

Holy Family Academy

Ad Veritatem per Fidem et Rationem



Parent-Student Handbook 2016-2017

September 8, 2016
Nativity of the Blessed Virgin Mary



Dear Parents and Students:

Welcome to Holy Family Academy!

In the pages of this *Parent-Student Handbook*, you will find a wealth of useful information about the Academy. “Part I” presents the theological and philosophical foundations of Holy Family Academy; “Part II” presents the policies and procedures that help us to achieve our mission.

Every page and every policy of this *Parent-Student Handbook* represents our best efforts to explain what we are trying to accomplish and how we work to accomplish it. Our students are young adults. We hope that as they grow in their understanding of why we adopt certain practices, they will also develop a greater spirit of cooperation and collaboration.

Throughout the 2016-17 Academic Year, please bear in mind the theological principle “*already—but not yet.*” We *already* have communion with God through grace, but our relationship is *not yet* perfect; therefore, we must be patient with one another. The HFA Faculty and Staff will do our best to make this year excellent for your children, our students, with the expectation that sometimes the *already* will be more tangible, other times the *not yet*.

As your children journey with us on the high adventure of Catholic education, we keep our eyes fixed on God and our heavenly homeland.

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

Peace,

Mark Gillis
Head of School

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Part I: Foundations



Mission

Holy Family Academy is a Catholic school whose essential mission 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:

I. 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:

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

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.

II. Academic Excellence

Classical education is the cultivation of wisdom and virtue by nourishing the soul on truth, goodness, and beauty by means of the seven liberal arts and the four sciences.

Classical education takes each student to their highest possible potential because the classical approach teaches students how to learn and how to think. 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.

III. 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.

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.

Faith & 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 relationship between 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 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.

Liberal Education

Liberal education is comprised of the Trivium (Grammar, Dialectic, and Rhetoric) and Quadrivium (Astronomy, Geometry, Math, 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, 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

The graduate from Holy Family Academy should have developed 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.

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.

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

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.

We strive to integrate Art, Architecture and Music into all of our courses.

An overview of the HFA Curriculum:

7th Grade

American History, Good Books and Composition I, Salvation History, Earth/Life Science, Intro to Latin A, Pre-Algebra, Choir

8th Grade

World History, Good Books and Composition II, The Church, Physical Science, Intro to Latin B, Algebra I, Choir

9th Grade

Ancient History, Classical Literature and Composition, Old Covenant, Biology, Latin 1 or Latin 2, Geometry, Choir

10th Grade

Medieval History, Roman and Medieval Literature and Composition, New Covenant, Chemistry, Latin 2 or Advanced Latin, Algebra II, Choir

11th Grade

Modern History, World Literature and Composition, Moral Theology, Chemistry or Physics, Advanced Latin, Algebra 2 or Pre-Calculus, Choir, Junior Thesis*, Drama

12th Grade

American Civilization, Apologetics, Advanced Science, American Literature and Composition, Pre-Calculus or Calculus, Advanced Latin, Physics, Choir, Drama, Senior Thesis* Electives: Calculus, Advanced Latin, Advanced Science

* One semester

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 the education occurring outside

the classroom—in the halls, during lunch, on the playing fields—can be as life-changing as the lessons 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.

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!”

