

Hawthorne Academy



Handbook and Curriculum

*Striving for Wisdom
Growing in Knowledge
Preparing to Serve the World for God's Glory*

Hawthorne Academy admits students of any race, color, national and ethnic origin to all rights privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs and athletic and other school administered programs.

This handbook is distributed to each student and family, parents and students are required to sign the acknowledgement that they have reviewed this handbook and will abide by the policies and procedures put forth herein.

Program Purpose and Philosophy

Hawthorne Academy, funded by Overseas United Education Foundation, is a private non-profit boarding and day school. We exist to prepare our students to strive for excellence in all they do (Colossians 3:23-24), to care for and engage passionately with all of humanity (Mt 25:40), and to walk in a manner worthy of the Lord, fully pleasing to him, bearing fruit in every good work and increasing in the knowledge of God. (Colossians 1:10). Our school motto is Striving in Wisdom, Growing in Knowledge, Preparing to Serve the World for God's Glory.

Hawthorne Academy strives to provide superior Christian education for high school students with the goal that graduates of Hawthorne Academy are fully prepared academically and spiritually to lead productive, socially responsible, and fulfilling lives pleasing to God. Fundamental to this purpose is the belief that students, faculty and staff should strive toward the highest academic and Christian personal standards.

K-8 Promotion Requirements

Students in grades K-8 will promote to the next level grade if students successfully pass the core subjects of English, Reading and Math. Our teachers will reach out to parents of students who may be struggling in order to help our students succeed.

Graduation Requirements

The four-year academic program (Grades 9 - 12) of Hawthorne Academy is based on the requirements set forth by the New Hampshire Department of Education; in addition, students are required to take Bible each year, and have at least one credit in Bible for graduation. The curriculum is designed for students to fulfill and exceed graduation requirements, college preparation, and personal interests. Instruction targets mastery of content knowledge in all courses for liberal arts education usually required for entrance to higher learning institutions. To meet graduation requirements, all full-time students must take a minimum of five academic courses each year.

Transcripts

Official school transcripts are printed for all seniors who are applying to colleges and universities. These transcripts are updated at the end of the first semester and at the end of the year to reflect final course grades. Transcripts for underclassmen are updated as needed throughout the school year. If a student is transferring to another school, the family must make a written request to the school that an official school transcript be prepared. Please allow at least one week's notice when making a request for a school transcript.

Diploma requirements

The diploma is a document verifying that the student has earned sufficient academic secondary school credits to meet the New Hampshire State Department of Education and Hawthorne Academy requirements for graduation. A diploma is available to any student attending Hawthorne Academy if that student has obtained a minimum of twenty academic credits and has met the requirements for graduation as outlined below. Hawthorne Academy recognizes the academic achievements of advanced middle school students by allowing high school credit to be awarded for specific courses completed in 8th grade. Eligible classes must meet high school-level rigor, align with the Academy's curriculum standards, and be approved by administration prior to enrollment. Credit-bearing courses may include subjects such as Algebra I, Physical Science, or Foreign Language, provided students demonstrate mastery through final assessments or portfolio review. These credits will be recorded on the student's high school transcript and count toward graduation requirements, though they will not impact high school GPA calculations.

Required Subjects	Credit(s)
Bible	1 credit
Arts Education	½ credit
Information and communications technologies	½ credit or demonstrate proficiency
English	4 credits
Mathematics	3 credits, including algebra credit that can be earned through a sequential, integrated, or applied program
Physical Sciences	1 credit
Biological sciences	1 credit
US and NH History	1 credit
US and NH Government/ civics	1 credit
Economics	½ credit
World History, Global Studies, or Geography	1/2 credit
Health Education	½ credit
Physical Education	1 credit
Open Electives	5 credits (at least one will be Bible)
Total	20 credits

Grading policy

To be credited with a passing grade, a student must complete the course requirements with a grade of 60 or higher. A student who does not will receive a failing grade, and no credit for the course. Report cards are distributed to students quarterly. Grades on the report card are numerical, and they represent the following levels of performance:

Scholastic Grades:

- 90 to 100 = excellent
- 80 to 89 = above average
- 70 to 79 = satisfactory

- 60 to 69 = unsatisfactory, but passing
- 0 to 60 = failure

Highest Honors Students - no grade less than 90 for the term.

Honors Students - no grade less than 80 for the term.

Any student with one or more incomplete course(s) will not be eligible for the Honor Roll until all incomplete assignments and coursework are made up. Any senior being considered for the top five academic achievement awards (final class rank) must have spent two full semesters at the Academy prior to the mid-term of the individual's graduation semester.

Students are expected to keep up with daily homework assignments. Opportunities for extra help from teachers abound, but the final responsibility for timely completion of academic work rests with the student. Students excused from classes on account of illness, field trips, sports tournaments, etc. are responsible for all assignments, tests and quizzes missed and must make the work up immediately upon return to class. The student is always encouraged to seek guidance on studying and time management from any of his or her teachers.

It is our policy that instruction will be aligned with the goals and mission of Hawthorne Academy, as well as the rules of the New Hampshire Department of Education. Instruction will be focused on meeting the instructional needs of students with different talents, interests, and development from a Christian perspective. The instructional program will include:

- Procedures for diagnosing student needs
- Methods and strategies for teaching that incorporate student needs
- Resource-based learning opportunities
- Techniques for the evaluation of student outcomes
- The provision of remedial instruction as needed

When and How: Each teacher at Hawthorne Academy will, within reason, provide each student with the opportunity for make-up work and extra help following absences. Students are responsible for contacting their respective teachers to learn when opportunities exist for make-up work and extra help. See attendance policy below.

Late Homework/ Classwork Policy

At our school, we believe that timely submission of homework and classwork is essential for student success and academic growth. This policy is designed to encourage responsibility and accountability while providing clear consequences for late submissions. By establishing a structured system of penalties, we aim to motivate students to complete their assignments on time and foster effective communication between students, parents, and teachers.

Late Submission Penalties:

- Day 1: 10% deduction
- Day 2: 20% deduction
- Day 3: 30% deduction

- Day 4: The assignment will receive a score of zero, which will remain in our FACTS SIS student information system.

Additionally, students will be required to serve a detention after the third day of missing work. To keep parents informed, a missing work slip will be sent home on the first day an assignment is overdue, ensuring that families are aware of their child's progress. We understand that illness can impact a student's ability to complete work; therefore, for each day a student is absent due to illness, they will be granted an additional day to submit their assignments without penalty. We encourage students to communicate with their teachers regarding any challenges they may face in meeting these expectations.

Course change policy

After appropriate discussion with their teacher/advisor, students may drop and add courses without penalty within the first two weeks of school. After the first two weeks and up until mid-semester, students may change courses only with the approval of the teacher, and Director. Changes in placement to a more appropriate level, as in mathematics and Mandarin, or changes recommended by a student's teacher will be considered separately by the Director. Full time enrollment requires a minimum of 5 credit courses per school year.

Scholastic Progress and Course Selection of High School Students

The scholastic progress goal of any high school student in Hawthorne Academy must be twofold: First, to learn and earn credits in a sequence that will result in a high school diploma in four years, and second, to do so in such a way as to be best prepared for the widest range of opportunities upon graduation.

To meet the graduation requirements set by the New Hampshire Department of Education, a minimum of twenty credits for each student are required. In order for a 9th grade student to progress into the 10th grade, the student must have earned at least 5 credits prior to the start of school in September. To progress into the 11th grade, a student must have earned 10 credits prior to the start of school in September. To progress into the 12th grade, a student must have earned 15 credits prior to the start of school in September.

Hawthorne Academy does not allow auditing of classes, or the retaking of classes, for the sole purpose of improving a passing grade.

