

MOUNT ROYAL ACADEMY



Self- Study Report

April, 2015



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Mount Royal Academy History Timeline



Founding family pilgrimage to St. Joseph's Oratory

September, 1994: School opens in Newport Hospital

1999: Campus relocation to Seven Hearths Inn, Sunapee

Entrance into National Association of Private Catholic and Independent Schools ([NAPCIS](#))

Addition of high school grade levels

Construction completed on college preparatory high school building

December 15, 2006: Recognition by Bishop McCormack as a Catholic school, giving us the gift of the Eucharist on campus

August, 2011: Construction completed on St. Joseph's Center (gymnasium, lunch room, art room, and computer lab)

February, 2012: Demolition of Seven Hearths Inn

July, 2012: Construction completed on PreK-8 elementary school building

July, 2012: Acceptance into New Hampshire Interscholastic Association ([NHIAA](#))

September, 2012: Campus and mission rededicated by Bishop Libasci



Criterion I: Integrity, Missions and Objectives

The Mission Statement of Mount Royal Academy states as its primary goal the education of “the whole person through the spiritual, academic, and physical formation of each student.”

Spiritual Formation

The high school cultivates the spiritual formation of students through its theology curriculum that introduces all students to the rudiments, doctrines, and dogmas of the Church in its beginning course, Foundations of Catholicism, taught to ninth grade students. Students continue their study of Catholic theology in their sophomore year with courses in the Old Testament and New Testament, in the junior year with classes in Catholic Morality and Catholic Social Teaching, and in their senior year with Apologetics.

In addition to Morning Prayer, Mass, and Rosary, lower school students receive instruction in the *Disciple of Christ: Education in Virtue* program that introduces them to the theological and cardinal virtues, the Gifts of the Holy Spirit, and the Fruits of the Holy Spirit. Throughout the school year students gain a deeper understanding of “The Virtue of the Month” that is taught and fully explained during that time. Their trips to retirement homes introduce them to the corporal works of mercy. They make a pilgrimage each year to the La Salette Shrine in Enfield, New Hampshire. They celebrate All Saints’ Day by researching the life of a saint and making a presentation on the saint’s life and moral example in an appropriate costume. Students also produce a Christmas pageant in which each class performs a skit that enacts the Biblical events from the Gospels to commemorate the miracle of the Incarnation.

To learn that the integrity of a Catholic life demands both faith and works (corporal and spiritual), high school students also must fulfill a community service requirement of sixty-five hours during each academic year from grades nine through twelve. Students attend Mass at the school weekly (usually on Monday) and say a communal Rosary each Friday. At the beginning of each month the entire Catholic community at the school honors God with the devotion of Adoration. During each hour of the school day one or several students or faculty venerate the Blessed Sacrament in the school chapel.

During the month of January, Mount Royal Academy hires busses for high school students, faculty, parents, and chaperones to attend the annual March for Life in Washington, D.C. The school gives foremost priority to the all-importance of the spiritual lives of its students.

Recognizing the relationship between manners and morals, the school expects from each student the conduct of ladies or gentlemen, civility and courtesy toward all fellow students, and proper respect for all faculty members, administrators, and visitors. The school’s policy of a dress code impresses upon students their dignity as civilized human beings, motivates them to appear and act at their best, and influences them to be pleasing and gracious to all people. This code of conduct is summarized in the Appendix of the brochure *Mount Royal Academy: High School Course of Study*. It lists seven ideals that all students must practice on a daily, constant basis from “kind and thoughtful participation” in classes” to gratefulness for the gift and the privilege of education to intellectual honesty in completing one’s assignments without copying or plagiarism.