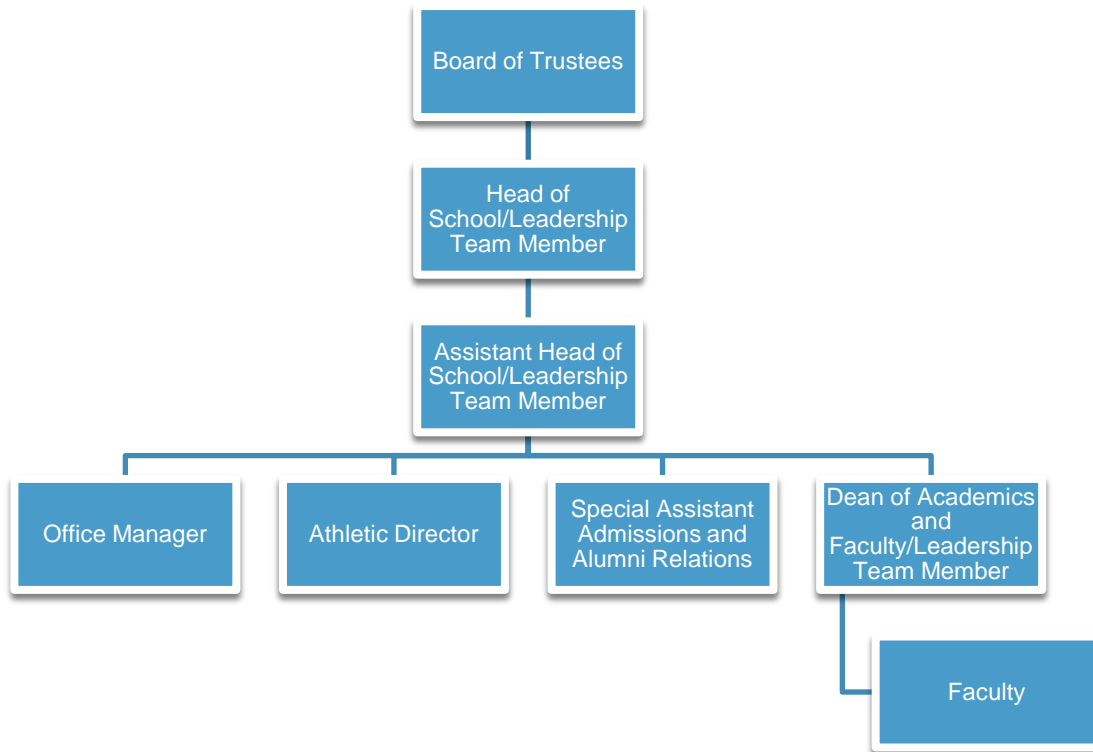
If we are faithful to our mission and Holy Family Academy is a “place to encounter the living God who in Jesus Christ reveals his transforming love and truth,” then it will indeed be a cause for young people and their families to rejoice.

Part II: Policies



A. Basic Principles and Proper Roles in Relationships in the Academy

HFA Organizational Overview



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 on 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 Faculty and Academics 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

1. 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.

2. 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 following is a letter from Dovile Cooper, Dean of Faculty and Academics, to our students:

Vocation as a Student

A. Today you are a student. You are a son or daughter. You are a member of the Church. You may also be an employee. You may have other roles.

BUT

First of all, you are a child of God. You are loved by the Almighty Creator. He cares about each part of your life. Place your life in His hands and He will direct your path.

B. Today you are a student. One of your primary ways to bring joy to the Father is to learn well. This is to seek understanding in each of your subjects. The teachers are here to help you do this. Give them your attention, give them the obedience due to them, and you will grow in knowledge and understanding. If you do your readings and homework diligently, you will see yourself growing intellectually. As you persevere in your schoolwork, you will also grow in virtue. When you get stuck, seek out your teachers and they will be glad to set you in the right direction.

C. Today you are a student. You are a member of Holy Family Academy. You are part of an intellectual community. This means that there are others learning with you. As one member of the community learns, the whole community is enriched. Be a full part of this. Share what you learn with others, seek out help for understanding from others.

D. Today you are a student. You are a member of Holy Family Academy. We do more than study. As a community we laugh together, play together, put on plays, go camping together, and celebrate. You are an important part of all this.

E. Today you are a student. Dedicate yourself to God. Love your family. Study hard. Share your ideas. Enjoy your life at the Academy.

3. 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.

4. 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.

