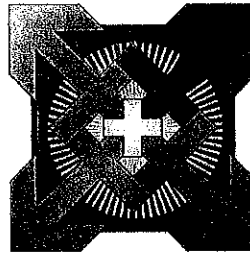


# NAPCIS



NATIONAL  
ASSOCIATION OF  
PRIVATE  
CATHOLIC\* AND  
INDEPENDENT  
SCHOOLS

2640 Third Avenue, Sacramento, CA 95818-3209 ♦ (916) 451-4963 info@napcis.org www.napcis.org

**Executive Director:**

Eileen Cubanski

April 17, 2023  
Feast of St. Anicetus

**Professional Development:**

John Kamprath

Derek Tremblay  
Mount Royal Academy  
26 Seven Hearths Lane  
Sunapee, NH 03782

**President Emeritus:**

Francis Crotty

Dear Derek,

**Board of Trustees:**

Eileen Cubanski  
Denise Donohue, Ed.D  
Dan Guernsey, Ed.D  
Art Kunath, M.D.  
Joseph Norton

I am pleased to inform you that Mount Royal Academy has been granted a full term of accreditation from the National Association of Private Catholic and Independent Schools.

As an accrediting agency specifically designed to uphold the Standards of Excellence in schools committed to preserving and teaching the Catholic Faith loyal to the Holy See, NAPCIS is proud to recognize the work of Mount Royal Academy and the dedication of its Board of Directors, Administration, faculty and staff in educating our youth as future leaders in the Church and society.

**Ecclesiastical Advisor:**

His Eminence  
Raymond L. Cardinal Burke

Katie and Alison thoroughly enjoyed their visit. They found the school's self-study to be an accurate reflection of the current state of the school and were impressed with MRA's achievements across all criterion.

**Council of Scholars:**

Dominic Aquila, D. Lit.&Phil.  
Louise Desilets  
Rev. Joseph Fessio, S.J.  
John Galten  
James Gaston.  
Arthur Hippler, Ph.D.  
Ann Malone  
Rev. Anthony Mastroeni  
James Merkel, Ph.D  
Patrick O'Meara  
Robert Spencer  
Rev. Joseph Terra, F.S.S.P

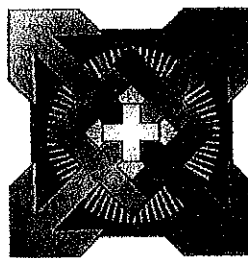
A Certificate of Accreditation accompanies this letter. I have also enclosed two copies of the Visiting Team Report. Please feel free to make more copies should you need to do so.

May God continue to bless you and your efforts.

With kindest regards,

A handwritten signature in cursive script that reads "Eileen Cubanski".

Eileen Cubanski,  
Executive Director



## RECOMMENDATION FOR A TERM OF ACCREDITATION

SCHOOL: Mount Royal Academy

SCHOOL ADDRESS: 26 Seven Hearths Lane, Sunapee NH

DATE: April 4, 2023

### JUSTIFICATION STATEMENT

A. The Evaluation Team finds that the self-study reflects the school's reality.

Adequately       Partially Inadequate       Inadequately

B. The Team finds that the school is  / is not  adequately meeting the NAPCIS Standards and Criteria, as follows:

CRITERIA	Outstanding	Very Good	Adequate	Partially Inadequate	Inadequate	Commendation & Recommendations that support this rating
I. Integrity, Mission, & Objectives	✓					<i>see report</i> ↓
II. Curriculum	✓					
III. Faculty	✓					

CRITERIA	Outstanding	Very Good	Adequate	Partially Inadequate	Inadequate	Commendation & Recommendations that support this rating
IV. Students	✓					see report ↓
V. Facilities	✓					
VI. Governance		✓				

In summary, the evaluation Team finds that the school is ✓ / is not \_\_\_\_\_ adequately meeting the NAPCIS Standards and Criteria, as follows:

- A. The school's stated philosophy, goals, and objectives are ✓ / are not \_\_\_\_\_ appropriate for a school of its type.
- B. The school is ✓ / is not \_\_\_\_\_ accomplishing its stated purposes.
- C. The school has ✓ / has not \_\_\_\_\_ established conditions under which the achievement of its philosophy, goals and objectives can be expected.
- D. The school does ✓ / does not \_\_\_\_\_ demonstrate a commitment to growth and improvement.

THEREFORE, THE EVALUATION TEAM'S CONFIDENTIAL RECOMMENDATION TO THE NAPCIS ACCREDITATION COMMISSION IS:

✓ A FULL TERM of 6 years. \_\_\_\_\_ A LIMITED TERM of \_\_\_\_\_ years.

\_\_\_\_\_ A denial of Accreditation based on conditions detailed in the Evaluation Team Report. (Note: As an alternative to denial, a school may be granted a limited term of accreditation to allow a period of time for a school to give prompt attention to recommendations and be re-evaluated.)

Alison Mueller  
Name, Evaluation Team Member

[Signature]  
Signature

K Knight Katie Knight  
Name, Evaluation Team Member

\_\_\_\_\_  
Signature

# VERIFICATION SHEET

Evaluation of

Mount Royal Academy  
Name of School

The following report represents the conclusions of the Visiting Team. The Team wishes to thank the administration, the faculty, staff, parents, and students for the hospitality shown the Team members during their visit. The Team wishes to express appreciation for the work and cooperation that made the school's self-study so effective and representative of the professionalism and commitment to excellence of all those involved in its preparation.

