



# Eligibility Form

Last updated: 03/30/2017

## Information

School Name	Mount Royal Academy
School Address	PO Box 362
City	Sunapee
State	New Hampshire
Zip	03782
Phone	603-763-9010

**Date of Incorporation (Click on the calendar.)** 08/1994

**Unfortunately, your school must be in operation for a minimum of three years to apply for the Honor Roll. Feel free to re-apply once this condition has been met. Please contact us if we can be of assistance in helping you meet this requirement.**

**First year of Operation** 09/1994

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**Current Grades Served** K-12

**Are four credits of Theology required for high school graduation?** Yes

## Administrator Information

Administrator's Title	Headmaster
First Name	Derek
Last Name	Tremblay
Suffix	(No response)

Position	Headmaster
Email Address	<a href="mailto:dtremblay@mountroyalacademy.com">dtremblay@mountroyalacademy.com</a>
Phone	6037639010
Is the primary administrator of the school a practicing Catholic?	Yes
<b>The administrator of the school agrees the school will model the <a href="#">Principles of Catholic Identity in Education</a></b>	Yes

**By moving forward with this application, the administration understands and agrees that information may be used for research purposes. All identifiable school information will be removed.**

The Head of School or Principal's signature is required below. Hold down on a mouse or use the touchpad to create a signature on the line.

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the right.

**Note: Later in this process, the Head of the School's Governing body will also need to review and sign this application.**



# Pre-Application Form (9-12): Stage 1

Last updated: 03/30/2017

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## School Information

**1. Enter the school's website.**      [www.mountroyalacademy.com](http://www.mountroyalacademy.com)

**2. What is the school's mission statement?**

Mount Royal Academy's mission aims to educate the whole person through the spiritual, academic, and physical formation of each student. Our aspirations direct all temporal efforts toward our Father's eternal kingdom through:

- Inspiring our students to grow in their knowledge of and love for God, which will enable them to love and serve those around them.
- Implementing a rigorous academic curriculum that teaches the truth which is the foundation of all knowledge.
- Fostering the physical development of each student through our athletic programs.
- Developing responsible and qualified leaders for all vocations within the Church, their families, and in their communities.

**3. What is the school's educational philosophy?**

Mount Royal recognizes each student's dignity as a child of God, uniquely created with their own strengths, weaknesses and "calling". Our curriculum is classical in that we appreciate the developmental stages of our students and use that understanding when making important curriculum decisions. In the elementary years, the focus is on developing a strong foundation in phonics, reading comprehension, writing, spelling, penmanship, grammar, composition, math concepts and math facts. We believe it is important for our students to learn about our world through religion, science and history and have a strong foundation in the arts.

In the high school students study in this "classical" approach by reading challenging "Great Books"; analyzing the authors' worldviews and the books' themes and supporting details; evaluating their transcendent truths, measuring them in light of errors, comparing them with Natural Law, the Church's teachings and Scripture; and relating these truths to the students' real life experiences. This in-depth study, illuminated by our Catholic faith, makes Mount Royal's academics unique in many ways. The high school offers college-preparatory math, science, literature, history and foreign languages; as well as, theology, art, choir, and physical education.

Mount Royal Academy's Catholic faith is central in our educational philosophy. As stated in our mission,

we are called to inspire students to grow in their knowledge of and love for God, which will enable them to love and serve those around them. To accomplish this mission we look to Jesus Christ, our Redeemer, as both our model and our means. We also acknowledge the vital witness of our parents, teachers, administrators, board of trustees, and priests as they reveal the Christian message, not only by word, but also by their example. We understand that the teaching of our Catholic faith is not limited to religious instruction in the classroom or during liturgical celebrations throughout the year but through modeling Christianity as a comprehensive way of life. It should animate our attitudes and be integrated into all our activities as we strive to create an environment in which students' faith and virtue will gradually mature.

\* Adapted from The Holy See's Teaching on Catholic Schools by Archbishop J. Michael Miller, CSB

**4. Select the response that describes the "type" of school.** Independent

**5. In which diocese is the school located?** Manchester

**6. What is the governing model?** Board of Trustees or Directors

**Additional details**

7a. How many Board members do you have?	5
7b. How many Board members are Catholic?	5
7c. Is the school recognized and designated by the local Bishop to be called "Catholic"?	Yes

**8. Which agencies accredit the school?** National Association of Private Catholic and Independent Schools (NAPCIS)

**9. Which associations does the school have an active membership in?**

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College Board (SAT/AP)

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National Association of Independent Schools (NAIS)

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National Association of Private Catholic Independent Schools (NAPCIS)

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National Honor Society (NHS)

**10. Which describes the school's admissions policy?** Selective

## 11. School Descriptors

What best describes the student body?	Co-educational
What is the school's setting?	Rural
What is the school's lowest published tuition rate?	\$5,000-\$9,999

## 12. Student Population

What is the total enrollment for the 2016-17 school year?	183
Of this number how many students are in grade 11? (9-12 only)	56
What is the school's optimum student capacity?	210
What is the percentage of students enrolled in the 2016-2017 school year who are Catholic?	74

## 13. Racial & Ethnic Demographics by Percentage

American Indian/Native Alaskan	(No response)
Black	8
White	92
Asian/Pacific Islander	(No response)
Hispanic/Latino	(No response)
Other	(No response)

**14. What percentage of students receives need-based tuition assistance?** 40

**15. What percentage of students receives a form of government funding for tuition (i.e. vouchers or tax credits)?** 4.37

# Primary Administrator

## Primary Administrator

**16a. What is the highest degree held by the primary administrator?** Masters Degree

**16b. List all degrees and certifications earned by the primary administrator with their associated institutions.**

Providence College, Bachelor of Arts, Theology & Political Science

Providence College, Master of Theological Studies

New England College, Master of Education, School Leadership

New Hampshire Department of Education, Certified School Principal

## Professional Staff

17a. What is the total number of full-time (>30 hours) teaching faculty ? (Note: The count should include administrators who currently teach.)	17
17b. What is your full time teacher equivalent /student ratio?	12:1
17c. Percentage of full-time faculty who are practicing Catholics?	100
17d. What is the total number of part-time faculty (< 30 hours)?	5
17e. Percentage of the part-time faculty who are practicing Catholics?	50

## Number of faculty and staff who are:

None None None

	Not Available	Full-time (> = 30 hours)	Part-time(<30 hours)
18a. Religious sisters	✓		
18b. Religious brothers	✓		
18c. Members of the clergy	✓		

# Educational Model and Academic Program

## 19. Educational Model

Select all that apply

College preparatory

Dual credit college preparatory

Classical

Traditional

## 20. What Standardized Tests do you take?

Select all that apply

ACT

PSAT

SAT

Other: Classic Learning Test (CLT)

## 21. Academic Program: How many credits are required for graduation in each discipline? (9-12 only)

English/Composition	4
Social Sciences	3
Math	4
Science	3
Fine Arts	1
Foreign Languages	3
STEM/Technology	0
Physical Education	1

## Additional Information (9-12 only)

22a. What is the average PSAT Selection index (SI) for the current 11th grade class? Leave blank if students do not take the PSAT. (9-12 only)	1064
22b. What is the average SAT cumulative score for the current 12th grade class? Leave blank if students do not take the SAT. (9-12 only)	1130

22c. What is the average ACT composite score for the current 12th grade class? Leave blank if students do not take the ACT. (9-12 only)

(No response)

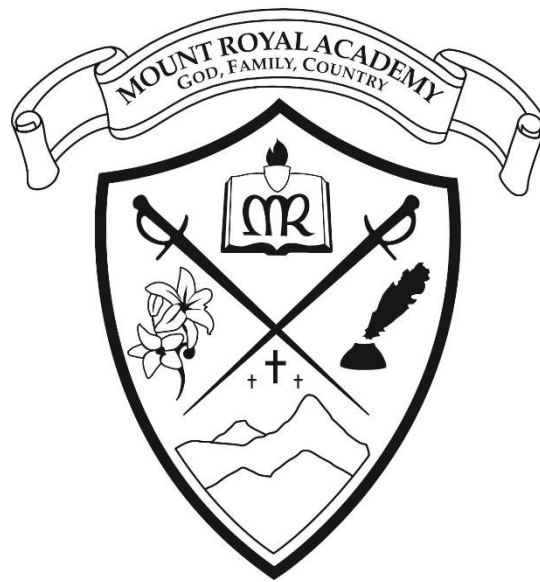
**23. What percentage of graduates were accepted into a college or university for school year:**

2015-2016	100
2014-2015	100
2013-2014	100



***Mount Royal Academy***

***Faculty and Staff Handbook***



***Educating the Whole Person ~  
One Student at a Time***

***2016-2017 Academic Year***

**The policies and procedures set forth by Mount Royal Academy are viewable in the Student/Parent Handbook, Faculty Handbook, and Teacher Resource Page (available online to faculty and staff only).**

## **COMMUNICATION**

**Teacher-Student:** Daily announcements will be made during morning assembly or homeroom. Please regularly review the weekly newsletter for important information that ought to be communicated to students. Teachers are responsible for making sure that students are informed of schedule changes, upcoming events, academic marking periods, and any other pertinent information.

**Teacher-Home/Parent:** School to home correspondence is primarily accomplished by the weekly newsletter, which is emailed directly to parents. All faculty members are expected to submit information regarding classroom activities, upcoming assessments, homework, and field trips. Newsletter submissions must be emailed to the office manager. [All report cards are released to parents via Alma.](#)

Teachers must maintain a professional, constructive, and charitable tone when communicating with parents. Sending long emails to parents in response to serious questions or concerns is strongly discouraged. The best form of communication is face-to-face, and if that is not possible, a phone call is more effective than an email.

**Administration-Faculty/Staff:** Announcements to the faculty and staff will be made primarily by email communication. Notes from the weekly meeting will be emailed to the entire faculty (full and part time).

## **ARRIVAL AND DISMISSAL DUTIES**

Arrival and dismissal duties will be shared by all teachers. All teachers and staff members are responsible for the safety and orderly arrival and dismissal of the students. Pre-Kindergarten/Kindergarten teachers must coordinate and share dismissal duties. All elementary teachers must monitor dismissal. A junior high/high school teacher is assigned to monitor dismissal for grades 6-12.

Upon arrival, students will go directly to their classroom or homeroom. Teachers must be in classrooms beginning at 7:30 a.m. At dismissal, all students waiting for their ride will remain under the supervision of their teacher until picked up by their parent, or under the supervision of the AfterCare provider.

There must be no horseplay or sports in the halls, classrooms or the parking lot before, during, or after school. This is a safety issue. All faculty are responsible for ensuring that students behave safely during arrival and dismissal.

## **BENEFITS**

**Payroll:** Employees will be paid twice a month on the 15th and last Friday of the month, in either twenty (20) pay periods over 10 months, or twenty-four (24) pay periods over 12 months ([12 month pay periods are only an option for returning faculty; if opting for a 12 month pay period, please inform the Headmaster via email prior to June 1](#)). The school deducts from the payroll the following items: FICA, Federal Income Tax, and health insurance premium. If requested, summer paychecks will be mailed to the indicated addresses. If there are any problems or questions concerning the paychecks, please contact [the Headmaster](#).

**Sick Leave:** All full time faculty and staff are allowed seven (7) days sick/personal leave annually without reduction in pay. When partial absences, i.e. missing part of a day's work, occur they are equivalent to a minimum of one-half (½) day sick leave. Upon more than seven (7) consecutive days sick leave, documentation of an illness is required. Any absences beyond 7 days will be unpaid.

*[If you need a sick day, please call the Vice Principal at 603 306 1415. You can call anytime, and please leave a message. Please submit a completed form to Kathy so she can document. It is expected that a lesson plan for the substitute teacher is provided via email to the Vice Principal prior to the start of school.](#)*

**Vacation:** Faculty members are privileged to be absent during all scheduled holiday periods, provided their duties

and responsibilities have been met prior to their departure. All year-end forms such as classroom inventory, course evaluation, summer reading lists, and book orders must be submitted before departing for summer break. Non-faculty staff members are granted varying vacation benefits, dependent upon the nature of their position.

**Bereavement:** All full time faculty members are entitled to 3 days of paid bereavement leave. The policy applies only when an immediate family member (parent, spouse, or child) deceases.

**Health Insurance:** All full time faculty members can choose to enroll in health insurance. The school is responsible for providing affordable health insurance options to full time faculty members and their families. Plans and cost-sharing vary from year to year. **Health insurance plans are renewed on November 1<sup>st</sup>. Faculty members must indicate if they intend to sign up for insurance no later September 15<sup>th</sup>; an email must be sent to the Headmaster indicating which type of coverage.** Enrollment is closed to returning faculty members after that point. New faculty members must sign up for health insurance immediately upon hire if they intend to do so, otherwise they must indicate to the Headmaster that no health insurance will be needed.

No health insurance plans or premium costs are guaranteed to remain the same from one year to the next. The school always approaches health insurance on a yearly basis, renewing in July for the upcoming fiscal year.

### **BOOKS AND ACADEMIC MATERIALS**

All hard covered books must be covered with paper by the students the first week of school and remain so throughout the year.

Teachers will collect all non-consumable books from the students during the last week of school. All teachers are expected to keep an inventory of textbooks, books, and/or readers.

A book order (including other academic materials or classroom supplies) for the upcoming school year must be submitted to the Headmaster by the last Friday of teacher week in June. No book orders are guaranteed. Book orders must be emailed directly to the Headmaster; the ISBN must be submitted.

### **BREAK DUTIES**

All personnel teaching classes will be required to help in monitoring break periods and lunch periods. **In the event that a teacher is not able to fulfill that duty on a particular day, the teacher should either switch with another teacher or contact the Vice Principal in case of an immediate need.** A duty schedule will be created in order to provide teachers time to prepare for classes or rest.

### **BUDGET**

The Headmaster will maintain the master budget. All invoices received must be given to the **office manager**. No faculty member can approve a school expense without the consent of the Headmaster. The Headmaster is ultimately responsible for the expenses of the school. Only designated faculty or staff members can spend money on behalf of the school. All expenditures should be submitted as a proposal to the Headmaster before purchase is made. **Faculty and staff members cannot purchase items for the school to be reimbursed, unless agreed upon with the Headmaster prior to purchase.** Any expense must be documented; all invoices go to the **office manager**, and they must be provided in a timely manner.

### **CANCELLATION OF SCHOOL**

Staff and faculty members will receive an email or text notification along with the rest of the school community. Weather delays or cancellations are also viewable on WMUR (television, [wmur.com](http://wmur.com)), [mountroyalacademy.com](http://mountroyalacademy.com), or the school Facebook page. Faculty and staff are not guaranteed a phone call or text message notification.

## **CELL PHONE USE**

Faculty and staff **are not allowed to send a personal text** during the school day. Texting or over-use of cell phones sets a poor example to students. If a faculty or staff member needs to make a personal call, cell phones may be used, but calls must be made at an **appropriate time (teacher not immediately responsible for students)**.

## **CHILD ABUSE/DUTY TO REPORT**

New Hampshire Law imposes upon specific persons the legal responsibility of reporting to local child protective services any incidence of suspected child abuse (physical and/or sexual) or neglect; among these persons are all school employees.

According to the New Hampshire Attorney General's Task Force on Child Abuse and Neglect, "It is the school employee who suspects abuse and neglect, who must make the report directly to the Division for Children, Youth and Families (DCYF) Central Intake Office, consistent with New Hampshire state law RSA 169-C:29, regardless of any school policy that is contrary to the state mandatory reporting statute. Failure to comply with this statute may result in a misdemeanor charge."

All faculty and staff are required to report suspected physical and/or sexual abuse or neglect to Division of Children, Youth, and Families at 800-894-5533. Mount Royal Academy requires that the reporting school employee makes the call to DCYF from a school administrator's office, in order that the incident may also be documented for school records.

If a school employee believes a child to be in immediate danger, the employee shall call the law enforcement agency in the jurisdiction where the abuse or neglect has occurred. In addition, the school employee shall make a report to DCYF at the first available opportunity. Mount Royal Academy requires that the reporting school employee makes these calls from a school administrator's office.

Duty to Report: Educators are considered "mandatory reporters" if they become at least generally aware of child abuse, hazing, bullying, or violations of the safe school zone law. For more information, please review "Mandatory Reporting Laws and Schools: Making Sense Out of Disorder". The New Hampshire Attorney General's Task Force on Child Abuse and Neglect: Child Abuse and Neglect.

New Hampshire requires the reporting of ALL suspected physical and/or sexual child abuse and neglect. Absolute proof of abuse or neglect is not required before reporting. Those who are uncertain about reporting because of concern regarding the legal consequences of their action should make a "good faith" decision. New Hampshire law provides protection against civil or criminal liability if a citizen makes a "good faith" report.

In accordance with New Hampshire law RSA 169-C:31 provides as follows: "Anyone participating in good faith in the making of a report pursuant to this chapter is immune from any liability, civil or criminal, that might otherwise be incurred or imposed. Any such participant has the same immunity with respect to participation in any investigation by the department or judicial proceeding resulting from such report."

It is not the school employee's responsibility to actively gather information by "interviewing" students, parents, or others. These actions can severely hamper the ability of the DCYF caseworker and/or law enforcement officer to do a thorough assessment/investigation. More importantly, these actions can place children at risk of further abuse and neglect as well as pressures to deny that abuse and neglect has occurred.