B. Academics

a. Admissions

i. 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 from other faiths but welcomes them in as much as they sincerely desire the education and formation offered by the Academy and join us in a spirit of support and respect for the Catholic Faith.

ii. 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.

iii. 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, but any tuition paid will be refunded. 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. If an account is in arrears then report cards, diplomas, or final transcripts will not be issued until the account is paid in full.

iv. FACTS Tuition Management Program

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

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

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

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

b. The Successful Student

i. Requirements for Private Study

In the classroom, the Socratic Method trains a student to systematically question material to get at the heart of issues. This process also requires practice in individual study. Homework that engages a student to read, memorize, and practice will be expected daily. For 7th and 8th grade, this should not exceed 20 minutes per class, and

30 minutes per class for high school students. Additional time will be expected on the weekends. Students should always feel comfortable asking for help, whether it is in understanding assignments or improving study habits.

The responsible student will...

- Come to class with all necessary materials, 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

ii. Class Participation

Since fruitful discussions are the basis of Socratic learning, classes at the Academy have a special reliance on student participation. In all classes participation will equate to no less than 10% of a student's final grade. The teacher determines the participation grade based on:

1. Punctuality: The student comes to class on time and ready to give his full attention
2. Materials: The student arrives with any books, assignments, and tools required to take notes and engage in each class
3. Homework: The student has accomplished the homework assignment and is adequately prepared for discussion
4. Fully Involved: The student is actively listening, ready to contribute to the discussion, alert, and cooperative. Signs such as posture and eye contact may also be indicative of a student being fully present to his peers.

Please note that simply talking often does not always mean that a student is participating well. While contributions are encouraged, they should also be thoughtful and pertinent. Thus, a student who speaks less often but with more effort may earn higher participation than one who merely speaks frequently.

iii. The Grading Scale

HFA's grading scale follows the College Board's grading scale, which is 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. The Grading Scale:

Letter Grade	Percent Grade	4.0 Scale
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A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	65-66	1.0
E/F	Below 65	0.0

iv. Academic Standing

Academic Warning. Students who receive two “D’s” or one “F” on their quarterly 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 more than two “D’s” or one “F” will be placed on Academic Probation. Parents are required to meet with the Dean of Academics in order 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. If a student remains on Academic Probation for three quarters, he or she may be asked to withdraw from Holy Family Academy.

Students who fail four subjects at the end of a quarter 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. Students who fail to take advantage of Year End Recovery and who continue to be placed on academic warning or academic probation may be asked to withdraw from the school.

Yearly Failures. If a student fails a course for the year, he or she must make up the credit in summer school or by in another way if allowed by the Dean of Academics. The final transcript will reflect the made-up credit, however the original earned grade will continue to be averaged into the students GPA. Students who fail two or more credits must meet with the Head of School.

v. 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 free to monitor their child's schoolwork and academic progress on Alma. In addition, progress reports are prepared once each semester to help parents and students to review student progress. Parents are asked to acknowledge receipt of these documents.

vi. Alma

Alma 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 Alma 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 an Alma 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.

vii. 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.

viii. 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 school work. Parents are encouraged to use Alma 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.

ix. Requirements for Graduation

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

Subject	Number of Years
Theology	4
Literature/English	4
Math	3*
History	4
Latin	3*
Science	3
Philosophy	1
Electives: - Advanced Latin (Juniors and Seniors) - Calculus (Seniors) - Advanced Science - Approved Independent Study	2
Thesis	2
Choir	4
Drama	2

* Math needs to be completed through Pre-Calculus.

Graduation requirements for transfer students will be handled on a case by case basis.

x. Academic Honors

Academic awards will be given at the end of the school year. The valedictorian and salutatorian, and those seniors who receive highest honors will be recognized at graduation. Students earn highest honors for the semester if they attain a GPA of 3.7 or higher. Students earn honors if for the semester they attain a GPA of 3.3-3.69.