Alison Mueller  
Name, Visiting Team Member

Katie Knight  
Name, Visiting Team Member

Dir., Marketing, Enrollment, Development  
Position

Principal, St. Catherine of Siena School  
Position

153 Ash St Manchester  
Address

206 North St, Manchester NH  
Address

[Signature]  
Signature

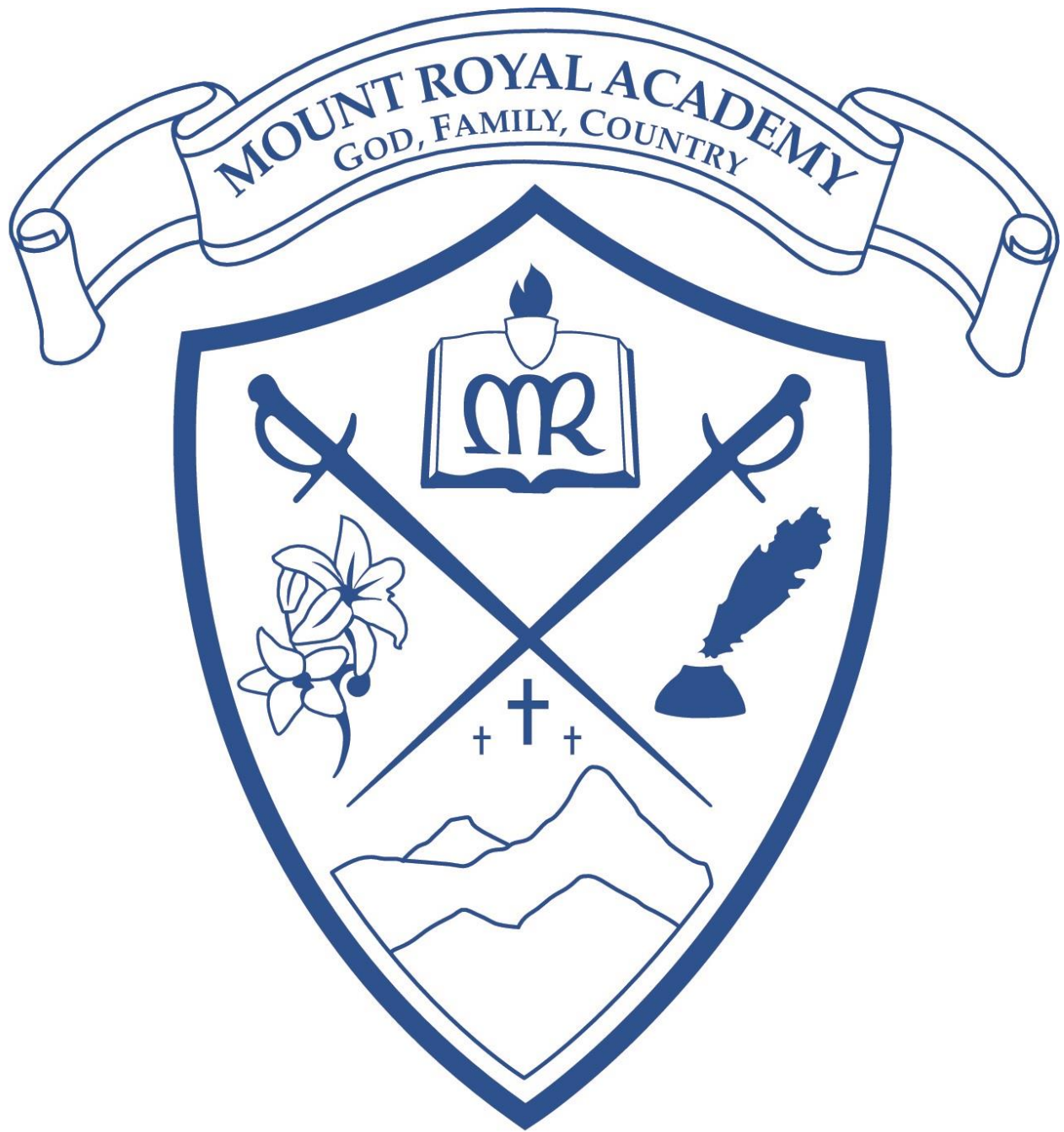
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Signature

\_\_\_\_\_  
Name, Visiting Team Member

\_\_\_\_\_  
Position

\_\_\_\_\_  
Address

\_\_\_\_\_  
Signature



**Visiting Team Report**  
**April 4, 2023**

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## **School History**

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 Athletic Association (NHIAA)

September, 2012: Campus and mission rededicated by Bishop Libasci

July, 2015: Accreditation completed with NAPCIS

2018: Named first in the nation "Ambassador School" by the Catholic Education Honor Roll

## **Criterion I: Integrity, Mission and Objectives**

### **A. Commendations**

1. Each day begins with prayer and our week as a whole school begins with prayer on Monday Morning and ends with Mass on Friday. The fact that the whole school participates is integral to our mission and to the formation of a unified spiritual life. Our school liturgies have become much more sacred and reverent thanks to both the school chaplain and the work of staff to encourage the proper decorum at Holy Mass. (SS p. 12)
2. The prominence of "educating the whole person, one student at a time" has made it a phrase that frequently enters into the faculty consideration when lesson planning and identifying the right way to engage their students. It directs faculty decisions in a lot of ways. (SS p. 12,13)
3. Stakeholders were all able to cite the mission, showing the school's success in ensuring the mission is known and lived. (Int.)
4. MRA students are the most polite and well mannered. (SS p. 13)
5. Mount Royal Academy has a nationally recognized reputation for being a Catholic school that takes its mission to preserve and teach the full Catholic magisterium seriously. This has led out of state residents to specifically move to the area in a large part to send their children to this school. (SS p. 13)
6. The Headmaster for his willingness to involve parents in their child's education and encouraging involvement in school activities. The warm welcoming feeling at this school builds a sense of trust that our children are in good hands. (SS p. 13)
7. The transparency of the curriculum by Headmaster, administration and faculty is appreciated. (SS p. 13)
8. The administration for an exemplary internal and external consistency in mission. (SS p. 13)
9. The Academic Dean for her tireless devotion to the mission of "educating... one student at a time" in the form of great feats of complicated scheduling for the sake of getting tutoring for struggling students. (SS p. 13)
10. The Headmaster for his attentiveness to the needs of the families at our school, especially families in crisis. Our school's ability to respond quickly in support of those among us who are suffering is due in large part to his prompt communication with the school and requests for help. (SS p. 13)

### **B. Recommendations**

1. That the faculty put a greater emphasis on the Salesian way within the classroom. (SS p. 13)
2. That the Headmaster and Academic Dean put more emphasis on additional training in best practices for age appropriate classical instruction for first time teachers. (SS p. 13)



## **Criterion II: Curriculum**

### **A. Commendations**

1. The superior academic level that is expected of all students. The high school, especially with regard to the liberal arts, is studying at the college level in many subjects. (SS p. 15)
2. Curriculum addresses the growing needs of the student population. Language arts, mathematics, science, history, and catechism programs provide re-teach materials, extra support for struggling learners, enrichment for advanced learners, and letters to communicate with parents. (SS p. 15)
3. Collaboration with Sunapee Special Education Team, including: school psychologist, speech therapist, occupational therapist, and behaviorist to support students with individual needs. (SS p. 15)
4. Graduates are successful in college programs including science, engineering, nursing, and liberal arts, as well as, armed forces and trade schools. (SS p. 15)
5. Classroom teachers have support from resource teachers to provide academic support when needed and enrichment opportunities for advanced learners. (SS p. 15)
6. The increased level of course work over the past several years has made a difference in the formation of the high school students. They have more engagement with academic material and are being challenged and better prepared for their lives after graduation. (SS p. 15)
7. When choosing curriculum, special attention is paid to Catholic curriculum providers. Materials are also evaluated based on the recommendations of groups such as ICLE, Cana Academy, and the Cardinal Newman Society, (SS p. 15)
8. Faculty are collaborating to ensure school curriculum standards are mapped and chosen materials align (SS p. 15; Int.).

