# HOLY FAMILY ACADEMY
## PARENT-STUDENT HANDBOOK
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The Holy Family Academy School Prayer

Most loving Jesus, who by Your radiant virtues and holy example sanctified the family You chose on this earth, we thank You for giving us Your Holy Family as the model and guardian of family life.

We place ourselves, our families, and our school under the protection of the Holy Family. We pledge ourselves to practice the virtues which enlightened the "holy house of Nazareth." Assist us in your loving-kindness, defend us in all danger, help us in time of need, and grant us the grace to persevere to the end, so that having loved and served You faithfully here below, we may praise you forever in heaven.

O Mary Immaculate, most holy Mother of God, I consecrate myself to you this day and pray for the gift of your purity. And you, O Saint Joseph, guardian of the Holy Family, assist me by your prayers and offer my will to Jesus through the hands of Mary.

Jesus, Mary, and Joseph, hear us, help us, save us.

Amen.
Corpus Christi Sunday, June 22, 2014
Homily by

Pope Francis

Pope Francis, speaking to the crowds which nearly filled Saint Peter’s Square on the hot July morning, the Pope focused on the feast of the Most Holy Body and Blood of Christ – or Corpus Christi – celebrated in many parishes this Sunday.

The Gospel reading for this feast is taken from John, and focuses on Christ’s discourse on the “Bread of Life” which He delivered in the synagogue at Capernaum.

“Jesus stresses that he did not come into this world to give something,” the Pope said, “but to give himself, his life as nourishment for all those who have faith in Him.”

As disciples, the Holy Father said, we are obliged by our Communion with Christ “to imitate Him, making our existence a broken bread for others, just as the Master has broken the bread that is truly His flesh.”

Pope Francis went on to say that each time we take part in Mass and are nourished by the Body of Christ, “the presence of Jesus and the Holy Spirit acts in us, shapes our heart,” and speaks interiorly to us in a way that shapes our behavior according to the Gospel.

“The charity of Christ, welcomed with an open heart, changes us, transforms us, makes us able to love, not according to human measure [which is] always limited, but according to the measure of God,” which is without limits. “One cannot measure the Love of God,” he said.

In this way, we become able to love those who do not love us – which, the Pope said, is not an easy thing to do – and to confront evil with goodness, to forgive others, to share, and to welcome.

By living in this way, the Holy Father said, “we discover the true joy” of giving back the great gift which we, without merit, first received ourselves.

“This is beautiful,” he said: “our life becomes a gift!” This is an imitation of Jesus.

There are two points that one must not forget, Pope Francis said: First, that “the love of God is immeasurable,” and secondly, that by “following Jesus, we – with the Eucharist – make our life a gift.”

(From Vatican Radio archive)
Dear Parents and Students:

Holy Family Academy is a Catholic school whose essential identity and mission can be summarized in a few words: “First and foremost every Catholic educational institution is a place to encounter the living God who in Jesus Christ reveals his transforming love and truth” (Pope Emeritus Benedict XVI).

This lofty, overarching purpose—for all HFA students and the entire HFA community “to encounter the living God” — is the “North Star” of the Academy and the Parent-Student Handbook.

To make this mission more specific—more Incarnated—the Church has given all Catholic educational institutions more lights for navigating by naming the “Five Essential Marks of Catholic Schools,” set forth in a wonderful document entitled The Holy See’s Teaching on Catholic Schools. Here are the five marks:

1. Inspired by a supernatural vision
2. Founded on Christian anthropology
3. Animated by communion and community
4. Imbued with a Catholic worldview throughout its curriculum
5. Sustained by gospel witness

Every page and every policy of this Parent-Student Handbook represents our best efforts to chart the course of HFA students by the light of these five marks. As your children journey with us on the high adventure of Catholic education we keep our eyes fixed on our common destination, which is no less than the heavenly homeland—God.

Throughout the 2014-15 leg of the journey we must always bear in mind the theological principle “already--but not yet: We already have communion with God through grace, but our relationship is not yet perfect. The HFA Faculty and Staff will do our best to make this year excellent for your children, our students, with the expectation that sometimes the already will be more tangible, other times the not yet.

I look forward to serving you, and please feel free to talk with me about anything in this Parent-Student Handbook.

Peace,

Mark Gillis
Head of School
A Letter from the Administrator, Mrs. Lucille Fortin

Dear Parents and Students:

On behalf of the Board of Trustees and the Faculty, I welcome you to Holy Family Academy. We are grateful for the blessings that Almighty God has showered upon us by sending us families who seek an environment and curriculum designed to insure the proper formation and education of their children in light of their ultimate goal, namely the salvation and sanctification of their eternal souls.

St. John Paul II called upon young people to “prepare for life with seriousness and diligence.” Your vocation at this stage of your life is that of student. Living out your vocation means that your first priority is to form your mind, heart, and soul in the likeness of Christ. Your vocation as student calls you to strive always for excellence—for the honor and glory of God. St. John Paul II called all Catholic youth to be the “salt of the earth, and the light of the world” (Matt. 5:13-14).

“Dear young people, do not be content with anythingless than the highest ideals!”
(St. John Paul II)

This handbook is more than simply a list of rules and regulations. Rather, it is meant to be, for parents and students, your guidebook and reference for understanding the program of education at Holy Family Academy. It intends, at every step, to inform the parent and student of the principles that direct Holy Family education. Thus, every effort has been made to provide parents and students with a clear understanding not only of what we do, but also of why we do it.

Parents, I look forward to cooperating with you, the primary teachers, in the Catholic education and formation of your children. I pray that we may all be led in the joy and strength of the Holy Spirit, and that through our example, our children will answer the call to become “the salt of the earth and the light of the world.” May the love of Christ fill your hearts with peace and joy!

Lucille Fortin
Administrator
I. The Mission and Philosophy of Holy Family Academy

A. The Mission of Holy Family Academy

Holy Family Academy is established with the intention of providing "true liberty" for parents in the choice of a school to aid them in the education of their children. The Academy provides a Roman Catholic education in the classical tradition. The vision for the school is to serve students in grades seven through twelve. Desiring to be found in “the heart of the Church”, and providing for the formation of students in an atmosphere free from dissent of its teachings, the members of the Board of Trustees and all faculty and staff of the Academy take an oath of fidelity to the Magisterium, and sign a profession of faith in the Roman Catholic Church. Holy Family Academy is dedicated primarily to serving practicing Roman Catholic families, as well as others who sincerely support and desire to participate in the total vision and mission of the school.

Excellence in the academic formation of its students is enhanced by small class size, allowing for individual attention and the recognition of the uniqueness of each student. Desiring to provide a Christ-like atmosphere within which education can flourish, Holy Family Academy sets prayer, not as an isolated activity, but rather as one that permeates the entire life of the Academy. In like manner, faculty and students will conduct themselves at all times as proper ladies and gentlemen. Discipline and respectful obedience to proper authority will be expected of all. In whatever is studied, spoken or accomplished, students, faculty, and parents will conduct themselves in a manner consistent with authentic Catholic living.

Holy Family Academy was founded by parents, and its success depends on the support of the parents of its students, as well as that of the community. This support will come in many ways, notwithstanding financial support. Committed to paying fair wages to its employees and to making the school affordable, inasmuch as it is able, to all families who sincerely desire its education and formation, the Academy must have the financial and practical support of those who believe in its mission.

The goal of education at Holy Family Academy is to produce "...the true Christian...the supernatural man who thinks, judges and acts constantly and consistently in accordance with right reason illumined by the supernatural light of the example and teaching of Christ” (Pope Pius XI, Divini Illius Magistri, 96).
B. Parents—the Primary Educators

The Declaration on Christian Education (Gravissimum Educationis) of the Second Vatican Council teaches that parents are the first and foremost educators of their children, and that "their role as educators is so decisive that scarcely anything can compensate for their failure in it." Furthermore, we find this same thinking expressed in St. John Paul II's Apostolic Exhortation on the family, Familiaris Consortio, in which he states that "the right and duty of parents to give education is essential ... it is original and primary with regard to the educational role of others ... it is irreplaceable and inalienable and therefore incapable of being entirely delegated to others or usurped by others." The decision by parents to place their child in the school is done carefully and acknowledges their right to choose an education in keeping with their faith. When enrolling their child in the school parents delegate their responsibility to the Academy in order that the school may aid the parents in those tasks of education and formation that they are not able to completely fulfill on their own. The Academy does this by providing an atmosphere that maintains and fosters the Christian spiritual, intellectual, moral and physical formation that the students receive at home. There can only be hope for true success when the family and the school work together for the good of each student. The Academy cannot accomplish its goals of the education and formation of students without the wholehearted support of the parents.

C. The End of Christian Education

Holy Family Academy's philosophy is based on the entire tradition of the Roman Catholic Church including the documents of the Second Vatican Council, and all papal pronouncements on Catholic education. Having been given the command by Christ to "go forth and teach", it is to the Church that we look to gain an understanding of the purpose and the ultimate end of education.

Men and women were created by God in His image and likeness and destined to spend eternity with Him in heaven. This is man's ultimate end, and no amount of earthly knowledge or goods alone, can satisfy his heart or bring true happiness to his world. St. Augustine so beautifully expressed this deep desire of all mankind when he said, "Thou didst create us, O Lord, for Thyself, and our heart is restless till it rest in Thee" (Confessions, I, 1). Man yearns for something greater and seeks to fulfill this higher calling by means of education. If any education does not seek God as the "first principle and last end of the whole universe" then it easily falls into error, as we read in Pope Pius XI's encyclical On Christian Education (Divini Illius Magistri). Pius XI continues:

*It is therefore as important to make no mistake in education, as it is to make no mistake in the pursuit of the last end, with which the whole work of education is intimately and necessarily connected. In fact, since education consists essentially in preparing man for what he must be and for what he must do here below, in order to attain the sublime end for which he was created, it is clear that there can be no true education which is not wholly directed to man's last*
end, and that in the present order of Providence, since God revealed Himself to us in the Person of His Only Begotten Son, who alone is 'the way, the truth, and the life,' there can be no ideally perfect education which is not Christian education.

Thus the environment and the curriculum of Holy Family Academy is designed to insure the proper formation and education of the human person in light of his ultimate goal which is a life lived to the greater glory of God and eternal life lived with God in heaven.

D. Classical Education—The Pursuit of Excellence

In order to live a life “for the greater glory of God,” human persons are called by Christ to go forth into the world and to become "as it were the saving leaven of the human family" (Gravissimum Educationis, 25). The Christian, then, must be ready to enter the world in which he lives prepared to "promote effectively the welfare of the earthly city...and to serve the advancement of the human family" (ibid). Pope Pius XI states that: "The true Christian does not renounce the activities of his life, he does not stunt his natural faculties; but he develops and perfects them by coordinating them with the supernatural" (Divini Illius Magistri, 98). Called by God to bring peace, justice and truth into the society in which he lives, thus fashioning a world more in tune with the dignity of the human person, the Christian graduate must be educated in excellence. The study of that which is excellent in human attainments will bear witness to truth, and thus to God. Authentic classical education, or liberal education, informs students with the most excellent intellectual accomplishments in the order of nature (i.e. the liberal arts, sciences, and fine arts) and thus disposes them to the crowning intellectual accomplishments of those steeped in grace (i.e. sacred doctrine or theology).

