THE
HATHAWAY
INSTITUTE

COMPREHENSIVE HANDBOOK

FALL 2026/SPRING 2027

Dr. Quintessa Hathaway
Founding Chancellor And Owner

HathawayInstitute.us

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Introduction

The Hathaway Institute was established in 2024 by Founding Chancellor Dr. Quintessa Hathaway, a distinguished veteran educator and national educational leader. It is headquartered in the Greater Metropolitan Nashville community of Brentwood, Williamson County, Tennessee. The core and elective content are rigorous, college and career driven, and student-centered in an asynchronous and synchronous format.

The Hathaway Institute is a virtual private school, homeschool, micro-school, and tutorial service provider which strives to be a leading national educational entity which is centered on lifelong student academic excellence, community thriving, scholastic achievement, recruiting and maintaining a premier faculty, interdisciplinary teaching and learning, and sustaining a robust technological infrastructure that meets and exceeds goals around innovation, and opportunity access.

The American educational landscape is transforming. The Hathaway Institute utilizes materials, lesson plans, guides, assessments, protocols, models, and excreta that support and supplant federal and state standards and frameworks. Our objective is to provide powerful, high yield strategies which enable educators, administrators, and the community to produce lasting outcomes.

Our effective and forward-thinking program of study shall reflect the philosophy, goals, objectives, learning experiences, and instructional resources that comprise a specific educational program. The Hathaway Institute has a curriculum that meets and exceeds the needs and current demands of the national economy and global citizenship.

The Hathaway Institute has an interactive educational program and curriculum that expands its capacity to produce positive student learning. We will hone an effective professional learning culture that maintains a foundation of respect, trust, mutual interdependence, an active role by all educators, administrators, and consultants and shared belief that improved learning and academic strength must remain the ongoing goal for all professional experiences.

Mission And Vision

The mission and vision of The Hathaway Institute is to raise academic achievement so that students soar to higher heights. We shall empower and inspire a generation of learners through superior education, job-embedded and standards-based professional development to educators and administrators which are peerless. The framework and purpose of our educational program is to produce a citizenry who can contribute and compete in the global society.

Academic Focus

Throughout a learner's matriculation, the academic focus will be placed on a number of strategies that are: research-based, student-centered, instruction-centered, literacy-based, and multiculturally competent. Our multidisciplinary approach will be the bedrock of our progressive educational system, and interdisciplinary educational frameworks shall enhance the academic experience of learners. This approach to pedagogy enriches and strengthens the fabric of education overall. Interdisciplinary assessments will promote proficiency in mathematics, science, social studies, literacy, and the arts. Our curriculum shall be a representation of liberal arts education and higher academia. Multidisciplinary learning shall vary in difficulty which will be steeped in great expectations with an aim for students to meet the high bar and have the tools to thrive in the national and international communities.

Institutional Organization
Hours Of Operation
Synchronous Instruction 8:00am-3:00pm Central Time Zone
Asynchronous Instruction Twenty-Four (24) Hours

School Colors
Royal Purple And White

School Mascot
The Soaring Hawks



Health And Immunization Policy

The Hathaway Institute believes healthy bodies and minds are the foundation of academic success. Regular visits with one's physicians and up-to-date immunization help protect students' health and readiness to learn. Students are required to stay current on all required immunizations or risk being removed from school.

We will verify every student's immunization compliance as part of enrollment and attendance. In order to prevent the spread of infectious diseases, all students must be fully immunized before entering school and before participating in school-based activities. Furthermore, if a student has additional health needs that must be addressed while at school, such as medication, asthma or allergies, please ensure all health forms are completed, and the school health personnel are aware of these health requirements.

The following seven (7) common childhood vaccines, Diphtheria, Pertussis, Tetanus (DTaP), Hepatitis B, Haemophilus influenzae type b (Hib), MMR, polio, varicella, and meningococcal (meningitis), are required for pupils to enroll in the Hathaway Institute. An acceptable proof of immunization for enrollment is mandatory. Among the different types of acceptable documentation are medical records, a health department or school form, information from the state's Immunization Information System (IIS), or a "certificate of immunization," which may be issued by, for example, a state health department or a physician's office. Documentation must include the type of immunization given, number of doses given for immunizations that require multiple doses, and dates immunizations were given.

Enrollment And Attendance Policies

As a part of the enrollment application, parent(s) or guardian(s) will enter information about the student enrolling and will need to upload the following documents:

Proof of Residency

Please submit the following acceptable documents:

- ✓ Utility service contract, bills or payment receipts (i.e., gas, water, or electricity)
- ✓ Property taxes, rental or lease agreement, current rental receipt with address of property on receipt
- ✓ Official government income documents (Social Security income statement)
- ✓ Current pay stub
- ✓ Voter registration

When school officials have reason to believe that the address provided by the parent and/or guardian is incorrect, or was falsely reported, a due diligence effort to obtain the correct information will be made and documented.

Proof of Age of Minor

Please submit the following acceptable documents:

- ✓ Birth certificate
- ✓ Baptismal certificate
- ✓ Passport
- ✓ Court order
- ✓ Health office/vital statistics record of birth certificate date

Parent/Guardian/ Educational Rights Holder/Caregiver Identification

Please submit one of the following acceptable documents:

- ✓ Student's birth certificate or baptismal certificate or Court order establishing the parent/guardian relationship and
- ✓ Adult's government-issued photo identification (Driver's license or DMV identification card)

Attendance Monitoring

We will ensure that student attendance is recorded daily, accurately, and in a timely manner for all students in all courses. Educators are required to submit and certify attendance in Google Classroom or our learning management system within the first (1st) ten (10) minutes of each class.

Administration and attendance personnel shall require a satisfactory explanation from the parent and/or guardian of a student, either virtually, in-person, or by written note, whenever the student is absent for part or all of a school day, and if it delineates what types of absences may be excused by a person authorized to excuse absences. All absence verification and notes shall be maintained for five (5) years for audit purposes. Every effort shall be made by the school administration and staff to notify parents/ guardians of their child's uncleared absences, and the steps required to clear all absences.

School administration and attendance personnel will be responsible for identifying, flagging, processing, and documenting using all due diligence for no show students. We will process no show students at the end of the student's first expected instructional day. School shall exercise all due diligence efforts to locate no show students and proper documentation shall be entered in Google Suite and our learning management system.

The school will define chronic absentee as "a student who is absent on five percent (5%) or more of the school days in the school year when the total number of days a student is absent is divided by the total number of days the student is enrolled and school was actually taught in the regular day schools, exclusive of Saturdays and Sundays. The Hathaway Institute defines chronic absenteeism as an attendance rate of ninety-five percent (95%) or below. Once a student approaches this level, a meeting will be held to identify viable solutions to the barriers preventing regular school attendance.

Upon a student's initial classification as a truant, the school will immediately notify the student's parent and/or guardian. An initial notification of truancy (NOT) letter will be generated and mailed to their home address. If needed, a second (2nd) or third (3rd) notification of truancy (NOT) letter will be mailed in the event of additional truancies. Administrators and attendance personnel are responsible for maintaining student enrollment, attendance, and withdrawal accounting records to ensure their availability for audits.

An absence is considered when it is supposed by appropriate documentation and falls under accepted reasonable, including:

- ✓ Personal illness (with doctor's note and parental confirmation)
- ✓ Medical appointment (with provider documentation)
- ✓ Bereavement (for immediate family)
- ✓ Religious holidays
- ✓ Court appearances
- ✓ Authorized school-related activities

Students must submit documentation within three (3) days of returning to be considered or excused absence status. Repeated absences of either categorization mat result in academic penalties or disciplinary actions. Furthermore, the district of residence will be notified of five or more (5+) absences, in instances of truancy, expulsion, transfer, and withdrawal.

An unexcused absence designation is those that do not meet the criteria above or lack appropriate documentation, including:

- ✓ Oversleeping
- ✓ Family vacation that overlaps school hours
- ✓ Absence without parent(s) or guardian(s) notification

Furthermore, in accordance with the Tennessee Code Annotated § 49-6-3007, after the pupil has accumulated five (5) unexcused absences, and after given adequate time, as determined by the

Hathaway Institute and attendance designee, the pupil's parent, guardian, or other person having control of she or he has failed to turn in documentation to excuse those absences, the institution may implement the truancy intervention requirements of the second tier of the progressive truancy plan.

Student Residency Protocol

Residency Attendance Zone

The residency attendance zone for The Hathaway Institute is limited to students who legally reside within the current states of Tennessee, Arkansas, and situated in other states during the academic year.

Residency Requirement

The Hathaway Institute is a Tennessee-based operating pursuant to Tennessee and all the states of its market, their laws and its approval. In accordance with state law and school policy, all enrolled students must be legal residents of the state(s) and must continuously maintain residency for the duration of their enrollment. Residency must be bona fide and primary in nature. Enrollment at The Hathaway Institute is contingent upon maintaining legal domicile and physical residence within the state.

To be classified as a resident, a student must:

- ✓ Reside with their parent, legal custodian, or court-appointed legal guardian within the state;
- ✓ Be legally domiciled at the state address provided on the enrollment application;
- ✓ Be physically present and routinely sleep overnight at that address on school days;
- ✓ Physically resides in the state for all or most of the school year.

Residency is not determined by:

- ✓ A mailing address only;
- ✓ Temporary stays in state;
- ✓ Ownership of property in state;
- ✓ Intent to return to state at a later date;
- ✓ Maintaining belongings at a state address while living elsewhere.

The student must be actively and primarily living in state(s) while enrolled at The Hathaway Institute.

Definition Of A Resident

For purposes of enrollment at The Hathaway Institute, a resident is defined as a student whose parent, legal custodian, or court-appointed legal guardian is legally domiciled in the state and with whom the student primarily resides.

A person who owns property in state(s) as mentioned but does not physically reside there is not considered a resident for purposes of enrollment. Residency is determined by legal domicile and primary physical presence, not by property ownership, mailing address, or future intent.

Out-Of-State Attendance

Students are not permitted to attend The Hathaway Institute while residing outside of the state. This includes, but is not limited to:

- ✓ Living with relatives or friends in another state;
- ✓ Extended stays outside of said states that constitute a change in residence;
- ✓ Relocation out-of-state for family, work, or personal reasons;
- ✓ Enrollment at The Hathaway Institute while primarily living in another state under shared custody arrangements.

If a student relocates outside of the state(s) during the school year, the parent/guardian must notify the school immediately. Continued enrollment will be reviewed and may result in administrative withdrawal.

Failure to notify the school of a change in residency may be considered misrepresentation of enrollment information.

Temporary Absences from State Residence

Short-term, temporary absences from the state (such as medical emergencies, hospitalization, funeral attendance, court obligations, or other unforeseen circumstances) may be permitted.

Permissions considerations:

- ✓ The student maintains their physical legal residence in the state within a month of notice;
- ✓ The absence is brief and does not constitute a change of domicile;
- ✓ The student returns to their residence promptly or by the given date of the attendance officer and/or administration; and
- ✓ The absence is reviewed and approved by the attendance officer and/or administration in advance when possible.

The school reserves the right to request documentation regarding the nature and duration of the absence, including travel documentation or confirmation of the anticipated return date. Notification to teachers, advisors, administrators, or other Hathaway Institute staff members does not replace the required approval of the attendance officer or guidance counselor.

Custody and Determination of Domicile

Where custody of a child is shared by two or more persons:

- ✓ The parent or legal custodian who has the majority of physical custody, as established by court order, shall be the individual whose residency determines the student's domicile for enrollment purposes;
- ✓ A copy of the court order will be required to verify custodial arrangements;
- ✓ If physical custody is equally shared, additional documentation may be required to determine primary domicile.

The student must reside primarily with the state-domiciled custodial parent for the majority of the school year. If a student resides outside the state for the majority of the school year, the student

will not meet residency eligibility requirements and must enroll in a school within the state of their primary residence to remain in compliance with the law.

Residency Fraud

Parent(s)/Guardian(s) commit residency fraud when they knowingly:

- ✓ Submit an address that is not their true legal residence during the affidavit or enrollment process;
- ✓ Provide false, misleading, or incomplete information regarding domicile;
- ✓ Use the address of a relative, friend, business, rental property, or other location where the student does not primarily reside;
- ✓ Fail to disclose a change in residency; or
- ✓ Submit falsified documentation to establish state residency.
- ✓ Submission of false residency information may constitute fraud under state law.


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Residency Review And Investigation

The Hathaway Institute reserves the right to verify and investigate residency at any time. A residency review may be initiated based on, but not limited to:

- ✓ Disclosure by a student or parent indicating out-of-state travel or residence;
- ✓ Data verification reviews revealing conflicting information;
- ✓ Notification from an out-of-state public or private school or district;
- ✓ Returned mail marked undeliverable;
- ✓ Information provided by landlords, citizens, or other third parties;
- ✓ Multiple unrelated students using the same residence address;
- ✓ Inconsistencies in documentation;
- ✓ Any other information suggesting that a student's actual residence differs from school records.