Health Admission Requirements

All students must submit a dated copy from their medical provider documenting their latest physical exam and immunization records in addition to completing the HA health assessment. As describe in state regulations, RSA 141-C:2-a through RSA 141-C:20-e, all students must maintain up-to date vaccine status unless notarized documentation regarding lack of vaccine administration is provided to HA. In the event of the occurrence at the school of a disease which has current state requirements regarding vaccination, any student who is unvaccinated will not be allowed to attend until transmission of the disease is no longer a risk. Further information about state requirements including a list of required immunizations may be found at (www.dhhs.nh.gov)

Attendance Policy

The number of absences permitted for each course before credit is lost is listed below:

- Full-year course: 20 absences
- Semester course: 10 absences

Absences beyond this number will result in loss of credit for the course or courses in which the student has been absent. For seniors, loss of credit in a course may result in failure to meet graduation requirements. All absences, whether for a dentist appointment or to have a family day skiing, take students out of the classroom and thus result in the student missing the information taught that day. While there are instances where absences for appointments and sickness cannot be avoided, all efforts should be made to limit these events. In the event of hospitalizations, or severe illnesses that require the student to miss more than 10 absences per semester or 20 absences per year, all efforts will be made to provide tutoring to assist the student once they return to school, and this rule may be waived under such special circumstances. Students over the age of 18 are held responsible for their attendance, however are not considered compulsory students. In the case of students considered to be non-compulsory, failure to adhere to the school attendance policy may result in loss of credit for a course or courses for which the student is enrolled in. All children in the State of New Hampshire between the ages of 6 - 18 are considered compulsory students and are required to attend an approved public, private, or homeschool program according to New Hampshire RSA 193:1.

- It is the responsibility of **parents** to communicate to the school all absences. Please do not have your student call unless they are over 18 in which case the student may communicate with the school regarding an absence.
- Parent's texts, emails or telephone calls should be made as soon as possible at least 1 hour prior to the beginning of the school day.
- Parent's communication need to include contact information to verify the communication
- Parents should call/text/email to Mr Matteson, dmatteson@hawthorneacademy.org or call the office phone (603) 588-6800 or (603) 290-0117
- Parents should communicate to Hawthorne Academy administration any scheduled appointments their child may need to attend that may hinder your child attending school as soon as possible.

Students with 8 unexcused absences or 8 tardies (to any class) will be given a 2 hour Friday evening detention/work assignment.

After an absence it is the responsibility of the student to meet with his/her teacher to determine what work needs to be made up. All missed work must be completed within 3 school days following absence unless special arrangements are made by the teachers. Following a lengthy legitimate absence, a maximum of 15 school days will normally be allowed for the completion of make-up work, unless there are extenuating circumstances. This also applies to mid-term and final exams. Any exceptions to this policy must be approved by the administration.. Appeals for extenuating situations will be considered by the

administration. If the approval is granted, the student and students parent(s) shall be provided an approval letter of the specifics of the expectations of all the parties involved.

Retention of Records Policy

At Hawthorne Academy, we are committed to maintaining accurate and confidential student records in accordance with the Family Educational Rights and Privacy Act (FERPA), ED 407.01, and New Hampshire state regulations. Our policy mandates that individual student records include:

1. Pupil registers for each year the school operates, as required by RSA 189:27-a, containing: a. Student name; b. Date of birth; and c. Town of legal residence;
2. Transcripts of academic performance for each year a student attends the school;
3. Records of high school diploma awards, including the date of award.

These records will be retained for at least five years after a student's graduation, withdrawal, or departure from our institution. Permanent records, such as transcripts and significant disciplinary actions, will be preserved for no less than 60 years to meet legal requirements. Parents, legal guardians, and eligible students (age 18 or older) have the right to access and review these records upon request. Hawthorne Academy ensures confidentiality and restricts disclosure to authorized entities as per FERPA guidelines. When records are no longer needed, they will be securely disposed of via shredding or electronic deletion to safeguard student privacy. In the event of school closure or termination of operations, we will notify the relevant department no less than 90 days prior to the closing date. We will provide:

1. The permanent location of student records, which may be: a. Submitted in a format determined by the school to a local school district or third-party agency; or b. Submitted electronically to the department;
2. The reasons for closure; and
3. The names and contact information of two school representatives for post-closure inquiries.

Our record-keeping systems are secure, accessible, and designed to preserve records for the required duration. We ensure ongoing personnel training to maintain compliance with FERPA and other applicable laws. This policy will be regularly reviewed to ensure alignment with legal requirements and best practices for safeguarding student information.

Code of Conduct

To preserve and honor the academic integrity of a Hawthorne Academy education, students will be held to a code of Christian conduct. Students who violate or promote/encourage others to violate any of the codes of conduct addressed below will face disciplinary measures and possible dismissal. Students who are dismissed from Hawthorne Academy for violating these codes will not be refunded tuition/room/board payments.

Academic dishonesty

The Academy considers any incident of academic cheating or plagiarism as a serious offense. Copying another student's class work or homework, cheating on a test, or turning in any material claimed as one's own but originating from another source are examples.

- Cheating is defined as submitting someone else's work obtained either in or out of class for credit as one's own; giving or receiving (from another student) unauthorized assistance in the preparation of work for credit, and/or using unauthorized materials in the preparation of work for credit.
- Plagiarism is defined as submission of work copied directly from any source, which is not properly acknowledged by citation, bibliography, or reference in the paper itself. This includes re-arrangements of phrases and sentences from outside sources.
- Unacknowledged paraphrasing and the mere restatement of an author's original idea are also considered to be plagiarism.
- Computer-related Academic Dishonesty, wherein a student submits for credit a program which he or she cannot explain, will also be considered to be plagiarism or cheating, as it will be assumed that he or she has copied the program or received unauthorized assistance.

Stealing or destruction of property

The Academy considers stealing and destruction of property an extremely serious offense. (Ex 20:15)

- Stealing is defined as unauthorized use of another student's property, deliberate taking of another student's, teacher's, school's or community's property without permission.
- Destruction of property is the deliberate, willful act of damaging property that is not one's own. This includes property that belongs to staff, students, school or community, including any community property encountered while on field trips or outings.

Unbiblical sexual conduct

We believe that God intends sexual intimacy to occur only between one man and one woman who are married to each other. (1 Cor 6:18; 7:2-5; Heb 13:4.) Also that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman. We believe that any form of sexual immorality (including sex before marriage, adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is sinful and offensive to God. (Matt 15:18-20; Romans 1:26; 1 Cor 6:9-10.) Students need to avoid relationships and situations that would lead

them into sexual immorality. Any student violating these standards face serious consequences including possible dismissal.

Physical interaction conduct

At Hawthorne Academy, we prioritize the importance of personal boundaries and bodily autonomy as fundamental aspects of a safe and respectful learning environment. To reinforce this commitment, we have implemented a policy that prohibits physical touching on campus and during school events, including field trips and fundraisers. Exceptions to this rule include the physical interactions of handshakes, fist bumps, high fives, hugs between siblings and family members, and gym. This policy is crucial for helping students develop skills in self-advocacy, allowing them to understand and communicate their own boundaries effectively. It also teaches the importance of respecting the boundaries of others, promoting a culture of safety and mutual respect. Students are expected to adhere to these guidelines and to stop any unauthorized touching immediately if instructed by a teacher. Continued violations of this policy will result in disciplinary action. By instilling these essential skills, we aim to create an environment where every student feels safe and empowered.

Disrespect for authority

Hawthorne Academy's students will follow the teachings of Rom 13:1-2, which tells us to respect authority. It is imperative for the function of the school that respect be shown to authority and to each other at all times. (Eph 4:32) Students found deliberately violating the code of conduct may face serious consequences including possible dismissal, academic probation or academic monitoring. In addition students face not being invited to return to continue their studies in subsequent years.

Alcohol, illegal drugs, cigarettes, pornography, drug paraphernalia, weapons, contraband

The director has the right to search student's rooms, lockers, cars and personal possessions if there is reason to suspect alcohol, illegal drugs, cigarettes, pornography, drug paraphernalia, weapons or contraband present. Any searches will be done in the presence of at least one other staff member. The possession or use of any of these items by any student on campus is a serious misconduct and student's will face consequences up to and including dismissal from school. In addition the director will notify the Antrim Police Department of any illegal activity and abide by the decision of the Police Department decisions. Any student who comes to the director seeking help for themselves in relation to an addiction problem will receive guidance and help and will not face dismissal as long as they do not bring any alcohol, cigarettes, pornography or illegal drugs onto campus. This is conditional on the student continuing in sobriety and in their counselling program per terms arranged with the director. The decision to offer this help in lieu of dismissal/disciplinary action is solely within the jurisdiction of the director.

Bullying

Harassment and bullying violate the rights of others and go against the teachings of Jesus, and will not be tolerated at Hawthorne Academy. Bullying/Harassment can take shape in many forms, repetitive negative comments, making false accusations, cyberbullying via social media and retaliation against those who report concerns. Students are encouraged to report any behavior that is seen as bullying and these reports will be investigated, students are encouraged to talk directly to the director, but may talk to any teacher/staff. Staff who note such behavior, or who have any incidents reported to them will take careful note and report incidents to the director. The director may at his/her discretion investigate the incident alone, or may involve a small group including other teachers to investigate these incidents. Parents of all students involved will be informed of the incidents by the director within 48 hours. Students involved in any type of bullying will face serious consequences up to and including dismissal from Hawthorne Academy.. If any credible threats have been made which threaten physical harm, these will be reported to the Antrim Police Department.