If a school employee has a conversation with a child and suspects the child is a victim of abuse and neglect, the employee should limit the inquiry to such questions as how the injuries happened or whether medical needs have been attended to by a parent. The child's reply, as well as the questions asked, should be relayed to and documented by a school administrator. At this time, the school employee must notify DCYF of any suspicions. The employee should proceed from there under the direction of DCYF.

In instances where the child independently discloses the presence of abuse and neglect, the school employee who

directly received the disclosure needs to relay to and have documented by a school administrator exact statements made by the child using quotes whenever possible. The report should include under what circumstances the child disclosed, and the demeanor of the child at the time of disclosure.

Notes about the exact date and time of the observations, the nature of what was observed, and the exact words, if any, that a child used to describe what happened should be recorded and kept in a file apart from the child's academic records. The purpose of these notes is primarily to assist school employees in accurately recalling what led them to suspect abuse or neglect, should law enforcement, DCYF social workers or the court need that information.

Mount Royal Academy requires that reporting employees maintain confidentiality in all instances of suspected physical and/or sexual abuse and neglect. Information pertinent to these cases shall not be discussed with other individuals, including fellow faculty and staff, and shall be shared only with school administrators.

### **CLASSROOM APPEARANCE**

Teachers are responsible for neatness in classroom appearance. Order, care, proper stewardship of school property and cleanliness are the responsibility of the faculty. This is critical in our effort to create an environment that is conducive to our mission. Teachers must maintain an organized classroom, free of clutter and disheveled debris.

### **CLASSWORK/HOMEWORK**

Teachers are expected to send classwork home regularly. Teachers should not get so far behind in grading that parents and administrators are unaware or uncertain of their children's academic progress.

All grades must be entered into Alma in a timely fashion, minimally on a weekly basis.

### **COMPUTERS, LAPTOPS, EMAIL**

All computers or laptops purchased by the school are considered school property. All teachers must use school issued laptops for school purposes, unless opting to use a personal laptop. Any content created on laptops, such as curriculum or lesson plans, is the property of the school. The school reserves the right to confiscate and search school computers or laptops at any time. Faculty and staff members should limit use of school computers to school purposes only. If a faculty member is given a school computer or laptop, then he or she must use it efficiently, effectively, and productively to help the mission of the school. No personal content should be stored on school computers.

Mount Royal Academy reserves the right to view and search all emails associated with a school email address. The school email address is again property of the school. The school can also terminate the email address at any time. Any content or message discovered on the electronic mail system that compromises the mission of the school can result in disciplinary action or possible termination.

### **CONTRACTS**

All employee contracts shall be for one year in duration. The school agrees that the teacher will not be discharged during the term of this contract without sufficient notice, whenever possible, or any dissatisfaction with work or conduct. Unsatisfactory work or conduct as determined by the Headmaster and/or Board of Directors of the school shall be considered sufficient cause for discharge. The contract does not contain an automatic renewal clause. Employees will be given notice of any deficiencies along with a reasonable opportunity to correct such deficiencies. The school may release employment when enrollment necessitates.

**All faculty members are expected to inform the Headmaster if they intend to return for the subsequent school year no later than February 15<sup>th</sup>.** All faculty must submit a letter to the Headmaster indicating whether or not they intend to return. Failure to do so will result in the possible loss of a position.

Faculty members will be given contracts by the administration no later than March 30<sup>th</sup>. All contracts must be

returned by April 15<sup>th</sup>, otherwise the contract is rescinded.

Additional duties beyond teaching are always considered when contracts are negotiated. The Headmaster is responsible for negotiating with faculty and staff. All contracts are subject to approval by the Board of Directors.

### **CONFIDENTIALITY**

Faculty and staff members cannot violate student confidentiality. **It is never acceptable to share information about a student's academic performance with anyone besides the parent, legal guardian, fellow faculty member, or Headmaster. All relevant student information must be shared in an appropriate and professional manner.**

The Headmaster has sole discretion regarding which faculty or staff members need to be informed about a particular student.

No faculty member should ever converse with a non-parent regarding a specific student's behavior or academic performance at school. Moreover, faculty and staff cannot speak with parents regarding personnel who are currently employed by the school, or were previously employed by the school. Faculty and staff cannot discuss the performance of other faculty or staff members with parents or amongst themselves as this creates division and destroys the very mission of our school. Violating this policy is grounds for possible probation, suspension, or termination.

### **COPY MACHINES**

The faculty copy machines are located in the elementary school and high school. Teachers should plan and be prepared for classes making sure to make photo copies ahead of time.

### **CURRICULUM**

Teachers must teach approved curriculum, which may vary year to year. As we work toward a comprehensive curriculum articulated, there is an established curriculum that aligns with our classical style. Teachers are vital to the curriculum review process, as well as the identification of educational outcomes and the resources which support those standards.

### **PHILOSOPHY OF DISCIPLINE**

Our disciplinary policy at MRA is a Christian one, and it is based on love and respect, not fear and punishment. It is a personal, loving approach, which we believe is the key to education. By "personal" is meant that teachers have a personal interest in each child and they realize the importance of knowing them individually and personally. By "love" is meant that at MRA we really care about each child and we try to show this through understanding, encouraging, motivating, praising and, when necessary, disciplining them through correcting, counseling and, if appropriate, through punishment. It is a discipline that is balanced, neither harsh nor permissive, and it is based on respect for the individual, charity, kindness and reason.

It is our hope and desire to develop in every student strong character qualities and Christian virtues. We recognize that punishment is sometimes a necessary aspect of discipline, but we also recognize that lasting virtue is based on love and respect. As part of our discipline policy at MRA, there are a number of rules and expectations of behavior. These are prominently listed in the Student/Parent Handbook and all children are expected to obey them. These rules will be strictly enforced.

The administration of discipline/punishment should be guided by the following principles:

1. Discipline should not be harsh, but reasonable - the penalty should not be excessive.
2. Discipline should not use anything of a religious nature (poem, prayer, etc.) to inflict punishment.
3. Discipline should not be vindictive or vengeful. It should result from wrong choices on the part of the

student, and the student should be aware of the consequences. Knowing each child personally helps one in authority (parent, teacher, etc.) determine if the child intentionally misbehaved or purposefully made a wrong choice.

4. Discipline should be geared to the developmental age of the child.
5. Discipline should not be humiliating.

Each staff member is expected to uphold this philosophy. [Each staff member is also expected to put the preventative method into practice. See the teacher resource page for more information regarding St. Don Bosco's preventative method.](#)

### **DISCIPLINE SANCTIONS**

The Headmaster, [Vice Principal](#) and/or faculty may impose the following sanctions upon students. If parents are not happy with the discipline imposed, they are asked to speak directly with the [Headmaster/Vice Principal](#) and express their concerns. When a member of the faculty or staff enforces a discipline policy, it is MRA's policy to enforce the sanction and not to reverse the decision of the particular teacher. The teacher must consult with [the Headmaster/Vice Principal](#) before administering a serious consequence. Please be aware that there may be an incident or two that will occur in which the parents will disagree with a particular disciplinary action or punishment. In these cases, we prayerfully ask for parents 100% support of our decision, realizing that all faculty and staff are capable of error or wrong judgment, but that action is always better than inaction with regard to misconduct. Without this complete support from the parents, the faculty and staff lose their disciplining authority, which was necessarily entrusted to them by their parents when they enrolled their children at Mount Royal Academy.

For any SERIOUS infraction against any of the general rules and class rules, or for continued misconduct in less serious matters (after being repeatedly warned) a teacher must meet with the [Vice Principal in order to record the incident in Alma](#). The faculty member making the initial report must contact the parents, via email or a phone message.

It is the responsibility of every staff member to ensure order and discipline at all times with all students.

### **STUDENT CONDUCT**

It is the responsibility of the teachers to see that the students are familiar with all of the following rules, and to go over them regularly in class when necessary and to make posters for classroom use. It is essential that these rules be established from the first day of school.

Please consult the parent/student handbook for more information. Below are specific areas of attention:

- Students must respond to adults by use of their names (e.g., "Yes, Mrs. Johnson", "No, thank you, Father James", and so on). Back talk will not be tolerated.
- Class will extend an appropriate greeting to teachers, priest, parents and visitors.
- Students will give their undivided attention to others when speaking or listening to them; they should look them in the eyes and avoid interrupting them.
- Students will exercise courtesy in speech at all times. The use of "please", "thank you", and "excuse me" is especially encouraged. Foul language, improper tone of voice, rudeness, and sarcasm will not be tolerated.
- Students will exercise proper posture and appropriate body language (e.g., no hands in pockets, slouching, or tipping chairs). Proper posture is especially important during prayers and the Pledge of Allegiance.
- Students must raise their hand to be called upon in class. They should avoid speaking out without being called upon.
- Students are to maintain silence in the halls and corridors while classes are ongoing.
- Students should avoid running, pushing, and fighting and should keep their hands to themselves.
- Food and drink should be consumed only in designated eating areas. Proper table manners should be observed at all times. No chewing of gum or trading of snacks will be permitted.
- Students may not wear hats in school.

Students should show respect for others and their property at all times. Charity toward others must be encouraged throughout the day both by word and example.

### **FACULTY DRESS CODE**

We are the role models for our students and therefore are required to present ourselves in the manner we expect the students to maintain. **Professionalism** and modesty are all important.

Ladies: **Dresses, skirts or professional looking dress pants. Please maintain the modesty we demand of the students. Dress shoes (as opposed to tennis shoes or sandals) must be worn. Please keep jewelry and make-up light while at school. No low-cut shirts, short skirts, capris, yoga pants or leggings.**

Men: Oxford shirt and tie; sweater or sport jacket; dress shoes (as opposed to tennis shoes); neat, well-groomed hair, **including facial hair.**

Hooded sweatshirts or hooded sweaters are not appropriate attire for the staff of MRA.

### **FIELD TRIPS**

Plans for all school-sponsored trips should be submitted to and approved by **the Vice Principal** at least two weeks in advance. No student drivers are allowed. Permission slips indicating the date, time of departure and return, drivers, and destination, need to be signed by the parent of every student going on the trip. The **office manager** creates permission slips.

### **EVALUATION OF FACULTY**

The faculty will be evaluated formally and informally at various times during the school year. The Headmaster may conduct a supervisory, which is an informal evaluation.

A formal observation can take place at any time. The observation can be announced or unannounced. All faculty members are expected to meet with the Headmaster after the formal observation is submitted.

### **FIRE DRILL AND EMERGENCY RESPONSE PLAN**

The importance of orderly fire drills cannot be over emphasized and should be stressed to students frequently, particularly at the beginning of the year. Teachers are expected to give fire drill instructions and procedures to all students on the first day of school. If you are a "traveling teacher," you must learn the procedure for each of the rooms in which you will teach and be certain that it is clear to all of your students. There will be a minimum of ten fire drills per year concentrated in the fair weather in fall and spring, primarily at the beginning of the school year.

Upon the sounding of the fire alarm, all personnel must evacuate the building as quickly and quietly as possible. Individual teachers are responsible for evacuating the students in their charge to the designated area. All doors must be closed upon exiting each room. Take a head count when you are outside in order to be assured that all of the students have made it safely out of the building. There should be in each classroom a diagram of the building indicating the proper avenue to exit the building in the event of a fire. This diagram should be posted on the wall next to the door.

The teachers must have a roster of the students near the door so that a roll call of students may be done once the class is outside.

**All faculty and staff are responsible for reading, reviewing, and remembering the policies set forth in the Emergency Response Plan. The Headmaster is responsible for ensuring that faculty and staff understand the plan. The plan is available on the teacher resource page.**



## **FORMS**

Please consult the teacher resource page for all forms (permission slips, purchase orders, personal day requests, mileage reimbursement).

## **GRADING SCALE**

See Student/Parent Handbook for grading scales.

## **GRIEVANCES**

All grievances must be handled prudently, privately, and professionally with the Headmaster. No grievances can be submitted to the Board of Directors without Headmaster awareness prior to submission. All grievances must be made in writing, sealed, addressed to the Board of Directors, and given to the Headmaster.

## **STUDENT HEALTH**

A student needing to go home due to illness or injury will rest in **the elementary school office** until the parent arrives. If the student is in need of emergency care, the student's teacher or **the Vice Principal** will contact parents and arrange for emergency treatment.

There is no nurse on staff. Students who need to use medication can only do so if their parent signed a waiver granting permission.

## **HOMEWORK**

See Student/Parent Handbook for homework guidelines.

## **INSTRUCTION AND ASSESSMENT**

Implementation and delivery of curriculum should be motivating, engaging and all-encompassing, so as to prevent behavioral problems and enhance learning. All instruction and assessment must be age appropriate.

All teachers must have the ability and initiative to integrate manipulatives creatively in their lessons, utilize performance-based assessments when appropriate, and provide differentiated instruction to help all students achieve a high level of expectation.

All faculty members are encourage to share ideas, lessons, assessments, instructional methods, and resources. The Headmaster is also available as a resource for reflection on instructional strategies and assessment.

## **LESSON PLANS**

All teachers must have the ability to prepare and implement grade appropriate lesson plans. Lessons must accomplish realistic yet challenging objectives; moreover, lessons ought to be motivational and dynamic.

Lesson plans are critical to the success of education. **Teachers are expected to submit lesson plans to the Headmaster by Monday morning for the upcoming week.** Teachers are responsible for adapting and updating lesson plans to meet the needs of the students as instruction progresses. Included with the plans should be a weekly schedule, homework assignments, titles of books or other materials, and all other duty assignments (e.g. lunch break, etc.).

## **LOYALTY TO THE SCHOOL**

It is important to use discretion in speech at all times, publicly and privately concerning school matters, personnel,

administration, students, families and the school itself. All must be prudent in any informal dealings so as to never compromise the integrity of any staff member, family or the reputation of the school.

### **LUNCH DUTIES**

All personnel teaching classes will be required to help in monitoring break periods and lunch periods. In the event that a teacher is not able to fulfill that duty on a particular day, the Headmaster must be notified. Please keep in mind that this time is to be used to monitor students while also eating your lunch, but not a time to socialize.

### **MAINTENANCE REQUESTS**

All maintenance requests should be directed to the Headmaster, who will notify the proper person.

### **OATH OF FIDELITY TO THE MAGISTERIUM**

Each September all full-time faculty are required to sign an oath of fidelity to the Roman Catholic Church, which has been approved by the Mount Royal Academy Board of Directors. All faculty members are expected to be practicing Catholics; weekly Mass attendance is required.

### **OFFICE HOURS**

The school office is open from 7:30 a.m. until 3:00 p.m. each school day. Telephone calls to the school number are answered during these hours only.

### **MISSION**

Mount Royal Academy's mission aims to educate the whole person through the spiritual, academic, and physical formation of each student. Our aspirations direct all temporal efforts toward our Father's Eternal Kingdom through:

- *Inspiring our students to grow in their knowledge of and love for God, which will enable them to love and serve those around them.*
- *Implementing a rigorous academic curriculum that teaches the truth which is the foundation of all knowledge.*
- *Fostering the physical development of each student through our athletic programs.*
- *Developing responsible and qualified leaders for all vocations within the Church, their families, and in their communities.*

### **EDUCATIONAL PHILOSOPHY**

Mount Royal recognizes each student's dignity as a child of God, uniquely created with their own strengths, weaknesses and "calling." Our curriculum is classical in that we appreciate the developmental stages of our students and use that understanding when making important curriculum decisions. In the elementary years the focus is on developing a strong foundation in phonics, reading comprehension, writing, spelling, penmanship, grammar, composition, math concepts and math facts. We believe it is important for our students to learn about our world through religion, science and history and have a strong foundation in the arts.

In the high school students study in this "classical" approach by reading challenging "Great Books"; analyzing the authors' worldviews and the books' themes and supporting details; evaluating their transcendent truths, measuring them in light of errors, comparing them with Natural Law, the Church's teachings and Scripture; and relating these

truths to the students' real life experiences. This in-depth study, illuminated by our Catholic faith, makes Mount Royal's academics unique in many ways. The high school offers college-preparatory math, science, literature, history and Latin; as well as, theology, art, choir, and physical education.

Mount Royal Academy's Catholic faith is central in our educational philosophy. As stated in our mission we are called to inspire students to grow in their knowledge of and love for God, which will enable them to love and serve those around them. To accomplish this mission we look to Jesus Christ, our Redeemer, as both our model and our means. We also acknowledge the vital witness of our parents, teachers, administrators, board of trustees, and priests as they reveal the Christian message, not only by word, but also by their example. We understand that the teaching of our Catholic faith is not limited to religious instruction in the classroom or during liturgical celebrations throughout the year but includes modeling Christianity as a comprehensive way of life. It should animate our attitudes and be integrated into all our activities as we strive to create an environment in which students' faith and virtue will gradually mature.

\*Adapted from *The Holy See's Teaching on Catholic Schools* by Archbishop J. Michael Miller, CSB

### **PLAYGROUND DUTY**

Playground duty will be monitored by the teachers. **A rotating schedule for playground duty will be set at the beginning of the school year, with two teachers on duty at all times.** Volunteers are greatly encouraged. All playground monitors should be attentive to the students, keeping in mind the difference between the formation of the girls into young ladies and the boys into young men.

