



New Hampshire

# Department of Education

## Learn Everywhere Program Initial Application

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

**Organization Name:** Elements MMA

**Name of Primary Contact:** Arian Deihim

**Mailing Address:** 310 Marlboro Street, Suite 264, Keene, NH 03431

**Email Address:** [ari@soulshineyoga.com](mailto:ari@soulshineyoga.com)

**Phone Number:** 603-685-4209

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

Elements MMA empowers individuals with the skills and confidence they need to conquer any challenge in life. Our unique, holistic approach to martial arts ensures that you will never be out of your element, whether facing a physical opponent or overcoming personal obstacles.

### 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)].

Instructors at Elements MMA are required to have at least five years of training in their discipline, as well as competition experience. We vet our instructors to have the personality to be able to pass their knowledge and skills on to students effectively. Instructors must be timely and be able to handle large groups with gentle assertiveness. Our instructors are required to demonstrate the value of our Four Pillars system by cross training in other disciplines. This allows them to properly educate students on the applicability of their own art within various scenarios, such as self-defense and competition. Finally, instructors are required to be non-discriminate and all-inclusive towards the student body.

### 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)].

Elements MMA affirms that it 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. Elements MMA will inform parents of its criminal history records check policy upon enrollment of their child in the Learn Everywhere program.

**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)].**

Elements MMA is proposing to offer their Teen Mixed Martial Arts course through the Learn Everywhere program. Students completing the Teen Mixed Martial Arts course will be awarded a certificate for credit toward meeting high school graduation requirements 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)].**

**Teen Mixed Martial Arts**

**Course Description:**

Elements MMA's Teen Mixed Martial Arts course is designed to instill confidence, body awareness, and valuable life skills in a fun, safe and supportive environment. Our expert instructors are dedicated to helping children develop essential skills that will serve them both on and off the mat. The Teen Mixed Martial Arts course includes four units. These units are referred to as Technique, Control, Respect, and Teamwork. Students would need to successfully complete each of the four units to earn a Learn Everywhere certificate. Also, a student would need to attend a minimum of twenty-four of the one-hour long classes.

**Goals:**

The goals of the Teen Mixed Martial Arts program are broken down by the following four units:

**Technique Unit** - Through mastering various techniques and the gradual progression of challenges, students will learn to trust their abilities, face their fears, and embrace a positive self-image that will help them succeed in all aspects of life.

**Control Unit** - By learning the importance of body awareness, balance, and coordination students will better understand their bodies and how to move efficiently. This increased awareness allows them to unlock their full physical potential and improves overall fitness and well-being.

**Respect Unit** – Elements MMA understands that students face challenges in their everyday lives, including bullying and peer pressure. The Teen Mixed Martial Arts program will teach students to identify and address these situations safely and effectively. Through discussions and practical exercises, students learn to stand up for themselves and develop strong, supportive friendships.

---

**Teamwork Unit** - Through partner drills, group exercises, and team-building activities, students learn to work together, support one another, and develop camaraderie beyond the mat. This focus on teamwork fosters a strong sense of community within the studio, where every student is valued and encouraged to succeed.

**Competencies:**

The Teen Mixed Martial Arts course is based on the following four competencies.

1. Students will learn to trust their abilities, face their fears, and embrace a positive self-image.
2. Students will learn the importance of general fitness, body awareness, balance, and coordination.
3. Students will become proficient in a baseline of martial arts techniques.
4. Students will learn to work together, support one another, and develop camaraderie beyond the mat.

**Outcomes:**

Student's enrolled in the Teen Mixed Martial Arts course are expected to realize the following outcomes.

1. Student can display confidence in performing warm up drills.
2. Student can take constructive criticism in stride when honing techniques.
3. Student can display confidence when working on new techniques.
4. Student displays body control and spatial awareness.
5. Student displays growing mobility, strength, cardiovascular fitness, and balance.
6. Student remarks of their own volition how improving their general fitness feels important.
7. Student is capable of performing at least one sequence of martial arts techniques that is applicable to self-defense.
8. Student can perform at least one sequence of martial arts techniques that is applicable to competition.
9. Student can train with familiar and unfamiliar training partners alike.
10. Student adds something of value to the general team dynamic of classes they attend.
11. Student displays respect for their fellow students and their instructors.

**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 ongoing student evaluation process provides regular opportunities for feedback to the student on progress and in-depth meetings with families to discuss the steps students are making towards mastery of the competencies and outcomes. In addition, informal discussions with parents and students about their progress happen before or after class, and staff are available for additional discussions of student progress at any time, at the request of the family.

