

Executive Summary

Saint Leo the Great School prepares children to be faithful Catholics and productive citizens in a global and ever-changing society. Our mission is to teach as Jesus did, by example with respect and compassion for all. Over the past five years, faculty, staff, and the administration have strived to be that example. The goals that were set in 2005 have been reexamined in order to help us grow as a school community.

In 2006, Saint Leo the Great School was bestowed with the honor of being named a National Blue Ribbon School by the Department of Education. This award confirms that Saint Leo the Great School provides an excellent education and continuously sets high academic goals for its students.

The year 2008 marked the school's 50th Anniversary. During its first thirty-five years, several religious orders fostered a Catholic environment for students. The doors opened in 1957, staffed by the Benedictine Sisters of Bristow. In September 1966, Sisters of Notre Dame replaced the Benedictines. The religious sisters completed their service at Saint Leo's at the end of the 1992-1993 school year and the first lay principal took the helm the following school year. For the 50th anniversary, the school and parish community, including school children, parents, faculty, staff, alumni, and parish groups, celebrated the history and future of the school through various activities.

Within the past five years, Saint Leo the Great Parish was assigned a new pastor and a new principal was hired. Three years ago, an assistant principal was added to the administrative team. One of the major initiatives of the principal has been to expand technology within the school. With the help of the Parent Teacher Organization, our school/parish Development Committee, generous donations, and with support from the pastor, Saint

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Leo the Great School has been able to offer a variety of tools to our faculty and students. Technology continues to be an important tool in the learning environment which the faculty and students have the opportunity to explore.

Over the past several years, many new extracurricular clubs and activities to enrich student learning have been introduced. Parents and students are excited to have these quality after-school experiences.

The school facility has undergone multiple physical changes to support educational goals and aid in the efficiency and enjoyment of our faculty and staff. The library was remodeled and the layout reconfigured to create two distinct areas: a contained classroom/meeting space and separate story time space. These changes better meet the needs of diverse grade-level classes. The art room has also been refurnished with equipment that improved student's productivity and has helped improve classroom management. The faculty room was remodeled prior to the start of the current school year. The floors, cabinets, counters, sink, appliances, and kitchen utilities were all replaced. A computer and desk were added so teachers may work on projects, plans, or emails while outside of their classrooms. The remodeling has enhanced the atmosphere of the room and makes an enjoyable gathering place.

In an effort to share upcoming events and/or spiritual quotes, Saint Leo the Great PTO purchased an illuminated, changeable marquee located at the front of the property. School messages and calendar events are updated regularly by the student council officers, under the direction of the assistant principal. The sign stimulates the interest of the greater community and is a helpful marketing tool to those passing by.

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Saint Leo the Great School has updated the school's website, providing an interactive tool for parents to find valuable school information. The website also aids prospective parents to gain an insight into what it is like to be a part of our Catholic school community. Making the school more available via the Internet has opened the doors to families moving into northern Virginia as they search for a new school. Providing vital statistics and program opportunities attracts prospective families to tour the school. The administration is committed to keeping this website user friendly and informative as part of its ongoing communications and marketing/development efforts.

Always maintaining high expectations, the accomplishments over the past five years have continued our tradition of excellence. The Saint Leo the Great School community looks positively toward the future and all the challenges and opportunities it entails to help bring us closer to Christ.

Building the Faith Community

1. Show evidence you effectively teach and model the faith.

Saint Leo the Great Catholic School provides a faith-filled learning environment where we strive to teach as Jesus did---by example, with respect and compassion for all.

This is the school's mission statement and the foundation for our vocation as educators at Saint Leo the Great School.

The school community prays together each morning and afternoon to show unity in professing the faith. The entire school community is united through our daily, morning netcast, Studio WLEO. The broadcast begins with a scripture reading for the day taken from the lectionary, followed by reflection and prayer. The religious graphics on the screen help set a respectful tone. Each netcast is prepared by a daily eighth grade news team. The team is responsible for developing an appropriate script that includes these religious aspects as well as regular features such as "The Virtues Corner," saint feast days, and school-wide stewardship programs. Just as each day begins together in prayer, the circle is completed at the close of the school day as the Act of Contrition and the Guardian Angel prayers are recited as a community via the school's public address system.

Using a variety of activities, programs, and celebrations practiced over the course of the school year, students' specific grade level classes develop new aspects of their faith:

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Both three and four-year-old preschool classes pray together in their classroom daily, actively participate in all school drives and discuss saints throughout the school year. The afternoon four-year-old preschool students visit the church and receive a tour from one of the parish priests, perform a Christmas play to better understand the Advent/Christmas season and each day in May have a crowning ceremony to honor the Blessed Virgin Mary, with songs and recitation of the Hail Mary prayer.

Kindergarten classes have hosted a Baby Jesus Shower in the recent past to benefit A Woman's Choice Center.

Our first grade conducts a Feast of All Saints activity to honor Mary as Queen of All Saints. They also pray weekly for a different "angel," who can be a student in the class, a parish priest, or member of the administration. This activity fosters the Catholic belief in the need to pray for others as well as encouraging us to be messengers of God. Students' fathers are invited to share in a special Saint Joseph's Day celebration with their first graders on March 16th each year, including a breakfast and class prayer service.

In second grade, students participate in a Saint Martin of Tours activity and money collection to benefit the poor of the parish. They also make rosaries for their mothers and for themselves. During preparation for First Holy Communion, second graders celebrate "Jesus Day" filled with religious activities relating to this special sacrament.

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Third grade classes make rosary posters, where students add a bead each time they pray a decade of the Rosary.

Fourth grade classes create a rosary with each bead depicting something that the student is willing to sacrifice during the months of October and May. The Bible also acts as the focus of several projects. A movie poster/advertisement is made to encourage others to read the Bible. They create evangelist banners to represent the Gospel writers and their symbols.

In fifth grade, collections are taken up for those in need, such as the Tepeyac Divine Mercy Center, which supports single mother and adoptive families in the area.

Sixth graders have made rosaries and participate in a Seder meal each Lenten season.

Seventh graders study Spanish saints and participate in service projects in preparation for Confirmation.

Eighth grade attends the Diocesan Vocations Mass and celebrates their Catholic faith together through the sacrament of Confirmation.

A prayer jar is used for special intentions in the middle school, while the practice of guided meditation enhances students' prayer life. Middle school students serve as role models of the Catholic faith when they accompany their kindergarten and first grade "buddies" to school masses. An extension of the buddy program is also practiced during the school

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year through other faith-filled activities. Multiple classes work together on special projects, especially during Catholic Schools Week.

Mary is honored with celebrations on her behalf. The May Crowning is an exceptionally beautiful witness to the faith, as eighth graders escort kindergartners carrying flowers into church, laying these gifts at the feet of Our Lady. An eighth grade girl who is a positive role model for the students in the school, is selected by middle school religion teachers to crown the statue of Mary in church.

Saint Leo's guidance counselor directs a variety of activities and programs to nurture students' faith maturation. The Christian Awareness of Respect for Everyone (CARE) virtues program provides opportunities for students to relate the virtues to everyday life. Students receive age-appropriate instruction, both in religion class and with a monthly guidance lesson, on how to live the faith through these virtues. Virtues are discussed in class, on the morning news, and integrated into subject material. The monthly virtues are also highlighted on the sign located in front of the school which shares the monthly theme with passers-by. Guidance activities and lessons lead the students to see the direct correlation between the virtues and living as Christ did. For example, a Friendship Group focuses on how Jesus includes all people and is not exclusive. The Girls-On-the-Run program addresses emotional, social, physical, and spiritual needs of young girls in the intermediate grades. The guidance counselor also conducts small group sessions using techniques that model Jesus' life.

Our philosophy of learning acknowledges parents as the child's primary educator. Working together with parents, Saint Leo the Great School provides a safe, nurturing atmosphere, infused with faith, morals, and

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Catholic principles. In disciplinary matters, the administrators guide the student to reflect on his/her choices, relating them to the faith and focusing on the concepts of forgiveness and redemption. In addition, the administration has arranged for guest speakers, such as Sister Pat McCormack, IHM, PhD and Sister Patricia Helene Earl, IHM, PhD, who have offered seminars in effective parenting techniques and virtues.

2. Show evidence you build the faith community.

Saint Leo the Great Catholic School is a living, growing, and evolving faith-filled community with belief in Jesus Christ as the foundation. With the biblical phrase *“As I have done, so you must also do”* inscribed above the church’s altar, there is no better place to establish a faith community than where the Blessed Sacrament is brought to us all: the community, the school, and visitors alike. As an evolving faith-filled community, Saint Leo the Great School is built and strengthened through Mass, prayer, sacramental preparation and reception, clergy involvement, and special programs.

There are a number of visual reminders of the faith that begin with the church and the cross atop the bell tower. At the entrance to the church grounds is an outdoor Stations of the Cross and a tribute statue of Mary holding an infant. A statue of Saint Francis is located between the church and the rectory, while a large crucifix is found near the side door entrance. Statues of Mary are located on campus: in church, school classrooms, school hallways, and around the grounds. Each classroom displays a crucifix and many provide a prayer corner. Above the threshold of each

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room is a saint plaque that is unique to that room. These symbols help to further the awareness of faith throughout the learning environment.

The Holy Eucharist is our spiritual nourishment and the basis for the Catholic faith. The church is the gathering place for the school community on the first and third Fridays of the month. In addition to school masses, individual classes are always able to attend daily Mass. Mass is integral to the practice of our faith; therefore first through eighth grades, the faculty, the Student Council, and the National Junior Honor Society each plan at least one Mass a year for the school and parish community. Students are actively involved in preparing this celebration by choosing the music and writing the petitions. Students also serve as lectors, cantors, altar servers, and choir members. Attendance at Mass twice a month acts to reinforce our commitment to put Christ first. Students also attend Mass with the community on Holy Days of Obligation as well as during Catholic Schools Week. A special Mass is offered on the Friday of Catholic Schools Week in honor of grandparents, when these special guests are invited to attend Mass and sit with students.

In November the entire student body visits the church for Adoration of the Blessed Sacrament. This Catholic practice ensures that the students build a strong relationship with Jesus in the Eucharist and provides an important teaching moment. We honor Saint Leo the Great at Mass on his feast day, November 10th. Throughout that day, the school community focuses on his life and courage, to remember the unique gifts and talents of our patron. Students receive a special snack after Mass as part of the special day and the pastor grants students a no homework day as part of the celebration.

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Special faith activities occur in both the liturgical seasons of Advent and Lent. An advent wreath prayer service is broadcast on WLEO each Monday morning during Advent. The school community attends Mass and receives ashes as the Lenten season begins. The Stations of the Cross, led by students, illustrates Christ's path to Calvary and the sacrifice He made for us all. During both of these holy seasons, students are given the opportunity to participate in the sacrament of Reconciliation with their classes. Classroom teachers lead students in examinations of conscience and help them prepare for this important sacrament.

Various service projects are included during Church seasons as well. As a school-wide project, a December "Gift-giving" Mass is held where students donate Christmas gifts for children of those families receiving assistance from the Saint Vincent de Paul Food Pantry. Other school activities such as making cards for shut-ins in the parish community and for students receiving the sacraments of First Reconciliation, Holy Communion, and Confirmation as well as birthday cards for the parish priests and bishop are all important examples of a school community that openly shares its faith.

Activities centered on the Rosary provide many opportunities for spiritual growth. During October, the month of the Holy Rosary, some classes pray this devotion daily. During Catholic Schools Week the school community comes together to participate in a Living Rosary. In May, during the morning Studio WLEO broadcast, the school is led in the Rosary, which takes the place of the daily scripture readings. Each week has its own set of mysteries and each day a decade of the Rosary is prayed. In addition, as a way of sharing the blessings of the Rosary with the entire school

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community, the Saint Leo's Parent Prayer Group has provided each classroom in the school with two rosary bags, each containing a rosary and instructions. Students take turns bringing home the bags to say the Rosary with their families.

Faith is the primary guide when teaching the diocesan curriculum as well as in all school programs. Sacramental preparation forms the center of the Religion Curriculum for second and seventh/eighth grades. Second graders prepare for the sacraments of Reconciliation and First Eucharist. Supported by the entire community, they come to appreciate the privilege of entering into a closer relationship with Jesus. In preparation for Confirmation, seventh graders participate in activities and complete service projects demonstrating Corporal and Spiritual Works of Mercy.

The study and practice of the diocesan-directed program on Catholic Social Teachings are included in instruction as an important element that strengthens the school community. The yearly theme is integrated into religion and social studies classes throughout the school. A reminder of the teaching is evident in various ways: a poster may be hung in a classroom, incorporated into special intentions during Friday Mass, or found in an essay written and displayed by a student.

As an opening activity prior to the start of the new school year, the faculty and staff attend Mass during an annual retreat and spirituality day. This time offers an opportunity to come together to reflect, pray, and renew our commitment to creating a faith-filled environment for our students. Parish priests provide the spiritual leadership on these days and Sister Pat McCormick, IHM, PhD and Sister Patricia Helene Earl, IHM, PhD have

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inspired and offered constructive suggestions to teachers at these meetings.

Administration, faculty, and staff often need the strength and encouragement fostered by community prayer. Colleagues pray for each other's special intentions and those of our school family. During faculty meetings, the principal begins each session with faculty special intentions followed by prayer. Prayer partners are drawn during Lent and a commitment is made to pray for that person and his/her intentions during this holy season.

During Catholic Schools Week the faith community is highlighted as volunteers, parents, priests, teachers, staff, and students are recognized and appreciated. On each day of that week, a different part of the community is recognized and celebrated with special projects, programs, and activities.

3. Show evidence you integrate faith and learning within the school community.

Our Philosophy of Learning at Saint Leo the Great School states, *"Recognizing that each person has unique God-given gifts, we employ a variety of techniques to assist students in achieving their spiritual, intellectual and social potential...our community provides a safe, nurturing atmosphere, infused with faith, morals and Catholic principles."* The faculty and staff are committed to the development of the entire individual where faith and learning go hand-in-hand.

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Students are exposed to the integration of faith and learning in all areas of the curriculum. Religious instruction is not limited to the daily religion classes, rather religious principles are integrated into such work as literary selections, writing projects, and historical lessons in all grades. Throughout the school year, students at all grade levels are provided opportunities to be stewards of our faith. Participating in school-wide Saint Vincent de Paul food drives, collecting for Catholic Charities, the Holy Childhood Association, and the Rice Bowl program are examples of the caring faith community of Saint Leo the Great School. Through the virtues program, as well as participation in Formation of Christian Chastity lessons, altar serving, buddy program activities, Stations of the Cross, and the Living Rosary, students integrate faith into their everyday learning.

Our parish priests are an integral part of the school's faith and learning community. They regularly greet Saint Leo students when they arrive at school in the morning and when they leave at the end of the day. Priests make scheduled as well as impromptu visits to classrooms, sharing their knowledge and spiritual guidance with both students and teachers. These visits enrich the Religion Curriculum in all grades and students preparing for the sacraments are especially fortunate to have this personal spiritual direction. The clergy also provide a model for religious vocations.

Faith is integrated within the encore classes as well. Through the use of technology the older students create slide-show presentations which take them on a journey of discovering more about the lives of their chosen Confirmation saint. Younger students create computer-based reports on the monthly virtue allowing them creative freedom to explore software graphics and multi-media resources. All students use the text of prayers to practice their touch-typing skills. The librarian assists students and

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teachers with age-appropriate information for religion reports, including but not limited to the saints. The religion section of the library has been enhanced and updated with new materials and resources, successfully completing a goal from the last self-study. The art teacher references religious art, artifacts, and artworks in classes at all grade levels. Students practice a variety of liturgical songs all year with the music teacher, who also guides each class in the preparation of their grade level Mass by selecting and directing the students' performance of a song for the communion meditation. Students learn prayers in Spanish including El Padre Nuestro, Ave Maria, and El Credo. Bible passages are referenced while studying vocabulary and grammar in middle school Spanish classes.

Integration of Catholic doctrine is present in all aspects of learning at Saint Leo the Great School. Administration, faculty, and staff serve as role models to the school community, ever mindful of our mission to teach as Jesus did.

4. Show evidence you collaborate with the parish to cultivate the potential of the total Catholic community.

Saint Leo the Great School participates in a number of activities to cultivate the potential of the total Catholic community. The school and parish come together to worship at Mass every first and third Friday of the month. Teachers serve as Eucharistic ministers while students serve as altar servers, lectors, cantors, and other auxiliary roles. In May, the school community celebrates second graders who have recently received First Holy Communion by attending a special Mass in their honor. Those students are invited to wear their Communion attire and receive the Eucharist together with the parish and school community for the first time.

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Mass is followed by a reception with parents to celebrate this special event.

The students and faculty of Saint Leo the Great School can be found participating regularly in weekend masses as well. Many students sing in the parish children's choir. Several faculty members participate in the adult contemporary choir which sings at Sunday Mass. Faculty members also serve as Eucharistic ministers, lectors, cantors, organists, and CCD teachers. The school and the parish support each other by promoting community events. Parish activities such as the annual picnic are included in the school newsletter and school-sponsored activities such as book fair, quiz bowl, open houses, golf tournament, and fund-raisers are included in the parish bulletin.

The parish and the school collaborate as a total Catholic community during sacramental preparation, uniting the students through their faith. Second grade students from Saint Leo the Great School and CCD classes come together to receive First Reconciliation and First Holy Communion. All seventh graders spend a year together preparing for Confirmation. Teams of approximately ten students are formed to perform Corporal and Spiritual Works of Mercy. They may create a banner for their team which is displayed at the Confirmation reception. All teams attend a half-day of reflection as well as a full-day retreat at the Benedictine Pastoral Center. Parents are included as an integral component to the faith-building process during preparation for these milestones of the Catholic faith.

Collaboration of parish and school is also evident through service. The school conducts several food drives during the year to benefit the parish's Saint Vincent de Paul Food Pantry. Students assist the pantry's organizers

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by providing a wide variety of food items to stock the shelves. Both the parish and school support a variety of charitable organizations, such as Catholic Relief Services and the Rice Bowl collection.

Regardless of which schools they attend, there are opportunities for the children and youth of Saint Leo's parish to work together. Middle school students from the school and parish work side by side in the Junior High Youth Ministry program. The Girl Scouts and Boy Scouts, which include members from both the school and parish, also work together for the good of the community. The Boy Scouts have a Scouting-for-Food Drive in early November that provides for the parish's Saint Vincent de Paul Food Pantry. Several Eagle Scout projects have benefited the parish as well. One scout built an announcement board for the Food Pantry to post important information, while another scout created an outdoor Stations of the Cross on the front lawn of the church. Each year, the Girl Scouts collect school supplies for Saint Anthony's School in Washington, D.C. In February, scout troops join together for the annual Scout Mass celebrated at Saint Leo the Great Catholic Church where they are recognized for religious awards that they have earned during the past year.

In addition to all of these activities, the parish and school come together throughout the year in celebration. A reception is hosted after Confirmation and First Holy Eucharist for children and their families. In the fall, both school and parish families celebrate at the Parish Picnic, hosted by the Knights of Columbus, that features games, food, and other activities. Once a month, the Knights of Columbus host a family breakfast after each of the Sunday morning masses where Confirmation team members volunteer as food servers.

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United together at Mass, in sacramental preparation, in service, and in celebration, the school and the parish work in partnership to strengthen the total Catholic community.

5. Show evidence you inspire and provide a ministry of reflective outreach to the community.

Responding to the needs of others in a ministry of outreach is essential to the school's philosophy of learning. Saint Leo the Great students, families, faculty, and staff have reached out both financially and spiritually to support community outreach. During Lent, fifth graders have made cards, devoted prayers, and collected clothing, toys, money, and baby items such as diapers, baby-clothes, and accessories. These donations are provided for families sponsored by the Saint Vincent de Paul organization and the Tepeyac Divine Mercy Center, which supports single mothers and adoptive families in the area. In addition, students have made sandwiches for the Lamb Center, which provides stop-over type of service to homeless people. In May, money is collected for "Mary's Children" which helps the Saint Vincent de Paul Food Pantry to stock their shelves with non-perishable items, allowing the pantry to remain open during the summer months when school is not in session. Faculty and staff assist residents at the Transitional Housing BARN through clothing donations on an on-going basis. Last year, several members of the National Junior Honor Society (NJHS) helped with the Goblin Gallop, a 5k race sponsored by a local Valvoline Instant Oil Change franchise which is owned by a school family. All proceeds from this event go to the John Quadrino Foundation to benefit children with cancer.

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In reaching out to the broader community, students have collected school supplies for Saint Anthony's School in Washington, D.C. They have contributed money for the Holy Childhood Association program through the globe bank project. Through the Pennies for Patients drive, money has been raised to benefit the Leukemia & Lymphoma Society. For the past several years, students and faculty have collected coats as part of the Catholic Schools Care about Catholic Charities Coat Drive. Saint Leo the Great School is constantly seeking new ways to help the greater community and uses a variety of resources to get involved in different activities. For example, one teacher is a member of the Peace Corps Coverdell Worldwide Schools Advisory Board working to broaden service learning projects for schools throughout the world. Any projects found applicable to the school are passed along.

Saint Leo the Great School is also committed to meeting the spiritual needs of others by praying for special intentions, saying the Rosary, and by maintaining an active card ministry. Students participate in making cards for special holidays, for families or individuals who are grieving, seriously ill, or home-bound. Military personnel who are deployed in Iraq or Afghanistan have been sent cards and prayed for during Mass, including parents of children as well as relatives of faculty and staff. By being ever-mindful of the needs of others, the faculty and staff of Saint Leo the Great School strive to live as He did, by serving others.

ACRE testing results, religion monitoring sheets, and the school's mission statement are located in the faith section evidence files. Completed parent surveys are available in the assistant principal's office.

Building the Faith Community--Goals

To effectively teach and model the faith, Saint Leo the Great School will re-evaluate the student buddy program to include a more formal, structured buddy system.

To build the faith community, Saint Leo the Great School will provide an opportunity for all grade levels to share Bible quotes via the sign in front of school.

To promote integration of faith and learning within the school community, Saint Leo the Great administration will consider creating a school-wide day of reflection for faculty, staff, and students.

To collaborate with the parish to cultivate the potential of the total Catholic community, Saint Leo the Great School will investigate the potential for an outreach program to families with newly baptized children to welcome them to the school community.

To inspire and provide a ministry of reflective outreach to the community, Saint Leo the Great School will investigate ways of reaching out to local community providers (i.e. nursing homes), outreach ministries (i.e. the Lamb Center), or local (Washington, D.C.) schools to discover how to better serve specific community needs.

Leadership

Pastor:

1. Show evidence the pastor and principal collaborate on a regular basis.

The Pastor and the Principal have a supportive and collaborative relationship. They meet and speak on a weekly basis. In addition to scheduled meetings, they are available for each other as situations and needs arise throughout the week through email, phone calls, and impromptu meetings.

The principal regularly informs the pastor of all issues concerning student discipline and progress, curriculum, sensitive family matters, faculty and staff performance and growth, marketing and development initiatives, and school finance. While recognizing the unique responsibilities of the principal, the pastor offers his advice in a collaborative spirit, while mindful of his own role as pastor.

The principal and pastor work together preparing and revising the school calendar, as necessary. This ensures that school and parish activities are coordinated not only on a practical level, but also because the activities of the school are an essential aspect of the mission of the church.

The pastor and principal work together with the Parish Finance Council in order to prepare the school budget in a fiscally responsible manner, striving to keep Catholic education assessable to all parishioners, while at the same time providing just compensation to teachers.

Leadership

2. Show evidence the pastor evaluates the principal in accordance with the process defined by the diocesan policy (to include a conference with the principal to discuss the evaluation).

In accordance with diocesan policy and guidelines, the pastor evaluates the principal on an annual basis. The process includes a conference and a written evaluation. Copies of all evaluations are kept in the offices of the principal and pastor.

3. Show evidence the pastor is a visible spiritual leader to the school community.

The pastor's presence is well-known throughout the school community. Upon the start of school in August, the pastor and parochial vicars participate in the faculty and staff's spirituality day. They also join the faculty and staff for many special meals, allowing for more one-on-one time and helping to strengthen personal relationships.

The pastor celebrates the monthly First Friday Mass for and with the students, providing interactive and child-friendly homilies. On back to school night, the pastor welcomes and prays with new and returning parents. Regular participation by the pastor and parochial vicars in PTO sponsored fundraising and social events throughout the year allows families to get to know the pastor.

Weekly visits to the classrooms are coordinated by the pastor with the parochial vicars. The priests also visit with the students at the beginning and end of the school day, in the lunch room, and at recess. The pastor

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attends many school performances and special events, usually providing an opening and closing prayer.

Celebrating sacraments is a special time for the pastor to share with students. The pastor meets with candidates for confirmation as part of their preparation and celebrates the sacrament of Penance with the students at various times during the year. Eighth grade graduation Mass is another example of the pastor's involvement. A special homily addressing parents and graduates, is given to remind them of what they have learned in Catholic school, how they will take these important lessons with them throughout life, and thanking parents for supporting their children's Catholic education.

Principal:

1. Show evidence the principal provides guidance and leadership opportunities for faculty, students, and parents.

The principal empowers the school community as a leader, manager, liaison, facilitator, counselor, supervisor and minister. The principal maintains an "open-door" policy for teachers, students, and parents who are welcome to discuss academic, social or behavioral concerns as well as other issues.

The principal provides opportunities for teachers to attend workshops and take courses to enhance their teaching skills and renew certification. Teachers are assisted in completing the paperwork to obtain religious and state or VCEA certification. A variety of leadership opportunities are available in addition to regular teaching responsibilities. These include coordinating the Saint Vincent de Paul food pantry, ROAR Store (school

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supplies), Student Council, Talent Show, Pep Rally, and National Junior Honor Society, as well as committee jobs such as representing the faculty at PTO and Development Committee meetings or serving on the Religious Affairs Committee or Curriculum Mapping Team. Faculty members have the opportunity to go to the principal with ideas and suggestions which are considered and, if approved, are allowed to be implemented.

