

CHELSEA ACADEMY

Student and Parent Handbook

2021-2022

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MISSION STATEMENT

Chelsea Academy seeks to form confident young men and women educated in the liberal arts tradition and the Catholic faith. The Academy is committed to promoting and cultivating in its students the life of the mind and the love of truth; an appreciation for the natural world and the heritage of human achievement; enduring friendships; a spirit of adventure; and the virtues of honesty, diligence, courage, piety, and personal responsibility. Through an ethos shaped by Catholic teaching and devotions and a balanced curriculum that includes the humanities, sciences, the arts, and athletics, Chelsea Academy provides students with opportunities for developing themselves into adults who are capable of making positive contributions to their families, places of work, and communities.

EDUCATIONAL PHILOSOPHY

The purpose of a true education is to develop in a person a habit of being and a “culture of the Word.”¹ This arises both as a natural duty of parents to educate their children and as a solemn duty of the Church being faithful to her Lord. Such an education demands that students be introduced to and given the tools to apprehend all of reality—both in its natural and supernatural aspects. The very grammar of reality arises through the creative work of God who creates by “speaking” into existence all things. God’s self-revelation of Jesus Christ being the Word of God adds to our understanding that “all things were made through him” and that as the Divine Logos all truth, goodness, and beauty finds its origin and end in

¹This phrase was articulated by Pope Benedict XVI in an address to the ministers of culture in France on September 12, 2008 at the Collège des Bernardins, Paris.

him. Hence, a “culture of the Word” is a set of concrete conditions whereby parents, faculty, students, and staff—together in a community of friendship—seek God. This is accomplished, firstly, with the recognition of God as our Father who is, therefore, due our worship and love. Secondly, it is the training of the intellect to seek the truth about things and to understand each of those things in the greater context of the symphony of reality. This implies the cultivation of awe and wonder at this symphony—its beauty, goodness, and the inexhaustibility of its contemplation. This understanding of things both natural and supernatural takes into account the unique creation that is the human person and concomitantly raises the question as to how one should act. A training in virtue then, rooted in the natural light of reason and given confirmation by Divine Revelation, gives students the tools to utilize their freedom in a way that conforms them more closely to Jesus Christ: to have the courage to overcome their fallen natures (a lifelong project), to choose wisely and act rightly in a variety of circumstances, to engage the wider culture with confidence and conviction, and to love God and neighbor more perfectly. As our patron, St. Thomas More put it:

to put virtue in the first place, learning in the second; and in their studies to esteem most whatever may teach them piety towards God, charity to all, and Christian humility in themselves...These I consider the real and genuine fruits of learning, and I would maintain that those who give themselves to study with such intent will easily attain their end and become perfect.²

² Thomas More’s “Letter to William Gonell” (22 May 1518).

GENERAL INFORMATION

Administration

Chelsea Academy is governed by a Board of Directors who have plenary authority for the mission, functioning, and direction of the school. The Board delegates authority to the Headmaster who is responsible for the day-to-day operation of the school, the hiring of staff, and the provision of the academic and student life programs. For the organizational structure of the school see Appendix.

Admission

Chelsea Academy admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship programs, and athletic and other school-administered programs. As a Catholic school, Chelsea Academy gives preference in admission first to Catholic students living within the boundaries of the Diocese of Arlington; second, to Catholic students outside the Diocese; thirdly, to non-Catholic students.

Chelsea Academy operates on a rolling admissions basis. Applications are accepted starting in the fall for the following academic year, and they are processed as received. For an application to be complete, students must submit the application paperwork, a teacher's recommendation, their academic records, and the \$40 application fee. In addition,

they must write a short essay and take an admissions test, and along with their parents, they must meet with the administration for an interview. Applications for grades 4-12 are considered.

Please see the school website for more information:

<https://chelseaacademy.org/admissions>

Attendance Policy

School Hours

During the academic year, the school building and office is open Monday thru Friday from 7:30 a.m. until 4:30 p.m.

During vacation periods a modified schedule will be communicated to families.

Arrival and Dismissal.

Students may arrive at school no earlier than twenty minutes before the start of the class day (7:55 a.m.) and should be picked up within twenty minutes of the end of the last class in the afternoon (3:35 p.m.). Students not picked up by 3:35 p.m. will be placed in an After School Study Hall with a fee of \$5 per child for the first and each subsequent half hour. Parents are requested to pick up their children immediately following an after-school activity, such as a sports practice or extracurricular event.