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 provide students monthly Progress Reports (see attached example Progress Report), letting them know

where their assessments stand and what their progress toward a certificate is. A copy of the Assessment Rubric (see attached) will also be provided to the parent(s).

Should the student receive a 3 or higher (as described in Section 10.0 below) in all the outcome categories for their certificate, they will be informed that 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.

**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 competencies through assessment of the defined outcomes.

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

Students that successfully complete Teen Mixed Martial Arts course will be awarded a Learn Everywhere certificate for ½ credit to be applied toward 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)].**

Assessment of Learn Everywhere student competency attainment through outcome assessment is expressed on a four-point scale. These four achievement levels generally are as follows:

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

Instructors prepare progress reports for all Learn Everywhere students, evaluating each of the relevant competency outcomes 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 outcome. Once a student achieves this proficiency in each of the required outcomes for the 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.

<b>Teen Mixed Martial Arts Program Outcome Assessment Rubric</b>				
<b>Learning Outcome</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Competency #1</b>				

Student can display confidence in performing warm up drills.	The student is beginning to process the basic understanding of the warm up drills but still requires outside instruction.	The student understands parts of the warm up drills and with further outside instruction or peer help can complete the routine.	The student has fundamental understanding how to complete the warm up drills on a consistent and repeatable basis.	The student shows an exceptional understanding of the warm up drill routine and can assist peers as needed.
Student can take constructive criticism in stride when honing techniques.	The student has a negative response to constructive criticism.	The student is beginning to accept negative criticism with only occasional negative reactions.	The student accepts constructive criticism with no negative reaction.	The student accepts constructive criticism with no negative reactions and demonstrates an acceptance of the criticism by employing suggestions in honing their techniques.
Student can display confidence when working on new techniques.	The student demonstrates a visible lack of confidence when working on new techniques.	The student demonstrates an increase in confidence in working with new techniques but still is occasionally apprehensive and unsure.	The student consistently demonstrates confidence when working on new techniques.	The student consistently demonstrates confidence when working on new techniques and volunteers to demonstrate for peers and instructors.
<b>Competency #2</b>				
Student displays body control and spatial awareness.	The student has does not have the ability to display body control and spatial awareness.	The student can demonstrate a modest understanding of their body control and spatial awareness with assistance from	The student can demonstrate an understanding of body control and spatial awareness with no assistance from instructors	The student can demonstrate a strong understanding of body control and spatial awareness.

		instructors or peers.	or peers needed.	
Student displays growing mobility, strength, cardiovascular fitness, and balance.	Student does not display growing mobility, strength, cardiovascular fitness, and balance.	Student is beginning to grow their mobility, strength, cardiovascular fitness, and balance with instructor assistance.	Student is demonstrating consistent growth in their mobility, strength, cardiovascular fitness, and balance without any instructor assistance.	Student is demonstrating exemplary growth in their mobility, strength, cardiovascular fitness, and balance and is seeking out instructor direction on more challenging experiences.
Student remarks of their own volition how improving their general fitness feels important.	Student has not made any remarks of their own volition how improving their general fitness feels important.	Student remarks of their own volition how improving their general fitness feels important.	Student has made more than one remarks of their own volition how improving their general fitness feels important.	Student has made numerous remarks of their own volition how improving their general fitness feels important.
<b>Competency #3</b>				
Student can perform at least one sequence of martial arts techniques that is applicable to self-defense.	Student cannot perform at least one sequence of martial arts techniques that is applicable to self-defense.	Student can perform at least one sequence of martial arts techniques that is applicable to self-defense but requires assistance from the instructor.	Student can perform at least one sequence of martial arts techniques that is applicable to self-defense without assistance from the instructor.	Student can perform more than one sequence of martial arts techniques that is applicable to self-defense without assistance from the instructor.
Student is capable of performing at least one	Student is not capable of	Student can perform at least	Student can perform at least	Student can perform more

