



Self-Study Report

**St. Charles School
8 Myrtle Street
Woburn MA 01801**

March 1, 2016

SCHOOL DATA SHEET

*(Note: Your completed School Data Sheet
may be copied and included with the Visiting Committee Report.)*

School Name: St. Charles School

**Address: 8 Myrtle Street
Woburn, MA 01801**

Telephone: (781)-935-4635

Date of Founding: 1884

Total Enrollment (at the time of evaluation visit): 191

	PS	K	1	2	3	4	5	6	7	8	9	10	11	12	PG	Totals
Male	25	9	4	10	12	7	9	6	15	9						
Female	14	6	10	7	10	2	8	5	13	10						
Day																
Boarding																
Homestay																

International students included in the above table who are not U.S. residents:

Day	All															
Boarding																
Homestay																

Number of Faculty: 24 full-time; 6 part-time

Number of Administrators: 1 full-time; part-time

Brief statement of school's history, mission, and culture – what makes this school unique?

Mission

Saint Charles School, rooted in the Catholic tradition, is dedicated to providing a strong Catholic education which embraces a multicultural and diverse learning environment. We are committed to the academic, spiritual, and emotional growth of each child.

History of the School

St. Charles School was founded and first opened in 1884 by the Sisters of Notre Dame de Namur with a staff of twelve Sisters and is currently staffed by dedicated and committed lay teachers. We are sponsored by St. Charles Borromeo Parish and accredited by the New England Association of Schools and Colleges.

The Main Street building, a large facility with several classrooms which presently houses kindergarten through grade four, was constructed in 1907 under the direction of the Rev. John J. Keegan. This building had twelve classrooms and was staffed by the Sisters of Notre Dame de Namur. Due to a "need for greater school accommodations", land on Myrtle Street from the estate of the late Edward A. Dow was selected as the site of the Catholic Center Building. The center was erected to provide a place for the girls' high school as well as school and church activities. Unfortunately, this building was damaged by a fire in the 1950's. The school continued to prosper in the 1960's as it maintained its reputation for academic excellence and its esteemed position in the community of Woburn.

Naturally, the closing of the high school in 1972 affected the greatest enrollment decrease. Many variables prompted the decision to phase out the high school; personnel, enrollment, programs, and facilities. After closing the high school, St. Charles School included kindergarten through grade nine. In September of 1979, an ad hoc planning committee initiated a five-year plan to ensure the continuance of quality education in this parish. Thanks to the foresight of Monsignor O'Neill, an endowment fund was established for St. Charles School. He worked with the faculty to keep abreast of educational trends, which continued the tradition of academic excellence. In 1988, the Sisters of Notre Dame de Namur ended their long-standing tradition of staffing the school. In 1988, the first lay principal and an entire lay staff, who were committed to upholding the principles of Catholic education inspired by the teachings of St. Julie Billiart, were hired. The tradition of excellence continues.

Philosophy

The lay faculty members of St. Charles School, in the tradition of the Sisters of Notre Dame, aim to uphold and instill the principles of Catholic education as outlined by St. Julie Billiart, the foundress of Notre Dame, who first staffed St. Charles School. The administrators, faculty, and staff profess, therefore, to affirm and develop, according to his/her potential, the whole child spiritually, academically, and socially.

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INTRODUCTION

To appreciate the energy and dedication of St. Charles School, a little history is necessary. A long serving principal, Mrs. Rita Masotta, retired in 2013. A new principal was hired but only stayed a year. This left the faculty and parents surprised and dismayed. To make matters even more complicated, the timing of the vacancy in late June left us with a dwindling pool of principal candidates and the tough decision of how to handle this dilemma. However, the answer was right there before us, in one of our faculty. The resiliency of the faculty of St. Charles has always been one of the many strengths of our school, so it should not have been a surprise when Mrs. Janet Ferlisi, Director of Preschool, was nominated by Fr. Shea, our pastor, to take the position of Interim Principal and graciously accepted the position. Mrs. Ferlisi immediately invited the staff to a meeting to galvanize the energy of the teachers and to give them a voice in the coming year. This led to some changes and additions, such as the "Fruits of the Holy Spirit" program. This program was suggested by teachers because teachers were concerned about our school's Catholic identity. Next, she contacted three veteran teachers, Mrs. Julie Maher, Mrs. Colleen Cunningham and Mrs. Lori Hayes, who agreed to be tri-chairs of the self-study process.

Though all the teachers knew Janet Ferlisi well, she was now their principal, making the relationship different. However, the teachers were outstanding in their cooperation. Curriculums were reviewed and written, as were surveys. Teachers, previously unfamiliar with GoogleDocs, took courses on their own time to hone their skills to create these surveys.

In March of 2015, the principal search was reopened because Mrs. Ferlisi had undertaken the position for only one year. The search committee was very pleased with the pool of candidates and chose Mrs. Cara Blanchette as the new SCS Principal. She was at once enthusiastic and supportive of the NEASC process. Nonetheless, St. Charles School was now on its third principal in as many years. Additionally, four veteran teachers would not return in September, leaving unfinished work for the faculty to complete. Once again, the resilient faculty dedicated themselves to the completion of the self-study, while the new additions to the faculty and staff, including the principal, enthusiastically offered their time and insight to help complete the self-study.

Our parents and students have worked with us, and our dedicated school board and Parish have contributed time and effort to this self-study, as well. The question deserving an answer is, "Why have all the teachers and staff, school board, new principal, parish staff and the parents worked so hard?" The answer is because we love our students. It is their experience for which we work so hard. The parent and student surveys back this up. These surveys were very positive about the student experience as well as our mission and its reflection in all that we do.

It is hoped that you, the Visiting Team, will find in the self-study a spirit of enthusiasm, dedication, and courage to face challenges head-on, that has long been the historic hallmark of St. Charles School, continuing today.

Process Followed by School

St. Charles School embraced the NEASC accreditation process eagerly in August of 2014. Mrs. Janet Ferlisi, interim principal, invited Mrs. Julie Maher, Mrs. Colleen Cunningham and Mrs. Lori Hayes to serve on the steering committee for accreditation. Prior to the start of the academic school year 2014, all three accepted the invitation and met to set the schedule for the process. Ann Scott, NEASC representative, was contacted, and a faculty meeting date of September 24, 2014, was set to introduce the faculty to the NEASC Accreditation process.

With input from Ann Scott, the agenda for the first meeting was set. The format for the full faculty meetings regarding accreditation during our two years of self-study followed the same format. We met as a faculty, and

then we broke into our groups and worked on our assignments. In order to finish these assignments, many informal meetings were held by the different committees. At the outset of the process, our technology was a challenge. However, by September of 2014, we had upgraded to Microsoft Outlook and OneDrive. This made our process easier, as many people could work on the same document at the same time even from various locations.

Our first order was to reevaluate our Mission Statement. Teachers were asked to write reflections on our current Mission Statement. After the reflections were written, teachers desired to amend our current Mission Statement to reflect the changing diversity of our student population.

In anticipation of answering the indicators for Standard 4, the next step we undertook was the writing of our curriculums. The full faculty gathered and discussed the indicators, and smaller groups looked for gaps and overlaps in curriculums.

While continuing work on Standard 4, we also began our work on our surveys. We completed the parent survey, teacher survey, and student survey. We attempted to use a reunion of St. Charles graduates as a venue for the alumni survey, but the alumni that attended this event were members of classes from long ago, and given the venue (a reunion) and the time that had elapsed since graduation, the survey was deemed biased and yielded not useful information. The database of our alumni was not complete, and this hampered our efforts. The database has been updated as of 2016, but we do not have the emails of our graduates. We only have access to parent emails. This was problematic when we sent out an online survey for graduates, as we had to go through parent email addresses. Results of surveys of faculty, parents and students were shared with teachers in a meeting in June of 2015.

By September of 2015, we had completed the surveys of parents, teachers and students, along with Standard 4, 5 and 6. The school board and the finance board had begun working on various indicators for Standard 2 and 3. Faculty were reviewing answers to indicators for Standards 7, 9, and 11. This was a little behind schedule as some teachers who had been working on these standards did not return. Standards 7, 9 and 11 and 12 were completed in December.

In January of 2016, we saw the completion of Standards 10 and 13, while Standard 14 was completed in February of 2016.

Our last formal faculty meeting to discuss our accreditation document was held on Friday, March 4. All faculty were asked to review our written document and come prepared to discuss and reflect on the implications of our findings.

Self-Study Part I: Reviewing the Standards

Standard 1 (Mission): There is congruence between the school’s stated mission and core values and its actual program, policies, planning, and decision-making at both the operational and governance levels.

Assessment of Standard	
Passing <i>(The students’ experience is supported.)</i>	Failing <i>(The students’ experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School’s Self-Assessment P1.

Brief narrative description of the school’s position with regard to this standard

Saint Charles School Mission Statement:

Saint Charles School, rooted in Catholic tradition, is dedicated to providing a strong Catholic education which embraces a multicultural and diverse learning environment. We are committed to the academic, spiritual and emotional growth of each child.

The mission of the school is clearly stated. During the 2014-2015 school year, the faculty readdressed the mission statement to meet the needs of our diversified enrollment. The mission statement is one that reflects care and consideration for all students. The mission statement is imprinted on all publications, formal stationary, report cards and the website.

A survey taken by parents, faculty, staff, and students concluded that we respect all races and cultures and we shape the curriculum to include a variety of experiences which reflect the diversity of our student population. Ninety-five percent of respondents agree that the mission matches what is actually happening at the school. Although the mission statement had not been formally reviewed in some time, it has served our school well since its inception. As the accreditation process began, faculty and staff met and discussed how best to change the mission statement to reflect the growing cultural diversification.

Self-study committee membership, meeting schedule, and procedures

At the September 24, 2014 Faculty Meeting the staff members were asked to write a reflection on our Mission Statement and how they implement it into their classroom teaching. Discussion arose for the need to update our Mission Statement to include the changing diversity of our student population. A new Mission Statement was drafted and presented to the faculty. Three faculty members ranging from Kindergarten to Grade 8 proposed three ideas that were similar but slightly different. The faculty was asked to vote on which version best suited our school community. The new Mission Statement was accepted and introduced to our Saint Charles School Family. Self-study Committee Members included Mrs. Lori Hayes - Teacher, Grade 3 (Tri-char), Mrs. Roberta Saulnier - Teacher (Retired, 2015), Ms. Marie Kade - Teacher, Grade 4.

The faculty and staff began the process of reviewing the school's mission statement in the fall of 2014 with the aim of determining the degree to which the school's programs reflected its mission. Teachers were asked to write a mission statement that they felt accurately represented the school as a whole. These were reviewed and four statements were chosen to be discussed at length. After discussing the merits of each statement, the options were put to a vote, with all members of the faculty and staff weighing in to chose the best possible mission statement.

Once the mission statement was chosen, each teacher was asked to write their own reflections on how they teach to this new mission statement. Teachers then worked to integrate this into their classrooms on a daily basis. (Reflections found in Supplementary Materials)

List of background materials reviewed and people interviewed

- Parent survey
- Faculty survey
- Student survey
- Alumni/ae survey
- Department and major program reports
- Publications (list)
- Other (list)
 - Mission Statement (past and present)

Comments regarding suggested indicators

1.a. The mission of the school is stated clearly.

Yes, the mission of the school is stated clearly and posted in all classrooms.

1.b. The mission of the school is embraced by all constituencies and linked to all aspects of school operations.

The mission statement is imprinted on all publications, formal stationary, report cards and the website. In a recent parent survey:

- * 95% agreed that the mission matches what is actually happening in the school.
- * 100% agreed that the faculty and staff respect each student regardless of race, creed, or culture.
- * 95% stated that the website reflects the spirit and the mission of the school.
- * 90% of the students in grades 5-8 stated that all races and cultures are respected.

A similar survey taken by the faculty and staff concluded that we respect all races and cultures and shape the curriculum to include a variety of experiences which reflect the diversity of our student population.

1.c. The mission statement is reviewed regularly, using a process that involves representatives of major constituencies of the school, as appropriate.

The mission statement is reviewed each year. We are very proud of the mission statement and felt it succinctly articulated the school's mission. Upon review and reflection last year, we came to the realization that encouraging students to be lifelong learners is inherent in what it means to be Catholic and to attend Catholic school. We decided to formally acknowledge the multicultural and diverse learning environment that is evolving at St. Charles School. Accepting diversity is also inherent in Catholic teaching, but we felt it was important to include this in the mission statement as the demographic makeup of our neighborhoods, and thus our enrollment, continues to grow in diversity.

1.d. The school community is engaged in reflecting on ways to enrich the application of the mission in all aspects of the program.

By its very nature as a Catholic school, our school reflects on the mission in all aspects of our program, including our Masses, where it is brought up at the Offertory. The teachers have instituted the "Book of Acts" and the Fruits of the Holy Spirit program to encourage students in understanding their Catholic tradition, discussions of the responsibilities of a multicultural society, and the need for respect of those cultures. Literature selections are often chosen purposefully to increase appreciation and a welcoming attitude to the diversity of our school.

Our students give service and support to our community throughout the school year as part of our Catholic tradition to share. They donate monthly to a food pantry, and at Thanksgiving baskets of food are given for distribution to the Woburn Council of Social Concern. Students make contributions to various charities, such as the Walk for Diabetes, Pennies for Patients, Muscular Dystrophy Shamrocks, and Holy Childhood Missions. The Student Council and National Junior Honor Society also embrace service components.

One team of teachers visited another multicultural school to observe classroom strategies that can be adapted to the St. Charles school environment and how they incorporated the various cultures, traditions, and holidays into their class lessons. Other faculty visits are planned. Our After School Program offers Latin Dancing and Latin Language Club. We will expand the offerings if appropriate.

The faculty of SCS encourage the application of the mission statement by their example. They are dedicated to the "academic, spiritual, and emotional growth of each child." This is evidenced by the dedication of our staff in preparing students for sacraments and devoting their own time and money to make sure students feel that they are important. Some teachers attend sporting events and most give many hours of extra help to those students in need; some going without lunchtime because students cannot stay after school. We instruct, teach, and give support to each student in a caring, loving manner in an effort to ensure that each student knows he or she is a gift from God.

With 95% of parents agreeing the mission matches what is actually happening in the school, the extra effort of our faculty and staff is making a difference.

1.e. The school's climate and culture support an effective educational program, consistent with its stated mission.

Through three principals in three years, our faculty and staff have been the consistent pillar at SCS. It was a faculty member who took the position of interim principal and moved our test scores forward. Throughout the changes, the faculty has maintained the building of a solid foundation in the curriculum which encompasses spiritual, academic, and social excellence. Our faculty strives on a daily basis to instill a love of learning in all students. Our parent and student surveys state clearly that we have an effective program that is consistent with our mission.

1.f. Requirements and expectation of students, parents, faculty, trustees and employees clearly reflect the values and mission of the school.

Our mission is part of the expectations for all constituents of our school. All are treated with respect and dignity. We are blessed with a wonderful faculty, student body, parents, and employees who value our students and reflect the values and mission of our school. Many of our employees and teachers have had their own children attend or are presently attending our school. The members of our school board reflect the same experience. They embrace the mission through their leadership and recommendations to the pastor and principal.

1.g. The culture of the school reflects a commitment to implementing the mission of the school.

As a school, we are committed to our Catholic tradition. The school provides the spiritual education based on our Catholic faith in religion classes, at Mass and the sacraments, along with other experiences of daily prayer before school, after lunch, and at the end of the day.

The faculty is aware of the diverse nature of our school, educationally and culturally. The faculty differentiates instruction for the diverse learners and supports the demands of IEP's and 504's. In this way, we demonstrate our commitment to the academic development of our students. Teaching to the whole child is what we do. As stated in our survey by parents and teachers, our school reflects the mission statement in what we do and say.

Comments regarding alternative indicators proposed by the school

N/A

Notable strengths of the school in this area

The entire student body meets once a month for a "Fruits of the Holy Spirit" assembly, where one of the fruits is introduced and explained in a relatable way by the students in a particular grade. The school has also instituted

the "Book of Acts". When a student is found to be exemplifying one of the Fruits of the Holy Spirit, they are told to sign the book and are recognized at the monthly assembly.

Our school has a great focus on service to our community and supporting others throughout the year. Monthly food donations are given to the food pantry, as well as having each class put together a "Thanksgiving Basket" for a family in November. At Christmas time, students in the lower building made "reindeer candy canes", which were delivered to the children at Winchester Hospital. These are just some of the many service projects and events done to contribute to our local community throughout the school year.

Notable weaknesses/needs

Although our school is welcoming and kind to every student, parent, and staff member, we are still working on fully incorporating different cultures and teaching to the diversity present in our school. We are planning a multicultural fair in the spring of 2016 where students will have an opportunity to showcase their cultural backgrounds and aspects of their family history. As teachers teach from their own knowledge base, it is imperative that they have the knowledge of other cultures' attitudes towards education, authority, religion, and family. Taking steps to educate the faculty on the diverse cultures present in our school is an important next step.

Aspects warranting attention

Multicultural and Diversity Training

Recommendations for school improvement and issues for further discussion

1. Consider increasing opportunities for faculty and staff professional development regarding multicultural and diversity training.
2. Explore ways to celebrate the many cultures represented in our student body and bring the school community as a whole together.

Standard 2 (Governance): The school has an appropriate system of governance that assures that the school remains true to its mission and that it has the necessary resources to support its present and prospective operations.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P1.

Brief narrative description of the school's position with regard to this standard

St. Charles School assesses itself as P1 in Governance for the following reasons:

Our school has been an integral part of our community for more than 130 years. No organization can exist for that long without a system of governance that is stable enough to weather changing times and demographics, yet flexible enough to reflect and embrace new realities that come with these challenges. Our bedrock foundation is providing a Catholic education in accordance with Archdiocesan guidelines. Our school exists to provide a strong foundation for our students to learn not only academic lessons but also religious and moral lessons. Our flexibility most recently was necessitated by the confluence of a number of factors that resulted in significant decreases in enrollment, including smaller family sizes and the recession of 2008-2009, followed by the retirement of our long-term principal in 2013. While the school's governance model has remained unchanged, in the realm of making sure the school has the necessary resources to support its present and prospective operations, the manner in which we make decisions has changed significantly. Our response is separated into: 1) Educational Mission; and, 2) Operational Support of Educational Mission.

Educational Mission:

Our educational mission is spearheaded by the principal. The reality of a declining enrollment focused our attention on the most important, and most basic, factors in supporting our students' experiences. We exist to teach students. We exist to provide the best education that we can in exchange for the tuition we charge. Parents and guardians entrust us with their children, and their hard-earned money, rather than sending their children to public or other private schools. We strive to provide our students with an education that is not only equal to that of other schools, but provides more; we teach our students to be better people. Academic learning is not our only mission.

The challenges brought about by declining enrollment were a blessing in disguise. We had become complacent in our approach to educating students. We were probably too comfortable with our routine. The reality that we were losing more students than we were enrolling was a wake-up call for us to renew our focus on our academic and other offerings. Our interim principal set a goal for improved test scores, and our teachers rallied to the call for action. The Archdiocese's requirement that we follow the Common Core curriculum required us to review the teaching plans in each class and across different disciplines, a process that was both extremely time-consuming and valuable. We set higher goals and expectations for both teachers and students and were rewarded with the results in June 2015 when we learned that St. Charles School had the highest increase in standardized test scores in the Archdiocese. Our interim principal made crucial decisions based on a single criteria: We are here for the students, so what decision is in their best interest?

Our current principal began in July 2015 and immediately built upon the work accomplished in 2014-2015, focusing on supporting teachers' needs for reliable technology and support and also instituting a "First Friday" half-day devoted to teacher training and professional development. Our faculty is now a mix of recent hires and

long-term employees. The positive collaboration among our teachers is known and recognized by students and parents alike.

Our curriculum has a renewed focus on our core values: Respect, Honor, Service, Faith and Effort, which were identified by faculty in 2013-2014. The core values were posted around the school to remind students to live their lives in a way that reflects these values, which were referred to as the Gifts of the Holy Spirit in 2014-2015. Teachers “catch” students exhibiting conduct reflecting our core values and invite them to sign their name in the Book of Acts in the school office.

We expanded our after-school program, which traditionally provided a snack and time for play and homework, to include a variety of enrichment programs in which students can learn to play musical instruments or play chess, do science experiments, computer programming, cooking classes, yoga, etc.

Operational Mission:

Our operational mission is the focus of the strategic plan that was first developed by the school board in 2012-2013 and which has been continually reviewed and refined in collaboration with the principal. In order to fulfill our educational mission, we must take steps to preserve and strengthen the financial stability of the school. The reality is that our resources are determined by the number of enrolled students multiplied by the tuition rate. Our strategic plan is multi-factorial. Not only do we seek to increase the number of enrolled students, but we also seek to increase the value of non-tuition financial support to the school. A primary component of the strategic plan is expansion of the number of students in our preschool program, which has traditionally been the source of up to 50% of our kindergarten class enrollment. Our preschool director has embraced this challenge, and we now offer a variety of flexible options to preschool parents. Our preschool enrollment increased significantly in 2015-2016 after we repurposed an existing classroom and invested \$20,000 in another preschool student bathroom. We invested \$10,000 in 2014-2015 to revamp our website and brand development with a new logo and new promotional materials. Parents can now request tours via our website, and the number of tour requests has increased significantly.

In the spring of 2015, our interim principal was invited to speak at our Parish’s Spanish and Brazilian Masses, and she talked about the educational opportunities offered at our school. Our current principal has continued to do the same and is actively meeting with members of these communities within St. Charles Parish to let them know that we may be able to connect them with tuition assistance offered by the Catholic Schools Foundation. While we seek to grow our enrollment in the younger grades to hopefully carry through to graduation in grade eight, we also recognize that we have the ability to fill empty seats in any grade, and our principal has done so. Indeed, our enrollment in 2015-2016 is higher than we forecasted it to be when we approved the school budget in the spring. Based on current data, this trend of increased enrollment is expected to continue for the 2016-2017 school year.

This past year we revamped our service program to eliminate a \$400 tuition credit that parents could earn by working in the school during the school day or at a fundraising event, and we reduced the number of fundraising events to four. Two of the largest fundraisers are ones in which we seek to solicit funds from a wider population than current school parents. We continue to develop our alumni database, which includes both former students and their parents, to not only stay connected with these members of the St. Charles School Community and keep them informed but to also invite them to events. Currently, one of our school board members doubles as our database manager, specifically dedicating herself to building our record of alumni information.

Our next strategic plan initiative is to take our director of advancement role from a volunteer position to a paid part-time position as of July 2016. Once the director of advancement is hired, that employee will be charged with developing an annual fund program that will then serve as the foundation for a capital campaign to make more significant investments in the school facility and our reserve fund.

Self-study committee membership, meeting schedule, and procedures

The Self-study Committee is comprised of a subset of members of the school board who met initially in June 2015 with Mrs. Cunningham. She provided the list of questions to be answered by the board and gave them a deadline. Members of the self-study committee met with the new principal, Cara Blanchette, in July 2015, and the first draft of our response was prepared in September, with revisions circulated in October.

List of background materials reviewed and people interviewed

- Parent survey
- Faculty survey
- Student survey
- Alumni/ae survey
- Department and major program reports
- Publications (list)
- Other -- School Board Meetings: Parent feedback in real time

Comments regarding suggested indicators

Standard 2 (Governance)

2.a. *The governance of the school is clearly defined, understood by all constituents, and provides for:*

Continuity of Mission

Saint Charles School, in union with the Archdiocese of Boston, has a mission deeply rooted in the Catholic tradition. The mission has continued since the Sisters of Notre Dame founded the school in 1884. Though the school has had a lay staff since 1988, we sustain the mission of developing the whole child spiritually, academically, and socially according to his/her potential. We teach Respect, Honor, Service, Faith, and Effort. Everything we do revolves around these core values, which results in the development of strong character, good citizenship, and a close community.

The principal functions as chief administrator of the school and is a member of the parish staff, reporting to the pastor, who is ultimately responsible for the administration of the total parish including the school. The principal and pastor are assisted in their efforts by the school board, which has nine other members. The pastor and principal are ex-officio members and non-voting members. The pastor appoints three members of the board. Five of the remaining six positions are filled by parents of students who are currently attending the school. The ninth member is a representative from the public school system to give an objective view from outside the Catholic school system. Additional non-voting representatives to the board are the president of the Parents and Teachers Together (PTT) and two representatives from the teaching staff.

