

Family Handbook

2016-17 Academic Year

October 13, 2016



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Headmaster's Introduction

Dear Families of Sacred Heart Academy,

Welcome to Sacred Heart Academy's 2016-17 Academic Year. As returning families know, this handbook was first released on March 21, 2016. We are releasing this updated second edition now and will plan to release a new edition at the beginning of each academic year moving forward. Through our school's history, there have been various versions of a handbook, this year's handbook is the second edition of the handbook that was completely revised to correspond with the Academy's refounding as a Catholic classical academy. This second edition includes some changes that we have adopted as we encountered new issues that we had not anticipated or considered. I suspect such changes will continue to occur as we continue to build out the high school over the next two years. This year's changes are highlighted in a summary of changes on the next page. Families and students should review these changes and become familiar with them. From time to time, we will highlight portions of the handbook in the newsletter.

Parents, please read and discuss the contents of this handbook with your child(ren). After you have read this handbook sign the signature page and return it to the Academy. Keep this handbook available so that you can refer to it throughout the school year.

As is discussed more fully in the pages that follow, Sacred Heart Academy is a parish apostolate of Sacred Heart of Jesus dedicated to **assisting families, forming Catholics, and cultivating culture**. This is our mission. This mission informs everything that we do and the Academy seeks to accomplish this mission by forming students in wisdom and virtue.

Our vision for this formation of wisdom and virtue is more than simply an intellectual pursuit of truth. It is a pursuit of conforming ourselves to the person of Truth, Jesus Christ. Sacred Scripture informs us, "Simply I learned about Wisdom and ungrudgingly do I share -- her riches I do not hide away; For to men she is an unfailing treasure; those who gain this treasure win the friendship of God, to whom the gifts they have from discipline commend them" (*Wisdom 7:13-14*). The Litany of the Most Sacred Heart of Jesus reminds us from whence Wisdom and Virtue come, "Heart of Jesus, the abyss of all virtues . . . Heart of Jesus, in whom are all the treasures of wisdom and knowledge, . . . Jesus, meek and humble of Heart, make our hearts like unto Thine."

The most significant contribution families can make for their students is to reinforce this formation in wisdom and virtue in the home. A key component of this reinforcement is ensuring familiarity with the Church's liturgical life. The liturgical life, as celebrated through each week's Sunday Mass, and the various liturgical seasons throughout the year, forms a common point of reference for the lessons, activities, and events of the Academy. Accordingly, we expect our Catholic families will attend Sunday Mass each week at their respective parishes, and encourage and invite our non-Catholic families to attend Mass as much as they are able to do so. Divine grace received through the sacraments, purifies and elevates the virtues. For this, we "Give thanks to the Lord, for He is good, His mercy endures forever" (*Psalms 136:1*).

Sincerely Yours in His most sacred Heart,

Sean C. Maltbie
Headmaster

Summary of Changes

The following is a summary of the significant changes in this edition of the handbook. Please ensure you review the referenced sections so you understand the changes in their entirety.

Section I is revised to add a more extensive explanation of what Catholic classical education at Sacred Heart Academy entails. (Pages 8-13).

Section III is revised to note the varied dismissal time and procedures for Tuesdays for Benediction and Exposition of the Blessed Sacrament. (Page 16).

Section III is revised to clarify the policy for students departing campus during lunch. (Pages 18 and 20).

Section V is revised to add a thorough description of the part-time Classical Enrichment Courses offered at Sacred Heart Academy. (Pages 28-35).

Section XI is revised to update various provisions of the Uniform Policy. (Pages 53-56).

"For you have made us for yourself, and our heart is restless until it rests in you."
- Saint Augustine of Hippo

I. Mission Statement

Our policies, procedures, and culture flow from our mission which states:

Sacred Heart Academy is a parish apostolate dedicated to assisting families, forming Catholics and cultivating culture.

A. Statement of Beliefs

Sacred Heart Academy is open to any family desiring the formation offered in our Catholic classical school. As forming Catholics is central to our mission, it follows that our curriculum is designed to hand on the fullness of the deposit of faith to our students. We accomplish this, not just by teaching about Jesus Christ, but leading children to a place of intimacy with Him. This is accomplished by sharing His teachings, as passed down to us through the Apostles and their successors, the Bishops.

These teachings are the Word of God contained in Sacred Scripture, Sacred Tradition, and the Magisterium of the Church, including the Catechism of the Catholic Church. The Creed is a summary of our beliefs:

I believe in God, the Father Almighty,
Creator of Heaven and earth,
and in Jesus Christ, His only Son, our Lord,
who was conceived by the Holy Spirit, born of the Virgin Mary,
suffered under Pontius Pilate, was crucified, died and was buried.
He descended into hell; the third day He arose again from the dead;
He ascended into Heaven,
and sits at the right hand of God, the Father Almighty;
from thence He shall come to judge the living and the dead.

I believe in the Holy Spirit, the holy Catholic Church, the communion of saints, the forgiveness of sins, the resurrection of the body, and life everlasting. Amen.

WE believe that seven Sacraments were instituted by Jesus Christ for the salvation of mankind; namely Baptism, Confirmation, Holy Eucharist, Penance, Holy Orders, Matrimony and Anointing of the Sick.

WE believe in the Holy Sacrifice of the Mass wherein the Body and Blood, together with the Soul and Divinity of our Lord, Jesus Christ, is truly present and substantially contained in the most Blessed Sacrament of the Eucharist.

WE believe that the Pope, the Bishop of Rome, is the Vicar of Jesus Christ on earth, that he is the supreme visible head of the whole Church and that he teaches infallibly in matters of faith and morals.

WE believe everything which the one, holy, catholic, apostolic Church defines and declares we must believe.

WE also believe that each person is made by God, in the image and likeness of God to return to God. Accordingly, each child is a gift from God with talents and strengths to share and therefore seek to nurture the unique role that each student fulfills in our school. Through working with parents, the first teachers of their children, we can foster a Christ-Centered education, fully enriching successful growth in all areas of the lives of the children entrusted to our care.

Therefore, we strive to cultivate a truly Catholic culture. This will be a culture of beauty and inquiry that leads the child to truth.

We believe that the classical approach to education provides a uniquely integrated and person-centered means of encountering truth. And as such, we believe that truth is desirable for its own sake. It is good not for what it does, but for what it is. Knowledge consists not in bending the truth to ourselves, but in conforming ourselves to truth. We can only conform ourselves to truth by freely embracing and loving it, and we can only love truth if we are enticed by its beauty. Love of beauty has therefore always been integral to the discovery of truth and true education has always sought to form the heart and mind, the reason and will, through man's natural desire to know. In short, a classical education seeks to form the whole person in light of truth, beauty, and goodness.

We believe that true education liberates the soul from slavery to ignorance and appetite by subjecting desires to a thoughtful consideration of what is worthy of love. When we have rightly ordered our souls, we love each thing in God's cosmos with the measure of affection due to its being and its role in the economy of creation.

...To Achieve this...

B. Academy Distinctives

We Provide a Classical Curriculum in a Diocesan School – We are one of [only a dozen](#) diocesan Catholic classical schools in the country. This places us in a unique position to teach the fullness of the Catholic faith in fidelity to the Magisterium and in light of our Greco-Roman, Judeo-Christian heritage. By possessing an ordered view of Western culture which places the Incarnation at the center of history, we can freely and joyfully pursue truth by means of reason in the light of faith.

Our philosophy of “What is Classical Education?” is provided at the end of this section for further reflection on the significant ideas that inform our curriculum and culture at the Academy.

We Are Centered on the Sacramental Life of the Church – While there is a growing movement across the country to return to classical education, only a few parish schools have sought to ground themselves in the tradition of daily Holy Mass. Beginning in the 1st grade, all of our students begin each academic day by encountering Christ in the Eucharist. Daily Holy Mass offers an opportunity

to prepare mentally and spiritually for the work of the day. Every Tuesday our students also spend time with the parish community in Eucharistic Adoration. Regularly scheduled Reconciliation during the school day provides students and staff an opportunity for self-examination, confession, and absolution.

We Are Dedicated to Assisting Families – Parents are the first educators of their children. At Sacred Heart Academy we recognize that our school is a ministry of the parish designed to serve families in this high calling. To do so we provide full-time educational programs for 3-year-olds through 10th graders and a part-time program called Classical Enrichment Courses to students in 2nd-12th grade for area homeschooling families. All are invited to join us on Tuesday evenings, September through May, after Vespers and Benediction at 5pm, for a community potluck meal followed by various formation opportunities for all ages.

We Operate Independent of State and Federal Funding – Sacred Heart Academy does not accept one penny of state or federal funding. This choice places a significant financial burden on the Academy, but allows us to maintain our autonomy, preserve a distinctly Catholic culture, and design our curriculum without reference to the Common Core or similar initiatives.

We Operate with a Vision for Catholic Culture – From our 3-6-year-olds in the Montessori program to the 11th and 12th graders taking Natural Law & Morality and Government, we strive to draw our students into an authentically Catholic culture. Every day our students read classic literature, discuss the virtues and vices of great historical figures, engage in hands-on discovery of the created world, contemplate the beauty and order of great art, music and the principles of mathematics, and grow in understanding of the language (Latin) and the teachings of the Catholic Church. This kind of education prepares students' bodies, minds, and spirits for their individual vocations, but more importantly for the universal vocation to sanctity. This is the call each of us has to become saints, living in the love of God and neighbor both here and hereafter.

C. What is Classical Education?

Despite the foundational importance of this question, there is not--at this time--a readily defined or easily attained answer, especially for our work with the youngest children. Instead, we should think of classical education as that sort of education which is most properly suited to the formation of a child toward personal sanctification and full participation in a distinctly Greco-Roman, Judeo-Christian culture. This education is most naturally and completely done in a Catholic school. Furthermore, it is sustained and perfected by the sacramental life of the Church.

Classical Education Is...

1. **Loving** - Out of the superfluous (from the Latin *super*, “over” and *fluere*, “to flow”) love of the Trinity, man was created. By love and for love, man was made. From the teacher’s own loving relationship with Christ, flows his love for God’s fingerprint in creation and God’s very image in the children entrusted to his care. This love for God, man, nature, and art must be the primary motivator for both teaching and learning.
2. **Integral** - A classical educator knows that all knowledge is an integer, a united whole. At the lowest and highest levels the inter-relation of disciplines is evident, but this must become a daily reality in the classically-oriented classroom. While our days may be organized according to subjects, these should never be artificial barriers to organic connections. We always try to study things as wholes: The frog in the pond, rather than (or at least before) on the dissecting tray; the complete work, not the anthologized excerpt; the historical event in its context, not isolated by the national holiday.
3. **Orderly** - Contrary to the dominant trends in education, the classical educator believes that truth has real existence (against the relativist), that it can be known (against the skeptic), and that it can be shared (against the cynic). Our teaching reflects a belief in the inherent order of reality. We need not resort to didactic instruction when the encounter between the student and the real is often sufficient for communicating truth. This order is hierarchical, and one of the principle tasks of the student is to cultivate orderly thinking by practicing distinction, division, and definition.
4. **Natural** - Our methods flow from the nature of the subjects and the nature of the student. Learning itself is an act of the student, not the teacher. Therefore, we accomplish exponentially more when we cooperate with the interest, abilities, and attention of the student. Certainly these must be cultivated and directed, but to teach without them is to waste our energy. Similarly, there is nothing in the intellect which is not first in the senses. So, by engaging eyes, ears, hands, and voices, we can multiply our effectiveness and engage our students completely: mind, body, and spirit.
5. **Formative** - Parents are the primary educators of their children, and the role of the teacher is to assist them in forming each student for the universal call to sanctity and their personal vocation of service of God. This two-fold vocation is the end of education which all else serves.