Early Dismissal

Appointments for doctors, dentists, etc. should be made outside of school hours. When a student needs to miss part of the school day, he or she must submit in advance a note with departure date and time, reason for the early departure, and signature of parent or guardian. Students must sign out at the school office when leaving campus, and it is their responsibility to complete missed work.

Tardiness and Absences

Students are expected to arrive at Advisory/Convocation by 8:15 a.m. each day. Attendance is taken each morning, and students are expected to attend the full class day. In the case of unanticipated absences, parents are asked to notify the school office before the start of school. If a full or partial absence is anticipated, the student's parent or guardian must send a note to the office at least one day in advance. Without parental notification, absences are considered unexcused. It is the student's responsibility to meet with his or her teacher about work missed due to an absence, late arrival, or early dismissal. Students who accumulate fifteen or more absences in a specific course or twenty or more full-day absences during the school year risk losing credit in one or more courses.

Repeated or prolonged tardiness is disruptive to the school community and undermines a student's ability to participate fully in class. Parents must notify the school office before the start of the school day if their son or daughter will be arriving late. Emails are not sufficient; parents must either call and leave a message at (540) 635-0622 prior to 8:15 a.m. or send a written and signed note prior to the absence, indicating the dates and reason for the absence.

Students arriving late must check in at the school office prior to going to class. Three unexcused late arrivals will be considered an unexcused absence. Frequent tardiness and patterns of tardiness will be addressed by the Administration and may result in academic and disciplinary consequences.

Communications

Communications from the School

Chelsea Academy will provide weekly communications every Thursday to members of the school community. These communications will include academic and extracurricular information and they will also provide announcements of events. In addition, the Headmaster will send a monthly missive that provides reflections and thoughts from his perspective. Finally, at appropriate times there will be stand-alone individual communications for particular events and important announcements.

Parent Inquiries

Chelsea Academy encourages frequent and open communication between students, faculty, and parents. Faculty and staff will be responsive to parent inquiries and will acknowledge them within 24 hours of receipt. Parents should be understanding of teacher responsibilities in setting up appointments or conferences. In the event of an issue with a faculty or staff member, consonant with the principle of subsidiarity, parents and students should seek to resolve the issue first with the individual and only resort to involving the Headmaster when resolution is not forthcoming. All school-related emails from the faculty and Administration are made through Chelsea email accounts. Parents are asked to use these accounts when communicating by email with teachers and administrators.

Parent-Teacher Conferences

At designated times during the academic year, there will be formal and scheduled times for parents to meet with teachers and ascertain the progress of their students. This is not the exclusive time that parents and teachers should meet. Indeed, parents should reach out to teachers to set up individual conference when the need arises. Likewise, teachers will reach out to parents in those cases where disciplinary or academic needs may require it.

Finance

Tuition and Fees

Tuition and fees are set every year by the Board of Directors. The Headmaster and Chief Finance & Business Officer communicate the tuition and fee structure to families in the early spring. Every parent or guardian of a student at Chelsea Academy must sign a tuition agreement contract each year. This contract specifies the tuition, available payment plans, and other contractual items. A student may not attend class unless this tuition agreement is submitted, the enrollment fee is paid, and a FACTS tuition management account is created. Since the overwhelming majority of school operating revenue comes from tuition, timely payment of tuition and fees is of importance to the school. A late fee will be assessed any time a payment has not been received by the due date. Parents are urged to set up an appointment with the Headmaster if there are unusual circumstances or situations arise which materially change a family's financial wherewithal.

Fundraising

In addition to tuition, the other major source of operating revenue for Chelsea Academy is the program of fundraising sponsored by the school. The success of fundraising requires hard work and the cooperation of every family in the school community. It is necessary that all students and families, regardless of financial circumstances, assist in the fundraising efforts of the school.

School Policies

Cars on Campus

Students who drive themselves to school must notify the Administration and provide written parental permission and vehicle information. Students are asked to park in front of the school on the street side and may not visit their cars during the school day. Only siblings may ride with student drivers to school activities and sports events (as well as to and from school) unless both the driver and the passenger have written parental permission.