In keeping with the perennial philosophy and theology that is the intellectual heritage of every Christian, Holy Family Academy seeks to carry on the living tradition of authentic Christian classical education. Grounded in the seven liberal arts (the Trivium and Quadrivium) the Academy teaches its students how to think like the great thinkers that produced our civilization. Education must not simply seek to impart knowledge of the various disciplines, but more importantly, it should give students the tools whereby they can live a full life, gaining knowledge on their own. These tools will include fluency and accuracy in reading and writing; clarity, cogency and power in written and oral expression; orderly control of information by memorization; and craftsmanship in final presentation. These educational methods, which have produced the outstanding men and women who have fashioned our world in the first and second Christian millennia, surely will continue to produce graduates who are capable of excellence in all arenas of life, fully armed to meet the challenges of the third millennium.

II. The Curriculum

“Human happiness lies in the perfection of our highest faculties.”

St. Thomas Aquinas

The function of education, in cooperation with the student, is twofold: 1) to seek the truth and to be formed by it in every human capacity (i.e. the spiritual, intellectual, aesthetic,
social, emotional, and physical); and 2) to fulfill God’s plan for the student which is to achieve his potential as a child of God created to glorify Him and to inherit everlasting life.

The aim of the Holy Family Academy curriculum is to educate the “whole person” by cultivating within the student the Theological Virtues of faith, hope, and charity; the Moral Virtues of prudence, justice, fortitude, and temperance; and the Intellectual Virtues of knowledge, understanding, wisdom, and love of beauty.

Holy Family Academy presents to the student a unified view of knowledge by means of an integrated curriculum. The integration of subjects in the curriculum means that a relationship between one subject and another, and between all the subjects and the educational aims of the Academy is established, so that an ordered and unified view of knowledge is made possible for the student.

The Academy’s curriculum is integrated horizontally by the study of history, with the Incarnation as the pivotal and central event of that history. The various subjects are studied within the context of one given historical time-period. The flow of this study brings the student through the course of human history: the classical world, early Christianity, medieval Europe, and the modern world.

The curriculum is integrated vertically by the study of Catholic truth. The study of the Catholic Faith can be said to be the “supreme integrating principle” of the Academy’s curriculum because it is reflected in the treatment of every subject. It becomes the frame of reference for viewing, interpreting, and evaluating every subject studied. The Catholic Faith, through its presence, influence, and illumination, gives order, unity, and intelligibility to the entire curriculum.

A. The Aim of Liberal Arts Education

The term liberal arts is frequently used to describe the curricula of schools and colleges, but it is a term that often lends itself to misunderstanding. Liberal arts education, or simply liberal education, does not refer to the liberal-conservative political divide. In the case of liberal arts education, the word liberal is used in its original Latin meaning of free. The liberal arts curriculum is designed to produce a student who is truly freed from the erroneous opinions of others and the political agendas of the day in order to seek and embrace the truth.

In every subject...the aim of liberal arts education is to give the student the principles of the subject studied in such a way that he will be able to make right judgments about that area of reality. That is why this kind of education is called ‘liberal’ education. Liberal means ‘free’; a liberally educated man is a free man because he is able to direct his own life and is not dependent upon the judgments or understanding of others.

(Laura M. Berquist, Designing You Own Classical Curriculum, 3rd Ed.)
B. The Classical Curriculum

A Classical education embraces excellence in human achievement and holds this before students, as a model. It is an education in excellence. Such exposure to excellence gives witness to goodness, beauty and truth, and, thereby, to God, and awakens in the student the deepest sensibilities to all that is noble and good. The classics of literature, art, and music endure and remain to inspire and to educate those who study and absorb their lessons. The classics document humanity’s search for the truth; this search finds its complete fulfillment in the Incarnation of the Son of God.

The classical curriculum:

1. Is suited to the full development of the student according to his needs and abilities;
2. Recognizes, in its choice of subjects and experiences, a hierarchy of values with certain subjects having intrinsic value over others and, thus, contributing more to the attainment of the educational aims of the Academy;
3. Provides for the progressive mastery of material that constantly challenges the developing abilities of the student;
4. Is integrated through the coordination of several subjects and activities with a common philosophy permeating the whole; and
5. Promotes self-discipline in the student as exhibited in conduct, study, memorization, thinking, expression, and imagination.

C. The Socratic Method

There are three things that take place whenever a teacher is successful in teaching a student; these may be called observation, interpretation, and application. In observation, the teacher presents the student with a number of facts, things which occur in the real world, of which the student must become aware. In interpretation, the student sees how facts are connected to form a meaningful pattern; relationships between some facts and other facts become apparent in answer to the question, "Why?" In application, the student is convinced that the facts and their meaning demand a response: the student is motivated to change his beliefs, actions and habits in answer to the question, "What difference does it make?" So, in the Socratic method, the teacher leads each student ever deeper into the truth as God has established it, and into the purposes of God which place demands on the student. The teacher must challenge the student with questions: what-questions which prompt the student to observe reality and accept it as it is; why-questions which prompt the student to analyze reality and understand how all things are interrelated; and what-now-questions which prompt the student to respond to reality with wisdom and fortitude. Merely presenting these truths in lecture will never move the student to accept, understand, and respond for himself. Making the student memorize the right answers will also never touch the depths of the student's soul. Persistently probing the student's understanding with questions, and driving the student deeper into the truth with follow-up questions, is the only truly effective way to engage the student and prepare the student to seek, find, and hold the truth as his own precious possession.

At Holy Family Academy, we are committed to using the Socratic Method, because we are committed to seeing its most important fruit: students who can think for themselves,
and who will think for themselves because they know the priceless value of truth. We expect every student to enter willingly and diligently into the process. This requires the student to prepare for class thoughtfully, observing, interpreting and applying the truths found in the assignment even before the class discussion. This requires the student also to participate in class discussion, answering questions to the best of his ability and asking questions when necessary to make sure the truth is clear. The rewards of preparation and participation may well include better grades; but the deeper reward is the lifelong joy of knowing the truth and finding it throughout God's universe.

D. Three Objectives of Teaching

The three traditionally proven objectives of sound pedagogy are: guided self-activity on the part of the student, leading to mastery of progressively more difficult subject matter, which result in the formation of intellectual and moral habits.

1. The Principle of Guided Self-Activity. Implicit in all teaching is the principle of student self-activity. There can be no learning without the full cooperation and persistent effort of the student. Private study on the part of the student is essential and is the primary means by which learning occurs. Class time alone will not suffice when the aim is the formation of intellectual and moral habits. The role of the teacher is to elicit the active cooperation of the student in learning, to create the mental situation, and to stimulate the activity of the student. The classroom time is both a preparation for and a recitation of what occurred during the student’s private study. Only with the student’s persevering application to study can mastery be achieved.

2. Mastery. One of the most effective motivations for the student in study is the growing sense of mastery that is acquired in completing progressively more difficult material. In this way, the intellect is expanded and the student gains increasing self-confidence. This, in turn, motivates the natural operation of the mind and draws it onward in its search for truth. Such mastery enables the student to understand and to trust his own process of rational thought.

3. Formation. The final objective is formation not information. While the acquisition of information is a large part of learning, it must always be seen as a means to an end. The end is to form the student’s mind to think, reason, express, and convince. This is done by means of the acquisition of information in the various subjects studied. The formation of intellectual and moral habits (the formation of Christian character) is the end toward which all subjects and activities of the Academy are directed.

E. Academic Skills

The student will acquire the following skills by means of the curriculum:

- Fluency and accuracy in reading and writing;
- Clarity, cogency, and power in written and oral expression
- Clear perception and description of reality by means of mathematics;
- Orderly control of information by memorization;
- Craftsmanship in final presentation.
F. The Subjects of the Curriculum

“It is necessary not only that religious instruction be given to the young... but also that every subject be permeated with Christian piety.”

Pope Leo XIII

The formative function of education is to develop, discipline, and direct the capacities of the human person. This is achieved when the mind assimilates, with and through subject-matter, definite ideas, attitudes, methods, habits, and principles. In handling subjects, this formative function of knowledge is the aim.

1. Theology: Theology aims at incarnating the word of God in our lives. The Theology curriculum presents the beauty, logic, and saving truth of the Catholic Faith by the study of the following: Catholic doctrine; the seven Sacraments and the history of the Church; the primacy of St. Peter and the role of the Magisterium; papal encyclicals and the Fathers of the Church; the teaching of the Church Councils; morality; defense of the faith through apologetics; and the lives of the Saints. In addition, the celebration of the Holy Eucharist, prayer and days of recollection will be integrated into the class schedule on a regular basis.

2. Literature/English: The study of Literature and the English language aims at capturing sublime truth and beauty in language that will last. Critical and aesthetic reading of literature, literary analysis, vocabulary, rules of grammar, composition, and research skills are the emphases. The Classics determine the scope and content of the literature program at all levels. Extensive reading and written expression form the basis of the curriculum.

3. Mathematics: Mathematics aims at accepting and preserving the discipline of abstraction. Pre-algebra is taught in the seventh and eighth grades. Algebra I is offered in the ninth grade. Geometry and Algebra II will be offered in the tenth and eleventh grades. The study of Calculus is offered as a senior elective course.

4. History: The study of history aims at contributing lasting improvements in the flow of our culture. History is studied “at its deepest level as salvation history” (St. John Paul II). The student is led through the course of human history from the ancient world through the medieval period to the modern world and the American experiment.

5. Latin: The study of Latin aims at a deep appreciation of the sources of our culture. Reading, writing and speaking another language makes it possible to reach beyond one’s own national boundaries and to contribute to the culture of the world. Latin merits a special place in a Catholic curriculum given its rich heritage in Western civilization and its privileged place in the life of the Church. Latin study leads the student to an understanding of the logic of language, and Latin roots are the basis of some 60% of English vocabulary. Latin is required of all students in Grades 7–11. An advanced Latin course is offered in the senior year as an elective course.
6. Science: Science aims at exercising dominion over the natural world in true wisdom. The science curriculum helps the student develop an appreciation of the order and beauty of creation and introduces the student to the scientific disciplines. Seventh and eighth grade students take earth science and life science; physical science, biology, chemistry and physics are offered in the high school years.

7. Philosophy: While the study of philosophy runs along the entire curriculum, it is introduced directly in the senior year. The course traces the two central strands of philosophy, theoretical and practical, right reason and right action, from their historical origins in ancient Athens, through the impact of the revelation of Jesus Christ to man, to the philosophical challenges posed by modern philosophic thinkers.

