

Holy Family Academy

Ad Veritatem per Fidem et Rationem



Parent-Student Handbook 2020-2021



August 22, 2020
Queenship of the Blessed Virgin Mary

Dear Parents and Students:

Welcome to Holy Family Academy!

Holy Family Academy is a Catholic school whose essential identity is summarized in a few words Benedict XVI addressed to Catholic educators in America:

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.

This is our unique mission: *To be a school where students can encounter the living God in liturgy and in prayer, in classes and in conversation, in studies and in sports, in fellowship and in friendship.*

The three pillars of Holy Family Academy—Catholic, Classical, and Affordable—make the Mission more concrete. Each of these pillars is further explained in the pages below.

Catholic Identity is the key to understanding Holy Family Academy. As a Catholic school in the heart of the Church, HFA rejoices in her identity. The specific, hallmark characteristics of this identity are presented in the document entitled *The Holy See's Teachings on Catholic Schools*. This document articulates the five marks of a Catholic school:

- Inspired by a supernatural vision
- Founded on Christian anthropology
- Animated by communion and community
- Imbued with a Catholic worldview throughout its curriculum
- Sustained by gospel witness

Holy Family Academy's curriculum is designed to leads students to happiness teaching them the truth about who they are, the truth about the world, and the truth about God. Not every teenager has a great opportunity to learn these things.

I would love to talk with you about anything in the *Parent-Student Handbook*. Give me a call if you want something explained or have a suggestion. Students should also feel free to have respectful conversations with me and their teachers about any policy, because understanding the “why” behind the “what” makes them more active participants in their own education

I am excited to work with your children as they journey with HFA on the high adventure of Catholic education. Let us keep our eyes fixed on God and our heavenly homeland.

Peace,
Mark Gillis
Head of School

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Part I: Foundations



Mission

Holy Family Academy is a Catholic school whose essential identity is summarized in a few words that Benedict XVI addressed to Catholic educators in America:

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.

This is our mission: to be a school where students can encounter the living God in liturgy and in prayer, in classes and in conversation, in studies and in sports, in fellowship and in friendship.

The Three Pillars of Holy Family Academy

Holy Family Academy is Catholic, Classical, and Affordable. These are her *three pillars*.

Catholic Identity

As a Catholic school in the heart of the Church, Holy Family Academy embraces her identity. The specific, hallmark characteristics of this identity are presented in the document entitled *The Holy See's Teachings on Catholic Schools*. This document articulates the five marks of a Catholic school:

- Inspired by a supernatural vision
- Founded on Christian anthropology
- Animated by communion and community
- Imbued with a Catholic worldview throughout its curriculum
- Sustained by gospel witness

In light of these essential characteristics, Holy Family Academy believes that each human person has received the breath of eternal life from God, understands human nature in light of Christ, strives to build fellowship, sees the world from a Catholic perspective of faith and reason, and draws strength from the example of heroic witnesses. All members of the Faculty annually take the Oath of Fidelity

Classical

Classical liberal education cultivates wisdom and virtue by nourishing the soul on truth, goodness, and beauty by means of the Trivium and Quadrivium.

Classical education takes each student to their highest possible potential because the classical approach teaches students how to learn and how to think. Socratic Method discussion-based classes help students to further discern truth.

It is precisely this kind of education that has produced countless great leaders, inventors, scientists, writers, philosophers, theologians, physicians, lawyers, artists, and musicians over the centuries.

Affordability

It is part of the mission of Holy Family Academy to make “the school affordable, in as much as is possible, to all 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. We rely upon the generosity of our benefactors and the abundant mercy of God to supply the additional funds necessary to educate our students.

The Crest of HFA

In our academic crest, the Holy Family is represented with the Eucharist, *Fleur De Lis*, and the Lily. The Eucharistic symbol represents Our Lord and is in the style of the Jesuit’s to recognize the influence of Jesuit’s *Ratio Studiorum* (Plan of Studies) in HFA’s teaching methods. The *Fleur De Lis* (Flower of the Lily) symbolizes Our Lady because it is a symbol of virginity and purity. The Lily represents St. Joseph, symbolizing his chastity and purity. The chevron indicates that all of our actions are to lead to heaven.

Our motto “*Ad Veritatem per Fidem et Rationem*” (To the Truth through Faith and Reason), is directly below the crest. The three books represent the Trivium—Grammar Logic, and Rhetoric-- and the essential elements of the classical education at Holy Family Academy.

Motto: To the Truth Through Faith & Reason

The motto of Holy Family Academy is *To the Truth Through Faith and Reason*. God has given us two ways to know Him: the natural power of reason and the supernatural gift of faith. Catholic schools are perfectly clear about the distinction between and compatibility of faith and reason. John Paul II gave a useful image to convey the relationship of the two ways:

Faith and reason are like two wings on which the human spirit rises to the contemplation of truth; and God has placed in the human heart a desire to know the truth—in a word, to know himself—so that, by knowing and loving God, men and women may also come to the fullness of truth about themselves.

The HFA curriculum enables students to cultivate their capacity for rational thought and to have confidence that the truth can be grasped through the natural light of reason. At the same time, the HFA curriculum helps students to drink deeply from the springs of divine revelation. Thus, by learning to avoid rationalism as one extreme and fideism as another, HFA students sharpen their ability to reason clearly and deepen their capacity to believe firmly.

Our Ultimate Goal

Every person is called to be a saint. The universal call to holiness means that all are called to the life of charity, because intimacy with God is not a privilege reserved for an elite few; rather, “all the Christian faithful, of whatever state or rank, are called to the fullness of the Christian life and to the perfection of charity.”

Holy Family Academy educates students to fulfill their fundamental vocation: to be saints who live as beloved sons and daughters of God. Every one of our students, indeed, every human person, is a child of God and finds happiness only by discovering and living this identity. Formal education in the Catholic Faith aims specifically at personal union with God:

At the heart of catechesis we find, in essence, a Person, the Person of Jesus of Nazareth....The definitive aim of catechesis is to put people not only in touch but in communion, in intimacy, with Jesus Christ. (*Catechesi Tradendae*, 5)

Therefore, the ultimate educational goal at HFA is no less than union with God lived imperfectly in this world and perfectly in the next.

Liberal Education

Liberal education is comprised of the Trivium (Grammar, Dialectic, and Rhetoric) and Quadrivium (Astronomy, Geometry, Math, and Music). The phrase “liberal education” originated in ancient Athens and Rome. It designated the type of schooling offered to the free citizens (*liber* is Latin for free), as opposed to the job training provided to servants and slaves. Those who were deemed incapable of living the good life received an education of utility in preparation for the practical tasks they were to complete. Slaves were not expected to participate in substantial conversations, to read for understanding, to think rationally, to speak clearly, or to write persuasively. The liberally educated person, by contrast, was called to the fullness of the good life: not only to live but to live well, not only to survive but to thrive, not only to be healthy but to be happy.

The excellence of a liberal education consists in its power to make students flourish as human persons. As John Paul II often remarked, we have been created not simply to *have* more but to *be* more. We become “more” by being transformed by the beautiful, true, and good. Every person thirsts for these three—beauty, truth, goodness—and can flourish in happiness through communion with them.

The life-changing power of liberal education is evidenced throughout history by many class-based, hierarchical cultures that made it a punishable crime to teach slaves the Trivium. The ruling classes feared—rightly—that literacy, clear thinking, and the art of persuasion would open minds and hearts to the power of the true, good, and beautiful, thereby offering liberation from the tyrannical prejudices of their culture.

Holy Family Academy aspires to teach the liberal arts so that all students can live freely—whatever path they take—and experience the happiness of a life lived well.

The Nature of Teaching

Every school has a philosophy of learning that informs the teaching. At Holy Family Academy, we walk in the classical liberal arts tradition of the west that understands education according to its etymology: *e* = out + *ducere* = to lead. Education *leads out* the student’s innate capacity to know the truth, choose the good, and delight in the beautiful. Thus, true education is more akin to tending a garden than simply filling an empty vessel or training a worker to complete a task.

The educational philosophy espoused by the great teachers of the west—Socrates, St. Augustine, St. Thomas Aquinas—is summarized by the Catholic philosopher Josef Pieper:

Teaching in the real sense takes place only when the hearer is reached—not by dint of some personal magnetism or verbal magic, but rather, when the truth of what is said *reaches the hearer as truth*. . . . And being taught is something else again from being carried away, and something else again from being dominated by another’s intellect. Being taught means to perceive that *what the teacher has said is true and valid*, and to perceive why this is so.

Put another way, the classical liberal arts education rests on the bedrock convictions that truth exists, we can know it, and the moment of learning is an encounter with the truth for both the teacher and the student. Therefore, the truth is the highest authority in the classroom.

The Teacher

In light of the fundamental conviction that to learn is *to see the truth as truth*, the teacher at HFA can be compared to a gardener. The gardener has a few tools and a basic knowledge of soil, seeds, sunshine, and water. He patiently toils away each day—pruning here, weeding there, and occasionally supporting a weak plant by tying it to a stronger one. Each day brings new delights and new challenges for the gardener as he sees the seedlings grow and blossom. Through it all he has confidence in his tools, confidence in his craft, and confidence in nature. The teacher, like the gardener, tends to his students and works for their growth as they actualize their potential.