Students are encouraged to contribute to the vision of the Catholic school through Student Council activities, membership in the National Junior Honor Society, acting as student ambassadors, buddies with younger students at school masses and serving as safety patrols. In addition, eighth grade students have the opportunity to lead school-wide morning prayers and announcements, while Student Council officers lead the afternoon prayers.

An active parent community is an invaluable asset to our school community. The principal works with many organized parent groups within the school such as the PTO officers, Development Committee members, room parents, committee chairs, club moderators, and other volunteers. Parents are encouraged to develop, support, and strengthen school fundraising events, family social events, special educational projects, clubs, and teams, as well as provide support for the teachers in the classroom. The principal provides guidance and leadership to parents through the weekly newsletters, an online calendar, school community emails, monthly PTO board meetings, and periodic general PTO meetings.

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2. Show evidence the principal utilizes the human, instructional, financial, and physical resources to support student learning.

To achieve the vision of the Catholic school as a Christ-centered learning environment, the principal monitors school operations including human, instructional, financial, and physical resources. Identified needs and solutions are created within the confines of the budget and policies of the parish and diocese. With support from the pastor, an assistant principal was hired to share administrative responsibilities with the principal. Heading a newly formed scheduling committee, the principal worked with faculty members in revamping the master schedule to further support all student learning, especially by adjusting instructional time for Spanish. The principal also serves on the diocesan report card committee which is reviewing a new report card format to provide our teachers, students, and parents with a better tool to use for reporting grades. With the pastor's support, the principal maintains full-time teachers for the art, music, physical education, library, and technology programs. There is also a full-time resource teacher to staff the Saint John Vianney Center, which provides support for students with special needs. The principal encourages the ongoing growth of the Extended Day Program as well as the expansion of educational programs in the preschool.

The principal hires well-qualified teachers, some of whom hold master's degrees and many having multiple years of experience. All teachers are either Virginia state certified, VCEA certified or are in the process of obtaining such certification. Additionally, religion teachers have, or are in the process of obtaining, a Religion Catechist Certificate. It is apparent by these actions that the principal values the faculty as the number one resource in education.

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With the pastor's support, the principal employs a full-time guidance counselor. In addition to primary counseling duties, counselor responsibilities include instructing the children through the CARE program. As part of the CARE program, a monthly virtues program has been implemented and classroom guidance lessons are conducted in pre-school through eighth grade classrooms. The counselor coordinates the "Take Charge" program presented by a Fairfax County Prevention Specialist to students in fifth and eighth grade through Fairfax County Community and Recreation Services. This program focuses on tobacco and drug use, the stages of addiction, skills for building self-esteem, tips for effective listening and communicating, how to be assertive and say "no" to peer pressure, how to cope with stress, and the need for self-control.

Another full-time position the principal continues to support is the school nurse. The registered nurse runs the school health clinic on a daily basis, assessing students for illness and injury, as well as maintaining all health records as required by the Virginia Department of Health and the Diocese of Arlington. In addition, the school nurse works with students, faculty, staff, and parents to promote health and wellness through classroom presentations, written materials, email, and newsletter communications. The guidance counselor, science teacher, and school nurse work together with the physical education teacher to present the Health Curriculum to the middle school classes.

Instructional assistants are an important educational resource at Saint Leo the Great School. The principal continues to employ full-time instructional assistants in the kindergarten classrooms and part-time assistants in first and second grade classrooms. Additionally, there is a full-time library

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assistant and a part-time copy aide, both of whom assist teachers in multiple ways. The majority of instructional assistants hold a bachelor's degree, making them highly qualified for their positions, bringing academic credibility and various fields of expertise to the classroom. A lunchroom supervisor and outdoor recess supervisor have been added to provide continuity and safety to students during this time of the school day. Additionally two teachers and/or staff members monitor recess daily. The maintenance staff is also recognized as a vital element to the overall school staff, ensuring there is a safe and clean environment for student learning.

The principal continues to employ a full-time technology coordinator who maintains the computer network, school database, and website, as well as ensures that our school stays current with all hardware and software needs. The coordinator plays a vital role in inter/intra school electronic communications. Technological resources (hardware, software, and peripherals) are evaluated and reviewed annually. Resources are upgraded or added as needed to maintain current technological standards and trends.

Parent volunteers are involved in a variety of activities such as Science Fair judging, special classroom projects, career talks, library helpers, book fair, field trip chaperones, and room parents. The principal also recognizes the importance of volunteers in the lunchroom and on the playground. All volunteers, as well as members of the faculty and staff, are VIRTUS trained and have completed diocesan background checks.

The principal and testing coordinator review Terra Nova scores and assessments, meeting with the diocesan Assistant Superintendent for

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Elementary Education at the beginning of the year regarding this data. Two Terra Nova hand-off sessions are conducted, one in the spring and one in the fall, to review scores and identify student needs as well as goals which can enhance lesson plans and the curriculum. The principal discusses the Terra Nova scores, Action Plan worksheets, Planning for Instruction worksheets, and comments from the assistant superintendent with second through seventh grade teachers. The results of the ACRE tests, which are taken in the spring, are reviewed and shared with fifth and eighth grade teachers. The principal discusses the High School Placement Test hand-off sheets and results with the core middle school teachers annually. As the Spanish and Algebra Exemption Exam results are received, they are discussed with individual subject teachers.

The principal has implemented new extracurricular clubs and activities to enrich student learning. These include the Chess Club, Art Club, Drama Club, Math Mania, "Girls on the Run" Club, Mad Science, and High School Placement Test preparation.

With the support of the principal, local community programs are brought into the school to extend the curriculum. The school has coordinated with the local fire and rescue department and the police department to visit the school to conduct safety and security programs with students.

Many new resources have contributed to the students' learning environment. Every classroom in the school has an ActivBoard. There is a newly upgraded computer lab and two mobile computer lab carts housing thirty netbooks each. The science lab has been recently updated with new lab equipment and the art room has been refurbished. There are now large bulletin boards in several hallways to highlight and reinforce student

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learning by displaying their work. Physical education equipment has also been purchased, including new soccer goals and basketball hoops. A new wireless sound system was installed in the gymnasium for school assemblies and school performances. When the library carpet was recently scheduled to be replaced, the principal supported the librarian's idea to completely redesign and renovate the library.

Through the school's annual operating budget, in-service stipends are provided to full-time faculty for professional development and collegiate coursework. In addition, the principal allocates funds in the operating budget for classroom resources for each teacher. Teachers have the freedom to select these resources based on individual classroom needs. The principal evaluates faculty requests for additional materials throughout the year and whenever deemed appropriate and financially practical, those requests are granted. Annually, the principal ensures that the application process for the school's participation in the Combined Federal Campaign/United Way and the USDA Special Milk Program for students is completed in a timely manner. Under the principal's direction, the school annually applies for E-rate funding for telecommunication services.

The principal circulates websites, journals, and periodicals for teachers to use to enrich the curriculum. Requests for materials or supplemental books that will enhance the curriculum are reviewed and often approved by the principal. For example, the principal requested and received PTO funding for a subscription for a video streaming service and other website subscriptions to be utilized in all classrooms. Teachers are encouraged by the principal to serve on curriculum, textbook, and curriculum mapping committees at the diocesan level.

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The principal works with the PTO and the Development Committee to focus on the long-term future of Saint Leo the Great School. They are currently in the process of implementing strategies of the Enrollment Management Program. This includes components of both marketing and development to further enhance financial resources to support student learning, including distributing additional funds for instructional materials. In addition to Development Committee funds, the principal oversees the financial assistance from private donors and parish funds that are appropriated each year in accordance with the donors' wishes and in keeping with the vision of the school.

3. List the school's professional staff development over the past three years.

The principal views professional development as an indispensable tool toward improving student learning and achievement. The principal distributes information regarding professional development and religious education opportunities via school e-mail. This information is also posted on a designated bulletin board in the faculty room. Additionally, information is disseminated directly at faculty meetings and places information in faculty mailboxes when appropriate. At the beginning of each school year, an updated list of diocesan special education seminars is distributed to each teacher.

In addition to attending the annual Diocesan Education Institute, teachers also participate in various programs to strengthen teaching skills and stay current in academic areas. Teachers are further encouraged to participate in diocesan summer seminars on a variety of topics including standardized test interpretation, differentiated instruction, and ActivBoard training.

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Teachers are also provided time to attend professional development opportunities through Fairfax County Public Schools. Religion teachers are encouraged to utilize on-line courses offered by the Catholic Education Center, LLC.

Annually, a \$300 professional development stipend is allocated to each full-time faculty member, along with additional professional development funding from the PTO. This helps to offset the cost of workshops and seminars, allowing each teacher to attend educational programs that meet his or her own professional needs while pursuing the common goal of improving student learning. Most recently, faculty members have attended seminars in religion, technology, language arts, mathematics, foreign language, and special needs. Some of these programs have included:

- Nursing professional seminars
- Guidance counseling programs
- Classroom management
- Art history
- ActivBoard Training
- Rubicon Atlas Training
- Math Problem Solving
- Fractions, Decimals, and Percents
- The Sacraments
- The Creed
- Word Study
- Algebra
- Group-A-Rama
- Living a Virtuous Life
- Early Prevention of School Failure
- Curriculum Mapping

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- Enrollment Management
- Christian Awareness of Respect for Everyone

4. Show evidence that opportunities are provided to build and maintain positive morale among faculty and staff.

By providing encouragement and motivation, appreciation, self-empowerment, building respect for the school and promoting personal interaction, Saint Leo the Great Catholic School provides many opportunities to build and maintain positive morale among faculty and staff.

The Saint Leo the Great School administration provides opportunities for encouragement and motivation. Each faculty meeting begins with meaningful, relevant prayers, and personal intentions are shared.

Saint Leo the Great School celebrates and praises all teaching accomplishments and nominations such as “The Rotary Club Teacher Achievement” and “Diocesan Teacher of the Year.” Appreciation from the administration is given in many ways, such as acknowledgements in the weekly newsletter. The principal seeks small but thoughtful ways to show teachers admiration for their hard work through kind gestures of prayer cards, Christmas cards, CDs, and other novelty items. Beginning in August, when teachers return to school and at various times throughout the year, the administration plans breakfasts and or luncheon events.

Many events are organized to show appreciation to the teachers. The PTO provides a subsidy for the eighth grade luncheon where teachers are

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invited to be guests of the graduating class. The graduates also pay tribute to teachers with personalized speeches given by class representatives. In addition, the administration jointly with the Social Committee, provides an end of the year luncheon to show thanks to the faculty and staff. During both Catholic Schools Week and Teacher Appreciation Week the Boy Scouts and Girl Scouts provide special treats to the faculty and staff.

Actively participating in numerous community service projects, fundraisers, and food drives, the faculty and staff of Saint Leo's share their positive outlook on community service with their students and each other. They are proud to work together as a school community to support those in need. The faculty has collaborated with volunteer parents to create and maintain a school recycling program which promotes respect for the both the local and global environments. The administration also offers faculty and staff the opportunity to join students in school spirit days by wearing specially designed "Spiritwear" clothing to show school pride.

Positive morale is built by offering purposeful activities for the faculty and staff such as prayer groups and healthy living support groups. Through the coordination of the school's Social Committee, Saint Leo the Great School has built a congenial atmosphere, celebrating holidays and special occasions. For example, birthday celebrations are held monthly where special décor, snacks, and desserts are provided at lunch time by fellow faculty and staff. In times of need, support is given through prayers, Mass cards, and flowers.

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5. Show evidence the principal has obtained the necessary documents and conducted the required training for the following:

Crisis Management Plan

The Saint Leo the Great School principal and assistant principal maintain a comprehensive Crisis Management Plan to guide the school community through times of crisis.

Saint Leo the Great School administration and the director of support services maintain an excellent relationship with local police, fire and rescue services. Police and fire personnel make regular visits to the school and help educate students regarding safety and crisis situations.

Saint Leo the Great Catholic Church serves as one resource in the event of an evacuation during a crisis situation. The principal maintains a relationship with Daniels Run Elementary School (located across the street) and that school can be used as a secondary resource in the event of a crisis.

Copies of the response plan are available for review in the main office of the school, the principal's office, and the faculty room.

Shelter-In-Place

In response to the terrorist attacks of 2001, Saint Leo the Great School implemented a Shelter-In-Place plan to safeguard all members of the school community in the event of a chemical, biological, radiological or nuclear threat.

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The school administration has had periodic consultations with local fire and police departments in order to build an effective and safe Shelter-In-Place policy. These meetings also provide the opportunity for the school to be made aware of any new or updated information that may aid us in the event of a crisis situation.

Classrooms will serve as the primary “shelter-in-place” with the gymnasium serving as a secondary location if needed. The school practices “shelter-in-place” to prepare the school community with the proper procedures in the event of a crisis.

The Shelter-In-Place plan was most recently updated during November and December of 2010. The plan was revised to include both locations in the Shelter-In-Place plan. Copies of the Shelter-In-Place plan are located in the Crisis Management plan binders in the main office of the school, the principal's office, and the faculty room.

Diocesan Wellness Policy

The Diocesan Wellness Policy as implemented at Saint Leo the Great School is reviewed annually by the School Wellness Committee. The School Health Index Survey is conducted annually to assess areas of growth and to identify areas of needed focus. Results are mailed in June of each year to the Office of Catholic Schools. In 2009, a Presidential Fitness Testing Committee was formed to assist in improving fitness testing results. In past years, Saint Leo the Great School has participated in Jump Rope and Hoops for Heart. The “Strive for Five” challenge was started in 2007 during February (Heart Health Month), to encourage all faculty, staff, and students to increase or improve their dietary intake of

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fruits and vegetables. In 2010 our guidance counselor implemented the “Girls on the Run” Club, an international program which helps educate and prepare girls in third through fifth grade for a lifetime of self-respect and healthy living.

A copy of the Wellness Policy can be found in the Wellness Binder in the nurse’s office and on the school’s website.

Bloodborne Pathogens Exposure Control Plan

At the beginning of each school year, all faculty and staff are required to receive Bloodborne Pathogen training. The Bloodborne Pathogens for School Employees video is shown during the first week of school for faculty and staff. The school nurse ensures that all rooms in the school building are equipped with universal precaution bags should a bloodborne pathogen situation occur.

The school nurse and the principal review the Bloodborne Pathogens Exposure Control Plan on an annual basis to ensure the safety of students in the event of an emergency. The plan can be found in the Bloodborne Pathogens Plan binder in the nurse’s office.

Life Threatening Allergy Policy (LTA)

Management of life threatening allergies and Epi-pen administration videos are presented to the faculty and staff during the first week of school. The school nurse provides the faculty and staff with regular, confidential updates as needed on all students with life-threatening allergies. Individualized special LTA plans are developed and communicated on a need-to-know basis among teachers and staff. All

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students' allergy medications are kept in the nurse's office for quick access in the event of a life threatening allergic reaction.

The Life Threatening Allergy Policy is current and can be found in the Allergy Policy binder located in the principal's office.

Formation of Christian Chastity

Saint Leo the Great School is in compliance with the diocesan Formation of Christian Chastity Program for students in kindergarten through eighth grade. Initially, all parents are provided with a letter apprising them of the program and a background guide containing information to help them converse with their children. For those grades identified in the program, classroom lessons are conducted for all students who do not opt-out.

This program is coordinated by the Religion Committee chair. Documentation of the program can be found in the Formation of Christian Chastity binder located in the principal's office.

Food and Allergy Anaphylaxis Network (FAAN)

At the beginning of each school year, the school nurse presents a DVD on students with food allergies. The DVD instructs the faculty on the appropriate use of an EPI-pen. Additionally, the school nurse follows up with a demonstration on EPI-pen use. All students with life threatening food allergies are identified and rescue medications are kept in the nurse's office, clearly marked and easily accessible, in the event of an individual emergency or necessary school evacuation.

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The FAAN policy is current and can be found in the nurse's office.

Christian Awareness of Respect for Everyone (CARE)

Saint Leo the Great School is in full compliance with the diocesan CARE program. A student survey was conducted by the guidance counselor to gain a better understanding of how many students feel they have been bullied throughout the school year. The guidance counselor is constantly discussing with students appropriate behavior towards each other and the proper steps on handling specific situations. Parent newsletters are sent home each month by the guidance counselor in an effort to help inform parents on how to help their child. The school counselor has also made several classroom presentations on bullying and conflict resolution. The counselor has an open door policy for all students in the event that they are unsure of how to handle a situation.

The CARE program is up to date and available in the guidance counselor's office as well as in the visiting team room.

6. Show evidence that the Parent Survey has been conducted and is being used for future planning purposes. Copies of the survey should be available.

In September of 2010, the Design for Excellence Parent Survey was distributed to school families with children in pre-school through eighth grade.

The parent survey was completed and returned by 37% of the families at Saint Leo the Great School. They are available in the assistant principal's office for viewing by the visiting team. A detailed breakdown of the

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responses is also available for review in the Curriculum section of this document.

The overall response from the parent survey was positive. Parents are generally pleased with the religion program, educational services, transportation and facilities, teachers, and tuition and costs.

Future planning for Saint Leo the Great School reflects the areas of growth received in the parent survey data. One topic that needs to be further addressed is bullying. We constantly strive to provide a bully-free environment, but would like to explore additional programs to educate students, parents, and faculty to strengthen our resources in this area. Additionally, the feedback reflects non-instructional days as an area to reevaluate in the future. We will keep this in mind for future calendar planning.

7. Show evidence teacher conferences and classroom observations are conducted and lesson plans are reviewed.

To encourage professional growth, Saint Leo's faculty and staff complete the diocesan evaluation forms which include setting professional goals each year. Teachers who are new to the school and or the profession, are evaluated through the standard process. After completing three years at the school, teachers may be moved to the goal setting process if approved by the administration.

During the school year, teachers who are on the diocesan Standard Evaluation Process are formally observed by the assistant principal. A follow-up conference is conducted between the assistant principal and

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individual teacher as part of this evaluation process and is documented in the teacher's records.

Teachers who are evaluated through the Goal Setting Evaluation Process may also be observed by the principal and assistant principal at any time, however, there is no formal process for these observations. Teachers who are on the Goal Setting Evaluation meet with the assistant principal mid-year to discuss the progress they have made towards achieving their goals.

Regardless of the type of form used, a final evaluation is completed by the administration in May, reviewed, and signed by the individual teacher. Additionally, both the principal and assistant principal have an "open-door policy" in which a teacher may meet informally to discuss any concerns they may have.

Lesson plans for kindergarten through eighth grade teachers and encore teachers are reviewed by the assistant principal regularly. A schedule of when lesson plans will be read and signed is given to the faculty individually and posted in the faculty lounge. The assistant principal sends emails to remind teachers when their plans will be checked, however, a teacher's lesson plans may be checked at any time unannounced. Teachers are free to use a lesson plan book, or their own computer format to record their plans. Regardless of the method used, these plans must be accessible to the assistant principal at all times.

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8. Show evidence that curriculum mapping is operative in all classrooms.

The diocesan initiative of curriculum mapping began in the summer of 2008 with training provided for the local mapping teams. The following school year, teachers were introduced to the concept and practiced the proper format and vocabulary. During the 2009-2010 school year, teachers received training in use of the online program, Rubicon Atlas, and also began mapping math. Teachers who did not teach math chose one grade level of their subject area to map. In the current school year, teachers chose between mapping religion or science and maintained the maps from the previous year. Encore teachers chose an additional grade level to map in their specialty area, while maintaining the grade level map from last year. Mapping is ongoing with a deadline of the 7th of each month for completion of the previous four weeks of work. Diocesan scheduled early release days and teacher work days have been provided as time to work on mapping. Each month, the local mapping team leader, with assistance from the local mapping team members, reviews teacher files to ensure maps are up-to-date. All maps are available for review by the visiting team and can be accessed with the assistance of the local mapping team leader (the assistant principal).

Leadership--Goals

Formalize the new teacher orientation program, including a systematic mentoring program component.

Explore re-instituting the Technology Committee, consisting of the principal, technology coordinator, technology/computer teacher, and librarian, along with several interested faculty members and an outside technology expert, to review and make recommendations on technology needs within the school, both current and future.

Schedule meetings between principal and grade level teams on a regular basis to provide further opportunities for more individualized input between administration and faculty.

Consider increasing the stipend dollar amount for faculty professional development and/or collegiate courses.

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1. Provide a copy of the school's Philosophy of Learning.

Recognizing that each person has unique God-given gifts, we employ a variety of techniques to assist students in achieving their spiritual, intellectual and social potential. In collaboration with parents, the child's primary educators, our community provides a safe, nurturing atmosphere, infused with faith, morals and Catholic principles. Together, we prepare children to be faithful Catholics and productive citizens in a global and ever-changing society.

2. Show evidence that the administration and faculty implement and employ teaching strategies that challenge each student to excel with a commitment to equity.

The administration and faculty understand that all students learn differently and support the use of visual, oral, tactile, and kinesthetic approaches to learning. Teachers use varied strategies and techniques in their lessons to incorporate opportunities for all students to be successful.

The teachers are open to new and innovative programs to aid their classroom instruction. The word study program has been implemented in first through third grade, and will be added to kindergarten and fourth grade in the 2011-2012 school year. In this program word lists are organized by levels of reading and phonemic properties. Students sort the words and study them through practical application. The Scholastic Guided Reading Program was purchased for elementary level teachers to utilize with small reading groups. The program includes multiple sets of

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readers for children to read aloud using the guided reading model. Students use the readers on their individual level and teachers are able to address multiple groups working on different goals.

At Saint Leo the Great School students are taught in a variety of ways including: science lab activities, projects, reports, presentations, research papers, essays, short stories, oral presentations, field trips, literature responses, debates, scavenger hunts, and plays. Each of these methods allows for different students to succeed. Students practice using the skills introduced in class or may discover new information while in the process of creating a finished product, all in their own unique way. In math classes, manipulatives are a concrete method for students to connect to a new concept. Having the opportunity to explore problem solving and equations using hands-on materials, students may be able to relate to a new math skill without difficulties.

Students who have challenges in the regular classroom sometimes show talent in the encore classes. For example, students who use physical motion as an outlet find that they succeed in PE class. Students who are more verbal in the classroom may perform well when singing in music class. On the other hand, students who have a hard time expressing themselves orally may excel in art class. Classroom teachers acquire a new perspective when encore teachers share their assessments of the particular abilities of students.

Technology is used by teachers through interactive reading programs, listening centers, math practice programs, and online games. They offer

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students the chance to work at their own pace. With the support of the teacher, students set individual goals for an area of the curriculum using these resources. Students feel successful in their accomplishments and are motivated to set future goals. The library provides books on CD and Playaway^R as an alternative to the traditional book format. This allows the students listen to an audio recording of the story, which reinforces listening and comprehension skills.

The Title I reading program and the Saint John Vianney Center are resources available for students when regular classroom strategies do not sufficiently meet the student's needs. These programs are staffed by qualified teachers who offer students small-group and individualized instruction during the school day. Students in kindergarten through eighth grade may utilize these educational services if qualified.

Teachers are regularly invited to share information about new and innovative skills or programs learned from attending a workshop or class with the entire faculty or in team meetings. This stimulates interest in trying new techniques for teaching and student learning.

3. Show evidence that the administration and faculty provide appropriate teaching strategies that recognize and support students with special learning needs. Evidence should include, but not be limited to, use of Student Assistant Teams (SAT), Academic Intervention Plan (if applicable), and the Student Assistant Plan (SAP) and/or Individual Education Plan (IEP), which are reviewed and modified regularly. Reference should be made to the OCS Disabilities

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Tally spreadsheet that shows evidence the students identified on that document are receiving assistance so they can succeed academically.

Faculty and staff members at Saint Leo the Great School provide appropriate teaching strategies that recognize and support students with special learning needs. They realize that learning is strengthened when a variety teaching methods are employed. The Saint John Vianney Center resource teacher circulates information regarding special education seminars that exist in the community.

A collaborative process exists that involves individual classroom teachers, resource teachers, administration, the school guidance counselor, and parents to identify areas of concern. They meet to identify a specific issue and develop proactive strategies to help the student overcome the challenge.

The school's ability to provide on-site resources for students with special learning needs is seen as a strength. The Saint John Vianney Center resource teacher provides academic support for students needing additional reinforcement in a small group setting or individualized instruction. The students receive help with a minimum of two sessions and a maximum of ten sessions per week due to staffing and space limitations. The classroom teacher works closely with the resource teacher who provides valuable feedback and suggests strategies which may help the student. Both these teachers communicate regularly with the parents to let them know how their child is doing. The resource teacher also works with

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students eligible for testing accommodations in the regular classroom as well as standardized testing programs (Terra Nova, ACRE, HSPT).

Title I federally funded services are also available. This program provides reading support to students who may not be at grade level. Students are selected based on referrals and eligibility. The Title I teacher meets with various groups three times a week for forty-five minutes to provide additional support in reading.

Students may also be referred for one of the following:

- **Student Assistant Teams (SAT)**

Teachers may refer students who appear to be having an area of concern to the resource teacher who forms a Student Assistance Team to gather recommendations. That team meets to prepare an Academic Intervention Plan, or a Student Assistance Plan. The process begins with a thirty minute meeting. Background information on the student and strategies that have already been implemented are discussed. The group determines a specific issue and goal, then brainstorms and selects manageable strategies to help the student. The student's progress is then monitored to see if improvement is made. A follow up meeting takes place to see if further assistance is needed. The Student Assistant Team will determine if the original plan should continue, be modified, redesigned, or phased out.