8. Elective Courses: In addition to offering courses in Calculus and advanced Latin, the Academy offers an introductory course in Homeric Greek, listed as Ancient Greek I. The study of Ancient Greek primarily offers an opportunity to engage classical sources including the New Testament in their original language. When paired with Latin, Ancient Greek offers a fitting complement to the great majority of English word roots including technical terms employed in the physical and social sciences, the literary arts, law, philosophy, and theology. Electives courses are subject to student enrollment. The Administration reserves the authority to cancel senior elective sections which do not have sufficient enrollment.

9. Thesis: The junior and senior thesis represent the culmination of a student’s education at Holy Family Academy, the goal of which is the formation of a Catholic liberally educated lady or gentleman. Beginning in the fall, each junior and senior select a disputed question of significant import within a topic of his or her own interest. The scope of the question is then rigorously defined and the sequence of the student’s response to the question is set forth over Christmas break, followed by initial drafts in January and February. In the final months of preparation, each thesis is further refined through a process of peer review and rehearsed presentations.

10. The Fine Arts: The fine arts aim at appreciating and becoming channels of true beauty. The art and culture of Western civilization has flourished under the patronage of the Catholic Church because it views beauty as the “attractive radiance of the truth” of Divine Revelation. The study of the Fine Arts is integrated throughout the Academy’s curriculum as a complementary and vital part of the student’s education. Students are exposed to the masterpieces in art, music, and architecture which comprise Catholic culture through the centuries. The student learns the classical criteria for beauty and how beauty in art is at the same time an expression of Divine beauty and a vehicle to lead the mind and heart to God. The entire student body forms a choir for liturgical singing and will learn pieces from the great treasury of Catholic music, including Gregorian chant, as well as other types of music. The study of drama in the high school years assists the students in practicing their skill in presenting in public and enhances their use of imagination and creativity.
11. Physical Education: Physical education teaches us, as St. John XXIII says, to "aim at ever greater heights, at continued improvement, both in the physical world and in the world of spiritual endeavor." The need to develop and discipline the body is important, especially during adolescence. Some physical activity will be integrated into the schedule throughout the six years. This may include: physical fitness, running, team sports, aerobics, self-defense, dance, walking, etc.

G. Requirements for Private Study – The Responsible Student

Wisdom is achieved through the Socratic Method, which must be practiced consistently by each student. Private study requires searching self-questioning. Systematic questioning of the sources of texts begins at home and continues in the classroom. Classroom work includes courteous questioning of each other, and requires students to submit to methodical questioning by the teacher, so that all will be better prepared for that rigorous questioning by which God will review our entire life. Diligent and consistent private study is the key to learning. Homework, such as reading, memorization, practice of newly learned material, writing, research, etc., is required daily. There is a direct proportion between study time well spent and results. There are no short cuts.

Why do many students fail to work to their greatest potential? It is because they do not study effectively. Reasons for this include: not knowing what study means, not having the proper motive for study, not overcoming one’s laziness, not knowing how to study, or not having the right atmosphere for study.

To study means to apply one’s entire self to the search for truth and to be formed by the truth in one’s intellect and will. It is often easier and more fun to study a subject you are interested in; however, the best way to become interested in something is to study it. Study is hard work and, yet, as one acquires good study habits he comes to experience the unique joy and satisfaction that only study can bring.

Frequently, the reasons for study are not adequate motivations: “I don’t want to fail;“ “I don’t want to be tutored after school;“ “I must get into that college;“ “I don’t want to look stupid.” Rather, the very best and most effective motive for study is simply: “I must pursue the truth of the subject matter before me because this is participation in the perfection God intends for me. I must know God and His works first, so that I can love and serve Him.” Therefore, the traditional motto, *Ad Majorem Dei Gloriam*, or simply *A.M.D.G.* (for the Greater Glory of God), serves as the highest motive for study.

The responsible student will…

- Come to class prepared to participate in the class;
- Bring all necessary materials to class including the book or books from which they were responsible to prepare the day’s assignment from;
- Pay attention in class, listen well, take notes, and participate;
- Ask questions when he does not understand;
- Plan his work and use daily private study time productively;
• Make sure he writes down and understands assignments before leaving class;
• Strive to do his best, never satisfied with “just getting by;”
• Pray for success.

H. The Grading Scale

Evaluation of the student’s academic performance is reported at the end of each trimester using a 0%–100% grading scale. These numerical grades are recorded on the report card. Yearly course averages are reported for high school students on the official academic transcript. Letter grade equivalents and grade point average conversions are shown below for the convenience of assessing academic performance relative to the official 0%–100 grading scale.

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<tr>
<td>100</td>
<td>A+</td>
<td>4.00</td>
<td>89</td>
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<tr>
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<td>85</td>
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<td>84</td>
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<td>83</td>
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<td>79</td>
<td>C</td>
<td>2.1</td>
</tr>
</tbody>
</table>

I. The Successful Student

Holy Family Academy is a college preparatory school. Thus, in order for students to progress successfully through the course of study at the Academy, a certain level of achievement must be met. All students must successfully complete the academic program as outlined in this handbook. (See requirements for graduation below.) Satisfactory academic performance is normally defined as all grades of 75% (C-) or higher, all effort marks as “3 or above” and all conduct grades as “Satisfactory” or above. Credit is not earned for final grades of 69% (F) or below. A student who does not exhibit academic progress by earning final grades of 75% (C-) or above in all subjects, must formally appeal to the Dean of Academics and Faculty for approval to progress to the next grade.

J. Academic Warning and Probation

Academic Warning – If a student is consistently NOT working up to his academic potential, he may need to be placed on academic warning as a strong incentive to improve. If a student receives a grade of 74% (D+), or below in any course in any trimester, the Dean of Academics and Faculty will send an academic warning notice
home to be signed and returned by the student’s parents. The Administrator, the teacher, parents, and student will determine together what steps should be taken to enable the student to return to satisfactory academic performance.

Academic Probation – If a student receives a grade of 74% (D+) or below in two or more courses in any one trimester, or a single 74% (D+) or below in two successive trimesters in the same course, the student will be placed on academic probation. The parents and student will meet with the teacher and with a member of the Administration within two weeks to develop a written recovery plan. The student will remain on academic probation until the student returns to satisfactory academic performance, as determined by the plan.

K. Year-end Remedial Academic Work

Any final course average of 70-74% will require 15 hours of summer course work or private tutoring, which will be provided by the student’s parents in consultation with the Dean of Academics and Faculty.

L. Report Cards

Report Cards are issued three times during the academic year at the end of each trimester. Final grades for each course are recorded on the permanent record and transcript. Parents should monitor their child’s schoolwork and academic progress. The review of assignments, projects, tests, etc. is vital for the parent to keep informed. Students are responsible for bringing home to parents all schoolwork, especially graded material.

M. Parent Conferences

At the end of each trimester, after Report Cards have been issued, parent conferences are available. The purpose of these conferences is to provide parents and teachers the opportunity to discuss the student’s academic progress. The parents may choose to have their student present at the conference. The first trimester conference is highly encouraged for all parents; the subsequent conferences will be on an “as needed” basis.
N. Requirements for Graduation

In order to graduate from Holy Family Academy all students will complete the following course of study (or its approved equivalent) during their high school years:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Years</th>
<th>Number of Trimesters</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theology</td>
<td>4</td>
<td>12</td>
<td>12</td>
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<tr>
<td>Literature/English</td>
<td>4</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Math</td>
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<td>9</td>
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</tr>
<tr>
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<tr>
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<tr>
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<tr>
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<td>12</td>
<td>6</td>
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<tr>
<td>Drama</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Art History</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Practical Art</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>4</td>
<td>8</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 94

It is required that all students take all academic credits assigned for each high school year.

Weighted Grade Averages – The student’s weighted grade average will be calculated by multiplying the trimester course grade by the number of credits attempted for the course in that trimester. The sum of these values for all the courses attempted in a trimester will be divided by the number of credits attempted in the trimester to establish the weighted grade average for the trimester. The student’s weighted grade average for the year and cumulative weighted grade average will be calculated similarly on the basis of total credits attempted by the student for the respective periods of study.

Credit Awarded – While a student’s weighted grade average is calculated each trimester, all credit attempted by the student is awarded at the end of each academic year, based on each course average for the academic year.

Academic Honors – Academic awards will be given at the end of the school year. The valedictorian and salutatorian, and those seniors who receive highest honors (95% cumulative weighted grade average for all completed courses or above), will be recognized at graduation.
III. The Formation of Christian Character

“Hence the true Christian, product of Christian education, is the supernatural man who thinks, judges, and acts constantly and consistently in accordance with right reason illumined by the supernatural light of the example and teaching of Christ; in other words... the true and finished man of character.” Pope Pius XI

Together with educating the student’s intellect, Holy Family Academy assists parents in the crucial task of training the will. It is by use of the will, informed by the intellect, that a person chooses his actions. Therefore, any education that fails to form the student’s will, fails the student. The formation of the will is also known as the cultivation of moral virtue. This formation or cultivation is accomplished through the repetition of opportunities both to know and to choose the good in one’s own life. The gravity or seriousness of these choices can vary, and it is the particular purpose of a school to provide moral choices to students which 1) will not bear excessively disastrous results if imprudently chosen and yet 2) provide occasions for reflection and future improvement. Furthermore, this formation occurs within a Christian worldview, in which the goodness of actions is measured by the conformity of the act to the example of Christ and His self-sacrificing Charity.

The development of virtue is affected by the individual’s temperament which, if allowed to have its way and left untrained in the formative years, often results in a weak cultivation of moral virtue or in the lack of moral virtue entirely. Such temperament shows itself as inconsistency, impulsiveness, obstinacy, self-will, and the absence of rational discernment and self-control. Indeed, the work of the student is the work of mastering and governing the self. As St. John Paul II says, self-mastery is the sign of maturity.

The battle for self-conquest is the battle of a lifetime. As Catholics we are thankful for the grace of the Sacraments, especially the Holy Eucharist and Penance, that can convert the weaknesses of our virtues toward the good. Indeed, the regular reception of these sacraments instills in the student a holy discipline: the habit of self-examination, the truthful admission of wrong, and the promise of amendment of life. It is in this way that the young person is adorned with the virtues.

At the Academy, the student will be encouraged to develop the qualities of integrity, diligence, steadfastness, reliability, perseverance, reverence, and self-sacrifice.

A. Student Discipline

“Exercise self-discipline, for you are God’s athlete; the prize is immortality and eternal life....”
St. Ignatius of Antioch

The word discipline comes from the Latin word which means to learn. The disciples are those who learn from and follow Christ, the Teacher. The training of the mind, like the training of the body, requires self-discipline. A disciplined student is a responsible and successful student. It is fundamental to the philosophy of Holy Family Academy that the atmosphere in school be disciplined, orderly, and at times quiet, that is, conducive to
learning. Student cooperation and self-control are expected in order to uphold the dignity of the academic setting and the spiritual nature of the Academy. Students conduct themselves at all times in a manner that reflects favorably upon themselves as Christian ladies and gentlemen.

