



NATIVITY
PREPARATORY SCHOOL

SPONSORSHIP REVIEW SELF-STUDY

Nativity Preparatory School
39 Lamartine Street
Jamaica Plain, MA 02130

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Domain 1:

Jesuit and Catholic Mission and Identity

Standard 1

A Jesuit school's primary and operative self-understanding is that it is an apostolic instrument at the service of the mission of the Society of Jesus and of the Church.

1.1 The school has a mission statement that reflects the mission of the Society of Jesus and publicly declares its Catholic identity.

Nativity Prep provides a family-like atmosphere where students are challenged academically, while feeling physically and emotionally safe. The mission guides teacher interactions with students inside and outside of the classroom as they hold students to high standards for behavioral and academic performance. Nativity students rise to meet these standards, taking responsibility for themselves and their school work.

Nativity's mission statement reads:

Nativity Preparatory School is an accredited, tuition-free, Jesuit middle school serving boys of all faiths from low-income families residing in Boston. Staffed by experienced teachers and dedicated volunteers who work closely with families, the school prepares students for success in high school and college. Nativity's academically challenging and highly structured environment helps students grow in a love for learning and an abiding sense of responsibility to their community. In the Jesuit tradition, the school promotes the intellectual, spiritual, social, and physical growth that inspires boys from Boston to become men for others.

The mission of Nativity Prep is embodied in its educational programs, policies, faculty and staff, students and parents, and school culture. All programs and policies are designed to promote the school's core values, which flow from the Jesuit tradition of developing the whole person - academically, spiritually, socially, and athletically.

Nativity's mission statement clearly reflects the mission of the Society of Jesus, however the statement does not explicitly declare the school's Catholic identity. Although the word

“Catholic” is excluded, the school’s “Jesuit” identity is affirmed twice in the statement. Nativity’s Catholic identity is affirmed through the program itself.

1.2 The appropriate governing body approves and disseminates the mission statement throughout the broader school community, and collaborates with administrators to ensure implementation, regular review, and evaluation.

Nativity’s Board of Trustees approve and disseminate the mission statement through the office of the president. Nativity staff engages in reflection surrounding the mission and how it is executed daily in the life of the school throughout the year. Similarly, the board discusses ways in which the school is excelling in implementing the mission and areas for improvement. Students are exposed to elements of the mission through morning assembly and other school presentations.

While the school constituents reflect on the ways the mission is executed, they fail to regularly review the written statement and what it communicates. Review of the mission statement itself has typically been inconsistent. It has been brought to the attention of faculty and the board that the language of the mission statement may need to be changed to increase clarity. Since the NEASC accreditation process, reflecting on the mission has become a focus of the Board of Trustees’ Jesuit Identity Committee. The staff has also reflected on the mission at two staff retreats, deeply considering how the mission is live out at school and ways it can be improved.

1.3 The mission statement is visible in public places and is contained in official documents and publications of the school.

Nativity Prep's mission is prominently displayed throughout the school building and on all school materials such as handbooks and brochures. Based on a survey distributed to faculty and staff, a significant majority of respondents indicated that they believe Nativity's mission is clearly stated. Nativity has consistently returned to its mission during development events and prominently features the mission in all materials.

The mission of Nativity Prep is widely embraced by the school's constituents. Nativity's small size dictates that it is vital to cultivate a community - from students to trustees - that is driven and motivated by Nativity Prep's mission. The mission statement is included, either wholly or in part, in materials provided to various constituents including the student handbook, faculty and staff handbook, job descriptions and postings, website, donor annual reports, grant applications, press releases, and the trustee handbook.

1.4 The governing board and leadership team use the mission statement as the foundation and normative reference for all planning.

Nativity's mission is reinforced during staff and student retreats, and professional development seminars. Nativity's mission is cited consistently as the reasoning behind all aspects of school operations. For example, at morning assembly the mission is the reason why teachers share wisdom meant to motivate students to be “men for others”. The school's classroom assignments, celebrations of diversity, and community service opportunities all reflect Nativity's goal to promote the intellectual, spiritual, social, and physical growth of its students.

1.5 Board members, administrators, and school personnel understand, support, and model the Jesuit and Catholic mission of the school.

Nativity clearly demonstrates its commitment to the Jesuit and Catholic mission of the school. Described as a board that believes in, and lives the school's mission—the board is focused on the long-term health of the school, by actively discussing strategic planning and respecting the difference between governance and daily operations. Administrators and school personnel thoroughly understand and support Nativity’s mission. The entire Nativity community annually spends time to reflect on the mission and all staff members are included in these discussions.

1.6 Consistent with its mission, the school promotes active participation of students, faculty, and staff in the life of their local faith communities as part of the Jesuit mission to build and be bridges in the Church.

Nativity’s students, faculty and staff participate in a diverse set of faith communities. Nativity’s culture has consistently shown respect to these differences, and encouraged active participation by all constituents. For example, many of the students belong to a Seventh Day Adventist Christian Community. This congregation typically has their liturgies on Saturdays. To accommodate this, Nativity has shifted the schedule of athletic events, volunteering opportunities, and school functions so that students can still be a part of their liturgies.

Recommendations:

1. Nativity should implement a review process for examining the mission statement on a regular basis.
2. Nativity could reconsider how new staff are introduced to the mission and how the mission relates to their specific role at the school.

Standard 2

A Jesuit school provides a rigorous academic program for religious education and faith formation within a total academic program that integrates faith, culture, and life.

2.1 The school's religious education program is held to the same high standard of academic excellence as all other subjects.

Nativity has always prided itself on its religious education program. The basis of Nativity's 4th and 5th grade curriculum is Finding God from Loyola Press. In the middle grades (6-8), students use a well-developed curriculum that is rooted in the same high standard of academic excellence as all other subjects. Students are expected to write several essays over the course of the year that integrate what they have learned with their own experiences. These essays are graded with the same standard as their writing class. Religious education teachers have augmented the curriculum based on student interests and backgrounds year to year, leading to a diverse and deep curriculum.

2.2 Faculty who teach religious education are qualified to deliver effective curriculum and instruction.

All religion teachers have a religious education background. The two teachers for 4th and 5th grade have degrees with a religious focus from Jesuit universities. Currently, the middle school teacher is an accomplished lawyer with a decade of experience teaching religion. He also holds a degree from the Boston College School of Theology and Ministry and serves as an active member of Saint Ignatius Parish in Newton. The year we are also fortunate to have a brother belonging to the Capuchin Franciscan Friars assisting with middle school classes.

2.3 Faculty draw upon an Ignatian worldview and the Catholic intellectual tradition in all subjects to help students think critically, ethically and compassionately about themselves and the world around them.

As part of the hiring process, all faculty must read the "What makes a Jesuit education Jesuit?" document. Annually, teachers reflect on these guiding principles as curriculum is developed. Across all subjects, attention is given to how students can think critically about the subject and develop their own nuanced views of a topic. Students are guiding in considering ethical questions in all their classes, with the Catholic intellectual tradition serving as a backdrop to these discussions. This is especially salient in Nativity's reading and language arts curriculum, which pushes students to consider issues facing the world and themselves. For example, 8th

grade students consider the effects of mass incarceration on youth of color in the United States through a Catholic Social Teaching perspective. Students are also pushed to consider differing world views and to compassionately reflect on those who live in cultures and worlds that are vastly different than their own. 5th grade students examine the experiences of refugees coming to America, and how Catholics and other religious groups of historically welcomed migrants.

2.4 Throughout the school students learn about and are invited to experience faith as a gift from God that is compatible with human reason.

Faith and reason are organically woven throughout the fabric of Nativity. As a primary example, the current 8th grade class is named after the priest and scientist Georges Lemaitre, the progenitor of the Big Bang Theory. Students are encouraged to integrate their faith into what they are learning. Across the science curriculum, teachers address the contributions of Catholics to scientific advancement and guide students through discussions of how faith and reason interact.

Within the religion curriculum, students are exposed to philosophy as a way to understanding God. Students consider the theological arguments for the existence of God in middle school. Nativity's religion curriculum also has students consider moral reasoning through a philosophical lens.

Standard 3

A Jesuit school acts out of an understanding that collaboration is at the heart of mission and all members of the school community are called to serve that mission as partners.

3.1 The school engages the unique role and expertise of the Jesuit community in fostering a practice of discernment, building of a common vision, creation of an apostolic community, and offering sacramental ministry to the school community.

Father John Wronski, SJ served as president of Nativity Prep for ten years and, during his tenure, he renewed Nativity's connection to the Jesuit community. Nativity's relationship with the Jesuit community has continued under the guidance of President Brian Maher. President Maher has continued to draw on the local Jesuit community by inviting members to participate in school liturgies. Moreover, there are opportunities for informal interaction between the Nativity and the Jesuit community, through school functions, sporting events, and annual fundraisers. As part of furthering the practice of discernment, President Maher has also encouraged teachers and staff to

take part in Seminars in Ignatian Leadership and he has continued to draw upon the Jesuit community at large to form the basis of retreats for staff.

3.2 Adults in the school community model for students a vision of Church in which laity, religious, and clergy collaborate as partners in the mission of Jesuit education.

Historically, Nativity has modeled the collaboration between laity and religious necessary for the mission of Jesuit education. Currently Nativity does not have any clergy on staff, however the school is regularly visited by priests for community masses. While the school is predominantly made up of laity, there is one religious brother from the Capuchin Franciscans who is involved in religious education and campus ministry.

3.3 As collaborators in mission, members of the school community avail themselves of opportunities and programs to deepen their understanding and appropriation of Ignatian spirituality and partnership formation.

