

New Horizons Home School Academy

# NHHSA Philosophy, Academic Policies, and Enrollment Manual



*Learning Re-defined*<sup>SM</sup>



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## Introduction



New Horizons Home School Academy (NHHSA), established in 1995, recognizes that a child's educational experience has a lasting and profound influence on his or her life. If the home schooling experience is new to you, rest assured that you will soon come to see that it is one of the most successful approaches to academic achievement available to the developing learner.

So, welcome! We hope this is the beginning of a lasting relationship.

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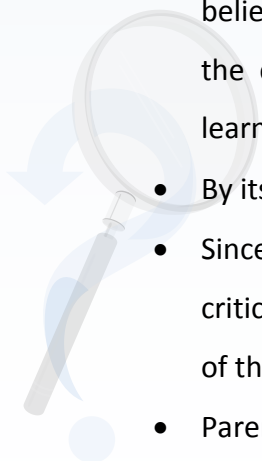
## Principles & Mission

We know of no better way to introduce you to our school than to do so by way of our Statement of Principles and our Mission Statement. Thank you for considering New Horizons Home School Academy as the provider of your child's present academic needs. We hope to be able to serve you, if not directly, then by indirectly guiding you toward an academic program that may more appropriately suits your needs.

### Principles

At New Horizons Home School Academy, we believe that:

- Every student, regardless of age, creed, race or socio-economic background, has the right to an affordable, quality education;
- A student has the right to study in a safe and sane environment, free of harassment and intimidation, and free of the personality conflicts that often accompany public or private institutional environments;
- All students, when given an environment conducive to study and a personalized, structured setting, can and do thrive and are capable of excelling in academic endeavors;
- A child is born with a natural enthusiasm toward learning and exploration, and we believe that this curiosity and innate desire to know is dampened and subsumed when the child is denied the opportunity to be an active participant in his or her own learning.
- By its very nature, learning cannot be confined and restricted by a public institution.
- Since education is a life-long adventure, children should be encouraged to exercise critical thinking skills, effective study skills and a dedicated work ethic in every aspect of their lives;
- Parents have the right to be intimately involved in their child's education, and that



they have the right to educate their child in their own home (or a home-like setting) regardless of their own educational background; and

- The family structure has been, is and will continue to be the building block of society, and therefore cannot be subtracted from nor minimized within the context of a child's education.

### **Mission Statement**

At NHHSA, we aspire to provide a new concept in educational principles. We aim to create a progressive learning model that encourages a student's natural desire for open-ended discovery, that is functional and integrative, and that underscores the student's own contribution to the material being learned.

We seek to advance an appreciation for and a love of scholarship. It is our aim to reconcile our successes on our student's accomplishments, rather than reconcile our student's successes or failures based on our enterprise.

And finally, at NHHSA we aspire to continue to provide elementary and secondary school students with high quality home study programs that, literally, *bring education to life*.



## A Discourse on Education

*Man, by nature, desires knowledge. —Aristotle*

### *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.<sup>1</sup> 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.”<sup>2</sup> *(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 Student***

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 20 students to a single educator. 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.”<sup>3</sup>

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 NHSA 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.

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#### 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.”<sup>4</sup>

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.<sup>4</sup>

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.”<sup>5</sup>

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<sup>1</sup><http://www.mcclatchydc.com/2011/01/18/106949/study-many-college-students-not.html>

<sup>2</sup>Ibid.

<sup>3</sup>Aristotle, *Metaphysics*

<sup>4</sup>[http://www.msnbc.msn.com/id/41136935/ns/us\\_news-education/t/report-college-students-not-learning-much/](http://www.msnbc.msn.com/id/41136935/ns/us_news-education/t/report-college-students-not-learning-much/)

<sup>5</sup>Ibid., quoted in the same article.



