

No. 16-1271

**IN THE UNITED STATES COURT OF APPEALS
FOR THE SECOND CIRCUIT**

JOANNE FRATELLO

Plaintiff-Appellant,

v.

ROMAN CATHOLIC ARCHDIOCESE OF NEW YORK,
ST. ANTHONY'S SHRINE CHURCH and ST. ANTHONY'S SCHOOL

Defendants-Appellees.

On Appeal From a Judgment of the United States District
Court for the Southern District of New York

Supplemental Appendix

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EXHIBIT O

Printed by: Ms. Joanne Fraletto
Title: Respect for Human Life: ADNY SCHOOLS

Wednesday, January 07, 2009 11:49:41 AM
Page 1 of 1

From: Sr. M. Pappas, CR
Subject: Respect for Human Life
To: All Schools
Cc: Superintendent's Staff

Wednesday, January 07, 2009 11:11:51 AM

*Teachers,
Please include
(age appropriate) into your Religion
classes.*

*Thank you,
Joanne*

It has been suggested that we join in prayer during the month of January for the intention of Respect for Human Life. The suggestion is that we pray a decade of the rosary with our students beginning January 11th for nine consecutive days (novena prayer).

You are also invited to go to this website (<http://www.fightfoca.com/>) for information about the proposed "Freedom of Choice Act" and its implications. You will have an opportunity to sign a petition opposing proposed legislation that would further undermine the dignity of the human person in America.

REMEMBER: "Evil flourishes when good people do nothing." Let's do something.

Sr. Marie Pappas, C.R.
Associate Superintendent for Mission Effectiveness
1011 First Avenue
New York, New York 10022

212 371-1000 Ext 2878

LISTEN TO PATHWAYS OF LEARNING ON THE CATHOLIC CHANNEL, SIRIUS 159 - XM 117, TUESDAYS 1:00 - 2:00 P.M.

EXHIBIT P

MEMO

To: Teachers

From: Joanne

Date: October 20, 2008

Dear Teachers,

A few items for this week:

- I will attend the Respect Life Mass at St. Augustine's with our eighth grade students and a Principal meeting in the PM on Friday.
- Please remember to sign in and out each day (our sign in/out log is subject to review.) Thank you for your cooperation.
- Plan books are due Tuesday AM.
- Reminder: Children may wear an appropriate orange or black shirt over their regular school uniform on October 31st (no costumes or any inappropriate attire for a Catholic school is allowed.) Thank you for reminding our children.

Thank you and have a good weekend!

Joanne

MEMO

To: Teachers

From: Joanne

Date: October 22, 2007

Dear Teachers,

A few items for this week:

- Thank you for the completed mandated service forms/survey. If you did not return it to the office, please submit it on Monday (I need to bring this information with me to a meeting on Tuesday.)
- I will be at a Principal's meeting on Tuesday.
- I will attend the Respect Life Mass at St. Augustine's with the eighth grade students and a Principal meeting in the PM on Friday.
- Monsignor Reynolds requested that teachers of grades K-4 remind the children of the Liturgy of the Word. These masses are on Sunday at 9AM and 10:15AM. He would like us to encourage our children to attend.
- Our new ADAPP counselor will begin on November 14th. Her name is Kimberly Bonanno.
- We are still working on the proper calculation for the quarter LA grade. I will keep you posted. Thank you for your patience and please pray for us.....

Thank you and have a good weekend!

Joanne

MEMO

To: Teachers

From: Joanne

Date: January 21, 2008

Dear Teachers,

A few items for the week:

- Tuesday I will be with the 8th grade class at the Rose Mass in the morning and at a Principal meeting in the afternoon, therefore, please submit your plan books on Wednesday.
- I will be at a Principal meeting on Thursday.
- Please be sure your teacher-web pages are up-to-date and display current information (ex. Email address, HW, etc.)
- We currently have a GREAT school, however, as CSW approaches we want to make sure the school looks extra clean, attractive (with student work displayed) and tidy as our potential parents visit us. If you use or store material in our vacant classrooms, would you please make sure those areas are tidy as well. Thank you for your help!
- Report cards are due on or before January 30th. Please return report cards in the folder provided and include the "special teacher grade sheets."

Have a great THREE day weekend.
Happy Martin Luther King, Jr. Day!

Joanne

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Jan. 22, 2009

From "Joanne Fratello" <jfratello@stanthonyschoolnanuet.org>
To "Joanne" <jfratello@stanthonyschoolnanuet.org>
Date Wed, 14 Jan 2009 12:42:16 -0500

Dear Teachers,

On Thursday, January 22nd St. Anthony School will host the 8th grade Rose Mass for the county schools. I am happy to inform you that Dr. McNiff (Supt. of Schools) will join the children during the Mass. He will also attend a meeting in the building with me and my fellow Rockland principals immediately following the Mass.

I plan on giving Dr. McNiff a tour of your classrooms as well as the entire building. I have asked the Journal News to follow as well.

I am certain we will have a wonderful day with our new visitor.

Thank you,
Joanne

MEMO

To: Teachers
From: Joanne
Date: June 13, 2011

Dear Teachers,

A few items for the week:

- I will not collect Plan Books for review this week. Plan Books are due to the office to be filed for the school year next week.
- Please be sure to finalize your SIS grades (according to SIS instructions.)
- We will attend Mass on Monday at 9AM in the Parish Church.
- If you are unable to stop by my office on Wednesday according to your scheduled time to review the HR docs as a result of Field Day, please stop by this week to complete the paperwork (it will only take a few minutes.)

Have a great weekend!

Joanne

MEMO

To: Teachers
From: Joanne
Date: June 6, 2011

Dear Teachers,

Thank you for a very good faculty meeting yesterday.

A few items for the week:

- Plan books are due Tuesday morning.
- Please email me any last minute thoughts or suggestions prior to my June 8th PLC meeting. I will gladly share them with the team.
- Chris will advise each teacher with regard to summer storage of desk top computer.
- In advance, thank you for attending our 8th grade Graduation Mass.

Have a great weekend!

Joanne

MEMO

To: Teachers

From: Joanne

Date: February 7, 2011

Dear Teachers,

A few items for the week:

- Plan Books are due Tuesday morning.
- I had to order a part for the "Bell System" for the school (it is expected to be delivered and installed either on Tuesday or Wednesday), therefore, please be aware of the time and keep to our school schedule. Thank you.
- There has been an increase in the amount of school children that attend the Liturgy of the Word on Sunday (9am or 10:15am Mass.) Please continue to mention and encourage the children to attend Mass at St. Anthony Church (additionally the children's Liturgy of the Word.) Father Jerry and I are most pleased to see the increase in attendance.

Have a great day!

Joanne

MEMO

To: Teachers

From: Joanne

Date: January 31, 2011

Dear Teachers,

A few items for the week:

- Plan books are due Tuesday morning.
- Please let AnnMarie know Monday morning if you will participate in the volleyball game scheduled for Monday afternoon.
- "Twin Day" on Thursday is a student "dress alike day" therefore; it is a dress down day.
- Thank you in advance to the teachers that joined us at the CSW Mass and breakfast.
- We will attend 9am Mass on Thursday (Feast of St. Blaise) and Friday (First Friday Mass) in the Parish Church as a St. Anthony School Community.
- As I discussed with each teacher at our individual conference a week ago, please email me a brief "Statement of Progression" with regard to your class Action Plan that was created on Data Day by 2-18-11. I am most pleased with our conversations (at our individual meetings) particularly with the understanding and open communication between us regarding the need to improve our existing strong educational program at St. Anthony School for the upcoming 2011-2012 school year and years to come. Your cooperation is always greatly appreciated seen and unseen. Thank you again!

Have a wonderful day!

Joanne

From: "Joanne Fratello" <jfratello@stanthonyschoolnauet.org>
Subject: week of 11-1-10
Date: 10/29/10 09:30:26
To: "Joanne" <jfratello@stanthonyschoolnauet.org>

Supp. App. 12

Dear Teachers,

A few items for the week:

1. Please submit Plan Books to the office Wednesday morning.
2. You will be able to register for courses (Grade A Day) when you arrive at the site Tuesday morning.
3. As a result of Mass being celebrated in the Parish Church (All Saints Day) we will attend as a school community at 9am.
4. We will also attend Mass Friday at 9am as a school community in the Parish Church.

Have a nice weekend!

Joanne

St. Anthony School

34 West Nyack Road
Nanuet, NY 10954
845-623-2311
Fax 845-623-0055

E-mail: stanthonys.office@verizon.net
Website: www.stanthonyschoolnanuet.org

June 1, 2011

Dear Parents,

Please join me on June 11th at the 5:00p.m. Mass, immediately followed by a social with Archbishop Dolan in our school play yard. I would like to see the children dressed in full uniform for this event and therefore, I am hosting an ice cream party the following week to all that attend in uniform.

Please also join me at the 12:45pm Mass on June 12th, immediately followed by the Feast of St. Anthony Parish Picnic on the school grounds.

I look forward to seeing you for two days of faith, family, friends and fun!

Sincerely,

Joanne Fratello
Principal

"Together We Achieve the Extraordinary"
Middle States Accreditation

MEMO

To: Teachers
From: Joanne
Date: June 13, 2011

Dear Teachers,

A few items for the week:

- I will not collect Plan Books for review this week. Plan Books are due to the office to be filed for the school year next week.
- Please be sure to finalize your SIS grades (according to SIS instructions.)
- We will attend Mass on Monday at 9AM in the Parish Church.
- If you are unable to stop by my office on Wednesday according to your scheduled time to review the HR docs as a result of Field Day, please stop by this week to complete the paperwork (it will only take a few minutes.)

Have a great weekend!

Joanne

St. Anthony School

34 West Nyack Road

Nanuet, NY 10954

845-623-2311

Fax 845-623-0055

E-mail: stanthonys.office@verizon.net

Website: www.stanthonyschoolnanuet.org

October 7, 2009

Dear Parents,

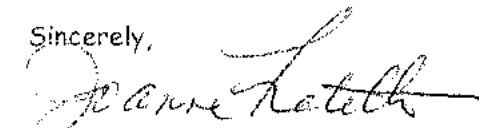
Our pastor, Father Jerry Deponai will be celebrating his installation on Sunday, October 25th at the 12:45pm mass with a reception immediately following in the school gymnasium.

As a school community, we would like you to join us in celebrating this special occasion. I would like to show our school unity by having the children attend this mass with you, in their school uniform.

As always, we are very grateful for the love and support that Father Jerry continues to give to our school.

I look forward to seeing you there.

Sincerely,



Joanne Fratello

Principal

"Together We Achieve the Extraordinary"

Middle States Accreditation

St. Anthony School

34 West Nyack Road

Nanuet, NY 10954

845-623-2311

Fax 845-623-0055

E-mail: stanthonys.office@verizon.net

Website: www.stanthonyschoolnanuet.org

October 7, 2009

Dear Parents,

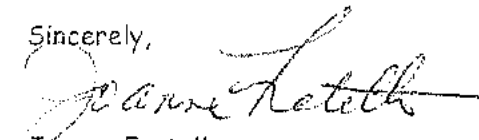
Our pastor, Father Jerry Deponai will be celebrating his installation on Sunday, October 25th at the 12:45pm mass with a reception immediately following in the school gymnasium.

As a school community, we would like you to join us in celebrating this special occasion. I would like to show our school unity by having the children attend this mass with you, in their school uniform.

As always, we are very grateful for the love and support that Father Jerry continues to give to our school.

I look forward to seeing you there.

Sincerely,



Joanne Fratello
Principal

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Middle States Accreditation

St. Anthony School
34 West Nyack Road
Nanuet, NY 10954
845-623-2311
Fax 845-623-0055

E-mail: stanthonys.office@verizon.net
Website: www.stanthonyschoolnanuet.org

May 4, 2010

Dear New Families of St. Anthony School,

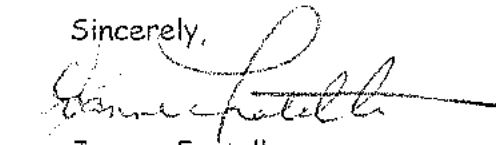
We are very excited that you have chosen to enroll your children in St. Anthony School for the 2010-11 school year. We look forward to getting to know you and your children as the year progresses.

We invite you to join us at our First Friday Mass Celebration on June 4th at 9AM in the St. Anthony Parish Church. Immediately following the Mass, parents are welcome to stop by the school auditorium for light refreshments provided by our Home School Association (HSA). During your stay, I would like to take your children on a tour of our building and introduce them to their teacher and classmates for the 2010-11 school year.

Please RSVP by May 27th to the school office at 845-623-2311.

I look forward to seeing you and your children.

Sincerely,



Joanne Fratello
Principal

St. Anthony School
34 West Nyack Road
Nanuet, NY 10954
845-623-2311
Fax 845-623-0055
E-mail: stanthonys.office@verizon.net

January 17, 2008

Dear Parents,

The faculty and I look forward to beginning Catholic Schools Week with you, in celebrating together at the 9:00AM Mass on Sunday, January 27th. Please have your child wear his/her school uniform so we may display our school pride together (he/she will also earn a dress down day on February 8th.)

Please join us immediately following the Mass in the school cafeteria for light refreshments provided by the Home School Association. The children will be able to obtain their Dress Down Pass from me at that time.

Please be reminded that adults must accompany children during the Mass and reception.

Thank you and we look forward to seeing you on Sunday, January 27th.

Sincerely,

Joanne Fratello
Principal

Catholic Schools Week
Sunday, January 27th
9:00AM Mass

Please complete and return to school with your child by Friday, January 25th.

Student Name: _____
Number of family members attending Mass: _____

From Joanne Fratello <jfratello@stanthonschoolnanuet.org>
To "AnnMarie" <aweber@stanthonschoolnanuet.org>, "Carol" <cmcguirk@stanthonschoolnanuet.org>, "Cathy" <chenn@stanthonschoolnanuet.org>, "Chris"



Dear Teachers,

Thank you helping Terri C. with her "Think Breakfast" morning. The children enjoyed it (so did I.)

A few items for the week:

1. Nurse Appreciation Day is 5-7-08. It would be nice if your class could make a card/s for Terri C.
2. I would like to pray a decade of the Rosary together each morning for the month of May (in honor of our Blessed Mother.) Since we are off on 5-1-08 for Ascension Thursday, we will start Friday.
3. Please email Lois two enrichment activities by 4-30-08. If anyone needs help setting up folders on your computer, please let me know and I will gladly help you.
4. I would like to have a brief meeting on Wednesday in Project Room C at 2:35PM with any teacher interested in assisting in an After Care Program for next year.
5. I will be inviting our new school families (08-09) to join us at First Friday Mass on June 6th. After the Mass parents will be invitind back to the school for light refreshments provided by our HSA. As the parents enjoy their "snacks" I will introduce the new children to you and your classes so they are able to meet their new friends!. The children will be able to remain in you class for sometime, therefore, it would be nice if you can have a "buddy" for them.

Have a great weekend!

Joanne

St. Anthony School

34 West Nyack Road

Nanuet, NY 10954

845-623-2311

Fax 845-623-0055

E-mail: stanthonys.office@verizon.net

Website: www.stanthonyschoolnanuet.org

May 15, 2009

Dear Parents, Faculty and Staff,

June 13th is extraordinarily significant for each of us, parishioners, students, faculty, staff and devotees of St. Anthony of Padua, as this is his Feast Day. This is a day of thanksgiving and praise to God who through the guidance, protection and intercession of our beloved Patron Saint, we have received countless blessings.

To make this Feast Day a true celebration, please join us as we celebrate as a community on Saturday, June 13th at 9:00a.m. Mass. It would be wonderful if the students would wear their school uniform to show our unity in the St. Anthony community.

Upon the initiative of the Steering Committee of the Filipino-American Parishioners of St. Anthony, a Fellowship-Breakfast will be served in the School Cafeteria immediately following the 9:00a.m. Mass.

As part of the St. Anthony community, we encourage our students, faculty and staff to participate in this joyful occasion. If you wish to help and/or contribute something for the Fellowship- Breakfast please contact the following persons:

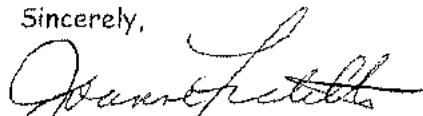
Rod and Marie Manuel @ (845) 623-9021

Pete and Ching Estrada @ (845) 623-4298

Rene and Hedy Matulac @ (845) 623-3776

Your attendance will be greatly appreciated.

Sincerely,


Joanne Fratello
Principal

"Together We Achieve the Extraordinary"
Middle States Accreditation

EXHIBIT Q



Dear Students of the Class of 2011

Congratulations on your well-deserved Graduation. Each of you in the class of 2011 has achieved many personal successes throughout your educational journey at St. Anthony School. I was very confident that your spiritual, educational, and intellectual growth would have been achieved and you have proven that following Jesus's teaching along with the love and guidance from your parents, teachers and other community members that it was possible.

Education is a life-long endeavor not just contained in a classroom, therefore, take advantage of every opportunity to learn from the events that come your way and from the people you encounter each and every day.

I hope that you will accept my personal congratulations and on behalf of the St. Anthony Community, we will never forget you, we will always appreciate that St. Anthony's is a different place for you having been here among us. We look forward to your future visits and success stories.

As you leave our school family, "May the God of peace protect you, equip you, and work in you, through Jesus Christ, to whom be glory forever and ever. Amen"

God Bless you always,

Ms. Fratello

UNITED STATES DISTRICT COURT
SOUTHERN DISTRICT OF NEW YORK

-----X
JOANNE FRATELLO,

Case No.: 12 civ. 7359
(CS)(CMS)

Plaintiff,

-against-

ROMAN CATHOLIC ARCHDIOCESE OF NEW YORK,
ST. ANTHONY'S SHRINE CHURCH AND ST.
ANTHONY'S SCHOOL,

Defendants.
-----X

DECLARATION OF SISTER PAT HOWELL

Sister Pat Howell, pursuant to 28 U.S.C. § 1746, hereby declares as follows:

1. I presently serve as the Principal of St. Anthony's School, located at 34 West Nyack Road, Nanuet, New York (the "School"). I have held the Principal position at the School since July 2011.

2. I have personal knowledge of the facts set forth in this declaration, and would testify to them in a Court of law if called upon to do so.

3. This declaration is respectfully submitted in support of the Archdiocese of New York (the "Archdiocese")¹, St. Anthony's Shrine Church (the "Church") and the School's motion for summary judgment.

4. Prior to becoming Principal of the School, I had to undergo an extensive application process. I further was required to participate in an interview. I was interviewed by approximately ten people, including the priest of the Church, Father Jerry DePonai, several

¹ The Archdiocese was incorrectly identified as the Roman Catholic Archdiocese of New York in the caption.

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parishioners of the Church, the Director of Religious Education and Principals of local Catholic schools. During the interview, I was advised that it is the Principal's primary responsibility to transmit the Catholic faith to students and further focus on the formation of young Catholics in their beliefs, values and traditions of Catholicism. The interview panel further asked me a multitude of questions pertaining to my commitment and ability to perform as a religious leader, such as (i) how I would incorporate religion into the School culture; (ii) whether I followed the teachings of the church.

5. Catholic education is an expression of the mission entrusted by Jesus to the church. Knowing that Jesus is our role model, the School's pledge, which reflects Christ's Law of Love is:

I am HONEST. I can be trusted by my school community.
I am RESPECTFUL. I honor differences of all people and their ideas.
I am RESPONSIBLE. I complete all tasks that are assigned to me.
I am COMPASSIONATE. I show by my actions that I care about others.
I am SELF-DISCIPLINED. I use my time wisely.
I have PERSEVERANCE. I try my hardest at everything I do.
I am GIVING. I have talents and I share them with others.

6. Each Friday, I introduce a student over the loud speaker to recite the School pledge. Upon information and belief, the School pledge has been in existence for more than fourteen years.

7. I recognize the religious nature of the Catholic schools and understand that, as Principal, I have an obligation to observe and support the philosophy of Catholic education and to recognize and support the inherent Catholic nature of the schools. That being said, I am expected to perform as, and evaluated by the Regional Superintendent on, my ability to perform as the Religious Leader of the School.

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8. Some of my regular duties, in my capacity as Principal of the School, is set forth as follows²:

- a. Each morning, a student will meet me in the main office to read a “morning meditation” over the intercom system. The “morning meditation” is an exercise that engages the mind in Catholic prayer. Each day, we read a prayer from a book entitled “Children’s Daily Prayer,” by Liturgy Training Publications. After the student reads the “morning meditation,” I advise the students over the intercom system that “today’s morning meditation is what Jesus is asking us to do today.”
- b. Each afternoon, I lead the School in a closing prayer over the loud speaker. This is comprised of the Hail Mary Prayer and an Intercessory Prayer.
- c. Every Tuesday after “morning meditation,” I review the teacher’s lesson plan books, which set forth the teacher’s agenda and curriculum for the upcoming week. I evaluate each lesson plan and give teachers my comments/feedback to, among other things, ensure that the curriculum integrates the Bible into the subject matter being taught and further conforms to Catholic beliefs.
- d. The first Thursday of each month, the teachers, students and I attend Mass together at the Church. I always attend all of the prayer services conducted at the Church on schooldays. My attendance and participation is imperative so as to serve as a role model to the students and faculty and to encourage each of them to live God words.
- e. On random School days, I conduct a walk-through observation of some of the class rooms located in the School. The purpose of this is to observe the teachers, their interaction with the students and their teaching methods. During my

² This list is non-exhaustive.

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observation, I look to make sure that each classroom has (i) a prayer corner, which is a table with a Bible centered on it, so that the Word of God is present and prominent in the classroom; and (ii) an instructional board, which lists the value and saint of the month, as chosen by the Archdiocese. The instructional board is part of the School's implementation of the Values Infusion Program, which requires that the teachers utilize their lesson plans and curriculum to teach the students about a different Catholic saint and corresponding Catholic value each month. I oversee this program at the School and observe each classroom to confirm that the teachers are using visual stimuli in the classrooms to reflect the respective values and saints.

- f. I conduct annual appraisals of each teacher, which includes an analysis of their performance as a witness to the Catholic Faith. In order to evaluate the teachers, I must observe their ability to infuse religion into all subject matter, their ability to encourage students to embrace the Catholic faith and to live by the Biblical framework and the teachers' own commitment to Catholicism.
 - g. I counsel the students and emphasize the importance of God in every situation. By way of example, when a student's parent had passed away, I met with the student to let her know that God had called her parent and joined the student in prayer.
9. As Principal, it is my responsibility to prepare the students to become responsible stewards of God's creation, promote a spiritual environment which fosters moral development, faith formation and to love God and ensure that the teachers, faculty and students act in conformity with Catholic values.

10. I declare under penalty of perjury that the foregoing is true and correct.

Executed at Wanet, NY on April 15 2015.

Sister Pat Howell, R
Sister Pat Howell

UNITED STATES DISTRICT COURT
SOUTHERN DISTRICT OF NEW YORK

-----X
JOANNE FRATELLO,

Case No.: 12 civ. 7359
(CS)(CMS)

Plaintiff,

-against-

ROMAN CATHOLIC ARCHDIOCESE OF NEW YORK,
ST. ANTHONY'S SHRINE CHURCH AND ST.
ANTHONY'S SCHOOL,

Defendants.
-----X

DECLARATION OF CATHLEEN CASSEL

Cathleen Cassel, pursuant to 28 U.S.C. § 1746, hereby declares as follows:

1. I presently serve as the Regional Superintendent for Rockland County for the Roman Catholic Archdiocese of New York ("Archdiocese"). I have held this position for approximately three years. Prior that, I served as Principal at St. Gregory's School located at Garnersville, New York. I held the position of Principal from in or about September 1, 2005 to in or about August 31, 2012.

2. I have personal knowledge of the facts set forth in this declaration, and would testify to them in a Court of law if called upon to do so.

3. This declaration is respectfully submitted in support of the Archdiocese of New York (the "Archdiocese")¹, St. Anthony's Shrine Church, (the "Church"), and St. Anthony's School's (the "School"), motion for summary judgment concerning whether the position of

¹ The Archdiocese was incorrectly identified as the Roman Catholic Archdiocese of New York in the caption.

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Principal of the School, and more particularly, whether Joanne Fratello, (“Plaintiff”), as Principal, occupied a “ministerial” position.

4. In my capacity as Superintendent, I am responsible for supervising, managing and evaluating the Catholic School Principals in Rockland County, ensuring that each Catholic school in Rockland County and their Principals foster a strong Catholic-infused and academic environment, monitoring the curriculum used at each Catholic school in Rockland County to ensure that it conforms with Archdiocesan guidelines and ensuring that the Catholic schools in Rockland County, as well as the Principals, exhibit the academic and spiritual values as required by the Church and Archdiocese.

5. When I served as Principal, I was a member of the Archdiocese’s Principal Search Committee (“Committee”). The Committee was responsible for interviewing, assessing and hiring Principal candidates for Catholic Schools in New York. While I was a member, there were approximately ten (10) individuals on the Committee, comprised of other Principals of New York Catholic schools, the District Superintendent of Catholic Schools, as well as parish members and the Deacon and Priest of the particular church affiliated with the school searching for a new Principal.

6. In my capacity as Superintendent, Principal and Committee member, I had always been advised by my superiors, the Archdiocese, the Cardinal Archbishop of New York and the Superintendent of Schools that the mission of the Catholic school is to inspire, infuse and integrate Catholic values into the Archdiocese’ educational system.

7. Catholic education is a collaboration of spiritual expression of the mission entrusted by Jesus to the church He founded through education. Accordingly, the primary focus

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of a Catholic school is, and always has been, Catholic identity and evangelization. Catholic school is a venue where the spirituality of a student is nourished, encouraged, and deepened.

8. Principals in the Catholic schools recognize the religious nature of the Catholic schools and understand their obligation to observe and support the philosophy of Catholic education and to recognize and support the inherent Catholic nature of the schools.

9. The Principal's primary responsibility is to transmit the Catholic faith to students and further focus on the formation of young Catholics in their beliefs, values and traditions of Catholicism. In essence, the Principal of a Catholic School is required to serve as a religious leader committed to spreading the values of the Catholic faith to their colleagues, teachers, staff, students and community.

10. That being said, the Committee had always strived to hire Principals with strong Christian values, dedicated in providing teachers and students with instruction in religious truth and value, maintaining a set of educational policies which are in conformity with the religious beliefs and moral standards of the Archdiocese and further fostering an educational environment which teaches students how to live in accordance with the teachings of Jesus.

11. During my tenure with the Committee, the Committee had maintained a general set of preliminary questions centering on the applicant's commitment to Jesus and spreading His teachings to the students. By way of example only, such inquiries consisted of the following:

- a. What is your personal relationship with the church?
- b. Why do you want to be Principal of Catholic School (as opposed to a secular private school)?
- c. What is your relationship with the Pastor and the parents at the current school you work in?
- d. What do you think is a good religion lesson?
- e. What would you do at the school to implement communal prayer?

