

The Holy Family Academy School Prayer

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

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

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

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

Amen.

*“Prepare for life with seriousness and diligence.
Always remember that only if one builds,
as Saint Paul says,
on the foundation which is Jesus Christ,
will one be able to construct something really great and lasting.*

*With the liveliness that is characteristic of your age,
with the generous enthusiasm of your young hearts,
walk towards Christ.*

*He alone is the solution to all your problems.
He alone is the way, the truth, and the life;
He alone is the real salvation of the world;
He alone is the hope of mankind.”*

Pope John Paul II
Speech to Children, Guadalajara, Mexico

HOLY FAMILY ACADEMY
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15 August 2002
The Assumption of Our Lady

Administrator
Lucille Fortin

Dear Parents and Students:

Board of Trustees
Mary Mosher
Paul Duval
Ronald St. Hilaire
Lucille Fortin
Donald Fortin
Diana St. Hilaire

On behalf of the Board of Trustees and the Faculty, I welcome you to Holy Family Academy as we begin our third academic year. This year we welcome seventeen new students to the Academy, and nine staff members, four of which are full-time staff. In addition, we have added the eleventh grade as we move toward the completion of our six-year program. We are grateful for the blessings that Almighty God has showered upon us by sending us more families who seek an environment and curriculum designed to insure the proper formation and education of their children in light of their ultimate goal, namely the salvation and sanctification of their eternal souls.

Spiritual Director
Rev. Marc Montminy

As young people, our Holy Father, Pope John Paul II, calls upon you to "prepare for life with seriousness and diligence." Your vocation at this stage of your life is that of *student*. Living out your vocation means that your first priority is to form your mind, heart, and soul in the likeness of Christ. Your vocation as student calls you to strive always for excellence—for the honor and glory of God. In addition, this year at World Youth Day, our Holy Father has called all Catholic youth to be the "salt of the earth, and the light of the world" (Matt. 5:13-14). This theme, of being salt and light, will be our call to holiness for the 2002-2003 school year.

Spiritual Advisor
Rev. Benedict Groeschel,
C.F.R.

"Dear young people, do not be content with anything less than the highest ideals!" (John Paul II - 2002)

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

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

Lucille Fortin
Administrator

HOLY FAMILY ACADEMY 2002-2003 HANDBOOK

AD VERITATEM PER FIDEM ET RATIONEM

*“Be not conformed to this world,
but be transformed by the renewal of your mind
that you may discern what is the will of God,
what is good, pleasing and perfect.”*

Romans 12:2

A. The Mission and Philosophy of Holy Family Academy

A. The Mission of Holy Family Academy

Holy Family Academy is established with the intention of providing "true liberty" for parents in the choice of a school to aid them in the education of their children. The Academy provides a Roman Catholic education in the classical tradition. The vision for the school is to serve students in grades seven through twelve, beginning with grades 7, 8 and 9, and adding grades 10, 11, and 12 in subsequent years. Desiring to be found in "the heart of the Church", and providing for the formation of students in an atmosphere free from dissent of its teachings, the members of the board of trustees and all faculty and staff of the Academy take an oath of fidelity to the Magisterium, and sign a profession of faith in the Roman Catholic Church. Holy Family Academy is dedicated primarily to serving practicing Roman Catholic families, as well as others who sincerely desire to participate in the total curriculum.

Excellence in the academic formation of its students is enhanced by small class size (20-24 students per class), allowing for individual attention and the recognition of the uniqueness of each student. Desiring to provide a Christ-like atmosphere within which education can flourish, Holy Family Academy sets prayer, not as an isolated activity, but rather as one that permeates the entire life of the Academy. In like manner, faculty and students will conduct themselves at all times as proper ladies and gentlemen. Discipline and respectful obedience to proper authority will be expected of all. In whatever is studied, spoken or accomplished, students, faculty, and parents will conduct themselves in a manner consistent with authentic Catholic living.

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

The goal of education at Holy Family Academy is to produce "...the true Christian...the supernatural man who thinks, judges and acts constantly and consistently in accordance with right reason illumined by the supernatural light of the example and teaching of Christ.