Cell Phones and other Technological Devices

Students may not bring cell phones, computers, iPods, video games, or other technology to school, except with explicit Administrative permission. This is one of the most significant policies of the school. In forming our students, cultivating habits of self-control and virtue is a must. Cell phones and other technologies can be an addiction and distract from learning. More and more, the evidence has shown that addiction to technology is deleterious to learning, retention and prolonged serious study (cf. Appendix). Violations of this rule result in confiscation of the equipment until a parent can retrieve it and possible disciplinary action.

Dress Code and Personal Appearance

The uniform and dress code serves to foster a fruitful, respectful academic environment and school community. Students are required to wear a uniform to school every day. When an exception is made for selected after-school activities, events, or field trips, a dress code will be specified and shared with the school community. It is the students' responsibility to verify the dress code before the event or activity. Most uniform items are purchased from Flynn & O'Hara or from Lands' End.

Boys

Gray dress pants**

White long-sleeve Oxford cloth button-down collared shirt
Navy 2-button sport coat/blazer (Upper School)
Navy V-neck sweater vest with Chelsea Crest (Lower/Middle School)*
Maroon/navy striped necktie*
Navy short sleeve polo shirt with Chelsea Crest **^
Black or brown leather belt
Navy or black crew socks-NO white socks
Gray Chelsea T-shirt*

Girls

Red/navy wrap-around kilt*
White long-sleeve Oxford cloth button-down, collared blouse
Navy cardigan sweater with Chelsea Crest (Upper School)**
Navy V-neck sweater vest with Chelsea Crest (Lower/Middle School)*
Navy short sleeve polo shirt with Chelsea Crest **^
Navy ribbed tights or navy opaque tights
White, blue, or black socks
Gray Chelsea T-shirt***

*Indicates article that must be purchased from Flynn & O'Hara Uniforms.

**Indicates article that must be purchased from Lands' End.

***Indicates article that must be ordered through the school.

^Indicates article that may be worn during spring and fall months as decided by the Headmaster.

Only black or brown leather dress shoes that are flat and closed-toed, such as bucks, loafers, or docksiders, may be worn with the school uniform.

Kilts must hit the kneecap and fall no longer than three inches below the knee.

With the exception of a Chelsea fleece layered over a polo in the fall and spring, outerwear may not be worn in the building.

Students must follow appropriate standards of grooming and modesty at all times. Hairstyles should be natural colors (no primary colors) and neat; boys' hairstyles should also be trim. Boys should be clean-shaven. Jewelry and makeup should be discreet. Students are required to wear the Chelsea gray or house T-shirt and athletic shorts (reaching past fingertips) during physical education classes.

For sports practices, students may wear either a Chelsea t-shirt (gray, house, spirit wear, team) or a solid color shirt of same make as Chelsea gray/house t-shirts:

(<https://www.amazon.com/Gildan-Classic-Cotton-Sleeve-T-Shirt/dp/B01LY3S1LH?th=1&psc=1>). Coaches may specify exceptions for their teams.

Emergency Procedures

Chelsea Academy works with HLI to ensure the implementation of proper procedures in emergency situations. Policies and protocols for fire, tornado, lockdown, and other emergencies are reviewed each year and developed with the assistance of local officials to ensure the safety and security of our students and faculty. Faculty and staff are informed and trained on these procedures each year.

Litter and Gum

Students are expected to help maintain a clean and tidy campus. They should pick up and properly dispose of their trash. Chewing gum is not allowed on campus at any time.

Lockers

All students in grades 6-12 are assigned lockers for their books and binders. Students in grades 4 and 5 use cubbies in their classrooms. Lunches, coats, bags, and athletic clothes should be stored neatly in designated areas. As Chelsea Academy is a private school, it has the right to search lockers and other student spaces if in the judgement of the Administration it is necessary to the safety, health, and welfare of its students, faculty and staff.

Lunch

A dining area under adult supervision is provided for student lunch. Students should bring a sack lunch to school, and they are expected to dispose of all trash and to leave their area tidy and clean.

Medical Needs

Parents should contact the Administration regarding prescriptions, medicines, or other medical needs of their children. Students who receive medication during the day must have a letter from their parents or guardians on file with the school identifying the drug and the purpose of its use. The school does not dispense prescription medication to students.