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- **Academic Intervention Plan**

This plan is written when it is determined that a child does not meet the criteria for promotion and it is also recognized that the student's interests would not be best served by the retention process. When this occurs, the current teacher drafts an Academic Intervention Plan. The plan is reviewed by the principal and given to the child's teacher for the upcoming school year. The child's report card states the child will be placed in the next grade.

- **Student Assistance Plan**

The Student Assistance Plan (SAP) documents accommodations and/or modifications given to students with documented learning concerns. The SAP is given to students who have an Individualized Service Plan (ISP) or and Individualized Educational Plan (IEP). If a student is eligible for special education services, but will not receive them through the public school, the Catholic school may develop an SAP for the student. If a student is determined to have a disability which requires extra assistance to access information in the regular classroom, but does not require special education services, an SAP may be developed. If a student is eligible for accommodations, the principal, teachers, resource teacher, and parents meet to develop a Student Assistance Plan. This plan should be reviewed yearly.

- **Individualized Education Plan (IEP)**

The IEP is developed by the public school for students with disabilities. Students with an IEP are given an ISP developed by the public school documenting the concerns the student has. The

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ISP is reviewed yearly. Parents of the student are informed of the services the school may offer. The student often enrolls in the Vianney Center for academic support services and/or Title I services.

Students receiving these special services are included in the OCS Disabilities Tally. The form asks for numbers of identified students who are receiving services as needed. This tally sheet is completed by the resource teacher and the guidance counselor and submitted to the Office of Catholic Schools in September of each year.

4. Show evidence that students are challenged to think critically and have opportunities to apply higher order thinking skills.

The faculty and administration of Saint Leo the Great School know that students need to think critically and apply higher order thinking skills throughout their lives; therefore, opportunities are offered on all grade levels for students to problem-solve and to use varied critical thinking skills.

Techniques used at Saint Leo the Great School include concept maps and visual/ graphic organizers such as Venn Diagrams, webs, Foldables^R, flow charts, story-mapping, plot charts, and prediction charts. The active role of students is increased using KWL charting (What You Know, What You Want to Know, What You have Learned) at all stages of reading, enabling them to apply prior knowledge regarding the topic at hand. Students are encouraged to take ownership of their learning through asking questions, defining problems, examining evidence, and applying other higher order thinking skills.

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Students are taught to read for critical information in the content areas as well as to critique literary selections through compare-contrast, classification, cause and effect, and sequencing across the curriculum and in all grade levels. Teachers also stress conceptual learning through reading and writing, thus integrating life experiences and preparing students to become critical readers, writers, and problem-solvers. Specific reading strategies used include, but are not limited to: annotating, previewing, contextualizing, questioning, reflecting, outlining, summarizing, evaluating, distinguishing between fact and opinion, and inferring.

Critical thinking skills are also important in mathematics and science. Deductive and inductive reasoning as well as use of manipulative materials help our students to go beyond facts to conceptualize information. Provided with hands-on materials, the relationship between numbers and operations is illustrated. Inductive and deductive reasoning develops from relating math to life experiences. Through the use of critical thinking, students learn problem-solving skills such as strategizing and organizing information as well as the elements of the scientific method.

5. Show evidence that the teachers are utilizing the Diocesan Monitoring Sheets to demonstrate successful adherence to the Diocesan Curriculum.

The diocesan monitoring sheets are tools to help teachers pace their classes to ensure that all curriculum goals are taught over the course of the school year. The diocesan monitoring sheets are provided on the diocesan teachers' website. At the beginning of the school year, teachers print out the latest version of the monitoring sheets. They are responsible

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for maintaining curriculum monitoring sheets for the classes they teach. Monitoring sheets are not required for the classes teachers are currently mapping through the Curriculum Mapping schedule established by the Diocese. Diocesan monitoring sheets are filled in as the year progresses by noting in which quarter(s) an objective is taught.

The assistant principal checks the monitoring sheets throughout the year during visits to the classroom as lesson plans are checked. At the end of the year, curriculum monitoring sheets are turned in to the assistant principal for review. Copies of the monitoring sheets for the previous year are on file in the assistant principal's office.

6. Show evidence that community resources are used to support and enhance the curriculum.

The curriculum at Saint Leo the Great School is greatly enhanced by community resources and the active participation of parent volunteers in all grade levels. Saint Leo the Great School's location in the city of Fairfax and close proximity to Washington, D.C. offers many unique historic and educational community resources.

Saint Leo the Great School utilizes many services offered by both the city of Fairfax and Fairfax County. Fairfax City Police have assigned an officer to the school, who is available to schedule officer visits to classrooms and conduct facility safety evaluations with the administration. The visiting officer addresses bike and pedestrian safety, stranger dangers, and other personal safety habits with students in kindergarten through third grade classes. The school counselor works with a Fairfax County employee who teaches the "Take Charge" program in fifth and eighth grades. "Take

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Charge” provides students with information regarding tobacco and drug and alcohol abuse and models skills to make good decisions about their personal safety and well-being. A fire-safety puppet show for the lower grades is also offered through the city fire department and AAA also has visited the school with their “Otto the Auto” program which reviews pedestrian and car safety with students from kindergarten through second grade.

Saint Leo the Great School takes full advantage of its location in the Washington, D.C. area by utilizing the historic and educational opportunities offered. All curriculum areas are experienced through class visits to: Mount Vernon, the Blenheim House, Green Springs Garden, the National Zoological Park, the National Museum of Natural History, the National Portrait Gallery, National Museum of the American Indian, the American Museum of Natural History, the National Air and Space Museum, the National Air and Space Museum’s Steven F. Udvar-Hazy Center, and the National Building Museum. George Mason University, located in Fairfax, offers many unique resources to Saint Leo the Great students which enhance the curriculum. Every year, students attend live theatrical productions at the George Mason Center for the Arts to enhance literature curriculum. The Edge, formerly Hemlock Overlook, operated by George Mason University, offers team-building exercises in which both the Middle School Advisory Program and the sixth grade students have participated.

In the fourth grade, students take a trip to Colonial Jamestown to reinforce concepts learned in their Social Studies Curriculum which focuses on Virginia history. Local community resources bring history to life at Colonial Day. The Little Maids of History demonstrate colonial crafts and tell stories

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of life in the colonies. A local fife and drum corps performs colonial music and a “colonial doctor” gives a presentation about medicine of the time. Additionally, a Civil War Union soldier re-enactor visits when they study that time period in American history.

In the sixth grade medieval day program, the London Brass Rubbing Company has helped integrate art and social studies by demonstrating and teaching brass rubbing. They visit Medieval Times™, which enables the students to explore a day in life of a medieval person including live jousting, demonstrations of clothing, art, and music of the time period and lunch at a celebration banquet.

Beyond the Smithsonian museums, the science Curriculum has been enriched by numerous other community resources throughout the past five years. The Maryland Science Center has brought their interactive dinosaur program to the kindergarten students. The Baltimore Aquarium has presented their traveling exhibit to the entire student body. The PTO has sponsored many science and math-related programs for all grade levels such as a virtual planetarium, “The Magic of Science: Our Classic Fun-Filled Science Show” and “Does Spaghetti Bounce? Liquids, Solids and Gases.” Middle school classes have traveled to T.C. Williams’ planetarium. Eighth graders also participate in a science and math day at an amusement park as a culminating activity.

The fine arts curriculum has been also been enriched by materials provided from the National Gallery of Art and the Virginia Art Museum. Various assemblies have been provided through our Cultural Arts Program such as the Virginia Opera Company, Chinese Acrobats, African Dancers, and other performance groups. The United States Marine Brass

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Band and the United States Marine String Quartet also hold interactive performances and lectures for students each year.

Many outside businesses and clubs provide resources and services to enhance the curriculum. Students in first through fourth grades participate in Pizza Hut's Book-It program, which rewards reading with a certificate for an individual pizza. Some grades participate in Scholastic's program to donate 100 books to schools in need for the reading of 100 books by Saint Leo students. Wachovia Bank has donated books to the primary grades with the only stipulation being that these books be read aloud. Spanish language books are included in this program. The Fairfax Rotary Club visits third grade to talk about the Rotary Club's mission and presents each student with a dictionary to start off the new school year.

Some students take part in advanced academic programs in the community. The guidance counselor at Saint Leo the Great School utilizes community resources for the benefit of the students by assisting them in finding summer and other enrichment programs to further educational and emotional growth. Many of our students qualify for a program sponsored by John Hopkins University Center for Talented Youth geared to challenge those who demonstrate excellence in academic areas.

Saint Leo students have also competed in various community literary and art contests, including publication in the Anthology for Young Americans, and the Editor's Choice Award for Poetry. In both 2010 and 2011 two seventh grade students were selected to take part in the "Middle School Advanced Science Seminar" at Paul the VI High School where they experienced the advanced placement science program for the day and conducted multiple labs, including forensic science and advanced

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anatomy dissection. Students often submit entries to the City of Fairfax's Fourth of July Theme Contest, and several winners have been Saint Leo students.

7. Show evidence that cross-curricular instruction and learning is occurring.

Teachers at Saint Leo the Great School seek opportunities to provide multi-faceted lessons to students through the various areas of the curriculum. Whether it be teachers in a self-contained room or in departmentalized subject areas, students are experiencing cross-curricular instruction. Grade level elementary teachers and middle school core teachers have common planning times during which they share lesson plans, ideas, and success of particular lessons. The rest of the faculty also meet informally and use email to ask for specific, supplemental resources from each other and to suggest websites and software that may be helpful. Social studies, language arts, and religion are often and easily integrated as students write across the disciplines and read literary selections that connect the areas. Additionally, science and language arts curricula come together when students create reports and prepare for science fair. Spanish also incorporates math, English grammar and geography.

Pre-school classes take a journey to the ocean in their beach themed unit. Students first learn about the seasons and the calendar and describe the months when summer weather makes it warm enough to swim in the ocean. The children practice measuring skills when preparing the recipe for an "ocean in a jar" by filling a glass jar with sand, shells, and other beach materials. The class has an opportunity to play in many beach

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themed activities such as: water table, sand table, puzzles, painting, dress up (they dress in swim suits for school), and art. The teachers read stories focusing on sea life and students learn more about seahorses and whales. Then they make whale booklets describing all the types of whales they studied. Many of the activities draw upon both fine and gross motor skills.

Kindergarten students embrace every learning opportunity possible within their daily lessons. Teachers plan many themed units for students to experience a baseline of information. One unit is all about apples. Students study how apples grow in science, discuss the seasonal growth, and create their own apple books. The class tastes different types of apples, votes on their favorite, and graphs these results. After reading several stories about apples, including Johnny Appleseed, they make hats like Johnny's and cook applesauce in the classroom to eat for snack. They also cut apples to examine the insides and then use ink to make prints. When learning about animals, the teachers share information about an animal for each letter of the alphabet. The students read animal stories and learn about each animal's habitat, food, babies, class, group, and color. At the end of the year, students complete their own animal alphabet book.

In October, the kindergarten students learn about pumpkins. They read stories, learn its life cycle, estimate the circumference and weight of a pumpkin, estimate the number of seeds, and taste foods made from pumpkins. The culminating activity is a trip to Cox Farms, the local pumpkin patch, which includes receiving their own pumpkin.

In January, the first grade studies families. As part of the reading/language arts curriculum, teachers lead a discussion on the dynamics of families,

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then students read a story about a family reunion that takes place on a ranch. In science, the focus is on animals and their habitats, including animals that live on a ranch. The students create family trees and write about one of their own family members, including where they live and what makes them special. Religion is incorporated when comparing students' families to the Holy Family. The unit concludes with the school-wide Grandparents Day celebration during which students read the unit story to their grandparents and, in turn, the grandparents share a prayer with the students.

The second grade social studies curriculum includes the study of communities. Classes discuss the types of communities, what kind of community they live in and which one the school is in. They distinguish the differences between rural and urban communities while also comparing population numbers and percentiles for different types of areas in math class. Students also learn about land use and why people may live in the type of home that they do. The class plans a community and identifies important elements for the community to include. Each student creates one building which will be used in designing this class community. Students write a report after researching facts about why their building is essential. The class prepares a parent "tour" of the community, complete with costumes and props.

Students in third grade study the fifty states in social studies. Many different projects are incorporated into their studies, including several cross-curricular activities. Students memorize the states, state capitals, and abbreviations and read many books that feature the states. Students then invite friends and relatives to send post cards to school from various states. The classes share a large wall map in the hall to mark where each

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postcard came from. Third graders write friendly letters to pen pals from other schools and states. While practicing research skills, students write state reports, biography reports, and or poetry about the states in language arts class. Bar graphs are made in math class reflecting the average temperature and population of each state or region. Teachers share videos about the different regions and students create their own state flags in computer class. In library, students learn to use a United States atlas and practice mapping skills. With the music teacher, the class learns a variety of patriotic songs and, as a culminating activity, the entire third grade sings at the Saint Leo's Grandparents' Day assembly and at the Diocesan Music Festival.

When studying simple machines in science class, third grade students view videos through United Streaming and practice their cursive writing skills by copying machine-related vocabulary words. Students play interactive games on the ActivBoard, created by the teacher. Simple machine flip books are made with student's drawings of the six machines learned, including the form and function of each one.

Virginia history is the focus of the fourth grade Social Studies Curriculum. Students see Virginia's history come to life with a field trip to Jamestown, Virginia. Later, students write friendly letters describing their journey, start to finish. They also write detailed essays as if living back in colonial times. They read the novel, Phoebe the Spy, a story about a girl living in colonial days who must protect George Washington. Students dress in colonial garb and spend a day with guest speakers and performers experiencing some of the traditions from that time period.

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Fourth grade students also study the circulatory system in science class, learning to draw and label the parts of the heart and list the pathways of the blood. Students are visited by a school parent who is a cardiologist for a discussion on the heart and circulatory system. After completing a group project of dissecting an animal heart, students create a photo poster showing what they discovered. The fourth graders then write a creative essay as if they were sailing a boat through the heart's blood flow path, describing all the things they would see. *Slim Goodbody* videos are used to reinforce classroom lessons. The teacher also works with the school nurse to discuss healthy living, examining eating habits, and exercise routines with the class. The children test their heart rates by comparing resting heart rates versus active heart rates while doing physical exercises.

During February, fifth grade students participate in the school-wide "Strive for Five Program." The students learn important health information about the food groups and strive to eat proper portions from those groups for the month, hopefully triggering a life change. In language arts class they learn the format of riddles and create their own riddle about the food groups. The teacher shares information about where different fruits and vegetables are grown around the world. In science, they examine the different needs of specific plants and they discover the importance of ecosystems and their relationships to plant growth and survival. In art class, students choose one food that they learned about to draw, and creatively add human features to it.

Students in fifth grade also study snowflakes. They discuss how each snowflake crystal is unique. They tie the study of snowflakes into religion by noting that, like a snowflake, each person is created as a unique gift

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from God. Students write expository essays which are typed on netbooks in the classroom. Then they cut complex paper snowflakes to be displayed with their essays in the hall.

Although our middle school classes are departmentalized, teachers often seek alternative approaches to their lessons. Students in pre-Algebra class learn about dilations and recreate a comic using this new skill. Students in math also focus on reading comprehension and reading for important information, providing practice through word problems. In language arts class, novels lend themselves to tying into social studies. In sixth grade, students read Catherine, Called Birdy and The Midwife's Apprentice to learn about life during medieval times. The students then dress up in medieval attire and take a field trip to Medieval Times™ to witness a live jousting performance, see examples of clothing from that time period, and enjoy a royal feast with the king. The sixth grade also spends part of their day designing and building examples of medieval architecture from recycled materials.

When seventh grade students read Toothpaste Millionaire they learn economics and study how industries and corporations operate. They also create their own toothpaste as a group project at school and have to market their new product to their classmates. Students in seventh grade who read "Treasure Island" have the opportunity to create, direct, and perform their own puppet show for the younger students. The class is divided into groups and each group makes the set, puppets, and script for the play. Students research time-period appropriate designs for the set and puppets. Seventh graders then put on a show for the younger classes and quiz them on the story afterwards.

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In eighth grade, every student plays a part in the Shakespeare unit. During language arts class in third quarter, students read aloud and discuss the Shakespeare play chosen to present at the Diocesan Shakespeare Festival. During their daily encore class in the fourth quarter, students study many aspects of Shakespeare's life and Elizabethan times. For the first half of the quarter, students who have been cast in the play spend encore time rehearsing their parts while students who play instruments prepare a musical accompaniment to the Shakespeare play, under direction of the music teacher. Some students are selected by the art teacher to prepare simple props or signs for the set. Other students work with the computer/technology teacher to create programs. The librarian provides opportunities for students to learn a variety of aspects of Elizabethan life, from food and medicine to clothing and tools of war. Students also practice writing in Elizabethan script with ink and a quill pen and learn Elizabethan games. The topic of who really wrote Shakespeare is explored and students present their findings in a "To Tell the Truth" style presentation. The culminating activity is held the week of the Diocesan Shakespeare Festival, when students display results of their work to the entire school – through the play itself, musical accompaniment, and displays showing a their findings about Shakespeare's time.

8. Show evidence that extracurricular activities are made available and meet the needs and interests of the students.

There are a number of activities both during and after the school day that are made available for a variety of interests and age groups at Saint Leo the Great School. Students receive information about these organizations at the fall Welcome Back Day, from fliers and information sent home, on the school website, the calendar, and the parish bulletin. Some of the

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activities expand upon areas of study in the diocesan curriculum while others help broaden the experiences of students.

Altar Servers

Initial training is offered by one of the parish priests to interested girls and boys in fifth through eighth grades. On a rotating basis, these students act as altar servers for 9:00 A.M. daily Mass, weekend masses, holy days, funerals, weddings, and Holy Hour.

Choir

Children in first through eighth grade have the opportunity to participate in the Saint Leo the Great Parish Children's Choir. The children prepare for Sunday Mass by practicing one day a week after school with the parish music director. The choir has also been invited on several occasions to perform at a special mass at the National Cathedral in Washington, D.C. during Advent.

National Junior Honor Society (NJHS)

Seventh and eighth grade students who are scholastically eligible are given an application which requires an activity form and essay to be completed. Eligibility is also based on character, leadership, service, and citizenship displayed during the middle school years. Membership is selected by majority vote of the NJHS faculty council with input from all teachers.

Student Council

Student Council officers (sixth through eighth graders) and classroom or advisory representatives (fourth through eighth graders) are elected each year by the student body. This activity provides the students with the

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opportunity to develop leadership skills, promote a sense of responsibility, provide service to the school, church, and community, and use their creativity in promoting school spirit.

Television Production Team

For the past five years, interested students have signed up for the studio WLEO production class as an elective during the fourth quarter of seventh grade. This year, scheduling changes have precluded offering this class, so on-the-job training during morning netcasts will be provided for interested seventh graders instead. As eighth graders, students who have been selected from that group perform a variety of studio jobs, both on-air and behind the scenes, to assist in production of the morning news.

Instrumental Music Program

Saint Leo the Great School participates in the Diocesan Band Program. Interested students in fourth through eighth grade are provided with information at the beginning of the school year. Band lessons are contracted by the parents through the Garwood Whaley Music Program. Lessons are given on a rotating basis during school hours. An additional practice for advanced band is held weekly after school for one hour. The Saint Leo the Great School Band is an award-winning elementary/middle school band that participates in the Diocesan Band Festival as well as the "Music in the Parks" competition. Outstanding student musicians are often invited to perform with the prestigious Diocesan Honor Band.

Battle of the Books

Fifth and sixth grade students may participate in "Battle of the Books," a reading enrichment program for diocesan elementary schools. Prior to summer vacation, fourth and fifth grade students are given the list of

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fifteen books for the upcoming year. Students read the books on their own and meet throughout the year during lunch recess to participate in a parent-led discussion of each book. After all fifteen books have been reviewed, the librarian utilizes several different techniques to select a five-member team and three alternates who represent Saint Leo's at the diocesan competition.

Safety Patrol

Sixth, seventh, and eighth graders may volunteer to serve as safety patrols. They work to help ensure student safety during arrival and dismissal.

School Store

Seventh and eighth grade students have the opportunity to volunteer at the school store. Students are assigned to work several times a week during morning arrival. The "Roar Store" sells school supplies to the students.

Seventh and Eighth Grade Dances

Students in seventh and eighth grades have the opportunity to attend several dances during the school year. The dances take place during the evening hours and are chaperoned by teachers, staff, and parent volunteers. The principal or assistant principal are also in attendance. Profits raised through ticket sales are used to help offset the cost of eighth grade graduation activities.

Girls on the Run

Girls on the Run is an international program aimed at educating and preparing girls for a lifetime of self respect and healthy living. It is available

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to girls in third through fifth grade. The curriculum is delivered in ten week sessions by volunteer coaches and the school's guidance counselor. They have been trained by Girls on the Run of Northern Virginia. Members meet twice a week and participate in a concluding 5K running event.

Mad Science

Students in first through fifth grade can participate in after school hands-on science lessons. The classes are run by Mad Science of Washington, D.C.

Drama Club

The purpose of this program is to expose children to theater arts, team building/cooperation, public speaking, and build confidence through imaginative play. Students in second through fourth grade meet after school to participate in the program. They perform for friends and families as a culminating activity.

Math Mania

Math Mania is an after school program that gives students an opportunity to improve critical thinking skills and solve word problems. The program is open to students in fourth through seventh grade.

High School Test Preparation

The High School Placement Test preparation course gives eighth graders an opportunity to become more familiar with this test and practice important test taking skills. The after school program is available in the early fall, prior to the test in December.

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Scouting

Students have the opportunity to participate in both Girl Scout and Boy Scout programs. The Girl Scout program includes: Daisies, Brownies, Juniors, and Cadettes. Boys may participate in Cub Scouts, Boy Scouts, and Eagle Scouts. Parent volunteers are the leaders of the troops. The completion of requirement for each group's religious medals is highly encouraged at all levels in the scouting programs.

Sports

Saint Leo students have the opportunity to participate in the Northern Virginia Junior Catholic Youth Organization (CYO) sports program. Basketball, cheerleading, tennis, cross country, and track and field are offered. Interested school and parish children have the opportunity to sign up for the teams at the beginning of each season.

Chess Club

Players are separated into leveled groups and meet twice monthly to play chess. Students improve their chess skills through playing, learning, and competing. Opportunities also exist for participation in occasional tournaments. The parents of club participants provide supervision.

9. Show evidence that entry screening for kindergarten and new students is provided to facilitate instructional planning.

Preschool students who are recommended for kindergarten are assessed using an adapted version of the Early Prevention of School Failure (EPSF) program, which involves a sequence of age-appropriate activities. These activities evaluate visual motor integration, following directions, memory

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retrieval, academic skills, developmental readiness, and fine and gross motor skills. A written evaluation form is completed by the child's preschool teacher, which details the progress of the student and notes the areas of strengths and weaknesses. Using both testing results and written referrals, strategies are then developed to meet the needs of the class.

New students applying for first through eighth grade are required to submit all academic records as part of the application process, including a current IEP or SAP, if applicable. The admissions director reviews all records and suggests testing for any students with areas of concern. The resource teacher and often classroom teachers, complete an assessment of the new student. Proper grade and class placement is recommended for the student's highest level of success at Saint Leo the Great School.

10. Show evidence that alternative assessments and testing formats have been designed and are utilized.

The faculty of Saint Leo the Great School values the unique abilities of each student and realizes that not all students will perform well on standardized tests. Therefore, the teachers create alternative assessments in order to provide a thorough analysis of each student's performance. Additionally, alternative assessments enable students to become independent, strategic learners. Some examples include: graphs, charts, map analysis, posters, dioramas, collages, dramatizations, graphic organizers, sentence dictation, educational games, math fact drills, oral presentations, teacher observation, writing a business or friendly letter, writing a story, creating a PowerPoint presentation or performing a

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science lab. Teachers create rubrics to guide students on skills that need to be demonstrated during a given assessment.

Another example of alternative assessment is modifying the format of traditional tests. This may include allowing students to answer questions orally, taking tests in a small group environment, taking tests on a computer, or rephrasing questions on the test.

11. Show evidence that technology is used in delivering instruction.

Saint Leo the Great School is committed to integrating technology into all levels and areas of instruction. The school strives to implement technological advancements for the benefit of students and teachers in the rapidly changing technological world.

During the 2006-2007 school year, Saint Leo's began acquiring ActivBoards (interactive white boards) for its classrooms. By the beginning of the 2010-2011 school year, ActivBoards have been installed and are being used in each classroom and in the encore rooms (library, music room, art studio, and computer lab). ActiVotes are one of the tools used in conjunction with the ActivBoards providing interactive, real-time feedback to students and teachers. ActivBoards are in use in the school beginning with morning announcements and continuing throughout the day in many ways and across the curriculum.

Each classroom is equipped with at least two computers: one for the teacher's use and one to control the ActivBoard. Teachers use their computers to access the Internet, save, and retrieve files on the school's local network, input grades in the Grade Quick software, submit

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attendance, and edit teacher web pages. Email enhances communication with parents, faculty, the Office of Catholic Schools, and other teaching professionals. Teachers also use document cameras, which display real-life images on the ActivBoard, for such uses as guided practice, modeling, and read-alouds with students.

Many classrooms have desktop computers for student use. A mobile computer cart equipped with thirty wireless-capable netbook computers is also available. These computers allow for research and writing projects to be completed in the classroom with teacher observation and instruction. Students may access the Internet for guided Internet research, access to textbook-related websites, and teacher-approved websites. The school maintains multiple subscriptions to educational websites including: United Streaming Video, Enchanted Learning, Brain Pop, Scholastic Reading Counts! Program, A-Z Reading, Raz Kidz, and Britannica Online.

