



New Hampshire

# Department of Education

## Learn Everywhere Program Renewal Application

### 1.0 Applicant Information [Ed 1403.01(a)(2)].

**Organization Name:** Neil Stone's Karate Academy

**Name of Primary Contact:** Neil Stone

**Mailing Address:** 22 Proctor Hill Rd, Hollis, NH 03049

**Email Address:** NSKA@comcast.net

**Phone Number:** 603-672-8933

### 2.0 Purpose, mission statement, or both [Ed 1403.01(a)(1)].

At Neil Stone Karate Academy (NSKA) we train students in an Okinawan style of karate called Uechi-Ryu, a traditional art with 100 years of study and practice in America, Okinawa, Japan, and China. Students are trained in karate forms or "kata" as well as cooperative, two-person training exercises, developing gross motor skills and fine motor skills. Students are also trained in calisthenics and aerobic development. Our goal is to help students achieve a better lifestyle through physical activity, mental study, and emotional stability. While they are here, they go through a series of physical movements that over time change their demeanor, character, and their lives, building self-confidence, discipline, awareness, motivation, and self-esteem.

### 3.0 A description of the demonstrated instructor qualifications required for the program(s) and a statement assuring that the instructor(s) satisfies those qualifications [Ed 1403.01(a)(3)].

All instructors have trained in Uechi-Ryu karate for at least four years. Before they become a full member of the teaching staff, they must complete an internship for two more years, after which they are permitted to instruct students independently. We currently have two members of our teaching staff, both of whom amply satisfy these requirements. Any additional staff will be required to meet the above qualifications.

### 4.0 A criminal history records check policy that includes a statement affirming that the sponsoring entity shall not allow instruction or student contact by a person who has been charged pending disposition for, or convicted of, any violation or attempted violation of any of the offenses as outlined in RSA 189:13-a, V pursuant to a criminal history records check conducted by the department of safety as outlined in Saf-C 5703.06 through Saf-C 5703.11 [1403.01(a)(4)].

For all instructors who have direct contact with students, a criminal history records check is conducted with the state of New Hampshire. Neil Stone Karate, LLC affirms that it will not allow

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instruction or student contact by a person who has been charged pending disposition for, or convicted of any violation or attempted violation of any of the offenses as outlined in RSA 189:13-a, V pursuant to a criminal history records check conducted by the department of safety as outlined in Saf-C 5703.06 through Saf-C 5703.11. The criminal background check policy will be made available to the parents/guardians of Learn Everywhere program participants.

**5.0 For the proposed instructional program(s), identify the education, program, or opportunity from Ed 306.27(v) for which students completing the learn everywhere program shall receive high school credit(s) [Ed 1403.01(b)(1)(a)].**

Two separate Learn Everywhere courses are being proposed. The two course offerings include Uechi-Ryu I and Uechi-Ryu II. Students completing either of these courses will be awarded credit toward high school graduation in Physical Education as listed in Ed 306.27(v).

**6.0 An outline of each program for which approval is sought, which includes a detailed description of the course of instruction, goals, competencies, and a description of expected student outcomes [Ed 1403.01(b)(1)(b)].**

Uechi-Ryu I Course

Course of Instruction:

Martial arts and character development.

Goals:

To provide a great atmosphere to enhance ones Mind, Body, and Spirit.

Competencies:

1. Responsibility: Students will demonstrate an understanding of fitness responsibility by evidencing constructive personal and social behaviors in the context of their martial arts training.
2. Movement Skills: Students will demonstrate an understanding of movement skills by connecting movement skills to martial arts movement patterns.
3. Movement Concepts: Students will demonstrate an understanding of movement concepts by connecting movement concepts to tactics for improved performance during martial arts activities.
4. Fitness Goals: Students will demonstrate an understanding of setting health related fitness goals by assessing fitness results, setting attainable goals, and identifying training principles to meet goals.

Outcomes:

1. Responsibility: Students show respect for their fellow students, their teachers, and themselves. They appreciate other people, and they routinely show openness to criticism and to the opinions of others.
2. Movement Skills: Students will demonstrate mastery of the basic movement patterns

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in the first two *kata* (forms) of our martial arts style, as well as four separate *kumite* (two-person training exercises).

3. Movement Concepts: Students will show good body awareness, understanding how their body is moving and how they can improve the effectiveness and efficiency of their movements. They will show a good awareness of their surroundings and how their bodies move in space.
4. Fitness Goals: Students will show their commitment to long-term fitness goals through the regularity of their practice and training, and they will be able to identify and articulate both their desired goals and the limitations that they are working to overcome to attain those goals.

### Uechi-Ryu II Course

Course of Instruction:

Martial arts and character development

Goals:

To provide a great atmosphere to enhance one's Mind, Body, and Spirit.

