New Hampshire
Department of Education

Learn Everywhere Program Initial Application

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

Organization Name: World Academy

Name of Primary Contact: Lisa Dias and/or Tara Osinski

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

Our mission is “to prepare our students for success in a diverse and rapidly changing world through a transformative and innovative education, whole child focus and family engagement.” We accomplish this in a safe, secure, state-of-the-art environment, taught by high quality teachers, and offering limitless opportunities and high expectations for all! Our goal is to provide a strong foundation, offer students enriched opportunities and support each in becoming a personal success story. Our programs are designed to offer a highly evolved, gapless continuum of knowledge and skills from one level to the next, with a curriculum that embraces empowerment, well-roundedness, transformative educational experiences and the diversity of our families. The outcome embodies individual success, competence, and confidence which gives each student a competitive advantage in his/her global future. Our philosophy of espousing innovation, combined with successful best practices, offers our students cutting-edge experiences. We build “whole people" who have a deep knowledge base and the most valuable skills to thrive and make a greater impact in their future, yet undiscovered, world. As a school we are continually assessing and evolving, but we are never far from our original mission that acknowledged that all authentic learning involves the school and family working together.

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)].

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All teachers are selected after conducting an in-person interview and shadow day visit where they are observed teaching a lesson in one of our classrooms. Teachers hold a valid New Hampshire teaching license. Teachers for these courses would have an endorsement in mathematics from the State of NH or another comparable state endorsement. World Academy assures that any instructor for the Algebra I and Geometry Learn Everywhere courses described below will 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)].

As a normal course of business World Academy completes criminal history records checks on all employees. World Academy affirms that is 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

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)].

Students that complete the World Academy Learn Everywhere programs in Algebra I and/or Geometry will be awarded a certificate for credit in Mathematics which shall be applied toward meeting high school graduation requirements.

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

Algebra I

Course Description

In Algebra 1, students will develop an understanding of variables, algebraic expressions, equations, inequalities and functions and apply their understanding to evaluate and solve application problems. Students will explore and represent algebraic relationships, communicate mathematical thinking clearly, and use appropriate tools strategically. This course will serve as the foundation for other high school mathematics courses.

Curriculum Resources: Current - Pearson, *Algebra 1 Common Core*, by Randall Charles

We are exploring the following for future implementation:

- Illustrative Mathematics through Kendall Hunt - Algebra 1

-Envision Mathematics, Algebra 1

Standards Addressed: New Hampshire Common Core Standards -

N.RN.3, N.Q.1-3, A.SSE.1 (a-b) & 2, A.SSE.2 (a-b), A. APR.1, A. APR.3, A. APR.6, A.CED.1, A.CED.2,
A.CED.3, A.CED.4, A.REI.1, A.REI.3, A.REI4 (a-b), A.REI.5, A.REI.6, A.REI.10, A.REI.11, A.REI.12, F.IF.1, F.IF.2, F.IF.3, F.IF.4, F.IF.5, F.IF.6, F.IF.7, F.IF.8, F.IF.9, F.BF.1, F.BF.3, F.LE.1, F.LE.2, F.LE.3 , FL.E.5, S-ID.1, S-ID.2, S-ID.3, S-ID.5, S-ID.6, S-ID.7, S-ID.8, S-ID.9.

Goals

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Competencies

1. Real Numbers and Operations

Students will demonstrate competency in understanding why we study math, the essential steps of any math system, the components that make up the Real Number System and their inter-relationships and the organization of the rules for Order of Operations. Students will demonstrate core knowledge by knowing the Real Number System and the Subsets, which comprise them. Students will be able to make graphs and Venn diagrams of subsets of Real Numbers, use the rules for Order of Operations to simplify arithmetic expressions and evaluate algebraic expressions using substitutions.

2. Angle Formulas

Students will be able to prove the formulas for +, -, double, and 1⁄2 angles. Students will demonstrate competency in using the formulas for +, -, double, and 1⁄2 angles to: simplify expressions, solve equations, graph circular functions, and do proofs.