### **B. Recommendations**

1. That the Academic Dean and Headmaster create a more formalized curriculum review process that encourages patient assessment, reflection and discernment. (SS p. 16)
2. That the Academic Dean and Headmaster consider offering instruction of musical instruments and reading music. (SS p. 16)

### **Criterion III: Faculty**

#### **A. Commendations**

1. A mentoring program is in place for new faculty, consisting of regular meetings with either the Headmaster or Academic Dean to review best practices in lesson planning and preparation, teaching strategies, classroom management, assessment techniques, and to answer any questions or concerns of new faculty. (SS p. 18)
2. Gradebooks and lesson plans are reviewed regularly by the Headmaster and Academic Dean (SS p. 18).
3. The faculty for their willingness to learn, teach, and embrace new curricula in the best interests of their students, and for their tireless commitment to seeking the best means to help their students succeed. (SS p. 18)
4. The resource teachers and other support staff/tutors for their flexibility and willingness to help however is needed. (SS p. 18)
5. Academic Dean for her devotion to the needs of each individual student.
6. Headmaster and Academic Dean for their consistent witness to scholarship and thoughtful engagement in their contributions to school publications (along with their witness in class directly to the students they teach). (SS p. 18)
7. In the faculty there is a diversity of experiences and personalities while there is unity in purpose and overall mission. The mission is to educate the whole person with an emphasis on the faith. The different personalities, styles and focuses on the different teachers provide a rich environment for the students to develop and learn. (SS p. 18)
8. Faculty collaborates and supports each other especially when implementing a new curriculum. Teachers ask questions and observe each other in the classroom. (SS p. 18)
9. To the school leadership for maintaining a consistent learning environment/school character even with a large number of new faculty members and students. Administration and faculty together have discerned well regarding who to hire! (SS p. 18)
10. To the school leadership team for having a system in place to support new faculty members in acclimating to MRA's systems and standards. (SS p. 18)
11. To the faculty for their devotion to collegiality and positive work relationships. (SS p. 18)

#### **B. Recommendations**

1. That the Headmaster and Academic Dean create formalized job descriptions for all staff positions. (SS p. 18)
2. That the Headmaster and Academic Dean review the faculty formation cycle for clarity and communication of purpose so that the fruit can be better perceived. (SS p. 18)
3. That the Headmaster and Academic Dean develop job description for teachers. (SS p. 17, #1)
4. That the Headmaster and Academic Dean consider ICLE instead of the NH Dept. of Ed, for teacher certification.(PR p. 7, #4)

## **Criterion IV: Students**

### **A. Commendations**

1. The faculty for maintaining good record keeping and constantly posting grades and notes on Alma. Parents are able to stay up to date on their child's most current grades and quickly help them in any weak areas, as opposed to having to wait until grades are in to find out. (SS p. 20)
2. Faculty lesson plans are accessible to parents so they are able to see what students are learning daily. (Int.)
3. MRA students are the most polite and well mannered. (SS p. 13)
4. Student commencement speeches are the greatest evidence indicating that the school's mission is understood by all stakeholders. (SS p. 11,12)

### **B. Recommendations**

1. The Academic Dean and Headmaster need to work together with Garden teachers to develop readiness guidelines for students newly enrolling in Pre-Kindergarten. (SS p. 20)
2. The Admissions Directors needs to create an Admissions Committee that includes the Academic Dean, Headmaster, Office Manager, and relevant teachers to help evaluate students with IEP's and make recommendations to give an admissions test or discuss with parents grade/subject level placement prior to acceptance. (SS p. 20)
3. That the Admissions Committee establish a more detailed screening process for new students so that individual learning needs can be accounted for from the start of the academic year. (SS p. 20)
4. That the Parent-Teacher Association renew its efforts toward a mentor program for new families (SS p. 7; Int.)

## **Criterion V: Facilities**

### **A. Commendations**

1. Community libraries loan teachers books for extended periods of time. Teachers check out library books and bring them to school regularly. The Sunapee Library offers free membership to all school staff. (SS p. 21)
2. The school is very clean every morning. The Parent Teacher association supplied classrooms with tissues and paper towels to help teachers and students keep a clean classroom environment. (SS p. 21)
3. The Headmaster for diligence in procuring appropriate custodial staff and maintaining high standards for cleanliness, particularly for changes made to address proper sanitation practices. (SS p. 21)
4. The custodial staff for following proper maintenance practices, and ensuring the health and safety of students and staff. (SS p. 21)

### **B. Recommendations**

1. That the Headmaster schedule fire drills more frequently and perhaps even invite the fire department to come to the school and talk with the younger students in all of their gear so that, should a young student ever find themselves in need of help from a fire fighter, they are not scared of them because of their gear. (SS p. 22)
2. That the Academic Dean and Headmaster maximize the downstairs storage area in the elementary building a more functional space. (SS p. 22)
3. That the Headmaster and Academic Dean continue to develop a plan of action to create a traditional library. (SS p. 21, #1)
4. That the school continues its strategic planning efforts in relation to the adequacy of facilities (Exh.: SP, p. 6, 8, 10).