B. Parents—The Primary Educators

The *Declaration on Christian Education (Gravissimum Educationis)* of the Second Vatican Council teaches that parents are the first and foremost educators of their children, and that "their role as educators is so decisive that scarcely anything can compensate for their failure in it." Furthermore, we find this same thinking expressed in Pope John Paul II's Apostolic Exhortation on the family, *Familiaris Consortio*, in which he states that "the right and duty of parents to give education is essential...it is original and primary with regard to the educational role of others...it is irreplaceable and inalienable and therefore incapable of being entirely delegated to others or usurped by others." Thus acknowledging these truths, Holy Family Academy aids parents in the formation and education of their children based on the principle of subsidiarity. It does so by providing an atmosphere that maintains and fosters the Christian spiritual, intellectual, moral and physical formation that the students receive at home. The school exists primarily to form the intellect of the student, and, in so doing, aids parents in those tasks of education that they are not able to completely fulfill on their own.

C. The End of Christian Education

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

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

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

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

D. Classical Education—The Pursuit of Excellence

In order to live a life "for the greater glory of God," human persons are called by Christ to go forth into the world and to become "as it were the saving leaven of the human family" (*Declaration on Christian Education*). The Christian, then, must be ready to enter the world in which he lives prepared to "promote effectively the welfare of the earthly city...and to serve the advancement of the human family." Pope Pius XI states that: "The true Christian does not renounce the activities of his life, he does not stunt his natural faculties; but he develops and perfects them by coordinating them with the supernatural." Called by God to bring peace, justice and truth into the society in which he lives, thus fashioning a world more in tune with the dignity of the human person, the Christian graduate must be educated in excellence. The study of that which is excellent in human attainments will bear witness to truth, and thus to God. Authentic classical education, or liberal

education, informs students with the most excellent intellectual accomplishments in the order of nature (i.e. the liberal arts, sciences, and fine arts) and thus disposes them to the crowning intellectual accomplishments of those steeped in grace (i.e. sacred doctrine or theology).

In keeping with the perennial philosophy and theology that is the intellectual heritage of every Christian, Holy Family Academy seeks to carry on the living tradition of authentic Christian classical education. Grounded in the seven liberal arts (the trivium and quadrivium) the Academy teaches its students how to think like the great thinkers that produced our civilization. Education must not simply seek to impart knowledge of the various disciplines, but more importantly, it should give students the tools whereby they can live a full life, gaining knowledge on their own. These tools will include the ability to reason from premise to conclusion, to distinguish, to articulate well, and to persuade. These educational methods, which have produced the outstanding men and women who have fashioned our world in the first and second Christian millennia, surely will continue to produce graduates who are capable of excellence in all arenas of life, fully armed to meet the challenges of the third millennium.

E. The Curriculum

*“Human happiness lies in the perfection of our highest faculties.”
St. Thomas Aquinas*

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

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

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

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

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

F. The Aim of Liberal Arts Education

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

*“In every subject...the aim of liberal arts education is to give the student the principles of the subject studied in such a way that he will be able to make right judgments about that area of reality. That is why this kind of education is called ‘liberal’ education. Liberal means ‘free’; a liberally educated man is a free man because he is able to direct his own life and is not dependent upon the judgments or understanding of others.”
(Laura M. Berquist, *Designing Your Own Classical Curriculum*, 3rd Ed.)*

B. The Classical Curriculum

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

The classical curriculum:

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

C. Three Objectives of Teaching

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

1. **The Principle of Guided Self-Activity.** Implicit in all teaching is the principle of student self-activity. There can be no learning without the full cooperation and persistent effort of the student. Private study on the part of the student is essential and is the primary means by which learning occurs. Class time alone will not suffice when the aim is the formation of intellectual and moral habits. The role of the teacher is to elicit the active cooperation of the student in learning, to create the mental situation, and to stimulate the activity of the student. The classroom time is both a preparation for and a recitation of what occurred during the student's private study. Only with the student's persevering application to study can mastery be achieved.
2. **Mastery.** One of the most effective motivations for the student in study is the growing sense of mastery that is acquired in completing progressively more difficult material. In this way, the intellect is expanded and the student gains increasing self-confidence. This, in turn, motivates the natural operation of the mind and draws it onward in its search for truth. Such mastery enables the student to understand and to trust his own process of rational thought.
3. **Formation.** The final objective is formation not information. While the acquisition of information is a large part of learning, it must always be seen as a means to an end. The end is to form the student's mind to think, reason, express, and convince. This is done by means of the acquisition of information in the various subjects studied. The formation of intellectual and moral habits (the formation of Christian character) is the end toward which all subjects and activities of the Academy are directed.

D. Academic Skills

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

- Correctness in grammar and spelling;
- Logical clarity in written and oral expression;
- Accuracy in mathematics;
- Sharpness of memory;
- Legibility and neatness in penmanship;
- Organization in studies.

G. The Subjects of The Curriculum

*"It is necessary not only that religious instruction be given to the young...
but also that every subject be permeated with Christian piety."
Pope Leo XIII*

The formative function of education is to develop, discipline, and direct the capacities of the human person. This is achieved when the mind assimilates, with and through subject-matter, definite

ideas, attitudes, methods, habits, and principles. In handling subjects, this formative function of knowledge is the aim.

1. **Theology:** The Theology curriculum presents the beauty, logic, and saving truth of the Catholic Faith by the study of the following: Catholic doctrine; the seven Sacraments and the history of the Church; the primacy of St. Peter and the role of the Magisterium; papal encyclicals and the Fathers of the Church; the teaching of the Church Councils; and the lives of the Saints. In addition, the celebration of the Holy Eucharist, the Sacrament of Penance, prayer and days of recollection will be integrated into the class schedule on a regular basis.
2. **History:** History is studied "at its deepest level as salvation history" (Pope John Paul II). The student is led through the course of human history from the classical world to early Christianity through the flowering of Christian civilization to the modern world. Memory is broadened and perfected through the retention of "the four facts of history:" persons, places, dates, and events.
3. **English:** Critical and aesthetic reading of literature, literary analysis, vocabulary, rules of grammar, composition, and research skills are the emphases. The Classics determine the scope and content of the literature program at all levels. Extensive reading and written expression form the basis of the curriculum.
4. **Languages:** Latin is required of all students in the seventh, eighth, and ninth grades. Latin merits a special place in a Catholic curriculum given its rich heritage in Western civilization and its privileged place in the life of the Church. Latin study leads the student to an understanding of the logic of language, and Latin roots are the basis of some 60% of English vocabulary. The study of a modern foreign language will be available in grades 10-12.
5. **Mathematics:** The realm of mathematics is primarily in the mind, it strengthens the ability of the student to handle abstraction. Pre-algebra is taught in the seventh and eighth grades. Algebra I is offered in the ninth grade. Algebra II, geometry, pre-calculus, and calculus will be offered in the tenth through twelfth grades.
6. **Science:** The science curriculum helps the student develop an appreciation of the order and beauty of creation and introduces the student to the scientific disciplines. Seventh and eighth grade students take earth science and life science; ninth and tenth grades students take biology and physical science.
7. **The Fine Arts:** The art and culture of Western civilization has flourished under the patronage of the Catholic Church because it views beauty as the "attractive radiance of the truth" of Divine Revelation. The study of the Fine Arts is integrated throughout the Academy's curriculum as a complementary and vital part of the student's education. Students are exposed to the masterpieces in art, music, and architecture which comprise Catholic culture through the centuries. The student learns the classical criteria for beauty and how beauty in art is at the same time an expression of Divine beauty and a vehicle to lead the mind and heart to God. The entire student body forms a choir for liturgical singing and will learn pieces from the great treasury of Catholic music, including Gregorian chant, as well as other types of music.
8. **Physical Activity:** The need to develop and discipline the body is important, especially during adolescence. Some physical activity will be integrated into the schedule each week throughout the six years. This may include: physical fitness, running, team sports, aerobics, dance, walking, etc.