3. Simplify Expressions and Solve Equations

Students will demonstrate competency in understanding the process for solving single variable algebraic equations. Students will be able to simplify algebraic expressions, including the distributive property and fractions, and be able to solve all types of single variable equations.

4. Single Variable Word Problems

Students will demonstrate competency in solving a wide variety of algebra word problems with one variable using the following types of equations: Amount + Amount =Total, Rate x Amount + Rate x Amount = Total, Consecutive Integers, Comparisons, Age Problems, Geometry Facts.

5. Polynomial Operations

Students will demonstrate understanding of what a polynomial is and how to perform basic operations with them. Students will make use of polynomial operations in applied settings. Students will understand the ability to solve literal equations can be useful in many fields. Students will demonstrate competency in being able to add, subtract, multiply, and divide with polynomials, solve literal equations / formulas, use polynomial operations in application word problems.

6. Factoring

Students will understand how factoring relates to geometric figures and can be used to describe geometric figures and see how algebraic factoring relates to factoring in arithmetic. Students will demonstrate competency in being able to factor by using: greatest common monomial, binomial factor, difference of two squares, sum/difference of two cubes, perfect square trinomials, on sight trinomials, guess method trinomials, factoring four terms 2 by 2, 3 by 1, 1 by 3. They will demonstrate competency in applying factoring skills to solving literal equations.

7. Solve Quadratics with Applications

Students will understand the zero product property and how it is used to solve equations. They will understand how math models are used to solve real world problems. Students will be able to solve quadratic equations and some higher level equations using the zero product property. They will be able to apply their understanding to a wide variety of application problems, including number, area, volume, and physics.

8. Solve Rational Equations

Students will understand what a rational equation is. Students will demonstrate competency in solving rational equations. They will be able to check solutions of rational equations for extraneous roots, and apply solving of rational equations to application problems.

9. Lines

Students will understand the various meanings and uses of the slope of a line, various means used to graph a line and the various means used to find the equation of a line. Students will be able to graph lines efficiently given various information, and know the following equation forms and formulas for working with lines: Slope – Intercept Form, Standard Form, General Form, Point Slope Formula, Two Point Formula, Slope Intercept Formula, $x = b$ and $y = b$.

10. Systems of Equations

Students will understand what a system of equations is, the various techniques available to solve systems of equations and the difference between exact and approximate solutions. Students will be able to Solve

and check systems of 2 by 2 equations by: graphing, substitution, linear combination, and be able to apply solving systems of equations to word problems.

11. Radicals

Students will understand the meaning of radicals by definition and the properties of radicals as well as when to use the quadratic formula. Students will demonstrate competency in being able to simplify, add, subtract, multiply, and divide with radicals, solve simple radical equations, solve quadratic equations by using the quadratic formula and the discriminant, and solve quadratic equations by completing the square.

Outcomes

By the end of the Algebra 1 course students will be expected to demonstrate mastery of the Common Core Standards and competencies outlined in the above section.

Geometry

Course Description
In the Geometry Course, students will develop an understanding of geometric relationships, the tools of geometry, and the construction of geometric proofs. Course content includes lines, points, segments, angles and angle relationships, polygons, logic, reasoning, and proofs, parallel and perpendicular lines, transversals, congruency, anatomy of triangles, similarity, right triangles and trigonometry, quadrilaterals, area and perimeter of polygons, circles, surface area and volume, and transformations.

Curriculum Resources: Geometry, Houghton Mifflin, by Ray Jurgensen, Richard Brown, and John Jurgensen

We are exploring the following for future implementation:

- Illustrative Mathematics through Kendall Hunt - Algebra 1

-Envision Mathematics, Algebra 1

Standards Addressed: New Hampshire Common Core Standards

HSG-CO.A-D, HSG-SRT.A-D, HSG-C.A-B, HSG-GPE.A-B, HSG-GMD.A-B, HSG.MG.A

Goals

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.