Competencies:

1. Responsibility: Students will demonstrate an understanding of fitness responsibility by evidencing constructive personal and social behaviors in the context of their martial arts training.
2. Movement Skills: Students will demonstrate an understanding of movement skills by connecting movement skills to martial arts movement patterns.
3. Movement Concepts: Students will demonstrate an understanding of movement concepts by connecting movement concepts to tactics for improved performance during martial arts activities.
4. Fitness Goals: Students will demonstrate an understanding of setting health related fitness goals by assessing fitness results, setting attainable goals, and identifying training principles to meet goals.

Outcomes:

1. Responsibility: Students show respect for their fellow students, their teachers, and themselves. In addition to their own openness to criticism, they are willing and active in making constructive criticisms of other students' work, showing themselves willing to teach and help others. Students work to draw out the best in each other.
2. Movement Skills: Students will demonstrate mastery in the first three *kata* (forms) of our martial arts style, along with all seven basic *kumite* (two-person training exercises).
3. Movement Concepts: Students will show an increasing understanding of the connection between mind (understanding the theory of how their bodies are supposed to move in martial arts) and body (executing and improving the quality and effectiveness of their movements).

4. Fitness Goals: Students not only can identify their own fitness goals and make a clearly articulate plan for achieving those goals, but they can demonstrate this process for other students and help their peers to establish and work towards their own goals.

**7.0 A plan for recording student progress in meeting expected student outcomes for each course of instruction [Ed 1403.01(b)(1)(c)].**

The regular belt-testing cycle provides regular opportunities for written feedback on student progress and in-depth meetings with families to discuss the steps students are making towards mastery of the competencies. In addition, informal discussions with parents and students about their progress happen before or after class at least once a month, and our staff are available for additional discussions of student progress at any time, at the request of the family.

The NSKA instructors are consistently engaged in a continuous feedback loop with students throughout the program, including verbal feedback to both the student and their parent(s). We will send students monthly Progress Reports, letting them know where their assessments stand and what their progress towards a certificate is. Should they receive a 3 or higher (as described in Section 10.0 below) in all the competency categories for their certificate, we will let them know they have completed the requirements and have earned a certificate. All scores are calculated based on their progress in the course, as observed by the instructor, as well as qualitative feedback from their instructor.

For each student registered with NSKA who is seeking Learn Everywhere credit, we will maintain a Student Scorecard that registers each certificate the student is taking, the progress they make on the relevant competencies, whether they are awarded the certificate, and when the certificate is awarded. In this way, we can maintain a clear record of each student's current progress towards each certificate for which they have begun working on developing the competencies.

Example of a Student Progress Report:

NSKA Student Progress Report				Date:
Competency	Proficiency Score (Level 1 – 4) <sup>(1)</sup>	Strengths	Challenges	Opportunities and Recommendations
#1				
#2				
#3				
#4				
Etc.				

(1) – See Example Assessment Rubric in Section 10.0 below for a definition of each level.

**8.0 A description of how the assessment of student learning outcomes will be done [Ed 1403.01(b)(1)(d)].**

Our instructors carefully observe student work and development in our small, in-person classes, noting and recording student progress towards mastery of our competencies. In addition, students are given opportunities to test for belt promotion at regular intervals, which provides

our instructors several key points at which to assess the progress towards mastery more formally, with regular written feedback provided to the student.

**9.0 The number of credits each proposed course of instruction will fulfill [Ed 1403.01(b)(1)(e)].**

Students who successfully complete Uechi-Ryu I or Uechi-Ryu II will be awarded one-half credit in Physical Education.

**10.0 A description of the competency-based grading system to be used for each proposed course of instruction [Ed 1403.01(b)(1)(e)].**

Assessment of Learn Everywhere student competency attainment at NSKA is expressed on a four-point scale. These four achievement levels are as follows:

- Level 1 (Beginning): The student is beginning competency attainment.
- Level 2 (Approaching): The student is approaching competency attainment.
- Level 3 (Meeting): The student is meeting competency attainment.
- Level 4 (Exceeding): The student is exceeding competency attainment.

Instructors prepare progress reports for all Learn Everywhere students, evaluating each of the relevant competencies and assigning the student a value between 1 and 4 for each. Students who receive a 3 or 4 in a competency have met or exceeded expectations for developing proficiency in the Competency. Once a student achieves this proficiency in each of the required competencies for a course, the student is awarded a Learn Everywhere certificate. To ensure that our instructors have a clear and sufficient basis on which to establish assessments, we require that students complete their program before receiving their certificate.