Violations against Statement of Faith

Students who actively promote, propagate or engage in activities that violate Hawthorne Academy's statement of faith will face disciplinary action up to and including dismissal from Hawthorne Academy. This includes in person, phone, text and online activities, both within and outside of the school.

Dress code

STUDENT DRESS AND APPEARANCE EXPECTATIONS

The purpose of Hawthorne Academy's dress and appearance expectations is to enable the student to demonstrate traits of a discerning leader by making appropriate dress and appearance choices that reflect Hawthorne Academy's character traits of wisdom, integrity, excellence, and dignity.

—Therefore, I urge you, brothers, in view of God's mercy, to offer your bodies as living sacrifices, holy and pleasing to God, this is your spiritual act of worship. Do not conform any longer to the pattern of this world but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is – His good, pleasing, and perfect will.

(Romans 12:1-2).

Hawthorne Academy students will honor God, honor others, and honor themselves by coming to school:

- ready to learn
- prepared to lead
- projecting a positive image that stands out as distinctly different from the secular world
- clean, neat, and well groomed (clothing in good repair)

- modestly and tastefully dressed

Shirts

Full shirts either polo, tee shirts, sweatshirts, sweaters or dress shirts are allowed. Short shirts that show the midriff, crop-tops, and tank-tops are not appropriate. Shirts with inappropriate pictures, slogans, or writing are not acceptable. Shirts that have low necklines or that are sheer/see-through are not permitted.

Skirts

Modest-length skirts. The minimum length guideline is 2 inches above the knee.

Shorts

Shorts will maintain the 4 inches above the knee

Pants

Boys: Full-length, well-fitted men's pants.

Girls: Full-length, well-fitted women's pants. Capri pants and pedal pushers are allowed.

Leggings are not permitted, however leggings may be worn under shorts or skirts. Pants are not permitted to hang below the waist line.

Hairstyles

A moderate and reasonable hairstyle, clean and neatly groomed, is appropriate. It is the prerogative of the principal to suggest changes. Boys may have facial hair provided it is neat and clean.

Accessories

Refrain from wearing sunglasses in the school building. Accessories that promote lifestyles that are contrary to Hawthorne Academy's Christian values will not be permitted. This includes, but is not exclusive to items located on clothing, school supplies, lockers and backpacks.

Footwear

Wear shoes/footwear always. Shoes must have a wide, low heel so as not to impair movement during activities or movement through the halls. Wear athletic shoes for PE days. Being barefoot or only wearing socks is not permitted unless approved by the administration for certain activities.

Lack of Discernment in Dress or Appearance

A student whose dress or appearance is not honoring Hawthorne Academy's mission, purpose and stated expectations will be addressed by the administration immediately. The dress expectations apply in the

classroom and building on school days and at any school-sponsored activities. Parents are responsible to see that their children are dressed properly when they leave for school.

Teachers are expected to wear modest clothing and appropriate attire as to be good examples to the students and display Christian character.

Gender/Sexuality

Hawthorne Academy follows the biblical principle that God created both man and woman, and in doing so made them uniquely different and according to His plan. Following this principle, Hawthorne Academy only recognizes the genders male and female in the biological and biblical sense. Hawthorne Academy staff and students shall address everyone according to their proper biological pronouns and given names according to school records. Conversations and behavior contradictory to Hawthorne Academy's **Unbiblical Sexual Conduct policy**, as stated above, may result in serious consequences for the student including possible dismissal. Students who promote unbiblical sexual lifestyles through conversation, clothing, property or paraphernalia while on the Hawthorne Academy campus or on school outings may be subject to disciplinary action.

Student Support and Special Learning Needs

Hawthorne Academy provides support for students with various learning styles who have mild, or specific learning difficulties. These students are capable of functioning in the academic mainstream, but require small group or individual attention. Students will be provided small group or individual academic support sessions set up within the school day as much as is possible within staffing constraints.. In some cases, the PE, World Language or Mathematic requirement will be deferred to a later academic year in order to give a student the support he or she requires. Students participating in the Hawthorne Academy program take mainstream classes, although other students may have a reduced course load in order to schedule support classes. The support program emphasizes self-management, organization and the student's understanding of his or her learning styles. A supplemental tuition fee may be charged according to the number of individualized sessions required.

It is hoped that students will develop study habits, which will enable them to achieve as much as possible from all courses and programs. The following are "tips" that should lead to desirable study habits:

- Listen carefully to assignments, instructions, and directions.
- Do not be afraid to ask questions of the teachers.
- Use notebooks to write down assignments, projects, etc. Be equipped with textbooks, pens, pencils, rulers, etc., for whatever the assignment is.
- Schedule a definite time and place to study. It should be quiet and free from interruptions.
- Budget time wisely, and try to keep to a schedule.
- Do not put an assignment off; tackle it promptly, and keep at it until it is completed in a neat, accurate, and correct manner.

- Do not waste time in study halls. These provide valuable time to work on assignments.

Textbooks and School Property

Classroom teachers distribute books at the beginning of the year. While most textbooks are the property of the student once purchased, all musical instruments and some textbooks are the property of the school. We ask, that while it is understood that the purchased textbooks belong to the student, that students do not write in them through the year to maintain academic integrity. Students are expected to care for musical instruments and school owned textbooks accordingly and return them in good condition. Students will be charged for those textbooks/ musical instruments, etc that need to be replaced.

RSA 189:11 Civics Compliance of Hawthorne Academy

It is understood, that in compliance with RSA 189:11, Hawthorne Academy will maintain courses in civics, and the history, government and Constitutions of the United States and the State of New Hampshire within its K-12 course of studies.

Program of Studies K-5

Reading: Kindergarten students will progress from pre-reading activities, which will include concepts such as print awareness, sequencing, picture reading, listening comprehension, alphabet recognition, and letter sound association though to reading words with short vowels, single consonants, consonant blends, digraphs, long vowels, and r-influenced vowels They will also learn how to respond to punctuation: period, exclamation point, question mark, quotation marks during reading.

Handwriting: Students will learn letter formation, principles of slant, alignment; spacing, pencil hold, and posture.

Mathematics: Students will learn the names of numbers, shapes and counting sequences. They will learn to count objects, compare numbers, and work with numbers to gain an understanding of place value. Students will gain an understanding of measurable attributes. Students will also be able to classify objects and count the number of objects in each category, as well as identify, distinguish differences of, and compare shapes.

Art: Student will use drawing, painting, making crafts to match the unit themes of the lessons (examples: puppets, papier-mâché)

Music: Traditional and piggyback songs; music games

Heritage Studies: Students will learn Geography: U.S. landmarks; history: Native Americans, colonial life; culture: families, community helpers, Hispanic culture, Bible times, farming, and American celebrations

Science: Students will appreciate God's creation, learning about birds, bugs, magnets, seasons, water, our bodies, weather, rocks, oceans, sun, moon, plants, and animals and experience hands-on activities.

Bible: Students will look at Bible stories including the bible characters of Noah, Abraham, Joseph, Moses, Joshua, Jonah, and Christ. • Topics include creation, learning about the Bible, the life of Christ, prayer, and missions.

Grade 1- 5

English and Grammar -Students in Grades 1-6 focus on English/Grammar in a progressive building of skills with repetition and reinforcement of English grammar rules. Students will learn to identify all parts of speech, types of sentences, suffixes, prefixes, synonyms, antonyms, correct punctuation, diagramming and much more. They also will build writing skills ranging from simple sentences to complex essays.

Handwriting - Students will learn first manuscript letter formation and then cursive handwriting using correct posture, paper position, and pencil hold; being consistent in slant, letter alignment, and spacing; practicing letter formation with words, sentences, Bible principles, and poems.

Spelling - Word lists will be presented weekly, using phonics based rules and groups. Students will learn the spellings, meanings and how to use words through practice papers, writing assignments and weekly tests.

Reading- Using phonics based teaching that progresses from simple words to complex readings students will learn literal, interpretive, and critical comprehension, and be able to decipher meanings of words from text.