Academic Formation

Mount Royal Academy offers students a bona fide liberal arts curriculum with rigorous standards and special Honors classes for motivated and gifted students. Courses in English composition and literature and classes in foreign languages (Latin, French, and Spanish) instill the habits of reading, writing, listening, and speaking. The smallness of the classes allows for maximum class participation for students and personal attention for each student. The good and great books of Western civilization—the classics of American, British, and Greco-Roman civilization form the curriculum of English courses (“the best that has been thought and said” in Matthew Arnold’s phrase).

Through their four years of study students learn grammar, logic, and rhetoric from their writing assignments, discussions, and debates that inform all their courses in history, theology, and literature. In their senior year students take a seminar in the seminal ideas of Western civilization that form the Classical-Christian tradition called by philosophers the Perennial Philosophy. The culmination of this course is a ten-page documented essay with end notes and bibliography on a topic they have encountered in several of the great classics they have studied in the course of their four years.

Similarly, students take demanding courses in the social sciences that encompass world history, American history, and modern 20th century as well as government and politics. The classes in mathematics and sciences (biology, chemistry, and physics) encompass beginning level courses like algebra and geometry and advanced subjects like pre-calculus, calculus, and engineering; they also offer Honors credit for advanced students. All of these courses in the humanities and sciences have the same rigor, integrity, and high standards. In short, there are no marginal, “easy” classes for the uninterested or unmotivated. Students must rise to the level of expectation demanded by the integrity of the subject matter or the standards of the instructor. Mount Royal Academy rejects the insidious practice of “dumbing down,” and students do not receive credit for incompetent or incomplete work. All these courses require and enforce the habits of study: diligence, patience, self-discipline, perseverance.

Physical Formation

Mount Royal Academy encourages all students to play sports and enjoy a robust physical life of vigorous activity. Because man is a unity of body and soul, the state of the body naturally affects the mind, and the condition of the soul naturally influences a person’s state of mind and body. Recognizing the joy and vitality that sports and all forms of play bring to the human spirit, the school offers soccer, basketball, and track for middle school students, junior high students, and high school students—both boys’ teams and girls’ teams in each sport. In the spring of 2014 the school initiated a boys’ baseball team for the first time. Coaches are advised and encouraged to give all athletes—regardless of ability-- a chance to play for some portion of each game. The primary purpose of sports is fun and participation, an opportunity to discover new sources of enjoyment, foster friendship and solidarity with teammates, and strive to do one’s best in competition, keeping in mind always that, to quote Vince Lombardi, “winning isn’t everything, but wanting to win is.”

In all these areas of spiritual, intellectual, and physical formation Mount Royal Academy subscribes to the ideal of liberal education pronounced by Blessed Cardinal John Henry Newman in his classic *The Idea of the University* in which he argues that all knowledge is one, integrated, and whole. No truth from science,



history, or literature—if taught honestly-- contradicts what the Church teaches. All bodies of knowledge, when taught properly in their integrity and not for ideological purposes--lead to an understanding and love of God who is Truth itself, the Word (*logos*) made Flesh. The truths of the human heart illuminated in literature, the providential events in human history, and the miraculous, intricate order of the created world all mirror some facet of God’s nature as truth, beauty, goodness, or love. Newman’s statement about the perfection of the educated mind remains a touchstone for all who aspire to provide students the model of educational excellence:

The perfection of the Intellect . . . is the clear, calm, accurate vision and comprehension of all things, as far as the finite mind can embrace them It is almost prophetic from its knowledge of history; it is almost heart-searching from its knowledge of human nature; it has almost supernatural charity from its freedom from littleness and prejudice; it has almost the repose of faith because nothing can startle it; it has almost the beauty and harmony of heavenly contemplation, so intimate is it with the eternal order of things and the music of the spheres.

A. Lines of Inquiry:

- 1 How does the school identify, appraise, and select new Board of Trustee members?

The Board of Trustees recommends new members who have a vested interest in the success of the school, have professional qualifications that fit them for the position, and value Catholic education. The Board then votes on whether or not to select them as ideal for the position.

2. What steps have been taken by the school to ensure that its educational program is consistent with its mission statement?