Nativity has two retreats for all staff and faculty every year where members of the community reflect on the mission of the school and Ignatian spirituality. All first-year staff members partake in a province wide retreat for new staff that is rooted in Ignatian spirituality. Several members of staff are currently or have already completed Jesuit training in leadership and spirituality.

The entire teaching faculty have experiences in Jesuit formation beyond Nativity, as well. Many teachers attended Jesuit high schools or colleges, where they received formative experiences that have continued to shape their worldview. Three members of the faculty have also completed the Ignatian Camino in Spain. Nativity could consider how it organizes professional development outside of retreats for staff to reflect on their understanding and appropriation of Ignatian spirituality.

3.4 As partners in mission, religious and laity share responsibility for the practice of faith within the school, which is guided by Ignatian spirituality and rooted in the Spiritual Exercises of St. Ignatius Loyola.

Because of the dearth of clergy and religious, the laity have taken on the leading role in the practice of faith at Nativity Prep. Every morning, Nativity gathers as a community to share petitions and pray the “Prayer for Generosity” together. This time is typically lead by the president of the school, but each week various faculty take on the role. During lunch and dinner, students lead those present in prayer. The campus ministry committee of Nativity is lead almost entirely by laity who work diligently to organize retreats for students that are guided by Ignatian spirituality and rooted in the Spiritual Exercises of St. Ignatius of Loyola.

3.5 The school, Jesuit community and Province work in collaboration to provide the resources necessary for strengthening and sustaining the school's Jesuit and Catholic mission.

Nativity works closely with the local Jesuit communities and the Province to strengthen and sustain Nativity's Jesuit and Catholic mission. Jesuit priest consistently serve as celebrants during the monthly mass at Nativity. Nativity has also had Jesuits serve in a variety of roles at the school, including lacrosse coach, Spanish club moderator, and retreat leader.

Recommendations

1. Nativity must continue building connections with the local Jesuit communities to increase the connection between Nativity and Jesuits working within Boston.
2. Nativity could consider ways to implement professional development over the course of the school year for staff to deepen their understanding and appropriation of Ignatian spirituality and partnership formation beyond bi-annual retreats.

DOMAIN 2:

Governance and Leadership

Standard 4

A Jesuit school has a governing board which holds the Jesuit and Catholic mission and identity of the school in trust for the Society of Jesus by setting direction, establishing policies, and ensuring programs that build and manifest the school's Jesuit and Catholic mission and identity.

The Nativity Prep Board of Trustees was formally constituted in 1991. The Board functions as the school's legal governing body. Members are elected for three-year terms. Each member may serve for no more than two consecutive terms. Current bylaws provide for between 12 and 25 trustees, of which three must be members of the Society of Jesus of New England. The president and Provincial of the USA Northeast Province of the Society of Jesus, or his delegate, are ex-officio members of the board with full voice and vote. Several Nativity alumni, former teachers, and a former president have served on the board.

The board serves as legal custodian of all assets of Nativity Boston Inc., including the educational assets. The board preserves the Jesuit character of Nativity Prep and determines the educational aims and policies through the President and the Principal. The board, through its committee structure, takes responsibility for the ongoing academic and financial planning to ensure the long-term health and welfare of the school. Trustees serve as members of one of the board committees. These committees carry out policies set by the board as a whole and provide for Nativity Prep's effective operational policy in key areas. Nativity Prep board committees are as follows:

- Executive Committee
- Education Committee
- Advancement Committee
- Finance Committee
- Graduate Support Committee
- Events (Golf) Committee
- Events (Promise Dinner) Committee
- Jesuit Identity Committee
- Public Relations Committee
- Admissions Committee

Ad hoc committees may also be appointed to deal with specific issues and concerns. Actions of all committees are subject to review and ratification by the full board. Board members must be

interested and involved in the securing of Nativity Prep's long-term financial health. To this end, a trustee can be helpful in supporting Nativity Prep financially according to personal means. Trustees can also influence other individuals, corporations, and foundations to take an interest in the school. Board members support the advancement team and the president by evaluating the progress of current fundraising efforts and identifying new sources of income. Board members, both Jesuit and lay, consider it a special responsibility to open the door for the president and development personnel to business and community leaders so that the school story may be told to a wider audience.

Members are responsible for raising significant issues at board meetings and that proper time is taken for careful evaluation, discussion, and judgment. Board members should be in regular conversation with the President about issues, concerns, ideas, and suggestions to ensure Nativity Prep's ongoing effectiveness as a Jesuit middle school.

4.1 The governing board strives to represent the diversity of the community it serves, follows good governance practices, and adheres to its by-laws.

Currently, the board of trustees includes three Nativity alumni and has historically invited members of the community to be a part of the board. To fulfill his or her obligation, a trustee should attend meetings of the full Board of Trustees. A board member does not represent a particular constituency; rather, he or she must have a broader picture of the entire school community in mind as various issues are considered and decisions made.

There is limited participation by constituencies in the policy-making process. The parent council provided input into the president transition process, demonstrating the ability for community members to contribute to the school's decision-making processes. Survey results uncover, however, that some members of the faculty feel there could have been more inclusion in the policy-making process. For example, no current faculty member has been invited to sit on a subcommittee of the Board, and interaction with Board members is very infrequent - generally limited to one faculty/board reception around the holidays and occasional, casual conversations on the event that a trustee visits the school.

4.2 The selection of trustees is mission driven and their understanding of the mission is strengthened through ongoing formation in Jesuit education, Ignatian spirituality, and good governance practices.

The board demonstrates a clear commitment to the school's mission as expressed in its handbook. There is an orientation every year for new board members that explains this history of the school and Jesuit education. Additionally, during the new member orientation meeting, the mission is reviewed in depth. There is ongoing formation for all trustees in Ignatian spirituality that informs decision making. Mission is central to decision-making at meetings and multi-year

planning considerations, and is written in the trustee handbook.

4.3 The governing board, in collaboration with the leadership team, maintains a vibrant relationship with the Jesuit Provincial and his assistant for secondary and pre-secondary education as outlined in the sponsorship agreement.

The Provincial of the USA Northeast Province of the Society of Jesus, or his delegate, are ex-officio members of the Board with full voice and vote. Nativity Prep maintained a very close working relationship with the previous assistant for secondary and pre-secondary education Meg Florentine and have already begun communication with the new assistant Rev. Joseph Parks SJ. The governing board and leadership team are motivated to maintain and enhance the relationship with the Jesuit Provincial and his assistant for secondary and pre-secondary education.

4.4 The governing board, in collaboration with the leadership team, maintains a constructive relationship with the Bishop of the diocese and with the diocesan office of Catholic education.

Nativity works in collaboration with Bishop of the Archdiocese of Boston and the Archdiocesan Catholic Schools Office. Nativity participates in diocesan sponsored professional development. Previously the principal has attended diocesan principal meetings. The school sends students to diocesan events as emissaries. All Nativity faculty and staff receive Virtus Training, part of the Protecting God's Children program through the Archdiocese of Boston.

4.5 The governing board engages in presidential succession planning in consultation with the Province Office, grounded in an understanding that the president is also missioned by the Provincial to serve as “Director of the Work” for the Society.

In the most recent process of transition the governing board comprised a committee to head the search and interview process for a new presidential candidate. Throughout the search process the Provincial was consulted. When the new President was chosen the Provincial was present at the presidential instillation and missioning mass in September of 2017. At the time of the instillation the Brian Maher accepted his dual responsibility of being the fiduciary of fundraising but also the “director of work.” Meaning Brian Maher oversees the religious, pastoral, administrative, and academic needs of the school in a way that supports the mission of the school and maintains Jesuit identity. Additionally, the president was asked last year to write one of the annual apostolic letters to the Fr. General which describes the ways which Nativity Prep executes the greater mission of the Society of Jesus.

4.6 The governing board, in collaboration with the leadership team, participates actively in the Jesuit Schools Network on a local, Province, Conference, and global level.

The governing board seeks to engage in Provincial meetings. However, they find there are fewer programs which appeal to their role. When applicable, members of Nativity's Board of Trustees have participated in local province programming. However, due to availability and scheduling conflicts, the governing board has been able to participate in national and global provincial programs or conferences on a more limited basis. The leadership team at Nativity consistently participates in the Jesuit Schools Network through a variety of means. Faculty, staff and members of the leadership team participate in the retreats and conferences led by the office, both as retreatants, retreat leaders, and planning committee members.

4.7 The governing board, in collaboration with the leadership team, ensures that professional growth opportunities are available for school personnel to identify and train potential leaders for service within the Jesuit Schools Network.

Currently, Nativity's principal is taking part in the Jesuit Schools Network's Seminars in Ignatian Leadership. The school's president has already completed this process. Two other employees have completed courses in Ignatian Spirituality. Additionally, a number of faculty members have had leadership opportunities within JSN retreats and conferences. These opportunities are encouraged by the school's president and governing board, with ample time and resources devoted to the development of staff.

4.8 The governing board engages in self-evaluation and ensures appropriate evaluation of the leadership team to ensure faithful execution of their respective responsibilities.

The trustees meet with the school president to discuss and evaluate the goals and objectives for the school year. The trustees do not conduct evaluations of themselves but have implemented a process whereby they are in constant communication with the president of the school. They receive feedback informally from the president, but they do not perform self-evaluations. In the past the trustees have used a survey from the Provincial's office to help them in self-assessment. With changes this year in the PASE Office, the process was sidelined, but the board plans on continuing the process in the future.