6. **Leisurely** - Classical education is not the way of the world. Seen from the outside, it is unreasonably difficult, but, once embraced, the yoke is light. We study the true, the good, and the beautiful because there is nothing better we could do with our time. Liberal education is liberal both because it is the act of a free person and because it liberates us from sin and from ignorance. Christ said to his disciples, “you will know the truth and the truth will make you free.”
7. **Focused on First Things** - Confidence and joy in our method, materials, and ultimate end allow classical educators to prioritize appropriately. Formation is first. Academics are second. Passing fads can go their way without perturbing a well-grounded teacher.

Classical Education Is Not...

1. **Progressive** - Works enter the classical canon by being judged to be beautiful and fitting additions to what Mortimer Adler called “The Great Conversation.” Neither the methods nor the materials used in a classical education will frequently be altered. Human nature and the standards of art are constant, so while times may change, our strategies for engaging and forming students need not. Most educational innovations become part of classrooms across the country while they are still younger than the students themselves.
2. **Utilitarian** - The purpose of education is the cultivation of the human. Growing in understanding, in discipline, in command of self, language, and matter fulfills our human nature. “Through education,” says the Hillsdale College Honor Code, “the student rises to self-government.” If we put formation first, we will always get “college and career readiness” thrown in.
3. **Anxious** - Accelerated communication, universal connectivity, and the resulting anxiety which characterizes modern culture are inimical to human flourishing. Therefore, we must cultivate silence and simplicity in our classrooms. Similarly, when it comes to content, the classical educator must learn to *festina lente*, make haste slowly. Students understand a lesson when they are able to *see* the truth in it, rather than simply remembering a procedure or fact. What is seen is known in a much more fundamental way and is more quickly recalled and employed than what is remembered. By teaching to mastery, rather than to the pace set by the textbook, more sure progress is made.
4. **(Exclusively) Didactic** - While educators who doubt the existence and communicability of truth must exclusively rely on didactic methods (lecture, test, repeat), the classical educator draws on a broader tradition which includes mimetic and Socratic instruction. We are also careful to remember that there is no such thing as a neutral medium or environment. Beautifully illustrated, carefully bound, high quality books communicate much more than the sequence of words of their pages. From the walls of the room to the teacher’s dress, all that meets the student’s eye or ear is a part of education.
5. **(Purely) Rigorous** - Perhaps the most universal pitfall of the classical education revival has been a tendency to substitute rigor for substance. Many schools which are classical in name substantiate the designation by showing off test scores, AP courses, or the pace of instruction. While well-rounded ability is a natural result of a sound education, rigor is not its essence. The key is to focus on teaching not many, but much (*non multa, sed multum*). Rather

than making a subject “an inch deep and a mile wide,” the teacher focuses on covering a few essential things well, especially those skills which prepare students to direct their own learning.

6. **Abstract** - As the Church frequently and beautifully reminds us, man is both body and spirit. He cannot be satisfied with any but a sacramental view of life. Just as we cannot live a faith relegated to abstract principles, so we cannot teach learning objectives divorced from content. The indispensable canon is to classical education what the corporal works of mercy are to the faith: They incarnate it. This education must include a strong emphasis on language, including instruction in Latin, and preferably Greek as well, and the trivium studies of grammar, logic, and rhetoric. It must include a rightly ordered study of art and music, history of the ancient, medieval, and modern world, and great literature from Mother Goose and Aesop, to Homer and Shakespeare. In every case, emphasis should fall precisely on what is most securely part of the tradition.
7. **Salvific** - A classical education is a beautiful thing. Those who come to see this beauty after being formed in a progressive educational environment are sometimes tempted to think that it is more than just conducive, but is instead necessary, to a good life. Diagramming sentences, reading *The Vulgate*, and memorizing the funeral oration from *Julius Caesar* are all wonderful things, but they are not the one thing needful. Our particular judgment will not be a quiz on Plato.

II. The Academy

Our faculty, recognizing that parents are the primary educators of their children, view the school as an extension of your homes. As such, we strive to create a familial atmosphere throughout the Academy. To facilitate this familial atmosphere, we have divided administrative responsibilities among the smallest number of persons we believe can efficiently serve our family's needs.

Administration

The Pastor of the Sacred Heart of Jesus Parish, Reverend Robert A. Sirico, has ultimate responsibility and authority for the operation of Sacred Heart Academy. He has appointed Sean Maltbie as the Headmaster to execute this responsibility and authority. The Headmaster has formed the following team to assist him with the operation of the Academy. The Headmaster, Provost, Dean of Students, Assistant Dean of Students, Operations Officer, and Director of Development and External Relations are considered "administrators" for purposes of this handbook.

Provost	Zachary Good
Dean of Students	Timothy Walsh
Assistant Dean of Students for the Lower School & Montessori	Stephen Hummel
Operations Officer	Barbara Menardie
Director of Development and External Relations	Samantha Surrell
Lead Administrative Assistant	Noelle Divozzo

Structure

Spiritus Dei Montessori	Half/Full-day Montessori (Ages 3-6)
Lower School	Grades 1-4 (CEC 2-4)
Middle School	Grades 5-8 (CEC 5-8)
High School	Grade 9-10 (CEC 9-12)

School Board

Members of the school board are appointed by the pastor and report to the pastor.

All are welcome to attend school board meetings. Schedule of meetings is available on the website.

III. The Academy Day

Hours

Each level of the Academy structure operates on a slightly different schedule. This results in variations to the end of the academic day depending on the level. The academic day ends for each level as follows:

Level	End of Day
Angus Dei Montessori	11:15 a.m.
Spiritus Dei Montessori	3:10 p.m.
Lower School	3:10 p.m.
Middle School	3:20 p.m.
High School (full time)	3:23 p.m.
High School (CEC)	3:26 p.m.

Tuesday Dismissal Schedule and Procedure for Benediction

This schedule varies on Tuesday, when we close the school day with Benediction and Reposition of the Blessed Sacrament.

Montessori through 4th Grade, FT and CEC

For Montessori through 4th grade, dismissal time remains 3:10 and students will be dismissed from the Dayton Street door. If students are not picked up by 3:20, teachers will bring these students to the church for Benediction, which a priest or deacon will begin at 3:25. At the conclusion of Benediction, approximately 3:35, we will dismiss students from the church. Even if parents do pick up their children at 3:10, we encourage you to join us in the church for Benediction.

Grades 5th through 12th, FT and CEC

For 5th through 12th grades, our faculty will lead students to the church at 3:20 p.m. for Benediction, which a priest or deacon will begin at 3:25. At the conclusion of Benediction, approximately 3:35, we will dismiss students from the church. We encourage all families to join us in the Church for Benediction.

Arrival

Montessori students should arrive at their classrooms no earlier than 7:30 a.m. Specific Montessori procedures will be shared with each Montessori family as the year begins.

All other students should arrive at the church between 7:30 -7:40 a.m. unless an arrangement has been made for an earlier arrival with a SHA faculty member or the parent intends to stay in the church with their student. **STUDENTS ARE NOT TO BE IN THE SCHOOL BUILDING BEFORE MASS.** Students are to be dropped off at the Garfield Street entrance to the church building and, having reverently entered the nave, will sit in their assigned pew.

Being prepared when you arrive at church is as important as arriving on time. Accordingly, students are expected to use the restroom before they enter church in the morning. If a restroom stop prevents a student from being seated in Mass for church at 7:45 a.m., they will be marked tardy. Similarly, if a student has to use the restroom during Mass, they will be marked tardy. (There will be occasional emergencies, but these should be exceptional and will be addressed appropriately as they arise.) Mass begins promptly at 7:45 a.m. and any student arriving after this time will be seated in the rear of the church with a teacher and will be marked as tardy.

Holy Mass and other Liturgical Celebrations

We encourage families to attend Holy Mass and other liturgical celebrations with their children. Your children may sit with you during Mass or other celebrations, unless directed otherwise, but they should check in with their teacher before Mass to ensure they are not marked tardy. After Mass, students should report to their class pew, so they may depart with their class, as described below.

Transition from Church to the Academy

After the completion of Mass, all students will depart from the Sanctuary with their assigned homeroom teachers or study hall monitor for those CEC students without first hour classes. Students should reverently depart their pews and approach the front of the sanctuary. Classes will genuflect as a group and then depart through the back of the church or through the tunnel as their teacher directs.

Transition between Classes

There is no time during the scheduled day where all students transition to classes at the same time. Accordingly, it is imperative that strict silence is maintained in the hallways during all class transitions.

Study Hall

Study Hall is a scheduled part of the day for full time high school students. Study hall for these students will take place in the cafeteria. This time is set aside for diligent study.

Study Hall is also available for 5th - 12th CEC students in the library and library annex. There are times during the CEC day when the library annex will be required for class instruction. During those times, only the library will be made available.

Study Hall for 5th – 12th CEC students is not a social gathering time. The space is offered as a convenience to families that have “gaps” in their 5th – 12th CEC course schedules. The space is for diligent study. Excessive noise will be addressed by the Study Hall supervisors and those students unable to adapt their behavior to expectations will be asked to leave and their parents will be contacted. At no time may students leave the building unaccompanied by an adult.

Lunch

At present, the school does not provide a hot lunch program. Please pack a healthy snack and lunch for your children so as to sustain them through the school day. Some classrooms may serve children with serious allergies. The Academy will develop the appropriate protocol for such situations, communicating requirements with families as they arise.

Parent volunteers will prepare a special meal once per month. Additionally, there is a pizza lunch once per month. The dates for these events are noted on the school calendar.

No student is permitted to leave the school building or grounds during school hours or at lunch without the permission of an administrator. Permission will only be granted if a parent has provided written permission for their child to leave the building. Those students granted permission to leave, must report to the office to sign out upon departure and sign in upon return.

Recess

Unless it is raining or the wind chill is 10 degrees F. or below, students are expected to go outside each day. They need to be appropriately dressed with hats, gloves, boots, and scarves when conditions warrant. Students who are prevented from participating in recess due to injury or other physical impairment may remain indoors after prior coordination with their homeroom teacher.

Rules for Recess (include, but are not limited to the following):

- Students must show respect to each other, staff members, and school property.
- Walk on sidewalks - No running on the sidewalks.
- No entry into landscaped areas
- Do not throw hard objects.
- Do not grab or pull clothing.
- Food and drink are not allowed on the playground.
- Roughhousing is never allowed.
- Personal toys are the responsibility of the student, not the school.
- Shoes are to be worn at all times.
- No snowballs
- Proper behavior is expected on playground equipment. Climbing bars are for climbing, stretching, and reaching, not sitting.
- Students are to come down the slide one at a time and to use it appropriately.
- Balls, bases, and other equipment taken outdoors are to be returned to the lunchroom after recess.

Dismissal and Departure

As noted above, dismissal times vary: Montessori/Lower School (3:10 p.m.), Middle School (3:20 p.m.), High School (full time-3:23 p.m.), and High School (CEC-3:26 p.m.).

Students who need bus transportation will be dismissed at the appropriate time, regardless of program dismissal times. Students in all grades will be escorted out of the building after their final class/homeroom is completed. Faculty members supervise students until they are picked up by a parent or board the bus.

Lower school (1-4) and Montessori students will be dismissed from the Dayton Street door and will await pick-up there. **The curb along Dayton Street is for pick-up/drop-off only, at all times. If you need to park and enter the school, please use the parking lot.**

Middle School and High School students will be dismissed from the Garfield/Dayton corner door and await pick-up there. **The curb along the school on Garfield Street is for pick-up only from 3:10 – 3:30. Please do not park along this curb during that time. If you need to park and enter the school, please use the parking lot.** Safety patrol is available to assist students who wish to cross Garfield to reach the curb on the opposite side of the street.

Students remaining at the school past 3:30 p.m., without a prearranged appointment or activity, will be directed to the appropriate After Care room and the family will be billed accordingly.