The school may require additional documentation, sworn statements, or other proof to confirm residency status.

Consequences of Residency Fraud or Non-Residency

If it is determined that a student is not a legal resident of the state or that false residency information was provided, the student will be administratively withdrawn and unenrolled the institution.
The parent/guardian will be responsible for investigative costs incurred by the school if applicable;
The school may pursue available civil remedies;
The matter may be referred to appropriate authorities for further action.
Administrative withdrawal may occur immediately upon confirmation of non-residency.

Special Circumstances

In rare or exceptional situations involving extenuating circumstances, the Hathaway Institute may review residency matters on a case-by-case basis.
Any temporary accommodation:
Must be reviewed and approved in writing by the school;
May include specific conditions or time limitations;
Does not guarantee continued enrollment;
Does not waive state residency requirements.

Good Faith Enrollment Expectation

The Hathaway Institute operates under the expectation that families enrolling their student understand and acknowledge that public school attendance is restricted to students who legally reside within the state.

Enrollment is made in good faith with the understanding that all information provided is accurate and truthful at the time of submission and remains accurate throughout the student's enrollment.

Parent Guardian Acknowledgement

By enrolling a student at The Hathaway Institute, the parent or guardian acknowledges and agrees that:

The student must legally and physically reside in the state;

The student will live at the address provided on the enrollment application;
In shared custody situations, residency eligibility is determined by the state-domiciled parent with majority physical custody;

The counselor and administration must be notified immediately of any change in residency or any circumstance requiring temporary out-of-state travel;
Notification to other Hathaway Institute staff members does not replace this requirement;
If at any time a student is found to be residing outside the state(s) without notification or longer than approved out-of-state travel, the student may be immediately withdrawn.

Testing Policy

Formative and summative assessments shall be a central focus as we seek to understand school performance, academic success, and the pathway from early childhood to adult independence, and predictor of college and career readiness and success.

Academic assessment gives parents and guardians, the administration, faculty, and staff important information on student performance, as well as the effectiveness of instructional methods, and curriculum, providing the opportunity to adjust pedagogical methods for individual students.

Students will be required to take the state's criterion-based assessment (e.g., Tennessee (TCAP), Arkansas (ATLAS), and so on; as well as scheduled diagnostic, formative, and interim assessments throughout the academic year. Furthermore, high schoolers are to take the American College Test (ACT) or Scholastic Aptitude Test/Scholastic Assessment Test (SAT) as a graduation requirement.



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Standardized Assessments

Students must attend in-person where applicable for designated state and district assessments and/or virtual proctoring for security and monitoring remote assessments. Students in grades three through eight (3-8) shall be administered state achievement tests (e.g., Tennessee (TCAP), Arkansas (ATLAS), and so on; and grades nine through twelve (9-12) shall be administered end-of-course (EOC).

All students will be required to take state criterion-based assessment. Dates and times of the onsite assessments and screeners will be shared in advance.

Elementary And Middle Grades Completion And Promotion Policy

The following course subjects must be mastered each academic year for promotion to the next grade.

Courses	Credits
English Language Arts	1.00
Mathematics	1.00
Physical Education	1.00
Science	1.00
Social Studies	1.00
Electives	2.00

Graduation Requirements Policy

High School

Students may complete the high school graduation requirements over three or more (3+) years, as stated in their individualized graduation plan signed and verified by their guidance counselor.

Courses	Credits
Computer Science	1.00
Electives	3.00
English Language Arts	4.00
Fine Arts*	1.00
Health And Wellness	1.00
Mathematics	4.00
Personal Finance	0.50
Physical Education	0.50
Science	4.00
Social Studies	4.00
World Language*	2.00

*May be waived by the school for students, under certain circumstances, to expand and enhance the elective focus.

Community Service Requirements

Community service refers to a person who performs tasks for the benefit of his or her local community. Students are encouraged to conduct duties which are aligned with their interests, expand their horizons, strengthen their sense of civic engagement and nationalism. broaden their educational, developmental, and social goals, and contribute to them becoming active global citizens.

Students are to complete a minimum of twenty-five (25) community service hours per academic year. Examples of non-approved community service activities include, but are not limited to, purchasing items or donating items for clothing or food drives; taking a universal academic, social, emotional, behavioral screeners, working for or volunteering at a motel, hotel, or the like, working for or volunteering at a for-profit small business; or volunteering for an organization that is not a registered as non-profit or does not hold a 501(c)(3) status.

Non-profit organizations may include, but are not limited to, religious entities, charitable organizations, civic organizations, or other nonprofit organizations that are otherwise created for scientific, literary, or educational purposes. Examples of non-profit organizations may include, but are not limited to, homeless shelters, boy scouts, girl scouts, food pantries, or humane organizations.

Synchronous Instruction

Live interaction with educators is a required and essential component of the instructional model. Students are expected to attend scheduled teacher-led instructional sessions as outlined in their individual schedule while remaining engaged and on-camera. Being on-camera is a requirement for students. Students who are not on-camera and not engaging in learning could be marked as unexcused absent from the class session.

Synchronous instruction is intentionally paired with personalized learning and asynchronous coursework to promote content mastery, skill application, and individualized academic growth. Synchronous interaction, which can include, but is not limited to student to teacher/administration and parent or guardian to teacher and administration, and conversation through chat, video, microphone, or phone is required for all pupils. Depending on the proficiency level of the student that can be more or less live interaction. Students who login to class and are consistently not responsive to teachers may be referred to the counseling department, a behavior interventionist, and/or their principal to determine what barriers might exist to preclude participation and how any

issues may be addressed. Learning coaches (parent/legal guardian or designated adult) are required to converse with staff regarding their student on a regular basis.

Our faculty teach online live classes just like in a traditional school model. Students that attend live classes interact with the teacher and other students. Classes are recorded, so students can refer to them if needed. Additionally, there are online live small group sessions, instructional support classes, and open offices. There is a combination of online and asynchronous work and projects to complete and turn in with due dates.

Students that are struggling to master standards/skills or have demonstrated proficiency below their assigned grade level are required to attend live classes on a set schedule. These students will be required to submit excuses for their absences just like in a traditional brick-and-mortar school within three days of the absence. Students are responsible for making up any work they missed.

Students that are doing well and have demonstrated a proficiency level which is consistent with or above their assigned grade level, are following school policies, and are completing all assignments/tests on time are afforded more flexibility and may view recorded classes when they miss live classes instead of being required to attend all live sessions on a set schedule.

Student Records Retention Policy

Student records may exist in a number of formats, including paper, digital environment, and microfilm or microfiche. These records retention guidelines apply to student records and data stored on any and all media.

Admissions Documents And Application Materials (Whether Accepted Or Rejected)

Title	Description	Minimum Retention
Admission Letters	Notices of admission, waitlist, and denials	Three (3) years after application submission
Relevant Correspondences	Student's acceptance or rejection	Three (3) years after application submission
Waiver Of Rights Of Access (admissions)	Waiving right of access to admission letters of recommendation	Three (3) years after application submission
Application For Admission Or Readmission	Admission application, achievement tests, home language survey, birth certificate, withdrawal(s), signature or parent(s) and guardian(s), future destination, and other information deemed appropriate by the Tennessee Department of Education.	Permanent
Medical Records	i.e., Immunization records	Five (5) years after first semester of enrollment
Letters Of Recommendation (admissions)	Letters of recommendation and interview questionnaires	Three (3) years after application submission

Test Scores	i.e., State assessments, ACT, SAT, and etc.	Permanent
Transcripts	Middle and high school transcripts	Permanent
Cumulative Record	If the student has transferred out of the school, a copy of the inactive cumulative record will be retained along with the student's withdrawal form as a permanent record. For students whose records are not transferred, the original is a permanent record.	Permanent
High School Diploma Certification and Roster of Graduates	List of graduating seniors and preparation of diplomas.	Permanent
Academic Advisement Records	i.e., sign-in sheets and correspondences	Seven (7) years after first (1st) semester of enrollment
Academic Warning, Suspension, And Dismissal	Notice of academic action related to academic and non-performance and deficiency	Permanent
Capstone Project	Service and internship project documentation	Permanent

General Records Retention Schedules

Title	Description	Minimum Retention
Annual Reports	Annual Statistical Reports concerning admissions activities, enrollment statistics, etc.	Permanent
Recruitment Materials	i.e., brochures, catalogues, etc., and dealing with admissions, programs, and scholarships	Permanent
Administrators And Educators Certificates	State Certificates	Permanent
Examinations (Final/Graded Coursework)	Examinations and graded assignments	Three (3) years after submission
Grade Appeal/Complaint	Student and/or parent(s) or guardian(s) final grade dispute	Three (3) years after submission
Faculty Grade Book And Grade Change Forms	Official record of student work completion	Five (5) years after each semester
Course Registration and Enrollment Records	i.e., student schedules, rosters, add/drop/withdrawal,	Until the administrative and staff need is satisfied
	Emails and other electronic communication that authorize	

Email Data And Information	academic/enrollment actions and/or provide directory/non directory information about administration, faculty, staff, students, and parent(s) and guardian(s)	Until the administrative and staff need is satisfied
Course Catalogs	Published annually or bi-annually, record of courses, diplomas, and programs of study offered	Permanent
Race, Ethnicity, Nationality, Gender, And Sex Demographic Reporting	All reports of student enrollment, graduation, and other metrics by these demographics	Permanent
Federal, State, And Local Government Disclosure Records	i.e., cost of attendance, accreditation, textbook information, and security reports	Five (5) years from date of required disclosure
Student Financial Aid (SFA) Records	i.e., accrediting and licensing agency review, approvals, and reports, audit reports and school responses, records pertaining to financial responsibility and standards of administrative capability	Five (5) years from date of award
Fiscal Records And Requirements For Specific Aid	i.e., bank statements for accounts, fiscal program transactions, records of student accounts, and all other fiscal records/reports	Five (5) years from date of receipt and award
Employee Contracts	Contracts between school and all employees	Retain seven (7) years after termination of employment, then destroy, and/or Based on statute of limitations for actions for breach of contract.
Census Data	Detailed count of all student records that are basis for state and/or federal funding.	Five (5) years after first semester of enrollment

Grading Scale

A-Excellent/Excellent Scholarship/Superior	90%–100%
B-Above Average/Good Scholarship/Mastery/Proficient	80%–89%
C-Average/Satisfactory Scholarship	70%–79%
D-Below Average/Low Performance	60%–69%

F-Failing/Poor Scholarship	0%-59%
No Grade	NG
Satisfactory	S
Unsatisfactory	U
Withdrawn	W

Middle And High School Grade Point Average Scale (4.0)

Below is the standard scale utilized by the school.

Grade Point Average (GPA) Conversion To A 4.0 Scale:

Letter Grade	Percent Grade	Points
A+	97%-100%	4.00
A	93%-96%	4.00
A-	90%-92%	4.00
B+	87%-89%	3.00
B	83%-86%	3.00
B-	80%-82%	3.00
C+	77%-79%	2.00
C	73%-76%	2.00
C-	70%-72%	2.00
D+	66%-69%	1.00
D	63%-65%	1.00
D-	60%-62%	1.00
F	0-59%	0.00

Grading Weights

Discussion/Class Participation/Classwork	20%
Midterm and Final Examination	30%
Quizzes	10%
Written Assignments/Performance Tasks/Projects	40%

Progress Report Policy

Evaluation and monitoring of student progress and achievement to all stakeholders are an important function of the school. Progress reports and report cards for each pupil will be used as one method of communication regarding student academic performance.