7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Competencies and Learning Outcomes

1. Points, Planes, Lines and Angles

Students will develop skills in inductive reasoning, be able to recognize desired items in a set, measure segments and angles. They will develop an appreciation of the specifics of a definition, and recognize relationships between special pairs of angles. Students will demonstrate competency of understanding the descriptions and definitions of the following terms: point, line, plane, space, collinear points, coplanar points, line segment, ray, opposite rays, congruent, midpoint, bisector, angle, acute angle, right angle, obtuse angle, straight angle, adjacent angles, linear pair of angles, postulate. Students will recognize and name specific examples of the items listed above. Students will master postulates concerning segment and angle addition.

2. Deductive Reasoning

Students will recognize conditional statements in all their forms. Students will demonstrate competency in recognizing and using algebraic properties. The students will learn the parts of a proof. The student will appreciate the importance of reasons in a mathematical proof. Students will recognize relationships between special pairs of angles and master understanding of the following terms: converse, hypothesis, conclusion, biconditional, counterexample, perpendicular, theorem, complementary angles, supplementary angles, vertical angles. Students will be able to recognize and name specific examples of the items listed above. They will master postulates concerning points, lines, and planes. They will master the following properties of equality: addition, subtraction, multiplication, division, reflexive, symmetric, transitive, and substitution.

3. Parallel Lines and Planes

Students will demonstrate competency in recognizing angles formed by transversals and the resulting angle relationships when transversals intersect parallel lines. Students will master the descriptions and definitions of the following terms: parallel lines, parallel planes, skew lines, transversal, corresponding angles, alternate interior angles, alternate exterior angles, consecutive interior angles, polygon, regular polygon. They will recognize and name specific examples of the items listed above.

Students will master the descriptions and definitions of the following terms regarding triangles: equilateral, isosceles, scalene, equiangular, right, acute, obtuse. Students will master the classifications of polygons by number of sides, convex vs. concave, and congruent parts. The student will master postulates and theorems concerning parallel lines, perpendicular lines, and the angles of polygons.

4. Congruent Triangles

Students will develop competency in the format of naming congruent figures. Students will recognize the special properties of isosceles triangles, equilateral triangles, and right triangles. Students will master postulates and theorems concerning all triangles, including emphasis on those involving congruent

triangles, isosceles triangles, equilateral triangles, and right triangles. Students will learn the theory behind the construction of perpendicular bisectors.

5. Quadrilaterals

Students will demonstrate competency in their ability to recognize properties of all quadrilaterals, including specific quadrilaterals such as the parallelogram, rectangle, rhombus, square, and trapezoid. Students will demonstrate mastery of the descriptions and definitions of the following terms: parallelogram, rectangle, rhombus, square, trapezoid, isosceles trapezoid, midsegment. Students will recognize and name specific examples of the items listed above. Students will prove theorems concerning quadrilaterals and midsegments of triangles and trapezoids.

6. Inequalities in Geometry

Students will demonstrate understanding in the ability to recognize the properties of inequality. They will recognize the role of contrapositives in indirect proofs. They will recognize relationships among the sides of a triangle and between the sides of a triangle and their opposite angles and between the sides of two separate triangles. Students will master the descriptions and definitions of the following terms: inverse, and contrapositive. They will prove theorems concerning the properties of a triangle through direct proofs and indirect proofs.

7. Similar Polygons

Students will demonstrate competency in ratios and proportions. They will identify similar polygons, with an emphasis on similar triangles. Students will master the descriptions and definitions of the following terms: ratio, proportion, similar polygons, scale factor. They will recognize and name specific examples of the items listed above. Students will master postulates and prove theorems concerning similar triangles. They will apply those theorems and proportions to real-world problems.

