

Holy Rosary Academy

Catholic Education Honor Roll Application 2018-2023

1. **Enter the school’s website.** www.hraak.com
2. **What is the school’s mission statement?** Holy Rosary Academy seeks to complete what the attentive parent has begun by forming students in faith, reason, and virtue through a classical education in the Roman Catholic Tradition.
3. **What is the school’s educational philosophy?** Founded by parents, this school exists to assist and complement the primary educators: the parents. Students learn to live a vibrant Catholic life through attendance at mass, prayer, study, camaraderie and apostolic work. The teachers employ the basic tools of the Trivium, a course of study that follows the three-land path of grammar, logic, and rhetoric. The Trivium honors the natural stages of children’s intellectual development: developing memory (grammar), sound reasoning (logic), and communication skills (rhetoric). Surrounded by well-qualified and faith-filled faculty and staff, the students are prepared to pursue their vocation and continue a lifelong love of learning.
4. **Select the response that describes the “type” of school.** Independent
5. **In which diocese is the school located?** Anchorage
6. **What is the governing model?** Board of Trustees or Directors

Additional details

7a. How many Board members do you have?	9
7b. How many Board members are Catholic?	9

Professional Staff

8a. What is the total number of full- time (>30 hours) teaching faculty? (Note: The count should include administrators who currently teach.)	14
8b. Percentage of full-time faculty who are practicing Catholics?	100
8c. What is the total number of part- time faculty (< 30 hours)?	9
8d. Percentage of the part-time faculty who are practicing Catholics?	89

Number of faculty and staff who are:

	Not Available	Full-time (> = 30 hours)	Part-time(<30 hours)
9a. Religious sisters	X	0	0

9b. Religious brothers	X	0	0
9c. Members of the clergy	X	0	0

10. Which of the following are explicitly stated in the school's mission statement, policies, or publications?

The school is a place of encountering God and his love and truth.

The school has Christ as its foundation.

The school is a community united with the Church.

The school is faithful to the Magisterium.

The school provides frequent opportunities for prayer, sacred scripture, and the Church's liturgical and sacramental traditions.

The school engages in the integral formation of the human person - spiritual, intellectual, and physical.

The school presents a Christian worldview of humanity emphasizing the dignity of the human person.

The school transmits culture in the light of faith.

The school prepares students to be instruments of evangelization.

11. Personnel and other policies are consistent with Catholic teachings and the Church's mission for Catholic education. Yes

12. Evaluation of personnel takes into account their commitment to the mission and Catholic identity of the school.

Administrators	Yes
Faculty	Yes
Staff	Yes

13. Additional Information

13a. The Church's mission for Catholic education guides strategic planning and school improvement.	Strongly agree
13b. The school is effective in advancing the Church's mission of evangelization of students.	Strongly agree
13c. The school protects the mission of Catholic education in light of new educational paradigms, consumerist demands, government interference, and threats to religious freedom.	Strongly agree
13d. The school's Catholic identity is prominently featured in marketing materials and publications.	Strongly agree

14. Describe how the school evaluates its institutional commitment to the Church's teaching on the divine mission of Catholic education.

We apply checks & balances in the following way: NAPCIS is our primary guide for maintaining a Catholic program. The Magisterium, encyclicals, and the Catechism act as parameters. Our teachers, guided by the administration, apply their experience and wisdom as practicing Catholics to ensure that Church teaching is at the heart of every educational decision. Small HRA teacher committees spend the summer evaluating curriculum opportunities such as new textbooks and materials. After investigating the wealth of options available, satisfactory options are brought to the rest of the faculty for extensive discussion at in-service. We have arranged with our Archdiocese that the Archbishop has full scrutiny of our theology curriculum. The Archdiocese has also assigned the local Dominican priests to be our chaplains and teach classes when they can be spared from their other pastoral duties. They also reserve the right to oversee our curriculum, in particular our theology program. Finally, the Principal makes it an annual practice to compare notes with other classical Catholic schools on best materials and practices. She consults ICLE on a regular basis. Further, the Cardinal Newman Society publications have become a helpful guide to the Principal. For the last two years, the publications have been part of the in-service preparations for the subsequent school year.