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12. Moreover, as a condition of employment, each Principal is required to be a practicing Catholic in good standing with the church. The Principal is further required to complete Level 1 and Level 2 Catechist Formation Program certification within three years of maintaining the role of Principal.²

13. In or about 2007, I, along with the other Committee members, interviewed Plaintiff for the position of Principal at the School. Plaintiff's interview was conducted similar to all interviews for the position of Principal. That being said, the Committee reviewed and evaluated Plaintiff's resume, application and inquired about Plaintiff's commitment to serving as a religious leader of the School. Based on the Committee's general past practice and interview process, the questions as set forth in the preceding paragraph would have been some of the questions, in sum and substance, posed to Plaintiff during her interview.

14. In or about September 2007, Plaintiff was hired to serve as Principal of the School. After Plaintiff was hired to serve as Principal of the School, I would have regular interactions with her on an ongoing, professional basis. In this regard, each Principal within the County of Rockland Catholic School system, including Plaintiff and myself, would meet on a monthly basis for a conference ("Principal Conference").

15. At the Principal Conference, the Principals would discuss the special events taking place the following month at their respective schools. By way of example, this would include discussing the implementation and coordination of the annual Rose Mass, which was held in January of each year. The Rose Mass, also called the Respect for Life Mass, was a special mass for all Rockland County Catholic School eighth grade students. The message of the

² The Catechist Formation Program provides theological understandings, spiritual formation and catechetical methodology necessary for those who are appointed by their pastors and commissioned by their parishes to hand on the faith to adults, youth or children. Training of the catechist is necessary to ensure that the faith is handed on in its integrity and in a manner that responds to the needs, learning styles, cultures and other special characteristics of those in their care. There are two levels in the Catechist Formation Program, both consisting of five courses.

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Mass was to teach the children that human life is a precious gift from God; that each person who receives this gift has responsibilities toward God, self and others; and that society, through its laws and social institutions, must protect and nurture human life at every stage of its existence. The Principals within Rockland County would rotate which school planned, implemented and hosted this event each year. One year, Plaintiff held the Rose Mass at the School, which I had attended.

16. At the Principal Conference, the Principals would further plan and schedule “Spirituality Day,” an event held once a year at which time the Rockland County Catholic Schools’ teachers and Principals would gather to discuss professional development, the curriculum for the school year and classroom management. In essence, this conference is held to reflect on the schools’ purpose, their interaction with the local community and the importance of Catholic schools. The teachers and Principals would begin the meeting with Prayer, and further discuss the importance of infusing Catholicism into every subject taught at the schools. Further, there would usually be a Mass held, attended by all participants, and a speech conveyed by a motivational speaker. During my tenure as Principal, I attended each Spirituality Day. I observed Plaintiff present, at the very least, at one Spirituality Day.

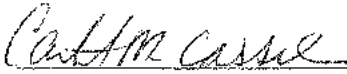
17. Each year, the Catholic School Principals in Rockland County plan an Annual Mass for the Principals, teachers and local pastors. The Mass, which generally takes place prior to the beginning of each School year, is held at the Dominican Sisters convent in Sparkill, New York. The local Principals plan the liturgy, which is generally comprised of the music, readings and psalms to be recited at Mass. In addition, each Principal would recite a Reading or Prayer to all of the participants during each Annual Mass. When Plaintiff was employed as Principal of

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psalms to be recited at Mass. In addition, each Principal would recite a Reading or Prayer to all of the participants during each Annual Mass. When Plaintiff was employed as Principal of the School, she would have, by virtue of her position, assisted in planning the Mass and participate in the same.

I declare under penalty of perjury that the foregoing is true and correct.

Executed at Nanuet, NY on April 4, 2015.


Cathleen Cassel

Age Requirements for Admission to Classes:

Pre-Kindergarten:	3 by December 31
	4 by December 31
Kindergarten:	5 by December 31*
First Grade:	6 by December 31*

*It is advisable to abide by the local school district's regulations with regard to the above. New York City requires 5 years by December 31 for Kindergarten.

610 DAILY EXERCISES AND SPECIAL PROGRAMS**611 MORNING EXERCISES - Religious and Patriotic**

As part of the morning exercises as well as at other appropriate times during the day, students and teachers raise their minds and hearts to God in prayer with focus on the crucifix and religious statues and pictures in each classroom.

The opening exercises include the salute to the flag and the singing of a patriotic hymn, e.g. "The Star-Spangled Banner," "America the Beautiful," "God Bless America."

Traditional Roman Catholic prayers and those appropriate to the liturgical season should be prayed daily. The curriculum guidelines found in Guidelines for Catechesis (pre-school –6, 1996; grades 7–9, 1998) provide for each grade level a list of prayers, liturgical feasts, Marian feasts and feast days of Church saints. A copy of the Guidelines may be obtained from the Associate Secretary for Religious Education (212) 371-1000, Ext. 2878.

612 PATRIOTIC EXERCISES

When school is in session, the American flag is on display outside the building, weather permitting. The flag is raised before the morning session begins, and taken down at the close of the school day. Each classroom also displays the American flag. Regulations for display, use and proper respect for the American flag is included in the Appendix (A612).

613 ASSEMBLIES

Assemblies should be a regular part of the school program. It is suggested that a committee of faculty members plan a monthly assembly schedule that would include every class at least once during the year. Each assembly should have a meaningful theme and should be developed by students under the direction of the teacher. Whenever feasible, parents should be encouraged to play an active role in these events.

614 **EXTRA AND CO-CURRICULAR ACTIVITIES**

Extra- and co-curricular activities complement the school curriculum. They provide students with worthwhile leisure time and educational activities which foster the spiritual, personal, physical and social growth of the student.

The principal must ensure that such activities are properly supervised and that the necessary safety precautions are taken.

615 **EXTENDED DAY PROGRAM**

The extended day program provides for students' academic and recreational activities with social and nutritional benefits during the extended day hours. The administration of the extended - day program is the responsibility of the principal.

620 **CURRICULUM**

Primary Goal

The primary goal of the program of instruction in the schools of the Archdiocese is to provide those learning experiences which most effectively inculcate Catholic attitudes and impart the knowledge and skills necessary for the spiritual, intellectual, emotional, cultural, and physical development of the student.

621 **RELIGIOUS EDUCATION PROGRAM**

The entire school community—the principal, pastor, parochial vicars, director of religious education (DRE)/coordinator of religious education (CRE), faculty members, parents and students—should be involved in the development of the religion program. The religious studies program should have clear goals and instructional objectives which should be in compliance with the Archdiocesan Guidelines for Catechesis and the Catechism of the Catholic Church. The Catechism should be made available to teachers and parents and serves as an excellent resource for all religious educators.

The school principal is responsible for clarifying, the importance of religious instruction, the quality of the catechetical experience in the school, the value attached to religious instruction, and the amount of time spent on religious education. Faculty, parents and students must perceive religion as the most important element of Catholic education.

622 **RELIGIOUS EDUCATION CURRICULUM****Guidelines for Catechesis; 1996 and 1998**

The Guidelines for Catechesis were developed as a response to the concern that young people be given an authentic, clear and relevant presentation of the faith which would challenge them to grow as persons and believers.

The Guidelines for Catechesis are the basic curriculum to be taught. Implementing the sound pedagogical methods found in textbooks and using multidimensional teaching techniques will facilitate the students' assimilation of the content. The Guidelines for Catechesis, pre-kindergarten through grade six, are organized according to faith themes. Each of the units in grades seven and eight is developed according to the following format:

- a. Learner Objectives
- b. Faith Concepts
- c. Reflection & Response
- d. Prayer Experience

The religious education curriculum should conform to the Guidelines for Catechesis.

Catechesis should be adapted to the level and ability of the student and developed in a gradual manner. A yearly Archdiocesan Religion examination will be administered to students in grades 3 through 8 on the first Tuesday in June each year. The school's religious education curriculum should be available to all teachers and parents.

623 **Religion Resource Teacher (where applicable)**

The religion resource teacher is a classroom teacher, qualified by training and experience, who facilitates planning, organization and instruction in the religious education program.

The religion resource teacher facilitates the planning and organization of the program under the direction of the principal. The principal provides a schedule which allows the religion resource teacher time to coordinate the program. This teacher should have achieved levels 1 and 2 in catechist formation.

The religion resource teacher's first concern should be to foster a spirit of unity among those involved in the religious education program.

- The religion resource teacher should encourage and help the religious education teachers with their instructional programs. Such assistance should be given in a manner that will generate cooperation.

624 **NEW YORK STATE CURRICULUM REGULATIONS**

The elementary schools of the Archdiocese follow the New York State Curriculum regulations

Electives Languages - Study skills

No time
requirement632 **Accelerated Programs for Grades 7 and 8****Accelerated Math Program****A. Acceleration**

Beginning in September 2005, all accelerated MATH students must have completed Grade 8 Math by the end of Grade 7. Students may no longer take Grade 8 Math and Accelerated MATH at the same time.

The Math 8 NY State test is not optional for these students. It must be taken at the end of Grade 7.

Acceleration must begin in either grade 5 or grade 6 in order for the student to have completed Grade 8 Math by the end of grade 7.

Required Pre-requisites for Accelerated Math in Grade 8

- a. 90th percentile in total math score on ITBS in Grade 4,5 and 6
- b. 90 average in Math in Grades 4,5 and 6
- c. Successful completion of Math 8 topics in Grade7 (beginning 8/2005)

633 **Guidance**

The guidance program should be designed to help each student develop at an optimal rate and to an optimal degree all his/her God-given potential, and should lay a solid foundation for a happy, productive life. One way to accomplish this objective is the provision of group experiences that promote the development of wholesome self-concepts and good social attitudes.

ADAPP, the Archdiocesan Drug Prevention Program, provides substance abuse intervention, prevention, and educational services to the elementary and high schools in the New York Archdiocese. Guidance services available include individual and group counseling, classroom education, skill building in decision-making and problem-solving, crisis consultation and referral, and psycho-educational assessment and evaluation.

Students and families at some point may require referral to mental health programs or health and social service agencies such as Catholic Charities Family and Children's Services. When this need occurs, the counselor, in consultation with the principal and parent, will recommend an appropriate service or agency for the child and family.

A record of this recommendation should be retained in the student's school guidance file.

634 **Lesson Planning**

Each teacher develops the daily instructional objectives for each subject area from the concepts, skills and attitudes as stated in New York State Core Curriculum Guides, Essential Learnings, and the 1998 Guidelines for Catechesis. These objectives are based upon an understanding of the needs of the individual student and class. The teacher discovers these needs by means of: standardized test scores, informal test results, student records, observation of student's daily work. To meet the diverse learning styles of students in the class, the plans should provide for learning through a variety of instructional aids such as: text books, audio-visual materials, computer hardware and software, library resources, instructional television, guest speakers and field trips to community resources.

635 **Homework**

Homework is an essential part of the instructional program. It serves to reinforce learning, to clarify and review material learned in class, to provide motivation and opportunity for individual growth through creative experiences, in-depth study, and supplementary reading.

Homework assignments should be appropriate in time needed for completion, interesting, within the ability of the students, related to class-work, and individualized to meet the needs and interests of the students.

The teacher should devise a consistent and effective plan for monitoring homework assignments. School policy regarding homework should be clarified for parents at the start of each school year through the parent-student handbook.

636 **INSTRUCTIONAL MATERIALS**

From the variety of instructional materials available, the principal in consultation with the faculty selects those that best meet the students' needs and assists the teachers in implementing the curriculum.

637 **Text books**

The Office of the Superintendent of Schools does not endorse the use of any particular textbook or series. The faculty, under the direction of the principal, examines the various textbooks available in each subject area in order to make the best possible selection. Ongoing evaluation of texts ensures that they continue to meet the students' needs and abilities. It is recommended that the same series be used in all subject areas in grade one.

through eight in order to ensure a sequential program.

According to the Manual for New Administrators of Nonpublic Schools, 1988, page 12, all public school boards are required to purchase and to loan textbooks on an equitable basis to all pupils residing in the school district who are attending grades kindergarten through twelve in any public or nonpublic school. Only textbooks that are non-sectarian may be purchased and loaned by the district.

Each school district receives funds from New York State for the textbook loan program based on the number of pupils resident in the district. There is no limit on the amount a district may spend for a given pupil. No pupil may be denied textbooks for financial reasons if the district has not expended an amount equal to the State apportionment for textbooks.

638 **Supplementary Materials**

Technology as well as printed instructional materials supplement textbooks and provide variety and enrichment. The same care that is taken in the selection of textbooks should be employed in the selection of these materials. A list of supplementary materials should be made available to the faculty and staff and an orderly system for distribution, maintenance and updating of these materials should be established within each school.

Technology resources are available at the Archdiocesan Teachers' Center located at Our Lady of Mount Carmel School, Bronx, New York (718) 329-1269.

639 **Instructional Television (ITV)**

The Archdiocesan ITV system broadcasts instructional programs throughout the school year on three channels: 8, 10, and 12. During the school day, a variety of programs related to different subject areas is shown.

Each year a broadcast schedule is published listing all the programs by subject and level. The schedule gives a brief summary of the program and lists the times when it will be aired. A guidebook for teachers is provided for many of the programs. ITV also provides training sessions to show teachers how to integrate the various programs into the regular classroom pattern of instruction.

Each school should have an ITV coordinator. This coordinator serves as a liaison between the ITV studio and the individual members of the school faculty. Periodically during the year, these coordinators may meet with the staff of ITV to explore mutual concerns.

The ITV system broadcasts a series of in-service programs and teleconferences. These focus on general principles of pedagogy and specific content areas and topics of current concern.

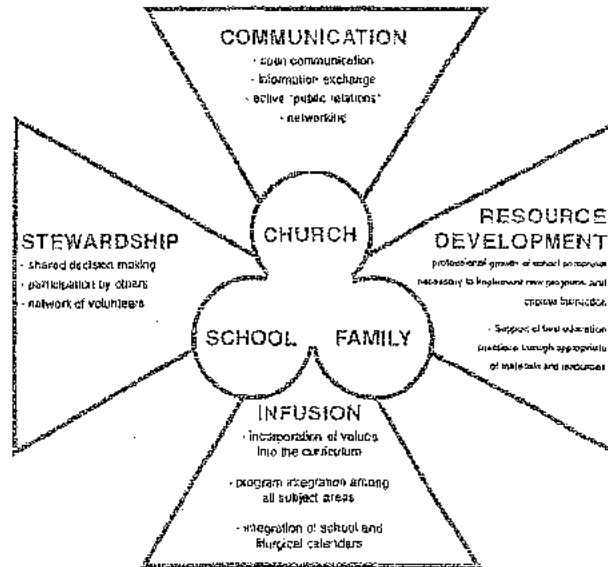
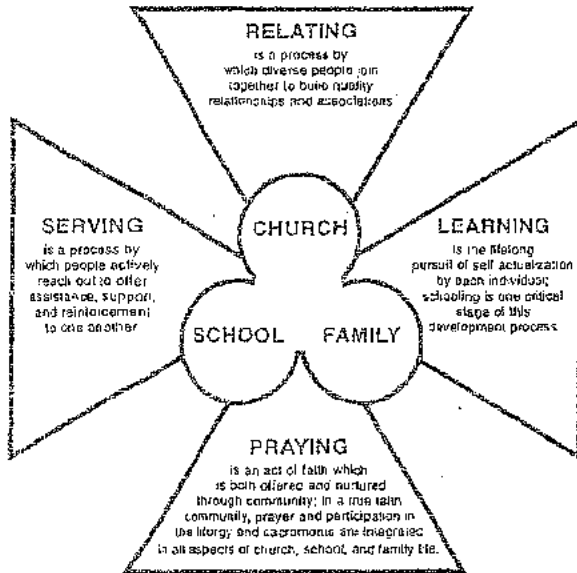
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Exhibit B

Catholic Education Community

A Values Integration Program

Revised 2001



A Joint Project of
 the Office of Superintendent of Schools
 Archdiocese of New York and
 Consortium for Environmental and Educational Sciences, Inc. (CEES)

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Mission Statement of The Values Integration Program

Our mission is to inspire, infuse, and integrate Catholic values into the educational system of the Archdiocese of New York.

Acknowledgments

*This manual is updated with the tireless efforts
of the Values Integration Advisory Board.*

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Introduction

Because the Catholic school is part of the Church's ministry, the school should strive to be a strong Catholic Community united in the conviction that Jesus is Lord. An atmosphere enlivened by the Spirit of the Gospel is dependent upon mutual trust and respect among administration, faculty, students, and parents. Community is not a state that is achieved, but rather an ideal toward which a group of people is continually working. A community is a group in which membership is valued in and of itself. A community is valued also for the support it provides to its members as they strive to work toward a common purpose. Members manifest concern for one another. They allow for and respect the diverse talents and limitations in one another. They share responsibility for the actions of the group and for procedures for handling conflict within the group. Community members seek clear and meaningful communication with one another, and through that communication they build firm and lasting relationships among themselves as well as with the community as a unit.

The challenges Catholic schools face as a result of the changes in their workforce and the diversity of the backgrounds of the lay teachers they employ, demonstrate the need for a uniform, common understanding of church doctrine and Catholic values that are inculcated by all faculty members. The necessity for strengthening the lay teacher's knowledge base in this area is to help ensure that students in Catholic schools will learn more, learn more deeply, and be more firmly rooted in their acceptance of the teachings of the Catholic church (Kealey, 1996). Catholic Schools within the Archdiocese of New York strive to continue the legacy of being strong Catholic communities, united in the beliefs of the Catholic faith through the Church. These communities, regardless of any changes in make up, provide constant support to members as they work toward common purpose.

For these reasons the Office of the Superintendent of Schools of the New York Archdiocese has initiated and supported the creation of the Catholic Values Infusion Program. This Manual is a tool for Catholic educators to enhance sensitivity toward the process of educating the youth of the Catholic Church. Its aim is to help those who bear witness to the message of Christ by offering ideas that will engage the school community in assessing its strategies for TEACHING AS JESUS TAUGHT. This Manual is predicated on the notion that while the content of the Catholic vision is Divine Revelation, the operation of the vision in history is the work of days and hands.

The key dimensions of the educational ministry of the Church have always reflected an understanding of the commission given by Christ to His Church. Within the earliest communities the importance of the Catholic educational ministry of the Church was established. As Paul enumerated the gifts present in the community, four related directly to the educational ministry of Christ's Church. He singled out for special recognition, those who witness to the Lord, those who speak in the name of the Lord, those who teach, and those who administer.

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" Now you are Christ's body, and individually parts of it. Some people God has designated in the Church to be, first, apostles; second, prophets; third, teachers; then, mighty deeds; then, gifts of healing, assistance, administration..."

1 Corinthians 12: 27-28

The early Church's awareness of its commission to teach and preach grew out of its knowledge of the Lord Jesus and its relationship to Him. Jesus had come to represent, in visible form, the total love of the Father, to inaugurate a new world based upon principles of peace, love, justice, and the community of all persons. These were the new concepts to be taught. Of all the titles given to Jesus, none appears more frequently than Rabbi, teacher. The Church saw herself as commissioned to continue His teaching until the Good News reached every corner of the earth. Jesus has provided the model; the Church would continue His teaching mission under the guidance of the Spirit. She would continue to preach the selfless love of the Father as revealed in Christ; she would be called to demonstrate how the new order was to be established, to be a living example of the quality of life which would be experienced in this world order:

- to **preach** the Good News,
- to **live** the Good News in a community based upon Gospel values,
- to **work** toward the establishment of God's Kingdom among all people.

The manner in which this educational ministry has been expressed has taken many forms as the Church was extended through space and time. New structures and new forms have evolved, but the substance of Catholic educational programs has remained the same. The value and prominence of the Catholic schools as communities through which the Church's educational ministry can unfold in a unique way needs to be emphasized.

The National Conference of Catholic Bishops (1972), in its document "To Teach as Jesus Did," defined Catholic schools around the themes of doctrine, community, and service. They stated that

Catholic education is an expression of the mission entrusted by Jesus to the Church He founded. Through education the Church seeks to proclaim the Good News and to translate this proclamation into action. Since the Christian vocation is a call to transform oneself and society with God's help, the educational efforts of the Church must encompass the twin purposes of personal sanctification and social reform in light of Christian values (no. 7).

This manual, *Catholic Education Community*, encompasses the underlying principles of the ECOS Process, a process of infusion, and represents a significant component of the Values Integration Program. ECOS (Education Community Opportunity for Stewardship) is designed to assist educators in increasing their awareness of what they do in schools.

By increasing teachers' awareness of what they do in the classroom, the ECOS Process makes it possible for teachers to upgrade their skills, increase their sensitivity, and improve their teaching methods. The process allows teachers to examine and identify key concepts of the established curriculum and find areas where the introduction of values is compatible. Activities are then designed which blend these values with the subject matter taught. The ECOS Process ensures that the activities which are developed will spring from and reinforce the underlying educational concepts of the school, the teacher, and the curriculum.

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The aim of the infusion process incorporated as part of the *Catholic Education Community* is to provide children with better learning opportunities regarding Catholic values, and an understanding of the relationship between values and a sound Catholic education. The *Catholic Education Community* is committed by its philosophy to the improvement of the teaching of Catholic values and to the strengthening of these values within the students of the New York Archdiocese.

The ideas presented through the ECOS Model can grow, become real and alive, only if and when they are incorporated into school curriculum and supported by human resource development.

"All of you together are the one Body of Christ and each one of you is a separate and necessary part of it."

1 Corinthians 12: 27-28

Conceptual Framework of a...

Catholic Education Community

No social institution has received more attention, provoked more legislation, and suffered more criticism than the school in American society. Its mission has been translated into wide-ranging purposes, influenced by the fluctuation of time, and its accomplishments have been judged in light of the harsh and conflicting needs and tensions which characterize the fabric of American life. Indeed, schools have often served as the arena for addressing a broad range of societal ills - especially when other institutions fail to solve the problems at hand.

Unfortunately, more than two decades of programs and policies aimed at making schools more responsive to the accelerated pace of social events have demonstrated that the school in isolation can never become a panacea for societal stress.

Strong inhibiting factors which impede comprehensive reform and renewal are prevalent in our nation's schools. This nation has lived with over two centuries of societal institutions existing in considerable isolation from one another; the school, the church, the nuclear family, and the broader community have existed with very limited knowledge of the real needs and potential of one another. Thus, even when innovative school policies, procedures, and programs are planned and carried out with the best intentions, they represent very limited solutions to problems that reach beyond classroom walls.

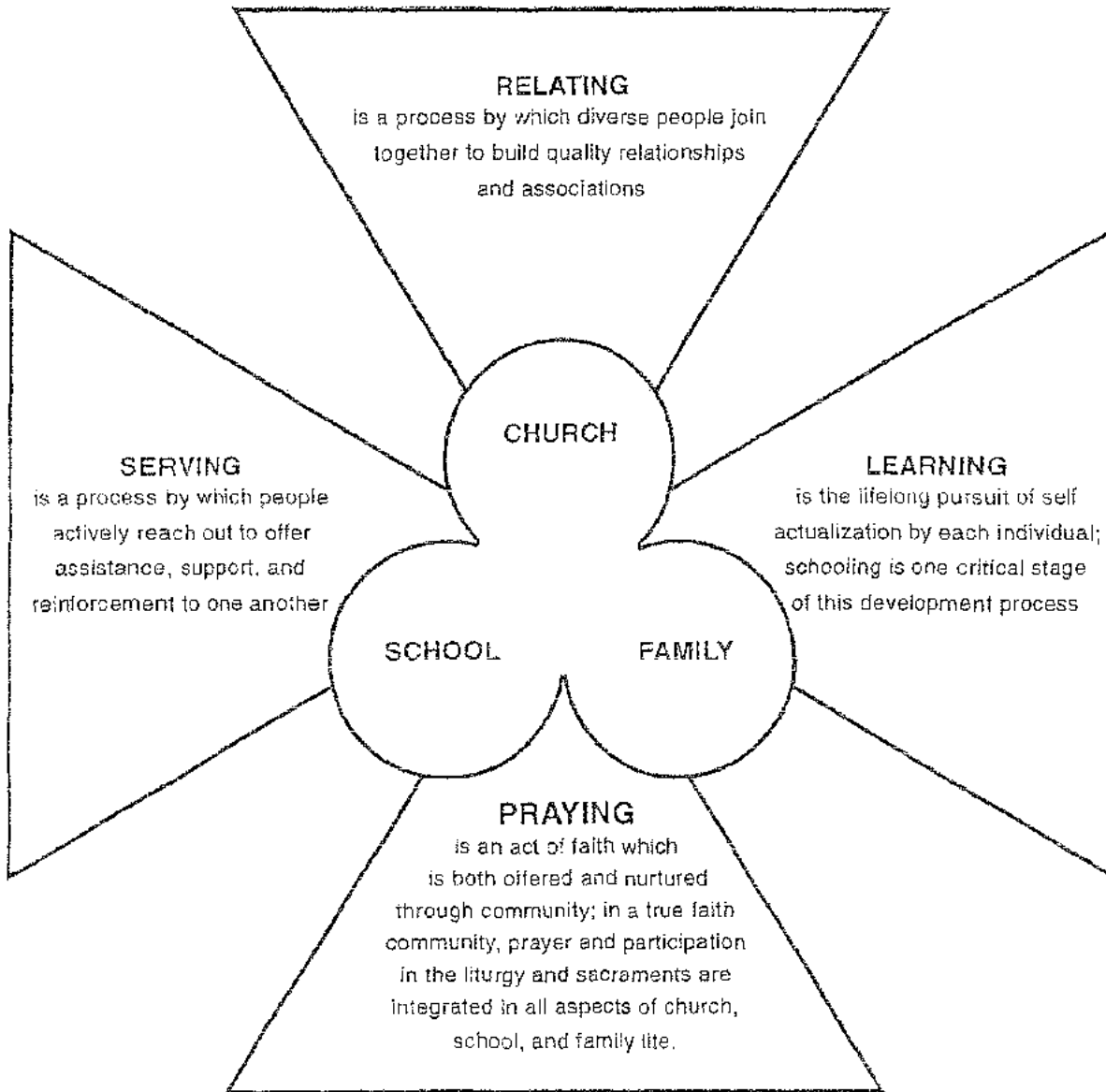
Unlike the Catholic school students of the past, few students today have the experience of having a priest or religious for a teacher. Faculty and administrative positions in Catholic schools are often held by lay men and women. The mission of the Catholic schools, however, has not changed in principle since their inception. The integration of Catholic values with the academic curriculum is still one of the primary functions of the Catholic school. It is this very notion, that the Catholic schools understand their purpose and mission, that is the strength of a Catholic school education. Fundamental to the success of Catholic education is the realization that the school does not function in isolation, but works together with family to support the child in his or her Catholic formation within the Church.

Given the above considerations, *Catholic Education Community*, is an approach which does attempt to merge the classic sociological triad of school, family, and church. As such, it reflects the dynamics of the school as a social system. Thus, in its narrowest sense, it represents an exemplary approach to school improvement. The *Catholic Education Community* is a manual that brings together philosophy, goals, and objectives and is intended for administrators, teachers, support staff, students, and those involved in the building of a Catholic community.