Bible- Students will be presented with a chronological and thematic study of some of the stories in the Old and New Testaments. Classes will promote thoughtful interaction with the Bible text through questions and answers, encouraging students to read and memorize the Scriptures on their own. They will

learn how to use cross-references, concordances, dictionaries, and most importantly to apply scripture to their lives building a personal relationship with God

Science -Students will learn Life Science, Earth Science, Physical Science and some Chemical Science from a Biblical 7-day creation based approach. Classes will consist of both seat (book work) as well as hands-on activities and experiments.

Heritage Studies -Heritage Studies will teach the basics of American history, including America's beginning, the Trail of Tears, the Revolutionary War, the French and Indian War, the War of 1812, the Civil War, the Bill of Rights, and the Preamble to the Constitution. Additionally, students will learn geography and map skills, including the locations of continents, countries, oceans, and major geographical features. RSA 189:11(I-a)(a) requires "dedicated class time for civics in each elementary grade, which can be integrated with other subjects." To comply with this requirement, Heritage Studies will integrate civics education through activities such as discussing the formation of the government during the Revolutionary War, exploring the impact of the Bill of Rights on daily life, and understanding the influence of geography on historical events.

- Civics education is to be integrated into other classes. (Examples of Use) In Language Arts, students will read historical documents and write essays on civic themes, or engage in debates on historical decisions. Mathematics lessons will involve analyzing statistical data related to historical events or understanding voting patterns. Science classes may discuss the impact of civic policies on environmental conservation and public health. Art projects may include creating posters promoting civic engagement or illustrating historical events. Physical Education will incorporate discussions on teamwork and civic virtues like cooperation and respect. Through these integrations, students will gain a comprehensive understanding of their civic roles and responsibilities.
- Coordination of these activities will be done in collaboration with teaching staff of Hawthorne Academy and Administration on a monthly basis.

Math- Students will progress from simple counting all the way through functions and coordinate graphing, integers, exponential expressions, and prime factorization.

Sixth, Seventh, and Eighth Grade

Bible- students will work through the gospels and teachings of Jesus. Classes will promote thoughtful interaction with the Bible text through questions and answers, encouraging students to read and

memorize the Scriptures on their own. They will learn how to apply scripture to their lives building a personal relationship with God

English and Grammar- Students will continue to add to their base of knowledge of all parts of speech, grammar and punctuation rules. In addition students will write essays, literary reviews, step-by-step instructions, business letters, and poetry.

Vocabulary- students will have weekly vocabulary lists focusing on roots of word, prefixes, suffixes, and most commonly misspelled or misused words.

Literature- Students will explore literature in a variety of genres and from a variety of time periods, exploring terms and concepts used in literary analysis.

Math-Grade 7 Building upon the principles taught in previous grades, students will review arithmetic calculation, measurements, geometry, and learn pre-algebra concepts, working with fractions, the metric system, scientific notation, Pi, graphing inequalities, multiplying algebraic terms, the Pythagorean Theorem, and the slope-intercept form of linear equations.

Pre-Algebra, students in grade 8 will learn prime and composite numbers; fractions & decimals; order of operations, coordinates, exponents, square roots, ratios, algebraic phrases, probability, and how to work with the Pythagorean Theorem.

Heritage Studies- Prepares students to be informed and active citizens. In accordance with RSA 189:11(I-a)(b), Hawthorne Academy will offer a half-year course in Civics and Government for middle school students (grades 6, 7, or 8). This course will be in addition to our curriculum in World and U.S. History, which explores the geography, history, government, economics, cultures, and religious influences shaping societies. In the half-year Civics and Government course, students explore foundational principles and functions of the U.S. government. They will learn about the Constitution, including the Preamble, the Bill of Rights, and other key amendments. Students will study the three branches of government—executive, legislative, and judicial—their roles, and how they interact through the system of checks and balances. They will explore the electoral process, the importance of voting, and how local, state, and federal governments operate. Additionally, students will examine significant Supreme Court cases and their impact on American society. This course aims to equip students with a thorough understanding of their civic responsibilities and the workings of their government.

Science- 7th and 8th graders learn Life Science and Earth Science on a rotational basis

Life Science - students will learn biblical vs. naturalistic worldviews, characteristics and classification of life, cell theory, structure and function, cellular respiration, photosynthesis, DNA replication, RNA transcription, protein synthesis, cell division, mitosis and meiosis, genetics, microorganisms structure, movement and reproduction, plant reproduction and life cycles, characteristics and classifications of invertebrates and vertebrates, structure and function of human organs, muscles, blood, skin, bones, circulatory and lymphatic system, water cycle, oxygen and carbon cycles, nitrogen cycle, and pollution classification/solutions.

Earth Science - students will learn cartography, matter, forces, energy, and measuring, old- and young-earth origin theories of the earth; evidences for catastrophic changes in the earth's history, tectonic forces, faults and earthquakes; non-tectonic mountains and landforms, volcano activity and classification, identifying and classifying minerals, the process of fossilization; paleontology, fossil fuels, weathering, erosion, and deposition; soils and soil formation, ocean basins and landforms, ocean environments, tides, currents, and waves, deep-sea exploration, stream characteristics; lakes and ponds; limnology; groundwater reservoirs and groundwater chemistry

Music- students in 7th and 8th will join with high school students in instrumental and vocal groups.

Program Overview- High School

The curriculum is designed for students to fulfill and exceed graduation requirements, college preparation, and personal interest. Instructions target mastery of content knowledge in all academic areas usually required for entrance to higher learning institutions. Elective courses are subject to cancellation due to insufficient enrollment and/or funding.

English

The department will provide opportunities for students to:

- develop study skills, including strategies for reading, note-taking, and notebook organization;
- practice reading in a variety of literary genres;
- sharpen critical and analytical skills with sophisticated literature;
- write literary essays and formulate a thesis from evidence in a text;
- enhance skills of oral expression through discussion and presentations;
- acquire composing skills from sentence to paragraph to essay;
- write and rewrite extensively to develop a mature writing style and to build confidence in their own writing process;

- Use mentor text to develop writing skills through analysis
- Write personal narratives and sharpen skills to prepare for college level essays
- experiment with writing fiction, poetry, and personal essays;
- master the fundamentals and terminology of English grammar;
- enrich their vocabulary.

Hawthorne Academy students are required to take a full credit English course per year.

English-Language Arts and Fundamentals of Literature 1 credit

Language Arts and Fundamentals of Literature reviews parts of speech, basic sentence patterns, usage, and mechanics. Dictionary skills, library skills, study skills, and the writing process are exercised and implemented throughout the course. New vocabulary is introduced weekly. Writing projects include a comparison/contrast paragraph, a personal narrative, a research essay, a personal response to literature.

English-Language Arts and Elements of Literature 1 credit

Language Arts and Elements of Literature covers grammatical rules: including parts of speech, verbal phrases, clauses, usage, and mechanics of English grammar. Test taking strategies, as well as library skills and dictionary skills are reviewed. The writing process teaches writing strategies such as sentence expansion and reduction, coordination and subordination, and parallelism. Writing projects include a persuasive speech, editorial, eyewitness report, research essay, cause-and-effect essay, short stories, poetry and metaphor, and webpage design.

English- Language Arts and American Literature 1 credit

American Literature and Composition focuses on building skills, confidence, and independence in reading and writing. This yearlong course introduces keystone texts in American literature that reflect the development of unique American literary voices while students build their knowledge of SAT vocabulary, grammar, and economy of style. Students develop their unique writing voices through frequent drafting, deep revision, and careful editing. Our writing focuses on developing a clear, consistent narrative voice and engaging the reader using exposition, description, and narration. Students practice analytical and personal essays, experiment with short fiction and poetry.

English -Language Arts and British Literature 1 credit

Language Arts, British literature and Composition prepares our students for college level writing requirements, increased vocabulary skills, analytical analysis and high SAT scores. Students are encouraged to apply grammatical knowledge to communication. Projects include a research paper, a literary analysis, a folktale, a narrative poem, a hymn, an analytical essay, an interview, a memoir, an analogy, and an in-class essay.

English as a Second Language ESL 1 credit

This course is designed to assist students whose primary language is not English to become more proficient in the English Language. Students will progress based on their current abilities with a goal of being able to achieve a high score on a TOEFL test and to become competent in life skills .

History

While the core skills of analytical reading, writing, debating, and researching are consistently taught, creativity and flexibility in the classroom are also hallmarks of Hawthorne Academy's History Department. All these skills are designed to enhance individual learning and to develop within each student a love for historical inquiry.