H. Requirements for Private Study

Diligent and consistent private study is the key to learning. Homework, such as reading, memorization, practice of newly learned material, writing, research, etc., is required daily. Long experience has shown that for a student to achieve excellence in a classical college preparatory curriculum two to four hours of private study per day is necessary, with weekends used for longer assignments. There is simply no way around this "truth". There is a direct proportion between study time well spent and results. There are no short cuts.

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

To study means to apply one's entire self to the search for truth and to be formed by the truth in one's intellect and will. It is often easier and more fun to study a subject you are interested in; however, the best way to become interested in something is to study it. Study is hard work and, yet,

as one acquires good study habits he comes to experience the unique joy and satisfaction that only study can bring.

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

I. Study Habits

Since education is largely a self-motivated activity by which one not only learns important material but also learns how to learn, it is necessary that the student cultivate responsible, efficient and productive study habits.

The responsible student will...

- Bring notebook, paper, pen, pencil, and all necessary material to class;
- Pay attention in class, listen well, take copious notes, and participate;
- Ask questions when he does not understand;
- Plan his work and use daily private study time productively;
- Make sure he writes down and understands assignments before leaving class;
- Strive to do his best, never satisfied with "just getting by;"
- Pray for success.

H. The Grading Scale

Evaluation of the student's academic performance is reported at the end of each quarter using the grading scale below. Numerical grades are used on the report card and permanent record. Letter grade equivalents and grade point average conversions are shown below.

GRADE	PERCENTAGE	GRADE POINTS
A +	100	4.00
A	96-99	4.00
A -	93-95	3.75
B +	90-92	3.25
B	87-89	3.00
B -	84-86	2.75
C +	81-83	2.25
C	78-80	2.00
C -	75-77	1.75
D +	73-74	1.25
D	71-72	1.00
D -	70	0.75
F	69 and below	0.00

I. Report Cards

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

J. Parent Conferences

At the end of each quarter, after Report Cards have been issued, parent conferences are held. The purpose of these conferences is to provide parents and teachers the opportunity to discuss the student's academic progress. The student will be part of the conference. The first quarter conference is mandatory for all parents; the subsequent conferences will be on an "as needed" basis.

III. The Formation of Christian Character

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

*the true and finished man of character.”
Pope Pius XI*

Together with educating the student’s intellect, Holy Family Academy assists parents in the crucial task of training the will. It is important to recall that the root of a person’s moral failure is in the will, not the intellect, for it is by use of the will that a person chooses his actions. Therefore, any education that fails to form the student’s will fails the student.

When the will is trained so that the person makes choices based upon solid Christian principles, rather than upon mere impulse, emotion, passions, and the like, this person has developed a truly Christian character. This is our goal. Character is defined as the combination of distinctive qualities belonging to an individual, in particular, the acquisition of moral strength through training and self-discipline. Character is demonstrated when a person does the right things for the right reasons. By forming a Christian character, students take confident possession of themselves, building their lives on the rock solid foundation of truth and principle, rather than on the perilously shifting sands of relativism and opinion.

The development of character is affected by the individual’s temperament which, if allowed to have its way and left untrained in the formative years, results in weak character or in the lack of character. Such temperament shows itself as inconsistency, impulsiveness, obstinacy, self-will, and the absence of rational discernment and self-control. Indeed, the work of the student is the work of mastering and governing the self. As Pope John Paul II says, self-mastery is the sign of maturity. Obviously, the battle for self-conquest is the battle of a lifetime. As Catholics we are thankful for the grace of the Sacraments, especially the Holy Eucharist and Penance, that can convert the weaknesses of our character toward the good. Indeed, the regular reception of these sacraments instills in the student a holy discipline: the habit of self-examination, the truthful admission of wrong, and the promise of amendment of life. It is in this way that the young person is adorned with the virtues.