### **PLAYGROUND GUIDELINES**

1. Students will walk quietly through the halls to go out for recess, **mindful that other classes may be in session.**
2. Students shall exhibit good sportsmanship, charity, respect, politeness, courteous speech and inclusiveness towards all. Older students should strive to set a good example for younger students at all times. Organized games, tournaments and contests are encouraged.
3. Students will not throw rocks, sticks or snowballs during recess or engage in any play that presents a hazard to the safety of any other student or to himself or herself.
4. Students will stay out of the woods and away from the road.
5. **Teachers will determine when and where sledding takes place.**
6. Teachers/volunteers shall watch over the recess period with firmness and friendliness, with a vigilance that prevents problems from occurring.
7. Students that do not adhere to the guidelines of recess play shall have a verbal warning or shall have an incident report written on their infraction and follow up according to the nature and seriousness of the offense. **All significant playground injuries will be reported to the Vice Principal so the incident may be documented in Alma.**
8. Students will be summoned to line up to return from the playground by a bell or by a teacher. They will walk quietly in line back to the school and pass silently in the hallways back to their respective classrooms.

### **PRAYER**

Prayer is an essential element of the moral formation of the students. **The day begins with prayer, either in homeroom or school assembly.** The period preceding lunch should end in the Angelus or Regina Coeli, depending upon the liturgical season. The school day will end with prayer. The Rosary will be prayed with the entire school

weekly.

### **PROFESSIONAL DEVELOPMENT**

Two in-service days may be scheduled throughout the year to provide for staff development. Full-time faculty also participate in an annual formation day sponsored by the Diocese of Manchester. It is expected that all full-time faculty participate in staff retreats.

### **SPIRITUAL FORMATION**

Spiritual formation and character formation should be fostered throughout each day, interwoven into classes, activities and disciplining wherever applicable. The use of the lives of the saints and the liturgical calendar is most beneficial.

### **PLEDGE OF ALLEGIANCE**

All students will recite the pledge of allegiance at assembly or in homeroom.

### **PROFESSIONALISM**

We strongly emphasize proper professional deportment, professional demeanor and role modeling for students, professional relationships with students, parents, administrators, board members and anyone connected to the school. We stress proper detachment in professional relationships with students. Fidelity to the administration in spirit and in action is expected at all times.

All faculty and staff members must steer clear of gossip and negative criticisms of others or the school. Gossip is scandalous and counter-productive, for it impedes the very core of the mission: to evangelize. All faculty and staff are called to be a credible witness. Mistakes will occur, but patterns of negativity are detrimental to the mission of the school.

### **PUBLIC RELATIONS**

As faculty and staff members of Mount Royal Academy, we are always considered ambassadors for the school. Also, whenever applicable, please submit written announcements to the Headmaster for local publication. This can be achievements of students or fellow faculty or staff members within or outside the school environment.

### **RECORDS**

All student files will be maintained in the main office. **Teacher are expected to familiarize themselves with their students' files within the first few weeks of school so as to aid in their knowledge of each of their student's strengths and weaknesses.** All teachers must document when student records are accessed. The form is available on the Teacher Resource Page.

All faculty files will be maintained in the office and need to be kept up to date. It is the responsibility of all staff and faculty to have for their files the following:

1. Up to date diocesan child abuse awareness training for adults certification;
2. Completed background check obtained through local law enforcement;
3. Official transcripts from all colleges or universities attended;

4. Any certificates (teaching, first aid, etc.), indication of involvement in professional organizations, publications; and
5. Documentation of recommendation by physician that employee is medically capable of performing his designated employment.

Teachers cannot access their files without the Headmaster present.

### **SCHOOL HOURS**

Teachers must be at school by 7:30 a.m. and are required to remain until 2:30 p.m. **Punctuality is expected and mandatory.** All full time faculty members are expected to arrive no later than 7:30 a.m.

If a staff member has an urgent need to leave the school before 2:30 p.m., the Headmaster must first grant him/her permission.

### **SKI PROGRAM**

All full time faculty members are expected to chaperone during the ski program. Grades 1-12 cease academics at 11:00 a.m. for 5 consecutive weeks during the winter. Faculty members can chaperone in a variety of ways. **If any faculty member chooses to opt out, he or she will have to arrange another work duty with the Headmaster.**

### **FACULTY/STAFF USE OF SOCIAL NETWORKING SITES**

All staff and faculty are strictly prohibited from socializing “personally” with students through social networking websites (e.g. Facebook, Twitter, blogs, etc.). However, it is recognized that social networking tools may engage staff and students, this may be done only through a transparent, accessible and professional manner. If engagement is required, staff will create a “page” that establishes a professional distance between staff and students versus a direct personal connection being made (i.e. “friending” between staff and student’s personal accounts).

All employees, faculty and staff who participate in social networking websites, shall not post any school data, documents, photographs or other school owned or created information on any website. Further, the posting of any private or confidential school material on such websites is strictly prohibited.

Employees are prohibited from engaging in any conduct on social networking websites that violates the law, school policies, or other standards of conduct. Employees who violate this policy may face discipline and/or termination, in line with other school policies and/or contracts, if applicable.

Nothing in this policy prohibits employees, faculty, staff or students from the use of educational websites if such sites are used solely for educational purposes.

Access of social networking websites for personal use during school hours is prohibited.

### **STUDENT ATTENDANCE**

Homeroom teachers for grades junior high and high school must enter attendance on Alma before homeroom ends at 8:05 a.m.

Faculty members in elementary school enter daily attendance by 8:15 a.m. each morning.

### **STUDENT/PARENT HANDBOOK**

Please familiarize yourself with the entire Student/Parent Handbook so that you are keenly aware of the rules and regulations of Mount Royal Academy, as you will be primary administrators of the rules and regulations. You are

required to familiarize your students with the handbook within the first two days of school and regularly throughout the year as reminders. All students, parents, faculty, and staff will be held responsible for all the material contained therein.

### **STUDENT DRESS CODE**

The enforcement of the student dress code is the responsibility of every faculty and administration member. The dress code is in the Student/Parent Handbook. Repeated dress codes infractions should be reported to the Vice Principal.

### **TEACHER RESOURCE PAGE**

All faculty and staff are responsible for regularly viewing the teacher resource page for pertinent information regarding school policy, registration, scheduling, curriculum development, and academic materials.

### **TELEPHONE**

The office phone is for school use and should be free for incoming calls. Please keep all personal calls to a minimum.

Faculty and staff are to discourage personal calls coming to them over school phones. Teachers will not be called from class except in the case of an emergency. Personal messages from telephone calls will be placed in the teachers' mailboxes.

### **MEDIA, YOUTUBE VIDEOS, DOCUMENTARIES, VIDEOS**

All videos to be viewed by students must receive prior approval from the Headmaster. Faculty members simply need to email lesson plans identifying the video to be utilized for instructional purposes. Any questionable movie must have parental approval as well.

**All faculty must document media used on the sheet posted to the teacher resource page.**

### **VIRTUE FORMATION/LITURGICAL OBSERVATION**

Please refer to the academic calendar for liturgical observances. Mount Royal Academy strives to harmonize the academic calendar with the liturgical year in order to better accomplish the mission of the school.

Virtue formation remains a critical component of the mission of Mount Royal Academy. Powerful cultural forces run contrary to the Christian moral principles this school aims to uphold and teach. Children need a constant reminder that true happiness is acquired through the pursuit of virtue.

The 2016-2017 school year begins with *gratitude* so that students can focus on the myriad blessings in life. *Docility* enables the receptivity so essential to learning. Each successive virtue adds another shade to the canvas, so that, a vibrant picture of the well-formed character emerges by the end of the year. As year builds upon year, the student may begin to see the bold vision laid out by our faith of what it means to be truly human.

Below is the monthly virtue schedule for 2016-2017. The theological virtue of Hope is this year's capstone virtue. It has been placed in the month of December to coincide with the greatest source of hope in human history: the birth of Jesus Christ.

**September** - Gratitude (justice)  
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**June** - Recap

The Education in Virtue [website](#) has excellent support info for each virtue, such as, scripture quotes and saints lives. We have ordered a copy of the Educator's Guide for each teacher as well. We want to continue our concerted effort in all grades this year with the virtue program. Each teacher will be expected to participate in the program. All members of the school will be expected to strive for the virtuous life.

### **VOLUNTEERS**

All volunteers and classroom aides (i.e. anyone interacting regularly with students on school property) must complete and submit to the office manager a certificate of completion for the online diocesan child abuse awareness training. Volunteers and aides must also complete a background check through a local law enforcement agency. Teachers are responsible for procuring this paperwork and directing to the diocesan website any volunteers/aides in their individual classrooms, or referring volunteers/aides to the office manager.

### **WORK ETHIC**

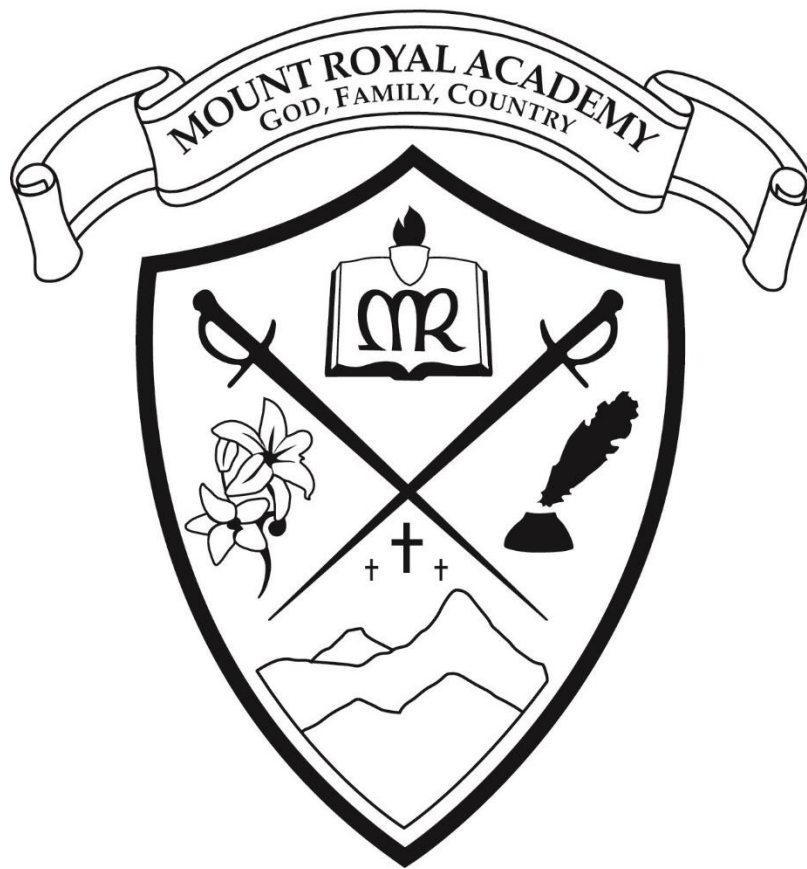
All staff members are to embrace a work ethic which is active, energetic, available and enthusiastic, with a resourceful initiative in academic, spiritual and human formation. **A team spirit** of mutual support and seeking to find the good in each other will enhance the atmosphere, and augment the overall mission of the school. Sharing resources, helpful hints, and acquired knowledge from workshops and retreats is a great means in which to support each other, and to contribute to human formation and curriculum development.

**NOTE BENE: Employees should understand that the policies, procedures and statements on this handbook may be amended by the Headmaster at any time.**

**NOTE BENE: By signing the teacher contract, all faculty members consent to abide by the aforementioned policies regarding the school, students, and staff.**

# *Mount Royal Academy*

*26 Seven Hearths Lane/PO Box 362 ~ Sunapee, NH ~ 03782 ~ (603) 763-9010*



*Parent/Student Handbook  
Junior High and High School  
2016-2017*



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## I. Introduction

Dear Families,

On behalf of the board of directors, faculty, and staff, I would like to welcome all of you to Mount Royal Academy. This handbook explains the school policies, expectations, and processes which allow our school to operate smoothly and efficiently.

I ask that parents and students take time to read the entire handbook with one another to help foster an understanding of all the information it contains. As parents, faculty, and students work together to make this a successful year, it is important that both home and school follow-through with all rules and guidelines.

It is important that parents and students sign the last page of the handbook letting us know that you have read the handbook and are aware of the expectations contained within. Please remove and return the signed form to Mrs. McDonald by September 16<sup>th</sup>.

Please join me in asking our patron, St. Joseph, to intercede for Mount Royal in providing all that we need.

Yours Truly In Christ,

Derek Tremblay  
Headmaster

### **Office Hours**

The school office is open from 7:45 a.m. to 2:30 p.m. each school day.

### **School Hours**

School hours are from 8:00 a.m. to 2:30 p.m. Morning classes begin promptly at 8:00 a.m. A student arriving after this time will be marked tardy. No students will be allowed in the building before 7:30 a.m. Students are dismissed from class at 2:30 p.m.

### **Visitors**

All visitors to the school must sign in at the office in the elementary school. Visitors include parents, guests, and prospective families. Once the school day officially begins at 8:00 a.m., all visitors must enter the elementary school and sign in with Mrs. McDonald. Visitors cannot enter the St. Joseph Center or high school building unless they have signed in with Mrs. McDonald. If you would like to meet with the headmaster or a teacher while school is in session, please call to schedule an appointment prior to your visit.

### **Weather Information and Emergency Alerts**

School cancellations and emergency alerts are announced by e-mail or text through Alma, as well as WMUR television.

Only families and staff members can control the notification preference for emergency alerts on Alma via their own profile settings. The school cannot change nor control the manner in which families or staff members are notified. Please note that the system automatically defaults to a phone call, unless the settings are changed by the user on the Alma profile.

The emergency notification settings can be changed by clicking 'settings' on the top right hand corner of the dashboard. Inactive profiles (for example, one parent has never logged into Alma) default to phone notification. If you are still receiving phone calls at your home, it is likely because one parent has not activated his or her account and changed the settings, or the active user never adjusted the settings.

### **Administration, Faculty and Staff**

#### **Chairman of the Board**

Mr. Thomas Broom

#### **Board of Directors**

Dr. Barry Cunningham, Vice Chairman

Mr. William Mealey, Secretary

Mr. Victor Prieto, Treasurer

#### **Headmaster**

Mr. Derek Tremblay

#### **Vice Principal**

Ms. Katie Richardson

#### **Admissions Director**

Mr. Matthew McMenaman

#### **Athletic Director**

Mr. Andrew Mihaly

#### **Office Manager**

Mrs. Kathleen McDonald

### Faculty Members

Dr. Mitchell Kalpakgian	Humanities
Mr. Matthew McMenemy	Theology
Mrs. Nancy Girald	Foreign Language
Mr. Andrew Mihaly	History
Mrs. Kelley Ouellette	Mathematics
Ms. Sophie Bellevance	Literature
Dr. Iain Ridgway	Science
Dr. Amy Sansone	Literature, Mathematics, and Science
Mr. Andrew D'Amico	Science
Mrs. Katherine Yost	Art and Music
Mrs. Heidi North	Physical Education

### Mission Statement

Mount Royal Academy's mission aims to educate the whole person through the spiritual, academic, and physical formation of each student. Our aspirations direct all temporal efforts toward our Father's eternal kingdom through:

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### 2016 – 2017 Academic Calendar

\*\*\*Accessible on Alma\*\*\*

## II. Administrative Policies

### A. Administrative Organization

Mount Royal Academy's governing body is its school board. These school board members are ultimately responsible to maintain Mount Royal Academy's Catholic identity and to approve the school's budget, policies, staff, curriculum, and facilities. The school board hires a Headmaster and Vice Principal to oversee the day-to-day running of the school. Our school board typically meets once a month, and continually seeks new members.

The Vice Principal is the first member of the school administration to contact if you have any questions or concerns.

### B. Admissions Procedure

#### 1. Inquiry

The first step in the admissions process is when the family contacts the school via phone or email. Upon request the family receives an admission packet which includes general information about the school, a tuition schedule, and an application.

#### 2. Visit the school

We welcome families to come and see for themselves the important work that takes place at the Academy every day. During this visit, parents are encouraged to sit in on classes, talk with the teachers and staff, and see firsthand the successful learning that takes place at Mount Royal Academy. During their visit, Families meet with the Admissions Director or the Headmaster who will guide them through the enrollment process.

3. **Application Forms / Entrance Exam**

The application can be completed online, and the remaining documents are sent to the Admissions Director. The application fee of \$50 is submitted to the main office. Students applying for 1st grade through High School then schedule an entrance exam to be reviewed prior to acceptance.

4. **Student is either accepted, placed on the waiting list, or denied acceptance.**

5. **Enrollment contract meeting with Headmaster**

6. **Registration forms** (for students who have been accepted) **completed online.**

*Mount Royal Academy welcomes and does not discriminate against students of any race, creed, color, or national/ethnic origin. Each student is entitled to the same rights, privileges, programs, and activities available to all students of the school.*

### **C. Financial Policies**

Each year our school board prepares a Tuition and Fee Schedule for the following school year. Families are asked to register their students and sign their financial agreement form in January and February. They may also apply for financial aid at this time. FACTS TUITION manages our three payment plans:

1. Tuition may be paid in full in August.
2. Half of the tuition may be paid in August and the other half in January.
3. Tuition may be paid over a ten-month period (August through May).

If a family becomes unable to pay their tuition, the parents should make an appointment with the Headmaster to discuss the situation. Students will not receive their report cards if their tuition has not been paid. Students will not be allowed to re-enroll for the next academic year until all account balances are paid in full, or a payment plan is established.