Sacred Scripture teaches that self-discipline is a means of sanctification. “So then, have your minds ready for action … Be obedient to God, do not allow your lives to be shaped by those desires you had when you were still ignorant. Instead, be holy in all your behavior, just as God who called you is holy. For it is written, ‘You shall be holy, because I am holy’” (1 Peter 1: 13-16). Scripture also shows us that the responsibility and authority to discipline come from God. “Son, do not disdain the discipline of the Lord, nor reject His correction. For whom the Lord loves, He corrects, and He disciplines the son he favors.” And, again, Scripture reveals the fruit of discipline. “At the time, all discipline seems a cause not for joy but for pain; yet later it brings the peaceful fruit of righteousness to those who are trained in it” (Hebrews 13:11).

In order for our children to develop a truly Christian character, discipline at home and at school must be compatible, consistent, and unified. Thus all students attending Holy Family Academy must be living with their parents (or legal guardian) and under their authority. Parents must be willing to work in union with the school in support of the formation and discipline of their children in keeping with the school’s policies. An exception would be made in the case when an out of state student, who at the request of his parents or legal guardian, is accepted at the school as a boarding student. A student in this situation must still be under the authority of his parents and the school must have the full and active support the parents.

If a student turns 18 years of age during their enrollment in the Academy, the student must sign a waiver giving the school the right to discuss with the student’s parents (or legal guardian) any and all issues that affect his life at Holy Family Academy. This includes, but is not limited to, grades, academic progress, discipline, health, and spiritual formation. In addition, all permission slips, must continue be signed by the parents or legal guardian.

As parents and those who stand in place of parents (in loco parentis) during the school day, we know that love, indeed, is at the heart of all discipline and that correction is an essential part of the firmness of love. Our vocation as parents and as teachers requires that we teach our children to observe all that God has commanded, i.e. the Ten Commandments and the Laws of the Church. We do this both by word and example. The enthusiastic support of parents for the rules of the Academy is essential for the effective education of their children.

Discipline, obedience, and authority are the three pillars upon which all learning rests.

B. Conduct and Deportment

The student exhibits the following behavior and attitudes:

• Gives cheerful and immediate obedience to authority;
• Knows, understands, appreciates and abides by the rules of the Academy;
• Exercises self-control and restraint;
• Maintains a modest, neat, and well-groomed appearance in accord with the dress code;
• Appreciates and acknowledges the skills and talents of others;
• Maintains a standard of personal excellence, putting forth his very best effort in all he does, directing his actions to the honor and glory of God;
• Prays and worships with a devout attitude;
• Addresses all adults with respect, (e.g. Mr. Smith, Mrs. Jones, or, in the event the name is not known, “Yes, Sir”; “No, Ma’am”);
• Follows the established order of classroom so as not to interrupt others;
• Attempts to use proper English, not slang, when speaking in school;
• Gives assistance to other students when needed and appropriate;
• Is punctual in attendance for school, homeroom, classes, and in submitting assignments;
• Cares for his own possessions and those of others, keeping his locker and the building neat and clean;
• Apologizes for inappropriate behavior, quietly and respectfully accepting the consequences thereof.

Please review the Holy Family Academy Anti-Bullying Policy, Appendix B, page 39.

C. Student Agreement of General Principles

Every student of the Academy commits himself to the Academy’s general principles of decorum by signing the agreement below prior to admission.

“If accepted as a student of Holy Family Academy I agree to the following:
• To behave in such a manner that shows respect for myself and others;
• To be responsible for my own belongings and respectful of the belonging of others;
• To be a serious participant in the community of learners at the Academy;
• To be respectful and obedient to those who have legitimate authority over me; and
• To conduct myself at all times as a proper lady or gentleman."

D. Self-Mastery

As mentioned before in our handbook, self-mastery is a “battle of a lifetime”. Thus, in order to help train and form the character of the students at Holy Family Academy, every student is expected to give his best in both the effort that is made toward academic excellence, and toward conducting himself in a manner that upholds the dignity of the academic setting. To this end, students are expected to maintain a “3” or better in effort, and an “S” or better in conduct for each class.

E. The Academic Environment and the Common Good

The Lord spoke to Elijah not in winds, an earthquake, or fire but in the tiny whispering sound (1 Kings 19:11–12). There are certainly times to be loud and excited in the education and formation of young people, but there is also a balance in reserving times
and places for silence and listening. Shouting, yelling, and playing are reserved for and encouraged outside during recess and other appropriate times. Similarly, the school building and specifically the chapel are reserved for more muted interactions and, at times, silent reverence. Class time is reserved for the courteous exchange of ideas under the guidance of the teacher and the level of our voices should reflect and assist this purpose. The chapel is sacred space and is set aside for prayer and worship. An attitude of reverence should be manifested in the chapel.

In order to maintain a peaceful environment for learning it is necessary to have and enforce rules for the guidance of the community. Without such rules, disorder would result and the common good of the academic community would suffer.

1. Cheating and Dishonesty: Cheating, lying and stealing are violations of the General Principles of the Academy and undermine the basic trust upon which the academic community is built. A student who has cheated on any assignment, including the copying of homework, will receive a zero for the assignment and will be appropriately disciplined. A second offense could result in suspension and/or dismissal.

2. Plagiarism: Plagiarism is a form of cheating and presents the work of another as one’s own. Failure to cite the source(s) of quoted, paraphrased, or summarized material, whether published or not, is defined as plagiarism. (Cf. Harbrace College Handbook)

3. Language: Blasphemy, profanity, obscenity, vulgarity, and the like in word, writing, gesture, or action is unacceptable in Christian society. Use of such language demeans the speaker and the community.

4. Electronic Equipment: Electronic equipment (i.e. iPods, e-readers, MP3 players, etc.) is not permitted in the academic setting and should not be used during the school day. The use of such devices may be allowed during after school programs and will be determined on an individual basis.

5. Cell phones: Cell phones may be brought to school by student drivers with the permission of the administration. They may not be used during school hours except with the explicit permission of the administration in the case of an emergency. Cell phones are to be stored in the student’s locker or in the student’s car and turned off for the day. Receiving or sending texts during the school day is not allowed. Exceptions will be made for other students on a case by case basis with a written request submitted by their parents and permission of the administration. They will follow the same rules as the student drivers. Families who will be allowing their student to bring a cell phone to school will be required to fill out a student cell phone form with the required parent’s signature and the phone number of the cell phone to be permitted at school. The cell phone permission will be renewed each year. Any communication from parents to their students during the school day must go through the Main Office. Students who disregard the school policy concerning cell phones will have them confiscated and may lose the privilege of having them at school.
6. Gum Chewing: Gum chewing is prohibited at any time during the school day or while in the school building.

7. Smoking: Smoking is strictly prohibited on school property, and at any school-related functions, on or off campus.

8. Relationships: The Academy encourages friendships based upon mutual respect among young ladies and gentlemen. Exclusive “pairing-off” between ladies and gentlemen is not allowed at the Academy. This is a distraction from the students’ work at the Academy.

F. Discipline Procedures

Given the nature of our school, the commitment of our parents, and the age of our students, it is expected that students will act as Christian ladies and gentlemen at all times in school. The Academy relies on parents, the primary educators, to correct and punish their children as called for. In the event that a student “crosses the line” at school, parents can be assured that correction will be done with the firmness and appropriateness required both by the common good of the academic community and the God-given dignity of the student(s) involved. Long experience has shown that the simplest, most immediate correction is the most effective.

1. The teacher’s decisions regarding correction and punishment in his classroom are final. Students should accept them with obedience and respect.

2. The normal sequence of correction for minor offenses will involve two levels of intervention by Holy Family Academy staff members. The first will be at the “Teacher Intervention Level”; the second, at the “Administrative Intervention Level”.

   A. The Teacher Intervention Level

   At the Teacher Intervention Level, the student who is not acting responsibly at school will be given a verbal warning by the teacher. After the first verbal warning, the teacher will follow his or her own classroom procedures for minor infractions, such as; removing the student’s participation points for that class; removing recess privileges; giving the student a brief writing assignment, etc. After repeated disruptions, at the teacher’s discretion, the teacher will call or email the parents to inform them of their student’s disruptive behavior and to enlist their help and support. The teacher will also copy the Administrators on the email to the student’s parents to keep them informed of the situation. Holy Family Academy faculty members rely on the parents’ support, as primary educators of their children, and in their cooperation in their student’s formation.
B. The Administrative Intervention Level

If a student’s behavior does not adequately improve at the Teacher Intervention level, the issue will then rise to the Administrative Intervention Level. The Administrator(s) will meet with the student to talk about the behavioral issue. At the end of the administrative meeting, the student may be given a Notice of Correction, which will be brought home to the parents with an explanation of the student’s behavior and the consequences that will result from this offense (usually an after-school detention). An Administrator will then call the student’s parents to inform them that a disciplinary meeting has taken place with their student and to ask the parents to sign and return the Notice of Correction the following day.

3. Normally, behaviors of a more serious nature warrant immediate contact with the parents followed by corrective action, suspension, and/or expulsion, at the discretion of the Administrator, depending on the nature and circumstances of the offense. Examples of such offenses would include: disrespect for authority; insubordination; refusal to follow teacher’s instructions; gossip or calumny; immoral or vulgar language; cheating, theft, or dishonesty; seriously disruptive behavior; destruction of property; bullying; fighting; possession of any controlled substances or weapons; and any conduct which would offend against the Catholic nature of the Academy.

4. After school detention must be served on the day that is designated on the Notice of Correction. Normally a student will be given one day’s advance notification to assist the parents in arranging for transportation (e.g., a notice is issued on Monday and the detention is served on Wednesday.) The difficulty encountered in accommodating an after school detention is part of the discipline that helps to train a student in self-mastery. Student’s work schedules, inconvenience, appointments etc... are not acceptable reasons to change the day when a detention will be served.

5. Holy Family Academy prohibits corporal punishment. If a student’s conduct cannot be controlled without force then the Academy is not capable of providing for his education.

G. Sport as an Exercise in Virtue

St. John XXIII

Sport is of very great value in your lives, as an exercise in moral virtue. You are always in training, so that your muscles may not lose their agility, suppleness or strength. This continual preparation, although its chief aim is the reward of physical and technical prowess, must nevertheless have a lasting and beneficial effect on the soul, which has much to gain from the precious habits thus formed.

In fact, sport too may develop the true and sturdy Christian virtues which, by the grace of God, may become permanent and fruitful. In the spirit of self-discipline you learn and practice obedience, humility
and unselfishness; in your team work and competitions you learn charity, brotherly affection, mutual respect, generosity, sometimes even forgiveness; in the strict discipline of your training you must be chaste, modest, self-controlled and prudent.

Oh what a great blessing it is for you to be able to practice with youthful enthusiasm these ancient virtues, without which you may be great, but not truly Christian, athletes!