After School Care

After school care will be made available from 3:15 until 6:00 p.m. If you need after school care, please contact the office to make a reservation.

Absences

Regular attendance at school is vitally important as it directly affects the formation in wisdom and virtue that is the aim of the Academy. Much learning takes place through the exchanges that take place in the classroom on a day-to-day basis. Thus, absences from school should be limited. Please notify the school office by 8:15 a.m. if your student is going to be absent. If a student is absent and the school is not contacted by 10 a.m., the school will contact the responsible adults to confirm the absence.

No student is permitted to leave the school building or grounds during school hours or at lunch without the permission of an administrator. Permission will only be granted if a parent has provided written permission for their child to leave the building. Those students granted permission to leave, must report to the office to sign out upon departure and sign in upon return.

If the need arises to have your student leave school during the school day, parents must report to the office to sign a student out of school. Students will meet parents at the office. Upon return to school, parents must sign the student back in.

Planned absences, such as those for travel and vacation during the school year are strongly discouraged. If a parent does plan an absence they must notify the school as soon as possible and at least one week in advance. Students in grades 5th-12th will be expected to submit homework to be assigned during the planned absence in advance of their departure.

Excessive absences in a quarter (5 or more in any course) without a statement from a physician or other excused justification, approved by a school administrator, may lead to a reduction in a student's grades and will result in a loss of financial assistance provided by the Academy for the following quarter. If a student has missed more than 5 sessions of any course in any quarter without the justifications identified above, the homework make-up provisions in Section V of this handbook cease to apply. At that point, the teacher of the affected course, may, at his or her discretion, accept missed assignments, but is not required to do so. Other consequences may include truancy referrals.

Tardiness

Students are considered tardy for school if they arrive to Mass after 7:45 a.m. As noted above, students will also be marked tardy if they need to use the restroom during Mass in situations where such a need was preventable. If students sit with their family during Mass, they should report to their teacher to ensure attendance is properly recorded. Student attendance records are kept in Infinite Campus. Parents view these records through their assigned Infinite Campus account.

A "pattern of tardiness" is defined as more than 5 tardies per academic quarter. Every time a student is tardy, parents will receive a notification via Infinite Campus. If a student has a "pattern of tardiness" (5 tardies), the student's parent and/or legal guardian must meet with a school administrator. If a student reaches 10 tardies within an academic quarter, the student's parent and/or legal guardian must meet with a school administrator a second time, at which time the parent and/or legal guardian will be informed that continued failure to conform arrival to Academy expectations will affect eligibility for re-enrollment and/or Academy-based financial aid. If a student reaches 15 tardies within an academic quarter, the student must serve one day of suspension. After a suspension for tardiness occurs, the tardy count for that academic quarter will restart at 5 tardies.

Illness

Children who are ill should stay home until they have recovered their health. They should be completely well before returning. The ability to participate in all school activities, including recess, is a good indicator that the student is ready to return. Students who become ill at school will be sent home.

IV. Communication

Responses to Inquiries

As an extension of the home, the Academy recognizes the importance of timely, effective communication with our families. To this end, all administrators and teachers will acknowledge all communication inquiries within 24 hours of receipt by either placing a call or sending an email to the inquiring family. The acknowledgment may or may not resolve the matter, but it will serve to let the inquiring family know that their inquiry was received and will be addressed. If the acknowledgment does not resolve the inquiry, the administrator or teacher will provide an estimated time at which the inquiry can be resolved.

Appointments with Faculty

At times during the school year, issues arise that warrant an appointment with staff members. Teachers are with students from 7:45 a.m. until at least 3:10 p.m. Please arrange for an appointment with the teacher before or after school hours. If you feel that the issue has not been resolved in a satisfactory manner, you may request a meeting with an administrator. Such a meeting should occur only after an attempt has been made to resolve the issue directly with the teacher involved.

Conferences

Parent-Teacher conferences are held for grades 3-12 twice per school year and for Montessori through 2nd grade three times per school year. Parents are expected to attend conferences. The purpose of these conferences is to discuss the academic progress of students and other matters of mutual concern. As noted above, families may schedule additional conferences with teachers at any time during the school year. This may be done in writing or by calling the teacher. Students struggling in courses may be given development plans. When teachers are considering such plans, they will arrange a meeting with the parents prior to plan implementation.

Crisis in the Family

There are times when family situations or circumstances are troubling to a student. If you feel your student's academic performance or behavior is being affected by such a situation, contact the administrator or teacher so that the school is aware of the situation and can attempt to provide your student with any necessary assistance.

Calendar

A one-page school calendar is prepared prior to the start of each school year. This calendar is intended for quick and easy reference and details major events that occur each year; including vacations, conferences, and other scheduled days off. Updates and changes will be provided in the school weekly newsletter. As of September 1, 2015, the calendar maintained on the Academy website will be the authoritative school calendar. If other calendars conflict with the website, you must defer to the website. This calendar may be found at www.sacredheartacademygr.org/calendar

Newsletters

The Academy will produce a weekly newsletter that will be sent home via e-mail and hardcopy, upon request. The intent of this communication is to provide families with a snapshot of timely information about the week-to-week operation of the Academy. In the future, the Academy will also produce a quarterly newsletter that will provide more in-depth reflection from administrators and teachers about life at the Academy. The newsletters are our chief means of communication with parents, and we expect that it is read weekly. It is available through email every Monday, and paper copies are available at the Academy office.

Address (email or home)/Telephone Number Changes

Families must notify the office immediately if a change of home address, phone number, or email address occurs during the course of the school year. In case of an emergency or illness we must possess accurate contact information.

Social Networking

We live in an age where instantaneous communication is the norm. Most of this occurs through social media and many parents and students use social media sites to communicate. As you may be aware, social media can embolden and tempt participants to make abusive remarks they might not otherwise state to a live audience. The instantaneous nature of this type of communication makes it a risk. Faculty, parents, and students may be held accountable for what they publish regarding the school, member of the staff or students at Sacred Heart Academy regardless of where the communication originated. This may include the permanent removal of students from the school. Also, it is not appropriate for teachers or other staff members to communicate with students using this medium.

Sacred Heart Academy does have an official [Facebook page](#) and an official [Twitter account](#). We will use these modes of communication to share information relevant to Academy life and its mission. We are aware that there are also non-official social networking pages that share information about the Academy. Please note that Academy officials **do not** moderate non-official SHA pages. Accordingly, families rely on information on these sites at their own risk.

Access to School Records

There are situations that arise in which a student's parents are subject to child custody agreements that shift a parent's inherent authority to make decisions regarding a student's education. Unless the Academy is in possession of a valid court order that specifies otherwise, divorced or legally separated parents have equal access to their student's school records. Additionally, both parents have the right to participate in educational decisions concerning their student and to communicate with teachers regarding their student. The Academy will not act as an intermediary in such situations. The Academy will abide by instructions contained in any valid court order and will otherwise act at all times in the best interest of the student.

V. Formation in Wisdom

Curriculum

We have developed a curriculum that meets the natural growth of the child:

In the younger grades we seek to engage the student's natural curiosity and create a framework of facts which are easily absorbed at this age, creating a solid foundation to build upon. Through this strong foundation they learn the truths about the world that surrounds them and the order found in the beauty that God has created. We also work to fill their minds and souls with true beauty through stories of valor, authentic artistic works and love for the eternal God.

After a firm foundation is built, a child’s mind begins to think more analytically. Middle-school students are less interested in finding out facts than in asking “Why?” This is a time when the child begins to pay attention to cause and effect, to the relationships between different fields of knowledge, to the way facts fit together into a logical framework. The student's natural inclination to argue is channeled toward achieving the good. The noble pursuit of the virtues continues to build through study of the lives of the saints, salvation history, and analysis of the tenets and practice of the faith.

And, finally, as the student further matures, the facts and logic are pieced together. At this point, the high school student learns to write and speak with originality and to articulate and defend the true, the good and the beautiful. The student desires the truth and expresses it in clear, beautiful language. They also encounter higher level mathematics and science through an intense focus and see the inter-relation between faith and reason. The students also begin to specialize in whatever branch of knowledge attracts them. Any questions regarding the curriculum should be directed to the Provost.

Graduation Requirements

Beginning in Fall 2015, Sacred Heart Academy offers full time high school programming. The high school programming will be phased in one year at a time beginning with the first year of a four-year curriculum in the 2015-16 school year. This class will proceed through the curriculum progressing toward the award of a high school diploma in the 2018-19 school year. In order to graduate, students shall complete a minimum of 25 credits. A semester course is worth .5 credits. Opportunities to recover lost credits for academic failure will be provided during academic sessions occurring in the summer months. For more information about graduation requirements, please contact the Provost.

The following are the minimum number of credits required by subject area:

Theology	4 credits	Mathematics	4 credits
Humanities	4 credits	Nature Study	3 credits
Trivium	3.5 credits	Language (Latin/Greek)	3 credits
Fine Arts	3 credits	Physical Education	1 credit

The following **High School Course of Study** depicts how the credits are earned:

Subject	Freshman	Sophomore	Junior	Senior
<i>Trivium</i>	Grammar & Comp	Traditional Logic	Classical Rhetoric	Academic Proj. (Sem 1) Arts Proj. (Sem 2)
<i>Theology</i>	Theology I - OT/NT	Theology II - Catechism	Theology III - Apologetics	TOTB (Sem 1) Magisterial Docs (Sem 2)
<i>Humanities</i>	Classical Lit. Classical Hist.	Medieval Lit. History of Christendom	British/Modern Lit. American/Modern History	American Lit. Government/Econ.
<i>Mathematics</i>	Geometry -OR- Alg 1	Advanced Math - OR- Geometry	Pre-Calculus -OR- Adv. Math	Calculus -OR- Study Hall (Greek)
<i>Nature Studies</i>	Biology	Phys. Sci. and Astronomy	Chemistry	Physics
<i>Language</i>	Latin I	Latin II	Latin III -OR- Greek I	<i>Latin IV</i> -AND/OR- <i>Greek I/II</i>
<i>Fine Arts/ Phys. Ed.</i>	Sacred Music (X2) Phys. Ed. (X2)	Classical Art (X4)	<i>Performing Arts (X2)</i> <i>Studio Art/Choir (X2)</i>	<i>Studio Art/Choir</i>

Cursive

The handwritten word in cursive slows the mind to meditate and ponder. It is also a beautiful art form in itself and a form of prayer when used to meditate on the words of scripture or the language of prayer. Beginning in the third grade we instruct our students in cursive writing. As they progress to the next grades we expect most written work to be performed in cursive for full time students. For CEC students, we strongly recommend cursive for written papers, as early as they are able.

Homework

Each student is expected to turn in homework on the day specified by the teacher. Late assignments may result in a reduced grade. Parents should review assignment notebooks and/or planners on a regular basis to ensure that the student does not fall behind.

When a student is absent from school due to illness they are provided with an additional day of class to make up daily assignments for each day of absence. Any additional time allowed for special projects, reports, or tests will be given at the discretion of the teacher.

In general, homework expectations are as follows per class meeting. If you find that your student is spending much less or more time than specified below, please discuss with your teacher.