The computer lab contains state-of-the-art computers: twenty-two student computers, one ActivBoard computer, one technology teacher computer, and one technology coordinator computer. Kindergarten students receive technology instruction bi-monthly. Instructional topics include learning about parts of a computer, using the mouse, and learning the keyboard. Students play educational games which support classroom learning, such as fine motor skills, recognizing colors, numbers, and letters, counting, and beginning reading and math. Elementary school students receive technology instruction one or two times a week, depending on the four-day rotational schedule. Technology instruction includes Internet topics including Internet safety, computer components, computer history, file and folder management, keyboarding, word processing, presentation software, spreadsheets, and basic graphics.

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Beginning this year, middle school students receive technology instruction every day for an entire quarter. In addition to advanced-level topics covered in elementary school, middle school students learn about html, website creation and development, graphic types and manipulation, and basic programming. As a capstone, eighth grade students create their own multimedia yearbook supplement page.

A second set of thirty netbook computers is housed in the library for student use. The librarian guides students' practice with the online library catalog, the Britannica Online School Edition subscription, and the Fairfax County Public Library databases. These resources can also be accessed by students at home. Students are taught proper Internet-based research methods and appropriate website use, many in support of classroom projects.

The Saint Leo the Great School counselor uses technology in a variety of ways including online surveys, ActivBoard lessons, and Storyline On-Line. Working with the Studio WLEO team, the counselor selects students to read their own definitions of the CARE Virtue of the Month for broadcast on the morning news.

The music teacher instructs students to use a web-based music manipulation program (Audacity). With this program, students are able to compose short musical compositions.

Expanding the world of art to our students beyond paper and pencil, the art teacher utilizes various Internet and technological resources to enhance the Art Curriculum. Students may view art work in museums and countries around the world relating to their curriculum objectives. The art

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teacher also uses the graphic capabilities of the ActivBoard software to create examples for the students.

Saint Leo the Great School has also recently purchased and installed a video conferencing system which will allow teachers to communicate with resources throughout our country and the world. Teacher training to utilize this new system will begin in August 2011.

12. Show evidence that the following areas support the curriculum:

Media Center/Library

Fine Arts

Physical Education

Computer Instruction

At Saint Leo the Great School, instruction in library, art, music, physical education, and computer are referred to as encore classes. Time is allocated in the school's schedule to meet the instructional hours set forth by the Diocese for these subjects. Elementary school students participate in each of the encore subjects one to two times per week, depending on the rotation of the school's schedule. Middle school students, on the other hand, attend one encore subject per quarter for the entire quarter as an elective in the areas of art, library, music, and computer class. Students participate in physical education classes one to three times a week, based on the rotating schedule and diocesan requirements. The instruction provided in all of these encore classes are based on diocesan curriculum guidelines. In addition to following their own subject areas' curriculum guidelines, the encore class activities and lessons often support the curriculum of the core classes.

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Media Center/Library

Library classes in the lower grades consist of a lesson as well as book selection and check-out. Lessons are based on the diocesan Library Curriculum but can be tied into class reports and projects or focused on holiday themes. Middle school classes are theme-based electives. In these classes the curriculum is taught through topics of interest to the students, such as mythology, survival, and sports in the news. In addition to elementary and middle school students, pre-school students visit the library weekly for story time. Every aspect of library instruction enhances the language arts skills of students at all grade levels.

The library skills gained by students support other curriculum areas. Performing research with both printed and electronic materials supports topics in language arts, social studies, science, and religion. Classroom teachers may coordinate with the librarian to provide students with a particular selection of materials.

Fine Arts:

Art

The art teacher follows the Comprehensive Arts Education (CAE) model in teaching the Art Curriculum for kindergarten through eighth grade. CAE consists of four components: exploring the nature and meaning of the arts (aesthetics), responding to the arts (criticism), discovering contexts of art works (history), and creating works of art (production and performance). In support of elementary school curricula, the art teacher develops lessons that complement literature and social studies units, as well as science and religion themes. Some of the project themes developed by the art teacher

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include: Portraits of Jesus (first grade religion), Canada and Mexico (second grade social studies), weather and oceans (fourth grade science), Virginia history (fourth grade social studies), and world geography (fifth grade).

Music

The majority of time in music class is devoted to completing the diocesan Music Curriculum. Throughout the year the music teacher also works with students at all grade levels to prepare liturgical music and songs for student-led Masses. Working with classroom teachers, the music teacher embellishes social studies units, such as American history, cultures of other lands, and holidays with music. Often the classes perform for their families as a culminating activity. Kindergarten students learn songs for their annual Thanksgiving Feast and graduation program. The third grade students learn songs related to the United States of America and perform these songs during the Grandparents' Day Patriotic Assembly.

Computer

In computer class, students learn recognition, proper use of computer parts and equipment, knowledge of computer systems and networks, Internet safety and anti-cyberbullying skills, Internet research, word processing software, spreadsheet software, presentation software, computer graphics and graphic software, web site development, multimedia, and basic programming.

Younger students focus on computer skills and learning to use the mouse, the keyboard, the Internet, and software. They may also complete projects and activities to help with basic reading and math. Intermediate students

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practice online research skills to create reports, slide show presentations and creative posters about areas of study from the core class curricula. These students are introduced to spreadsheet software as well. Projects and activities which require entering, organizing, sorting, graphing, and interpreting data help students with their Mathematics Curriculum, and preparation for skills assessed in the standardized tests.

Students in middle school expand their spreadsheet software skills and learn how to use formulas and functions in their spreadsheets. The students apply this knowledge to help them with their science fair projects. Students also study graphic design and then produce brochures, collages, and graduation supplement pages with these newly acquired skills. Finally, eighth grade students research facts and information about their Confirmation saint. They create a slideshow and present it to the class.

Physical Education (PE)

The physical education teacher works with children of all grade levels to understand the importance of healthy living to their complete well-being as a creation of God. Throughout each grade level, the fundamentals of sports such as volleyball, basketball, soccer, and hockey are taught. Additionally, the ability to develop a good sense of personal discipline, sportsmanship, and team building skills are emphasized. These skills assist them in all classes as they are asked to participate in group projects and other daily classroom activities.

Finally, through lessons given by the school nurse, science teacher, guidance counselor, and PE teacher, the middle school students are

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instructed in the healthy living strategies found in the diocesan Health Curriculum.

13. Complete Testing Charts I-XIII. (*Terra Nova*, CRST 3, and ACRE)

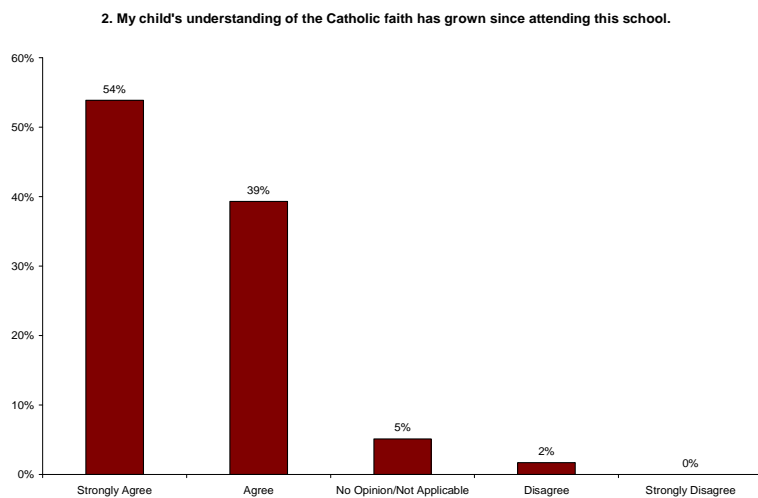
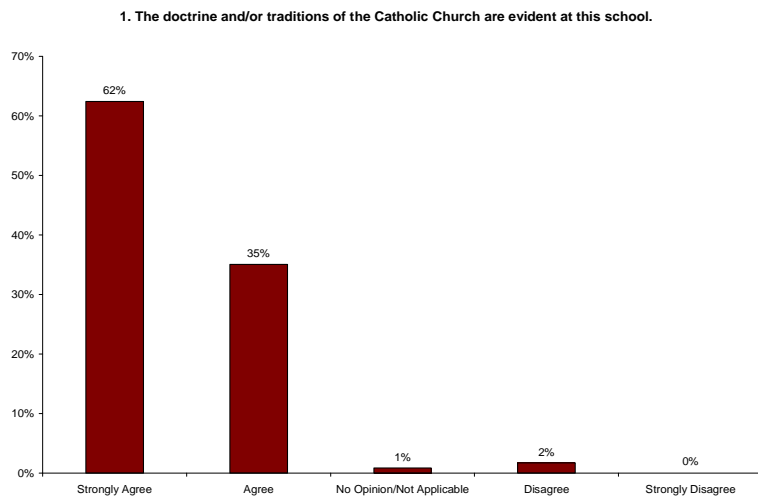
See Appendix.

14. Distribute Parent Survey and then compile the results of the survey outlining the plan for future action(s).

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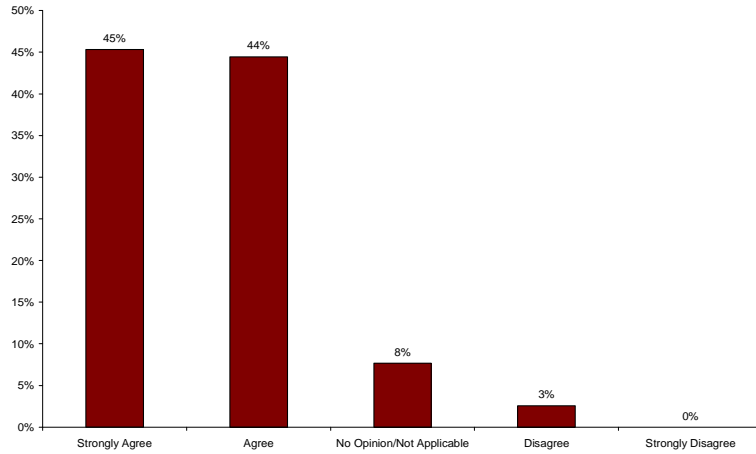
Religion Program

Parents are very satisfied with the religion program. The majority of parents felt that their child's understanding of the Catholic faith and their love for God and others is growing. In an effort to maintain our high religious program standards, Saint Leo the Great School will review and update the religion materials to find the most effective resources for teachers to utilize with their classes.

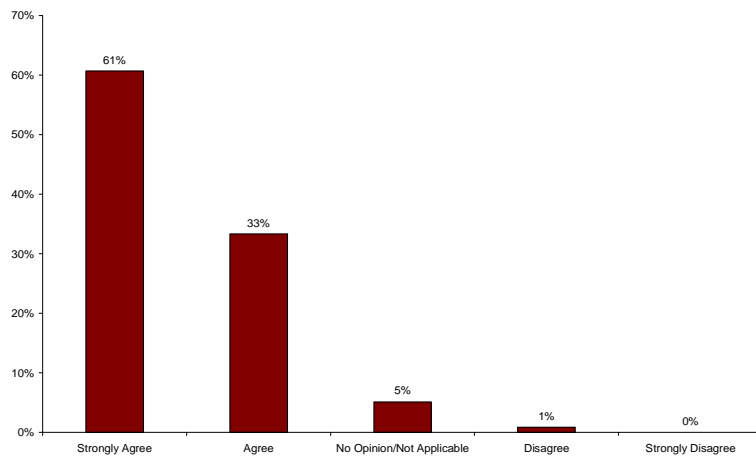


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3. My child's love for God and others is growing.

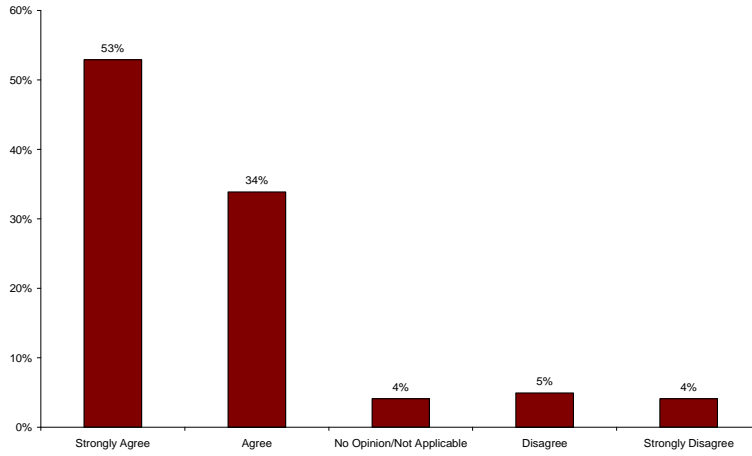


4. The school's religion program reinforces our family values.



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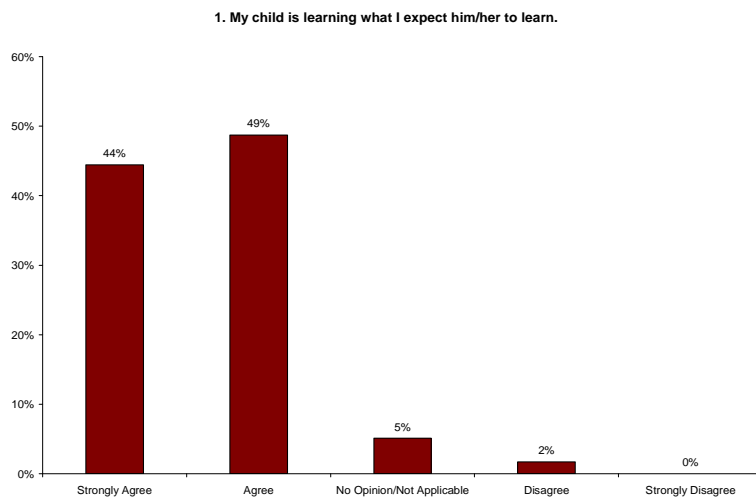
5. I am satisfied with the school's overall religious program.



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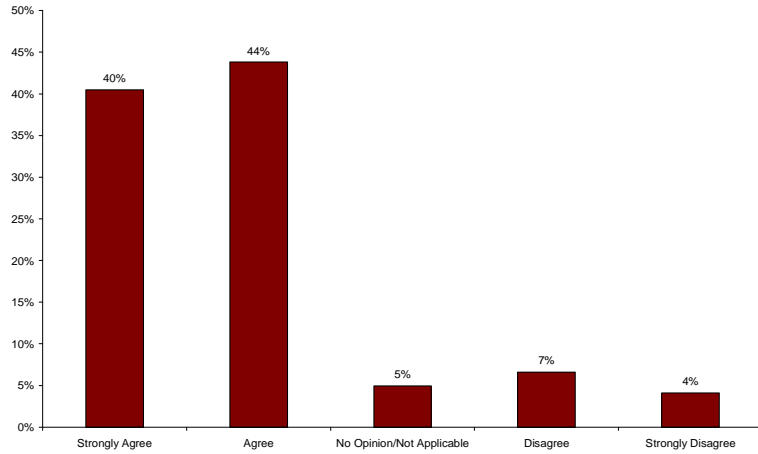
Educational Services

The majority of parents are very satisfied with the educational services provided. Parents feel that educational materials are accessible, current, and in good condition. The majority of parents feel that computers and technology enhance their child's learning experience. To maintain our accelerated pace of implementing new technology and software, Saint Leo the Great School will continue to offer teacher training in technology and will increase student use of personal computers within the classrooms.

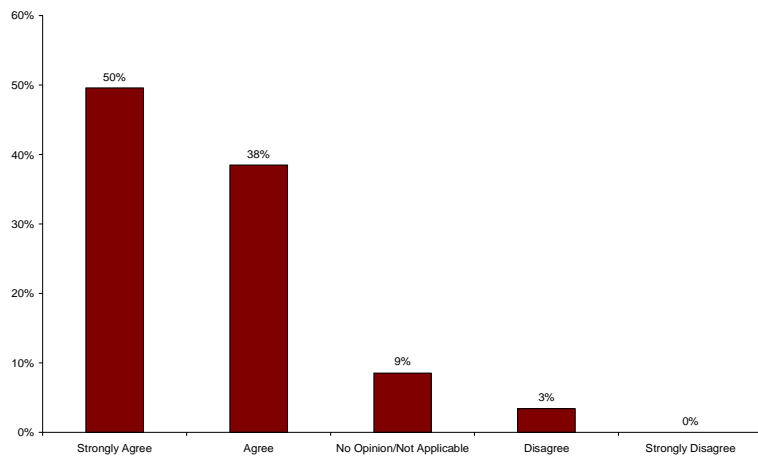


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2. My child is learning at the pace I expect him/her to learn.

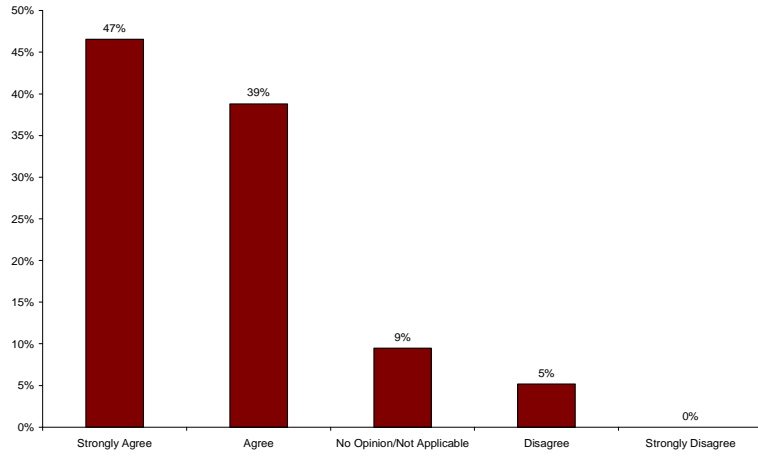


3. Textbooks and materials are accessible, current, and in good condition.

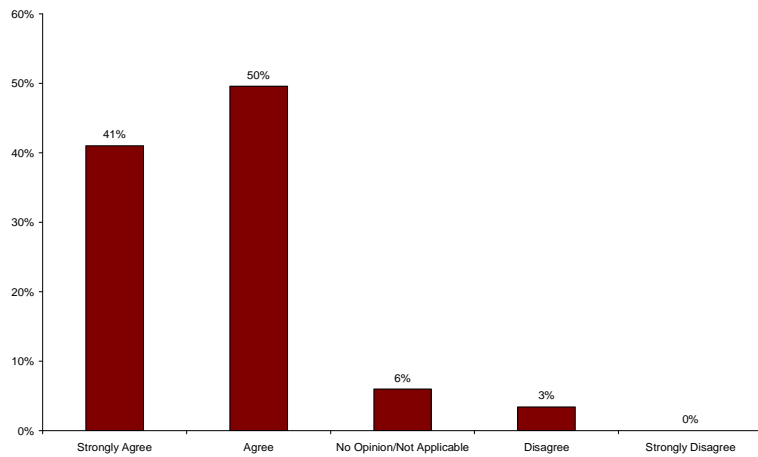


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4. The use of computers and technology enhance my child's learning experience.



5. I am satisfied with the school's educational programs.

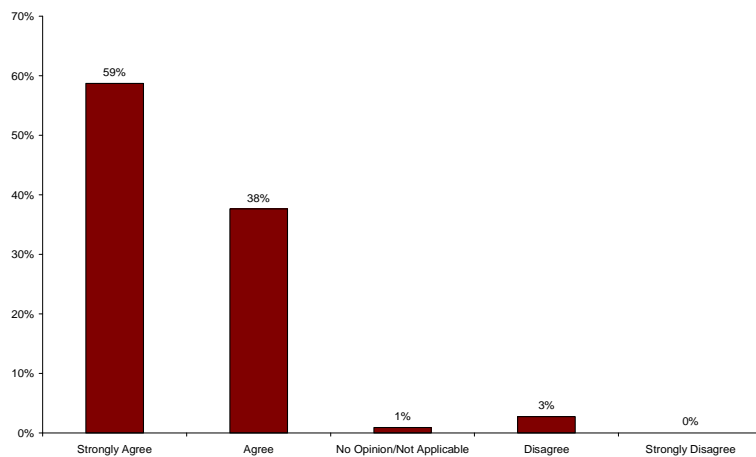


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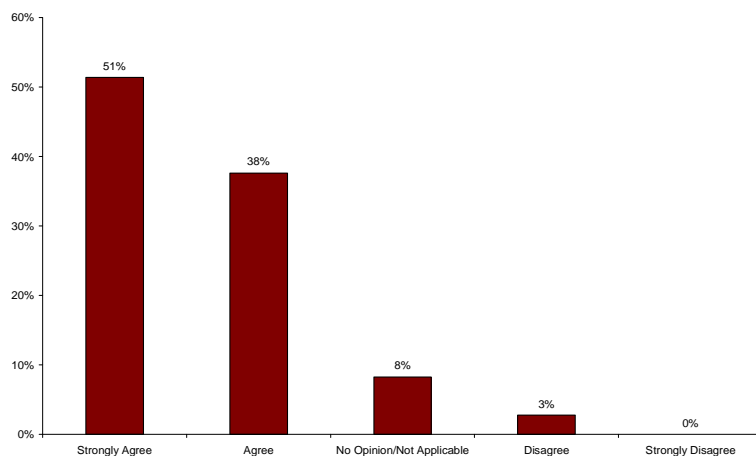
Teachers

Parents feel that the teachers at Saint Leo the Great School care for their child, are responsive to parental concerns and provide many learning opportunities. Parents are satisfied with the quality of the faculty and feel that the methods of instruction are effective. Parents have commented on the amount and quality of homework. Saint Leo the Great School will re-evaluate the school's homework policy in an attempt to better meet the needs of students.

1. My child's teacher(s) are interested and care for my child.

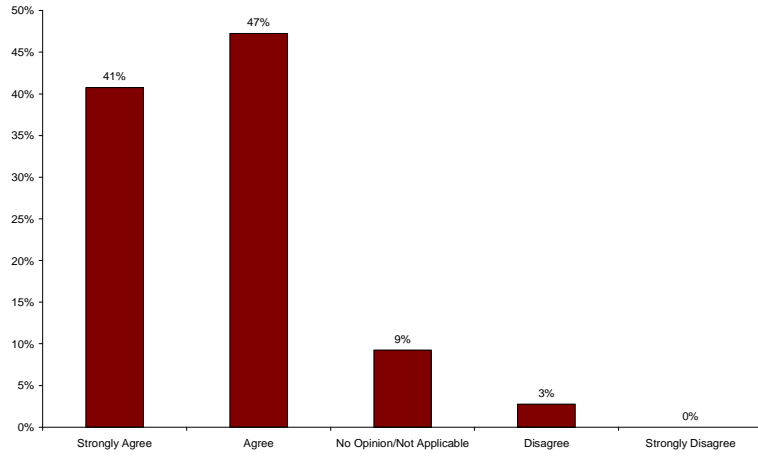


2. My child's teacher(s) are responsive to my concerns.

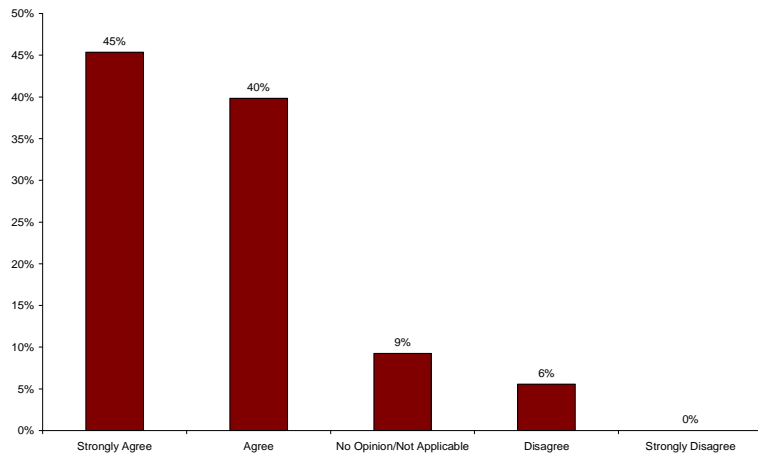


Curriculum / Instruction / Assessment

3. The teacher(s)' methods of instruction are effective for my child.

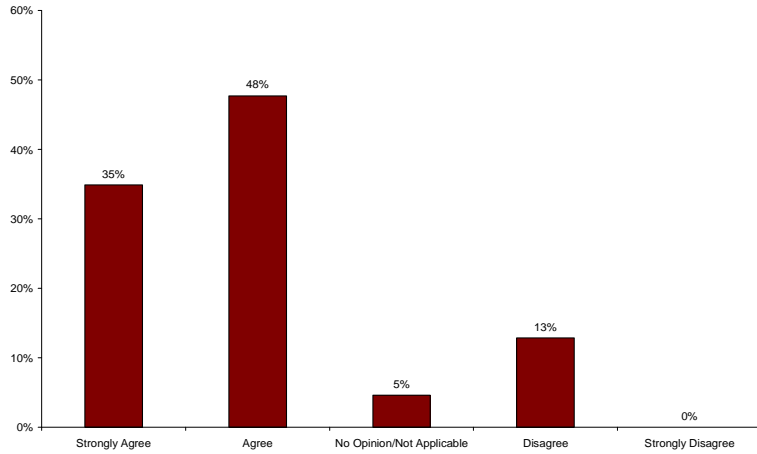


4. The teacher(s) work with me to provide the best learning opportunities for my child.

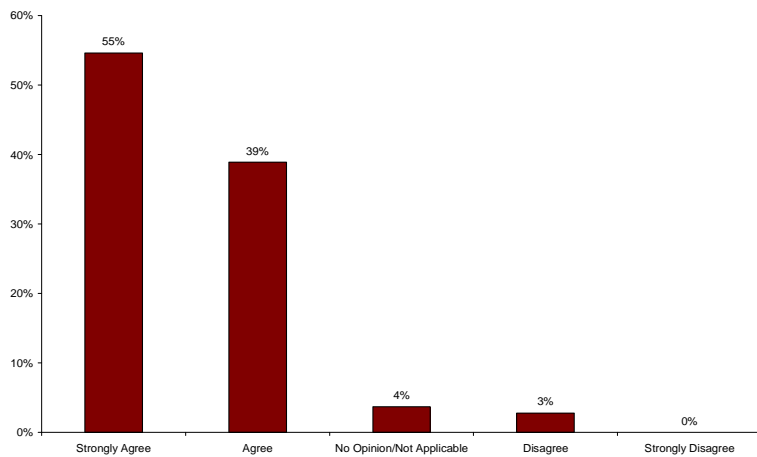


Curriculum / Instruction / Assessment

5. I am satisfied with the quality of homework given to my child.



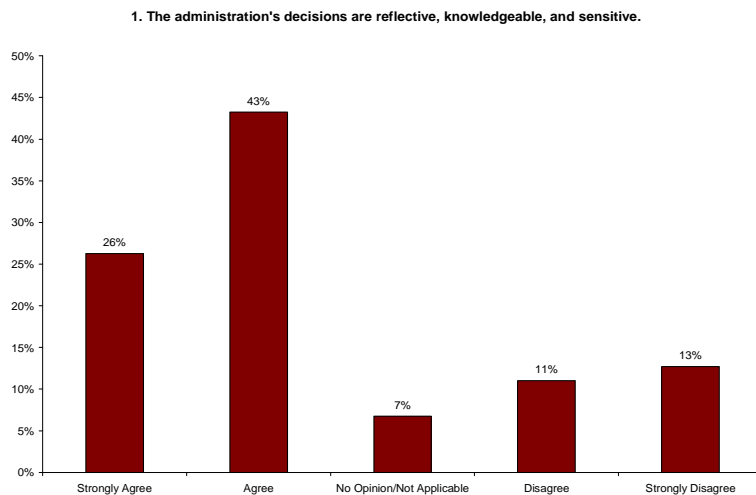
6. I am satisfied with my child's teacher(s).