The spiritual value of sport is enhanced also by that noble discontent which, shown in the effort to do better every time, characterizes every competition. So we learn that, as in the physical world, so, and particularly, in the world of spiritual endeavor, we must learn never to be content with the level we have reached but, with the help of God and with our own determined efforts, we must aim at ever greater heights, at continual improvement, so that we may in the end reach mature manhood, ‘the measure of the stature of the fullness of Christ’ (Ephesians 4:13).

These are the goals of all endeavors in sports at Holy Family Academy.

**H. The Student Dress Code**

One’s appearance is the first statement a person makes about one’s identity. It speaks volumes. As the body reflects the soul, so one’s dress reflects one’s attitudes. At the heart of the Academy dress code is the desire to enhance the environment for learning by keeping the distractions and allurements of the world and its ideas of fashion at bay and to ensure that modesty and good taste prevails. Students are always neat, clean, and well groomed while at school and at all school-related functions. For Academy Dress occasions, which includes school photograph or other occasions, all gentlemen must have a pair of khaki dress pants, white button-down shirt, tie, and Academy sweater (or navy blazer for 9th through 12th graders) and all ladies must have a khaki skirt, white oxford-style blouse, and Academy sweater (or blazer for high school ladies). It is important that students keep in mind that they serve as ambassadors of Holy Family Academy in the larger community. Students must be in dress code upon arrival at school and must leave the building in dress code, unless permission to change clothing is granted by the Administrator. Every student is expected to follow the dress code stated below. The right to determine whether or not the dress code is being followed is the responsibility of the administration.

**1. Ladies must wear:**

- Khaki-colored dressy skirt (corduroy is permitted) hemmed at or below the knee; worn at the waist.
- Skirts may not have slits above the knee and slits must be in the back.
- Loose-fitting, solid colored traditional oxford, or oxford-style blouse, long or short sleeve. The collar does not need to be “button-down”. The second button of the shirt must be no more than 3 ½ inches below the collar. No layering of shirts. Shirts must be long enough to stay tucked in.
• Khaki slacks (purchased from Lands End) may be worn from January through March.
• Dress shoes must be worn: sandals, clogs, boots and sneakers etc., are not permitted.
• Navy blue HFA cardigan sweater, purchased through Lands End Catalog. The HFA sweater or the navy blazer are the only articles of clothing that may be worn over a blouse in school.
• Hosiery or socks may be worn but are not required. Brown, black or blue tights may be worn.

General Standards of Dress and Grooming for Ladies:

• Care should be taken in matters of personal hygiene.
• A lady’s hair shall be neat and combed. No extreme hairstyles; Natural-colored hair and highlights are allowed.
• Makeup is not permitted in seventh and eighth grades. Ladies in grades nine through twelve may wear light makeup.
• Finger nails shall be clean and of modest length. Solid color nail polish may be worn (no sparkles or multiple colors).
• Moderate use of jewelry is allowed. Ladies may wear earrings in the traditional place on the earlobe. No other piercings or tattoos allowed.
• Blouses must be tucked in at all times and clothes must not be wrinkled.
• At all school related functions ladies are expected to dress modestly and in good taste.
• Students must be in dress code upon arrival at school and must leave the building in dress code, unless permission to change clothing is granted.
• Headwear is not allowed in school. This includes, hats, kerchiefs, bandanas etc.

2. Gentlemen must wear:

• Khaki-colored, docker-style dress pants; corduroy pants are acceptable. Pants must be worn at the waist.
• Dress belt: brown or black leather, or leather-looking belt. No belts with metal grommets allowed.
• Dress shirt: solid-color or striped Oxford-style shirt (button-down collar); short or long sleeve. Shirts must be tucked in at all times.
• Tie: matching tie of tasteful design. Character ties or bow ties are not allowed.
• Dress shoes; socks must be worn; boots, sandals, sneakers are not allowed.
• Navy blue HFA V-neck sweater for 7th and 8th grade gentlemen - purchased through Lands End Catalog. The HFA sweater is the only article of clothing that may be worn over a shirt in school.
• Navy blue blazer for 9th through 12th grade gentlemen (in place of sweater). Blazers may be removed at the discretion of the teachers and administrators.
• Navy blue sweater vest (optional) with HFA logo (ordered through Lands End) may be worn under blazer.
General Standards of Dress and Grooming for Gentlemen:

- Care should be taken in matters of personal hygiene.
- Hair shall be neatly trimmed, above the collar, ear, and eyebrows. Extreme hairstyles; coloring, bleaching, or highlighted hair is not allowed.
- Seniors may have well-groomed facial hair.
- Gentlemen must be clean shaven; sideburns may be only mid-ear in length.
- Seniors may have well-groomed facial hair.
- Earrings, piercings or tattoos of any kind are not allowed. A ring in addition to the class ring is acceptable.
- Socks that go above the ankle are to be worn at all times.
- A dress belt must be worn.
- Shirts must not be wrinkled and must be tucked in at all times; top buttons must be buttoned and tie in place.
- Students must be in dress code upon arrival at school and must leave the building in dress code, unless permission to change clothing is granted.
- No headwear is allowed at any time. Hats must be removed upon entering the Academy.

3. Physical Education Uniforms

The physical education program at Holy Family Academy is conducted off the campus of the academy, and therefore attention to the physical education uniform is to be undertaken with a view to both the positive image of Holy Family Academy within the broader community of Manchester and the safety of our students.

Grades 7 – 9: Physical education shorts, pants, jackets and grey T-shirts with the HFA logo, must be ordered through Land’s End. The designated physical education uniform apparel is noted on our Dress Code Authorized List on the Land’s End website (www.landsend.com, School Number: 900068669). Students may also wear their HFA Hoodies or other plain navy blue sweatshirts at the field or gym.

Grades 10-12: Blue or black Physical education shorts (with a minimum 8” inseam); grey T-shirt; students may also order athletic clothing from the website below. Note: Tank tops are not an option for Physical Education class.


4. Choral Concert Attire

Students will wear the following classic “black and white” attire for all choral concerts:

- Ladies:
  - Floor-length or mid-calf black skirt; long-sleeved white blouses with a collar; dress shoes
Gentlemen:
• Black dress pants; white shirt with button-down collar; a tasteful tie (no bow ties); dress shoes.

5. Casual Attire Days

Students are expected to wear clean and neat (nothing torn or frayed) clothing to school. Clothing must be modest and in good taste. Casual attire days are a privilege for those students who do their best to follow the dress code on a regular basis. Casual attire day is usually held on the 2nd Wednesday of each month. Casual attire days may also be announced at the Administrator’s discretion.

Casual attire is as follows:

Jeans, cargo pants, slacks;
Bermuda shorts, long shorts and capris may be worn (season appropriate)
T-shirts, sweatshirts, polo or rugby shirts; sweaters, sweatshirts; vests;
Shirts do not have to be tucked in, but must be modest and loose fitting; (for ladies, no mid-belly shirts; shirts and blouses must have modest neckline); shirts must be long enough to make sure that they go over their pants or skirt;
Sneakers & regular shoes; sandals or flip-flops;
Skirts at or below the knee;
The following items are not allowed:
Hats; sleeveless shirts; tank tops; rock group shirts or shirts with inappropriate wording

There is a $1.00 dress down day donation collected for the Holy Family Academy St. Vincent de Paul Conference.

6. Senior Banquet Attire and Attendance

Junior & Senior Gentlemen: Suit coats or suits, dress shirt and tie; dress shoes

Senior Ladies: A formal gown may be worn. If a formal gown is worn, the lady’s shoulders and back must be covered, and the neckline must be modest. Dress shoes or sandals; hosiery is optional.

Junior Ladies: “Sunday best” dresses, or skirts and blouses; Dress shoes or sandals. Hosiery is optional.

General attire guidelines for all Ladies: Dresses and skirts must be hemmed at a modest length. Dresses and blouses must have at least cap sleeves and necklines must be modest. If a strapless dress is worn, the shoulders and back must be covered. If the dress is sleeveless or has spaghetti straps, a small jacket with at least cap sleeves must be worn over it for the entire evening. Any slits must be no higher than the knee.

Alumni Attendance at Senior Banquet: Alumni may attend the Senior Banquet only if they have a graduating brother or sister.
IV. Basic Principles and Proper Roles in Relationships in the Academy

In a small school setting, like that of Holy Family Academy, one finds particular features that are a gift to those involved and that lend to an atmosphere that is more family-like than institutional. This family-like setting is a great advantage to creating a community of learners and to achieving the ends of the Academy. But this very same quality also means that the school, and the individuals within, is particularly vulnerable to being divided and hurt unless individuals and groups conduct themselves in such a way as to protect the well-being of all involved.

The purpose of this section is to define and outline some of the basic principles and proper roles involved in interpersonal and group relationships in a small school setting, so as to bring clarity to the manner in which all members and groups at Holy Family Academy will conduct themselves and to define the nature of the relationship between the Board of Trustees, parents, students, groups within the school, faculty, and staff.

Confidentiality: The principle of confidentiality safeguards the dignity of each human person by protecting their right to confidence in personal issues and the reputation of their good name. This principle implies that a discussion of an individual’s actions and character are not the domain of casual conversation. Confidentiality takes on a special significance in a small school setting because of the intimacy of the environment and the potential harm to an individual’s reputation. When a true need arises to address a legitimate concern or issue involving an individual’s actions or character then it must be done mindful of the principle of subsidiarity and with proper safeguards in place to protect the reputation of all parties involved. In all circumstances charity and prudence should prevail.

Confidentiality also protects the reputation of families and groups within the school and the reputation of the school itself. The above guidelines apply to these groups as well. Gossip (the revelation of personal or sensational facts or rumors about others) is a betrayal of confidentiality.

Subsidiarity: The principle of subsidiarity is closely related to confidentiality. This principle, enshrined in Catholic teaching, directs us as to who should be the proper recipient of information, discussion, and decision making. Subsidiarity can be clearly seen when we speak of parents as the primary educators of their children. This is an example of subsidiarity and protects the parents from undue influence by others in the decision making process for their children. Subsidiarity implies that the smallest, closest circle of people who have the responsibility of decision making in the circumstances are the ones who have a legitimate right to the information that would be necessary to make a proper decision. This is especially true when such information is of a personal or confidential nature. Subsidiarity also helps to define the proper chain of command through which concerns are directed and decisions are made.

Proper Roles:

Proper role of parents in relation to the school:
Parents have the right and the duty to thoroughly investigate the school prior to enrolling their child in it. They have a right to know what the school’s mission and vision is and
how the school carries that out on a day to day basis. Parents also have a right to ask questions and receive truthful answers about school issues that specifically relate to their child. When parents are satisfied that the school is a good fit for them and for their child, they then entrust their child into the care of the school according to a school’s proper ends. It is the parent’s responsibility to support the school and the proper authority that they have chosen to entrust the school with in placing their student there. The school has the authority, and must have autonomy, in decisions relating to school matters. If concerns arise relating to their child then it is their duty to communicate with the appropriate people in order to resolve their concern. This must be done according to the principles of confidentiality and subsidiarity. This implies that the proper chain of command be followed. The obligation to confidentiality and subsidiarity equally apply to the school in these matters. Each student and family has a right to confidence in personal issues and the protection of their good name.