The school board is consultative and serves as a sounding board and advisory panel to the principal and pastor. The school board does not direct the administration of the school, but instead it is consulted in matters involving planning, policy development and formulation, finance, including budget and policies for financial management, and public relations. The board meets monthly throughout the school year.

Stability and ethical process in transitions of leadership

The pastor has been at Saint Charles School for more than twenty years. Since a long-serving principal retired in 2013, we have experienced a period of transition with the principal position. We follow the Archdiocesan policy for hiring a new head of the school. Specifically, the pastor assembles a search committee comprised of various constituencies (school parents, school board members, educational consultants, and teachers) who are tasked with the initial review of resumes and interviews with candidates. A representative from the Archdiocese participates in this process and offers advice and recommendations to the committee, if needed. The committee identifies the top two candidates who, in accordance with archdiocesan policy, are advanced to another series of interviews at the Catholic Schools Office. Ultimately, a candidate is recommended by the Catholic Schools Office to the pastor, and he makes the final decision. The principal search committee maintains confidentiality during the interview process and plays a role in vetting applicants' backgrounds. Issues of concern in a candidate's background are reviewed by the committee as a whole, while again maintaining confidentiality. The principal who retired in 2013 served for 15 years. The principal hired in 2013 served one year. In light of the limited applicant pool reflecting less than ideal timing of commencing a search for a principal in July 2014, the principal search committee recommended that a teacher with more than thirty years of service, including several years as vice principal, be named interim principal for 2014-2015 to provide stability at the school until a more robust search could be conducted. Our current principal was the unanimous first choice of the principal search committee.

A comprehensive, multi-year planning process

Since 2012, we have earnestly been working on developing, validating, and implementing a multi-year planning process. Our approach initially was to focus on three areas: Educational Operations, Marketing, and Finance. First, we focused on our Catholic identity and making sure all constituencies in the school could adequately articulate our mission and our core values throughout all distribution channels. With that in place, we focused on identifying ways to upgrade our technology. We secured a \$100,000 technology grant from the Cummings Foundation paid over four years. After three years of funding, we have purchased laptops for all teachers, revamped our computer lab with all new desktops, invested in our wireless infrastructure and firewalls, installed a security camera system, and installed an upgraded school server.

After soliciting parent feedback in 2012 and forming a subcommittee to review the efficacy of our fundraising efforts, the school board recommended revamping both our service program and fundraising efforts. Academic year 2015-2016 marks the first year of a service program in which each parent is asked to voluntarily perform service to benefit the school, and a fundraising approach that includes four key fundraising events, rather than many small events that may overtax our families and community partners.

Presently, efforts are underway to hire a part-time Director of Advancement. After consulting with the Archdiocese in the fall of 2015, we were advised to not focus on a capital campaign, but rather building our donor base and creating a long-term financial plan. We have identified the need for a long-term financial plan that includes an annual giving program. In an effort to increase our financial stability, the director of advancement will focus on building this base and creating and implementing this plan. We aim to hire this person during the summer of 2016.

We developed an alumni database over a period of three years and are increasing our alumni outreach program in an effort to engage our alumni and parents of former students to seek financial support. An alumna from the Class of 1987, also a board member, is currently serving as database manager and will be supported by the director of advancement when he/she is hired.

Finally, we recognize the demographic of our regional area is changing. As a result, we have expanded our recruitment efforts within both the Hispanic and Brazilian communities. In addition, we have greatly broadened our pre-kindergarten and after-school programs. In 2014, we invested \$10,000 in revamping our website and rebranding our school with a new mission statement and logo. We also entered into social media space. Our website and social media have become integral parts of promoting our programs and a more direct way for parents to request registration and tour information.

Assurances of adequate financial resources

Tuition is set on an annual basis through a collaborative process involving the principal, school board, and the parish business office. Collection of tuition and fees, payment of school expenses and salaries, and the record keeping of the financial documents are handled by the parish's business office. This function is reviewed by a certified public accountant.

The pastor, principal, and the board member, who also serves on the parish's finance council, meet mid-school year to begin preparing a budget and setting tuition rates for the upcoming school year. The proposed budget is presented to the school board and, following the school board's approval, is presented to the parish finance council for approval. Each month during the school board meetings, the finance chairperson on the board gives a report on the financial status of the school. The principal receives budget updates throughout the school year. The school also maintains a reserve fund. The Archdiocese is the custodian for the school's reserve fund, which is invested conservatively. The school avoids drawing on that account and does so only when money is needed to balance the operating budget or for specially approved expenses. Approval for special projects utilizing the reserve fund must ultimately be given by the Parish Finance Council. The reserve fund's purpose is to support the long-term financial stability of the school. It is funded by donations and the school's operations in years in which revenues exceed expenses.

Institutional Advancement/Development

In 2013 the school board approved the role of director of advancement. A board member filled this role on a voluntary basis and was instrumental in the evaluation of fundraising efforts, marshalling volunteers to complete data entry on the alumni database, improving communications and planning efforts for fundraisers, and researching approaches to capital campaigns. As stated above, this position will be filled on a part-time basis beginning in the summer of 2016.

The board also established a communications committee, comprised of parents, to create and publish a high-quality monthly newsletter that is distributed to multiple target audiences: current parents, alumni, parents of our alumni, and community members. The newsletter is distributed via email and has been very successful in making the various members of our school community feel informed of and invested in the school. Our principal's use of social media, including Facebook and Twitter, also plays an important part of our campaign to raise the school's profile and attract both financial support and enrollment.

A critical part of the school's plan for the future is our preschool program, which was founded in 2003. After planning in 2012-2013 for an expansion, academic year 2014-2015 marks a significant milestone in which a second classroom was added to the program, which now offers classes M-F, including both half-day and full school day programs. The school has increased its efforts to include preschool students and parents in events to encourage the feeling of a single school community.

Evaluation of and support the professional growth of the Head of School

The principal meets with the pastor throughout the school year to discuss issues that may arise concerning staff, student issues, parental concerns, or any other matters that impact the effective running of the school. The pastor and principal meet in the spring of each school year to determine whether the principal's contract will be renewed for the next school year. The Archdiocese of Boston's school office had in place, until the last few years, a principal evaluation process. After a period of non-activity, the Archdiocese Superintendent and the Catholic Schools Office are in the process of updating and publishing new evaluation criteria which will be used by the school when released. In the interim, the pastor continues to meet regularly with the principal to discuss areas of success and necessary areas of growth. Any issues pertaining to the performance of the principal are brought directly to the pastor. The pastor, with assistance from the Superintendent's Office, if necessary, addresses issues immediately.

The principal attends monthly workshops for principals sponsored by the Archdiocese of Boston. The principal also meets monthly with all principals leading schools in the North Region. St. Charles School is a member of the Salem State Collaborative, which means that any faculty or staff member may participate in SSC workshops at no cost.

A model of inclusive behavior and integrity for the school community

St. Charles School follows the Archdiocesan policy of nondiscrimination to "Admit students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the schools." Similarly, the parish and school "Do not discriminate on the basis of race, color, national and ethnic origin, in administration of educational policies, admission policies, scholarship and loan programs, and in the hiring of school personnel".

The school has never been more diverse, in every sense, than in recent years. The percentage of non-Catholic students has increased steadily over the years. Our students share national origins in Korea, China, Portugal, India, Brazil, Haiti and Africa. Photos of school life demonstrate the national, cultural and religious diversity of our student body, which provides our students the opportunity to learn lessons about diversity, sensitivity, and respect at a young age.

The teachers attempt to integrate lessons and activities that follow Catholic doctrine and establish a school climate that fosters the dignity and value of all people. Teachers plan lessons and activities that incorporate a wide range of literary selections to promote an understanding and an appreciation of multicultural issues and diversity.

Establishing and monitoring needed school policies

The pastor and principal reserve the right to establish or revise policies concerning any and all issues concerning the school. However, shared decision-making is often employed to identify possible solutions for problem solving and to determine the best course of action. The faculty are also involved yearly in reviewing the school's mission statement and school philosophy and in establishing classroom rules, with input from the students so as to create a feeling of ownership of rules by the students.

The principal has an open door policy to teachers, parents, and students. She makes herself available during and after school hours to listen to and discuss concerns in person and returns phone calls regularly and promptly.

Members of the school board provide for another avenue for input from parents and the community.

Additionally, parents and teachers are invited to school board meetings, and in recent years, a number of parents have regularly attended and offered input and insights on issues relating to the school's operations. Recent

changes that were largely driven by parental input include changes to the uniform policy and formation of a working group to study our disciplinary process and make suggestions for updates or clarifications. In addition, the Archdiocese sponsors monthly meetings of principals to provide a forum for information exchange and sharing best practices.

The school is a member of Project Alliance and as such has access to a variety of professional development workshops on such topics as filing 51 A's, anti-bullying programs, internet safety, school wide safety, etc. Similarly, the Superintendent of the Woburn Public School system invites the principal and faculty to attend seminars, symposiums and meetings around social issues and policy discussions.

Self-evaluation of individuals and groups with governance responsibilities

Although the school has no formal process to assess the effectiveness of the governance process, the pastor, the principal, and members of the school board meet monthly during the school year to discuss any and all issues effecting the school. During school board meetings, committee reports are given to discuss issues or give updates to works in progress. Parental input at board meetings often serves as a “real-time” evaluation. In addition to that input, the school uses a survey tool to solicit feedback from parents, and that data has been important in developing a strategic plan. It identified what were seen as strengths and areas of focus for the principal and board.

To ensure that those involved in the governance of the school have no conflict of interest between duties to the school and personal or professional roles, employees of the school are non-voting members of the board and, apart from the principal, are excluded from deliberations on salary and budget.

Defined orientation and evaluation procedures

As stated above, we do not have a formal procedure in place for the evaluation of the principal and school board. Orientation is done on an informal basis. When a new member is appointed to the board, the board chair orients the new member. When a new principal is appointed, the administrative staff, along with veteran teachers, play a major role in acclimating the new principal to the school. During the summer of 2015, the teacher who served as interim principal from 2014-2015, spent numerous hours meeting with and training the new principal, who began on July 1, 2015.

2.b. The governing body demonstrates and clearly communicates its commitment and mission.

The principal is the primary voice of the governing body. The principal communicates directives and goals to the staff in weekly meetings, monthly professional development sessions, and one-on-one meetings with teachers. The principal communicates commitment and mission through parent meetings, letters sent home in hard copy, individual emails to parents, and weekly email recaps sent each Friday. Examples of such parent communication include the “welcome back to school” correspondence sent to parents in August, which informed parents of new testing protocols, the plan to use half-days to provide time for teachers’ professional development, and the continued focus on the values of Respect, Honor, Service, Faith and Effort in the classroom and beyond. Most importantly, the principal demonstrates their commitment and mission through leading by example. Our principal leads with joy, enthusiasm, and positivity and makes herself accessible and available to parents, faculty and staff.

2.c. Provision is made for participation of all constituencies in the policy making process, as appropriate.

The principal has an open door policy that applies to teachers, parents, and students. She makes herself available before, during and after school hours to listen to and discuss concerns in person. If the principal receives a phone call or email, it is returned promptly within 24 hours. Members of the school board provide for another avenue for input from parents and the community. Additionally, parents and teachers are provided with the dates and times of all school board meetings so that they may attend to become better informed about school issues and/or express any concerns they may have. Board meetings are the most public forum for the discussion of concerns or advocacy for changes, and parents take advantage of these opportunities to offer the principal, pastor, and board their input. There have been times when feelings and emotions have run high in these meetings, which is not surprising since the ultimate focus of everyone in the room is the education of our children. Though the principal, and

ultimately the pastor, are the final decision-makers, our system of governance provides a voice to the varied members of our school community.

2.d. The school engages in multi-year-planning.

The pastor, the principal, and members of the school board are responsible for addressing programs of long-range planning. The board meets regularly to discuss issues of technology, finance, development, and facilities. The board has a member with expertise assigned to each area of concern. Each committee member gives an update at each meeting. The school has a plan to update all texts on a rotating basis and make improvements to the facility each year. At the end of each school year, all faculty members create a list of necessary repairs and painting pertaining to their classrooms which is given to the facilities manager for completion during the summer. The pastor, the principal,

chair of the school board, and the finance chairperson meet to discuss the budget and to forecast expenses for the next school year. The budget process begins each December prior to the next academic school year.

The school board focuses on long-range planning around enrollment, marketing, and the fundraising. We established a director of advancement role which has been filled on a voluntary basis. Presently, efforts are underway to hire a part-time director of advancement. After consulting with the Archdiocese in the fall of 2015, we were advised to not focus on a capital campaign, but rather building our donor base and creating a long-term financial plan. We have identified the need for a long-term financial plan that includes an annual giving program. In an effort to improve our financial stability, the director of advancement will focus on building this base and creating and implementing this plan.

In addition, we recognized the demographic of our regional area was changing and have expanded our recruitment efforts to more broadly reach the Hispanic and Brazilian communities. We have also broadened our pre-kindergarten and after-school programs, rebranded our school with a new mission statement, logo, and entered into social media space.

2.e. There is an understood delegation of decision making that gives the Head of the School the capacity to exercise effective educational leadership.

The school board is established by the pastor, in accordance with diocesan policy, to assist both the pastor and the principal in the governance of the school. When the board meets, the pastor, principal, and board members seek consensus on all policy matters. The decisions are effective and binding to all. The board is consultative in the following sense: the members cannot make decisions binding for the school without the approval of the pastor and the principal. Consultation implies that the administrators will listen to the advice of the board in certain designated matters prior to a decision being reached. The operating principle is that the administration will not act contrary to the advice given, especially when there is consensus, unless the administrators have an overriding reason.

The head of the school is responsible for and empowered to create opportunities for professional growth of the faculty, define objective criteria to be used in teacher evaluation, decide matters related to curriculum changes and enhancements, and embrace students of all socioeconomic backgrounds, cultures, and academic levels to ensure inclusion in the school community.

When situations arise that concern the well-being of the students and the school, the principal contacts the pastor and the board. Together they determine the best course of action. The head of the school has decision making authority and also has the support of the pastor and the board to help resolve tenuous and complex issues.

Comments regarding alternative indicators proposed by the school

N/A

Notable strengths of the school in this area

The school is very well served by leadership who are a valuable mix of individuals with decades of experience at the school and parish and recent hires who can offer other ideas and approaches; this dynamic is present among the pastor and principal, teachers, and school board members. The recent sense of renewal and positive energy is palpable. Though the school board is consultative only and does not act as a board of directors, the relationship between the school board, pastor, principal and faculty reflects mutual respect and confidence.

"Individual commitment to a group effort--that is what makes a team work, a company work, a society work, a civilization work." --Vince Lombardi. Our school community makes our school work.

Notable weaknesses/needs

From the operational support standpoint of governance, our biggest weakness is our enrollment. Until our annual giving program and future capital campaign gain traction, our access to additional financial resources remain largely defined and confined by the number of students enrolled in our programs. The relative lack of financial resources is also challenging in terms of attracting and retaining teachers who share our passion for a Catholic education.

Aspects warranting attention

Our school buildings are not modern and continued maintenance obligations are always at the forefront of budgeting and protecting against a very expensive or disruptive repair. As we incorporate more technology tools in the classrooms, we will also face additional expenditures on things such as building additional capacity into our Wi-Fi system, expanding our server, etc.

Recommendations for school improvement and issues for further discussion

Work to increase enrollment and funding to hire and retain teachers who share our passion for Catholic education.

Standard 3 (Enrollment): The admissions process assures that those students who enroll are appropriate, given the school’s mission, and are likely to benefit from their experience at the school.

Assessment of Standard	
Passing <i>(The students’ experience is supported.)</i>	Failing <i>(The students’ experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School’s Self-Assessment P1.

Brief narrative description of the school’s position with regard to this standard

Enrollment is paramount to the success of our school. As you can see, our enrollment in both numbers and the diversity of our students is much different now than it was ten years ago. Making us successful in this area is the way we are reacting to the realities of sustaining the value proposition of Catholic education, the changing demographics in our city and surrounding towns, and the world’s technology.

The cornerstone of the values of our school is our mission statement. This statement is found on our website, in our printed enrollment materials, and discussed when prospective families visit our school. Regardless of one’s background, our mission statement serves as the foundation for all of the learning at our school.

St. Charles School upholds the policy of the Archdiocese of Boston by admitting students of any race, sex, religion, nation, or ethnic origin. Careful review of students’ credentials is adhered to. Student acceptance is determined by academic qualification and a determination of the student’s ability and desire to uphold the mission of St. Charles School. The principal and faculty meet regularly to discuss student progress, and in those cases of in-school transitions, they make sure they are seamless and that the family has the support it needs.

The school is embracing technology and social media to proliferate our brand and marketing efforts. Our website was updated recently so we can enhance our optimization and attract more people to the site. Our content is now continually current. We are utilizing Facebook and Twitter to spread the good news of our school and to invite families to join us. Our printed materials are professionally produced and provide an impressive first impression.

For over 130 years, St. Charles School has proudly maintained a rigorous educational program. Enrollment requirements remain stringent. It’s working. Graduates of St. Charles School have gone on to attend and excel at several area private schools with stellar reputations. These graduates are entering the workplace prepared to succeed because of a robust educational core and an ardent hold on the mission statement that is our foundation.

Self-study committee membership, meeting schedule, and procedures

In the summer of 2015, Mrs. Janet Ferlisi and Mrs. Cara Blanchette met twice to discuss enrollment procedures at St. Charles School. In the fall of 2015, Cara Blanchette, drafted the below responses. At that time, she and Janet reconvened to finalize answers. The final product was complete in November 2015. Self-study committee members included Cara Blanchette - Principal, Janet Ferlisi - Preschool Director and Lori Hayes – Teacher, Grade 3, Tri-chair

List of background materials reviewed and people interviewed

- ___ Parent survey
- ___ Faculty survey
- ___ Student survey
- ___ Alumni/ae survey
- ___ Department and major program reports

- Publications (list)
- St. Charles School Marketing Materials
- Other (list)

Comments regarding suggested indicators

Standard 3 – Enrollment

3.a. The school in its public relations materials presents an accurate description of its mission, organization, staff, program, and facilities.

The school utilizes both online and print materials for public relations purposes. The school website was redone in 2013 and now serves as a key tool in communicating all aspects of St. Charles School's program. On the website's homepage, visitors will find the school mission statement and an overview of the school (who we serve and what is offered). In navigating off the homepage, visitors will find: a letter from the principal, a faculty and staff listing, quick facts about the school, contact information, driving directions, curriculum overviews, before and after school program information, tuition and policy information, registration information, a listing of student extra-curricular activities, a family profile, a teacher profile, and fundraising information. Additionally, there is a password protected parent portal for current SCS parents to utilize. In addition to electronic materials, St. Charles School also has print materials available to distribute at open houses and to prospective families as they express interest in the school. These folders include a booklet that overviews the St. Charles School program including: mission statement, course listings, facility information, at-a-glance statistics, standardized testing information, information regarding programs specific to SCS, a list of annual school events, a list of extracurricular activities, and a list of high schools that our graduates go on to attend.

Also in the information folder are single sheets overviews of: our before and after school program, our enrichment program, our testing policy, our preschool program, our graduates, and our current students.

3.b. The mission of the school is reviewed with prospective families.

When families express interest in our school, they immediately receive a promotional materials folder which includes our school mission statement. When prospective families visit for a tour, the tour guides (administrators, teachers, or parents) review the mission statement with the visitors in an informal way. When registering, the family again is reminded of our mission statement. When registering, parents are asked to consider doing some sort of service work to support the St. Charles School community. St. Charles School feels when students, faculty, staff and parents are working together in partnership that we are fulfilling our mission.

3.c. The school has clearly stated procedures for the admission of students, which are developmentally appropriate at different levels.

St. Charles School upholds the policy of the Archdiocese of Boston by admitting students of any race, sex, religion, nation, or ethnic origin. Prospective students complete an application form and provide a birth certificate, Baptismal certificate, and medical immunization records required by the state. The school also requests copies of standardized test results as well as a letter of recommendation from the student's prior school. To assist SCS in determining their level of academic ability, prospective students also sit for the Brigance Diagnostic Test. This test is leveled according to grade. Students applying for preschool must be age three (for Pre-K 3) and age four (for Pre-K 4) by September 1. Kindergarteners must be five years of age by September 1. All families have a brief one-on-one informal interview with the principal, as a last step in the process.

3.d. The school has developed a profile of its student body that defines the range and type of students suitable for admission.

Students' completed applications are used to determine whether or not they are suitable for admission. Once the application has been submitted, the student's credentials are reviewed. The principal looks at the student's academic history, their teacher recommendation and report card, and the student's Brigance testing results to ensure that they are on grade level. In addition, for transfer students, standardized testing data is used to determine whether the academic range presented by the student fits into the profile of the existing class. This information, combined with the family's informal interview with the principal, helps the admissions team determine whether or not the student would uphold the mission of St. Charles School.

3.e. If tuition assistance is offered, there are clearly stated policies and procedures for the application and award of grants which are consistent with the mission of the school.

Tuition assistance is offered through the Catholic Schools Foundation and the St. Vincent DePaul Society. In order for a family to be eligible to receive tuition assistance, they must apply for grant and aid through the FACTS Management System. The FACTS System requires that families complete a detailed application and provide copies of W4 forms and tax returns. Through this system, a family's demonstrated need is determined. St. Charles School awards the monies received from the Catholic Schools Foundation and St. Vincent DePaul Society to those families with the greatest demonstrated need.

3.f. The school uses information concerning the performance of students and graduates in evaluating admissions procedures.

For over 130 years, St. Charles School has proudly maintained a rigorous educational program. Graduates of St. Charles School have gone on to attend and excel at several area private schools with stellar reputations. The administration remains aware of where SCS graduates attend high school and college. The admissions criteria in place at St. Charles School guide us to accept students who have the potential to reach the high standards while enrolled at SCS and beyond. If this were to change, school admissions procedures would be adjusted.

3.g. The school undertakes an analysis of the reasons students depart prior to graduation and uses the results to inform admissions procedures and program revisions.

If a family chooses to withdraw its student from St. Charles School prior to graduation, an exit interview takes place between the family and the principal. From this interview, the principal gains a better understanding of why the student is leaving the school. Many times students leave because their family is relocating. Other times, the family feels that St. Charles School is no longer a good fit for its student. The principal puts programmatic changes into place based on these interviews, especially when more than one family has chosen to depart for the same reason.

3.h. Those responsible for admissions communicate with those responsible for the program of the school to assure that necessary resources are available to meet the needs of individual students who are admitted.

The principal is the primary person involved in the admissions process, and they receive support from the preschool director and the learning specialist. When students are accepted, the principal ensures that the school then has the resources that the student requires. Both preschool classes have a full-time aide. When the kindergarten class exceeds 15 children, an aide is hired to ensure an effective student-to-teacher ratio. If a student on an education plan is admitted, the principal immediately informs the learning specialist of the student's profile.

3.i. The admissions staff communicates regularly with the teaching staff about the specific talents/strengths/skills/needs of newly enrolled students.

Prior to the beginning of the school year, the teachers take part in orientation days led by the principal. During this time, faculty is given a general overview of new students and their needs. The learning specialist connects with the classroom teacher to discuss new students, and if applicable, the special education services they receive. Throughout the year, the faculty meets as a whole and also as both lower school and upper school teams. During these meetings, faculty members discuss new students, their transition to St. Charles School, and put action steps into place to support them.

Comments regarding alternative indicators proposed by the school

N/A

Notable strengths of the school in this area

We only accept students suitable for admission despite the lower enrollment in recent years. We accept students who qualify according to the enrollment criteria and standards and who we believe will faithfully embrace through words and actions our mission statement.

In addition, over the past two years we have increased the amount of financial aid available to qualifying students. Prior to the 2014-2015 school year, financial aid was only offered through the St. Vincent DePaul Society. Last year, we were awarded \$7500 in tuition assistance through the Catholic Schools Foundation. This year, we reapplied and our award was doubled--\$15,000 was awarded to us through the CSF. This money allows us to reach a more diverse population.

Notable weaknesses/needs

We strive to continue to build our financial aid resources. In addition, we need to do a better job of tracking our graduates. At this time, there is no formal procedure in place to keep track of our graduates and their accomplishments.

Aspects warranting attention

We need to continue embrace the changing demographic of our city and our school. Actively marketing the school to our Spanish, Latino, Mexican, Indian, and Brazilian (Portuguese) families is critical to our continued longevity in the school. We have made significant strides in this area, but we need to continue to build relationships with these communities.