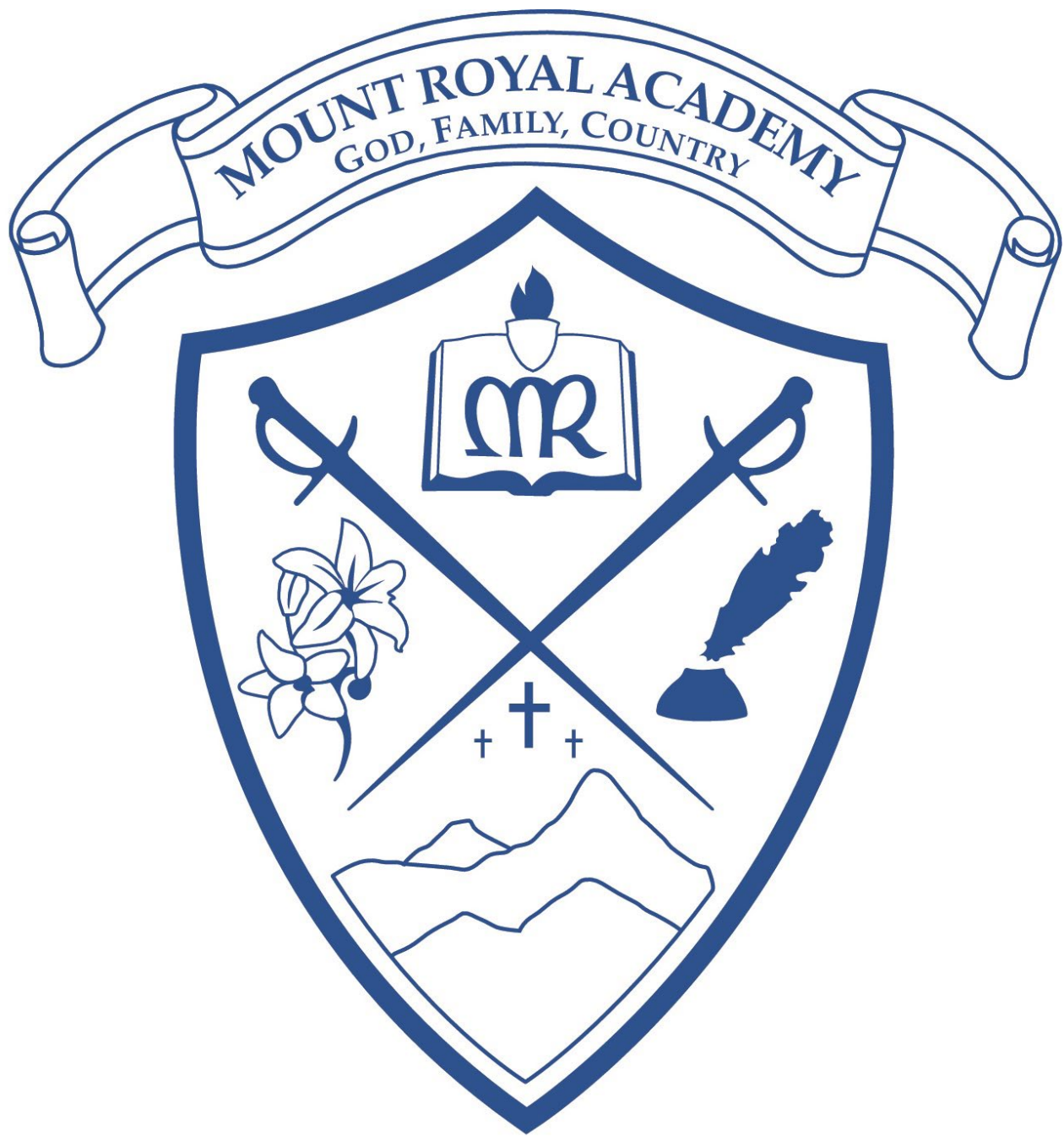
## **Criterion VI: Governance**

### **A. Commendations**

1. Board members meet with teachers twice each school year to assess job satisfaction. They inquire about what is going well, what has improved, and what needs to be addressed. (SS p. 24)
2. To the Board for being a thoughtful and supportive foundation and sounding board for our school. (SS p. 24)
3. The Board has been expanded to include both parent and non-parent members, allowing for more diverse viewpoints (SS, p. 23; Int.)

### **B. Recommendations**

1. That the Board would create a list of items for faculty to consider ahead of the scheduled office hours so that at least new faculty who are not already familiar with what will happen can go into their conversations feeling prepared. (SS p. 24)
2. That the Strategic Planning Committee continue to consider future expansion opportunities and other avenues to improve the operations of the school consistent with the mission and vision from all stakeholders. The most important change needed is to maximize the tuition contribution from each family, given the committed benefactors who regularly donate over \$300,000 to the school. The strategic goal to make this mission affordable for all families remains paramount, but investment in programming, personnel and infrastructure is more important than ever before moving forward. (PR p. 9, #6; SS p. 24, #8)
3. That the Board expand its efforts to immerse itself in the school community, particularly in relation to families, who may be unaware of the board's function and membership. (SS p. 9; Int.)



**Self-Study Report  
2022**

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## Mount Royal Academy 2021-2022

### Board of Directors

Tom Broom (Catholic)  
Dale Bellavance (Catholic)  
Jason Bassi (Catholic)  
Christopher Merino (Catholic)  
Bernard Towne (Catholic)  
David Thibault (Catholic)

### Administration

Derek Tremblay, Headmaster (Catholic) – Full time, humanities  
Lisa Sweet, Academic Dean (Catholic) – Full time, humanities and STEM  
Matthew McMenaman, Admissions and Liturgical Life Director (Catholic) – Full time, humanities  
Jesse Dow, Athletic Director (Catholic) – Full time, humanities  
Caroline Brodigan, Office Manager (Catholic)

### Faculty and Staff

Ambrose Bean (Catholic) – Full time, humanities  
Danielle Bowers (Christian) – Full time, resource  
Magdalena Dajka (Catholic) – Full time, resource and humanities  
Jacqueline Diebold (Catholic) – Full time, elementary  
Heidi Fagan (Catholic) – Full time, art and humanities  
Elizabeth Figueroa (Catholic) – Full time, resource  
Hannah Fraioli (Catholic) – Part time, resource  
Tammy Hamel (Unaffiliated) – Full time, resource  
William Harned (Unaffiliated) – Part time, custodial  
Catherine Hogan (Catholic) – Full time, kindergarten  
Nicole LeBlanc (Catholic) – Full time, pre-kindergarten  
Robin Moorehouse (Catholic) – Full time, elementary  
Emily Murphy (Catholic) – Full time, elementary  
Deborah Nelson (Catholic) – Full time, elementary  
Kelly Ouellette (Catholic) – Full time, STEM  
Christine Puksta (Catholic) – Full time, elementary  
Crystal Ramey (Christian) – Full time, resource  
Shane Richard (Catholic) – Part time, custodial  
Anne Rodriguez (Catholic) – Full time, humanities  
Stacie Rondeau (Catholic) – Full time, pre-kindergarten  
Christopher Whitty (Catholic) – Part time, STEM  
Katherine Yost (Catholic) – Part time, sacred choir  
Michael Yost (Catholic) – Full time, humanities



## School History

Founding family pilgrimage to St. Joseph's Oratory

September, 1994: School opens in Newport Hospital

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July, 2015: Accreditation completed with NAPCIS

2018: Named first in the nation "Ambassador School" by the Catholic Education Honor Roll



## Progress Report

### Criterion I: Integrity, Mission, and Objectives

#### Recommendations:

1. That the Board and Headmaster cultivate alumni relationships and hold annual alumni events at the school.

**Since 2015, the alumni base increased by 81 students, and annual events intended to bring alumni together have occurred.**

2. That the Headmaster create greater visibility to the general public to provide more educational choice for families seeking excellence in education.

**The school leadership team has taken an active role in advocating for all legislative school choice initiatives in the state of New Hampshire; this included successfully testifying in multiple congressional hearings and corresponding with lawmakers whenever called upon by congressional leaders.**

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.

**Partnerships with Magdalen College, Thomas More College of Liberal Arts, and Cana Academy have cultivated conversations related to the ideal of Catholic education. Guest speakers are frequently invited to initiate the conversation and provide formation for faculty and parents.**

4. That the Board and Headmaster reinstate the tradition of renewing Baptismal vows, which include a Profession of Faith (Apostles Creed), at the annual signing of the Oath of Fidelity ceremony.

**The Oath of Fidelity and reinstatement of the baptismal vows is done at the first Mass of the school year.**

5. That the Board and Headmaster plan an annual retreat for the faculty and staff that provides for the spiritual development of the individual, while reinforcing the school community's unity and dedication to the vision and mission of the school.

**A faculty retreat takes place prior to and upon completion of each academic year.**

### Criterion II: Curriculum

#### 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.

**The curriculum continues to be reviewed, assessed, and improved upon - incorporating input from all stakeholders - so as to ensure alignment with the classical/liberal philosophy and pedagogical approach.**

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.

**The educational philosophy has long been established by the Board of Directors, and it is prominently featured on the school website and any printed materials.**

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.

**The curriculum has been reviewed and updated to ensure that it is wholly classical, not just classical inspired, understanding that there are differences even with the broad range of classical curricula.**

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.