Curriculum / Instruction / Assessment

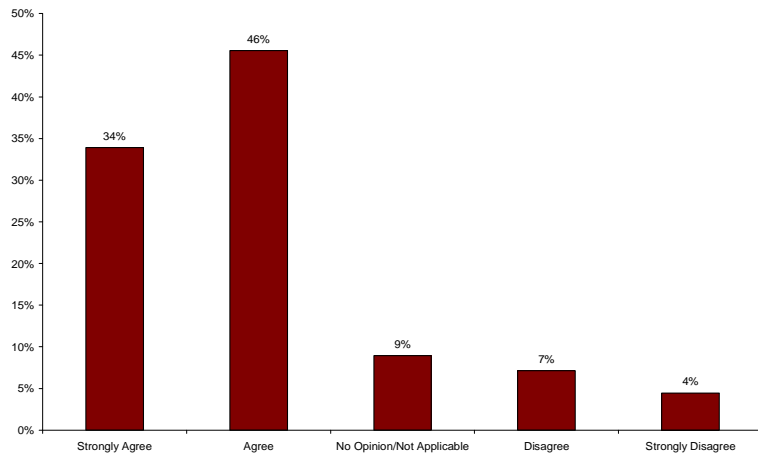
Administration

Based on the results of the parent survey, parents feel that concerns are addressed by the administration and information about their child is accessible, relevant, and current. Although the majority of the data reflects parental satisfaction, Saint Leo the Great administration is committed to continuing to address all discipline matters consistently and in a timely fashion. The administration also plans to increase the amount of school community activities to enhance personal relationships within the school. Parents expressed concern regarding non-instructional days; therefore, plans are being investigated to restructure the number and times of early dismissals needed for teacher workdays and faculty professional development in upcoming years.

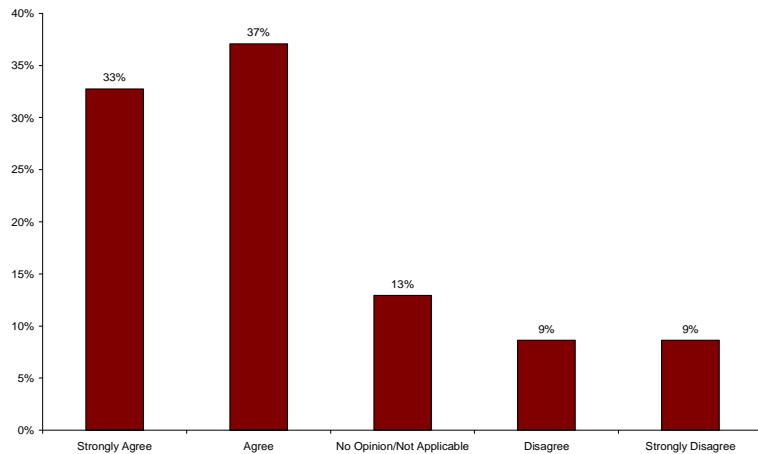


Curriculum / Instruction / Assessment

2. My concerns are addressed in a polite, respectful, and timely manner.

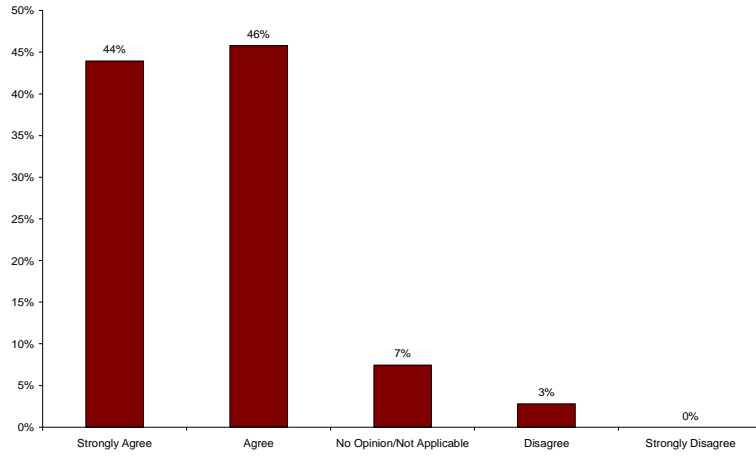


3. The morale at the school is high.

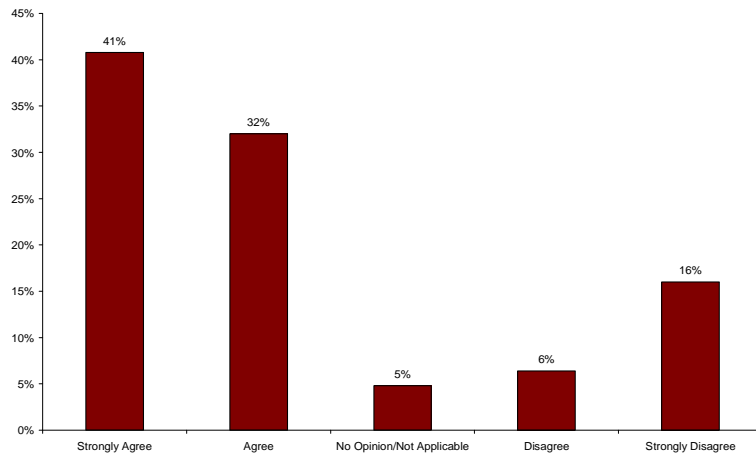


Curriculum / Instruction / Assessment

4. Information about my child's academic progress is relevant and current.

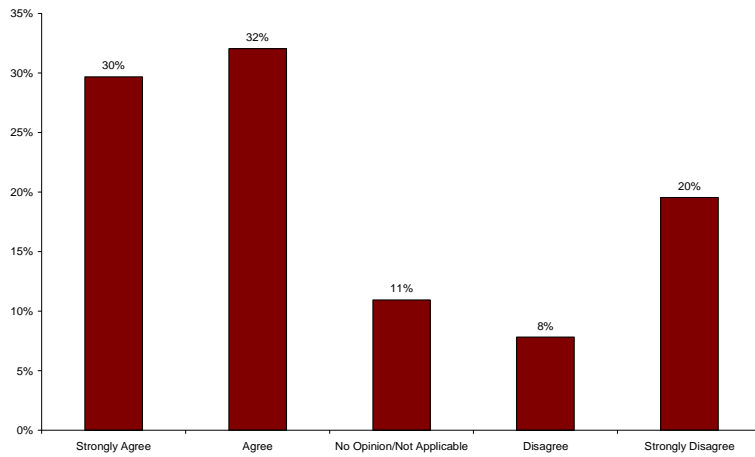


5. Expectations for student behavior are clear and consistent.

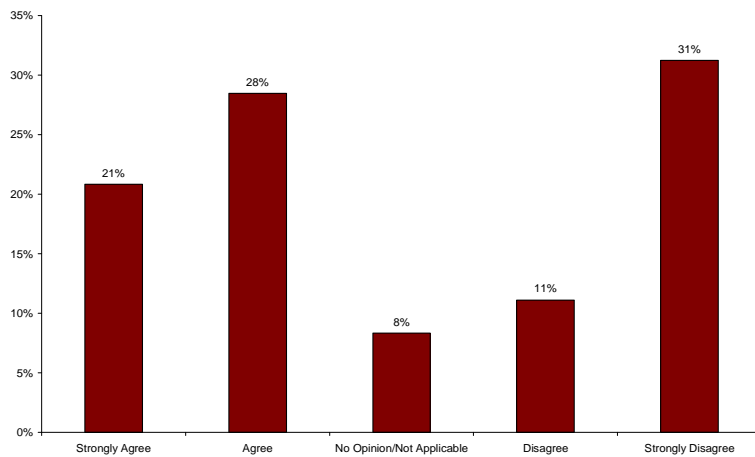


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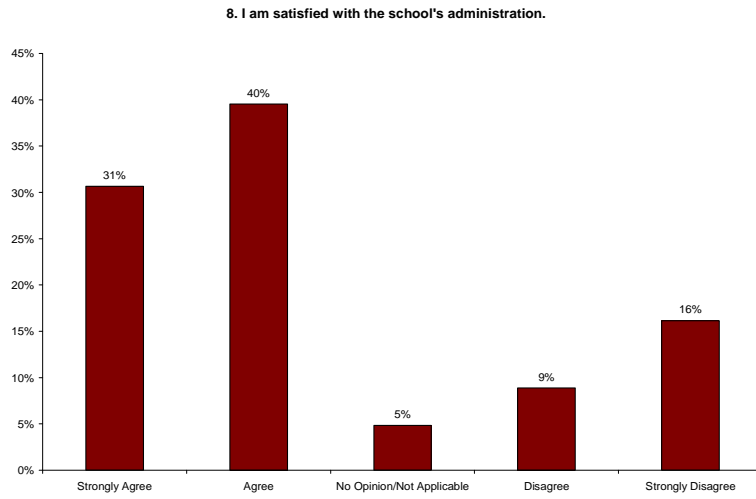
6. Discipline concerns are addressed effectively.



7. Non-instructional days (retreats, in-service, etc.) are not excessive.



Curriculum / Instruction / Assessment

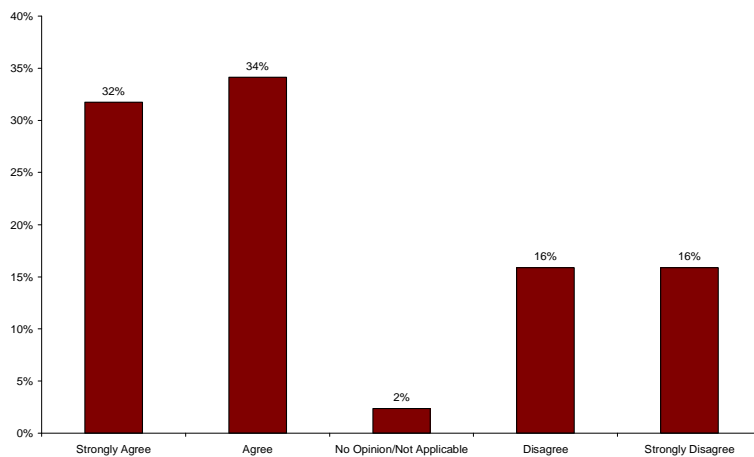


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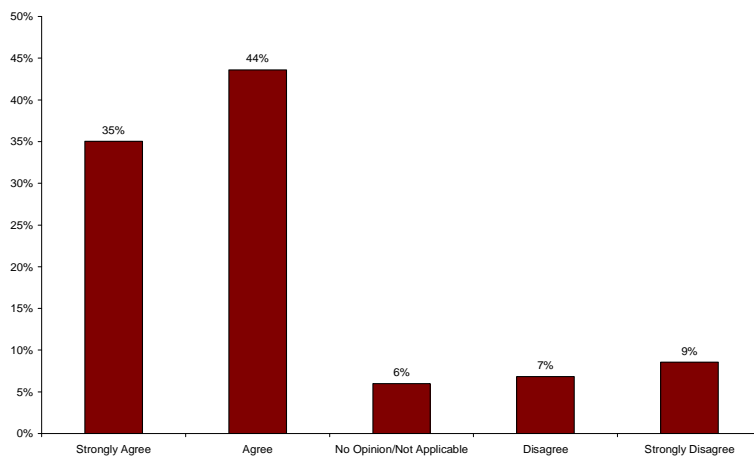
Communication

Parents feel that their questions and concerns are addressed and notification of school events is timely, clear, and sent home in an effective way. The survey reflects that phone calls and emails are answered in a polite and respectful manner and that communication between the school and home is strong. Saint Leo the Great School will continue to improve interactions when working with school parents and visitors.

1. I am greeted with courtesy and respect when I visit or contact the school.

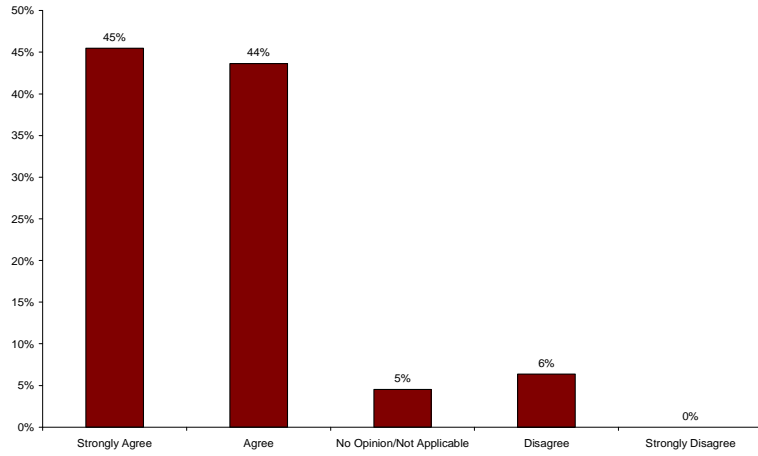


2. I am able to get answers to my questions and/or concerns.

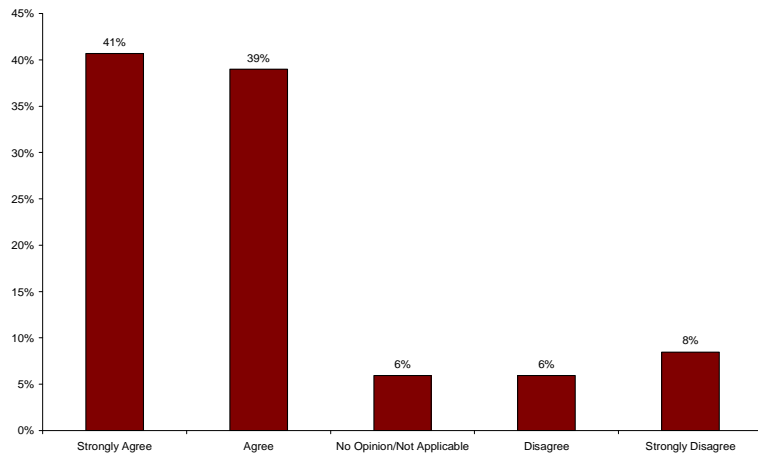


Curriculum / Instruction / Assessment

3. Notification of school events is timely, clear, and sent hom in an effective way.

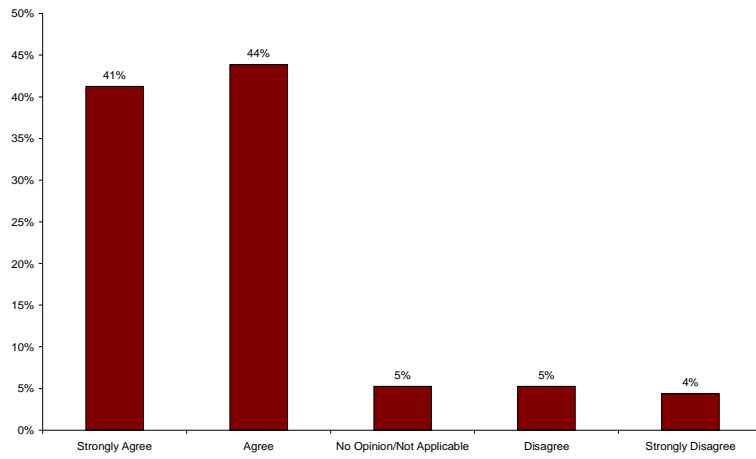


4. Phone calls and emails are answered in a polite and respectful manner.



Curriculum / Instruction / Assessment

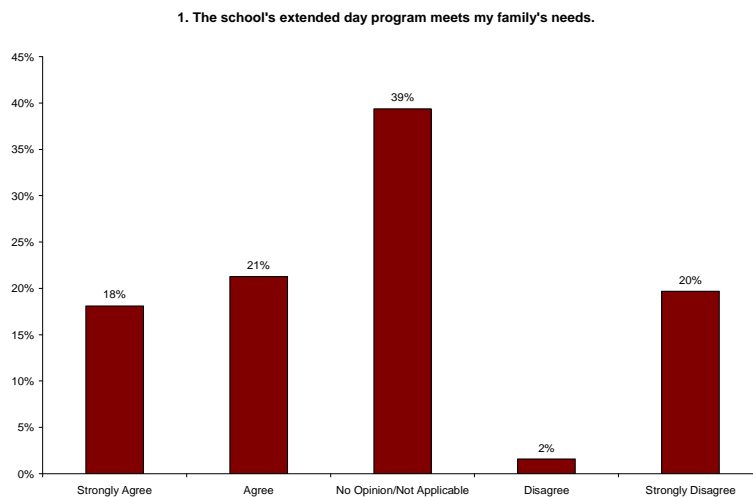
5. I am satisfied with the communication between the school and home.



Curriculum / Instruction / Assessment

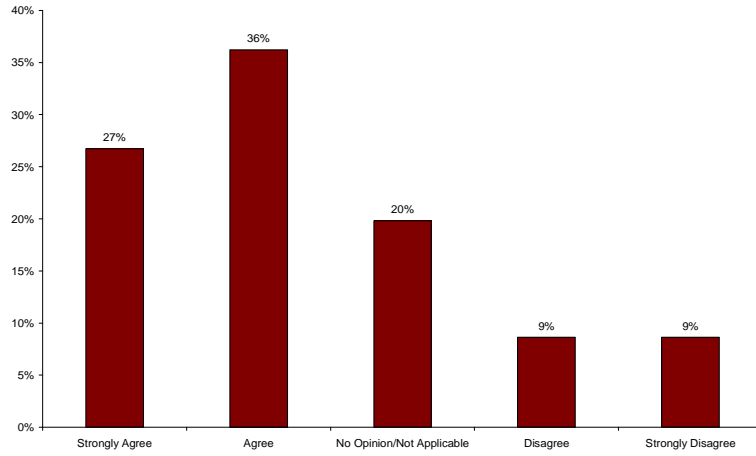
Auxiliary Programs

Parents are satisfied with the opportunities for children to participate in sports and extra-curricular activities. The majority of parents who replied reported that they did not use the extended day services. However, based on the feedback of those who do use this service, Saint Leo the Great School will re-examine the current activities and structure of the extended day program to ensure that students' time is being used in the most efficient ways possible.

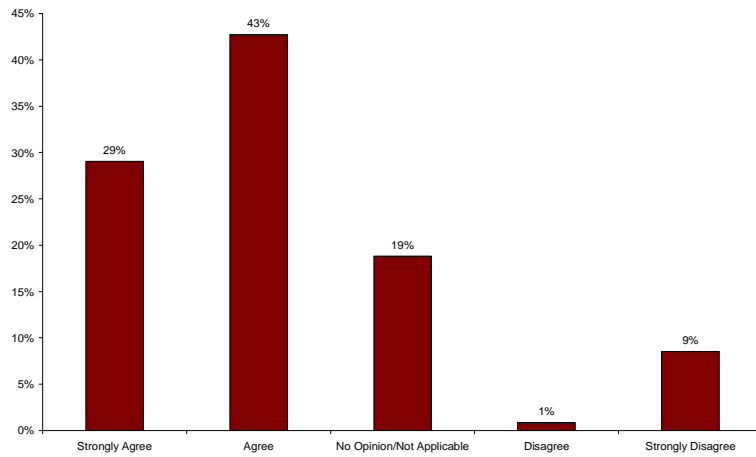


Curriculum / Instruction / Assessment

2. I am satisfied with the opportunities for my child to participate in sports.



3. I am satisfied with the other extra-curricular programs (clubs, music, choir, etc.).

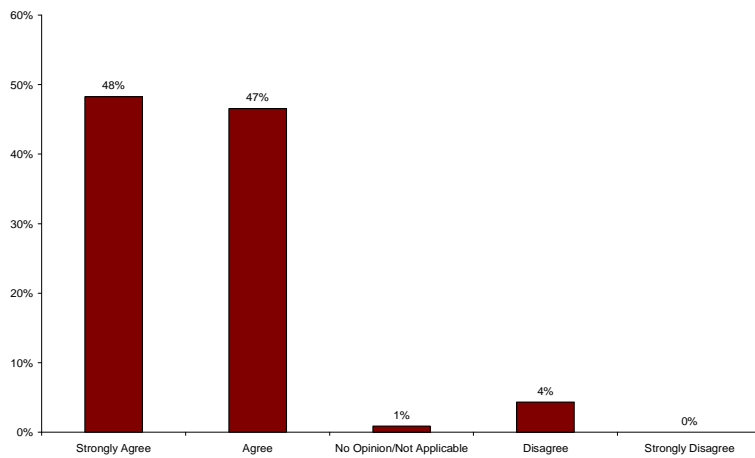


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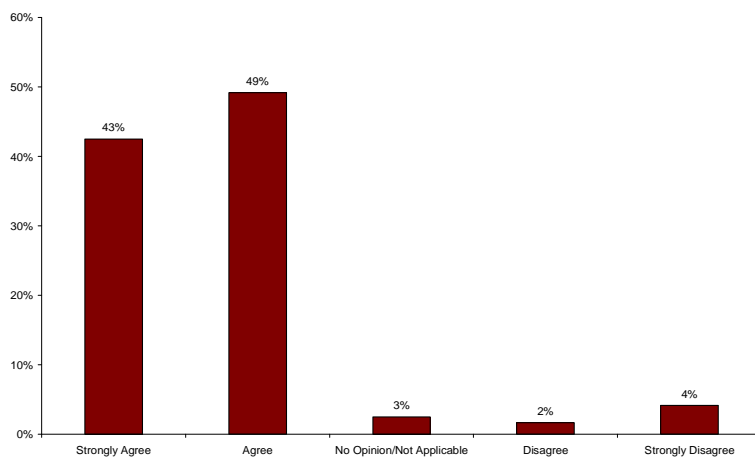
Security and Safety

Parents feel that the school campus is secure and that their child is safe at school. It is a goal to continue to improve our current anti-bullying program and consider investing in a more structured school-wide program.

1. The school campus provides a safe physical environment for my child.

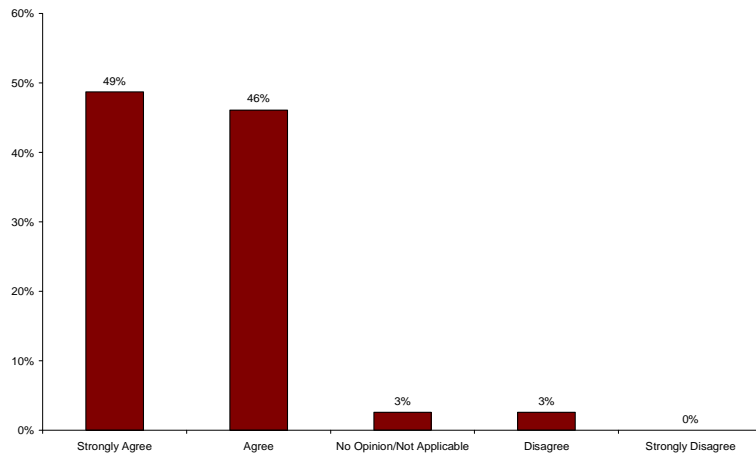


3. Drop-off and pick-up procedures protect my child's safety.



Curriculum / Instruction / Assessment

4. I am satisfied with the security and safety of my child.

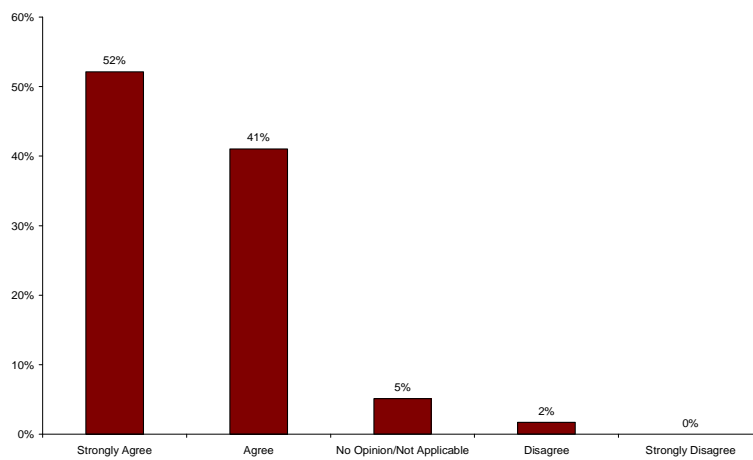


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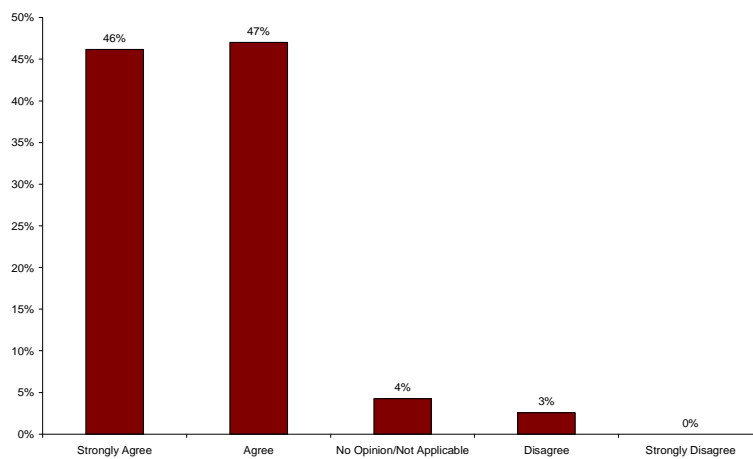
Transportation and Facilities

Parents feel that the school's facilities are well maintained and upgraded as needed. Saint Leo the Great School will consider numbering the main exterior doors to make points of entry clear.