Recommendations:

1. The board, through the work of its subcommittees, continue to seek input and advice from faculty, staff, parent, and alumni in order to facilitate discussion, collaboration, understanding, and decision-making among various stakeholders.
2. Design and implement a self-evaluation for the Board of Trustees that ensures faithful execution of their respective responsibilities.

3. Seek more opportunities for the governing board to participate in meaningful programming put on by the Jesuit School Network.

Standard 5

In a Jesuit school leadership is shared among several people with distinct roles who are empowered by the governing board to realize and implement the school's mission and vision.

5.1 As the "Director of the Work," the school president leads others to ensure the Jesuit and Catholic character and Ignatian vision of the school.

The President works tirelessly to ensure the Jesuit and Catholic character of the school while executing the mission in his everyday role. Through daily prayer and reflection at morning assembly as well in our celebrations of monthly mass, the students look to the President as a role model in Ignatian identity. The president runs two overnight Jesuit identity retreats annually for all full-time faculty and staff. There is a clear effort on behalf of the president to serve as a model of the mission for both students and faculty. In addition to his school routines the president continues to seek his own professional development to enhance his ability to serve as the "Director of the Work". Finally, the President ensures that all employees that he hires have a clear understanding of our Jesuit and Catholic identity and are on board to support and execute the mission through their position.

5.2 The members of the leadership team are qualified to serve as the religious, pastoral, administrative, and academic leaders of the school.

All Nativity administrators are well-qualified for their respective positions through both experience and their advanced levels of education.

The principal of Nativity joined the Nativity Prep community in 2018. He began his career as a teacher with the REACH Program at his Jesuit alma mater, Regis High School, and over the years also served REACH as an Academic Dean and Summer Coordinator. Just prior to joining Nativity, he was Dean of Students and taught English at Regis. A longtime student of Jesuit education as well, he received his undergraduate degree from Le Moyne College, his Master's from Boston College, and is currently studying with the Hurtado Cohort of the Seminars in Ignatian Leadership.

The vice principals are both former Nativity teaching fellows and have spent significant time around Nativity. Both have earned master's degrees from the Lynch School of Education. Together they have a combined 14 years of experience working at Nativity, with one of the vice principals a graduate of Nativity.

The director of graduate support has two degrees from Boston College, the latter of which is a Master's in higher education. Prior to coming to Nativity, she worked in the POSSE Program and for KIPP Charter Schools. She is joined by an assistant director of graduate support who currently has a bachelor's degree but is progressing in an advanced degree from Boston College.

The director of advancement has a Bachelor of Science degree in Marketing from Marist College and has worked for 19 years as a development professional for various nonprofit institutions in Boston and Rhode Island.

The admissions director has a bachelor's degree in Communications from the Catholic University of Santo Domingo in the Dominican Republic, and a bachelor's degree in Hispanic Literature from Boston College. He worked as a Spanish teacher for fifteen years, including Nativity Prep, and he has been the admissions director at Nativity for the past seven years.

5.3 The leadership team engages the entire school community in fostering a school culture that embodies the mission and vision.

An administrative position at Nativity requires flexibility, patience, and communication. Due to the day-to-day challenges that arise, most which cannot be anticipated, administrators must have the ability to communicate effectively with one another as well as with the staff. Nativity administrators also display a level of selflessness, often working extended hours and constantly evaluating various aspects of the school's programs and policies.

Administrators also serve as liaisons between the Board of Trustees and the staff and faculty of the school and are tasked with communicating suggested changes in policy with those in their respective departments and with representing their direct reports at board meetings. Policies and procedures are discussed at weekly administrative meetings which are attended by all administrators and open to the participation of faculty and other staff. In addition, school policies for employees, trustees, and students and families are laid out in detail in their respective handbooks (which are signed each year to confirm compliance).

5.4 The leadership team provides adequate personnel and resources to ensure the development, implementation, and oversight of Jesuit mission and identity formation programs.

Nativity Prep has adjusted its budget to account for the employment of a part-time staff member in regard to campus ministry. Due to the high rate of transition over the last two years the

position has not yet been implemented. The goal of the leadership team and governing board is to form a vision for this position and hire a part-time employee whose main focus will be on the Jesuit and Catholic character and Ignatian vision of the school. Currently, a Campus Ministry Committee, comprised of faculty and staff with the support of the leadership team, has worked to maintain and enhance Catholic and Jesuit identity within the school community.

5.5 The leadership team demonstrates commitment to their own ongoing spiritual and professional formation.

The school provides various opportunities for administrators' growth and development, ranging from the ability to attend conferences and complete courses at Boston College's Lynch School of Education to leading professional development sessions at Nativity. The school president expects administrators to participate in professional development and facilitates opportunities for growth through their demonstrated leadership throughout faculty retreats, professional development activities, and orientation.

Nativity does have a system for the evaluation and supervision of administrators, though it is in need of revision. While the president is evaluated regularly by the Board of Trustees, all other administrators (including the principal, director of advancement, director of graduate support, and director of admissions) are evaluated by the president twice a year. One of those evaluations is a "self" evaluation in which administrators reflect upon their first evaluation and the progress they have made. The vice principal is evaluated by the principal in a similar, semi-annual format. Though there is an evaluation process in place, the change in leadership during the 2017- 2018 school year has made these methods and the frequency of the evaluations less clearly understood.

5.6 The leadership team takes responsibility for the development and oversight of school personnel, including recruitment, hiring for mission, professional growth, and formal assessment of faculty and staff.

Nativity has used consistent procedures for recruiting professional staff to ensure that the best available candidates join the Nativity community. Generally, when there is a staff opening, a release is sent to a diverse range of places to ensure that a variety of candidates are given notice. These sites include the typical job posting sites, such as Indeed and School Spring, along with more specific postings to the Jesuit Schools Network and the Alliance for Catholic Education job boards.

A small committee of the principal, president, and lead teachers or other administrators compile a list of candidates based on their resumes and cover letters. If the position is for teaching, the candidate will teach a sample lesson which is observed by the principal and another member of the hiring committee. The principal then compiles the notes from the various interviews and lesson observations. Once all candidates have been interviewed, the principal and president will reconvene with committee members to elicit their thoughts on the candidates. The final decision

is handled by the principal and president.

In the past, the principal scheduled weekly check-ins with lead teachers for discussion of classroom concerns and curriculum and instruction practices. Lead teachers were then observed at least once per quarter by the principal using a clearly defined and promulgated observation tool rooted in Nativity's Jesuit identity. These meetings were not occurring during the 2017-2018 school year, as the school did not have a principal. Nativity has since hired a principal who has taken over observation and evaluation of teachers through monthly formal observations and weekly informal observations. In addition, teaching fellows attend weekly meetings with a lead teacher, who serves as the fellow's mentor, to discuss school concerns along with curriculum and instruction. Teaching fellows are to be observed weekly by this mentor who is responsible for providing feedback and resources.

5.7 The leadership team facilitates the development, articulation, and implementation of a student-centered vision of education that enhances instructional capacity and student learning.

Nativity demonstrates its shared understanding of teaching excellence in several ways. First is the rigorous hiring process, followed by the significant availability of professional development. Teachers understand this idea of excellence by regularly reflecting in department meetings on their lessons and constantly considering ways to improve their craft. Faculty at Nativity are more than adequately trained to fulfill their teaching responsibilities. The idea of doing better and being better for the students is a common quality among the faculty, and they are individuals who model the mission of the school.

5.8 The leadership team works in collaboration with the governing board to create a culture of continuous improvement aimed at sustaining excellence and growth in all areas of school life: curriculum and instruction, faith formation, extra-curricular and athletic programs.

The governing board has assumed a culture of being contemplatives in action. As of late there is a strong desire on the board for continuous improvement and looking at all aspects of student life. The governing board meets quarterly and sub committees meet in between those meeting to make continuous improvements. It has taken time to build a governing board that has accepted the responsibility of discussing change for the better. The current governing board has been highly motivated to discuss and pursue positive changes to improve the curriculum and instruction, faith formation, extra-curricular and athletic programs.

5.9 The leadership team fosters a school-wide culture of collaboration through active participation in programs, conferences, and gatherings of the Jesuit Schools Network on local, Province, Conference, and global levels.

Nativity has consistently participated in programs, conferences, and gatherings connected to the Jesuits. In the 2018 school year, Nativity sent 6 people to the REACH conference in New York City. Nativity has also consistently sent all new staff to the Province's new staff retreat. Additionally, faculty members have served as retreat leaders at a number of Province sponsored retreats.

5.10 The leadership team takes responsibility for communicating regularly with all constituents regarding school programs and new initiatives.

Almost all respondents (17 of 19) to a communications survey given in 2016 indicated that the leadership team maintains an open line of communication; almost 75% of respondents indicated they receive all of the news and information they need in order to do their jobs; over 75% of respondents indicated they were comfortable or neutral about sharing ideas or concerns directly with their manager, and the majority of the respondents agreed that decisions are clearly conveyed to employees

Respondents generally agreed that the meeting notes distributed after each faculty/staff meeting are helpful to their job, distributed in a timely manner, and easily accessible.

Recommendations:

1. The leadership team meetings are open to faculty; however, they occur on Wednesday mornings which makes them inaccessible to some faculty. Any review of the school schedule should include a discussion of both the faculty and leadership team meetings. A priority should be placed on finding alternative meeting times in order to increase the efficiency and attendance at both meetings.
2. Finalize the necessary budget and solidify a job description for a campus ministry position at Nativity Prep with the intention of hiring for this position for the 2019-20 school year.