School Closures

Severe inclement weather, poor driving conditions, or a power outage may make it necessary to close the school or delay the opening of school. The Headmaster makes the decision to cancel classes or delay the start of the school day due to inclement weather or an emergency situation. Parents are notified via email and text alerts. Announcements are also recorded on the school phone and posted on its website www.chelseaacademy.org by 6:00 a.m. In the event that deteriorating weather conditions make it necessary to close the school early, parents will be contacted immediately.

Telephone Calls

Only emergency messages are delivered to students. Other messages can be posted on a bulletin board outside the main office. The school phone is available for limited personal use.

Visitors

All visitors to Chelsea Academy must check in at the main office.

Policy on Christian Anthropology and Gender Dysphoria

3

Preamble.

The Church teaches that our differences as male and female are part of God’s good design in creation, that our bodies—including our sexuality—are gifts from God, and that we should accept and care for our bodies as they were created. In fact, “ ‘being man’ or ‘being woman’ is a reality which is good and willed by God” (*Catechism of the Catholic Church*, 369). A person cannot change his or her sex. A person should accept and seek to live in conformity with her or her sexual identity (sometimes called “gender identity”) as given by God. The human person is a body-soul union, and

³ Adapted from the “Policy of the Human Body as a Constitutive Element of the Human Person.” Diocese of Lansing, Michigan. January 21, 2021.

the body—created male or female—is a constitutive aspect of the human person. Therefore the Catholic Church teaches that the removal or destruction of healthy sexual and reproductive organs is a type of mutilation and thus, intrinsically evil. Procedures, surgeries, and therapies designed to assist a person in “transitioning” his or her sex are morally prohibited. “Everyone, and woman, should acknowledge and accept his or her God-given biological sex and the sexual identity that corresponds with that gift. Physical, moral, and spiritual difference and complementarity are oriented towards the goods of marriage and the flourishing of family life. The harmony of the couple and society depends in part on the way in which the complementarity, needs and mutual support between the sexes are lived out” (cf. *Catechism of the Catholic Church*, 2333). “Each of the two sexes is an image of the power and tenderness of God, with equal dignity though in a different way” (cf. *Catechism of the Catholic Church*, 2335). Having a proper understanding of the human body—and more generally, of the moral law—enhances, rather than restricts, man’s freedom apart from or in opposition to the truth” (cf. John Paul II, *Veritatis splendor*, 96). Therefore:

- Chelsea Academy, a canonically recognized Catholic school in the Diocese of Arlington, shall respect the biological sex of the human person as given by God and shall apply all policies and procedures in relation to that person according to that person’s God-given biological sex.
- Chelsea Academy faculty, staff, administration,

employees, and volunteers shall conduct themselves in accord with their God-given biological sex.

- Chelsea Academy partners with families to educate and form students consistent with the teachings of our Lord Jesus Christ and His Church, and so families are expected to live in accord with the Gospel, particularly regarding actions and behaviors that are public. Students and parents (or legal guardians) shall conduct themselves in accord with their God-given biological sex.

ACADEMICS

Academic Honesty

Academic honesty is critical to the mission of Chelsea Academy. Academic dishonesty includes cheating on quizzes, tests, and other assignments, helping another student to cheat, and presenting the thoughts or work of another person as one's own (i.e., plagiarism). Academic dishonesty is a serious offense that Chelsea Academy does not tolerate.

If a student fails to adhere to this policy, the Administration is notified and, at a minimum, the student receives a failing grade for the assignment. Students involved in repeated incidents risk more serious consequences, including dismissal.

Curriculum and Credits

The Chelsea Academy curriculum is an integrated, Catholic liberal arts plan of study. Students are invited to engage both their faith and reason in knowing and ascertaining the truth of things. The curriculum and reading list may be found at:

<https://chelseaacademy.org/academics/curriculum-2>

Graduation Requirements

Students must earn a minimum of twenty-five credits⁴ for graduation from the Upper School, including:

English	4 credits
History	4 credits
Mathematics ⁵	4 credits
Religion	4 credits
Science ⁶	4 credits
Latin/French ⁷	3 credits
Fine Arts	1 credit
Elective	1 credit

Students are required to enroll in a minimum of five full-credit courses each year. Requests for any exceptions to these requirements or requests for independent study should be addressed to the Administration.

Independent Study

⁴ Beginning with matriculation of the 2021-2022 academic year. Students who entered the Upper School prior to this academic year will need only to achieve the previously required 23 credits for graduation.