1. The school is conveniently located for me.

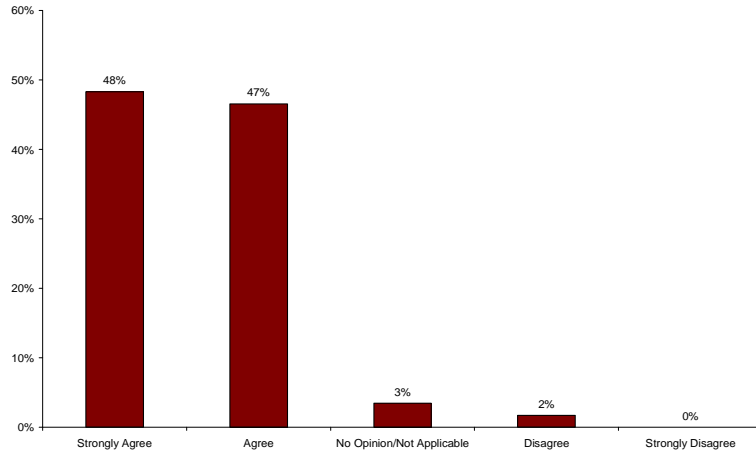


2. My current transportation arrangements are manageable.

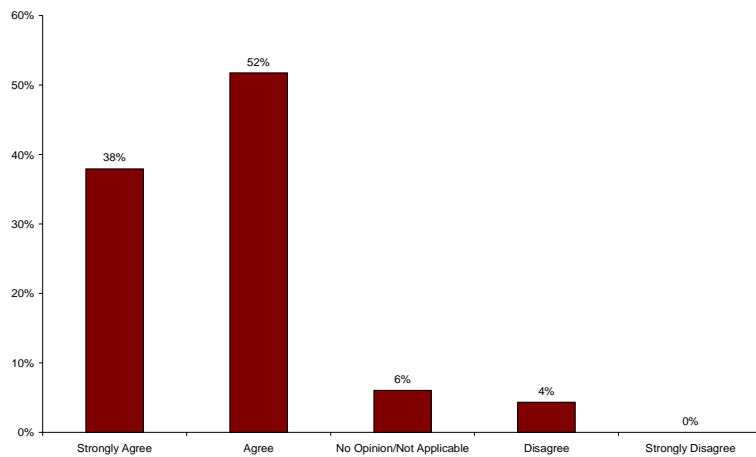


Curriculum / Instruction / Assessment

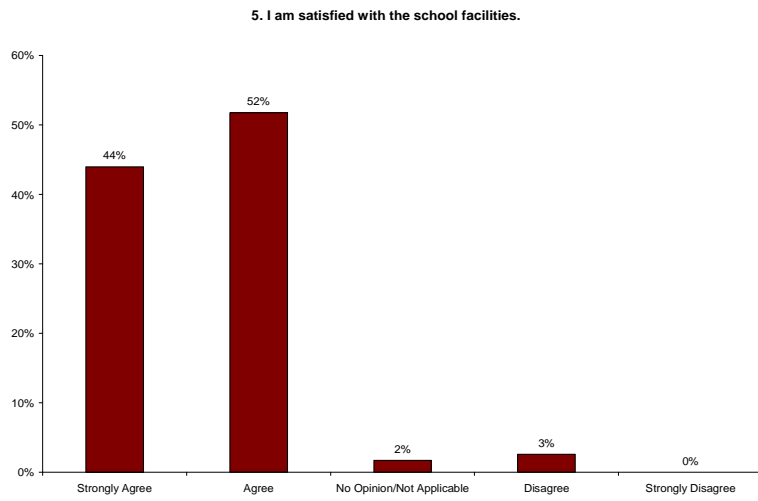
3. The school's physical facilities are well maintained and upgraded as needed.



4. Signs give me clear directions to where I need to be.



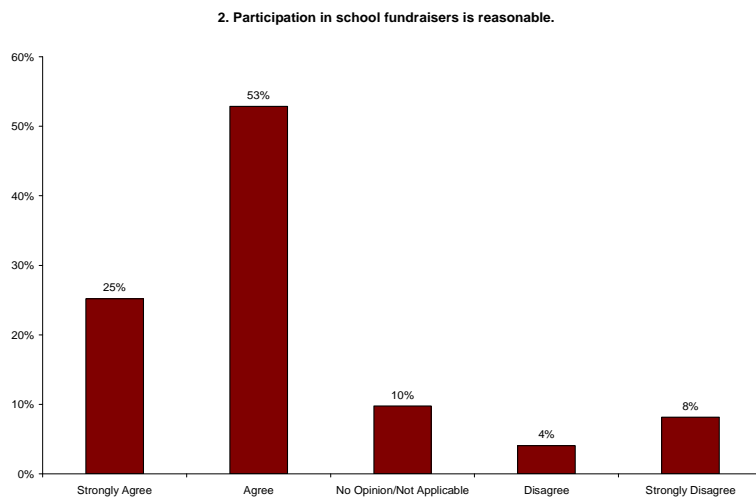
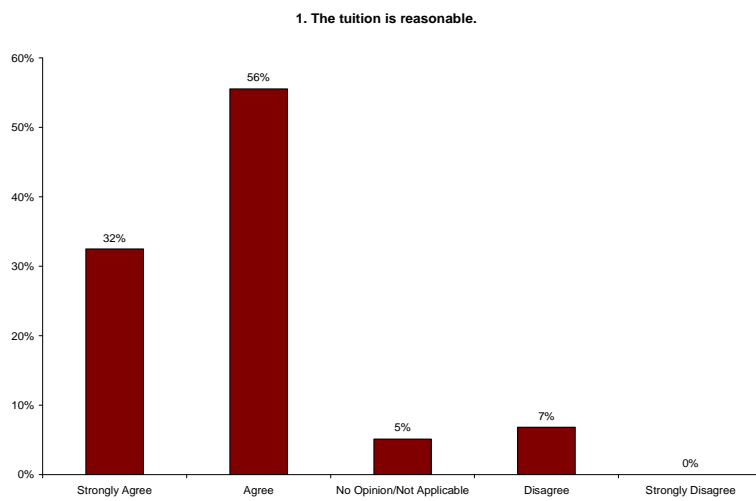
Curriculum / Instruction / Assessment



Curriculum / Instruction / Assessment

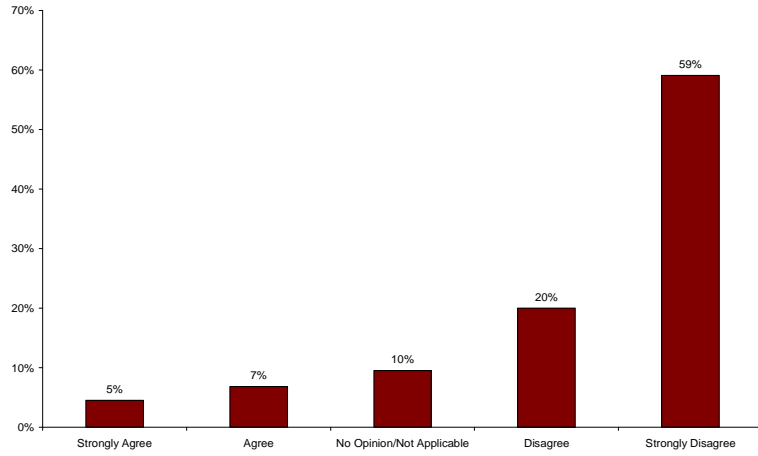
Tuition and Costs

Parents feel that the tuition at Saint Leo the Great School is reasonable and that the education their child receives is worth the money. Saint Leo the Great administration will continue to attempt to keep tuition rates at an affordable level by being mindful of yearly increases.

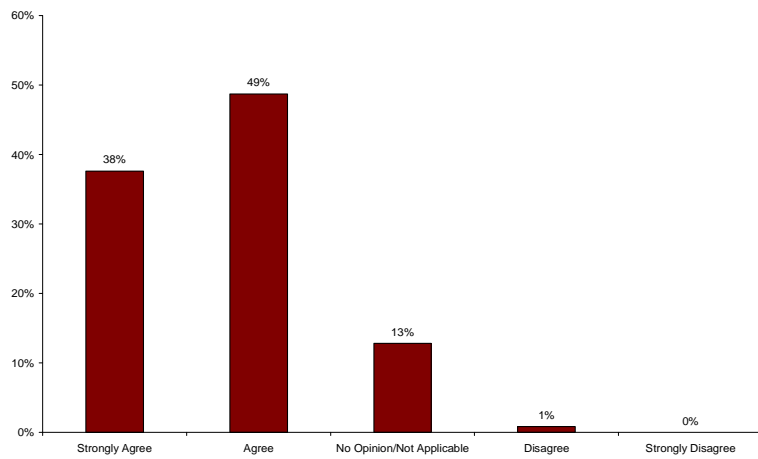


Curriculum / Instruction / Assessment

3. The annual tuition increases have caused me to consider leaving the school.

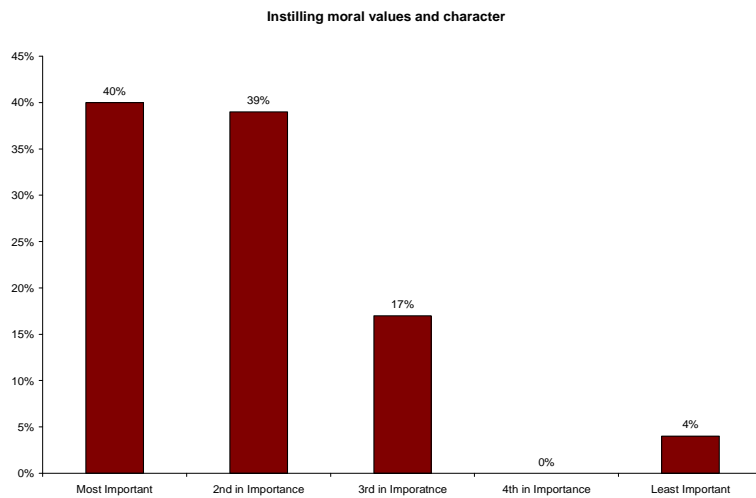
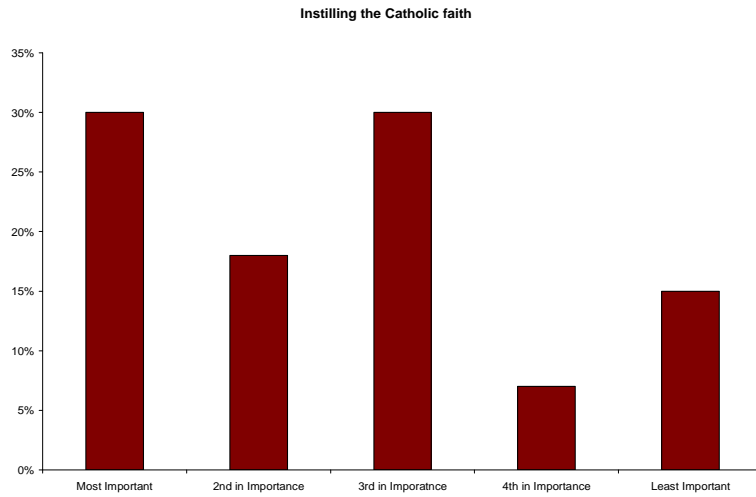


4. The education that my child receives at this school is worth the money.

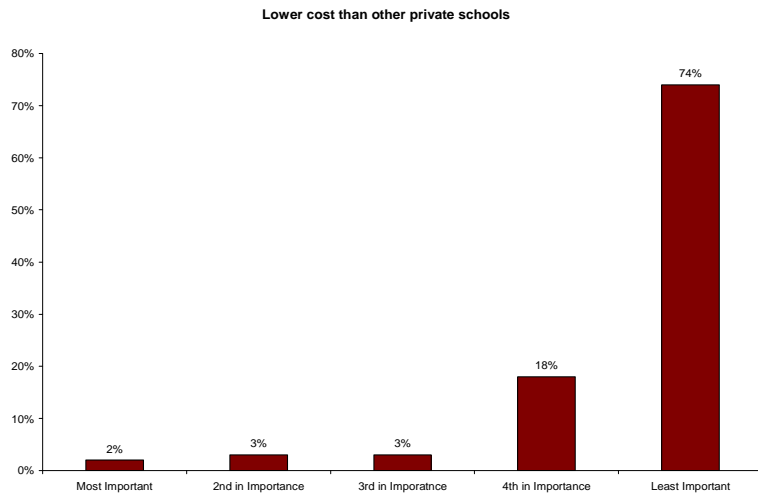
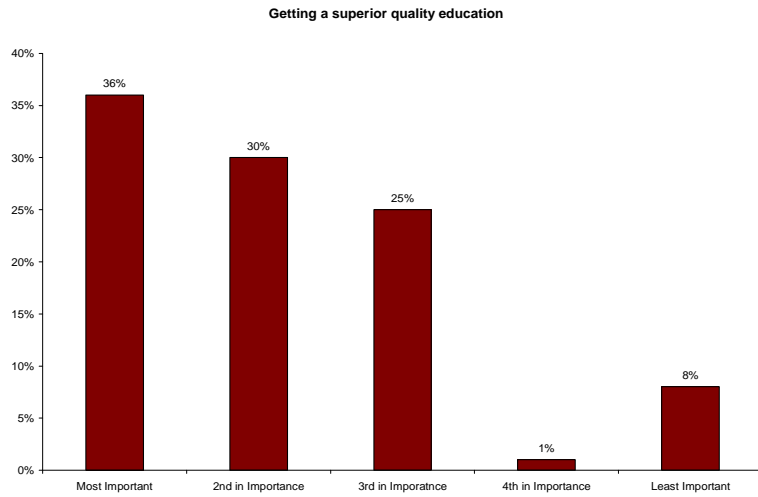


Curriculum / Instruction / Assessment

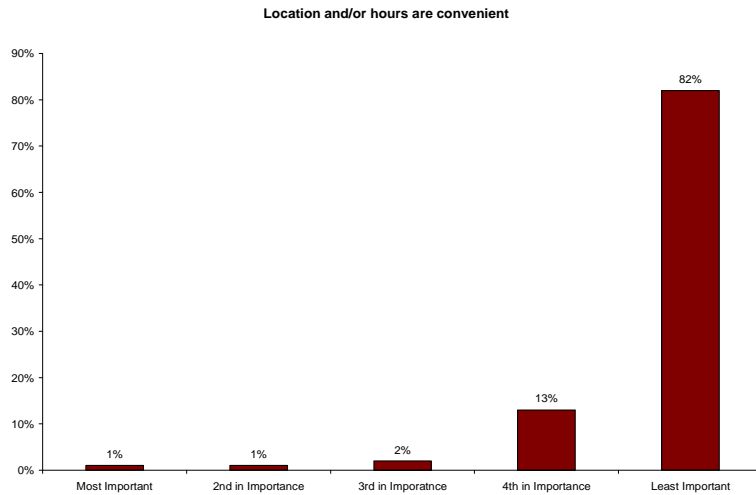
How important are the following five factors to your decision to send your child to a Catholic school?



Curriculum / Instruction / Assessment



Curriculum / Instruction / Assessment



15. Taking into consideration your testing data, instructional program, faculty needs and parent survey results, identify two core areas needing the most attention for improvement. Complete the form provided on the next page and include this form with your self-study document.

Curriculum / Instruction / Assessment

Identified Curriculum Areas

Curriculum Area #1 Religion

The following strategies will be employed to strengthen this area:

Implement new Religion text book series, incorporate other supplemental materials to support curriculum, and the ACRE Interpretation Manual (Appendix C).

Budgetary needs/resources that will be needed:

New text books and other supplemental resources for kindergarten through eighth grade classes will need to be purchased.

Assessment tools/methods that will be used to evaluate success/progress:

Increased ACRE scores, stronger student retention from year to year, teacher observation, class tests.

Curriculum Area #2: Math Computation / Problem Solving

The following strategies will be employed to strengthen this area:

Teachers will team plan lessons and strategies to teach and practice math computation skills. Teachers will increase and implement new resources and practice time to students' regular daily schedule. Increase short, cumulative review quizzes.

Budgetary needs/resources that will be needed:

new resources or supplemental materials

Assessment tools/methods that will be used to evaluate success/progress:

Terra Nova math computation score increase, decrease in the discrepancies between two different teachers' Terra Nova math computation scores, teacher observation in next grade level of knowledge retention, regular classroom assessments

Curriculum / Instruction / Assessment--Goals

Investigate ways to improve math computation skills.

Explore ways to enhance the religious education for all of our students.

Investigate ways to enhance the vocabulary skills of the student.

Investigate ways to increase consistent communication between core and encore teachers to create a more collaborative cross-curricular educational opportunities.

Investigate ways to make students more self-sufficient with regards to recording homework.

Investigate ways to allow middle school students the opportunity to use the library for class research projects and for enjoyment during the quarters when they do not have library as their encore elective class.

Investigate investing in a school-wide anti-bullying program to educate students, faculty, and parents about the issues surrounding bullying.

Investigate a more effective means of implementing the diocesan Health Curriculum throughout all grades.

Personnel

1. Show evidence that new school personnel are selected and prepared to support student learning.

The principal and/or assistant principal attend a yearly job fair sponsored by the Arlington Diocese to assist in finding the most qualified and suitable employees. Some candidates for open positions are present substitute teachers at Saint Leo's, hoping to make the transition to a permanent status.

The principal evaluates both work credentials and references and overall professionalism of job candidates. During the interview process, a candidate's spirituality and commitment to the Catholic faith are discussed. In addition, the principal looks for candidates with enthusiasm towards working with children of various abilities.

Once a new employee is selected for a position at Saint Leo the Great School, he or she is assigned a fellow colleague to assist the new teacher or employee in making a smooth transition in school and classroom activities. If the new teacher's grade partner is a returning teacher, that grade partner also assists the new teacher in becoming acclimated to the school.

2. Show evidence all employees are fully informed of policies relating to their particular position as defined by the Diocese and the local school.

The Faculty Handbook provides both diocesan and school policies, school procedures, and information regarding duties according to individual contractual agreements. At the beginning of the school year, employees

Personnel

are provided an electronic copy of the newest revision of both the Faculty and Parent/Student Handbooks. Employees are also provided a form to sign indicating they have read the faculty handbook. The Diocesan Policies and Procedures manual is available for all employees in the front office to review while electronic copies are emailed prior to the close of the school year. Upon the employee's return to school, they complete a signature form indicating they have reviewed the most recent policies.

During the school year, employees are apprised of changes in any policies or procedures at faculty meetings and through e-mail or memos distributed by the principal or administrative office manager. When necessary, the principal invites staff from the Office of Catholic Schools to explain or clarify diocesan policies. The diocesan Office of Employee Benefits occasionally updates information and holds open enrollment seminars for questions.

In addition to the policies found in the aforementioned manuals, the diocesan Office of Catholic Schools has provided job descriptions for; principals, teachers, teacher assistant, school counselors, extended day personnel, librarian, nurse, secretary, resource teacher, and kindergarten aide. Job descriptions for positions that are specific to the school have been developed locally, reviewed annually and are updated as needed. As additional staff positions are created, appropriate job descriptions are written. All job descriptions are kept in a binder in the main office above the teacher mailboxes. During the interview process, the principal shares and discusses the job descriptions with the prospective employee.

Personnel

3. Show evidence an appropriate and confidential system of evaluation and assessment is conducted for teachers and support staff.

Saint Leo the Great School follows the diocesan evaluation process. The school administration conducts evaluations on a continuous basis. Impromptu, informal observations are conducted regularly. Teachers' lesson plans are reviewed on a regular schedule by the assistant principal and formally signed each month. In addition to these reviews, formal evaluations are conducted for all teachers and support staff. Employees are instructed in the use of the pertinent evaluation documents at the beginning of the school year.

The diocese provides two forms of evaluations:

The Standard Evaluation, mandatory during first through third years of teaching at the school and the Goal Setting Evaluation. Teachers who have worked in the school more than three years are eligible to use the Goal Setting Evaluation if approved by the administration. The evaluation system encompasses four main areas: instructional performance, management style, interpersonal relationships, and Christian/professional formation. Faculty members create goals based on these four categories, which are submitted electronically to the assistant principal by October 15th, approved, and reviewed mid-year. This information is stored in the assistant principal's private electronic files. The teacher provides a written review of these goals in the spring. The assistant principal prepares a narrative response for each goal. The completed response is given to teachers in a sealed manila envelope. Teachers have the opportunity to respond in writing to this evaluation.

Personnel

In addition, formal classroom observations are scheduled twice a year for teachers on the Standard Evaluation. Teachers may choose the class period in which they would like to be formally observed. During the formal visits, the assistant principal records observations. A follow-up conference is then scheduled to discuss the observation. The assistant principal provides a written evaluation for each teacher. Employees have the opportunity to respond in writing to this evaluation. In the spring, teachers complete a self-evaluation, followed by a review and evaluation by the assistant principal. Once all observations and evaluations are complete, the assistant principal and principal meet to discuss both areas of strength and areas identified for growth for each teacher.

Annually, the principal seeks assistance from the kindergarten to second grade level teachers and the librarian in evaluating classroom instructional assistants and the library assistant. They fill out the Diocesan Assisting Teacher Evaluation form. The principal completes evaluation forms for all additional staff. The extended day and preschool directors evaluate their own staff. These evaluations are also reviewed by the principal before being sent to the Diocese.

The files from these completed reviews are kept in the employee's confidential file in the main office while classroom observations and mid-year conference forms are kept in the assistant principal's confidential file.

Personnel

4. Show evidence that required staff possess the appropriate credentials. Provide copies of the staff's most recent certificates for religious and professional certification.

The teacher profile sheets provide information regarding teacher certification and credentials. They are kept in the main office in the personnel files.

5. Show evidence that all staff are in compliance with child protection requirements. Provide a copy of the "Staff Compliance Report."

All Diocesan employees must complete a background check and Virtus training in order to be in compliance with child protection requirements. Upon hire, all staff members are subject to a background check that is processed through the Diocese of Arlington Office of Child Protection and Safety (OCPS). All staff members are also required to attend the Virtus Protecting God's Children Seminar which is offered through the parishes of the Diocese of Arlington. Virtus seminar registration is completed on-line; Saint Leo's monitors attendance of new staff members at Virtus training classes.

The Diocese keeps track of staff compliance through the Compliance Report with Safe Environment Policy School Report. The school administrative office manager and the school nurse, who serves as the OCPS School Volunteer Liaison, have 24-hour access to this report through the Diocese of Arlington Office of Child Protection and Safety (OCPS) via electronic record. Four times a year, Saint Leo's receives a printed copy of the report that lists staff members and volunteers in

Personnel

alphabetical order. This report is reviewed by the administrative office manager and school nurse, and signed by the school principal.

This confidential report is available for review by the visiting team through the school nurse or the administrative office manager.

Personnel--Goals

Develop and implement an orientation process for substitute teachers, prior to their start date, focusing on policies and procedures specific to the kindergarten through fifth grades and middle school grades.

With faculty and staff, review more thoroughly both school and diocesan changes to policies at the start of the new school year.

Service

1. Describe how records are used in the placement of new students.

All parents/guardians interested in having their child attend Saint Leo the Great Catholic School must fill out an application. At the time of application for first through eighth grades, report cards from the previous two years, all standardized testing and a scholastic information form must be sent from the previous school, when applicable. In addition, an original birth certificate must be verified and copied and a current immunization record is required. If the applicant is Catholic, a copy of the baptismal certificate must also be included. An application fee is needed to complete the application. When the student is accepted, a Commonwealth of Virginia School Entrance Health Form must be presented before the onset of the academic year.

All application paper work is verified by the director of admissions or the support staff of the administrative office. The principal and director of admissions review the scholastic form, transcripts, and standardized testing scores. If questions arise regarding the student's ability to be successful academically or to conform to the code of conduct, a conference is held with the principal and the possibility of acceptance may be based on academic or disciplinary probation. Some students are given an assessment in areas such as math skills, reading comprehension, and writing skills to assist in student placement.