Recommendations for school improvement and issues for further discussion

Working with the Archdiocese we need to continually evaluate our enrollment policies and requirements in a fast changing world. We need to find new ways to be innovative with our educational programs and our technology and include them in our enrollment materials. Now more than ever, we need to articulate the value of a Catholic education to the suitable demographic while maintaining our high enrollment standards and focus on our mission statement.

Standard 4 (Program): The school provides a comprehensive program of intellectual, aesthetic, and physical activities that is appropriate to support the school’s mission and core values and is consistent with the needs of the range of students admitted. Program planning is informed by relevant research regarding how students learn and the knowledge and capacities they will need to lead purposeful and constructive lives.

Assessment of Standard	
Passing <i>(The students’ experience is supported.)</i>	Failing <i>(The students’ experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School’s Self-Assessment P1.

Brief narrative description of the school’s position with regard to this standard

St. Charles School provides a comprehensive program of intellectual, aesthetic, and physical activities that is appropriate to support the school’s mission and core values and is consistent with the needs of the range of students admitted. The school offers core courses of religion, mathematics, English, reading, science, reading/literature, and social studies. Spanish is offered in grades 3 through 8. Physical education, computer technology, art and music are offered once a week to kindergarten through grade 8. A learning specialist provides support as mandated by IEP’s and 504 plans, as well as offers assistance to some students without education plans, but who need more support than can be provided for in the classroom. The learning specialist provides in-class support and separate pull-out time for those students whose education plans require this accommodation. The learning specialist is also looked upon as a resource for teachers. Extra help sessions are provided by all teachers, and some teachers offer lunch recess extra help for students who cannot stay after school. Math is leveled for students in the seventh and eighth grades, and with the addition of MAP testing, teachers now have additional resources to understand the different needs of students in differentiating instruction to reach all learners.

Self-study committee membership, meeting schedule, and procedures

The self-study committee membership included Mrs. Julie Maher, Mrs. Colleen Cunningham, and Mrs. Janet Ferlisi. The meetings for Standard 4 started in September of 2014. We received input from all teachers at meetings during the year, discussing this standard's indicators, taking notes and then synthesizing them to yield this document. Teachers on the committee worked independently and met to combine findings. Curriculums were reviewed and teachers were asked at general meetings for input. The final findings were presented to the teachers at a meeting in June of 2015 and voted on at that time.

List of background materials reviewed and people interviewed

- Parent survey
- Faculty survey
- Student survey
- Alumni/ae survey
- Department and major program reports
- Publications (list)
- Other (list)

Comments regarding suggested indicators

4.a. Professional development time is used for faculty to research, study, and discuss issues of teaching and learning and the capacities students will need to develop.

Professional development time is used for faculty training and addressing the school's academic program. The first Friday of every month students have a half day to accommodate the professional development meeting time. Two full days of professional development were also built into the schedule. This year's professional development plan placed a large emphasis on the newly-adapted MAP assessment. Further, meetings are held twice a month in the upper building and once a month in the lower building to discuss curriculum, to field student concerns or issues, and to give teachers a time to share ideas.

The school supports teacher education in the following manner:

- \$400.00 stipend every three years for teacher education
- SCS is a member of the Salem Collaborative which provides workshops on many topics to our teachers for free.
- Emmanuel College provides courses three times a year through the Lynch Institute at a reduced cost.
- Mimio offers free webinars to improve the use of our Mimio equipment.
- Onsite Mimio training was provided twice this year to teachers.
- Staff attended week long course on "Engaging 21st Century Minds with the Formative Assessment Process" in June of 2014.
- A representative from the Collins Writing Program provides training on campus 1-2 times per year.

4.b. The school's program demonstrates consideration for the appropriate intellectual, social, physical, aesthetic, emotional and ethical development of students in all aspects of school and student life.

The school's program includes the core subjects of English, literature, religion, math, science, social studies and urges differentiated instruction, teaching in different modalities, and differentiated assessment. Furthermore, it offers Spanish, music, art, computer, library (K-5), and gym classes weekly. Students are held to high expectations for behavior and guided by teachers, coaches, and the principal in making ethical choices. Religion classes are also used to discuss moral and ethical values. The "Fruits of the Holy Spirit" program reinforces behaviors that are desirable and in keeping with our Catholic Faith and Mission Statement. While there is no counselor to help students with emotional issues due to budgetary constraints, teachers and the principal guide students or contact parents to share concerns. Names of counselors can be provided to parents in the event one is needed.

The following is a list of the various activities offered. The list can vary from year to year based on student interest.

Extracurricular/Enrichment Activities: (This list includes past and present offerings.)

- Lego Robotics Club
- Super Structures Bridge-Building
- Tiny Chefs Cooking Class
- Chess Club
- Yoga Fitness
- Latin Dancing Club
- Acrylic Painting
- Music Lessons
- School Choir
- Drama Club
- Talent Show
- Public Speaking Contest
- Student Council

- National Junior Honor Society
- STEM Day
- Family Math Night
- The “Kiwanis Terrific Kid Program” (grade 4)
- K of C “Hoop Shoot Contest”
- Woburn Historical Society Scavenger Hunt (grade 3)
- Woburn Festival on the Common Christmas Tree Decoration event and performance
- Woburn Lions Club Halloween Parade float contest
- Lions’ Peace Poster Contest
- Boy Scout and Cub Scout troops are also available use the school facilities for meetings

Sports:

- Junior and senior girls basketball
- Junior and senior boys basketball
- Cheerleading
- Sports Banquet—for basketball team and cheerleading team

Service:

Service to the community is also a component of some of these teams and clubs.

As a school we support:

- Pennies for Patients
- The Muscular Dystrophy Association
- St. Vincent de Paul Society Food Pantry
- Walk for Juvenile Diabetes
- Veteran Day Celebration
 - Invitations are sent to Veterans and Hanscom Air Force Base every year, and to the branches of our local Armed Services.
 - The Veteran attendees are honored with a show put on by the students and teachers to thank them for their service to our country.
 - At the same time, the students learn from the Veterans about the sacrifices they made to keep our country free.
 - This past year, during Catholic Schools Week, we also collected items for our service men and women overseas.

Spiritual/Ethical:

- Religion is part of all grades regular class schedule.
- Book of Acts: St. Charles has a program to recognize students who demonstrate a gift or Fruit of the Holy Spirit. Teachers invite students to sign the “Book of Acts” when they are “caught” doing good deeds and then they are recognized at our monthly school wide meeting.
- Mass is celebrated by the parish priests once a month.
- Ashes are distributed to the school population on Ash Wednesday Mass.
- Students gather for prayer services for Thanksgiving and Holy Thursday.
- Sacramental preparation is undertaken in grade 2 for First Holy Communion and Reconciliation.
- Each class is scheduled to receive the sacrament of Penance at least once a year.
- Students who have not received their sacraments and who wish to pursue this course are tutored individually by teachers of St. Charles School with materials supplied by the Director of Religious Education for the parish.
- Stations of the Cross are celebrated during Lent for the students as part of the ongoing religious education and faith formation.

Through these programs and activities, we intentionally provide for the “*appropriate intellectual, social, physical, aesthetic, emotional and ethical development of students in all aspects of school and student life.*”

4.c. The curriculum demonstrates continuity from year to year.

While the majority of parents in the parent survey felt that the curriculum demonstrated continuity from year to year, the teachers were not so sure. To make sure there were no gaps or overlaps, teachers wrote out their curriculums, met to compare the curriculums from one grade to the next, and then compared the curriculum to the Common Core standards to assure themselves that the standards were being met. It was noted that there were some overlaps in science in the lower grades. Also noted were gaps in math instruction in grades 4-6. The math curriculum was redesigned to align with CCSS and to address the gaps and overlaps. At the end of this year, another meeting will be undertaken to discuss the math curriculum to evaluate and assure that we have closed those gaps.

The science curriculum was found to have gaps and overlaps, and the teachers are aware, but this still needs attention.

ELA was aligned to CCSS three years ago. Social studies was aligned with CCSS, as well. Math alignment is underway. Science CCSS will be completed as soon as the standards are adopted by Massachusetts Department of Education.

4.d. The school has a policy for regularly reviewing the academic program and has completed a recent, written curriculum plan outlining desirable and/or necessary improvements.

As stated in 4C, the school recently completed a written curriculum plan, outlining desirable and necessary improvements. In the last three years, we have had three different principals, thus leading to some different expectations. Interim principal, Mrs. Janet Ferlisi, had encouraged the return to CCSS and pushed for a review of all curriculums. Our new principal, Mrs. Cara Blanchette, at the present time, is evaluating our curriculums in light of the new MAP testing and CCSS. Teachers worked together to write a list of expectations for students entering classes in September on a grade-by-grade basis. This was undertaken to insure that all teachers were working to proper goals. Going forward, meetings will be undertaken to discuss and evaluate the curriculum yearly.

4.e. Attention is paid to transitions between grade levels and/or divisions of the school so as to facilitate passage of students from one level/division to another.

Attention is paid to transitions between grades but not school-wide. The preschool and the fourth grade have activities to meet the new teachers and experience their future classrooms. This year a special kindergarten orientation for current preschool parents was held and was successful. Teachers have suggested that there be a move up day for the entire school in the future. This is under advisement.

4.f. The program offers a variety of cultural experiences to reflect (a) the diversity of students enrolled and (b) the multicultural nature of the region, country, and world.

The school does not offer cultural experiences to reflect the diversity of students enrolled and the multicultural nature of the region, country, and world. To meet this need, teachers have suggested having a multicultural night as a starting point. In response to this suggestion, National Junior Honor Society has taken on the responsibility of planning a Multicultural Day.

Many teachers are addressing the need for understanding the diverse cultural population in their choices of novels and short stories that emphasize multicultural issues to foster a welcoming attitude towards appreciation and understanding of other cultures.

4.g. The school recognizes developmental levels of children and takes them into consideration in planning the program and teaching methodologies.

The teachers use differentiated instruction, different modalities, and plan instruction based on the different developmental levels of children. St. Charles has a full-time learning specialist. There is a protocol in place for recommending students whom teachers suspect may benefit from a core evaluation. IEP's and 504 plans are

followed and accommodations are made for students as suggested on education plans. Extra help sessions are also offered after school for those needing additional help. Math in grades 7 and 8 is leveled according to ability. Furthermore, teachers have monthly meetings to discuss student progress or lack thereof. Teachers will also call for a team meeting to formally discuss concerns about students. Teachers have been encouraged to take the Sheltered English Immersion class provided by the Lynch Institute in order to meet the needs of students who have acquired English as a second language.

4.h. The school evaluates the academic rigor, effectiveness, and integrity of online courses that its students take and of any online courses that the school itself offers, on a regular basis.

Not applicable. There are no online courses provided or sanctioned as part of the curriculum at St. Charles School.

4.i. The program offers a variety of cultural experiences to reflect (a) the diversity of students enrolled and (b) the multicultural nature of the region, country, and world.

The program does not offer a variety of cultural experiences to reflect the diversity of students enrolled and the multicultural nature of our school. We do have Spanish Dancing as an extra curricular offering, and National Junior Honor Society is planning on hosting a multicultural day sometime in the spring. Teachers often choose novels set in different cultures to increase understanding, respect and empathy for the diverse nature of students. While more activities should perhaps be offered, according to our parent survey, parents are happy with the experience of their children in our school.

4.j. The school recognizes developmental levels of children and takes them into consideration in planning the program and teaching methodologies.

The school recognizes developmental levels of children and takes them into consideration in planning the program and teaching methodologies. Teachers respect the demands of IEP's and 504 plans. Teachers use differentiated instruction in the classroom and teach and assess using different modalities. Teachers meet every other week to discuss and share concerns regarding student progress. Strategies are suggested and discussed to help student progress.

4.k. The school evaluates the academic rigor, effectiveness, and integrity of online courses that its students take and of any online courses that the school itself offers, on a regular basis.

N/A

Comments regarding alternative indicators proposed by the school

N/A

Notable strengths of the school in this area

Many St. Charles School graduates receive scholarships every year to the high schools of their choice. Last year the students garnered a collective amount of \$47,000 in scholarships, lending support to the effectiveness of our program.

We have a full-time learning specialist on staff to support students on IEP's and to assist the general education teachers in planning and implementation of accommodations and modifications.

Notable weaknesses/needs

The science curriculum in the lower building has gaps and overlaps.

Aspects warranting attention

Science program in grades K through 4 needs to be addressed for gaps and overlaps.

Recommendations for school improvement and issues for further discussion

Amend gaps and overlaps in Science curriculum.

Standard 5 (Experience of the Students): The school actively considers individual students and has developed plans, policies, programs, and pedagogy to nurture, support, and encourage all students to reach their potential and to participate in the life of the school.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P1.

Brief narrative description of the school's position with regard to this standard

As Catholic education seeks, by definition and at its core, to be all-embracing and to serve a diverse population, St. Charles School carries out this mission daily. Consideration of our students as individuals is the cornerstone of our school's mission statement: "Saint Charles School, rooted in the Catholic Tradition, is dedicated to providing a strong Catholic education which embraces a multicultural and diverse learning environment. We are committed to the academic, spiritual, and emotional growth of each child." The faculty has participated in workshops on differentiated learning, and teaching to different learning styles is embedded in the curriculum. Attention is paid to students' emotional and social needs at all grade levels. Teachers regularly meet formally and informally to discuss concerns and achievements regarding students and work together to generate solutions and accommodations. A full-time learning specialist is also available to students who need extra support. After-school enrichment programs and an athletic program are offered to students who would like to expand their educational experience. Students are encouraged to participate in extracurricular activities, such as the school play, choir, or the talent show. It must also be noted that the intrinsic culture of the school is such that the faculty and staff meet the needs of students beyond the established programs and curriculums through such acts as ensuring that economically disadvantaged students have warm winter coats, uniforms that fit comfortably, and even Christmas presents under the tree.

Self-study committee membership, meeting schedule, and procedures

Abbey Carbone (art teacher), Carol Kovac (Grades 7 & 8 language arts and literature teacher), Jill Flemming (former teacher), and Cara Blanchette (principal). The committee met in the spring of 2015. Jill Flemming did not return to St. Charles. The committee continued working during the fall and reconvened formally to review and finalize their work on January 6, 2016.

List of background materials reviewed and people interviewed

- Parent survey
- Faculty survey
- Student survey
- Alumni/ae survey
- Department and major program reports
- Publications (list)
- Other (Staff discussion)

Comments regarding suggested indicators

5.a. The school recognizes differences within the student body such as gender, learning style or ability, race, age, ethnicity, family background, socio-economic status, sexual orientation, and religious practice, and actively responds to students' and adults' positive or negative experiences.

Yes, St. Charles School recognizes, is sensitive to, and strives to meet the needs of its diverse student and family population. There is constant communication between office, faculty, and administration via email and one-on-one meetings regarding student and parent needs. In addition, SCS holds formal building meetings (Lower Building grades K-4 and Upper Building grades 5-8) once or twice a month to discuss student progress or concerns that teachers have observed, suspected or been informed about. Strategies to help students with struggles in home life, health, and ELL-related issues are common topics. In the 2014 school year, SCS developed student and parent surveys. These turned up very positive feedback, but they also raised some concerns. Mrs. Ferlisi, interim principal, took the initiative to hold round-table discussions with the students to discuss the comments that were made. Currently, Principal Cara Blanchette meets regularly with parents to address concerns and possible enhancements to the school. Principal Blanchette also frequently checks in with students to assess their needs and level of satisfaction with programs by way of quick meetings in her office and drop-ins on classrooms. With respect to religion, as a Catholic school, our students are engaged in religious ceremonies, prayer services, and religion classes. Parents are made aware of this commitment upon initial inquiries to our school. In the event that any student is uncomfortable in participating in religious ceremonies or prayers services, accommodations can be and have been made. As for race, parents indicated on the parent survey that the faculty is welcoming to all parents regardless of race. However, the teachers have discussed that there should be a celebration of the diversity in our school, as our school population is becoming more diverse. Plans are moving forward to have a "Multicultural Celebration" involving students and parents sometime in late May or early June. Learning styles are addressed through differentiated instruction and assessment. There is a general sensitivity to and awareness of individual needs throughout all grade levels. We are fortunate to have a full time learning specialist, and there is a protocol put in place to deal with teacher concerns regarding students in need of a CORE evaluation. Financial aid is available to those families that qualify, and teachers are aware of socioeconomic issues, often providing supplies free of charge and aid for field trip costs.

5.b. Time is made available on a regular basis for teachers to plan together and to discuss students (both individuals and groups).

Yes, monthly early release days have been built into the schedule to allow for whole-staff meetings and professional development. Faculty members are given the opportunity to praise students and each other and to raise and discuss concerns about particular students and issues. Each building (upper and lower) also holds monthly meetings to discuss students progress and concerns. However, as our enrollment and therefore faculty have shrunk, faculty members have had to do more and have been left with little time to plan and communicate in person on a daily basis. The use of email and the OneDrive have helped to assuage this situation.

5.c. Time is made available on a regular basis for teachers to learn ways in which their backgrounds help and/or hinder their ability to work with students, parents, and other adults in the community.

No, while the faculty has been asked to consider and contemplate the issue of ethnicity as individuals, we have not yet formally set aside time to delve deeply. The importance of this issue is becoming increasingly clear as our school population is changing. Our present principal, Mrs. Cara Blanchette, is proficient in Spanish and has experience working with diverse student populations. This combination of her expertise, and the required SEI education of teachers, will bring us closer to meeting this standard. Mrs. Blanchette will address this need as we go forward.

5.d. There is a procedure in place to assess and report on how individual students are meeting the goals of the program with regard to both personal and academic growth.

Yes, we distribute progress reports three times a year and report cards four times a year. Parent/teacher conferences are held after the first and second report cards are sent home. Parents are free to schedule meetings

with teachers at any point during the year. Additionally, at our monthly building meetings, teachers discuss student concerns, and then team/parent meetings are called if warranted. There is a written protocol in place for recommendation of students needing a CORE. The Archdiocese has instituted MAP testing twice a year. The addition of this tool brings more information to teachers and parents about student progress, as it measures growth. Next year, we will be testing three times a year to give an even better picture of student progress. Concern for students is not limited to academic progress alone. Teachers are proactive about students who lack social or emotional progress and work to remediate these by working with parents or other teachers.

5.e. There is a process in place to see how the school's program needs to change to reflect the diversity of cultural experiences and to identify adults and/or students who will need additional support to function effectively in a pluralistic environment.

Yes, our monthly faculty meetings effectively identify students who need additional support. A formal process to see how the school's program needs to change is not currently in place, but the need is clear and Saint Charles School is actively seeking the best practices to ensure that we move forward with this standard. Again, we will be reaching out to schools with excellent diversity programs, working with our principal who has experience teaching in a diverse environment, and looking for appropriate classes to train teachers in issues concerning diversity. We will also hold events that promote and celebrate awareness of our population's cultural diversity. In the works is a Multicultural Day, where students will bring in food and share cultural traditions with others.

5.f. Resources are available to faculty (in-school or through outside consultants) to assist in identifying and meeting the needs of individual students.

Yes, resources are available to faculty (in-school or through outside consultants) to assist in identifying and meeting the needs of individual students. The Lynch Institute at Emmanuel College offers courses on Sheltered English Immersion, Special Education, Differentiated Instruction and Reaching All Readers. St. Charles School is also a member of the Salem Collaborative which offers a variety of courses to our teachers, free of charge, to help them meet the needs of individual students. We have yearly meetings with our Collins Writing trainer, on whom we rely for advice in dealing with problems of challenged students or students who are gifted in the area of writing. The use of differentiated instruction and accommodations is a common part of our daily work for teachers. Students with learning differences who are on IEP's will work with our full time learning specialist, who is always there for a conference to help teachers with challenges in meeting IEP's or 504 plans. In addition to this, students referred for a CORE receive their evaluations in their respective towns after going through the formal process set in place by the principal and the learning specialist.

5.g. There is a process in place to identify students who might benefit from a modification of the program.

Yes, identifying students in need follows a written protocol. This protocol involves student observation, in-house collaborative teacher team meetings on the student, meetings with the parent to discuss teacher concerns, and a request for testing of the student by their city or town public school system. Saint Charles School teachers and the learning specialist attend and give feedback during CORE evaluation meetings and help with the development of an IEP or 504 plan if needed. Teachers are given IEP and 504 plans and are expected to implement modifications to their special education student's program in their lessons. Consultation with the learning specialist is available as needed to all teachers. The learning specialist assists teachers in need of adaptation of curriculum materials if needed.

5.h. There is a process in place to identify students for whom the school is inappropriate and a supportive process for counseling those students.

St. Charles School is a small, close-knit community of teachers, students, and parents that allows for the educational experience of each child to be individualized. Teachers meet monthly to discuss student progress. If a student is struggling, behaviorally, academically or both, their name is brought up at the team meeting and the teachers spend time creating an action plan for the student. Many times this action plan includes check-ins with the homeroom teacher and more frequent communication with parents. For instance, a student struggling with a behavior issue may check in daily with his/her teacher to reflect on his/her conduct that day. The homeroom teacher may write weekly emails to the student's parents to keep them updated on their child's behavior. If the

student is struggling academically, teachers may agree on an action plan that includes adjustments to homework and/or classwork and perhaps have regular meetings with our learning specialist. The principal's job is to ensure that these action plans are being executed. The principal maintains communication with the teachers and the learning specialist regarding student academic progress. The principal works with teachers to enforce consequences in light of misconduct and elevates the severity of consequences when there is repeated misbehavior. The faculty and staff do everything possible to assist the student and help him/her overcome any struggle he/she encounters. At times, however, these action plans prove to be ineffective. In these cases, we identify our inability to sufficiently address the student's behavioral needs and/or academic struggles. We have a small faculty and limited resources, and sometimes a student's needs are beyond us. This is rare, but in the event that this occurs, the school principal works with the student and his/her family to refer them to another school that can more effectively meet the student's needs.

5.i. Counseling, advising, and guidance procedures and personnel address the needs of the students.

Yes, it is the duty of each teacher to act as counselor and advisor as we have no formal guidance department. All teachers are attuned to the needs of their students and, when appropriate, guide and assist students personally. When issues arise that require support and supervision at the administrative level, the principal is involved. While it would be advantageous to have a counselor on staff, budgetary restraints do not permit the addition of a counselor at the present time.

5.j. College or school placement counseling, as applicable, addresses the needs of the students.

Yes, the eighth grade teacher is instrumental in guiding students through the high school selection and application process. The teacher contacts the local high schools to invite representatives to talk to the eighth graders about their schools. Students are encouraged to take advantage of shadow days to learn more about the high schools to which they will be applying. Information is distributed to the students and their parents about the high school fairs and open houses. The eighth grade teacher gives them a list of possible questions to ask about the high school when they attend those events. The parents are also encouraged to make a list of qualities they want from a high school for their child. Information about high school placement test preparation courses is distributed, as well as continual reminders about test and application due dates. The teacher offers to assist with the editing of the students' application essays and also to meet with the parents to discuss the best placement for the child. The teacher is also in contact with the admissions departments of the high schools to ensure they have received the students' applications and to inquire if additional information is needed.

5.k. Information is systematically gathered regarding students' experience at the school and is used to inform program planning.

Yes, during the 2014-2015 school year, students at SCS were surveyed regarding their academic, physical, and social experience. Data collected was carefully analyzed and will be considered when planning next year's school program. Issues that demanded attention were addressed immediately. The school will continue to survey students every other school year with graduating eighth graders surveyed every year in an exit interview. It is recommended that to assist us in planning our program that recent alumni be surveyed while they are in high school to identify the areas in which they felt well prepared and the areas in which they did not feel adequately prepared. It is also recommended that teachers who do not already do so look for students' feedback via surveys and letters to the teacher at the end of the school year.

5.l. The school promotes an equitable, just, and inclusive community that inspires students to respect and value diversity and to be active and responsible citizens, and has ways to insure that this objective is met.

Yes, this standard is most clearly implemented through our Fruits of the Holy Spirit program. Each month, a different grade presents a different gift, such as charity, hope, faith, and patience, at the school assembly. Students explore ways they could live these gifts on a daily basis (thus creating an equitable, just, and inclusive community). Throughout the month, students "caught" behaving in a way that exemplifies the gift of the month

write their names in the Book of Acts in the office. At the following month's meeting, the principal reads each name in the book while each student proudly stands, indeed ensuring that the objective of the program is met. This standard is the foundation of SCS and our charitable and Christ-centered activities. Student Council promotes leadership and good citizenship. The Buddies Program fosters caring relationships between older and younger students founded on trust and respect. Collections for St. Vincent de Paul, the Lenten Paper Drive, Pennies for Patients, Thanksgiving Baskets and the Diabetes Walk raise awareness of diversity of needs among our community. National Junior Honor Society members are dedicated to service and integrity. Field trips to New Horizons, a senior living facility up the street, nurture an understanding of and care for older citizens of our community. The expectations of respect, responsibility, and good citizenship are clearly stated at the onset of all of these activities, and all students are expected to exemplify these qualities.