All families are required to sign and return enrollment contracts for the upcoming school year by June 1<sup>st</sup>.

### **D. Registration Procedures**

Each year in January and February families need to re-register their students for the next school year. This helps the school board appropriately and prudently plan for teachers and classrooms.

Families must also submit all of the required paperwork, including the parent authorization form, emergency contact information card, and health immunization records. All forms can be filled out electronically. This needs to be completed before October 15<sup>th</sup>.

For more information, please consult the enrollment contract and/or tuition schedule.

### **E. Transfer/Withdrawal**

To withdraw a student during a school year, parents will:

1. Meet with the Headmaster
2. Complete the proper forms
3. Pay all outstanding fees and tuition

The student's official transcripts will then be released.

### **F. HEART**

HEART (Hospitality, Education, and Recreation Team) is an organization that facilitates parents, faculty and administration working collectively on behalf and in support of the school. The organization is committed to enhancing the school experience for our children and families through enriching academic, social, and extracurricular activities. All parents are part of the HEART organization.

HEART works closely with the school's administration and staff to organize and support many of the fundraisers, programs, activities, parties and class trips throughout the school year. The organization facilitates collaboration between faculty and parents to enhance the mission of the school.

Objectives:

- Organize events, social functions, activities and programs that enrich our children's school experience and reinforce the values.
- Provide and promote communication between parents, teachers and administration.
- Serve as a formal channel for communication between parents and the Board of Directors.

## **G. Athletics**

Mount Royal Academy offers interscholastic sports teams according to student interest and coach availability. MRA is a member school of the New Hampshire Interscholastic Athletic Association (NHIAA). We also have allowed home-schooled students and other local school students to join our teams. Students should return team uniforms at the end of the season or they will be charged the cost of replacing the uniform. All student-athletes, parents, and coaches are required to read Appendix 1. Signing the end of the handbook indicates that you have read the athletic code of conduct. No student-athlete can participate in interscholastic athletics unless the code of conduct has been carefully read and signed. Once signed, any violation of the expectations discussed will result in disciplinary action by the athletic director.

## **H. Ski Program**

Each January and February, students (6 years and older) have the opportunity of skiing/snowboarding at Mount Sunapee on five Wednesday afternoons for our physical education program. Information is sent home in the fall listing the cost of the lessons/afternoon lift tickets and rentals. Students are required to wear helmets. We do need chaperones both in the lodge and on the slopes. Parents are responsible for transporting their children to the ski mountain or finding a ride for their children with another parent. Students in grades 1-12 are dismissed from school at 11:00 a.m. Parents should plan to pick up their students at Mount Sunapee at 4:00 p.m.

Mount Royal does not have class on these five Wednesday afternoons. The Pre-Kindergarten and Kindergarten classrooms will remain in school, but there is no AfterCare.

## **III. Attendance Policies**

### **A. Arrival and Dismissal**

Morning arrival takes place between 7:45 - 8:00 a.m. Children may be dropped off no earlier than 7:45 a.m. Arrival later than 8:00 a.m. is considered tardy. The school day begins at 8:00 a.m. The dismissal times are staggered in order to help improve traffic flow, but more importantly to ensure a safe and secure environment. The Pre-Kindergarten is dismissed at 2:00 p.m., grades K-6 are dismissed at 2:15 p.m., and grades 7-12 are dismissed at 2:30 p.m.

When dropping off and picking up students, parents are requested to enter by the first driveway, circle around the parking lot, and exit through the second driveway. The lane on the right is the pick-up lane. The lane on the left is the pass through lane. Please do not park in the parking lot unless you are assisting in an afternoon activity (sports, for example), or unless you have a scheduled appointment with a staff member. Parents are expected to stay in vehicles to make sure that when their children are dismissed they can leave the parking lot safely and quickly. Please do not park on the road in front of the school.

Parents who are picking up children across multiple grade levels are welcome to park their vehicles in the school lot during dismissal. If parking spaces are full, please park in the pick-up lane.

Parents are only allowed to park on the right hand side of Seven Hearths Lane which directly abuts the school campus, in the event that there is no space in the parking lot. Parents CANNOT keep their vehicles on Seven Hearths Lane for an extended period of time, unless there is a school event and limited parking spaces available.

## **B. Student Drivers**

Due to the limited availability of parking spaces on campus, 11<sup>th</sup> and 12<sup>th</sup> grade student drivers will be allotted a designated space on a first come, first served basis. An annual fee of \$50 will be charged to student drivers to reserve a parking spot.

Students may not drive other students during school hours. Student drivers may not leave campus without prior parental permission provided to Mrs. McDonald; student drivers are expected to remain on campus for the duration of the school day, unless attending college classes off site. If 12<sup>th</sup> grade student drivers do not have class for sixth or seventh period, they may leave campus for the remainder of the school day with prior parental permission. Student drivers who do not abide by the policy will lose their privilege to drive to school. The fee is not refundable.

11<sup>th</sup> and 12<sup>th</sup> grade students may drive their siblings to school. Parents who allow their children to ride to and from school in vehicles driven by high school students must submit permission in writing to the office.

## **C. Attendance**

Regular and punctual attendance is essential. If a student is consistently late or absent from school, valuable class time is lost. Toleration of this behavior also gives the student the impression that school is not important. Mount Royal Academy grants excused absences for illness, or doctor/dentist appointments. When the student returns to school, parents are required to send a note or e-mail to the office explaining what days have been missed from school and the reason they should be recorded as an “excused absence.” *It is the student/parent’s responsibility to find out the missed assignments/tests and to complete them in a timely manner.*

## **D. Tardiness**

All students arriving late for school must report to the main office in the elementary building. For tardiness to be excused, a note from the parent is required.

## **E. Early Dismissal**

If a student needs to leave school early, the parent must inform the office manager that the student is leaving and leave a note stating the date, time and reason for early dismissal.

## **F. Excessive Absence**

Students who are absent ten (10) days from any class during a semester will receive a failing grade in that course. Special circumstances may be reviewed by the Headmaster.

## **G. Injury/Sickness During School Hours**

Students who become sick or injured during the school day are asked to notify their teacher, who will in turn notify the office. The office will inform the student's parent and, if necessary, the parent may pick up the child.

If emergency care is required, and the parents or family physician cannot be contacted, the school will obtain the necessary treatment by utilizing the parental authorization for emergency care form which is on file in the office.

## **H. Medication**

According to state law, students may not have any type of medication (prescription or “over the counter”) in their possession at school. If a prescription medication must be taken during school hours, parents must bring the exact amount of the medication, labeled with the student’s name, the medication name, and the time which the medication should be taken, to the office. The parent must also sign a legal permission slip documenting these instructions. The medication will be kept under lock and will be administered to the student by the office manager or another faculty member.

*Mount Royal Academy is a drug-free school zone. Alcohol, tobacco, and all illicit drugs are prohibited on the grounds and in the buildings of MRA. This applies both when the school is in session and out of session.*



## **I. Lice**

Head lice commonly occur nationwide at the beginning of a school year. Please know that we take it very seriously. In an effort to avoid a lice outbreak, we kindly ask each parent to review the CDC information online. Any student who contracts lice cannot return to school until they have been completely treated including the full removal of ALL nits. Once all nits have been removed and the student has returned to school, it is imperative that daily combing sessions and head checks continue at home for two weeks to verify that all nits have been removed. **Parents are responsible for screening and treating their children.**

## **J. Immunizations**

Any child being admitted to Mount Royal Academy must present proof of meeting immunization requirements. Failure to comply with this provision may result in exclusion from school for the child. The office manager is responsible for documenting that all students have been immunized prior to school entrance in accordance with RSA 141-C:20-a.

School administration will notify parents/guardians at the earliest possible date, so that the necessary plans can be made with the family physician or other medical resources to accomplish this standard prior to a child being admitted to school.

A student shall be exempted from the above immunization requirements if he/she presents written documentation in accordance with RSA 141-C:20-c from his/her physician that immunization will be detrimental to his/her health. A child will be excused from immunization for religious reasons, upon the signing of a notarized form by the parent or guardian stating that the child has not been immunized because of religious beliefs. The link for the immunization waiver is available on the parent portal of the school website.

In the event of an outbreak, students who have been exempted from immunization requirements will be excluded from school for a period of time, to be established after consultation with the NH Dept. of Health and Human Services, if such students are considered to be at risk for the disease that they have not been immunized against.

### Legal References:

RSA 141-C:20-a, Immunization

RSA 141-C:20-c, Exemptions

RSA 141-C:20-d, Exclusion During Outbreak of Disease

## **IV. Communication Policies**

Teachers, parents, and administrators need to communicate openly on a regular basis regarding individual student progress. Newsletters, conferences, telephone calls, and various notices are all part of the effort to provide productive communication.

### **A. Weekly Communication from the School**

Each Wednesday, a weekly newsletter will be sent home via email. Last minute updates and announcements are also communicated to parents via email. Some types of communication from the school, such as permission slips, may require a parent's signature and must be returned to the school.

### **B. Morning Assembly**

Each morning students report to their assigned homeroom teacher for a reading of the daily gospel, prayer, the Pledge of Allegiance, and announcements. These announcements often include important information such as updated times, directions, cancellations and reminders. Please have the students at school early enough so that they are ready to listen to these announcements. Students are marked as tardy if they are late to homeroom, even if they were dropped off at an appropriate time.

### **C. Phone Calls (incoming)**

Please feel free to call the school to set up a conference, ask questions, and/or relay a message to a student or a teacher (preferably before 2:00 p.m.). Except in emergencies, teachers will not be interrupted during the school day and students will NOT be excused from class to take phone calls.

#### **D. Phone Calls (outgoing)**

The school telephone may only be used with permission from a teacher or an administrator (such as calling a parent to tell them soccer practice was cancelled because of bad weather). Students cannot use cell phones during the day to call parents.

#### **E. Parent/Teacher Conferences**

It is important for parents to become acquainted with their children's teachers and work closely with them. Parent-teacher conferences are scheduled at the end of the first and third quarters, but it is not necessary to wait for a scheduled parent-teacher conference day or for the teacher to initiate the conference. Parent-teacher conferences may be arranged by appointment through the office, by e-mailing the teacher, or by the sign-up sheets posted the week before the fall/spring scheduled parent-teacher conferences.

#### **F. Cell Phones**

Cell phones may **not** be used during the school day. If a cell phone is seen being used by a student during the school day, it will be taken by the teacher and given to the Vice Principal. The parents will be notified to pick up the cell phone. School administrators reserve the right to look at a student's confiscated cell phone with their permission.

#### **G. Emailing Faculty**

Email has become a helpful and easy means of communication. Teacher email addresses are available on the Alma directory. Parents are strongly encouraged to discern whether or not an email is the most effective and appropriate form of communication. If the nature of the content is serious enough, please schedule a meeting or make a phone call. We strongly discourage sending emails regarding content that is more suited for a direct conversation. Tone, tempo, and other factors are simply indiscernible in an email. Teachers may not respond to an email the day it was sent.

#### **I. Grievance Procedure**

Mount Royal Academy will work with families to resolve any concerns they may have about policies, school events, and situations as they arise. In the event a student or parent disagrees with a school policy or with a situation that has occurred during a school-related activity, the parent will set up a time after or before school to meet with the teacher to discuss the problem. If the parent is dissatisfied with the outcome of the meeting with the teacher, he/she should make an appointment with the Headmaster or Vice Principal to discuss the issue. Please indicate the nature of your concern to the Headmaster or Vice Principal prior to the meeting. In the event the parent is still dissatisfied after meeting, a formal letter describing the nature of the grievance should be sent to the Board of Directors. The Board of Directors will address the letter at the next board meeting and respond appropriately.

Parents are also strongly encouraged to contact the HEART president, as HEART is the formal channel of communication between parents and the board.

#### **V. Dress Code Policies**

Uniforms should fit properly.

**GIRLS:** Jumper/skirt length must fall at or below the knee. Shirts must also fit appropriately; no excessively tight or low-cut blouses. Jewelry, hair styles, and hair accessories should not be distracting or showy. Girls cannot come to school with hair that is dyed with an unusual color scheme (for example, red, yellow, green, blue, or purple tints or tips). Girls in Pre-Kindergarten through sixth grade may **not** wear makeup. Girls in Pre-Kindergarten through sixth grade must wear navy or black shorts underneath their jumpers every day for modesty. Clear or light pink nail polish is acceptable. Only shoes with low-heels, and closed-toes/heels, such as "Mary-Janes," are acceptable. Dress shoes may be brown, black or navy. No sandals, slippers, clogs, high heels, or chunky heels are permitted.

Girls are expected to maintain skirt length that is knee-length. Skirts are to be worn from the waistline, not from the hips. Skirts and blouses must not be tight-fitting. Shirts must be worn tucked in. White under-shirts/tank-tops should be worn under blouses for added modesty. Bras should not be visible underneath the shirt. No facial piercings are allowed. High school girls may wear a modest

amount of neutral tones of makeup and nail polish.

**BOYS:** Boys must always have shirts tucked in, with a conventionally colored belt (brown, black or navy), appropriate fitting pants, and dress shoes (brown or black). Boys cannot come to school in black or brown sneakers. For high school boys, who wear a tie every day, the top-button must be buttoned. All collars must be kept neatly in place. If boys are going to wear a t-shirt underneath the uniform shirt, it must be a white t-shirt. Boys cannot come to school with an eccentric hair style that distracts other students; hair length must be modest, and cannot exceed below the collar. Boys cannot come to school with hair that is dyed with an unusual color scheme (for example, red, yellow, green, blue, or purple tints or tips). All boys must be clean-shaven; no facial hair is allowed.

**All items must be purchased through Lands' End. Purchasing non-sanctioned clothing and asking other companies to embroider the clothes is a violation of the dress code.** Sweaters or fleeces are not mandatory, but if worn in class during the school day must be purchased through Lands' End. **Students are not allowed to wear non-sanctioned sweatshirts on campus during the school day. Items that are considered part of the physical education uniform and may not be worn in class are: crew sweatshirt, hooded zip-front sweatshirt and hooded pullover sweatshirt.** All other sweater options may be worn in class. Please refer to the Lands' End link on the Parent Portal of the school website for the item numbers, prices, and company phone number. Previously approved uniform items will be grandfathered in for the 2016-2017 school year provided they meet all dress code requirements.

All MRA athletic apparel or spirit wear, except for sports uniforms, can be worn on gym day. On game days, student athletes may wear uniform jerseys in place of uniform shirts, except for Mondays and Fridays.

Students will wear their physical education uniforms all day on their weekly gym day, instead of their regular uniform. Occasionally students will be informed to wear their physical education uniforms for a specific field trip or special activity at school. Sneakers may be worn for Physical Education and recess only.

#### **A. Dress Code Enforcement**

The enforcement of the dress code is primarily the responsibility of the parents. However, if the student still does not follow the dress code, it becomes the responsibility of the teachers and administration. A student who does not obey the dress code will be reminded verbally. If the student continues to come to school dressed incorrectly, the parents will be contacted in person, by phone, by e-mail or in a note sent home with the student. Ongoing failure to comply with the dress code represents a violation of the enrollment contract, and will require additional action by the school administration.

Teachers will be notifying administrators of dress code infractions. Students not in dress code will not be allowed to report to class, as this is a cause for distraction.

#### **B. Formal Co-Curricular Events**

Throughout the school year, Mount Royal hosts "formal" events, such as school concerts, awards night, etc. Students/parents will be informed whether the students should wear their school uniform or the following dress code:

Boys: Dress pants, dress shirts, ties, and dress shoes  
Girls: Modest dresses or skirts/blouses

#### **C. Informal Activities/Sports Practices**

All clothing worn by students for athletic practices and informal co-curricular activities, on/off campus, must obey the following guidelines:

**Do's:**  
Jeans, cargo pants, casual pants,  
or shorts if it is 50 degrees or warmer.  
All pants and shorts must rest at the waist.  
Shorts must reach at least mid-thigh.  
T-shirts, sweatshirts, sweaters, flannel shirts

**Don'ts:**  
No baggy/saggy pants or pajama pants  
No low-rise pants/shorts  
No short shorts or mini skirts  
No sleeveless shirts, midriff-revealing shirts,  
tight-fitting or low-cut shirts

Sneakers, boots, or clogs

No offensive advertisements/cartoons/skulls  
 No sandals, flip-flops, slippers  
 No knee-high boots  
 No jeggings/leggings, yoga pants, skin tight pants

Students wearing clothing for after school activities that do not meet the above criteria will be asked to change back into their uniforms or their parents will be called to bring a different outfit.

#### **D. Tag Day Guidelines**

From time to time, the Headmaster may allow the students to have a tag day. On these days the students are allowed to wear casual clothing rather than the usual uniforms. Typically students are required to wear something particular, such as something green on St. Patrick's Day, and pay \$1 as a fundraising event. All tag day clothing must be consistent with school policy as stated above in the *informal activities* section. Students who come to school wearing inappropriate clothing will be asked to remain in the office until their parent brings in more suitable clothing.

#### **E. Lost and Found**

Please clearly mark all clothing items with each student's name so that they may be returned if misplaced. If your student has lost any clothing, lunch bag or books, please check the lost and found in elementary school coatroom. At the end of each school-year, all remaining items will be distributed to local charities.