Proper role of students in relation to the school:

Students’ proper role in relation to the Academy is best defined by the articles of decorum that they sign prior to admission to the school and are as outlined in this handbook:

- To behave in such a manner that shows respect for myself and others;
- To be responsible for my own belongings and respectful of the belonging of others;
- To be a serious participant in the community of learners at the Academy;
- To be respectful and obedient to those who have legitimate authority over me; and
- To conduct myself at all times as a proper lady or gentleman.

When issues arise concerning appropriate individual or student concerns each student must also be guided by the principles of confidentiality and subsidiarity as well as the proper use of the chain of command. Gossip and murmuring are a breach of these principles and a violation of their agreement to show respect to others. Parents entrust their child to the care and authority of the Academy when they enroll them. Thus students have an obligation to be respectful and obedient to the school’s authority over them.

Proper role of Board of Trustees:

The Board of Trustees serves the Academy in the role of the vision keeper and decision making body of the school. The proper domain of authority and autonomy in relation to school related issues belongs with the Board of Trustees. The Board of Trustees’ authority is then extended to the administration and then to the teachers in the daily matters of the school. It is the Board of Trustees’ proper role to set policy and to interpret such policy when needed. These policies, inasmuch as they affect the parents and students directly, must be communicated clearly to the parents and students of the school. The Board of Trustees must protect the reputation and good name of all involved by always being guided by the principles of confidentiality and subsidiarity. It is the Board’s obligation to make its decisions prayerfully and in the best interest of the entire school community. In matters of internal issues, i.e. personnel, finances, Board of Trustees concerns, etc… the Board is also held to strict confidentiality and the principle of subsidiarity.
Proper role of parent groups and committees:
All school parent groups and committees are bodies which serve the Board and the Administrative Team in the areas defined by their stated objectives. Their proper role is to support the work of the Academy within the framework of the school's policies, mission and philosophy. To this end, all groups and committees will conduct themselves in the light of the principles of subsidiarity, confidentiality and the proper role of each party involved.

All groups and committees will follow proper protocol for communication to and from their groups as outlined in the organization chart at the end of this handbook. The purpose of this organization is consistency in communication between all school groups.

V. Miscellaneous Policies

A. Attendance Requirements

Attendance at school is mandated by State law and is a sign of the student’s personal responsibility. Perfect attendance is the expectation and is important for scholastic progress. The habits of dependability and punctuality will serve the student well in school and in adult life. The Academy does not encourage students missing class for family vacations or for medical or dental appointments, etc. which could be made after school hours.

1. Absence: When a child is ill or an emergency necessitates absence, parents should call the Academy before 7:50 A.M. on each day of absence and leave a message including the student’s name and reason for absence. Upon return to school, the student must bring a note from the parent to the office stating the date(s) of and reason for absence signed by the parent. An absence of more than three days requires a doctor’s note in order to return to school. If a student will be absent for reasons other than sickness, parents must call to notify the administrator at least one day before the student’s absence. Upon return to school, the student must bring a note from the parent to the office stating the date(s) of and reason for absence signed by the parent.

2. Assignments: Arrangements should be made by the family directly with the child’s classmates to obtain assignments. The student is responsible to make up all class work and assignments missed due to absence. Normally, upon return to school after illness, the student has the same number of days to make up work and turn in assignments as the days he was absent.

3. Tardiness: The first bell rings at 7:50. Students are expected to be in home room prior to the first bell. Any student arriving at the 7:50 AM bell or after 7:50 AM is considered tardy and will report to the main office to sign in. An email with a read-receipt will be sent to the parent advising of their child/children’s tardiness. The accumulation of three email tardy notices will result in an after school work detention. Every additional 3rd tardy will result in an additional after school work detention. Habitual tardiness will result in a phone call to the parents from the
Administrator. In the event that tardiness is unavoidable the student must bring in a note signed by a parent stating the reason for being late.

4. Early Dismissal or Partial Absence: When an early dismissal or absence for part of the day is necessary, a note must be turned in to the office before 7:50 A.M. The note should contain the student’s name, the date and time of the dismissal from class, the reason for the dismissal, and the parent’s signature. The note must also include the name of the person picking up the student if it is someone other than the parents or pre-arranged car-pool driver. The student must inform their teachers of the early dismissal that day. The person responsible to pick up the student must come into the office to sign the student out; the student must sign-in upon return.

5. Perfect Attendance: Perfect attendance is defined as never being tardy, never dismissed before noon, and never absent from school.

B. Chain of Command

Respect for persons and concern for the common good require that the principle of subsidiarity be observed in the life of a community. This principle, enshrined in Catholic social teaching, requires that decisions and issues be handled at the lowest, most appropriate level in order to safeguard the rights and responsibilities of the human person. The Board of Trustees establish the mission and philosophy of the school, create policy and ensure that it is properly carried out, and are responsible for the financial funding of the Academy. The Head of School, Administrator, and Dean of Academics and Faculty are responsible for the day to day operation of the Academy and for implementing the policies established by the Board.

Questions or issues, which, from time to time, may arise in the life of a school, should first be addressed to the faculty member concerned. If a parent desires to speak with a teacher about a student issue, it is recommended that the parent call the office or e-mail the teacher to schedule an appointment with the teacher instead of trying to “catch” the teacher before school begins or in between classes. This will be beneficial for the student, the parent, and the teacher. Normally, issues are resolved at this level. If unresolved, any issues involving student life, discipline or scheduling should be brought to the attention of the Head of School; issues involving teachers, academics, or study should be brought to the Dean of Academics and Faculty for final resolution.

C. Class Schedules

Supervision is provided fifteen minutes before and after school only. Parents are asked not to drop off their children before 7:35 AM and to be prompt in picking up their children at dismissal time. The Academy day begins at 7:50 AM and ends at 2:50 PM.

D. Emergency School Closings

The Academy will follow the City of Manchester for initial closings due to snow or inclement weather. If Manchester is closed due to a storm then Holy Family will, in most all situations, also be closed. Listen for Holy Family Academy’s own announcement. With many of our families traveling a great distance to get to school there will be
occasions when, due to bad driving conditions, Holy Family Academy will have a delay even when the Manchester schools do not. Please tune in to FM 95.7 WZID, FM COOL 96.5, or AM 610 WGIR. WMUR-TV 9 can also be viewed for specific information about Holy Family Academy’s decision. In addition, school closings are listed on-line at their web site; www.TheWMURChannel.com-closings. Every effort will also be made to post a message on the school’s telephone line (603-644-7247) announcing our decision in the event of a closure or delay.

E. Medical Record and Health Policies

A copy of up-to-date immunizations or a certificate of religious exemption is required by the State to be kept on file for every student. In addition, the Academy requires that every family complete and return an emergency information form by the first week of school. This information must be updated as soon as any changes occur.

1. Medication: For the safety of all concerned and in accordance with RSA 541-A, students may not carry or keep medicines with them at school. Any student who is required to take prescription medication while in school must keep the medication in the main office. A written permission from the parent and instructions from the physician as to its administration must accompany the medication. All medicines must be clearly labeled with the student’s name and all prescription medications must be in a properly labeled pharmacy bottle.

2. Communicable Diseases: Any member of the Academy who is diagnosed with any communicable disease or illness that may be harmful or contagious to others will be expected to remain home until the condition is no longer a hazard. The Academy reserves the right to require a medical evaluation for any member of the Academy and may choose not to retain a person who knowingly comes to school with a communicable disease. Each case will be handled individually.

F. Record Keeping Policy

All student cumulative record folders, which contain the student’s health records, emergency information, attendance records, and all academic records are maintained in the school office and are kept strictly confidential with access only to teachers, administration, and if necessary the Board of Trustees, or when required by law.

G. Review of Records

For Parents: Parents have the right to view their child’s cumulative record folder. It is appropriate to give a 24-hour notice of request to review a cumulative record folder. The parent must sign the “review of records” book in the school office, and any viewing is to be supervised and done in the school office. Nothing may be removed or altered in an official file during a viewing. If there is any question or dispute of contents, the matter must be directed, in writing, to the administrator for resolution. The administration’s response should be in writing; both documents to become part of the official record.
For Teachers: A teacher must sign and date the “review of records” book and review the records in the office. Nothing may be removed or altered in the official file and records are not to be removed from the office.

H. Release of Records

Student records may not be removed from the school office unless the procedure for release is followed.

Records may be requested by a parent for transfer to another school by completing the required release of records form. For the release of student records, requested by a parent to a third party, the Academy will follow the guidelines of the Family Education Rights and Privacy Act (1974). Typically, in a school transfer, the new school will send a request for release of records signed by the parent. In school transfers, the entire contents of the cumulative record folder are transferred to the new school.

The request of high school transcripts for scholarships and post-secondary educational applications are to be made using the Transcript Request Form available in the Academy Office and the Academy website under the Academics menu. Transcripts may be requested by parents, if the student is under 18 years of age, and by the student once he or she reaches 18 years of age. Transcripts will be sent without charge for current students and graduated seniors upon the completion of their final grades. Transcripts will be sent for all other graduates and former students for a service fee of $3.00 per transcript.

I. Parent Involvement in Homework

While the junior and senior high student needs a good deal of private study time in a setting free of distraction, (such as phone, e-mail, T.V., radio, etc.), parents must be actively and appropriately involved in their child’s school work. This could include (depending upon the needs and level of the student): daily discussions about what the student is learning, monitoring of private study time, checking assignments for completion, reviewing written work, quizzing student on memory work, reading and discussing books the student is reading, offering encouragement to persevere through difficult material and expressing trust in the student’s God-given ability. In no case, however, should the parent ever do the student’s work.

J. Pick-up and Drop-off of Students

When picking up or dropping off students before and after school, parents and car-pool drivers must use the following traffic pattern in order to minimize traffic on Ashland Street. There are white lines that designate the two lanes where parents are to drop off their students in the morning, or wait in line at dismissal time. Drivers will enter the parking lot by the entrance farthest from the building (closest to Lowell Street), proceed across the parking lot within the two lanes, drop off or pick up, and exit the parking lot at the exit nearest the main entrance to the building. At the end of the school day, we ask that parents form only two pick-up lines instead of three so that students who are already parked in the lot will have room to back up and leave the lot safely. If necessary, parents may park on Ashland Street or Lowell Street while waiting for the lines to move in the parking lot. No one should pull up to the stairs for either pick-up or drop-off. This pattern
will keep the traffic flow within the parking lot and not on the street and will reduce the possibility for accidents.

K. Student Drivers and Parking rules

Students may drive a vehicle to school only with parental and Academy permission. Students must agree to abide by the Academy student driver rules before they are allowed to drive to school, and must sign the necessary form, as do the parents.