C. Community Life and the Common Good

a. General Policies

In order to maintain a peaceful environment for learning, it is necessary to have and enforce rules for the guidance of the community.

i. Asbestos Notification

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

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

ii. Attendance

- 1. Attendance Requirements:** Attendance at school is mandated by State law and is a sign of the student's personal responsibility. Perfect attendance is the expectation and is important for scholastic progress. The habits of dependability and punctuality will serve the student well in school and in adult life. The Academy does not encourage students missing class for family vacations or for medical or dental appointments, etc. Please attempt to schedule appointments after school or during vacation.
- 2. Absence:** When a child is ill or an emergency necessitates absence, parents should call the Academy before 8:00 a.m. on each day of absence and leave a message including the student's name and reason for absence. Upon return to school, the student must bring a note from the parent to the office stating the date(s) of and reason for absence signed by the parent. If a student is absent for more than three days, a doctor's note is required in order to return to school.
- 3. Missed Assignments Due to Absence:** The student is responsible to make up all class work and assignments missed due to absence. Normally, upon return to school after illness, the student has the same number of days to make up work and turn in assignments as the days he was absent. Please check Alma for homework assignments.
- 4. Tardiness:** The first bell rings at 7:50 a.m. Students are expected to be in homeroom prior to the first bell. Any student not in homeroom when the 7:50 a.m. bell rings is considered tardy and will report to the main office to sign in. Habitual tardiness will result in a phone call to the parents. In the event that tardiness is unavoidable, the student must bring in a note signed by a parent stating the reason for being late. The tardiness policy also applies to the entire academic day. Students are expected to move from class to class with a minimum of delay.
- 5. Early Dismissal or Partial Absence:** When an early dismissal or absence for part of the day is necessary, a note from the parents must be turned in to the office before 8:00 a.m. The note should contain the student's name, the date and time of the dismissal from class, the reason for the dismissal, and the

parent's signature. The note must also include the name of the person picking up the student if it is someone other than the parents or pre-arranged car-pool driver. The student must inform his teachers of the early dismissal that day. The person responsible to pick up the student must come into the office to sign the student out; the student must sign-in upon return.

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

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

1. Definitions

Bullying means a single, significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

- Physically harms a student or damages the student's property
- 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.

2. Statements of Prohibition

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

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

False Reporting:

A student found to have knowingly made a false accusation of bullying may face disciplinary or remedial action within the discretion of the Head of School.

Retaliation:

Retaliation or false accusations against a victim, witness, or anyone else who in good faith provides information about an act of suspected bullying or cyber bullying is prohibited. Any student found to have engaged in retaliation against those described above shall be subject to disciplinary action.

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

3. Reporting Incidents of Bullying

Note: The identity of the reporter will be protected unless otherwise required by State or Federal law.

Reporting by Students:

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

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

Reporting by Parents and School Volunteers:

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

Reporting by School Employees:

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

4. Response to Reports

Investigation:

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

Initial Notice to Parent:

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

Timeline for Investigation:

The investigation will usually be concluded within 5 school days.

Notification to Parents upon Completion of Investigation:

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

Written Record:

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

5. Disciplinary Action for Substantiated Bullying

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

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

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

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

6. Notification

Handbooks:

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

Training:

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

Parents:

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

Faculty, Staff, and Volunteers:

The Head of School shall develop appropriate methods of discussing with staff and volunteers the meaning, substance, and application of this policy and the importance of promoting a positive school climate to minimize the occurrence of bullying.

Parental Concerns:

From time to time, parents might have a need to discuss concerns about a student with the teacher or Head of School. Holy Family Academy faculty encourages parents to make an appointment as soon as possible so that the student can be helped and any problem resolved. Most concerns can be dealt with through a parent-teacher meeting; however, if additional insights are needed, the teacher or parent or both may ask the Head of School to join the next meeting. Ordinarily, these meetings will be sufficient to plan a method to help the student and to involve the parent.

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

iv. 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.

v. 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."

1. 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.