The *Catholic Education Community* posits four subcommunities as integral to the establishment of Catholic educational communities: the Relating Community, the Learning Community, the Praying Community, and the Serving Community. Each of these components is defined in terms of key variables which give substance and meaning to their interactive nature. The Serving and Learning Communities represent active organizational dimensions of the total community of faith; the Relating Community exemplifies the quality of relationships within the community; and the Praying Community provides the spiritual core of faith. The key variables or concepts associated with these subcommunities are defined in the following pages and shown in Figure 1.

CONCEPTUAL FRAMEWORK CATHOLIC EDUCATION COMMUNITY

FIGURE 1



The Relating Community

In identifying the school as a relating community the focus is placed not on a building or an institution, but on people. The key concept is people acting together responsibly to build quality relationships. With this shared responsibility comes shared decision-making and shared wisdom. When people who are affected by a decision are actively involved in the decision-making process, they claim ownership for the end result and a greater hope for the quality of the product. This is true to the degree that those involved in the process understand their individual role and their relationship to all the other involved persons and groups. In establishing a learner-centered curriculum, administrators, teachers, and parents participate actively in guiding students toward their highest possible potential. This empowerment is then transferred to the students who, because of this learner-centered environment, take a proactive role in obtaining the knowledge and critical thinking skills necessary to become active, practicing Catholics as well as informed citizens. It is also from this pool of informed, capable students that the Catholic Schools give to the Church that which will sustain it in the future, namely, Catholic Leadership.

The Learning Community

In His teaching, Jesus continually emphasizes that each person is uniquely important, that each life has purpose, and that everyone has gifts to share with the total community. These gifts need to be discovered, nurtured, encouraged, and developed. The Catholic School must assist students in discovering their talents and gifts and in developing their potential to the fullest. It is in a learning environment rooted in Christian love and concern for the individual student, based on the conviction that each student has talents to be developed, that young persons will be formed who know themselves, feel good about themselves, have a realistic sense of their abilities, and are anxious to share their gifts with other people. A school based on such goals is more than a school. It is a true learning community.

The Praying Community

When we pray, we define ourselves in a very fundamental way. The experience of shared prayer and the Sacred Liturgy establishes our identity as followers of Jesus.

A praying community is a community which understands the source of its unification. It is one in which each member perceives a call from Jesus and is led to a common faith. This self awareness as a community of faith leads to a desire to share that call and strengthen it through prayer.

Because the school is a faith community, the development of a spirit of prayer and a sacramental validation of the relationship with the Lord Jesus is basic to its existence. Faith is both offered and nurtured through community. The school community not only affirms that *Jesus is Lord*, but also publicly proclaims it by the sacramental life of its members and their participation in the unity of the Catholic Church.

The Serving Community

Through Christ's Gospel message, Catholics learn the importance of service to God and to one another. In a time when self-fulfillment might be regarded as superior to service, and dependence on others may appear to be a weakness, the importance of educating children toward the value of responding to their own needs and the needs of others is vital if these future adults are to gain the sensitivity necessary to work against such social issues as injustice, racism, hunger, and intolerance.

Operational Framework of a...

Catholic Education Community

The comprehensive approach for achieving a *Catholic Education Community*, formulated by the Office of the Superintendent of Schools of the Archdiocese of New York, is an innovative framework for organizing the life of the school. Past experience with innovative programs has demonstrated that such a framework is the first step in effecting broad-based change.

However, it is only the first step. While it establishes the "what" of the Archdiocese's vision of change, it must be accompanied by a mechanism which operationalizes its intents, that is, the "how" of the change process.

Thus, while the concept of the four communities provides a framework for organizing the dimensions of a community of faith, they do not represent the working processes which are necessary for operationalizing the framework. Operational dimensions of the four communities must be defined as a basis for implementing the *Catholic Education Community*.

The *Catholic Education Community* yields what is believed are four operational processes which will allow administrators, teachers, students, and community members to achieve the goals and intents of a Catholic School community of faith. These four subcommunities involve processes and skills which can be addressed through training and technical assistance. They provide a basis for understanding and managing the "how" of the overall framework.

The four operational dimensions which are integral to implementing the concepts presented in the *Catholic Education Community* are defined below, depicted in Figure 2, and incorporated throughout this manual.

Resource Development

The primary resource of an institution is its people. Therefore, it is crucial that their potential be recognized, encouraged, and utilized. Resource development implies recognition, cultivation, and utilization of the talents and services available both in those institutions and agencies with whom an organization must deal, and in the client group (community, parish) it serves.

Infusion

Infusion is the the integration of concepts, values, and activities into the existing school program and its total culture. This process serves to enhance the entire school community.

Stewardship

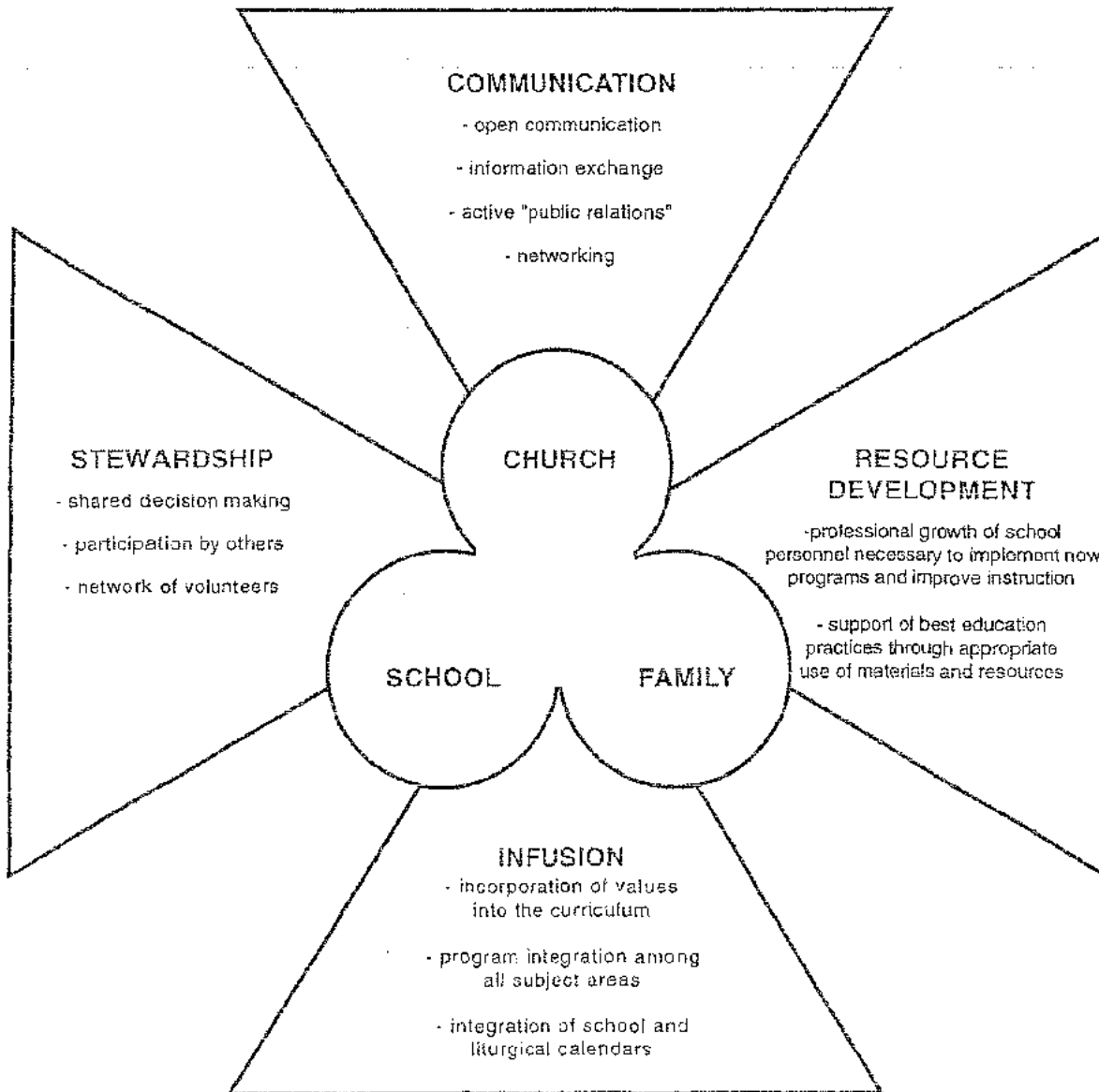
The concept of stewardship refers to a heightened sense of community, commitment, and service that emerges as a result of individuals assuming personal responsibility for solving commonly shared problems and directing their energies toward cooperative and collaborative problem-solving activity.

Communication

Communication is the process of creating a flow of information and structure of relationships which will effectively link all members of the school community through common goals and common understandings.

OPERATIONAL FRAMEWORK CATHOLIC EDUCATION COMMUNITY

FIGURE 2



Resource Development

Human Resource development is a process which encourages an organization's ongoing renewal. Because the primary resource of any organization is its people, it is crucial that their potential be recognized, encouraged, and utilized.

"My child, from your youth up choose instruction, and until you are old you will keep finding wisdom."

Strach 6:18



What makes the Catholic school so different?

The Catholic elementary school fulfills the expectations of a general elementary education as well as the responsibility of being a Christ-centered school.

A general elementary education:

- supplements and reinforces the training received at home;
- promotes academic excellence;
- provides opportunities to interact with peers as well as younger and older students;
- helps students to develop necessary facility for and sensitivity to learning;
- identifies and enhances areas of strengths while improving weaker areas;
- prepares students to cope with their immediate environment;
- fosters necessary skills to succeed in high school;
- cultivates in students habits of deliberate, systematic, and sustained effort;
- excites in the child a desire for learning.

A Christ centered school:

- is a school where each child is honored as a child of God and is respected for the person s/he is and is trying to become.
- is a school where each child is challenged to become the best s/he can be using the talents and gifts God has bestowed.
- is a school where the teachings of Jesus are regularly and systematically integrated into all areas of learning so that values such as cooperation, honesty, compassion, respect, and justice are among the accepted values in each student's life.
- is a school where time is given to intellectual, moral, aesthetic, and social development.
- is a school where conflicts are addressed peaceably and lifelong values are developed.
- is a school where high academic standards are enshrined in an atmosphere of Catholic faith.

Who makes the Catholic school so different?

The Catholic school administration and faculty are people energized by Catholic values and a desire for excellence. They are committed to serving one another and the students as well as to unifying efforts in building a faith community. It is important not to lose sight of the role these people play in the education of Catholic youth, in the responsibility they share with parents, and in the influence they have on the lives of their students. The call to the ministry of teaching is a gift of the Spirit.

The Church has always upheld the importance of the ministry of education. The Second Vatican Council, in the "Declaration on Christian Education" (1965), states:

Beautiful, therefore, and truly solemn is the vocation of all those who assist parents in fulfilling their task, and who represent human society as well, by understanding the role of the school teacher. This calling requires extraordinary qualities of mind and heart, extremely careful preparation, and a constant readiness to begin anew and to adapt.

The document continues: "Let teachers realize that to the greatest possible extent they determine whether the Catholic school can bring its goals and understanding to fruition. Bound by charity to one another and to their students, and penetrated by an apostolic spirit, let them give witness to Christ."

Supporting these ideas and recognizing the value and importance of the vocational teacher, the National Conference of Catholic Bishops (1972) offers that . . .

The integration of religious truths and values with the rest of life is brought about in the Catholic school not only in its unique curriculum but more importantly by the presence of teachers who express an integrated approach to learning and living.

Embedded in this idea is the implicit agreement that the members of the Catholic school community are part of a faith community defined by Catholic theology.

The Catholic School Principal

"To Teach As Jesus Did" identified the three main goals of Catholic education: to teach the gospel message, to help people grow in the fellowship of the Christian community, and to emphasize the Christian call to service.

Spiritual Leader

The Principal of the Catholic school in order to fulfill the mandates of message, service, and communication must bear the responsibility of integrating Gospel values into the vision, goals, policies and practices, life, and curriculum of the school. The leader must provide an environment that facilitates the spiritual, moral, and ethical development of the entire school community.

Leadership is granted to those who have the ability to draw the members of the education community around a shared vision that is based on common values and goals. The gift of leadership that is given a principal demands a search for, and the development of a personal spirituality, a looking within the individual for those graces and methods that will enable the person to identify his/her own relationship with God. It is only after one has identified one's own beliefs and values, that one is able to articulate them to others. In addition, the principal must be able to recognize the levels of spiritual development maintained by other members within the school community. It is in the sharing of beliefs and values that the vehicles necessary for promulgation of faith, values, vision, and goals are formed.

The responsibilities of a Catholic school principal in the role of spiritual leader call for the creation of a mission statement that underscores the purpose of the school as it is connected to Christ and the Gospels. From the school mission, the emergence of a vision for the school should follow. The vision may give life to leadership or leadership may drive the vision, which embraces an ideal that is grounded in the values of all participants, their collective beliefs formulated into common agreements and covenants. This vision which is imbedded in the every day life of the school, the policies, the programs, and the curriculum, demands celebration and renewal through prayer, liturgies, symbols, and service.

An essential role of the Catholic school principal is the ability to draw together colleagues to a collective vision and appreciation of the word and works of the Lord. As spiritual leader, the Principal must be willing and able to share his/her own beliefs, and be ever vigilant in the treatment of others. All God's creatures, colleague or student, parent or stranger, are worthy of charity and love as ordained by Jesus when he said "Love one another as I have loved you" (John 15:12).

Tradition Bearer

The lives and work of Catholic school principals are graced by God. Catholic school principals are entrusted with a mission that is a call to spread Jesus' community. Through this mission they call others to build a faith community among all the constituents of the Catholic school family.

Catholic school principals are called:

- to promulgate the values of the Catholic faith to their colleagues, teachers, staff, students, and community.
- to teach the traditions of the Catholic faith.
- to minister as good stewards of Catholic education.
- to uphold human rights, dignity, respect for life and nature.
- to understand and respond to the unique needs of the community they serve.

The role of the Catholic school principal today is embodied with a sense of commitment that started 200 years ago. The torch bearing the light of hope has been passed on as have the obligations to light the road for generations to come. It is the privilege of each principal to model the Catholic values so central to the spirit of the Catholic school. In the tradition of the founding religious teaching orders, it is the responsibility of the Catholic school principal, whether lay or religious, to maintain high academic standards enshrined in an atmosphere of Catholic faith.

"A Catholic school is not simply a place where lessons are taught; it is a center that has an operative educational philosophy, attentive to the needs of today's youth and illumined by the Gospel Message" (The Religious Dimension of Education in a Catholic School, 1988 p.11).

Communicator

A Catholic school is a unique culture in which principal, teachers, and students share a common set of norms and values. The identity of the Catholic school should embody the three qualities embraced in "To Teach As Jesus Did". The prime communicator of the message, and an essential skill for the position of leader, is the willingness and ability of the principal to promote the values of the Catholic school.

The school leader nurtures the Catholic identity of the school, and in doing so must bring to this ministry a very clear understanding of Catholic values. The principal must share the charism of the school and be able to articulate the values espoused by the Catholic Church. The principal should be strong in prayer leadership, have a deep commitment to Catholic social teaching, and possess knowledge of the Catholic faith. The principal should also provide effective staff development opportunities that promote the values of the Catholic school. The challenge to the principal of the 21st century is to be a qualified visionary committed to Catholic values and to the articulation of the Catholic identity and culture of the school.

This is what we are about. We plant seeds that one day will grow. We water seeds already planted knowing that they hold future promise. We lay foundations that will need future development. We provide yeast that produces effects far beyond our capabilities.

Archbishop Oscar Romero

The Catholic School Teacher as Tradition Bearer

"The Catholic educator must be a person of prayer, one who frequently reflects on the scripture and whose Christ-like living testifies to deep faith. Only men and women of faith can share faith with others" (Sharing the Light of Faith #207).

It is important to realize that as evangelists in the Catholic schools, principals and teachers have the awesome task of being tradition bearers. This role is essential for passing on Catholic traditions; in doing so, principals allow students to live Catholic culture and thus internalize important practices of the faith. St. Paul says, "Therefore, brothers and sisters, stand firm and hold fast to the traditions that you were taught . . ." (2Thes 2:15).

Catholic traditions allow us to live the faith in many and various ways. We celebrate that which is specifically Catholic allowing us to celebrate our religious culture. In the book of Sirach, we see the importance of tradition: "Reject not the tradition of the old which they learned from their ancestors; from it you will obtain the knowledge of how to answer in time of need" (Sir 8:9).

Catholic school teachers are persons chosen by God to bear the Good News.

They are people of ...

- + faith
- + Eucharist
- + tradition
- + hope
- + charity
- + compassion
- + kindness
- + understanding
- + love
- + community building

Teachers in the Catholic schools must exhibit a true life of faith, a life of love of God. All should be

- ◆ committed to prayer and scripture
- ◆ committed to the sacraments, especially the Eucharist, and
- ◆ committed to the teachings of the Church.

In all, as tradition bearers, Catholic school teachers are to exemplify the faith by their love and dedication to those in their care. They must also understand the privilege and responsibility entrusted to them as evangelizers. As the disciples were commissioned by Christ Jesus, Catholic school teachers also receive that commission. According to the Gospel of St. Matthew,

Then Jesus approached and said to them, "All power in heaven and on earth has been given to me. Go, therefore, and make disciples of all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Spirit, teaching them to observe all I have commanded you" (Mt. 28:18-20)

Characteristics of a Catholic School Educator

The Church expects her teachers in the field of Catholic education to be persons of quality and professionally prepared for the work entrusted to them. The goal of integrating religious and secular knowledge is an integral part of the professional responsibilities of the Catholic school teacher. The following are some of the characteristics that should be manifested in the lives of Catholic school teachers, the tradition bearers of the Catholic faith.

Personal Characteristics

A Catholic educator should have a wholesome personality, a sound character, and enjoy good physical, mental, and emotional health. A Catholic school teacher

- is tactful.
- is tolerant and open-minded and can accept new ideas.
- has high ethical and moral standards.
- is calm, poised, and self-controlled in emotional situations.
- maintains good relations with students, colleagues, and parents.

Faith Builder

Principals and teachers of Catholic school students need religious "grounding" enabling them to strengthen their own faith as well as giving them the confidence to pass on the faith and its many beautiful traditions.

To be a truly Catholic community, there must be a commonality amongst all. Unity has to be something for which all strive. Those who work in our schools need to be:

Spiritually Growing:

- Allowing themselves time to see the Spirit within (e.g. personal retreats, Days of Recollection, participation in the Catechist Formation Program, personal prayer, and quiet time)
- Understanding their roles as Catholic educators as a call to a vocation not a job
- Realizing that their every action should be Christ-centered

Faith Builders:

- Helping students to grow in their faith
- Allowing Catholic doctrine and traditions to permeate the school day and year
- Integrating Catholic values throughout the curriculum

Community Supporters:

- Working together at building a Gospel-centered people
- Accepting the students for who they are and working with them in a Christian manner
- Teaching how the local community is part of the Church universal

Teacher-Staff Relationships

A Catholic educator is a good team worker who is conscious that his/her attitudes affect all others on the school staff. S/he is loyal to the school program and its policies while reserving the right to criticize through proper channels.

Communicator

Interacting with colleagues in the school community the Catholic school teacher

- assumes his/her share of personal and professional responsibility,
- uses discretion when speaking of school or colleagues.
- observes "channels" when reporting on matters affecting the welfare of the school and staff.
- shows a willingness to share ideas and techniques and is open to new ones.

Classroom Control

A Catholic educator directs all classroom activities to assure that the work of individuals and groups is always orderly and effective. The effective Catholic school teacher

- establishes appropriate control over the classroom situation and maintains it.
- is considerate and fair in dealing with students.
- is punctual in meeting classes and other assignments.
- keeps the classroom appropriately neat and interesting.

Instructional and Guidance Skills

A Catholic educator through his/her teaching practices and developmental understanding of the age group he/she teaches seeks to meet his/her obligation in advancing the education of each of the students. In the Catholic school classroom the teacher

- recognizes and attempts to provide for individual differences within the limits of the classroom situation.
- makes use of instructional aids as necessary.
- seeks to maintain and increase the enthusiasm of the students for their studies.
- improves competency through participation in workshops, summer courses, conferences, outside reading, and other professional activities.

Steward

A Catholic educator assumes his/her share of responsibility for activities outside the classroom that further the total school program. Often, the Catholic school teacher

- takes an interest in student activities.
- cooperates and participates in school/community activities (e.g. PTA, HSA, Parent Guild).
- contributes constructively to committee work and faculty meetings either voluntarily or on assignment.
- provides dependable, effective leadership for the general welfare of the school.

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Social Justice

A Catholic educator is aware of the need to help cure the causes and symptoms of injustices and knows how to arouse the social conscience of his/her students. Encouraging social justice thinking in the classroom the Catholic school teacher

- brainstorming with students the possible solutions to current social problems in the spirit of the Gospel.
- assists students with the collections of food for food pantries, clothing for the homeless, and mission money for the Society of the Propagation of the Faith.
- helps students organize letter writing campaigns to government officials against injustices surrounding education and life issues.

Catholic Culture

" Faith and worship are intimately related. Faith brings the community together in worship. And in worship, faith is renewed" (Sharing the Light of Faith #112).

Students in Catholic schools should have an abundant and varied experience of Catholic culture. Some traditions to be shared may include:

September	Mass of the Holy Spirit
October	Recitation of the Rosary, Respect Life Month activities
November	Thanksgiving Liturgy and food and clothing collections
December	The Advent Wreath
January	Catholic Schools Week
February	Blessing of Throats, Preparation for Lent (Ash Wednesday)
March	Stations of the Cross and other Lenten practices
April	Celebration of the Resurrection
May	Crowning of the Blessed Virgin Mary
June	Feast of the Sacred Heart Mass of Thanksgiving

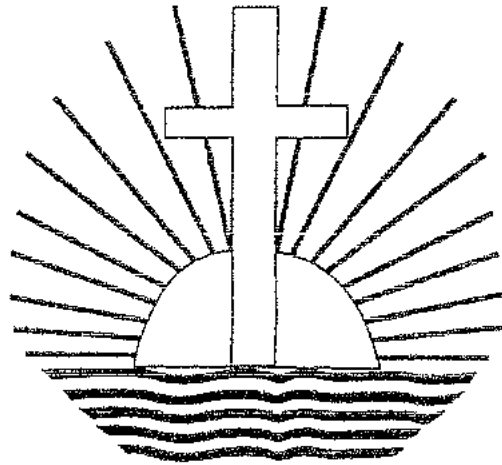
Other activities to be shared:

- + celebration of the school's patronal feast
- + First Friday Masses
- + recitation of the Angelus
- + Benediction
- + service activities at any point in the school year

Infusion

Infusion is the integration of new concepts, values, and activities into a school program with minimal disruption to the existing programs and environment of the school community.

Let it be known to all who enter here that JESUS CHRIST is the reason for this school, the unseen but ever-present TEACHER in all its classes, the MODEL for all its faculty, and the INSPIRATION for its students.



Change is all around us. It is inevitable. On a personal or organizational level we are all experiencing some form of change. Most established systems, schools being no exception, resist change. Therefore, any new program, idea, or activity and any new or different way of looking at an old program, idea, or activity, is considered to be an *intruder*. When change does come, it is the rate of change, the size of change, and the direction of change that concerns people most. Change which intrudes into the system with a minimum of disruption to existing programs has the greatest chance of being accepted.

The aim of the infusion process incorporated as part of the *Catholic Education Community* is to provide children with better learning opportunities regarding Catholic values, an understanding of the relationship between values and a sound Catholic education, and experiences to use these values in every day life. The *Catholic Education Community* is committed to the improvement of the teaching of Catholic values and to the strengthening of these values within the students of the Archdiocese of New York.

Curricular Change and the Infusion Process

There are three basic ways to bring change to the curriculum of any school:

- introduce a totally new course of study to the curriculum,
- add on a new body of ideas and materials to an existing course within the curriculum, or
- infuse a new body of ideas and materials into an existing course within the curriculum.

Of the three, the infusion process causes the least disruption to the existing system and offers the best chance for permanent curricular change because of the following:

Compatibility: Infusion must first take place at the concept level. When the *intruder* concepts are compatible with the concepts of the established ongoing programs, new educational activities will be fully integrated into the established educational experience. The infusion process is most likely to succeed where the concepts being taught in the ongoing program and the concepts of the *intruder* program match.

Broad Applicability: Since concepts cover a wide spectrum of areas, no one discipline has a monopoly on its meaning. Therefore, the same concept can find application in many different disciplines.

Acceptability: The infusion process ensures that the activities which are developed will spring from and reinforce the underlying educational concepts of the school, teacher and curriculum. This process then enables both the teacher and the curriculum to be refreshed and renewed, with little or no resistance from the system.

(ECOS, 1972)

Curriculum Development

Development implies process. The Office of the Superintendent of Schools of the Archdiocese of New York defines curriculum development as the process of planning and implementing the knowledge, attitudes, and skills appropriate for one or all subject areas into the classroom, followed by appropriate and relevant forms of evaluation and assessment.

The Education Community Opportunity for Stewardship (ECOS) is a change process being utilized by the Office of the Superintendent of Schools of the Archdiocese of New York in preparation for exploring values education in its Catholic elementary schools.

Through a unique process of infusion, desired curriculum changes occur as a result of training workshops. Working together with administrators and faculty, staff development facilitators from the ECOS Project demonstrate and develop the teaching and management skills necessary to introduce values into the classroom in an effective, cost-efficient manner designed to yield positive results.

All curriculum development requires change. Despite planning and systematic efforts on the part of educators, assessments from decades of change efforts indicate that anticipated outcomes are not always achieved; that educational benefits are sometimes minimal, and change was never fully implemented or accepted.

The purpose of the ECOS Model is to enable the change agent to incorporate into the present curriculum concepts and activities from a new subject or idea. The process of infusion is interdisciplinary - it applies to all subject areas. **The six step infusion process** helps the teacher to integrate the new subject or idea into the present curriculum. The procedure involves identifying new concepts (in this case Catholic values) that are compatible with present curriculum. Concepts and substituting or linking current classroom activities with new activities related to the teaching of Catholic values. The outcome is a revised lesson plan that includes Catholic values within the framework of current course material.