The department expects students to:

- develop reading skills for primary and secondary sources;
- construct and articulate arguments both orally and in writing;
- write essays and formal papers using a variety of evidence;
- take effective notes from reading, discussion, and lecture;
- improve research skills using print and online resources;
- display knowledge and understanding using technology;
- pursue areas of individual interest;
- cite sources properly.

World Geography 1 credit (Credit allowed for 8th graders taking this course)

The course, World Geography introduces students to the different geological, cultural and political areas throughout our world. This course will build a foundation of analytic writing, note-taking, presentation, and research skills.

World History 1 credit (Credit allowed for 8th graders taking this course)

Students have an opportunity to study world history through a Biblical lens. In this course there is a commitment to developing the skills of analytical writing, study and time management, and the integration of technology.

American History/NH History 1 credit

This course offers students the chance to explore American History topically and engage in an examination of our nation's history. In addition, a portion of this year's class is devoted to NH History. This course shares a commitment to reading complex text and developing reading skills while focusing student writing on rigorous analysis and argument. Students will develop skills in historical research and writing, while gaining an enhanced understanding of American History and historical context.

Economics ½ credit

This sequential series is an introduction to Economics followed by US and NH Civics. Economics covers the financial concerns of many different socio-economic levels, including the government, businesses, and personal finances, with Scriptural principles applied to all areas. Students will learn the laws of supply and demand, circular flow of income and products, use of money, banking, and government intervention and free market ideals.

Government/ Civics 1 credit

In Civics students will learn about essential features of American government, from its historical and scriptural foundations to detailed analysis of its inner workings. The course provides an in depth examination of changes and developments in our government with an emphasis on the U.S. Constitution and current events. Hawthorne Academy Civics students must pass their Civics course by attaining a locally sanctioned passing grade on a competency assessment that covers the nature, purpose, structure, function, and history of the United States government, the rights and responsibilities of citizens, and noteworthy government and civic leaders. Additionally, students must achieve a grade of 70 percent or better on the 128-question civics (history and government) naturalization examination developed by the 2020 United States Citizen and Immigration Services to be eligible for a graduation certificate according to RSA 189:11(II)

Public Speaking 1 credit

This Christ-centered course equips students with the skills and confidence to communicate effectively in a variety of settings. Through the study and practice of speech organization, vocal delivery, body language, and audience engagement, students will explore multiple formats including persuasive, informative, narrative, and devotional speaking. Emphasis is placed on ethical communication, active listening, and the power of words to inspire and uplift. Rooted in biblical principles, students will learn to speak with clarity, humility, and conviction—whether presenting in chapel, leading classroom discussions, or participating in community events. Creativity and humor are encouraged as students discover their unique voice and learn to use it for God's glory and the good of others.

Mathematics

The primary concern of the Mathematics Department is the development of a student's ability to think logically and to be able to understand mathematical processes and concepts. God provides ample proof of mathematics through all His creation. We emphasize the development of the individual, both as a thinker and one who computes.

Objectives

To implement our philosophy, we believe that each student should:

- Understand mathematics as a logical system
- Have a knowledge of, and be competent with, basic mathematical processes and concepts
- Develop efficiency and accuracy in computation
- Acquire the ability to solve problems
- Learn the method of deductive proof

- Use logical thinking to discover both generalizations and applications
- Develop the skills and vocabulary essential to future mathematical study
- Develop creativity and curiosity
- Understand the relationship between mathematics and the other academic disciplines
- Understand and appreciate the role of mathematics in society.

Algebra 1/2 1 credit

- Whole Numbers
- Fractions
- Decimals
- Ratios, Rates, and Proportions
- Percent's
- Units of measurement
- Basic Geometry
- Basic Statistics
- Signed Numbers
- Basic Algebra

Algebra I 1 credit

- Introduction to variables
- Real number axioms
- Linear equations and inequalities in one and two variables
- Graphing in the plane
- Operations with polynomials
- Factoring Laws of exponents (including negative exponents)
- Rational expressions
- Linear and quadratic functions
- Irrational numbers
- Quadratic formula

Geometry 1 credit

- Angles in the plane
- Parallel and perpendicular relationships
- Congruent triangles
- Quadrilaterals and regular polygons
- Similar triangles
- Special triangles
- Circles and angles in circles
- Constructions and loci
- Coordinate geometry
- Areas of polygons and circles
- Deductive proof and applications to three dimensions emphasized throughout
- Trigonometry of right triangles
- Laws of sines and cosines

Algebra II 1 credit prerequisite Algebra I

- Real number axioms
- Linear equation and inequalities in 1, 2, and 3 variables
- Linear systems
- Quadratic equations and functions
- Irrational numbers and radical expressions and equations
- Complex numbers
- Techniques for solving polynomial equations
- Exponential functions, equations, and properties
- Logarithmic functions, equations, and properties
- Rational expressions including negative exponents
- Rational expressions and equations
-

Precalculus 1 credit -prerequisite Algebra II

- Functional analysis including composition and inversion
- Polynomials with factor theorem and rational roots theorems
- Exponential and logarithmic functions
- Trigonometric functions and their inverses
- Trigonometric identities and proofs
- Advanced triangle trigonometry
- Sequences and series
- Mathematical induction

Calculus 1 credit - Prerequisite Precalculus

- Limits and continuity
- Derivatives of algebraic functions
- Chain Rule, implicit differentiation
- Applications in curve tracing, related rates, and max-min problems
- Mean value theorem
- Integration
- The fundamental theorems of calculus
- Applications in areas and volumes
- Calculus of circular functions
- Methods of integration-substitution
- Approximating integrals by rectangles or trapezoids
- Analytic solution of variable-separable differential equations

Business Mathematics 1 credit

- Basic principles of how to manage a business
- Investments
- Banking
- Income taxes

- Business loans
- Bookkeeping
- Corporate bonds
- Accounts payable
- Accounts receivable

Consumer Math 1 credit

- Basic principles of how to manage personal finances
- Investing
- Banking, checking, and savings
- Loans
- Mortgages
- Bills and Payments
- Personal money management
- Budgeting
- Personal money management
- Stewardship
- Investing

Science

Science education for our students will provide them with science process skills, scientific concepts, and those resources necessary for the development of scientific literacy. The curriculum is presented in a hands-on approach and is appropriate for the developmental level of all our students. While evolutionary science concepts are introduced and explained, Hawthorne Academy's curriculum and teaching strongly support creation science.

The scientifically literate person:

- Understands that the generation of scientific knowledge depends upon the inquiry process and the ability to propose hypotheses;
- Distinguishes between scientific evidence and personal opinion;
- Identifies the relationship between data and interpretation;
- Recognizes the limitations as well as the usefulness of science and technology;
- Recognizes the human origin of science and understands that scientific knowledge is subject to change as evidence accumulates;
- Has sufficient knowledge and experience to appreciate the scientific work carried out by others;
- Continues to inquire and increase scientific knowledge throughout life.

Agricultural Sciences ½ credit

This course is an exploration of the science behind food, farming, and sustainability. In this class, you'll uncover the secrets of plant growth, soil health, animal husbandry, and innovative agricultural technologies. From understanding the lifecycle of crops to delving into the intricacies of livestock management, you'll gain practical insights that shape the food we eat and the environment we depend on. Through hands-on experiments, field trips, and discussions, you'll learn how to balance productivity with environmental conservation, ensuring a greener and more nourished planet. Join us as we dig into the science that powers agriculture, cultivating a deeper connection to the food systems that sustain us all.

Physical Science 1 credit

This course is an exciting introduction to the world of physics and chemistry. It provides an essential foundation for subsequent science courses. Areas covered include electricity, magnetism, chemistry, thermodynamics, sound, light and waves. Foundational laboratory skills will develop with demonstration and laboratory work.

Biology 1 credit

This course is intended to increase the student's awareness of the relationships between scientific thought, current knowledge in biology, and everyday living. In addition, there is an emphasis on helping students become biologically literate through encouraging the scientific method and a spirit of inquiry about the living world. Topics to be covered include basic biological chemistry, cell structure and function, metabolism, Mendelian and molecular genetics, DNA, systems of the human body, and other related topics. A variety of assignments including laboratory investigations, projects, papers, and reviews of current issues in biology will assist students in understanding the major concepts being covered.