15. The school ensures that operations are faithful to the Code of Canon Law, Catechism of the Catholic Church, and other magisterial teachings of the Church. Yes

16. The school community serves, supports, and participates in the activities of the local church. Strongly agree

17. Describe how the school is united in service to the broader community.

The school runs at least two major outreach efforts each year in response to natural disasters. We typically do a school wide Penny Drive competition in order to inspire in the students a profound awareness of current events that call for our communal response. (e.g. We responded to the earthquakes in Japan and Haiti, the tsunami in the Philippines, and Hurricane Harvey.)

Every year we contribute canned corn and beans to an overall effort of Food Bank of Alaska to provide a Thanksgiving dinner for over 4,000 families. We make this our Advent apostolic work. For the last week of Advent, we erect an undecorated Christmas tree and ask the student body to flock it with hats, gloves, socks, and scarves to be donated to Clare House (a CSS women & children's shelter).

The first grade collects canned goods to coincide with the first hundred days of school. This activity has grown from the goal of 100 cans to over 450 cans collected annually in the last few years. It instills a habit of charity from a young age so that it is habit by the time they are in high school.

Scheduled Community Service activities belong exclusively to our Upper School where the students have the maturity to work off campus. Every month, groups of students go to approximately eight different locations to devote their Friday afternoons to acts of stewardship (e.g. feeding the poor, befriending the elderly and disabled, stocking three different food banks, reading to young children, and performing manual labor at the local churches.)

18. School documents reflect Catholic teaching that parents are the primary educators of their children. Yes

19. How are parents invited to participate in a meaningful partnership with the school?

We offer a discount to the tuition for all parents willing to complete 40 Share Hours annually. This program has become more than an obligatory job for the parents. It has provided an open door policy in which parents feel welcome to the school and vitally involved in its wellbeing. From cooking monthly faculty luncheons to helping put on major school events; from chaperoning athletic events or field trips to subbing or helping in the classrooms; the parents are privy to everything that goes on at the school from 7:00 a.m. to 6:00 p.m. This has fostered a trust and authentic partnership that makes HRA an extension of their family life.

Every parent is a member of the Parent Association. Four times a year, the Parent Association Board and the Principal meet with parents to discuss upcoming quarterly events and field any

questions or concerns parents might be having. The Parent Association Board members act as mentors to all the HRA families. They make a special effort to help new families make a smooth transition. The school places paramount importance on steady communication with the parents. To that end, we print an annual calendar as well as put that calendar on our website and online school management program. We maintain that with a weekly bulletin to be enjoyed by parents, students, and extended family. Student accolades and timely reminders, particularly attract parents to the weekly bulletin. Every publication includes an invitation to all campus activities and liturgies. In deference to the parents' primary role as educators, we communicate grades with written reports eight times a year. The students experience Don Rags in the fall and make presentations to their parents and teachers in the spring as a way of including parents in the learning process. Student grades, assignments, and disciplinary records are available to parents 24-7 through our online school management program.

The school has an open door policy that welcomes parents to their child's classroom at any time. Parents and family are also welcome at all assemblies and Masses.

20. The school has policies and procedures to make education accessible to families who share the mission, including large and economically disadvantaged families. Yes

21. The school's program assists students to develop respect, kindness, mercy, and forgiveness when interacting with each other, parents, school employees, and volunteers. Strongly agree.

22. Does the school have a morality clause or statement that defines expectations for employee behavior to ensure a commitment to Catholic ideals, teachings and principles? Yes

23. The school ensures that employees and volunteers understand and respect the teachings of the Catholic Church and moral demands of the Gospel by demonstrating consistency between personal faith and public behavior. Yes

24. The school ensures all employees are committed to, and participate in, the religious formation of students. Strongly agree

25. How many hours per school year are directed to faculty development which specifically targets the Church's mission? 156

26. Specify the qualifications for faculty involved in the formal catechesis of students.

Hiring criteria includes a strong foundation in orthodox theology that is cumulative in the applicant's college curriculum so that every qualified teacher is hired to provide sound catechesis. Their competency is affirmed when the Principal speaks with the references. The In-Service discussions in regards specifically to the Theology department make clear the expectations of the school to all returning and new teachers every year. The sharing of the vetted syllabus each year ensures the consistency of formal catechesis.