5.m. The school assures that, if students take or the school offers online courses, the design and delivery of the online courses meet the needs of the students and support student-to-student and student-to-faculty interactions.

N/A

Comments regarding alternative indicators proposed by the school

N/A

Notable strengths of the school in this area

Parent Survey agreed that the faculty was welcoming to families of diverse cultural backgrounds.

Notable weaknesses/needs

The school has solid programs in place to identify and serve students' individual academic, social, spiritual, and socio-economic needs. However, it is lacking in an *established program* that serves to align curriculum and experiences with the cultural diversity that exists within the school. While faculty works independently to reflect the diversity of their students through their curriculums and general experiences offered within their classrooms, a clear process to examine the school's program in terms of its need to change in order to reflect diversity is not currently in place. Although teachers have discussed the issue and have been asked to reflect on the matter, specific time has not been set aside to allow for teachers to learn ways in which their backgrounds help and/or hinder their ability to work with students, parents, and other adults in the community.

Aspects warranting attention

None

Recommendations for school improvement and issues for further discussion

Establish programs that examine the efficacy of the school's program to reflect the diversity and cultural experiences of the students.

Dedicate professional development opportunities to instruction of how faculty's backgrounds help and/or hinder their ability to work with students, parents, and other adults in the community.

Standard 6 (Resources to Support the Program): Given the school’s mission, there are adequate resources (space, equipment, technology, materials, and community) to support the school’s program.

Assessment of Standard	
Passing <i>(The students’ experience is supported.)</i>	Failing <i>(The students’ experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School’s Self-Assessment P2.

Brief narrative description of the school’s position with regard to this standard

Based on our assessment, the committee has decided we are deserving of a P2 for this standard. We feel as though we are quite strong in many aspects of this standard. We have demonstrated commitment to our community, facilities, resources, materials, financial aid, schedule, and non-academic programs. Our main areas of needed improvement are: library curriculum, technology plan, and integration of technology into instruction.

Self-study committee membership, meeting schedule, and procedures

Self-study committee members included Denise Trueira- Grade 5 Teacher, Maura O’Connor- Grade 2 Teacher, Cara Blanchette - Principal. The committee met in the spring of 2015, reconvened to review their work on 1/8/16, and finalized on 3/4/16.

List of background materials reviewed and people interviewed

- Parent survey
- Faculty survey
- Student survey
- Alumni/ae survey
- Department and major program reports
- Publications (list)
- Other (list)

Comments regarding suggested indicators

6.a. Instructional facilities (including space, furnishings, and play/recreation areas) are adequate for the instructional program and are age appropriate.

There are sufficient classrooms for all grades pre-school through grade eight. There are appropriate furnishings in all classrooms for both teachers and students. The gym and auditorium are a combined space. There is enough space in the auditorium for students and parents when there are school wide events. The cafeteria has recently been outfitted with new tables that are easily movable when necessary. The recreational space is limited to the hard top in between the two buildings. That space is used for outdoor school gatherings, morning and afternoon recess, and gym classes during the good weather. Equipment available to the students includes: bouncing balls, basketballs, a basketball hoop, jumping ropes and chalk. There are four-square games, hopscotch, a big circle and a painted map of the United States. The only green space is limited to a fenced in area near the upper building. This space is used by the lower grades when the weather is good.

6.b. *There are instructional materials and equipment in sufficient quality, quantity, and variety to give effective support to the aims and methods of the program.*

Textbooks and workbooks are purchased regularly depending upon need and funds. Consumables are used in every grade, and there is a sufficient number of books available to all students. Teachers creatively use their materials stipend, along with personal funds, to enhance instruction. Our technology is unreliable therefore impacting our ability to infuse it into daily instruction.

6.c. *The school has a library plan which is integrated with the curriculum and which provides students with age appropriate experiences in research and reading and supports the broad purposes of the educational program.*

The school does not have a library plan integrated with the curriculum in grades K to 5. In grades 6 to 8, research and reading is incorporated into the ELA, social studies, and technology curriculums.

6.d. *The school has an academic technology plan, developed by teachers and academic leaders, covering the integration of technology into the various components of the program and providing for the professional development of teachers in the implementation of this plan.*

At this time, a formal technology curriculum has not been written, but it is in progress. We recently hired a new technology teacher who is making great strides to improve our program. Currently, the students in both lower and upper buildings are taught necessary skills such as: keyboarding (including orientation to the home row and finger placement), word processing, navigating the desktop, appropriate computer language, carrying out safe searches, understanding cyber-bullying, MAP test orientation, familiarizing with GoogleDrive as a means to collaborate and communicate, coding, creating websites, blogs and videos. Currently this instruction is limited to computer class, but our main goal is to implement this instruction across the curriculum. This will need to be a major focus of professional development for teachers.

6.e. *The school has in place an acceptable use policy of which students and families are informed, and the school provides information to students and families on the appropriate and ethical use of technology.*

There is an acceptable use policy that is given to parents at the beginning of each school year. The form is signed by each student and his/her parent/guardian. If the form is not returned, the school secretary follows up with the family until the form is received. The form was last reviewed in August of 2015.

6.f. *There are procedures in place to assure that teachers have a leading role in planning the use of technology in their teaching.*

At this time, teachers infuse technology into their teaching as they see fit. When a formalized technology curriculum is established, teachers will have a more concrete plan to follow and implement.

6.g. *Non-academic programs, if available, are consistent with the school's mission and are well organized, supplied, and staffed.*

Non-academic programs are reviewed by the administration, teachers, and parents. There are a variety of programs offered including sports (basketball for boys and girls), drama club, student council, National Junior Honor Society, choir, band, and enrichment programs such as coding, chess, STEM, cooking, and Latin dancing. These clubs are staffed internally and externally by both volunteers and paid employees. Those responsible for running these non-academic programs are extremely committed individuals. All clubs are organized and run fluidly because of the dedication of their adult leaders.

6.h. *The schedule is planned by day and year to provide for the total program.*

The school schedule is planned prior to the start of the school year. It includes all school days, special events, professional development days, vacations, and testing weeks. Monthly Mass is built into the schedule, along with prayer services and Fruits of the Holy Spirit assemblies. The school community is committed to celebrating

Catholic Schools Week each winter. The schedule is reviewed by the administration and made public to the school community in draft form. Changes are made if necessary, and the teachers, staff, and parents are notified.

6.i. The school interacts with the community in which it is located and avails itself of community resources.

St. Charles School is involved in the community in a number of ways. Classes donate Thanksgiving baskets to the Woburn Council of Social Concern and/or the St. Vincent DePaul Society yearly, donate goods to the St. Vincent DePaul Society throughout the school year, and volunteer at the nearby assisted living facility. Veterans and active military personnel from Hanscom Air Force Base are invited to the Veterans Day program. There are a number of collections taken during the school year for diabetes research, lymphoma and leukemia research, and the Muscular Dystrophy Association. Other collections take place when necessary.

St. Charles School is constantly looking for new ways to "give back" to the community. Just this year, two new service initiatives were launched. At Christmas, lower school students completed a reindeer craft and donated their artwork to the Winchester Hospital. For Valentine's Day, all students made cards for elderly members of the parish who are sick and no longer able to attend Mass due to their circumstances.

Local resources used by St. Charles School include the Woburn Public Library, Woburn Public Schools, Woburn Historical Society, and Horn Pond. Military personnel from Hanscom Air Force Base help judge the annual science fair.

6.j. The school strives to be a positive member of the community in which it exists, is sensitive to the interests of its neighbors, and takes appropriate advantage of the character of its setting.

St. Charles is a positive member of the Woburn community. In addition to the volunteer efforts of our students and staff, the facilities are used by local groups such as the Boy Scouts, Alcoholics Anonymous, and the Brazilian Community of St. Charles Parish. The grounds are well maintained throughout the year by a dedicated grounds crew.

6.k. The financial aid resources committed to students and their families reflect the goals and mission of the school.

St. Charles has recently increased the amount of financial aid available to families. There is assistance available from the St. Vincent de Paul Society, the Catholic Schools Foundation, as well as the Knights of Columbus. This year, the Catholic Schools Foundation doubled St. Charles School's grant award. This will allow us to offer more financial aid for the 2016-2017 school year. Families interested in financial aid apply through the FACTS Program and are awarded monies based on demonstrated need. Families can also take advantage of the free or reduced lunch program. In addition, the school partners with the parish during Thanksgiving and Christmas to provide needy families in the school community with food items, clothing, gifts, and gift cards.

6.l. The school has sufficient resources to support any online courses it does offer.

N/A

Comments regarding alternative indicators proposed by the school

N/A

Notable strengths of the school in this area

Non-academic programs are offered and provide students with numerous staffed programs to foster learning during school hours and enrichment after school hours. Our school has a strong community commitment that strives to help those in need. Our school campus has appropriate space for the students and opens this space up to the community as needed. The overall environment is suitable to meet the needs of instructional and extra-curricular activities. St. Charles continues to help more and more families because of new grant opportunities.

Notable weaknesses/needs

This process shed light on our instruction within this standard. We are very proud of our library program, but it has room to grow and develop. The establishment of a library curriculum would allow us to do so. In grades K-4, we are committed to allocating time for library, and this time is well-structured, however a "routine" is followed and driving the class, rather than a curriculum. We understand that our school is in need of a library curriculum that works hand-in-hand with what is happening in the classroom. In the upper school, the skills found within a library curriculum are being taught, but the skills and content are not mapped out in a formal way. We need to share the ways in which we are integrating reading and research and ensure that all skills are being taught effectively across grades. Finally, our use of technology needs to improve. A generous donor gifted us Mimio equipment. At this time, the Mimio interactive white boards are primarily used as projectors. There are a select few that use the interactive component of the board, but this is not universal. Generally, the integration of technology into daily instruction is minimal. Students visit the computer lab once or twice weekly and view items on the projector, but technology as a whole is not integrated effectively into the current curriculum. Technology is not enhancing our students' learning to the extent that it could be.

Aspects warranting attention

At the present time attention is needed in the following areas: creation of a library plan, creation of a technology plan, and more fluid and advanced integration of technology into instruction.

Recommendations for school improvement and issues for further discussion

- 1) Create library curriculum with the assistance of lower school librarian and lower school teaching team.
- 2) Create and implement a cohesive technology curriculum that spans across grades K-8.
- 3) Develop and implement an instructional model that calls for effective integration of technology into instruction.

Standard 7 (Early Childhood Program): The early childhood program meets the social, intellectual, and developmental needs of its students by providing appropriate programs, adequate staffing, and sufficient resources and facilities.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P1.

Brief narrative description of the school's position with regard to this standard

The preschool program is designed to teach independence and instill a lifelong love of learning. The program is faith-based and welcomes families from an array of backgrounds. Parents have the peace of mind that they are in a safe, nurturing environment that is dedicated to educational excellence. There is a collaborative process between teachers, students, and parents. The parents are continuously informed and actively participate in their child's learning in multiple ways. The program meets and exceeds state standards for the intellectual and developmental needs of the students by incorporating and accounting for state standards in daily lesson plans and long-term curriculum goals. The preschool curriculum is specifically designed to incorporate and include special areas of study, such as art, music, and movement. These areas of study are fully integrated into the core curriculum of math, language, science, social studies, and social development. Our focus for 3-year olds is on socializing and being part of a community, while our 4-year old program is more focused on reading and math readiness. The preschool curriculum encourages growth, independence, and order, as well as practicing and promoting health and safety for everyone.

The students are well prepared for kindergarten and first grade at the completion of the program. We are very proud to offer this exceptional Catholic preschool program that has grown and thrived through the years. It has expanded from two half-day programs to include two fulltime programs. Parents have the option to take advantage of the new fulltime program or opting for a full or partial week half-day program.

Self-study committee membership, meeting schedule, and procedures

Self-study committee members included Mrs. Janet Ferlisi - Director of Preschool/Pre-K 4 Teacher and Ms. Nicole Dube - Pre-K 3 Teacher. Committee members met once a week, from September until present, for a half hour each meeting time.

List of background materials reviewed and people interviewed

- Parent survey
- Faculty survey
- Student survey
- Alumni/ae survey
- Department and major program reports
- Publications (list)
- Other (Massachusetts State Standards for Preschool Curriculum)

Comments regarding suggested indicators

7.a. The school communicates and collaborates with parents of the children in its early childhood program in a manner which addresses the needs of this community.

Yes. Communication with parents and families occurs in the following forms:

- Daily in-person interactions at drop-off/pick-up
- Monthly curriculum calendar
- Weekly newsletter
- Via email/phone calls on as needed basis
- Parent/Teacher Conferences
- Parent Information Night prior to start of school year
- Open Houses

7.b. Staff who work directly with the children in the early childhood program are trained in the field of early childhood education/child development. Their numbers are sufficient in relation to the numbers and ages of children in each early childhood grouping to perform tasks effectively and safely.

Yes. All teachers in the early childhood program are licensed and hold degrees and/or advanced degrees in the field of early childhood education/child development. Teachers also participate in ongoing professional development workshops and meetings throughout the school year. Given the presence of a teacher's aide, the student to teacher ratio is sufficient to properly assist students as needed. The student to teacher ratio of the four year old class is one adult to ten students. In the three year old class, the ratio of adults to student is one adult for every eight students.

7.c. The school has curricular and extra-curricular programs in place which specifically and effectively address intellectual and developmental needs of children in the early childhood program and are consistent with the school's stated mission.

Yes. The program meets and exceeds state standards in the intellectual and developmental needs of children in the early childhood program by incorporating and accounting for state standards in daily lesson plans and long-term curriculum goals. The preschool curriculum is specifically designed to incorporate and include special areas of study, such as art, music, and movement. These areas of study are fully integrated into the core curriculum of math, language, science, social studies, and social development. The preschool students may participate in the before and after school program, and they may partake in age appropriate enrichment programs as available.

7.d. Facilities provided for the early childhood program, including instructional, activity and play spaces, and supporting resources such as lavatories and dining areas, are adequate in construction, space provided per child, and maintenance to meet the needs of the children in the program.

Yes, with the exception of an outdoor play structure, facilities are adequate. At the present time, we are investigating the viability of adding a playground structure to our outdoor play area. However, instructional, activity and play spaces are provided, and supporting resources are adequate. Within our classrooms, there are designated center and work spaces and meeting areas. Our classrooms are equipped with furniture that is properly sized to fit the height and age of the children. The shelves are low and open, which allows independence and free choice. Each child is assigned individual space, such as a personal cubby, hook, and mailbox, for his or her personal belongings. There is a designated bathroom for the use of the preschool students only, allowing privacy and appropriately sized facilities. A room designated for dining, separate from the classroom, is also available. Custodial services maintain facilities on a daily basis.

7.e. Materials, routines, and procedures are so organized as to protect the health and safety of young children enrolled in the early childhood program.

Yes. The preschool curriculum encourages growth, independence, and order, as well as practicing and promoting health and safety for everyone. Regular fire and lock down drills are executed as required by law and help to familiarize students with safety routines. Sharp tools and materials in the classroom are kept in

containers and out of the reach of children to ensure safety. Daily routines are established to promote health, (i.e., hand washing after using the bathroom and before eating).

7.f. Those sections of the early childhood program that serve children under the age of three meet state health and safety guidelines for approval of child care facilities.

Not applicable.

Comments regarding alternative indicators proposed by the school

N/A

Notable strengths of the school in this area

Our staff is highly educated and very well experienced in early education and child development. We offer a warm, welcoming, nurturing atmosphere that promotes academic success in all aspects of developmental curriculum for each individual child. Our classroom environment is fully equipped with child friendly materials and equipment that engages each child and skill level. Our teachers and staff attend regular professional development workshops and meetings targeted for age appropriate academic learning, growth, development, and skills.

Notable weaknesses/needs

The preschool program lacks an outdoor play structure at this time. The preschool is hoping to incorporate more technology into the classroom for further academic enhancement and enriched learning opportunities, promoting the social sciences and building on core curriculum.

Aspects warranting attention

None

Recommendations for school improvement and issues for further discussion

We are working with families and the community to raise funds for an outdoor play structure. We hope to purchase and install it by September 2016. We also have been working with the technology committee to set up a Mimio device in the preschool by that same time period. These additions to the program will assist the program in continuing to reach its fullest potential.

Standard 8 (Residential Program and/or Homestay Program): The residential program and/or homestay program provide for an intentional curriculum, appropriate facilities, engaging activities, and adequate supervision to meet the needs of each student.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment __: N/A__

Brief narrative description of the school's position with regard to this standard

Self-study committee membership, meeting schedule, and procedures

List of background materials reviewed and people interviewed

- Parent survey
- Faculty survey
- Student survey
- Alumni/ae survey
- Department and major program reports
- Publications (list)
- Other (list)

Comments regarding suggested indicators

(Indicator Checklists with comments should be included in the supplementary materials)

Comments regarding alternative indicators proposed by the school

Notable strengths of the school in this area

Notable weaknesses/needs

Aspects warranting attention

Recommendations for school improvement and issues for further discussion

Standard 9 (Faculty): There is a sufficient number of appropriately qualified faculty to carry out the mission of the school and the school follows a comprehensive and defined program of professional development that supports continued enhancement of teachers’ skills.

Assessment of Standard	
Passing <i>(The students’ experience is supported.)</i>	Failing <i>(The students’ experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School’s Self-Assessment P1.

Brief narrative description of the school’s position with regard to this standard

St. Charles currently has sufficient number of teaching faculty and administrative staff in numbers to carry out the program of the school and to provide for the needs of the students. The principal is responsible for identifying faculty and staff openings and has a multi-step process for screening any new candidates. The academic personnel are qualified by education, training, or experience in the areas to which they are assigned. Professional development is offered to the teaching faculty in a variety of ways. St. Charles faculty is treated with respect and are required to follow the Archdiocese of Boston’s Code of Conduct and the St. Charles School Employee Handbook.

Self-study committee membership, meeting schedule, and procedures

Mrs. Cara Blanchette, principal, and Mrs. Janet Ferlisi, preschool director, were members of the committee. Initially, Mrs. Ferlisi met with Mrs. Blanchette to discuss the indicators in October of 2015, and then individual work was done on the responses. This standard was completed in November of 2015.

List of background materials reviewed and people interviewed

- Parent survey
- Faculty survey
- Student survey
- Alumni/ae survey
- Department and major program reports
- Publications (list)
- Other (list)

Comments regarding suggested indicators

9.a. The school has a procedure for recruiting professional staff who are the best available for the tasks to be performed and for the mission of the school, and also has a procedure for screening and interviewing candidates and providing them with necessary background information about the school.

The school has a procedure for recruiting professional staff who are the best available for the tasks to be performed and for the mission of the school. The school has enjoyed a period of years with little staff change. But when the need arises, as it did last year and this year, the principal posts the job on School Spring, contacts Emmanuel College and Regis College (two Catholic colleges), and the Archdiocese of Boston to recruit new teachers.

The procedure for screening the candidates is a multi-step process. First, the principal reviews the applications that have been submitted. The top candidates are then asked to complete a set of reflection questions and return

them to the principal. At this point, the principal reviews the reflection question responses and schedules phone interviews with the most impressive candidates. Based on the phone interviews, the top three candidates are asked to come to the school for an in-person interview with veteran teachers and the principal, at which questions are asked regarding experience and education. Following the interview, the teachers then make a recommendation to the principal, who checks references and makes the final decision. All persons who work here are subjected to a CORI background check. Principals can check on certification of candidates through the DOE portal.

9.b. Academic personnel are qualified by education, training, or experience in the areas to which they are assigned.

All personnel at the present time are qualified by education, training, or experience in the areas to which they are assigned.

9.c. Academic personnel are regularly trained in the areas of skills, content, and the context of a multicultural society.

Faculty are trained annually in the Collins Writing Program. As of March 2016, teachers began partaking in instructional rounds as outlined in section 9.d.

9.d. The school has a shared understanding of teaching excellence.

The school has a shared understanding of teaching excellence. All teachers are observed by the principal and evaluated on their performance in the classroom. Those teachers found in need of help are counseled and given opportunities to improve. In severe cases, contracts will not be renewed if the teacher fails to improve. As of September 2015, teachers were introduced to the concept of instructional rounds. Teachers are encouraged to visit other schools to observe other teachers' instructional practice. The first instructional round took place in March 2016.

9.e. The school has a defined program for the evaluation and supervision of teachers.

The school has a defined program for the evaluation and supervision of teachers, as stated above. For the 2015-2016 school year, the principal will use multiple walkthrough visits, lesson plan collection, and work sample review to evaluate faculty members. At this time, a formal teacher evaluation tool is not in place.

9.f. Personnel practices provided ethical treatment among all faculty administration, and staff with respect to compensation, workloads, and working conditions.

All personnel are treated with respect by the administration. The principal has an open door policy and is available to teachers by appointment or on an impromptu basis. The principal does her best to predict busy times of year, be fair, and adjust deadlines accordingly. For instance, at times the deadline for lesson plan submission may be flexible, if teachers are also expected to meet another deadline, such as progress reports, within a similar timeframe. Our teacher survey found that most teachers agreed that teachers treat each other with respect.

9.g. The school demonstrates a commitment to staff development by providing opportunity for and expecting participation in professional growth and development.

Professional development is offered in a variety of ways. On an individual level, subsidies are given for professional development in the amount of \$400.00 every three years for teachers to expand their knowledge within the field of education. Teachers are encouraged to take advantage of several programs, such the Salem Collaborative (we are a member school) and the Lynch Institute of Emmanuel College. As of September 2015, teachers are also part of a professional development plan that is in-house and faculty-wide. Professional development time is scheduled into the school calendar on the first Friday of every month. Survey data is gathered once annually to uncover the greatest needs of the students and teachers. Based on these results, professional development sessions are scheduled to support these needs. Topics include: The Collins Writing Program, technology, assessment, instructional practice, and faith formation. At the present time, teachers are being trained on the Archdiocesan MAP Test.

9.h. The faculty are treated with respect and the school sets clear expectations for their professional behavior.

The faculty is treated with respect. All faculty are required to follow the Archdiocese of Boston's Code of Conduct and the conditions of the St. Charles School Employee Handbook. Teachers are required to read and sign a document stating that they have read and understand both of these documents.

9.i. If the school offers online courses, faculty responsible for providing these courses are appropriately qualified, trained, supported, and evaluated.

Not applicable. The school does not offer any online courses.

Comments regarding alternative indicators proposed by the school

N/A

Notable strengths of the school in this area

The principal builds time into the schedule for full-faculty workshops and training on the first Friday of every month. The school has been very fortunate and successful in attracting qualified candidates to fill any openings in the school staffing. Strengths of our school's informal orientation are the staff's willingness to assist and to help assimilate newly hired staff members. Both new and veteran faculty and staff members work closely throughout the school year.

Notable weaknesses/needs

The development of a formalized orientation program is needed in acclimating new teachers and staff to the St. Charles School environment. A formal evaluation tool for teachers is also needed.

While it is expected that teachers at St. Charles maintain their certification, there is no requirement for further professional development beyond what is provided by the school on professional development days. It is recommended that a requirement for additional courses and PDP's be instituted to insure that teachers keep up to date with current teaching practices.

A part-time counselor would be beneficial to meet the changing needs of the student population. Unfortunately, at the present time we do not have the funds to make this a reality.

Teachers would like to see a larger stipend in place for graduate courses that have become so expensive. While teacher reimbursement is important, teacher salaries are also a concern. Both of these issues are unfortunately tied to our enrollment and budgetary constraints.

Aspects warranting attention

The need for a formalized orientation program for new teachers.

The need to increase faculty participation in outside professional development opportunities and templates for formal teacher evaluation.

Recommendations for school improvement and issues for further discussion

It is recommended that a committee of newer and veteran teachers is convened to create a formalized orientation program for new teachers.

In addition, the administration will explore ways to increase faculty participation in outside professional development opportunities and templates for formal teacher evaluation.

Standard 10 (Administration): The administration provides leadership and maintains a structure to facilitate the effective functioning of the school, including the participation of faculty in decision-making.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P1.