**Family learning plans have been developed and additional faculty hired specifically to support academic and behavioral needs. These plans are created in collaboration with parents, and are overseen by the Academic Dean. Family learning plans are the genesis of a strong partnership between home and school, and any student beset by academic or behavioral challenges is eligible to receive additional services, provided the team consisting of the parents, teacher, and Academic Dean agree upon the needs and solution.**

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.

**The curriculum is constantly assessed for effectiveness in measurable outcomes but more importantly, mission alignment. Any changes in curriculum involve input from all stakeholders - including parents, teachers, and board members. The Academic Dean makes recommendations to the Headmaster and the Headmaster presents those recommendations to the Board of Directors.**

6. That the Board and Headmaster ensure that common time is available for faculty members to discuss issues related to curriculum and assessment.

**Teacher week, faculty meetings, as well as the openings within the daily academic schedule include common time for faculty to collaborate and discuss best practices related to instruction, assessment, curriculum implementation, and student formation.**

### **Criterion III: Faculty**

#### 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.

**A formalized faculty formation cycle has been developed based on reflection, best practices, and mission aligned considerations. Personal days, bereavement, and maternity leave policies have been reviewed and updated.**

2. That the Board and Headmaster continue to work toward formalizing the teacher evaluation process.

**Teacher evaluations are informed primarily by the faculty formation cycle, but also essential duties related to job performance.**

3. That the Board and Headmaster find ways to financially support administration and faculty development.

**Title II funding has been secured in order to invest in faculty formation.**

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.

**Teacher certification via the New Hampshire Department of Education is still under consideration but it is more preferential to seek out mission aligned programs from partnership organizations that truly understand the mission of Catholic education. The benefits of the renewed faculty formation cycle and mentoring program have proven valuable and effective.**

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.

**The grievance policy has been reviewed and updated by the Board, and it includes utilizing established channels of communication outside of the Headmaster. The Board hosts office hours with staff twice during the academic year.**

#### **Criterion IV: Students**

##### Recommendations

1. That the Board and Headmaster establish an admissions committee to review applications, make recommendations, and share pertinent information with appropriate faculty members.

**An admission committee consisting of the Academic Dean, Admissions Director, Headmaster, and Business Manager will now review all applicants. Faculty members are always invited to offer feedback on applications when there are academic or behavioral considerations relevant to acceptance or matriculation.**

2. That the Headmaster consider re-creating a mentor program for new families.

**The Parent-Teacher Association has taken up the task of mentoring 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).

**The Admissions Director and Academic Dean solicit feedback from teachers prior to acceptance.**

4. That the Headmaster and Faculty create a serious yet formative probationary period for students in middle and high school.

**A formal probationary period has not been established but behavioral intervention plans are in place**

**to assist students as they matriculate into the academic environment and school culture, should a need arise.**

5. That the Board and Headmaster change the fighting policy in Student Handbook.

**The fighting policy has been updated.**

6. That the Board insert parent representative to the Board into a formal position in the grievance process.

**The Parent-Teacher Association is undergoing a renewal which includes an invitation to the parent-appointed representative to speak at each Board meeting.**

## **Criterion V: Facilities**

### Recommendations

1. That the Board continue to evaluate the needs of a growing student population – with regard to classroom space and athletic fields.

**The Board continues to seek expansion opportunities in our local area. One strategic consideration is whether or not two campuses can exist in conformity with the mission.**

2. That the Board and Headmaster implement strategies to make the gymnasium more fitting for liturgies – for example, utilizing a floor runner or raising the altar so that everyone can easily view it.

**Numerous opportunities available to make the gym more suitable for sacred liturgy have been pursued and acted upon, in partnership with our school chaplain.**

3. That the Facilities Director improve organization of maintenance materials.

**The facilities director position has been eliminated and custodians are properly trained to use cleaning materials. A new partnership with a cleaning supply company and outfitting each building with an EcoLab cleaner distribution system has improved facilities maintenance.**

4. That the Board consider that the Facilities Director could accomplish more if 40 hours are allotted on the budget.

**Each building is assigned a custodian to clean and disinfect before the subsequent school day. The Headmaster assumed the duties of a Facilities Director to reduce costs, increase efficiency and effectiveness for school operations, and create more continuity to maintain the campus buildings and grounds.**

5. That the Headmaster and Facilities Director track information and data related to the overall performance of the facilities needs to take place.

**The Headmaster assumed the duties associated with the Facilities Director.**

6. That the Board collect rent from community groups that utilize the facilities regularly to partly fund maintenance of the facilities.

**Outside groups are invited to make a free-will donation, and customarily do so in exchange for use of the campus grounds.**

7. 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.

**Maintenance needs are reported to the Headmaster as needed and resolved in a timely manner. Maintenance needs are reviewed and acted upon as needed.**

8. That the Headmaster and Facilities Director continue to improve security measures throughout the facilities as recommended by local authorities.

**The buildings are now equipped with access control systems monitored and maintained by the Headmaster.**

## **Criterion VI: Governance**

### Recommendations

1. That the Board continue to take steps to ensure that operational expenses are adequately addressed and budgeted for within the budgeting process.

**The Board sustains strict oversight of the operational expenses and finances are accurately reported at each Board meeting.**

2. That the Board and the Headmaster take steps to ensure that the faculty and student handbooks are reviewed and updated annually, such that policies and procedures meet the needs of the students and are compliant with State Law.

**Handbooks are reviewed annually by the Board of Directors and the Headmaster makes recommended changes as needed. The handbook is compliant with state statutes while maintaining mission integrity.**

3. That the Board increase communication between the Board of Directors and the school community.

**Board representatives attend Back to School Night and remain immersed in the school community.**

4. That the Board establish and document school policies.

**The Board accepts recommendations from the Headmaster regarding school policies and updates policies as needed.**

5. 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.

**The Board accepts recommendations from the Headmaster regarding school policies and updates policies as needed.**

6. 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.

**A Strategic Planning Committee is currently considering future expansion opportunities and other avenues to improve the operations of the school, consistent with the mission and vision emanating**

**from all stakeholders.**

7. That the Board consider strategies to foster collaboration between the Board and other stakeholders within the MRA community.

**The Board hosts office hours with faculty and staff twice an academic year and created a Strategic Planning process that will involve all stakeholders. The process will seek feedback to formulate a vision for the future of the school, and will complete in December of 2022. Current and former teachers/administrators, students, alumni, and parents are serving on five sub-committees that will make recommendations to the Strategic Planning Committee regarding the vision for the future.**

## Self-Study

### Criterion I: Integrity, Mission and Objectives

An examination of the school's policies, statements, literature and actions in the face of how they reflect the school's mission.

#### A. Lines of Inquiry

1. In what way are the school's mission, goals, and objectives, aligned with the mission of the Catholic Church as expressed in the Catechism of the Catholic Church and other documents of the Magisterium?