8. Right Triangles

Students will demonstrate competency in recognizing the relationships among the sides of a right triangle. The student will learn the basic definitions and uses of trigonometric ratios. Students will master the descriptions and definitions of the following terms: leg, hypotenuse, trigonometry, sine, cosine, tangent. Students will apply the Pythagorean Theorem and trigonometric ratios to calculate unknown lengths and angle measurements. Students will learn how to use a scientific (or a graphing) calculator to solve problems needing trigonometry.

9. Circles

Students will demonstrate competency in identifying, naming, and describing various parts of a circle and a sphere. Students will recognize the mathematical relationships among the various parts of a circle. Students will master the descriptions and definitions of the following terms: circle, center, radius, chord, secant, diameter, tangent, point of tangency, sphere, congruent circles, inscribed, circumscribed, central angle, arc, major arc, minor arc, semicircle, adjacent arcs, inscribed angle. Students will recognize and name specific examples of the items listed above. Students will prove theorems concerning circles.

10. Constructions

Students will master use of a compass and a straightedge. They will recognize the geometric principles that validate constructions. Students will master the following basic constructions: congruent segments and angles, bisecting segments and angles, perpendicular lines, parallel lines, concurrent lines of a triangle, tangents to a circle. Students will define and recognize the points of concurrency of a triangle. Students will complete more complex constructions using a variety of methods.

11. Areas of Plane Figures

Students will demonstrate competency in understanding of the concept of area. Students will recognize the mathematical relationship between the scale factor of two similar plane figures and their perimeters and areas. Students will demonstrate competency in calculating the area of the following plane figures: square, rectangle, parallelogram, triangle, trapezoid, rhombus, regular polygon, circle, sector of a circle. They will apply the calculation methods listed above to unusual plane figures. Students will calculate the circumference of a circle and arc length. Students will calculate the area of one polygon similar to another using only scale factor. Students will use length and area to calculate probability.

12. Area and Volumes of Solids

Students will demonstrate competency in understanding the concepts of volume and surface area. Students will recognize the mathematical relationship between the scale factor of two similar solids and their surface areas and volumes. Students will recognize relationships within and among platonic solids. Students will be able to define and recognize examples of the following: polyhedron, prism, pyramid, cylinder, cone, sphere, hemisphere. Students will demonstrate competency in calculating the surface area and volume of the figures listed above. Students will calculate the surface area and volume of a solid similar to another solid using only scale factor.

13. Coordinate Geometry

Students will demonstrate competency in recognizing the slope, the y-intercept, and the x-intercept of a line on the coordinate plane, the relationship between a pair of parallel lines on the coordinate plane and their slopes, the relationship, between a pair of perpendicular lines on the coordinate plane and their slopes, the relationship between the points on a line on the coordinate plane and the equation of that line, the relationship between the points on a circle on the coordinate plane and the equation of that circle and the midpoint and the length of a line segment on the coordinate plane. Students will master the descriptions and definitions of the following terms: slope, y- intercept, x-intercept, equation of a line, equation of a circle, midpoint formula, distance formula, vector. They will apply those definitions and formulas to determine relationships within a data set presented graphically. They will apply vectors to points on the coordinate plane.

14. Transformations

Students will identify images and preimages. They will recognize reflectional and rotational symmetry of images. Students will master the definitions and descriptions of the following terms: image, preimage, transformation, isometry, reflection, translation, glide reflection, rotation, dilation. Students will apply

reflection, translation, glide reflection, rotation, and dilation to plane figures. Students will demonstrate competency in describing symmetry of plane figures and solids.

Outcomes

By the end of the Geometry course students will be expected to demonstrate mastery of the Common Core Standards and competencies outlined in the above section.

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

Student progress will be measured using a variety of formal and informal assessments including unit assessments, quizzes, midterms and finals. Competency in each standard will be measured through these various assessments with the achievement of 80% proficiency needed to achieve competency. Students falling below this proficiency will have the opportunity to meet and work with the course instructor to to develop an individualized plan for remediation and retest to achieve competency.