Step 1: Preparatory Phase ; Identify current course content

- (a) Outline current educational philosophy
- (b) Outline present goals
- (c) Define specific objectives

Step 2: Select units to be infused (A)

Criteria for selection are:

- (a) Similar content
- (b) Units in need of improvement
- (c) Units which are most successful when taught
- (d) Units with active student participation

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Step 3: Define Concepts (B)

- (a) Identify key concepts from selected units

Step 4: Strategies (C)

- (a) List activities from selected units which demonstrate use of current key concepts

Step 5: Identify the Values (D)

- (a) Identify intruder concepts

Step 6: Create Strategies (E)

- (a) Link key and intruder concepts
- (b) List activities which demonstrate use of the intruder concept
- (c) List infused activities

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FIGURE 3

ECOS MODEL

For Integration of Catholic Values throughout the curriculum

Subject:

G

A. UNIT	B. CONCEPTS	C. STRATEGIES	D. VALUES

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ECOS TRAINING INSTITUTE

St. Patrick Old Cathedral

SUBJECT: Math

LEVEL: Pre-K, K, 1

A. UNIT	B. CONCEPTS	C. STRATEGIES	D. VALUES	E.
Greater Than Less Than	Counting Recognizing sizes, shapes Recognizing different patterns	Counters, blocks, books, manipulative	Sharing Patience Fairness Faith Respect	Be sto

DEFTS 024293

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ECOS TRAINING INSTITUTE

Manhattan schools at
Holy Cross

SUBJECT: Science

LEVEL: Grade 4

A. UNIT	B. CONCEPTS	C. STRATEGIES	D. VALUES
Germination: Seed Development	Measurement Growth Development Change Environmental Factors Food Chain	Diagrams Charting Growth Graphing Comparison Charts Dissecting Parts- Labeling Probability: How many seeds will mature?	Value of Life Environmental Issues "We are Stewards of the Earth" Life's Interdependence Diet and Nutrition: Prevention of Disease Aesthetic/Survival Reasons for Growing Plants "We're Flowers of God"

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ECOS TRAINING INSTITUTE

Manhattan schools at
Holy Cross

SUBJECT: Social Studies

LEVEL: Grade 7

A. UNIT	B. CONCEPTS	C. STRATEGIES	D. VALUES	E.
US Constitution (Powers that moved and influenced this great document) James Madison George Washington Benjamin Franklin John Adams Alexander Hamilton Abigail Adams Dolly Madison Thomas Jefferson John Dickinson	Freedom Rights Empowerment Loyalty/Fidelity to one's country Justice Equality Responsibility Risk Taking	Internet Research Re-enactment of the signing of the Constitution State vs. Central Government (Debate/Forum) Role playing related to the roles of: A. Adams B. Madison as related to the political situation of that time Create own constitution (school/class)	Faith, Loyalty, Vision, Respect, Courage, Meekness (gentleness, kindness, empathy, compassion) Hope Prudence Tolerance	Visi Am Rea pres the Jes pres Cov Prep the Mis

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ECOS TRAINING INSTITUTE

Holy Name
St. Gregory the Great

SUBJECT: Humanities

LEVEL: Grades 7-8

A. UNIT	B. CONCEPTS	C. STRATEGIES	D. VALUES	E.
Women in History Sacajawea Madame Curie St. Therese of Lisieux (the Little Flower) Maya Angelou	Gender Roles in Society and the Church Multi-Cultural Contribution Civil Rights Equality	An Internet research project on one of the Unit's Women In groups Analyze Maya Angelou's poem for Clinton's Inauguration Read and Dramatize Maya Angelou's "I Know Why A Caged Bird Sings" Annotate these values	Equality Justice Respect < ^{People} _{Environment} Perseverance Fortitude Individualism Courage Meekness (is not weakness) Christ Focused Spirituality	R. "7 (S V C of R in

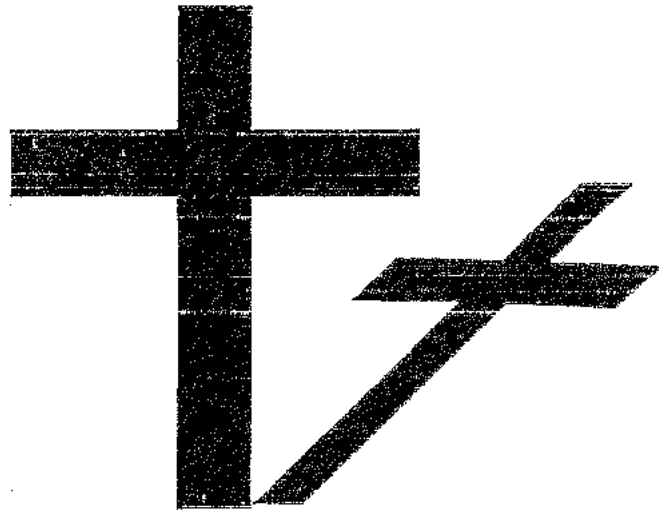
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Stewardship

Stewardship implies a heightened sense of community, commitment, and service that emerges as a result of individuals assuming personal responsibility for solving commonly shared problems

"Who is a Christian steward? One who receives God's gifts gratefully, cherishes and tends them in a responsible and accountable manner, shares them in justice and love with others, and returns them with increase to the Lord."

Stewardship: A Disciple's Response
National Conference of Bishops, 1993



Values are learned in our homes, our churches, our schools, and our communities. A value expresses the essence of our experiences, and the experiences of the formative years are primarily in the hands of parents and educators. A value in our Catholic school system is faith in action.

The first sense of values is acquired in the world of the family. The child is taught to conform to the demands of his or her environment. Reactions of those around them quickly inform children that one type of conduct is approved, another is not. Thus, first values, often the product of emotions rather than reasoning, remain throughout life.

The child who attends a Catholic elementary school will find the early values reinforced and expanded in an atmosphere conducive to values. This school will teach the fundamental truths upon which his and her values are based:

- the chief mysteries of religion
- the life of Christ
- the great truths
- the Church
- the Sacraments
- prayer
- Sacred Scripture

Catholic education is about training the mind, heart, and will. Catholic educators lead students through experiences that will help them to formulate their personal value code. The curriculum and classroom of the Catholic school are infused with experiences that inculcate Catholic values. These activities occur both within the school building and within the community. It is by a sequence of experiences which allow for choice that we aid in the development of a Catholic value system. Frequently we hear students and others who say that they do not know their philosophy of life. Actually we know it by examining the choices we opt for in our daily life. This array of choices over a period of time represents our philosophy of life, our value system. We hold these values to be self-evident:

- the theological virtues
- the gifts and fruits of the Holy Spirit
- the cardinal virtues

Each school must evidence these into specific experiences for its own pupils. The experiences must, if they are to have any effect, generate cumulative force over the school years. Personal values are built slowly over a long period of time out of the totality of individual experiences. These values express themselves when the child or the adult begins to take responsibility and act as a steward of his or her own talents, when those talents begin to be used as the light of the Faith that individual possesses.

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Stewardship is a major result of the experiences to which Catholic educators expose their students. The student is taught through experience to be responsible for the gifts that God has given, and to realize that as part of the Catholic community and the world at large, these gifts must be used for the common good. Children become stewards not only of the life that God has given them, but also of the world and all that God has placed in it.

Stewardship can be looked at from many different angles:

- Stewardship is a point of view.
- Stewardship is an attitude.
- Stewardship is a relationship.
- Stewardship is action.
- Stewardship is faith in action.

Catholic stewardship differs from other forms of stewardship because it is based on the belief in the existence and will of God.

Stewardship is a vital component of the ECOS process. The objective of stewardship in the school is to involve personal responsibility for the solution of problems. The process of stewardship builds proficiency in problem solving and associated skills by involving students in the inquiry and decision-making processes at increasingly sophisticated levels of operation. Thus the student becomes an experienced decision maker, confidently accepting responsibility. Stewardship develops a sense of community, commitment, and service. It enlists the cooperation of local community leaders, promotes programs that foster cooperation among diverse interest groups, and engenders self awareness with personal involvement and responsibility.

Consider the following tale.

A monk found a gem. Later he met a beggar and not having anything else to give, he offered him the gem. The beggar was stunned and asked "Do you have something more precious to give me? Don't give me the gem, give me what moved you to give me the gem."

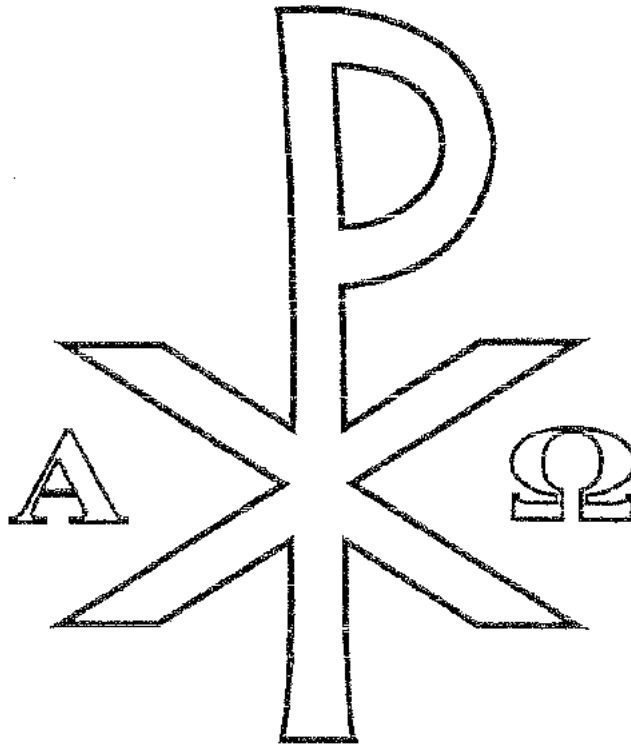
It may not be so much what we give, but how we give, that makes us generous givers. A generous heart . . . this is what stewardship is all about.

Communication

Communication is the process of creating a flow of information and a structure of relationships which will effectively link all members of the school community through common goals and common understandings.

*"It is love, then, that you should strive for.
Set your hearts on spiritual gifts,
especially the gift of proclaiming God's message.*

1 Corinthians 14:1



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When someone speaks to us, we hear the content of the message. But, less obviously, we are also influenced by the speaker, responding to the content according to our often subconscious reaction to the messenger. Good communication, therefore depends on the message and the messenger, who needs to be both open and empathetic.

Openness

We must be willing to open up to others, especially those with whom we regularly interact in the Christian learning community. We need to be open to responses offered sincerely and to encourage reactions.

Empathy

To empathize is to feel as others feel so we can understand where they are coming from, where they are now, and where they are going.

This means:

- listening to both words and actions,
- listening to our own feelings in similar circumstances, and
- showing our sensitivity by reacting in words and gestures.

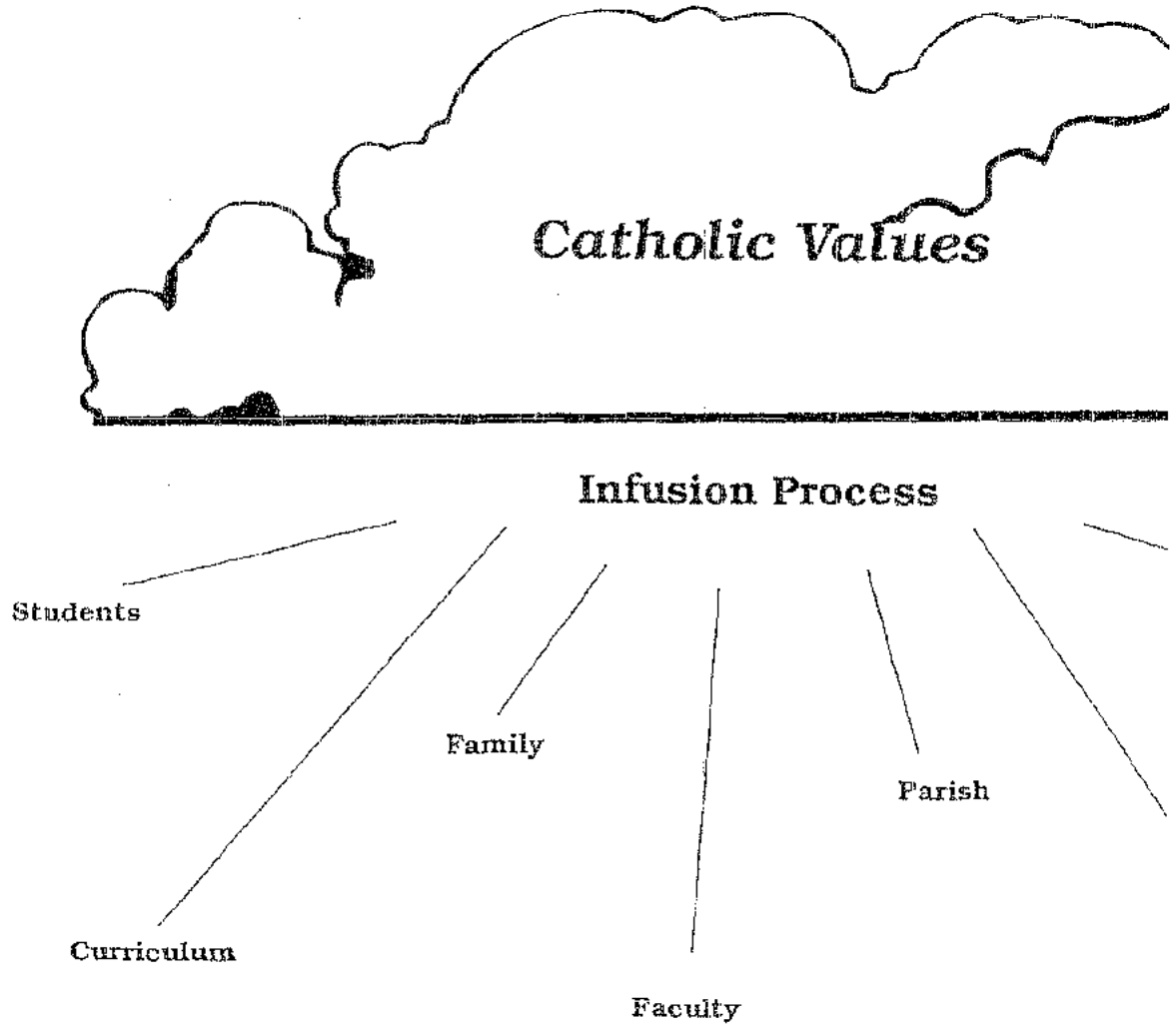
As bearers of *The Message* we need openness and empathy. "The one who proclaims God's message speaks to people and gives them help, encouragement, and comfort." (1 Corinthians 14:3)

Our Mandate

"...Go, therefore, make disciples of all the nations; baptize them in the name of the Father, and of the Son, and of the Holy Spirit, and teach them to observe all the commands I gave you. And know that I am with you always, yes, to the end of time." (Matthew 28: 19-20)

FIGURE 4

Communicating
The Values Integration Program



DEFTS 024302

References

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Notes

UNITED STATES DISTRICT COURT
SOUTHERN DISTRICT OF NEW YORK

-----X

JOANNE FRATELLO,

Case No.: 12 civ. 7359
(CS)(CMS)

Plaintiff,

-against-

ROMAN CATHOLIC ARCHDIOCESE OF NEW YORK,
ST. ANTHONY'S SHRINE CHURCH AND ST.
ANTHONY'S SCHOOL,

Defendants.

-----X

DECLARATION OF ANMARIE WEBER

AnnMarie Weber, pursuant to 28 U.S.C. § 1746, hereby declares as follows:

1. I am employed as the Administrative Assistant to the Principal of St. Anthony's School ("Assistant"), located at 34 West Nyack Road, Nanuet, New York (the "School"). I have held the Assistant position at the School since July 2005. Accordingly, I served as Assistant to Plaintiff Joanne Fratello ("Plaintiff"), in her capacity as Principal of the School, throughout her entire tenure with the School. I have been the Assistant to various Principals of the School from 2005 to the present.

2. I have personal knowledge of the facts set forth in this declaration, and would testify to them in a Court of law if called upon to do so.

3. This declaration is respectfully submitted in support of the Archdiocese of New York (the "Archdiocese")¹, St. Anthony's Shrine Church (the "Church") and St. Anthony's School's (the "School") motion for summary judgment concerning whether the position of

¹ The Archdiocese was incorrectly identified as the Roman Catholic Archdiocese of New York in the caption.

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Principal of the School, and more particularly, whether Plaintiff, as Principal, occupied a ministerial position.

BACKGROUND

4. As the Assistant, I serve as the Principal's "right-hand." In this regard, I am responsible for, *inter alia*, typing, duplicating and/or distributing documents signed by the Principal, including but not limited to, memoranda to the faculty and staff, letters and/or newsletters to students and parents, professional development notices, calendars and schedules; maintaining and updating the Principal's calendar and appointments; and serving as liaison between the Principal and school staff, students and/or parents. I have maintained these same job duties throughout my employment with the School, including when Plaintiff served as Principal.

5. In my capacity as Assistant, I generally speak to and meet with the Principal several times throughout the average school day. I had substantial contact with Plaintiff on a daily basis during her tenure as Principal of the School. This contact consisted of, *inter alia*, discussing Plaintiff's schedule, tasks that Plaintiff would assign to me, Plaintiff's agenda, Plaintiff's duties and responsibilities, and, at times, general office banter.

6. Plaintiff began her tenure with the School as Principal in 2007.

~~7. The Plaintiff was a spiritual leader of the School, and, in that regard,~~
implemented, directed, planned and/or participated in a substantial number of Catholic prayer services, activities and/or religious education. Examples of Plaintiff's activities, duties and responsibilities in connection with her religious leadership are set forth in detail below.

8. Every school day, at or around 8:05 a.m., morning prayer for all students, staff members and faculty are recited over the loud speaker. In or about 2007, almost immediately

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after Plaintiff began her employment with the School, Plaintiff implemented what she considered a new prayer format (“Prayer Format”), specifically advising me that the purpose of the Prayer Format was to have the students become “more involved” in prayer. Accordingly, in compliance with the Prayer Format, throughout Plaintiff’s tenure with the School-- every school morning-- an Eighth grade student would come to the School’s main office, at which time the student would meet with myself and Plaintiff. On most occasions, Plaintiff would then say “Good morning” over the loud speaker and introduce the student who would be reading prayer that day. The student would then recite a prayer from a book called the “Children’s Daily Prayer,” from Liturgy Training Publications. *An example of the prayer read is attached hereto as Exhibit “A.”* After the child would recite the prayer, Plaintiff and I would respond to the Gospel reading by stating “Praise to you Lord Jesus Christ,” in the presence of the Eighth grade student. Next, the student would read the closing prayer over the loud speaker, at which time Plaintiff and I would recite the following “Our Father” prayer in the student’s presence:

Our Father, Who art in Heaven, hallowed be Thy name; Thy Kingdom come, Thy will be done on earth as it is in Heaven. Give us this day our daily bread; and forgive us our trespasses as we forgive those who trespass against us; and lead us not into temptation, but deliver us from evil. Amen.

9. Moreover, at or around 2:15 p.m. on most school days, Plaintiff would recite, or delegate to me the task of reciting an afternoon “reflection” containing a spiritual message to the entire School over the loud speaker.

10. I was present at a faculty meeting when Plaintiff advised all teachers that she would provide rosary beads, for the purpose of facilitating prayer, to any student and/or faculty member that was not in possession of one. The Rosary beads are a string of beads used while praying.

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11. During Plaintiff's first year with the School, I would observe and/or hear Plaintiff recite a "Decade of the Rosary," in honor of the feast of Our Lady of the Rosary, over the loud speaker every Friday for the month of October. To do so, Plaintiff would first make the sign of the Cross and recite the following over the loud speaker:

In the name of the Father, and of the Son and of the Holy Spirit.
Amen.

Plaintiff would then recite the "Our Father" Prayer and subsequently recite ten Hail Mary's, which provides as follows:

Hail Mary, full of grace, the Lord is with thee; Blessed art thou among women, and blessed is the fruit of thy womb, Jesus. Holy Mary, Mother of God, pray for us sinners, now and at the hour of death. Amen.

To complete the "Decade of the Rosary," Plaintiff would recite the "Glory Be" prayer, which provides as follows:

Glory Be to the Father, and to the Son, and to the Holy Spirit. As it was in the beginning, is now, and ever shall be, world without end.
Amen.

For the following three school years prior to her separation with the School, I would observe and/or hear Plaintiff recite the "Decade of the Rosary" every Friday in the month of October.

12. In or about June of each year during her tenure with the School, Plaintiff would stand at the pulpit located within the Church for the Eighth Grade graduation ceremony, where, in her capacity as Principal, Plaintiff would recite a graduation speech ("Speech"). I would attend each graduation and listened to Plaintiff's Speech. At the end of each Speech, Plaintiff would lead the School, along with all of the students, parents and Church members in attendance, in Catholic prayer. Plaintiff would recite prayer and further "bless" the students. In this regard, as demonstrated in the relevant portions of video, *attached hereto as Exhibit "B,"* Plaintiff recited

the following on the pulpit during three different graduations she attended in her capacity as Principal:

- Always keep the faith.
It is so very important that you pray and listen to God. He will lead us where we need to be. He will take you on your journeys. You're about to embark on your second journey in life after this school. Then you go on to another section in your life so keep the faith. Life is a journey meant to be lived not endured. Love the journey, enjoy each step. And now my dear graduates I have prepared for you and we'll pray and I wish you the very best. Dear Lord, please bless these graduates as they go into the world to make it a better place. While they pursue their dreams gently guide them, lead them, show them your way to success and happiness through service to others. As they maximize their own potential, fill them with joy when they reach their goals. Strengthen them as they deal with life's obstacles and show them that every challenge is a path to character development. Give them the intelligence to make a path for their futures. Give them the patience and persistence to pursue their ambitions. Most of all, give them caring hearts to look for ways to help people that they meet on their life's journey. Encourage them and lift them up now as they spread their wings now and forever into a clear sky of limitless opportunity. Let each graduate here be wrapped in the warmth of your infinite love and let your wisdom show them the way to make the most of their lives. In Jesus' name we pray. Amen. Graduates, I wish you the best of luck, good health, success and happiness. Come back here to us and tell us your success stories. God bless you.
- We wish you the best.
Dear Lord, please bless these graduates as they go into the world to make it a better place. While they pursue their dreams gently guide them, lead them, show them your way to success and happiness through service to others. As they maximize their own potential, fill them with joy when they reach their goals. Strengthen them as they deal with life's obstacles and show them that every challenge is a path to character development. Give them the intelligence to make a path for their futures. Give them the patience and persistence to pursue their ambitions. Most of all, give them caring hearts to look for ways to help people that they meet on their life's journey. Encourage them and lift them up now as they spread their wings now and forever into a clear sky of limitless opportunity. Let each graduate here be wrapped in the warmth of your infinite love and let your wisdom show them the way to make the most of their lives. In Jesus' name we pray. Amen. Graduates, thank you again for a flawless year. I wish you nothing but good luck, much happiness and success. God bless you.
- Let us pray for the Class of 2011.
Dear Lord:

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Bless these graduates as they go into the world to make it a better place. While they pursue their dreams, gently guide them, lead them, show them your way to success and happiness through service to others as they maximize their own potential. Fill them with joy as they reach their goals. Strengthen them as they deal with life's obstacles and show them that every challenge is a path to character development. Give them the intelligence to make their plans for their futures. Give them the patience and persistence to pursue their ambitions. Most of all, give them caring hearts to look for ways to help people on their life's journey. Encourage them and lift them up now. In Christ's name we pray. In the name of the Father, the Son and the Holy Spirit. God bless you.

13. Moreover, on most school days in December during the Advent season², Plaintiff would read the story of the "Jesse Tree" to the students over the loud speaker. The Jesse Tree helps students connect the custom of decorating Christmas trees to the events leading to Jesus' birth. Plaintiff, through her story, would advise the students that we adorn a Jesse Tree with illustrated ornaments that represent the people, prophesies and events leading up to the birth of Jesus. She would further explain that the ornaments of the Jesse Tree tell the story of God in the Old Testament.

14. In furtherance of educating the children in connection with the story of the Jesse Tree, after Plaintiff read the story of the Jesse Tree over the loud speaker, Plaintiff would meet with a student at the main office, at which time Plaintiff would pick out an ornament to decorate the School's Jesse Tree, which was located outside of the Principal's office. Plaintiff would then ~~engage the student in discussion and ask the student if they knew what the ornament meant or~~ represented in connection with the birth of Jesus.

15. As the Assistant, it was one of my responsibilities to draft any dictated memoranda, notes and/or letters that Plaintiff would give me and/or finalize any of the same by printing and photocopying the documents. It was Plaintiff's customary and regular practice to

² Advent season begins on the fourth Sunday before Christmas Day and ends on Christmas Eve. The focus of the entire season is preparation to celebrate the birth of Jesus the Christ and the anticipation of the return of Christ the King.

review and approve any and all correspondence either with her signature on it or going out under her name, prior to their distribution.

16. It was Plaintiff's customary and regular practice, in her capacity as Principal, to draft monthly newsletters, ("Newsletters"), to the students' parents on her personal computer. Every month, throughout Plaintiff's tenure, after Plaintiff drafted the Newsletter, she would give me a copy of the Newsletter for the purpose of making copies and distributing the same to the teachers.

17. It is my understanding, based upon plaintiff's communications and conduct, that Plaintiff was the sole author of the Newsletters. Notably, a salutation, usually "May God Continue to Bless you and your families," along with Plaintiff's signature appeared at the bottom of the Newsletters issued during Plaintiff's tenure.

18. The Newsletters would often notify parents of upcoming events, the Family Mass schedule, summarize school activities and further encourage the parents to get involved with the school and Church activities. In addition, the Newsletters would often recite Catholic Doctrine and/or prayer. By way of example:

- a. The February 2009 Newsletter states, in relevant part,

Our Lenten Season will begin on Wednesday, February 25th; and for 40 days we will be preparing ourselves to celebrate the feast of Easter...

When one is gloomy everything seems to go wrong; when one is cheerful, everything seems right. [*Quoting*] Proverbs 15:15.

See, Exhibit "C."

- b. The October 2009 Newsletter states, in relevant part,

October is the Month of the Rosary and the students and faculty will pray the Rosary as a school family. I am elated to hear that many of you have been praying the Rosary with your children at

home as well. It is so pleasing to know that together we are teaching the children the values of Christian faith. Please be reminded that children in grades K-4 are welcome to join in the Liturgy of the Word at the 9:00 a.m. and 10:15 a.m. Masses. During these Masses younger children have an opportunity to hear the teachings of Jesus Christ at an age appropriate learning level...

We give thanks to God always for you all, making mention of you in our prayers; Remembering without ceasing your work of faith, and labour of love, and patience of hope in our Lord Jesus Christ, in the sight of God and Our Father. [*Quoting*] 1 Thessalonians 1:2-3.

See, Exhibit "D."

- c. The January 2010 Newsletter states, in relevant part,

After having given us Jesus, God bestows on us the greatest gift – the Holy Spirit. In turn, we are called to give ourselves freely, with generosity and joy, to God and to neighbor. [*Quoting*] Mother Teresa of Calcutta.

See, Exhibit "E."

- d. The February 2010 Newsletter states, in relevant part,

Our Lenten Seasons will begin this Wednesday “Ash Wednesday”; and for 40 days we will be preparing ourselves to remember the great feast of Easter. Last Sunday we celebrated the beginning of Catholic Schools Week. We were very grateful to see so many Parishioners and St. Anthony school families begin the celebration at our 9 a.m. Mass and reception...

God’s Kindness leads you toward repentance. [*Quoting*] Romans 2:4.

See, Exhibit "F."

- e. The March 2010 Newsletter states, in relevant part,

A kindly glance gives joy to the heart, good news lends strength to the bones. [*Quoting*] Proverbs 15:30.

See, Exhibit "G."