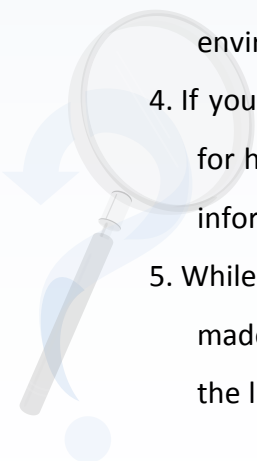
## NHHSA Guidelines & Standards

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 Requirements*

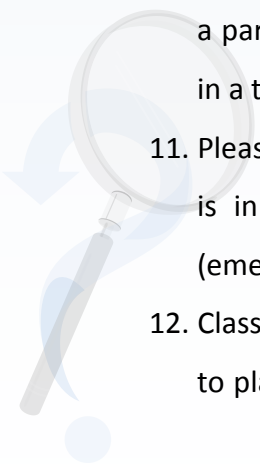
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1. Please inform us of any special disability your child may have so that we may recommend the program to best suits her/his needs.
2. Make certain your child receives proper rest on a daily basis. A tired child does not a productive student make.
3. We ask that you not send your child to school if s/he is ill or not feeling well. Although we understand that it is, at times, difficult for a parent to gauge the extent of illness in their child, it is a sure bet that if a child has a fever s/he is not well enough to attend school. Your child should also be kept at home if s/he has a persistent cough or anything other than a clear, runny nose. It is our desire to preserve a healthy learning environment for all of our students, and your cooperation is truly appreciated.
4. 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 of all medications.
5. While your child is under our educational care, we request that every possible effort be made to keep her/him free of any psychiatric medications such as Ritalin, Adderol or the like. It is our position that an extraordinary number of children are diagnosed with



ADD, ADDH, ADHD, et. al., and that the vast majority of these cases are either poorly or erroneously diagnosed. It is not, however, our desire to deny a child medication when such medication is vitally necessary.

6. 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.
7. We ask that you inform us at least ½ hour before class is scheduled to begin if your child 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. We also do not accept "day after" calls or notices. If your child does not attend classes for any given day, and we do not receive a call from you excusing her/him from these, the absence will be marked as unexcused.
8. An excess of five (5) unexcused absences during any given scholastic year may be cause for dismissal. Should this occur, the appropriate withdrawal paperwork will be drawn up and mailed to you.
9. A maximum of 10 absences per school year are allowed. An excess of 10 absences will require a student to attend summer school, irrespective of grades or progress. If there are circumstances which prevent your child from attending regular, on-campus schooling, please consider enrollment in our home study program, the HomeWork Program<sup>SM</sup>.
10. State Compulsory Attendance laws require us to report any student who fails to meet attendance requirements and any parent who fails to enforce these. We want to make you aware of the fact that we report truancy violations to a Justice of the Peace for processing when a student's attendance fails to meet these requirements or when, as a parent, you fail to enroll your child in another school upon withdrawal from NHHSA in a timely fashion.
11. Please do not walk into a class or disturb your child for any reason while school session is in progress. We also ask that you not call your child while s/he is in class (emergencies excepted). All calls should be made directly to our school numbers.
12. 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. It is our policy to allow for



no more than one (1) tardy per week. One (1) minute past 9:00 a.m. is considered tardy, and is marked on the record books as such. A student is sent home on the second tardy of any given week. Please do not waste your time in arguing with an educator about the accuracy of time marked on any of our academy's clocks. This will simply be time wasted. 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, anyway. Therefore, in order to avoid fruitless discussion, we ask that you plan ahead and make it a practice to have your child at school with plenty of time to spare.

13. Classes are dismissed promptly at 2:00 p.m., and your child must be picked up no later than 2:30 p.m. As a practice, NHHSA does not accept responsibility for children who are not picked up on time. However, if an educator elects to assume this responsibility him- or herself and stays with your child until s/he is picked up, a charge of \$10.00 per half hour or increment thereof/per child will be charged beginning at 2:30 p.m.. We understand that the charge is high, but we aim to discourage late pick-ups.
14. Students enrolled in the martial arts program are dismissed at 4:00 p.m. on scheduled martial arts class days and will be ready for pick-up at this time. NHHSA does not accept responsibility for children who are not picked up at this time.
15. Unlike many private institutions who do so monthly, NHHSA holds a maximum of two fundraisers per year. Your participation in these is anticipated, is important to the funding of our activities, and does form a part of the relationship we build with you.