2. 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.

vi. Dress Code

As 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. As such, students are always 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.

General Standards for Grooming for Ladies and Gentlemen:

- 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 is not allowed in school including, hats, kerchiefs, bandanas etc.

For Ladies:

- Girls' 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
- Finger nails shall be clean and of modest length. Solid color nail polish may be worn (no sparkles or multiple colors)
- Moderate use of jewelry is allowed. Ladies may wear earrings in the traditional place on the earlobe. No other piercings or tattoos allowed

Dress code for Ladies: Dress Uniform: Monday-Thursday

High School

- Khaki skirt (at or below knee)
- Navy blazer-mandatory
- White or solid oxford blouse, any color
- Dress shoes
- *No boots or sneakers

7th and 8th grade

- Khaki skirt (at or below knee)
- Any Lands End navy sweater or vest with logo-mandatory
- White or solid oxford blouse, any color
- Dress shoes
- *No boots or sneakers

Business casual: Friday

- Khaki chino or dress pants similar in style and cut to Lands End (must not be form fitting)
- Navy polo with Griffin logo (long or short sleeve)
- Belt
- Casual shoes or sneakers (no flip flops or boots)
- HFA or Griffin sweatshirt
- *No boots or flip-flops

For Gentlemen:

- Hair shall be neatly trimmed, above the collar, ear, and eyebrows. Extreme hairstyles, coloring, bleaching, or highlighted hair is not allowed
- Seniors may have well-groomed facial hair
- Gentlemen must be clean shaven; sideburns may be only mid-ear in length
- Earrings, piercings or tattoos of any kind are not allowed. A ring in addition to the class ring is acceptable
- Socks that go above the ankle are to be worn at all times
- A dress belt must be worn
- Shirts must be buttoned (including top button) and tie in place

Dress Code for Gentlemen: Dress Uniform: Monday- Thursday

High School

- Khaki chino or dress pants
- Navy blazer
- White, solid, or striped oxford shirt
- Neck tie and belt
- Dress shoes
- *No boots or flip-flops

7th and 8th grade

- Khaki chinos or dress pants
- Any Lands End navy sweater or vest with logo-
mandatory
- White, solid, or striped oxford shirt
- Neck tie and belt
- Dress shoes
- *No boots or sneakers

Business casual: Friday

- Khaki chino or dress pants
- Navy polo with Griffin logo (long or short sleeve)
- HFA or Griffin sweatshirt
- Belt
- Casual shoes or sneakers
- *No boots or flip-flops

Please note all uniform items must be ordered through Land's End or be of similar style and fit. To order: Go to landsend.com and click on uniforms. Go to "find school" and type in Holy Family Academy.

Dress Down Day

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

Dress down day attire is as follows:

Seasonally appropriate pants (no shorter than fingertip length in warm months) or skirt at or below the knee;

Modest, loose fitting shirts with an appropriate neckline (shirts do not have to be tucked in but must be long enough to reach pants or skirt);

Sneakers & regular shoes; sandals or flip-flops;

The following items are not allowed:

Hats, sleeveless shirts, tank tops, rock group shirts, or shirts with inappropriate wording

*Note: Student casual attire is at all times subject to the discretion of Holy Family Academy Staff.

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

Senior Banquet Attire and Attendance

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

Senior Ladies: A formal gown may be worn. If a formal gown is worn, the 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.