Standard 6

In a Jesuit school the leadership team works in collaboration with the governing board to ensure the operational vitality of the school including human resources, finances, marketing/communications, advancement, enrollment management, facilities and technology.

6.1 The governing board and the leadership team operate in accord with published human resource/personnel policies that are consistent with school mission, applicable law, and best practices for business.

Nativity Prep publishes a nondiscriminatory policy as to students in its Student Handbook on a yearly basis. Nativity Prep also publishes an Employee Handbook that includes:

- Establishing and Maintaining Proper Boundaries between Staff and Students
- Expectations for mandated reporting in regard to abuse or neglect of minors
- Policies on sexual harassment, harassment, racism, and acts of intolerance

Training in the above-mentioned policies is part of the orientation of all trustees and staff each year. Upon being hired, all members of the faculty undergo a background check and participate in Virtus training.

6.2 Published human resource policies include position descriptions for all personnel specifying position responsibilities and qualifications, hiring procedures, and performance review procedures.

The Employee Handbook is saved in a shared file on the Nativity Prep server and accessible to all faculty and staff. It is also emailed to all new employees and then emailed again to all returning employees during orientation week. It is updated annually whenever necessary or appropriate with at least a few changes in policy made each year, especially when new state or federal laws that affect employees are made or updated. The president, after consulting with employees through various meeting structures, is ultimately responsible for making decisions about policies and procedures or approving decisions that he has delegated to other employees, committees, etc. Most changes to policies in the employee handbook are reviewed by the school's legal counsel before becoming official. The employee handbook also delineates position responsibilities and qualifications for staff. All supervisors are responsible for evaluations, ensuring adherence to the policies, and dealing with employees who are not following school policies and procedures. Before reporting to work each year, all employees must sign and submit a declaration stating they have read and understand the school's policies.

6.3 The governing board and leadership team develop policies and procedures that ensure the school is a place of work and study that is free of sexual and unlawful harassment.

Nativity has established procedures to ensure safe reporting of sexual and unlawful harassment. Annually, the staff reviews expectations, policies and procedures for creating a safe work environment.

6.4 The governing board and leadership team develop budgets with an understanding that they are mission documents that need to ensure adequate resources, staffing, and programming for the formation of all the school's constituents.

Given that Nativity Prep is a unique school and resources are often stretched, the Board of Trustees has done an excellent job of identifying the needs of the school and then working to fund those specific priorities. The Board of Trustees has consistently designed budgets rooted in what resources, staffing, and programming will best serve the school.

6.5 The governing board and leadership team develop financial plans and budgets in accord with best practices for business to ensure the sustainability, affordability, and accessibility of the school.

Through an annual budget setting process, Nativity Prep's advancement office collaborates with the school's president and the board's finance committee to review and set financial goals for the coming year. Each year, the school raises sufficient funds to cover expenses for the year. In the last four fiscal years, Nativity Prep has not had to draw down on its endowment and generally has cash reserves of \$300K in an operating account to cover three months of expenses, and an additional \$400-500K in cash reserves in our endowment account with JP Morgan. The finance committee oversees the endowment accounts and establishes policy related to it, and JP Morgan advises the Board of Trustees on our endowment investments. Nativity Prep's endowment currently generates \$375K in dividend income that we have not had to draw upon, so it has been reinvested back into the endowment. Additionally, the school carries no debt.

6.6 The governing board in collaboration with the leadership team engages in strategic thinking and planning as evidenced in board meetings that are strategy-driven and outcomes-oriented, and in plans that provide a cohesive and comprehensive vision for the future.

The last ten-year strategic plan was put into place in 2008. Through this planning, the board approved the addition of the 4th grade classroom space and curriculum, the renovations of the

science lab, the expansion of personnel to include more lead teachers, and several recent upgrades in school-wide technology. We reached the end of the ten-year strategic plan during a time of transition. With appointment of a new president, the NEASC review and this Jesuit Review all taking place over the course of 2017-2018 the governing board decided to wait before developing a new strategic plan. The board is currently in discussion on preparing for a new round of strategic planning. The governing board will use the results of the NEASC review and the Jesuit review to guide the next phase of strategic planning.

In terms of the more current and day to day planning the governing board is limited by specific board members' engagement with and knowledge of the school's operations, there is significant evidence to suggest that multi-year planning is the major focus of discussion at board meetings. The president, as a member of the board, informs the trustees with a "state of the school report" four times yearly. The day to day planning and decision-making falls to the leadership team.

6.7 The governing board and leadership team develop and maintain a facilities, equipment, and technology management plan designed to support implementation of the school's mission.

The school does not have a current facilities plan. An annual facilities and equipment audit of the faculty fellow residence and school is completed to predict capital expenditures. The audit is completed by the chair of the facilities committee of the Board of Trustees and the school's business manager. This planning assures that money is properly allocated in order that curricular and extra-curricular programs are properly supported.

Nativity has outlined proper use of technology, but there is not a current institutional technology plan that holistically addresses all aspects of the school's technology needs and usage. The Education committee of the Board of Trustees has begun to address this issue. They have begun by visiting and interviewing staff at six of the high schools our grads attend most to learn about their technology infrastructure. They will begin to work with Nativity Prep teachers and families to help develop the plan, which should be completed by the end of the 2018-2019 school year. The committee is using "Education for Encounter in a Digital Age: A Vision for Technology in Jesuit Schools in the 21st Century" as a guide, which our President, Brian Maher, helped develop.

The school does have a written Acceptable Use Policy which all students are required to sign at the start of each school year. There is a code of conduct for teachers and students. The students are given frequent reminders of the technology expectations and the consequences associated with not following the rules.

6.8 The governing board and leadership team enacts a comprehensive plan for institutional advancement through communication, marketing, enrollment management and development.

The advancement office, which is staffed by three full-time employees (advancement director, assistant director of advancement, and an advancement associate) oversees Nativity Prep's fundraising efforts, implementing programs to raise both unrestricted and restricted funds from individuals, foundations, and corporations to operate the school. An advancement committee of the board, administrators, faculty, staff, and volunteers all serve in varying capacities in the planning, cultivation, solicitation, and stewardship processes.

In 2017, the Board of Trustees and Nativity Prep's advancement office created a formal advancement plan to build upon its already successful fundraising, cultivation, and stewardship efforts, and is working to implement improved best-case practices into its efforts, particularly with regard to use of its donor database, Raisers Edge. Key components of advancement's annual fund efforts include leadership giving/personal solicitation, student sponsorship program, foundation support, two long-standing fundraising events (Spirit Dinner and Golf Classic), and a comprehensive direct mail program. Nativity Prep's student sponsorship program enables some of our most generous donors to engage with the school and its students on a more personal level, directly tying donors to its mission. In 2016 Nativity Prep concluded a successful \$10M campaign to expand operations and to build up its endowment, with \$9M collected and \$1M outstanding.

Recommendations

1. Nativity must develop a facilities and technology plan that serves the Jesuit mission of the school and provides a map for the long-term success.

Domain 3:

Spiritual Formation

Standard 7

A Jesuit school provides developmentally appropriate opportunities for student faith formation including personal prayer, participation in liturgical and communal prayer, and action in service of social justice.

During the 2015-2016 academic year, Nativity initiated a process to organize its campus ministry activities and Religious Education classes as a single program. Developmentally-appropriate religious curricula, faith-based community service, student liturgy planning and leadership, Advent and Lent programs, grade level retreats, and formation are now directed by a small team directed by Religion Teacher Edward Dailey. The team formerly included a Jesuit regent who has since been re-missioned after ordination. Nativity is actively working to identify potential Jesuits in formation who could contribute to Nativity's Campus Ministry program.

The focus of the Campus Ministry Program is to develop growing awareness that all people are called to find purpose and meaning in their lives by living in relationship with God. Spiritually, this means prayer, liturgy, and contemplation to allow God to be present. As students, teachers, and staff, this means learning to live as people who recognize God in every person and who respond to others - particularly those in need - with care and humility.

The Campus Ministry Program is aligned with the religion curricula of the school. For example, 7th and 8th grade retreats follow themes first raised in the classroom. Social service in the community, such as the 8th grade service trips to St. Patrick Parish's Cor Unum meals program in Lawrence, is related directly to the study of and personal response to Jesus' social justice teaching and to social justice issues identified in the 7th and 8th grade religion courses. Similarly, liturgy planning and leadership are part of the formal religion courses for grades four through eight. Staff and teachers develop the themes and programs for Advent, Lent and Easter; these are shared at morning assembly, adviser/student lunches, and liturgy. Prayer is part of every school day, beginning at morning assembly, continuing at lunch, and shared again through St. Ignatius's Examen at the beginning of 6th through 8th grade religion classes. Finally, formation is an expanding focus as Nativity works to teach the students to be people of faith first. Alumni, professionals, priests, young Jesuits, and community leaders are invited throughout the school year to "tell their stories" and, in particular, to explain how faith has influenced their choices and decisions.

7.1 The framework for student formation is Ignatian spirituality, the Jesuit Way of Proceeding, and personal identification with and active participation in one's local parish church or faith community.

The Ignatian “language” and terms that define the Jesuit Way of Proceeding are used, practiced and referenced daily at Nativity. Each day begins with Ignatius’ “Prayer for Generosity”, said as a community at Morning Assembly. Discussion of Nativity’s character, moral and ethical formation revolve around the idea of forming “boys from Boston into men for others”. Our approach to student discipline is grounded in the concept of “Cura Personalis”, as is the broader Student Support Services approach of working with individual students when they struggle. Both Student Support Services counselors are former Jesuit Volunteers, bringing the Jesuit Way of Proceeding into their counseling and social-emotional learning sessions with whole classes. Cura personalis, Men for Others.