Educators will prepare progress reports according to the time schedule on the official school calendar. They are encouraged to report student progress to parent(s) and guardian(s) through the use of written communications, telephone conferences, and personal virtual conferences. Such communication should be emphasized in the case of satisfactory and unsatisfactory student progress and/or significant changes in student performance. The grade marked at the end of each semester is the final grade for each course and becomes a part of the permanent record. The grades at the end of the first (1st) and third (3rd) marking period of the school year are progress reports. are required to contact parents if a student is in danger of failing. A two-way communication,

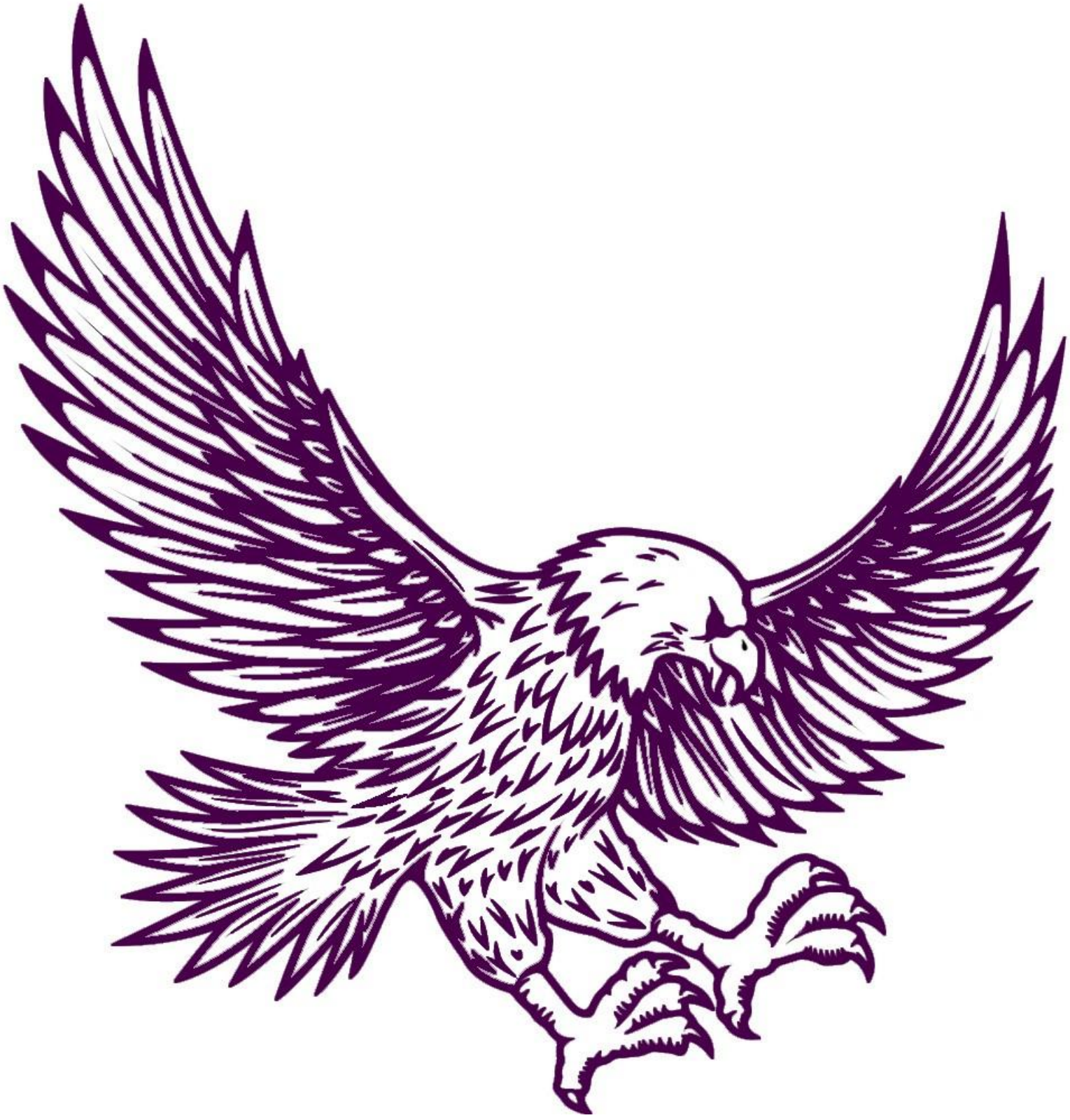
regardless of the method used, between the school and home should be of mutual concern to the student, parent(s) and guardian(s), teacher, and school administration.

Promotion And Retention Policy

A student who fails a course is mandated to retake it and have the failure evaluated and a determination made as to the reason for the failure. The student will be required to repeat the course during the following semester or during the summer. If a student fails two (2) or more courses, an academic probation conference shall be held with the student, parent(s) or guardian(s), educator(s), and guidance counselor and additional supports will be implements to improve academic standing. If low academic performance continues, an enrollment redetermination conference will be conducted to state separation or remaining in the school.

Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.

Retention of a student may be considered when faculty, staff, administration, parent(s) and guardian(s) feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered, as well as scholastic achievement. The final decision shall be made by the Chancellor or designee.



The Hathaway Institute,
Where Academic Excellence Is The Standard

Before And After School Tutoring Opportunities

Our educators understand the importance of offering support outside of the classroom. Students have the opportunity to seek additional support or guidance through tutoring before and after school by appointment only. Additional support to complement classroom instruction will exist by building organizational and study skills, fostering independence, self-reliance, self-advocacy, and scholastic confidence.

Gifted And Talented Evaluation

The Hathaway Institute will adopt procedures for the academic acceleration of gifted and talented students. The school will assess student's readiness and motivation for acceleration and match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.

Student-Teacher Ratio And Class Size Information

The student counts used for this method will be official for the 2026-2027 academic year on October 1, 2026, student counts based on the fall submission and enrollment in our internal recordkeeping. By using the October 1 data, we ensure that each student is only counted at one (1) school and one (1) district and consistent logic is used for determining grade level for the student for the year. This data is subject to all validations used for the administration reporting and specifically the October 1 counts. The October 1 date census may not represent the overall number of students served during the year.

The staff full-time equivalent (FTE) data are pulled from the fall submission of the staff assignment data reported to the State of Tennessee Department of Education, Educator Licensure Division that represents staffing on October 1, 2026. Class size and capacity shall not exceed: kindergarten through third (K-3rd) at eighteen (18), fourth through eighth (4th-8th) at twenty-two (22), and ninth through twelfths (9th-12th) at twenty-five (25).

This data is subject to all validations used for the staff reporting system. Because the staff assignments are for all licensed professionals, we will only use assignment codes which the state has identified as representing a teaching assignment and only included those that represented teaching assignments in grades kindergarten through twelve (K-12).

For assignments that represent multiple grade levels, multiple methods will be used to determine what fraction of the assignment full-time equivalent (FTE) would be assigned to each grade level. We will merge the staff data and enrollment data at the grade level. Then, we evenly split the full-time equivalent (FTE) for the assignment across the grades that had actual October 1 enrollment in them. If there was no enrollment data for the grades the assignment represented, we split the full-time equivalent (FTE) equally across all grades the assignment could represent at the schoolwide level.

Non-Discrimination Policy

Non-Discrimination Statement

It is the policy of the Hathaway Institute to prohibit unlawful discrimination, harassment and retaliation on the basis of any protected category by the Constitution of the United States, Tennessee Code Annotated, and any other state of association and establishment, and applicable federal, state or local laws or ordinances, including but not limited to Title VI of the Civil Rights Act of 1964 (Title VI), Title VII of the Civil Rights Act of 1964 (Title VII), Age Discrimination in Employment Act of 1967 (ADEA), Title IX of the Education Amendments of 1972 (Title IX), the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973 (Section 504), specifically, but not limited to, discrimination, harassment or retaliation on the basis of sexual orientation, gender or sex (includes gender identity, gender expression, pregnancy, childbirth, breastfeeding, and pregnancy related medical conditions), race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, immigration status, marital status, registered domestic partner status, genetic information, political belief or affiliation (not union-related), military status, unfavorable discharge from military service, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in the educational programs or activities the Hathaway Institute operates.

Concerns or inquiries regarding sex discrimination, harassment or retaliation can be made to Chancellor Dr. Quintessa Hathaway and/or the U.S. Department of Education Office for Civil Rights (OCR). The U.S. Department of Education Office for Civil Rights (OCR) contact information is https://www.ed.gov/about/ed-offices/ocr.

Employee Non-Discrimination Policy

The Hathaway Institute is an equal opportunity organization and does not discriminate based on an applicant's or employee's race, color, religion, sex, pregnancy, medical condition, sexual orientation, gender identity, national origin, ancestry, citizenship, age, physical or mental disability, or any other characteristic protected by state or federal law.

If an employee feels she or he have been subjected to any form of unlawful discrimination, including harassment, please notify administration and/or the U.S. Equal Employment Opportunity Office to immediately undertake an effective, thorough and objective investigation and attempt to resolve the situation. If either entity determines that unlawful discrimination or harassment has occurred, effective action will be taken commensurate with the severity of the offense. Appropriate action also will be taken to deter any future discrimination.

Provision And Policy Explaining Requirement For Criminal History Record Checks

The Hathaway Institute is committed to running multiple, periodic background checks on all adults working and volunteering in our educational setting. Checking our administration, faculty, and staff members', vendor employees', and volunteers' backgrounds will guarantee that every adult consistently working with our school community is evaluated through a rigorous background check process.

As part of our background check process, these candidates must complete and submit an approved IdentoGo and Live Scan fingerprinting checking.

Fingerprint Or SSN-Based Background Check Reports

IdentoGO and Livescan shall conduct our fingerprint-based background checks to run searches against both Federal Bureau of Investigation (FBI), Tennessee and National Sex Offender Registries, the Tennessee Department of Health Abuse Registry, and state criminal databases to create a complete criminal profile of the prospective employee or applicant.

Employee Information
Job Descriptions And Assigned Duties

All Course Subject, General, And Special Educators

Instruct students in content areas at the secondary level designated according to state licensure, certification, and subject matter specifically assigned by the administration.

Essential Functions

- ✓ Establish and enforce rules for behavior and procedures for maintaining order among the students for whom responsible. Follow district policy and building procedures associated with student management; consistently demonstrate proficient classroom management skills.
- ✓ Maintain a cooperative relationship with other faculty and staff members.
- ✓ Demonstrate a high individual rate attendance (goal being ninety-seven percent (97%) or above annually) in order to maximize student learning.
- ✓ Follow all building procedures regarding attendance and punctuality, keeping your administrators informed.
- ✓ Establish clear objectives for all lessons, units, and projects, and communicate those objectives to students.
- ✓ Prepare materials and classrooms for class activities.
- ✓ Adapt instructional methods and instructional materials to meet students' varying needs and interests.
- ✓ Maintain accurate and complete student records as required by laws, district policies, and administrative regulations.
- ✓ Assign and grade class work and homework in a timely manner. Communicate student progress by through a variety of mediums.
- ✓ Enforce all school policies, administrative procedures, and rules governing students
- ✓ Plan and conduct activities for a balanced program of instruction using evidence-based, data-driven, and researched-based best practices.
- ✓ Prepare for assigned classes and show written evidence of preparation upon request of immediate supervisor(s).
- ✓ Use technology to support instruction.
- ✓ Meet with parent(s) and/or guardian(s) to discuss our student’s progress.
- ✓ Prepare objectives and comprehensive lesson plans following course syllabus, curriculum maps, and the state frameworks and standards.
- ✓ Attend and lead professional meetings, educational conferences, and teacher training workshops in order to maintain and improve professional competence.
- ✓ Collaborate with other teachers and administrators in the development, evaluation, and revision of secondary school programs.

- ✓ Develop, implement, update, and prepare reports on students and activities as required by administration.
- ✓ Select, store, order, issue, and inventory classroom equipment, materials, and supplies.
- ✓ Administer and proctor standardized ability and achievement tests according to state requirements and interpret results to determine students' strengths and areas of need.
- ✓ Attend faculty and staff meetings and serve on committees as required; as well as other duties assigned by administration.
- ✓ Maintain a valid state educator license with appropriate certification

Administrative Assistant

To ensure the smooth and efficient operation of the school office so that the office's maximum positive impact on the education of students can be realized.

Qualifications

1. Minimum of high school diploma or equivalent. Additional post-secondary education and/or training are highly preferred.
2. Two (2) years of successful working experience in the bookkeeping field or an associate's degree or higher in a business/accounting area.
3. Experience in computer operations of Microsoft Office suite products required.
4. Evidence of strong skills in meeting and dealing with district employees and the public in a manner that will promote a positive image of the school district.
5. Proficient in the use of a calculator and the ability to type sixty (60) words per minute with accuracy.
6. Ability to produce routine reports and correspondence as needed, including monthly financial reports.
7. Strong oral and written communications skills.
8. Must meet all set deadlines in a timely manner as set forth by the district and principal.
9. as well as expertise in accounting software and being able to proficiently pass bookkeeper's skills assessment.

Essential Functions

The following statements of duties and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position.

1. Performs the usual office routines and practices associated with a busy, yet productive and smoothly run office.
2. Receives incoming telephone calls, assists visitors and vendors, and communicates general information concerning the program to our stakeholders.
3. Prepares all written reports, memorandums, and communications as required by the administration.
4. Maintains accurate records of attendance for all faculty, staff, and administration.
5. Prepares weekly payroll reports on teachers, substitutes, and custodial staff.
6. Checks with teachers for needed supplies and records, forms, etc.
7. Keeps daily record of attendance and total enrollment of students.
8. Notifies parent(s) and guardian(s) of any student who becomes ill during the day, etc.
9. Maintains all bookkeeping records and inventories of school property.

10. Registers all new students and assists with other tasks related to student enrollment.
11. Completes and submits required reports before and by deadlines.
12. Maintains confidentiality of material and information.
13. Assists in submitting work orders to keep the school maintained.
14. Performs other duties as assigned.

Criterion For Assistant Principals And Executive Principal

In addition to meeting minimum eligibility requirements established by Founding Chancellor Dr. Quintessa Hathaway, applicants for positions of assistant principal and principal must demonstrate their capacity to lead a school in which all students are on track to matriculate and graduate on time and/or at an accelerate timeframe from middle school and high school ready for college and careers, as measured by current state departments of education accountability structures. Furthermore, applicants for the position of assistant principal and principal must meet the following educational, managerial, administrative, and pedagogic experience qualifications:

Instructional Leadership

- ✓ Supporting implementation of rigorous, engaging and coherent curricula.
- ✓ Ensuring research-based, effective instruction that yields high-quality student work.
- ✓ Ensuring that assessment practices are aligned to curricula and inform instruction.