See the opening paragraphs of this report on Criterion I: “Spiritual Formation,” “Academic Formation,” and “Physical Formation.”

3. In what manner is the mission statement communicated by the Board of Trustees to the administrator, faculty, students, and parents?

The school disseminates this information through its website, handbook, brochures, and by-laws that are available and accessible at all times.

4. What evidence can be produced to indicate that the school’s mission and philosophy statement reflects its purpose and that it is understood and implemented by the administration, faculty, students, and parents?

The school ensures that all faculty take the Oath of Fidelity to uphold Catholic teaching and ideals in their instruction, professional conduct, and moral example. Teachers hold all students accountable to the highest ideals of manners, morals, and personal integrity and do not compromise standards of excellence to accommodate mediocrity or reduce education to the lowest common denominator. The school enforces a dress code and does not engage in grade inflation. All academic subjects are taught with rigor and integrity as sources of natural truth, scientific knowledge, or divine revelation that embody universal knowledge,



not political opinion or ideology. Parents understand that their children must achieve, strive to do their best, and always give an honest effort. Justice is always tempered with mercy.

5. How accurately do the school's publications reflect the mission and philosophy statement?

Consistency informs all the publications of the school. The Mission Statement, Handbook, website, and brochures have the same recurring themes, for example, the education of whole person, the ideals of classical education, fidelity to the Magisterium, high ideals.

6. How does the school assure itself that student learning is consistent with its philosophy, goals, and objectives?

Student performances in Iowa Basic Skills tests, SAT and ACT tests are consistently above average. The high percentage of graduates who receive admissions to competitive colleges and receive generous scholarships also gives telling evidence that students acquire bodies of knowledge, habits of thinking, and basic verbal, mathematical, and thinking that allow them to achieve, prepare themselves for the work force or higher education, and receive admission into excellent colleges and universities.

B. Supporting Documentation:

1. Mission statement and educational philosophy
2. Informational booklet
3. Board of Directors census
4. Oath of Fidelity

C. Commendations:

1. A faithful adherence to the mission statement.
2. A commendable record of student achievement.
3. Affirmation from former students and graduates

D. Recommendations:

1. That the Board and Headmaster cultivate alumni relationships and hold annual alumni events at the school.
2. That the Headmaster create greater visibility to the general public to provide more educational choice for families seeking excellence in education.
3. That the Headmaster promote more occasions and opportunities for parents and faculty to foster more conversations and communication about the ideals of Catholic education.



Criterion II: Curriculum

A. Lines of Inquiry:

1. Does the Board of Trustees set policy for the selection of curriculum?

The Board of Directors identifies the core subjects of the curriculum and is responsible for overseeing the entire curriculum. The Headmaster and the faculty collaborate to develop the curriculum and select resources.

2. Does the school have a system to develop, implement and evaluate its curriculum?

The school is currently developing a system for regular, ongoing curriculum review. A three-year plan has been initiated to develop and implement curriculum in core areas of study:

2014-2015: Theology and social studies

2015-2016: Math and science

2016-2017: Language arts

3. What process is employed by the school to formulate, review, and evaluate its curricula, especially in terms of student learning?

The Headmaster closely monitors student performance in the classroom and school performance on standardized testing. Individual teachers review and evaluate student success daily and through summative assessments provided by the curriculum. Teachers also review standardized assessments.

4. Is the Board of Trustees responsible for establishment of diploma requirements?

The Board of Directors is responsible for the establishment of diploma requirements, with extra attention to college entrance expectations. The Board of Directors has adapted the New Hampshire state diploma requirements.

5. Does the administrator and faculty and staff implement and monitor academic policy?

The Headmaster and faculty implement and monitor academic policy across all grade levels, as is consistent with the mission. Policies are clearly defined in the student handbook and on course syllabi, as well as posted in the classroom.