### **VI. Academic Policies**

#### **A. Book Care**

Textbooks, paperbacks, and photocopies are expensive, and the high school students cover huge amounts of reading. Therefore, stewardship (the proper care for what we have been given) is very important. Students should lightly write their name in pencil inside the front covers of their books, so they may be returned if misplaced. Students should treat the books carefully and return them in good condition when the class has finished using them. Books may be covered with paper covers by the students. Please do not use cloth book-covers because the elastic loosens the bindings. Students should not write in textbooks or fold down the corners of pages. Parents will be contacted if students repeatedly abuse textbooks or school materials. Students/parents will be charged the additional cost of texts lost or ruined by students. Proper book usage will allow texts to be reused for multiple years and will keep the book fees from increasing.

#### **B. Class Time**

Most of the student's time in school is spent in the classroom. The quality of the education each student receives depends on his attention and effort in class and his study outside of class.

The following habits will help make each student's class time more effective:

1. Be on time for class. Students should be at their "desk" with their books and other materials ready before the start of each class. If the student is tardy, they may be given a demerit.
2. Students should treat their teachers with great respect.
3. Small class size and "round table" discussions encourage students to ask questions, make comments, and debate ideas. Students should wait to be recognized and should not interrupt others.
4. Homework should be completed on its assigned day. Teachers are permitted to give partial or no credit for late homework.
5. If a student needs to leave the room during class, they must obtain permission from the teacher.
6. At the end of class, students should throw away scraps of paper and push in the chairs.
7. If a student misses a class, it is the **student's** responsibility to find out what was missed and make up the work.

#### **C. Homework**

Homework can be used by a teacher to prepare students for class. It may include reading a section of a textbook/novel/hand-out, preparing for oral presentations, or studying for a test/quiz. Homework may also be used to practice specific skills and concepts learned in school to produce mastery. Long range assignments, such as essays and projects, are also scheduled to develop organization and independent study skills.

Due to the need for balance between school, leisure, and family time, homework should not regularly exceed the following limits:

6 – 8	60-90 minutes
9 – 12	90-120 minutes

If a student's homework is steadily taking longer, the parent should set up a parent-teacher conference to discuss possible problems/solutions.

Failure to turn in homework assignments on the specified due date will result in a penalty to be determined by each particular teacher. Students on sports teams may also be asked to sit-out games if they fail to complete their homework.

Assignment books are highly suggested to assist in the organization of materials and time. It is helpful to have a quiet, orderly place to study. Families are encouraged to limit technology and electronic use on school nights.

#### D. Testing

Students will be notified of the date for a test and the specifically defined unit to be covered prior to testing. Although testing is often important in demonstrating the acquisition of knowledge in the high school, it should not be the exclusive element used for assessment. Tests may be postponed due to unforeseen circumstances or due to the teacher's decision that more student comprehension is required before the test.

#### E. Spelling Guidelines

Writing is a vital part of education. Students should grow in their ability, not only to relate knowledge orally, but also to write it correctly, using proper grammar and spelling. Teachers may take off points on papers, homework assignments, quizzes, or tests for spelling or grammar errors. However, teachers must not overwhelm students. Gradual improvement, focusing on the most important objectives, while gently pointing out areas for improvement, will bring balanced success.

#### F. Cheating

Cheating is violation of one's own integrity and should never occur. If a student is caught cheating, the teacher will contact the student's parents and the Vice Principal within 24 hours (this includes plagiarizing.)

#### G. Report Card Grades

Report cards will be issued four times throughout the school year through Alma. Grading scales are below:

**GPA Scale**

<b>A+</b>	<b>97-100</b>
<b>A</b>	<b>93-97</b>
<b>A-</b>	<b>90-93</b>
<b>B+</b>	<b>87-90</b>
<b>B</b>	<b>83-87</b>
<b>B-</b>	<b>80-83</b>
<b>C+</b>	<b>77-80</b>
<b>C</b>	<b>73-77</b>
<b>C-</b>	<b>70-73</b>
<b>D+</b>	<b>67-70</b>

**Conduct and Effort**

<b>Excellent</b>	<b>90-100</b>
<b>Good</b>	<b>80-90</b>
<b>Satisfactory</b>	<b>70-80</b>
<b>Needs Improvement</b>	<b>0-70</b>

**Pass/Fail**

<b>P</b>	<b>60-90</b>
<b>F</b>	<b>0-60</b>

<b>D</b>	<b>63-67</b>
<b>D-</b>	<b>60-63</b>
<b>F</b>	<b>0-60</b>

## H. Student Eligibility for Co-Curricular Activities

In order to be eligible to participate in any co-curricular activities (such as sports, yearbook, drama, etc.), students must maintain a 2.0 (C) grade point average. Eligibility may also be based upon the recommendation of the corresponding teachers and the Headmaster.

## I. Failure Policy

Students who receive a failing final grade in a subject must complete an action plan developed by the Vice Principal, teacher, parents, and student. This may include an approved summer school program or a course with a tutor. Any student, who receives a failing final grade in three core courses, will not be promoted.

## J. Graduation Requirements

English 4 credits\*\*  
 Theology 4 credits  
 Math 4 credits  
 History 3 credits  
 Science 3 credits  
 Foreign Language 3 credits\*  
 Fine Art 1 credit  
 Physical Education 1 credit  
 Electives 2 credits

25 credit minimum required for graduation

\*1 foreign language credit must be in Latin I\*

\*\*12th graders must complete Senior Seminar essay in order to graduate.  
 The essay must be presented to high school student body\*\*

A full academic year of work in a major subject equals 1 credit; four years of work in a minor subject equals 1 credit (art, music, physical education); all seniors must take a full course load (a minimum of 5 full credit classes).

## K. Senior Privilege

Senior students are not required to enroll in study hall during class-free blocks. Instead, seniors may study independently in areas designated for that use. Should a senior student become disruptive or problematic during this time, this privilege will be revoked and the student will be enrolled in a supervised study hall. Seniors who have completed classes by the end of block five may leave campus for the remainder of the day with prior parental permission.

## L. Transcripts

Any student wishing to obtain an official transcript should contact the office manager.

## VII. Policies for Conduct

### A. General Guidelines for Conduct

Mount Royal Academy strives to develop a high standard of morals and virtues in our students. We believe God has set this standard

and will help us grow in it when we seek His aid. Some of the virtues which we practice daily in the classroom include: charity, obedience, humility, self-control, justice, honesty, moderation, courtesy, patience, respectfulness, kindness, forgiveness, gratefulness, and perseverance. The following rules help us work on these virtues:

1. Students should make eye contact, smile, and greet teachers, priests, parents, visitors, and fellow students.
2. Students will give their undivided attention to others when speaking or listening to them; they should look them in the eyes and avoid interrupting them.
3. Students will exercise courtesy in speech at all times. The use of "please," "thank you," and "excuse me" are especially encouraged. Foul language, improper tone of voice, rudeness, sarcasm, gossip and slander will not be tolerated.
4. Students should exercise proper posture and appropriate body language (e.g., no hands in pockets, slouching, or tipping chairs). Proper posture is especially important during prayers and the Pledge of Allegiance.
5. Students should avoid pushing, horseplay, or unnecessary roughness.
6. Food and drink should be consumed only in designated eating areas. Proper table manners should be observed at all times. Chewing gum is not permitted. Breath-mints are highly recommended as a suitable alternative. Students should not bring soda, energy drinks, or excessively sugary candies to class.
7. Students should show respect for people's belongings, the building and grounds at all times. They should help keep their classrooms, hallways, and coatrooms neat and clean. Vandalism will be punished.
8. Older students will strive to be good examples to younger students.

### **B. Catholic Masses, Prayers, Religious Education, and the Adoration Chapel**

Mount Royal Academy is a Catholic school, and we welcome students of all beliefs. Students may not be excused from religious services, classes, etc. Although students are not required to actively participate, but must maintain a respectful demeanor. Catholics believe that Jesus, Our Lord and Savior, resides in the Holy Eucharist (John 6: 47-66). This is why Holy Communion is so important to us. Bishop Emeritus John McCormack has given Mount Royal Academy permission to have the Holy Eucharist reside in the Tabernacle in our Adoration Chapel. The chapel is a special place for prayer, and all are welcome to visit with silence and reverence.

### **C. Electronic Equipment:**

#### **Acceptable Use Policy**

Electronic technology use at Mount Royal Academy is a privilege, not a right. This applies to all electronic devices including but not limited to laptop computers, desktop computers, digital cameras, digital projectors, cell phones, MP3 players, iPods, school phones, copier machines, overhead projectors, fax machines, and scanners.

Students in grades 7 and 8 are not allowed to use their cell phones or mobile devices at all during school hours. Students in grade 9-12 are allowed to use their cell phones or mobile devices only when given permission from a teacher, and only for academic purposes. All screens must be oriented towards the hallway. However, students cannot use their cell phones or mobile devices as a calculator. Students must have calculators designated for math and science classes. All students must keep their cell phones or mobile devices either in their locker or backpack throughout the school day, **not on their person**. Students are not allowed to listen to music during school hours, or use their headphones for any reason.

Students are never allowed to access, view, or share any of the following social media websites on campus: Facebook, Instagram, Snapchat, Vine, YouTube, Twitter, etc., unless they have teacher permission and supervision. Mount Royal Academy will not be held responsible when a student willfully circumvents these protective measures in order to use technology inappropriately.

Mount Royal Academy reserves the right to monitor, access, retrieve, read, and disclose any information regarding inappropriate content found on any electronic equipment to any agency the school deems appropriate. This includes personal equipment owned by the students.

Please note that electronic gaming devices cannot be brought to Mount Royal Academy at any time. Cell phones are a great way for students and parents to communicate outside of school hours. However, students must turn off their phones and not use them during the school day for making calls or texting. If a student needs to make a call during the school day they need to seek permission and use the school phones. If a student uses their cell phone during the school day it will be given to the Vice Principal and the school will notify the parents to pick up the phone.

All technology infractions are documented.

#### **D. Field trips**

Occasionally, Mount Royal brings its students on field trips. These may be educational, religious, community service or recreational outings. During a field trip, students will wear seat belts when traveling in cars. Students should only eat in the car if the teacher has asked permission from the drivers ahead of time. Students should follow all school rules, including Mount Royal's uniform code. Students should stay with their teachers and chaperones, and follow their instructions. Remember, when we go out into the world, we are Christ's ambassadors.

Parents who are volunteer drivers must provide the office with a copy of a valid driver's license and proof of insurance.

#### **E. Fire Drills**

The procedure for fire alarms is as follows:

Walk. DO NOT RUN.

Do not talk.

Do not take books or other items.

Follow the route posted in classrooms.

Should an alarm occur during lunch or between classes, leave by the nearest exit.

Classroom groups should stay together so that teachers can take attendance of all their students after the building is evacuated.

All doors in hallways should be closed.

All windows should be closed.

#### **F. Personal Relationships**

Charity toward our "neighbor" is the greatest proof of God's transforming renewal in our lives. Mount Royal Academy is one place where we put our faith into action. Friendliness and inclusiveness should be our greatest attributes. Students are encouraged to develop healthy friendships. High school is the time to prepare for the rapidly approaching adult years by savoring time with family, studying to prepare for college, working to earn money for college/car/etc., and enjoying the special friendships made during this time. Therefore, exclusive and intimate relationships between boys and girls that lead to courting and marriage are not allowed at Mount Royal Academy. Instead, group social events, sports, and service projects provide fun, informal settings for students to become lifelong friends.

The school forbids public displays of affection, physical signs of affection, flirtatious behavior, etc. on campus at any time.

#### **G. Campus Service**

Occasionally students will be asked to help with small cleaning jobs. These might include wiping off tables, emptying trash baskets, sweeping/vacuuming, shoveling a snowy walkway, etc.

### **VIII. Discipline**

Mount Royal Academy's goal is to develop Christian virtues in every student, but sometimes humans fail to obey the rules. In all matters of correction, charity and respect for the offender are important. The teachers and administration are there to help the student. Verbal correction always begins the process, privately if possible. In each case, it is important for the wrongdoer to apologize to the offended party, ask forgiveness, and state that they will try not to do it again.

If disciplinary action becomes necessary to motivate change in behavior, they must be appropriate; neither harsh nor permissive. Younger children typically break small rules and therefore require smaller penalties. True correction can often be achieved with logical consequences. Students will be warned and informed of the consequences. The following are some examples: If a child is disruptive during class, they may be placed in a time-out for a few minutes until they are ready to participate appropriately. If a child has not finished their assigned work, they may be retained during free-time or co-curricular activities to work on the assignment. If a



student refuses to come inside from recess on time one day, they may have a shortened recess the following day. If a child forgets their work regularly, a plan may be developed between the teacher and parents to improve the student's organization. The teacher will determine the consequences as necessary, and may request parental participation.

A **suspension** is a more severe punishment, requiring the student to either stay home, or to be at school but separated from all the other students, depending on the nature of the infraction, for one or more days. **Expulsion** is the official dismissal of a student for extreme forms of misconduct or continual neglect of basic rules and expectations.

### **Fighting Policy**

Individuals involved in a fight resulting in physical contact will be immediately removed from the school activity, parents will be called to come and get the students, and the students will not return to school until decided upon by the Headmaster. Disciplinary action will be decided on an individual basis, but typically includes suspension.

### **Drugs/Alcohol**

Mount Royal Academy is a drug-free school zone. Alcohol, tobacco, e-cigarettes, any form of drug or tobacco paraphernalia, and all illicit drugs are strictly prohibited on campus. Failure to comply will result in serious disciplinary action.

### **Weapons**

Absolutely no weapons are allowed on campus, included but not limited to pocket knives, knives, box cutters, guns, cross bows, bow and arrow, sling shot, and BB guns. This applies to students and guests. Teachers may use specific instruments for academic activities, but any sharp object must be secured on campus.

### **Right to Search Policy**

All wall lockers, gym lockers, desks and storage cubbies are the property of Mount Royal Academy, not any individual student, and are therefore subject to search at the discretion of school administration and faculty at any time.

A request may be made by school administration and faculty to search personal property such as bags, pocketbooks, backpacks, pockets, etc. upon the establishment of reasonable suspicion that items of contraband (including but not limited to alcohol, tobacco, e-cigarettes, any form of drug paraphernalia or illicit drugs) or any items potentially injurious to the health and safety of students or faculty may be found on the student's person or in their possession. A request to search any student vehicle parked on school grounds may also be made upon establishment of reasonable suspicion.

School administrators have the right to question a student regarding suspicion of possession of alcohol, tobacco, e-cigarettes, any form of drug or tobacco paraphernalia, illicit drugs or any items potentially injurious to the health and safety of students or faculty.

Failure to comply with a request to search or answer cooperatively will result in a call to the parent or guardian of the student. School administrators may choose to send the student home immediately in the event of a failure to comply.

If the situation is of an emergency nature, Mount Royal Academy reserves the right to conduct such searches without prior permission from the student.

*Mount Royal Academy reserves the right to discipline a student for actions committed off-campus if the action directly degrades the dignity of another student, if they create a material and substantial disruption to the educational environment, or if the culture of the school is jeopardized in any way.*

**IX. Conclusion**

Mount Royal Academy affirms the Church's teaching that parents are the primary educators of their children. For this reason we seek parents' close cooperation and responsible participation in the implementation of the Parent/Student Handbook. We ask all parents and students to please sign below indicating that you have carefully read and discussed the Parent/Student Handbook and that you understand all expectations held within.

Please tear out the following page and send it to the school office by the first week of school.

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We have read the Mount Royal Academy Parent/Student Handbook.

Parents/Guardians:

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Student/Students:

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## **Appendix I**

### **Athletic Code of Conduct for Student-Athletes, Coaches, Parents**

#### **INTRODUCTION**

This section has been written to enhance communication between parents, coaches, and school administrators. Please familiarize yourselves with the rules and regulations that govern participation in our program. If you have any questions, please direct them to Athletic Director Andrew Mihaly. Parents are asked to demonstrate their support by attending as many athletic events as possible. Student-athletes really appreciate seeing their parents at their games. Complete schedules are available at the start of every season. By design, athletic participation is filled with successes and failures, setbacks and triumphs. Parents can make a big difference in how these situations are handled. Parents who encourage their son or daughter to go to their coaches for clarification, understanding and counsel are contributing to their child's normal growth, development, and maturity.

#### **ATHLETIC DEPARTMENT PHILOSOPHY:**

The Athletic Department at Mount Royal Academy views athletics as an opportunity for students to carry the love of Christ into yet another part of their developmental and educational experience. While the ultimate goal of athletic competition is commonly conceived as knowing victory, we stress the importance of cultivating crucial virtues that will assist students within and outside of athletics. Thriving athletic traditions are founded upon the concepts of charity, honesty, humility, meekness, moderation, purity, and good sportsmanship. Coaches, athletes, and parents alike must strive to ensure that the athletic teams at Mount Royal behave in a manner that is conducive to allowing the love of Christ to permeate the bodies and souls of the wider community.

#### **TO THE STUDENT-ATHLETES:**

The Mount Royal Academy Athletic Department is very pleased you have chosen to become a member of one of our athletic teams. Interscholastic athletics provide many opportunities for you to grow and develop as a young adult. We hope the friendships you make, the challenges you face, and the excitement you generate will make each season a memorable experience.

It is crucially important to remember that you are above all a student-athlete. Participation in interscholastic athletics is a privilege, not a right. Therefore, you must maintain good academic standing in order to be part of any athletic program.