Additional Policies

27a. The school protects Catholic moral norms in the selection of outside service providers and organizations.	Yes
27b. The school protects Catholic moral norms in the approval of student and faculty organizations, associations, and activities.	Yes

28. The school ensures opportunities for students to encounter the Living God through: Select all that apply.

Recitation of the Rosary
 Devotion to the Sacred Heart
 Devotion to the Immaculate Heart
 Devotion to the Holy Spirit
 First Fridays
 Saint of the Day
 The Feast day of St. Joseph
 The Feast day of Patron Saints
 All Saints/All Souls
 Lenten Activities
 Stations of the Cross
 Advent Prayers
 May Crowning
 Adoration/Benediction
 Veneration of Sacred Relics
 Litanies
 Novenas
 Liturgy of the Hours
 Daily Prayers for Others
 Personal Prayer
 Lectio Divina
 The Angelus
 St. Michael/Angel Prayers
 Spiritual Bouquets
 Chaplet of Divine Mercy
 Sacred Chant
 Holy Medals and Cards

29. Frequency of Mass for students: Weekly - required

30. Availability of the Sacrament of Reconciliation for students: Quarterly

31. Based on the response above, estimate the percentage of the student body who participate in the Sacrament of Reconciliation. 75

32. The school ensures that liturgies and the Sacrament of Reconciliation follow Church norms. Yes

33. Frequency of Eucharistic Adoration: Weekly, Monthly

34. Based on the response above, estimate the percentage of the student body who participates in Eucharistic Adoration. 100

35. The school has the Blessed Sacrament reserved and readily available for student visitation. Yes

36. Frequency of prayer:

Start of class	Always
Start of day	Always
Special events	Always
End of day	Always
Performances	Always
Meetings	Always

Meals	Always
Athletic events	Always
School assemblies	Always

37. Describe how the school assists students to ensure experiences in prayer, scripture and sacrament are personal, meaningful, and respectful.

It is difficult to judge the hearts and minds of the students. Their respectful behavior and willingness to enter into the silence that allows them to hear the Voice of God is about the best barometer we can share with you.

We do make efforts to personalize the Mass by asking the students to make the decisions left to the laity when preparing the Mass. Therefore, each class takes turns composing and reading Mass petitions and volunteering readers and altar servers.

No student is forced in any way to enter into the prayers verbally, receive the Sacraments, or assent in a public manner, should those students be uncomfortable to do so. These students are simply asked to assume a respectful demeanor throughout the time of prayer or liturgy.

38. The school community celebrates when students are initiated into a Sacrament (Baptism, First Reconciliation, First Communion, Confirmation). Strongly agree

39. The school ensures that opportunities for prayer, liturgy, and sacraments are prioritized on the school calendar and daily schedule. Yes

40. The school ensures that Sacred Scripture is part of the student experience and life of the school. Strongly agree

41. Frequency of student retreats during the school year: (Not applicable for K-8). Annually – required

42. The school offers formational spiritual retreats for students that include the opportunity for: Adoration, Reconciliation, Mass, Extended Silence, Other: We also include small group discussions with a teacher/adult leader.

43. Spiritual direction is available at school from:

Priest	> 30hr/wk
Religious	Not available
Trained Laity	Not available

44. Describe how the school supports students in a vocation to the religious life?

Our Catholic male students are all required to meet with our chaplain to learn how to serve Mass. None is required, but all are invited to participate as altar servers in the course of the year. It is in this sub-diaconate role, that the school believes young males are most likely to hear the initial call. Bishops, priests, and seminarians are regularly invited to the campus to speak to the young people about religious vocations.

The school invites the Dominican Sisters of Nashville and the Brothers of St. John to visit the campus annually. In seeing and admiring these men and women, our students will be attracted and inspired.

Twelve of our -45- graduates in the last five years have pursued the initial steps of religious life. Two of our alumni are currently in seminary. Seven of our young ladies WENT to visit the Dominican Motherhouse in Nashville during the summer. One of our graduates is discerning the cloistered life locally.

45. Theology coursework and participation in liturgies and devotions is expected of students, including non-Catholic. Yes

46. How does the school ensure that students (including non-Catholics) attend required liturgies and participate in the catechetical and spiritual life of the school?