6. Are the school's general education requirements effective in terms of the school's objectives? Are these effectively communicated to the students?

The education requirements put forth by the Board of Directors are effective in achieving Mount Royal's educational goals. These are effectively communicated to the students via syllabi requirements, academic advising, daily teacher instruction and lesson plan objectives.



B. Supporting Documentation:

1. Academic calendars: 2014 – 2015 and 2015 – 2016
2. Curricula selection process
3. Developing course syllabi for grades 1-6
4. Course syllabi for grades 7-12

C. Commendations:

1. Teachers consistently evaluate the effectiveness of the curriculum, and as needed supplement with resources to bolster to student achievement. Teachers are very sensitive to individual students' needs and try to respond with appropriate modifications.
2. The goal of evaluating two subjects per year is very realistic and beneficial.
3. Mount Royal graduates have successfully matriculated to post-secondary institutions since 2000. Over 90% of students have been accepted into their first-choice college.
4. School performance on standardized testing is well above average.

D. Recommendations:

1. That the Headmaster and Faculty respect the three natural stages of learning (grammatical, logical, and rhetorical) when selecting academic resources and grade-level programs.
2. That the Board of Directors should determine Mount Royal Academy's educational philosophy, and ensure the school website and print materials accurately reflect the curriculum.
3. That the Board of Directors should determine if the school should solely pursue content that is completely aligned with a classical curriculum, or continue to utilize a classical approach, respecting the developmental stages of learning.
4. That the Board of Directors establish and the Headmaster implement an academic policy to identify, monitor and support students who are having difficulty meeting grade level expectations.
5. That the Board of Directors and Headmaster set up a process to oversee curriculum decisions. A Board member shall be appointed to serve as a liaison between the Board and faculty. The Board liaison, Headmaster, and faculty will collaborate to review and/or create curriculum.



Criterion III: Faculty

A. Lines of inquiry:

1. Does the Board of Trustees set policy for the selection of staff?

The Headmaster posts open positions on the school website and relevant publications. Candidates for employment at Mount Royal Academy submit a completed application, resume and references to the Headmaster. The Headmaster appoints a committee comprised of faculty and parents to interview viable candidates; the committee makes recommendations to the Headmaster. The Board must give final approval for any hiring recommendations made by the Headmaster.

2. How does the school identify, appraise, negotiate with, and select an administrator and new faculty.

Mount Royal Academy requires all full-time administrators and faculty to be practicing Catholics. Commitment to the faith, as well as expertise in subject area, are guidelines for identifying and appraising prospective faculty. All employee contracts are one year in duration; the contract does not contain an automatic renewal clause. Salary and benefits are negotiated on an annual basis.

3. How does the school evaluate the teaching performance of its faculty members?

Mount Royal is in the process of refining its teacher evaluation guidelines. Currently, the Headmaster completes two to three formal observations per year, or on an as-needed basis. Observations may be both announced and unannounced. Additionally, the Headmaster completes several unannounced supervisorys throughout the year. The Headmaster and faculty member conclude each observation with a post-observation discussion. These evaluations are documented in writing, placed in the faculty member's personnel file, and conclude with a Headmaster/faculty meeting to discuss the evaluation and recommendations.

4. How does the school evaluate its own criteria for recruitment, appointments, promotion, and evaluation of its administrator and faculty members?

The Headmaster, with the approval of the Board of Directors, has jurisdiction over the recruitment, appointment, promotion, and evaluation of its administrator and faculty members. It is a goal to post in-house appointments and promotional opportunities on the faculty resource page of the school website in order to give equal opportunity to all interested parties.

5. What evidence can be produced to substantiate that the administrator and faculty are properly prepared to teach the classes they are assigned?

The school maintains a list of faculty and staff degrees and credentials, and specifies required qualifications in advertised job postings. Regular faculty observations and ongoing professional development ensure teacher qualification and effectiveness.