⁵ i.e., Algebra I, Geometry, Algebra II, Statistics, Pre-calculus, or Calculus.

⁶ i.e., including Biology, Chemistry, and Physics

⁷ Three (3) years of Latin, French, or a combination of the two, including second-year proficiency in either language.

A student who is in good academic standing and has completed course requirements within a given department or wishes to pursue a particular subject in depth may earn academic credit through an independent study under the direction of a full-time faculty member. A student interested in an independent study must choose a faculty sponsor and submit a written proposal outlining the objectives and scope of the study to the Administration during course registration in the spring. Approval is based on the merits of the course and the student's workload and proven ability to work independently. Independent studies are graded according to the school's grading scale, and the faculty sponsor is responsible for overseeing the study. Based on the independent study, an additional fee may be charged.

Curricular Policies

Academic Probation

After each grading period, the academic progress of each student is reviewed. Students who earn two or more grades below a C- are placed on Academic Probation. Parents are notified, and a plan is established for helping the student to raise his or her grades. Students who remain on Academic Probation risk not being invited to continue their education at Chelsea Academy for the following year.

Book Policy

Students are expected to purchase books for their classes each year. Lists will be provided prior to the academic year. However, the school may also have its own books for student use. Students who damage or fail to return any book belonging to Chelsea Academy will be charged a replacement fee at the end of the academic year.

Course Changes

Students may make course changes without penalty during the interim period at the beginning of the school year. Unless initiated by a teacher or the Administration, changes after this date will result in a WP (withdrawn passing) or WF (withdrawn failing) notation on the student's transcript depending on the grade at the time of withdrawal.

Exams

Upper School students take exams at the end of both semesters in all their courses. Eighth-grade students in Upper School courses, such as Algebra I, Latin, and French, also take exams. Although teachers provide review sheets and spend class time to prepare students for these exams, students are expected to prepare and study on their own. With their teachers' permission, seniors who have earned a minimum semester grade of A- for the second semester are exempt from the final exam in that class.

Field Trips

Field trips are an important part of a Chelsea education. Students and families will be informed in advance of field trips and students participating in field trips must have a Field Trip permission slip signed by a parent or guardian.

Grade Reports

The school year is divided into two semesters. Full grade reports are mailed on a quarterly basis, twice in the fall semester and twice in the spring. In addition, an interim report is issued following the third full week of the academic year.

Grade and Course Requirements

Students are expected to follow the full range of courses for their grade levels. Exceptions are made only for compelling reasons as decided by the Administration. Students who

finish the year with a D+ average or lower risk not being able to advance to the next grade or return to Chelsea Academy. Students may repeat sequential courses (math, French, Latin) needed for advancement to the next level.

Grading and Grade Scale

Letter grades are assigned for all courses as follows (including numerical equivalents for determining Grade Point Averages (GPA)):

A = 93-100% (4.0)	A- = 90-92% (3.67)	B+ = 87-89% (3.33)
B = 83-86% (3.0)	B- = 80-82% (2.67)	C+ = 77-79% (2.33)
C = 73-76% (2.0)	C- = 70-72% (1.67)	D+ = 67-69% (1.33)
D = 63-66% (1.0)	D- = 60-62% (0.67)	F = less than 60% (0.00)

Honors classes are weighted with an extra half point.

Homework

Homework is designed to reinforce a concept or lesson presented in class, to prepare students for classwork, and to encourage independent work. Time spent on homework each school night should average 1-1.5 hours for Middle School and 1.5-2 hours for Upper School. Students in honors classes should expect to spend additional time.

Honor Rolls

Based on a student's Grade Point Average (GPA), honor rolls are posted immediately following each of the four major grading periods during the school year. Students may earn a place on one of two honor rolls:

High Honors:	3.7 or higher GPA
Honors:	3.3 or higher GPA

Tests

The faculty tries to coordinate in order that students not take more than two tests on any given day. Tests are announced at least five days in advance.

Tutoring

Teachers make themselves available to address questions or problems. At the same time, an occasion may arise in which a student needs more formal tutoring on a regular basis. Additional tutoring sessions organized by the school are provided at the family's expense.

Senior Awards

Valedictorian and Salutatorian

Given to the top two students, as selected by the faculty, according to the following criteria: GPA of grades 9-12, difficulty of course load, depth of understanding, intellectual curiosity, effort, and contributions to raising the overall academic tone of a class.

