



New Hampshire

# Department of Education

## Learn Everywhere Program Initial Application

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

**Organization Name: World Academy**

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

**Mailing Address: 138 Spit Brook Rd  
Nashua, NH 03062**

**Email Address: [ldias@worldacademynh.com](mailto:ldias@worldacademynh.com), [tosinski@worldacademynh.com](mailto:tosinski@worldacademynh.com)**

**Phone Number: (603) 888-1982**

### **2.0 Purpose, mission statement, or both [Ed 1403.01(b)(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.

Our Algebra 2 program embodies our mission by providing advanced mathematics students with a strong foundation for entering precalculus in high school and beyond following the successful completion of our Algebra 1 and Geometry Courses. Our Algebra 2 program includes a variety of innovative instructional strategies and learning opportunities based on developing deep conceptual understanding and including the incorporation of technology, mathematical modeling applications, inquiry learning, collaborative problem solving, and application performance tasks.

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**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(b)(3)].**

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 or Massachusetts 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 2 Learn Everywhere courses described below will meet the above qualifications.

**4.0 Either a criminal history records check policy that provides for an annually recurring records check or a one-time records check upon employment and 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 outlined in RSA 189:13-a, V; or a statement that a criminal history records check policy is not included in the applicant's learn everywhere program. The applicant shall also provide a statement assuring they will notify the parents, in writing, regarding its criminal records check policy prior to the enrollment of a student in the learn everywhere program. [Ed 1403.01(b)(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 This policy will be shared with parents of students seeking to be enrolled in the program in writing.

**5.0 Identification of the required subject from Ed 306.27(v) for which students completing the learn everywhere program shall receive high school credit(s) [Ed 1403.01(e)(1)(a)].**

Students that complete the World Academy Learn Everywhere programs in Algebra 2 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(e)(1)(b)].**

**Algebra 2**

Course Description and Program Goals:

In Algebra 2, students will strengthen the algebraic foundations laid in Algebra 1 to prepare them for advanced mathematics coursework on the pathway to College and Career readiness. Students will further develop and deepen their understanding of linear, quadratic, rational, and exponential functions and apply their understanding to evaluate, model, and solve application problems. Students will develop an understanding of polynomial, logarithmic, and radical functions and apply their understanding to evaluate, model, and solve application problems. Students will also begin to explore trigonometric functions, use matrices to organize and analyze data, and understand statistical analysis. Students will explore and represent algebraic relationships, communicate mathematical thinking clearly, and use

appropriate tools strategically to solve a variety of problems and performance tasks. Conceptual understanding and the development of mathematical models to describe real world problems will be emphasized in the course. Throughout the course students will engage in a variety of learning experiences including rich math tasks, collaborative learning, use of technology for modeling and problem solving (example tools include TI-84 and Desmos) and application experiences/problems to develop their understanding of the course content. Students will routinely engage in the Mathematical Practice Standards and mathematical discourse in their coursework. They will demonstrate their understanding through standards based application assessments, performance tasks, and projects. The majority of the course work will be derived from the Envision AGA Mathematics Algebra 2 Curriculum from Savaas. Completion of the course will provide students with the mathematical foundation to prepare students for advanced coursework in Precalculus and beyond and demonstrate mastery of the NH College and Career Ready Standards outlined below.

Standards Addressed in the Course:

HSA.APR. A.1,B.2-3, C.4-5, D.6; HSA.CED.A.1-4; HSA.REI.A.1-2, B.4, C.6-9, D.11; HSA.SSE.A.1-2, B.3-4

HSF.BF.A.1-2,B.3-5; HSF.IF.A.3, B.4-6, C.7-9, HSF.LE.A.2,A.4,B.5

HSS.IC.A.1-4, B.3-6; HSS.ID.A.2, A.4, B.6

HSN.CN.A.1-3,B.4-5, C.7-9; HSN.RN.A.1, A.2; HSN.VM.A.1-3, B.4-5, C.6-12; HSN.Q.A.2

HSF.TF.A.1-3, B.5-7, C.8-9, D.10-11

Additionally, throughout the course students will develop proficiency in engaging with the Mathematical Practice Standards listed below:

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.

The completion of the course will result in foundational preparation for advanced high school coursework developing college and career readiness.