School Culture

- ✓ Establishing and maintaining structures for positive learning environment, inclusive culture, and student success.
- ✓ Establishing and supporting a culture of learning that communicates high expectations for all stakeholders.

Structures for School Improvement

- ✓ Aligning resources to support school goals and meet student needs.
- ✓ Fostering support for a school-wide theory of action and goals across the school community. Supporting and evaluating teachers through a research-based, common teaching framework.
- ✓ Engaging teacher teams in collaborative practices using the inquiry approach to improve classroom practice.
- ✓ Regularly evaluating school level decisions with a focus on rigorous and engaging curriculum standards.

Prior Pedagogic Experience

- ✓ Principals must have evidence of success for at least five (5) years of prior full-time experience in pedagogic positions to be eligible for selection and appointment.
- ✓ Assistant Principals must have at least five years of prior full-time experience in a pedagogic position to be eligible for selection and appointment.

Mental Functions, Physical Requirements, and Working Conditions Of All Employees

While performing the duties of this job, the employee is regularly required to sit, stand, walk, go up and down stairs, operate foot and hand controls, use a telephone and write. Occasionally the employee must lift and/or move up to twenty or more (20+) pounds. This position requires accurate perceiving of sound, near and far vision, depth perception, handling and working with educational materials and/or objects, and providing oral information. Must have the ability to work

for the duration of the daily contracted time period, and to be physically present and at assigned work, with only infrequent unexcused absences, during the contract year. Additional technical skills, knowledge, and abilities may be recommended by the immediate supervisor.

Code Of Ethics And Conduct

The Code of Ethics defines minimum standards of ethical conduct for all administrators, faculty, and staff of the Hathaway Institute.

Standard 1: Every administrator, faculty and staff member are to maintain a professional relationship with each student, both inside and outside the classroom and school setting.
Standard 2: Every administrator, faculty and staff member are expected to be competent regarding his or her professional practice, inclusive of professional and ethical behavior, skills, knowledge, dispositions, and responsibilities relating to his or her organizational position.
Standard 3: Every administrator, faculty and staff member must honestly fulfill reporting obligations associated with professional practices, and a good steward of funding and property.
Standard 4: Every administrator, faculty and staff members are to practice integrity regarding the acceptance of any gratuity, gift, compensation or favor that might impair or appear to influence professional decisions or actions and shall refrain from using their position for personal gain.
Standard 5: Every administrator, faculty and staff members are to maintain the confidentiality of information about students and colleagues obtained in the course of their professional service that is protected under state and federal law and regulations, or the written policies of the Hathaway Institute, unless disclosure serves a professional purpose as allowed or required by law or regulations.
Standard 6: Every administrator, faculty and staff member are to keep in confidence secure standardized test materials and results, and maintains integrity regarding test administration procedures; as well as maintain the confidentiality of information about students and colleagues obtained in the course of their professional service that is protected under state and federal law and regulations, or the written policies of the Hathaway Institute, unless disclosure serves a professional purpose as allowed or required by law or regulations.
Standard 7: Every administrator, faculty and staff members are to refrain from the following while performing professional duties and activities associated with the Hathaway Institute:

- ✓ using, possessing and/or being under the influence of alcohol or unauthorized drugs and substances, and/or possessing items prohibited by law, or
- ✓ possessing or using tobacco or tobacco-related products, e-cigarettes, e-liquid, or vapor products, or
- ✓ abusing and misusing prescription medications or other authorized substances as evidenced by impairment

Educator And Administrator Licensure Policy

The Hathaway Institute in similar fashion to the Tennessee Code Annotated §49-1-302 and all states in which the institute is situated, we shall adopt policies governing the qualifications, requirements, and standards of, and provide the licenses and certificates for, all administrative assistance and support staff (when applicable), educators, principals, and assistant principals. Additionally, in likeness with Tennessee Code Annotated §49-5-101 provides that no person shall be employed as a principal, teacher, or supervisor of our middle or high schools or receive any pay for such services without proper licensure. This policy sets the minimum standards and requirements for licensure to ensure that individuals who serve in our classrooms and school are prepared and equipped to serve the students.

Faculty And Staff

Teacher, Support Staff, And Administration Evaluations

Both formal and informal evaluations will be conducted throughout the academic year. Classroom walkthroughs and other types of observations will be employed. Two (2) formal evaluations will be held for all faculty, staff, and administrators in years one through three (1-3) of our operation.

Curriculum Design

Educators and the instructional leadership shall collaborate on curriculum design. Each course will have a syllabus. Please see the administration for the template.

Student Bill Of Rights

All students at the Hathaway Institute shall guarantee a high-quality education where learning is enriched, social development is cultivated, global citizenship is honed, words become deeds to meet the needs of one's community, and excellence in every aspect of humanity is the north star.

Students have a right to:

1. attend school and receive a high school diploma as provided by law;
2. be in a safe and supportive learning environment, free from discrimination, harassment, bullying, and bigotry, and to file a complaint if they feel that they are subject to this behavior
3. receive courtesy and respect from others regardless of actual or perceived age, race, creed, color, gender, gender identity, gender expression, religion, national origin, citizenship or immigration status, weight, sexual orientation, physical and/or emotional condition, disability, marital status, and political beliefs;
4. receive a written copy of the school's handbook, policies, and procedures early in the school year or upon admission to the school during the school year;
5. be informed about diploma requirements, including courses and examinations and information on assistance to meet those requirements;
6. be informed about required health, cognitive, and language screening examinations;
7. be informed about courses and programs that are available in the school and the opportunity to have input in the selection of elective courses;
8. receive professional instruction;
9. know the grading criteria for each subject area and/or course offered by the school and to receive grades for schoolwork completed based on established criteria;
10. be informed of educational progress and receive periodic evaluations both informally and through formal progress reports;
11. be notified in a timely manner of the possibility of being held over in the grade or of failing a course;
12. be notified of the right of appeal regarding holdover or failing grades;
13. confidentiality in the handling of student records maintained by the school system;
14. request or by parental or guardian request to have their contact information withheld from institutions of higher learning and/or military recruiters; in order to protect the rights of students and parent(s) or guardian(s) to determine how student information is released to the military, schools that administer the Armed Services Vocational Aptitude Battery (ASVAB) will not release student scores to military recruiters unless both the parent(s) or guardian(s) and the student provide written consent.)

15. receive guidance, counseling, and advice for personal, social, educational, career, and vocational development.

Parent And Guardian Expectations

Ensuring the success of the Hathaway Institute learning experience, we take a partnership between students, educator, parents, and guardians. Parents will be expected to:

- ✓ Attend Parent And Guardian Orientation with your student virtually.
- ✓ Adhere to the student and family contract and the comprehensive handbook.
- ✓ Review biweekly progress reports with your pupil.
- ✓ Communicate with your student's educators if she or he needs help.
- ✓ Provide a learning environment that is appropriate for all students in the instructional
- ✓ session.

The first week of the academic year is important for building school climate, culture, learning expectations, routines, and procedures. Parent(s) and guardians are to attend.

Inventories

Any items pertaining to the Hathaway Institute will be held in a digital inventory given the school is virtual.

Cost Of Attendance

Private School Tuition And Technology Fees	$8,500
Required Fees	
(including school uniforms and paraphernalia, and class activities and retreats)	$500
Senior Graduation Fees	$400
Individual Course Fees	
Half Credit (0.50)	$175
Whole Credit (1.00)	$225
Summer Academy	$4,500
Tutorial Program	
Hourly Rate Range	$60-$150

*Tentative: A software company may be utilized for bill payment of tuition, grant and aid, and accounting systems utilized by school.

Overview

Accreditation

The Hathaway Institute is pursing accreditation through Cognia (formerly AdvancED). Meaning that our programs and curriculum shall meet rigorous standards recognized by colleges, universities, and employers within the first fully operation academic year.

Computers And Printers

The Hathaway Institute requires all families to have a minimum of one (1) dedicated computer per student which meets the minimum specifications necessary to access our platforms. We provide loaner computers and printers to families upon request. Families must also have internet access to participate in school. A reliable high-speed Internet connection is necessary. If a reliable high-speed internet service connection is not available where student resides, then there is no way to participate in our virtual school as we have no control on a given location's infrastructure. Dial-up internet access will not provide adequate access. Internet access is verified during the enrollment process and throughout the school year.

Hotspots or reimbursement for internet service may be provided to students that have a financial need. However, we may provide hotspots cannot be used as the primary source of internet connection in the residence. It is at our discretion whether to provide a hotspot or ISP reimbursement to assist families that have a financial need with securing internet service.

At the sole discretion of the school, hotspots, computers, or printers may be
turned off, locked, or a request may be issued that these devices be returned during the summer months.

The Hathaway Institute does not necessarily provide computers, printers, or internet assistance during the summer months unless a student is actively enrolled and fully participating in summer remediation program, Credit Recovery Courses, Summer Academy, Dual Enrollment Courses, and/or its Special Education, or Extended School Year Program.

Minimum technical specifications are as follows:

- ✓ Chrome, Windows-based, or Apple computer
- ✓ Reliable High-Speed Internet Connection with a recommended minimum 20 Megabits per second for both upload and download speed
- ✓ Internal or external microphone
- ✓ Internal or external speakers
- ✓ Internal or external web camera
- ✓ Google Chrome Browser
- ✓ Adobe Acrobat Reader

The Hathaway Institute will provide a loaner to any enrolling student upon request. Please contact your guidance counselor if you need a loaner computer or loaner printer. Computer kits include a computer, mouse, power cord, and headphones with a microphone. All references to computers include the peripheral equipment/items aforementioned. Please keep box and packaging material for future returns. Printers include a power cord, paper tray, and one set of ink. All references to printers include the peripheral equipment/items aforementioned.

Computers and Printers are school property and must be kept in good condition. Damage incurred to computers and printers beyond normal wear and tear is subject to disciplinary action and/or replacement of the computer at the family's expense. Families will be invoiced for equipment that is damaged beyond normal wear and tear and given the opportunity to pay for its replacement prior to a collection agency being involved. Computers and printers must be returned when a student fails to show up after enrollment, graduates, transfers, and/or is withdrawn from the school. A return label and box, if needed, will be provided, so that no additional expense is incurred by our families. Please contact (615) 473-3213 and request a shipping label to return equipment. All school property must be returned clean and in good condition. Failure to return school property upon request will be considered theft by conversion under state law and the school reserves the right to pursue criminal and civil charges against anyone who violates this provision in order to reclaim school property or collect restitution for such property after attempts to collect the equipment have been exhausted.

Families that fail to return equipment will be invoiced for the equipment and given the opportunity to pay for its replacement prior to a collection agency being involved or police report being filed.

Technology Code Of Conduct

Proper behavior, as it relates to the use of technology, is no different than proper behavior in all other aspects of our activities. All users are expected to use technology resources in a legal, responsible, ethical, and polite manner. A student who knowingly violates any portion of the code of conduct will be subject to suspension of access and/or revocation of privileges on our learning management system and will be subject to disciplinary action in accordance with our comprehensive handbook and state statutes.

1. Students will practice responsible use of digital information regarding intellectual property including complying with software licenses, copyright laws, and all other state and federal laws governing intellectual property. Students will practice safe and appropriate online behavior including using professional etiquette while communicating online. Improper use of technology.
2. Learning management systems technology resources is prohibited including but not limited to:
    a. Using racist, profane, pornographic, sexually oriented, or obscene language or materials.
    b. Attempting to send or sending anonymous messages of any kind.
    c. Using the network to access inappropriate and / or harmful materials.
    d. Bypassing our security measures to access sites that are filtered on the network.
    e. Encrypting communications to avoid security review or monitoring by the system administrator.
    f. Using the network to provide addresses or other personal information that others may use inappropriately.
    g. Purposely engaging in activity that may: harass, threaten, defame, slander, libel, malign, or abuse another (i.e., individual or group).
    h. Forgery or attempted forgery of electronic messages is prohibited. Attempts to read, delete, copy, or modify the electronic mail of other system users or deliberate interference with the ability of other system users to send/receive electronic mail is prohibited.

i. Using the network for illegal purposes, in support of illegal activities, or for any other activity prohibited by our policy or guidelines.
j. Communicating with other students outside of class uses platforms

3. Students will use the technology resources in a positive and responsible manner that promotes creativity and innovation, collaboration, communication, critical thinking and problem solving. Improper use of our technology resources is prohibited including but not limited to:
    a. Using the network for political activity, financial gain, or commercial activity.
    b. Attempting to harm or harming equipment, materials, or data.
    c. Changing any computer configurations and/or settings.
    d. Installing software, including freeware and file sharing services.
    e. Deliberate attempts to degrade or disrupt system performance may be viewed as a violation of our guidelines and possibly, as criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creating of computer viruses, malware, or spyware.
    f. Streaming media, such as radio, games, video, etc., for non-educational purposes
    g. Proxy sites - Attempting to bypass or bypassing, the filtering device by using sites such as but not limited to proxy sites on our electronic communications system.
    h. Running security programs or utilities that reveal or exploit weaknesses in the security of a system such as password cracking programs, packet sniffers, or port scanners or any other non-approved programs on our technology resources.
    i. Students will understand the negative impact of inappropriate technology use including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy of software, music, video, and other media.
    j. Students will log in to our network using their own login credentials. Account information and passwords, or similar information used for identification and authorization purposes, must be kept private. Passwords should not be written down and left in a location where others may find it. The individual in whose name a system account is issued will be always responsible for its proper use.
    k. In order to help preserve both privacy and security, neither still photography nor video capturing is allowed in person nor virtual school environments unless directed by a member of a faculty member to meet an educational goal or approved by an authorized member of the administration, faculty, or staff. Both behavioral and legal action may be taken against individuals not respecting the privacy and security rights.