Chemistry 1 credit

Chemistry is designed to introduce students to the relationships between the composition and structure of matter and the ways in which matter "behaves." Students completing chemistry will be familiar with the language of chemistry, the use of the periodic table, the properties of common substances, the principles governing these properties, and a variety of standard laboratory techniques. Emphasis is placed on understanding reactions both theoretically as well as through classroom demonstrations and student laboratory work.

Introduction to Physics 1 credit

This course is a journey into the fundamental laws that govern our universe. Students explore the mysteries of motion, energy, and matter as we explore the building blocks of nature. From the elegance of Newton's laws to the electrifying concepts of electricity and magnetism, this class will ignite your curiosity and challenge your understanding of the physical world. Through engaging experiments, interactive discussions, and problem-solving adventures, you'll gain insights into the mechanics of our

everyday experiences. Join us in this exploration of the forces, particles, and phenomena that shape our reality and lay the foundation for advanced scientific inquiry.

Physics 1 credit

Physics studies the interaction of forces and energy in our everyday lives. Physics will focus on mechanics, electrostatics, and magnetism. The course begins by learning how to describe the motion of an object and then how to apply Newton's laws of motion and conservation of energy to the situation. The course will conclude with electrostatic forces and magnetism. Some of the labs that will be conducted during the year include solving for acceleration due to gravity, projectile motion (cannon) lab, and building and testing DC circuits. While mathematical relationships will be used throughout the course, the laws of physics and various phenomena will also be described conceptually to help balance the impact of the mathematical component of the class.

Prerequisite: Algebra I

Recommended: Current enrollment in Algebra II or higher

Technology

Technology will be made available to Hawthorne Academy students in two ways. Students need knowledge of how to access online tools for research, writing, calculation, and presentation. They also need access to technology as a subject of study. The department strives to make technology available in both ways.

The objectives of the ICT curriculum are as follows:

- To make sure all students have a knowledge base to use basic computer services, including email, World Wide Web access, word processing, spreadsheet software, and presentation software.
- To otherwise facilitate the use of technology in all areas of study as needed;
- To allow students to pursue topics in computer science according to individual interest and ability.

Information and Computer Technology (Grades 9-12) ½ credit

This course continues the development of computer science concepts. Course content focuses on use of Microsoft office programs as well as Google Suite's programs. Students will use the skills gained in this course to build their own personal ICT portfolio of work throughout their studies at Hawthorne. In cases where students are unable to take ICT they may challenge this course by demonstrating proficiency in all concepts taught in ICT.

Introduction to Computer Programming (Grades 9-12) ½ credit

Hawthorne Academy's goal in providing computer programming to stimulate interest, and build basic core knowledge in computer programming. Using the MIT based Scratch program, students will learn

how to program using the block format. This course requires a minimum of 6 students and may at times be unavailable based on teacher availability

Introduction to Computer Programming II (Grades 9-12) ½ credit

This course builds on the skills obtained in Introduction to Computer Programming I. It further discusses procedures, variables, decision-making, loops and nested loops, string processing, lists and their uses in programming. Students are required to solely complete a larger programming project at the end of course as a semester project. This course requires a minimum of 6 students and may at times be unavailable based on teacher availability.

Programming in Java I (Grades 9-12) ½ credit

Java is one of the most widely used computer programming languages. This course teaches beginning skills in Java programming. This course requires a minimum of 6 students and may at times be unavailable based on teacher availability.

Programming in Java II (Grades 9-12) ½ credit

Java II continues to expound upon the skills taught in Java I programming. This course requires a minimum of 6 students and may at times be unavailable based on teacher availability.

World Language

The purpose of the World Language Department is to teach students the necessary skills to communicate and interact effectively in an increasingly smaller world. “Go ye into all the world” requires communicating in languages other than just our own. The World Language Department provides students with the skills to:

- Communicate with confidence utilizing the four essential language skills (listening, speaking, reading, and writing);
- Think logically as they learn the structure of the language;
- Enrich their vocabulary;
- Enhance their understanding of the culture, language, and literature;
- Prepare them for college-level material;
- Enable them to adapt within a foreign environment using skills learned.

Sign Language I 1 credit

This course is designed to introduce students to American sign language. The course introduces basic communication structure and vocabulary. Students will progress through language development and will be able to communicate greetings, introduce family members, communicate information to the deaf through fingerspelling and signing

Creative Arts

Our Heavenly Father has created a world of beauty . Active participation in the arts promotes positive intellectual, emotional, spiritual, and aesthetic development. A challenging, yet caring, environment allows students to develop their talent and skills to their fullest potential. Our program builds confidence and discipline in students, and encourages an appreciation for the artistic contributions of others.

The department seeks to:

- introduce students to the world of the creative arts;
- encourage self-expression through participation in classroom and extracurricular activities in the creative arts;
- promote the ability to listen and perceive, not just to hear and see
- Appreciate the beauty of God's creation

Art ½ credit

HA offers art class which provides students with the opportunity to explore different mediums and styles, including, drawing, painting, sculpture, printmaking, and design. Students will explore silhouette painting, mirrored painting, 3D drawing, light source drawing, depth perception, self portraits and more. Additional students in HA's Art class collaborate to produce the school's yearbook.

Art, Music, and Culture Appreciation ½ credit

Art, Music, and Cultural Appreciation Class—a vibrant journey through the world of art, music, and diverse cultures! This unique class combines students from various grades to explore art forms like painting, sculpture, and music from around the globe. Get ready to dive into different traditions, learn from guest artists and musicians, and even collaborate on exciting projects. Through interactive discussions and hands-on experiences, you'll not only enhance your artistic skills but also develop a deeper understanding and respect for cultures worldwide. This class is your gateway to creativity, teamwork, and a broader perspective on the world.

Music

Introduction to Music ½ credit

This class will introduce students to the fundamentals of music, including reading music, understanding rhythm, signature and dynamics notation. Students will learn basic skills playing the ukulele or recorder and solfege. Students will be taught music notation and correct playing technique. Elements of melody, harmony, articulation, phrasing, chord structure and musical structure will be addressed.

Choir ½ credit

This choral ensemble will perform two concerts annually and sing for various school events. All Concert Choir members learn the basic techniques of choral singing: breathing, intonation, diction, phrasing, blend, tone, and articulation. While there is not regular homework, students have responsibilities for work outside of rehearsal that enriches their understanding of music in general and choral music in particular. This work is a factor in their grade for the course. Choral classes need an enrollment of at least 6 students for class to be held.

Instrumental Ensemble ½ credit

This course is open to anyone with two or more years of experience on their instrument, or with approval of the instructor. In addition to large group ensembles, there will also be opportunity for small woodwind ensembles, brass ensembles, string ensembles and percussion ensembles based on the student body's musical abilities. Small group ensembles will be filled by audition only and require at least 4 students to create a class.

Health and Wellness

Today's adolescents face choices and pressures affecting their whole health, the quality of their relationships, and their development as responsible, caring, and educated adults. Health is described as much more than the "absence of disease" and it includes more than being physically fit. It is multifaceted and includes social health, emotional health, intellectual health, physical health, spiritual health, and vocational health concepts. Each of the components in this category work to assist students in living a healthy life that is glorifying to God. Each division has its own objectives that work to meet the goal of developing holistically healthy individuals.

Christian Psychology 1 credit

This course is designed to integrate the complex insights of psychological science with the timeless truths of biblical wisdom. In this class, we will explore how Christian faith and psychological principles intersect to offer a holistic understanding of the human mind and behavior. Through a biblical perspective, we will examine psychological theories, mental health practices, and counseling techniques, all while grounding our discussions in Scripture. Expect a dynamic learning experience that not only deepens your knowledge of psychology but also strengthens your spiritual foundation, equipping you to approach psychological issues with compassion, discernment, and a Christ-centered worldview.

Health ½ credit

The Health Education Course is designed to impart to students the ability to use analytical and critical thinking, as well as Christian principles in ways that will enable them to live healthier lives. Students

will learn body systems, be trained in cardiopulmonary resuscitation and first aid. They also learn how to access and evaluate information, recognize differences between double blind controlled studies and anecdotal evidence, analyze current and potential life influences, develop skills to avoid unhealthy choices, resolve conflicts with respect, maintain healthy microbes while avoiding unhealthy microbes, and advocate for positive health choices both personally and for others.