	Full Time	CEC
Montessori	None	N/A
1st/2nd grade	Regular assignments, but with minimal time required; primarily parent-led and in math and reading	Regular assignments, but with minimal time required; primarily parent-led and in math and reading
3rd/4th grade	3-4 subjects per night, 15-30 minutes per subject	For math and reading, approximately the same amount of time spent on homework as the length of the class (about 45 minutes per core class), minimal homework for other academic subjects
5th/6th grade	All academic courses nightly, 15-30 minutes per subject	For core subjects, approximately the same amount of time spent on homework as the length of the class (about 55 minutes per core class)
7th/8th grade	All academic courses nightly, approximately 30 minutes per subject	For core subjects, approximately the same amount of time should be spent on homework as is spent in class, with proportionally more assigned on Thursdays vs. Tuesdays
9th - 12th	All academic courses nightly, approximately 30-45	For core subjects, approximately the same amount of time

	minutes per subject	should be spent on homework as is spent in class, with proportionally more assigned on Thursdays vs. Tuesdays
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Grades

Assessments of student performance will be issued each quarter. These assessments will vary depending on grade level and course. As the Academy continues to develop its culture, the nature of assessing student achievement will continue to develop. In the interim, please direct all questions regarding assessment to the Provost.

Books

Students must carry all books, including library books, to and from school, in a waterproof bag. If a book is lost or damaged, the student is responsible for the cost of replacement. All books owned by the Academy must be covered at all times. This is the responsibility of each student.

CEC books and materials are the responsibility of the family. The required CEC books and materials should be purchased by orientation night (usually scheduled the week prior to the start of the school year). Students without books on the first day of classes will be impacted as they will not be able to complete required homework and in-class activities. Missed assignments due to a failure to supply materials will be excused only in extraordinary circumstances.

Library

The Academy library is presently a work in progress. Ultimately, the Academy library will be populated with great works of beauty and we will invite families to look through the library for examples of good literature to share with their children. If parents need reading recommendations they are encouraged to ask classroom teachers or the Provost.

Electronic Device Policy

Sacred Heart Academy believes the use of “screens” should play a limited role in the formation of wisdom in our students. The purpose of this policy is not to foster any sort of belief that the use of technology is inherently morally problematic. Quite the contrary, Sacred Heart Academy would not be what it is today without it. Indeed this handbook would not exist without technology. We simply believe that the best way to form students in wisdom is for students to learn to read, write, and speak, without the assistance of an electronic device, especially in the earlier years. We are here to enter into dialogue and work together; to take time for one another. In many ways, electronic devices take away from the nurturing culture we envision for the Academy.

Additionally, electronic devices can contribute to reduced attention spans in children, creating negative habits which detract from the cultivation of reason and memory which we endeavor to instill in our students.

Accordingly, students will have minimal use of computers in school. Presently, computers may be used for certain testing where required, word processing, certain higher level math, and presentations.

Students are not allowed to possess Personal Electronic Devices (PEDs) at school. This includes, but is not limited to, smart phones, iPads, iPods, eReaders, cell phones, Kindles, cameras, etc. If a student is found with one of these items it will be confiscated and placed in the school office.

All students must sign an electronics user agreement before they can begin using school computers or other devices. The agreement establishes conditions for use, as well as, the terms for acceptable use.

All Internet access on Sacred Heart Academy networks is mediated through appropriate firewalls and content filters. Students will never have opportunities for unsupervised access to the Internet.

Teachers are allowed a PED in the classroom for classroom instruction only (e.g. pulling images for smart boards, class presentations, etc). Teachers will receive training on appropriate usage in the classroom.

Standardized Testing

Sacred Heart Academy participates in standardized testing as determined by the Diocese of Grand Rapids.

All full time students will participate in the testing for their grade level unless excused by the Diocese, based on written application and explanation by the building administrator as to why testing would not be appropriate.

Classical Enrichment Courses at Sacred Heart Academy

What are Classical Enrichment Courses?

Our Classical Enrichment Courses (CEC) program is a selection of part-time courses designed for homeschooling students in 2nd-12th grade. This program, which contributes in an irreplaceable way to fulfilling our mission and perfecting the culture of school, parish, and local community, is an integral part of Sacred Heart Academy. While families involved in these courses may not spend more than a few hours on campus each week, they are fully a part of our culture with an equal right to participate in and contribute to this vibrant Catholic community.

As a Catholic school grounded in the teachings of the Church on education, the faculty and administration of Sacred Heart Academy believe that the parents are “the primary and principal educators” of their children (*Gravissimum Educationis*). Contrary to the prevailing beliefs of an increasingly secular culture, the Church holds—and we with it—that parents, not teachers, are the

most fitting and equipped formators. Our academy's role, then, in the formation of children entrusted to us—regardless of their enrollment status—is merely to serve and assist the needs and desires of the family. The faculty and administration wish to fulfill this role with humility and generosity, as competent and well-trained educators guided by professional, ethical, and religious principles and obligations.

What guides the form and content of the program?

Since the program's inception, academy leadership has decided the structure and course offerings with the principle aim of serving the needs of homeschooling families. In the inaugural year (2013-14), there were five courses offered to 5th-12th grade students: Two courses of introductory Latin, one each for middle school and high school students; a course on formal logic and traditional rhetoric; a one-semester, hands-on iconography class; and an apologetics class taught by our parish priests.

These courses met on Tuesday and Thursday for periods slightly longer than their full-time counterparts and consisted entirely of part-time students. Families selected and paid for courses singly, purchased their own books, and worked with children on homework and assigned reading on Wednesdays and weekends.

The response to these courses was impressive. As we began to consider what to offer in the 2014-15 academic year, the now dozens of homeschooling families we reached through surveys and information nights communicated a desire for additional courses taught in the same format. In response, we expanded the course offerings to their present breadth, which includes coursework for lower elementary through high school students in the core subjects of the academy curriculum—literature, history, Latin, math, and science—as well as music and art, the principal electives.

In 2015-16 we continued to refine and improve the program's structure in response to feedback from families. As the academic year drew to a close, we reached enrollment capacity in nearly every enrichment course for 2016-17 on the first day of open enrollment.

What can I expect from Classical Enrichment Courses?

While logistical considerations prevent, in most cases, part-time and full-time students from sharing course sections, we desire that all CEC students and their families consider themselves completely integrated into the academy's culture. All of our students begin the day with Mass and participate fully in the liturgical life of the Church. They wear the same uniform, are invited to participate in the same extra-curricular activities, walk the same halls and study in the same classrooms under—for the most part—the same instructors. They are also held to the same code of conduct as outlined in the family handbook.

Culturally, Sacred Heart Academy is one school with a single standard for virtuous conduct and academic performance and a single philosophy of instruction. However, the CEC program necessarily and intentionally differs from the full-time program in the pace and content—though never the quality—of its courses. It is vital that families acknowledge that these courses are for enrichment of an already robust and discerning program of study in the home.

Enrollment in Classical Enrichment Courses is not a substitute for or an alternative to a complete course of study, nor is it the academy's full-time Catholic classical program condensed into two days per week. Instead, it is a parent-directed partnership defined and limited by its own structure.

Chesterton quipped that the “most beautiful part of any picture is the frame,” summing up well the necessity of limitation, and therefore prudence, in all things. This limitation includes strictures of both time and attention. We offer fewer subjects, read fewer books, and teach fewer skills in our enrichment courses than in our full-time courses. What we do teach, we wish to teach to mastery, always with a view to the integrity of the person and the subject.

We recognize that our limitations are both systematic and individual. Each child is unique, but by necessity any institution must design its norms for what is common in the constituency it serves. To the extent that we are able, we desire to serve students of exceptional ability and need of whatever kind. While relying on the providence of God, we recognize acutely the limitations of our time and skill. Parents are not only the first and primary educators of their children, they also know and love them better than any teacher can. It must always be understood that parents and teachers are close colleagues in education.

CEC Expectations by Grade

2nd-4th

We believe unreservedly that the best place for the youngest students is in the home. Our offering of early elementary enrollment exclusively for full-time students (excepting the Montessori half-day schedules) is intentionally limited and requires great discernment on the part of the parents.

The transition to formal schooling differs by family and by child. For some families, it may not happen at all. As an acknowledged inferior substitute for learning in the home during this period of life, the academy offers no part-time courses to students younger than 2nd grade.

Prior to enrollment in the lower elementary program, CEC students should be able to participate in Mass actively and patiently without assistance, listen to and follow multi-step directions, and possess an appropriate mastery of elementary reading skills (with a strong preference for systematic phonics) and math facts. Students who are new to our enrichment courses should arrange math and reading placement tests prior to the beginning of the school year.

Unlike other grades, the lower elementary courses are not offered on an à la carte basis, but are in normal circumstances taken *in toto*. This structure, a bit of wisdom gained from our first year offering elementary coursework, greatly reduces disruption to the day and reinforces routines for our youngest students.

Parents must take a very active role in providing additional instruction in reading and math for students in 2nd-4th grade. Little homework is given—seldom more than 45 minutes to an hour—outside of reading and math in order that families might spend additional time on instruction in these crucial subjects. History, Latin, science, and music are purely enrichment. These subjects may require some enjoyable, project-based work outside of class at these grade levels, but reading and math are always the priority. These subjects are the tools of learning without which students cannot continue grow and thrive academically.

5th-8th

As students continue to develop maturity and independence, moving from the elementary to middle school grades, the need for personal responsibility increases and the depth of coursework grows proportionally. Students should expect an hour or so of work outside of class per academic course per week. They must also use diligently any time spent in study halls or given in class for work. These older students are also responsible for recording homework assignments and must begin to self-advocate with their teachers when they need additional help, lack understanding, or miss class for any reason.

As students ascend through middle school, the responsibility for instruction transitions gradually from the parent, as it is in the 2nd-4th grade, to the teacher. Once students reach high school, parents can expect that instruction, limited by the description of the course, happens primarily in the classroom. However, because courses meet only twice per week, parents must be vigilant to enforce disciplined study in the home.

9th-12th

Our high school courses are designed to culminate in college-preparatory work for independently motivated and self-directed learners. The transition to college-level expectations, like all others, is gradual. However, by the end of their career at Sacred Heart Academy, our oldest students must be competent thinkers, speakers, and writers, able to engage with texts and with each other in thoughtful, reasonable, and rigorous dialectic.

These students assume the primary responsibility for recording and completing their assigned work and for seeking help from instructors when necessary. Students should expect to spend as much time outside of class in preparation as they do in class.

Because of the length of courses, our high school offerings are more limited than those for elementary and middle school students. Therefore, it is as necessary for our oldest students as for our youngest that additional coursework supplements their CEC schedule. No diploma is offered for part-time students.

Course Rotation

A critical logistical consideration in the CEC program is our cohort system which groups students in 3rd and 4th, 5th and 6th, 7th and 8th, 9th and 10th, and 11th and 12th grades. Within these cohorts, a number of courses, typically literature, history, and science—as well as high school electives—follow a rotating schedule with a “Year A” (14-15, 16-17, 18-19) and a “Year B” (15-16, 17-18, 19-20). Below you can see the progression of this schedule for each cohort.