In order to help students learn, Pieper explains, the teacher must understand the students and their point of view:

Precisely this characterizes the teacher, it seems to me: he possesses the art of approaching his subject from the point of view of the beginner; he is able to enter into the psychological situation of one encountering a subject for the first time. . . . he sees the reality just as the beginner can see it, with all the innocence of a first encounter, and yet at the same time with the matured powers of comprehension and penetration that the cultivated mind possesses. . . . A few things are clear about this factor: it is a fruit of love, of loving devotion to the learner, of loving identification of the teacher with the beginner.

Thus, to undertake the noble adventure of being an educator, the teacher must know the goal or end point of education—truth, and the starting point—each student and his or her actual state.

The Nature of Learning

The fundamental condition of the human person is that he is neither the all-knowing God nor a non-knowing beast. To be human is to be in the middle, so to speak, of a journey. It is due to this *on the way* condition of human nature that Pope John Paul II says every person is in some sense a philosopher, an explorer, a seeker of wisdom. Wonder, therefore, is a uniquely human quality and the essential disposition of the student.

Children and the young give us an example. They are natural learners and questioners who are genuinely wonder-full. To preserve the disposition of a learner is essential, for “without wonder,” Pope John Paul argues, “men and women would lapse into deadening routine and little by little would become incapable of a life which is genuinely personal.”

How does one remain full of wonder? What stifles wonder is intellectual blindness or pride on the one hand and slothful neglect or despairing nihilism on the other. Humility, then, is the key to keeping one’s heart and mind open to the truth. Moreover, a healthy humility is the source of fearless confidence in the quest for truth.

Fear is also a wonder-killer. If students see the classroom as a dangerous place where their dignity is trampled upon, their ability to learn is stifled by a paralyzing fear. Friendship is the antidote, as it were, for the climate of anxiety and dread in the classroom. John Paul II expressed this well:

It must not be forgotten that reason too needs to be sustained in all its searching by trusting dialogue and sincere friendship. A climate of suspicion and distrust, which can beset speculative research, ignores the teaching of the ancient philosophers who proposed friendship as one of the most appropriate contexts for sound philosophical enquiry.

The Tools of Learning

Students at Holy Family Academy develop the intellectual habits for lifelong learning, what Dorothy Sayers calls the “tools of learning.” In the tradition of classical liberal education these tools of learning are the Trivium: Grammar, Logic or Dialectic, and Rhetoric. Sayers explains that students of the Trivium learned the nature of language, the power of clear thinking, and the art of persuasion:

First, he learned a language; not just how to order a meal in a foreign language, but the structure of a language, and hence of language itself—what it was, how it was put together, and how it worked. Secondly, he learned how to use language; how to define his terms and make accurate statements; how to construct an argument and how to detect fallacies in argument. Dialectic, that is to say, embraced Logic and Disputation. Thirdly, he learned to express himself in language—how to say what he had to say elegantly and persuasively.

According to Sayers, the mark of a liberally educated person is not that he uses arcane vocabulary and possesses vast storehouses of knowledge; rather, the liberally educated person *has learned how to learn*. He can read for understanding, listen attentively, think logically, write clearly, speak persuasively, discuss vigorously, argue convincingly, and walk confidently with a humble yet fearless mind. Such a person is prepared not only for citizenship, college, and career but, more importantly, for a good life.

Reading, Writing, and Public Speaking

Holy Family Academy stresses the fundamentals of learning. The student who can read carefully, think clearly, write persuasively, debate politely, and speak publicly is well prepared

for college, career, and adult life. The young person who has cultivated these abilities is liberally educated.

Technological habits are ever-changing, but the fundamental habits of the liberally educated person are timeless. No one can predict what devices people will be using in ten or even five years, but clearly every person will need a well-trained mind to think and to understand, to critique and to communicate.

Holy Family Academy students read original texts, mostly classics, from Grade 7-12. Daily discussions on these texts help students to hone their skills of reading carefully and articulating their thoughts. The students' ability to read attentively is greatly improved by their study of grammar in English and Latin.

Students at HFA do a lot of writing. Beginning in Grade 7, students learn the basics of composition according to the principles and pedagogy of the Institute for Excellence in Writing. Students at the Academy learn how to logically structure an essay according to a model that can be adapted to the beginner writing a five-paragraph and to the Senior writing a long thesis. Naturally, these years of practice prepare students to write in college and beyond.

For each essay, students are not simply assigned a paper and then left to themselves to churn out pages of poorly written verbiage. Rather, they are led through the writing process step by step, draft by draft. After developing these skills in English classes, students are then able to write quality essays in other classes.

Holy Family Academy students have daily opportunities to practice speaking in public because most classes are conducted as discussions. By actively participating in the lively exchange of ideas, students gradually become comfortable speaking in front of others. Students also have regular opportunities to practice public speaking by making oral presentations to the class. After each oral presentation, students receive immediate constructive feedback on how they are progressing in the art of persuasion, or rhetoric. Beginning in Grade 7, students make several individual presentations each year and gain confidence by learning to stand tall, enunciate, make eye contact, speak at a moderate pace, and stress key words.

These six years of daily practice in reading, writing, and public speaking, prepare students very well for college and career.

Socratic Method

Many students participating in the Socratic dialogue in the classroom experience an intellectual awakening. Guided by the teacher's questions, students get to test their understanding and formulate their own thoughts. For many students who may have become passive participants in their education—as if it were a spectator sport—the active dynamics of the Socratic conversation come as a breath of bracing fresh air.

Named after the 5th Century B.C. Athenian philosopher, the Socratic method rests upon the fundamental convictions that truth exists, human beings can know it, and we need one another

to find it. Living in the cradle of Western Civilization, Socrates was “the prototypical seeker after truth and finder of knowledge...forever engaged in conversation and in testing himself and his interlocutor in debate.”¹

Dialogue is the essence of the Socratic Method. Plato offers a brief description of how the Socratic dialogue leads to moments of light: “By conversing many times, and by long, familiar intercourse for the matter's sake, a light is kindled in a flash, as by a flying spark.”

St. Augustine and St. Thomas Aquinas, two of the great teachers of the Christian West, embraced the pedagogy of dialogue as the best means to seek truth. St. Thomas Aquinas, at the height of Christendom, conducted his classes and wrote his greatest works in the *disputatio* form, which is a dialogue in speech or on paper.

Three points are worth emphasizing here. First, the classroom dialogue or debate is not an adversarial contest in which there are winners and losers. All are united—even while arguing different sides of a point—in the common search for wisdom. Second, in the Socratic Method, classroom listening is more essential than talking. After all, one cannot engage in meaningful dialogue if he does not hear, consider, understand, and appreciate the participation of others. The teacher, in particular, must be an excellent listener. Finally, dialogue is not an end in itself, as if the truth were either non-existent or unattainable. The ultimate purpose of the questioning, listening, reading, clarifying, and collaborating is to gain a glimpse of the truth.

The Examined Life

One of Socrates’ most famous sayings is *the unexamined life is not worth living*. It is important to understand that the Socratic method—even for Socrates—is not an end in itself. The purpose of questioning students and helping them to articulate their understanding of things is to spark deeper reflection in them. Socrates was amazed at how unreflective the leading citizens of Athens were. He asked each one,

O my friend, why do you who are a citizen of the great and mighty and wise city of Athens, care so much about laying up the greatest amount of money and honor and reputation, and so little about wisdom and truth and the greatest improvement of the soul, which you never regard or heed at all? Are you not ashamed of this?

The pursuit of wisdom, truth, and the “greatest improvement of the soul” are not tasks reserved to philosophical elites. Every person is called to seek the true, good, and, and the students at Holy Family Academy have a wonderful opportunity to seek these in an environment dedicated to living the examined life.

Classical Curriculum

The word *curriculum* derives from the Latin word for a racecourse, for example, the *Circus Maximus*; thus, a curriculum presents the planned course of studies each student sets out to complete.

HFA offers a classical liberal arts curriculum consisting primarily of original texts that speak across the ages. The books are chosen for their great wisdom about human nature, the nature of the world, and the meaning of life. Occasionally, the original classics in the HFA curriculum are supplemented by excellent textbooks that are useful for reference, because they treat a subject matter in a systemized and linear manner.

The books in a classical curriculum are distinguished not for their antiquity, length, or complexity; rather, they are classical because their content is among the best that has ever been thought, said, or written. Such books contain much more than facts, information, or data. In an age with a superabundance of data, T. S. Eliot rightly asks, “Where is the wisdom we have lost in knowledge? Where is the knowledge we have lost in information?”

John Adams noted the hierarchy in subject matter when articulating his hopes for what his children and grand children would study:

I must study politics and war that my sons may have liberty to study mathematics and philosophy. My sons ought to study mathematics and philosophy, geography, natural history, naval architecture, navigation, commerce, and agriculture, in order to give their children a right to study painting, poetry, music, architecture, statuary, tapestry, and porcelain.²

As Adams points out, students who have the opportunity to take a classical curriculum benefit not only from the great philosophers, mathematicians, scientists, and artists they study, but also from the generosity of those who sacrificed for the sake of their education.