vii. Eating and Drinking

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

viii. Electronic Equipment

1. **School Computers:** At this point in time, computers are available at school for the use of the staff and teachers. Students are not permitted to use the school's computers unless specific permission is given to a student by a teacher or a member of the leadership team for a specific Holy Family Academy (as opposed to personal) project, such as the yearbook.
 - a. Students may use Chromebooks under teacher supervision (see Technology Resource Acceptable Use Policy Agreement).
2. **Personal Tablets and Computers:** 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 need of the student. 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.
3. **Copy Machine:** Students may use it only when asked by a teacher or administrator to do copying that is for the teacher's class. Personal student copying is prohibited.
4. **Telephone Calls:** Student use of office telephones is, of necessity, limited only to important messages and/or emergencies. Schoolwork or physical education clothes left at home does not constitute an emergency. Phone messages for students cannot be delivered to students in class except in the case of an emergency. Every effort will be made to relay non-emergency but important messages (e.g. transportation changes) to students before dismissal.
5. **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
 - Students may go to the main office to request permission to use their cell phone during the school day
 - Cell phones may not be brought to class or stored in lockers
 - NEW THIS YEAR: Students who violate this policy will face a 30 min detention

ix. Emergency School Closings

The Academy will follow the City of Manchester for initial closings due to snow or inclement weather. If Manchester is closed due to a storm then Holy Family will, in most all situations, also be closed. Listen for Holy Family Academy's own announcement. With many of our families traveling a great distance to get to school there will be occasions when, due to bad driving conditions, Holy Family Academy will have a delay even when the Manchester schools do not. Please tune in to 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 Alma once a decision has been made regarding emergency school closings or delays.

x. 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.

xi. 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.

xii. 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.

xiii. 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.

xiv. Pick-up and Drop-off

Supervision is provided twenty minutes before and after school only. Parents are asked not to drop off their children before 7:30 a.m. and to be prompt in picking up their children at dismissal time. The Academy day begins at 7:50 a.m. and ends at 3:00 p.m.

xv. Pick-up and Drop-off Traffic Pattern

When picking up or dropping off students before and after school, parents and car-pool 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 Kelley Street, exiting onto Notre Dame Ave.
- If your child is not immediately visible, please park in the parking lot.
- After 3:15, students will return to the school if a parent is delayed due to emergency. Pick up at Cartier St. after 3:15 PM.

xvi. 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*)

xvii. Relationships

The Academy encourages friendships based upon mutual respect. Any kind of clique formation or pairing off disrupts the community life of the Academy and hinders true friendship.

xviii. Smoking

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

xix. Student Drivers and Parking Rules

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

A. Students must be registered HFA drivers. To register a vehicle, students must return to school the following with the attached form:

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

B. Parking in the Ste. Marie's parking lot is limited. Students may park in the north lot of Ste. Marie's in designated spots only. Students may not park in the gym parking lot or on the street.

C. Students may transport others to school only with the permission of all parents concerned. The permission slips will be kept on file at school.

D. Students are not permitted in cars during school hours.

E. Students must follow the traffic flow when leaving the parking lot.

F. Students must drive responsibly and carefully upon entering and leaving.

G. The Administration reserves the right to inspect a student's vehicle while on school property.

H. Holy Family Academy is not responsible for any damages or theft while vehicles are parked on school property.

xx. Student Government: Student Service Leadership Council

Constitution and Bylaws

Article I – Name

Section 1.

The official name of the organization shall be the Holy Family Academy Student Servant Leadership Council and may be referred to as "SSLC".

Article II – Purpose

The role of the Student Servant Leadership Council (SSLC) is to promote unity, school spirit and service within the mission of Holy Family Academy.

As part of its mission, the SSLC will:

1. Establish, promote, and perpetuate the best traditions of Christian leadership through service at Holy Family Academy
2. Encourage the development of school spirit

3. Work to foster the best possible academic atmosphere
4. Bring about a closer relationship between the students, faculty and administration
5. Provide leadership opportunities and help with the coordination of extra-curricular activities
6. Demonstrate the principles of democratic government and the responsibilities of the individual, thereby developing an appreciation of membership in democracy
7. Develop good citizenship by giving the students an opportunity to have a part in self-government

In keeping with these above purposes, the SSLC will play a major role in helping to plan and coordinate the various student activities within the school.

Article III – Organization

Section 1.

Student membership - The SSLC is an organization of students enrolled in Holy Family Academy.