4. Students will use technology resources cautiously to maintain security and prevent damage. Students are asked to conserve our technology resources (such as network bandwidth and storage) by limiting usage to educational purposes. System users must not: degrade the performance of our technology resources (i.e., streaming video, streaming audio, and Internet radio); deprive an authorized our user access to our resource, obtain extra resources beyond those allocated; circumvent our computer security measures.

5. Creative Credit and Copyright. Students have the right to protect their own creative works. Additionally, students must exercise academic integrity in a fair and legal manner when using other people's creative works. Failure to appropriately cite ideas or work other than

your own will result in adverse academic and behavioral action. Academic integrity protects against the following:

a. Cheating is fabricating written assignments; giving or receiving aid to another student without the consent of the instructor on tests, quizzes, assignments, exams; unauthorized access of teacher's editions or answer keys. Cheating also includes the use of technology such as computers, phones, cameras, or any other device that provides access to unauthorized information related to graded course material, tests, quizzes, assignments, or examinations.
b. Double Assignments are also a form of cheating. This is defined as an assignment that is used to fulfill the requirements of more than one course without prior approval from all involved instructors.
c. Colluding is allowing one's work to be copied or submitted by another student. This applies to individual as well as group work where the students are given individual grades. It also applies to work that is transferred electronically and then submitted by another student. Joint student projects where information is combined for a final product submission are acceptable.
d. Plagiarizing is the act of presenting the ideas or works of another person as one's own. This includes presenting information, ideas, phrasing, words, artwork, music, figures, diagrams, graphs, song lyrics, films, maps, illustrations, data, computer programs, emails, CDs, and electronic files from the Internet. All of these must be acknowledged with the proper documentation. Consult your instructor or the school links for proper citation practices. All assignments submitted to instructors should contain the proper citation. Plagiarism occurs when a student does one of the following:
    i. fails to cite borrowed, quoted, or paraphrased material, even by accident
    ii. deliberately intends to deceive through lack of citation
    iii. Uses strings of words from a cited source without indicating these words are not his own (attempted paraphrase without quotations, even if there is a correct citation)
    iv. Carelessly or inaccurately citing quoted or paraphrased material is not plagiarism. This type of error is attributed to style or formatting. For example, if you submit citations and bibliographies.

Digital Rights

The Hathaway Institute works hard to ensure the following digital rights for all students.

1. Each student shall have access to current, updated, and fully functioning technologies to be used in the learning process.
2. Each student shall be given access to his or her Google Suite and the Hathaway Institute learning management system username and password.
3. Each student shall be taught how to access resources such as Gmail and Google Drive, and our learning management system (LMS) accounts connected to his or her school account.
4. Each student shall be provided the opportunity to attend classes led by teachers who continuously blend technology into learning and assessment activities.
5. Each student shall be offered ongoing workshops and educational opportunities to learn how to better blend technology into the learning process.
6. Each student shall have the opportunity to use online collaborative tools in the learning process.

7. Each student shall enjoy an educational experience that is free from any form of cyberbullying, harassment, or threats.

Course Catalog
Elective Courses

Subject	Course Number	Course Title	Course Description
ELE	ART.K ART.100 ART.200 ART.300 ART.400 ART.500 ART.600	Art-Kindergarten Art I Art II Art III Art IV Art V Art VI	This course will train scholars in grades kindergarten through sixth grade in a hands-on, project-based, and vibrant exploration of creativity, learn fundamental art concepts, and practice fine motor skills in each progressive course.
ELE	BRSL.100	Braille And Sign Language I	This course will train scholars in reading and writing of contracted Unified English Braille. They will learn to read embossed braille visually and to write Unified English Braille using a Perkins Braille Writer, computer keyboard for six-key entry, and a slate and stylus. Topics include techniques for reading readiness, tracking, tactile discrimination, and reading methods. Additionally, the use of technology to produce braille will be reviewed. Furthermore, students shall discover the vibrant deaf community and all that it has to offer; develop an appreciation for American Sign Language as its own, unique language; consider the history and influence of deaf and hard of hearing culture; and learn the various elements of a sign, the alphabet, and basic words to immediately employ.

ELE	BRSL.200	Braille And Sign Language II	This more advanced course will train scholars in reading and writing of contracted Unified English Braille. They will learn to read embossed braille visually and to write Unified English Braille using a Perkins Braille Writer, computer keyboard for six-key entry, and a slate and stylus. Topics include techniques for reading readiness, tracking, tactile discrimination, and reading methods. Additionally, the use of technology to produce braille will be reviewed. Furthermore, students shall discover the vibrant deaf community and all that it has to offer; develop an appreciation for American Sign Language as its own, unique language; consider the history and influence of deaf and hard of hearing culture; and learn the various elements of a sign, the alphabet, and basic words to immediately employ.
ELE	CAPR.100	Capstone Project	The Capstone Project, like similar service projects, showcases students as “effective communicators, complex thinkers, and productive workers” (Ogdensburg). The Capstone Project allows students to learn about themselves by moving an idea or dream toward

			a topic of interest, specialization, community need, or career choice. Students will be paired with advisor(s) and mentor(s) to help them and to link them with community resources. Throughout the project, students demonstrate their abilities to apply what they have learned during their entire program of study. At the same time, they explore their readiness for college and the workplace.
ELE	ENTI.100	Entrepreneurship And Innovation	Scholars enrolled in this course will learn and engage in exercises on basic financial skills, networking, feedback, strategic thinking, communication and problem-solving skills, negotiation, growth mindset, and beginning the entrepreneurial journey.
ELE	FREN.100	French I	Scholars will gain real-life language use, the integration of French and Francophone culture and linguistics, and the acquisition of the four skills: reading, listening, writing, and speaking. Also, learn contemporary French and Francophone institutions and mores, communicate and interact with other speakers of French in diverse situations and in conversations involving everyday topics, develop listening skills and understand the gist of a variety of communication modes (i.e., television, video, radio, etcetera); read a broad range of printed materials for general, specific and practical information; write notes, letters and compositions on familiar topics with a good command of vocabulary and sentence structure in a cohesive and organized manner.
ELE	FREN.200	French II	This more advanced course will give scholars a more real-life language use, the integration of French and Francophone culture and linguistics, and the acquisition of the four skills: reading, listening, writing, and speaking. Also, learn contemporary French and Francophone institutions and mores, communicate and interact with other speakers of French in diverse situations and in conversations involving everyday topics, develop listening skills and understand the gist of a variety of communication modes (i.e., television, video, radio, etcetera); read a broad range of printed materials for general, specific and practical information; write notes, letters

			and compositions on familiar topics with a good command of vocabulary and sentence structure in a cohesive and organized manner.
ELE	MCHI.100	Mandarin Chinese I	This course introduces students to the standard Mandarin Chinese language and is designed for students with no or minimal previous background in spoken or written Mandarin. Scholars will focus on learning essential vocabulary, practicing pronunciation, and understanding simple grammatical structures. This knowledge prepares them to effectively communicate in Mandarin on a limited range of topics related to everyday situations. Students practice listening and speaking in real-life situations, learn to read and write Chinese characters, and examine how culture and language interact in China, develop the oral proficiency and confidence necessary to initiate simple conversations. Field experiences such as field trips and guided interactions with native speakers supplement formal classroom instruction and provide ample opportunities for practical engagement. In addition, language skills gained in this course support students to deepen participation in other programs and academic activities and conduct an independent study project.
ELE	MCHI.200	Mandarin Chinese II	This more advanced course will further introduce scholars to the standard Mandarin Chinese language and is designed for students with prerequisite background of Mandarin Chinese I in the spoken or written language. Scholars will focus on learning essential vocabulary, practicing pronunciation, and understanding simple grammatical structures. This knowledge prepares them to effectively communicate in Mandarin on a broader range of topics related to everyday situations. Students practice listening and speaking in real-life situations, learn to read and write Chinese characters, and examine how culture and language interact in China, develop the oral proficiency and confidence necessary to initiate conversations. Field experiences such as field trips and guided interactions with native speakers supplement formal classroom instruction and provide ample opportunities for

			practical engagement. In addition, language skills gained in this course support students to deepen participation in other programs and academic activities and conduct an independent study project.
ELE	MUAP.100	Music And Art Appreciation	Students will recognize the development of music from a historical and cultural perspective; study the fundamentals of music and discover basic music terminology, instrument families, tempo, rhythm, form and meter; examine the elements that will then be used throughout the course as a foundation for discussion of music throughout history; investigate a variety of eras and genres. Students will gain an understanding of the context in which music was created by recognizing and aurally identifying style characteristics, genres, and representative masterworks. In addition, coverage of artistic movements will highlight a historical context and introduce students to key artists that represent a variety of geographic locations, as well as apply what they have learned about art critique to analyze and evaluate both individual artists and individual works of art.
ELE	PEWE.100	Physical Education And Wellness	Students enrolled in this course shall develop goals of physical education and wellness to become a physically literate individual who have the knowledge, skills and confidence to enjoy a lifetime of healthy physical activity. And, learn the implications and the benefits of involvement in various types of physical activities; participates regularly in physical activity, obtain a level of physical fitness; values physical activity and its contributions to a healthful lifestyle; demonstrate competency in a variety of motor skills and movement patterns; receive knowledge of concepts, principles, strategies and tactics related to movement and performance, and exhibit responsible personal and social behavior that respects self and others; and recognize the value of physical activity for health, enjoyment, challenge, self-expression and social interaction.

ELE	SPAN.100	Spanish I	This beginner courses offers students an introduction to basic communicative skills in Spanish while developing an awareness and appreciation of Hispanic or Latino cultures. It is designed for students with no or minimal previous background in spoken or written Spanish. Scholars will focus on learning essential vocabulary, practicing pronunciation, and understanding simple grammatical structures. This knowledge prepares them to effectively communicate in Spanish on a limited range of topics related to everyday situations. Students practice listening and speaking in real-life situations, learn to read and write Spanish characters, and examine how culture and language interact in Latin nations, develop the oral proficiency and confidence necessary to initiate simple conversations. Field experiences such as field trips and guided interactions with native speakers supplement formal classroom instruction and provide ample opportunities for practical engagement. In addition, language skills gained in this course support students to deepen participation in other programs and academic activities and conduct an independent study project.
ELE	SPAN.200	Spanish II	This more advanced course will offer students an introduction to basic communicative skills in Spanish while developing an awareness and appreciation of Hispanic or Latino cultures. It is designed for students with prerequisite background of Spanish I in the spoken or written language. Scholars will focus on learning essential vocabulary, practicing pronunciation, and understanding simple grammatical structures. This knowledge prepares them to effectively communicate in Spanish on a broader range of topics related to everyday situations. Students practice listening and speaking in real-life situations, learn to read and write Spanish characters, and examine how culture and language interact in Latin nations, develop the oral proficiency and confidence necessary to initiate conversations. Field experiences such as field trips and guided interactions with native speakers' supplement

			formal classroom instruction and provide ample opportunities for practical engagement. In addition, language skills gained in this course support students to deepen participation in other programs and academic activities and conduct an independent study project.