The Subjects of the Curriculum

The HFA Curriculum is designed to cultivate intellectual habits and skills in the students. The course of studies is firmly rooted in the Trivium—Grammar, Dialectic, and Rhetoric, and the Quadrivium—Mathematic, Geometry, Astronomy, and Music. The curriculum also includes subjects that either build upon the foundation of the liberal arts, for example, Philosophy, or are rooted in divine revelation, for example, Theology.

Art, Architecture, and Music are integrated into the curriculum.

The Classes of the HFA Curriculum are as follows:

² John Adams in a Letter to Abigail Adams (May 12, 1780).

<p>GRADE SEVEN Salvation History American History Good Books I / Composition A Latin A Earth/Life Science Pre-Algebra Choir</p>	<p>GRADE EIGHT The Church American History Good Books II / Composition B Latin B Physical Science Algebra I Choir</p>
<p>GRADE NINE Creed and Sacraments Ancient History Great Books I / Composition I Latin I Biology Geometry Choir</p>	<p>GRADE TEN Sacred Scripture Medieval History Great Books II / Composition II Chemistry Latin II Algebra II Choir</p>
<p>GRADE ELEVEN Moral Theology Mod. Eur. History Great Books III Composition: Junior Thesis Rhetoric Scientific Research (Science Fair) Latin III Pre-Calc (Elective) Choir Drama</p>	<p>GRADE TWELVE Catholic Anthropology American Civ Great Books IV Composition: Senior Thesis* American Lit* Rhetoric* Physics (Elective) Anatomy & Physiology (Elective) Scientific Research (Science Fair) Calculus (Elective)* Choir Drama * Dual Enrollment for College Credit</p>

Music and Fine Arts

Pope Emeritus Benedict XVI frequently emphasized the *via pulchritudinis*, the way of beauty, as an essential part of a young person's education and a powerful force for evangelization:

I have often affirmed my conviction that the true apology of Christian faith, the most convincing demonstration of its truth...are the saints and the beauty that the faith has generated.

Teachers can usually be more effective when they illustrate a point by going from the visible to the invisible, that is, by showing abstract ideas and guiding principles in concrete realities that appeal to the senses. For example, when studying the Medieval world, the teacher can

illustrate the prevailing Catholic world view and sense of beauty by looking at the stunning cathedrals they built, listening to the glorious sacred music they composed, and viewing the gorgeously illuminated manuscripts they crafted. These beautiful creations are convincing evidence that the Middle Ages were vibrant, dynamic, and anything but the so-called “Dark Ages” as they are usually labeled by modern academia. By studying the art produced by the Medieval culture students can see the organizing ideas of those cultures incarnated in concrete ways.

The Holy Family Academy curriculum integrates the study of sacred and secular beauty into the classes. The humanities classes, in particular, include the study the music, architecture, iconography, stained glass, literature, sculpture, craftsmanship, and liturgy characteristic of the various historical cultures. One can learn much about ancient Athens and Rome, for example, by comparing and contrasting their respective approaches to sculpture and city planning. Or, by studying Chartes cathedral and the liturgical rhythm of village life centered around it, students see an expression of a genuine Catholic culture.

In addition to observing and studying beauty, the students also have the opportunity to create beauty. Every student at HFA sings in the Choir and actively participates by learning to sing sacred music. In a culture marked by so much ugliness in music and entertainment, it is all the more necessary for students to experience musical tradition of the Church, which “is a treasure of inestimable value, greater even than that of any other art.” The students’ participation in the Choir culminates in the Advent Concert in December.

Character Formation and Discipline

Education is not simply “in the head,” so to speak. Every student is a whole person with a body, mind, will, emotions, and heart. At Holy Family Academy, we are aware that our students are developing not only intellectually but also morally, socially, emotionally, and spiritually. Therefore, we see that character formation both inside and outside the classroom, for example, in the halls, during lunch, on the playing fields, are as important as the intellectual formation in the classroom.

At the Academy, character formation is simply another field of education. What is character? Every human being lives within the dynamic tension between “the person I am and the person I ought to be.” We become the person we ought to be by performing intentional, good acts every day. For example, by practicing good manners we become well-mannered, by acting with self-restraint we become self-restrained, by acting bravely we become brave. The qualities we acquire through repeated action are good habits, or virtues, and the sum of our habits is called *character*.

The person with many good habits has a good character; the person with many bad habits, or vices, has a bad character. Therefore, it matters greatly what we decide to do each day because we are giving ourselves real qualities. John Paul II went so far as to say that in a sense we are our own parents, because in our choices we are implanting deep qualities within ourselves that will shape our lives tremendously.

The formation of habits is largely a matter of discipline. The word “discipline,” is rooted in the Latin word for a disciple, follower, or learner. We are disciples of Christ, the perfect man and

who lived the perfect human life. Thus, we strive to imitate his example by growing in the human virtues through practice and the supernatural virtues by grace.

Don Bosco's Preventive Method

Holy Family Academy practices Don Bosco's "preventive method" of discipline. St. John Bosco—"Don Bosco"—says that St. Paul's Canticle in 1 Corinthians 13 is the heart of his preventive method, which originated in these words spoken to him in a dream by Christ: "You will have to win these friends of yours not by blows but by gentleness and love. Start right away to teach them the ugliness of sin and the value of virtue."

Don Bosco sees *caritas*, divine love, as the power that moves a student's heart toward the pursuit of goodness and holiness. By acting as kindly mentors, teachers develop a rapport with students that *prevents* them from making bad decisions. Moreover, charity inspired discipline prevents the teacher/student relationship from being adversarial by replacing an "us vs. them" dynamic with the spirit of Christian friendship.

Don Bosco explains his preventive method by contrasting it with what he calls the repressive method. In a school setting, the repressive method consists of making the rules known, watching the students for transgressions of the rules, and then establishing contact with the transgressors to inform them of the consequences. Don Bosco says that this method works fine for adults, the military, and in settings where the people are mature and self-possessed.

Young people, Don Bosco argues, are not known for thinking ahead or practicing consistent self-governance. Therefore, students need to be accompanied by mature adults who can prevent problems before they arise.

The three elements of the preventive method are reason, religion, and kindness. Educators should appeal to the students' growing powers of reason rather than keeping them ignorant of the reason for rules; educators should set God as the center of theirs and the students' lives; and educators should particularly heed the words of St. Paul's Canticle: "love is kind."

Therefore, in order to better learn this method and put it into practice, the Holy Family Academy community should have recourse to 1 Corinthians 13 as a constant reference point for reflection and meditation.

Here is a wonderful description of Don Bosco in action:

He won the confidence of boys just by being with them. They knew he was truly interested in them, because he showed them affection. He spent time with them, played with them, asked them about their lives, and listened to what they had to say. For example, in the evening when Don Bosco finally took his supper, boys would crowd around him. Between bites of food he would talk and joke with them, and they basked in the warmth of his fatherly presence until he sent them off to bed. (Bert Ghezzi)

Adolescence

The students who attend Holy Family Academy are usually between the ages of twelve and eighteen. When they enter the Academy in grade 7, they are boys and girls; when they complete grade 12 they are young men and women.

This natural transition—from childhood to adulthood—is like a second birth. Through the physical, emotional, and psychological drama a new adult is taking shape.

One meaning of the Latin root word, *adolescere*, indicates a small fire or light that is growing and increasing, for example, the crescent moon that is waxing toward fullness. A kindling fire is a good image for adolescence. Fire is a good thing, yet, it must not be left to burn on its own; it must be tended by responsible and vigilant adults who treat it with great care. Likewise, the growing period of adolescence is a good thing, but young people need their parents and other loving and responsible adults to keep them from harm.

The importance of good friendships during this period of youth cannot be underestimated. Seeking the approval of one's peers becomes more central, and the presence of good friends must be considered a blessing.

Parents

Parents enjoy the natural and sacred right to be the primary educators of their children. Schools exist to support parents by providing a formal education for students. When parents work in a robust collaboration with a school, the children are the clear winners.

Holy Family Academy unreservedly respects and promotes the natural primacy of parents, even while preserving her rightful autonomy as a private institution. St. Augustine offered an insightful maxim that helps to order the collaborative relationship between home and school: “In essentials—unity; in non-essentials—liberty; in all things—charity.”

The Student

In light of Holy Family Academy's mission, educational philosophy, and preventive method of discipline, the students are called to grow in virtue, to gain wisdom, and to encounter God. In their pursuit of virtue, students must practice perseverance; in their search for wisdom, students must cultivate a respect for truth and a healthy fear of the Lord; in their quest for God, students must grow in the theological gifts of faith, hope, and charity.

The vocation of the student is similar to that of a young craftsman who has joined a medieval guild, for example, of bakers or bricklayers. The young student at HFA is like the *novice* who is new to the craft and becoming familiar with the tools of the trade. The older student at HFA is like an *apprentice* who has practice using the tools and has begun to grasp or understand things more clearly. To become a *master* learner, alas, is the work of a lifetime.