- f. The October 2010 Newsletter states, in relevant part,

As many already know, our anti-bullying prevention program named The Olweus Program at St. Anthony School reminds us to: respect, work together and follow the teaching of Jesus Christ. ... Please talk to your children daily about what they are learning both academically and spiritually.

See, Exhibit "H."

- g. The November 2010 Newsletter states, in relevant part,

November is traditionally a time for us all to pause and give thanks to God for all the good things in our lives. ... The eighth grade recently hosted a Parish Senior Citizen breakfast following Mass. It was wonderful to see the two "senior" groups...sharing stories, games and enjoying each other's company. This day and the many events that take place in our community reinforce the community bond between the Parish and our school. ...

Thanksgiving Day brings to mind the blessings in our lives that usually go unnoticed... and freedom to worship God. ... [*Quoting*] Joanna Fuchs.

See, Exhibit "I."

- h. The December 2010 Newsletter states, in relevant part,

As we prepare for the coming of Jesus Christ, we are often faced with a difficult task of trying to fit all of the special events and celebrations that we encounter during this season into our full schedules. I truly hope you are able to partake in all of those wonderful and most anticipated celebrations, and additionally take time to enjoy your precious children, families and friends. ...

... May the love of God warm your hearts... He is our Savior and King [] It's the time we celebrate the day of his birth [] and the blessings his love does bring... [*Quoting*] Jeannie Nourse.

See, Exhibit "J."

- i. The January 2011 Newsletter states, in relevant part,

May the New Year be filled with the promise of good health, happiness and the many blessings of the Lord.

See, Exhibit "K."

- j. The March 2011 Newsletter states, in relevant part,

I am proud to announce that our second and third grade students received their First Reconciliation recently. A special thank you to their teachers as well as you, for keeping our faith alive and present in their lives. ... The St. Anthony Community believes there is nothing more important than to give concrete examples of kindness and generosity to our children so they may continue to love happily in their Christian lives. At school each day during Lent with the assistance of the St. Anthony community we have been giving daily suggestions for "Putting Faith into Action". I hope that you have experienced several if not all of your child's kind and most generous acts.

See, Exhibit "L."

- k. The April 2011 Newsletter states, in relevant part,

The sleepy colors of winter fade fast in the dawn of Spring. The joy of Easter's promise, Delivers sweet reason to Sing. Refreshed from her snowy slumber, Mother Earth exalts her Worth. In a colorful burst of glory, She blazons her wondrous Rebirth[,] Renew your spirit, refresh Your soul, Rejoice with all humankind. Celebrate life everlasting Peace and wonder are Yours to find. The blessing of the Lord be upon you. [*Quoting*] Psalm 129:8.

May the glory and the promise of this joyous time of year bring peace and happiness to you and those you hold most dear, And may Christ, Our Risen Savior, always be on your side To bless you most abundantly and be your loving guide.

See, Exhibit "M."

- l. The June 2011 Newsletter states, in relevant part,

Take time to claim your strength; they are gifts of God. Take time to have fun; it's God's way of teaching your strengths. Take time to grow yourself; only you can grow you. Take time to trust yourself; God trusts you. Take time to be self-reliant; it is better than being dependent. Take time to share with others; they will bless you, and you will bless them. Take time to have hope, you are a child of God. Let's put ourselves into the hands of the Lord, and pray that God will bless us and our families during the wonderful months of summer. May we all help make our home a place of relaxation, joy, love, peace and safety. May we be generous and considerate, not thinking only about ourselves, but helping others

enjoy the blessings of summertime. Lord God, creator of all things, guide our steps and strengthen our hearts, during these months of summer and vacation days. Grant us refreshment of mind and body. We ask this through Christ our Lord. Amen.

See, Exhibit "N." Additional Newsletters are attached hereto as Exhibit "O."

19. In her capacity as Principal, Plaintiff dedicated a portion of her professional schedule to attending, supporting, encouraging and/or coordinating religious events held at or involving the School and/or the Church. I am personally aware of this because, as Assistant, I coordinated and maintained Plaintiff's calendar and further, Plaintiff would contemporaneously advise me of the events she attended. No facts known to me indicate that Plaintiff did not attend the events that she had advised me that she went to, examples of which are provided below.

20. When Plaintiff was Principal of the School, during the Christmas season, she would personally bring the first and third grade students, along with their music teacher, to St. Anthony's Senior Citizens' Meeting located in the Church basement to sing religiously themed Christmas carols to the elderly.

21. Every year Plaintiff was Principal of the School, I would attend the second graders' First Holy Communion ceremony. At each ceremony, I would see Plaintiff in attendance.

~~22. Every year Plaintiff was Principal of the School, she would advise me that she attended the students' Confirmation ceremony.~~

23. Every year Plaintiff was Principal of the School, she would attend the Catholic Schools Week Mass, along with the students and faculty.

24. Further, while Plaintiff was Principal of the School, she would advise me that she would attend, in her capacity as Principal, the Church's Sunday Mass, along with many of the students and their families.

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25. Every year, Plaintiff would advise me to draft a memorandum to all students and their parents that, in honor of the Feast of St. Anthony, Plaintiff would meet with the students and their families after Sunday Mass in June with a statue of St. Anthony placed in a wagon to start the feast. Plaintiff has advised me that she actually did in fact meet with the students and their families after Sunday Mass in celebration of the Feast of St. Anthony.

26. Plaintiff encouraged (and sometimes mandated) the display of religious symbols and figures within the classrooms and the School building.

27. By way of example, each December Plaintiff was employed at the School. she would direct me to put an advent wreath on a table right outside my office. The Advent wreath is a Catholic tradition that symbolizes the passage of the four weeks of Advent in the liturgical calendar of the Catholic church, displayed for the month of December in anticipation of the birth of Christ.

28. I would also observe and hear Plaintiff advising the teachers that they must display advent wreaths in the classrooms.

29. Plaintiff further displayed a Crucifix in her office, which I would observe on a daily basis each time I entered her office.

I declare under penalty of perjury that the foregoing is true and correct. Executed at _____

Nanad, New York on April 15, 2015.


AnnMarie Weber

EXHIBIT "A"

PRAYER FOR TUESDAY DECEMBER 10, 2013

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OPENING

In today's Gospel, we are reassured of God's love for us. Jesus is our loving shepherd who will never stop looking for those who stray.

♦ All make the Sign of the Cross.

In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

Principal (Joanne) Student & myself

PSALM (For a longer psalm, see page XII.) Psalm 85:4e, 8, 10-11, 12-13

Restore us again, O God of our salvation!

Restore us again, O God of our salvation!

Let me hear what God the LORD will speak, for he will speak peace to his people, to his faithful, to those who turn to him in their hearts.

Restore us again, O God of our salvation!

♦ All stand and sing Alleluia.

GOSPEL

Matthew 18:12-14

A reading from the holy Gospel according to Matthew.

"What do you think? If a shepherd has a hundred sheep, and one of them has gone astray, does he not leave the ninety-nine on the mountains and go in search of the one that went astray? And if he finds it, truly I tell you, he rejoices over it more than over the ninety-nine that never went astray. So it is not the will of your Father in heaven that one of these little ones should be lost."

The Gospel of the Lord.

Response

Praise to you Lord Jesus Christ.
Principal (Joanne) student & myself.

Student ♦ All sit and observe silence.

FOR SILENT REFLECTION

What does this Gospel tell us about God's love for each of us? How does this Gospel reassure me?

CLOSING PRAYER

Let us stand and bring our hopes and needs to God as we pray, "Lord, hear our prayer."

♦ All may add their own prayers here.

Let us pray: Our Father . . . Amen.

Jesus, our Good Shepherd, you come looking for us even when we stray from you. We are your beloved children, and you are our shepherd. Help us to trust how much you love us, and that you will search for us when we are lost.

In your name we pray.

Amen.

Student ♦ All make the Sign of the Cross.

OPEN

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PSALM

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GOSPEL

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PRAYER FOR MONDAY - JANUARY 6, 2014



OPENING

Today we remember St. André Bessette [buh-SET] who experienced a lifetime of sickness and weakness. He was a factory worker during the Civil War and later became a brother in the Congregation of the Holy Cross. As door keeper, sacristan, laundry worker, and messenger, he devoted himself to praying to St. Joseph on behalf of those who were sick. As some people were healed, word spread about his miraculous touch. He was canonized in 2010.

Student

commanded us. All who obey his commandments abide in him, and he abides in them. And by this we know that he abides in us, by the Spirit that he has given us.

Student

The Word of the Lord.

Response:
All observance.
Thanks be to God
Principal Joanne Student & myself
FOR SILENT REFLECTION

How do I reflect on my day and ask for guidance from God's Spirit?

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✦ All make the Sign of the Cross.
In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

Principal Joanne Student & myself

CLOSING PRAYER

Let us stand and bring our hopes and needs to God as we pray, "Lord, hear our prayer."

Student
PS:

PSALM (For a longer psalm, see page xiii.) Psalm 96:1-2a, 2b-3, 5b-5, 11a

Let the heavens be glad and the earth rejoice!
Let the heavens be glad and the earth rejoice!
Sing to the LORD a new song;
sing to the LORD, all the earth.
Sing to the LORD; bless his name.
Let the heavens be glad and the earth rejoice!

✦ All may add their own prayers here.
Let us pray: Our Father . . . Amen.

God our Father,
you gave us the commandments
to help us to live rightly.
Your Spirit guides us.
Help us to look for you
everywhere we are.
We ask this through your Son, Jesus Christ.

Principal Joanne Student & myself

Student

Amen.

✦ All make the Sign of the Cross.

READING

1 John 3:22-24

A reading from the first Letter of St. John
Beloved: We receive from him whatever we ask, because we obey his commandments and do what pleases him.
And this is his commandment, that we should believe in the name of his Son Jesus Christ and love one another, just as he has

Student

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EXHIBIT "C"



St. Anthony School Parent Newsletter

February 2009

Dear Parents,

Our Lenten Season will begin on Wednesday, February 25th, and for 40 days we will be preparing ourselves to celebrate the feast of Easter.

I would like to thank the many school families that joined me at our Catholic Schools Week Mass and Reception on January 25th. It was very moving to see the overwhelming amount of school spirit and support. The support and interest was also evident at our Annual Science Fair and Home School Association meeting. Together, we believe the St. Anthony Community will be able to achieve the extraordinary.

I would like to thank our eighth grade teacher Miss Mastropietro for coordinating a very special 7th and 8th grade Valentine's Day Dance.

Congratulations to our students in grades 5-8 that earned Principal List, First and Second Honors. Great job!

Our Home School Association will present an Art Auction on February 28th from 6:00PM to 10:00PM. This is a wonderful opportunity to see the many works of artists as well as your "OWN LITTLE ARTIST." Each class at St. Anthony School has prepared one original beautifully crafted piece of art that will be auctioned off. Please remember to bring your children so they may enjoy a movie and popcorn with their friends in the Café as you enjoy your evening with friends at the Art Auction (adult supervision will be provided for the children in the Café.) We look forward to seeing you and thank you in advance for your support.

Sincerely,
Joanne Fratello
Principal

Quote of the Month!

When one is gloomy
everything seems to go wrong;
when one is cheerful,
everything seems right.
Proverbs 15:15



Congratulations to three St. Anthony School students that have been selected as runners up of the Mrs. Butterworth Write the Book Contest (Please note: there were only ten finalists chosen in the United States.)

Claurie Lindor
Kristin Lynch
Marcy Narcisse

Scholastic's Science Invention Winner

Peter D'Almeida

St. Anthony School 7th & 8th Grade Science Fair Winners

7th Grade

1st Place Winners: Claurie Lindor & Marcy Narcisse

2nd Place Winner: Anthony Colucci

3rd Place Winners: Brian Dorsey & Christian Duffoo

8th Grade

1st Place Winner: Brandon Rodriguez

2nd Place Winner: Richard Cant

3rd Place Winners: Rainier & Royce Yimbo
James Droste & Athene Puffer

The American Publishers "Go Green" Award

The entire St. Anthony School Community has been recognized with this award and a tree will be planted in our school name as part of the reforestation initiative.

Congratulations to all!

EXHIBIT "D"



St. Anthony School Parent Newsletter

October 2009

Dear Parents,

October is the Month of the Rosary and the students and faculty will pray the Rosary as a school family. I am elated to hear that many of you have been praying the Rosary with your children at home as well. It is so pleasing to know that together we are teaching the children the values of our Christian faith. Please be reminded that children in grades K-4 are welcome to join in the Liturgy of the Word at the 9:00AM and 10:15AM Sunday Masses. During these Masses younger children have an opportunity to hear the teachings of Jesus Christ at an age appropriate learning level making it easier for them to understand.

Father Jerry's installation mass will be on Sunday October 25th at 12:45pm in the Parish Church. Father Jerry has touched so many of us with his grace, therefore, it would be wonderful if we could as a St. Anthony School family unite and share in his special day. As a special tribute from our children, please have your children wear their school uniforms to the Mass.

May God continue his blessings on you and your families.

Sincerely,
Joanne Fratello
Principal

St. Anthony School Special Events

Our annual Scholastic Book Fair will be held during school hours the week of October 26th.

St. Anthony School Second Annual Fall Festival

sponsored by the HSA
will take place on October 24th
from 1:30PM to 4:30PM
(rain or shine)

The HSA has planned many fun activities for you and your children along with an opportunity to purchase books from our Scholastic Book Fair. A special thank you to the HSA for their time and efforts.

We look forward to seeing you for a day of family fun!

Reminder: Children must be accompanied by an adult. Thank you for your cooperation.

Quote of the Month!

We give thanks to God always for you all, making mention of you in our prayers; Remembering without ceasing your work of faith, and labour of love, and patience of hope in our Lord Jesus Christ, in the sight of God and our Father.

1 Thessalonians 1:2-3

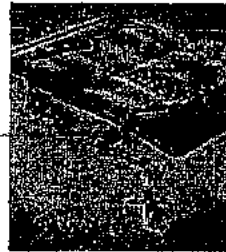


EXHIBIT "E"



St. Anthony School Parent Newsletter

January 2010

Dear Parents,

As we return to our school routine from a restful and most enjoyable Christmas break we await many exciting and inspirational experiences this month.

Catholic Schools Week will begin on Sunday, January 31st at our 9:00AM Mass in the Parish Church. We would be delighted if you and your family join us as we celebrate the beginning of Catholic Schools Week and reflect on the value of a Catholic education.

Our fifth grade children have been working diligently with Mrs. Murphy and Officer Robinson on the D.A.R.E. Program sponsored by the Clarkstown Police Department and will graduate on February 4th.

On behalf of the St. Anthony Community, I wish you a new year filled with good health, much happiness and prosperity.

Sincerely,

Joanne Fratello
Principal

Catholic Schools Week

Theme: "Catholic Schools Dividends For Life"

In celebration of Catholic Schools Week, St. Anthony School has planned several exciting events for our students and parents.

Sunday, Jan. 31st - 9:00AM Family Mass followed by light refreshments in the St. Anthony School Café.

Monday, Feb. 1st - all students may wear their favorite "sport team" jersey or sweat shirt over their gym uniform as we celebrate "School Team Day."

Tuesday, Feb. 2nd - parents are invited to join their children during a classroom lesson and view science projects/experiments on display at our Science Fair. Our teachers will provide you with the specific times of these activities.

To all our St. Anthony families, we would appreciate if you know someone interested in a Catholic education to kindly ask them to contact the school or visit us during open house.

Quote of the Month!

After having given us Jesus, God bestows on us the greatest gift - the Holy Spirit. In turn, we are called to give ourselves freely, with generosity and joy, to God and to neighbor.

Mother Teresa of Calcutta

St. Anthony School Open House
Monday, Jan. 31st - Friday, Feb. 5th
9:00AM - 1:00PM

EXHIBIT "F"



St. Anthony School Parent Newsletter

February 2010

Dear Parents,

Our Lenten Season will begin this Wednesday "Ash Wednesday"; and for 40 days we will be preparing ourselves to remember the great feast of Easter.

Last Sunday we celebrated the beginning of Catholic Schools Week. We were very grateful to see so many Parishioners and St. Anthony school families begin the celebration at our 9AM Mass and reception. Once again, the Home School Association displayed their many talents and created a special morning for us.

It is my pleasure to announce that St. Anthony's had a successful Open House last week. We had many visiting families that expressed a strong interest in our school. As the week progressed, I was informed daily by our visitors of the positive and nurturing atmosphere at St. Anthony's. This is true as a result from the hard work of our staff and children. Thank you to all.

As you are aware, our school spent last month collecting funds and much needed items for the country of Haiti. Not only have the children been interested in donating to this most needy nation, but they have been inquisitive about the lives of the Haitian people. We learned a great deal about the island country and want to thank the many parents and grandparents that have educated us. The families of this country will be in our prayers as they begin to rebuild.

With the warmest of regards,

Joanne Fratello
Principal

Quote of the Month!

God's kindness leads you toward repentance.
Romans 2:4

Congratulations!

Congratulations to our fifth grade children on their graduation from the D.A.R.E program. Special thanks to Mrs. Murphy and Officer Robinson who worked very diligently with the children.

Our Annual Science Fair was a success with the help of Mrs. Dorsey and all our children. The Albertus Magnus HS Science Judging Team was on hand to judge our seventh and eighth grade science projects.

Our winners:

Peter D'Almeida (7th) - 1st Place
Caroline Zemsky (7th) - 2nd Place
Edward Amada (7th) - 3rd Place
Clarissa Hernandez (8th) - 1st Place
Ashley & Christian Duffoo (8th) - 2nd Place
Anthony Colucci (8th) - 3rd Place

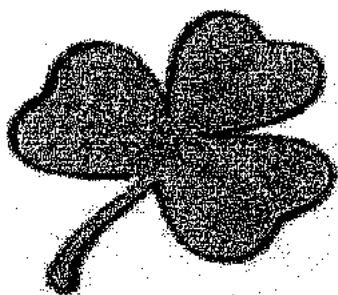
A Friendly Reminder from the School Nurse

- Physical and dental exams are overdue for some students in grades K,2,4 and 7.
- Fifth grade students must have a Tdap booster entering sixth grade.
- Please be reminded for students that are in need of medication in school (either prescription or over the counter) must have a doctor note, parent note, and the original container must be dropped off to the school office by an adult. Children may not carry the medication for safety issues.

Should you have any questions, please feel free to contact:

Mrs. Clifford, RN
St. Anthony School Nurse

EXHIBIT "G"



St. Anthony School Parent Newsletter

March 2010

Dear Parents,

March has arrived and as we await the flowers to flourish and grow, I have seen our children flourish by leaps and bounds. I am so appreciative of the assistance of so many Moms, Dads and the many other family members of our children who contribute enormously to the educational fare at our school. It is through this continuous partnership of purpose that we provide the quality education we enjoy at St. Anthony School.

I would like to thank all the families for returning their re-registration forms that were due on March 2nd. If you have not returned your re-registration forms, please do so we register your child for the next school year.

St. Anthony School will continue with its open enrollment. Should you have a child that would be entering Pre-K or Kindergarten for the 2010-11 school year, please contact the school office and we will gladly provide you with an application.

Thank you again for all you of your support in everything that we do in St. Anthony School and for always showing your devotion to your children. We are so appreciative. Think warm thoughts and I am sure spring will find its way to St. Anthony School soon!

Respectfully yours,
Joanne Fratello
Principal

Quote of the Month!

A kindly glance
gives joy to the heart,
good news lends strength
to the bones
Proverbs 15:30



- ✿ Sophia Torasco earned St. Anthony School 1000 Campbell Soup Labels for participating in a recent sporting event.
- ✿ Olivia Berkner was awarded the top winner of the 2009-2010 Peace Poster Award Contest sponsored by The Lions Club of Nanuet.
- ✿ Our seventh grade students all participated in Albertus Magnus Jeopardy Challenge. I am pleased to announce that St. Anthony School took first place in the tournament. A special recognition to our team leaders Rustei Francisco, Sean Healey and Caroline Zemsky.

Congratulations to all!

UNITED STATES DISTRICT COURT
SOUTHERN DISTRICT OF NEW YORK

-----X
JOANNE FRATELLO,

Case No.: 12 civ. 7359
(CS)(CMS)

Plaintiff,

-against-

ROMAN CATHOLIC ARCHDIOCESE OF NEW YORK,
ST. ANTHONY'S SHRINE CHURCH AND ST.
ANTHONY'S SCHOOL,

Defendants.
-----X

DECLARATION OF MARY ANN DRISCOLL

Mary Ann Driscoll, pursuant to 28 U.S.C. § 1746, hereby declares as follows:

1. I am employed as an English and Religion teacher for St. Anthony's School located at 34 West Nyack Road, Nanuet, New York (the "School"). I was a teacher at the School from 1990 until in or about 2014.

2. I have personal knowledge of the facts set forth in this declaration, and would testify to them in a Court of law if called upon to do so.

3. This declaration is respectfully submitted in support of the Archdiocese of New York (the "Archdiocese")¹, St. Anthony's Shrine Church (the "Church") and the School's motion for summary judgment concerning whether the position of Principal of the School, and more particularly, whether Plaintiff, as Principal, occupied a "ministerial" position.

4. As a teacher at the School, I was responsible for, *inter alia*, providing a high quality educational experience that enhances the students' spiritual, emotional, intellectual and

¹ The Archdiocese was incorrectly identified as the Roman Catholic Archdiocese of New York in the caption.

social growth to prepare the students to become, *inter alia*, responsible stewards of God. That being said, I was further expected, in my capacity as teacher, to model myself after Christ and recognize core Catholic values.

5. The Principal of the School supervises the teachers, including myself. Plaintiff Joanne Fratello (“Fratello”) began her tenure with the School as Principal in 2007. In her role as Principal, Plaintiff served as my supervisor. She would manage my work, evaluate my job performance, as well as work closely with me on a regular and consistent basis to carry out the School’s religious mission and educational objectives.

6. By way of example, Plaintiff would ensure that I completed Catechist Formation classes. These classes, in essence, provide guidance and give background information in connection with Catholicism, Biblical teachings and the word of God. In doing so, Plaintiff would send me Catechist Formation course registration forms and further monitor my Catechist Formation certification. In fact, as explained further below, Plaintiff would evaluate me on my participation in the Catechist Formation program.

7. Throughout each School year, I would see Plaintiff observing my classroom—sometimes while I taught English and sometimes while I taught Religion. It is my understanding that Plaintiff would conduct these observations to evaluate my performance and my ability to integrate Catholic values into the classroom, as explained further below.

8. In my capacity as teacher, I drafted weekly lesson plan books, which set forth the curriculum and agenda to be implemented in my classroom for the upcoming week. Each week, Plaintiff would require that I provide her with a copy of the lesson plan book. Plaintiff mandated that the book entries identify the objective of each particular lesson for each subject that I taught, the method by which it would be taught, and further indicate the monthly value

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and saint (“Value/Saint”) which would correspond with the respective lesson. By way of background, the Value/Saint is a chart that the Principal would hand out to the teachers, including myself, at the beginning of each year. The chart would identify a Catholic Saint and a corresponding Catholic value to incorporate into the curriculum and teach the students on a monthly basis.

9. I would give Plaintiff a copy of my proposed lesson plan book on a weekly basis. My lesson plans generally reflected the lessons to be taught that week, the books, video and/or other methods that I would employ, and the objectives for the same. I would further write the Value/Saint that would be taught during a particular lesson. It was my responsibility to include Biblical teachings into my lesson plans, even for the English class that I taught, and ensure that each lesson conformed to the beliefs of the Church.

10. Upon information and belief, Plaintiff would review each lesson plan I submitted to her on a weekly basis. I have a good faith basis for believing so because Plaintiff would sign each lesson plan, and would sometimes leave written comments and/or feedback in the book. In addition, as explained in more detail below, Plaintiff would use the lesson plan books to, in part, evaluate my work performance.

11. Plaintiff would mandate that the teachers attend monthly faculty meetings at the School to discuss upcoming special events (“Monthly Meeting”). I am aware of this requirement because I would generally receive a “memo” notification addressed to the “Teachers,” signed by Plaintiff, stating the date and time of the Monthly Meeting. I would attend the Monthly Meetings, along with the other teachers and Plaintiff. Each Monthly Meeting was opened with a Prayer. Everyone, including Plaintiff, would participate in

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delivering Prayer. Subsequently, Plaintiff would discuss the upcoming agenda, including the religious events to be held at the School.

12. Plaintiff would further require all teachers to attend a “Standards and Goals” Meeting at the commencement of each School year. I am aware of this requirement because I would generally receive a “memo” and/or email notification addressed to the “Teachers,” signed by Plaintiff, stating the date and time of the Standards and Goals Meeting. I would attend the Standards and Goals Meetings, along with the other teachers and Plaintiff. Each Standards and Goals Meeting was opened with a Prayer. Everyone, including Plaintiff, would participate in delivering Prayer. Subsequently, Plaintiff would discuss the curriculum for the upcoming year, introduce any new books and/or learning materials approved by the Archdiocese and the upcoming agenda, including the religious events to be held at the School.

13. To my knowledge, Plaintiff would lead, direct, oversee and/or manage all of the religious events that took place at the School. In fact, I always needed Plaintiff’s approval to conduct any religiously themed initiatives at the School. By way of example, while Plaintiff served as Principal of the School, I was a member of the Liturgy Committee for the Thanksgiving Liturgy, which is a Mass held for the Thanksgiving holiday, and May Crowning, wherein a special Mass is held in the month of May in honor of Mary, the Mother of Jesus and the Church. As a member of the Liturgy Committee, I was responsible for selecting the hymns to be recited, the decorations used and the lay persons to recite some of the Prayer during these ceremonies. The Liturgy Committee would make such selections and present them to Plaintiff for her approval.

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14. Further, while Plaintiff served as Principal of the School, she implemented a “Toys For Tots Program” at the School to collect toys and distribute them as Christmas presents to less fortunate children in the community.

15. In or around April of each School year, Plaintiff would meet with me privately to address my performance and achievements for that year. At this meeting, Plaintiff would give me a copy of an evaluation form which she stated that she had completed, signed in her name. Plaintiff evaluated me on, among other things, my ability to integrate (i) Catholic values in all areas of the curriculum; (ii) Catholic values in my interactions with the administration, staff and students and (iii) a Catholic philosophy at the School by engaging in daily prayer, incorporating daily religious lessons, etc.

16. Throughout Plaintiff’s tenure at the School, around 2:15 p.m. on most school days, Plaintiff would recite an afternoon “reflection” containing a spiritual message to the entire School over the loud speaker.

17. Throughout Plaintiff’s tenure with the School, she would regularly send me, along with the other teachers, “memos” or emails directing that “we” attend Mass at the Church for School liturgical celebrations, such Mass for the Eighth Grade Graduation.

18. I, along with the students, would attend the School’s “First Friday Mass,” which took place the first Friday of every month at the Church. I observed Plaintiff at this Mass every month.

19. Upon Plaintiff’s commencement of employment with the School, I was present at a faculty meeting when Plaintiff advised all teachers that she would provide rosary beads, for the purpose of facilitating prayer, to any student and/or faculty member that was not in

possession of one. Rosary beads are a string of prayer beads used to count the component of prayers.