6. What is the process for addressing grievances between administrator, faculty and staff?

Faculty and staff are encouraged to address grievances directly with the Headmaster. The Faculty Handbook states, "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.”

B. Supporting Documentation:

1. Administrator, faculty and staff census
2. A copy of the current salary schedule and benefit packages
3. A copy of the Faculty handbook
4. A copy of the Teacher application and contract
5. Oath of Fidelity to the Magisterium
6. Teacher evaluation process

C. Commendations:

1. The school has, in recent years, begun to utilize interview committees in the selection process, moving away from new hires being determined solely by the Headmaster.
2. The school has successfully adhered to hiring practicing Catholics as full-time faculty.
3. The school is reviewing and formalizing its teacher evaluation process. The school piloted the Danielson Framework for Teacher Evaluation during the 2014-2015 academic year.

D. Recommendations:

1. That the Board should create a more formal process for the review of salary and benefits. The Board should offer and differentiate between sick, personal and professional time, in particular reviewing bereavement and maternity leave.
2. That the Board and Headmaster continue to work toward formalizing the teacher evaluation process.
3. That the Board and Headmaster find ways to financially support administration and faculty development.
4. That the Board require all full-time faculty to obtain a statement of eligibility for state certification. The board should work toward setting aside the necessary funding for teachers to complete the certification process and maintain state certification.
5. That the Board form a mediation team, consisting of the Headmaster, a veteran teacher, and a Board member, to act as an intermediary body if a grievance cannot be resolved between the Headmaster and a faculty member. All grievances shall go to the mediation team once an impasse is reached between the Headmaster and a faculty member. If a grievance reaches the

mediation team, the team should be required to respond to the faculty member and grant meeting time regarding the conflict.





Criterion IV: Students

A. Lines of Inquiry:

1. Does the Board of Trustees set policy for admissions and discipline?

The Board does not set policy for admissions and discipline.

The Headmaster determines policies related to admissions and discipline.

Teachers are expected to reinforce the discipline policy.

2. Are the admission policies followed in a consistent manner? If exceptions are made, what are they, and who makes them? Should any significant changes be made in the policies?

The admissions policy are at the discretion of the Headmaster. The school currently accepts all students, as long as there is space in the classroom. No students with severe behavioral or academic needs are accepted. MRA does not accept students whose academic needs are too challenging for current resources. Teacher advice and support is considered, but not consistently. Exceptions are made by the Headmaster for age, poor results on assessment placement tests, and behavioral needs. Significant changes should be made in the policies. Our recommendations are outlined below.

3. What is the process for addressing grievances between parents, students and administration and faculty?

There is a procedure in place for student or parent grievances. Grievances must first be addressed to the teacher. Not all grievances are reported to the Headmaster. If the grievance is unresolved after a meeting with the teacher, then the parent may schedule a meeting with the Headmaster. All grievances are subject to the discretion of the Headmaster; he may or may not inform the Board as needed.

B. Supporting Documentation:

1. A copy of the Parent/Student Handbook.
2. A copy of the admissions policy.

C. Commendations:

1. Significant discipline issues are dealt with immediately and with appropriate consequences. Teachers report all discipline issues on My Student Progress. Documentation is good, parents are notified immediately, and consequences are appropriate.
2. Individual attention is given to the particular needs of students and families in setting both admissions and discipline, to the end of achieving the school's mission of educating the whole child. Private tours and/or information sessions are available to inquiring families year-round.
3. Parents are encouraged to speak directly to the teacher when they have a grievance and most problems are resolved at this level.



D. Recommendations:

1. That the Board and Headmaster establish an admissions committee to review applications, make recommendations, and share pertinent information with appropriate faculty members.
2. That the Headmaster consider re-creating a mentor program for new families.
3. That the Board and Headmaster consider creating a process for evaluating whether or not to accept students into Garden (Pre-Kindergarten and Kindergarten).
4. That the Headmaster and Faculty create a serious yet formative probationary period for students in middle and high school.
5. That the Board and Headmaster change fighting policy in Student Handbook.
6. That the Board insert parent representative to the Board into a formal position in the grievance process.