English Language Arts

Subject	Course Number	Course Title	Course Description
ENG	ADLI.1200	Advanced Literature And Composition	This course greater exposes students to the elements of language and writing through engaging literature and practical writing exercises. Scholars will explore various genres, develop their vocabulary, enhance their understanding of sentence structure, and hone their writing skills, and be equipped with the knowledge and tools to effectively communicate ideas through written expression; as well as literary foundations, dialogue and debate such topics from a number of sources and genres.
ENG	AAAL.110	African And African American Literature (Fall)	The first (1st) semester of the course will present arguments and ideas that emerge on African and African American literary foundations, dialogue and debate such topics from a number of sources and genres. Students will identify and investigate the content from the early days of enslavement to the present. They will read, analyze, and discuss literary texts written by Africans and African Americans, paying particular attention to the political, historical, economic, legal, theoretical, and social context that informs these texts.
ENG	AAAL.120	African And African American Literature (Spring)	The second (2nd) semester of the course will present arguments and ideas that emerge on African and African American literary foundations, dialogue and debate such topics from a number of sources and genres. Students will identify and investigate the content from the early days of enslavement to the present. They will read, analyze, and discuss literary texts written by Africans and African Americans, paying particular attention to the political, historical, economic, legal,

			theoretical, and social context that informs these texts.
ENG	ALIT.1110	American Literature (Fall)	The first (1st) semester of this course introduces students to American literature by surveying a wide range of texts—some very famous and lesser-known writers and authors, written by and about people living in the present-day United States. The course will trace political, intellectual, and social developments as they interacted with literary culture. Students will both acquire knowledge of American cultural history and develop skills of literary analysis.
ENG	ALIT.1120	American Literature (Spring)	The second (2nd) semester of this course introduces students to American literature by surveying a wide range of texts—some very famous and lesser-known writers and authors, written by and about people living in the present-day United States. The course will trace political, intellectual, and social developments as they interacted with literary culture. Students will both acquire knowledge of American cultural history and develop skills of literary analysis.
ENG	AWLI.810	Ancient And World Literature (Fall)	The first (1st) semester of this yearlong course traces the development of literary genres, language, and writing and leaps through time travel from varying cities, empires, and nations from antiquity. It is layered with narratives that relate to multiple generations, express oral history, epics, poetry, and non-fiction.
ENG	AWLI.820	Ancient And World Literature (Spring)	The second (2nd) semester of this yearlong course traces the development of literary genres, language, and writing and leaps through time travel from varying cities, empires, and nations from antiquity. It is layered with narratives that relate to multiple generations, express oral history, epics, poetry, and non-fiction.
ENG	COVO.1200	Contemporary Vocabulary	Scholars shall practice and expand their vocabulary and improve their comprehension and reading fluency. There will be several opportunities to learn the terminology by completing exercises on definitions, context clues, word parts, origins, and etcetera.
ENG	ELAPH.K	English Language Arts And Phonics (Kindergarten)	These courses will train scholars in grades kindergarten through third grade to build the

	ELAPH.100 ELAPH.200 ELAPH.300	English Language Arts And Phonics (Grade 1) English Language Arts And Phonics (Grade 2) English Language Arts And Phonics (Grade 3)	foundational architecture that transforms them into independent, fluent readers and writers. These developmental spans focus on five (5) core pillars: phonemic awareness, phonics, fluency, vocabulary, and reading.
ENG	ELA.400	English Language Arts (Grade 4) English Language Arts (Grade 5) English Language Arts (Grade 6)	These courses will train scholars in grades four through six to focus heavily on literacy mechanics, deep textual analysis, speaking and listening, advanced writing, reading literature and informational text, and complex language and grammar conventions. Phonics evolves into advanced word analysis and structural decoding.
ENG	GLIT.710	General Literacy (Fall)	During the first (1st) semester, scholars will form an understanding of language and the

			literacy process as it applies reading and writing. The course emphasizes ways that reading, writing, speaking, and listening are developed and used in learning multiple disciplines.
ENG	GLIT.720	General Literacy (Spring)	During the second (2nd) semester, scholars will form an understanding of language and the literacy process as it applies reading and writing. The course emphasizes ways that reading, writing, speaking, and listening are developed and used in learning multiple disciplines.
ENG	GRCO.910	Grammar And Composition (Fall)	The first (1st) year and first (1st) semester of the course introduces students to the fundamental elements of language and writing through engaging literature and practical writing exercises. Scholars will explore various genres, develop their vocabulary, enhance their understanding of sentence structure, and hone their writing skills, and be equipped with the knowledge and tools to effectively communicate ideas through written expression.
ENG	GRCO.920	Grammar And Composition (Spring)	The first (1st) year and second (2nd) semester of the course introduces students to the fundamental elements of language and writing through engaging literature and practical writing exercises. Scholars will explore various genres, develop their vocabulary, enhance their understanding of sentence structure, and hone their writing skills, and be equipped with the knowledge and tools to effectively communicate ideas through written expression.
ENG	GRCO.1010	Grammar And Composition (Fall)	This second (2nd) year and first (1st) semester course further exposes students to the elements of language and writing through engaging literature and practical writing exercises. Scholars will explore various genres, develop their vocabulary, enhance their understanding of sentence structure, and hone their writing skills, and be equipped with the knowledge and tools to effectively communicate ideas through written expression.
ENG	GRCP.1020	Grammar And Composition (Spring)	This second (2nd) year and second (2nd) semester course further exposes students to the elements of language and writing through engaging literature and practical writing

			exercises. Scholars will explore various genres, develop their vocabulary, enhance their understanding of sentence structure, and hone their writing skills, and be equipped with the knowledge and tools to effectively communicate ideas through written expression.
ENG	ORCO.100	Oral Communications	Students are to develop into an inherently powerful public speaker. This skills-based course covers the fundamentals and in-depth skills of informative and persuasive presentation development and delivery; as well as being designed to assess both cognitive concepts, theories and behavioral skills, and learning outcomes associated with communication. Topics will include but are not limited to voice, diction, projection, gestures, body language. And discuss and practice speaking with visuals, argument, oral interpretation, impromptu speaking, negotiation, and discussion; and the ethics of communication and the analysis of both effective and poor communication.

Mathematics

Subject	Course Number	Course Title	Course Description
MATH	AALG.1010	Advanced Algebra (Fall)	The first (1st) semester of this course is designed to guide students in understanding patterns, relations, and functions; to represent and analyze mathematical situations and structures using algebraic symbols, using mathematical models to represent and understand quantitative relationships; and analyze change in various contexts.
MATH	AALG.1020	Advanced Algebra (Spring)	The second (2nd) semester of this course is designed to guide students in understanding patterns, relations, and functions; to represent and analyze mathematical situations and structures using algebraic symbols, using mathematical models to represent and understand quantitative relationships; and analyze change in various contexts.
MATH	ALGE.910	Algebra I (Fall)	The first (1st) semester of this course introduces students to variables, algebraic expressions, equations, inequalities, functions, and all their multiple representations. Scholars will develop the ability to explore and solve

			real-world application problems, demonstrate the appropriate use of graphing calculators, and communicate mathematical ideas clearly, as well as lays the foundation for mathematical literacy that will help them be successful in every subsequent course in mathematics.
MATH	ALGE.920	Algebra I (Spring)	The second (2nd) semester of this course introduces students to variables, algebraic expressions, equations, inequalities, functions, and all their multiple representations. Scholars will develop the ability to explore and solve real-world application problems, demonstrate the appropriate use of graphing calculators, and communicate mathematical ideas clearly, as well as lays the foundation for mathematical literacy that will help them be successful in every subsequent course in mathematics.
MATH	CALC.1200	Calculus	The course address content of the Fundamental Theorem of Calculus basic analytic geometry of graphs of functions, and the properties of functions, including limits, continuity, derivatives, integration, integral, applications of the integral, like arc length and volumes of solids with rotational symmetry and highlight areas where the applications to the biological, physical, and social sciences, and engineering.
MATH	ELEMA.K ELEIMA.100 ELEIMA.200 ELEIMA.300 ELEIMA.400 ELEIMA.500	Elementary Integrated Mathematics (Kindergarten) Elementary Integrated Mathematics (Grade 1) Elementary Integrated Mathematics (Grade 2) Elementary Integrated Mathematics (Grade 3) Elementary Integrated Mathematics (Grade 4) Elementary Integrated Mathematics (Grade 5)	Each of these courses will build scholars in grades kindergarten through third a foundational understanding of numbers, operations, geometry, mathematics fluency, and measurement through a balance of conceptual and procedural understanding.

MATH	ELEMAPA.600	Elementary Mathematics/Pre-Algebra (Grade 6)	The course serves as the crucial bridge between elementary arithmetic and early algebra principles. It solidifying number sense and introducing foundational algebraic concepts and moves deeper into abstract variables, equations, and functions.
MATH	GEMA.710	Integrated Mathematics I	The first (1st) semester of this yearlong course introduces fundamental mathematical concepts; whole numbers, operations on whole numbers, fractions, decimals, ratios, rates, and proportions. The focus is on learning computational procedures and then applying the skills to problem-solving in applications, and set the stage for the study of percents, measurement conversions, finding dimensions in geometry, computing statistics, and solving algebraic equations.
MATH	GEMA.720	Integrated Mathematics I	The second (2nd) semester of this yearlong course continues to introduce fundamental mathematical concepts; whole numbers, operations on whole numbers, fractions, decimals, ratios, rates, and proportions. The focus is on learning computational procedures and then applying the skills to problem-solving in applications, and set the stage for the study of percents, measurement conversions, finding

			dimensions in geometry, computing statistics, and solving algebraic equations.
MATH	GEMA.810	Integrated Mathematics II	In the first (1st) semester of the course, scholars will attain knowledge and mastery of how multiplication gives rise to exponents and how to represent, interpret, and compute exponents from problem situations, represent practical situations using algebraic and fractional expressions, and verbally interpret graphs of functions, know basic concepts of probability theory. This course covers conceptual and practical notions of exponents and radicals; algebraic and rational functions, algebraic equations and inequalities, systems of linear equations, polynomial, exponential, and logarithmic functions.
MATH	GEMA.820	Integrated Mathematics II	In the second (2nd) semester of the course, scholars will continue to attain knowledge and mastery of how multiplication gives rise to exponents and how to represent, interpret, and compute exponents from problem situations, represent practical situations using algebraic and fractional expressions, and verbally interpret graphs of functions, know basic concepts of probability theory. This course covers conceptual and practical notions of exponents and radicals; algebraic and rational functions, algebraic equations and inequalities, systems of linear equations, polynomial, exponential, and logarithmic functions.
MATH	GEOM.1110	Geometry (Fall)	Students will acquire and demonstrate knowledge of concepts, definitions, properties, and applications of the topics listed above as well as develop the computational skills and strategies needed to solve problems. Students will develop critical thinking and decision-making skills by connecting concepts to practical applications in the language of geometry (points, lines, planes and angles), reasoning and proofs (paragraph, two columns, flow, indirect, and coordinate), parallel and perpendicular lines, congruent triangles, applications of congruent triangles, quadrilaterals, similarity, right triangles and trigonometry, circles, polygons and area, surface area and volume, coordinate geometry, and transformations.

MATH	GEOM.1120	Geometry (Spring)	Students will continue to acquire and demonstrate knowledge of concepts, definitions, properties, and applications of the topics listed above as well as develop the computational skills and strategies needed to solve problems. Students will develop critical thinking and decision-making skills by connecting concepts to practical applications in the language of geometry (points, lines, planes and angles), reasoning and proofs (paragraph, two column, flow, indirect, and coordinate), parallel and perpendicular lines, congruent triangles, applications of congruent triangles, quadrilaterals, similarity, right triangles and trigonometry, circles, polygons and area, surface area and volume, coordinate geometry, and transformations.
MATH	MRDM.1200	Mathematic Reasoning For Decision Making	The course content helps the learner cultivate a strong sense of working with figures and shapes of all forms and expands ideas around mathematics into real life problems. A cultivation of strong spatial reasoning skills are taught as students explore different properties of shapes and figures including congruence, area, perimeter, volume, surface area, and similarity. These new ideas provide learners a place to continually apply their accumulated mathematical reasoning, knowledge, and skills.
MATH	PRST.1200	Probability And Statistics	This course provides an elementary introduction to probability and statistics with applications. Its topics include basic combinatorics, random variables, probability distributions and theory, Bayesian and frequentist inference, hypothesis testing, confidence intervals, linear regression, the use software and simulation to do statistics (R), and guidance for scholars to become an informed consumer of statistical information.
MATH	TRIG.1200	Trigonometry	The semester course shall address topics such as the unit circle, trigonometric functions (definitions, graphs, and inverses), right triangles, oblique triangles, trigonometric identities, trigonometric equations, the trigonometric form of complex numbers, two-dimensional vectors, polar coordinates, and parametric equations. Usage of the scientific calculator is required.

