Slacks or capris. (Girls)
- ◆ Light make-up. (Teens)

NHHSA allows for a relaxed dress code on Fridays.

NHHSA reserves the right to make final determinations on all dress-code matters in accordance with its sole discretion.



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**The best hybrid schooling in town? That's NHHSA!
Creative. Customized. Flexible.**

We bring learning to life with programs designed to fit your family's needs. Choose home study, in-classroom learning, or an exciting hybrid of both—available for students from PreK through 12th grade.

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