As an athlete, your actions on and off the field reflect on the entire school community. Your behavior helps to shape the perceptions of those who make decisions that will impact the future of Mount Royal. The School Administration and the school community cherish the values associated with competitive athletics and support our program accordingly. We expect our athletes to conduct themselves in a manner consistent with the school's values and formative philosophy.

"Knights" Athletic Teams take tremendous pride in their preparation and performance. Our athletes work long and hard, compete intensely, and treat opposing teams with respect. Our athletes are not interested in selfish gain or personal popularity, but in the greater good of the team and wider community. We strive above all to bring Christ to others in an athletic setting. No social situation prevents us from serving our Lord and each other. We are counting on you to continue this successful tradition of using athletics as a path for personal growth, but more importantly as a way to contribute to the happiness of teammates, opponents, coaches, and parents alike.

We encourage you to set high goals and commit yourself to their attainment. The rewards will not come quickly or easily, but when you do succeed, the sense of accomplishment will be well worth the effort. One athletic season is loaded with a series of life lessons. Adversity ought never to cause you to quit the team, and therefore let your

teammates down.

Interscholastic Athletics can be a fun, rewarding, and memorable part of the high school experience. While academics offer the primary source for formal education, athletics can contribute to the total value of that education in many different ways. Building upon the concepts of teamwork, fair play, sportsmanship, and self-esteem, athletics can help to provide a well-rounded educational experience.

To those who strive to succeed in the classroom comes the privilege to compete outside of it. Student-athletes earn playing time through good work ethics in practice, skill development, sportsmanship, and overall team attitude.

Activities held in the off season, whether it be for weight training and conditioning, team camps, summer/fall leagues, specialized training, or any other type of out of season participation, can in no way affect an athlete's ability to try out for or participate (playing time) on an in season team. Participation in any out of season activity is strictly voluntary on the part of the athlete. Coaches may not mandate nor pass judgment based upon out of season participation. A parent reserves the right to send his/her child to any out of season source for the purpose of conditioning, training, or specialized instruction.

### **MOUNT ROYAL STUDENTS ARE MOUNT ROYAL ATHLETES:**

Mount Royal values communion and solidarity. In the spirit of that community, Mount Royal requires that all student athletes may only participate in interscholastic sports for their school, Mount Royal Academy. Effective for students in the Class of 2012 and thereafter, Mount Royal students may not play interscholastic sports for any school other than Mount Royal if the sport is available at Mount Royal.

### **TO THE PARENTS:**

Being a parent can be rewarding and challenging. Hopefully this handbook assists your understanding of the Mount Royal Athletic athletics mission, the benefits of the MRA athletic program objectives, offerings, policies, procedures and guidelines, and insight into some of the responsibilities of being a student-athlete and a parent of a student-athlete. Please take the time to review the information in this handbook with your child. In the end, you and your child will have to sign stating that you have read, understand, and agree to abide by the policies contained in this handbook.

## **SECTION A: RELATIONSHIPS**

### **PLAYER-COACH RELATIONSHIP:**

All too often during athletic events, situations arise where many adults become too involved in the game in progress, professing to know more than the coaches or even the officials in charge. While this expertise may heighten a person's appreciation for a particular sport, it in no way changes the status of the individual as a parent-spectator. You should be there only to observe and enjoy the athletic performance. The player-coach relationship is perhaps the most critical of all relationships in athletics. Parents can have a very profound effect upon this important and delicate balance. While you as a parent may not agree with all decisions that a coach may make, how and when you express your feelings can have a decided effect upon your child. If you express a negative opinion in front of your child, you need to remember that he or she may carry your convictions to the next practice or game. This in turn can lead to a player-coach confrontation. You as a parent have great influence upon this delicate relationship. Please allow the coaches to do the job for which they were hired. Coaches are expected to be leaders to their players and role models for their players. They are expected to teach and guide the players who play for them. They are not there to be friends or buddies. Coaches must demand respect from their players and give respect to their players in return. **Concepts such as charity, honesty, humility, and good-sportsmanship provide the foundation upon which our coaching philosophy is based.**

### **PARENT-COACH RELATIONSHIP:**

As a parent you obviously want what is best for your child. Allowing the coach to guide and instruct the team is crucial. Again, you are asked to please allow the coach to do his/her job. Should you have any questions or

concerns, do not approach the coach immediately after a game. At this time, coaches have other responsibilities and it may be a very emotional moment. Call and make an appointment for a later time and approach this meeting in a calm and logical manner. For many coaches, one of the post-game responsibilities is to meet with his/her players. Athletes should not be expected to stop and talk to parents and friends immediately after a game is over. These team meetings are essential to the learning process and are important in efforts to build team unity and understanding.

### **PARENT-PLAYER RELATIONSHIP:**

Sometimes parents may try to re-live their own athletic memories through the real life athletic efforts of their children. Being positive and supportive is very important, but adding pressure and unrealistic expectations may be extremely harmful. Allow your child to enjoy and to grow and to take responsibility for his/her athletic experiences. Encourage your child to give 100% effort and to become a team player, not an individual statistic seeker. In the end, it is the child's perception of the game that really matters, not that of the parent's.

### **PARENT/PLAYER-GAME OFFICIALS RELATIONSHIP:**

It is often the case that if a game is seemingly leaning toward one side over the other, irate fans will infer an unfair advantage given by the officials. Game officials agree to and follow a code of conduct and ethics. They really do not have a vested interest in which team emerges victorious. It is very essential to understand that officials are an integral part of the game. While you may not agree with all of their calls, please do not harass and taunt game officials. Parents should be good role models for their children. Remember that officials are in charge of the game and have complete authority to have unruly spectators removed.

Many times a given team may see the same officials on several occasions throughout the course of a season. Coaches, Athletic Directors and School Administrators work hard to establish good working relationships with game officials. This relationship can be easily damaged or destroyed by spectator interference.

## **SECTION B: RESPONSIBILITIES**

### **RESPONSIBILITIES OF THE ATHLETE:**

Athletes are expected to adhere to the following guidelines:

1. The team's goals and success should always come before individual interests.
2. Athletes need to be in attendance at all scheduled practices and games, including weekends and holiday breaks.
3. Athletes must be receptive to coaching styles.
4. Team members are responsible for all issued uniforms and equipment.
5. Athletes are responsible for the security of all personal items. Use assigned lockers.
6. As a team member an athlete must abide by established team rules.
7. All injuries must be reported to the coach.
8. Strive for academic success in order to assure athletic eligibility.

### **RESPONSIBILITIES OF THE COACH:**

Coaches are responsible for all of the following:

1. Running fair and balanced training regimes and practices.
2. Determining the style of play, including offensive and defensive philosophy.
3. Teaching, instructing, and overseeing all practice sessions.
4. Determining starting lineups and making decisions regarding playing time.
5. Selecting position players.
6. Establishing and enforcing team and school rules.
7. Coordinating communication with players and parents with regards to games and practices.
8. Providing appropriate supervision at all times (before, during, and after all games and practices).
9. Presenting themselves as appropriate role models.
10. Be willing and available to discuss player-coach or parent-coach issues.
11. Be consistent, fair, and respect individual differences.
12. Develop team and individual objectives and goals.
13. Foster a healthy atmosphere for athletic competition.

14. Lead by example.

**It is important to remember that participation on an athletic team is a privilege and not a right. Being part of and maintaining one's membership on a given team means accepting all the responsibilities of an athlete. Unlike recreational or intramural teams, equal or guaranteed playing time is not assured. Coaches are encouraged to prioritize equal playing opportunities, balanced by an awareness of older student athletes who have dedicated multiple years of hard work to the program. Coaches will make the necessary decisions and utilize those players best suited to the conditions or demands of the particular contest on any given day.**

#### **POST PRACTICE – GAME RESPONSIBILITIES:**

Athletes should not be loitering on school property after practices or games. In an effort to avoid potential risk of injury, property damage, or theft, the following responsibilities have been established.

For the Coach:

1. Secure all equipment, locker rooms, and appropriate facilities.
2. Supervise locker rooms, lobbies and hallways until all athletes have vacated.

For the Athlete:

1. Arrange in advance for transportation after practices or games.
2. Leave school property within one half hour after the end of practices or games.
3. Do not leave personal property unattended or unsecured.
4. Help coach secure all equipment, locker rooms, and appropriate facilities

### **SECTION C: SPORTSMANSHIP**

#### **SPORTSMANSHIP PROCEDURES: THE SCHOOL'S ROLE:**

It is the expectation of Mount Royal Academy, and more specifically the Athletic Department, that everyone in the school community will conform to and demonstrate good sportsmanship and fair play during all athletic contests. This concept is presented to the staff and to the athletes throughout the school year. The Mount Royal Administration and Athletic department reserve the right to expel from athletic events any student-athlete, coach, parent, or fan who if failing to meet the required expectation for charitable conduct.

**The Athletic Department at Mount Royal Academy views the need for good sportsmanship as a very important issue, because of the standard of charity modeled by our Lord while he preached and healed on earth. We will continue in our efforts to assure that every student-athlete understands that need as well.**

Sportsmanship also involves a commitment to fair play, ethical behavior, and integrity. This means that:

1. Vulgar or inappropriate language from student-athletes or fans is not tolerated nor permitted.
2. Taunting or trash talking with opponents or with their fans is not tolerated.
3. Spectators cannot leave the bleachers or step onto the court or field of play during a game or contest.
4. Fans should be supportive and positive. Cheering should be done for our team, not against our opponent.
5. Fans should not interfere with the opponent's cheerleaders preventing them from leading their cheers.
6. Fans should let the officials officiate. Remember it is a game.

### **SECTION D: IMPORTANT PARTICIPATION INFORMATION**

#### **RISKS ASSOCIATED WITH ATHLETIC PARTICIPATION:**

The very nature of athletic competition provides for potential risk and injury to occur. Even with protective equipment, proper supervision, and sound instruction, injuries still do happen. In extremely rare cases, even death could result. All athletes and parents need to be aware of the potential hazards that exist within the athletic arena. We in the MRA Athletic Department will always do whatever we can to ensure that our athletes have a safe and healthy athletic experience.

## **PRE-PARTICIPATION ELIGIBILITY CHECKLIST:**

**Athletes and their parents have certain responsibilities to uphold even before training begins. All of the following requirements must be satisfied before any student will be allowed to training, practice, or participate on an athletic team at Mount Royal:**

**Physical Examination Form:** This form must be completed, signed by the parents/guardians and the physician and submitted to the Athletic Director to be kept on file. Athletes' must have a "current year" physical exam form on file in order to be cleared and eligible for athletic participation. It is suggested that physical exams be scheduled over the summer months so the entire school year will be cleared for athletic participation.

**Emergency/Athletic Information Form:** This form must be signed by both the athlete and his/her parents/guardians as evidence of reading and understanding the information contained in the Parent/Student Handbook, and must be returned to school before the start of athletic practices in August. Student-athletes will not be allowed to participate in athletic practices until this form is submitted.

## **EXPECTATIONS OF ROSTERED PLAYERS:**

All athletes, who after tryouts, are selected as final rostered players must agree to the following:

1. As a rostered student-athlete you are expected to serve as role models for others. Efforts in the classroom are just as important as efforts on the field. Respect and responsibility go hand in hand. You lead by example when it comes to sportsmanship.
2. As a rostered student-athlete you agree to comply with all school and team rules.
3. As a rostered student-athlete you agree to maintain academic and disciplinary eligibility throughout the season.
4. As a rostered student-athlete you must finish the season once you commit to participation by the fixed commitment date.

## **PRACTICE SESSIONS AND GAMES:**

Practice sessions may be closed to spectators at the discretion of the coaches. These sessions are the equivalent of a teacher's classroom and there is real instruction taking place. Interference and interruptions to an athlete's concentration and focus in practice cannot be allowed any more than a disruption would be tolerated in an academic classroom. Coaching should not be compromised.

## **PRACTICE SESSIONS:**

1. May last up to, but not more than, two hours.
2. May start and end at different times due to the schedule of coaches and/or the availability of our facilities.
3. Will not be held when school is dismissed early or closed due to inclement weather.
4. May be held in the evening, on weekends, and over holiday break periods. Under no circumstances may practices be held on Sundays.
5. Require mandatory attendance. Lateness will not be tolerated.
6. Are secondary to academic or school disciplinary requirements. However, athletes may not be penalized for missed practice time in order to gain academic help or to make up missed tests or quizzes.

## **ELIGIBILITY, ACADEMIC OR DISCIPLINARY:**

**The student-athletes at Mount Royal Academy are here for their education first and foremost.** Athletic participation is a privilege and granted only to those who are deserving of this opportunity. Problems with grades and or behavior are justifiable reasons for Academic or Disciplinary Ineligibility. Athletes are expected to:

1. Meet all academic criteria for eligibility as stated in the Student Handbook.
2. Remain in good disciplinary standing.
3. Attend school on time in order to be eligible to practice or play on a daily basis.

**COLLEGE VISITATION:**

Students are responsible for any missed academic work during these visits. Coaches may not penalize an athlete for missing practice time due to a college visit and students are eligible on the day of a college visit. See the school attendance policy and the section on eligibility for extra-curricular activities.

**LOCKER ROOM CONDUCT**

1. All changing for practices and games/matches must be done in a locker room and not in a school bathroom.
2. No one except assigned coaches and players are allowed in the locker room.
3. No one is allowed in the locker room or the coach's room without a coach present.
4. Rough housing or throwing towels or other objects is not allowed in the locker room.
5. The use of cell phones in locker room areas is strictly prohibited. Abuse will result in immediate disciplinary action.
6. No glass containers are allowed in the locker room.
7. At no time should shoes with cleats be worn inside the building. Serious injury can occur from slipping on cement or tiled surfaces, and damage is done to the building.
8. Do not leave personal items unattended or unsecured in locker rooms or hallways. Take personal items to practice with you, if necessary.
9. Absolutely no photos can be take in the locker room.

**UNIFORMS AND EQUIPMENT:**

Students have an obligation and responsibility for all equipment issued to them. Each student is responsible for the proper care and retention of their equipment from the date of issue to the date of return. Mount Royal cannot be responsible for personal belongings or issued equipment of student athletes. If a student loses school equipment or fails to return same, they are responsible to meet the current replacement cost of the equipment. Payment is required at the time of the loss, prior to the next season of athletic involvement, or graduation, whichever comes first. No student will be allowed to try out for another sport until all outstanding equipment has been returned or paid for. If an athlete leaves the team during the season due to injury, academics, discipline or quitting, it is his/her responsibility to return all school equipment immediately to either the coach or the Athletic Director.

**BUILDING AND FACILITY ACCESS:**

At the conclusion of each school day, student athletes should bring all items they will need the next day into the athletic locker room area. Students will not be allowed access to the main school building after practice, games, or on non-school days. No student will be allowed access to any athletic facility without proper supervision by a school staff member. Students may not use the gymnasium unless there is a coach, teacher, or staff member present.

**TRANSPORTATION:**

Families are responsible for transporting student athletes to all practices and games.

**OFF SITE PRACTICES AND GAMES:**

For some sports, off campus facilities are used. Transportation to and from these off campus locations must be organized and planned. Mount Royal does not have the budget to provide daily transportation for these activities so parental assistance or individuals driving may be necessary. Again, parental permission is essential regarding any transportation needed outside of normal team bus transport.

**SECTION E: ATHLETIC POLICIES****DRUGS, ALCOHOL AND TOBACCO:**

Student-athletes who make a commitment to sports do so with the knowledge that the commitment brings extra responsibilities, obligations, and effort. Medical research substantiates the fact that the use of steroids, tobacco,



alcohol and any type of mood modifying substances produces harmful effects on the body. Further, the use of such substances alters the individual's ability to make reasonable choices and to live up to the commitments that have been made. The student-athlete may not use tobacco in any form nor **possess, use, transmit, be in the presence of, or be in the possession of paraphernalia for the use of, or be under the influence of any alcohol, unlawful drug, or narcotic at any time, on or off school premises.** Any athlete who violates this policy will be suspended from sports participation for a period of time to be determined by the Director of Athletics in consultation with other Administrators. During the period of suspension the student may not have any contact (other than a meeting with the coach) with the team at meetings, practices, scrimmages, games, or activities. The student will be allowed to practice with the team beginning seven days prior to the first scheduled game/event in which he/she is allowed to participate for conditioning/training purposes. The suspension from one activity may mean suspension from succeeding activity seasons depending on the severity of the incident(s), and/or the time in the season that the offense occurs. Any second violation of this policy will result in the student being removed for any sport in season and may result in suspension of the student from all sports and extracurricular activities for a period of one year, twelve months, from the date of the offense.

Prior to returning to participation the suspended student may be required to attend a substance abuse program sponsored or approved by Mount Royal and to submit proof of such attendance to the Director of Athletics and the Administration. After a student is allowed to return to a team the coach will make all decisions regarding participation including role, playing time, uniform number, position, etc. The student and the student's parent(s) will be notified of the suspension and the time that the student is allowed to return to participation. An arrest or court conviction is not necessary before a student may be suspended for violation of this policy. Consequences under this policy may be in addition to other consequences imposed by the school, the organization, and/or the community.

#### **THEFT:**

Stealing will not be tolerated under any circumstances, whether it is from teammates, opponents, or others. Any athlete involved in a theft will be immediately dismissed from his/her team and normal disciplinary procedures will be imposed. This is a zero tolerance policy.