Ignatian spirituality is also key to an important tradition in student formation: the naming of each class in honor of a Jesuit patron. Each class is named after a deceased Jesuit selected by the school community as an exemplar “man for others” and man of God (e.g. Class of Xavier, Pro, Claver, Brébeuf, Foley, etc.).

As a community of many faiths, where only about one-third of students’ families identify as Catholic and come from communities across the city, there is not a strong engagement with students’ parochial or church community life. Nativity attempts to offer several examples of engaging faith through parish/church community life throughout the year, partnering with St. Katherine Drexel on community service events related to Catholics of color and neighborhood activism.

7.2 Campus ministry staff actively involves students and all school personnel in planning and leading liturgies, prayer services, and worship experiences that are engaging and attuned to the liturgical rhythms of the Church.

Students play a core role in school liturgies and learn about and prepare for service in school liturgies in their religion curricula. In particular, the 7th Grade is given main responsibility for student leadership in school liturgies, participating as Altar Servers, Lectors, and Prayer Intention leaders.

School personnel participate through providing liturgical music for school liturgies. Personnel lead the community’s praise music, using a range of worship music styles and languages to make the worship experience accessible and engaging for our students, especially considering a smaller Catholic student population.

7.3 The school provides for appropriate sacred space.

Nativity has a multi-purpose room, called “the chapel” that serves as a sacred space. This space is used for morning prayer and school masses throughout the year. Unfortunately, this space is also used for classes and so is not consistently open to students for prayer.

When possible, Nativity exposes students to other sacred spaces and sites of religious life. We have a very engaged Capuchin Franciscan brother who has hosted students for prayer services at the Capuchin community in Jamaica Plain.

7.4 The school delivers programs for student spiritual formation that are aligned with the goals articulated in the Profile of the Graduate at Graduation and that develop values in students which run counter to the secularism of modern life.

In recent years, Nativity Prep has been proud to receive encouraging feedback on its alumni from their high school religion teachers (and others). Several high school religion teachers have shared that their Nativity students display a level of maturity, understanding and curiosity about faith that is far beyond their peers. Additionally, BC High freshman instructors have provided overwhelmingly positive feedback about Nativity alumni’s understanding of, and appreciation for, Ignatian spirituality.

Nativity believes that this recent success is related to the re-shaping of its religion curriculum and Campus Ministry team to focus on the idea of the Grad at Grad. The whole framework of the curriculum now revolves around teaching students how others in history came to understand and appreciate their relationship God and then to provide the tools for students to personally do so for themselves now and in the future. The 6th-7th-8th grade religion curriculum progresses from the study of the Jews as the “First People of God” to Christians and Jesus’ mission and call to moral wisdom and faith today.

One example of this developmental program is the 8th grade religious curriculum. 8th graders pray the Examen before each class, study moral wisdom and Catholic ethics, and then put their learning in action through serving dinner twice at the Cor Unum Soup Kitchen. After their service, they are then tasked with researching and writing an analytical paper on the city of Lawrence, its immigrant and refugee history, and the relationship faith communities like St. Patrick’s Parish and Cor Unum to the city’s issues. 8th graders must also contribute a spiritual reflection on why they feel called to serve those at Cor Unum, connecting their “moral wisdom” lessons to the service of love.

This curriculum models the development of the Grad at Grad: Open to Growth (the flow of the curriculum), intellectually competent (analytical assignments), Religious (study of the ways God's people have expressed faith), Loving and Committed to Justice (8th grade focus on morality and the call to service and vocation).

7.5 Programs for student spiritual development and formation, including an articulated sequence of retreat experiences, progressively reflect the dynamics of the Spiritual Exercises inviting students more deeply into the Mystery of the Life, Death, and Resurrection of Jesus Christ.

Nativity leads it's 7th and 8th grade classes on a series of retreats that closely follow and explore the Spiritual Exercises and meditation on the life of Christ.

The 7th grade fall retreat uses All Saint's Day to reflect on "How do you become a saint?", calling students to apply their understanding of Catholic tradition and saints to their own lives. The retreat includes a morning of talks and Ignatian reflection, and concludes with Mass with students from Boston College's School of Theology and Ministry at St. Ignatius Parish.

8th grade students participate in an important summer retreat, a half-day at Boston College High School, focused on the call to leadership - "how are you going to be a leader for the younger students at the school?". That theme is pursued in the context of reflection on Jesus as servant leader. The 8th grade closing retreat in the Spring is an all-day retreat at Boston College/St Ignatius Parish focused on reflecting on "what Grad at Grad means for you" and models the Fourth Week of the Spiritual Exercises with reflection on "living out" a Nativity education.

Additionally, the entire school community participates in reflecting on the Mystery of the Life, Death and Resurrection of Christ through Advent, Lent, and Easter reflections. Students are tasked with leading the school community through reflections on these themes during Morning Assembly, while written reflections from school faculty and staff are shared with the broader community as prayer prompts.

7.6 Students are introduced to Ignatian discernment as a tool to assist them to discover their life vocation.

Ignatian discernment and the Examen are core to the Nativity religion curriculum. In particular, the 8th graders pray the examen every day before class, and as the year goes on students lead the reflection.

While students are a bit young to be thinking about life vocation, Nativity faculty regularly use the language of discernment to communicate a sense of purpose to students. One particular

example is “Wednesday Wisdom”, a part of Morning Assembly on Wednesday mornings where faculty share reflections on their vocations.

7.7 The school promotes vocations to the priesthood and religious life, particularly life as a Jesuit, as an important way of living out a shared baptismal call to service and life in God.

There is a “Vocations Day” class as part of the 7th grade Religion curriculum each year. For this class, Religion Lead Teacher Ed Dailey brings in several Jesuits at different stages of their formation to share their vocation story and to answer questions about religious life.

Additionally, Nativity is fortunate to have diocesan priests and religious from other orders regularly visiting and engaging the students. Br. Joe Anderson, OFM Cap is a regular volunteer and is now co-teaching some Religion classes.

7.8 The school provides students the opportunity to understand world religions and the value and importance of inter-religious dialogue

There are components of world religions in the Nativity religion curriculum. The 6th grade religion curriculum includes studying the Abrahamic faiths, and how Christians, Jews, and Muslims have both similar and distinct approaches to relationship with God. In 7th grade, students are introduced to Eastern faiths in the context of discussing diverse spiritualities.

In addition to classroom learning, students also have the opportunity to engage with world religions and inter-religious dialogue through the diversity of our student body. With only a roughly 33% Catholic student population, students get to know peers whose religious traditions include Protestant (Baptist, Seventh Day Adventists, and more), Muslim and Buddhist.

Standard 8

A Jesuit school provides opportunities for adult faith formation and action in service of social justice.

8.1 The school develops and implements a plan for the continuing education and Ignatian formation of board members and all school personnel.

Nativity provides several opportunities for professional development throughout the year. First, teachers are able to participate in classes at Boston College at a reduced cost. Currently, nine teachers are using this program to gain advanced degrees. Nativity also provides professional development, although these experiences change year to year. For the 2018-2019 school year, an

emphasis has been placed on long term curriculum planning. This has involved several workshop type experiences where teachers worked with an outside consultant to develop unit plans that would exist far beyond their time at Nativity. During the 2017-2018 school year, an emphasis was placed on helping teachers identify implicit bias and increase cultural awareness.

Currently, Nativity does not have a formal plan for Ignatian formation of board members and school personnel. However, Nativity endeavors to always be educating all constituents on Ignatian education and spirituality and offers several regular opportunities to do so throughout the year (*discussed in next standard*). Establishing one professional development day a year devoted specifically to Ignatian spirituality and pedagogy, in addition to the bi-annual faculty retreats, could be one valuable step towards improving continuing education.

8.2 Board members and all school personnel have access to and are expected to participate in programs aimed at deepening their personal spiritual lives, such as annual retreats, spiritual direction, and opportunities for adult faith formation.

School staff participate in overnight retreats twice per year. These retreats, as mentioned throughout this document, are aimed at deepening the spiritual lives of each individual staff member, familiarizing faculty with Ignatian pedagogy and the Ignatian “Way of Proceeding”, and building Ignatian community. The retreats, which have been led at different times by the president, Jesuits, and lay Ignatian educators, are rooted in Ignatian discernment and involve a mix of small group discussion, individual prayer time, and large group sharing.

Although these retreats are technically open to board members, they have typically not participated. Board members however are expected to attend an Annual Board retreat which fulfills similar functions, offering time for both individual prayer and reflection and group discernment about how the school is meeting its Ignatian mission. Additionally, each board meeting is begun with prayer to set the tone and focus of the discussion.

Nativity also actively encourages faculty to take advantage of PASE programs and opportunities. At the school leadership’s encouragement, Nativity faculty have used the generous PASE Colleagueship Grant to attend Ignatian retreats in the past. Additionally, it is an expectation that all first-year faculty will make the time to attend the PASE First-Year Faculty Retreat.

8.3 School personnel are hired who are supportive of the Jesuit and Catholic mission of the school and engage in ongoing formation with regard to Ignatian spirituality and Jesuit education.

The Nativity interview process makes clear the school's Ignatian mission and Catholic identity. Applicants are expected to have a clear understanding at the end of the interview process that all Nativity faculty will engage fully in the school's Jesuit and Catholic mission, which includes the aforementioned programs and opportunities. Nativity is proud to have on its faculty many alumni of Jesuit universities, Catholic universities, Jesuit Volunteer Corps, the Alliance for Catholic Education, and Boston College Urban Teachers Corps, as well as faculty and staff with experience at other Jesuit and Catholic pre-secondary/secondary schools.