Physical Education ½ credit

Hawthorne Academy offers Physical Education which provides a foundation of knowledge and skills for numerous sports including tennis, basketball, biking, and cross-country skiing. Hawthorne believes that incorporation of active times during the school day not only strengthens the body but also provides needed physical activity for the students to perform their best in all other areas. For this reason, twice yearly hikes are incorporated into each school year.

Parent /Teacher Communication

Parents are pivotal in our student's education, and HA encourages our parents being informed and involved. HA uses a student information system (SIS), FACTS .Parents can view their children's specific information, such as grades, attendance, homework, upcoming tests, class and school announcements through a parent portal. To access the parent portal, parents should go to <https://factsmgt.com/> ,click on ***parents portal*** and then on ***family portal***. Select ***create new parent's webaccount***, and enter **HA-NH** into the District code field. Use the email address you provided to the school on your application. Then simply click ***create account***. Parent's are encouraged to check this frequently. They also should feel free to contact teachers, while understanding that teachers cannot talk during their class time and do deserve their evenings and weekends for time with their families

Snow/Emergency Day Policy

- Weather-related school status will be posted at [Closings & Delays - WMUR 9 News](https://www.wmur.com/weather/closings) www.wmur.com/weather/closings and sent via and text to all parents, school faculty and staff by 6:30 a.m.
- We may have two-hour delays. In these cases, Hawthorne Academy will notify parents, school faculty and staff by 6:30 a.m. via text and through www.wmur.com/weather/closings
- We may close early for inclement weather conditions. The school will stay open until all children are picked up/transported home.
- Should conditions allow during inclement weather, Hawthorne Academy reserves the right to hold remote learning snow days. We will transition to a form of remote learning through Google Meet or Zoom, using synchronous and asynchronous learning. Parents shall be notified by the Hawthorne Academy administration by 6:30 a.m. should this occur . Staff and faculty will be notified in the same fashion as well through www.wmur.com/weather/closings.

- Hawthorne Academy teachers and administration will be in touch with schedules and encourage your children to have their devices with them when appropriate.
- In order to make sure the campus is safe and accessible, all staff, faculty, parents, and students must not visit the campus during inclement weather that results in a snow/remote day, early closing, or late start. For safety reasons, no one shall be permitted on the campus until the area is cleared of snow and ice, unless given expressed permission from Hawthorne Academy administration.

Professional Ethics for Hawthorn Academy Staff

Our educators are entrusted with the responsibility to teach our children Christian virtues, and values; therefore, educators are held to the highest ethical and moral standards. All educators are expected to uphold and adhere to all state and national laws, regulations and to Hawthorne Academy's policies and procedures, including respecting intellectual property and ownership rights, communicating and treating colleagues, students and families with dignity and respect, not accepting any "large or significant" gift or favors which would influence or appear to influence professional decisions, reporting all suspicion of child abuse to the Department of Children, Youth and Families (DCYF), respecting the confidential nature of communications received and given, as well as advocating for the best education each student can receive. As Christians we are all one family; we need however to be cognizant of the potential for adult misconduct toward our students, as staff, we must maintain professional boundaries, while still providing a "safe haven" for students to be able to share their concerns. As such, all Hawthorne Academy educators and staff are to follow the following protocols.

1. Any suspected abuse of a child must be reported to DCYF for investigation. Any suspicious behavior of any employee towards any student must be reported to management immediately.
2. If not already reported, management will report any credible reports to Antrim Police Department and/or DCYF as appropriate.
3. Adult staff members may transport students ONLY with parental permission. All efforts should be made to avoid any situations where a male staff member is transporting a single female student, or a female staff member is transporting a single male student
4. All 1:1 counselling/ teaching/and tutoring of students is to be conducted with an open door.
5. Teachers and staff are to utilize social media responsibly, transparently and primarily for the purpose of teaching and learning.

Students/Parents who have any concerns about inappropriate behaviors and/or communications should report their concerns immediately to administration. All reports will be investigated. As much as is legally responsible while maintaining confidentiality, the results of any investigation will be reported to the individual(s) bringing the complaint.

Grievance Policy

Hawthorne Academy is committed to providing all members of the school community with a fair process of review in the event of a grievance. This opportunity is available to all staff, parents and students. In the event of a dispute or conflict within the school, the process shall follow the principles found in Matthew 18. It should start with a face to face discussion between the parties involved and be based upon a desire for resolution and reconciliation (as opposed to a desire for retribution). It should consider factual evidence only, provide fair opportunity for review of all decisions, and be carried out in a manner that enables all parties to retain their dignity regardless of the outcome. The guiding principle is: Be completely humble and gentle; be patient, bearing with one another in love. Make every effort to keep the unity of the Spirit through the bond of peace. (Eph 4:2-3). This policy is also applicable to resolving complaints concerning bullying, teacher misconduct, tuition refund, and the use of child restraint and seclusion practices in accordance with NHED rule Ed 407.01.

The initial procedure for all people concerned that a decision or situation might be unfair, or that it might have been made without full consideration of the facts, is as follows:

- Speak with, or communicate in writing with, the person responsible for the decision, outlining your concern, and requesting a review.
- At any interview which takes place, the complainant may be accompanied by a support person.
- Speak and act respectfully towards each other.
- The facts of the matter should be reviewed, and actions or decisions explained.
- In resolving the matter, the original decision may be confirmed, or a new decision made.
- Confidentiality will be maintained, as far as possible.
- Should the complainant be unwilling or unable to speak with the person responsible for the original decision, they may choose to have the matter directed to the director.
- Should the matter of concern relate to child protection, Child Protective Services will be contacted.

Student Grievance

In the event that a student feels that an action by a teacher is inappropriate, ill-informed or unfair, that student may:

- State their grievance to the teacher or another appropriate person, maintaining a respectful attitude at all times.
- Should the student feel that the matter is unresolved, or believes the matter should not be taken to the teacher, they may then bring their concerns to the Director who may choose to form a committee to investigate the matter. The decision of the Director shall normally be final. Parents/guardians may appeal to the Director on behalf of their child.

The Principal of Hawthorne Academy or its Director will document the incident and place all documentation in both the students file and Hawthorne Academy's Grievence Documentation file for Mrs. Liu, school board, principal, and director's future reference.

Staff Grievances

Staff members should speak with the person directly responsible for the decision or action concerning them. In the event that a satisfactory agreement cannot be reached:

- The matter should be referred to the Director or member of the board,, who may hear the complaint, or decide, if needed,to form a committee consisting of staff members not previously associated with the matter at hand.
- The decision of the Director, board or review committee, is normally final.
- The person making the complaint may appeal the decision to Mrs. Liu, head of the board, in writing if still not satisfied.
- Mrs. Liu may at her discretion form a committee of relevant persons, or assign a person to review the appeal.
- Mrs. Liu's decision is the final decision.

The Principal of Hawthorne Academy or its Director will document the incident and place all documentation in both the staff members file and Hawthorne Academy's Grievence Documentation file for Mrs. Liu, school board, principal, and director's future reference.

Technology Policy

This policy applies to all students, faculty, and others using computer and communication technologies, whether personally or school owned.

- Use of Hawthorne Academy's network and computer technology resources is a privilege, not a right and should support our mission statement.
- Users are responsible to use information resources properly and to respect the rights of others.
- Users must not access computers, software, data or networks without proper authorization
- Users must not send, view, or download pornography, fraudulent, harassing, obscene, or threatening messages.
- Users must not violate copyright law and must respect intellectual property and licenses to copyrighted material.
- Users must not engage in any activities that could damage or vandalize Hawthorne's information resources or bring dishonor to Hawthorne Academy

Child Restraint and Seclusion Policy

Ed 1200.01(b) pursuant to RSA 126-U:2.

If a staff member believes that a child is a threat to another person or to him/herself, and will not be controlled with verbal requests or distractions, and a family member is not able to be present, a staff member may for the shortest period of time necessary restrain the child, using only enough force as is needed to protect anyone from harm. For purposes of definition, restraining a child means willfully holding the child in any way against their will. No improper restraint or seclusion practices shall be used by Hawthorne Academy staff. with a child This does not include what is obvious to all to be a harmless, humorous situation, such as blocking a child to prevent the child's team from winning in a field game, etc. The parent/guardian will be notified immediately and advised to remove their child from Hawthorne Academy and/or the Antrim Police Department will be called to intervene. If a child harmed or intended to inflict bodily harm on anyone, they will face disciplinary action including expulsion from Hawthorne Academy. The person, and guardians to whom harm was intended will be notified of all details. If a child is causing property destruction and will not be contained by verbal requests or distraction, Antrim Police will be called upon to intervene. All other students will be evacuated from the building. The total financial costs of all such damages will be the sole responsibility of the parent/guardian of the child who caused the damages. Seclusion of a child would only be used for emergencies situations in which a's behavior child behaviors were a danger to other students, as well as to all staff members, and only until parents or police arrived. If a child intended to harm themselves, they will be required to have professional evaluation and clearance before returning to Hawthorne Academy. Ed 1201.01 Definitions:

(a) "Child" means
child as defined in
RSA 126-U: 1, I.