20. On most school days in December during the Advent season², Plaintiff would read the story of the “Jesse Tree” to the students over the loud speaker. The Jesse Tree helps students connect the custom of decorating Christmas trees to the events leading to Jesus’ birth. Plaintiff, through her story, would advise the students that we adorn a Jesse Tree with illustrated ornaments that represent the people, prophesies and events leading up to the birth of Jesus. She would further explain that the ornaments of the Jesse Tree tell the story of God in the Old Testament, connecting the Advent season with the faithfulness of God across four thousand years of history.

21. Plaintiff advised me that, during the Advent season, I must display an advent wreath in the third grade classroom.

22. Plaintiff further displayed a Crucifix in her office, which I would observe each time I entered her office.

23. In March 2008, I conducted an evaluation of Plaintiff’s work performance in her capacity as Principal. In order to complete this evaluation, I completed a form, given to me by the Archdiocese. This form set forth the specific criteria I was to evaluate the Principal on. The first area I evaluated Plaintiff on, as set forth by the evaluation form, was her ability to perform as a Religious Leader. The Evaluation form specifically identifies that, as a Religious Leader, the Principal is evaluated on her ability to:

- a. Foster a Christian atmosphere which enables staff and students to achieve their potential;

² Advent season begins on the fourth Sunday before Christmas Day and ends on Christmas Eve. The focus of the entire season is preparation to celebrate the birth of Jesus the Christ and the anticipation of the return of Christ the King.

- b. Review school philosophy and goals with the staff in accordance with current Church documents;
- c. Give priority to a comprehensive religious education program by (i) implementing Archdiocesan guidelines; (ii) encouraging communal prayer; (iii) supporting service-oriented activities;
- d. Select staff members who are committed to a Christian atmosphere and support Catholic teachings as vacancies occur;
- e. Encourage teachers to obtain Archdiocesan catechetical certification;
- f. Provide for religious growth among staff members;
- g. Ensure the implementation of the Catholic Values Integration Program in curriculum and all other aspects of school life.

24. I rated Plaintiff "Excellent" or "Good" in each of the categories identified in the preceding paragraph. I further noted in the evaluation that Plaintiff "renewed the Catholic identity" of the School. *See, Exhibit "A," attached hereto.* At the time I conducted Plaintiff's evaluation, I believed that she was an excellent Religious Leader. In this regard, Plaintiff (i) ensured that Prayer was recited at the School on a daily basis; (ii) always began faculty meetings with Prayer; (iii) supervised the religious events at the School (*i.e.* the Thanksgiving Liturgy and May Crowning); (iv) encouraged the students to give back to the community by, among other things, implementing the Toys for Tots program; (v) ensured that the teachers integrated Catholic values into the classroom by, among other things, observing teaching methods and evaluating lesson plan books; and (vi) attending (and encouraging the faculty to attend) the religious functions held at the School.

I declare under penalty of perjury that the foregoing is true and correct. Executed at Waret, New York on April 15, 2015.

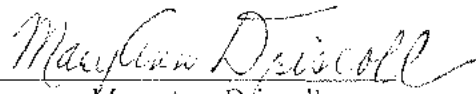
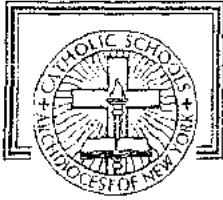

Mary Ann Driscoll

EXHIBIT "A"

9:15

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 Maryellen D. Scott
 qv. 3



FACULTY EVALUATION OF PRINCIPAL
 Archdiocesan Principal Evaluation Process
 FIRST YEAR

Teachers should be assured that The Superintendent of Schools Staff pledges itself to respect teacher confidentiality regarding the principal evaluation process

Principal Ms. Joanne Fratello Date March 14, 2008
 School St. Anthony School Phone 845-623-2311
 Address 34 W. Nyack Road, Nanuet, NY Zip 10954

This form identifies the areas of responsibility of the principal:
 A) RELIGIOUS LEADER B) INSTRUCTIONAL LEADER C) COMMUNICATOR D) ADMINISTRATOR

Please evaluate your principal in the above areas. Use the following code to identify your principal's performance: E-Excellent; G-Good; S-Satisfactory; NI-Needs Improvement

		E	G	S	NI
As RELIGIOUS LEADER, the principal:					
1. fosters a Christian atmosphere which enables staff and students to achieve their potential	1.	✓	_____	_____	_____
2. reviews school philosophy and goals with the staff in accordance with current Church documents	2.	_____	✓	_____	_____
3. gives priority to a comprehensive religious education program by					
a. implementing Archdiocesan guidelines	3a.	✓	_____	_____	_____
b. encouraging communal prayer	b.	✓	_____	_____	_____
c. supporting service-oriented activities	c.	✓	_____	_____	_____
4. selects staff members who are committed to a Christian atmosphere and support Catholic teachings as vacancies occur	4.	_____	✓	_____	_____
5. ensures that religion classes are taught by knowledgeable and committed Catholics	5.	✓	_____	_____	_____
6. encourages teachers to obtain Archdiocesan catechetical certification	6.	_____	✓	_____	_____
7. provides for religious growth among staff members	7.	_____	✓	_____	_____
8. ensures the implementation of the Catholic Values Integration Program in curriculum and all other aspects of school life	8.	✓	_____	_____	_____

COMMENTS: Joanne has renewed the Catholic identity of St. Anthony School. It is refreshing!

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		E	G	S	NJ
As INSTRUCTIONAL LEADER, the principal:					
9. reviews annually with staff the school's self-assessment goals and objectives	9.	___	✓	___	___
10. creates with staff a student-centered learning environment	10.	✓	___	___	___
11. uses NYS curriculum, <i>Essential Learnings</i> , and the Catholic Values Integration Program to update annually the instructional program	11.	✓	___	___	___
12. instructs and supervises all faculty in the format, preparation, and grading of teacher-made tests including writing skills, document-based questions, and higher-order thinking skills	12.	✓	___	___	___
13. instructs and supervises the faculty in the interpretation of					
a. Archdiocesan religion exam	13a.	___	✓	___	___
b. NYS test scores	b.	___	✓	___	___
c. ITBS scores	c.	___	✓	___	___
d. Informal reading inventories and other diagnostic and screening instruments	d.	___	✓	___	___
14. encourages the faculty to use a variety of pedagogical techniques including technology and provides appropriate instruction where necessary	14.	✓	___	___	___
15. reviews teachers'					
a. plan books weekly	15a.	✓	___	___	___
b. mark books monthly	b.	✓	___	___	___
c. attendance registers monthly	c.	✓	___	___	___
16. reviews student report cards quarterly	16.	✓	___	___	___
17. encourages the use of learning materials to meet the variety of student needs and learning styles	17.	✓	___	___	___
18. instructs and monitors the faculty to insure that grouping for instruction takes place in every classroom	18.	___	✓	___	___
19. instructs the faculty in classroom organization and management	19.	✓	___	___	___
20. reviews and appraises student work and assessments	20.	✓	___	___	___
21. provides suitable in-service opportunities for the professional growth of the staff	21.	___	✓	___	___
22. evaluates teacher performance and professional growth by					
a. formal classroom observations	22a.	✓	___	___	___
b. daily classroom visits	b.	✓	___	___	___
c. other supervisory responsibilities	c.	✓	___	___	___

COMMENTS:

Joanne completes her work efficiently and insists that we do the same. She is a strong leader.

		E	G	S	NI
As COMMUNICATOR, the principal:					
23.	creates a positive school climate	23. ✓	_____	_____	_____
24.	respects the dignity of the individual person	24. ✓	_____	_____	_____
25.	provides regular opportunities for dialogue with faculty	25. ✓	_____	_____	_____
26.	is regularly available to	26a.	_____	_____	_____
	a. faculty and staff	✓	_____	_____	_____
	b. students	✓	_____	_____	_____
	c. parents	✓	_____	_____	_____
27.	handles conflict situations in a professional manner	27. ✓	_____	_____	_____
28.	provides a variety of opportunities for faculty to meet as a Christian community	28. ✓	_____	_____	_____
29.	consults faculty members and includes them in the decision-making process when appropriate	29. ✓	_____	_____	_____
30.	involves the school in parish and community activities	30. ✓	_____	_____	_____
31.	publicizes school programs and activities through a variety of means including the parish bulletin	31. ✓	_____	_____	_____
32.	relates to and supports the	32a.	_____	_____	_____
	e. pastor	_____	✓	_____	_____
	b. director/coordinator of religious education	_____	✓	_____	_____
	c. parish organizations	_____	✓	_____	_____
33.	communicates with parents by	33a.	_____	_____	_____
	a. scheduling at least one individual parent-teacher conference a year	✓	_____	_____	_____
	b. distributing updated parent handbooks annually	✓	_____	_____	_____
	c. scheduling general parent meetings	✓	_____	_____	_____
	d. fostering growth of the parent organization	✓	_____	_____	_____
34.	informs faculty of programs of the Archdiocese, school, parish, and community	34. ✓	_____	_____	_____

COMMENTS:

The change, since Joanne came in September, is remarkable! She is an open-door, hands-on, eager principal. Her smile and enthusiasm is contagious. Parents are most pleased. She speaks to the children by name!

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As ADMINISTRATOR, the principal:		E	G	S	Ni
35. maintains current and accurate records in the following areas					
a. student records	35a.	✓			
b. ITBS, NYS tests, Archdiocesan religions exam results	b.	✓			
c. attendance registers	c.	✓			
d. teacher performance files and personnel files	d.	✓			
e. staff sign-in/out book	e.	✓			
f. Middle States or Archdiocesan self-assessment action plans	f.	✓			
g. student sign-out book	g.	✓			
36. prepares and submits all required reports on schedule	36.	✓			
37. arranges and publishes the school calendar by					
a. preparing the annual calendar following the directives of the Superintendent of Schools and in consultation with the faculty	37a.	✓			
b. discussing any changes or adjustments in the calendar with the faculty	b.	✓			
c. distributing monthly calendars to pastor, faculty, parents, and staff	c.	✓			
38. develops and/or annually updates handbooks for parents and faculty	38.	✓			
39. ensures that the library/multi-media center is adequately supplied for all grades and properly used by the students and faculty	39.	✓			
40. assesses the need for and supervises the ordering of instructional media	40.	✓			
41. plans and schedules					
a. faculty meetings at least once a month	41a.	✓			
b. prepares the agenda to include business and professional development with input from the faculty	b.	✓			
c. distributes the agenda prior to the meeting	c.	✓			
d. appoints a staff member to take the minutes that will be made available to all faculty members	d.	✓			
42. cooperates with the appropriate agencies to ensure the physical, mental, religious and educational welfare of all students	42.	✓			
43. informs the pastor if maintenance is needed to ensure a safe and clean environment for the students and staff	43.	✓			
44. participates in budgeting and monitors tuition collection	44.	✓			
45. participates in projects to assist in the financial viability of the school	45.	✓			
46. facilitates the establishment and support of an advisory board	46.	✓			
47. is knowledgeable of and abides by the terms of the collective bargaining agreement	47.	✓			

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COMMENTS:

Joanne is an excellent administrator, reflecting her business background.

PLEASE DESCRIBE THE PRINCIPAL'S GREATEST STRENGTHS:

Her greatest strengths are her smile and open-door approach to administrative tasks. I feel we are a team, not her and us - separate & unequal!

PLEASE LIST POSSIBLE ACTION STEPS WHICH WOULD HELP THE PRINCIPAL SET GOALS FOR THE FUTURE:

I feel if this year is an indication of our future with Joanne, she should just continue as is.

It is a pleasure to come to school this year!

Mary Ann Driscoll

Signature (signature is necessary for this evaluation to be considered part of the process)

March 14, 2008

Date

PLEASE USE THE ATTACHED ENVELOPE AND MAIL DIRECTLY TO YOUR DISTRICT SUPERINTENDENT.

EXHIBIT "A"

12:50

Sr. Lynn

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qr. 1



FACULTY EVALUATION OF PRINCIPAL
 Archdiocesan Principal Evaluation Process
 FIRST YEAR

Teachers should be assured that The Superintendent of Schools Staff pledges itself to respect teacher confidentiality regarding the principal evaluation process.

Principal: Ms Joanne Fratello

Date 3-16-08

School St. Anthony

Phone 845-623-2311

Address 34 W. Nyack Rd.

Zip 10954

This form identifies the areas of responsibility of the principal:

- A) RELIGIOUS LEADER B) INSTRUCTIONAL LEADER C) COMMUNICATOR D) ADMINISTRATOR

Please evaluate your principal in the above areas. Use the following code to identify your principal's performance: E-Excellent; G-Good; S-Satisfactory; NI-Needs Improvement

		E	G	S	NI
As RELIGIOUS LEADER, the principal:					
1. fosters a Christian atmosphere which enables staff and students to achieve their potential	1.	✓			
2. reviews school philosophy and goals with the staff in accordance with current Church documents	2.		✓		
3. gives priority to a comprehensive religious education program by					
a. implementing Archdiocesan guidelines	3a.	✓	✓		
b. encouraging communal prayer	b.	✓			
c. supporting service-oriented activities	c.	✓			
4. selects staff members who are committed to a Christian atmosphere and support Catholic teachings as vacancies occur	4.				
5. ensures that religion classes are taught by knowledgeable and committed Catholics	5.		✓		
6. encourages teachers to obtain Archdiocesan catechetical certification	6.				
7. provides for religious growth among staff members	7.		✓		
8. ensures the implementation of the Catholic Values Integration Program in curriculum and all other aspects of school life	8.		✓		

COMMENTS: #4 - NA
#6 - NA - Faculty has certification

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		E	G	S	MI
As INSTRUCTIONAL LEADER, the principal:					
9. reviews annually with staff the school's self-assessment goals and objectives	9.	✓	___	___	___
10. creates with staff a student-centered learning environment	10.	✓	___	___	___
11. uses NYS curriculum, <i>Essential Learnings</i> , and the Catholic Values Integration Program to update annually the instructional program	11.	___	✓	___	___
12. instructs and supervises all faculty in the format, preparation, and grading of teacher-made tests including writing skills, document-based questions, and higher-order thinking skills	12.	✓	___	___	___
13. instructs and supervises the faculty in the interpretation of					
a. Archdiocesan religion exam	13a.	___	___	___	___
b. NYS test scores	b.	___	___	___	___
c. ITBS scores	c.	___	___	___	___
d. Informal reading inventories and other diagnostic and screening instruments	d.	___	___	___	___
14. encourages the faculty to use a variety of pedagogical techniques including technology and provides appropriate instruction where necessary	14.	✓	___	___	___
15. reviews teachers'					
a. plan books weekly	15a.	✓	___	___	___
b. mark books monthly	b.	✓	___	___	___
c. attendance registers monthly	c.	___	___	___	___
16. reviews student report cards quarterly	16.	✓	___	___	___
17. encourages the use of learning materials to meet the variety of student needs and learning styles	17.	✓	___	___	___
18. instructs and monitors the faculty to insure that grouping for instruction takes place in every classroom	18.	___	✓	___	___
19. instructs the faculty in classroom organization and management	19.	___	✓	___	___
20. reviews and appraises student work and assessments	20.	✓	___	___	___
21. provides suitable in-service opportunities for the professional growth of the staff	21.	✓	___	___	___
22. evaluates teacher performance and professional growth by					
a. formal classroom observations	22a.	✓	___	___	___
b. daily classroom visits	b.	___	___	✓	___
c. other supervisory responsibilities	c.	✓	___	___	___

COMMENTS: # 11 I question wording "update annually" on a First Year Principal Evaluation.
 # 13 - We have not given some tests during Ms. Fratello's time with us.
 # 15 - c - I do not know.

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		E	G	S	NI
As COMMUNICATOR, the principal:					
23. creates a positive school climate	23.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. respects the dignity of the individual person	24.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. provides regular opportunities for dialogue with faculty	25.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. is regularly available to					
a. faculty and staff	26a.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. students	b.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. parents	c.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. handles conflict situations in a professional manner	27.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. provides a variety of opportunities for faculty to meet as a Christian community	28.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. consults faculty members and includes them in the decision-making process when appropriate	29.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. involves the school in parish and community activities	30.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. publicizes school programs and activities through a variety of means including the parish bulletin	31.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. relates to and supports the					
a. pastor	32a.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. director/ordinator of religious education	b.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. parish organizations	c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. communicates with parents by					
a. scheduling at least one individual parent-teacher conference a year	33a.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. distributing updated parent handbooks annually	b.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. scheduling general parent meetings	c.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. fostering growth of the parent organization	d.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. informs faculty of programs of the Archdiocese, school, parish, and community	34.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

#32-C- I don't know.

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As ADMINISTRATOR, the principal:		E	G	S	NI
35. maintains current and accurate records in the following areas					
a. student records	35a.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. FTBS, NYS tests, Archdiocesan religious exam results	b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. attendance registers	c.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. teacher performance files and personnel files	d.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. staff sign-in/out book	e.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Middle States or Archdiocesan self-assessment action plans	f.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. student sign-out book	g.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. prepares and submits all required reports on schedule	36.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. arranges and publishes the school calendar by					
a. preparing the annual calendar following the directives of the Superintendent of Schools and in consultation with the faculty	37a.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. discussing any changes or adjustments in the calendar with the faculty	b.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. distributing monthly calendars to pastor, faculty, parents, and staff	c.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. develops and/or annually updates handbooks for parents and faculty	38.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. ensures that the library/multi-media center is adequately supplied for all grades and properly used by the students and faculty	39.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. assesses the need for and supervises the ordering of instructional media	40.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. plans and schedules					
a. faculty meetings at least once a month	41a.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. prepares the agenda to include business and professional development with input from the faculty	b.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. distributes the agenda prior to the meeting	c.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. appoints a staff member to take the minutes that will be made available to all faculty members	d.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. cooperates with the appropriate agencies to ensure the physical, mental, religious and educational welfare of all students	42.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. informs the pastor if maintenance is needed to ensure a safe and clean environment for the students and staff	43.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. participates in budgeting and monitors tuition collection	44.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. participates in projects to assist in the financial viability of the school	45.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. facilitates the establishment and support of an advisory board	46.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. is knowledgeable of and abides by the terms of the collective bargaining agreement	47.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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COMMENTS:

35b NA at this time
 c- maintained by & checked by appointed
 faculty members.
 # 39 - NA at this time

PLEASE DESCRIBE THE PRINCIPAL'S GREATEST STRENGTHS:

Ms Fratello has wonderful organizational skills and
 follow through. She is very approachable and
 willing to work with you on any issue.

PLEASE LIST POSSIBLE ACTION STEPS WHICH WOULD HELP THE PRINCIPAL SET GOALS FOR THE FUTURE:

In order to achieve primary, intermediate,
 and upper grade goals, we need to have time
 for leveled meetings within our school and with
 other Catholic Schools in Rockland County.

A. Susan A. Lewis, OP

Signature (signature is necessary for this evaluation to be considered part of the process)

3-16-08

Date

PLEASE USE THE ATTACHED ENVELOPE AND MAIL DIRECTLY TO YOUR DISTRICT SUPERINTENDENT.

UNITED STATES DISTRICT COURT
SOUTHERN DISTRICT OF NEW YORK

-----X

JOANNE FRATELLO,

Plaintiff,

-against-

ROMAN CATHOLIC ARCHDIOCESE OF NEW YORK,
ST. ANTHONY'S SHRINE CHURCH AND ST.
ANTHONY'S SCHOOL,

Defendants.

-----X

DECLARATION OF SISTER DANIEL CATHERINE CONNOLLY

Sister Daniel Catherine Connolly, pursuant to 28 U.S.C. § 1746, hereby declares as follows:

1. I am employed as a Social Studies, Science, Math and Religion teacher for St. Anthony's School located at 34 West Nyack Road, Nanuet, New York (the "School"). I have been a teacher at the School since 1969.

2. I have personal knowledge of the facts set forth in this declaration, and would testify to them in a Court of law if called upon to do so.

3. This declaration is respectfully submitted in support of the Archdiocese of New York (the "Archdiocese")¹; St. Anthony's Shrine Church (the "Church") and the School's motion for summary judgment concerning whether the position of Principal of the School, and more particularly, whether Plaintiff, as Principal, occupied a ministerial position.

¹ The Archdiocese was incorrectly identified as the Roman Catholic Archdiocese of New York in the caption.

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4. I received a Bachelor of Science degree in Education from St . Thomas Aquinas College in Sparkill, New York and a Master's of Science degree in Education from the City College of New York. I further have permanent certification in N – 6 Education and have received Levels I and II Certification in Religion.

5. As a teacher at the School, I am responsible for, *inter alia*, providing a high quality educational experience that enhances the students' spiritual, emotional, intellectual and social growth to prepare the students to become responsible stewards of God. That being said, I am further expected, in my capacity as teacher, to model myself after Christ and recognize core Catholic values.

6. The Principal of the School supervises the teachers, including myself. Plaintiff Joanne Fratello (“Fratello”) began her tenure with the School as Principal in 2007. In her role as Principal, Plaintiff served as my supervisor. She would manage my work, evaluate my job performance and further worked closely with me on a regular and consistent basis to carry out the School's religious mission and educational objectives.

7. Throughout each School year, I would see Plaintiff observing my classroom. It is my understanding that Plaintiff would conduct these observations to evaluate my performance, as well as my ability to integrate Catholic values into the classroom, as explained further below.

8. In my capacity as teacher, I drafted weekly lesson plan books, which set forth the curriculum and agenda to be implemented in my classroom for the upcoming week. Each week, Plaintiff would require that I provide her with a copy of the lesson plan book. Plaintiff mandated that the book entries identify the objective of each particular lesson for each subject that I taught, the method by which it would be taught, and further indicate the monthly value

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and saint (“Value/Saint”) which would correspond with the respective lesson. By way of background, the Value/Saint is a chart that the Principal would hand out to the teachers, including myself, at the beginning of each year. The chart would identify a Catholic Saint and a corresponding Catholic value to incorporate into the curriculum and teach the students on a monthly basis.

9. I would give Plaintiff a copy of my proposed lesson plan book on a weekly basis. My lesson plans generally reflected the lessons to be taught that week, the books, video and/or other methods that I would employ, and the objectives for the same. I would further write, at least once a month, the Value/Saint that would be taught during a particular lesson. Religion is infused into each class at the School, and we were specifically advised that our lesson plan books must reflect this. By way of example, in Science class, I teach the children that the Earth was created by God, and is to be used as a place to live, enjoy and love; in Math class I encourage students to use the minds that God gave them to answer the problems. These lessons would regularly be reflected in the lesson plan book.

10. In addition, the curriculum for the Religion class would always be reflected in the lesson plan book. By way of example, I would write in the plan book, in sum and substance, that I would be conducting a “birthday gift to Jesus” exercise. This would entail the students cutting a shape of their hand on construction paper and writing a note to God on the back of the hand. I would then staple the hands, in the form of a Christmas tree, on a board in the classroom. I advised the children that their prayers and stories to God would be their birthday gift to Jesus.

11. Upon information and belief, Plaintiff would review each lesson plan I submitted to her on a weekly basis. I have a good faith basis for believing so because Plaintiff would sign

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each lesson plan, and would sometimes leave written comments and/or feedback in the book. In addition, as explained in more detail below, Plaintiff would use the lesson plan books to, in part, evaluate my work performance.

12. Plaintiff would mandate that the teachers attend monthly faculty meetings at the School to discuss upcoming special events (“Monthly Meeting”). I am aware of this requirement because I would generally receive a “memo” notification addressed to the “Teachers,” signed by Plaintiff, stating the date and time of the Monthly Meeting. I would attend the Monthly Meetings, along with the other teachers and Plaintiff. Each Monthly Meeting was opened with a Prayer recited from the Bible. Everyone, including Plaintiff, would participate in delivering Prayer. Subsequently, Plaintiff would discuss the upcoming agenda, including the religious events to be held at the School.

13. Plaintiff would further require all teachers to attend a “Standards and Goals” Meeting at the commencement of each School year. I am aware of this requirement because I would generally receive a “memo” and/or email notification addressed to the “Teachers,” signed by Plaintiff, stating the date and time of the Standards and Goals Meeting. I would attend the Standards and Goals Meetings, along with the other teachers and Plaintiff. Each Standards and Goals Meeting was opened with a prayer and/or scripture reading. Everyone, including Plaintiff, would participate in delivering prayer. Subsequently, Plaintiff would discuss the curriculum for the upcoming year, introduce any new books and/or learning materials approved by the Archdiocese and the upcoming agenda, including the religious events to be held at the School.

14. In or around April of each School year, Plaintiff would meet with me privately to address my performance and achievements for that year. At this meeting, Plaintiff would give

me a copy of an evaluation form which she stated that she had completed, signed in her name. Plaintiff evaluated me on, among other things, my ability to integrate (i) Catholic values in all areas of the curriculum; (ii) Catholic values in my interactions with the administration, staff and students and (iii) a Catholic philosophy at the School by engaging in daily prayer, incorporating daily religious lessons, etc.

15. Throughout Plaintiff's tenure at the School, around 2:15 p.m. on most school days, Plaintiff would recite an afternoon "reflection" containing a spiritual message to the entire School over the loud speaker.

16. Throughout Plaintiff's tenure with the School, she would regularly send me, along with the other teachers, "memos" or emails directing that "we" attend Mass at the Church, Mass for the Eighth Grade Graduation, as well as other religious events held at the Church.

17. I, along with the students, would attend the School's "First Friday Mass," which took place the first Friday of every month at the Church. I observed Plaintiff at Mass on a regular basis.

18. Every Sunday, the Church would host a Mass for all Parish members, which I would regularly attend. Many students of the School, along with their families, would also attend. I observed Plaintiff present at Sunday Mass on a regular basis.

19. Plaintiff had encouraged the students and faculty to embrace Catholic tradition. By way of example, on most school days in December during the Advent season², Plaintiff would read the story of the "Jesse Tree" to the students over the loud speaker. The Jesse Tree helps students connect the custom of decorating Christmas trees to the events leading to Jesus' birth. Plaintiff, through her story, would advise the students that we adorn a Jesse Tree with

² Advent season begins on the fourth Sunday before Christmas Day and ends on Christmas Eve. The focus of the entire season is preparation to celebrate the birth of Jesus the Christ and the anticipation of the return of Christ the King.

illustrated ornaments that represent the people, prophesies and events leading up to the birth of Jesus. She would further explain that the ornaments of the Jesse Tree tell the story of God in the Old Testament, connecting the Advent season with the faithfulness of God across four thousand years of history.