1. Students must be registered HFA drivers. To register a vehicle, students must fill out a Student Academy Driver’s Form and provide the following documentation PRIOR to driving their vehicle to school:
   a. A copy of a valid NH driver’s license number
   b. A copy of the current registration for the vehicle
   c. A copy of the car insurance showing liability coverage

2. Parking in the school parking lot is limited. Only faculty and staff members may park near the school building. Students may not park on the street.

3. Students must follow the traffic flow when leaving the parking lot, cannot park near the front stairs to wait for or drop-off passengers, and must drive responsibly, carefully, and slowly upon entering and leaving.

4. Students may transport others students to school (other than siblings) only with the written permission of ALL parents concerned. These permissions slips must be on file in the school office.

5. The administration reserves the right to inspect a student’s vehicle while on school property. Holy Family Academy is not responsible for any damages or theft while vehicles are on Holy Family Academy property.

6. Violation of any of these policies may result in suspending or revoking a student’s privilege to drive to school.

L. Telephone Calls

Student use of office telephones is, of necessity, limited only to important messages and/or emergencies. Schoolwork or physical education clothes left at home does not constitute an emergency. Phone messages for students cannot be delivered to students in class except in the case of an emergency. Every effort will be made to relay non-emergency but important messages (e.g. transportation changes) to students before dismissal.

M. Textbooks and Personal Effects

All books, with the exception of those purchased by the students, are loaned to the student by the Academy for use during the year. All textbooks must be covered and labeled with the student’s name. Books must be cared for properly and may not be left
unattended. No writing is permitted in books and any lost or damaged books must be paid for.

Common sense suggests that students not bring large sums of money or valuable objects to school.

N. Locker Policy

1 John 2:17 “The world and all its allurements will pass away, but whoever does God’s will shall live forever, alleluia."

Holy Family Academy is God’s school and everything in it must give glory to His Name. The world, in the sense St. John writes of it above, does not have a place, or a priority here. Our students need to be reminded that “the world and its allurements” are to be left behind as they enter this school. Inside and out, lockers must be kept clean of all trash, and anything that does not reflect “faith, family, or friends” (pets are OK). Pictures of teen idols, rock stars, TV characters and movie celebrities, should not be placed in students’ lockers. These are all distractions from what is truly important in our lives as Catholics. Only a scripture verse will be allowed on the outside of their lockers. Inside students may display a reasonable number of pictures or sayings that reflect “faith, family, or friends” as long as they are in good taste.

Lockers are not a private space but rather a “loaned” space for the convenience of the student’s use for academic purposes. No locks are allowed. Students are expected to respect each other’s locker space. They are not allowed to enter another student’s locker without permission. Trimester examinations of all lockers will take place by the administration or homeroom teachers, and student’s lockers may be opened by the administration or its designees at any time for spot checks. At the end of the school year, students are to clean out their lockers and take home all belongings. Any items left at the Academy over the summer will become property of HFA to be given to the poor or discarded.

O. Use of Academy Equipment

1. Computers: At this point in time computers are available at school for the use of the administration and the teachers. Students are not permitted to use the school’s computers unless specific permission is given to a student by a teacher or the administrator for a specific Holy Family Academy project, such as the yearbook.

   The Academy is in the process of acquiring computers for student instruction and limited use during certain times of the school day. Should these computers be made available during this academic year, additional policies concerning student usage will be implemented and presented to both parents and students.

2. Copy Machine: Students may use the copy machine only when asked by a teacher or administrator to do copying that is for the teacher’s class. Personal student copying is strictly prohibited.
P. Tuition

It is part of the mission of Holy Family Academy to make “the school affordable, in as much as is possible, to all practicing Catholic families who desire its education…” To this end, the Academy strives to keep tuition as low as possible and yet to pay a living wage to those who teach at and administer the school. This means that tuition only covers a part of the school’s operating expenses and relies upon the generosity of our benefactors and the abundant mercy of God to supply the additional funds necessary to educate our students. The Academy depends upon the timely and complete payment of tuition in order to pay its bills in a timely and complete manner.

Every family must sign a tuition contract before the beginning of each academic year agreeing to the amount of tuition to be paid and the terms of this payment. This is a serious commitment undertaken by each family and the school will take whatever measures necessary to see to the timely payment of tuition. If unforeseen circumstances occur and a payment cannot be made as agreed upon then please contact the administrator immediately to inform the school of the difficulty and in order to make the necessary arrangements to take care of this matter.

Tuition Payment policy: If a student (or family) withdraws before the first payment is due then the commitment and/or registration fees ($300.00 per student or $600.00 per family) paid are forfeited. If a student withdraws after July 1st and prior to the first day of school, then all fees (registration, books, testing, and graduation fee) will be forfeited, but any tuition paid will be refunded. If a student withdraws, or is asked to leave once the 1st trimester has begun, the parents are obliged to pay the tuition for the remainder of the 1st trimester. The obligation to pay for the remainder of current trimester will begin on the fourteenth day from the first academic school day of the 2nd and 3rd trimesters respectively. If an account is in arrears then report cards, diplomas, or final transcripts will not be issued until the account is paid in full.

Q. Admissions Policy

Holy Family Academy seeks students who value their Catholic faith, who have a strong desire to learn, who want to seek the truth, and who are capable of doing the work of the Academy, demonstrating average to outstanding intellectual ability. Certain requirements (see website for Application Procedure) must be completed in order for Holy Family Academy to make a decision regarding the student’s admission. Holy Family Academy does not exclude children from other faiths but welcomes them in as much as they sincerely desire the education and formation offered by the Academy and join us in a spirit of support and respect for the Catholic Faith.

R. Re-Admission Policy

If a family withdraws from the Academy, and then wishes to re-enroll, the Academy will require the family to complete the registration process once again, including payment of the $300 commitment fee. Testing will be at the discretion of the Head of School.
S. FACTS Tuition Management Program

Holy Family Academy has contracted with FACTS Management Company to electronically process our tuition payments (other than registration fees).

FACTS Management Company serves over 4000 schools nationwide and is the industry leader in automatic payment processing for private, faith-based schools. HFA families enroll with FACTS on a yearly basis and have different tuition payment options to choose from. Through the Grant and Aid Program, FACTS also assesses the financial need of HFA families who apply for financial aid from the Academy.

Budgeted Tuition Payment Option: As stipulated in the tuition contract, all budgeted tuition payments will be paid through the FACTS program. Families will be required to enroll in the FACTS program within 14 days of receiving the initial e-vite from FACTS. The first payment is due on or before July 5th. Failure to enroll and make the first payment by July 5th, will result in a $100.00 fee payable to Holy Family Academy.

Full Tuition Payment Option: Families choosing this option must make their tuition payment in full to Holy Family Academy on or before July 5th and in doing so will receive a 3% discount. Families choosing this option must inform the Academy of their decision no later than June 1st so that they will not be included in the FACTS program and that the Academy will not incur the $41.00 per family processing fee. Failure to make the payment in full by July 5th will result in a $100.00 fee payable to Holy Family Academy.

T. Visitors

Any visitors to the Academy must report to the school office and sign in. No visitor will be permitted to enter classes without the prior permission of the administrator.

U. Volunteerism

“Holy Family Academy was founded by parents and its success depends upon the support of the parents…” states the Academy’s Mission. Thank you for expressing your understanding of how important the support of your child’s education is through your charitable service. The Academy has many needs such as: painting, repair, upkeep and regular maintenance, janitorial services, library organization, student lunches, feast day celebrations, transportation as needed, snow removal, fund-raising, etc. The service given by parents and families is truly a gift from God and teaches the valuable lesson of Christian service and caring.

V. Photographs/Videography

Periodically throughout the year photographs and/or videos of our students are taken and may be used in our communication with our supporters and benefactors, on our website, on the Holy Family Academy Facebook page, and in our promotional materials. It is assumed that we have your permission to use these photographs and recordings as
W. Asbestos Notification

It is a requirement of the U.S. Environmental Protection Agency (EPA) Asbestos Hazard Emergency Act (AHERA) that building occupants and their legal guardians be notified that there are asbestos-containing materials in the Holy Family Academy building.

Please be assured that all asbestos-containing materials are safely contained and are routinely inspected. The maintenance and removal of this material is documented in the school’s Asbestos Management Plan which is available for your review in the administration office. You may contact the school’s AHERA Designated Person, Marc Larochelle, with any questions at (603) 641-8619.

HOLY FAMILY ACADEMY TECHNOLOGY RESOURCE ACCEPTABLE USE POLICY AGREEMENT

INTRODUCTION

Access to Holy Family Academy’s technology resources is provided to the school community (students, faculty and staff members) strictly in support of activities related to school and classroom learning. Access to equipment and network services is given to those members who agree to act in a responsible manner and in compliance with this Acceptable Use Policy Agreement. School community members are responsible for their behavior, actions, and communications when using personal and/or school technology resources. They are responsible for the appropriateness and content of material they store, transmit, or publish. General school rules for behavior and communication apply.

This policy, and any subsequent policies, is designed to make technology available to the school community and to promote the responsible and safe use of resources. Cooperation and adherence to this policy is a condition of access to the aforementioned resources. Violation of this Acceptable Use Policy will result in disciplinary action and may have significant legal consequences.

ACCEPTABLE AND UNACCEPTABLE USE

The Internet offers the capability for students and staff to access and share information on a global scale. The scholarly use of the Internet can provide our students and staff with a world-wide, diverse array of resources. Users must be aware, however, that the internet, if left unchecked, also opens the doors to services and information that are inappropriate, offensive and unsuitable for users.

School members will use the following practices and precautions to ensure that the Internet is a safe, productive, and educationally rewarding experience:

1. Students will be given permission to access the Internet for faculty-sponsored activities only. Internet activity for students is to be limited to web browsing only. Students are not allowed to utilize the internet for any form of communication (email, instant messaging, chat room, etc.).
2. Content filtering will be utilized on the Academy network for blocking subjects, words or images that are deemed inappropriate on all computers and devices used at the Academy that are accessing the internet through the Academy network, regardless of ownership.
3. The user agrees to notify the school administrator if he or she views inappropriate materials, or in any other way feels violated, harassed, uncomfortable, or accosted through the school's computer resources.