The requirements for a kindergarten application are similar, but also include a parent observation form. Students receive a conditional acceptance which is followed by an assessment involving a sequence of age-appropriate activities. If applicable, a recommendation from the former preschool is submitted with the application for use in determining acceptance and class placement. Families are notified of the final

Service

admission status after the Saint Leo the Great School assessment is complete.

2. Describe how care is taken to insure the following policies/practices are adhered to:

- **Universal Precautions:**

Universal precautions are overseen by the school nurse. At the beginning of the school year, in-service meetings are presented to the entire faculty including extended day and preschool personnel. Staff members employed after the fall presentations are given an in- service on an individual basis.

Playground and lunchroom monitors are instructed on universal precautions and the custodial staff is given an in-service by their respective director. The Blood Borne Pathogens Standards Exposure Control Plan is updated annually and submitted to the Office of Catholic Schools. A copy is available in the school clinic.

Every room in the school has a universal precautions zip lock bag containing latex free gloves, towel, band aides, antiseptic wipes, tissues, and paper towels. An informational reference titled "Implementing Universal Precautions and Universal Precaution Information Sheet to Prevent Spread of Infections in School Settings" is included in the bag. Faculty and staff contact the school clinic when supplies need to be restocked. Additionally, playground monitors are provided universal precaution bags. Students who are bleeding are immediately tended to before coming to the clinic. The

Service

school nurse is called to accompany any student with significant bleeding. All bloody items are discarded in double bags. Blood on surfaces is cleaned with disinfectant solution. Gloves are worn for all procedures involving blood or body fluids. A sharps container is available for used lances and syringes.

- **First Aid**

The clinic is staffed by a full-time registered nurse who is trained in basic first aid. Basic first aid care is provided for injured students and faculty. Serious injury or illness is referred for medical follow up or the rescue squad is called for immediate assistance. The Virginia Department of Health First Aid Guide for School Emergencies Flip Chart is posted in the clinic where it is accessible to any staff member.

- **CPR**

The school nurse, school nurse substitutes, preschool, and extended day staff are certified in CPR. In addition, the principal, assistant principal, guidance counselor, physical education teacher, and many faculty and staff members are certified in CPR. When CPR class is offered on-site for preschool and extended day employees, enrollment is open and encouraged for all school and parish employees.

- **Dispensing of Medication**

Medication requires written permission of the parent/guardian to be given during school hours. The dispensing of prescription

Service

medication occurs under the direction of a health care provider and parent authorization. All medication is provided by the parent/guardian and is kept in a locked cabinet in the clinic. The key is carried by the nurse at all times. The extended day director also has a key and a spare is available in the locked clinic closet and the principal's office.

Rescue medications (inhalers or EpiPens) may be carried by the student with the appropriate written authorization. All dispensed medication is recorded in a medication notebook and includes the medication, time, date, and the signature of the person dispensing the medication. Only the school nurse, registered nurse substitutes for the clinic or MAT (Medication Administration Training) trained personnel may give medications to students as a representative of Saint Leo the Great School.

EpiPens and inhalers are stored in a large clear bag that can be grabbed quickly in the event that school evacuation is required. Appropriate paperwork is enclosed with each medication.

- **Health Records**

Each student has a separate health file that is kept in a file cabinet in the school clinic. The file contains the immunization record, The Commonwealth of Virginia School Entrance Health Form, vision and hearing results, and any pertinent written communication from parents and health care providers regarding a student's medical condition.

Service

The Diocesan Emergency Care Form for each student is kept in the clinic and is accessible during the day. The forms are locked up at the end of each school day.

3. Show that evidence the daily documentation of student health issues is being maintained.

Student clinic visits are logged in on the official Diocese of Arlington, Student Sign In Record. A separate clinic notebook is maintained that contains the Diocese of Arlington Office of Catholic Schools Confidential Individual Health Office Visit Record detailing the student's complaint, action, and follow-up. These entries are alphabetized and documented by grade and are locked during non-school hours. Former student records are maintained for ten years.

4. Describe the efforts that the school makes in assisting students with psycho-educational needs.

Saint Leo the Great School realizes the importance and effectiveness of providing academic and emotional services to students. Cooperation between teacher and parents/guardians is a necessary component to the successful implementation of any additional services provided within a learning environment.

In cases where a student exhibits behavior indicative of a potential learning and/or social or emotional problem, the student's teacher often consults with the school's guidance counselor and the director of the Saint

Service

John Vianney Center, who also serves as the academic support teacher. An important aspect of compiling a more detailed assessment of the student's potential needs includes classroom observation conducted by members of the faculty. Conferences with parents/guardians and the team of Saint Leo the Great Catholic School, comprised of the child's teacher(s)/advisor, the academic support teacher, the guidance counselor, the school nurse (when appropriate), and the principal and or assistant principal are held to further discuss and assess the situation.

A Student Assistance Team, made up of interested and involved faculty members, the director of the Saint John Vianney Center, the principal or assistant principal, and sometimes the counselor identify areas of concerns and develop goals and active strategies to help the student. These strategies are implemented for a set period of time, usually six weeks, and are then followed up with a meeting to see if the situation has improved.

When the team's recommendations suggest further academic or psychological evaluation, a referral is made to the public school system or a private psychologist for this purpose. The team often provides a written narrative to the appropriate referral source. If the family chooses to seek the services of a private psychologist, the school team is available to confer with the psychologist after parental completion of the Confidential Information Exchange of Information Form. If the referral is forwarded to the public school system, a classroom observation may be conducted by either the Saint Leo the Great guidance counselor with the academic support teacher or by a staff member from the student's local public school. The child's teacher and the academic support teacher attend a screening committee meeting with the student's parents/guardians and

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Fairfax County Public School staff (including a special education teacher, regular classroom teacher, social worker, speech and language therapist, psychologist, and administrative staff, principal or assistant principal). In this session, the student's academic records, comprised of report cards, standardized testing results, the student assistant plans, and work samples are reviewed. In order to obtain a complete profile of the student, the student's classroom behaviors and other pertinent psychological information are shared. The screening committee's decision for the comprehensive psychological/educational testing is based on supplied information.

If further testing is recommended and sought, the test results are provided to the parents/guardians and shared with the school faculty in an attempt to accommodate the child. If services cannot be provided at Saint Leo the Great Catholic School, parents/guardians may choose to have these accommodations provided in another educational setting. Information about other services that meet the psycho-educational needs of the students is shared among parents/guardians, counselor, and academic support staff.

General information about additional programs, including academic support and enrichment that meet the psychological and learning needs of students, is disseminated through the Thursday newsletter. One specific program that addresses academic enrichment is the Johns Hopkins University Center for Talented Youth Summer Program. Other summer enrichment or support programs can be found in the "Encore Catalog," the Fairfax County Public School system's list of summer courses.

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In late September and early October, the guidance counselor coordinates speech and language screenings. Teachers, as well as parents/guardians, may request screening for a student. Any student who is identified as needing ongoing services has the option to use the services of a private speech and language therapist (a third party provider) at the school. Financial arrangements are made individually with each family. Students may also attend their base public school for speech services.

If a teacher determines that a student is in need of remedial work over the summer months, the teacher discusses this recommendation for summer tutoring with the student's parents/guardians. The teacher may make a referral for recommended tutoring over the summer if the student is below average in his/her academic progress. A referral for mandatory summer tutoring is made if the student in first through third grade has a final report card grade of 5 in reading, language arts, or math. A student in fourth through eighth grade receiving a 69% or less in literature, English, or math is also required to have summer tutoring. A list of students in need of summer remedial work is forwarded from the teacher to the guidance counselor in May. The guidance counselor, who coordinates the summer tutoring program, provides the parents with the necessary information including: a list of tutors, a letter detailing the subject and number of hours per week that the student needs tutoring, a parent agreement form and a form for the tutor to complete indicating the results of the tutoring. The guidance counselor shares the results of the summer tutoring with the students' new teachers at the start of the school year.

For preschool students, Child Find, a Fairfax County program, is used to identify children with emotional, social, language, speech, or motor problems and provides services for these children before entering

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kindergarten. The preschool had maintained an open-door policy for any Child Find staff member to observe an identified student during preschool class time. However, due to lack of funding, the county has discontinued on-site visits. Currently, if a parent would like to take advantage of Child Find services, they must take their child to their base public school for observation.

5. Show evidence that the school incorporates the active participation of the adult members through a volunteer program.

Volunteers are a vital part of Saint Leo the Great School. They participate in virtually all areas of school life and can be seen at almost any time of day in the school building. Volunteering provides the school with much needed assistance while providing opportunities for parents, grandparents, and parish members to take a hands-on role in the education of the students.

The Saint Leo the Great School PTO Volunteer Coordinator, in consultation with administration and faculty, assesses the volunteer needs of the school and provides information to parents via a Volunteer Opportunities form at the beginning of the school year. Information from the completed forms is then entered into a database and names of volunteers are distributed in a timely manner to the appropriate teacher/staff member.

In order to track volunteer hours, several different systems have been employed. In February 2011 the PTO implemented the Help Counter system, a web-based volunteer tracking program that has proven to be convenient, user-friendly and accurate when tracking volunteer hours and

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promoting upcoming volunteer opportunities. At this time, volunteer hours are encouraged, not required. Having this data available will allow the PTO to evaluate future goals in regards to requirements. It is planned that this system will take the place of the paper volunteer opportunities form by next school year.

Saint Leo the Great School parents serve as room parents and playground/lunch monitors, volunteer to work the vision and hearing screening, assist with class picture day, classroom plays, and provide support for Field Day. Parents also utilize their expertise as Science Fair and Spelling Bee judges. Other parents volunteer to work at home inputting card numbers for the Giant and Safeway grocery receipt programs.

With parent involvement and expertise, programs grow and thrive. The PTO remains an outstanding resource to the school community. Family events bring parents and children together for wholesome fun and encourage a sense of community, including Family Fun Nights, Carnivals, and Grandparents' Day. Fundraisers sponsored by the PTO supplement existing programs and financially help the school begin new ones. In recent years, the PTO has sponsored the annual gift wrap sale and Race Into Fall 5K race, both of which have brought in thousands of dollars. This enabled them to make large donations for new technology equipment and ongoing cultural arts programs. Many dedicated parent volunteers of the Development Committee have worked tirelessly, in conjunction with local businesses, to organize the annual Auction Gala. In the past, funds donated by them were used to purchase of equipment for the television studio, ActivBoards, computers and materials for the technology

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department, science equipment and manipulatives for science labs, and updated wall maps.

One of the greatest resources available at Saint Leo the Great School is parent talent and expertise, as well as that of family members and friends. Health professionals, including doctors and nurses, visit many classrooms to enhance the Science Curriculum dealing with the circulatory system, the heart and bones. Cardiologists have also visited various classes to discuss heart health during Heart Healthy Month. Dentists and hygienists visit during Dental Health Month. Members of the military have spoken to various classes about their vast experiences at home and abroad. Family members have also shared their expertise with professional make-up and performance techniques as the students prepare for the Diocesan Shakespeare Festival. They have participated in a social studies unit on geography as they share their knowledge of various states with individual visits to the classrooms to talk about state facts, send letters, and take pictures of them with children's literary figures, such as *Flat Stanley*. Finally, published parent authors have shared their talents with individual classes.

Saint Leo the Great School is indebted to its volunteers and the work they do for the school. The PTO shows its appreciation to the many volunteers at a spring volunteer social event where the Bassford Award (established in 1994 to recognize outstanding volunteer service) is presented. The library has also recognized its volunteers by hosting an annual tea in the spring.

In order to ensure the safety of students, all school volunteers are required to attend the Virtus "Protecting God's Children" Seminar through the

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Diocese of Arlington. Background checks are completed for all volunteers providing care to children in compliance with Diocesan policies.

6. Describe the procedure for the daily arrival and departure of students. Give evidence that state and local regulations are followed when using bus transportation.

In order to expedite the safe arrival and departure of students, Saint Leo the Great Catholic School provides parents with detailed instructions for morning arrival and afternoon dismissal for the current school year in the annual Parent/Student Handbook. Additionally, a handout with diagrams and explanations is distributed at the beginning of the school year to assist all student families. Preschool and the Extended Day programs also provide their own specific drop-off and pick-up instructions which are also detailed in the Parent/Student Handbook.

Area 1 is designated as the area farthest away from the school and nearest to the church. Parents with Area 1 as their carpool location must exit by a left turn only onto Old Lee Highway. Area 2 is designated as the area closest to the school. Parents using this area as their carpool location must exit the school parking lot by turning right onto Old Lee Highway. A crossing guard, employed by the Fairfax City Police Department, is assigned to Saint Leo the Great Catholic School during morning arrival and afternoon dismissal in order to facilitate the proper parking lot entrance and exit and orderly flow of traffic on Old Lee Highway. Cars and students are not permitted to cross between parking areas during this time

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and orange safety cones are placed to block cars from entering certain areas.

During the morning arrival procedure, cars are cued in carpool lines. Students must stay in their cars until the bell rings at 7:45 A.M. and wait for the principal, faculty, or staff members assigned to their area to give approval to exit their cars. No cars may begin moving until directed to do so and must stop when instructed. Faculty crossing guards are also present to help ensure the safe crossing of students.

- In Area 1, vehicles which arrive after the bell has rung must wait in a separate designated line until the first set of students has safely exited their cars. Once the parking lot is cleared of moving vehicles as directed by faculty and staff, the late cars are motioned to move to a location next to the church sidewalk. Once all the cars have stopped, students are then permitted to exit their cars. All vehicles must remain parked until all students have safely disembarked before being allowed to exit the parking lot.
- In Area 2, cars line up along the sidewalk closest to the school and in rows along the rear parking lot. At the signal, students are instructed by faculty, staff, and student patrols to exit their vehicles. Once all children have exited safely, cars are directed to move forward adjacent to the sidewalk. This procedure is repeated until all students have exited their carpools.
- Administration, faculty, staff, and student patrols are in place to ensure safe exiting from cars and a safe crossing from Area 1 to

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Area 2. All students enter the school from the side door only with the exception of student safety patrols and students who arrive early on designated days for retests. Students who arrive after 8:00 A.M. are considered late and must proceed to the front door of the school to obtain a tardy slip from the front office. All other arrivals/dismissals for doctor appointments, illness and special events are checked through the front office.

In the afternoon, cars are queued according to the diagram provided in the parents' handout and Parent/Student Handbook for afternoon dismissal procedures, as follows:

- Cars in Area 1 are lined up in rows beginning with cars along the grassy island between parking lots and then several rows facing the exit onto Old Lee Highway.
- Cars in Area 2 line up in rows after approaching the parking lot from the road behind Providence Hall.
- Children are dismissed after closing prayer at the end of the school day in regular intervals by grade, carpool location, walker designation, CUE bus ridership, attendance at the Extended Day program and participation in the various after school programs. Administration, faculty, staff, and student patrols are assigned to designated areas in order to expedite the safety of students to their cars, walking, or CUE bus. No cars are permitted to have forward motion until all students have entered their vehicles. Once all students are in their cars, vehicles may

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proceed out of the parking lot as directed. Students are escorted by faculty to the Extended Day program if not picked up on time.

The school generally contracts with the Williams Bus Company, a private transportation company, to provide transportation for school-authorized field trips. Any bus company must show proof of insurance according to diocesan policy. Proof of insurance is kept on file with the Diocese. Any special field trips away from the building must be approved by the principal and arranged through the front office. All field trips are supervised by faculty as per diocesan guidelines; the principal accompanies students on some trips.

7. Show evidence that the school utilizes the following Federal Programs for their students:

Individuals with Disabilities Education Act

Currently, Saint Leo the Great does not receive funds directly from the Individuals with Disabilities Education Act.

Title I: Improving the Academic Achievement of the Disadvantaged

Title I services are provided to Saint Leo the Great through NESI (Nonpublic Education Services, Inc.) which contracts with the Federal Government to bring the Virginia Bypass Program (Title I Services) into Virginia private schools. Title I funding is allocated through the child's home base school. Under Title I, reading, writing, and math skills to supplement classroom instruction are provided in a small group/one on

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one setting. Currently, Title I services are provided to Saint Leo's students in kindergarten through fifth grade.

Each year a representative from Non-Public Educational Services, Inc., contacts Saint Leo's classroom teachers for recommendations of students who would benefit from additional educational services provided under Title I. Parents are notified by the teacher of the intent to provide Title I services and a permission slip is sent home and signed by the parent. Completed permission slips are housed in the conference room. Based on the schools' needs, a teacher is provided to the school by NESI. In the 2009-10 school year, twenty nine Saint Leo students received Title I services. At the beginning of the 2010 school year, forty plus Saint Leo's students were referred by classroom teachers to receive Title I funding and thirty-three are currently receiving services.

As required by federal law, a designated non-denominational room is provided by the school for Title I Services. Currently, the school's conference room is the allocated space provided for small group instruction.

Title II: Preparing, Training and Recruiting High Quality Teachers and Principals

Title II funds are used for a variety of activities to improve the quality of all administrators, faculty, and staff at St Leo the Great School including the following:

- Teachers and other classroom staff have participated in training on the use of ActivBoard classroom technology provided by Logical Choice at the beginning of each school year. This training has

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occurred every year since the ActivBoard technology was first acquired in June 2007.

- Administrators, faculty, staff, and parents participated in a seminar presented by Sister Pat McCormick in 2009-2010 entitled "Parenting for Life Success."
- Sister Pat McCormick presented a seminar entitled "Self Discipline" to our administrators, faculty, and staff at the beginning of the 2010-2011 school year and the same seminar to parents in October 2010.
- Individual teachers attended various workshops, such as Working Successfully with Difficult Young Children and The North Tier seminars (funded through Fairfax County)
- Multiple teachers attended the Bureau of Education & Research seminars in March 2008.
- The school nurse attended the PESI-sponsored Virginia Urgencies and Emergencies in Pediatric Care seminar in April 2008.

Title III: Language Instruction for Limited English Proficient and Immigrant Students

Saint Leo the Great School does not currently have a need to use Title III funds.

Title IV: 21st Century Schools

Until 2007, the fifth grade participated in the Title IV funded D.A.R.E (Drug Abuse Resistance Education) program. Funding for D.A.R.E was eliminated under Title IV at the end of the 2007 school year. In place of

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D.A.R.E., fifth and eighth grade students participate in the Fairfax County program "Take Charge! Be Tobacco, Alcohol and Drug Free!" coordinated by our guidance counselor and taught by a Fairfax County VFHY (Virginia Foundation for Healthy Youth) Prevention Specialist. Funding for this program is made possible through a grant provided by the Virginia Tobacco Settlement Foundation (VTSF).

Title V: Promoting Informed Parental Choice and Innovative Programs

This program provides for the purchase of library materials upon completion of a funding proposal. When the program was active, it was coordinated by Fairfax County Public Schools with funding calculated according to school population. The school librarian filled out all required paperwork, ordered books, and forwarded purchase orders to the appropriate public school contact person annually. Funding for this program ended with the 2007-2008 school year.

8. If an Extended Day Program is offered, provide evidence that the VCEA guidelines and State regulations are followed.

Saint Leo the Great Catholic School offers an extended day program, an integral part of our school services, which is licensed by the Commonwealth of Virginia Department of Social Services. The department conducts unannounced inspections and one announced annual inspection of the facility and records. The current year's license is

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posted in the main office and in the extended day program office. The extended day program follows the Virginia After-School Program standards and the VCEA guidelines. Fire, safety, and health inspections are routinely conducted. Safety rules require daily playground inspections and monthly fire drills. The program keeps a first-aid kit available at all times both indoors and outdoors. Routine inspections of toys and games are made by staff and unsafe items are discarded. The extended day program is covered through the same liability policy as the school and the parish. The Proof of Fire Inspection Certificate is on record and displayed for the licensing inspector at all times.

The extended day program seeks to develop the social, personal, physical, and spiritual well-being of the children by providing a caring, nurturing Catholic environment. The code of conduct is carried out in a Christ-centered manner. Activities, which alternate between quiet times and active times, are developmentally planned, focusing on developing a positive self-image and a spirit of cooperation among the students. Parents interested in enrolling their children are provided with an information packet which contains the yearly calendars as well as registration, emergency, carpool, and medical information forms to be filled out and returned with a deposit. The philosophy, policies, and regulations of the extended day program are fully described in the Parent/Student Handbook. The extended day program follows the same code of conduct and disciplinary measures as the school.

The extended day program director reports directly to the principal and oversees a team consisting of an assistant director, six (full-time and part-

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time) childcare supervisors and three assistant childcare supervisors. The extended day program is open to all Saint Leo the Great Catholic School students in kindergarten through eighth grade and provides on-site quality childcare for parents/guardians before and after school. It also provides emergency and unscheduled childcare when the need arises. Beginning the second week of school, two extended day sessions are offered daily: a morning session from 6:45 A.M. to 7:45 A.M. and an afternoon session from dismissal to 6:00 P.M., unless there is a change of schedule due to inclement weather or an early dismissal for holidays.

9. If an Early Childhood Program is offered, give evidence that the VCEA and State regulations are being implemented.

The Commonwealth of Virginia Department of Social Services licenses the Saint Leo the Great Preschool program. The state conducts unannounced inspections of the facility and the records annually. In April 2010, the license was renewed for a two-year period. This license is posted in the main office. Saint Leo Great Preschool follows the Virginia Child Day Center Standards (CDC) as well as the VCEA guidelines for Religion Curriculum.

The preschool offers three half-day classes: two mornings per week for three-years old, three mornings per week for four-year olds and a four/five day afternoon program also for four-year olds. The program follows the curriculum standards as described in the licensing standards, as well as the VCEA Guidelines for Early Childhood Programs. Curriculum requirements are met by using a variety of age-appropriate materials:

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manipulatives, music, books, art materials, costumes for role-playing, and equipment for gross motor activities. A daily schedule of activities is posted in the classroom and calendars and newsletters are provided to parents/guardians on a monthly basis. Additionally, a daily email is sent home to parents summarizing the day's activities.

Saint Leo the Great Preschool provides families with a copy of the Preschool Parent/Guardian Handbook that describes philosophy, discipline, and curriculum policies in detail. Parents/guardians sign and return a form acknowledging having read the handbook and agreeing to the policies and procedures of the school.

A snack is provided by the preschool which includes milk and nutritional foods listed in the CDC standards and VCEA guidelines. In the case of allergies, adjustments are made to provide a healthy alternative snack.

Currently, fifty four students are enrolled in the preschool. Each class has one teacher and two assistants and a staff to child ratio of 1:7, compared to the state standard of 1:10. Saint Leo the Great Preschool teaching staff is composed of two part-time teachers, four part-time assistants, and one teacher/director. The teaching staff meets the CDC standards are all required to take a minimum of sixteen hours of training each year in the field of early childhood education. The preschool staff exceeds this minimum every year all teachers are certified in first aid/CPR, and the director is MAT (Medication Administration Training) certified. The staff has participated in workshops, seminars, and conferences sponsored by the Diocese, George Mason University, Fairfax County Office for Children,

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and some preschools in the area. A record of each person's training is kept in the personnel files in the director's office. The director conducts informal observations and evaluations for the teaching staff.

Service--Goals

Investigate offering the extended day program to pre-school children.

To accommodate our working parents, investigate starting our extended day program the first week of school.

In order to ensure that tuition and preschool programs remain competitive, regularly research and compare afternoon, pre-kindergarten programs and tuition in the area.

Investigate an easily accessible method for faculty and staff to locate individual students throughout the school day.

Governance and Finance

1. Through the use of the OCS prescribed instrument, develop the school's long-range (5 year) financial plan relative to income, salary, tuition, parish support, third source funding and capital improvements. (Attach/include copy of five year plan)

The principal and the pastor, in consultation with the Parish Finance Council, develop the school's long-range five year financial plan. Parish support for Saint Leo the Great School remains strong. The pastor designates the parish subsidy, usually between three hundred to three hundred and fifty thousand dollars a year, based on the five year financial plan.

Teacher and staff salaries are reviewed annually as part of this process. These salaries are revised and increased as the school budget permits. School tuition and fees are set to reflect the current and future school goals.

Third source funding is essential for the school. This funding includes monies generated by the Parish/School Development Committee, the PTO, the United Way/Combined Federal campaign, individual donations, and various school fundraising efforts.

Capital improvements are paid for through the parish budget or by directed funds such as auction revenue. The principal prioritizes capital improvement expenditures. Utilizing the annual parish budget, the Parish Finance Council assesses capital improvement needs in light of annual parish revenues. After consultation with the Finance Council, the pastor grants final approval for school capital improvements.

Governance and Finance

The five year financial plan, which contains sensitive information, is available for review in the Principal's office.

2. Describe the school's financial aid policy and process. Show evidence the financial aid policy fulfills the mission of the school.

Families begin the initial financial aid process in February by submitting a confidential application with supporting tax documents to FACTS, a private agency contracted by the Diocese of Arlington. The principal, along with the school tuition clerk, evaluate each family's needs according to the recommendations from FACTS. The principal consults with the pastor to finalize the designated financial aid to be distributed. Families are notified through a school letter of the financial assistance they have been granted for the up coming school year.

Saint Leo the Great Catholic School community is committed to providing children with the opportunity for a Catholic education. A school financial assistance fund is available to allow Saint Leo the Great School the opportunity to provide a faith-filled education to families with financial needs. In addition to the Diocesan funds, a school fund is comprised of the following sources:

Annual stewardship stipends donated by our school families which are also matched by the parish

Scholarships established by private benefactors

Donations to the Father Veger Endowment Fund

Governance and Finance

3. How does the school generate third source revenue? Specifically, describe the school's development program (recruitment, alumni, funding, public relations, gifts, etc.). Also explain how the school will continue its efforts to cultivate its constituency, particularly the alumni and parents (past and present).