**The mission statement and educational philosophy emanate directly from the heart of the Church. *The Holy See's Teaching on Catholic Schools* authored by Archbishop J. Michael Miller deeply influences the school's approach to Catholic education. See supporting documentation for evidence.**

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

**The mission statement is featured prominently in all publications, and frequently explicated by school leadership when communicating important messaging to stakeholders. This mission statement is original to the very inception of the school and remains as true and timely as it was then.**

3. 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. 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. Student commencement speeches are the greatest evidence indicating that the school's mission is understood by all stakeholders. Sacraments are dispensed frequently on campus in order to allow grace to perfect nature.**

4. How does the school ensure that policies and procedures are consistent with the mission and philosophy of the school, its educational goals and objectives?

**Feedback is consistently solicited from stakeholders to ensure that all aspects of the school's operations remain consistent with the educational philosophy espoused and the established mission statement. Discernment takes place collegially, in the true spirit of pursuing holiness for ourselves and for the benefit of others. The fruits of discernment are prudent actions coordinated and implemented to form children in the truths and practices of our faith.**

5. What steps have been taken to ensure that the school's educational program is consistent with its mission, philosophy, school goals and objectives?



**School leadership is ceaselessly inviting feedback from teachers and parents to not only ensure that the educational program is mission aligned, but to also identify areas where its mission conformity can be enhanced and made more effective. The school has forged strong partnerships with other institutions also invested in making this type of Catholic education more prevalent and better flourishing, including the Institute for Catholic Liberal Education, the Catholic Honor Roll, Cana Academy, of course - NAPCIS. The school welcomes the outside input of institutions like the Catholic Honor Roll to help measure our Catholic identity, as well as our diocese - which conducts a Catholic Identity Review every three years. See supporting evidence from the Catholic Honor Roll regarding our status as an Ambassador School, the first in the entire nation.**

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

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

7. How does the school ensure that student learning is consistent with its mission and philosophy?

**The school sustains best practices in student assessment, taking into consideration the differences in developmental stages of children. The Classic Learning Test is administered in eighth and tenth grade, and it has proven to be the most reliable indicator of student learning consonant with the mission. Again, student commencement speeches are an accurate indicator of student understanding of the educational mission.**

8. How does the school ensure the expectation that all members of the school community adhere to the tenants of Catholic moral teaching?

**All teachers profess an Oath of Fidelity to the Magisterial teachings of the Church at the beginning of each academic year. The witness of faculty and parents continues to inspire new and deeper conversions to the Catholic faith and adoption of its moral teachings by students themselves.**

## **B. Supporting Documentation**

See appendix

## **C. Commendations**

1. Each day begins with prayer and our week as a whole school begins with prayer on Monday Morning and ends with Mass on Friday. The fact that the whole school participates is integral to our mission and to the formation of a unity of spiritual life. Our school liturgies have become much more sacred and reverent thanks to both the school chaplain and the work of staff to encourage the proper decorum at Holy Mass.
2. The prominence of "educating the whole person, one student at a time." has made it a phrase that frequently enters into the faculty consideration when lesson planning and identifying the right way to engage their students. It directs faculty decisions in a lot of ways.
3. MRA students are the most polite and well mannered.
4. Mount Royal Academy has a nationally recognized reputation for being a Catholic school that takes its mission to preserve and teach the full Catholic magisterium seriously. This has led out of state residents to specifically move to the area in a large part to send their children to this school.

5. The Headmaster for his willingness to involve parents in their child's education and encouraging involvement in school activities. The warm welcoming feeling at this school builds a sense of trust that our children are in good hands.
6. The transparency of the curriculum by Headmaster, administration and faculty is appreciated.
7. The administration for an exemplary internal and external consistency in mission.
8. The Academic Dean for her tireless devotion to the mission of "educating... one student at a time" in the form of great feats of complicated scheduling for the sake of getting tutoring for struggling students.
9. The Headmaster for his attentiveness to the needs of the families at our school, especially families in crisis. Our school's ability to respond quickly in support of those among us who are suffering is due in large part to his prompt communication with the school and requests for help.

#### **D. Recommendations**

1. That the faculty put a greater emphasis on the Salesian way within the classroom
2. That the Headmaster and Academic Dean put more emphasis on additional training in best practices for age appropriate classical instruction for first time teachers.

## Criterion II: Curriculum

Evaluation of the school's success in developing and implementing clear, coherent and focused curricular objectives.

### A. Lines of Inquiry

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

**The Board delegates the task of selecting curriculum to the school leadership team, who then solicits the feedback of teachers and parents when selecting systemic curricula. The Board trusts the administration and teachers to utilize a curriculum that is consistent with the mission and educational philosophy of the school.**

2. What process or system is used to develop, implement, evaluate, and improve the school's curricular programs and selections (including extra-curricular and co-curricular opportunities)?

**The process is informed by input solicited continually from stakeholders, including parents, teachers, and students. School leadership works in collaboration with faculty and program leaders to regularly observe and assess the effectiveness of educational programming - academic, sacramental, and co-curricular. Each academic area is reviewed every three years, or as needed.**

3. What process is employed by the school to review, evaluate, and improve student learning?

**The Headmaster and Academic Dean review all student report cards before they are released to parents. This provides a natural opportunity - four times an academic year - to assess student learning. In the high school, standardized test scores from the CLT and Collegeboard assessments are reviewed annually, discussed amongst the faculty, and school performance scores are shared with stakeholders. Parental feedback is also solicited regularly to assist in measuring growth in student learning.**

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

**The Board establishes the graduation requirements, relying on the recommendations of the Headmaster before finalizing decisions. Graduation requirements were recently revised before the 2019-2020 school year.**

5. How does the administrator, faculty, and staff implement and monitor academic policy?

**The school leadership team is constantly in communication with faculty to ensure that best practices are adhered to and academic policies are executed in conformity with the school's mission. The formal mentor program supports new hires in the implementation of the educational philosophy and subsequent best practices. Gradebooks and lesson plans are reviewed weekly by the Academic Dean and Headmaster.**

6. Are the school's general education requirements effective in terms of the school's objectives? Are they as excellent or better than surrounding schools? Are they effectively communicated to the students?