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

J. Student Discipline

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

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

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

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

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

B. Conduct and Deportment

The student exhibits the following behavior and attitudes:

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

K. Student Agreement of General Principles

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

"If accepted as a student of Holy Family Academy I agree to the following:

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

D. The Student Dress Code

One's appearance is the first statement one makes about one's identity. It speaks volumes. As the body reflects the soul, so one's dress reflects one's attitudes. Holy Family Academy students dress modestly and in good taste. Students are always neat, clean, and well groomed while at school and at all school-related functions. For Academy dress occasions, all boys must have a pair of khaki dress pants, white shirt, tie, and Academy sweater (or navy blazer for 11th and 12th graders) and all girls must have a khaki skirt, white blouse, and Academy sweater. It is important that students keep in mind that they serve as ambassadors of Holy Family Academy in the larger community. Every student is expected to follow the dress code stated below.

1. Girls:

- Dress or dress skirt, hemmed below the knee: **denim and sleeveless styles are not permitted. Dresses or skirts may not have slits above the knee and slits must be in back.**
- Blouse or shirt with collar: **coordinated color, long or short sleeve.**
- Dress shoes: **sneakers, sandals, clogs, or fad shoes, etc. are not permitted.**
- Hosiery or socks.
- Navy blue school cardigan. **Purchased through the Academy.**
- Gym clothes: **navy or gray sweatshirt, sweatpants, short sleeve T-shirt and sneakers. Shorts of modest length permitted in warm weather.**

2. Boys:

- Dress pants: **dress, docker-style, or corduroy, dark or khaki color. Jeans and casual pants are not permitted. Pants must be worn at the waist. A belt must be worn if pants require it.**
- Dress shirt with tie: **oxford button-down shirt: solid color, stripe, or plaid; short or long sleeves. Matching tie of tasteful design.**
- Dress shoes: **sneakers, sandals, boots, platform or fad shoes, etc. are not permitted.**
- Socks
- Navy blue school v-neck sweater (grades 7 - 10) for Academy dress. **Sweater purchased through the Academy.**
- Navy blue blazer (in place of sweater) to be worn daily for 11th and 12th grade boys.
- Gym clothes: **navy or gray sweatshirt, sweatpants, short sleeve T-shirt, sneakers. Shorts of modest length permitted in warm weather.**

3. General Standards of Dress and Grooming

- Care should be taken in matters of personal hygiene to be clean and to prevent body odor.
- Girl's hair shall be neat and combed. Extreme hairstyles and coloring are not permitted.

- Boy's hair shall be neatly trimmed, above the collar, ear, and eyebrows. Extreme hairstyles and coloring are not permitted.
- Makeup is not permitted in seventh and eighth grades. Girls in grades nine through twelve may wear light makeup only.
- Finger nails shall be clean and of modest length. Only clear or light nail polish may be worn.
- Girls may wear single stud earrings in the traditional place on the earlobe. Necklaces are limited to one single religious item.
- Boys are not permitted to wear earrings or and visible jewelry. (Of course, a miraculous medal or scapular, etc. may be worn under the shirt).
- Socks or hose are to be worn at all times
- Athletic shoes, sandals, clogs, boots are not permitted.
- Boys must wear a belt with pants that have belt loops.
- Blouses and shirts must be tucked in at all times.
- Girl's dresses and skirts must be below the knee at all times, including all school - related activities.

E. The Academic Environment and the Common Good

In the words of St. Augustine: "Peace is the tranquility of order." A peaceful atmosphere where tranquil order ensues is essential for learning. Nothing so contributes to this atmosphere as quiet. Shouting, screaming, and horseplay are never permitted inside the school building. When the bell rings or when it is time for class to begin all talking should cease immediately, so the student may be completely attentive.