Thus, students are challenged to be active participants in their education. In fact, the more students take ownership of their time at HFA the more fruitful that time will be. Upon graduating from Holy Family Academy, students are not expected to be masters; however, one can reasonably hope that the graduate has been prepared to use the tools of learning for a lifetime.

The Graduate of HFA

What can parents expect to see in the graduate of Holy Family Academy?

Students who complete the liberal arts curriculum at HFA can read for understanding, listen attentively, think logically, write clearly, speak persuasively, discuss vigorously, argue convincingly, and walk confidently with a humble yet fearless mind. Such a person is prepared not only for citizenship, college, and career but, more importantly, for a good life. The intellectual habits acquired at the Academy—the tools of learning—contribute greatly to a higher quality of personal life, flourishing in college, and success in the dynamic and ever-evolving modern workplace.

The graduates of Holy Family Academy should know and love the Catholic faith. They should possess an intelligent faith and be able to present it to others in a compelling and attractive way. In addition to knowing the doctrine of the faith, and more importantly, HFA graduates should have a living and intimate relationship with Christ. Years of attending daily Mass, frequenting the sacrament of confession, and cultivating a personal prayer life prepare each student to live their vocation to holiness as saints in the world. Finally, the HFA graduate has experienced life in a Christ-centered community and has been formed in the life of charity and service. Therefore, one can expect the graduates of HFA to be proud Catholics who are joyfully committed to Christ.

Charity

Charity is the greatest virtue in the Christian life and at Holy Family Academy it is the heart of the school culture. Recent popes have spoken about charity as the soul of a “culture of love.” Pope John Paul II emphasized that “Love is true when it creates the good of persons and of communities.” (*Letter to Families*). The creative and fruitful nature of Christian love distinguishes it from any disordered love that tears down the person and destroys community.

What is charity? Pope John Paul II directed the Church to 1 Corinthians 13 to grasp the nature charity; he called this passage the “Magna Charta of the civilization of love.” Since 1 Corinthians 13 is so central to the school culture at Holy Family Academy, the text is quoted here in its entirety:

If I speak in human and angelic tongues but do not have love, I am a resounding gong or a clashing cymbal. And if I have the gift of prophecy and comprehend all mysteries and all knowledge; if I have all faith so as to move mountains but do not have love, I am nothing.

If I give away everything I own, and if I hand my body over so that I may boast but do not have love, I gain nothing. Love is patient, love is kind. It is not jealous, [love] is not pompous, it is not inflated, it is not rude, it does not seek its own interests, it is not quick-tempered, it does not brood over injury, it does not rejoice over wrongdoing but rejoices with the truth. It bears all things, believes all things, hopes all things, endures all things.

Love never fails. If there are prophecies, they will be brought to nothing; if tongues, they will cease; if knowledge, it will be brought to nothing. For we know partially and we

prophesy partially, but when the perfect comes, the partial will pass away. When I was a child, I used to talk as a child, think as a child, reason as a child; when I became a man, I put aside childish things. At present we see indistinctly, as in a mirror, but then face to face. At present I know partially; then I shall know fully, as I am fully known. So faith, hope, love remain, these three; but the greatest of these is love.

These lofty words must be put into practice. Therefore, HFA adopts the following practices to build a charity-based “culture of love” amongst the students, faculty, and staff:

1. Make the text of 1 Corinthians 13 visible in hallways and in the classrooms;
2. Read parts 1 Corinthians occasionally during schoolwide assemblies;
3. Have students write down their favorite part and tape it to the outside of their locker;
4. Do activities in Theology class and have discussions related to 1 Cor 13;
5. Teach students to see their trials as opportunities to practice the first characteristic of charity: “love is patient.” The trials of their lives include doing their best schoolwork and homework, obeying parents and teachers, not passing judgment on others, not complaining, practicing chastity, and struggling toward maturity.
6. Teach students how to practice charity by forgiving when the inevitable conflicts and misunderstanding arise; e.g. love “does not brood over injury.”
7. Teach students how to avoid gossip, detraction, and grudge-holding by putting 1 Corinthians 13 into practice, e.g. love “does not rejoice over wrongdoing.”

The entire Holy Family Academy community—including parents, benefactors, and alumni—should cultivate the life of charity. God willing, people will see charity as the hallmark of our community so we can follow the example of the early Christians who inspired pagans to remark, “See how they love another.”

Christian Joy

As a Catholic school, Holy Family Academy sees Christ as the source of our unity, our hope, and our joy. Through the ups and downs of a school year, a spirit of joy should permeate the HFA community. Pope Benedict articulates the significance of joy in the Christian life:

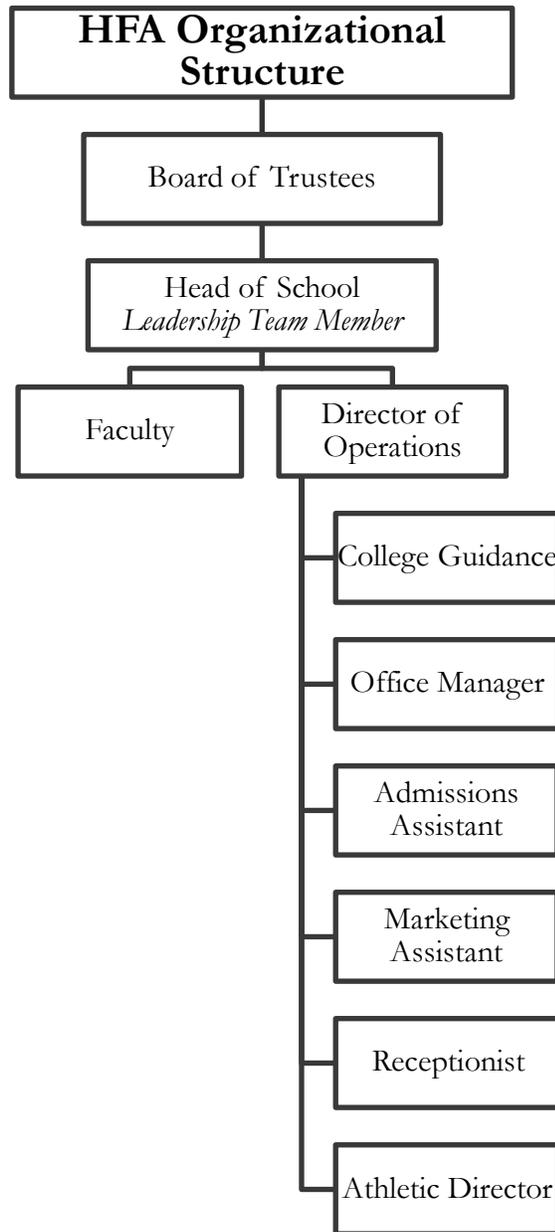
Christianity is, by its very nature, joy—the ability to be joyful. Where joylessness reigns, where humor dies, the spirit of Jesus Christ is assuredly absent. But the reverse is also true: joy is a sign of grace. One who is cheerful from the bottom of his heart, one who has suffered but not lost joy, cannot be far from the God of the *evangelium* / Gospel, whose first word on the threshold of the New Testament is “Rejoice!”

If we are faithful to our mission and Holy Family Academy is a “place to encounter the living God who in Jesus Christ reveals his transforming love and truth,” then it will indeed be a cause for young people and their families to rejoice.

Part II: Policies



HFA Organizational Structure



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 is responsible for carrying out the mission and philosophy of the school. The Assistant Head of School is 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 teacher, the parent, and the student. 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 Assistant Head of School; issues involving teachers, academics, or study should be brought to the Dean of Math and Science or the Dean of Humanities for final resolution.

Confidentiality

Confidentiality safeguards the dignity of each human person by protecting his or her 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) and murmuring (complaining; grumbling) are 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

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 entrusted with the school by 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.

Students in Relation to the School

Every student of the Academy commits himself to abide by the Academy's general principles of decorum as follows:

- *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*

The 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 Leadership Team 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.

Parent Groups and Committees

All school parent groups and committees are bodies which serve the Board and the Leadership 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 protocol chart. The purpose of this protocol is consistency in communication between all school groups.

Academics

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 completing the academic program of the Academy. Certain requirements (see website for Application Procedure) must be met in order for Holy Family Academy to make a decision regarding the student's admission. Holy Family Academy does not exclude children of 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.

Re-Admission Policy

If a family withdraws from the Academy, and then wishes to re-enroll, they must re-apply. The Academy reserves the right to deny re-admission. The Academy will require the family to complete the registration process once again, including payment of the \$100 commitment fee. Testing will be at the discretion of the Leadership Team.

Tuition

The Academy depends upon the timely and complete payment of tuition in order to pay its bills. 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. If unforeseen circumstances occur and a payment cannot be made as agreed upon then please contact the Assistant Head of School 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 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. If a student withdraws, or is asked to leave once school has begun, then he is obliged to pay the tuition for the remainder of the current semester. The obligation to pay for the current semester is unconditional.

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 \$46.00 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.

Other payments: All monies from families for field trips, books, school store etc. will be collected electronically. It is the responsibility of parents to make payment for these items as soon as possible, noting the reason for the purchase.