### ***NHHSA Dress Code***

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16. NHHSA has a specific dress-code which forms a part of this manual. (*Please see NHHSA Dress Code.*)
17. NHHSA reserves the right to make ultimate and final determinations on all dress-

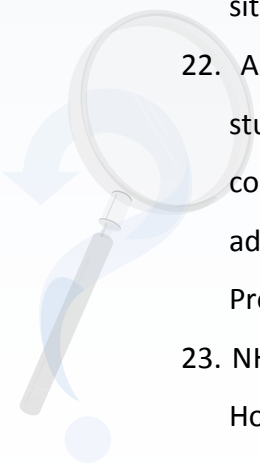
code matters in accordance with its discretion.

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

### ***Conduct & Disciplinary Matters***

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19. Our school subscribes to a number of web sites 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.
20. 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 be 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.
21. Children with existing or past disciplinary trouble, behavioral problems, and/or productivity problems may be required to participate in the NHHSA RightTrack Program<sup>SM</sup>. Recommendation to this program is at the sole discretion of the Director of NHHSA whose decision is final. Failure to participate is grounds for dismissal. For more information on the RightTrack Program<sup>SM</sup>, please visit our web site [www.nhhsa.com](http://www.nhhsa.com).
22. A child with 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 their on-campus enrollment whether or not we have been previously advised of the child's specific disorder, condition or problem. The HomeWork Program<sup>SM</sup> may, however, be an option.
23. NHHSA reserves the right to, at its sole discretion, Expel in general or Expel to the HomeWork Program<sup>SM</sup> (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***

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24. 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 simply displaying disciplinary issues which will be addressed as such.

### ***Parent/Teacher Conferences & Progress Reports***

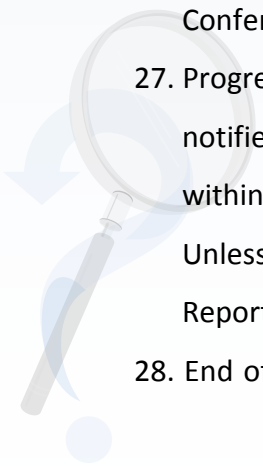
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25. A good parent, educator and administrator relationship is of the essence within an educational system such as ours. Because of the intentionally intimate size of our academy, we are particularly interested in upholding a strong and positive rapport 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.

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

27. Progress Reports are issued on the first Friday of every month (unless you are otherwise notified) beginning in October. We ask that you look over the report, sign, and return it within a week from the day of issue. (You may, of course, keep a copy for your records.) Unless you request they be emailed to an address you have provided us with, Progress Reports are given directly to the student to give to you.

28. End of the year Progress Reports will be available for pick up on the last week of June



upon your request.

### ***Transcripts***

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29. Barring any unfulfilled financial obligations to our academy (please see #32 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.
30. 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.

### ***Tuition Matters***

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31. Your child's tuition is due and payable on the first of the month. Please insure that your tuition payment is on time. Our *Tuition Policy* forms a part of our enrollment process, and we enforce its compliance.
32. We give only *one* notification of tuition due per month and ask that you heed it. Your child is subject to suspended on-campus participation if tuition is not paid by the 3<sup>rd</sup> of the month and dismissal if tuition is not paid by the 10<sup>th</sup>. Late fees apply for all tuition paid after the 3<sup>rd</sup> of the month.
33. You may pay tuition in person during our normal hours of operation, by phone using a credit or debit card, by mail, after working hours by slipping your tuition payment under our door, or on line from our web site [www.nhhsa.com](http://www.nhhsa.com).
34. 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. Tuition may be pro-rated at the time of enrollment only if the student's enrollment occurs at any time other than the first day of the month.

35. 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.
36. It is our practice to place a *financial hold* on student records until any unfulfilled financial obligation to our academy is paid.
37. 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. Should you wish to take advantage of any of these discounts, please speak with our any one of our administrative staff.



## Tuition Policy

Tuition fees for students attending New Horizons Home School Academy (NHSA) are \$250.00 per month per student for standard study, \$320.00 per month for FastTrack<sup>SM</sup> or RightTrack<sup>SM</sup> program students or students on standard study who are also doing the Character Development/Martial Arts (CDMA) program, and \$600.00 per month for Orchard Classroom students. There is an additional charge of \$70.00 per month for standard study and FastTrack<sup>SM</sup> program students participating in the CDMA program. (Family discounts for the enrollment of multiple children may apply.) Registration fees are additional and are charged on a yearly basis.