Criterion V: Facilities

A. Lines of Inquiry:

1. Does the school have a library or a plan of action to establish one?

The school currently does not have a library. There are no plans to develop a library in the immediate future due to peak capacity. Each space is utilized primarily as a classroom.

2. Does the school make the best use of its facility and equipment to provide for a safe, clean, and productive learning environment for its students?

The school maximizes the gifts provided by God through the benefactors. The buildings are maintained by a Facilities Director. The Facilities Director is a year round employee. The buildings are clean, free of distractions, and welcoming to students. Moreover, each classroom assignment is arranged in order to cultivate a learning environment that is conducive for each age/grade level in the school.

3. Does the facility meet established health and safety standards?

The facility meets all established health and safety standards. Contractors conduct yearly inspections, maintenance, and repairs on essential systems (ie: fire alarms and HVAC equipment).

4. Does the school have established emergency routines for fire or earthquake?

The school possesses an Emergency Response Plan for various possible situations including but not limited to fire, natural disasters, terrorist threats, or possible on-site violence. The plan has been shared with the local authorities. Each year the staff receive instruction on the details of the plan, and drills are conducted.

B. Supporting Documentation:

1. A copy of the current Emergency Response Plan.
2. A copy of city or county certificate to occupy premises.

C. Commendations:

1. The buildings are maintained daily; essential cleaning is completed, including disinfecting all trouble areas. All buildings on the school campus are of recent construction (within 10 years), and are built with solid concrete exterior walls.
2. A Facilities Director is employed year round; major maintenance projects are completed during the summer months (stripping/waxing floors; painting).



3. Essential services are sub-contracted to ensure professionalism and safety (ie: snow removal and HVAC maintenance). The school has improved relations with vendors that supply products necessary for the maintenance of the facilities, as well as contractors.
4. The school facilities have afforded a means of community outreach and improved public relations, both by utilizing the space for school functions open to the public, and by offering the use of the buildings to other organizations in the surrounding community.
5. The school is actively working to improve security throughout the facilities in consultation with local authorities.

D. Recommendations:

1. That the Facilities Director improve organization of maintenance materials.
2. That the Board consider that the Facilities Director could accomplish more if 40 hours are allotted on the budget.
3. That the Headmaster and Facilities Director track information and data related to the overall performance of the facilities needs to take place.
4. That the Board collect rent from community groups that utilize the facilities regularly to partly fund maintenance of the facilities.
5. That the Facilities Director establish a list of needed repairs through electronic means that is accessible to all staff for the reporting of maintenance needs. This list could be regularly reviewed and prioritized by the Headmaster in conjunction with the Facilities Director.
6. That the Headmaster and Facilities Director continue to improve security measures throughout the facilities as recommended by local authorities.



Criterion VI: Governance

A. Lines of Inquiry

1. Organization

Evaluate the process utilized to acquaint the administrator, faculty and staff with the school's organizational plan and the provisions that affect them.

a. The school is adequately organized for carrying out its missional objectives. These objectives orbit around the central areas of focus, which include academic, spiritual and personal success for all students. The Headmaster of the school is given the authority by the governing body (Board of Directors) to ensure faithful implementation of the school's mission. Additionally, the Headmaster and the Board of Directors work to ensure the efficacy and sustainability of the school.

b. Board of Directors→Headmaster→Lower School Lead Teacher→Faculty and Staff

c. Provisions affecting school organization: The Board of Directors and the Headmaster make informed decisions on behalf of the school community. These decisions are sometimes, though rarely, informed by parents, students, faculty and staff. The school is directly impacted by the decisions and policies that run through a formal and informal process of approval. The school is currently developing a more robust system regarding the establishment, approval and implementation of policies. The school is proactive in creating functional policies.