sequence of martial arts techniques that is applicable to competition.	performing at least one sequence of martial arts techniques that is applicable to competition.	one sequence of martial arts techniques that is applicable to competition but requires assistance from the instructor.	one sequence of martial arts techniques that is applicable to competition without assistance from the instructor.	than one sequence of martial arts techniques that is applicable to competition without assistance from the instructor.
<b>Competency #4</b>				
Student can train with familiar and unfamiliar training partners alike.	Student struggles when training with unfamiliar training partners.	Student struggles when training with unfamiliar training partner but is able to move forward with the assistance of instructor.	Student can successfully train with both familiar and unfamiliar training partners without instructor assistance.	Student demonstrates confidence when training with either familiar or unfamiliar training partners.
Student adds something of value to the general team dynamic of classes they attend.	The student does not add value to the team dynamic by being present.	The student is beginning to add value to the team dynamic by being present but not on a consistent basis.	The student consistently adds value to the team dynamic by being present.	The student consistently adds value to the team dynamic by being present. Students' absence is detrimental to the team dynamic.
Student displays respect for their fellow students and their instructors.	The student does not display respect for their fellow students and/or instructors.	The student does not consistently display respect for their fellow students and/or instructors without reminders or prompts from instructors.	The student consistently displays respect for their fellow students and/or instructors without needing reminders or prompts from instructors.	The student consistently displays respect for their fellow students and/or instructors and will prompt

				peers to do the same.
--	--	--	--	-----------------------

**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 drop into any class for a free trial to see if they enjoy the offerings, environment, and instructors. Students may also call ahead for a free consultation to answer any questions or address any concerns. Students may also watch classes without being required to participate before attending their free trial class. Once the student feels comfortable with committing, they are offered the opportunity to sign up for a membership. 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, Elements MMA 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, Elements MMA will contact the student’s Local Education Agency (LEA) to coordinate recommended 504 accommodations and/or modifications in the Elements MMA programs. Although Elements MMA 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 Elements MMA 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 Elements MMA 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)].**

Elements MMA gives all parents the opportunity to disclose any sorts of disabilities, including any related Individualized Education Program (IEPs). If asked, Elements MMA 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 Elements MMA representative will participate in IEP team meetings that discuss revisions to the student’s IEP needed to participate in an Elements MMA program. Elements MMA 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 modifications the IEP team has determined the student needs. The provision of these services is not the direct responsibility of Elements MMA.



- 
- 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)].**

Elements MMA 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 as required in Ed 1403.01(b)(2)(d).

- 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)].**

Elements MMA at 310 Marlboro Street in Keene, New Hampshire has 2,000 square feet of training space. This includes private changing rooms for all genders, a large open space with 2-inch tatami mats for grappling and yoga classes, a ring-like area with padded walls and 1 inch tatami mats for striking classes and sparring, a fully equipped strength and conditioning area, an office for private sessions, and a waiting/viewing area for parents to watch and students in transition. In addition, there are multiple bathrooms available just outside the space 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)].**

Elements MMA affirms all facilities will comply with all applicable federal and state health and safety laws, rules, and regulations as required in Ed 1403.01(b)(3)(b).

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

Elements MMA agrees to disclosed to Learn Everywhere program participants insurance Elements MMAs maintains, if any, which would cover the participants in the Learn Everywhere program.

- Attachments** Teen Mixed Martial Arts Student Progress Report  
Teen Mixed Martial Arts Program Assessment Rubric for Parents/Students

Teen Mixed Martial Arts Student Progress Report		Student:	Date:		
Competency	Related Outcome	Proficiency Score (Level 1 – 4) <sup>(1)</sup>	Strengths	Challenges	Opportunities and Recommendations
#1 - Students will learn to trust their abilities, face their fears, and embrace a positive self-image.	Student can display confidence in performing warm up drills.				
	Student can take constructive criticism in stride when honing techniques.				
	Student can display confidence when working on new techniques.				
#2 Students will learn the importance of general fitness, body awareness, balance, and coordination.	Student displays body control and spatial awareness.				
	Student displays growing mobility, strength, cardiovascular fitness, and balance.				
	Student remarks of their own volition how improving their general fitness feels important.				
#3 - Students will become proficient in a baseline of martial arts techniques.	Student is capable of performing at least one sequence of martial arts techniques that is applicable to self defense.				
	Student is capable of performing at least one sequence of martial arts techniques that is applicable to competition.				
#4 - Students learn to work together, support one another, and develop camaraderie beyond the mat.	Student can train with familiar and unfamiliar training partners alike.				
	Student adds something of value to the general team dynamic of classes they attend.				
	Student displays respect for their fellow students and their instructors.				