It is a requirement of the school. Masses take place in the middle of the day to avoid any parents or students using this time to schedule off-campus appointments.

47. The school provides opportunities for parents to participate in:

Liturgies, Prayer Groups, Adoration/Benediction, School-wide devotions, Service projects

48. Faculty are required to attend religious services when student attendance is mandatory. Yes

49. The school provides opportunities to faculty for spiritual retreats, prayer, and reflection. Strongly agree

50. The school provides opportunities to its governing board for spiritual retreats, prayer, and reflection. Agree

51. What sacred images, icons, artwork, furnishings, or spaces are present in the school? Select all that apply.

Crucifix in each class

Crucifix in hallways

Images, icons or statues of Christ

Images, icons or statues of Our Lady

Images, icons or statues of Saints

Images, icons or statues of Guardian Angels

Images, icons or statues of Angels

Images of the Divine Mercy

Images of the Sacred Heart

Images of the Immaculate Heart

Picture of the Pope

Picture of the Bishop

Scripture quotes

Relics

Holy water fonts

Chapel

Prayer corners

Prayer garden

Marian Grotto

52. The school assists students to understand the relationship between mind, body, and soul and the importance of spiritual, physical, and mental well-being. Strongly agree

53. How does the school incorporate the Catechism of the Catholic Church and other materials to ensure students understand and appreciate the teachings and traditions of the Catholic Church?

The high school builds upon the Faith & Life series taught from Kindergarten through 6th grade, followed by two years of introduction to the theology in the Our Quest for Happiness series. This year we introduced the brand new Sophia Institute Spirit and Life 7th and 8th grade texts to the curriculum.

Once we have laid out the grammar of the faith, we sequence the high school curriculum by having the 9th grade study Sacred Scripture: Old and New. Sophomores study Church History. Juniors study Catholic Morality. and Seniors study Apologetics. We use the Didache series which relies heavily on the Catechism of the Catholic Church as well as supplementary encyclicals to round out their thirteen years of Catholic religion and theology studies. The Didache series includes specific passages directly from the CCC as a foundation for everything

the textbook teaches. Every theology classroom has a copy of the CCC to be consulted at any time a question should arise. Every high school student is required to have a copy of the CCC as a part

of their school supply list. In particular, when our Juniors and Seniors are writing their theses, the CCC is consulted regularly. It provides the backdrop for everything taught in our school.

54. The school teaches students respect for the dignity and sanctity of human life from conception to natural death. Yes

55. How does the school ensure that athletic programs contribute to student growth in Christian virtue?

The Athletic Director sets the tone and is expected to understand the culture and philosophy of the school. All coaches are hired with that in mind. The diocesan Safe Environment procedures are followed to the letter. The Principal meets with every coach and the team members to review the expectations she has for the season. All policies and procedures mimic that of the school day and emphasize the virtue, modesty, and self sacrifice necessary to participate in our athletic program. The most celebrated award our students can receive is the Coach's Award in recognition for fine play and fine behavior.

56. The school ensures that the visual and performing arts foster integral formation and Christian virtue. Strongly agree

57. The school ensures that expectations for dress, language, music, and dances aid in the development of modesty and Christian virtue. Strongly agree

58. How do student disciplinary policies reflect a commitment to teach virtue?

Response (limit to 250 words): FROM AN ARTICLE TO PARENTS -

The goal of discipline at HRA is to foster virtue within the students. When the teachers communicate both warnings and consequences to the student and parents when infractions occur, the student is given the opportunity to choose the good repeatedly. Students are assigned a demerit for infractions against the published rules and regulations of the school... (A yellow card will be sent home with elementary students as a formal warning. A red demerit slip will be sent home with elementary students each time a demerit is earned.)

Demerits are grouped into two categories so that consequences may better address the habits that result in infractions. Behavioral demerits are earned by breaking school rules that concern student conduct (talking out of turn/inappropriate speech, pushing or shoving, chewing gum, etc.). Academic demerits are earned when students are not prepared for class at the proper time (forgetting books or other class materials, incomplete/missing homework, blatant disregard for class standards of organization, etc.). If a student earns four academic demerits, they will serve a one hour detention in the Learning Lab after school so attention is focused upon the student's academic preparedness. If a student earns eight academic demerits, they will serve three hours of detention in the Learning Lab after school over two or three days. Twelve academic demerits in one semester will result in a meeting between the Principal and the parents.