Natural Sciences

Subject	Course Number	Course Title	Course Description
SCI	ANPH.1110	Anatomy And Physiology	The first (1st) semester of the yearlong course explores the anatomical structure and physiological processes of the human body. Scholars learn about anatomy and physiology from both microscopic (atoms and cells) and macroscopic (organ functionality and bodily systems) perspectives; and explore the following body systems: endocrine, immune, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive; as well as the concept of homeostasis and the underlying principles common to all systems are applied from the sub-molecular to the organismal level for each system.
SCI	ANPH.1120	Anatomy And Physiology	The second (2nd) semester of the yearlong course continues to explore the anatomical structure and physiological processes of the human body. Scholars learn about anatomy and physiology from both microscopic (atoms and cells) and macroscopic (organ functionality and bodily systems) perspectives; and explore the following body systems: endocrine, immune, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive; as well as the concept of homeostasis and the underlying principles common to all systems are applied from the sub-molecular to the organismal level for each system.
SCI	BIO.910	Biological Science	This course educates learners on how living systems work, from cells and genetics to ecosystems and evolution, through scientific observation, analysis, reporting, and hands-on research experiences.
SCI	BIO.920	Biological Science	This course continues to educate learners on how living systems work, from cells and genetics to ecosystems and evolution, through scientific observation, analysis, reporting, and hands-on research experiences.
SCI	CHEM.1010	Chemistry	The first (1st) semester of the yearlong course explores the basic principles and methods of chemistry, such as the metric system, scientific notation and significant figures, atomic structure and theories, trends of the periodic table of the elements, bonding, molecular

			geometry, chemical formulas, stoichiometry, gas laws, thermochemistry, and thermodynamics, the nature of matter, stoichiometry, basic chemical reactions and bonding, atomic structure and the periodic table.
SCI	CHEM.1020	Chemistry	The second (2nd) semester of the yearlong course explore the basic principles and methods of chemistry, such as the metric system, scientific notation and significant figures, atomic structure and theories, trends of the periodic table of the elements, bonding, molecular geometry, chemical formulas, stoichiometry, gas laws, thermochemistry, and thermodynamics, the nature of matter, stoichiometry, basic chemical reactions and bonding, atomic structure and the periodic table.
SCI	CSAP.1210	Computer Science And Applications	The yearlong course is designed to teach computer applications to include: word processing, electronic spreadsheet, database management, presentation design, electronic communications, and website and application development.
SCI	CSAP.1220	Computer Science And Applications	During the second (2nd) semester of the yearlong course is designed to have increased depth to teach computer applications to include: word processing, electronic spreadsheet, database management, presentation design, electronic communications, website and application development, and the fundamentals of artificial intelligence.
SCI	ECOE.810	Ecology And Environmental Science	This course studies impacts the way humans and animals coexist, live, eat, and breathe, making the earth an intrinsic part of their shared humanity. Scholars deeply explore ecology and environmental science through the lens of policy, management, and sustainability, how organisms interact with each other and their environment at the population, community, and ecosystem levels, and enriched by learning by real-world experiences.
SCI	ECOE.820	Ecology And Environmental Science	This course continues to study the impact the way humans and animals coexist, live, eat, and breathe, making the earth an intrinsic part of

			their shared humanity. Scholars deeply explore ecology and environmental science through the lens of policy, management, and sustainability, how organisms interact with each other and their environment at the population, community, and ecosystem levels, enriched by learning by real-world experiences, and culminates with a project.
SCI	ELESCI.K ELEISCI.100 ELESCI.200 ELEISCI.300 ELEISCI.400 ELEISCI.500 ELEISCI.600	Elementary Integrated Science (Kindergarten) Elementary Integrated Science (Grade 1) Elementary Integrated Science (Grade 2) Elementary Integrated Science (Grade 3) Elementary Integrated Science (Grade 4) Elementary Integrated Science (Grade 5) Elementary Integrated Science (Grade 6)	Our kindergarten through sixth grade scholars will establish exceptionally high academic expectations while cultivating scientific literacy, curiosity, critical thinking, analytical reasoning, and technological innovation. Students are challenged to memorizing scientific facts and theories, investigating complex questions, analyzing evidence, constructing meaningful explanations, structured experimentation, and applying knowledge to authentic problems. The course progressively introduces the magnificent world of scientific discovery through an intellectually stimulating, joyful, and highly engaging exploration of the natural and physical environments.
SCI	GESC.710	Integrated Science (Fall)	This course places emphasis on student-centered learning experience and field activities, so that they acquire scientific knowledge, and develop problem-solving and decision-making skills, a positive attitude to the natural environment; matter, elements, compounds, cell, living things and their diversity, earth in space, motion, force energy and energy resource, develop basic manipulative skills related to science laboratory.

SCI	GESC.720	Integrated Science (Spring)	This course continues to place emphasis on student-centered learning experience and field activities, so that they acquire scientific knowledge, and develop problem-solving and decision-making skills, a positive attitude to the natural environment; matter, elements, compounds, cell, living things and their diversity, earth in space, motion, force energy and energy resource, develop basic manipulative skills related to science laboratory.
SCI	IHSC.100	Introduction To Health Science	This course is an interdisciplinary approach to the health sciences. Scholars will learn fundamental medical terminology, prepare the pursuit of careers in the fields of biotechnology research, therapeutics, health informatics, diagnostics, and support services, compare and contrast the features of healthcare systems, explain the legal and ethical ramifications of the healthcare setting, and begin to perform foundational healthcare skills. The course will include an internship with a healthcare professional.
			The first (1st) semester of a yearlong course will provide learners with an enjoyable and worthwhile educational experience with the aim to pique the desire to study science beyond this class. It will enable learners to acquire

SCI	PHSC.1010	Physics And Physical Science	sufficient knowledge and understanding to become confident citizens in a technological world and develop an informed interest in scientific matters; be suitably prepared for scientific studies; the evidence-based and understand the usefulness, and the limitations, of the scientific method. Scholars will create skills that are relevant to the study and practice of science, are useful in everyday life, encourage a systematic approach to problem-solving, encourage efficient and safe practice, and encourage effective communication through the language of science.
SCI	PHSC.1020	Physics And Physical Science	The second (2nd) semester of a yearlong course will provide learners with an enjoyable and worthwhile educational experience with the aim to pique the desire to study science beyond this class. It will enable learners to acquire sufficient knowledge and understanding to become confident citizens in a technological world and develop an informed interest in scientific matters; be suitably prepared for scientific studies; the evidence-based and understand the usefulness, and the limitations, of the scientific method. Scholars will create skills that are relevant to the study and practice of science, are useful in everyday life, encourage a systematic approach to problem-solving, encourage efficient and safe practice, and encourage effective communication through the language of science.

Social Studies

Subject	Course Number	Course Title	Course Description
SOST	AAHI.110	African American History And Culture	This first (1st) semester of a yearlong course seeks to give an account of past and contemporary events relating to people of African descent. It examines the contributions African Americans have made to the history of the United States. This course is designed to assist students in understanding issues and events from multiple perspectives. It develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, legal, theoretical, and political interactions within the broader

			context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States and globally.
SOST	AAHI.120	African American History And Culture	This second (2nd) semester of a yearlong course seeks to give an account of past and contemporary events relating to people of African descent. It examines the contributions African Americans have made to the history of the United States. This course is designed to assist students in understanding issues and events from multiple perspectives. It develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, legal, theoretical, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States and globally.
SOST	ECPF.1100	Economics And Personal Finance	The semester-long course provides students with a thorough foundation in the field of economics. It emphasizes macroeconomy and microeconomy and personal finance decision making. Students will explore the interrelationships among consumers, producers, and resources as well as the interrelationships between national and global economies. Additionally, scholars will examine the relationship between individual choices and the direct influence of these choices on career and future earning potential.
SOST	ELEISS.K ELEISS.100 ELEISS.200 ELEISS.300	Elementary Integrated Social Studies (Kindergarten) Elementary Integrated Social Studies (Grade 1) Elementary Integrated Social Studies (Grade 2) Elementary Integrated Social Studies (Grade 3)	The elementary social studies education program is an extraordinary intellectual journey through human history, the foundations of civilizations, the evolution of democratic government, and the remarkable achievements of societies across the world.

	ELEISS.400 ELEISS.500 ELEISS.600	Elementary Integrated Social Studies (Grade 4) Elementary Integrated Social Studies (Grade 5) Elementary Integrated Social Studies (Grade 6)	Scholars are expected to demonstrate substantial mastery of chronological reasoning, primary-source analysis, constitutional vocabulary, historical interpretation, and evidence-based argumentation.
SOST	HAHI.110	Hispanic American History And Culture	This first (1st) semester of a yearlong course seeks to give an account of past and contemporary events relating to people of Hispanic descent. It examines the contributions Hispanic Americans have made to the history of the United States. This course is designed to assist students in understanding issues and events from multiple perspectives. It develops an understanding of the historical roots of Hispanic American culture, especially as it pertains to social, economic, legal, theoretical, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States and globally.
SOST	HAHI.120	Hispanic American History And Culture	This second (2nd) semester of a yearlong course seeks to give an account of past and contemporary events relating to people of Hispanic descent. It examines the contributions Hispanic Americans have made to the history of the United States. This course is designed to assist students in understanding issues and events from multiple perspectives. It develops an understanding of the historical roots of Hispanic American culture, especially as it pertains to social, economic, legal, theoretical, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States and globally.

SOST	GSS.710	Integrated Social Studies I	In this yearlong course, scholars will attain a fundamental knowledge of civics, economics, geography, history, archeology, and anthropology; as well as their connection to current events.
SOST	GSS.720	Integrated Social Studies I	In this yearlong course, scholars will continue to attain a fundamental knowledge of civics, economics, geography, history, archeology, and
SOST	NAHC.110	Native American History And Culture	This first (1st) semester of a yearlong course seeks to give an account of past and contemporary events relating to people of Native descent. It examines the contributions Native Americans have made to the history of the United States. This course is designed to assist students in understanding issues and events from multiple perspectives. It develops an understanding of the historical roots of Native American culture, especially as it pertains to social, economic, legal, theoretical, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States and globally.
SOST	NAHC.120	Native American History And Culture	This second (2nd) semester of a yearlong course seeks to give an account of past and contemporary events relating to people of Native descent. It examines the contributions Native Americans have made to the history of the United States. This course is designed to assist students in understanding issues and events from multiple perspectives. It develops an understanding of the historical roots of Native American culture, especially as it pertains to social, economic, legal, theoretical, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States and globally.

			anthropology; as well as their connection to current events.
SOST	GSS.810	Integrated Social Studies II	In this yearlong course, scholars will attain a fundamental knowledge of civics, economics, geography, government, history, archeology, and anthropology; as well as their connection to current events.
SOST	GSS.820	Integrated Social Studies II	In the second (2nd) semester of the course, scholars will demonstrate their intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; and construct evidence-based claims. A culminating project will be required.
SOST	GOPS.1100	Government/Political Science	The government and political science course are an integrated study of the foundation, institutions, policies, and processes of the American political system. The course is a semester of study that is grounded in the citizenship experiences, and promotion of the democratic values of our republic. United States government provides a coordinated study of a discipline of political science. Scholars will investigate the function, governance, structure and challenges of each level of government, as well as the state and national constitutions, and local charters. In addition, the course seeks to give an account of past and contemporary events relating to the government. Key concepts and events will be taught and discussed in a thematic, relevant, and systematic order.
SOST	PSYC.100	Psychology	This course is designed to introduce scholars to the scientific study of human nature. You will learn how to ask and theorize psychological questions from several different perspectives: the relation of brain and behavior, about perception, about learning and thinking, about development, about social behavior and personality, and about psychopathology and psychotherapy, methods use to find the answers; as well as critical thinking about psychological evidence, and to evaluate the validity and its relevance to important issues in human life.

SOST	SOCI.100	Sociology	Students will explore the ways sociologists view society and how they study the social world. They will examine culture, socialization, deviance, and the structure and impact of institutions and organizations as well as selected social problems and how change impacts individuals and societies. The course reflects the standards recommended by the American Sociological Association (ASA). In addition, the course seeks to give an account of past and contemporary events relating to sociology. Key concepts and events will be taught and discussed in a thematic, relevant, and systematic order.
SOST	USH.1010	United States History	The first (1st) semester of the yearlong course of study begins with an intensive review of the major ideas, issues, and events that shaped the founding of the nation. In their study of this era, students will view American history through the lens of people who were trying—and are still trying—to fulfill the promise of the Declaration of Independence and the Constitution. Throughout their eighth-grade United States history and geography course, students will confront the themes of freedom, equality, and liberty and their changing definitions over time. This course will explore the geography of place, movement, and region, starting with the Atlantic seaboard and then American westward expansion and economic development, the Civil War and Reconstruction, and finally, industrialization. Covering parts of four (4) centuries, the historical content outlined is both substantial and substantive and in-depth study. Students will learn American history from the 17th century to present-day by developing reading, writing, speaking, and listening skills that will enhance their understanding of the content as an investigative discipline, one that is continually reshaped based on primary-source research and on new perspectives that can be uncovered.