Assessment Rubrics for Uechi-Ryu I Course Competencies:

<b>Uechi-Ryu I Course Competency Assessment Rubric</b>				
<b>Competency</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<u>Responsibility</u> : Students show respect for their fellow students, their teachers, and themselves. They appreciate other people, and they routinely show openness to criticism and to the opinions of others.	The student is beginning to process the basic understanding of what respect is but still requires additional instruction.	The student understands parts of the concept of respect, and with proper further instruction can make noticeable improvements.	The student has fundamental understanding how and when to show respect for all persons and can also show openness to criticism and to the opinions of others.	The student shows an exceptional understanding of the concept of mutual respect and can process and interpret criticism from and the opinions of others.

<p><u>Movement Skills:</u> Students will demonstrate an understanding of movement skills by connecting movement skills to martial arts movement patterns.</p>	<p>The student has a rudimentary understanding of martial arts movement skills and patterns.</p>	<p>The student has a basic understanding of martial arts movement skills and patterns. The student can discuss and demonstrate the skills in a limited basis.</p>	<p>The student has a proficient understanding of martial arts movement skills and patterns. The student can discuss and demonstrate the skills with limited prompting from the instructor.</p>	<p>The student has a thorough understanding of martial arts movement skills and patterns. The student can confidently discuss and demonstrate the skills.</p>
<p><u>Movement Concepts:</u> Students will demonstrate an understanding of movement concepts by connecting movement concepts to tactics for improved performance during martial arts activities.</p>	<p>The student has a rudimentary understanding of martial arts movement concepts.</p>	<p>The student has a basic understanding of martial arts movement concepts and is beginning to connect movement to tactics. A basic understanding of agility, mobility and stability is also present.</p>	<p>The student has a strong understanding of martial arts movement concepts and can connect movement to tactics. A moderate understanding of agility, mobility and stability can also be demonstrated.</p>	<p>The student can demonstrate a thorough understanding of martial arts movement concepts, including the connection of upper and lower body movements, and their connection to tactics for improved performance during martial arts activities.</p>
<p><u>Fitness Goals:</u> Students will demonstrate an understanding of setting health related fitness goals by assessing fitness results, setting attainable goals, and identifying training principles to meet goals.</p>	<p>The student has a rudimentary understanding of the concept of setting fitness goals.</p>	<p>The student has a basic understanding of the concept of setting fitness goals. The student is beginning to understand how to include inputs into the goal setting process.</p>	<p>The student has a strong understanding of the concept of setting fitness goals and understands how to include inputs into the goal setting process. The student understands the concept of the mind/body connection in setting goals.</p>	<p>The student can demonstrate an understanding of setting health related fitness goals by assessing fitness results, setting attainable goals and identifying training principles to meet goals.</p>

<b>Uechi-Ryu II Course Competency Assessment Rubric</b>				
<b>Competency</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<u>Responsibility:</u> Students will demonstrate an understanding of fitness responsibility by evidencing constructive personal and social behaviors in the context of their martial arts training.	The student is beginning to demonstrate an understanding of fitness responsibility but still requires additional instruction.	The student understands parts of the concept of fitness responsibility, and with proper further instruction can make noticeable improvements.	The student has a fundamental understanding of fitness responsibility and can begin to evidence constructive personal and social behaviors in the context of their martial arts training.	The student can demonstrate an understanding of fitness responsibility by evidencing constructive personal and social behaviors in the context of their martial arts training.
<u>Movement Skills:</u> Students will demonstrate an understanding of movement skills by connecting movement skills to martial arts movement patterns.	The student has a rudimentary understanding of martial arts movement skills and patterns.	The student has a basic understanding of martial arts movement skills and patterns. The student can discuss and demonstrate the skills in a limited basis.	The student has a proficient understanding of martial arts movement skills and patterns. The student can discuss and demonstrate the skills with limited prompting from the instructor.	The student has a thorough understanding of martial arts movement skills and patterns. The student can confidently discuss and demonstrate the skills.
<u>Movement Concepts:</u> Students will show an increasing understanding of the connection between mind (understanding the theory of how their bodies are supposed to move in martial arts) and body (executing and improving the quality and effectiveness of their movements).	The student has a rudimentary understanding of the connection between mind and body.	The student has a basic understanding of the connection between mind and body. The student can discuss the theory of how their bodies are supposed to move in martial arts.	The student has a working understanding of the connection between mind and body and can execute and improve the quality and effectiveness of their movements.	The students will be able to demonstrate an increased understanding of the connection between mind and body.
<u>Fitness Goals:</u> Students will demonstrate an understanding of setting health related fitness goals by assessing fitness results, setting attainable goals, and identifying training principles to meet goals.	The student has a rudimentary understanding of the concept of setting fitness goals.	The student has a basic understanding of the concept of setting fitness goals. The student is beginning to understand how to include inputs into	The student has a strong understanding of the concept of setting fitness goals and understands how to include inputs	The student can demonstrate an understanding of setting health related fitness goals by assessing fitness results, setting

		the goal setting process.	into the goal setting process. The student understands the concept of the mind/body connection in setting goals.	attainable goals, and identifying training principles to meet goals.
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**11.0 A description of methods for admission which shall not be designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law [Ed 1403.01(b)(2)(a)].**