20. During the Advent season, Plaintiff would also read a story about St. Nicholas Day over the loud speaker. As a nun and long-time teacher at a Catholic School, I am familiar with this story. The story reads as follows:

Look at a candy cane
What do you see
Stripes that are red
Like the blood shed for me
White for my savior
Who's sinless and pure
"J" is for Jesus
My Lord, that's for sure
Turn it around
And a staff you will see
Jesus, my Shepard
Is coming for me

21. Plaintiff would then read the "Legend of the Candy Cane" over the loud speaker. As a nun and long-time teacher at a Catholic School, I am familiar with this story. The story reads as follows:

A candy maker had a wish (as candy makers do) to show the love of Christ
The Lord of me and you
"But how could this man, you might think,
His Faith in God affirming do that
His tools are chocolates and sugars-not a sermon."
He took a piece of peppermint
As pure and white as snow
(A symbol of Christ's sinless life-
A fact I'm sure you know)
He stained the pure white peppermint
With stripes of scarlet red
(And what's that for you ask
The holy previous blood He shed)

And then he shaped that peppermint, which started as a rod
Into a tiny Shepard's staff
Reminding us that God is sort of like a Shepard
That's a thought that truly pleases-
(And upside down you will find a "J" which stands, of course, for Jesus)
So now, as Christmas comes to pass I hope you will take a look at candy canes, and
think about a candy man who took his sugars and his talents to proclaim "the Lord is
King."
And think of how you too can show your Faith... in everything.

22. Plaintiff advised me that, during the Advent season, I must display an advent wreath in the classroom.

23. Plaintiff further displayed a Crucifix in her office, which I would observe each time I entered her office.

24. One year during her tenure at the School, Plaintiff advised me that she had called the news publication, "Catholic New York," asking them to visit the Church and take pictures of the students celebrating Ash Wednesday, which is the first day of Lent. Thereafter, I saw "Catholic New York" at the Church on Ash Wednesday.

25. In March 2008, I conducted an evaluation of Plaintiff's work performance in her capacity as Principal. In order to complete this evaluation, I completed a form, given to me by the Archdiocese. This form set forth the specific criteria I was to evaluate the Principal on. The first area I evaluated Plaintiff on, as set forth by the evaluation form, was her ability to perform as a Religious Leader. The Evaluation form specifically identifies that, as a Religious Leader, the Principal is evaluated on her ability to:

- a. Foster a Christian atmosphere which enables staff and students to achieve their potential;
- b. Review school philosophy and goals with the staff in accordance with current Church documents;
- c. Give priority to a comprehensive religious education program by (i) implementing Archdiocesan guidelines; (ii) encouraging communal prayer; (iii) supporting service-oriented activities;

- d. Select staff members who are committed to a Christian atmosphere and support Catholic teachings as vacancies occur;
- e. Encourage teachers to obtain Archdiocesan catechetical certification;
- f. Provide for religious growth among staff members;
- g. Ensure the implementation of the Catholic Values Integration Program in curriculum and all other aspects of school life.

26. I rated Plaintiff "Excellent" in most of the categories identified in the preceding paragraph. *See, Exhibit "A" attached hereto.*³ I rated Plaintiff an "Excellent" Religious Leader because, at the time I conducted her evaluation, I believed that Plaintiff, through her community service, involvement with the Church, daily prayer recitations and emphasis on integrating Catholic values in all areas of learning, served as a servant-leader, modeled on the life and ministry of Jesus Christ.

I declare under penalty of perjury that the foregoing is true and correct. Executed at Manet, New York on April 15, 2015.

Sister Daniel Catherine Connolly
Sister Daniel Catherine Connolly

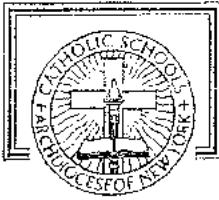
³ I did not rate Plaintiff in each category because I believed that there were certain criteria which I did not have enough knowledge/information on to provide an assessment.

EXHIBIT "A"

8.50

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8.4



FACULTY EVALUATION OF PRINCIPAL
 Archdiocesan Principal Evaluation Process
 FIRST YEAR

Teachers should be assured that The Superintendent of Schools Staff pledges itself to respect teacher confidentiality regarding the principal evaluation process.

Principal Ms Joanne Ferretto

Date _____

School St Anthony

Phone 845/623-2311

Address 34 West Nyack Rd
 Nanuet, NY 10954

Zip 10954

This form identifies the areas of responsibility of the principal:

A) RELIGIOUS LEADER B) INSTRUCTIONAL LEADER C) COMMUNICATOR D) ADMINISTRATOR

Please evaluate your principal in the above areas. Use the following code to identify your principal's performance: E-Excellent; G-Good; S-Satisfactory; NI-Needs Improvement

		E	G	S	NI
A: RELIGIOUS LEADER, the principal:					
1. fosters a Christian atmosphere which enables staff and students to achieve their potential	1.	✓	_____	_____	_____
2. reviews school philosophy and goals with the staff in accordance with current Church documents	2.	_____	_____	_____	_____
3. gives priority to a comprehensive religious education program by					
a. implementing Archdiocesan guidelines	3a.	_____	_____	_____	_____
b. encouraging communal prayer	b.	✓	_____	_____	_____
c. supporting service-oriented activities	c.	✓	_____	_____	_____
4. selects staff members who are committed to a Christian atmosphere and support Catholic teachings as vacancies occur	4.	_____	_____	_____	_____
5. ensures that religion classes are taught by knowledgeable and committed Catholics	5.	_____	_____	_____	_____
6. encourages teachers to obtain Archdiocesan catechetical certification	6.	✓	_____	_____	_____
7. provides for religious growth among staff members	7.	_____	_____	_____	_____
8. ensures the implementation of the Catholic Values Integration Program in curriculum and all other aspects of school life	8.	✓	_____	_____	_____

COMMENTS:

		E	G	S	NI
As INSTRUCTIONAL LEADER, the principal:					
9. reviews annually with staff the school's self-assessment goals and objectives	9.	✓	_____	_____	_____
10. creates with staff a student-centered learning environment	10.	_____	_____	_____	_____
11. uses NYS curriculum, <i>Essential Learnings</i> , and the Catholic Values Integration Program to update annually the instructional program	11.	_____	_____	_____	_____
12. instructs and supervises all faculty in the format, preparation, and grading of teacher-made tests including writing skills, document-based questions, and higher-order thinking skills	12.	_____	_____	_____	_____
13. instructs and supervises the faculty in the interpretation of					
a. Archdiocesan religion exam	13a.	_____	_____	_____	_____
b. NYS test scores	b.	✓	_____	_____	_____
c. ITBS scores	c.	✓	_____	_____	_____
d. Informal reading inventories and other diagnostic and screening instruments	d.	_____	_____	_____	_____
14. encourages the faculty to use a variety of pedagogical techniques including technology and provides appropriate instruction where necessary	14.	✓	_____	_____	_____
15. reviews teachers'					
a. plan books weekly	15a.	✓	_____	_____	_____
b. mark books monthly	b.	✓	_____	_____	_____
c. attendance registers monthly	c.	_____	_____	_____	_____
16. reviews student report cards quarterly	16.	✓	_____	_____	_____
17. encourages the use of learning materials to meet the variety of student needs and learning styles	17.	✓	_____	_____	_____
18. instructs and monitors the faculty to insure that grouping for instruction takes place in every classroom	18.	_____	_____	_____	_____
19. instructs the faculty in classroom organization and management	19.	_____	_____	_____	_____
20. reviews and appraises student work and assessments	20.	✓	_____	_____	_____
21. provides suitable in-service opportunities for the professional growth of the staff	21.	✓	_____	_____	_____
22. evaluates teacher performance and professional growth by					
a. formal classroom observations	22a.	✓	_____	_____	_____
b. daily classroom visits	b.	_____	_____	_____	_____
c. other supervisory responsibilities	c.	✓	_____	_____	_____

COMMENTS: I find it difficult to answer all of the above. I have only been with us for six months. I have been doing an excellent job.

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		E	G	S	NI
As COMMUNICATOR, the principal:					
23. creates a positive school climate	23.	✓	_____	_____	_____
24. respects the dignity of the individual person	24.	✓	_____	_____	_____
25. provides regular opportunities for dialogue with faculty	25.	✓	_____	_____	_____
26. is regularly available to					
a. faculty and staff	26a.	✓	_____	_____	_____
b. students	b.	✓	_____	_____	_____
c. parents	c.	✓	_____	_____	_____
27. handles conflict situations in a professional manner	27.	✓	_____	_____	_____
28. provides a variety of opportunities for faculty to meet as a Christian community	28.	✓	_____	_____	_____
29. consults faculty members and includes them in the decision-making process when appropriate	29.	✓	_____	_____	_____
30. involves the school in parish and community activities	30.	✓	_____	_____	_____
31. publicizes school programs and activities through a variety of means including the parish bulletin	31.	✓	_____	_____	_____
32. relates to and supports the					
a. pastor	32a.	✓	_____	_____	_____
b. director/coordinator of religious education	b.	✓	_____	_____	_____
c. parish organizations <i>N/A</i>	c.	_____	_____	_____	_____
33. communicates with parents by					
a. scheduling at least one individual parent-teacher conference a year	33a.	✓	_____	_____	_____
b. distributing updated parent handbooks annually	b.	✓	_____	_____	_____
c. scheduling general parent meetings	c.	✓	_____	_____	_____
d. fostering growth of the parent organization	d.	✓	_____	_____	_____
34. informs faculty of programs of the Archdiocese, school, parish, and community	34.	✓	_____	_____	_____

COMMENTS:

I am sure she does an excellent job with # 32 - I have no knowledge of her activity with the question C

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As ADMINISTRATOR, the principal:		E	G	S	NI
35. maintains current and accurate records in the following areas					
a. student records	35a.	✓	_____	_____	_____
b. ITBS, NYS tests, Archdiocesan religions exam results	b.	✓	_____	_____	_____
c. attendance registers	c.	✓	_____	_____	_____
d. teacher performance files and personnel files	d.	_____	_____	_____	_____
e. staff sign-in/out book	e.	✓	_____	_____	_____
f. Middle States or Archdiocesan self-assessment action plans	f.	✓	_____	_____	_____
g. student sign-out book <i>N/A</i>	g.	_____	_____	_____	_____
36. prepares and submits all required reports on schedule <i>N/A</i>	36.	_____	_____	_____	_____
37. arranges and publishes the school calendar by					
a. preparing the annual calendar following the directives of the Superintendent of Schools and in consultation with the faculty	37a.	✓	_____	_____	_____
b. discussing any changes or adjustments in the calendar with the faculty	b.	✓	_____	_____	_____
c. distributing monthly calendars to pastor, faculty, parents, and staff	c.	✓	_____	_____	_____
38. develops and/or annually updates handbooks for parents and faculty	38.	✓	_____	_____	_____
39. ensures that the library/multi-media center is adequately supplied for all grades and properly used by the students and faculty <i>N/A</i>	39.	_____	_____	_____	_____
40. assesses the need for and supervises the ordering of instructional media	40.	✓	_____	_____	_____
41. plans and schedules					
a. faculty meetings at least once a month	41a.	✓	_____	_____	_____
b. prepares the agenda to include business and professional development with input from the faculty	b.	✓	_____	_____	_____
c. distributes the agenda prior to the meeting	c.	✓	_____	_____	_____
d. appoints a staff member to take the minutes that will be made available to all faculty members	d.	✓	_____	_____	_____
42. cooperates with the appropriate agencies to ensure the physical, mental, religious and educational welfare of all students	42.	✓	_____	_____	_____
43. informs the pastor if maintenance is needed to ensure a safe and clean environment for the students and staff	43.	✓	_____	_____	_____
44. participates in budgeting and monitors tuition collection <i>N/A</i>	44.	_____	_____	_____	_____
45. participates in projects to assist in the financial viability of the school	45.	✓	_____	_____	_____
46. facilitates the establishment and support of an advisory board <i>N/A</i>	46.	_____	_____	_____	_____
47. is knowledgeable of and abides by the terms of the collective bargaining agreement <i>N/A</i>	47.	_____	_____	_____	_____

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COMMENTS:

Enjoy working with her -

PLEASE DESCRIBE THE PRINCIPAL'S GREATEST STRENGTHS:

*She is very supportive in all situations, she treat
us like professional and human beings.
She has worked into a very difficult situation
and is always looking to deal with it. She is
a breath of fresh air. She knows the children, she
greet them in the morning or says good bye when
they leave.*

PLEASE LIST POSSIBLE ACTION STEPS WHICH WOULD HELP THE PRINCIPAL SET GOALS FOR THE FUTURE:

Justice Daniel Catherine Connolly
Signature (Signature is necessary for this evaluation to be considered part of the process)

March 12, 2008
Date

PLEASE USE THE ATTACHED ENVELOPE AND MAIL DIRECTLY TO YOUR DISTRICT SUPERINTENDENT.

UNITED STATES DISTRICT COURT
SOUTHERN DISTRICT OF NEW YORK

-----X

JOANNE FRATELLO,

Case No.: 12 civ. 7359
(CS)(CMS)

Plaintiff,

-against-

ROMAN CATHOLIC ARCHDIOCESE OF NEW YORK,
ST. ANTHONY'S SHRINE CHURCH AND ST.
ANTHONY'S SCHOOL,

Defendants.

-----X

DECLARATION OF CAROL MCGUIRK

Carol McGuirk, pursuant to 28 U.S.C. § 1746, hereby declares as follows:

1. I am employed as teacher for St. Anthony's School located at 34 West Nyack Road, Nanuet, New York (the "School"). I teach English, Math, Science, Religion and Social Studies to the Second Grade. I have been a teacher at the School since 1997.

2. I have personal knowledge of the facts set forth in this declaration, and would testify to them in a Court of law if called upon to do so.

3. This declaration is respectfully submitted in support of the Archdiocese of New York (the "Archdiocese")¹, St. Anthony's Shrine Church (the "Church") and the School's motion for summary judgment concerning whether the position of Principal of the School, and more particularly, whether Plaintiff, as Principal, occupied a "ministerial" position.

4. As a teacher at the School, I am responsible for, *inter alia*, providing a high quality educational experience that enhances the students' spiritual, emotional, intellectual and

¹ The Archdiocese was incorrectly identified as the Roman Catholic Archdiocese of New York in the caption.

social growth to prepare the students to become, *inter alia*, responsible stewards of God. That being said, I am further expected, in my capacity as teacher, to model myself after Christ and recognize core Catholic values.

5. The Principal of the School supervises the teachers, including myself. Plaintiff Joanne Fratello (“Fratello”) began her tenure with the School as Principal in 2007. In her role as Principal, Plaintiff served as my supervisor. She would manage my work, evaluate my job performance, as well as work closely with me on a regular and consistent basis to carry out the School’s religious mission and educational objectives.

6. In my capacity as teacher, I drafted weekly lesson plan books, which set forth the curriculum and agenda to be implemented in my classroom for the upcoming week. Each week, Plaintiff would require that I provide her with a copy of the lesson plan book. Plaintiff mandated that the book entries identify the objective of each particular lesson for each subject that I taught, the method by which it would be taught, and further indicate the monthly value and saint (“Value/Saint”) which would correspond with the respective lesson. By way of background, the Value/Saint is a chart that the Principal would hand out to the teachers, including myself, at the beginning of each year. The chart would identify a Catholic Saint and a corresponding Catholic value to incorporate into the curriculum and teach the students on a monthly basis.

7. I would give Plaintiff a copy of my proposed lesson plan book on a weekly basis. My lesson plans generally reflected the lessons to be taught that week, the books, video and/or other methods that I would employ, and the objectives for the same. I would further write, about once a month, the Value/Saint that would be taught during a particular lesson.

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8. A major part of my responsibility, in my role as the Second Grade Religion teacher, was preparing the students for the Sacraments of First Reconciliation and Holy Communion. In preparation for the former, during Religion class, I teach children about forgiveness, the importance of seeking penance from God and that God will always love and forgive you if you are truly sorry for your mistake. Thereafter, I teach the students the Act of Contrition, which is, in sum and substance, a prayer stated during reconciliation. My lesson plans in connection with these teachings would always be reflected in my lesson plan book, reviewed and signed by Plaintiff. After the students learn about penance, a ceremony takes place at the Church on a Saturday each year. This ceremony, also known as the Sacrament of First Reconciliation, is very important within the Catholic faith and considered a major spiritual accomplishment for the young students. I attended each Sacrament of First Reconciliation while Plaintiff was Principal, at which time I observed Plaintiff present at each annual event.

9. In regard to the latter, throughout the School year, a large part of the religious curriculum is teaching the Second Graders about Mass, Biblical readings and responses, Communion and the body and blood of Christ. These teachings are all in preparation of the students' First Holy Communion, held in May of each year. Each religious lesson in connection with Holy Communion was reflected in my lesson plan book, which was reviewed and signed by Plaintiff. In May, the students, their families and some of the faculty members would attend Church on Saturday for the students' First Holy Communion. During Plaintiff's tenure, I attended all but one Holy Communion. I observed Plaintiff at each First Holy Communion that I was present for while she was Principal.

10. In March 2008, I conducted an evaluation of Plaintiff's work performance in her capacity as Principal. In order to complete this evaluation, I completed a form, given to me by

the Archdiocese. This form set forth the specific criteria I was to evaluate the Principal on. The first area I evaluated Plaintiff on, as set forth by the evaluation form, was her ability to perform as a Religious Leader. The Evaluation form specifically identifies that, as a Religious Leader, the Principal is evaluated on her ability to:

- a. Foster a Christian atmosphere which enables staff and students to achieve their potential;
- b. Review school philosophy and goals with the staff in accordance with current Church documents;
- c. Give priority to a comprehensive religious education program by (i) implementing Archdiocesan guidelines; (ii) encouraging communal prayer; (iii) supporting service-oriented activities;
- d. Select staff members who are committed to a Christian atmosphere and support Catholic teachings as vacancies occur;
- e. Encourage teachers to obtain Archdiocesan catechetical certification;
- f. Provide for religious growth among staff members;
- g. Ensure the implementation of the Catholic Values Integration Program in curriculum and all other aspects of school life.

11. I rated Plaintiff "Excellent" or "Good" in each of the categories identified in the preceding paragraph. I further noted in the evaluation that Plaintiff "sets a good example as a religious leader." *See, Exhibit "A" attached hereto.* At the time I conducted Plaintiff's evaluation, I believed that she was an excellent Religious Leader. In this regard, Plaintiff (i) lead prayer every School day; (ii) attended Penance and Holy Communion celebrations; and (iii) participated in Mass and festivities for the Feast of St. Anthony every June. In general, at the time I evaluated Plaintiff's performance, I believed that she fostered a Christian atmosphere at the School.

I declare under penalty of perjury that the foregoing is true and correct. Executed at

Winet, New York on April 15, 2015.



Carol McGuirk

EXHIBIT "A"

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Gr 2



FACULTY EVALUATION OF PRINCIPAL
 Archdiocesan Principal Evaluation Process
 FIRST YEAR

Teachers should be assured that The Superintendent of Schools Staff pledges itself to respect teacher confidentiality regarding the principal evaluation process.

Principal Joanne Fratello

Date _____

School St. Anthony

Phone 845-623-2311

Address 34 W. Nyack Rd.

Zip 10954

This form identifies the areas of responsibility of the principal:

- A) RELIGIOUS LEADER B) INSTRUCTIONAL LEADER C) COMMUNICATOR D) ADMINISTRATOR

Please evaluate your principal in the above areas. Use the following code to identify your principal's performance: E-Excellent; G-Good; S-Satisfactory; NI-Needs Improvement

		E	G	S	NI
As RELIGIOUS LEADER, the principal:					
1.	fosters a Christian atmosphere which enables staff and students to achieve their potential	✓	_____	_____	_____
2.	reviews school philosophy and goals with the staff in accordance with current Church documents	✓	_____	_____	_____
3.	gives priority to a comprehensive religious education program by				
	a. implementing Archdiocesan guidelines	✓	_____	_____	_____
	b. encouraging communal prayer	✓	_____	_____	_____
	c. supporting service-oriented activities	✓	_____	_____	_____
4.	selects staff members who are committed to a Christian atmosphere and support Catholic teachings as vacancies occur	✓	_____	_____	_____
5.	ensures that religion classes are taught by knowledgeable and committed Catholics	✓	_____	_____	_____
6.	encourages teachers to obtain Archdiocesan catechetical certification	✓	_____	_____	_____
7.	provides for religious growth among staff members	_____	✓	_____	_____
8.	ensures the implementation of the Catholic Values Integration Program in curriculum and all other aspects of school life	✓	_____	_____	_____

COMMENTS:

Mrs. Fratello sets a good example as a religious leader.

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	E	G	S	NI	
As INSTRUCTIONAL LEADER, the principal:					
9. reviews annually with staff the school's self-assessment goals and objectives	9.	<u>Not applicable</u>			First year as principal here
10. creates with staff a student-centered learning environment	10.	<input checked="" type="checkbox"/>			
11. uses NYS curriculum, <i>Essential Learnings</i> , and the Catholic Values Integration Program to update annually the instructional program	11.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. instructs and supervises all faculty in the format, preparation, and grading of teacher-made tests including writing skills, document-based questions, and higher-order thinking skills	12.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. instructs and supervises the faculty in the interpretation of	13a.				
a. Archdiocesan religion exam	b.				
b. NYS test scores	c.				
c. ITBS scores	d.				
d. informal reading inventories and other diagnostic and screening instruments					First year as principal here.
14. encourages the faculty to use a variety of pedagogical techniques including technology and provides appropriate instruction where necessary	14.		<input checked="" type="checkbox"/>		
15. reviews teachers'	15a.				
a. plan books weekly	b.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. mark books monthly	c.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. attendance registers monthly					
16. reviews student report cards quarterly	16.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. encourages the use of learning materials to meet the variety of student needs and learning styles	17.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. instructs and monitors the faculty to insure that grouping for instruction takes place in every classroom	18.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
19. instructs the faculty in classroom organization and management	19.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
20. reviews and appraises student work and assessments	20.			<input checked="" type="checkbox"/>	
21. provides suitable in-service opportunities for the professional growth of the staff	21.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
22. evaluates teacher performance and professional growth by	22a.				
a. formal classroom observations	b.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. daily classroom visits	c.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. other supervisory responsibilities		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

COMMENTS:

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		E	G	S	NI
As COMMUNICATOR, the principal:					
23. creates a positive school climate	23.	✓	_____	_____	_____
24. respects the dignity of the individual person	24.	✓	_____	_____	_____
25. provides regular opportunities for dialogue with faculty	25.	✓	_____	_____	_____
26. is regularly available to	26a.	✓	_____	_____	_____
a. faculty and staff	b.	✓	_____	_____	_____
b. students	c.	✓	_____	_____	_____
c. parents					
27. handles conflict situations in a professional manner	27.	✓	_____	_____	_____
28. provides a variety of opportunities for faculty to meet as a Christian community	28.	✓	_____	_____	_____
29. consults faculty members and includes them in the decision-making process when appropriate	29.	✓	_____	_____	_____
30. involves the school in parish and community activities	30.	✓	_____	_____	_____
31. publicizes school programs and activities through a variety of means including the parish bulletin	31.	✓	_____	_____	_____
32. relates to and supports the	32a.	✓	_____	_____	_____
a. pastor	b.	✓	_____	_____	_____
b. director/coordinator of religious education	c.	✓	_____	_____	_____
c. parish organizations					
33. communicates with parents by	33a.	✓	_____	_____	_____
a. scheduling at least one individual parent-teacher conference a year	b.	✓	_____	_____	_____
b. distributing updated parent handbooks annually	c.	✓	_____	_____	_____
c. scheduling general parent meetings	d.	✓	_____	_____	_____
d. fostering growth of the parent organization					
34. informs faculty of programs of the Archdiocese, school, parish, and community	34.	✓	_____	_____	_____

COMMENTS.

Mrs. Fratello has a good rapport
with teachers, parents and the pastor.

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As ADMINISTRATOR, the principal:		E	G	S	NI
35	maintains current and accurate records in the following areas				
	a. student records	35a. ✓	_____	_____	_____
	b. ITBS, NYS tests, Archdiocesan religions exam results	✓	_____	_____	_____
	c. attendance registers	✓	_____	_____	_____
	d. teacher performance files and personnel files	✓	_____	_____	_____
	e. staff sign-in/out book	✓	_____	_____	_____
	f. Middle States or Archdiocesan self-assessment action plans	✓	_____	_____	_____
	g. student sign-out book	✓	_____	_____	_____
36.	prepares and submits all required reports on schedule	36. ✓	_____	_____	_____
37.	arranges and publishes the school calendar by				
	a. preparing the annual calendar following the directives of the Superintendent of Schools and in consultation with the faculty	37a. ✓	_____	_____	_____
	b. discussing any changes or adjustments in the calendar with the faculty	✓	_____	_____	_____
	c. distributing monthly calendars to pastor, faculty, parents, and staff	✓	_____	_____	_____
38.	develops and/or annually updates handbooks for parents and faculty	38. Not applicable	_____	_____	_____
39.	ensures that the library/multi-media center is adequately supplied for all grades and properly used by the students and faculty	39. ✓	_____	_____	_____
40.	assesses the need for and supervises the ordering of instructional media	40. ✓	_____	_____	_____
41.	plans and schedules				
	a. faculty meetings at least once a month	41a. ✓	_____	_____	_____
	b. prepares the agenda to include business and professional development with input from the faculty	✓	_____	_____	_____
	c. distributes the agenda prior to the meeting	✓	_____	_____	_____
	d. appoints a staff member to take the minutes that will be made available to all faculty members	✓	_____	_____	_____
42.	cooperates with the appropriate agencies to ensure the physical, mental, religious and educational welfare of all students	42. ✓	_____	_____	_____
43.	informs the pastor if maintenance is needed to ensure a safe and clean environment for the students and staff	43. ✓	_____	_____	_____
44.	participates in budgeting and monitors tuition collection	44. ✓	_____	_____	_____
45.	participates in projects to assist in the financial viability of the school	45. ✓	_____	_____	_____
46.	facilitates the establishment and support of an advisory board	46. _____	_____	_____	_____
47.	is knowledgeable of and abides by the terms of the collective bargaining agreement	47. ✓	_____	_____	_____

First year as principal here.

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COMMENTS:

PLEASE DESCRIBE THE PRINCIPAL'S GREATEST STRENGTHS:

Mrs Fratello is very organized. She is always available to talk to. She sets a positive atmosphere in the school.

PLEASE LIST POSSIBLE ACTION STEPS WHICH WOULD HELP THE PRINCIPAL SET GOALS FOR THE FUTURE:

Our Middle-States Book provides action steps which will help Mrs Fratello to set future goals.

Carol McGeurk
Signature (signature is necessary for this evaluation to be considered part of the process)

3/14/08
Date

PLEASE USE THE ATTACHED ENVELOPE AND MAIL DIRECTLY TO YOUR DISTRICT SUPERINTENDENT

UNITED STATES DISTRICT COURT
SOUTHERN DISTRICT OF NEW YORK

-----X

JOANNE FRATELLO,

Case No.: 12 civ. 7359
(CS)(CMS)

Plaintiff,

-against-

ROMAN CATHOLIC ARCHDIOCESE OF NEW YORK,
ST. ANTHONY'S SHRINE CHURCH AND ST.
ANTHONY'S SCHOOL,

Defendants.

-----X

DECLARATION OF KAREN LADOLCETTA

Karen Ladolcetta, pursuant to 28 U.S.C. § 1746, hereby declares as follows:

1. I am employed as a Kindergarten teacher for St. Anthony's School located at 34 West Nyack Road, Nanuet, New York (the "School"). I have held this position at the School since 1983. Prior to that, I served as a Kindergarten teacher at another Catholic school, Our Lady of Grace.