FACTS

FACTS is an online platform/school information system which integrates and stores school data and records for administrators, teachers, and parents to unify and simplify communication and record keeping. Holy Family will now be using FACTS for attendance, calendar, daily schedule, parent and staff emails, posting homework, gradebooks, grade updates, progress reports, report cards, transcripts, announcements, and lesson plans. All parents will receive a FACTS user account, through which they will have access to their student's class information, assignments, upcoming Tests and Quizzes, and latest grade updates. This is the best way for parents to monitor student progress.

Requirements for Private Study

Homework that engages students to read, memorize, and practice will be expected daily. For 7th and 8th grade, homework will not exceed 20 minutes per class, and 30 minutes per class for high school students. Students should always feel comfortable asking for help to understand assignments or to improve study habits.

The responsible student will...

- Come to class on time, in dress code, with all necessary materials, and prepared to listen well and participate
- Write down and understand all assignments before leaving class
- Plan study time well
- Put forth his best effort in all he does
- Seek extra help from the teacher

Preparation

Failing to prepare is preparing to fail; therefore, the Academy places emphasis on student Preparation. In all classes, Preparation counts for 10% of a student's final grade. Preparation grades are based on three criteria:

1. Punctuality: The student is seated when the bell rings.
2. Dress Code: The student is appropriately attired.
3. Materials: The student has all the required materials for class, e.g., books, pens, paper.

Honors Courses

Students with a minimum GPA of 3.7 may take the Honors level of a course. Students completing the Honors level of a course meet at the regularly scheduled class time and usually complete the regular assignments. The Honors level of a course may include the following elements: studying advanced subject matter, doing independent reading, writing reports and essays, completing a research project, and taking more difficult tests. Students enroll in the Honors level of a class by filling out required Honor Level Enrollment Form available at the school office, and are allowed to take the Honors level of some classes but not others. The specific requirements for the Honor level of a course are detailed in the syllabus. Honors classes are graded according to the 5.0 scale.

Dual-Enrollment courses are *de facto* Honors level courses.

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 ought to be actively and appropriately involved in their child's schoolwork. Parents are encouraged to use FACTS as a tool to this end. Depending upon the needs and level of the student, this involvement could include: 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. Parents may not do the student's work.

The Grading Scale

HFA's follows the College Board's grading scale used by most colleges and high schools.

Evaluation of the student's academic performance is reported at the end of each semester using a 0%–100% grading scale. These numerical grades are recorded on the report card and 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. College Prep classes at HFA are graded according to the 4.0 scale; Honors classes are graded according to the 5.0 scale.

Letter Grade	Grade Percentage	4.0 Scale College Prep	5.0 Scale Honors
A+	97-100	4.0	5.0
A	93-96	4.0	4.67
A-	90-92	3.7	4.33
B+	87-89	3.3	4.0
B	83-86	3.0	3.67
B-	80-82	2.7	3.33
C+	77-79	2.3	3.0
C	73-76	2.0	2.67
C-	70-72	1.7	2.33
D+	67-69	1.3	2.0
D	65-66	1.0	1.67
E/F	Below 65	0.0	0.00

Academic Warning

Students who receive two grades of “C” or one “D” on their progress report or semester report cards are considered ‘at risk’ and will be placed on Academic Warning. It is the responsibility of the student and parent to contact the teacher or teachers to determine a plan to improve student performance.

Academic Probation

Students whose quarterly grades have two grades of “D” or one “F” will be placed on Academic Probation. Parents are required to meet with the Head of School to determine what actions can be taken to improve student performance. There will be a written agreement which will explain the term or the probation which will be signed by the student and the parent(s)/guardian.

Students who fail three subjects at the end of a semester will (in addition to the conditions imposed above), be suspended from all athletic and co-curricular activities for the entire marking period. (HFA follows as guidance the NHIAA By-Law Article II, Section 3. “No pupil who has failed to pass four (4) units of work during the previous ranking period shall represent the school in any interscholastic contests. A student athlete may not regain athletic eligibility by making up academic deficiencies or failures of the regular school year during the summer months.”) NOTE: Failures in the fourth quarter will cause a student to be suspended from activities during the first quarter of the subsequent year.

There will be Year-End Academic Recovery for students who attain a final course grade of C- or below, for subject areas in which the student will be continuing. It is strongly recommended that the student receive 15 hours of summer course work or tutoring.

Failing a Semester

Students who fail a course for a semester must make up the credit in summer school or in another way allowed by the Head of School.

Failing a Year

Students who fail a course for the year, he or she must make up the credit in summer school or in another way approved the Head of School.

The final transcript will reflect the made-up credit.

Report Cards/Progress Reports

Report Cards are issued twice during the academic year at the end of each semester. Final grades for each course are recorded on the permanent record and transcript. Parents are encouraged to monitor their child's schoolwork and academic progress on FACTS. In addition, progress reports are prepared once each semester to help parents and students to review student progress.

Parent Conferences

At the end of each semester, 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 semester conference is highly encouraged for all parents; the subsequent conferences will be on an "as needed" basis. Conferences may be initiated by parents, teachers or the student.

Graduation Requirements

In order to graduate from Holy Family Academy, all students need 26 credits and must complete the following course of study (or its approved equivalent) during their high school years:

Graduation Requirements*	
Subject	Number of Credits
Theology	4
Literature/Composition/Rhetoric	5
Math	3
History	4
Latin	3
Lab Science	3
Elective (must be approved by Head of School)	2*
Choir	1
Drama	1
Total	26

Students who complete the requirements for New Hampshire high school graduation will receive the Holy Family Diploma. Students with an overall GPA of 3.7 will graduate with Honors.

Students may not graduate with an “F” on their Report Card from any semester.

Graduation requirements for transfer students are determined on a case by case basis.

Dean’s List and Honorable Mention

All students earning a GPA of at least 3.7 will be named on the Deans’ List for the given semester. Students earning a GPA between 3.3 and 3.69 will receive an Honorable Mention. Academic awards will be given at the end of each semester. The valedictorian and salutatorian, and those seniors who are on the Deans’ list will be recognized at graduation. Graduating seniors with a cumulative GPA of 3.7 or higher are honored as Deans’ List graduates.

Dual Enrollment Program

SNHU in the High School’s dual enrollment program allows high school students the opportunity to earn early college credits while in high school. At Holy Family Academy designated courses have been aligned to meet the same content, rigor and learning outcomes as that of the University. The high school teachers instructing these courses met the University’s adjunct faculty requirement and have been approved by the University. Students will have the

opportunity to take advantage of the dual credit opportunities at the beginning of the courses by completing an application and submitting the course registration fee for each class. Once the registration period closes, students will not be allowed to register for college credit. Since these courses are college courses, grades earned while enrolled in the course are recorded on a SNHU transcript. Portability and transferability of credits rests solely with individual colleges and universities as they have varying policies on accepting transfer credits; thus, it is the students' responsibility to consult with higher educational institutions to determine whether the SNHU course(s) can be transferred. Additional information regarding the program can be directed to Mrs. Cooper. Currently, the courses offered for dual credit include: Composition and Thesis, Public Speaking, and Calculus. A minimum of 6 students per class must be enrolled in the dual credit option in order for the course to be offered for college credit. SNHU charges \$100 for the class.

Community Life and the Common Good

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, Michelle McKenna, with any questions at (603) 644-7247.

Attendance

Holy Family Academy believes that attendance is essential to the success of each individual student. Holy Family Academy is a classical school and discussion based; therefore, students have the responsibility to be in school participating fully in classes on a daily basis. Students and parents must understand that any pattern of repeated absences will seriously jeopardize a student's ability to successfully complete their course of study.

Absences

Holy Family Academy considers the following to be excused absences:

1. Illness
2. Recovery from an accident
3. Required court attendance
4. Medical and dental appointments
5. Death in the immediate family
6. Observation or celebration of a bona fide religious holiday
7. Such other good cause as may be acceptable to the Head of School or permitted by law

Any absence that has not been excused for any of these reasons will be considered an unexcused absence.

In the event of an illness, parents must call the school and inform the office of the student's illness and absence. For other absences, parents must provide written notice or a written excuse that states one of these reasons for non-attendance. The Head of School may require parents to provide additional documentation in support of their written notice, including but not limited to doctor's notes, court documents, or other documents supporting the claimed reason for non-attendance.

If parents wish for their child to be absent for a reason not listed above, the parent must provide a written explanation of the reason for such absence, including why the student will be absent and for how long the student will be absent. The Head of School will make a determination as to whether the stated reason for the student's absence constitutes good cause and will notify the parents via telephone and writing of his decision. If the Head of School determines that good cause does not exist, the parents may request a conference with the Head of School to again explain the reasons for non-attendance. The Head of School may then reconsider his initial determination. However, at this juncture, the Head of School's decision shall be final.

Family Vacations/Educational Opportunities

Generally, absences other than for illness during the school year are discouraged. Family vacations that occur while school is in session are not considered excused absences. The Head of School may make an exception for educational trips and college visits, provided that the itinerary and learning experiences are outlined in writing and work to be completed is approved prior to the trip. Parents should notify the Head of School either verbally or in writing prior to the trip.

Make-Up Work

When students are absent, including absences for external suspension or expulsion, an opportunity to make-up work shall be provided. Students and parents are encouraged to obtain make-up work assignments before the student's return to school by contacting the classroom teacher.