All students are encouraged, through the website, social media, and personal references, to contact the dojo to try out the training. Students sign up for two private lessons with a master instructor / program director for a \$50 fee, to assess which student class would best fit that student's needs. If the student chooses to continue in the regular program and join a class, they then enroll and pay a monthly fee of \$195. The admissions processes are not designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law.

**12.0 A description of how the program will liaison with the local education agency (LEA) for students with an education plan pursuant to section 504 of the Rehabilitation Act [Ed 1403.01(b)(2)(b)].**

At the time of enrollment, NSKA offers parents the opportunity to disclose any information regarding ongoing 504 education plan related accommodations and modifications required for their child. With the parent's permission, NSKA will contact the student's Local Education Agency (LEA) to coordinate recommended 504 accommodations and/or modifications in the NSKA programs. Although NSKA instructors are not explicitly certified to work with students with 504 plans, they are caring, patient and compassionate and can work with the student's LEA representative to understand how to implement recommended accommodations and/or modifications. If NSKA determines it is unable to provide the required accommodations and/or modifications for a student, the parents will be informed before committing to enrolling their child in an NSKA program.

**13.0 A description of how the program will liaison with the LEA for a student with disabilities, consistent with the student's IEP [Ed 1403.01(b)(2)(c)].**

NSKA gives all parents the opportunity to disclose any sorts of disabilities, including any related Individualized Education Program (IEPs). If asked, NSKA will work with the parent to contact the student's Local Education Agency (LEA) to assist in the coordination of the student's IEP to include, but not be limited to, the required special education programs, support services, and least restrictive environment. At the parent's request, an NSKA representative will participate in IEP team meetings that discuss revisions to the student's IEP needed to participate in an NSKA program. NSKA will also coordinate with the LEA in fulfilling the LEA's responsibility to provide any special education, related services, supplementary aids and services, accommodations, and



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modifications the IEP team has determined the student needs. The provision of these services is not the direct responsibility of NSKA.

**14.0 A statement that the applicant understands that it has certain responsibilities, pursuant to Section 504 of the Rehabilitation Act, if it receives federal funds, or the Americans with Disabilities Act, as amended, to provide students with disabilities with equal access and equal opportunities to participate in the learn everywhere program, including by providing the student with reasonable accommodations [Ed 1403.01(b)(2)(d)].**

NSKA understands that it has certain responsibilities, pursuant to Section 504 of the Rehabilitation Act, if it receives federal funds, or the Americans with Disabilities Act, as amended, to provide students with disabilities with equal access and equal opportunities to participate in the Learn Everywhere program, including by providing the student with reasonable accommodations.

**15.0 A description of facilities to be used for educational instruction and a description of how the facilities will meet the priorities of the program [Ed 1403.01(b)(3)(a)].**

The NSKA dojo located at 22 Proctor Hill Road in Hollis contains three separate karate specific instructional spaces which together total about 5,800 square feet of open dojo space. In addition, there are several rooms set aside for family waiting and observation rooms, as well as multiple bathrooms and changing rooms for students and adequate parking. The facility is well-suited to meet the priorities of the proposed Learn Everywhere program.

**16.0 A statement affirming that the facilities shall comply with all applicable federal and state health and safety laws, rules, and regulations [Ed 1403.01(b)(3)(b)].**

NSKA affirms that the facilities located 22 Proctor Hill Road in Hollis comply with all applicable federal and state health and safety laws, rules, and regulations. These include but are not limited to fire safety codes and barrier-free access under Abfd 300, code for barrier-free design, and the Americans with Disabilities Act of 1990(ADA), as amended by the ADA Amendments Act of 2008.

**17.0 Disclosure of insurance, if any, which would cover the participants in the Learn Everywhere program [Ed 1403.01(b)(4)].**

NSKA will disclose to parents any insurance that covers Learn Everywhere participants upon a student's enrollment in the program.

**Other Information**

NSKA uses technology in the form of video to supplement student instruction. Instructional videos covering topics such as discussing the ranking system and basic terminology are accessible to students and can be found here - [Student Videos - Neil Stone's Karate Academy \(neilstoneskarate.com\)](http://neilstoneskarate.com). NSKA also makes use of a YouTube channel.