Curriculum Resource:

Envisions AGA Mathematics (2024) Algebra 2 (Digital and Text)

Competencies - Upon completion of the course, students will demonstrate competency in the following areas:

**Linear Functions and Systems**

- Students will demonstrate competency in identifying linear functions and understand how to interpret graphs of functions by describing relationships and solving application problems.
- Students will apply their understanding of the methods for solving equations and inequalities and systems of equations and inequalities using tables, graphing, and matrices by solving application problems.

### **Quadratic Functions and Equations**

- Students will demonstrate competency in writing quadratic functions in vertex, standard, and factored forms by modeling and solving application problems.
- Students will demonstrate competency in applying their knowledge of these different forms to identify key features and find the zeros of quadratic functions.
- Students will demonstrate competency in solving quadratic equations using factoring, completing the square, and the Quadratic Formula through application problems.
- Students will demonstrate competency in understanding complex numbers and solving quadratic equations with complex solutions.

### **Polynomial Functions**

- Students will demonstrate competency in identifying the key features of polynomial functions and interpreting graphs of polynomial functions.
- Students will demonstrate competency in the ability to add, subtract, multiply, and divide and factor polynomial expressions by solving application problems.
- Students will demonstrate competency in their ability to describe and understand theorems as tools to understand the roots of polynomial equations.
- Students will demonstrate the ability to transform graphs of the parent function through mathematical modeling of application problems.

### **Rational Functions**

- Students will demonstrate competency in identifying the key features of the graphs of rational functions.
- Students will demonstrate competency in applying the methods of solving rational equations by solving application problems.

### **Rational Exponents and Radical Functions**

- Students will demonstrate competency in the identifying and describing properties of rational exponents and radicals and applying these properties to solve problems.
- Students will demonstrate competency in applying their understanding to graph radical functions, solve radical equations, and combine functions.
- Students will demonstrate competency in identifying the inverses of functions and apply their understanding to write the equations of inverse functions.

### **Exponential and Logarithmic Functions**

- Students will demonstrate competency in identifying the key features of exponential functions.
- Students will demonstrate their understanding of logarithms and their properties by describing and solving real world application problems.

- Students will demonstrate competency in applying their understanding to solve exponential and logarithmic equations.

### **Trigonometric Functions**

- Students will demonstrate competency in understanding trigonometric functions in right triangles to any real number angles, explaining the connections between the trigonometric values and the unit circle.
- Students will demonstrate competency by applying their understanding to graph trigonometric functions and identify the key features of the graphs.
- Students will demonstrate competency in solving real world application problems using trigonometric functions.

### **Trigonometric Equations and Identities**

- Students will demonstrate competency in using trigonometric identities to rewrite and solve trigonometric equations.
- Students will demonstrate competency in understanding complex plane and apply that understanding to write the polar form of complex numbers.

### **Conic Sections**

- Students will demonstrate competency in understanding the methods for deriving the equations of conic sections.
- Students will demonstrate competency in their understanding by describing key features of the graphs of conic sections.
- Students will demonstrate competency in describing and applying the methods to classify second-degree equations.

### **Matrices**

- Students will demonstrate competency in understanding that matrices use rows and columns to organize and represent data by describing, interpreting, and solving problems that use matrices.
- Students will demonstrate competency in the ability to add, subtract, and multiply matrices and to solve systems of linear equations with matrices through real world application problems.
- Students will demonstrate competency in understanding that vectors can be used to determine the position of one point in space relative to another by applying that understanding to find the area of triangles and parallelograms through real world application problems.
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### **Statistics**

- Students will demonstrate competency in identifying statistical questions and types of statistical studies by interpreting and analyzing real world scenarios.
- Students will demonstrate competency in describing data distribution, both normal and skewed, and describing how sample statistics can be used to estimate population parameters by examining real world scenarios.
- Students will demonstrate competency in explaining where data values fall within a population and apply their understanding to use statistical data to compare groups and formulate and test a hypothesis.

**7.0 A plan for recording student progress in meeting expected student outcomes [Ed 1403.01(e)(1)(c)].**

Student progress will be measured using a variety of formal and informal assessments including unit assessments, performance tasks, modeling exercises, application problems, projects, 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 develop an individualized plan for remediation and retest to achieve competency.