Truancy

Truancy is defined as any unexcused absence from class or school. Any absence that has not been excused for any of the reasons listed above will be considered an unexcused absence.

According to state law, ten half-days of unexcused absence during a school year constitute habitual truancy. A half-day absence is defined as a student missing more than two hours of instruction time and fewer than three and one-half hours of instructional time.

Any absence of more than three and one-half hours of instructional time shall be considered a full-day absence.

The Head of School is responsible for overseeing truancy issues.

Tardiness

Students are considered tardy if they arrive late to school, Mass or class. Students are late for school if they are not in their homeroom before the bell rings; they are late for class if they are not in the classroom before the bell rings; they are late for Mass if they are not seated with their homeroom before Mass begins. Students will receive a reasonable consequence for every instance of tardiness. Ongoing issues of tardiness will be addressed by the Administration at Holy Family Academy in collaboration with the student and parent.

Four tardies that are less than half days, as defined above, are the equivalent of one absence.

Punctuality and reliability are expectations in the workplace, tardiness

Attendance Plan

The Head of School shall ensure that the administrative guidelines on attendance properly address the matter of truancy by including a process that identifies students who are habitually truant, as defined above. When the Head of School identifies a student who is habitually truant or who is in danger of becoming habitually truant, he shall commence an intervention with the student, the student's parents, and other staff members as may be deemed necessary. The intervention shall include an Attendance Plan, which will be developed by the Head of School with the parent and student. The Attendance Plan shall include, in addition to proactive interventions to benefit the student, the consequences if the interventions fail to improve attendance issues. Such consequences may include, but not be limited to referral to outside authorities and/or loss of course credit.

Limit of Absences

When a student has been absent from a particular class five (5) or more unexcused days, or late to class more than twenty (20) times in a marking period, that student shall receive an "I" "Incomplete" for that marking period. The student will then be in jeopardy of losing credit for the course. An incomplete may only be remedied at the discretion of the Head of School.

Legal References:

RSA 189:34, Appointment

RSA 189:35-a, Truancy Defined

RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil

RSA 193:8, Notice Requirements

RSA 193:16 Bylaws as to Nonattendance

Used as Guidance Only:

NH Code of Administrative Rules, Section Ed 306.04 (a)(1), Attendance and Absenteeism

NH Code of Administrative Rules, Section Ed 306.04 (c), Policy Relative to Attendance and Absenteeism

Robust Social Life

The warmth of Christian friendship is an essential part of a student's HFA experience and a primary reason students choose to attend the Academy. A Christian friendship is marked by kindness, mutual respect, good will, generosity, and a willingness to see every other person as a child of God.

Students develop personal confidence by building "horizontal" bonds with their classmates, and "vertical" connections with older and younger students. This interaction helps students to avoid isolating. Households comprised of students from all grades are one example of ways HFA builds "vertical" community. Older students are asked to be tone-setters of the student culture by generously spending time with younger students.

Naturally, students will have an inner ring of close friends, but they must be on guard against the circle becoming a walled barrier, a clique, that creates unhealthy dependence and stunts social growth. Cliques are closed circles of students who have limited connection with people outside their "bubble." Cliques are very strongly discouraged, because they are harmful both to the students "inside" the clique and those "outside."

Public Displays of Affection

Public displays of affection (PDA) are not permitted.

Bullying

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 Leadership Team is responsible for ensuring that the Anti-Bullying Policy is implemented.

Definition of Bullying

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
- Causes emotional distress to a student
- Interferes with a student's educational opportunities
- 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.

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.

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.

Response to Reports of Bullying

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.

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.

Notification of the Bullying Policy

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.

Cheating and Dishonesty

Cheating, lying, and stealing are violations of the Mission 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 be appropriately disciplined. A second offense could result in suspension.

Discipline Procedures

Given the nature of our school, and the values we promote, it is expected that students will act with respect and kindness at all times. With Don Bosco's preventive method, it is hoped that the young people of the Academy will feel loved and cared for, and in return, love and care for each other. In the event, however, that an error is made or a line is crossed, discipline will be administered in the spirit of charitable correction.

To that end, the teacher's decisions regarding correction in the classroom are final. Minor situations will be dealt with between teacher and student. If the offense is ongoing or elevated, it will be discussed with the Leadership Team and parents will be notified.

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."

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. 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 Leadership Team 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.

The Administrative Intervention Level

If a student's behavior does not improve at the Teacher Intervention level, the issue will then rise to the *Administrative Intervention Level*. A member of the Leadership Team will meet with the student to talk about the behavioral issue and will call the parents to inform them.

Normally, behaviors of a more serious nature warrant immediate contact with the parents followed by either immediate corrective action, suspension, and/or expulsion, at the discretion of the Leadership Team, 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.

Holy Family Academy prohibits corporal punishment.

Student Life

Grooming General Standards

- Care should be taken in matters of personal hygiene
- Blouses/shirts must be tucked in at all times and clothes must not be wrinkled
- At all school related functions girls 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 including hats, kerchiefs, bandanas etc. is not allowed in school

Grooming for Ladies

- 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. Girls in grades nine through twelve may wear light makeup.
- Fingernails shall be clean and of modest length. Nail polish may be worn.
- Moderate use of jewelry is allowed. Ladies may wear earrings in the traditional place on the earlobe. No other piercings or tattoos allowed.

Grooming for Gentlemen:

- Hair shall be neatly trimmed, above the collar, ear, and eyebrows. Extreme hairstyles, coloring, bleaching, highlighted hair, or man-buns are not allowed.
- Juniors and Seniors may have well-groomed facial hair.
- Gentlemen must be clean shaven; sideburns may be only mid-ear in length
- Earrings, piercings or tattoos of any kind are not allowed.
- Socks that go above the ankle are to be worn at all times

- A dress belt must be worn.
- Gentlemen must wear a tie and button the top button of their shirt.

Dress Code: Rationale

The body reflects the soul, so one's dress reflects one's attitudes. Modesty is crucial in the dress of each student: dressing with dignity is uplifting; it encourages growth in virtue and character and prepares the student to engage in the noble activity of liberal education. Therefore, students should always be neat, clean, and well-groomed while at school and at all school-related functions. At all school events, it is important that students keep in mind that they serve as ambassadors of Holy Family Academy in the larger community.

All Holy Family Academy logo clothing must be purchased ordered through Land's End. Other items may be purchased elsewhere but must be of similar style, fit, and appropriate length. Please note that Land's End provides a guarantee on all their clothing. To order go to landsend.com and click on Uniforms. Go to "find school" and type in Holy Family Academy.

Please see "Dressing for Success" on the school website for pictures illustrating what is acceptable and unacceptable.

Dress Code for Ladies

High School

- Khaki skirt (at or below knee) or Khaki DRESS pants
- Excessively tight pants are not allowed
- Traditional Navy blazer- mandatory
- Button down dress blouse
- Brown or Black leather dress flats or Brown or Navy boat shoes (excessively high heels are not appropriate for school and present a safety concern)

Middle School

- Khaki skirt (at or below knee) or Khaki DRESS pants
- Any Lands End navy sweater or vest with logo- mandatory
- Button down dress blouse
- Brown or Black leather dress flats or Brown or Navy boat shoe (excessively high heels are not appropriate for school and present a safety concern) (see photos on website)

Dress Code for Gentlemen

High School

- Khaki Pants (dress or chino)
- Navy Blazer

- Dress Shirt, solid or stripe
- Dress tie
- Black or Brown Belt
- Black or brown leather dress shoes; Brown or Navy boat shoes (see photos on website)
- HFA t-shirts and navy-blue shorts must be worn for fitness class

Middle School

- Khaki Pants (dress or chino)
- Excessively tight pants are not allowed
- Lands' End Navy Sweater or Vest with Logo
- Dress Shirt, solid or stripe
- Dress tie
- Black or Brown Belt
- Black or brown leather dress shoes; Brown or Navy boat shoes
- HFA t-shirts and navy-blue shorts must be worn for fitness class

Dressing for Colder Weather

- Solid color sweaters or sweater vests may be worn under blazers
- Nothing may be worn over the uniform blazer or sweater during the school day.
- Ladies may wear ankle boots and boots to the knee with pants and skirts.
- Boots to the knee worn with pants are to be worn under the pant leg.

Special Dress Codes

For special occasions there may be a different dress code. Here are four examples;

- Formal Dress Code, e.g., picture day, guest speakers. See Dressing for Success on the school website.
- Casual Dress Code (formally dress down days) – see Dressing for Success on the school website.
- Dress Up days, e.g., Thanksgiving. See Dressing for Success on the school website.
- Business Casual which is a Senior privilege only. See Dressing for Success on the school website.

Senior Banquet Attire

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 girl'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. Any slits must be no higher than the knee.

Eating and Drinking

1. Classrooms: Food is NOT allowed in classrooms. Food and beverage consumption is confined to Hevey Auditorium and the school cafeteria, with the exception being water bottles. Coffee is permitted at the discretion of the teacher.
2. High energy sports drinks are not allowed in school.
3. Gum chewing is prohibited at any time during the school day.