Brief narrative description of the school's position with regard to this standard

St. Charles School administration is led by the church's pastor, Fr. Timothy J. Shea, and the school's principal, Mrs. Cara Blanchette. There is also a school board that acts in an advisory position to both Fr. Shea and Mrs. Blanchette. The school board meets once a month during the school year. The office staff helps to run the day to day activities of the school. The school nurse is responsible for maintaining all student health records. All administrative and support staff are qualified by education, training, or experience to which they are assigned. The principal gains insight on the effectiveness of the program through classroom observations, collecting work samples, reviewing teacher plan books, and through meetings with both upper and lower school buildings twice a month to discuss students progress.

Self-study committee membership, meeting schedule, and procedures

Mrs. Cara Blanchette (principal) Mrs. Janet Ferlisi (preschool director), and, Mrs. Colleen Cunningham (math teacher) were members of the committee. Initially the committee met with Mrs. Blanchette to discuss the indicators in December of 2015, and then they worked individually on the responses. This standard was completed in January of 2016.

List of background materials reviewed and people interviewed

- Parent survey
- Faculty survey
- Student survey
- Alumni/ae survey
- Department and major program reports
- Publications (list)
- Other (list)

Comments regarding suggested indicators

10.a. The administration is effective in carrying out the program of the school and the policies established by the governing body or school board.

The pastor of St. Charles Church, Reverend Timothy J. Shea, is the ex officio chief administrator of the school. Mrs. Cara Blanchette, school principal, reports directly to the pastor. The school secretary, Ms. Bonnie Karoub, and the business administrative assistant, Mrs. Shaye Leary, assist the principal with the day to day operations of the school. The school nurse, Mrs. Mary Chinian, works at the school two days per week. Mrs. Chinian is responsible for maintaining all student health records, as well as monitoring serious student health issues and

communicating pertinent student information to faculty and staff. Mrs. Brendar Mahoney serves as the parish finance secretary. Mrs. Mahoney oversees all of the school's financial records, including school tuition payments. Mrs. Janet Ferlisi, director of the St. Charles School Preschool Program, serves as assistant to the principal. Mrs. Ferlisi assumes the role of principal in the principal's absence. The school has a school board in place; it is advisory to the principal and pastor.

There are a number of ways that feedback is gathered in order to assess the effectiveness of the administration. During the 2013-2014 school year, a survey was distributed to parents to gather formal feedback on the school and the decisions being made. Additional parent feedback is regularly gathered through phone calls, emails, notes, and conferences. The principal maintains an open door policy at all times. Given this, informal feedback is consistently gathered through interactions with parents, staff, faculty, and students. If there is a concern, it is brought to the faculty for discussion and problem-solving, either at a building meeting or at an all-faculty meeting. The principal gains insight on the effectiveness of the program through classroom observations, collecting student work samples on a monthly basis, reviewing teacher lesson plans on a monthly basis, and monitoring where eighth grade students are accepted to high school. Additionally, the principal analyzes student test scores. Until this fall, the students took the Stanford 10 assessment. This year, the Archdiocese adopted a new testing program called MAP, Measures of Academic Progress. Finally, the principal meets monthly with the pastor and the school board. These parties assist in reviewing the effectiveness of the school program's policies and procedures.

10.b. Administrative personnel and support staff are qualified by education, training, or experience to serve in the areas to which they are assigned.

All administrative personnel and support staff are qualified by education, training, or experience to serve in the areas to which they are assigned. See *Alphabetical Staff Overview* form.

10.c. The administration assures review and evaluation of the educational program and provides that a current curriculum is in place.

On an annual basis, the principal, along with the faculty, review student testing results. In reviewing, the principal and faculty look for trends in the data. If deficits are noticed, or gaps are uncovered, the staff works together to adjust the curriculum and instruction to address the issue. In addition, Henry Dembrowski, meets with St. Charles School Faculty 1-2 times per year to review the school's implementation of the Collins Writing Program and advise us on ways to improve.

St. Charles School has adopted the Common Core Standards. During the 2013-2014 school year, faculty worked on aligning the curriculum to ensure that all students are educated at or above the CC standards.

Beginning in the fall of 2015, all schools in the Archdiocese of Boston adopted the MAP Test. This test is taken three times per year and serves as a tool for growth. Moving forward, student academic data will be gathered at the beginning, middle, and end of each school year. The MAP tool strives to provide teachers with current data so that they make immediate adjustments to their instruction to improve student achievement.

The principal reviews the educational program in a number of other ways. The principal reviews classwork on a rotating basis throughout the school year. The principal also reviews all progress reports and report cards. Finally, the principal reviews teacher lesson plans once per month.

10.d. The administration involves faculty in decision-making about the program of the school.

The faculty meets as a whole several times throughout the year. These faculty sessions aim to provide teachers an opportunity to plan, discuss student progress, take part in professional development, and discuss new initiatives. For example, a faculty meeting was held this year to gather feedback on the school's annual Veterans Day program to determine how it could be improved for the coming year. Teachers had the opportunity to weigh in and make adjustments to the program, while still maintaining its integrity. Generally, the staff meets for two days before the school year begins and on the first Friday of each month during the school year. Additional faculty meetings are held when needed. The principal, with input from the faculty, prepares the formal agenda. Upper school building team meetings are scheduled twice a month. All teachers who instruct students in grades 6-8 meet to find solutions to the student-related concerns they have. Lower school meetings are scheduled on an as-needed basis, on average, once per month.

10e. The school demonstrates a commitment to administrator development by providing opportunity for and expecting participation in professional growth and development. In addition to ensuring the professional development of the school's teachers, St. Charles School is also committed to the professional development of its administration. The principal partakes in monthly professional development sessions at the Catholic Schools Office, alongside other Catholic school principals from the Archdiocese of Boston. Also once monthly, the principal attends regional principal meetings. These meetings allow for the principal to meet with fellow administrators in a smaller, more informal setting and give the principal an opportunity to share best practices, problem-solve, and discuss new initiatives being implemented by the Archdiocese. The school supports the principal's participation in these professional development opportunities. When the principal attends these meetings, Mrs. Janet Ferlisi assumes the role as principal, so the school may continue to run fluidly in the principal's absence. Office staff members take part in professional development opportunities throughout the school year. As opportunities arise, they are encouraged to take part in trainings or workshops to enhance their work. Sometimes the principal may recommend or require participation in these opportunities. Other times, the staff member may learn of an opportunity on their own and bring it to the principal for approval.

10.f. The school has a defined program for the evaluation and supervision of administrators.

At this time there is no formal tool in place for the evaluation and supervision of administrators. According to the Catholic Schools Office, this is something that is in the process of being developed. At this time, issues are addressed as they arise. In the event that a concern arose regarding the school's administrator, the pastor would address the issue. Depending on the nature and severity of the concern, the pastor may ask for the input of the Superintendent's Office.

Comments regarding alternative indicators proposed by the school

N/A

Notable strengths of the school in this area

St. Charles has a dedicated administrative staff, who often do double duty by handling multiple tasks at once. The administration strives to be accessible, visible, and maintain effective communication at all times. This staff has endured three different principals in three years, yet the work flow of the office and the ability of the staff to remain cooperative and proactive has remained seamless. Though faculty and staff are stretched thin and extremely busy, time is built in to gather as a staff. In the spirit of collaboration and communication, the principal provides opportunities for faculty to weigh in on specific issues or to come together to problem-solve a situation. This is done through one-on-one meetings, building level meetings, or faculty meetings. This year, the Archdiocese required that we switch to a new assessment, the MAP test. Teachers were open to this change and worked hard to understand the differences in the assessment and how to read testing reports.

Notable weaknesses of the school in this area

There is no formal plan in place either by the Archdiocese or the St. Charles School Board to evaluate the principal of the school. At present, the only evaluation is a meeting with the pastor, prior to formal contract signing. Years ago, there was a formal tool put in place by the Catholic Schools Office. At the present time, the CSO is reviewing and refining the tool, and it has not yet been released. It seems reasonable that there be a yearly formal evaluation of the principal, using a format designed by the school board, the Archdiocese, or both.

Aspects warranting attention

Evaluation of Principal

Recommendations for school improvement and issues for further discussion

A fair and equitable process for evaluating the principal should be investigated.

Standard 11 (Evaluation and Assessment): The school engages in forms of programmatic assessment consistent with fulfilling its mission and core values. This data is used to inform decision-making and planning.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P1.

Brief narrative description of the school's position with regard to this standard

The self-study team was comprised of teachers from both the elementary and middle school, as well as teachers who had a variety of years' experience at Saint Charles School.

The school evaluates its program based on the standardized testing results, as well as the John Collins Writing Program Coach, Henry Dembowski. The teachers have aligned curriculums to CCSS in math, ELA and social studies. Textbooks are evaluated and new series purchased when necessary and funds are available to keep up with the new standards. To decide on the efficacy of its programs, the school relies to some extent on its teachers and anecdotal feedback from former students and their schools as to how well they are prepared for their high schools. Changes were made in our Spanish program based on evidence that our Spanish program was not as comprehensive as it needed to be for students entering Woburn High School. A new teacher was hired to work two days a week, and another teacher, who was already on staff, was asked to cover the Spanish classes on another day. The graduates and/or their parents are always welcomed back to events or just to visit. This open spirit has contributed to our knowledge base of how our graduates are performing in their chosen high schools. Some high schools send the Honor Roll lists to SCS, while others publish the Honor Rolls in local papers. We are pleased that many of our students qualify for this honor in their high schools.

In the past, the school used OLSAT and Stanford standardized testing to evaluate the efficacy of its program. This year the school along with the Archdiocese has instituted MAP testing given twice a year. The benefits of MAP testing include real time results (within 24 hours) and suggestions on skill-building to help students succeed. Most importantly, MAP is not a standardized test. Rather, it is a growth assessment. The purpose of the test is to track growth from testing session to testing session. Teachers can look at the scores of students and then refer to corresponding skill strands based on the scores to target both their class-wide instruction and their individual approach to each student. In the future, this test will be given three times a year, enabling teachers to track student progress even more closely.

Students seeking admission to the school are administered the Brigance Comprehensive Inventory.

Kindergarten screening is given by the Director of the Preschool and the kindergarten teacher, and screening for students in grades 1-8 is given by the learning specialist or principal.

A new alumni survey was written in January of 2016 and sent out to ask alumni to rate their experience of high school based on their education here at St. Charles. While the results of this survey will be considered as we go forward planning for next year, some discussion needs to take place regarding the continued use of feedback to inform instruction in order to give our graduates the best chance for success in high school.

Over the past two years St. Charles School has made great strides with regards to reaching out to our alumni. We celebrated our school's 130 year anniversary and reached out to alumni to join us in this celebration. This provided us a venue to gain updated alumni contact information. We now include them alumni in our monthly e-newsletter. In past years, the principal has met with the outgoing 8th graders to discuss aspects of the program that worked well for them and ways to better the school.

The teachers were asked to write a reflection on how the mission statement impacts their teaching. The parents were surveyed and were satisfied with the school and mission statement.

Self-study committee membership, meeting schedule, and procedure

Jill Flemming (former teacher), Colleen Cunningham (math teacher), and Julie Maher (E/LA and religion teacher) formed the committee. Jill Flemming submitted a rough draft in June; however, Mrs. Flemming did not return this year, and Mrs. Blanchette and Ms. Jessie Durham (science teacher) met in September of 2016 to review and make changes to the draft. The Standard was finished in December of 2016.

List of background materials reviewed and people interviewed

- Parent survey
- Faculty survey
- Student survey
- Alumni/ae survey
- Department and major program reports
- Publications (list)
- Other (list)
 - Honor Roll Lists from High Schools attended by our graduates
 - Anecdotal Evidence from former graduates and their parents

Comments regarding suggested indicators

Standard 11- (Evaluation and Assessment) The school engages in forms of programmatic assessment consistent with fulfilling its mission and core values. This data is used to inform decision-making and planning.

11.a. The school conducts annual program review and revision based on assessment of student performance.

Annually, the school community comes together to discuss, make changes, and augment programming based on the results of the standardized testing scores from the OLSAT and Stanford tests. The newest test, the MAP test, was instituted this year and will be taken by students twice this year. This test yields information that will be used to inform decision on program for the coming year. Students seeking admission to the school are administered the Brigance Comprehensive Inventory of Basic Skills test as they register. It has come to our attention that the Brigance is out of date, so a new alternative should be investigated.

Kindergarten screening takes place at our school to get an overall picture of the student's development, motor ability, number skills, body awareness, and auditory/visual discrimination. IEP and 504 plans are revised, followed and developed on a yearly basis for students who receive special education services. Teachers come together with parents and public school administrators to develop the annual plan for these students. Teachers have transitional meetings with next year's teachers to discuss educational, emotional and programmatic needs of the students. Our 8th grade is leveled in math to meet each individual student's needs. Our school is in the process of aligning its curriculum to state frameworks and Common Core Standards. The ELA and math curriculums have been written and aligned to the CCSS.

11.b. The school uses some form of longitudinal assessment of student performance (such as portfolio assessment).

Students engage in standardized testing starting at the second grade and, before this year, were administered the OLSAT and Stanford Tests. In the past, graphs have been made on each student to track the levels of progress made on these standardized tests. The new MAP test produces a student progress report that allows scores to be compared across testing sessions. Grade K-8 reading assessment tests are administered on a quarterly basis. Report cards and progress reports are given quarterly to inform parents and students of their progress. Portfolios of informal assessment and work samples are kept for students in K-8 as well as special education. A new principal, who only stayed one year, dismantled the portfolio program of the Collins Writing Program and did not allow the charting of the standardized test results for the 2013-2014 academic year. Test scores were low. As of the 2014-2015 school year, the Collins Writing portfolio had been reinstated and continues to be in place today.

In the 2014-2015 academic year, Interim Principal Janet Ferlisi, undertook an investigation of the previous years' results and set her goal for improving test scores. In a meeting at the beginning of the 2014-2015

academic year, Mrs. Ferlisi gave teachers the results from the previous years and asked that they take into account where the students had done poorly in the previous years' tests and work to remediate those areas of low proficiency. Mrs. Ferlisi worked with teachers to encourage the education of students in testing vocabulary, test taking strategies, and urged all teachers to give students practice in bubble answer sheets. The results of these efforts was an improvement school wide in test scores of 13 percent. In the end, our school was the most improved school in test scores in the Archdiocese of Boston.

This year students took the MAP test in the fall. This test is a computerized adaptive assessment which measures academic progress. In the 2015-2016 school year, it will be given twice a year. Starting in the 2016-2017 school year, it will be given three times a year. Teachers can use the data from the MAP test to develop and plan targeted instructional strategies to improve student academic achievement. The purpose of the test is to identify student progress, promote academic growth, and support overall learning.

11.c. The school conducts exit interviews of students and faculty and uses the data to inform admissions and program planning.

In past years, the principal has met informally with outgoing 8th graders to discuss aspects of the program that worked well for them, as well as collect constructive suggestions on how to better the programming at the school. At the end of the 2014-2015 academic year, Mrs. Ferlisi asked the teachers to come together and discuss expectations for the next year, specifically, to write down general statements of expectations for student proficiency at the end of the academic year. These were discussed with the teachers as a guide for the coming year. With a new principal in place and new MAP test and more reliance on the score information for addressing student progress, these expectations are more informal guidelines for proficiency for students.

11.d. The school has procedures to follow up on the experiences of alumna/ae and uses the data to inform admissions and program planning.

Over the past two years, we, as a school, have made great strides with regard to reaching out to our alumni. This year we have been committed to informing the alumni about current events through the use of our monthly, online newsletter. In fact, one of the featured articles in the newsletter highlights an alumnus from the school each month. This year we celebrated our school's 130th anniversary in a special way by inviting past and present students and their families to take part in a celebration. Mr. William Hayes, our former volunteer Director of Advancement, volunteered to create an alumnae database. This summer, when Mr. Hayes stepped down from his role, he handed the database off to Mrs. Laurie Smith, St. Charles School Class of 1987. Mrs. Smith, who also sits on the SCS School Board, has worked diligently to verify all of the information in the database. The database continues to grow. In November of 2014, an over 21 Alumni Reunion was held and drew alumni from many graduating classes. At that time, a voluntary survey for alumni was administered seeking information on people's experience with St. Charles School past and present. This survey was later deemed biased and did not yield any useful information for planning and updating. A new survey was constructed and administered to graduates going back 10 years.

We present Saint Charles Family Legacy Awards at the annual Class Night celebration. The award celebrates and honors eighth graders and their family members who are alumni of St. Charles.

Our students do well in their chosen high schools, as evidenced by the many graduates who make the honor roll. Prior to this year, our database was still under construction. As our database for our alumni has been updated, we are in a better position than ever before to mine our former students for information regarding their success and our programming. We created a new survey (copy found in *supplemental information*) asking our alumni to comment on their preparedness for high school based on our academic program. The information from this survey will be used to inform next year's academic programming. Every year, it is our goal to exceed expectations and send graduates on who are extremely well-prepared for high school.

We have found that students attending Woburn Public High School were not well prepared for Spanish, and in some cases, they needed a special class. This was addressed this year with the hiring of a new Spanish teacher who shares the Spanish program with a veteran teacher new to the Spanish program to provide the students with a more structured Spanish program. As of March 2016, our eighth grade class was beginning to work on ninth grade curriculum. We will follow up with our students' progress next fall.

We have heard of students sometimes choosing to transfer from their original high school to another. These choices were usually a result of personal preferences, financial issues, or better sports opportunities. We have

not heard of any student leaving a school because of poor academic preparations on the part of St. Charles. Our students are sought after and many of our graduates have earned scholarships to different high schools. Last year, our graduates had \$47,000 in scholarships. We sent an additional survey of our alumni to the parents of our alumni. We received only eleven responses and there were some negative sentiments expressed.

11.e. The school brings in consultants and/or visitors from other schools to participate in periodic evaluation of the programming.

For the past two years, a consultant from the John Collins Writing Program has come to the school twice a year to assess the effectiveness of our writing program. This writing program was instituted five years ago and is used in all subjects. The consultant's next visit is scheduled for April 2016.

The school does not bring in consultants and/or visitors from other schools to participate in periodic evaluation of the programming. The Archdiocese of Boston provides support and education for principals. Last year's principal, Mrs. Janet Ferlisi, attended these meetings, and our current principal, Mrs. Cara Blanchette, has a wonderful relationship with the Archdiocese and attends these meetings. These meetings are intended to keep the principals informed on such matters as current trends, legal issues, and MAP testing administration and implications. The Catholic Schools Office is currently working on creating a tool that will evaluate each school within the Archdiocese in a number of strands (academic program, Catholic identity, financial stability, etc.). The CSO has said this tool will be introduced in the fall of 2017.

11.f. The vitality/ influence of the mission in the life of the school is assessed.

Student, staff, and parent surveys were distributed and tallied, and results stated satisfaction with the school and the mission statement. Teachers were asked to write a reflection on the mission statement and how it impacts their teaching. Then faculty came together to discuss and voted to change the mission statement. The reasoning behind the change was prompted by the influx of students who come from multicultural backgrounds. Teachers felt the need to incorporate the word "multicultural" into our mission statement. The mission statement was discussed and adopted. In the future, St. Charles School plans on incorporating more multicultural events into its curriculum and school year. The school is also looking to incorporate more multicultural training for teachers to encourage understanding and to assure the continued support of our new mission statement.

To promote the Catholic faith as part of our mission, we have Masses monthly and daily prayer shared school-wide over the intercom in the morning and just before dismissal. We also hold prayer services for Thanksgiving and Holy Thursday. Teachers met in August of 2014 with Mrs. Ferlisi to discuss many issues facing the school. One concern was the overall feeling that our school needed to rededicate efforts to insure our Catholic identity. The teachers created and instituted the Fruits of the Holy Spirit Program and "The Book of Acts". Each month a class gives a presentation that focuses on one of the Fruits of the Holy Spirit. Teachers watch students for exemplary behaviors reflecting the Fruits of the Spirit. Students "caught in the act" are invited to sign the "Book of Acts" housed in the main office. At the monthly assemblies, the students who have written their names in the "Book of Acts" are invited to stand as their names are read aloud.

11.g. The school participates in state sponsored learning results and activities, as appropriate.

We are currently aligning our curriculum with the Massachusetts State Frameworks as well as the Common Core Curriculum standards. In the spring, standardized testing has typically been administered. Until this academic year, we administered the Otis Lennon Standardized Achievement Test (OLSAT) as well as the Stanford Test of Achievement to all students in our school. Currently, we used the MAP assessment twice annually, and we will be moving towards testing three times per year in 2016-2017.

Faculty members have received the MAP scores of their students and met as a group to discuss results with Principal Blanchette. Teachers are studying these results and have been assigned the task of working to bolster weaknesses and support ongoing progress in order to aid students in doing better in the next round of testing, which is slated for May.

Math and ELA in all grades have been aligned with the CCSS. Social studies has been aligned in the upper building. Science has not been aligned as it has yet to be voted on by the Massachusetts DOE. Teachers have already been at work in most grades becoming familiar and even writing initial CCSS alignment of their curriculums.

11.h. The school carries out programs for supervision and evaluation of all personnel that are understood by all concerned.

Each year staff are evaluated using a rubric from The Massachusetts Department of Elementary and Secondary Education. Plan books are reviewed on a schedule set by the principal. Work samples are submitted by teachers from each curriculum area according to a schedule set by the principal.

Mrs. Blanchette, our new principal, has instituted unannounced "walkthrough visits." Mrs. Blanchette simply drops in unannounced to observe classes. After these unannounced visits, comments are posted for the teacher on a OneDrive document. Teachers respond to comments as necessary or appropriate. If further discussion is warranted by either Mrs. Blanchette or a teacher, follow-up meetings are arranged. A schedule of formal evaluations is being planned, but the schedule has not been announced at the time of this writing.

The principal is responsible for the evaluation and supervision of the school nurse and the office staff, and the custodial staff reports to both the principal and the pastor.

The lunch program is subject to the regulation of the City of Woburn, but the principal maintains a working relationship with personnel assigned to St. Charles and the City of Woburn.

11.i. Those responsible for leadership engage in periodic self-evaluation of their performance.

In years past, the school board members have submitted a self-evaluation. However, this has not been done since 2013 when a new principal took over and dismantled many practices that had been in place. The school board needs to complete a self-evaluation this year.

11.j. The school develops and publishes a policy and plan on diversity and difference, derived from its mission and core values, that it uses to evaluate the status of the school in this regard and to guide planning to achieve goals.

Although we have changed our mission statement to include a multicultural aspect to our school, we currently do not have a published policy or plan on diversity or difference. However, parents were asked to agree or disagree with the following statement in our parent survey: "The faculty and staff respect all with whom they come into contact, regardless of race, creed or culture." Out of sixty respondents the majority "strongly agreed" with this statement while the rest "agreed."

Even so, the school community is aware of the need to increase our knowledge base of diversity, and all teachers have been encouraged to take the Lynch Institute Course on SEI, which touches upon different cultures and their impacts upon school/ family and school/student life. Increasing this diversity awareness is one of the goals of our new principal, Mrs. Blanchette.

11.k. If applicable, the school's plan for developing, sustaining, and expanding on-line courses are integrated into the overall planning and evaluation procedures of the school.

This standard does not apply to Saint Charles School.

Comments regarding alternative indicators proposed by the school

N/A

Notable strengths of the school in this area

The newly-adopted MAP assessment, given two times a year (and three times a year in years moving forward), allows teachers to use testing data and make immediate changes to their instruction. The administration is working with teachers to shift the mentality from standardized testing to growth assessing.

We are continuing to respond to the lapses in our academic program based on parent and alumni feedback. For instance, this year we launched a more rigorous Spanish program that is more effectively preparing our students for high-school level Spanish class.

Our Catholic identity continues to be a priority and is felt while walking through our halls. Our school community attends Mass, prayer services, and monthly Fruit of the Holy Spirit assemblies. All of our faculty

members embody the mission of a Catholic school and educate our students with faith at the forefront of their minds.

Notable weaknesses/needs

Though our alumni database is growing, there are many graduates unaccounted for. At present, we do not have the email addresses of the individual recent graduates, instead we only have their parents' emails. This makes it difficult to send surveys to our recent graduates in order to gather needed qualitative feedback. We need to continue to work on making the database a better tool and the primary resource for advancement and development.

We have a growing diverse population. It is imperative that teachers receive education and support in their efforts to educate those students with English acquisition concerns. Similarly, professional development on the topic of diversity is needed to increase teachers' understanding of students from various backgrounds.

Aspects warranting attention

We must study the alumni survey given and address negatives to inform programmatic changes.