Grade 2	Grade 3	Grade 4
Literature 2	Literature 3	Literature 4
Math 2 (Singapore 2A and B)	Math 3 (Singapore 3A and B)	Math 4 (Singapore 4A and B)
Latin 2 (Song School Latin 1 and 2)	Latin 3 (Latina Christiana I)	Latin 4 (Latina Christiana II)
Music 2 (Ward Method Book I)	Music 3 (Ward Method Book I)	Music 4 (Ward Method Book II)
History 2 (The Ancient World)	Year A	Year B
Natures Studies	History 3 (Medieval and Early Modern)	History 4 (American History)
	Life Science	Earth and Space Science

5th/6th Cohort		7th/8th Cohort	
Year A	Year B	Year A	Year B
Literature 5 (Ancient World)	Literature 6 (Medieval World)	Literature 7 (Modern Classics I)	Literature 8 (Modern Classics II)
History 5 (Ancient World)	History 6 (Medieval World)	History 7 (Early Modern World)	History 8 (American History)
Nature Studies (Year A)	Nature Studies (Year B)	Earth and Space Science	Physical Science
Courses offered each year.			
Latin 5 (First Form Latin)	Latin 6 (Second Form Latin)	Latin 7 (Henle Latin IA)	Latin 8 (Henle Latin IB)
Math 5 (Singapore 5A and B)	Math 6 (Singapore 6A and B)	Math 7 (Saxon 7/6)	Math 8 (Saxon 8/7) Math 9 (Jacob's Algebra)
Art and Sacred Music			

9th/10th Cohort		11th/12th Cohort	
Year A	Year B	Year A	Year B
Classical Literature	Medieval Literature	British Literature	American Literature
Classical History	Medieval History	Government	American History
Physical Science	Biology	Physics	Chemistry
	Grammar & Composition	Logic & Rhetoric	Apologetics
		Economics - 1 Semester	
		Theology of the Body - 1 Semester	
Courses offered each year, based on demand.			
Latin 1 - Henle Latin I	Latin 2 - Henle Latin I	Latin 3 - Henle Latin 2, Latin Prose	Latin 4 - Adv. Latin Prose and Poetry
Algebra 1 (Jacobs)	Geometry (Jacobs)	Advanced Math (Jacobs)	College Preparatory Math (TBD)

Expectations by Subject

First and foremost, it is important to note that there are many subjects which are not taught formally in the CEC program at all. Many of these subjects are indispensable to a complete education, but are outside the scope of what the academy can offer. Such subjects include: Phonics and handwriting, both necessary prerequisites to entering the 2nd grade; grammar and composition, offered as a formal course only to 9-12th graders, but invaluable to success in middle and high school; spelling; vocabulary; physical education; and religion, though theology electives are offered to high school students.

Many homeschooling programs, as well as the State of Michigan, recommend or require specific content as well as credit totals necessary to complete a high school course of study. Please familiarize yourself with these requirements and remember that while the academy keeps records in our online gradebook (Infinite Campus), the primary record-keeping and transcribing responsibility belongs to the parents.

Literature

The Classical Enrichment Courses literature sequence is a beautiful introduction to lifelong reading and enjoyment of good and great books. The key to success in these courses is a strong complement of home study in language arts. Our literature courses involve significant writing, some correction and instruction in grammar and spelling, as well as conversation about vocabulary and usage. However, each of these subjects, along with handwriting and phonics in the early years, demands a complete course of study each year in the home. From our literature courses students will receive

expert instruction and will cultivate their ability to read closely and speak clearly about what they have read.

For literature courses at each level, students will do recitations and will have their literature curriculum supplemented with poetry. At the teacher's discretion, journal entries or responses may be assigned nightly or weekly in addition to lengthier assignments to be taken through multiple drafts. At all levels, literature is designed to complement the ideas and events studied in the concurrent history offering.

History

Our history sequence provides the context, including people, places, dates, and events, which anchors stories read in literature within the unfolding story of God's providence. Three historical cycles are completed over a student's 2nd-12th grade academic career, each taking a student from the foundations of Western Civilization in Greece and Rome to modern times. Literature courses follow this same cycle. This progression allows students to receive first an introduction to imaging these times and places (2nd-4th grade), then an encounter with the big questions and principal facts of these periods (5th-8th grade), culminating in a mature study of primary sources drawn from each period (9th-12th grade).

In each history course students should expect assigned reading, map quizzes, encounters with significant characters of the period, and work on a progressively built timeline. Because we believe that the Incarnation is the Hinge of History, we view all subjects of study—BC as well as AD—as bearing a deep relation to this most primary fact of history.

Latin

To learn a second language is to develop an irreplaceable insight into both your first language and the nature of language itself. Our choice of Latin is both practical and fitting. We choose Latin because it is by far the most significant source of both the structure and the vocabulary of English, because of its inherent order and power to order the mind of the learner, because it is the parent of all Romance languages, and because it was the language of the West for 1500 years and remains the language of the Church. The study of Latin demands discipline, but the rewards are great. Dedicated students find without fail that their knowledge of Latin makes their subsequent studies come more easily—no matter the subject. All full-time students at the academy take Latin each year, and it is our strong recommendation that all CEC students do the same.

No matter a child's age or experience, there will be a fitting entry point for their study of Latin. Each cohort (excepting 2nd grade) offers multiple placements in Latin, and each time a student transitions to a different cohort, a new curriculum is presented (*Song School Latin* - 2, *Latina Christiana* - 3/4, *First Form Latin* - 5/6, *Henle* - 7-12). This provides an opportunity for experienced students to deepen their knowledge and new students to have a fresh start. If you are unsure about the right level of Latin for your child, contact Ms. DeRocher (tderocher@sacredheartgr.org) or Mr. Good (zgood@sacredheartgr.org).

Math

Whether they are passionate about the beauty of numbers or struggle to provide assistance which advanced children need, parents often find mathematics to be a source of anxiety. Though expectations for a part-time course in mathematics vary widely, we have found that the good of offering these courses outweighs the difficulties. As we continue to sharpen our ability to do so effectively, it is vital that common expectations for student performance are established. Because math curricula are designed for 180 days of class (which is beyond the scope even of most public schools) and CEC classes will never meet more than 60-70 times each year, our aim of working through two lessons for each class meeting allows completion of around two-thirds of any given text by year's end. This means parents must give active support, especially for elementary and middle school students, both providing homework help and proctoring take-home assessments.

For success in high school and beyond—and for fostering a child's love and understanding of mathematics—we believe this is a fine speed of progression. It is our strong preference that high school seniors leave the academy with a confident mastery of geometry and algebra rather than a cursory understanding of these and a year of calculus. When calculus becomes the goal of high school studies, many students are rushed through more foundational material and lean increasingly on “plug and chug” strategies in order to progress at the required rate. However, not even the most achievement-focused schools, which tend to pursue rigor more than mastery, complete a book in its entirety each year.

The slow-and-steady strategy, in most cases, produces a stronger intellectual foundation for advanced study and a greater likelihood that students will enjoy the subject and consider ongoing study of mathematics in college. If covering 100% of the book each year is important to a child or parent, then summer work or simply completing an independent course of study may be the best option.

Science

Studying the natural world is best done in a natural setting. For this reason, much of the homework involved in nature studies in elementary and middle school will involve observation in your backyard. Though we are limited by our setting and the logistics of a part-time course, our goal is to make science instruction hands-on as much as we can. Therefore, most science courses include a materials fee that covers the cost of consumable materials used by Delta Science Modules.

When books are incorporated in elementary and middle school science curricula, they are often “living books” which illustrate and narrate what students cannot experience directly. In high school, we utilize textbooks in addition to experiments to introduce students to advanced concepts, especially in chemistry and physics. Each year we take strides toward improving our science programs by acquiring new equipment and designing more of our own materials.

Music

All elementary and middle school students at Sacred Heart Academy study Sacred Music. These courses are primarily devoted to choral instruction with strong preference given to Gregorian chant and sacred polyphony. Each level of instruction also incorporates elements of music theory, composition, and history. Students in 2nd-4th grade study under teachers trained in the Ward

Method of instruction, which you can learn more about here: <http://musicasacra.com/music-pedagogy-for-children/ward-method-instruction/>.

Older students continue their studies under Dr. Daniel Page, music director at Sacred Heart of Jesus parish. Twice each year at the annual Advent Program and our May Magnificat, students of all ages give a concert of songs and recitations for parents and parishioners. Student choirs sing at many daily Masses and feasts and solemnities throughout the year. Extracurricular choirs, as well as the drama program's annual musical and variety show, provide additional opportunities for performance.

Art

In art courses in the CEC program, students learn and practice techniques in a variety of media. The mastery of fundamental skills and principles necessarily precedes the highest creative expression. While this systematic study is dominant at the middle and high school level, elementary courses more frequently include historical components and studies of great artists and their work.

Study Hall

Students in middle and high school who have not elected to take courses during all periods of the day must spend their free periods in a study hall, usually in the academy library. During study hall, students must work quietly without the distraction of devices, games, or conversation. Attendance is taken and rules are enforced by study hall monitors.

VI. Formation in Virtue

CODE OF CONDUCT

We are endowed from our Creator with the ability to strive for eternal happiness through the love of Him and the love of our neighbor. Our goal for our faculty, students, and families is heaven. Therefore, Sacred Heart Academy's Code of Conduct strives to create a culture of virtue. We follow the Catechism of the Catholic Church in defining our Life in Christ. The staff, students, and families should strive for the virtuous life as detailed in the *Catechism of the Catholic Church*.

We encourage all families to read and be familiar with the *Catechism of the Catholic Church*. Here we share some relevant portions of the Catechism to help you understand the basis for the Academy's approach to discipline, which is an approach that seeks to form students in virtue.

We refer you to Part Three of the Catechism, "Life In Christ," especially Section One, "Man's Vocation – Life in the Spirit," Chapter One, "The Dignity of the Human Person." We share some excerpts below: This chapter opens with Paragraph 1700, which states:

The dignity of the human person is rooted in his creation in the image and likeness of God (*article 1*); it is fulfilled in his vocation to divine beatitude (*article 2*). It is essential to a human being freely to direct himself to this fulfillment (*article 3*). By his deliberate actions (*article 4*), the human person does, or does not, conform to the

good promised by God and attested by moral conscience (*article 5*). Human beings make their own contribution to their interior growth; they make their whole sentient and spiritual lives into means of this growth (*article 6*). With the help of grace they grow in virtue (*article 7*), avoid sin, and if they sin they entrust themselves as did the prodigal son¹ to the mercy of our Father in heaven (*article 8*). In this way they attain to the perfection of charity.

Article 6 of this section defines the moral conscience. Paragraph 1777 states the “[m]oral conscience, present at the heart of the person, enjoins him at the appropriate moment to do good and avoid evil.” “When he listens to his conscience, the prudent man can hear God speaking.” We have to develop our conscience. This is a lifelong task and “the education of the conscience is indispensable for [us] who are subjected to negative influences and [temptations].” (*See* Paragraphs 1783 and 1784). This formation or education of the conscience is accomplished through formation in the virtues. Thus, we restate Article 7, “The Virtues” in part below. The paragraph numbers are included, but all footnotes are omitted.

ARTICLE 7 THE VIRTUES

1803 "Whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is gracious, if there is any excellence, if there is anything worthy of praise, think about these things."

A virtue is an habitual and firm disposition to do the good. It allows the person not only to perform good acts, but to give the best of himself. The virtuous person tends toward the good with all his sensory and spiritual powers; he pursues the good and chooses it in concrete actions.

The goal of a virtuous life is to become like God.

I. THE HUMAN VIRTUES

1804 *Human virtues* are firm attitudes, stable dispositions, habitual perfections of intellect and will that govern our actions, order our passions, and guide our conduct according to reason and faith. They make possible ease, self-mastery, and joy in leading a morally good life. The virtuous man is he who freely practices the good.

The moral virtues are acquired by human effort. They are the fruit and seed of morally good acts; they dispose all the powers of the human being for communion with divine love.

The cardinal virtues

1805 Four virtues play a pivotal role and accordingly are called "cardinal"; all the others are grouped around them. They are: prudence, justice, fortitude, and temperance. "If anyone loves righteousness, [Wisdom's] labors are virtues; for she

teaches temperance and prudence, justice, and courage." These virtues are praised under other names in many passages of Scripture.

1806 *Prudence* is the virtue that disposes practical reason to discern our true good in every circumstance and to choose the right means of achieving it; "the prudent man looks where he is going." "Keep sane and sober for your prayers." Prudence is "right reason in action," writes St. Thomas Aquinas, following Aristotle. It is not to be confused with timidity or fear, nor with duplicity or dissimulation. It is called *auriga virtutum* (the charioteer of the virtues); it guides the other virtues by setting rule and measure. It is prudence that immediately guides the judgment of conscience. The prudent man determines and directs his conduct in accordance with this judgment. With the help of this virtue we apply moral principles to particular cases without error and overcome doubts about the good to achieve and the evil to avoid.