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

Algebra I Assessment

Students are assessed using a variety of formative and summative assessments including a mid-term and final developed by a local accredited private high school. Student assessments also include informal/formative assessment such as homework and classwork, as well as quizzes, tests, and projects to demonstrate competency. Standardized testing data is obtained 2 times per year using the NWEA Map Growth Assessment in Mathematics.

Geometry Assessment

Students are assessed using a variety of formative and summative assessments including a mid-term and final developed by a local accredited private high school. Student assessments also include informal/formative assessment such as homework and classwork, as well as quizzes, tests, and projects to demonstrate competency. Proof work is essential to the geometry course and used in assessment. Standardized testing data is obtained 2 times per year using the NWEA Map Growth Assessment in Mathematics.

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

Students that successfully complete the World Academy Algebra I or Geometry Learn Everywhere course will be awarded a certificate for 1.0 credit to be applied to meeting high school graduation requirements.

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)].

Grading Rubrics/Parameters

Teacher Observation & Discussion, Written Responses, Proofs, Alternate Assessments, Projects, Tests and Quizzes, Collaborative Work.

For evaluating student work, each assignment is filed under one of the following categories. The final grade for the course is the weighted average of the assignments in those categories.

CURRICULUM - Will include assignments involving the learning and practicing of content related lessons and skills of the curriculum.

FORMATIVE ASSIGNMENTS - Will include assignments involving the reviewing of content related skills and formative assignments such as quizzes, quick checks, etc., that help students approach mastery of the curriculum.

ASSESSMENT - Will include summative assessments and projects that enable demonstration of mastery of content.

ENGAGEMENT - Will include the overall participation of the student in the subject area. The teacher will assess by the following criteria: Daily Class Participation, Attitude, Preparedness for Class, Thoroughness and Quality of Work, Utilization of Time, Initiative (Self Reliance & Self Motivation).

Grade Numerical Average

A+ 100-98, A 97-94, A- 93-9, B+ 89-87, B 86-8, B- 83-80, C+ 79-77, C 76-74, C- 73-70, D+ 69-67, D 66-64, D- 63-60, F 59 and below.

*Competency in each standard will be measured through various assessments with the achievement of 80% proficiency needed to achieve competency. Students falling below this proficiency will have the opportunity to meet and work with the course instructor to to develop an individualized plan for remediation and retest to achieve competency in a given standard.

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)].

World Academy Non-Discrimination Clause

World Academy reaffirms its position of non-discrimination on the basis of race, color, national and ethnic origin, gender, sexual orientation, or disability. Neither policies nor actions of employees, hiring practices, nor the operation or administration of educational programs or admissions policies for students enrolled at the school will discriminate on any of the above bases. World Academy admits students of all races, colors, national and ethnic origins, and gender, to all the rights, privileges, programs, and activities available at the school. Students with disabilities will be accommodated to the extent of the resources available to meet their needs.

School Admissions Policy K-8 Admissions - Application Process

The admission process is driven by a committee made up of teachers from different age levels and disciplines as well as individuals from the Administrative Leadership Team. The Admissions Director is the applying families' first point of contact, and she will help the family begin the process. The families inquiring about the K-8 program will take a tour of our school with our Admissions Directors and an Administrator to learn about our environment and curriculum. All students seeking admissions for Grades K-8 should visit the school prior to application for an observation day. If admittance is sought during the summer months, students may be asked to also meet with someone from the Administrative Leadership Team and selected teachers. All students seeking to enter our Elementary (Grades 1 and up) and Middle School programs for the first time must take an assessment test that is developmentally and academically appropriate for his/her grade and age level, in order to establish baseline information for placement. After evaluating the results of the assessment test along with the student's other records, the Admissions Committee will meet to discuss the child's probability for achievement and success in our school. It is after this meeting that parents will be notified of their child's acceptance into our program. Once accepted, a student must complete the registration process to reserve his or her space in the program within two weeks of acceptance.