SOST	USH.1020	United States History	The second (2nd) semester of the yearlong course of study begins with an intensive review of the major ideas, issues, and events that shaped the founding of the nation. In their study of this era, students will view American history through the lens of people who were trying—and are still trying—to fulfill the promise of the Declaration of Independence and the Constitution. Throughout their eighth-grade United States history and geography course, students will confront the themes of freedom, equality, and liberty and their changing definitions over time. This course will explore the geography of place, movement, and region, starting with the Atlantic seaboard and then American westward expansion and economic development, the Civil War and Reconstruction, and finally, industrialization. Covering parts of four (4) centuries, the historical content outlined is both substantial and substantive and in-depth study. Students will learn American history from the 17th century to present-day by developing reading, writing, speaking, and listening skills that will enhance their understanding of the content as an investigative discipline, one that is continually reshaped based on primary-source research and on new perspectives that can be uncovered.
SOST	WMH.100	Women's And Minority History	This course will expand understand of the stories of women and minorities in several periods of national and world history; as well as the emergence of modern feminist thought. Scholars gain a comprehensive study of both groups including political and social economies through the use of importance of primary and secondary sources.
SOST	WGHI.910	World Geography And History	The first (1st) semester of yearlong course will give provide students with opportunities to study the rise and fall of empires, the diffusion of religions and languages, and significant movements of people, ideas, and products. During these periods, the regions of the world became more and more interconnected. Although societies were quite distinct from each other, there were more exchanges of

			people, products, and ideas in each century. The course will study a catalog of names, places, and events that impacted individual societies, while the larger patterns that affected the world.
SOST	WGHI.920	World Geography And History	The second (2nd) semester of yearlong course will give provide students with opportunities to study the rise and fall of empires, the diffusion of religions and languages, and significant movements of people, ideas, and products. During these periods, the regions of the world became more and more interconnected. Although societies were quite distinct from each other, there were more exchanges of people, products, and ideas in each century. The course will study a catalog of names, places, and events that impacted individual societies, while the larger patterns that affected the world.

Official Transcript Request

Students, parent(s) or guardian(s) may make official transcript requests via Google Classroom and by emailing their guidance counselor.

Student Daily Schedules

Grade Level	1st Period (8-8:50am)	2nd Period (8:50-9:40am)	3rd Period (9:40-10:30am)	4th Period (10:30-11:20am)	5th Period (12:05-12:55pm)	6th Period (12:55-3pm)
Kindergarten	ELA/Phonics	Mathematics	Elective	Science	Social Studies	Enrichment
First (1st)	Mathematics	Elective	Science	Social Studies	ELA/Phonics	Enrichment
Second (2nd)	Elective	Science	Social Studies	ELA/Phonics	Mathematics	Enrichment
Third (3rd)	Science	Social Studies	ELA/Phonics	Mathematics	Elective	Enrichment
Fourth (4th)	Social Studies	English Language Arts	Mathematics	Elective	Science	Enrichment
Fifth (5th)	English Language Arts	Mathematics	Elective	Science	Social Studies	Enrichment
Sixth (6th)	Elective	English Language Arts	Social Studies	Mathematics	Science	Enrichment And Elective

Grade Level	1st Period (8-9am)	2nd Period (9-10am)	3rd Period (10-11am)	4th Period (11am-12pm)	5th Period (12:45-2pm)	6th Period (2-3pm)
Seventh (7th)	Mathematics	Science	Social Studies	English Language Arts	Elective	Elective
Eighth (8th)	Science	Social Studies	English Language Arts	Elective	Elective	Mathematics
Ninth (9th)	Social Studies	English Language Arts	Elective	Elective	Mathematics	Science
Tenth (10th)	English Language Arts	Elective	Elective	Mathematics	Science	Social Studies
Eleventh (11th)	Elective	Elective	Mathematics	Science	Social Studies	English Language Arts
Twelfth (12th)	Elective	Mathematics	Science	Social Studies	English Language Arts	Elective

Daily And Weekly Activities

Elementary School Lunch: 11:20am-12:05pm (Daily)
Elementary School Read Alouds: 12:55pm- 1:10pm (Daily)

Secondary School Lunch: 12 noon-12:45pm (Daily)
Secondary Read Alouds: 12:45- 1pm (Daily)
Preparation Period: 7-8am (Mondays, Wednesdays, And Fridays)
Professional Learning Communities (PLC): 7-8am (Tuesdays And Thursdays)
Enrichment, Scheduled Conferences With Educators/Office Hours, Asynchronous Instruction: 3pm-8pm
Faculty And Staff Meetings: 7am On First Tuesday Of The Month
Grade Level Meetings: 3pm On Thursdays

Inclement Weather Policy

The following inclement weather policy will be enforced by the Hathaway Institute for administrators, faculty, staff and students in cases of severe or threatening weather, weather related or emergencies.

1. The decision to close the school or dismiss classes rests solely with the Founding Chancellor, or in case of one's absence, the School Principal shall act as the representative and make the decision.
2. Once the decision has been made public, this information is notified to the traditional media (television and radio stations), school social media and each outlet will post and announce the open, close, or late arrival status of the institution between 5:00AM and 7:00AM Central (the morning of the closure) or as soon as possible.

The Hathaway Institute
2026-2027 Academic Year Calendar
Fall And Spring Semesters
(189 Contractual Workdays Total)

Wednesday, July 29-Friday, July 31	**Faculty And Staff Professional Development ❖**
Monday, August 3	**Student Orientation**
Tuesday, August 4	**First Day Of School**
Tuesday, August 4-Monday, August 17	**Census Data (Ten-Days)**
Thursday, August 13 (10am)-Friday, August 14 (6pm)	**Open House +**
Monday, September 7	**Labor Day/Federal Holiday ❖✸**
Friday, September 25	**Faculty And Staff Professional Development**
Thursday, October 1	**Final Census Report**
Wednesday, October 7	**Parent, Guardian, Student, And Educator Conferences Day**
Thursday, October 8-Friday, October 9	**Midterm Examinations**
Monday, October 12-Tuesday, October 13	**Indigenous Peoples' Day/Fall Break ❖✸**
Wednesday, October 14	**Marking Period One (M_1) Grades Deadline**
Thursday, October 15	**Progress Report Distribution And Accessibility**
Friday, October 16	**Awards Ceremony**
Wednesday, November 25-Friday, November 27	**Thanksgiving Break ❖✸**
Thursday, December 17-Friday, December 18	**Final Examinations And** **Marking Period Two (M_2) Grades Deadline** **Semester Grades Deadline**
Monday, December 21-Friday, January 1	**Winter Break ❖✸**
Wednesday, December 23	**Semester Report Card Distribution And Accessibility**

Monday, January 4	**Faculty And Staff Professional Development ❖**
Tuesday, January 5	**Students Return/School Resumes**
Friday, January 15	**Awards Ceremony**
Monday, January 18	**Dr. Martin Luther King, Jr. Day/Federal Holiday ❖✸**
Monday, February 15-Tuesday, February 16	**Mid-Winter Recess❖✸**
Wednesday, February 17	**Faculty And Staff Professional Development ❖**
Wednesday, March 10	**Parent, Guardian, Student, And Educator Conferences Day**
Thursday, March 11-Friday, March 12	**Midterm Examinations**
Monday, March 15-Friday, March 19	**Spring Break ❖✸**
Tuesday, March 23	**Marking Period Three (M_3) Grades Deadline**
Wednesday, March 24	**Progress Report Distribution And Accessibility**
Friday, March 26	**Awards Ceremony**
Monday, May 17-Tuesday, May 18	**Senior Final Examinations**
Wednesday, May 19	**Senior Grades Due**
Thursday, May 20-Friday, May 21	**Grades Seven-Eleven (7-11) Final Examinations** **Last Day Of School/Marking Period Four (M_4) Grades Deadline**
Saturday, May 22	**Graduation Day** **Final Report Card Distribution And Accessibility**
Monday, May 31	**Memorial Day/Federal Holiday ❖✸**
Monday, May 24-Monday, June 7	**Inclement Weather Or Illness Days (If Needed)**

❖ -- No Students **✸ -- No Faculty, Staff, Or Administration (All Offices Closed) +Central Time Zone**

Compensation And Benefits
2026-2027 Pay Scales

Educators, Guidance Counselors, Librarians, And Technology Specialists

Education	Bachelors	*Masters	Specialist In Education	Doctorate
Steps/Year(s)				
0	$42,000.00	$48,000.00	$54,000.00	$60,000.00
1	$42,920.00	$49,050.00	$57,280.00	$63,400.00
2	$43,858.40	$50,122.05	$59,585.60	$65,828.00
3	$45,815.57	$51,216.61	$60,917.31	$66,284.56
4	$46,791.88	$52,334.16	$62,275.65	$68,770.25
5	$47,787.71	$53,475.18	$64,661.16	$70,285.65
6	$48,803.47	$54,640.16	$66,074.38	$71,831.36
7	$49,839.54	$55,829.60	$68,515.87	$73,407.99
8	$50,896.33	$57,044.03	$70,986.19	$75,016.15
9	$51,974.26	$58,283.95	$72,485.91	$77,656.47
10	$53,073.74	$59,549.92	$74,015.63	$79,329.60
11	$54,195.22	$60,842.47	$75,575.94	$81,036.20
12	$55,339.12	$62,162.16	$77,167.46	$82,776.92
13	$56,505.90	$63,509.57	$78,790.81	$84,552.46
14	$57,696.02	$64,885.27	$80,446.63	$86,363.51
15	$58,909.94	$66,289.86	$82,135.56	$88,210.78
16	$60,148.14	$67,723.95	$83,858.27	$90,095.00
17	$61,411.10	$69,188.15	$85,615.44	$92,016.90
18	$62,699.33	$70,683.10	$87,407.74	$93,977.23
19	$64,013.31	$72,209.45	$89,235.90	$95,976.78
20	$65,353.58	$73,767.85	$91,100.62	$97,016.31
21	$66,720.65	$75,358.97	$93,002.63	$99,096.64
22	$68,115.06	$76,983.50	$94,942.68	$101,218.57
23	$69,537.36	$78,642.16	$96,921.54	$103,382.94
24	$70,988.11	$80,335.65	$98,939.97	$105,590.60
25	$72,467.87	$82,064.70	$100,998.77	$107,842.42

Position Increments

Role	Percentage Increase
Assistant Principals	20%
Principal	30%
Chancellor	40%

*Educators, guidance counselors, and media specialists above Step/Years 25 will receive the approved percentage agreed to during the budget process.
*National Board Certification Additional $2,500.00 Per Year For Five (5) Years
*The salary schedule is revised annually. It is not possible to predict future salaries beyond the current academic year.

Administrative Assistant And Support Staff

Education	Associates
Steps/Year(s)	--
0	$31,000.00
1	$31,620.00
2	$32,252.40
3	$32,897.44
4	$33,555.39
5	$34,226.50
6	$34,911.03
7	$35,609.25
8	$36,321.44
9	$37,047.86
10	$37,788.82
11	$38,544.60
12	$39,315.49
13	$40,101.80
14	$40,903.84
15	$41,721.91
16	$42,556.35
17	$43,407.48
18	$44,275.63
19	$45,161.14
20	$46,064.36
21	$46,985.65
22	$47,925.36
23	$48,883.87
24	$49,861.55
25	$50,858.78

Bachelor Degree Holders Receive Additional Salary Of $3,000.00
Masters Degree Holders Receive Additional Salary Of $6,000.00

The Hathaway Institute
Payroll Calendar
School Year 2026-2027

Pay Period Start Date	Pay Period End Date	Pay Day
July 16, 2026	August 15, 2026	August 28, 2026
August 16, 2026	August 31, 2026	September 15, 2026
September 1, 2026	September 15, 2026	September 30, 2026
September 16, 2026	September 30, 2026	October 15, 2026
October 1, 2026	October 15, 2026	October 30, 2026
October 16, 2026	October 31, 2026	November 13, 2026
November 1, 2026	November 15, 2026	November 30, 2026
November 16, 2026	November 30, 2026	December 15, 2026
December 1, 2026	December 15, 2026	December 30, 2026
December 16, 2026	December 31, 2026	January 15, 2027
January 1, 2027	January 15, 2027	January 29, 2027
January 16, 2027	January 31, 2027	February 15, 2027
February 1, 2027	February 15, 2027	February 26, 2027
February 16, 2027	February 28, 2027	March 15, 2027
March 1, 2027	March 15, 2027	March 30, 2027
March 16, 2027	March 31, 2027	April 15, 2027
April 1, 2027	April 15, 2027	April 30, 2027
April 16, 2027	April 30, 2027	May 14, 2027
May 1, 2027	May 15, 2027	May 29, 2027
May 16, 2027	May 31, 2027	June 15, 2027
June 1, 2027	June 15, 2027	June 30, 2027
June 16, 2027	June 30, 2027	July 15, 2027
July 1, 2027	July 15, 2027	July 30, 2027
July 16, 2027	July 31, 2027	August 13, 2027

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THE HATHAWAY INSTITUTE

Student And Parent/Guardian Handbook Receipt And Acknowledgement Form

Your affixed signature is required below to acknowledge receipt of the 2026-2027 Comprehensive Handbook and acknowledge the document has been read. Please return this page to assigned administrator for proper filing.

Assigned Administrator: _____

Homeroom Educator: _____

Student's Name_____

Student Identification Number _____

Student's Signature_____

Date_____

Grade Level (Check One Box):

• K • 1st • 2nd • 3rd • 4th • 5th • 6th • 7th • 8th • 9th • 10th • 11th • 12th

Parent/Guardian Signature_____

Date_____

Administrator Signature _____

Date Returned _____, _____