1807 *Justice* is the moral virtue that consists in the constant and firm will to give their due to God and neighbor. Justice toward God is called the "virtue of religion." Justice toward men disposes one to respect the rights of each and to establish in human relationships the harmony that promotes equity with regard to persons and to the common good. The just man, often mentioned in the Sacred Scriptures, is distinguished by habitual right thinking and the uprightness of his conduct toward his neighbor. "You shall not be partial to the poor or defer to the great, but in righteousness shall you judge your neighbor." "Masters, treat your slaves justly and fairly, knowing that you also have a Master in heaven."

1808 *Fortitude* is the moral virtue that ensures firmness in difficulties and constancy in the pursuit of the good. It strengthens the resolve to resist temptations and to overcome obstacles in the moral life. The virtue of fortitude enables one to conquer fear, even fear of death, and to face trials and persecutions. It disposes one even to renounce and sacrifice his life in defense of a just cause. "The Lord is my strength and my song." "In the world you have tribulation; but be of good cheer, I have overcome the world."

1809 *Temperance* is the moral virtue that moderates the attraction of pleasures and provides balance in the use of created goods. It ensures the will's mastery over instincts and keeps desires within the limits of what is honorable. The temperate person directs the sensitive appetites toward what is good and maintains a healthy discretion: "Do not follow your inclination and strength, walking according to the desires of your heart." Temperance is often praised in the Old Testament: "Do not follow your base desires, but restrain your appetites." In the New Testament it is called "moderation" or "sobriety." We ought "to live sober, upright, and godly lives in this world."

To live well is nothing other than to love God with all one's heart, with all one's soul and with all one's efforts; from this it comes about that love is kept whole and uncorrupted (through temperance). No misfortune can disturb it (and this is fortitude). It obeys only [God] (and this is justice), and is careful in discerning things, so as not to be surprised by deceit or trickery (and this is prudence).

The virtues and grace

1810 Human virtues acquired by education, by deliberate acts and by a perseverance ever-renewed in repeated efforts are purified and elevated by divine grace. With God's help, they forge character and give facility in the practice of the good. The virtuous man is happy to practice them.

1811 It is not easy for man, wounded by sin, to maintain moral balance. Christ's gift of salvation offers us the grace necessary to persevere in the pursuit of the virtues. Everyone should always ask for this grace of light and strength, frequent the sacraments, cooperate with the Holy Spirit, and follow his calls to love what is good and shun evil.

Because man is wounded by sin, sometimes the moral balance will not be achieved. In those occasions, Sacred Heart Academy strives to work with the student and family to effect change in the student.

Our discipline procedures are designed to help students take responsibility for their behavior, act accordingly and live their life abundantly. The procedures will assist students in developing the skill of examining their consciences and identifying the areas of their behavior that has damaged their relationship with God and their neighbor, which is the first step to reconciling the relationship after the damage has occurred.

To the greatest extent possible, our faculty will seek to model virtue at all times and to conduct ourselves with a presence that minimizes opportunities for our students to make poor decisions. However, when a student does choose to behave in an inappropriate manner, the teacher or other supervising adult will, as soon as possible:

- Inform the student that they are not behaving in an appropriate manner
- Explain to the student why this behavior is not appropriate
- Work with the student to identify the virtue that opposes the inappropriate behavior
- Propose options for the student to demonstrate the appropriate virtue, and reminding the student of consequences for continued inappropriate behavior.

This formula will not be used for every disruption caused by a student. At times it will not be necessary.

On occasion, the teacher or supervising adult will not be able to correct the student's inappropriate behavior without disrupting the learning of the rest of the class. When this occurs the student may be sent to the Dean of Student's office for 5-12th graders or the Assistant Dean of Student's office for Montessori and 1st-4th graders.

When a student is removed from the classroom:

- The incident will be documented by the teacher
- The Dean of Students will investigate the situation
- Appropriate consequences will apply
- The parent/guardian will be notified

Before returning to the classroom, the student will be given a thorough explanation of why the behavior was inappropriate, what behavior is expected, and what behavior choices a student has if faced with a similar situation in the future. Any consequences that follow an incident will depend on its severity.

Levels of Offense

There are three levels of offense used in our code of conduct: Minor, Moderate, and Severe. How an incident is handled, and what consequences apply depends upon the level of the given offense. These categories provide a general outline of the severity of offenses and cannot be inclusive of every possible offense.

Minor Offense: These offenses can include, but are not limited to: (1) teasing, or name calling, (2) insults, spreading rumors, or gossiping, (3) mean or rude behavior, (4) mean notes, (5) play or behavior that will lead to hurt feelings, (6) horseplay, “goofing around” including shoving, pushing grabbing, poking or tripping.

Moderate Offense: These offenses can include: (1) hitting, pushing, shoving, kicking, (2) taunting, ridiculing, intimidating or humiliating, (3) making threats or using profanity, (4) intentional exclusion of another, (5) spitting or punching, (6) minor vandalism, (7) stealing. (8) Speaking against the Catholic faith in a derogatory manner.

Severe Offense: These offenses can include: (1) fighting, hitting, or similar physical behavior, (2) chronic name calling, taunting, intentional exclusion, or rumor spreading, (3) sexual or racial harassment, (4) possession of illegal items (tobacco, alcohol, weapons).

Penalties

Conduct Referral: A conduct referral is a notice that a student’s behavior is not acceptable. This notice is used as documentation of the behavior. If you receive a copy please sign it and return it to the school office.

Detention: In certain instances inappropriate behavior requires more than a conduct referral. Students may be required to serve a detention. These may be served before or after school. If a detention is required the administrator will be involved in the discipline. Three or more detentions in a marking period will require parents to attend a conference with the dean of students and/or headmaster to discuss a behavioral contract.

Suspension: A suspension from school occurs if a severe offense occurs, there are multiple infractions of other offenses, or severe patterns of tardiness as explained in Section III of this Handbook. For most offenses, suspensions will occur outside of school. When a suspension occurs, the student will not have the ability to make up that day’s work and will receive zeros for any graded in-class work accomplished that day, any homework assignments assigned that day, and any tests or quizzes administered that day. When a suspension occurs the student will be placed on a behavioral contract. Failure to abide by the contract may lead to expulsion. When a suspension occurs:

1. Parents will be notified of the suspension and a conference will be scheduled.
2. The student will not be dismissed from school until parental notification has occurred.
3. The details of the suspension will be documented in writing.
4. Following the conference the dean of students and/or headmaster will determine the length of the suspension.
5. Parents will be required to meet with the pastor/assistant pastor or they will be present for some of the discussion.

Expulsion: Expulsion is the permanent removal of a student from the school. Offenses that may lead to expulsion include but are not limited to:

- Actions detrimental to the moral or spiritual wellbeing of others
- Assault, battery, or threat of violence
- Defiance of authority
- Willful disobedience
- Any illegal activity
- Vandalism of school property
- Habitual truancy
- Habitual suspension
- Gang affiliation
- Violation of a behavioral contract

When considering an expulsion the Dean of Students will:

1. Immediately place the student on an indefinite suspension
2. Hold a conference with parents
3. Notify the Pastor

Parents may appeal an expulsion to the School Board of Directors or Pastor. Even if a favorable outcome is reached in an appeal, the student may be told not to return for the next school year.

Eligibility for Extra-Curricular Activities (Drama, Sports, Etc.)

Participation in extracurricular activities is open to all SHA student, both full time and CEC, and is based upon academic eligibility. This eligibility consists of three components: conduct, grades and effort. Teachers will evaluate each participant in these areas. An evaluation form will be completed indicating whether the student meets the criteria. A student is eligible to participate if:

- The student's conduct is noted to be consistent with the Code of Conduct.
- They earn a 70% and above in all of the six core subject areas (English, history, science, math, religion, and Latin). They must not have any failing grades in any subject.
- They work to the best of their ability. Classroom assignments need to be completed regularly and in a timely fashion.

Extracurricular activities are fun, demand hard work, and provide for a unique learning environment. We endeavor to aid students in achieving eligibility.

Damage (Vandalism)

School property, facilities, and furnishings must be respected. Parents will be responsible for any costs associated with damage to school property (including breakage and defacement) done through a student's careless or inappropriate behavior.

Substance Abuse (Student)

The use of or possession of alcohol, tobacco, or any illegal or controlled substance, as well as, the abuse of any legal substance is prohibited. The above substances cannot be possessed, bought, sold or consumed on the property of the Academy, or at any student-oriented event. Parents will be notified immediately if possession or use of these substances is suspected.

Penalties which may be incurred include suspension or expulsion from the Academy. In certain circumstances, appropriate law enforcement agencies may be contacted.

Weapons

Students are prohibited from bringing a weapon to school or possessing a weapon in school, on school premises or at school-sponsored activities.

Although a weapon includes such things as firearms, air guns, knives, box cutters, ice picks, razor blades, sling shots and explosives, for purposes of this policy a weapon can also include any object possessed and/or used with the intent to threaten or injure another. This would include, for example, look-a-like weapons or items such as bike chains, baseball bats, hockey sticks, tools, etc.

If there is a legitimate, educational purpose to have an item at school that could be considered a weapon (such as an antique firearm or saber when studying the Civil War or to cut a birthday cake at a room party), then written permission from the building administrator must be obtained in advance, specifying when the object may be brought to school and under what circumstances.

A student found in violation of this policy is subject to disciplinary action up to and including expulsion from school.

VII. Health & Safety

Emergency Closing of the Academy

On occasion, the Academy may close due to inclement weather. In most instances this decision is made by the Superintendent of DOGR Catholic Schools and announcements are made on the radio and television early in the morning. The Academy will also email all families for whom we have addresses. The Academy will also close because of unforeseen circumstances. These closings will also be announced through email, radio, and television.

Accidents

In case of an accident at school, emergency first aid will be administered. Every effort will be made to contact parents. If a parent can not be contacted the school will contact the authorized contact person on the student's registration form. Minor cuts will be washed, treated with Neosporin, and bandaged. Emergency medical care may be sought regardless if a contact has been made. Parents will be responsible for any liability or fees incurred as a result.

Child Protection

Due to the sensitive and mature nature of the contents of "child protection," all policies regarding child protection and abuse of law are stored at the office. If you would like a copy, please contact the staff and they will provide a copy.

Drills: Fire, Tornado, Lockdown

In accordance with the laws of the State of Michigan, Sacred Heart Academy will conduct six fire drills, two tornado drills, and three lockdown drills throughout the school year. When the alarm (or other notification) sounds, students and adults will follow predetermined procedures for the particular drill. Teachers will inform students of these procedures and lead them through the drills as they happen.

Interrogation of Students by Law Enforcement

If requests are received from police officers or other governmental investigative agents to have students released into custody and/or interrogated, permission must be secured, unless prohibited by law, from the custodial parent/guardian. In most cases, only Child Protective Services has the right to interview students without prior parental permission and without school personnel being present.

If the custodial parent/guardian consents to an interrogation, any such interrogation within the school building should be in the presence of the school administrator or other assigned staff member.

Information about a student shall not be released without the written permission of the custodial parent/guardian, except in emergency situations where the safety of the student or others is in immediate danger.

Health Services/Immunizations

The Kent County Health Department has traditionally provided our students with vision and hearing screening. This is provided at school. The school regularly reports outbreaks of sickness to the Health Dept.

We recognize that many of our families feel strongly about the health and safety of certain immunizations required by the state. As a general matter, all students who enroll at Sacred Heart Academy must provide proof that they have been immunized against diphtheria, tetanus, pertussis,

measles, rubella, polio, and mumps. By 6th grade all students are to have received immunization against Hepatitis B. In the past, families could submit immunization waivers for their students. As you may know, the immunization waiver process recently changed. Waivers may be obtained from the Kent County Health Department.