Admission to the Algebra I course will be made on the basis of prior student math achievement informed by course progression, NWEA scores, and teacher evaluation. Students must complete Algebra I before taking Geometry.

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)].

As part of the application process, World Academy requires applicants to submit and disclose any information regarding a 504 education plan related to accommodations and modifications required for their child. With the parent's permission, World will contact the student's Local Education Agency (LEA) to discuss 504 accommodations and/or modifications in curriculum. If the admissions department believes that the school can meet the child's needs, we will accept the child. Our teachers are caring and comfortable with differentiation and individual support. If World Academy determines it is unable to provide the required accommodations and/or modifications for a student, the child will not be accepted into the 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)].

As part of the application process, World Academy requires applicants to submit and disclose any information regarding a 504 education plan or IEP related to accommodations and modifications required for their child. If the admissions department believes that the school can meet the child's needs, we will accept the child. Our teachers are caring and comfortable with differentiation and individual support.With the parent's permission, World will contact the student's Local Education Agency (LEA) to discuss 504 or IEP accommodations and/or modifications in curriculum. At a parent's request World will participate in IEP team meetings that relate to a student's participation. World Academy will coordinate with the LEA to assist the LEA in fulfilling the LEA's responsibility to provide any special education, related services, supplementary aids and services, accommodations, and modifications the IEP team has determined the

student needs. The provisions of any services related to the IEP are not the direct responsibility of World Academy. If World Academy determines it is unable to provide the required accommodations and/or modifications for a student, the child will not be accepted into the program.

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)].

World Academy understands that there are certain responsibilities, pursuant to Section 504 of the Rehabilitation Act, if we receive 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 Algebra I and Geometry courses will be offered as part of our academic day in a middle school classroom at World Academy. We believe that the most effective education starts with a welcoming learning environment. World Academy's state-of-the-art facilities are organized to create the most positive, stimulating, and secure setting possible for your child's development. From the classrooms to the collaborative gathering spaces, each is outfitted with the latest, age-appropriate technology to inspire curiosity on both an inter- and intrapersonal level – the pillars of 21st Century education.

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)].

World Academy affirms that its facilities shall comply with all the applicable federal and state health and safety laws, rules and regulations, including, but not limited to the following:

1. Fire safety; and
2. 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)].

Participants in the Learn Everywhere program would be currently enrolled World Academy students. World Academy is fully insured.

World Academy will disclose any insurance coverage applicable to Learn Everywhere program to parents of Learn Everywhere parents upon enrollment if requested.

Additional Information

Accreditation

World Academy's Preschool through Grade 8 school is approved by the New Hampshire Board of Education as a non-denominational, traditional, independent Elementary and Middle School and is accredited by the prestigious New England Association of Schools and Colleges. Accreditation is a status granted to programs that have been found to meet or exceed NEASC's high standards. The purpose of accreditation is to assure that quality opportunities are provided for the children in the program. Accreditation is only reached after an intense self-study, validation by a peer team of educators, and a recommendation for accreditation. Founded in 1885, NEASC is the nation's oldest regional accrediting association whose mission is the establishment and maintenance of high standards for all levels of education, from preschool to the doctoral level. We find the pursuit of verifying quality to be a process which fosters staff bonding and program excellence. As a result, we are continuously upgrading and evaluating our programs, and educating the school's staff to be sure we remain on the cutting edge of best practices and information impacting Early Childhood, Elementary and Middle School education.

World Academy is a member of the National Association of Independent Schools. The NAIS mission is rooted in the core values of independence, interdependence, inclusivity, and innovation. The National Association of Independent Schools (NAIS) exists to represent and sustain schools that are self-determining in mission and program, free from government control, and governed by independent boards.

Please visit our website to learn more about our academic programs, opportunities and philosophies.

Website - https://worldacademynh.com/

Handbook - 2022 School Handbook