**The high school graduation requirements are 2-3 credits higher than surrounding schools, and every educational step leading up the ladder to high school graduation is formed by expectations that are**

**based on what is best for developing students. High school seniors are expected to take five full credits independent of their graduation progressions, ensuring they know the call to excellence.**

7. How is student involvement in extracurricular activities and special services documented?

**Each subsidiary is responsible for documenting rosters and participation in co-curricular activities. Rosters are shared with the school leadership team and reported to the Board of Directors.**

8. How does the school ensure curriculum content is informed by Catholic tradition and worldview?

**Curriculum content is regularly reviewed by the school leadership team and faculty to ensure that the Catholic tradition and worldview steeped in reality and truth inform what is taught to students. Each subject area is carefully reviewed on a three-year cycle or as needed to ensure mission compliance.**

9. How does the school ensure methods of instruction reflect sound educational practices?

**The school leadership team (Academic Dean and Headmaster) solicit feedback from faculty and observe classrooms using formal and informal methods to ensure best practices.**

## **B. Supporting Documentation**

See appendix

## **C. Commendations**

1. The superior academic level that is expected of all students. The high school, especially with regard to the liberal arts, is studying at the college level in many subjects.
2. Curriculum addresses the growing needs of the student population. Language Arts, Mathematics, science, History, and Catechism programs provide re-teach materials, extra support for struggling learners, enrichment for advanced learners, and letters to communicate with parents.
3. Collaboration with Sunapee Special Education Team, including: school psychologist, speech therapist, Occupational therapist, and behaviorist to support students with individual needs.
4. Graduates are successful in college programs including science, engineering, nursing, and Liberal Arts, as well as, armed forces and trade schools.
5. Classroom teachers have support from Resource teachers to provide academic support when needed and enrichment opportunities for advanced learners.
6. The increased level of course work over the past several years has made a difference in the formation of the high school students. They have more engagement with academic material and are being challenged and better prepared for their lives after graduation.
7. When choosing curriculum, special attention is paid to Catholic curriculum providers. Materials are also evaluated based on the recommendations of groups such as ICLE, Cana Academy, and the Cardinal Newman Society,

#### **D. Recommendations**

1. That the Academic Dean and Headmaster create a more formalized curriculum review process that encourages patient assessment, reflection and discernment.
2. That the Academic Dean and Headmaster consider offering instruction of musical instruments and reading music.

### **Criterion III: Faculty**

A study of the methods employed to recruit, train, and evaluate faculty.

#### **A. Lines of Inquiry**

1. Does the Board of Trustees set policy for the hiring, evaluating, and releasing of school personnel including job descriptions, salary, promotion, and employee benefits?

**The Board of Directors delegates to the Headmaster all responsibilities associated with hiring personnel. Articulated job descriptions exist for school leadership positions, however not for teachers or support staff. A health reimbursement arrangement is available for all full-time staff.**

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

**The Headmaster works with school administration (Academic Dean, Admissions Director, Office Manager, board members) and existing faculty to identify, interview, and hire new faculty members. Teacher positions are posted in early February; applications are opened for all positions at this time, should a need emerge at an inopportune time. Positions are posted on the diocesan website, partner institutions, and national search engines. The Cardinal Newman Teaching Institute was established in 2019 in partnership with Magdalen College, a teaching internship program. Teaching internships are also offered to mission-minded prospective faculty. Hiring for mission is the highest priority.**

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

**The faculty formation cycle directs teacher evaluation. It is a reflective and formative process connected to contract renewal. Teacher performance is conducted formally and informally, using the following methods: lesson observations, unannounced classroom visits, walking the halls, lesson plan review, gradebook review, newsletter review, and faculty seminars. Each full time faculty member meets with the Headmaster twice an academic year: before Christmas and before departure for the summer. At this time, the faculty formation cycle is reviewed to assess for completion and progress, and feedback is reciprocated between teacher and administrator.**

4. What evidence can be produced to substantiate that the administrator and faculty are properly prepared to 1) teach the classes they are assigned and 2) receive on-going support for professional growth?

**The faculty formation cycle and workshops with partner institutions including Cana Academy and the Institute for Catholic Liberal Education. Faculty seminars are also hosted twice a year, or as needed.**

5. How does the school ensure that the administrators, faculty and staff adhere to a set of professional ethics.

**The faculty handbook and Code of Ministerial Conduct direct our attention to the need for professional ethics. The Headmaster is primarily responsible for observing teachers and staff in this domain, and providing feedback as needed.**

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

**All grievances must be handled prudently, privately, and professionally with the Headmaster or Academic Dean. All grievances must be made in writing, sealed, addressed to the Board of Directors. Grievances can be**

**submitted to either the Headmaster, Academic Dean, or Office Manager. Letters will be delivered to the Chairman of the Board.**

## **B. Supporting Documentation**

See appendix

## **C. Commendations**

1. A mentoring program is in place for new faculty, consisting of regular meetings with either the Headmaster or Academic Dean to review best practices in lesson planning and preparation, teaching strategies, classroom management, assessment techniques, and to answer any questions or concerns of new faculty.
2. Gradebooks and lesson plans are reviewed regularly by the leadership team.
3. The faculty for their willingness to learn, teach, and embrace new curricula in the best interests of their students, and for their tireless commitment to seeking the best means to help their students succeed.
4. The resource teachers and other support staff/tutors for their flexibility and willingness to help however is needed.
5. Academic Dean for her devotion to the needs of each individual student.
6. Headmaster and Academic Dean for their consistent witness to scholarship and thoughtful engagement in their contributions to school publications (along with their witness in class directly to the students they teach).
7. In the faculty there is a diversity of experiences and personalities while there is unity in purpose and overall mission. The mission is to educate the whole person with an emphasis on the faith. The different personalities, styles and focuses on the different teachers provide a rich environment for the students to develop and learn.
8. Faculty collaborates and supports each other especially when implementing a new curriculum. Teachers ask questions and observe each other in the classroom.
9. To the school leadership for maintaining a consistent learning environment/school character even with a large number of new faculty members and students. Administration and faculty together have discerned well regarding who to hire!
10. To the school leadership team for having a system in place to support new faculty members in acclimating to MRA's systems and standards.
11. To the faculty for their devotion to collegiality and positive work relationships.

## **D. Recommendations**

1. That the Headmaster and Academic Dean create formalized job descriptions for all staff positions.
2. That the Headmaster and Academic Dean review the faculty formation cycle for clarity and communication of purpose so that the fruit can be better perceived.

## Criterion IV: Students

Admission and discipline policies clearly affect the students of the school. Evaluate assurances that these policies are clearly explained to parents and to students.

### A. Lines of Inquiry

1. Does the Board of Trustees set policy for a) admissions criteria and priorities, b) tuition – payment options, penalties for non-payment, refunds c) discipline: suspension and dismissal and d) expectations for student behavior (bullying and sexual harassment)?

**The Board of Directors delegates the admissions criteria to the Headmaster, who then collaborates with the Admissions Director. The Board of Directors establishes policies related to tuition rates, payment options, and consequences for failure to remit payment. The Board of Directors annually reviews the Parent-Student Handbook, which includes expectations related to student behaviors.**

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 policies need to be revisited to improve consistency in how applications are reviewed, what conditions necessitate academic or behavioral accommodations for new students, and to what extent a family learning plan is needed and/or feasible based on current operational capacities. In the current practice, the Admissions Director is responsible for executing the policies in collaboration with the Headmaster and Academic Dean, but there needs to be a more formalized procedure for application review. The application procedure will be updated to reflect needed changes.**

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

**The Parent-Teacher Association serves as a liaison between parents and the Board of Directors, and PTA has an opportunity to attend each Board meeting should any grievances need to be addressed. There is also a grievance procedure outlined in the Parent-Student handbook. See supporting documentation.**

**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 Academic Dean to discuss the issue. Parent will indicate the nature of concern to the Headmaster or Academic Dean 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 (Hospitality, Education, and Recreation Team) president, as HEART is the formal channel of communication between parents and the Board.**

4. Is student grading consistent throughout the school (i.e. each class gradebook and transfer to report card and official school transcript uses same system)?