Lice

Periodically, students are checked for lice infestation. When lice are discovered, parents will be notified and the student will be sent home to receive proper treatment. Students may return when treatment has been completed.

Medication

If it is necessary for a student to take prescription or non-prescription medication (this includes cough drops and pain-killers) during the school day:

1. The parent must fill out the appropriate form from the Academy office.
2. The parent will bring the medication to the Academy office in the original container.

The Academy will keep a written log of what medication is dispensed and when that occurs. Students with asthma may keep an inhaler in the Academy office and access it when needed.

Pesticide Use

Parents will be advised of the application of pesticide and other chemical treatments to be used on Academy property.

The Academy will send a notice to parents when requested, when pesticides and chemical treatments are used. The Academy is required to keep a record of these notifications.

Every attempt shall be made to do treatments at times when students are not scheduled to be using the building and preferably during breaks or on weekends when there will be time for any chemicals to dissipate before the return of the students.

Physical Examination

A record of physical examination, signed by a doctor, must be on file at school when a student enters a Michigan school for the first time. At the present time, we are only requesting this documentation for children entering full time programming. We are evaluating what our legal requirements are with regard to CEC students.

Regardless of fulltime or CEC, a physical exam is required each year if a student plans to participate in the sports program. Exams must be dated after April 15th to be considered for the next school year.

Security

All visitors, parents, and delivery people need to enter the building through the south door located between the Academy and church. All visitors must sign in at the office upon entering the building. Parents who are picking up students for an appointment must wait at the office until the student arrives at the office. Be aware that certain doors are alarmed and will sound if used.

Severe Weather

In the event that school is cancelled due to severe or inclement weather, sporting events, practices, and all other school activities will be cancelled and rescheduled when and as possible.

Substance Abuse (Adult)

Adult abuse of alcohol or use of controlled substances at student-centric events or activities is prohibited.

Disruptive or inappropriate behavior at Academy functions, whether or not related to substance abuse, may result in removal from Academy property, restriction or prohibition from coming on the property in the future and/or referral to law enforcement authorities.

VIII. Enrollment & Tuition

Admission for Returning Families

Sacred Heart Academy reserves the right to determine who is admitted to the Academy.

Each year parents are asked to complete a registration form if they intend on having their children return to school the following year. Parents must also select a tuition payment schedule, and submit a registration fee. This secures a place for each child in the school. If any part of this is missing the child is not considered enrolled.

We anticipate that enrollment for returning students will take place in January and/or February. At some point in February and/or March, we will open enrollment for new families. We anticipate wait lists for many classes for both the full time and CEC programs. Thus, current families will want to ensure they enroll during this initial enrollment period to guarantee space for their students. Failing to register during this returning student enrollment period removes “priority enrollment” status for a returning student and their qualification for a seat in the academy is determined by the priorities outlined below. Current families must be current on all tuition payments in order to reserve a place for the following school year. Families can lose their reservation at any time if they do not maintain their tuition payments through the end of the year.

Order of Priority for Admission

Whenever multiple applicants are in contention for an open seat at Sacred Heart Academy, the following Order of Priority for Admission will be followed. First priority will be given to currently

enrolled full-time students, next to currently enrolled part-time students, then to registered parishioners of Sacred Heart of Jesus Parish not currently enrolled at the Academy, then to non-parishioners who are not currently enrolled in diocesan schools, and finally to non-parishioners currently enrolled in diocesan schools. During periods of Open Enrollment (see above) current full-time and part-time students who have not re-enrolled will be considered in their proper place in the latter three categories. This policy seeks to show proper respect for the applicants and to better allow Sacred Heart Academy to fulfill its mission as a parochial school.

Admission for New Families

New families entering Sacred Heart Academy will meet with a member of the administration for an interview as part of the admission process.

For admission to the **Montessori program**, a child must be 3 years of age and toilet trained on or before September 1st of the school year. A child who is toilet trained and greater than 30 months old on September 1st may be admitted at the discretion of the Headmaster and Montessori directress.

For admission to the Academy's 1st grade for the full time program and 2nd grade for Classical Enrichment Courses (CEC), a child must be 6 years of age on or before September 1st of the school year.

For age verification parents may provide:

1. The child's birth certificate
2. Baptismal record
3. Immunization record
4. Other evidence of program readiness

For admission of new incoming students, a conference with an administrator may be held first to determine the appropriateness of placement in Sacred Heart Academy. Children may be assessed as follows:

1st - 4th: math, reading, and developmental milestones (to assess maturity)

5th and above: math, reading, writing, Latin (to enter an advanced course) and emotional maturity via interview.

The reasons for leaving a previous school, the student's academic record, and any special learning needs will all be taken into consideration before a decision is made regarding admission of the student. In certain instances, the student may be allowed admission on a probationary status.

Tuition

All payments must be made through Smart Tuition.

At the time of registration, parents will be required to submit a tuition agreement signed by a financially responsible parent/guardian or guarantor. Tuition may be paid the following ways:

Full payment	Due July 1 st
Semester payments	Two equal payments July 1 st and December 1 st
10 month payment plan	July through April
11 month payment plan	June through April

The school also requires the payment of a nonrefundable registration fee at the time of registration.

Student tuition payments must be current. If tuition payments are not current, students are subject to removal from school or not eligible to be re-enrolled. Records will not be released to another school until tuition is paid.

Parents having trouble meeting their tuition obligations are advised to contact the Headmaster before accounts become seriously delinquent. Any unresolved tuition accounts are subject to collection action.

Financial Assistance

The Academy has a limited amount of financial assistance to provide to families who need it. Additionally, the Diocese of Grand Rapids offers the Bishop's Scholarship for families in need of assistance. In order to be eligible for either form of financial assistance the following conditions must be met:

- Complete and submit in a timely manner the directed financial aid application.
- Tuition payments must be current for the school year.
- No behavioral problems with students (see Code of Conduct).
- Students must not have attendance issues (excessive tardiness and/or absences)

Families that do not complete the financial aid application process cannot be considered for assistance.

Awards will be reassessed each year and previous awards do not guarantee a continuing award.

Drop/Add Policy and Deadlines

Teachers and administrators spend considerable time working with students during class, as well as administrators planning the schedule to best accommodate the needs of the student body. As such, if a student drops or adds a class, it causes additional work for our limited staff.

Families electing to terminate enrollment in any course prior to the end of a given semester and after the first day of class for that semester will be responsible for the payment of the entire contract amount for that course for the semester. If a family needs to withdraw from the school because they are moving out of the area, tuition will be refunded on a pro-rated basis.

Courses can be dropped without an academic penalty after the year begins only prior to the fifth class meeting. After that time, students will receive a grade (incomplete or "F", depending on grade

level) for any courses which they cease to attend. No student may be added to a course after the fifth class meeting. All dropped and added courses must be approved by the instructor(s) concerned, the administration of Sacred Heart Academy, and the enrollment officer.

IX. Academy Life

Athletic Program

The Athletic Boosters is an organization of parent volunteers that supports the school's sports programs. The organization may help to raise funds to cover fees, uniforms, and most financial needs that the sports program incurs. The Boosters are also responsible for operating the gym during athletic events.

Bicycles

Bicycles are to be parked and locked in the bicycle rack located next to the gym entrance. Students should wear helmets when they ride to and from school. Helmets may be kept in the classroom until dismissal time. Riding a bicycle to the Academy is a privilege. The Academy reserves the right to revoke the privilege if a student endangers him/herself or others by recklessly operating the bicycle.

Birthdays

Students may celebrate their birthdays by bringing a treat to school. Arrangements should be made with the teacher prior to the day so that the teacher is aware that a treat is expected (which will offer the opportunity for the teacher to advise of any specific allergies in the classroom). Visits by entertainers or elaborate classroom parties are not permitted. If you are having a party at home for your child, you should not have your child pass out invitations at school nor have your child talk about the event, unless every student in the class is invited.

Boots

During inclement weather, students in grades Montessori - 4th grade must wear boots that can be removed before entering the classroom. They may keep an extra pair of shoes in the classroom. The student's name should be inside boots for easy identification. Common sense dictates that all students wear appropriate clothing if weather is inclement.

Class Celebrations

The culture of Sacred Heart Academy is informed by the liturgical life of the Church. As such, the Academy will plan school wide events that recognize significant Feasts and liturgical seasons throughout the year. Individual class celebrations (other than birthdays) are permitted for All Saints Day, Christmas (after December 25th) and Easter (usually during the Easter Octave). The Church has a rich treasury of celebrations and teachers are encouraged to share the wealth of that treasury throughout the year. These other celebrations must be approved by the Headmaster or School Board. To request an additional class or school event please contact the office. For health reasons

all treats for celebrations should be wrapped when brought to school and classroom allergies should be considered.

Deliveries

Items which need to be delivered to a student during regular school hours must be brought to the school office. Office staff will deliver the items to the student.

Field Trips

The Academy requires written consent from parents before a student is permitted to go on a field trip. A “Parent Permission Form” will be sent home in advance of a trip and must be completed and returned to the Academy before the student is allowed to go on the field trip. **Students who do not return a signed permission form will not be allowed to participate in the field trip. The student will remain at school until the class returns. No phone calls will be made for parent permission.**

Field trips are a privilege. Students may be denied participation by a parent, teacher, or administrator if academic or behavioral problems exist. There may be occasions where parents are asked to drive. See Section X of this handbook for the requirements of parent drivers.

The number of field trips will be limited as we continue to build a firm foundation with our new curriculum. We aim to provide a rich culture for our students and an occasional field trip can be enriching. We encourage families to embrace the beauty offered in Grand Rapids and beyond. There is so much to see and explore in God’s creation right around us. This rich environment provides many opportunities for families to bond and share in His Glory. If you would like family field trip ideas, please consult the faculty.

Food/Beverages

Food is reserved for the cafeteria. On special occasions (class celebrations) food may be allowed in the classroom. Certain classrooms may be eligible for a morning snack time as deemed appropriate by the teacher. Also, students may possess water bottles from which they can drink water throughout the day.

Gum chewing is not allowed in school.

Fund Raising

The Academy seeks to focus on major fundraising efforts to fulfill any development goals. As a result, traditional sales that take place in schools, like candy, wrapping paper, etc. will not be authorized. These efforts seldom result in the efficient generation of revenue for anyone but the company selling the candy, wrapping paper, etc. All fundraising activities must be approved by the Headmaster.

Insurance

Students who participate in the Academy's athletic program must be covered by a parent's insurance. The Diocese of Grand Rapids, through the Michigan Catholic Conference, provides supplemental coverage for students during school hours or school-sponsored events.

Media in the Classroom

Media in the classroom will be very rare. There are no TVs in the classrooms.

Media Relations/Promotions

The appropriate media relations/promotions release form will be provided to parents if a student is asked to participate in a program. Additionally, a student will not be depicted in any media released by the Academy without a release form.

Money

Students are discouraged from bringing money to school. When money is brought to school, it should be **sealed in an envelope and labeled with the student's name, amount, and purpose for the money.**

Safety Patrol

Students in grades 5-8 may serve on the school safety patrol. This duty will be performed each day at 7:30 a.m. and 3:10 p.m on the corner of Dayton and Garfield.

Supplies

The Academy does not offer school supplies for sale. Parents are to provide the supplies requested by the teacher for each student. A detailed list of supplies needed for the school year is updated each summer and is available on the website.

Sports

The Academy has an organized sports program for boys and girls in grades 5-8. All students and parishioners of Sacred Heart are eligible to participate. Students are encouraged to investigate and participate in these opportunities. The sports program is under the direction of the Diocese of Grand Rapids through the Grand Rapids Area Athletic Council. Our athletic director belongs to the diocesan athletic council and is responsible for the overall sports program at Sacred Heart Academy. The athletic director is responsible for selecting coaches, planning schedules, and communicating student eligibility to coaches.