Character Award

Given to the student who exhibits exemplary character, including generosity, humility, and Christian love and concern for others, as well as diligence, perseverance, and self-discipline. The award recognizes a student who has been involved in the life of the school and whose integrity, leadership, and spirit of adventure have brought out the best in others.

STUDENT LIFE

Since true education must strive for complete formation of the human person that looks to his or her final end as well as to the common good of societies, children and youth are to be nurtured in such a way that they are able to develop their

physical, moral, and intellectual talents harmoniously, acquire a more perfect sense of responsibility and right use of freedom, and are formed to participate actively in social life.
(Canon 795, Code of Canon Law (1983))

The Chelsea Code of Behavior

Chelsea Academy expects its students to adhere to the highest standards of civility and comportment. They should deal honestly in all their interactions with others. They will give proper respect to those in authority and to their peers as well as to personal and school property. They are expected to take personal responsibility for all of their actions and fulfill their duties to the school and to others.

The rules and regulations governing student behavior at Chelsea Academy are meant to serve as basic guidelines. They are not meant to be exhaustive. Students are expected to follow the letter and the spirit of the rules to do their part in creating a pleasant, harmonious school environment in which the dignity of every person—faculty, staff, and student—is respected.

Advisory Groups

Every student is assigned a faculty advisor. Advisors monitor their students' individual academic progress and work to ensure that their advisees flourish in all aspects of school life. Advisory groups are organized by grade and meet briefly at the beginning of the day.

The Arts

A goal of Chelsea Academy is to awaken students to beauty through study and appreciation of the arts, as well as active participation. All Lower and Middle School students study

fine art and participate in the music program. All Upper School students are required to take at least one year of Art.

The choir and instrumentalists perform in concert. The spring performance also includes art exhibits of works by Lower, Middle, and Upper School students.

Athletics

Embracing the ancient Greek ideal of *mens sana in corpore sano* (a healthy mind in a healthy body), Chelsea Academy encourages participation in its sports program as a way of promoting physical development, athletic skills, and team play as well as building character and good sportsmanship in its students. A variety of interscholastic sports, including soccer, cross-country, volleyball, basketball, and rugby, are offered. Students in grades 6-11 may participate on a sports team during at least one season each year. Students in grade 5 may participate on Middle School teams. Students who accumulate more than three unexcused absences from practices and games risk being dismissed from the team and losing credit for their participation. Only absences for illness or family emergencies are excused.

The Outdoors

Chelsea Academy seeks to promote physical health, a spirit of adventure, friendships, and an appreciation for God's creation. To these ends, Chelsea draws on the wonderful natural resources available in the Shenandoah Valley by including outdoor activities as part of its program. Students participate in at least one hike in the Blue Ridge Mountains each year, and an all-school canoe trip on the Shenandoah River is an annual tradition. Lower and Middle School students also go on camping trips in the fall, and an optional ski trip is offered in the winter.

Spiritual Formation

Daily Prayer

Essential to the Catholic mission of Chelsea Academy is the obligation and the joy of prayer. Our Blessed Lord revealed to us that God is our Father; he also calls us friends. What a beautiful reality: our obligation to worship the God who has given us everything and the realization that he wishes us to approach him as a son, a daughter, and a beloved friend.

Hence, an essential element and goal of a Chelsea education is to cultivate this daily conversation with the Lord.

Convocation at the beginning of each school day is an opportunity for the whole school community to come together to pray and offer the day to the Lord under the patronage of Our Lady and St. Thomas More. In addition, students will say the *Angelus* at Noon and conclude the day with an *Act of Contrition*. In addition, each class will begin with prayer, as will lunch and the opening of school assemblies or school events.

Feast Days

In harmony with the liturgical year and with the help of the Chelsea Parent Association and student volunteers, the school sets apart time for a number of events and celebrations, including Advent devotions, St. Joseph's Day, Lenten devotions, and the birthday of our school's patron, St. Thomas More. Holy Days of Obligation, as solemn feasts, are treated as holidays and there is no school on those days.

Mass

In cooperation with HLI and area pastors, Chelsea Academy offers an opportunity for weekly Mass for all students in the HLI Chapel. The school hopes to make available as many opportunities as possible for Mass for students, faculty, staff, and families. The beginning of the academic year is marked

by an all-school Mass of the Holy Spirit. Likewise, there will be various opportunities during the academic year for all-school Masses.