**The SIS used by all grades is Alma.**



5. Are crisis management plans (natural hazards, fire, active shooter, school intruder) in place, practiced, and reviewed following a systematic schedule?

**The emergency response plan is reviewed by staff at the start of each school year, and shared with local and state agencies. The Office Manager and Headmaster both maintain active shooter training certification.**

## **B. Supporting Documentation**

See appendix

## **C. Commendations**

1. The Faculty for maintaining good record keeping and constantly posting grades and notes on Alma. Parents are able to stay up to date on their child's most current grades and quickly help them in any weak areas, as opposed to having to wait until grades are in to find out.

## **D. Recommendations**

1. The Academic Dean and Headmaster need to work together with the Garden teachers to develop readiness guidelines for students newly enrolling in Pre-Kindergarten.
2. The Admissions Directors needs to create an Admissions Committee that includes the Academic Dean, Headmaster, Office Manager, and relevant teachers to help evaluate students with IEP's and make recommendations to give an admissions test or discuss with parents grade/ subject level placement prior to acceptance.
3. That the Admissions Committee establish a more detailed screening process for new students so that individual learning needs can be accounted for from the start of the academic year.

## **Criterion V: Facilities**

Review of the physical plant and other assets so as to assure their proper utility and maintenance.

### **A. Lines of Inquiry**

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

**The school does not have a sanctioned library space, but libraries exist in classrooms or buildings to the fullest extent possible. There is a plan of action in development to create a traditional library.**

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

**A custodian is assigned to each building (there are three), to clean and disinfect before the beginning of the next school day.**

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

**The school is certified by the New Hampshire Department of Education, which includes formal inspections by the health code officer and local fire department every three years.**

4. Does the school have established emergency routines for fire or shelter in place disasters?

**The emergency response plan is reviewed by staff at the start of each school year, and shared with local and state agencies. Drills are practiced as needed.**

### **B. Supporting Documentation**

See appendixes

### **C. Commendations**

1. Community libraries loan teachers books for extended periods of time. Teachers check out library books and bring them to school regularly. The Sunapee Library offers free membership to all school staff.
2. The school is very clean every morning. The Parent Teacher association supplied classrooms with tissues and paper towels to help teachers and students keep a clean classroom environment.
3. The Headmaster for diligence in procuring appropriate custodial staff and maintaining high standards for cleanliness, particularly for changes made to address proper sanitization practices.
4. The custodial staff for following proper maintenance practices, and ensuring the health and safety of students and staff.

#### **D. Recommendations**

1. That the Headmaster schedule fire drills more frequently and perhaps even invite the fire department to come to the school and talk with the younger students in all of their gear so that, should a young student ever find themselves in need of help from a fire fighter, they are not scared of them because of their gear.
2. That the Academic Dean and Headmaster maximize the downstairs storage area in the elementary building a more functional space.

## Criterion VI: Governance

An evaluation of the school's infrastructure and the means by which it is organized to accomplish the tasks needed to fulfill its mission and purpose.

### A. Lines of Inquiry

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

**Board members are recruited as needed. If a vacant position is pending, the Board of Directors discusses possible candidates and invites candidates to interview with the entire board. All Board members must be practicing Catholics and fully support the mission of the school.**

2. How does the Board identify, evaluate, and negotiate to find a new head of school?

**A sub-committee consisting of existing board members, faculty, staff, and parents is established who then solicits and screens applicants, prior to recommending final candidates to the Board of Directors for an interview with the entire Board. The Headmaster Search Committee has consisted of stakeholders, including parents and teachers.**

3. How does the Board evaluate the performance of the school Administration? Is this evaluation done annually?

**The Board hosts office hours with teachers and holds executive sessions to discuss the performance of school administration. The Chair of the Board then reports the performance review to the Headmaster.**

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

**The Board of Directors apprises the Headmaster of the school's organizational plan, and subsequently delegates to the Headmaster.**

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

**The Board of Directors maintains strong relationships with all stakeholders.**

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

**The Board of Directors welcomes direct grievance appeals either through or outside the school leadership team. Parents and teachers are welcome to utilize the Parent-Teacher Association to communicate grievances to the Board. There is also the option to submit a letter directly to the Chair of the Board, to be reviewed by all Board members and discussed at a future meeting or as needed.**

7. Review system for budget preparation and approval.

**The budget is prepared based on student registration and new applications. The student count is determined by February, followed by financial aid considerations in March, and then staff contracts in April. The budget**

is built on pre-existing assumptions surrounding expenses, including strategic goals for future investment in programming, personnel, and facilities. The Headmaster prepares the budget in collaboration with the school leadership team and then submits to the Board of Directors for review and approval.

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

**The financial status of the school is as stable as it has been. Due to school choice programs offered via the Children’s Scholarship Fund, families are able to contribute more than ever towards the full tuition contribution needed to cover operational costs. There continues to be a 70/30 split between tuition/fees and fundraising income. The most important change needed is to maximize the tuition contribution from each family, given the committed benefactors who regularly donate over \$300,000 to the school. The strategic goal to make this mission affordable for all families remains paramount, but investment in programming, personnel and infrastructure is more important than ever before moving forward.**

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

**A strategic planning sub-committee exists that includes all stakeholders, the purpose of which is to identify priorities and opportunities for future growth in the mission of the school. Donor relations are reviewed to identify opportunities for sustained financial vitality, and the endowment continues to solicit increased funding. There are existing requests to fund the endowment, including funding an additional five million dollar gift from a faithful donor.**

## **B. Supporting Documentation**

See appendix

## **C. Commendations**

1. Board members meet with teachers twice each school year to assess job satisfaction. They ask what is going well, what has improved, and what needs to be addressed?
2. To the Board for being a thoughtful and supportive foundation and sounding board for our school.

## **D. Recommendations**

1. That the Board would create a list of items for faculty to consider ahead of the scheduled office hours so that at least new faculty who are not already familiar with what will happen can go into their conversations feeling prepared.

## **Appendix**

### **Criterion I: Integrity, Mission, and Objectives**

Catholic Honor Roll Application  
School Goals 2021 – 2022

### **Criterion II: Curriculum**

Assessing Students with Learning Challenges  
Grammar Implementation Plan  
Math Rationale  
Humanities Canon  
Curriculum Overview  
History Progression

### **Criterion III: Faculty**

Clergy Recommendation Form  
Code of Ministerial Conduct  
Faculty Formation Cycle  
Faculty Handbook  
Oath of Fidelity  
Staff Application  
Teacher Application  
Teacher Contract

### **Criterion IV: Students**

Parent-Student Handbook

### **Criterion V: Facilities**

Emergency Response Plan

### **Criterion VI: Governance**

Organizational Chart  
IRS 501c3  
Board of Directors Officers and Terms  
Board of Directors By-Laws  
Budget Summary