Section 2.

Administration Membership – The SSLC will have a teacher advisor to help guide the activities of the SSCL to act in conformity with its mission and the mission of Holy Family Academy.

Article IV – Membership

Section 1.

Membership of this organization shall be open to those persons who are currently enrolled students of Holy Family Academy. Members should be students in good standing maintaining at least a C (75 minimum) grade average and should have no expulsions or out of school suspensions.

Section 2.

All members must attend scheduled meetings and participate in activities during the school year to qualify.

Section 3.

All members are viewed as ambassadors of the SSLC and are expected to behave in a responsible and mature manner. Failure to do so may result in suspension or expulsion from the SSLC. The SSLC will be tasked with defining what constitutes unacceptable behavior and what the consequences will be for such behavior with the assistance of their advisor. The administration of the Academy will have the final say and can, of their own accord, withdraw a student from the Council.

Section 4.

There shall be an executive committee of the SSLC which shall consist of: president, vice-president, secretary, and treasurer.

Section 5.

One representative from each grade will be elected as members. These members are referred to as Class Representatives.

Section 6.

There shall be service clubs, approved by the Executive Committee, that serve HFA in specific ways. The leaders of these clubs shall be members of the Round Table Forum

Section 7.

The structure of the entire SSLC is as follows:

Article V – Officers

Section 1.

The officers of the SSLC shall consist of a president, vice-president, secretary, and treasurer; and each shall exercise the usual duties of the office to which he/she has been elected.

President: Presides at meetings, prepares the agenda, appoints non-executive committees as needed; keeps members informed; and serves as a role model.

Vice President: Presides as president when president is absent; strives to involve members in discussions; works closely with advisors; and serves as a role model.

Secretary: Keeps accurate minutes; keeps the current membership roster; handles all correspondence; and keeps member attendance records.

Treasurer: Keeps accurate records of expenses and income; assists in organizing fund raisers; presents a report at meetings; and assists with developing a budget, if needed.

Article VI – Election

Section 1.

Elections for the SSLC shall take place at a time determined by the School Administrator in coordination with the Executive Director and Dean of Academics.

Section 2. Anyone who desires to run as either an ordinary member or as President or Vice President must have at least 1 nomination attesting to their Christian servant leadership character, as well as having their nomination signed off by the Administrator. Nominations must be received and approved no later than 2 days prior to the campaign period.

Section 3.

Members - Each grade (7-12) shall elect 1 representative to serve on the SSLC.

Section 4.

The President and Vice President must obtain the same nomination requirements as ordinary members and must be in the 11th or 12th grade. The President and Vice President shall be elected by the entire student body.

Section 5.

The Secretary and Treasurer shall be nominated and elected by secret written ballot at the first annual meeting. A simple majority vote of the active membership shall be necessary to elect.

Section 6.

Campaign – The campaign period will consist of no more than 3 days prior to the election. During the campaign period students will be allowed to post campaign posters which have been previously approved by the administration. Nominees for class representatives will be given a few minutes during their homeroom period prior to the election to present their formal case for winning the vote of their classmates. The nominees for President and Vice President will be given an opportunity to present

their case to the entire student body for winning their classmates votes during a chapel period prior to the election.

Section 7.

Votes will be cast during homeroom on the day marked for election. All votes will be by written ballots and cast in secret. Students are encouraged to act with discretion in disclosing for whom they cast their votes for in the interest of maintaining school unity.

Section 8.

The school Administrator and Dean of Academics will monitor and be responsible for tallying votes. Vote results will be disclosed to the entire student body during the first chapel announcement period on the day following the elections.

Section 9.

Election tie – in the event that any election results in a tie, those newly elected members of the SSCL will vote to break any election ties across all tied elections. If there is more than one tie the teachers and administrative team will add their votes to the elected council members' votes to break the tie.

Article VII – Meetings

Section 1.

Regular meetings should be established at the first meeting of the school year.