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

1. **Cheating and Dishonesty:** Cheating, lying and stealing are violations of the General Principles of the Academy and undermine the basic trust upon which the academic community is built. A student who has cheated on any assignment will receive a zero for the assignment and will be punished appropriately by his parents. A second offense will normally result in dismissal.
2. **Plagiarism:** Plagiarism is a form of cheating and presents the work of another as one's own. Failure to cite the source(s) of quoted, paraphrased or summarized material, whether published or not, is defined as plagiarism (Cf. *Harbrace College Handbook*).
3. **Language:** Blasphemy, profanity, obscenity, vulgarity and the like in word, writing, gesture or action is unacceptable in Christian society. Use of such language demeans the speaker and the community.
4. **Radios and Electronic Equipment:** Radios, walk-men, beepers, cell phones, and any other electronic equipment are not permitted in the academic setting and should not be brought to school without the prior permission of the headmaster given for a specific academic purpose.

L. Discipline Procedures

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

1. The teacher's decisions regarding correction and punishment in his classroom are final. Students should accept them with obedience and respect.
2. The normal sequence of correction for minor offenses is the following:
 - First offense warrants a verbal admonition to the student.
 - Second offense warrants a phone call or written notice to parents and some form of punishment (e.g. detention after school, a written assignment, work duty, etc.). At this level, the matter should be remedied quickly and effectively, with an apology to the teacher immediately forthcoming from the student.
 - Third offense warrants a parent conference and may indicate a more serious problem. A pattern of chronic misbehavior is incompatible with attendance at the Academy.
3. Normally, behaviors of a more serious nature warrant immediate contact with the parents followed by either immediate corrective action, suspension, and/or expulsion, 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; fighting; possession of any controlled substances or weapons; and any conduct which would offend against the Catholic nature of the Academy.

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

V. Miscellaneous Policies

A. Attendance Requirements

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

1. **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, and including the parent's signature.
2. **Assignments:** Arrangements should be made by the family directly with the child's classmates to obtain assignments. The student is responsible to make up all class work and assignments missed due to absence. Normally, upon return to school after illness, the student has the same number of days to make up work and turn in assignments as the days he was absent.
3. **Tardiness:** The first bell rings at 8:00. Students are expected to be at school by the first bell, at which time they are to assemble in the Chapel for Morning Prayer. Any student arriving after 8:00 is considered tardy. In the event that tardiness is unavoidable the student must sign-in on the attendance log in the office and state the reason for being late.
4. **Early Dismissal or Partial Absence:** When an early dismissal or absence for part of the day is necessary, a note must be turned in to the office before 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 the teachers of the early dismissal that day. The parent must come into the office to sign the student out; the student must sign-in upon return.

B. Academic Probation

If a student is consistently NOT working up to his potential, he may need to be placed on academic probation as a strong incentive to improve. Probation would be instituted after the headmaster consults with the faculty, parents, and student. The conditions and duration of the probation would be determined at this time. If, at the end of the probationary period, improvement has not been satisfactory, the student shall be asked to withdraw from the Academy in order to find a school where he may be successful.

M. 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 (Founders of the Academy) 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 Administrator 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. Normally, issues are resolved at this level. If unresolved, the issue should be brought to the attention of the Administrator for final resolution.

N. Class Schedules

Supervision is provided fifteen minutes before and after school only. Parents are asked to be prompt in picking up their children at dismissal time.

A. Regular Schedule
(Monday - Thursday: 45 minute classes)

Warning bell:	8:00
Chapel:	8:05 - 8:25
1 st period:	8:30 - 9:15
2 nd period:	9:18 - 10:03
3 rd period:	10:06 - 10:51
4 th period:	10:54 - 11:40
Angelus and Lunch:	11:43 - 12:20
5 th period:	12:25 - 1:10
6 th period:	1:13 - 1:58
7 th period:	2:01 - 2:46
Dismissal:	2:55

B. Mass Day Schedule
(AM classes 43 minutes, PM classes 45 minutes)

Warning Bell:	8:00
Holy Sacrifice of the Mass:	8:05 - 8:50
1 st period:	8:53 - 9:36
2 nd period:	9:39 - 10:19
3 rd period:	10:22 - 11:03
4 th period:	11:06 - 11:49
Angelus and Lunch:	11:50 - 12:20
5 th period:	12:25 - 1:10
6 th period:	1:13 - 1:58
7 th period:	2:00 - 2:45
Dismissal	2:55