Penance

The Sacrament of Penance is made available to students regularly throughout the school year. In particular, students will have the opportunity to confess during the seasons of Advent and Lent as well as regularly scheduled monthly opportunities.

Retreats

Each year students and faculty participate in retreats. These are times for individual spiritual reflection as well as community building.

Student Organizations

Honor Societies

Honor societies allow students to enrich their study and engagement with specific disciplines, including math, English, and foreign languages. While sponsored by a faculty advisor, each group offers the opportunity for multiple levels of student leadership and participation.

Student Government

Seniors and 8th graders are encouraged to serve as leaders, mentors, and role models—the seniors for the Upper and Lower Schools and the 8th graders for the Middle School—to develop their leadership, organizational skills, and sense of service to others, as well as patience and humility.

Houses

Chelsea Academy is divided into four houses: two for boys and two for girls. The houses serve several purposes: they

provide membership in a smaller group for all Chelsea students, they encourage interaction and friendships among students across the grade levels, and they promote camaraderie and healthy competition while contributing to creating strong school morale and solidarity.

Each house includes students from across the grades, and each of the boys' houses is paired with one of the girls' houses, with family members belonging to the same house or pair of houses. The houses are involved in various activities and competitions, including field days, poetry recitations, and service projects.

The names of the Chelsea houses are associated with Thomas More:

Fisher House: John Cardinal Fisher (1469-1535) was a trusted friend of More and served as bishop of Rochester during the early sixteenth century. A distinguished scholar of international renown, he put his life at risk by supporting Catherine of Aragon in her efforts to resist her husband Henry VIII's attempt to annul their marriage in defiance of the Pope. After refusing to recognize the Act of Supremacy, which declared Henry VIII the head of the Church of England, Fisher was martyred for the Catholic Faith. He was made a cardinal shortly before his execution in 1535. In 1935, Pope Pius XI declared Fisher (and Thomas More) saints.

Pole House: Countess of Salisbury, Margaret Pole (1473-1541), whose brother was the last male representative of the Yorkist line, served Catherine of Aragon before serving as governess to Princess Mary, later Queen of England. Her son Reginald was the last Catholic Archbishop of Canterbury, and it was his condemnation of Henry VIII's

divorce of Catherine that led to Pole's arrest and execution on charges of treason. The martyrdom of Pole was officially recognized in 1886, when Pope Leo XIII declared her Blessed.

Colet House: John Colet (1467-1519) was a scholar and priest who served as young More's spiritual advisor. A man of great learning, Colet studied at Oxford, Florence, and Rome before holding the position of dean of St. Paul's Cathedral in London. Beginning in 1509, Colet devoted his life and vast inherited fortune to the founding of St. Paul's School, one of England's oldest and most prestigious secondary schools.

Roper House: Margaret Roper (1505-1544) was the devoted and much-loved eldest daughter of Thomas More. She received a liberal arts education that included literature, languages, history, mathematics, science, philosophy, and theology, and she earned a reputation among her contemporaries for her scholarly command of Greek and Latin. Her husband, William Roper (1496-1578), wrote the first biography of More. As a young man, Roper spent much time in the More household and enjoyed close relations with his father-in-law. He served in Parliament during the reign of Queen Mary, and throughout his life he was respected for his character and learning.

Student Discipline

Philosophy

Chelsea Academy provides students with clear expectations and positive models of behavior in an effort to help them internalize and follow the highest standards of good conduct. While Chelsea holds students accountable for adhering to school rules and expectations, it is understood that students

will make mistakes as they grow in independence and learn to exercise their freedom. Rather than impose an overly rigid and exhaustive code of rules that emphasizes harsh consequences, Chelsea provides opportunities for students to develop maturity and self-discipline and expects them to take responsibility for all of their actions.

Disciplinary Responses

All disciplinary responses are aimed at improving character and leading the student to a life of virtue. A majority of classroom disciplinary cases are handled by individual teachers. Most “beyond the classroom” disciplinary cases are handled by the Dean of Students. Violations of major school rules are referred immediately to the Administration. Parents are notified in all cases involving major rule violations, which may result in probation, suspension, or dismissal from school. Chelsea Academy reserves the right to place on probation, suspend, or dismiss any student whose conduct is determined by the Administration to be out of sympathy with the goals and ideals of the school.