#### **HAZING PROCEDURES:**

The process of hazing, forced or coerced commitment of an unpleasant or undesired action, by members of a team or the coaching staff, is strictly forbidden. **Hazing activities will carry a punishment to include possible dismissal from a team by those involved, and any other stated disciplinary procedures established by the school and/or state law.**

## Appendix II



### Be a Mount Royal Knight!

The school athletic teams at Mount Royal are the Knights of our Lady. Knights during the Middle Ages followed a code of law called “chivalry.” Students at Mount Royal will work to develop the following habits (or code) of study which will enable them to be successful and foster a positive learning environment in the school.

**K**ind and thoughtful participation: Good students are not passive creatures who are simply present and merely attend class. They come prepared with homework completed, ready to contribute to class discussion, and attentive to the teacher’s instruction.

**N**oble and professional work ethic: Students are expected to contribute to the serious, dignified activity of learning by their proper conduct.

**I**ndustrious: They need to inform themselves of homework assignments, consult with teachers about completing missing work, and taking tests.

**G**ratefulness: Education is a gift and a privilege, and the proper response to a gift is gratitude and appreciation—to cherish the gift and use it wisely, not waste it. In the words of Leonardo da Vinci, “Lord, you give us all things at the cost of an effort.”

**H**onesty: Copying another student’s homework, lending one’s own homework for other students to copy, and attempting to write an essay on a book a student has not read are dishonest acts, forms of deception that amount to lies.

**T**imeliness: Students who miss the deadline and turn in late work of any kind must provide a note from a parent explaining the reasons (if any) for tardy work.

**S**teadfast attendance: Students who are absent for various reasons have an obligation to complete all homework and take missing tests.

## **Appendix III**

### **Bullying Policy**

As Catholics, we believe that everyone is created by God and loved by God. As followers of Jesus, we are called to value other people's dignity and to treat them with respect just as Jesus did. Bullying of any kind goes against our call to be like Jesus and it is never acceptable.

Mount Royal Academy is committed to providing all students with a safe school environment in which all members of its community are treated with respect. The school believes that protecting against and addressing bullying is critical for creating and maintaining a safe, secure and positive school climate and culture; supporting academic achievement; increasing school engagement; respecting the rights of others; and upholding our Christian values.

The Headmaster or Headmaster's Designee is responsible for ensuring that the Anti-Bullying Policy is implemented.

#### **1. Definitions**

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

- Physically harms a student or damages the student's property; or
- Causes emotional distress to a student; or
- Interferes with a student's educational opportunities; or
- Creates a hostile educational environment; or
- Substantially disrupts the orderly operation of the school.

Cyberbullying means bullying conduct (as defined above) that is undertaken through the use of electronic devices. Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, electronic readers, videogames, and websites.

#### **2. Statements of Prohibition**

Bullying and cyberbullying shall not be tolerated and are hereby prohibited.

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

False Reporting- A student found to have knowingly made a false accusation of bullying may face disciplinary or remedial action within the discretion of the Headmaster or Headmaster's designee.

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

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

#### **3. Reporting Incidents of Bullying**

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

a. Reporting During School Hours

*Reporting by Students-*

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

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

*Reporting by Parents/Guardians and School Volunteers-*

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

*Reporting by School Employees-*

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

b. Reporting Outside of School Hours

The diocese will make available a phone number to be used by those who wish to report suspected incidents of bullying outside of school hours. Reports made by this method will be recorded and forwarded to the appropriate school the following business day. Reporters will be encouraged to provide their names, but anonymous reports will be accepted.

#### **4. Response to Reports**

Investigation

The Headmaster or Headmaster's designee shall promptly (within 2 business days) initiate an investigation into any report of bullying or suspected bullying.

Initial Notice to Parent/Guardian

The Headmaster or Headmaster's designee shall promptly (within 2 business days) notify the parents/guardians of the reported victim of bullying and the parents/ guardians of the reported perpetrator of bullying of the incident. Such notification may be made orally or in writing. A waiver of this notification may be granted by the Board of Directors if such waiver is deemed to be in the best interest of the victim or perpetrator.

Timeline for Investigation

The investigation will be concluded within 5 business days. An extension may be granted by the Board of Directors if necessary.

Notification to Parent/Guardian Upon Completion of Investigation

Upon the conclusion of the investigation, the Headmaster or Headmaster's designee shall promptly report the findings of the investigation to the parents/guardians of the reported victim of bullying and the parents/guardians of the reported perpetrator of bullying. Such notification may be made orally or in writing. The notification must

comply with school policy and rules of confidentiality.

#### Written Record

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

### **5. Disciplinary Action for Substantiated Bullying**

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

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

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

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

### **6. Notification**

Handbooks- Mount Royal Academy will provide notice of this Policy to students, staff, parents/guardians, and volunteers via student and employee handbooks.

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

*Parents*- Periodically, the Headmaster or Headmaster's designee shall provide parents/guardians with information about bullying.

*Staff and Volunteers*- The Headmaster or Headmaster's designee shall develop appropriate methods of discussing with staff and volunteers the meaning, substance, and application of this Policy and the importance of promoting a positive school climate to minimize the occurrence of bullying.

## **Appendix IV**

### **Human Sexuality Policy**

All members of the school community are expected to strive to live a life of virtue guided by the teachings of the Catholic Church in all aspects of their lives. Our school's pastoral and policy practices are written in fidelity to the moral guidance and teachings of the Catholic Church in all areas that touch on human flourishing. The school establishes an environment of encouragement, mercy, healing, and love to accompany its members as we journey on the path toward holiness.

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.

Because our efforts at integral formation include the integrity of body, spirit, and moral development, our school has a proper concern for each student's behavior and development in the complex area of human sexuality. As a Catholic institution, we believe that human bodies are gifts from God and temples of the Holy Spirit. All men and women are called to a life of chastity appropriate to their vocation as single, married, or consecrated religious. The Church defines chastity as "the successful integration of sexuality within the person and thus the inner unity of man in his bodily and spiritual being".

The Church also teaches that "sexuality, in which man's belonging to the bodily and biological world is expressed, becomes personal and truly human when it is integrated into the relationship of one person to another, in the complete and lifelong mutual gift of a man and a woman". We believe that human sexual behavior is only properly oriented to the ends of love and life in the context of Holy Matrimony.

The proper understanding of human sexuality requires personal integrity and full integration of body and soul as created by God. According to the Church, "the chaste person maintains the integrity of the powers of life and love placed in him. This integrity ensures the unity of the person; it is opposed to any behavior that would impair it. It tolerates neither a double life nor duplicity in speech."

We believe that the body and soul are intimately united: the body does not contain the soul like water in a glass, but the two are intimately dependent upon each other to express man as the highest order of creation. We believe that the sexes are complementary and that as "male and female he made them". Our given biological sex is part of the divine plan. The Church teaches that sexual identity is "a reality deeply inscribed in man and woman,"<sup>30</sup> it constitutes but is more than one's biological identity, and a person "should acknowledge and accept his sexual identity". One's biological sex and gender expression are not to be disaggregated, but should be seen in harmony, according to God's plan.

As a Catholic educational institution, we understand truth to be the correspondence of mind to reality: a reality which is created by and held in existence by God and which entails the fullness of God's creation and divine plan. We also affirm that reality is knowable through the use of properly functioning senses and reason, as well as through the aid of divine revelation and the teaching of the Church.

We believe that man and woman share the same humanity and "inalienable dignity which comes to them immediately from God their Creator." We believe "they are equal as persons ("bone of my bones...") and complementary as masculine and feminine." Therefore they are deserving of respect, and no harassment, violence, or discrimination because of one's sex will be tolerated.

Offenses against chastity and marriage, including those described in the Catechism of the Catholic Church, will not be tolerated. Members of the school community may not advocate for such behaviors, share conversations or publications of a prurient nature, or otherwise impede chastity in the context of our Catholic school classes, activities, or events.

Behaviors that are contrary to Catholic morality and the expectations of this school include but are not limited to: vulgar language and gestures of a sexual nature, immodest dress or deportment, expressions of lust, masturbation, pornography, fornication, homosexual activity, expressing a gender that is discordant with one's biological sex, adultery, cohabitating in a sexual relationship outside of marriage, voluntary sterilization, artificial contraception, in vitro fertilization, procuring an abortion, and sexual harassment or abuse.

### **Athletic Policy**

Students are only eligible to participate on our school's sport teams consistent with their biological sex from birth.

### **Bullying Policy**

The common good and Christian justice and charity demand a school environment that is safe and affirming of the dignity of all persons. Bullying of any kind will not be tolerated. For more information, please consult the bullying policy.

### **Chastity**

All members of this Catholic school community are called to a life of chastity appropriate to their vocation as single, married, or consecrated religious. This requires modesty in language, appearance, and behavior.

### **Dance Policy**

In keeping with the Christian mission and moral standards of our school, student dress and behavior is to conform to those characteristics of a virtuous and Christ-centered person at all times, including dances and social activities. Consistent with these expectations, students are to refrain from any sexually suggestive behavior both on and off the dance floor. Because the Church teaches that same-sex attractions are disordered, advocating for or expressing same-sex attractions, including same-sex couples at dances, is not permitted.

### **Dress Code**

In order to maintain uniform appearance and proper comportment throughout the school day and at school events, all students, staff, and faculty must follow the dress code expectations of their biological sex from birth while on campus and while representing the school at outside functions. Modesty is expected at all times.

### **Facilities Use Policy**

Chaste behavior and modesty in dress and deportment is expected at all times on school property and at school events. All students, staff, faculty, and visitors are to observe modesty when using changing facilities, locker rooms, showers, and restrooms and may only use facilities that conform to the individual's biological sex from birth. The latter policy applies in any state of undress in front of others.

School facilities are dedicated to the mission of Catholic education and may not be used by any member of the school community or any external organization or individual for any purpose or cause that is contrary to Catholic teaching or otherwise opposed to the Catholic Church.

### **Formal Titles and Names**

Students will address all adults by their proper titles as based on school employment documents (Mr., Mrs., Ms., Miss, Dr., Sr., Brother, etc.) and surname (last name). School personnel will address students by the original name with which the student was registered (or its common derivative) and correlating pronouns.

**Gender Identity**

The school will interact with students according to their biological sex as based upon physical differences at birth. A member of the school community who wishes to express a gender other than his or her biological sex is understood as operating outside of the “reality deeply inscribed” within. Assisting the person in his or her disconnect with this reality, however sincerely experienced, by agreeing to participate in any efforts to change natural gender expression is contrary to the pursuit of the truth. Authentic love, a gift of the self for the good of the other, requires that we compassionately dwell in the truth and assist those we love to do the same.

The school recognizes that occasionally there may be instances where young people experience dissonance between their biological sex and the roles and norms advocated by society. Some young people might feel drawn to dress, act, and even manipulate their physical bodies in ways contrary to God’s plan. The school advocates that young people, working with their parents, bring these types of issues to their pastor as well as to other trained professionals who might best assist them in clarifying and defining issues of self (and sexual) identity in accord with Catholic teaching and God’s natural plan.

**Mission Integrity**

The school joyfully exercises its responsibility to teach Catholic faith and morals in all fullness and especially as expressed in the Catechism of the Catholic Church. Parents or guardians and non-Catholics whose religious practices and beliefs run counter to Church teaching might experience possible conflicts as we maintain mission integrity. Sincere questioning of the practices of the Catholic faith in order to more deeply understand them are welcome, but openly hostile, public defiance and challenge of Catholic truths or morality, are signs that a student, parent, staff or faculty member may not be a fit for our school’s primary evangelical mission and, thus, may be denied admission or may be asked to leave the school.





# Formal Application: Stage 2

Last updated: 07/10/2017

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

Select all that apply.

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.

## 31. There is an orientation process to ensure an understanding of the unique mission of the school and Catholic education for:

Select all that apply.

Prospective parents

Parents

Students

Employees

Board members

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

Yes

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

Administrators	Yes
Faculty	Yes
Staff	Yes

**34. How does the school ensure that each member of the governing body is committed to respect, promote, strengthen, and defend the school’s Catholic identity?**

The faculty, staff, and Board of Directors pledge an oath of fidelity to the Magisterium on a yearly basis. All full-time teachers are required to be practicing Catholics, and the application must include a pastor recommendation.

**Additional Information**

35a. The Church’s mission for Catholic education guides strategic planning and school improvement.	Strongly agree
35b. The school is effective in advancing the Church’s mission of evangelization of students.	Strongly agree
35c. 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
35d. The school's Catholic identity is prominently featured in marketing materials and publications.	Strongly agree

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

The school evaluates its institutional commitment to Church's teachings on the divine mission of Catholic education first and foremost through a habit a prayer. A simple maxim must always be embraced: "you cannot give what you do not have."

The Board of Directors appoints a Headmaster who is the spiritual leader of the school, and as such, must reinforce and constantly renew the school's steadfast duty to act as an extension of the Church.

There are built in processes that instill such reflection and commitment:

1. 3-year review of mission statement
2. 3-year cycle of reviewing curriculum, as well as academic resources, instruction, and assessment to ensure conformity with the ultimate purpose of education: to get more saints in heaven
3. Faculty retreats at the beginning and end of the school year, complete with silent adoration, the sacrament of confession, and the celebration of sacred liturgy.
4. Sustaining a robust liturgical life for the students that includes daily devotions to saints, sacramentals and sacraments, and focused study of the virtues.

**37. 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

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

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

Several of the stakeholders (faculty and parents) are active catechists and/or perform some form of parish ministry (such as director of religious education and director of sacred music). The school also has over 30 boys who are active altar servers. Several faculty and high school aged students serve as leaders at local Catholic summer camps, including the diocesan camps.

Students perform the spiritual and corporal works of mercy on a regular basis by visiting local nursing homes (such as Summercrest in Newport), and feeding the poor (at the Listen Center in West Lebanon). Students also serve as prayer warriors for local ministries such as Kairos (prison ministry).

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

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

HEART (Hospitality, Education, and Recreation Team) is the parent group that comprises the most formal partnership between home and school. The organization meets quarterly, and helps support student needs.

Parents partner by volunteering as paraeducators, administrative assistants, and serving on committees (such as hiring, curriculum review, and dress code).

Parents serve on the Board of Directors, and HEART is also invited to make a formal report at each Board of Directors meeting.

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

**43. 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

**44a. 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

**44b. Insert morality clause or statement identified above in text box.**

19. Fidelity to Magisterial Teaching of the Catholic Church. All faculty and staff members are expected to conform their hearts, minds, and consciences, as well as their public and private behavior, ever more closely to the truths taught by the Catholic Church. Publicly or privately denouncing the teachings of the Catholic Church in speech or action will result in termination. All full time faculty members are expected to sign an oath of fidelity to the Magisterium.

**44c. Upload morality clause or statement identified above in PDF.**

(No response)

**45. In which of the following is the morality clause or statement found?**

Employee pre-application

Application for employment

Contracts/agreements

Employee policy manual or faculty handbook

Select all that apply.

**46. 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

**47. The school ensures all employees are committed to, and participate in, the religious formation of students.**

Strongly agree

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

46

**49. Specify the degree, certification, or experience required for faculty who are involved in the formal catechesis of students.**

All full-time faculty are required to be practicing Catholics. Theology instructors must have either a B.A. in theology, or some other form of certification/mandatum from the local diocese.

**50. If the school has a policy for hiring non-Catholics, insert in text box.**

The school does not have a policy for hiring non-Catholics	✘
Insert policy here	Part-time teachers still have to abide by clause 19. Non-Catholics cannot teach theology or the humanities.

**51. Describe school policies for recruiting, hiring, and integrating employees that ensure personnel are committed to Catholic ideals, teachings, and principles.**

There is no more important task for securing and sustaining Catholic identity than hiring the right person, who is both professional and relational.

All job postings for full-time teaching or administrative positions always include the following expectations:

"Candidates for this full time position need to be practicing Catholics and must be NH State certified or eligible for certification in elementary education. All full time teachers must be willing to profess an oath of fidelity to the Magisterium of the Catholic Church.

Candidates should have the desire to share their faith through example and teaching, exceptional interpersonal, written, and oral communication skills; and the ability to see the potential in all students."

In addition, a recommendation from a pastor is required.

During the interview process, a committee consisting of one administrator, one teacher, and one parent conducts the initial screening and interviews. Questions in the interview always focus on how the Catholic faith ought to influence teaching. Once a faculty member is hired, an orientation with the administrative team (Headmaster and Vice Principal) again emphasizes the significance of our school's Catholic identity, as well as the missionary role of the teacher. New hires are always assigned a mentor, who reports to the Headmaster.

The administration also provides resources and materials for review on the teacher resource page, which is an online back-end portion of the website. These resources stress the missionary role of the teacher, who is often the face of the faith for the children whom God has entrusted to their care.

**Additional Policies**

51a. The school protects Catholic moral norms in the selection of outside service providers and organizations.	Yes
51b. The school protects Catholic moral norms in the approval of student and faculty organizations, associations, and activities.	Yes

**52. 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

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

Marian Processions

Eucharistic Processions

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

Enrollment in the Scapular

Holy Medals and Cards

Special Consecrations to Jesus through Mary



**53. Frequency of Mass for students:** Weekly - required

Select all that apply.

**54a. Availability of the Sacrament of Reconciliation for students:** Semesterly

Select all that apply.