(1) - Level 1 (Beginning), Level 2 (Approaching), Level 3 (Meeting), Level 4 (Exceeding)

Teen Mixed Martial Arts Program Outcome Assessment Rubric				
Learning Outcome	Level 1	Level 2	Level 3	Level 4
<b>Competency #1</b>				
Student can display confidence in performing warm up drills.	The student is beginning to process the basic understanding of the warm up drills but still requires outside instruction.	The student understands parts of the warm up drills and with further outside instruction or peer help can complete the routine.	The student has fundamental understanding how to complete the warm up drills on a consistent and repeatable basis.	The student shows an exceptional understanding of the warm up drill routine and can assist peers as needed.
Student can take constructive criticism in stride when honing techniques.	The student has a negative response to constructive criticism.	The student is beginning to accept negative criticism with only occasional negative reactions.	The student accepts constructive criticism with no negative reaction.	The student accepts constructive criticism with no negative reactions and demonstrates an acceptance of the criticism by employing suggestions in honing their techniques.
Student can display confidence when working on new techniques.	The student demonstrates a visible lack of confidence when working	The student demonstrates an increase in confidence in working with new	The student consistently demonstrates confidence when working	The student consistently demonstrates confidence when working

	on new techniques.	techniques but still is occasionally apprehensive and unsure.	on new techniques.	on new techniques and volunteers to demonstrate for peers and instructors.
<b>Competency #2</b>				
Student displays body control and spatial awareness.	The student has does not have the ability to display body control and spatial awareness.	The student can demonstrate a modest understanding of their body control and spatial awareness with assistance from instructors or peers.	The student can demonstrate an understanding of body control and spatial awareness with no assistance from instructors or peers needed.	The student can demonstrate a strong understanding of body control and spatial awareness.
Student displays growing mobility, strength, cardiovascular fitness, and balance.	Student does not display growing mobility, strength, cardiovascular fitness, and balance.	Student is beginning to grow their mobility, strength, cardiovascular fitness, and balance with instructor assistance.	Student is demonstrating consistent growth in their mobility, strength, cardiovascular fitness, and balance without any instructor assistance.	Student is demonstrating exemplary growth in their mobility, strength, cardiovascular fitness, and balance and is seeking out instructor direction on more challenging experiences.

Student remarks of their own volition how improving their general fitness feels important.	Student has not made any remarks of their own volition how improving their general fitness feels important.	Student remarks of their own volition how improving their general fitness feels important.	Student has made more than one remarks of their own volition how improving their general fitness feels important.	Student has made numerous remarks of their own volition how improving their general fitness feels important.
<b>Competency #3</b>				
Student can perform at least one sequence of martial arts techniques that is applicable to self-defense.	Student cannot perform at least one sequence of martial arts techniques that is applicable to self-defense.	Student can perform at least one sequence of martial arts techniques that is applicable to self-defense but requires assistance from the instructor.	Student can perform at least one sequence of martial arts techniques that is applicable to self-defense without assistance from the instructor.	Student can perform more than one sequence of martial arts techniques that is applicable to self-defense without assistance from the instructor.
Student is capable of performing at least one sequence of martial arts techniques that is applicable to competition.	Student is not capable of performing at least one sequence of martial arts techniques that is	Student can perform at least one sequence of martial arts techniques that is applicable to competition but requires	Student can perform at least one sequence of martial arts techniques that is applicable to competition without	Student can perform more than one sequence of martial arts techniques that is applicable to

	applicable to competition.	assistance from the instructor.	assistance from the instructor.	competition without assistance from the instructor.
<b>Competency #4</b>				
Student can train with familiar and unfamiliar training partners alike.	Student struggles when training with unfamiliar training partners.	Student struggles when training with unfamiliar training partner but is able to move forward with the assistance of instructor.	Student can successfully train with both familiar and unfamiliar training partners without instructor assistance.	Student demonstrates confidence when training with either familiar or unfamiliar training partners.
Student adds something of value to the general team dynamic of classes they attend.	The student does not add value to the team dynamic by being present.	The student is beginning to add value to the team dynamic by being present but not on a consistent basis.	The student consistently adds value to the team dynamic by being present.	The student consistently adds value to the team dynamic by being present. Students' absence is detrimental to the team dynamic.
Student displays respect for their fellow students and their instructors.	The student does not display respect for their fellow	The student does not consistently display respect for their fellow students and/or	The student consistently displays respect for their fellow students and/or	The student consistently displays respect for their fellow

	students and/or instructors.	instructors without reminders or prompts from instructors.	instructors without needing reminders or prompts from instructors.	students and/or instructors and will prompt peers to do the same.
--	------------------------------	--	--	---