C. Friday Schedule:

Warning Bell	8:00
Chapel:	8:05 - 8:20
Writing/Math:	8:23 - 9:08
Writing/Math:	9:11 - 9:56
Colloquium:	10:00 - 10:30
Music:	10:35 - 11:35
Angelus and Lunch:	11:40 - 12:10
Art:	12:15 - 1:25
P. E.:	1:30 - 2:30
Clean-up:	2:35 - 2:45
Dismissal:	2:45

D. First Friday Schedule (with Mass):

Warning bell:	8:00
Holy Sacrifice of the Mass:	8:05 - 8:50
Writing/Math:	8:55 - 9:40
Writing/Math:	9:43 - 10:28
Music:	10:35 - 11:35
Angelus and Lunch:	11:40 - 12:10
Art:	12:15 - 1:25
P. E.:	1:30 - 2:30
Clean-up:	2:35 - 2:45
Dismissal:	2:55

E. Emergency School Closings

The Academy will follow the City of Manchester for initial closings due to snow or inclement weather. Please tune to FM 95.7 WZID or AM 610 WGIR.

F. Medical Record and Health Policies

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

1. **Medication:** For the safety of all concerned and in accordance with RSA 541-A, students may not carry or keep medicines with them at school. Any student who is required to take prescription medication while in school must keep the medication in the administrator's office. A written permission from the parent and instructions from the physician as to its

administration must accompany the medication. The student will sign the medication log for each dose. All medicines must be clearly labeled with the student's name.

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

G. Parent Involvement in Homework

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

H. Pick-up and Drop-off of Students

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 on Ashland St. Cars should enter the parking lot by the entrance farthest from the building (close to Lowell Street), proceed across the parking lot, drop-off or pick-up, and exit the parking lot at the exit nearest the main entrance to the building. This pattern will keep the traffic flow within the parking lot and not on the street.

I. Telephone Calls

Student use of office telephones is, of necessity, limited only to emergencies. Schoolwork left at home does not constitute an emergency. Phone messages for students cannot be delivered to students in class. The answering machine will be on during part of the school day. Every effort will be made to relay non-emergency but important messages (e.g. transportation changes) to students before dismissal but this cannot be guaranteed.

J. Textbooks and Personal Effects

All books, with the exception of those purchased by the students, are loaned to the student by the Academy for use during the year. All books must be covered and labeled with name. Books must be cared for properly and may not be left unattended. No writing is permitted in books and any lost or damaged books must be paid for. In addition, all personal effects (sweaters, coats, lunch boxes, book bags, etc.) should be labeled with the student's name. No personal effects, such as radios, walk-men, beepers, cell phones, etc. are permitted at school or at any school related function.

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.

K. Tuition

It is an aspect of the mission of Holy Family Academy to make "the school affordable, in as much as is possible, to all practicing Catholic families who desire its education..." To this end, the Academy has set tuition income for 2002-2003 to cover approximately 40% of the school's operating expenses and relies upon the generosity of our benefactors and the abundant mercy of God to supply the additional funds necessary to educate our students. Tuition for the 2002-2003 academic year is \$3000 for grades seven and eight and \$4,000 for high school. The Academy depends upon the timely and complete payment of tuition in order to pay its bills in a timely and complete manner.

L. Visitors

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

M. Volunteerism

"Holy Family Academy was founded by parents and its success depends upon the support of the parents..." states the Academy's Mission. Thank you for expressing your understanding of how important the support of your child's education is through your charitable service. The Academy has many needs such as: painting, repair, upkeep and regular maintenance, janitorial services, secretarial and receptionist assistance, library organization, Friday lunches, feast day celebrations, transportation as needed, snow removal, fund-raising, etc., etc. At the Parent Information Night

each family will be asked to participate in some voluntary effort to aid the Academy and your children. The service given by parents and families is truly a gift from God and teaches the valuable lesson of Christian service and caring.

ACKNOWLEDGEMENTS

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

Holy Family Academy may, of necessity, from time to time, amend and alter this Handbook. If so, the academic community will be informed in a timely manner.

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.

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**