Major School Rules:

Alcohol, Drugs, Tobacco

Chelsea Academy does not tolerate student use, possession, or distribution of alcohol, drugs (illegal and unauthorized), tobacco, or vaping products of any kind. Violation of this rule on campus or during school-sponsored events may result in immediate dismissal from the school.

Fighting and Bullying

Every student is entitled to be treated with dignity and respect. Fighting is not permitted, nor is harassment or intimidating behavior of any kind—on or off campus—tolerated. Students engaged in this kind of behavior

are referred to the Dean of Students, and in cases of extreme gravity, to the Headmaster.

Leaving Campus

No student may leave campus during the school day without permission of parents and authorization by the Administration.

Lying, Cheating, and Stealing

A school depends on the trust of all its members. It is expected that students tell the truth, do their own work, and respect the property of others. Included under this rubric is plagiarism or academic dishonesty. (At the beginning and throughout each academic year, teachers will outline specific examples of what constitutes plagiarism or academic dishonesty.) Failure to follow these guidelines is treated by the Administration as a serious rule infraction.

Safety Issues

Possession of dangerous objects, including but not limited to knives, firearms, ammunition, and explosive devices, is not permitted and results in immediate referral to the Administration and, in some cases, immediate expulsion.

School and Personal Property

Students are expected to respect all school and personal property. The deliberate destruction of property is considered a serious rule infraction. Chelsea Academy makes an effort to investigate any cases involving theft or damage to property. However, it does not assume responsibility for damaged or stolen personal property.

Detention Policy

When student misconduct occurs, teachers and staff are

empowered to correct the misconduct. Verbal warnings are sufficient for minor first offences and low-level violations (e.g., tardy for class, minor uniform violations).

Should misconduct be repetitive, egregious, or should a violation of a major school rule take place, it is appropriate to issue a detention. There are three types of detentions:

- Procedural Detentions—30 min. These include but are not limited to infractions such as unexcused tardies and uniform violations. In place of this, the teacher—in consultation with the Dean of Students—may assign a student “honey-do” duties.
- Behavioral Detentions—60 min. These include but are not limited to serious misconduct such as use of profanity, disruptive or disrespectful behavior towards any faculty or staff member, being in possession of or using a cell phone or other unauthorized electronic device.
- Saturday Detentions—120 min. These include but are not limited to skipping a detention for an extracurricular or any other unapproved reason and the accumulation of procedural or behavioral detentions.

Teachers and staff will enforce school policy and rules. They always have the discretion to handle particular situations and decide to impose discipline according to prudence and right judgment. When in doubt, or if there is a problematic situation that isn’t clear, teachers and staff will consult the

Dean of Students.

Suspension Policy

For repeatedly violating school rules or for more serious infractions that warrant a more serious penalty than a detention, the Administration may choose to impose a suspension. When taking this step, a conference with parents should occur with the Dean of Students. There are two types of suspension:

- In-school suspension—During the time of this suspension the student is not permitted to attend class or participate in school activities. The student must report to the main office for instructions for the day.
- Out-of-school suspension—This is a severe disciplinary measure. During the time of this suspension the student is not permitted to attend class or participate in school activities. The Administration will provide a counseling statement, hold a conference with the student and parents, and may provide other criteria to ensure proper conduct prior to re-admittance.

Behavioral Contracts

In certain cases, the Dean of Students, in consultation with the Headmaster, may place a student on a behavioral contract as a condition of continued matriculation. A conference with the parents will be arranged in order that there be an understanding of any and all conditions.

Denial of Re-Enrollment

At the discretion of the Administration, a student may be denied re-enrollment for a subsequent semester or academic year. This may be for disciplinary, academic, or other deficiencies.

Expulsion Policy

If a student's conduct is judged to be detrimental to the school community, and/or he or she has consistently failed to cooperate with the school authorities, or—in the case of a grave single incident—the Headmaster may affect an expulsion.

Elastic Clause

The Administration of Chelsea Academy has the right to amend this handbook for a just cause at any time. The Administration also has a concomitant duty to promptly inform those whom this handbook governs of such changes.

CHELSEA ACADEMY

4 Family Life Lane

Front Royal, VA 22630

Telephone: (540) 635-0622

Fax: (540) 635-3533

www.chelseaacademy.org