A student who is absent from school may not practice or play if the absence occurs on the same day. A Friday absence does not necessarily preclude participation on Saturday or Sunday events. That will be determined by each coach.

Sports uniforms are issued at the start of each season and must be returned following the completion of each sport season. Parents will be responsible for replacement costs if a uniform is lost or damaged.

Sportsmanship

Sacred Heart Academy expects all parents and student athletes to behave in a manner that reflects highly on our community. The reputation of the Academy is reflected in our parents, spectators, and students. The following expectations should be upheld at all times:

- Demonstrate the fundamentals of sportsmanship
- Respect, cooperate, and respond enthusiastically to cheerleaders
- Censure fellow spectators whose behavior is unbecoming
- Respect the property of the school and the authority of school officials
- Show respect for an injured player
- Do not applaud errors by opponents or penalties inflicted upon them
- Do not heckle, jeer, or distract members of the opposing team
- Never criticize players, coaches, officials, or scorekeepers for the loss of a game
- Respect the judgment and strategy of the coach
- Avoid profane language and obnoxious behavior

Parents, and other visitors who cannot abide by these rules may be removed from an event and not allowed to attend further sporting events. Players who do not abide by these rules may be removed from the team.

Transportation

Parents are responsible for transporting their children to and from school.

Bus transportation may be available through the Catholic Secondary Schools. Forms are available in the Academy office.

X. Family Involvement in the Academy

At Sacred Heart Academy we place a particular emphasis on the role of parents as the primary educators of their children. Our work in educational ministry is designed to serve parents in their roles as academic and religious formators. One way to ensure that our work is collegial and mutually beneficial is to open our doors to allow parents to work alongside our faculty through various volunteer opportunities.

Because we know that every family is different and that some times of life afford greater opportunities for volunteering than others, and because we value the spirit of charity and generosity

that moves parents to be active in the life of our Academy, we require no set number of volunteer hours of our families. Instead, we hope to foster a spirit of community and mutual self-giving that encourages the administrators, faculty, pastors, and families to work together to facilitate this great and noble work.

You can review descriptions of a number of volunteer positions on our website. We ask that you complete the survey on our website to communicate both your talents and your availability to the head of our Parent-Teacher Committee for distribution to the volunteer program coordinators. Please prayerfully consider how God may be calling you to serve in this monumental effort of forming young Catholics.

Criminal Background Check

Criminal background checks will be performed on any adult who volunteers to work in the Academy with children. This includes tutors, playground supervisors, chaperones, coaches, and anyone else who has regular contact with students. This check must be completed before their service can begin. Parents who wish to volunteer must complete an application so that this check can occur. Volunteers must also take part in the Diocesan “Protecting God’s Children” program, also known as Virtus training.

Driving Students

Parents who wish to drive students are to complete all the requirements under Criminal Background Check above, complete the “Volunteer Driver Information” form available in the office, and provide proof of insurance.

Parent Teacher Committee

Sacred Heart Academy has a Parent-Teacher Committee (PTC) whose purpose is to:

- Assist the school at large with living out the liturgical year in a joyful and meaningful manner
- Be of aide to the administration when needed
- Help teachers with classroom needs

All parents are welcome to join the committee. The PTC is a sub-committee of the school board.

Protection of Family Time

Sacred Heart Academy values a balanced education which fully enhances body, mind, and spirit. As such, we seek to protect and enhance family time. Please let us know how we can help your family if you feel these priorities become unbalanced.

Visitors

Parents are welcome to visit the Academy. However, the visits must be scheduled. All visitors must sign in at the office.

XI. Uniform Policy

In order to provide an environment that reflects our Catholic tradition, promotes respect of the Academy and individuals, and enhances self-esteem, full time and CEC students at Sacred Heart Academy are required to wear uniforms.

A. Educational Outfitters

Uniforms must be purchased at Educational Outfitters (2055 28th St. SE) or during an Academy sponsored used uniform sale. Any temporary deviations from the uniform are at the discretion of the administration.

B. Uniform Components

1. Girls in Grades 1 – 12

- Gray slacks or skirts. Skirts must be knee-length or longer.
- If a belt is worn with slacks or skirts, it must be black.
- Black or White tights, NO leggings, OR Black or White Knee Socks must be worn with the Educational Outfitters skirt or Sunshine Uniform skirt. Black or White Socks or Tights must be worn with slacks, as well.
- Bicycle shorts must be worn under the skirt (shorts were built in the Sunshine skirt)
- White Fitted Long Sleeve/ Short Sleeve Blouse (with academy logo)
- Tie: Black and Red Stripe cross-tie
- Black Sweater Vest (with academy logo) (OPTIONAL)
- Black Cardigan Sweater (with academy logo) (OPTIONAL)
- Blazer (with academy logo) REQUIRED for grades 5th and up
- Black conservative dress shoes (closed toe and heel); should be a maximum of two colors (for example, loafer-type shoes with a leather string; if uncertain about style, please ask an Administrator)

2. Boys in Grades 1 – 12

- Gray slacks
- Black belt with a buckle must be worn with the boys uniform.
- White Fitted Long Sleeve/ Short Sleeve Shirt (With logo)
- Tie: Black and Red Stripe Clip-on for Grades 1st- 4th
- Tie: Black and Red Stripe for Grades 5th and up
- Black Sweater Vest (with academy logo) (OPTIONAL)
- Black Cardigan Sweater (with academy logo) (OPTIONAL)
- Blazer (with academy logo) REQUIRED for grades 5th and up
- Black dress socks
- Black dress shoes (closed toe and heel) – NO TENNIS SHOES with uniform

3. Boys in Montessori

Dress clothing per instructions listed above for grades 1 – 12 may be worn. All other clothing must meet the following criteria:

- Gray slacks
- Plain (no markings or designs, logo not required) white long or short sleeve shirt with collar
- Black, gray, or white plain socks (no markings or designs)
- Dress shoes or gym shoes may be worn (preferably black) – No lights, wheels, etc.

4. Girls in Montessori

Dress clothing per instructions listed above for grades 1 – 12 may be worn. All other clothing must meet the following criteria:

- Gray slacks or skorts or skirts w/bicycle shorts
- Plain (no markings or designs) white long or short sleeve shirt with collar
- Black, gray, or white plain socks (no markings or designs)
- Dress shoes or gym shoes may be worn (preferably black) – No lights, wheels, etc.

C. Uniform Wear

1. All parts of the uniform must be neat, clean, and in good condition.

2. Shirt Wear

The uniform shirt must be tucked into slacks and/or skirt, as applicable. The shirt should form a “gig” line with the slacks and/or skirt and belt. This means the following items form a straight vertical line: the outer edge of button-line of the shirt, the outer edge of the belt buckle, and the centerline or fly of the slacks and/or skirt.

3. Blazer Wear

The Academy blazer is required for all students in fifth through twelfth grades. Students are encouraged to wear the blazer at all times. The blazer must be worn during any organized liturgical activity in the church, any assemblies, any field trips, unless alternative dress is authorized, and any Academy event outside the scheduled school day. Organized liturgical activity includes, but is not limited to Mass, Reconciliation, Benediction, and Stations of the Cross. Adoration or other times of individual prayer in the church are not considered organized liturgical activities.

4. Sweater Options

The sweater vest and cardigan sweater are optional uniform items. Neither sweater is a substitute for mandatory wear of the blazer. The sweaters may be worn in the classrooms during the school day. The sweater vest may be worn under the blazer, but the cardigan may not be worn under the blazer.

D. Personal Appearance

Grooming for all students should be in keeping with the students' age. Boys need to be clean-shaven. No visible tattoos are permitted.

Hairstyles should be plain and simple. Boys' hair must be cut above eyebrows, earlobes and shirt collar. Hair may not be dyed.

For Montessori through 8th grade, lipstick and makeup may not be worn in school. Girls only--Nail polish must be one color on all nails with no embellishments (French manicures are allowed). No black nail polish is allowed.

For girls 9th grade and above, lipstick and makeup may be worn that is tasteful and modest, utilizing natural colors of the lips and skin. As with all policy in this handbook, Faculty members have the discretion to determine, in their judgment, whether the spirit of this policy is being followed in any particular case. Students not in compliance with this policy will be asked to remove the makeup.

Girls only - If earrings are worn, only simple and small (one pair less than 1" – girls only) will be permitted; must be matching. One necklace, one bracelet, one ring per hand allowed. Head bands and ornaments must be uniform colored fabric and/or silver or gold colored metal.

Piercings: earrings are the only piercings allowed, and only upon girls.

Each teacher will be responsible for seeing that his/her students are wearing proper uniforms. Violations will be handled immediately. They will be noted and submitted to the office each morning and afternoon. Parents will be called to bring the proper attire before students are allowed to return to class.

E. Non-Uniform Days/Events

Non-uniform school days will be very rare. However, there will be school-sponsored events where a uniform will not be required. In the event of a non-uniform school day or school-sponsored events, clothing can be casual or dress but must be modest and appropriately reflect the culture of the Academy. Examples of clothing NOT considered appropriate include, but are not limited to:

1. Clothing with a bare midriff
2. Halter and tube tops
3. Clothing with un-Christian or lewd printed material
4. Clothing made of sheer material
5. Shorts or pants that are fringed, cut off or frayed at bottom, made of spandex or sweatshirt material, are torn or ripped, or have writing on back of pants
6. Shorts above mid-thigh length
7. Sleeveless shirts or blouses
8. Skirts shorter than knee length
9. Sandals

Socks must be worn with shoes that have closed toes and covered heels.

F. Dress for Physical Education (PE or Gym)

For students in 1st through 4th grade, no gym uniform is required, other than a pair of athletic shoes. These students will change into their athletic shoes prior to class and will attend PE class in their uniform.

For students in 5th through 12th grade, a PE uniform is required for participation in PE class. Only the approved PE uniform available at Educational Outfitters is authorized for wear in PE class. Athletic shoes and socks must be worn with the PE uniform.

Family Acknowledgment of School Policies and Procedures

I (We) have read the contents of the Sacred Heart Academy 2016-17 Family Handbook. I (We) understand the Mission of Sacred Heart Academy as explained in Section I of the Handbook. I (We) understand that Sacred Heart Academy exists to form children and families in the Catholic faith and to help children and their parent(s)/adoptive parent(s)/legal guardian(s) to grow in holiness living as disciples of Jesus Christ. All children will be taught the Catholic faith in its fullness, regardless of the situation of their parent(s)/adoptive parent(s)/legal guardian(s). Parent(s)/adoptive parent(s)/legal guardian(s) living in a public way in discord with Church teaching are expected to discuss with the Pastor of Sacred Heart Parish ways they can strive to live Church teaching. Special attention is to be given to discussion of moral issues that may be problematic for the parent(s)/adoptive parent(s)/legal guardian(s) prior to signing the Family School Agreement.

Parent(s)/adoptive parent(s)/legal guardian(s) who cause public scandal by actively promoting a moral or doctrinal position contrary to Catholic teaching or by making a public issue of their state in life contrary to Catholic teaching shall be considered in violation of the Family Handbook, and such activity constitutes grounds for dismissal from the Academy.

Mother/Legal Guardian/Adoptive Parent	Date
Father/Legal Guardian/Adoptive Parent	Date
Student 1 (if in 5 th – 12 th grades)	Date
Student 2 (if in 5 th – 12 th grades)	Date
Student 3 (if in 5 th – 12 th grades)	Date
Student 4 (if in 5 th – 12 th grades)	Date
Student 5 (if in 5 th – 12 th grades)	Date
Student 6 (if in 5 th – 12 th grades)	Date



Sacred Heart Academy is a Parish Apostolate of Sacred Heart of Jesus dedicated to assisting families, forming Catholics, and cultivating culture.