Detention for behavioral demerits will take place on Saturdays in the Principal's Office...

59. The school provides for the needs of students with educational, developmental, and physical exceptionalities. Strongly agree

60. The school provides for interdisciplinary instruction that exposes underlying relationships among academic disciplines. Strongly Agree

61. How does the school teach students to confront materialism and relativism?

In the pursuit of objective truth in our Catholic classical curriculum, the school necessarily refutes materialism and relativism at its most fundamental level. Students confront these two isms in every one of their classes every single year of high school. To give you a taste of how frequently

it arises in conversation, here is a list of some of the places it comes up most. In science, for example, the Biology and Anatomy students are constantly challenged to answer the question, "If man can do it, should he do it?" In Moderns Seminar the students read about how the rise of industry and labor challenged the 19th Century when it came to both materialism and relativism. In Economics, there is hardly a subject discussed that does not deal directly with one or the other of these isms. The truth is that wherever there are hard and fast principles that must be applied to human actions, ethical dilemmas of materialism or relativism necessarily arise.

Our school's great challenge is to help students connect the theory to practice. Our community service program and charitable giving throughout the year to special causes continually remind students of the selfishness of materialism. Even the uniforms, which prevent emphasis on class distinctions, serve as a way to confront materialism. Similarly, our demerit system directly teaches students to avoid relativism because they have to adhere to a concrete set of rules prudentially written for their benefit. Students are disciplined with that same kind of adherence that respects their dignity by being consistent and just in nature.

62. The school provides clear and unambiguous instruction in Catholic moral and social teaching. Yes

63. The school teaches responsibility and the right use of freedom. Strongly agree

64. The school informs students of the impact of technology on the development of human virtue, how to use it in healthy, productive ways, and the risks associated with overuse/misuse of social media, cyber-bullying, and pornography. Strongly agree

65. What are the three most important ideals a Catholic school student should learn before graduation from the school?

The three most important ideals a Catholic school student should learn before graduation are: the dignity of the human person by virtue of his creation, the desire for holiness by remaining close to the sacraments and the Eucharist with the goal of becoming a saint, and the certitude of the complementarity of faith and reason.

66. Sex education, which is a basic right and duty of parents, must always be carried out under their attentive care. Yes

67. The school ensures that students are able to explain and defend the Catholic faith. Strongly agree

68. How does the school ensure transmission of Catholic culture that allows for a Christian understanding of the world?

The entire policies and procedures of the school are written with an eye towards producing a little Christendom here in Anchorage, AK. From the moment students enter the campus, the emphasis on goodness, truth and beauty is manifest in the surroundings, the speech and the actions throughout the day. The school is unapologetically Catholic. A wall in every classroom bears a crucifix and a picture of the Sacred Heart of Jesus and Immaculate Heart of Mary which is our *raison d'être*.

The coherence of the curriculum makes sure that the students are never confused about a Christo-centric world. While they may read and consider positions contrary, their strong foundation allows them to recognize the relativism therein.

The atmosphere of virtue that is fostered by every teacher, staff member and administrator permeates every special program, assembly, outreach, and communal effort we make, whether it is the Festival of Lessons & Carols, where we assiduously sing only advent hymns in order to clearly distinguish the liturgical seasons, or our recitation of the Stations of the Cross in Lent lovingly led and recited by the student body themselves in the hopes

that it will become a lifelong tradition passed on to their children and grandchildren. We attempt from morning to end of day to suffuse the children's life with the life of the Church so that all the elements of Christian life: prayer, contemplation, study, fraternity, and apostolic work come to life in the course of the day.