For your convenience, NHSA accepts cash, personal or business checks, Money Orders, VISA<sup>®</sup> and MasterCard<sup>®</sup>, or debit card payments. Payments may be made in person during our normal working hours, by phone, or on-line. Your signature below acknowledges your authorization for credit or debit card payments made by phone, and your agreement to pay the total amount of the charge in accordance with the card issuer's agreement. When using a credit or debit card for tuition payment, you may request in writing that your credit or debit card be charged automatically each month for ease of payment. NHSA has a form you may complete for this purpose, and is available upon request.

Tuition is due and payable by the 1<sup>st</sup> of each month. There is a \$35.00 late fee when tuition is not paid by the 3<sup>rd</sup> of the month plus an additional \$5.00 per day until tuition is paid in full. Furthermore, NHSA reserves the right to suspend or dismiss a student, at its discretion, unless acceptable tuition arrangements are made. Personal or business checks will not be accepted for tuition payments made after the 3<sup>rd</sup> of the month. A student is dropped from NHSA enrollment when tuition remains unpaid by the 10<sup>th</sup> of the month. You will receive written notification of this dismissal by mail.

There is a \$35.00 returned check charge for any check payments made and dishonored by your bank. Additionally, tuition late fees and penalties will apply as per above. NHHSA reserves the right to require payment in the form of Cash or Money Order from any parent(s) and/or family who has one or more incidents of dishonored checks on file.

Registration fees and Tuition fees ARE NOT REFUNDABLE.

NHHSA requires a full and written 30 day notice of your intent to withdraw your student from our school. In the absence of this notice, NHHSA has the incontrovertible right to expect that tuition will be paid until such notice is given. Your signature below authorizes NHHSA to charge your credit or debit card for the final month's tuition payment should the student named in this Tuition Policy be dropped by you without this notice. Furthermore, in the event that this final tuition payment does not clear your financial institution, NHHSA will place a financial hold on the student's academic records until such time when all tuition arrears and late fees have been paid in full.

Tuition fees are never pro-rated based on holidays, absent days, vacation days or for any other reason. Tuition may be pro-rated at the time of enrollment only if the student's enrollment occurs at any other time other the first day of the month. This is a one-time pro-rate allowance and is not valid at any other time.

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

Should you have any questions regarding this policy, or if any portion herein is unclear to you, please feel free to ask prior to signing in agreement. Your signature below acknowledges that you understand the terms of this policy and agree to abide by them. Please note that NHHSA reserves the right to amend this policy at any time without prior notice.

This Tuition Policy, and your signature below, will remain in effect for the entire time your child is enrolled with New Horizons Home School Academy and includes subsequent year enrollments.

**MY SIGNATURE HERewith AFFIRMS AND ATTESTS THAT I HAVE CAREFULLY READ THIS TUITION POLICY IN FULL, THAT I HAVE UNDERSTOOD IT, AND THAT I AGREE TO ABIDE BY ITS PROVISIONS.**

\_\_\_\_\_  
Print Name of Parent or Legal Guardian

\_\_\_\_\_  
Signature of Parent or Legal Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
NHSA Authorized Administrator/Title

\_\_\_\_\_  
Date

Student Name: \_\_\_\_\_

Student DOB: \_\_\_\_\_



# Tuition Policy

## Addendum 1

Parent/Guardian Name: \_\_\_\_\_

Name as it appears on Card: \_\_\_\_\_

Debit / Credit

Billing Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Card #: \_\_\_\_\_

Expiration Date: \_\_\_\_\_ CVC Code: \_\_\_\_\_

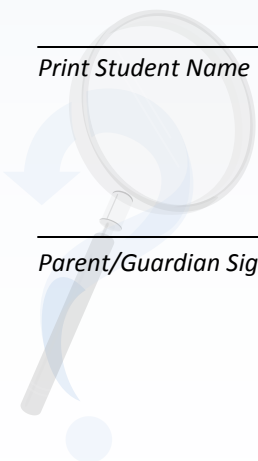
I, the undersigned, fully understand that NHHSA requires a 30 day written notice of intent to withdraw the student whom today I have enrolled in this institution and whose name appears below. Should I fail to provide this notice in accordance with this institution's Tuition Policy, which I have also signed, I acknowledge and hereby authorize NHHSA to charge the above credit or debit card for the amount of tuition due and payable as tuition for the month that immediately follows the month I withdraw this student without notification. I acknowledge that I am an authorized signature on the card given above and have therefore the legal ability to authorize this charge.