In the past, teaching faculty and often staff who apply to Nativity have been expected to read the document "What makes a Jesuit school Jesuit?", from the Jesuit Conference. This document is discussed during the interview process as a way of examining a candidate's commitment to the mission of the school. This document is then reread during the orientation week preceding each school year. Faculty and staff then discuss its purpose and how the ideals contained within are reflected in the Nativity community. Recent hires have mentioned that they were not asked to complete this process, so Nativity will undertake an effort to re-assess and standardize the discussion of mission during hiring.

Also, as aforementioned, Nativity is thankful to have a close relationship with Boston College. The majority of Nativity faculty take advantage of continuing education at Boston College, with many taking courses related to Ignatian pedagogy and infused with Boston College's Ignatian and Catholic mission.

8.4 School personnel model service, communal prayer, Ignatian discernment, and the fundamental importance of the Eucharist.

Nativity's effort to form "boys from Boston into men for others" starts first and foremost with its faculty modeling what it means to be "men and women for others". Those who work, have worked in, or are familiar with the school environment testify that one of Nativity's greatest strengths is the commitment and character of its faculty and volunteers.

School personnel go above and beyond their job description in supporting students, families and alumni each and every day. Faculty are not assigned, but instead volunteer to chaperone/assist with student service projects.

As aforementioned, faculty directly participate in school liturgies as our "choir" and model Eucharistic reverence during the Mass.

At Morning Assembly, students and faculty are both invited to offer prayer intentions, an avenue through which faculty model communal prayer. Also, at Morning Assembly, Wednesdays are reserved for “Wednesday Wisdom” - a set time for a faculty member each week to offer personal reflections on Ignatian discernment, living out our Ignatian mission, and their own “vocation” stories.

8.5 The school clearly communicates the objectives of student faith formation to parents enabling them to partner with the school in directing the faith formation of their child.

Nativity clearly communicates on all enrollment materials the Jesuit and Catholic foundations contained within its mission. Parents often choose Nativity because of its deep respect for faith and for faith formation, even if the family is not Catholic themselves. Parents and religious education teachers work together to direct faith formation and draw connections between what is learned in school and what is experienced outside of Nativity.

Parents and families are also invited to - and often do - participate in all school liturgies.

Domain 4:

Educational Excellence

Standard 9

A Jesuit school has a clearly articulated rigorous curriculum aligned with relevant standards and the Profile of the Graduate at Graduation delivered through effective instruction.

9.1 Faculty and professional staff hold the appropriate academic credentials to ensure their capacity to provide effective curriculum and instruction.

Lead teachers at Nativity are qualified with experience, education, and training. It is unusual for a lead teacher to be hired without a graduate degree or at least two or three years of teaching experience. Teaching fellows, however, are not expected to have the same training or a background in teaching, but usually have experience working with children. The teaching fellows participate in mentoring and training regularly to increase their expertise and subject knowledge.

Items 9.2, 9.3 and 9.4 are addressed together.

9.2 The curriculum adheres to appropriate, delineated standards and is vertically aligned to ensure that every student completes, at a considerable level of proficiency, a coherent sequence of academic courses based on the standards and rooted in Ignatian and Gospel values.

9.3 The religious and ethical dimensions of learning are integrated across all subject areas of the curriculum.

9.4 Curriculum and instruction prepare students to be critical and creative thinkers, providing them with the knowledge, understanding, and skills to become socially responsible global citizens.

The academic curriculum at Nativity Preparatory School includes classes in reading/language arts, history, science, math, and religion. In addition, students in 6th-8th grades participate in semester-long applied math and writing seminar classes which meet four times a week in smaller

groups.

Formal department meetings are scheduled every other Friday for teachers to discuss student progress, common challenges, best practices, and continuity across the grade levels. In addition, departments meet less formally on an as-needed basis as issues arise. Over the last two years, strong emphasis was placed on vertical alignment of the curriculum for each subject area during these meetings. Each department created a document detailing which topics and standards of the Common Core curriculum are covered at each grade level. Refining the curriculum and eliminating unnecessary overlaps and gaps in the 4th through 8th grade curricula helped ensure continuity in each content area and that each student achieves a considerable level of proficiency.

All subjects, with the exception of music, have a written curriculum that has been developed and discussed with the teachers who administer such subject. Standards, student progress, curriculum, and classroom best practices are assessed at bi-weekly department meetings. Teachers share ideas that have been met with success, as well as concerns regarding areas for improvement. Throughout the year, several department meetings are designated specifically for work on curriculum (including its vertical alignment and with consideration of new strategies), though members of each department review curriculum on a continuous and informal basis, as well. In addition, formal updates to the school's curriculum guide are made annually for each subject area and grade level.

The curriculum addresses the religious and ethical dimensions of learning; however, this is implemented inconsistently. Across grade levels, students consider the moral and religious elements of what they are learning. For example, social studies classes examine the ethical actions of historical figures across American history. Similarly, when teaching on the enslavement of Africans, teachers introduce how Catholicism has positively and negatively addressed the ethical and moral issue of enslavement. However, these instances are not controlled and are at the whims of the teacher of the course. Nativity would benefit by examining how these elements could be added to curriculum planning.

Lead teachers have the most teaching experience in content-specific areas, providing less-experienced teachers with a source for guidance and direction. Younger volunteer teaching fellows are assigned a “mentor” with whom they work closely throughout the year to discuss planning, grading, and overall achievement. Access to technology use has improved since the last Jesuit review. This year Nativity has rolled out a one to one chromebooks, allowing for a wider range of assignments from teachers.

In addition to our core curriculum of Math, Reading Language Arts, Science, Religion, Social Studies, art and music. The middle school students sixth through eighth grade take a writing seminar class and an applied math class, which includes extra academic time for students to learn about how their academic class can be applied into the real world and how their knowledge can help them to become men for others. For example, in the eighth-grade writing seminar, students examine the criminal justice system in the United States. Students then engage adults in the community on the topic, before writing a paper stating their own thinking.

9.5 Curriculum and instruction are delivered in a learning environment characterized by mutual respect and appreciation of gifts and talents as given by God for service to others.

Nativity has always rooted itself classroom culture in respect and appreciation of who the students are. Nativity's teachers work to cultivated student gifts and talents, while modelling for students respect for differences. Over the past few years, Nativity has worked to adjust the discipline system used within the school to better serve students and continue to cultivate a culture of respect. The system has undergone several evolutions based on input from all constituents.

9.6 Curriculum and instruction equip students to become proficient and socially responsible users of technology.

This year we have been able to implement a one to one device program in grades four through eight. This allows for us allow more opportunity for students to access and learn about the responsible ways to use technology. This was able to happen through the collaborative work of the education committee on the board of trustees along with teacher and administrative input.

9.7 Classroom instruction is intentionally designed to address the affective dimensions of learning — emotional, social, aesthetic, moral, spiritual, and motivational.

Much of the learning and teaching that takes place at Nativity Prep includes the affective dimensions of learning. In many classes the curriculum is not intentionally designed in this manner, but the very nature of the school with small class sizes and close student-teacher relationships allows this to organically occur.

9.8 The curriculum includes education for global competency across all subjects providing international experiences to students, faculty and staff through the global network of Jesuit schools and ministries using a variety of live and virtual formats.

We are not currently doing anything significant in this area. However, in the future, we hope to take the opportunity to connect globally via Educate Magis, a free resource to facilitate Jesuit schools connect and share resources.

Recommendation:

1. Nativity should consider how to coordinate the religious and ethical dimensions of learning across the curriculum and through all grade levels.
2. Nativity should consider more opportunities for students to connect with the larger Jesuit community.

Standard 10

A Jesuit school is marked by a pedagogy that engages the world through a careful analysis of context in dialogue with experience, always open to evaluation through reflection for the sake of action.

10.1 The Ignatian Pedagogical Paradigm is incorporated across the curriculum.

Although we do not talk specifically about the Ignatian Pedagogical Paradigm, we do have some area we have included the IPP. In the area of Context, current events lunch, X Period, and our S.E.L. classes are highlights; in the area of Experience, highlights that come to mind are our retreat and service programs; under Reflection, every teacher works to have formal and informal chances for students to reflect on their work and we also make reflection the foundation of JUG (our after school detention program); in Action, we work to emphasizing to our students that their Nativity education is not merely a means to an end of high school or college, but more a set of skills and way of proceeding meant to prepare them to be for and with others; finally, under Evaluation, we work to holistically know and evaluating our students in discussion, but an area for growth would be to look at the type of evaluations that go home and ask ourselves if they accurately reflect the whole student we are educating.

10.2 Faculty actively participate in learning teams where best practices are collaboratively shared to develop curriculum and instruction to increase learning and improve teaching.

Time is made available for teachers to discuss student progress and concerns through grade level meetings scheduled on a biweekly basis on Friday afternoons. In addition to grade level meetings, weekly student services team (SST) meetings are held for grades four through eight. These meetings are open to all faculty and staff available during designated meeting times. Additionally, departments are scheduled to meet bi-weekly to discuss curriculum alignment and development. Outside of SST meetings and brief faculty meetings on Friday afternoons there is limited common planning and meeting time for departments and grade level cohorts.