2. Board/Community Relations

Analyze the Board of Trustees relationship with the administration and faculty and staff.

a. The Board of Directors has a strong relationship with the Headmaster. A formal meeting is conducted quarterly (or as needed) in which the Headmaster reports information and requests decisions from the Board. The Headmaster informally interacts with the Board regularly. There is little to no interaction between the Board and the faculty/staff.

3. Grievances

What is the process for resolving grievances: family, personnel?

a. Regarding parents: The current process for addressing grievances is straight-forward. Parents and students are encouraged to follow the principle of subsidiarity. Those believing themselves to be aggrieved are encouraged to address the issue on the ground level. For instance, a parent having concern regarding a teacher, assuming it is nothing egregious, ought to talk directly to the teacher. If the parent is unhappy after their encounter with the teacher, they are encouraged to contact the Headmaster through personal meeting, phone, email or letter. The Headmaster shares all pertinent grievances with the Board.



b. Regarding personnel: Faculty and staff are encouraged to address grievances directly with the Headmaster. The Faculty Handbook states, “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.”

4. Budget Review

Review system for budget preparation and approval.

a. The school successfully operates through a carefully planned and scrutinized budget. The current system for budget preparation and approval involves a close working relationship between the Headmaster and Board of Directors. During their quarterly meetings, the Board of Directors and the Headmaster review the school’s current and future financial status. This analysis involves budget versus actual performance, profit and loss, balance sheet review, and variance analysis to focus attention on relevant issues.

b. The Headmaster presents his preliminary compiled data before the Board of Directors in the February meeting. The Board of Directors sets the budget amount and provides conscientious guidance for the Headmaster. The Board of Directors votes on the final budget after financial aid decisions are awarded in March.

5. Sources of Income

Assess the stability and adequacy of sources of income in relation to the operating budget. What are the trends? Are changes needed?

a. The bulk of the school’s operating budget comes in the form of tuition. Outside of this category, the largest source of financial support comes through donations. Great care is taken to ensure that tuition rates are fair. In order to ascertain an appropriate and just tuition amount, the Board of Directors and the Headmaster take into consideration the proposed operational budget for the following school year whilst also remembering the impact of national and local economies. The price of tuition is extraordinarily reasonable for the school’s geographic location. Tuition has remained relatively stable, or experienced only slight increases, in the past several years. A Fundraising Committee actively pursues all opportunities to raise revenue; a key development came in 2013 with the institution of the Family Fundraising Commitment.

b. One cause for concern is the amount of financial aid provided to families. In living up to its mission of providing sound religious and academic education, Mount Royal Academy has provided significant tuition breaks to families with financial need. In an attempt to streamline the financial aid process, and to ensure impartiality for the school families seeking aid, the school is revitalizing the financial aid process to make it more impartial, and to appropriately plan for the personnel decisions. This program (F.A.C.T.S.) provides the school and the families with the service of determining financial need.



6. Strategic Planning Process

Does the school have a strategic planning process taking into account projected income and expenses and a review of development opportunities?

B. Supporting Documentation:

1. A copy of the Articles of Incorporation and By-Laws.
2. Evidence of 501(c)(3) tax-exempt status.
3. A copy of the current school budget.
4. A copy of the most current financial report and statement with a summary.
5. A copy of the sustainability report.

C. Commendations:

1. The Headmaster is open and eager to receive feedback from faculty, staff, parents and students.
2. The budget is carefully planned and regularly monitored.
3. School has been generous in providing financial aid in the past.

D. Recommendations:

1. That the Board increase communication between the Board of Directors and the school community.
2. That the Board establish and document school policies.
3. That the Board increase the financial responsibility of all families in a way that is impartial and equitable for both the community and the school.
4. That the Board create a Strategic Planning Committee to assess possibilities for future growth and implement plans to meet the needs of an increasing student population.