Section 2.

Parliamentary procedure of all meetings should be generally adopted from Robert's Rules of Order, Revised Edition.

Section 3.

Executive Committee meetings will be held as needed.

Article VIII – Voting

Section 1.

All members in good standing are eligible to vote. Votes are valid by majority vote when a quorum is present (quorum is defined as ½ plus 1 eligible voting member).

Article IX – Advisors

Section 1.

SSLC advisor shall be appointed by the School Administrator and Dean of Academics.

Section 2.

The school administrator or Dean of Academics may be invited to attend SSLC meetings and will assist in developing the solutions to requests or concerns.

Article X – Finances

Section 1.

The Treasurer shall be responsible for furnishing financial reports at meetings and shall assist in the request for expenditures of the SSLC fund.

Article XI – Motto

Section 1.

The motto of the SSLC will be determined by the first duly elected SSLC and approved by the Executive Director in cooperation with the Board of Trustees and may be amended per Article XIII of this constitution.

Article XII – Authority

Section 1.

The final approval of all decisions is vested in the Executive Director in cooperation with the directives of the Board of Trustees.

Article XIII – Amendments

Section 1.

To amend this constitution, the proposed amendment must be presented in writing by a member to the President. The President will present the amendment to the membership where it must be approved by at least a two-thirds majority vote for adoption. Final adoption must then be approved by the Executive Director of the school in cooperation with the Board of Trustees.

Section 2.

The Board of Trustees reserves the right to amend this constitution in whole or in part, or suspend the SSLC, in conformity with the best interest of and protecting the mission of the Academy.

xxi. Technology Resource Acceptable Use Policy Agreement

INTRODUCTION:

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

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

ACCEPTABLE AND UNACCEPTABLE USE

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

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

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

Users agree to the following statements regarding illegal/unauthorized activities and system security:

1. The user agrees to access only the internet and network resources, software and/or hardware permitted by the Academy, and for express educational purposes.
2. Faculty and staff members' school email accounts are to be used only for academic 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.

xxii. 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 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.

xxiii. 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.

xxiv. 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.

xxv. 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, 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. If a family chooses not to participate fully in the fundraising activities, a \$450 fee will be added to the family’s FACTS account.

D. Record Keeping

i. 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.

ii. Medical Record and Health Policies

1. **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.

2. **Medication:** For the safety of all concerned and in accordance with RSA 541-A, students may not carry or keep medicines with them at school. Any student who is required to take prescription medication while in school must keep the medication in the main office. A written permission from the parent and instructions from the physician as to its administration must accompany the medication. All medicines must be clearly labeled with the student's name and all prescription medications must be in a properly labeled pharmacy bottle.
3. **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.

iii. 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.

iv. Release of Records

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

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

The request of high school transcripts for scholarships and post-secondary educational applications are to be made using the Transcript Request Form available in the Academy Office and the Academy website under the Academics menu. Transcripts

may be requested by parents, if the student is under 18 years of age, and by the student once he or she reaches 18 years of age. Transcripts will be sent without charge for current students and graduated seniors upon the completion of their final grades. Transcripts will be sent for all other graduates and former students for a service fee of \$3.00 per transcript.

ACKNOWLEDGEMENTS

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

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 September 1, 2016. All past editions are superseded by this current edition and all policies and statements within this edition are those that govern the Academy at this time.



Warn my children

to avoid the precipices of pride and haughtiness
and to walk in the pleasant meadows of modesty;
not to be dazzled by the sight of gold;
not to lament that they do not possess what they erroneously admire in
others;
not to think more of themselves for gaudy trappings,
nor less for the want of them;
neither to deform the beauty that nature has given them by neglect,
nor to try to heighten it by artifice;
to put virtue in the first place, learning in the second;
and in their studies to esteem most
whatever may teach them piety towards God, charity to all, and Christian
humility themselves.

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

Saint Thomas More
To his children's tutors