In January 2017, a diversity committee was formed to facilitate programming around student cultures and to guide faculty in becoming more aware of implicit biases that could impact teaching and relationships. Previously, Nativity Prep had not provided adequate professional development opportunities or reflection time for faculty and staff to learn more about their backgrounds and their effects on daily interactions within the school and with students. Beginning with the 2016 school year, Nativity Prep prioritized diversity and identity training opportunities on professional development days in an effort to better serve the student body. In the fall, Dr. Lowenhaupt from Boston College guided the faculty through an introduction to

themes of identity and its impact on self and student. In the winter, one full day and one-half day have been designated for identity and diversity training with Erick Herrmann who specializes in these areas.

10.3 As Ignatian educators the faculty of the school see teaching as a vocation that calls for ongoing professional and spiritual development.

Professional development is provided at Nativity Prep through several avenues. Primarily, staff and faculty have access to graduate level courses and degrees at Boston College's Lynch School of Education. There are also scheduled professional development days throughout the year beginning with a week-long orientation at the start of each school year, three half-day sessions, and one full professional development day. These in-school professional development opportunities are focused on a variety of topics including social emotional learning, interpretation of the MAPS NWEA standardized test results, diversity & inclusion, and other classroom topics. Twice a year the staff and faculty participate in a one night, off-campus retreat that focuses on concepts of Ignatian spirituality. Additionally, there is a structured mentor/mentee program in which a lead teacher is paired with a volunteer teaching fellow. In addition to observations by the mentor teacher, these pairs meet weekly to discuss lesson plans, classroom management, and other issues relevant to that particular teaching fellow.

10.4 The school articulates a robust vision for how digital technologies will enhance student learning and provides faculty with appropriate professional learning opportunities to implement this vision.

Prior to stepping in as the president of Nativity Prep, Brian Maher was part of the committee working on Nativity's current technology plan. With the departure of the former principal, that plan has been briefly delayed, the beginning steps have been implemented this school year. Students were each provided with a personal Chromebook to help support their learning. As a template, the prospective plan is one based on *Education for Encounter in the Digital Age - A vision for Technology in Jesuit Schools in the 21st Century*.

10.5 The school helps students develop tools for their own personal growth by introducing them to such practices as Ignatian discernment, time management models, personal learning plans, reflective journaling, assessment portfolios, self-assessment and evaluation pieces.

Teachers and staff work with students to help develop personal growth, this year a new homeroom program has been implemented to allow for students to have time to write down their assignment and gather items they will need to complete assignments. This time has also been set aside to help students to improve on their social emotional learning skills. This allows for

students to reflect on their days and to ask for help when they do not feel they are meeting expectation. Also built into multiple subject areas teachers allow for students to self-assess throughout the quarter and at the end of the quarter. For example, in the seventh-grade math class students complete a self-reflection survey after their end of module assessment along with on every Friday in the middle school math class students are given the opportunity to write a weekly reflection on what went well and how they can improve for next week. And in the middle science classes students at the end of the quarter are given a self-assessment on their participation which the teacher takes into consideration when given students their final participation grades.

Standard 11

A Jesuit school commits itself to ongoing school-wide assessment and data collection to appraise overall program and mission effectiveness, and to inform continuous review of curriculum and the improvement of instructional practices.

11.1 Faculty and administration use a variety of school-wide and student data to monitor, review, and evaluate the curriculum and co-curricular programs, to plan for continued and sustained student growth, and to monitor and assess faculty performance.

The school's academic program is reviewed regularly by department. Department meetings provide scheduled time for teachers to meet and discuss challenges and best practices and to ensure that their curricula demonstrate continuity across the grade levels. In addition, time can be set aside as needed at bi-weekly full faculty/staff meetings to raise concerns among a larger group. At both of these meetings, desired and necessary improvements are noted, and action plans discussed.

Over the last several years, Nativity teachers have been focused on documenting curriculum and ensuring there is continuity across grades. Each year, the principal leads the faculty in updating the school's curriculum guide (accessible through the server). Through this guide, teachers document content taught, pedagogical methods used, and types of formal and informal assessments administered. In addition, each teacher keeps track of his/her weekly lesson plans, unit plans, and scopes and sequences. The school is working to organize these documents in the shared Google drive.

In addition, departments make changes to their curricula as necessary. Teachers in each department are constantly looking for ways to improve the educational experience of the students. Through their own research and professors at Boston College's Lynch School, Nativity

teachers search for new texts, programs, and methods. For example, the math department recently implemented a new curriculum in the 4th thru 7th grade (with the intention to bring it to the eighth-grade next year), and the reading/language arts department is always looking for culturally relevant texts to introduce to their classes.

11.2 Feedback elicited from all constituencies (students, faculty, staff, parents, and alumni/ae) contributes to the school’s regular review and evaluation of curriculum and instructional program effectiveness.

Nativity does not have a regular curriculum review process and so evaluation of curriculum happens sporadically. However, Nativity has drawn upon the faculty, staff and alumni when evaluating instructional programs. Nativity could benefit from designing a way to systematically review curriculum while eliciting input from all constituencies.

11.3 Faculty use a variety of curriculum-based assessments (including formative, summative, authentic performance, and student self-assessment) aligned with learning outcomes and instructional practices to promote effective teaching and to assess student learning

Students are assessed by their teachers through daily and weekly formative and summative assessments. Students and parents have access to the school-wide grading system, Fast Direct, where they can regularly check student progress on these assessments. In addition, students receive quarterly report cards accompanied by quarterly parent teacher conferences to discuss student progress. Furthermore, students are assessed using the NWEA MAP testing system three times each school year. Reports are evaluated by teachers and shared with students and parents in an effort to create goal-setting opportunities. Results of these standardized assessments are used by faculty to inform curriculum throughout the school year.

11.4 Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered.

Nativity Prep’s teaching faculty show transparency through a variety of means. First, all grades are entered into Fast Direct, an online gradebook program. Students and parents are able to view grades as soon as they are posted. Teachers are available to parents throughout the day to discuss grades and questions about how student work is evaluated. Administrators, including Graduate Support, are able to view all student grades. They are then able to discuss how student work is evaluated with teachers to better understand what is happening in the classroom and support teachers and students alike.

Recommendations:

1. Nativity must design a regular curriculum evaluation process that elicits feedback from all constituencies.

Standard 12

A Jesuit school provides programs and services aligned with the mission to enhance the educational program and exercise care for each individual (cura personalis) as a whole person (body, soul, and mind).

12.1 All adult members of the professional school community practice cura personalis and witness to it by continuously developing strong, caring, appropriate relationships with students.

With the size of Nativity being small it allows for all faculty and staff to build strong relationships with all of the students. We have implemented once a week advisory meetings with students in grades fourth through eighth. Advisors are teacher, administrators, graduate support and admissions staff. This also for students to discuss topic in small groups with and have point person who they can turn to in times of struggle. Having a variety of staff members as advisors allows for not just teacher to build strong relationships with the students. Also, during out after school programming all faculty and staff members are encouraged to develop a club for the students. For example, you have teachers who are the sports team coaches along with a member of the advancement team who put together a chess club for the students.

12.2 Guidance services, Campus Ministry, wellness programs, Student Affairs programs and ancillary services address the developmental, social, academic, and spiritual needs of students.

Nativity Prep's school program aims to graduate well-rounded young men who demonstrate academic, athletic, social, and spiritual competency. To achieve this, Nativity offers a rigorous academic curriculum complemented by a range of extracurricular activities. Outside of the classroom, students participate in athletics, art, and music throughout the school day and attend the Evening Study Program up to three nights each week. In addition, Nativity's mandatory Summer Program brings the students together throughout the month of July for half-days of academic classes, field trips, and class-building adventures.

The Student Services Team (SST) meets regularly with teachers to identify students' varying social, emotional, and academic needs and to work through plans to make every student

successful. This team consists of two part-time school social workers (LICSW) and one full-time faculty member (student support services coordinator). The social workers provide individual support and group support/class building through social emotional learning (SEL) classes, weekly for all grades.

Nativity's school program also focuses on forming young men of compassion and conscience through annual class retreats and community service requirements, as well as religion classes that focus on moral decision making and social justice.

12.3 A wide range of extracurricular, co-curricular, athletic and other mission supportive activities afford students the opportunity to develop their full potential to become enriched and well-rounded individuals.

As stated in the mission, Nativity seeks to educate the whole child. An important piece of this education is the sports and activities program. Organized sports and activities take place from the conclusion of classes until 5:00 pm. All students are encouraged to participate in Nativity's sports program where they learn the skills of the game and the value of regular physical activity and good sportsmanship. Non-athletic activities supplement the sports schedule. These include arts and crafts, cooking, and chess.

Nativity provides a number of programs outside of the classroom that enhance the student experience and work to support the mission of forming young “men for others” with an abiding sense of responsibility to their communities and justice.

During the school day, students have a number of opportunities to engage in topics of social injustices that directly impact themselves and current events impacting the community and greater world. These experiences include morning assembly, academic classes, diversity committee initiatives, advisee lunch, and the weekly x- period class during which students meet in small groups to discuss current events and social justice issues.

Following the academic day, an extended day program includes clubs, athletics, and academic support for students. Students participate daily in either a club or sport from 3:30 to 5:00. Clubs range from arts and sciences to external programs such as mock trial in conjunction with a local law firm, community service opportunities, and YMCA swimming lessons. Nativity provides sports teams for grades 5-8 in the fall, winter, and spring seasons and other athletic opportunities for students not included on organized teams.

Three days a week, following daily sports and clubs, students in grades 5-8 participate in the evening study program which includes eating dinner as a community. Evening study offers a quiet and dedicated space for students to complete their homework independently or with an assigned tutor the staff believes that students who take advantage of the quiet space and available help offered at evening study do better in their classwork, academic development, and time management skills.