69. The school ensures that curriculum standards, guides, texts, and pedagogy integrate the truths of the Catholic faith. Strongly agree

Additional Information

70a. The school emphasizes Catholic contributions to theology, philosophy, ethics, literature, science, mathematics, and the visual and performing arts.	Strongly agree
70b. The faculty challenge students to evaluate history in the context of Catholic moral and social teachings.	Strongly agree
70c. The faculty challenge students to evaluate civic (and for high schools economic) concepts and events within the context of Catholic moral and social teachings.	Strongly agree
70d. The school ensures that students gain cultural literacy and fluency in language, idioms, stories, civics, and knowledge that form the American experience.	Strongly agree
70e. The school ensures that students understand the impact of a Catholic worldview on language, idioms, intellectual tradition, and stories of western culture.	Strongly agree

71. Attach a PDF of major works and authors studied in grade 6-12 literature classes. (See below).

72. The science program presents significant contributions of Catholic scientists such as Mendel, Lavoisier, Pasteur, Galileo, Gregor, Volta, and Copernicus. Yes

73. The school presents the topics of creation, evolution, the environment, and genetics in the context of Church teachings and in opposition to secular materialism and scientism. Yes

74. The school emphasizes and integrates the unity of faith and reason throughout the curriculum. Strongly agree

75. How does the school ensure that students are prepared to evangelize culture and their fellowman?

The classical curriculum from 9th-12th Grade is set up to develop outstanding habits of the mind. Every class teaches students foundational principles, the importance of clear definitions, proper distinctions, and careful analysis. It is our certainty that that alone prepares a Catholic student to go out and

defend the faith. Whenever possible, we invite religious scholars and guest speakers who might speak to particular principles in an engaging way. For example, last year Fr. Tad Pacholczyk came to speak to the students about the definition of marriage and why the Catholic teaching about marriage encompasses the authentic meaning. Fr. Tad's compassionate and careful explanation taught the students how to defend marriage, but also how to explain and evangelize the beauty of marriage. We formally teach an Apologetics class for the Senior year, which we deem the most appropriate time to prepare and inspire them to go out and live the faith in college. There are concrete activities that we build into our program that also foster in the children the ability and courage to stand up for their faith. Upon occasion, there have been such serious legislation that threatens the Church and the Catholic School, such as the HHS mandate, for which our students have participated in rallies and protests. Further, our students participate, in full uniform, in the fall and in the spring, with the 40 Days for Life effort. They carry signs, pray, and represent their views to passers-by when called upon. We hope that these initial forays into apologetics will help the students to have the same courage as they move on to college. The monthly Community Service projects put their faith into action.

Comments and Additional Explanation. (Please cite individual question with comment):

Reading List from #71 Above:

Freshman:

Homer's Odyssey
Plato's Meno, Republic
Aristotle's Poetics
Sophocles' Oedipus Rex
Livy's Early History of Rome
Virgil's Aeneid
Edith Hamilton's Mythology
Shakespeare's Julius Caesar

Sophomore:

Beowulf (Heaney trans.)
Confessions of St. Augustine (Warner trans.)
The Song of Roland (Bacon trans.)
The Inferno by Dante (Mandelbaum trans.)
The Poem of the Cid (Hamilton Perry trans.)
Canterbury Tales by Chaucer (Nicolson trans.)
The Prince and Other Writings by Machiavelli (Rebhorn trans.)
Sir Gawain and the Green Knight (Tolkien trans.)
On Kingship by St. Thomas Aquinas (Kenny trans.)
Murder in the Cathedral by T.S. Eliot

Junior:

Crime & Punishment by Fyodor Dostoyevsky
The Picture of Dorian Gray by Oscar Wilde
Madame Bovary by Gustave Flaubert

Hard Times by Charles Dickens

Communist Manifesto by Karl Marx
Rerum Novarum by Pope Leo XIII
Heart of Darkness by Joseph Conrad
The Idea of the University by Cardinal John Henry Newman
The Power and the Glory by Graham Green

Senior:

Adventures in Literature
The Crucible by Arthur Miller
The Scarlet Letter by Nathaniel Hawthorne
The Legend of Sleepy Hollow & Other Stories by Washington Irving
Billy Budd by Herman Melville
Huckleberry Finn by Mark Twain
Red Badge of Courage by Stephen Crane
The Great Gatsby by F.S. Fitzgerald
The Account: Alvar Hunex Cabeza de Vaca
The Conquest of New Spain by Bernal Diaz
The Puritan Dilemma - The Story of John Winthrop by Edmund S. Morgan
Narrative of the Life of Frederick Douglass
The Human Achievement