(b) "Improper restraint" and "improper seclusion" means any restraint or seclusion not allowed under
RSA 126-

(c) "Restraint" means restraint as defined in RSA 126-U:1, IV.

(d) "Review of record" means a review of the record at the school, made pursuant to
RSA 126-U:7.

(e) "School" means school as defined by RSA
126-U:1, V.

(f) "Seclusion" means seclusion as defined in RSA
126-U:1, V-a.

(g) "Serious injury" means serious injury as defined in RSA
126-U:1, VI.

Restraint and Seclusion Policy (cont.)

Ed 1200.01(b) pursuant to RSA 126-U:2.

Definition of Terms:

- Child: Refers to individuals under the age of 18 who are not subject to adult criminal prosecution or sentence of actual incarceration. This also includes individuals under 22 years old attending a school and lacking a high school diploma.
- Director: The highest-ranking official with authority over Hawthorne Academy.
- Facility: Encompasses various settings where children are placed, such as youth services centers, child care agencies, foster homes, hospitals, etc.

Restraint and Seclusion Principles:

- Hawthorne Academy prioritizes the safety and well-being of all students.
- Restraint and seclusion techniques are only utilized as a last resort and in cases where there is imminent risk of harm to the child or others.

Guidelines for Restraint and Seclusion:

- Restraint and seclusion techniques will not be used unless there is a clear and immediate threat of bodily harm until law enforcement personnel arrive.
- The decision to use restraint or seclusion must be made by a trained staff member who is authorized to do so by Hawthorne Academy's policies and procedures.
- Restraint or seclusion shall be used for the shortest duration possible to address the immediate safety concern.

Documentation and Reporting:

- Any use of restraint or seclusion must be documented in writing, including the reason for use, duration, and any resulting injuries or incidents.
- The incident report must be submitted to the Director or designated authority promptly after the situation is resolved.

Training and Oversight:

- Staff members authorized to use restraint or seclusion techniques must undergo comprehensive training on de-escalation strategies, alternative interventions, and proper use of restraint and seclusion.
- Regular audits and reviews of restraint and seclusion incidents will be conducted to ensure compliance with this policy and to identify areas for improvement.

Parent/Guardian Notification:

- Parents or guardians will be notified promptly after any use of restraint or seclusion on their child, along with a detailed explanation of the incident and any resulting actions taken.

Policy Review:

- This Restraint and Seclusion Policy will be reviewed periodically to ensure alignment with legal requirements, best practices, and the safety of all students at Hawthorne Academy.

Duty to Report Violations and Misconduct:

In accordance with RSA 126-U and Ed 510, Hawthorne Academy's written policy states that:

- Staff will be instructed on the New Hampshire [Chapter 126-U LIMITING THE USE OF CHILD RESTRAINT PRACTICES IN SCHOOLS AND TREATMENT FACILITIES \(state.nh.us\)](http://state.nh.us) and best practices regarding Restraint and Seclusion in accordance to New Hampshire Law and school policy annually, as well as with the hiring of every new staff member.
- A school employee has a duty to report a violation of RSA 126-U when that person has reason to believe that the action of another constituted a violation of RSA 126-U and misconduct or suspected misconduct, pursuant to Ed 510. This duty to report is essential for maintaining the safety and well-being of all students and ensuring compliance with state laws and regulations. Employees must immediately report such violations and misconduct to the designated school administrator or other appropriate authorities as outlined in the schools' reporting procedures.
- Failure to report a known or suspected violation may result in disciplinary action and potential legal consequences. Hawthorne Academy is committed to upholding the highest standards of safety and ethical conduct, and all staff are expected to adhere strictly to these reporting requirements.

Tuition Payment and Reimbursement

Once a student is enrolled, tuition must be paid as scheduled. Hawthorne Academy enters into a contract with the student and family to provide services and in turn the family agrees to pay the tuition as billed. A \$20 charge will be imposed for any payment received that is not honored by the bank/debit or credit card agency. This is in addition to any fees charged by the financial institute. No transcripts will be released until payments have been made in full, including book and other incidental fees such as graduation gown fees. In addition, failure to make timely payments during the school year may result in student(s) being denied the right to attend classes until payments are made. Students who withdraw during the year will be charged based on the number of "quarters" attended. Parents are to notify the school in writing one week in advance if a student is withdrawing, 3 weeks in advance if withdrawing after registering to attend in the spring or summer for fall classes. Attendance in any portion of the quarter will require payment for that quarter. Quarters are listed on the school calendar each year. Students who have paid for quarters they will not be attending will be refunded for those quarters, provided the school was informed at least one week before the quarter began of the student's withdrawal. There will be no refunds of tuition/fees for students expelled or asked to leave due to disciplinary issues, or due to disregard to school rules stated in this handbook. Students who have enrolled in HA during the summer, but decide to pursue their education elsewhere will not be charged if notification is given 3 weeks in advance. After that period of time, students will be asked to pay the actual fees for any books purchased for the student that cannot be used by another student during the same school year.

Policy Additions and Changes

At any point in time Hawthorne Academy administration reserves the right to change the policies of the school or implement new policies that may be found necessary. Notification of such changes to the policies will be given with written notice to the staff of Hawthorne Academy, HA students, parents/guardians and trustees of the school. Additional policies and/or changes will be given in writing, 30 days prior to implementing said policies whenever possible.

Statement of Faith

1. We believe the Bible to be the only inspired, infallible, authoritative Word of God in the original text and the only rule of faith and practice. II Timothy 3:16-17
2. We believe that there is one God, eternally existent in three persons; Father, Son, and Holy Spirit. Matthew 28:19; II Corinthians 13:14
3. We believe in the deity and humanity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His visible return in power and glory. Colossians 1:13-20
4. We believe that the Lord Jesus Christ is the only mediator between God and Man. I Timothy 2:5
5. We believe that all men are lost and sinful, and that salvation is received by the grace of God through personal faith in the Lord Jesus Christ. Romans 3:23-26; Titus 3:5
6. We believe in the ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life. Romans 8:9
7. We believe that support and participation in the task of fulfilling the great commission is the responsibility of all believers in our Lord Jesus Christ. Matthew 28:19-20
8. We believe in the spiritual unity of all believers in the Lord Jesus Christ through the power of the Holy Spirit as established in the Bible. John 17:20-23; I Corinthians 12:12-13
9. We believe in the bodily resurrection of both the saved and the lost; they that are saved unto the resurrection of eternal life, and they that are lost unto the resurrection of eternal damnation. John 5:24-25, 28-29
10. We believe that the universe originated by the creative act of God as revealed in Holy Scripture, and that the form of every kind of life was fixed at the time of its creation. Genesis 1:1; John 1:1-3
11. We believe that God created marriage in the beginning, as a blessing for both man and woman, before any sin or rebellion entered the world, and that he created marriage to be between one man and one woman, who enter into a covenant relationship, complement one another, serve one another, and sanctify one another for as long as they both shall live. Accordingly, we reject any attempt to redefine marriage as a union between people of the

same sex or as between more than one man and one woman. We believe that the homosexual lifestyle and alternative gender identities are contrary to the Bible. Gen. 1:27-28; 2:15-24; Lev 18:22; Lev 20:13a; Matt 19:4-6; Rom 1:26-27; 1 Cor 7:14

12. We believe that human life is sacred and created by God in His image. Human life is of inestimable worth in all its dimensions, including pre-born babies, the aged, the physically or mentally challenged, and every other stage or condition from conception through natural death. We are therefore called to defend, protect, and value all of human life. Psalm 139
13. The statement of faith does not exhaust the extent of our beliefs. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we believe. For purposes of Hawthorne Academy Christian School's faith, doctrine, practice, policy, and discipline, our Board of Directors is Hawthorne Academy Christian School's final interpretive authority on the Bible's meaning and application.

We have read through the handbook and agree to abide by the rules and policies explained therein:

Student's signature

Date

Parent/guardian signature

Date