Saint Leo the Great Catholic School generates third-source revenue in various ways including efforts of the development program. Saint Leo the Great Catholic School's development program commenced in 1994, after an ad hoc committee attended a series of workshops presented by the National Catholic Educational Association. As a result, the Development Committee was established and the pastor appointed the chairman of the Development Committee. Members sat on the committee at the invitation of the pastor; the principal is a standing member of the committee. A charter agreement was created and approved by the Diocese of Arlington. This document outlined the roles and responsibilities of the Development Committee, the receipt and use of donated funds and required reporting. Orientation presentations were made to the PTO and Parish Finance Council to acquaint parish and school leaders with the concepts and goals of the Development Committee.

The mission of the Development Committee is to assist the pastor in heightening awareness of the school and its benefits as well as to raise additional funds for the long-range advancement of the school to supplement tuition and PTO fundraising. The committee develops activities promoting the school community including Grandparents' Day and an Auction Gala. These activities are also used to promote recruitment and public relations. The Development Committee contacted alumni to participate in the 2007 celebration of the 50th anniversary of

Governance and Finance

Saint Leo the Great Catholic School. Under the direction of the current pastor, the development program is currently undergoing a transition to continue implementing the diocesan enrollment management program in addition to its fundraising duties.

The primary means for the Saint Leo the Great Catholic School development program is the Father Veger Fund, named after the founding pastor of Saint Leo the Great Catholic Church. The Father Veger Endowment Fund was established as one of the long-range investment vehicles for the school. To initially seed the program, the former pastor obligated 2% of parish offertory collections to the Father Veger Endowment Fund. The assets in the Father Veger Fund are used for financial support of the school, including faculty compensation enhancement, program resources, tuition assistance, capital expenses, and special projects. From 1998 to 2008, the annual Pastor's Option Collection was designated to benefit the Father Veger Endowment Fund. As of July 2010, the fund totaled \$716,974.

In addition to the Father Veger Endowment Fund, the development program receives many donations from alumni, parents, and parishioners. In 1997, in conjunction with the 40th Anniversary of Saint Leo the Great Catholic School, the gift catalogue was initiated as a source of revenue for the school and has continued annually. Since its inception, this catalogue has generated over \$336,000 worth of resources toward the school. In addition to funding materials for the school, proceeds generated through the catalog have also provided in excess of \$85,000 to the Father Veger Endowment Fund. In 1998, the Development Committee, in conjunction with the PTO, introduced an annual Auction Gala that has served to fund both short-term and long-term needs of the school. To date, the Auction

Governance and Finance

Gala has generated almost \$500,000 to purchase equipment and fund capital improvements to the school and contributed over \$100,000 to the Father Veger Endowment Fund.

Through a dedication of a portion of the profits from the 2007 Auction and direct mailings from the Development Committee to the school community, almost \$50,000 was raised for the purchase of 12 ActivBoards. Through a variety of sources, the school has completed the purchase and installation of ActivBoards in all twenty-one classrooms.

The school has benefited from the efforts of the PTO board, other school organizations, faculty members, and community businesses. The Saint Leo the Great PTO sponsors fundraising events including the golf tournament and gift wrap drive. Other social activities include Family Fun Night, the Ice Cream Social, Family Bingo Night, and Quiz Bowl. The PTO also coordinates fundraisers with local businesses such as Chick-Fil-A, Fuddruckers, Red Hot and Blue, Five Below, and Fairfax Ice Arena. Other third source revenue includes percentages from school portraits and uniform sales, "Box Tops for Education," Campbell's Soup labels, and Giant, Harris Teeter, Target and Safeway receipt programs, an Art Fair, and a biannual Book Fair.

Some ideas for improving generation of third source income include: major gift solicitation, planned giving, grants, and an alumni association program. The school continues to be open to new ideas that will generate income. Marketing efforts as addressed in question 5 can be expanded to include alumni and past parents.

Governance and Finance

4. Describe the school's recruitment plan. What improvements could be made to this plan?

Information about the school is disseminated through the Saint Leo the Great Parish bulletin as well as the Saint Mary of Sorrows bulletin, the Arlington Catholic Herald, brochures, the school website, and by word of mouth. Families who have children enrolled in Saint Leo the Great Catholic School receive information concerning activities and registration dates through the school's website and school-wide e-mail distributions.

Open houses are advertised through the Saint Leo the Great Parish bulletin, the Saint Mary of Sorrows bulletin, the Arlington Catholic Herald, and other local newspapers. In addition, flyers are distributed through the CCD office, the preschool, and Saint Mary of Sorrows Parish. The school offers monthly open houses beginning in November during Discover Catholic Schools Week and continuing through March. These open houses are held during the school day to allow prospective families the opportunity to observe students in a classroom setting. Catholic Schools Week in January begins with an open house on Sunday after the 11:00 mass for family visits. Student and parent ambassadors are available to give tours of the school and to answer questions.

During tours and open houses and in all recruitment, marketing, and advertising, Saint Leo the Great School's many unique or exceptional programs are highlighted, including:

- National Blue Ribbon School of Excellence
- Locally recognized students and faculty
- Regular liturgies in which students actively participate

Governance and Finance

- Full-time guidance counselor, special education teacher, registered nurse, and technology coordinator
- Algebra for all eighth graders plus pre-Algebra for qualified seventh graders
- Technology enriched instructional programs
- All classrooms equipped with ActivBoards
- Mobile labs, equipped with 30 netbooks
- Full complement of courses in Art, Music, Library, Physical Education, Technology, and Spanish
- Middle school electives, team building, and leadership programs
- Student operated in-house TV station
- Cultural arts programs
- National Junior Honor Society
- Award winning student concert band
- Multiple co-curricular activities
- Preschool programs for and four year old children
- Daily hot lunch program
- After school club opportunities
- Before and after school care

These programs differentiate Saint Leo the Great School from other parochial, private, and public schools, and attract families who are seeking the best learning environment for their child, both academically and spiritually.

Further ways to enhance our recruitment process would be to:

Utilize the ACT Software program and Enrollment Management program to their full potential for tracking inquiries and prospective families.

Governance and Finance

Update the recruitment packet and other promotional materials for prospective families.

Expand the scope of bulletin announcements to include open houses and other school information in other parish bulletins within the diocese

5. Describe how the school markets itself to the parish and/or community-at-large. What improvements could be made in this process?

Saint Leo the Great School markets itself to the parish and the community at large through the Arlington Catholic Herald, the Fairfax Connection, and other local newspapers, the school website, and the parish bulletin by reporting special events and student achievements. Several open houses are scheduled from November through March during the school day. Visitors are also welcomed to arrange private tours during the school year. Catholic Schools Week provides another opportunity for the school to showcase itself to the public through a Sunday open house. Through the various efforts of the Development Committee and PTO, both businesses and individuals in the local community have come to recognize Saint Leo the Great Catholic School. The outside community is made aware of Saint Leo the Great Catholic School during various fundraisers at local businesses such as Chick-Fil-A, Fuddruckers, Red Hot and Blue, Five Below, and Fairfax Ice Arena.

The school is involved in various philanthropic activities, thus creating a positive image of Saint Leo the Great School within both the parish and local communities. A few examples are: a gift-giving Mass, Operation Rice

Governance and Finance

Bowl during Lent, Saint Vincent de Paul food collections, Holy Childhood Association collection, and the Leukemia & Lymphoma Society's Pennies for Patients. In addition to these school wide charitable events, individual groups promote community spirit, such as the National Junior Honor Society's recycling program and the second grade collection for the Feast of Saint Martin of Tours to provide gifts for the needy. Students also create handmade cards for both shut-ins and military personnel and Extended Day students have made bookmarks for the public library and rosaries for a local nursing home.

Saint Leo the Great School is also marketed in other ways. The community is made aware of the school by the large, illuminated sign in front of our school which was installed in 2009. This marquee is used to display upcoming events and share our virtue of the month. The community at large is invited to our annual Spring Gala/Auction and the Golf Outing. The school also maintains a presence in the parish through Masses, the children's choir, the parish picnic, and various fundraising activities.

The creation of a part-time marketing/development position would help improve the process by which prospective families learn about Saint Leo's and would strengthen the marketing strategies of Saint Leo the Great School.

Governance and Finance--Goals

Enhance the Saint Leo the Great School website by making the site more user friendly and adding a preschool page.

Update the recruitment packet and promotional materials.

Update and reorganize the Development Committee to investigate ways to improve generating third source income and marketing of the school.

Facility

1. Show evidence the 2005-2006 Engineer's Management Report is being utilized for future and/or maintenance planning.

Saint Leo the Great Catholic School uses the Engineer's Management Report (EMG) as a resource for maintenance, upkeep, and renovation of our school facilities. Using the information from this report, significant capital improvements have been completed or contracted out in order to provide a secure and productive environment. These projects enhance learning and facilitate a venue available for both school and parish events.

Capital Improvements Saint Leo the Great School

Summer 2010

- New ceiling tiles in second, third, and fourth grade classrooms
- 2 ActivBoards installed
- New ADA water fountain in middle school
- Renovation of faculty room
- Replaced kindergarten coat hooks with wooden cubbies
- Installed a new food warmer in the kitchen

Summer 2009

- Library renovation: i.e., carpet, paint, and electrical
- Art room cleaning/storage area renovation
- Art room sink replacement
- Art room kiln installation
- 6 ActivBoards installed
- New lockers for second grade classrooms
- Replaced freezers in kitchen

Facility

Summer 2008

- Elementary wing renovation including ADA doors
- New bulletin boards in lower school hallways
- 6 ActivBoards installed
- Repainted gym
- New lockers for third grade classrooms
- Repaired/replaced exterior metal utility doors
- Replaced milk cooler in kitchen
- Installed wireless sound system in gym

Summer 2007

- 7 ActivBoards installed
- Repaved parking lot
- Repainted halls
- New lockers for fourth grade classrooms
- Replaced art room tables and chairs

Summer 2006

- New exterior entry doors for school
- New video security system for both lobby and CCD entrances
- New lockers for fifth grade classrooms

Facility

2. Describe the adequacy of the maintenance program in terms of repair, cleanliness, work areas and storage of maintenance materials. What measures could be taken to improve this program?

Maintenance of Saint Leo the Great Catholic School is an ongoing, daily process. Major maintenance projects are handled on weekends and during school vacations. The support services team is comprised of four full-time employees for maintenance and two contract employees for custodial services. The entire school is cleaned each evening; floors are vacuumed or mopped each day. All bathrooms are thoroughly cleaned daily. Desk tops are cleaned three times a week by custodians and additionally, if requested. Teachers use disinfectant wipes when needed to keep surfaces clean. Locked custodial closets for cleaning and maintenance supplies are located throughout the building. The support service team has incorporated more eco-friendly cleaning supplies into their daily cleaning process.

The current Action Request Form was revised during the summer of 2010 in an attempt to improve the completion of requests in a timely manner. This is the hard copy system of reporting and /or requesting maintenance assistance. The Action Request Form provides the maintenance staff with the necessary documentation to prioritize and schedule maintenance in an efficient and timely manner for school or parish needs.

Based on a goal from our last DFE, Saint Leo the Great School has developed and continued a school-wide recycling program. Through the assistance of faculty volunteers, the National Junior Honor Society, middle school students, and parent volunteers, milk bottles, paper products, juice

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pouches, cans, and bottles are currently recycled on an ongoing basis with pick-up twice a week.

In order to improve the maintenance program, Saint Leo the Great School will maintain open communication to efficiently meet the facility needs.

3. Describe how well the existing plant accommodates the instructional programs in the areas of the use of technology, academic programs, student capacity, labs, specialized learning areas, etc. In what ways could existing areas be better utilized?

Saint Leo the Great School consists of twenty-four classrooms with two classes per grade, kindergarten through eighth. Maximum class size is twenty-seven students in kindergarten and thirty-two students in each classroom for grades one through eight. The maximum kindergarten through eighth grade student population of Saint Leo the Great School is five hundred sixty-six students. Maximum preschool enrollment is sixty students.

Saint Leo the Great School maintains a 160 computer network. Four servers provide various network services, including: domain controller, school database, website, email, Linux software, and file backup. A Sonicwall firewall protects the network from outside intrusion and the content filtering software filters access to the Internet based on a website's content. There is a VPN server which allows faculty to connect to their school computers from outside the school network. CA antivirus software, installed on the server and each computer, protects the network from harmful viruses. Each classroom has an ActivBoard Interactive whiteboard and at least two computers, one for the teacher's use and one for the

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ActivBoard's function. Several classrooms have up to four additional computers for student use. All student and ActivBoard computers use the Ubuntu Linux operating system to provide a safe technological environment to utilize its educational software. There is also a telephone in each classroom to provide communication to and from the front office.

In 2003, a closed-circuit school-wide television studio was installed. Over the years, as technology has advanced, the method of broadcast has been modified from coax cable delivery (television-type) to IP network (internet protocol). The station's equipment includes: video cameras, microphones, audio/video mixing boards, a title maker, a video editor, a DVD/VHS player, a mini-DV/S-VHS combination unit, and four computers performing various on-air functions. With faculty oversight, eighth grade students produce a morning news show that includes prayers, news, and important messages broadcast throughout the school.

Teachers enrich student learning by employing many educational websites. Through the network-based Destiny software, students and teachers are able to access the library's online catalog from each classroom and from home via the school's website. Administrator's Plus and Grade Quick software are used for grades, attendance, and records of all students.

Space is provided for academic programs and for special programs including preschool, band, music, art, physical education, technology, library, and broadcast station. During the day, the conference room is used for Title I instruction for students in kindergarten through fifth grade. Spanish is now offered from kindergarten through eighth grade with two teachers splitting the classes K-4 and 5-8. The Spanish teachers travel to

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each classroom because there is no available dedicated classroom space. Office space has been created in the Saint John Vianney Center for the Spanish teachers.

The before and after school extended day program exists within the school building. The program offices are housed in the gymnasium and activities are conducted in the gym, music room, and several middle school classrooms, as needed. The students who attend the program are grouped according to grade level and use various sections of the gym or, if necessary, middle school classrooms for homework and grade level activities.

The school has a computer lab that accommodates twenty-two students on individual computers. Middle school students have computer class every day of a given quarter. Half of each class in grades one through five receives computer instruction while the other half is instructed in small groups in core subjects in the classroom. A special schedule for the shortened school days provides an opportunity for kindergarten to have computer. In 2010, twenty-two custom-built computers were purchased for the computer lab for use with more complex software programs. The original computers were then disseminated to classrooms. The library has thirty netbooks and two desktop computers available for student use. There are also thirty netbooks in a mobile cart for teachers to sign-out and use in the classrooms.

Additional learning areas are provided for academic support. The Saint John Vianney Center is available for students with specific learning needs. A conference room is used daily by a representative of Title I to work with small groups of students from various grades for enrichment and

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remediation. The speech therapist also uses the conference room when providing services to identified children.

The science lab is located in the middle school hallway. Students in sixth through eighth grade use this room for science class. The design of this space, which includes cabinetry, additional electrical outlets, and a variety of science equipment, allows for students to complete educational labs.

Student projects and artwork are on display throughout the building. Cork strips, bulletin boards, and other available wall space are used to display student work. The library often exhibits student projects from all grades. Once a year there is an art show, where student work is showcased in the gym.

All available physical space is used to accommodate the variety of school programs as well as the parish's religious education program offices. Wherever possible, the principal reassigns areas when space is needed for new or expanded programs. The possibility of sharing space that is not being utilized during the school day with the religious education program should be explored with that program's director.

4. Describe the existing plant relative to its safety in term of meeting and maintaining OSHA and other local building codes. Make available copies of the license and permits (health, extended day, preschool) for validation. What arrangements could be made to ensure maximum safety and security?

Saint Leo the Great School meets all state, local and OSHA standards related to permits to operate the facilities. Fire code operating permits are

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posted in the support services office, with copies in both the main and extended day offices. Classrooms are provided universal precaution OSHA kits to quickly respond to any blood-borne or bodily fluid hazard.

All security and fire systems are maintained by certified and licensed contractors. All maintenance staff receive training for the safety and security of the children who attend Saint Leo the Great School. Public exterior doors are monitored by cameras in the front office. During school hours, office personnel must “buzz in” visitors to enter the school. All classroom volunteers are required to sign in/sign out, and receive an ID tag for movement throughout the school.

Adding exterior directional signage could be reviewed to provide for ease of access for emergency vehicles and visitors to the school. For safety and security purposes, the exterior doors to the gymnasium/parish center entrance could be evaluated and possibly replaced to avoid accidental door propping due to the specific door’s mechanism.

5. Describe the manner and extent to which school facilities are made available to the parish(es) and the community. (Complete Facility Chart) How and in what ways could the facility be better utilized for parish and community use?

It is the continuing goal of Saint Leo the Great School to make school facilities such as classrooms, the kitchen, and gymnasium available to the parish and community. School facility use includes religious education programs, scouting activities, and school functions that include the community. There are also numerous events that take place in the school gymnasium. The Parish Program Coordinator is the individual responsible

Facility

for scheduling the use of all school and parish facilities for after-school and weekend use. A schedule for use of the school facility is posted inside the lobby at the entrance to the gymnasium and is updated on a weekly basis. Saint Leo the Great School makes the facilities available because we strive to form bonds with the parish and community that we serve.

The facility is currently being utilized by many different groups. The school does not control scheduling and use of the facility during off-hours. However, the school could help facilitate increased communication regarding the procedure for scheduling space to the parish community to reach additional prospective groups.

Facility

FACILITY CHART

<i>Organization</i>	<i>Purpose</i>	<i>Outcome</i>
Religious Education	CCD High School Youth Group Jr. High Youth Group Sacramental Parent Meetings Confirmation Parent Meetings Confirmation Team Meetings Vacation Bible School Jr. High Work Camp Baptism Class RCIA	Religious Training Community Building Community Building Religious Training Religious Training Religious Training Religious Training Community Building Community Building Religious Training Religious Training
Spanish Community	Spanish Religious Education ESL Spanish Community Mtg. Spanish Young Adult Spanish Baptism Classes Spanish Marriage Encounter Spanish NFP Our Lady of Guadalupe Fiesta	Religious Training Life Training Community Building Religious Training Religious Training Religious Training Religious Training Community Building Community Building

Facility

Boy Scouts	School Night for Scouting Troop Meetings Courts of Honor Scouting for Food Scout Sunday	Support of Program Support of Program Support of Program Aid to the Poor Religious Event
Cub Scouts	Pack Meetings "Join Scouting" Night Pinewood Derby Blue and Gold Banquet Mother-Son Dance Scout Sunday Den Meeting Rocket Launch	Support of Program Support of Program Support of Program Support of Program Support of Program Religious Event Support of Program Support of Program
Girl Scouts	Breakfast with Santa Troop Meetings Father-Daughter Dance Scout Sunday	Support of Program Support of Program Support of Program Religious Event
Junior CYO	Basketball practice/games Track and Field Basketball Camp Cheerleading Sports Banquet	Recreation Recreation Recreation Recreation Recreation
Saint Leo Parish	Band Concert Quiz Bowl	Community Building Community Building

Facility

	Family Fun Night Christmas Pageant Rehearsals Christmas Sing-a-long Art Show Ice Cream Social/Bingo Carnival Sacramental Receptions	Community Building Community Building Community Building Community Building Community Building Community Building Community Building
Diocese of Arlington	Diocesan Engaged Weekend Child Protection Seminar Diocesan Priests' Meeting Diocesan Festival of Family	Support of Program Support of Program Support of Program Support of Program
Knights of Columbus	2nd & 3rd Degree Ceremonies Monthly Family Breakfast Dinners/Entertainment State Meetings Free Throw Contest Weekly Meetings Columbiettes Craft Show Quarterly Blood Drive	Community Building Community Building Community Building Community Building Community Building Community Building Community Building Community Service
Office of Catholic Schools	Curriculum Meetings Meetings for teachers,	Staff Development Staff Development

Facility

	directors, counselors and principals	
Saint Vincent de Paul	Monthly Meetings Food Pantry Scouting for Food	Support of Program Aid to Poor Aid to Poor

Facility--Goals

Investigate the cost of equipment to provide individual heating and air conditioning control systems for each classroom, the clinic, and front office.

Investigate purchasing synchronized clocks in all classrooms and public areas.

Pursue centralized commercial recycling.

Replace the interior set of doors at the gymnasium/parish center entrance to prevent unwanted entrance by visitors.

Demographics

1. School Data

a. Review the annual information that is provided through the OCS withdrawal survey for your school. Describe your efforts to address those areas over which you have control.

Surveys are available for school years 2004-2009 with the exceptions of school years 2006 and 2008. For the four years where data is available, a total of thirteen surveys were completed.

The majority of responses were withdrawals due to the limitations of the Saint John Vianney Center, a resource program to meet the educational needs of students who require extraordinary support or enrichment. The resource program is unable to service students with extreme educational needs as it has only one special education teacher and limited physical space and resources. Saint Leo the Great School strives to meet the individual needs of each student, but realizes that for some children additional resources are necessary for their intellectual and emotional development. When it becomes evident that a child needs more resources than the school is able to offer, the teachers, administration and staff work together to assist parents in finding the best educational accommodations for the student. Faculty members complete necessary documentation and attend meetings outside of Saint Leo the Great School with parents when necessary.

Demographics

b. Complete the Composition of Student Body Report

Composition of Student Body Report

Complete the chart below, using data recorded on NCEA reports and respond to the statements and/or questions below.

GROUP	4 Years Ago 2006-2007	3 Years Ago 2007-2008	2 Years Ago 2008-2009	Last Year 2009-2010	Study Year 2010-2011
African American	9	8	7	7	5
Hispanic	31	34	54	54	63
Asian	78	60	61	51	55
Native American	0	0	1	2	1
Caucasian	383	367	314	394	357
Other	4	11	65	11	11
Total % Catholic	87	94	91	94	89

Demographics

A. Describe significant changes in the ethnic and/or the religious composition of the student population.

The data from 2006-2010 shows fluctuations in all ethnicities in the school. It should be noted that in each year there were a number of students whose ethnicity was not provided. This was particularly prevalent in the 2008-2009 school year. The number of Catholic students increased to over the ninety percent mark three years ago and has remained at that high level, except for a dip this year.

The African American and Caucasian populations have shown an overall decrease in the past five years, while the Hispanic population has doubled since 2006, increasing steadily each year. The Asian population has decreased every year since 2006 with the exception of the slight increase in enrollment from last year to this year. In addition, the number of international I-20 students has decreased in the past two years.

B. How does this data impact future school planning?

In the future, the administration will ensure that all collected surveys are efficiently tracked for future use. Saint Leo the Great School will continue to be welcoming to students of various religions, cultures, and ethnic groups. The administration will continue to work with parents of students with special needs to apprise them of the various services available in our school.

Demographics

2. Parish Data

Complete the Parish Data Report

Complete one page for each parish that sponsors your school.

Use the parish census data to complete the chart below.

Group	4 Years Ago Yr. 2006-2007	3 Years Ago Yr. 2007-2008	2 Years Ago Yr. 2008-2009	Last Year Yr. 2009-2010	Year of Study 2010-2011
Total Number of Parishioners	8885	9019	9950	10560	9677
Total Number of Families	3104	3169	2859	3100	2955
Number of Infant Baptisms	115	98	111	113	58
CCD Enrollment K	28	26	30	26	30
1	100	68	97	100	102
2	74	102	65	108	118
3	36	39	40	31	50
4	39	33	46	50	36

Demographics

5	44	30	36	32	43
6	43	29	40	37	37
7	41	58	46	55	66
8	34	38	60	100	53
Total CCD	439	423	460	539	535

A. Based on the above data, write a narrative response to trends in any of the groups.

The fiscal year for parishes in the Diocese of Arlington is from July 1 to June 30. The data from the parish shows an increase each year in the total number of parishioners. The number of families has remained almost constant with a dip in 2008 and again this year. The number of baptisms performed annually has remained constant. (Note: In the year of study, the information regarding the total number of baptisms for 2010-2011 reflects numbers through November 2010.)

The Religious Education Program (CCD) data shows that after second grade, the CCD enrollment decreases dramatically. It can be assumed that this decrease follows students completing their second grade sacraments.

Demographics

B. How does this data impact future school planning?

The data reflects a fairly stable parish. The pastor, principal, and Finance Committee will continue to monitor this information when completing the annual budget.

3. Geographical Situations

Respond to the statements and questions.

A. Using research from your local planning commission, write a brief description of population and economic trends in your school's area over the past three years. Include, if any, future trends determined by the planning commission.

The City of Fairfax Planning Commission completed its last Comprehensive Plan in 2004. At that time, population trends were focused on the increased elderly population as well as the increasing ESL school-aged population. Because this data is over six years old, it is not usable for this report.

The Comprehensive Plan is in the process of being updated this year, and according to staff in the city's Community Development & Planning office, the preliminary evaluation of 2010 Census data indicates a sharp increase in the general population for both Fairfax City and Fairfax County over the last three years, as well as an increase in the under-18 population in the city. Detailed census data with age breakdowns will not be available until later in the year.

Similarly, the economic trends are out of date, and planning staff is in the process of identifying trends and they believe the economy is still volatile.

Demographics

However, staff has conjectured that since the economy has declined in recent years, more families are remaining in Fairfax in their current housing and jobs; therefore, the migration out of Fairfax has slowed significantly.

B. How do these trends impact future school planning?

Future planning in this area cannot be addressed until more complete census data and a new Comprehensive Plan have been made available. Saint Leo the Great School will address population and economic trends at that time.

Demographics--Goals

Continue tuition support to Catholic families in need who desire a Catholic education for their children.

Continue to advertise and increase publicizing school achievements in The Arlington Herald and other media.

Continue to advertise open houses through the parish bulletin, school marquee, and additional media.

Investigate other avenues to effectively market the school to diverse ethnicities and non-Catholic families.