12.4 Students can articulate their experience of being cared for as individuals by the school personnel.

Nativity's size and structure allow students and staff to develop relationships in and outside of the classroom. Teachers and staff work to create a positive atmosphere for students' learning and development. In a school survey with 97% of students responding, 79.2% of students agreed the school supports them in developing positive relationships with fellow students. 61.1% of students said teachers helped resolve conflicts between students. In the same survey, 72.2% of students agreed the school supports students in developing positive relationships with teachers.

12.5 Students can articulate their experience of caring for others as individuals.

Nativity has cultivated a community of brotherhood throughout the school. Graduates of Nativity consistently return to the idea that they formed brothers while attending and this idea is lived out while students are at Nativity. Graduates of Nativity are constantly in the building, showing their affinity for the community. Current students and graduates of the school are able to talk about how they were treated by classmates and teachers with a respect that they had not seen in school before joining Nativity.

There are a number of co-curricular efforts engaging students on social justice, active citizenship, and diversity and inclusion.

Examples include:

1. Required community service and promotion of a “culture of service” described as “being men for others”. Along with doing community service the students take a pre-service class to learn about the organization/population that they will be serving.
2. Weekly current events discussion lunch
3. Morning assembly reflections from staff and students on service, justice and inclusion.
4. “X period”, a weekly full class period devoted to reading and discussion on diversity, inclusion, and social justice topics.

12.6 The school demonstrates ongoing cura personalis for its parents, alumni/ae and other adult members of the school community by providing spiritual, social, intellectual and service oriented opportunities.

One of the essential elements of Nativity Prep is the extensive Graduate Support Program which is vital to the long-term success of students. The program continues building the vision, skills, and experiences of a Nativity education beyond graduation. The staff of the graduate support office work with students on the high school admission process, helping each of them find the high school that is the best fit. The staff also works closely with Nativity graduates in high

school, college, and beyond to provide financial support for tuition gaps, assistance in college placement, and financial aid counseling.

The goals of the Graduate Support Program include the following:

Expand students' and graduates' vision of themselves and the world by challenging them academically, physically, ethically, and socially to maximize their success in high school, college, and beyond. Facilitate a smooth and successful transition into high school and college. Provide funding for tuition gaps, textbooks, computers, and miscellaneous fees. Provide tutoring, internships, work experiences, and mentoring for academic and professional success. Develop responsible and contributing members of the community.

12.7 The school has in place policies and procedures for the protection of the students and the creation of a safe environment that are in compliance with applicable law and guidelines established by the local diocese.

Time is taken annually during faculty orientation to review the legal requirements of mandatory reporting. There is also an annual orientation session on appropriate boundaries and healthy relationships which is facilitated by the school counselors, both of whom have licenses in social work and specialize in youth counseling. Personnel review and discuss the USA Northeast Province of Society of Jesus Ethics and Ministry Policies: Standards of Conduct for Interaction with Minors and Vulnerable Adults. As of August 2018, all faculty and staff receive Virtus Training, part of the Protecting God's Children program through the Archdiocese of Boston. School volunteers also receive this training on child abuse prevention and reporting, and are subject to a CORI check.

Domain 5:

A Faith that Does Justice

Standard 13

A Jesuit school draws upon Catholic Social Teaching and the official documents of the Society of Jesus to ground policies and procedures at all levels.

13.1 The school respects the dignity of its students, employees, parents, and members of the community.

Nativity Prep treats all members of its school body, be it students, employees, parents and members of the community with dignity and respect. We value each individual for their self-worth and continue to assist each member to reach their fullest potential.

13.2 The school maintains a socially responsible investment policy consistent with Catholic Social Teaching and guidelines from the Jesuit Conference.

The finance committee oversees the endowment accounts and establishes policy related to it, and JP Morgan advises the Board of Trustees on our endowment investments. At this time the investment policy does not adhere to the guidelines of the Jesuit Conference. A review of the schools investments is pending in the next year and new guidelines will be discussed.

13.3 Human resource policies ensure that competitive and just salaries, benefits, and professional growth opportunities are provided for all personnel.

Based on the data from faculty surveys in 2016, ten out of thirteen faculty members believe they are treated with respect. In addition, when the staff was asked about compensation, the majority said compensation was fair. It is clearly stated when joining the Nativity staff that the days and weeks are longer due to the extended day program; however, the faculty survey suggested that the workload is not distributed evenly among teachers and staff.

Nativity Prep demonstrates its commitment to professional development by utilizing its close relationship with Boston College. Numerous teachers and all teaching fellows, enroll in graduate courses at the Lynch School of Education, providing a free and rigorous opportunity for professional development in a variety of subject matters.

13.4 The student code of conduct is clearly communicated, fairly administered, and contributes to holistic student formation.

Nativity Prep has a very clear and articulate student handbook. Included within the student handbook is a code of conduct. The code of conduct is communicated to students during the summer program and to parents during the application process. The code of conduct is reviewed with students in school each year, and a copy is sent home to be signed by both students and parents. Nativity's current code of conduct is centered around positive reinforcement. The conduct system offers students to opportunity to earn positives for good behaviors and needs works for behaviors that need to be improved upon. The conduct system is structured to help students recognize which behaviors are not tolerated so they can make changes to their conduct. Detention, or "JUG" is currently undergoing an evolution, but at its core is centered around students reflecting on their mistakes and the reasons that led to them being in "JUG". This reflective process is used to help form students holistically and move them towards right judgement.

13.5 The school is committed to recruiting, hiring, and retaining diverse faculty, staff, administrators, and board members.

Nativity has consistently recruited, hired and retained diverse staff and faculty. Of the current administrative team, about half identify as people of color. Currently, the teaching faculty only has two teachers of color. Every year outreach is done by current staff in attempts to recruit a more diverse staff. Nativity needs to continue pursuing people of color so that the school staff and board of trustees is more reflective of the community served by the school.

13.6 The school develops and maintains an inclusive and loving school environment in order to support the well-being of each student.

The faculty at Nativity are very hands on and want to see their students succeed. Many students may be dealing with different situations at home, but the staff always makes each student feel welcome. Faculty strive to hear what each student is going through so they can be understanding of situations and help students. Nativity has shown itself to be a very close-knit community where relationships continue beyond graduation, with parents and students returning for events.

Standard 14

A Jesuit school develops programs through which students experience what it means to labor with and for others in building a more just world.

14.1 All students are engaged in an articulated sequence of service and reflection opportunities that lead them to experience a sense of solidarity with the poor and marginalized.

All students are expected to participate in two community service events each year. These opportunities are coordinated by one of the teaching fellows who is responsible for reaching out to organizations, scheduling events, crafting permission slips, sparking student interest, and either chaperoning or finding chaperones to attend the events. Examples of community service at Nativity include Boston College's 5k for Haiti, serving as greeters for the Boston Black Catholic Bishop Healy Dinner, assisting at the St. Katherine Drexel Healing Mass, clean up in parks in the Nativity neighborhood, and writing holiday cards to veterans. In an effort to connect the students' work more explicitly to the school's mission and Jesuit ideals, the community service program now includes lessons which accompany each service opportunity. During these lessons, students learn more about the population they are serving and reflect on their experience.

14.2 The school provides programs to lead students through the development of habits of reflection and social analysis that enable them to become advocates of social change.

The "Discovering Justice" program is popular with students and introduces them to the inner workings of the American justice system through its Mock Trial and Stand Up for Your Rights programs. Nativity's involvement in the "Discovering Justice" program started in the spring of 2015 and has continued each year since.

14.3 The school educates its students in issues of ecological stewardship and solidarity with creation, and models that stewardship and solidarity in its operations.

Currently, Nativity has a limited number of programs that address issues of ecological stewardship. Periodically, morning assembly is used to address issues around stewardship. During this time, teachers and students present on issues facing the world in terms of ecological stewardship. For example, students researched in math class about the growing mass of plastic waste in the ocean. Students then distilled this information into a short presentation which they delivered to the entire school at morning assembly.

The school recently conducted an energy audit and will be able to reduce the annual energy bill and carbon footprint by installing energy-efficient LED fixtures and/or bulbs. Eversource will contribute \$20,000 to the total cost of the project, leaving a balance of \$7,500 to be covered by Nativity. It is estimated that our annual electric bill will decrease by \$7,000 per year moving forward – paying for the project in its first year alone and netting that savings moving forward.

Nativity recycles materials in accordance with the regulations stipulated by the city of Boston. An area of growth for Nativity would be analyzing food waste. There is a significant amount of food waste at Nativity that could be used for composting or teaching students about solidarity. Nativity should also consider performing a waste audit to better understand how much and what kind of waste is being produced during a school week.

14.4 The school integrates faith and Catholic Social Teaching across the curriculum, immersion experiences and school-wide programs.

The Catholic Social Teaching is the Catholic doctrine on matters of dignity and common good in society. Nativity offers a variety of experiences to help our faculty and students get involved in the community in and around Nativity. Nativity offers a wide range of community service opportunities and with these comes the chance to bring justice and peace to the people of the Greater Boston area.

Social service in the community, such as the 8th grade service trips to St. Patrick Parish's Cor Unum meals program in Lawrence, is related directly to the study of and personal response to Jesus' social justice teaching and to social justice issues identified in the 7th and 8th grade religion courses.

Recommendations

1. Nativity should consider how it can integrate issues of ecological stewardship and solidarity into the fabric of the school day.