Users agree to the following statements regarding illegal/unauthorized activities and system security:
1. The user agrees to access only the internet and network resources, software and/or hardware permitted by the Academy, and for express educational purposes.
2. Faculty and staff members’ school email accounts are to be used only for academic and school related purposes.
3. The user agrees never to trespass into another user's folders or files without expressed permission.
4. The user agrees never to use another user's password or account or provide user information to anyone. The user additionally agrees not to change passwords without notifying the school administrator.
5. Students are only allowed to use their student account on a computer and only with explicit permission of a faculty member. Students, under no circumstances, are allowed to use or gain access to a staff member’s account.
6. The user agrees to utilize screen locking whereby a password needs to be entered if the computer has been idle for longer than 10 minutes.
7. The user agrees never to use the network in such a way that would disrupt the use of the network by others (e.g. sending unnecessary messages to a large number of people, distributions of unsolicited advertising, propagation of viruses).
8. The user agrees never to tamper with or vandalize the property of the school or other user including: equipment; cabling and other infrastructure; any security system that protects the school's computer resources and data. Vandalism is defined as any malicious attempt to harm or destroy data or equipment of another user, the school, our network, or any other network.
9. The user agrees never to use the school's computer resources to gain unauthorized access to another computer network (hacking).
10. The user agrees never to install unauthorized software. Any request to load software on a computer must be authorized by a school administrator or designated faculty instructor.
11. The user agrees never to use or respond to inappropriate, obscene, profane, rude, inflammatory, threatening, or disrespectful language.
12. The user agrees never to post false information or engage in personal, prejudicial, or discriminatory attacks.
13. The user agrees never to harass another person by use of any of the school's resources. Harassment is defined as any action that distresses or annoys another person. The user agrees to stop immediately any and all behavior that is construed by another as unwelcome.
14. The user agrees never to access, transmit, retransmit or respond to any pornographic material or any material that would offend the Catholic nature of the Academy.
15. The user agrees never to use technology resources to engage in any illegal, criminal activity or any behavior which is morally inappropriate and/or violates Catholic doctrinal
or moral teaching. The school will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities.

16. The user agrees never to use the network for making commercial sales, multilevel marketing, gambling, sweepstakes, chain letters, or similar unauthorized purposes.

17. The user agrees never to plagiarize. Plagiarism is defined as taking the idea or writing of others and presenting them as one's own.

18. The user agrees to respect the right of intellectual property of other people and to respect all copyright laws (e.g. music files, e-books, etc.). Students agree that if they are unsure whether copyright law is being respected, they will bring this question immediately to the attention of a faculty member.

Privileges and Enforcement

The use of electronic networks and computer technology is a privilege, not a right. Access is given to users who agree to the terms of this Acceptable Use Policy Agreement. Inappropriate use or a violation of this agreement may result in the user’s access privilege being denied, revoked, or suspended. Misuse may also subject the user to further disciplinary action, up to and including dismissal, as deemed necessary by the Administration. Any violation of federal, state or local laws will be reported to the appropriate agencies.

There is no absolute right to Freedom of Speech when using the school’s technology resources which are viewed by the administration as a limited educational forum.

Privacy

There is no absolute Right to Privacy when using the school’s computer resources. The Academy may review files and communications to maintain system integrity and ensure that users are using the system responsibly. School administration and other authorized persons will have the right to review any and all material saved, transmitted, accessed, or momentarily in use by the user in accord with the policy set by the Board of Trustees. Users should not expect that files will be private.

Liability

Holy Family Academy and its employees will not be held responsible for the actions of a user who is in violation of any of the terms of this policy. This responsibility is extended to, but not limited to: loss or unavailability of data or interruptions of service, violations of copyright restrictions, the accuracy or quality of information obtained through the school's system, or any liability, damages, or financial obligations arising through the unauthorized use of the school's computer resources.

The Board of Trustees reserves the right at any time to unilaterally revise, modify, delete or add to this policy. Any written changes to this policy will be distributed to all students, faculty and staff so that they will be aware of the new policies or procedures. No oral statements or representations can in any way change or alter the provisions of this policy.

Thank you to Christ the Divine Teacher School of Latrobe, PA for giving permission to Holy Family Academy to use their Technology Resource Policy as a guide in creating our own.
ACKNOWLEDGEMENTS

We are grateful to the National Association of Private Catholic and Independent Schools (NAPC*IS), Kolbe Academy, and Mariamante Academy for the resources they provided in the development of this handbook.

Holy Family Academy may, of necessity, from time to time, amend and alter this Handbook.

If so, the academic community will be informed in a timely manner.

The Board of Trustees is the final authority in the interpretation and implementation of the policies of the Academy.

Holy Family Academy does not discriminate on the basis of race, color, national or ethnic origin in its policies of admissions, scholarships, or employment of personnel.

This handbook has been revised as of July 13, 2014. All past editions are superseded by this current edition and all policies and statements within this edition are those that govern the Academy at this time.
Warn my children
  to avoid the precipices of pride and haughtiness
  and to walk in the pleasant meadows of modesty;
  not to be dazzled by the sight of gold;
  not to lament that they do not possess
  what they erroneously admire in others;
  not to think more of themselves for gaudy trappings,
  nor less for the want of them;
  neither to deform the beauty that nature has given them by neglect,
  nor to try to heighten it by artifice;

  to put virtue in the first place, learning in the second;
  and in their studies to esteem most
  whatever may teach them piety towards God, charity to all,
  and Christian humility themselves.

These, I consider the real and genuine fruits of learning,
  and I would maintain
  that those who give themselves to study with such intent
  will easily attain their end and become perfect.
Appendix A:

Holy Family Academy
Organization Chart

Board of Trustees

Head of School
Student and Parent Matters

Administrator
School Operations

Dean of Academics and Faculty
Academic and Faculty Matters

Administrative Assistant

Faculty
Appendix B: Holy Family Academy Anti-Bullying Policy

Holy Family Academy is committed to creating and sustaining a school community in which all – students, teachers, administrators, and parents – are treated with dignity and respect according to the Gospel and the norms of social justice.

As Catholics, we believe that everyone is created by God and loved by God. As followers of Jesus, we are called to value other people’s dignity and to treat them with respect just as Jesus did. Bullying of any kind goes against our call to be like Jesus, and it is never acceptable.

Holy Family Academy is committed to providing all students with a safe school environment in which all members of its community are treated with respect. The school believes that protecting against and addressing bullying is critical for creating and maintaining a safe, secure and positive school climate and culture; supporting academic achievement; increasing school engagement; respecting the rights of others; and upholding our Christian values.

The Head of School is responsible for ensuring that the Anti-Bullying Policy is implemented.

1. Definitions

Bullying means a single, significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:
- Physically harms a student or damages the student’s property; or
- Causes emotional distress to a student; or
- Interferes with a student’s educational opportunities; or
- Creates a hostile educational environment; or
- Substantially disrupts the orderly operation of the school.

Cyber bullying means bullying conduct (as defined above) that is undertaken through the use of electronic devices. Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, electronic readers, videogames, and websites.

2. Statements of Prohibition

Bullying and cyber bullying shall not be tolerated and are hereby prohibited.

Holy Family Academy reserves the right to address all forms of prohibited conduct and, if necessary, impose discipline for such misconduct that occurs on or is delivered to school property or a school-sponsored event on or off school property; or occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil’s educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

False Reporting - A student found to have knowingly made a false accusation of bullying may face disciplinary or remedial action within the discretion of the Head of School.
**Retaliation** - Retaliation or false accusations against a victim, witness, or anyone else who in good faith provides information about an act of suspected bullying or cyber bullying is prohibited. Any student found to have engaged in retaliation against those described above shall be subject to disciplinary action.

If an alleged victim or any witness expresses to the Head of School or other staff member that he or she is fearful of retaliation, the Head of School shall develop a plan to protect that student from possible retaliation.

3. **Reporting Incidents of Bullying**
Note: The identity of the reporter will be protected unless otherwise required by State or Federal law.

**Reporting by Students**-
Any student who believes that he/she has been the victim of bullying should report the act immediately to a teacher or to any other school employee.

Any student who has knowledge of or observes bullying of another student is encouraged to report the bullying to a teacher or to any other school employee. If a student is unsure whether an incident learned of or observed may constitute bullying, the incident should be discussed with a teacher or another school employee.

**Reporting by Parents and School Volunteers**-
Any parent or school volunteer who suspects, has witnessed, received a report of, or has information that a student may have been subjected to bullying is encouraged to promptly report such incident to a teacher, a school employee, or the Head of School.

**Reporting by School Employees**-
Any teacher, staff member, or school employee, who suspects, has witnessed, received a report of, or has reliable information that a student has been subjected to bullying or suspected bullying as defined above shall promptly report such incident to the Head of School.

4. **Response to Reports**

**Investigation**
The Head of School shall promptly (within 2 school days) initiate an investigation into any report of bullying or suspected bullying.

**Initial Notice to Parent**
The Head of School shall promptly (within 2 school days) notify the parents of the reported victim of bullying and the parents of the reported perpetrator of bullying of the incident. Such notification may be made orally or in writing.

**Timeline for Investigation**
The investigation will usually be concluded within 5 school days.

**Notification to Parents upon Completion of Investigation**
Upon the conclusion of the investigation, the Head of School shall promptly report the findings of the investigation to the parents of the reported victim of bullying and the
parents of the reported perpetrator of bullying. Such notification may be made orally or in writing. The notification must comply with school policy and rules of confidentiality.

Written Record
A written record of any substantiated act of bullying shall be maintained by the school.

5. Disciplinary Action for Substantiated Bullying
If an investigation concludes that a student has engaged in bullying conduct prohibited by this policy, the Head of School shall determine the consequences on a case-by-case basis. Bullying behavior can take many forms. Accordingly, there is no single, appropriate response to substantiated acts of bullying.

When acts of bullying are identified early and/or when such acts do not reasonably require a severe disciplinary response in the judgment of the Head of School, students should be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying.

While bullying as defined above will generally warrant disciplinary action against the student responsible for the bullying, whether and to what extent disciplinary action is required is a matter for the discretion of the Head of School. The goal is for the child responsible for the bullying to receive redemption, learn, and refrain from bullying others in the future. Any disciplinary or remedial action shall be designed to correct the problem behavior, prevent future occurrences of such behavior, protect the victim, provide support and assistance to the victim and perpetrator, and prevent the likelihood of retaliation.

Nothing in this policy prevents the school from taking disciplinary action against a student for conduct that does not meet the definition of bullying or cyber bullying but nevertheless is inappropriate for the school.

6. Notification
Handbooks - Holy Family Academy will provide notice of this Policy to students, staff, parents, and volunteers via the Parent-Student Handbook and the Personnel Policy Handbook.

Training
Students: shall participate in education programs which set forth expectations for student behavior and emphasize an understanding of bullying, the school’s prohibition of such conduct, and the reasons why the conduct is destructive, unacceptable, and shall lead to discipline.

Parents: Periodically, the Head of School shall provide parents with information about bullying.

Faculty, Staff, and Volunteers: The Head of School shall develop appropriate methods of discussing with staff and volunteers the meaning, substance, and application of this policy and the importance of promoting a positive school climate to minimize the occurrence of bullying.
Parental Concerns
From time to time, parents might have a need to discuss concerns about a student with the teacher or Head of School. Holy Family Academy faculty encourages parents to make an appointment as soon as possible so that the student can be helped and any problem resolved. Most concerns can be dealt with through a parent-teacher meeting; however, if additional insights are needed, the teacher or parent or both may ask the Head of School to join the next meeting. Ordinarily, these meetings will be sufficient to plan a method to help the student and to involve the parent.

On some occasions, either the parent or teacher might invite a specialist to be present for the discussion if it is appropriate. The main objective of all meetings and discussions of this type is to be certain that the student is appropriately engaged in the learning process and is exhibiting behavior that is consistent with the expectations for the student’s grade level.