Recommendations for school improvement and issues for further discussion

We must study the alumni survey given and address negatives to inform programmatic changes. In addition, we must investigate further avenues of maintaining contact with graduates to increase the knowledge base of high schools expectations and preparedness.

Standard 12 (Health and Safety): The school is a safe and healthy place for students and faculty.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P1.

Brief narrative description of the school's position with regard to this standard

The school's position is that it meets the standard with a minor recommendation for tracking going forward. The school has worked to address areas of concern with health and safety that were identified in the accreditation self-study process. The school has revised our Incident Tracker to more closely monitor and track incidents that happen at the school to follow procedures and guidelines required by the state of Massachusetts. The school has met with local emergency professionals and local health and safety officials to review our procedures. Ongoing review of our health and safety procedures will help with our continued goal of a healthy and safe learning environment.

Self-study committee membership, meeting schedule, and procedures

This committee consisted of: Paula Silveira (Teacher), Steve Mackey (Teacher), Donna Brennan (Teacher)
 The committee met once a month.
 The committee met with the various department heads of the safety areas.

List of background materials reviewed and people interviewed

- Parent survey
- Faculty survey
- Student survey
- Alumni/ae survey
- Department and major program reports
- Publications (list)
- Other (list) School Crisis Plan and Safety Evacuation Plan and Fire Drill Plan

Comments regarding suggested indicators

12.a. The school has a comprehensive written Crisis Response Plan that is clearly understood by faculty, staff, students, and parents and is communicated to local authorities as appropriate.

Saint Charles School has an Evacuation Plan, Lockdown Plan, and Fire Drill Plan in the case of an emergency or threat. The procedures are also reviewed and approved by the local fire and police department. Lockdown, evacuation and fire drill directions are posted in all classrooms and gathering areas. At the beginning of each school year, teachers are required to review and practice safety procedures with their students. These procedures are practiced several times each year with fire and police oversight.

12.b. The school has a comprehensive written School Safety and Security Plan that is clearly understood by faculty, staff, students, and parents and is communicated to local authorities as appropriate.

The School Safety Plan covers fire drills, evacuation and lockdown procedures. These plans are coordinated with the faculty, students, parents and staff. Information is contained in the parent/student and faculty handbooks. All parties are required to read, sign and return to the office a form stating that they have read and understood the information in the handbooks. The principal meets with police and fire personnel to coordinate efforts.

Saint Charles School provides for the safety of all students. There is student supervision at all times during the day. The day starts at 8:15am and door monitors let students into the building from the schoolyard. The classroom teacher meets the students in the classroom. There are two teachers supervising morning recess and one teacher and parent monitors that supervise the lunchroom and recess. At the end of the day, there is one teacher to supervise bus students, one for walkers, one for the after school program, and one in each building to monitor the hallways.

In addition, the school also participates in the *Talk About Touching* program which is mandated by the Archdiocese of Boston. Grades six, seven, and eight participate in a new program, called *Created for Love*, sponsored by the Archdiocese. Training on this new program was provided by the Archdiocese of Boston. Both our religion teacher and our current principal have been trained.

Finally, the school has a contract with the Honeywell Instant Alert System. When needed, the principal may send mass text messages, voicemails and emails to parents, teachers and students. This is most often used in the event of a snow day, but it may also be used to inform the school community of other important issues, such as a nearby fire impacting road closures near the school.

12.c. The physical facilities and staffing for health care are adequate to meet the needs of the student body, whether residential or day.

The school has a dedicated area for a school nurse, which is located within our main office. This area meets the needs of sick students and students with minor injuries. First Aid supplies, Epi-pens and student records are stored in this area. The school employs a registered nurse on a part-time basis who keeps student records up to date and addresses health-related incidents when she is on-site. Most of the faculty and staff are certified in CPR and educated in the use of EpiPens. At the present time, when the school nurse is not available, the school office staff will monitor health problems and notify parents of issues. While a full-time nurse is the ideal, there is currently no funding available for this position.

12.d. Facilities and staff for food services are adequate and the quality of the food meets reasonable nutritional requirements.

Saint Charles School has a kitchen area that is adequate for the school's needs. The school lunch program is run by the Woburn Public School System and provides hot lunches to all interested students. The ingredients are provided and delivered by the Woburn Public School System. The food is cooked on site and served by two employees of the Woburn Public School's lunch department. The lunch program follows state and federal regulations for nutrition, and the facility is inspected by the City of Woburn Board of Health twice a year.

12.e. The school has necessary support services and programs to meet the emotional needs of students.

The students at Saint Charles School have teachers, staff and a principal to provide support for emotional needs. There are no funds for additional support staff or counselors at the present time. When a child has emotional or personal issues, a parent meeting is called and direction is given as to where the child can find support and guidance. The faculty also convenes with the principal to determine how the student can be best supported within the school day, given the resources that we have. Often times, a teacher will volunteer to be this student's "point person" and work closely with the principal and the parent to ensure the student feels they have support. In addition, the faculty is very willing to work with outside professionals to insure the well-being of the student.

12.f. The school periodically conducts a safety audit of its facilities.

The principal meets with the Woburn Police Department's Safety Officer who audits safety procedures. Woburn Police and Fire Departments possess a floor plan and building plan to be used in the event of an emergency. The Woburn Fire Department conducts fire drills, and private companies test our fire alarms and fire extinguishers throughout the year. Fire drills are conducted randomly throughout the year. At that time, fire authorities discuss any concerns regarding our procedures and give the principal a report on our performance.

12.g. There is a procedure in place to identify and monitor compliance with applicable local, state, and federal regulations.

St. Charles School is invited to the informational meetings on safety guidelines hosted by the Woburn Police Department. The principal meets with police and fire department officials yearly. The fire department monitors safety procedures for fire safety at fire drills. The safety officer, Officer Anthony Imperioso, meets regularly with the principal to inform and monitor updated safety procedures. This year, St. Charles School instituted a new safety measure by requiring the police presence of our school safety officer at two of our programs that were open to the public.

12.h. There is a person or committee with responsibility for reviewing safety provisions for on-campus and off-campus activities, including field trips, athletic events, wilderness expeditions, etc.

The principal reviews all on and off campus activities for safety and evaluates the educational relevance of the activity. The faculty members are responsible for the safety of the students during the activity experience. Once an activity has been approved, a permission slip with the relevant information must be signed by a student's parent or guardian. Students are not allowed to attend without parental permission. Chaperones assist as needed. In addition, the school nurse sends to the faculty a list of student health issues. These medical needs of students are considered in the planning of field trips. This includes being sure EpiPens, inhalers, and first aid kits are transported to all off-site events.

12.i. The school has a reporting procedure in place to record and follow-up on any incidents regarding the health and safety of students or staff.

In undergoing the self study process, there was a discrepancy found in following and understanding the protocol for tracking student incidents. This fall, the principal revisited this procedure at a faculty meeting and the protocol was discussed and clarified.

The school has in place a procedure to follow-up on incidents regarding health and safety. When a student-related health or safety incident occurs, the teacher on duty is responsible for logging a report of the incident. The student incident tracker (see supplementary materials) is located on the OneDrive and can be accessed and edited by all faculty and staff. The teacher on duty details the situation in the online tracker. The school secretary or school nurse, depending on who dealt with the student, is also logged as being involved. We also track how the parents were notified of the incident (call, voicemail, email), and how the incident resulted—i.e.; the student went home, the student went back to class, the student was taken to the hospital. The school follows procedures and guidelines required by the state of Massachusetts. Incidents involving staff are reported to the principal. The principal tracks all staff-related health and safety incidents.

12.j. The school is a safe, clean, well-organized place that nurtures learning and mutual understanding among students and faculty. Concerns for safety include physical and emotional well-being.

Saint Charles School is a safe, clean, and well-organized place. Our school is governed by an elected/appointed school board. The principal runs the school on a daily basis with input from the school board and pastor. There is a teacher in each classroom and an aide for kindergarten and the two preschool classes, and the hallways are always monitored. Monthly meetings with the staff are held by the principal to address issues affecting the school. The faculty at our school works together as a team to insure that the students are safe. In response to the Parent Survey, 91.6% of parents agreed that "St. Charles is a safe, clean, and well organized school."

St. Charles School nurtures mutual learning and understanding among students and faculty. The janitorial staff is dedicated to maintaining the cleanliness of the physical plant and work in the school six out of seven days a week. The responsibility for organization of other areas fall under the domain of the persons in charge of the areas. For example, the teachers organize their classrooms, the office is the domain of the secretary, etc.

Major physical plant improvements or issues fall under the domain of the pastor and principal. Outside help is commonly hired for major plant improvements.

Comments regarding alternative indicators proposed by the school
N/A

Notable strengths of the school in this area

The school has outside consultants who train the staff in CPR and has a nurse onsite two days a week to manage health concerns, medical records, immunization checks, and allergy information. All teachers receive a first aid document covering the administering of first aid, as well as allergy and EpiPen issues and medical concerns that might affect students adversely during the day. An outside alert system notifies staff and families of emergency and weather issues.

St. Charles School is fortunate to have the cooperation of the Woburn Fire Department and the Woburn Police Department. The WFD is present at all fire drills to ensure the safe and efficient evacuation of faculty, personnel and students in the event of an emergency. The Woburn Police Department meets with the principal and is present for lockdown drills. Hanging just inside the door of each classroom and in all other spaces used by the students are the procedure manuals and notification cards used in fire drills and lock down drills. (Copies can be found in the supplemental materials section.) Updated materials are given to teachers in September of each year, and a teacher checks for compliance with placement of new materials once a year.

Notable weaknesses/needs

After review of our safety procedures, the school found that injuries and incidents were not logged into a central location. This made it difficult to monitor the amount and type of incidents. This was addressed in December of 2015.

The school nurse is only available two days a week. This is due to budgetary constraints.

Though the staff has been trained on its use, the school does not have a defibrillator.

Recommendations for school improvement and issues for further discussion

The school has recognized that our tracking of incidents and injuries needed to be updated. The school now has a central database that contains all incidents inputted by the adult that handled the incident. The tracker will be monitored by the principal and the nurse on an ongoing basis.

We must continue to investigate the possibility of increasing the days the school nurse is present in the school.

We do not have a defibrillator on site. We have recently been made aware that there is a Health & Safety Grant available through the Archdiocese of Boston. Mrs. Blanchette is in the process of applying for this grant. This grant may be used for a defibrillator or to off-set the cost of making our nurse full-time. If we do not get the grant, other means of obtaining the defibrillator will be investigated.

Standard 13 (Communication): The school maintains effective systems of external and internal communication and record keeping that inform all constituents and facilitate participation where appropriate.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P1.

Brief narrative description of the school's position with regard to this standard

The school has an effective system for both internal and external communication and recordkeeping that informs the school community and facilitates participation where appropriate. The school effectively communicates with parents and faculty through email, social media, the school website and postal service. Any emergencies and school closing notifications are made through the Honeywell Instant Alert System. All school policies and procedures are clearly stated in the Parent/Student Handbook. Parents and students are required to return a signed signature form stating they have read this document. Parents/Guardians financial responsibility is clearly stated in the Tuition Contract Packet given at the time of enrollment.

Saint Charles School maintains complete and accurate student records. Permanent records are stored in fire proof cabinets.

Self-study committee membership, meeting schedule, and procedures

This committee includes Colleen Cunningham (teacher), Cara Blanchette (principal), Shaye Leary (school business administrative assistant) and Bonnie Karoub (school secretary). Formal Meetings were held May 7, 2015 and October 15, 2015. Prior to and after meetings, the members mentioned reviewed and collected information and materials. Final questions were answered and reviewed on January 8, 2016.

List of background materials reviewed and people interviewed

- Parent survey
- Faculty survey
- Student survey
- Alumni/ae survey
- Department and major program reports
- Publications (list)
- Other (list)

Comments regarding suggested indicators

13.a. The school maintains complete and accurate records for both current and former students that are protected against loss by fire or theft and are available only to authorized persons.

For current students, the school maintains a student file consisting of a registration form, initial screening test, birth certificate, Baptismal certificate if applicable, copies of annual report cards, testing results, letter of recommendation, and correspondence from parents. The student health records and history cards are kept in separate files. The history card is a permanent record of the student and contains personal information as well as the academic history. These are kept in a separate fireproof file. Teachers may borrow students' records, but they may not remove them from the school grounds. All records are kept in the school office in locked fireproof

file cabinets with limited access to teachers and office staff. The principal is responsible for all student records. The school secretary maintains all student files.

13.b. The school publishes current school policies and procedures in handbooks or makes them readily available in other forms to the affected constituencies, and effectively implements the policies as published.

The school publishes an updated parent/student handbook yearly which is also posted on the school website and is distributed to school families. Parents and students are required to read the handbook and return a signed form stating that they have read the handbook in its entirety and that they fully understand the policies and regulations contained in handbook. The principal and faculty deal with the implementation of the policies as published on a case by case basis.

13.c. The school has a mechanism in place for input from staff into decision-making regarding personnel policies, budget preparation, and other areas, as appropriate.

The principal maintains an open door policy and is committed to gathering input from staff when making important decisions. When teachers have a question or concern, they are encouraged to set up an appointment to speak to the principal or to simply drop by and express their perspective. Any concern or suggestion regarding personnel-related policies is taken very seriously by the principal. In considering the staff member's feedback, the principal communicates with appropriate parties (the pastor, the Archdiocese of Boston, etc.) when deciding how to address the concern.

Two faculty representatives sit on the St. Charles School School Board. The budget for the upcoming fiscal year is prepared in February and brought to the school board in March or early April. It is at this time that these faculty members, representatives of the staff as a whole, may offer their input. Questions and concerns from school board members are addressed by the finance chair, pastor, and principal prior to finalizing the budget.

13.d. Information regarding the financial responsibilities of the parent/guardian or student to the institution is clearly stated in writing and is made available prior to enrollment.

St. Charles School clearly states in writing the parents/guardians financial responsibility prior to enrollment. Each family is annually given the Tuition Policy as part of their Tuition Contract packet. The policy includes information on the FACTS program, payment schedules, financial aid, finance charges on returned checks, returned payment fees on FACTS payments, tuition delinquency and withdrawal. Also included is the contact information for the business office for any additional questions.

13.e. There is a procedure for determining equitable adjustments in tuition and other financial obligations existing between the parent/guardian and the institution.

Our tuition rate is evaluated and adjusted on a yearly basis in conjunction with drafting the budget for the upcoming school year. The budget is mainly driven by projected enrollment. Based on projected enrollment, the budget is set and the tuition rate is determined. Historically, families see roughly a 3% annual increase on tuition rates.

St. Charles School is proud to offer tuition assistance to qualifying families. Financial aid is provided by the Catholic Schools Foundation, the St. Vincent DePaul Society, and the Knights of Columbus. Each spring, parents are invited to apply for financial aid through the FACTS grant and aid application. FACTS is St. Charles School's tuition management company, as well as the company that assists us in evaluating families' financial aid applications. FACTS has a strict application process that is only complete when the family uploads their tax documents and is marked as verified. When families complete the process, the school is notified of their expected family contribution. At this point, the principal awards financial aid relative to the need demonstrated through the FACTS application.

13.f. Appropriate channels are available for parents to reflect their concerns and interests to school personnel.

Parents are encouraged to maintain open communication with the school. Each faculty and staff member has St. Charles School email address. Parents may reach out directly to faculty and staff members via email if they have any questions or concerns. In addition, parents may also contact the main office and leave a message for a

teacher or staff member. Teachers welcome in-person meetings with parents, but appointments must be made in advance.

Similarly, the principal maintains open communication with parents. In addition to being accessible via phone and email, the principal honors an open door policy. Parents may schedule an appointment, or stop by the principal's office unannounced, if they would like to discuss an issue. Each Friday, the principal sends out a weekly "Wrap Up" email to the parent community. In this email, she recaps the events of the week, previews upcoming events, and asks for parent feedback.

The SCS School Board meets once a month. These meetings are open to the parent community. If a parent were to have an issue or question that they felt they would like to bring directly to the School Board, they may do so by attending a monthly meeting.

13.g. Student progress is reported regularly to parents in a clear and comprehensive manner.

St. Charles School reports regularly to parents in a clear and comprehensive manner through quarterly progress reports and quarterly report cards. Report cards are generated through Rediker Administrative Plus Data System. Progress reports for grades 2-4 are generated through a Word document template. Progress reports for grades 5-8 are generated through a OneDrive document. Grades K and 1 progress reports are generated only as necessary.

13.h. The school structures ways to work with parents/guardians proactively. The school is aware of the ways in which families from diverse backgrounds and socio-economic status are affected by school policies and programs.

The school's faculty and staff are first and foremost mission-driven. On a daily basis, teachers work to fulfill our mission by providing an individualized education to each student. Teachers at St. Charles School know each of their students, and sincerely care about them. Faculty and staff members are privy to students' academic accomplishments, but also know their interests, their challenges, and information about their background and family life. Though we have school policies and procedures, teachers are flexible with students and families given the family's circumstances. For instance, this year our eighth graders are going on a trip to Philadelphia and New York City. When the trip information was sent out to the class, the eighth grade homeroom teacher knew that the price of the trip may catch one or two families off guard. This teacher was proactive and called these parents before the information was sent home. Together they agreed on an edited timeline and payment plan that better worked for these families' financial situations.

St. Charles School has roughly ten families that would be considered "high need" families. Throughout the year, the principal works with the front office staff and these students' homeroom teachers, to support these families.

We understand that something as simple as buying school supplies may be difficult for these families. We regularly help these students with school supplies, field trip fees, snacks and lunch. If these students do not turn in their paperwork for free and reduced lunch, we follow up with the family until the paperwork is received. At Christmastime, when holiday gift calendar fundraiser takes place, we let our high-need families know that they do not need to participate. Or, if the family wants to participate, we tell them to participate to the extent that is comfortable for them. These families do not need to meet the fundraising deadlines or monetary goal.

Our current principal has five years of experience working with a diverse school community in New York City, and is proficient in Spanish. Given this, she has a firm grasp on Latin American culture. This perspective is incredibly valuable to have within the St. Charles School administration. Many times our Brazilian or Hispanic families are nervous about their English-speaking abilities. They are often very intimidated and nervous to communicate. The main office strives to make sure these families feel comfortable at school, by approaching them with patience and compassion. Our principal has many one-on-one meetings with these parents. On a whim she pulls these parents into her office, answers their questions, and gives them words of encouragement and reinforcement. She explains policies and procedures, such as tuition deadlines. She communicates with them in Spanish, when applicable. She works with the main office staff and the faculty as a whole to promote this type of awareness and approach. This cultural awareness is something our principal is hoping to strengthen and expand upon with faculty and staff in the coming years.

13.i. The school maintains complete and accurate records for staff and faculty members that are available only to authorized persons and are protected against loss by fire, theft, or technological failure.

The staff and faculty members payroll and personal information (i.e address, social security, tax, health, 401k) are maintained in accordance with the programs in place through the Archdiocese of Boston.

Payroll information is maintained through Interlogic Outsourcing, Inc. (IOI) is a national and award-winning provider of payroll and employer services deploying state of the art technology.

Benefit Allocation Systems, Inc. and its subsidiaries ("BAS") are committed to respecting your privacy and strive to maintain the privacy and security of personal information.

Hard copies of salary contracts, IOI and BAS information are contained in a locked file cabinet and stored in a locked location.

13.j. There is an internal communication system to distribute minutes of meetings, give notice of decisions, and inform the school community of events and other news.

The school communicates primarily through email distribution. The school also posts on the school website and social media and distributes paper copies through school mail and/or the postal service to parents as needed. In addition, a monthly e-newsletter is distributed to the entire school community. In case of school closures or emergencies, notifications are made through Honeywell Instant Alert system.

Comments regarding alternative indicators proposed by the school

N/A

Notable strengths of the school in this area

Over the last three years St. Charles School has made significant progress in its communication with parents and faculty through our updated website, social media, and clear and concise marketing. These items were updated per feedback from our parent survey. The faculty and staff also receive emails from the principal and administrative assistants on a regular basis. Teachers and administrators are accessible to parents via email, phone, and appointments.

The school's use of the FACTS system helps St. Charles School organize tuition payments. St. Charles School also uses FACTS to help determine financial aid awards in a fair and equitable manner.

The school is aware of the financial limitations of some of our families, and is proactive in interacting with these families. Faculty and staff adjust policies when necessary, so as to support the family in their respective circumstances.

Our school principal has experience working with a diverse school community and provides leadership in this area among faculty and staff.

Notable weaknesses/needs

The faculty and staff could benefit from diversity training.

Aspects warranting attention

Diversity Training for Teachers

Recommendations for school improvement and issues for further discussion

Our school community is growing in diversity. It is recommended that the faculty and staff be more extensively oriented to the many cultures that our students represent.

Standard 14 (Infrastructure): There are adequate resources (personnel, finances, facilities, equipment, and materials) to provide for the overall institutional needs of the school.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P1.

Brief narrative description of the school's position with regard to this standard

Our school has been an integral part of our community for more than 130 years. No organization can exist for that long without continuously working to ensure that it has the resources it needs to meet the infrastructure needs of school and to support the previously stated standards that we have noted in other sections. Over that time the school's mission has continued to evolve. For example, its original mission included educating children of a large immigrant population for whom there were little or no public education alternatives. Over time the demographics of the school population reflected second, third and fourth generations of its original student population. In more recent years, the school's targeted demographic has changed to reflect a changing community; a lower school age population, a lower participation of area families within the parish community, and a significant change in the diversity of the greater Woburn area from which we draw our students.

Personnel – Over the past thirty years, the school's enrollment has had significant periods of growth and also of decline. Following two previous periods of enrollment decline, with a combination of efforts of the school community actions were taken to address the causes of any weaknesses and to stabilize and grow the enrollment to a level that ensures the school's continuity and provides the quality education and environment that it has always provided. As a result of changes in enrollment, there have necessarily been changes to the number of teachers. Throughout this period we have always maintained a level of staff that provided a low teacher to student ratio and full curriculum for all grades; no programs were eliminated.

Over the years, our faculty has been a major strength to the school. A low level of turnover has enabled continuity in the program throughout the years. The reputation of the school and its faculty has also enabled the school to attract high level candidates as positions opened over the years. We have a well-balanced faculty, covering various levels of experience with a core group of teachers to ensure continuity and mentoring of newer staff.

In addition to our faculty, we have an experienced administrative staff which is well connected to the faculty, students and their families. Our facilities staff are members of a small family-run firm. The proprietors are on-site throughout the school day and have served the school for almost two decades. Their knowledge of the facilities, vendors, and equipment are unmatched.

We believe the assessment of the personnel of the school to be P1- Meets Standard.

Finance – As noted elsewhere in our assessment, the level of enrollment has been a concern over the past few years. As tuition is the largest source of revenue for the school, it is fair to say it has impacted the overall financial status of the school. Additionally, a reduced enrollment resulted in a reduced fundraising level. Over the past few years there has been some deficit spending, partially resulting from enrollment dropping below the projection and in some cases as a result of decisions to invest in programs that are designed to improve enrollment.

Overall, the deficits, taken as whole, have been manageable and covered by our financial reserves. Our reserves have decreased approximately \$175,000 over 4 years, a small percentage of four years of budgets that combined to approximately \$4,000,000 during that period. In the current school year, we continue to see improvements; the full school total enrollment appears to be stabilizing. Improvements in the size and make-up of the preschool program and more effective fund raising are the two key factors in the improvement. Additionally, the school's participation in an Archdiocese based financial aid program is showing promising results in maintaining families with financial need and new families.

A discussion of the school's financial status would be incomplete without noting that the school is in affect a subsidiary of St. Charles Parish. The pastor and the Parish Finance Council has direct oversight and approval responsibility of the school's budgeting process. They are very supportive of the school and committed to its success. The parish has financial reserves that exceed more than 100% of its annual budget and is committed to keeping the school as part of the parish community and shares in the cost of operating some shared facilities that are within the school's buildings.

We believe the assessment of the facilities, equipment and materials of the school to be P2- Meets Standard. The school does have significant plans/recommendations and issues for reflection.

Facilities, Equipment, and Materials – The school operates in two buildings on St. Charles Parish grounds. The two buildings are each over 75 years old, both built by the parish for one purpose; to house the parish school. The brick structured buildings are considered to have been built to the best standards of the time and have been well maintained throughout their existence. Both buildings have newer roofs, newer windows, and recently upgraded heating systems. Over the past decade, additional improvements have been made to update the bathrooms, enhance the electrical networks, add video surveillance access control systems for both buildings, install an updated VOIP based telephone network and added both hardwired and WIFI internet access throughout the two buildings. Our copier network is leased and the equipment updated every four years. Our fire and security systems are maintained by an outside vendor and tested periodically.