School Computers

Chromebooks are available at school for use by students. Chromebooks are stored in the School Office and may be signed out by students only with a teacher's permission. The teacher who gives permission to a student to sign out a Chromebook has responsibility for oversight of that student's activity on the computer. Students are not allowed to use Chromebooks outside of class. Inside class or a Study period, the teacher is responsible for directing and supervising the student use of Chromebooks. Teacher vigilance and oversight ensure that students can safely develop the necessary academic computer skills in safety. Holy Family Academy uses a "Whitelist" filter to ensure that students are only able to visit sites that have been approved by the Administration. All sites not on the Whitelist are inaccessible on the HFA network. (see Technology Resource Acceptable Use Policy Agreement).

Personal Computers, Tablets and Other Devices

Personal electronic equipment (e.g. laptops, tablets) is permitted only with the approval of the Leadership Team, on a case by case basis, to accommodate the learning needs of individual students. Students may not use equipment for any purpose other than that for which it has been approved. Teachers and the Leadership Team may use discretion in these instances.

Copy Machine

Students may not use the copy machine for personal use; occasionally, a teacher or administrator may ask a student to make copies for school use.

Telephone Calls

Student use of office telephones is 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.

Cell Phones

Students may bring cell phones to school with the permission of their parents and under the following conditions:

- Upon entering school students must check cell phones at the office with administrative staff to be kept securely in the office during school hours.
- Cell phones may not be brought to class or stored in lockers
- Students are not allowed to use the cell phone during the school day. Exceptions will be made only for serious reasons. Otherwise, the cell phone remains a continual distraction for students throughout the day and this defeats the purpose of this practice.
- Students who violate this policy will receive consequences.

Emergency School Closings

The Academy will be closed if the City of Manchester is closed 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 WMUR-TV 9 for closing information. In addition, school closings are listed on-line at their web site, www.wmur.com/closings. Parents will be notified via FACTS once a decision has been made regarding emergency school closings or delays.

Language

Blasphemy, profanity, obscenity, vulgarity and the like in word, writing, gesture, or action is unacceptable. Use of such language demeans the speaker and the community. In addition, students should use proper English, not slang, while in school.

Locker Policy

Inside and out, lockers must be kept clean of all trash. Inside, students may display a reasonable number of pictures or sayings that reflect "faith, family and/or friends" as long as they are in good taste (pictures of pets are OK). Only a scripture verse will be allowed on the outside of their lockers.

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. Semester 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.

Over 18 Waiver

If a student turns 18 during his enrollment in the Academy, the student may sign a waiver giving the school the right to discuss with the student's parents (or legal guardian) any and all issues that affect their 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.

Photography/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 designated above. If you do not want to have your student photographed or videotaped, please send in written notification to the office at the beginning of the school year.

Extra Help for Students/After School Supervision

HFA offers supervision of students until 4:00 every day in the Auditorium to help parents who cannot make it earlier. Students are free to go straight to the Auditorium at 3:00, or to meet with a teacher for extra help from 3:15-3:45 and then go to the Auditorium. This supervision is also helpful to female students who play on the basketball team, since their practice begins at 4:30. After 4:00 girls must leave the Auditorium and proceed to the girl's locker room to get changed. Once changed, they go to the gym to await the beginning of practice.

Pick-up and Drop-off Traffic Pattern

When picking up or dropping off students before and after school, parents and carpool drivers should use the following traffic pattern in order to minimize traffic congestion.

- Students will be accompanied to the north parking lot (near Dominos) by a teacher.
- Please enter the parking lot for pick-up via Amory Street, exiting onto Notre Dame Ave.
- If your child is not immediately visible, please park in the parking lot.
- After 3:15 p.m., students will return to the school if a parent is delayed due to emergency. Cartier Street is the location for pick up after 3:15pm.

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*)

Smoking

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

Student Drivers and Parking Rules

Students may drive a vehicle to school only after submission of the Student Driver Form (available on the website) which includes parental permission. Students must agree to abide by the Academy student driver rules before they are allowed to drive to school.

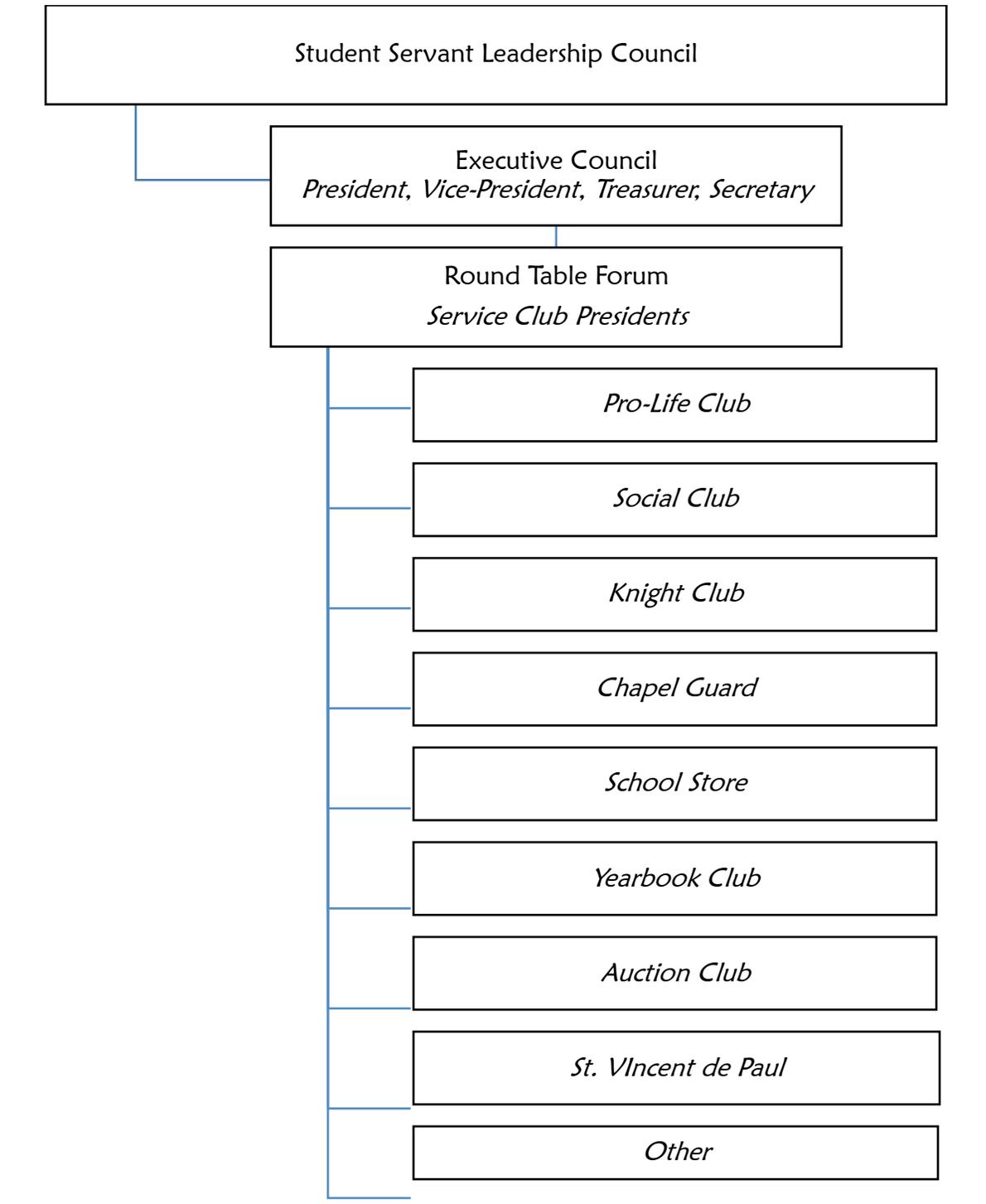
A. Students must be registered HFA drivers. To register a vehicle, students must return to school the following with the student driver form found on the HFA website:

1. **A copy of a valid New Hampshire driver's license;**
2. **A copy of the current registration for the vehicle;**
3. **A copy of the car insurance showing liability coverage with limits;**
4. **A list of the vehicle(s) driven to school by the student.**

- A. Students are allowed to find their own transportation to schoolwide events only with the permission of parents. Parents assume all risk for this transportation.
- B. Parking is permitted in the school parking lot only which is located in the north end of the Ste' Marie's large parking lot. Students may not park on the street or in the Ste. Marie's gym parking lot.
- C. Students may transport other students to and from school only with permission of all parents concerned. Permission slips will be kept on file in the school office.
- E. Students are not permitted in cars during school hours.
- F. Students must abide by state and local traffic laws at all times.
- G. Students must drive responsibly and carefully upon entering and leaving.
- H. Administration reserves the right to inspect a student's vehicle while on school property.
- I. Holy Family Academy is not responsible for any damages or theft while vehicles are on HFA property or the Ste. Marie's campus.

Student Government: Student Servant Leadership Council

The HFA education includes teaching students to serve others, and this service is organized by the Student Servant Leadership Council (SSLC). The SSLC is comprised of two groups: The Executive Council (President, Vice-President, Secretary, Treasurer) and the Round Table Forum (Presidents of the HFA Service Clubs). The Executive Council leads the SSLC and oversees all official activities of the Round Table Forum.