**54b. Based on the response above, estimate the percentage of the student body who participates in the Sacrament of Reconciliation.** 90

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

**56a. Frequency of Eucharistic Adoration:** Monthly

Select all that apply.

**56b. Based on the response above, estimate the percentage of the student body who participates in Eucharistic Adoration.** 75

**57a. The school has the Blessed Sacrament reserved and readily available for student visitation.** Yes

**58. Frequency of prayer:**

Start of class	Usually
Start of day	Always
Special events	Always
End of day	Usually
Performances	Always
Meetings	Always
Meals	Always
Athletic events	Always
School assemblies	Always

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

All students are catechized before any prayer event. If students know what intent of the prayer is, whether Mass, rosary, or even the divine chaplet, then appreciation and behavior grows. We do the same with the stations of the cross and Eucharistic adoration. The catechesis is executed in a variety of ways: by the school leader immediately before the prayer, during homeroom or morning assembly, or theology class/instructional time.

We also encourage active and appropriate participation in all school-wide prayer events. All of the altar servers are given a schedule, and we even have the emcees serve as student leaders with the younger boys. The sacred choir rehearses before Mass. Faculty serve as lectors and extraordinary ministers due to the seriousness of such a ministry, while students are actively involved in all prayer events outside the sacred liturgy. They lead stations, decades, scripture reading, and general intercessions outside of the Mass at every prayer event.

The environment really establishes the culture and respectful tone that is so meaningful when worshipping God or praying through the saints. We have students hold humorous but memorable signs that encourage students to enter Mass in a spirit of recollection and silence.

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

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

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

**63. Frequency of student retreats during the school year: (Not applicable for K-8)** More than twice - required

Select all that apply.

**64. The school offers formational spiritual retreats for students that include the opportunity for:**

Adoration
Reconciliation
Mass

**65. Spiritual direction is available at school from:**

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

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

The Liturgical Life Director facilitates several visits from religious orders each school year. This includes religious communities that are local to our area, as well as more regionally placed orders. During such visits, members from religious life speak to students about their own vocational path, and why they find meaning and fulfillment in the consecrated life.

Every other school year, boys in grades 7-12 customarily visit St. John's Seminary in Boston, which gives them a picture of life in the seminary. The seminarians will even have pizza and play games with the students afterwards, showing students their authenticity as sons of God.

The main question for high school aged students during academic advising and vocational discernment sessions with a trained lay administrator is quite simple: "What is God calling you to do?" We focus more on vocational discernment than career building.

The Vocational Director for the diocese also visits the school every other year to speak with students about religious life and promote vocations in our own diocese.

**67. Theology coursework and participation in liturgies and devotions is expected of students, including non-Catholics.** Yes

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

All students are required to attend all school-wide prayer events, including weekly Mass and rosary. We simply do not offer an alternative activity, since every available staff member is also praying with the school at those designated times.

**69. There is a program to assist students who are discerning entry into the Catholic faith.** Yes

**70. The school provides opportunities for parents to participate in:**

Select all that apply.

Liturgies

---

Prayer groups

---

Eucharistic and Marian processions

---

Adoration/Benediction

---

School-wide devotions

---

Adult faith-formation classes

---

Service projects

**71. Faculty are required to attend religious services when student attendance is mandatory.**

Yes

**72. The school provides opportunities to faculty for spiritual retreats, prayer, and reflection.**

Strongly agree

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

Neither disagree nor agree

**74. 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
- Scripture quotes
- Relics
- Holy water fonts
- Chapel
- Marian Grotto

**75. 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

**76. 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 Catechism of the Catholic Church is a foundational resource that is frequently referenced, either explicitly by the theology text used, or inserted by the theology teacher. In fact, the very resources used for high school theology courses are anchored in the Catechism, and refer frequently to paragraphs that expound upon Church teaching.

**77. Which Church documents and encyclicals are read and studied in grades 9-12 ?**

Select all that apply.

Dei Verbum

Deus Caritas Est

Dives in Misericordia

Evangelium Vitae

Fides et Ratio

Gaudium et Spes

Humanae Vitae

Laborem Exercens

Lumen Fidei

Lumen Gentium

Pacem in Terris

Redemptor Hominis

Spes Salvi

Veritatis Splendor

**78. Educational philosophies, standards, and pedagogy embrace knowledge for its own sake and move beyond an accumulation of knowledge for utilitarian ends.**

Strongly agree

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

Yes

**80. The school participates locally or nationally in pro-life activities.**

Yes

**81. The school ensures that the academic and spiritual priorities are protected from encroachment by athletic and other extracurricular activities.** Strongly agree

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

The mission statement for the athletic program is as follows:

The Athletic Department at Mount Royal Academy views athletics as an opportunity for students to carry the love of Christ into yet another part of their developmental and educational experience. While the ultimate goal of athletic competition is commonly conceived as knowing victory, we stress the importance of cultivating crucial virtues that will assist students within and outside of athletics. Thriving athletic traditions are founded upon the concepts of charity, honesty, humility, meekness, moderation, purity, and good sportsmanship. Coaches, athletes, and parents alike must strive to ensure that the athletic teams at Mount Royal behave in a manner that is conducive to allowing the love of Christ to permeate the bodies and souls of the wider community.

Students pray before and after athletic events, and coaches continually emphasize the importance of growing in virtue in a challenging, sometimes hostile environment during competition.

Students also need to be in good academic and behavioral standing in order to participate in athletics.

At the end of year banquet, scripture and papal teachings from St. John Paul II are referenced in order to provide perspective to the role of athletics in the life of a disciple of Christ.

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

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



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

St. John Bosco's preventative method is the primary inspiration besides the natural law and sacred scripture. He once said, "You can catch more flies with a teaspoon of honey than with a barrel of vinegar."

The commitment to to teach virtue starts with the teacher's commitment to model virtue. From there, building strong rapport and anticipating areas or moments where a student may fall in virtue only begin the process of encouraging the virtuous life in a student. Students need to catch the faith almost more than it is taught to them, and the disciplinary policies create an opportunity for the students to become caught by the faith.

This is because students are treated with utmost dignity and confidentiality, but parents are also immediately informed an transgressions. Once the parent is notified, school and home partner to discipline the student to become a better disciple of Christ. Reparation, service, and prayer are all tools in the process of building up virtue in young people. And the disciplinary policies are also deeply committed to truth and charity: the two of which must be balanced when forming a child to better appreciate the freedom and joy that comes from living a virtuous life.

**86. The school provides for the needs of students with educational, developmental, and physical exceptionalities.** Agree

**87. The school provides for interdisciplinary instruction that exposes underlying relationships among academic disciplines.** Strongly agree

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

The school teaches students to confront materialism and relativism just like the Church fathers did when they were facing gnosticism and all of the other early heresies of the Church: with sound teaching derived directly from the Word Incarnate, Jesus Christ.

These two modern heresies are just manifestations of deceptions that have always existed, but they both fail to fully capture the essence of what it means to be human.

We tell students they are simply more than material; the human body should never be used as merely an object, since all material things pass away. We are not made to acquire material things for selfish gain, but like Christ says so many times, we must give of our excess and ourselves.

We tell students that objective truth is real, undeniable, and just downright safer for the human person. If all things are relative, anything is permissible, even the most heinous and unnatural acts that degrade the fundamental goodness and dignity of each individual person.

After identifying these two fallacious teachings, we encourage students to live the truth of the Gospel joyfully, and without fear. "The truth will set you free," as John Paul II referenced frequently in front of young people, but also that freedom has a purpose: to seek what is true, what is good, and what is beautiful. That is how we should confront materialism, but it requires entering into that great conversation with the "democracy of the dead" as Chesterton stated.

**89. The school provides clear and unambiguous instruction in Catholic moral and social teaching.**

Yes

**90. The school teaches responsibility and the right use of freedom.**

Strongly agree

**91. 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

**92. State one or two critical moral issues that confront this generation and describe how the school prepares students to respond to each.**

The first issue is the ubiquitous access to personal mobile technology and the negative effects on sustaining good relationships with peers, parents, and potential people that may matter in the future (such as spouse, children, co-workers, or religious superior). Technology is a great tool, but the current trend is dangerously de-humanizing, since students are becoming all too reliant on removing personal interactions and replacing instead inauthentic and increasing antagonistic ways of communicating through a medium (personal mobile device) which essentially holds no one accountable.

We simply don't allow students to have personal mobile devices in their pocket during the school day. We intend to teach appropriate use, by first modeling and then permitting students to access technology and enter the digital globosphere to discover truth and communicate the Gospel. This is done under the tutelage and supervision of a teacher. We have also hosted forums and information nights for parents to adequately inform them of the dangers associated with technology use and social media.

I think the second challenge is restoring the real truth of love. The whole notion that "love always wins," and how certain cultural elements have hijacked a good and ontologically critical component of human nature and twisted it upside down is going to further exacerbate the breakdown of the family. As the family goes, so too society, and if young people are only fed the superficial notion of love, then they will never come to know the sacrificial and life-giving meaning of love.

We address these by teaching the theology of the body, as articulated by John Paul II. We also do so in a way that respects the developmental stages and the developmental differences of men and women. We follow these teachings by showing how society depends on the success of the family, which is the foundation of all Catholic Social Teaching. The school always sends 50 youth to the March for Life in Washington, and we participate in other youth conferences that reinforce the real meaning of love for young people.

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

1. God made man for a purpose, and we can only become fulfilled to the extent that we live in conformity with His established purpose: to know Him and serve Him in this life, so as to gain eternal life with Him.
2. God is the author of all truth, and since God is by nature immutable, so too is the very nature of truth: it stands the test of time and doesn't require approval by man, only the rightful ascent of man's intellect and the subsequent execution of the will towards the good.
3. Since God extends limitless mercy to man, men too must be merciful towards each other, and strive to live in solidarity and imitation of that life-giving love which is shared between the Father, Son, and Holy Spirit.

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

**95. The school has a policy addressing the teaching of human sexuality that informs parents in advance and offers the ability to opt-out.** Yes

**96. If the school has policies addressing same-sex attraction, gender identity, or has chosen to allow support groups related to these issues, insert guidelines and policies in text box or attach as a PDF.**

The school has adapted and adopted the Human Sexuality policy put forth by the Cardinal Newman Society. It is an appendix in the Parent-Student Handbook.

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

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

The transmission of Catholic culture has long been guaranteed by the rhythms and celebrations of our Church's liturgical calendar. Living out the liturgical calendar on a daily basis as a school is the simplest and most successful way to transmit Catholic culture and a Christian understanding of the world.

The liturgical calendar shapes and informs the academic calendar. We celebrate All Souls' and All Saints', not what the culture proposes as Halloween. Students are on break for the Triduum, and then all of the Easter octave. We don't have spring break. When a child interacts with time or a calendar, a memory is made, and so long as the impression is impressive, students will see the value in looking towards the goodness of the saints celebrated and necessity of holy seasons in building up the civilization of love here on earth.

Sacred art and music is also becoming more and more important. Students encounter works of art and hear sacred songs that really uplift the human heart and mind, not point down to the temporary pleasures of the material realm. Our school sustains an arts program that is steeped in the tradition of the Church, and not caught up in the atheistic and hedonistic tendencies of modernity.

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

**100. Primary source for curricular standards:** Cardinal Newman Society's Catholic Curriculum Standards  
Catholic Liberal Arts Curriculum Guide

Select all that apply.

**Primary Source Information**

<p>101a. If the primary source is not oriented specifically to Catholic education, insert two examples of how these standards have been adapted to reflect the Church’s mission for Catholic education.</p>	<p>(No response)</p>
<p>101b. If the primary source is not oriented specifically to Catholic education, insert two examples of Catholic standards which have been added to reflect the Church’s mission for Catholic education.</p>	<p>(No response)</p>

**102. If you have curricular resources that particularly focus on a Catholic worldview or Catholic approach to the academic discipline, include here.**

(No response)

**Additional Information**

103a. The school emphasizes Catholic contributions to theology, philosophy, ethics, literature, science, mathematics, and the visual and performing arts.	Strongly agree
103b. The faculty challenge students to evaluate history in the context of Catholic moral and social teachings.	Strongly agree
103c. 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
103d. The school ensures that students gain cultural literacy and fluency in language, idioms, stories, civics, and knowledge that form the American experience.	Strongly agree
103e. The school ensures that students understand the impact of a Catholic worldview on language, idioms, intellectual tradition, and stories of western culture.	Strongly agree

**104. Attach a PDF of major works and authors studied in grade 6-12 literature classes.**

<https://CEHR.fluidreview.com/resp/10804899/6bxegxZXFa/>

**105. If the school has a policy for selection or approval of literature, insert in text box.**

Discerning appropriate resources for the education of youth is critical to the success of the school's mission. Carefully selecting curricula enhances student growth and achievement; adopting educational resources in a completely autonomous manner can jeopardize the whole educational process. All curricula must be aligned with the instructional pedagogy of the classical curriculum and Catholicism. However, it is equally important to note that an effective teacher is more important than the curriculum; teachers should apply instructional strategies that animate the content regardless of a resource's strengths or weaknesses. Because Mount Royal Academy is PreK-12 educational institution, selecting curricula that can be applied systemically is pivotal. Although not all curricula will be systemic, the classical model promotes learning according to developmental stages. Therefore, whenever possible, the three natural stages of learning – grammar, logic, and rhetoric – must be respected when selecting academic resources.

Teachers are permitted to supplement their classroom with resources that are not a part of the core sequence. The core sequence of selected curricula must be followed.

**Process**

1. January-March: Appropriate faculty member(s) request exam or review copies of desired core curriculum resource.
2. April-May: At least 2 appropriate faculty members and the Headmaster review the curricula to ensure that resources align with the educational philosophy of the school. This includes, but is not limited to, content, recommended instructional activities, and assessments.
3. June: Faculty discuss merits and deficiencies of proposed curricula. Faculty make a formal recommendation in writing to the Headmaster. The Headmaster makes the final decision.
4. July: New resources ordered for the upcoming school year.

NO INDIVIDUAL FACULTY MEMBERS CAN PURCHASE or UTILIZE CORE CURRICULA (resources that are systemic in nature and comprise the central resource for a core academic subject). All faculty members are expected to utilize the selected curricula regardless of individual preferences.

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

**107. 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

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

**109. How does the school ensure that students are prepared to evangelize culture and their fellow man?**

Students are taught the truth about who man is, where he comes from, and where he is destined. The liturgical life of the Church and all the beauty of Catholic culture is adequately transmitted. And yet, the mystery of human freedom is quite perplexing, and encouraging young people to embrace the faith is no easy task. We therefore seek to ensure that students are prepared by not only teaching, but also leading by example and forming partnerships with other effective Catholic organizations whose mission is in full conformity with the Catholic church. Since higher education is equally if not more dangerous, we strongly encourage students to attend a truly Catholic college whenever possible. Even while students graduate from Mount Royal Academy living a sacramental life and seeking to serve the Lord, if they are left without a strong network of support from fellow disciples, carrying on the faith and evangelizing the culture will not happen. Students need to see their teachers and parents walking the walk, and if those role models live the faith with joy and authentic freedom, then and only then will they be prepared to evangelize. We also direct students who seriously seek to become missionaries towards ministries and Catholic organizations that embrace the fullness of the faith and respect the deposit of truth.

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

(No response)

**A copy of your school's logo has been uploaded.** Yes

**All Data is accurate at time of submission.** I agree







## **Grades 6 – 12 Literature Sequence**

*Edith Hamilton's Mythology*

*Roger Lancelyn Green's King Arthur and His Knights of the Round Table*

*Roger Lancelyn Green's The Adventures of Robin Hood*

*Hans Andersen's Fairy Tales*

*Nathaniel Hawthorne's A Wonder Book and Tanglewood Tales*

*Barbara C Sproul's Primal Myths: Creation Myths Around the World*

*Twain's Huckleberry Finn*

*Alcott's Little Men*

*Grahame's The Wind in the Willows*

*Tolkien's The Hobbit*

*MacDonald's The Princess and the Goblin*

*Shakespeare's A Midsummer Night's Dream and The Tempest*

*Pyle's The Merry Adventures of Robin Hood*

*Orwell's Animal Farm*

*O. Henry's short stories*

*Swift's Gulliver's Travels*

*Johnson's Rasselas*

*Goldsmith's The Vicar of Wakefield*

*Dickens' Hard Times*

*Hughes' Tom Brown's School Days*

*C.S. Lewis's The Great Divorce*

*Chesterton's Father Brown short stories*

*Shakespeare's The Merchant of Venice and Macbeth*

*Cather's Death Comes to the Archbishop or My Antonia*

*Robert Frost's poetry*

*Alcott's Little Women*

*Austen's Pride and Prejudice*

*Chaucer's Canterbury Tales (selections)*

*Dante's Inferno or Purgatory*

*Shakespeare's Hamlet King Lear, and As You Like It*

*Cervantes' Don Quixote*

*Milton's Paradise Lost*

*Austen's Emma or Persuasion*

*Dickens' David Copperfield*

*C.S. Lewis's That Hideous Strength*



*Flannery O'Connor's Short Stories*

*The Iliad*

*The Odyssey*

*The Aeneid*

*Oedipus the King*

*Antigone*

*"The Allegory of the Cave"*

*"Euthyphro"*

*"Crito"*

*"Phaedo"*

*The Consolation of Philosophy*

*Troilus and Criseyde*

*The Inferno*

*Montaigne's Essays*

*Paradise Lost.*