The school has a multiple pronged approach to enhance the use of technology within the classroom and for interfacing with the school community. First, the school has a dedicated technology lab with approximately 25 desk PCs, each recently updated. Second, each classroom has a least one desk PC or laptop for the teacher's use in class. Within many of the classes are Mimio machines, similar to 'smart boards'. Third, all of the PCs are connected to the school's network server, which was upgraded in 2015. Last, we have significantly enhanced our school website adding enhancements to allow for communication with students, parents, and alumni. An outside vendor is being used to support the site and to assist on continuing enhancements.

In regards to materials, the school conducted a comprehensive review of its textbook and workbook usage approximately 15 years ago. A plan was established to begin a rotational plan to ensure all textbook and workbook sets were current. This program remains in place and continues to be funded within the school's budget. Other materials, such as office, classroom and building supplies, are well supplied and always covered within the school budget.

We believe the assessment of the facilities, equipment, and materials of the school to be P1- Meets Standard.

Self-study committee membership, meeting schedule, and procedures

Brian O'Donnell, Finance Board Member and School Board Member
St. Charles School School Board Members
Brendar Mahoney, Parish Business Manager

List of background materials reviewed and people interviewed

- Parent survey
- Faculty survey
- Student survey
- Alumni/ae survey
- Department and major program reports
- Publications (list)
- Other (list) Mr. And Mrs. McNary (Custodians) Financial Records

Comments regarding suggested indicators

(Indicator Checklists with comments should be included in the supplementary materials)

14.a. The school has appropriate procedures for accounting and for auditing the accounts of the school.

The school has procedures in place for the processing of all income and expenses. The income and expenses are all centralized within the finance office of St. Charles Parish. Oversight of the budgeting process and on-going review begins with the school board with final oversight by the parish finance council. All deposit accounts and financial records are monitored by the Archdiocesan Finance Office, using a centralized accounting system distributed via the web. School finances are subject to audit by an outside accounting firm hired by the Archdiocese. An audit is conducted at least once every three years with the report going to the pastor and to the central finance office of the Archdiocese.

14.b. The school has adequate financial resources for the needs of the school.

The school maintains a reserve fund beyond its normal operating expenses; it is currently at approximately \$150,000. The school is part of the St. Charles Parish and is financially a part of the overall parish. The parish also has a reserve fund several times that of the school and is fully supportive of the school and its mission. Additionally, the parish has access to the Archdiocese of Boston's lending facilities should unexpected financial needs develop. In addition, with the assistance of the Archdiocese of Boston, we are in the early stages of designing a long-term development plan to ensure the financial stability of the school. We are aiming for this plan to be rolled out in the fall of 2016.

14.c. The school has adequate provision for insurance coverage.

The school, as part of St. Charles Parish, is covered by the Archdiocese of Boston's comprehensive insurance program. The parish pays annual insurance premiums to cover all of the buildings in the parish, including the two school buildings. The insurance policies also cover other liabilities beyond facilities.

14.d. The physical facilities of the school are appropriately maintained.

We have a dedicated team that maintains the parish and school facilities and supervises both the daily maintenance and the overall buildings and infrastructure, including improvements. As areas needing capital improvements or routine maintenance are identified by the dedicated team, next steps are determined. Those items identified to be routine are prioritized by the team and are addressed. As larger, capital-based needs are identified, potential solutions are determined, and the options are presented to the school board and on to the parish financial council for action.

14.e. There is a recent facilities plan covering future needs, improvements, and additions.

As noted in Section 14.d. the facilities are continuously monitored for needs and are addressed at a monthly school board meeting as a standing agenda item. A detailed long-term plan needs to be developed. We hope to have this plan in place by fall 2016.

14.f. The school has a clear picture of its long and short term developments needs and the plans, organization, and staffing to meet those needs.

Over the course of the past five years, the school had made annual adjustments necessary to match staffing levels with enrollment levels, while maintaining all education programs. Following a period of declining enrollment that commenced in 2009, the school adopted a Strategic Plan two years ago. Strategic Plan components have included 1) re-designing our website and promotional materials to market the school effectively and uniformly; 2) expanding our preschool program to serve as the main recruiting source for

expanding enrollment in grades K-1; 3) expanding our after-school program to include learning and enrichment programs; and 4) changing our service program to focus on larger fundraising opportunities and voluntary service by parents in support of fundraising and strategic plan initiatives. At this point we have identified the need for a long-term development plan which includes the hiring of a Director of Advancement.

14.g. The school has an institutional technology plan that provides for the coordination of academic and administrative functions, defines the technological services available, projects needs and directions, and describes the management system.

The school is in the third year of a four-year program to update its information technology systems. To date, we have migrated to a new server, purchased new laptops for staff, and upgraded to new desktops in the computer lab. The school relies on the assistance of a technology consultant who serves as both the parish and school staff on a part-time basis. Standard software serves both academic and administrative functions, with the additional use of peripheral systems including interactive white boards in all K-8 classrooms. In the final year of the four-year program, the school has begun to expand its use of technological resources in the classroom by increasing interactive whiteboard training and development for teachers. The school is actively seeking ways to grow in this area and is looking at the possibility of integrating Chromebooks into the classroom. As of this fall, a part-time, on-site technology support coordinator was hired to work in conjunction with the technology consultant to ensure that system maintenance and trouble-shooting needs are addressed in a timely manner.

Comments regarding alternative indicators proposed by the school

N/A

Notable strengths of the school in this area

There is adequate space for all programs and room for growth. Also, all major infrastructure systems are up to date and well maintained. The technological equipment is current and supported by funding for periodic upgrades. Teachers and students have access to all needed classroom materials. Facilities vendor has access to all needed supplies to properly maintain and clean the school buildings.

Notable weaknesses/needs

Salaries need to be increased. Faculty compensation levels are below market levels. A Director of Advancement position needs to be added. Additional professional technology support is needed. Longer term upgrades to facilities, such as classroom and cafeteria updates are needed. Physical education facilities are limited and outdated. Insufficient funds have been available to provide financial aid to families in need.

Aspects warranting attention

Actions underway or in planning:

The weaknesses above all relate to the need for additional funding. There are four areas of increased funding available to the school. We are in the process of addressing each area.

1. Tuition increases- Like most private schools, this is the main contributor to covering yearly increases in costs, such as: teacher and staff pay increases, employee benefits, utilities, textbooks, etc. The school typically increases tuition approximately 3% per year to cover these expense increases. Our tuition program, in particular differences between ‘parish supported’ and ‘non-parish supported’, as well as the per child tuition of family discounts, are areas that we are a looking at for potential changes in the future. Changes in these two categories could aid in increasing enrollment and increases in per-student tuition yield over a course of years.
2. Enrollment increases- Increases in enrollment have the most significant effect on the overall budget. Filling available seats leads to increased tuition revenue with minimal impact on expenses. Increasing enrollment is the school’s highest priority. Even small improvements will result in significant revenue

increases, allowing the school to address the weaknesses/needs noted above. Elsewhere in our report we spell out the efforts underway to increase enrollment. They include an expanded preschool program to increase future kindergarten students and the number of families joining the community.

Additionally, participating in Archdiocese sponsored tuition aid program, through the Catholic Schools Foundation, as well as expanding internal allocations to this program, also aid in increasing enrollment.

3. Fundraising – This year the school has been working to focus fundraising activities on a small group of fundraising activities. They are: 1) The first annual SCS Gala, held this past October, our most profitable event in years; 2) The annual Christmas Bazar, a traditional event of both fundraising and community participation, a consistent contributor; 3) Annual Calendar raffle, also a consistent contributor; and 4) Annual Golfing Tournament, increasingly profitable over the past few years. The focus remains on strengthening each of these events and increasing the yield over time.
4. Gifts and Grants- The receipt of gifts in the past has been a passive effort. The school has not actively pursued gifts from its alumni, parents, parishioners or friends. Currently the school is actively planning for the implementation of an Annual Giving campaign, following a period in building our contact list of alumni, parents and friends. This program is hoped to provide a significant source of annual revenue to support the school. Initially, the intent is to use the funds to support the addition of a advancement staff position. In the past few years we have had one significant win in a grant application; we received a technology funding grant of \$100,000, spread over four years. Grant writing will be the responsibility of the new advancement position noted above.

Recommendations for school improvement and issues for further discussion

Standard 15 (The Accreditation Process): The school is fully committed to institutional improvement and to the process of accreditation. The school completed an inclusive self-study, conducted in a spirit of full disclosure and following Association guidelines; responds to Commission recommendations and the requirement to meet all standards; and participates fully in the peer review process, hosting a visiting committee and sending personnel to serve on visiting committees to other institutions.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P1.

Brief narrative description of the school's position with regard to this standard

St. Charles School was fully committed to the accreditation process and began the process in 2014 when the faculty started working on its Mission Statement. Teachers wrote brief reflections of how the Mission Statement impacted their teaching. Online surveys were sent out to parents and teachers, and students in grades one through 8 also answered the surveys online. An alumni survey was administered in paper form at an alumni gathering for former graduates. Our database was not complete, so initially it was felt that this might be suitable. However, this survey was later discarded as it yielded biased views based on the venue and that most of the participants had graduated so long ago that their statements would have little impact on our program today. As the database was now complete, it was decided that we compose and send out an online survey to the graduates of the last six years. Teachers, the principal, Mrs. Cara Blanchette, and members of the school board discussed the online survey before it was dispersed. However, questions remain about the survey as it was sent out in January 2016, and we had to send the survey to the parents of our graduates not to the graduates themselves. Additionally, we only received 12 responses and feel that while we need to consider the information put forth, we have decided that we should obtain recent graduate emails (with parental permission if necessary) and send out a survey to our graduates two years after their graduation date.

Self-study committee membership, meeting schedule, and procedures

Mrs. Colleen Cunningham – Math and religion teacher; tri-chair
 Mrs. Julie Maher – Language arts, literature, and religion teacher; tri-chair
 Mrs. Lori Hayes – Grade 3 teacher; tri-chair

List of background materials reviewed and people interviewed

- Parent survey
- Faculty survey
- Student survey
- Alumni/ae survey
- Department and major program reports
- Publications (list)
- Other (list)

Comments regarding suggested indicators

(Indicator Checklists with comments should be included in the supplementary materials)

15.a. The school has completed a thorough self-study in accordance with NEASC policies, including Part II; Reflection, Recommendations, and Issues for Further Discussion.

Yes, the school has completed a thorough self-study in accordance with NEASC policies, including Part II: Reflection, Recommendations, and Issues for Further Discussion.

15.b. Administration, professional staff and those with governance responsibilities have actively participated in and are familiar with the self-study and its findings.

The principal has been a valuable resource for the steering committee, as was Janet Ferlisi, our past interim principal and present assistant to the principal. The school board has been kept abreast of the process by the teacher representatives, Mrs. Janet Ferlisi and Mrs. Colleen Cunningham. Three board members, Brian O'Donnell- member of the parish Financial Council, William Hayes-Development Director; and Margaret Pinkham- President of the School Board, have been outstanding in their contributions to the Self-Study. They have written and edited, made suggestions and asked great questions to aid the school in the pursuit of a fair, just and honest self-study. Laurie Smith, is in charge of the alumni database and was able to send out the second alumni survey using that database. Teachers took on the responsibility of various standard indicators and the summaries. They consulted with staff and looked at the surveys (parent, teacher, student and alumni) as necessary. They collaborated in teams, and then when we lost four veteran teachers and welcomed five new members to our faculty, they guided them into the self-study process; the new members made contributions and brought fresh eyes to the process. One new teacher commented that our first alumni survey was biased and yielded no information that was useful to the Accreditation Self-Study process. This observation was deemed accurate, and since the alumni database had been updated and finished, a new survey was written and sent out to alumni of our school for the last 10 graduating classes. Brendar Mahoney, Parish Business Manager, worked on the finance and strategic plan for the school. The pastor, Fr. Timothy Shea, attended the school board meetings and was kept informed of the process at those meetings and in discussions with the principal. Our school business administrative assistant, Mrs. Shaye Leary, and our school secretary, Mrs. Bonnie Karoub, worked on the Communications portion of the Self-Study Report and contributed hours putting together supplemental materials lists. Both read and helped to edit our documents.

15.c. The school has in place a procedure for follow-up on plans and strategies found in its own self-study and on recommendations in the Visiting Committee Report and to integrate improvement plans resulting from the self-study into the multi-year plan.

The school does have in place a procedure for follow-up plans and strategies found in its own self-study. Mrs. Colleen Cunningham has created a table that was reviewed by staff, the St. Charles School Board, the pastor, the principal and the finance board.

15.d. The school participates in the Associations peer based accreditation process and is represented on visiting committees to other schools.

The school participates in the Associations peer based accreditation process and has been represented on visiting committees to other schools in the past. One of the present co-chairs, Mrs. Julie Maher, participated in a visit in 2011. A former teacher, Mrs. Sara-Jane Griffin, and the former principal, Mrs. Rita Masotta, participated in several school visits. Our current principal, Cara Blanchette, will sit on a visiting committee this coming September. Two of the co-chairs also participated in a one day workshop provided by NEASC on the self-study process. Ann Scott was invited to a faculty meeting to share information regarding the self-study. Ann met with our new principal, Mrs. Cara Blanchette, in August of 2015 to discuss the progress of the self-study. Ann

has also been available by phone and email to help the steering committee with any questions regarding the self-study process.

Comments regarding alternative indicators proposed by the school

N/A

Notable strengths of the school in this area

Despite two principals in two years during this process, the faculty, staff and school board persevered in its dedication to completing the NEASC Self-Study.

School board members wrote parts of the Self-Study Report while away on business trips and made suggestions for solutions to problems.

Teachers worked tirelessly to investigate and write the standard indicators, despite the loss of four veteran teachers and the need to include the four new teachers in the process.

The process united the teachers in both buildings, forging new partnerships.

We stand together, feeling proud of our school and where we are today and unafraid to face the challenges ahead, to continue the growth of St. Charles School.

Notable weaknesses/needs

Aspects warranting attention

Recommendations for school improvement and issues for further discussion

Encourage more faculty members to attend training for NEASC Visiting Team.

Timeline for NEASC Self-Study

September 12, 2014

- Meeting between Mrs. Janet Ferlisi and Mrs. Julie Maher to choose co-chairs for NEASC Accreditation Process.
- Mrs. Julie Maher, Mrs. Colleen Cunningham and Mrs. Lori Hayes accepted the positions of tri-chairs.

September 14, 2014

- Follow-up meeting with Mrs. Ferlisi, and planning for Ann Scott's visit on Sept. 24, 2014
- Discussion of committee chairs for curriculums
- Format of curriculums
- Sample format submitted

September 17, 2014

- Discussion for work assignments for Professional Day, Sept. 24th

September 24, 2014—faculty meeting

- Ann Scott presented the suggested guidelines for compiling the information needed for NEASC
- Teachers broke into groups and worked on their assigned curriculums
- Teachers were asked to write reflections on our Mission Statement
- Discussions about the need to update our Mission Statement based on changing diversity of our student population
- Faculty submissions of changes to Mission Statement
- Deadlines for completion of art, English, and literature curriculums set for Oct. 28th

October 10, 2014

- Contact the part-time gym teacher, discuss the need for a written curriculum
- Letter containing the proposed three ideas for the Mission Statement and request for vote on choice

October 21, 2014

- Discussions regarding setting up GoogleDocs for surveys
- Alumni event in Nov.
- Discussion about using that venue for survey of alumni

October 28, 2014

- Art curriculum completed
- English curriculums completed

November, 2014

- Alumni survey given at alumni event

December 10, 2014

- Survey for faculty sent out via GoogleDocs

December 19, 2014

- Survey for parents sent out

December 22, 2014

- Reminder letter to parents regarding survey

January 14, 2015

- Thank you letter to parents for cooperation in filling out the survey

January, 2015

- Informal meetings with Mrs. Janet Ferlisi, interim principal, and steering committee regarding administration of student surveys. Begin with grades 5, 6, 7 and 8. Survey taken online in computer lab on GoogleDocs.

February 22, 2015

- Meeting to discuss the administration of the student surveys

February 27, 2015

- Continue to receive curriculums
- Math curriculum in lower building may not be aligned with CCSS—Mrs. Cunningham investigating

March 1, 2015

- Continued discussions regarding standards and format along with content questions
- Informal meetings with teachers and heads of committees

March 24, 2015

- Letter to teachers regarding work on March 27th—faculty meeting devoted to accreditation
- Voting on Standards 4, 5 and 6
- Show teachers the results of parent and teacher surveys
- Discuss technology problems that have come up during the NEASC process
- Discussions of further work needing attention --committees that worked on Standards 1, 10, and 11.

April, 2015

- Informal meetings with teachers and committee heads carried out during month of April
- Instituted a push to have science curriculum aligned with CCSS
- Use of OneDrive encouraged for all documents

April 15, 2015

- Meeting with Tom Coan, outside provider for our computer technology education program and teacher, regarding issues uncovered in the technology/computer curriculum area

April 30, 2015

- Fielded requests for exemplars for standard 11

May 23, 2015

- New principal attends school board meeting

June, 2015

- Help solicited from the school board for NEASC Accreditation
- Assignments made by Mrs. Colleen Cunningham

June 21, 2015

- Meeting with Janet Ferlisi regarding new principal's role in accreditation and to go over preschool and Standard 7
- *Recommendation to forward this to Ann Scott for comment and help
- Discussion of progress thus far
- Email sent to all colleagues to thank them for hard work and dedication to NEASC process this year
- Set agenda for meeting with other Co-Chairs—Colleen Cunningham and Lori Hayes
- Contact all parties working on accreditation and make sure all materials have been saved to the OneDrive prior to summer vacation

June 22, 2015

- Meeting to discuss the NEASC Accreditation progress and set agendas for the fall
- Art curriculum completed and submitted to OneDrive
- Some disagreement in upper building regarding the alignment of the science curriculum
- One teacher will discuss with new principal
- *Upper building teachers have set up the templates for alignment but not added the SCS curriculum to the template
- Ann Scott replied to questions about Standard 7
- Mrs. Ferlisi took under advisement and will make suggested changes

July 17, 2015

- John Marshall forwarded the curriculum map for computer technology

July 21, 2015

- Teacher unhappy with aligning science curriculum to CCSS because it has not been accepted yet
- New principal agrees

August 13, 2015

- Meet with Mrs. Blanchette, new principal, regarding the status of NEASC Accreditation process
- Ann Scott meets with Mrs. Blanchette and discusses progress of NEASC Accreditation process
- *We are on track
- Discuss meeting findings with the steering committee
- Four new teachers coming onboard—will need to get them up to speed on NEASC Accreditation process in September

September 2015

- Editing of documents continues
- Goals set for completion of various standards
- Work continues on standards

September 4, 2015

- Mrs. Cara Blanchette wishes to meet every few weeks to discuss the accreditation process

September 4, 2015

- Faculty orientation
- 1:30pm meeting on status of NEASC Accreditation process presented to teachers

September 11, 2015

- Mrs. Cunningham and Mrs. Maher meet to discuss a regular meeting time on Thursdays during sixth period to stay on top of NEASC process

September 20, 2015

- Check in with Bill Hayes and Standard 2 – Governance

September 25, 2015

- Standards shared on OneDrive with all teachers

September 30, 2015

- Bill Hayes sent Standard 2

October 1, 2015

- Mrs. Blanchette received email from Accreditation Visiting Team chair for a pre-visit in March

October 10, 2015

- Brian O'Donnell – Finance board working on financial docs

November

- Work continues on editing of documents for NEASC
- Mrs. Maher works on Standard 11

November 3, 2015

- *Mrs. Cunningham in touch with Mrs. Mahoney, parish finance manager, for information on standard 3 needed for NEASC

December

- Work continues on all documents
- Mrs. Cunningham in charge of delegation and follow up on assignments
- Mrs. Leary, school admin, assigned task of gathering and managing all supplemental materials for NEASC visit
- Meeting to discuss venues for accommodations and welcome dinner

December 30, 2015

- Steering committee meets to work on documents for NEASC
 - Mrs. Cunningham
 - Mrs. Maher
 - Mrs. Ferlisi
 - Mrs. Hayes

January 6, 2016

- Faculty meeting
- Faculty works on writing summaries and findings on NEASC Indicator Responses that are complete.
- New faculty members work with veteran members to edit and make changes as needed

January 11, 2016

- Final edits on Standard 6 Self Study Summary and recommendations completed

January 14, 2016

- It was decided that the original alumni survey was biased and yielded no information that was useful to the present time. Another survey was written. Problems arose as we do not have the email addresses of our graduates; only their parents email addresses are in our database.

January 20, 2016

- *New alumni survey opened

January 27, 2016

- *Survey closed; results sent to the principal

Weekly Thursday Meetings continue

February 15, 2016—Tri-chairs and Mrs. Ferlisi meet to go over documents

February 24, 2016—Meeting of tri-chairs and Mrs. Blanchette to discuss completion of the self-study

- Final edits of documents begun

March 3, 2016—Meeting with Mrs. Ferlisi, Mrs. Cunningham, Mrs. Maher, and Mrs. Blanchette

- Finalize plans for final faculty meeting on the self-study

March 4, 2016—

- Teachers gathered to work on the compilation of the summary topics in groups during morning.
- In the afternoon, Steering Committee members, Lori Hayes, Julie Maher, Colleen Cunningham and Janet Ferlisi met to debrief and go over the work submitted by groups.
- Discussed final arrangements for accommodations for Visiting Team.

March 11, 2016—Visit by Chair of Visiting Committee, Mr. John Petto

- Mr. Petto met with Mrs. Blanchette and then met informally with members of the Steering Committee

March 16, 2016—Debriefing on Visit of Chair

- further discussions of finalized process and mailing

March 18, 2016—final meetings to work on document before mailing

Committees for Part I

Tri-Chairs

- Mrs. Colleen Cunningham—Teacher, Math Grades 6,7,8
Area: Part I: Standards and Delegation of Responsibility,
Mrs. Lori Hayes—Teacher, Grade 3
Area: Liaison for Lower School
Mission
Mrs. Julie Maher—Teacher, Grade 6
Area: Part I Standards and Planning, Writing and Editing,

Steering Committee:

- Mrs. Colleen Cunningham—Teacher, Math Grades 6,7,8
Mrs. Lori Hayes—Teacher, Grade 3, tri-chair
Mrs. Julie Maher—Teacher, Grade 6, tri-chair
Mrs. Janet Ferlisi—Director of Preschool and Former Interim Principa;
Mrs. Cara Blanchette—Principal

Standard 1—Mission

- Mrs. Lori Hayes—Teacher, Grade 3, Tri-chair
Mrs. Roberta Saulnier—Teacher (Retired, 2015)
Ms. Marie Kade - Teacher, Grade 4

Standard 2—Governance

- Mr. William Hayes

Standard 3—Enrollment

- Mrs. Cara Blanchette, Principal
Mrs. Janet Ferlisi, Preschool Director, Teacher PreK-4
Mrs. Lori Hayes—Teacher, Grade 3, Tri-chair

Standard 4--Curriculum

- Mrs. Julie Maher, Teacher Grade 6 ELA/Relgion Grades 6,7,8,Tri-chair
Mrs. Colleen Cunningham. Teacher, Math Grade 6,7,8
Mrs. Janet Ferlisi,
Ms. Carol Kovac

Standard 5—Experience of Students

Mrs. Abbey Carbone—Art Teacher
Ms. Carol Kovac—Grade 7 and 8
Mrs. Jill Flemming—Former Special Education Teacher

Standard 6—Resources to Support the Program

Mrs. Denise Trueira—Teacher, Grade 5
Mrs. Maura O'Connor—Teacher, Grade 2
Mrs. Cara Blanchette—Principal

Standard 7—Early Childhood Program

Mrs. Janet Ferlisi—Director Preschool/Pre-K 4 Teacher
Mrs. Nicole Dube—Pre-K 3 Teacher

Standard 8—Not Applicable

Standard 9—Faculty

Mrs. Janet Ferlisi—Director Preschool/Pre-K 4
Mrs. Cara Blanchette—Principal

Standard 10—Administration

Mrs. Janet Ferlisi—Director Preschool/Pre-K 4 Teacher
Mrs. Colleen Cunningham—Director Preschool/Pre-K 4 Teacher
Mrs. Cara Blanchette—Principal

Standard 11—Evaluation and Assessment

Mrs. Jill Flemming—(Former Teacher)
Mrs. Colleen Cunningham—Teacher, Math Grades 6,7,8
Mrs. Julie Maher—Teacher, ELA and Religion
Ms. Jessie Durham—Teacher, Computer Science, Grades 1-8, Science, Grades 6,7,8
Mrs. Cara Blanchette—Principal

Standard 12—Health and Safety

Mrs. Paula Silveira—Kindergarten Teacher
Mrs. Donna Brenna—Teacher, Grade 1
Mr. Steve Mackey—Teacher, Social Studies, Grades 6,7,8

Standard 13—Communication

Mrs. Colleen Cunningham—Teacher, Math, Grades 6,7,8
Mrs. Cara Blanchette—Principal
Mrs. Shaye Leary—Admin
Mrs. Bonnie Karoub—Secretary

Standard 14—Infrastructure

Brian O'Donnell, Finance Board Member and School Board Member
St. Charles School School Board Members
Brendar Mahoney, Parish Business Manage

Standard 15—Accreditation Process

Mrs. Colleen Cunningham – Math and religion teacher; tri-chair
Mrs. Julie Maher – Language arts, literature, and religion teacher; tri-chair
Mrs. Lori Hayes – Grade 3 teacher; tri-chair

Editors:

Ms. Carol Kovac
Mrs. Marie Kade
Mrs. Cara Blanchette
Mrs. Julie Maher
Mrs. Janet Ferlisi
Mrs. Lori Hayes
Mrs. Colleen Cunningham

Administrative Support:

Mrs. Shaye Leary, Admin
Mrs. Bonnie Karoub, Secretary

Self-Study Part II: Reflection, Recommendations, and Issues for Further Discussion

This section asks the school to explore and determine the most significant findings and conclusions uncovered in Part I, to define and characterize them thoughtfully, to explain how they will be prioritized, and finally to explain the implementation of responses to them.