\_\_\_\_\_  
Print Student Name

\_\_\_\_\_  
Print Student DOB

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date



## Tuition Policy Addendum 2

Parent/Guardian Name: \_\_\_\_\_

Name as it appears on Card: \_\_\_\_\_

Debit / Credit

Billing Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Card #: \_\_\_\_\_

Expiration Date: \_\_\_\_\_ CVC Code: \_\_\_\_\_

I, the undersigned, authorize New Horizons Home School Academy (NHSA) to charge the amount of \$\_\_\_\_\_ (U.S. Dollars) as a recurring monthly charge to above account in payment of the monthly tuition due for the student whose name is given below. I affirm that I have read and signed the NHSA Tuition Policy to which this form is an addendum. I understand that there are no refunds on tuition or registration fees, and I further understand that the NHSA Tuition Policy requires that I give a 30 day, written notice of my intent to withdraw the student named below. Should the matter arise, I further authorize NHSA to charge the card noted above for any supplies, materials and/or services which I have verbally approved of in person or by telephone. Finally, I understand that this information will be used for purposes of verification with the credit card issuer/processor to prevent fraudulent usage. This procedure is executed in accordance with the rules established in the U.S. Code, Title 18, Part I, Chapter 63.

\_\_\_\_\_  
Print Student Name

\_\_\_\_\_  
Print Student DOB

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

## Student Dress Code

As a private institution, NHHSA has adopted a student dress code for all students when on campus, and is effective for grades 4<sup>th</sup> through 12<sup>th</sup>. (Students in grades pre-K through 3<sup>rd</sup> have no specific dress code requirements.) The following set of standards will guide you in determining the appropriate manner of dress and presentation for our school.



### ***What We Don't Allow:***

- No long or short-sleeved t-shirts. Ever. (Boys & Girls)
- No hoodies or sweat shirts. (Boys & Girls)
- No torn, faded, or white-washed jeans. (Boys & Girls)
- No shorts. (Boys & Girls)
- No tennis shoes or sandals. (Boys & Girls)
- No high-heeled shoes. (Girls)
- No over-sized clothing or belts. (Boys & Girls)
- No baseball caps or caps 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 girls.
- Hair must be well-groomed and may not be worn below the shirt collar. (Boys)
- No bright or loud hair colors (blue, purple, orange...etc.) (Boys & Girls)
- Bangs may not be long enough to cover the eyes. (Boys & Girls)



### **What We Look For:**

- Boy's shirts should be tucked in unless the shirt is a polo or otherwise has no shirt tail.
- Boys should wear a belt when wearing shirts that are tucked in.
- Boots are acceptable as long as they have rubber soles and are tasteful.
- Girls wearing skirts or dresses must have them be no more than 2" above the knee.
- Sweaters for both boys and girls must be the full button-down type.

### **Dress Standards – Boys**

- Shirts with collars. This includes polo's or button-down. Shirts may be any color.
- Dark blue or black pants or jeans.
- Dark shoes or boots with rubber soles.



### **Dress Standards – Girls**

- Skirts or dresses.
- Dark blue or black pants, capris or jeans.
- Blouses with collars.
- Shoes or boots of any color with rubber soles.

*School Dress Code: A set of rules, written and posted, specifying the required manner of dress at school.*

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

## Referrals

Like what you see?

Often times, parents are hard put to find a schooling program that works for their child or that fits their lifestyle. Add to this the obstacles which many students must overcome in order to achieve any measure of academic success – bullying, social pressures, harassment, inappropriate teacher/student relationships – and you find that, more and more, home schooling just makes sense.

If you know someone whose child –

- Is performing poorly or failing in school,
- Feels intimidated in school,
- Is being bullied or harassed by a teacher, a student or both,
- Has credits earned in another country which a public school is refusing to accept and doesn't want to go to school,
- Wants to earn a High School Diploma but didn't pass the TAKS or other state-mandated test,
- Is college-bound and looking to fast-track high school, or
- Travels extensively with family and needs a schooling program that is “good to go,” THEN –



Tell them about us. If they enroll, they get a great start on an entirely new concept in learning, and you earn a \$50.00 credit toward your next month's tuition. Everybody wins!