**8.0 A description of assessments of student learning outcomes, including, but not limited to:**

- 1. Instructor observation of project-based learning, including off-site learning projects;**
- 2. Competency-based or performance-based assessments;**
- 3. Instructor observations of student performance;**
- 4. Project evaluation rubrics used to evaluate program proficiencies; and**
- 5. Other assessment approaches as determined by the applicant's learn everywhere program**

[Ed 1403.01(e)(1)(d)].

**Algebra 2 Assessment**

Student competency will be assessed using a variety of measures including standards aligned summative assessments which emphasize problem solving applications and include performance tasks. These summative assessments may also include project based learning tasks. (They are generally derived from the Envisions AGA Algebra 2 Curriculum Assessments, Performance Tasks, and Projects.) These assessments will be administered at the completion of a unit which aligns with a particular competency statement outlined in the course description. Students will also demonstrate overall understanding in mid-term and final assessments. In addition to summative assessments, students will be formatively assessed throughout the units of study to adjust instruction and support to ensure the pathway to competency is reached. Such formative assessments will include quizzes, check ins, observations, homework, classwork, collaborative problem solving and tasks, and class discussions. If students do not demonstrate competency in a particular area, opportunities for remediation and retesting/revision will be offered. In addition to these assessments, as a school we administer the NWEA MAP Growth Assessment in Mathematics twice yearly.

\*Competency 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 develop an individualized plan for remediation and retest to achieve competency in a given standard.

**9.0 The number of credits the program will fulfill [Ed 1403.01(e)(1)(e)].**

Students that successfully complete the World Academy Algebra 2 Learn Everywhere course will be awarded a certificate for 1.0 credit to be applied to meeting high school graduation requirements.

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**10.0 A description of the competency-based grading system [Ed 1403.01(e)(1)(f)].**

Student competency will be assessed using a variety of measures including standards aligned summative assessments which emphasize problem solving applications and include performance tasks and some project based work. These types of assessments (traditional, performance task, and project based) will constitute the majority of the course grade and will be used to assess competency in the course objectives. (They are generally derived from the Envisions AGA Algebra 2 Curriculum Assessments, Performance Tasks, and Projects.) These assessments will be administered at the completion of a unit which aligns with a particular competency statement outlined in the course description. Students will also demonstrate overall understanding in mid-term and final assessments which will be calculated as part of their summative assessment grade.

In addition to summative assessments, students will be formatively assessed throughout the units of study to adjust instruction and support to ensure the pathway to competency is reached. Such formative assessments will include quizzes, check ins, observations, homework, classwork, collaborative problem solving and tasks, and class discussions. These types of assessments and observations will constitute a portion of the overall course grade, but will not be used alone to assess mastery of the competencies.

If students do not demonstrate competency in a particular area, opportunities for remediation and retesting/revision will be offered.

Student course grade will be determined using the grading parameters below.

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.

**SUMMATIVE ASSESSMENT** - Will include summative assessments, performance tasks 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 will be measured through various summative assessments (see above) 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 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(e)(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 2 course will be made on the basis of prior student math achievement informed by course progression, NWEA scores, and teacher evaluation. Students must successfully complete Algebra I and Geometry before taking Algebra 2.

**12.0 A description of how the program will liaison with the LEA for students with an education plan pursuant to section 504 of the Rehabilitation Act [Ed 1403.01(e)(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 to include, but not be limited to coordinating**

- 1. Required special education programs;**
- 2. Support services; and**
- 3. Least restrictive environment.**

**[Ed 1403.01(e)(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 Academy 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(e)(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(e)(3)(a)].**

The Algebra 2 course will be offered as part of our academic day in a middle school classroom at World Academy equipped with both traditional facility components (collaborative tables, whiteboards, textbooks, etc.) in addition to enhanced technological components. Students in the Algebra 2 course will have access to whole class technology (remote computer station for whole group instruction) as well as individual technology (student laptops with digital curriculum access). The use of technology will enhance student

learning as students will have the opportunity to engage in mathematical modeling using various platforms and have access to digital curriculum support. The classroom environment is structured to provide opportunities for individual work, whole class instruction, and small group collaboration. 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 student 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, 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 [Ed 1403.01(e)(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(e)(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 - [2023-2024 School Year](#)