The Constitution and By-Laws of the SSLC are available in a separate document.

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. 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 purposes. Other forms of internet communications such as personal email accounts, instant messaging, blogging, chat room discussions, etc. are not permitted, except in the case of FIRST Robotics, under the supervision of team leaders.
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 the student account on a computer and only with explicit permission of a faculty member. Faculty members are forbidden to give out the student (or any other) account password and must log a student on in order for him/her to gain access to a computer. 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 the school administrator.
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 personal purchases, 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 Leadership Team. 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.

Restraints

Holy Family Academy does not use restraints for students.

Textbooks and Personal Effects

Each student is responsible to purchase the texts, reading books, and handout compilations required for each course. Any book that may be loaned to the student by Holy Family Academy for the year should be treated with the respect and returned to the school in good condition; without writing or extreme damage. Any student who loses or destroys a school owned book will be assessed a fine to cover replacement cost plus an administrative fee.

Common sense dictates that students do not bring large sums of money or valuable objects to school. Long experience has shown that often when a student thinks something has been “stolen,” he has simply misplaced the item.

Visitors

Any visitors to the Academy must report to the school office and sign in. A visitor will be permitted to enter classes only with the permission of the Leadership Team.

Volunteerism

Holy Family Academy was founded by parents and its success depends upon the support of the parents. 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, 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.

Fundraising

Holy Family Academy strives to keep the cost of education within reach of all families. In order to provide a living wage to our teachers and meet expenses, we must depend on fundraising efforts of the entire community. Two major fundraisers are held each year, with additional efforts at the school’s discretion. Families are asked to sell or purchase 4 tickets to the Annual Auction Gala in the fall, and 2 tickets to the Spring Benefit Dinner. The auction is a major community event. Families are asked to sell raffle tickets, obtain auction items and advertising, contribute gift cards, contribute to class baskets, and volunteer to make the evening a success. This participation is not only beneficial financially for the Academy, but also serves to strengthen our community.

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, Leadership Team, and if necessary the Board of Trustees, or when required by law.

Medical Record and Health Policies

Immunizations

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.

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 form 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.

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.

CONCUSSION POLICY

Holy Family Academy is committed to the health and safety of all students who participate in physical activities and sports on school premises or while representing the school at off-site events.

Concussions are brain injuries caused by movement of the brain inside the skull. Signs and symptoms may appear immediately or even days after an injury and may include:

Physical symptoms: headache, nausea, vomiting, balance problems, dizziness, visual problems, sensitivity to light, sensitivity to sound/ringing in ears, numbness/tingling, fatigue.

Cognitive symptoms: foggy, slowed down, difficulty concentrating, difficulty remembering

Emotional symptoms: irritable, sad, more emotional, nervous.

Sleep symptoms: drowsy, sleeping less than usual, sleeping more than usual, trouble falling asleep.

Symptoms can be short-lived or may last days, months, or even longer. Often no visible injury is present and supervisory personnel may not even witness a specific "event," so reporting of symptoms by students, staff, parents, and volunteers is critical to diagnosis and management. Importantly, once a student has sustained a concussion, the risk of a second injury, often more severe, is increased, especially if the student returns to activities and sports too quickly.

The Head of School or the Head of School's designee shall ensure that the Concussion Protocol and Forms are implemented by the school. The Protocol and Forms are included in the parent/student handbook, and the Forms will be provided to parents at the beginning of each sport session. The Head of School will also ensure the establishment and implementation of protocols for reasonable academic support for students who are recovering from concussions.

Concussion Protocol

Holy Family Academy is committed to the health and safety of all students who participate in physical activities and sports while at the school, including activities during the school day such

as at recess or physical education or in an after-school program or while participating on a sports team. Given the evolving standards with regard to concussions, and our primary concern with the health and safety at the school, the goal of this protocol is to raise awareness among students, staff, volunteers, and parents.

By establishing this protocol, the school does not assume liability for advice given under this protocol, nor will liability result for failing to comply with this protocol. Rather, the protocol establishes minimum standards to be followed whenever possible. Due to the individual circumstances of each situation, the application of the protocol may vary. In the interests of safety, the following protocol is to be followed, whenever possible, when a student is suspected of having sustained a concussion while at the school.

Head Injury Evaluation

In the event that a student suffers an injury to the head (other than a minor scrape or bruise), the following procedures must be initiated. Administration or athletic coach or supervisor (if available) must be notified to evaluate the individual. In addition, the parents or guardians must be notified of any injury to the head, and the school must send to the parents or guardians (either directly or with the student) a copy of the Concussion Signs and Symptoms checklist. www.cdc.gov/concussion/pdf/TBI_schools_checklist_508-a.pdf

1. Severe Brain Injury Suspected

Obtain Emergency Services (911) if symptoms warrant. Such symptoms include:

Headaches that worsen

Looks very drowsy/can't be awakened

Can't recognize people or places

Seizures

Repeated vomiting

Increasing confusion or irritability

Unusual behavioral change

Slurred speech

Weakness or numbness in arms/legs

Change in state of consciousness

Significant neck pain/injury

Concerns of skull fracture (excessive scalp swelling or bleeding)

2. Concussion without severe/worrisome symptoms (above):

The student must be evaluated and monitored by an administrator or athletic coach. If unavailable or symptoms persist, evaluation must be performed by medical personnel at a nearby hospital.

3. Concussion not suspected:

If history, symptoms, and exam do not support concussion, after a period of observation, the student may return to usual school activities, though teachers, coaches, and staff must be alerted to monitor for any common concussive symptoms (as above).

Concussion Ongoing Management

If a head injury (other than a minor injury such as a cut, scrape, minor bump, or bruise) occurs during an athletic event or during physical activity on school premises, the student must be removed from play immediately and cannot return to play on the same day until the student is evaluated by a health care provider and receives medical clearance and written authorization from the health care provider to return to play. The student also must submit written permission from a parent or guardian to return to play.

Students suspected of concussion must not return to school until the student is evaluated by a health care provider and receives medical clearance and written authorization from the health care provider to return to school.

If the student experiences any persistent symptoms or progressively worsening symptoms, especially symptoms that do not allow participation in non-sports or activity-related school activities or duties, the school must notify the parents or guardians and consider sending the student home.

Evaluation and management tools from the CDC's Heads Up program (<http://www.cdc.gov/concussion/headsup/index.html>).

Fact Sheet for School Nurses:

http://www.cdc.gov/concussion/pdf/TBI_factsheet_NURSE-508-a.pdf

Concussion in sports palm card:

http://www.cdc.gov/concussion/headsup/pdf/Concussion_in_Sports_palm_card-a.pdf

Concussion Signs and Symptoms Checklist:

http://www.cdc.gov/concussion/pdf/TBI_schools_checklist_508-a.pdf

Acute Concussion Evaluation form:

<http://www.cdc.gov/concussion/headsup/pdf/ACE-a.pdf>

Concussion Fact Sheet for Parents:

http://www.cdc.gov/concussion/pdf/TBI_factsheets_PARENTS-508-a.pdf

Concussion Management Goals

The standards for the management of concussions are evolving, with growing concerns about the long-term risks to the health of athletes who return to activity too early. For example, an athlete who is suspected of having suffered a concussion should not be allowed back into play on the same day as the injury and an athlete who exhibits even brief symptoms should expect a prolonged period of rest and graduated return to activity. Coaches must remove any athletes from practice or play and initiate this protocol if a concussion injury is suspected.

Concussion Training

Holy Family Academy requires all employees and volunteers, including, athletic directors, and coaches to complete the following free online training course:

http://www.cdc.gov/concussion/HeadsUp/online_training.html

Materials for education of employees and volunteers may be obtained for free from:

Ordered/mailed:

<http://www.cdc.gov/pubs/ncipc.aspx#tbi4>

Downloaded/printed: <http://www.cdc.gov/injury/publications/index.html#tbi>

Concussion Statement

I am the parent/legal guardian of _____, a student-athlete for Holy Family Academy.

We understand the athlete must report all injuries/illnesses to the coach and/or administration. We have read A Fact Sheet for Parents (a copy of which has been provided to us) and we are aware of the signs and symptoms of concussion. We will tell the coach if the athlete has experienced any previous concussion. We understand:

A concussion is a type of traumatic brain injury and all brain injuries can be serious. Concussion symptoms may appear immediately but also may present hours, days, or even weeks after an injury.

A concussion can impact reaction time, balance, sleep, classroom performance, and the ability to perform everyday activities.

If an athlete suspects a teammate has a concussion, the athlete is responsible for reporting the injury to the coach or school administration.

The athlete must not return to play in a game or practice if the athlete has concussion- related symptoms.

After a concussion, the brain needs time to heal. A repeat concussion is more likely if an athlete returns to play before symptoms have had an opportunity to resolve.

Repeat or later concussions can be very serious and can cause permanent brain damage.

Athlete Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

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 Leadership Team for resolution. The administration's response should be in writing; both documents will 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.

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.

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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.

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.

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 August 22, 2020. 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.

Saint Thomas More's message to his children's tutors



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.

-Saint Thomas More to his children's tutors