In addition, please present specific action items for any standard on which the school rates itself as F1 or F2. **There are no standards in the St. Charles Self-Study that received a rating of F1 or F2.**

The school may present its findings in a one to three page report, using any format appropriate to the school. (See *Guidelines for the Self-Study* in the *Manual for School Evaluation* for more details.)

The key elements are:

- Report of major findings and conclusions
- Prioritization of the findings with explanation
- Specific action items for any standard(s) on which the school rates itself as F1 or F2
- Overview of implementation strategies to address the conclusions, including:
 - Part II committee membership
 - Meeting schedule
 - Timeline
 - Any specific procedures

Report of Major Findings and Conclusions

Our Self-Study has encouraged us to pause and celebrate our accomplishments, to honestly study our present status and commit to making the changes that will enhance our students' experience and give our school a bright, viable, and thriving future.

Saint Charles School is doing so many things well. We have seamlessly integrated our new administration and faculty into our workplace and the results of our work have been great. Our enrollment is increasing as we embrace our various cultural entities. We stay true to our mission with a sound curriculum including academic extras like our computer learning lab, our John Collins Writing Program, participation in the National Junior Honor Society Program, Science Fair, Geography Bee, and Public Speaking Contest. Spirituality remains at our Core and we are looking for ways to stimulate the students. Last year we instituted Fruits of the Holy Spirit, a program that focuses on the sacred virtues. We also spend time and resources teaching the students the importance of service. We do this through program such as Pennies for Patients, Walk for Diabetes, contributions to the Vincent De Paul Society, work at the local food pantry and support for the Muscular Dystrophy initiative. Community is essential at the school and all families are encouraged to attend and participate in events like the Ice Cream Social, Halloween Party, Veteran's Day tribute, Holiday Craft Fair, Holiday Concert, and Summer Bash.

This positive energy generated by our Self-Study has propelled us in the direction of future progress and the planning needed to make that progress a reality. Our findings encompass six inclusive areas.

- Curriculum
- Faculty
- Facility
- Diversity
- Student Life
- Health and Safety

Curriculum.

To be dedicated to our Mission Statement in providing, "a strong Catholic Education which embraces a multicultural and diverse learning environment" and to further fulfill the commitment "to the academic, spiritual, and emotional growth of each child," requires an ongoing effort to develop a curriculum that meets all these challenges. To sustain this commitment we are reviewing the curriculum yearly, and continuing efforts to map the curriculum to avoid overlaps and gaps. We are attending to the MAP testing results as a new and dependable resource to help plan instruction and adjust the curriculum to improve student learning. We have completed CCSS alignment of ELA, math and social studies. In the area of technology, supportive measures, such as a new server and access to Wi-Fi throughout the school buildings has helped with our technology demands.

Where we need to improve:

To meet the needs of our growing English language learners, we intend to provide teacher professional development, in the areas of ELL or SEI. Further professional development is available at the Lynch Institute and the Salem Collaborative. All teachers are encouraged to attend. These steps will enhance the curriculum and student experience as well. Another area that we are pursuing is diversity training for our teachers and staff, as this issue has a direct impact on student learning and our promise to meet the needs of each child.

Having uncovered gaps and overlaps in the science curriculum in the lower building, our task is twofold: to amend the science curriculum immediately, and to push for CCSS alignment or Archdiocesan alignment of science when the curriculum is available. CCSS alignment of library curriculums needs to be addressed, as well.

Planned technology improvements include initial purchasing of thirty Chromebooks in April 2016. Providing training for teachers on Chrome books is essential. This is available free of charge to our teachers through the Salem Cooperative. Continued teacher support onsite will also be available. Technology curriculum areas to improve are making the WiFi more dependable, Mimio devices that function consistently, and technology that is integrated seamlessly into all grade levels/subjects. Additionally, the Upper School Science Lab needs functioning microscopes and updated materials/manipulatives/scales/etc.

Faculty

The St. Charles School faculty and staff has many strengths as well as areas that can continue to be developed. The faculty and staff are driven by the mission statement to provide the best educational experience possible for their students. Their dedication is evident each and every day, as is their spirit, energy, and exuberance. With the recent additions of new staff members, we have determined that our faculty handbook should be updated with an orientation packet to create a smooth transition into our school community. In addition, we would like to create a formal orientation program for our new faculty members. Teachers are encouraged to actively be involved in curriculum decisions. These decisions bring forth the need for current professional development. There are a plethora of outside professional development opportunities that are presented to the teachers. These include those offered by the Salem State Collaborative and Lynch Institute located within Emmanuel College. While these opportunities are available, at present they are not fully utilized by the faculty. Most of the workshops are not offered at accessible times. The administration is currently evaluating the implementation of mandated professional development linked to our curriculum goals and student goals. These would include training in ELL and counseling. The area principals are also working on implementing a community professional development program incorporating schools within our region.

Facility

Our facility has served us well for over 100 years. We have done our best to make enhancements to our facility over time, but still face issues due to natural wear and tear and age. Recently, we have made enhancements to our facility. Our before and after school program room, as well as our learning lab, was recently repainted and new carpets were installed. In both buildings, “slip grips” were installed to ensure traction on our significantly-weathered stairs. In response to our growing preschool enrollment, and the needs of our students, we installed a state-of-the-art bathroom on the first floor, in between the preschool and kindergarten classrooms. Also, for many years, our school community has identified our need for a playground space for our students. Currently, our students play on the blacktop between the lower and upper schools. At this time, fundraising is underway to begin playground construction. Alternatively, our facility is in need of many updates, some of which are very expensive and substantial. Our building needs a fresh coat of paint, and our ceilings need fixing. We are greatly in need of a new intercom system that effectively pages building-wide, and can call individual classrooms with ease. Finally, our gym and auditorium space needs to be overhauled. We are in need of a new sound system in our auditorium, along with new mats behind the basketball hoops. For school assemblies, it would be incredibly beneficial to have a drop-down screen on the stage to show video presentations.

Diversity

Over the last few years, the student population at St. Charles has changed, and we welcome families from our changing diverse community. We embrace our various cultural entities, and this shift has resulted in a need to push for more multicultural and diversity awareness throughout the grades. This is addressed throughout the curriculum. Spanish is part of our curriculum in grades 3-8. ELA classes read

numerous texts and novels addressing different cultures. Social Studies focuses on many different regions, and learns specifically about what defines a cultural region. Classroom libraries have multicultural books available to students and use them as examples during lessons. St. Charles is also planning a “Multicultural Day”, where each classroom will represent a different country. The faculty and staff at St. Charles needs support in regards to our ESL students. Although some teachers are certified with Sheltered English Immersion (SEI), not all teachers have taken this course as of yet. We are also working to find more ways of expanding upon our resources to better support our diverse population. One team of teachers visited another multicultural school to observe classroom strategies that can be adapted to the St. Charles school environment and made note of how they can incorporate the various cultures, traditions, and holidays into their class lessons. Other faculty visits are planned. Our After School Program offers Latin Dancing and Latin Language Club. We will expand the offerings if appropriate.

Student Life

The faculty and students at St. Charles take into consideration the individual needs of student life. The faculty at St. Charles is dedicated to providing, enriching, supporting, and embracing the individual needs of every student at St. Charles. St. Charles provides opportunities for each student to grow and flourish socially and academically in a safe and supportive environment. The close knit community at St. Charles provides experiences for students in the areas of sports, after school enrichment (Yoga, Latin dance, Robotics, etc.), music, and arts. The school also offers a before and after school program that integrates the values of the school community with homework assistance, outdoor recreation, socialization across all grade levels, and an array of hands-on and creative activities to allow students to explore their individual interests. St. Charles is dedicated to a proactive behavior management approach that includes bi-weekly and monthly teacher meetings, regular communication with parent(s)/guardian(s), modification plans, and regular communication and guidance from the principal. The faculty and staff at St. Charles School see a need to improve in the areas of dedicated guidance counselors, professional development for faculty in student guidance, and increased enrollment. The faculty recognizes the need for a dedicated guidance counselor to address the needs of individual students and promote further self-development of student life in the St. Charles School and in the greater community. The faculty has also recognized the need for teachers to receive additional professional development and training to improve in-class guidance in the areas of emotional well-being that reflects the changing demographics of our student population. Finally, St. Charles faculty identifies the need to increase enrollment and promote the strengths of the St. Charles faculty, staff, and parish. St. Charles School has seen many changes over the years and instills the same academic rigor, while providing a safe and supportive environment for student individual needs.

Health and Safety:

Health and safety is an integral aspect here at St. Charles School. We take the safety of all students and staff as a main priority on school campus. We work in conjunction with health and safety community members, such as public police and emergency personnel, in any emergency situation. Currently, at St. Charles, we have a part-time nurse. Every classroom, Pre-K through 8th grade, is fully equipped with ice packs and first aid kits, to administer in time of need. All staff are and continue to be trained in CPR and Epi Pen administration. In addition to our part-time school nurse and staff trainings, our school campus is fully installed with new surveillance system, cameras, and screens.

Although we have and can offer these positive health and safety programs, we can also improve the health and safety of our school community in the following ways: ideally we would have a designated area for a private nurses office, but currently this is not possible because our nurse is only part-time

and sick students need to be supervised by our school secretary when the nurse is not on duty. We could install AED equipment on site. A formal health program could be implemented into curriculum for upper grades. All volunteers on school campus could wear visitor badges and/or visitor tags to enhance the safety and security for all.

Hopes and Dreams

The Self-Study urged us to include our hopes and dreams for our school. As has been our habit in this self-study, we asked some of our constituencies to help out. We first asked our Principal, our School Board, and Pastor. Below is a summary.

Auditorium: A fully renovated auditorium with flexible setup for assemblies and media equipment with drop down screen, A full court gym with seating for games

Digital Media: Every student using digital media to accomplish homework/classwork and activities
More educational teaching through technology and online studies
Seamless integration of Mimio/Smartboard systems

Alumni Hall: A renovated Alumni Hall to showcase historic pictures and artifacts for students, parents, and Alumni

Enrollment: 100% enrollment with waiting list

Increased exposure of SCS to surrounding communities

Improve SCS to the point that surrounding high schools clamor for our graduates

Student Life: More enrichment programming integrated into day-to-day

1:1 Chromebooks throughout the buildings

New Gym

Facilities: New PA/Intercom system

Remodeled main office

Updated flooring and ceilings—bright paint throughout the building

Spiritual: The students and all the St. Charles family will continue to grow in the Faith of the Church, in their engagement in the Church life of prayer, especially the Liturgy.

Next we asked our students. One class responded to our request to list their hopes and dreams by including hopes and dreams for themselves and the world. The children wanted world peace, equality for all, cure for diseases, no cancer, long lives, food for the poor and happiness. They also listed their various vocations such as professional sports players, video game designer, singer, voice actor and teacher. We were struck by the intertwined nature of their hopes and dreams with their education. It could be that there is one student at St. Charles who will bring about world peace, or another who will find a cure for cancer, or another will improve longevity, or bring an end to poverty and hunger. There might even be a child who will just make people happy.

What is our role in helping them to reach these hopes and dreams? It is to provide for the children an education that is rooted in the Catholic Faith, steeped in empathy, compassion, service to their fellow man, and where they experience and are taught to appreciate diversity. It is to provide for them a twenty-first century edition of learning that is confident in its use of technology, teaches the art of communication—oral and written—along with outstanding science and mathematics. It is to provide them with an opportunity to explore music, art, theater, sports, physical education, and foreign languages to round out their view of life and beauty. At the same time, students must have competent teachers trained in best practices, who treat them with respect, cheer for them when they succeed, pick them up when they fail and instill a sense of belief in their ability to reach their dreams.

St. Charles School, has undertaken a Self-Study to fearlessly prepare the school for this generation of learners to help them achieve their hopes and dreams. We celebrate our Mission Statement and seek to live it every day. We acknowledge issues that need attention and have plans to address those issues in our Action Plan. We are firmly dedicated to technology improvements, teacher professional development, closing gaps and eliminating overlaps in curriculum, increasing enrollment, and providing training in diversity for our teachers. Our school is ready to take on the challenge; our students' hopes and dreams are dependent upon it.

Prioritization of the findings with Explanations

Prioritization of Findings/Recommendations	Standard	Time Frame	Implications for Enhancement of Student Experience
Seek ways to provide diversity training and additional professional development in SEI to meet the needs of our diverse population	1	Immediate	Seek ways to provide diversity training and additional professional development in SEI to meet the needs of our diverse population
Plan multicultural events to celebrate and appreciate the diversity of cultures present in our school	1	Immediate and ongoing	The St. Charles School community will gain insight into the advantageous nature of a diverse student body, work to eliminate marginalization of cultures, and gain insight and understanding of the members of our community.
Hire and retain quality teachers who share a passion for Catholic education	2	Ongoing	Attracting and retaining teachers who share a passion for Catholic education will allow students to have the best possible education from mission-driven educators who are well- trained in best practices.
<p>Market ourselves in Woburn and its surrounding communities so as to boost our current numbers</p> <p>Our financial well-being is tied to our enrollment</p>	3	Ongoing	By increasing enrollment, St. Charles School will be in a better position to increase teacher salaries, cover expenditures and plan for upgrades to technology, science, our facilities and our plant. All of these improvements will enhance the experience of our students and improve their learning environment.
Develop a fair and equitable evaluation of the Principal (to be administered yearly)	10	Ongoing with follow-up	Evaluation of the principal yearly will encourage a proactive stance on issues of importance to the school at large.

Prioritization of Findings/Recommendations	Standard	Time Frame	Implications for Enhancement of Student Experience
Uphold our mission statement by enrolling students from diverse backgrounds, while also maintaining our high enrollment standards	3	Ongoing	Efforts at increasing enrollment will result in increased financial stability.
Update the alumni database each year	11	Ongoing	The yearly updating of the alumni database will yield increased communication with our alumni, a source of support on many levels.
Eliminate the gaps and overlaps in the science curriculum in the lower building by designing coordinated curriculums that build on skills each year	4	Immediate	Efforts at redesigning curriculums that are coordinated will provide a solid and rigorous science foundation for students.
Dedicate professional development opportunities to instructing faculty members on how their backgrounds help and/or hinder their ability to work with students, parents, and other adults in the community	5	Immediate	By providing professional development time in this area, teachers will gain a better understanding of themselves and how to approach their instruction, given their students and their respective backgrounds. The ultimate goal is for students to feel accepted and comfortable.
Establish programs that examine the efficacy of the school's program to reflect the diversity and cultural experience of the students	5	Immediate	Any dedication of time that increases our school's overall appreciation for diversity will improve our students' experience.

Prioritization of Findings/Recommendations	Standard	Time Frame	Implications for Enhancement of Student Experience
<p>Improve the reliability of technology in our classrooms.</p> <p>In doing this, we will face additional expenditures. We must continue to pursue all avenues of fundraising, as well as grant opportunities, to reach this goal.</p>	2, 3, 14	Within One Year	We must continue to invest in our technology and infrastructure for technology to ensure student mastery of twenty-first century skills.
<p>Embrace the changing demographic of our city and our school and continue to expand our marketing efforts to reach the Hispanic, Brazilian, Indian, and African populations in our community</p>	2	Within One Year	We must continue to market to a diverse population to enhance the student experience of living and working in a global society.
<p>Further train teachers in the use of the Mimio system</p> <p>Technology in the classroom centers on the Mimio system. While teachers have had some training this year, more training is needed. Once the connectivity of the equipment is fixed, teachers need encouragement to use the Mimio in all its capacities, not just as a projector.</p>	5	Within One Year	Solving and supporting technology needs and requiring its use in the classroom will contribute to student engagement and the necessary acquisition of twenty-first century skills.
<p>Install a Mimio in the preschool</p>	7	Within One year	The addition of this technology allows teachers another tool to reach all learners and encourage an interest in technology as an education tool, and not just use for gaming.
<p>Raise money with parents and the community for playground equipment</p>	7	Ongoing/Within One year	Efforts to increase a play area will encourage the preschool students to explore options of physical play, increase coordination and learn cooperation and sharing skills.
<p>Purchase a defibrillator</p>	13	Within One Year	Teachers have been trained on the use of a defibrillator. This machine would further ensure the health and safety of our students.

Prioritization of Findings/Recommendations	Standard	Time Frame	Implications for Enhancement of Student Experience
Hire a part-time advancement director	14	Within One Year	The advancement will oversee the school's major fundraising events, as well as our annual fund. They will work collaboratively with the alumni database manager to build our alumni network. This person's ultimate goal is to increase the school's revenue.
Continue to create and implement a cohesive technology curriculum that spans across grades K-8 and builds on the work begun this year	6	Within Three Years	Continue to create and implement a cohesive technology curriculum that spans across grades K-8 and builds on the work begun this year
Encourage further professional development beyond the necessary PDP's to maintain certification to assure that current best practices are in use	9	Within Three Years	Students directly benefit from the continuing development and growth of their teachers. In addition, this will add to the reputation of St. Charles School, leading to an improved competitive edge in the market place.
Increase the nurse's hours	12	Within Three Years	Expanding the nurse's hours to cover 10am-1pm each day would ensure that medical assistance is available during each lunch and recess period. An additional hour before or after this time frame would allow us to add a health class to the curriculum.

Prioritization of Findings/ Recommendations	Standard	Time Frame	Implications for Enhancement of Student Experience
<p>Budget and plan for unforeseen maintenance issues</p> <p>Our school buildings are dated, and we must be prepared for a very expensive or disruptive repair.</p>	2	Only discussion at this point	<p>We continue to reserve funds and raise funds to try and make sure we are in a good position financially to be ready to meet any unforeseen plant issues. This assures our students of a safe, clean and healthy environment for our students.</p>

Prioritization of Findings/Recommendations	Standard	Time Frame	Implications for Enhancement of Student Experience
Hire a part-time counselor to meet the changing needs of the student population	9	Only discussion at this point	We continue to investigate this finding and will revisit it each year. The addition of a counselor would lift the burden from the teachers to a trained professional and would benefit our students' well-being. Budgetary constraints prohibit this at this time.
Offer teachers a larger stipend for graduate courses that have become so expensive	9	Only discussion at this point	Our students would benefit from teachers who are constantly updated on best practices. This is definitely an idea we support, but budgetary restraints preclude this at this time.
<p>Increase faculty compensation</p> <p>Current salary levels are below market levels. It is difficult to attract and maintain good teachers when the salary is low, however, budgetary constraints make this difficult to address this issue at this time.</p>	14	Only discussion at this point	Students benefit from instructors who have been selected from a large pool of highly-qualified teachers.
Update our facilities, such as our classrooms, gym/auditorium, and cafeteria	14	Only discussion at this point	An updated learning environment, athletic facility, and cafeteria would improve student experience.

Overview of Implementation Strategies to Address the Conclusions

The findings of the committee are represented in the “Prioritization of the Findings” chart. The time frame for meeting the recommendations on these findings reflects a great deal of thought, and at this time, what we feel is a realistic schedule. The major issues concern diversity training, enrollment, technology, continuing to update our curriculum, and teacher professional development in general and in particular in support of our English language learners.

Diversity Training: As our demographics shift to a more diverse population, further training on diversity and Sheltered English Immersion will be implemented to support this population and our Mission Statement. We are considering offering in-house training or off-site courses for teachers to attend to this issue.

Enrollment: We have already initiated various ways to increase awareness of our school via the Internet. We have started outreach to demographic populations in our community to increase enrollment, and have enlarged our financial aid. The addition of a Director of Advancement would aid in our fundraising efforts and help us in brand awareness. As our Finances are tied to our enrollment, increasing this will allow us to address more changes that require expenditures.

Technology: Our technology issues are twofold: teacher integration of technology and infrastructure. Additional access points are being considered to remedy slow or unreliable internet connections. The first order of Chromebooks is underway with delivery date in April. Continued efforts to seamlessly integrate technology into the curriculum will require more training for teachers.

Curriculum: To avoid gaps and overlaps we need to review the curriculum yearly against proven benchmarks. This will insure that we will not have gaps and overlaps.

Teacher Professional Development : Teachers need to stay informed of best practices and supportive strategies for our English language learners. This can be accomplished by attendance at the Lynch Institute at Emmanuel College and the Salem Collaborative. Setting expectations for attendance at professional development courses yearly is under consideration. We have already participated in one Instructional Round (a visit to observe classrooms in another school) and more are planned for this year, to give our teachers the opportunity to observe best practices at work in a real time.

Our new Principal, Mrs. Cara Blanchette has been very supportive of our Accreditation process and is extremely positive about our futures as are we.

Listed below are plans that are in progress at this time.

- New marketing campaign,
- continued teacher professional development
- improvements in technology education and its use –Chromebooks are on order
- library curriculum—under discussion
- supportive infrastructure for technology—teachers were surveyed two weeks ago regarding any problems or issues
- science curriculum issues in Grades k-5—will be visited at the end of the year

Other plans are under advisement and prioritization is in place. Findings of the Self-Study will continue to be addressed as time and budgetary constraints allow.

Part II Committee Membership

All full-time teachers were part of the Reflection and Recommendations of Part II. We met on March 4 and asked each group to read a section of the self-study, then write down the major findings on sticky notes. We then put the sticky notes on categorized chart paper, and asked that the teachers write a section of the report. These sections were then edited and finalized and edited by other teachers. Any teacher who was unable to make the meeting on March 4th, had access to the documents via OneDrive.

Teachers were able to save documents to Microsoft OneDrive and work together in real time, even after the meeting on March 4.

Members:

Mrs. Cara Blanchette—Principal

Mrs. Janet Ferlisi—Director Preschool/Teacher Pre-K 4

Mrs. Colleen Cunningham—Teacher Math Grades 6,7,8/Tri-Chair

Mrs. Lori Hayes—Teacher Grade 3/Tri-Chair

Mrs. Julie Maher—Teacher Grade 6/ Tri-Chair

Ms. Nicole Dube—Teacher Pre-K 3

Mrs. Paula Silveira—Teacher, Kindergarten

Mrs. Donna Brennan—Teacher, First Grade

Mrs. Maura O'Connor

Miss Marie Kade

Mrs. Denise Truiera

Mrs. Jessie Durham

Mrs. Carol Kovac

Mr. Steve Mackey

Meeting Schedule:

Teachers worked on documents for the Self-Study in Microsoft OneDrive. This allowed the teachers to be able to work together on a document without being in proximity to each other. By this time in our self-study, the teachers had gained proficiency in using OneDrive making the process very efficient. Edits were completed by Mrs. Carol Kovac, Mrs. Cara Blanchette, Mrs. Julie Maher, Mrs. Colleen Cunningham.

Other meetings took place for the steering committee to plan the strategy as explained above, and to debrief and make recommendations for editing.