2. I have personal knowledge of the facts set forth in this declaration, and would testify to them in a Court of law if called upon to do so.

3. This declaration is respectfully submitted in support of the Archdiocese of New York (the "Archdiocese")¹, St. Anthony's Shrine Church (the "Church") and the School's motion for summary judgment concerning whether the position of Principal of the School, and more particularly, whether Plaintiff, as Principal, occupied a ministerial position.

¹ The Archdiocese was incorrectly identified as the Roman Catholic Archdiocese of New York in the caption.

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4. As a teacher at the School, I am responsible for, *inter alia*, providing a high quality educational experience that enhances the students' spiritual, emotional, intellectual and social growth to prepare the students to become, *inter alia*, responsible stewards of God. That being said, I am further expected, in my capacity as teacher, to model myself after Christ and recognize core Catholic values.

5. The Principal of the School supervises the teachers, including myself. Plaintiff Joanne Fratello ("Fratello") began her tenure with the School as Principal in 2007. In her role as Principal, Plaintiff served as my supervisor. She would manage my work, evaluate my job performance and further worked closely with me on a regular and consistent basis to carry out the School's religious mission and educational objectives.

6. By way of example, Plaintiff would ensure that I completed Catechist Formation classes. These classes, in essence, provide guidance and give background information in connection with Catholicism, Biblical teachings and the word of God. In doing so, Plaintiff would send me Catechist Formation course registration forms and further monitor my Catechist Formation certification. In fact, as explained further below, Plaintiff would evaluate me on my participation in the Catechist Formation program.

7. In my capacity as teacher, I drafted weekly lesson plan books, which set forth the curriculum and agenda to be implemented in my classroom for the upcoming week. Each week, Plaintiff would require that I provide her with a copy of the lesson plan book. Plaintiff mandated that the book entries identify the objective of each particular lesson, the method by which it would be taught, and further indicate the monthly value and saint ("Value/Saint") which would correspond with the respective lesson. By way of background, the Value/Saint is a chart that the Principal would hand out to the teachers, including myself, at the beginning of

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each year. The chart would identify a Catholic Saint and a corresponding Catholic value to incorporate into the curriculum and teach the students on a monthly basis.

8. I would give Plaintiff a copy of my proposed lesson plan book on a weekly basis. My lesson plans generally reflected the lessons to be taught that week, the books, video and/or other methods that I would employ, and the objectives for the same. I would further, approximately once a month, write the Value/Saint that would be taught during that particular lesson. It was further my responsibility to include Biblical teachings into my lesson plans and ensure that each lesson conformed to the beliefs of the Church. I would always incorporate God and Faith into the Kindergarten class. For example, as part of the lessons, I would ask children what Jesus would do if faced with a particular situation; and I would advise children that they are lucky to be at the School, where they can talk and learn about Jesus.

9. Upon information and belief, Plaintiff would review each lesson plan I submitted to her on a weekly basis. I have a good faith basis for believing so because Plaintiff would sign each lesson plan, and would sometimes leave written comments and/or feedback in the book. In addition, as explained in more detail below, Plaintiff would use the lesson plan books to, in part, evaluate my work performance.

10. Plaintiff would mandate that the teachers attend monthly faculty meetings at the School to discuss upcoming special events (“Monthly Meeting”). I am aware of this requirement because I would generally receive a “memo” notification addressed to the “Teachers,” signed by Plaintiff, stating the date and time of the Monthly Meeting. I would attend the Monthly Meetings, along with the other teachers and Plaintiff. Each Monthly Meeting was opened with a Prayer recited from the Bible. Everyone, including Plaintiff, would

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participate in delivering Prayer. Subsequently, Plaintiff would discuss the upcoming agenda, including the religious events to be held at the School.

11. To my knowledge, Plaintiff would lead, direct, oversee and/or manage all of the religious events that took place at the School. In fact, each teacher needed Plaintiff's approval to conduct any religious event at the School. By way of example, one School year, I wanted the School to sponsor the "Best Friends Animal Society," located in Utah, as part of the School's monthly mission.² I went to Plaintiff with this idea, and asked for her permissions to proceed. Plaintiff asked me questions about the "Best Friends Animal Society" program and approved supporting their cause for one month as part of the "monthly mission."

12. In or around April of each School year, Plaintiff would meet with me privately to address my performance and achievements for that year. At this meeting, Plaintiff would give me a copy of an evaluation form which she stated that she had completed, signed in her name. Plaintiff evaluated me on, among other things, my ability to integrate (i) Catholic values in all areas of the curriculum; (ii) Catholic values in my interactions with the administration, staff and students and (iii) a Catholic philosophy at the School by engaging in daily prayer, incorporating daily religious lessons, etc.

13. Throughout Plaintiff's tenure at the School, around 2:15 p.m. on most school days, Plaintiff would recite an afternoon "reflection" containing a spiritual message to the entire School over the loud speaker.

14. Throughout Plaintiff's tenure with the School, she would regularly send me, along with the other teachers, "memos" or emails directing that "we" attend Mass at the Church, Mass for the Eighth Grade Graduation, as well as other religious events held at the Church.

² The School's "monthly mission" is a program wherein the School selects a different charity or a cause to support each month. This program is intended to teach the students Catholic values, *i.e.*, the importance of giving back and supporting the community. The Principal manages this program.

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15. I, along with the students, would attend the School's "First Friday Mass," which took place the first Friday of every month at the Church. I observed Plaintiff at this Mass every month.

16. Every Sunday, the Church would host a Mass for all Parish members, which I would regularly attend. Many students of the School, along with their families, would also attend. I observed Plaintiff present at Sunday Mass on a regular basis. I would also observe her speaking with the Parish members, students and their families after Mass.

17. Upon Plaintiff's commencement of employment with the School, I was present at a faculty meeting when Plaintiff advised all teachers that she would provide rosary beads, for the purpose of facilitating prayer, to any student and/or faculty member that was not in possession of one. Rosary beads are a string of prayer beads used to count the component of prayers.

18. Each year, the Catholic Church designates the second or third Sunday in September as "Catechetical Sunday"— a day on which to celebrate and pray for the Church's mission to teach the Gospel to all people. The parish of the Church celebrates this day at the Church by holding a Catechetical Sunday Mass. I, along with other members of the Church (many of whom were students and their families of the School) would attend. Each year during Plaintiff's tenure as Principal of the School, I would see her at the Catechetical Sunday Mass.

19. During Plaintiff's tenure at the School, in or about September 11th of each year, she would host a September 11th Memorial Prayer in the front lawn of the School. Plaintiff, teachers and the students would attend. At the Memorial, Plaintiff would stand in front of the children and recite, among other things, a Prayer in remembrance of the victims of the September 11, 2001 attack. Plaintiff would further recite versus from the Bible, such as

Matthew 5:1-2, 13-16 and recite the following “Our Father” prayer, along with all those in attendance:

Our Father, Who art in Heaven, hallowed be Thy name; Thy Kingdom come, Thy will be done on earth as it is in Heaven. Give us this day our daily bread; and forgive us our trespasses as we forgive those who trespass against us; and lead us not into temptation, but deliver us from evil. Amen.

A copy of the September 11th Memorial program is attached hereto as DEFTS024449-51.

20. In November of each School year, the Church would host a special Thanksgiving liturgy for all of the student and their families, which I would attend. During her tenure with the School, I always saw Plaintiff in attendance. I would further observe her speaking with and congregating with many of the students and their families at the Church after the liturgy was over.

21. On most school days in December during the Advent season³, Plaintiff would read the story of the “Jesse Tree” to the students over the loud speaker. The Jesse Tree helps students connect the custom of decorating Christmas trees to the events leading to Jesus’ birth. Plaintiff, through her story, would advise the students that we adorn a Jesse Tree with illustrated ornaments that represent the people, prophecies and events leading up to the birth of Jesus. She would further explain that the ornaments of the Jesse Tree tell the story of God in the Old Testament, connecting the Advent season with the faithfulness of God across four thousand years of history.

22. Plaintiff advised me that, during the Advent season, I must display an advent wreath in the Kindergarten classroom.

³ Advent season begins on the fourth Sunday before Christmas Day and ends on Christmas Eve. The focus of the entire season is preparation to celebrate the birth of Jesus the Christ and the anticipation of the return of Christ the King.

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23. Plaintiff further displayed a Crucifix in her office, which I would observe each time I entered her office.

24. As a gift, Plaintiff gave me a statute of an angel holding a globe. On the statute, there is an inscription, which reads as follows: “ We shall find peace; we shall hear angels; we shall see the sky sparkle with diamonds.”

25. In March 2008, I conducted an evaluation of Plaintiff’s work performance in her capacity as Principal. In order to complete this evaluation, I completed a form, given to me by the Archdiocese. This form set forth the specific criteria I was to evaluate the Principal on. The first area I evaluated Plaintiff on, as set forth by the evaluation form, was her ability to perform as a Religious Leader. The Evaluation form specifically identifies that, as a Religious Leader, the Principal is evaluated on her ability to:

- a. Foster a Christian atmosphere which enables staff and students to achieve their potential;
- b. Review school philosophy and goals with the staff in accordance with current Church documents;
- c. Give priority to a comprehensive religious education program by (i) implementing Archdiocesan guidelines; (ii) encouraging communal prayer; (iii) supporting service-oriented activities;
- d. Select staff members who are committed to a Christian atmosphere and support Catholic teachings as vacancies occur;
- e. Encourage teachers to obtain Archdiocesan catechetical certification;
- f. Provide for religious growth among staff members;
- g. Ensure the implementation of the Catholic Values Integration Program in curriculum and all other aspects of school life.

26. I rated Plaintiff “Excellent” in each of the categories identified in the preceding paragraph. I further noted in the evaluation that Plaintiff “shows by her actions, words and deeds what a loving and Christian person she is.” *See, Exhibit “A,” attached hereto.* I rated Plaintiff’s performance as a Religious Leader as “Excellent,” because, in the main, (i) Plaintiff would recite prayer at faculty meetings; (ii) Plaintiff required a student to read morning prayer

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over the loud speaker every day; (iii) Plaintiff recited afternoon prayer over the loud speaker on a regular basis; (iv) and fostered a God-centered atmosphere that embraced love and giving back to the community.

I declare under penalty of perjury that the foregoing is true and correct. Executed at

Norwalk, New York on April 15, 2015.

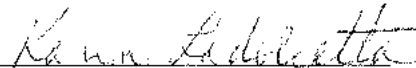

Karen Ladoicetta

EXHIBIT "A"

0441 Karen Supp. App. 157

25 K



FACULTY EVALUATION OF PRINCIPAL
 Archdiocesan Principal Evaluation Process
 FIRST YEAR

Teachers should be assured that The Superintendent of Schools Staff pledges itself to respect teacher confidentiality regarding the principal evaluation process.

Principal Joanne Fratello Date 3/1/08
 School St. Anthony Phone 623-2311
 Address 34 West Nyack Road Zip 10954
Nanuet, New York

This form identifies the areas of responsibility of the principal:

- A) RELIGIOUS LEADER B) INSTRUCTIONAL LEADER C) COMMUNICATOR D) ADMINISTRATOR

Please evaluate your principal in the above areas. Use the following code to identify your principal's performance: E-Excellent; G-Good; S-Satisfactory; NI-Needs Improvement

		E	G	S	NI
As RELIGIOUS LEADER, the principal:					
1. fosters a Christian atmosphere which enables staff and students to achieve their potential	1	✓	___	___	___
2. reviews school philosophy and goals with the staff in accordance with current Church documents	2	✓	___	___	___
3. gives priority to a comprehensive religious education program by					
a. implementing Archdiocesan guidelines	3a	✓	___	___	___
b. encouraging communal prayer	b.	✓	___	___	___
c. supporting service-oriented activities	c.	✓	___	___	___
4. selects staff members who are committed to a Christian atmosphere and support Catholic teachings as vacancies occur	4	✓	___	___	___
5. ensures that religion classes are taught by knowledgeable and committed Catholics	5	✓	___	___	___
6. encourages teachers to obtain Archdiocesan catechetical certification	6	✓	___	___	___
7. provides for religious growth among staff members	7	✓	___	___	___
8. ensures the implementation of the Catholic Values Integration Program in curriculum and all other aspects of school life	8	✓	___	___	___

COMMENTS: Shows by her actions words and deeds what a loving and Christian person she is.

Supp. App. 158

		E	G	S	NJ
As INSTRUCTIONAL LEADER, the principal:					
9. reviews annually with staff the school's self-assessment goals and objectives	9.	✓	—	—	—
10. creates with staff a student-centered learning environment	10.	✓	—	—	—
11. uses NYS curriculum, <i>Essential Learnings</i> , and the Catholic Values Integration Program to update annually the instructional program	11.	—	—	—	—
12. instructs and supervises all faculty in the format, preparation, and grading of teacher-made tests including writing skills, document-based questions, and higher-order thinking skills	12.	—	✓	—	—
13. instructs and supervises the faculty in the interpretation of					
a. Archdiocesan religion exam	13a.	—	—	—	—
b. NYS test scores	b.	—	—	—	—
c. ITBS scores	c.	—	—	—	—
d. informal reading inventories and other diagnostic and screening instruments	d.	—	—	—	—
14. encourages the faculty to use a variety of pedagogical techniques including technology and provides appropriate instruction where necessary	14.	✓	—	—	—
15. reviews teachers'					
a. plan books weekly	15a.	✓	—	—	—
b. mark books monthly	b.	✓	—	—	—
c. attendance registers monthly	c.	✓	—	—	—
16. reviews student report cards quarterly	16.	✓	—	—	—
17. encourages the use of learning materials to meet the variety of student needs and learning styles	17.	✓	—	—	—
18. instructs and monitors the faculty to insure that grouping for instruction takes place in every classroom	18.	✓	—	—	—
19. instructs the faculty in classroom organization and management	19.	✓	—	—	—
20. reviews and appraises student work and assessments	20.	✓	—	—	—
21. provides suitable in-service opportunities for the professional growth of the staff	21.	✓	—	—	—
22. evaluates teacher performance and professional growth by					
a. formal classroom observations	22a.	✓	—	—	—
b. daily classroom visits	b.	✓	—	—	—
c. other supervisory responsibilities	c.	✓	—	—	—

To soon to tell

COMMENTS: Always available and very helpful to faculty in all capacities.

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		E	G	S	NI
As COMMUNICATOR, the principal:					
23.	creates a positive school climate	✓	_____	_____	_____
24.	respects the dignity of the individual person	✓	_____	_____	_____
25.	provides regular opportunities for dialogue with faculty	✓	_____	_____	_____
26.	is regularly available to				
	a. faculty and staff	✓	_____	_____	_____
	b. students	✓	_____	_____	_____
	c. parents	✓	_____	_____	_____
27.	handles conflict situations in a professional manner	✓	_____	_____	_____
28.	provides a variety of opportunities for faculty to meet as a Christian community	✓	_____	_____	_____
29.	consults faculty members and includes them in the decision-making process when appropriate	_____	✓	_____	_____
30.	involves the school in parish and community activities	✓	_____	_____	_____
31.	publicizes school programs and activities through a variety of means including the parish bulletin	✓	_____	_____	_____
32.	relates to and supports the				
	a. pastor	✓	_____	_____	_____
	b. director/coordinator of religious education	✓	_____	_____	_____
	c. parish organizations	✓	_____	_____	_____
33.	communicates with parents by				
	a. scheduling at least one individual parent-teacher conference a year	✓	_____	_____	_____
	b. distributing updated parent handbooks annually	✓	_____	_____	_____
	c. scheduling general parent meetings	✓	_____	_____	_____
	d. fostering growth of the parent organization	✓	_____	_____	_____
34.	informs faculty of programs of the Archdiocese, school, parish, and community	✓	_____	_____	_____

COMMENTS:

She always makes herself visible throughout the day to the students and parents. As well as welcoming visitors personally.

Supp. App. 160

		E	G	S	NI
As ADMINISTRATOR, the principal:					
35. maintains current and accurate records in the following areas					
a. student records	35a.	✓	_____	_____	_____
b. ITES, NYS tests, Archdiocesan religions exam results	b.	✓	_____	_____	_____
c. attendance registers	c.	✓	_____	_____	_____
d. teacher performance files and personnel files	d.	✓	_____	_____	_____
e. staff sign-in/out book	e.	✓	_____	_____	_____
f. Middle States or Archdiocesan self-assessment action plans	f.	✓	_____	_____	_____
g. student sign-out book	g.	✓	_____	_____	_____
36. prepares and submits all required reports on schedule	36.	✓	_____	_____	_____
37. arranges and publishes the school calendar by					
a. preparing the annual calendar following the directives of the Superintendent of Schools and in consultation with the faculty	37a.	✓	_____	_____	_____
b. discussing any changes or adjustments in the calendar with the faculty	b.	✓	_____	_____	_____
c. distributing monthly calendars to pastor, faculty, parents, and staff	c.	✓	_____	_____	_____
38. develops and/or annually updates handbooks for parents and faculty	38.	✓	_____	_____	_____
39. ensures that the library/multi-media center is adequately supplied for all grades and properly used by the students and faculty	39.	✓	_____	_____	_____
40. assesses the need for and supervises the ordering of instructional media	40.	✓	_____	_____	_____
41. plans and schedules					
a. faculty meetings at least once a month	41a.	✓	_____	_____	_____
b. prepares the agenda to include business and professional development with input from the faculty	b.	✓	_____	_____	_____
c. distributes the agenda prior to the meeting	c.	✓	_____	_____	_____
d. appoints a staff member to take the minutes that will be made available to all faculty members	d.	✓	_____	_____	_____
42. cooperates with the appropriate agencies to ensure the physical, mental, religious and educational welfare of all students	42.	✓	_____	_____	_____
43. informs the pastor if maintenance is needed to ensure a safe and clean environment for the students and staff	43.	✓	_____	_____	_____
44. participates in budgeting and monitors tuition collection	44.	✓	_____	_____	_____
45. participates in projects to assist in the financial viability of the school	45.	✓	_____	_____	_____
46. facilitates the establishment and support of an advisory board	46.	✓	_____	_____	_____
47. is knowledgeable of and abides by the terms of the collective bargaining agreement	47.	✓	_____	_____	_____

Supp. App. 161

COMMENTS:

Some items were hard to judge since I am not privy to some of the above mentioned questions. However, she seems to have her hand on the "pulse" of our school.

PLEASE DESCRIBE THE PRINCIPAL'S GREATEST STRENGTHS:

Her:

- (1) Friendliness
- (2) Availability
- (3) Positive Attitude
- (4) Helpfulness
- (5) Accommodating Nature
- (6) Enthusiasm
- (7) Socializing skills
- (8) warmth
- (9) Handles problems effectively

PLEASE LIST POSSIBLE ACTION STEPS WHICH WOULD HELP THE PRINCIPAL SET GOALS FOR THE FUTURE:

Karen B. Ladolietta
Signature (signature is necessary for this evaluation to be considered part of the process)

3/04/08
Date

PLEASE USE THE ATTACHED ENVELOPE AND MAIL DIRECTLY TO YOUR DISTRICT SUPERINTENDENT.

EXHIBIT “A”

9:25

Joan U. Supp. App. 163

3-6



FACULTY EVALUATION OF PRINCIPAL
 Archdiocesan Principal Evaluation Process
 FIRST YEAR

Teachers should be assured that The Superintendent of Schools Staff pledges itself to respect teacher confidentiality regarding the principal evaluation process.

Principal Mr. J. Fratello
 School St. Joseph
 Address St. Glenmore Ave
St. Louis

Date March 16, 2007
 Phone 651-7873
 Zip 10921

This form identifies the areas of responsibility of the principal:

- A) RELIGIOUS LEADER B) INSTRUCTIONAL LEADER C) COMMUNICATOR D) ADMINISTRATOR

Please evaluate your principal in the above areas. Use the following code to identify your principal's performance: E-Excellent; G-Good; S-Satisfactory; NI-Needs Improvement

		E	G	S	NI
As RELIGIOUS LEADER, the principal:					
1. fosters a Christian atmosphere which enables staff and students to achieve their potential	1.				✓
2. reviews school philosophy and goals with the staff in accordance with current Church documents	2.				✓
3. gives priority to a comprehensive religious education program by					
a. implementing Archdiocesan guidelines	3a.				✓
b. encouraging communal prayer	b.			✓	✓
c. supporting service-oriented activities	c.				✓
4. selects staff members who are committed to a Christian atmosphere and support Catholic teachings as vacancies occur	4.			✓	
5. ensures that religion classes are taught by knowledgeable and committed Catholics	5.				NA
6. encourages teachers to obtain Archdiocesan catechetical certification	6.			✓	
7. provides for religious growth among staff members	7.				✓
8. ensures the implementation of the Catholic Values Integration Program in curriculum and all other aspects of school life	8.				✓

refers to #5

COMMENTS: Mr. Fratello hired a Pre-K teacher. I do not know her qualifications. I do know that the other teachers are knowledgeable and committed Catholics.

Mr. Fratello leads morning and afternoon prayers.

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	E	G	S	NI	
As INSTRUCTIONAL LEADER, the principal:					
9. reviews annually with staff the school's self-assessment goals and objectives	9. <i>NA</i>	---	---	---	<i>not done to the present</i>
10. creates with staff a student-centered learning environment	10. <i>NA</i>	---	---	✓	<i>not done to the present</i>
11. uses NYS curriculum, <i>Essential Learnings</i> , and the Catholic Values Integration Program to update annually the instructional program	11. <i>NA</i>	---	---	✓	<i>not done to the present</i>
12. instructs and supervises all faculty in the format, preparation, and grading of teacher-made tests including writing skills, document-based questions, and higher-order thinking skills	12.	---	---	✓	
13. instructs and supervises the faculty in the interpretation of	13a. <i>NA</i>	---	---	✓	
a. Archdiocesan religion exam	b. <i>NA</i>	---	---	✓	
b. NYS test scores	c. <i>NA</i>	---	---	---	
c. ITBS scores	d. <i>NA</i>	---	---	---	
d. Informal reading inventories and other diagnostic and screening instruments	14.	---	✓	---	
14. encourages the faculty to use a variety of pedagogical techniques including technology and provides appropriate instruction where necessary	14.	---	✓	---	
15. reviews teachers'	15a.	✓	---	---	
a. plan books weekly	b.	✓	✓	---	<i>not done monthly</i>
b. mark books monthly	c.	---	---	---	
c. attendance registers monthly	16.	✓	---	---	
16. reviews student report cards quarterly	16.	✓	---	---	
17. encourages the use of learning materials to meet the variety of student needs and learning styles	17.	---	---	✓	
18. instructs and monitors the faculty to insure that grouping for instruction takes place in every classroom	18.	---	---	✓	
19. instructs the faculty in classroom organization and management	19.	---	---	✓	
20. reviews and appraises student work and assessments	20.	---	---	✓	<i>not done at all</i>
21. provides suitable in-service opportunities for the professional growth of the staff	21.	---	✓	---	
22. evaluates teacher performance and professional growth by	22a.	✓	---	---	
a. formal classroom observations	b.	---	---	✓	<i>not done</i>
b. daily classroom visits	c.	---	---	✓	
c. other supervisory responsibilities					

COMMENTS: *Ms. Fratello has not made an effort to familiarize herself with the students, either through classroom visits or review of student work. At this point, I find it unlikely that she knows the names of many of her students.*

		E	G	S	NI
As COMMUNICATOR, the principal:					
23. creates a positive school climate	23.	___	___	___	✓
24. respects the dignity of the individual person	24.	___	___	___	✓
25. provides regular opportunities for dialogue with faculty	25.	___	___	___	✓
26. is regularly available to	26a.	___	___	___	✓
a. faculty and staff	b.	___	___	___	✓
b. students	c.	___	___	___	✓
c. parents		___	___	___	✓
27. handles conflict situations in a professional manner	27.	___	___	___	✓
28. provides a variety of opportunities for faculty to meet as a Christian community	28.	___	___	___	✓
29. consults faculty members and includes them in the decision-making process when appropriate	29.	___	___	___	✓
30. involves the school in parish and community activities	30.	___	___	✓	not aware of
31. publicizes school programs and activities through a variety of means including the parish bulletin	31.	___	___	✓	parish bulletin
32. relates to and supports the	32a.	___	✓	___	___
a. pastor	b. ?	___	___	___	___
b. director/coordinator of religious education	c. ?	___	___	___	not aware of
c. parish organizations		___	___	___	___
33. communicates with parents by	33a.	___	___	✓	___
a. scheduling at least one individual parent-teacher conference a year	b.	___	___	✓	___
b. distributing updated parent handbooks annually	c.	___	___	✓	___
c. scheduling general parent meetings	d.	___	___	___	✓
d. fostering growth of the parent organization		___	___	___	___
34. informs faculty of programs of the Archdiocese, school, parish, and community	34.	___	___	✓	___

COMMENTS:

St. Joseph School has always been warm and inviting, welcoming. However, Mr. Fratello has shown a lack of warmth & compassion. Families who helped keep our school going and open during previous years, have been alienated by the words and actions of Mr. Fratello. Several parents on fundraising and policy-making committees have been forced out of their positions.

	E	G	S	NI	
As ADMINISTRATOR, the principal:					
35. maintains current and accurate records in the following areas					
a. student records	35a.			<input checked="" type="checkbox"/>	not aware
b. ITBS, NYS tests, Archdiocesan religions exam results	b.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
c. attendance registers	c.	<input checked="" type="checkbox"/>			
d. teacher performance files and personnel files	d.	<input checked="" type="checkbox"/>			not aware
e. staff sign-in/out book	e.	<input checked="" type="checkbox"/>			
f. Middle States or Archdiocesan self-assessment action plans	f.				NA
g. student sign-out book	g.	<input checked="" type="checkbox"/>			
36. prepares and submits all required reports on schedule	36.				not aware
37. arranges and publishes the school calendar by	37a.	NA			
a. preparing the annual calendar following the directives of the Superintendent of Schools and in consultation with the faculty					
b. discussing any changes or adjustments in the calendar with the faculty	b.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
c. distributing monthly calendars to pastor, faculty, parents, and staff	c.		<input checked="" type="checkbox"/>		
38. develops and/or annually updates handbooks for parents and faculty	38.		<input checked="" type="checkbox"/>		updated, not followed
39. ensures that the library/multi-media center is adequately supplied for all grades and properly used by the students and faculty	39. ?				librarian's job?
40. assesses the need for and supervises the ordering of instructional media	40. ?				not aware
41. plans and schedules					
a. faculty meetings at least once a month	41a.		<input checked="" type="checkbox"/>		
b. prepares the agenda to include business and professional development with input from the faculty	b.		<input checked="" type="checkbox"/>		
c. distributes the agenda prior to the meeting	c.		<input checked="" type="checkbox"/>		
d. appoints a staff member to take the minutes that will be made available to all faculty members	d.		<input checked="" type="checkbox"/>		
42. cooperates with the appropriate agencies to ensure the physical, mental, religious and educational welfare of all students	42.			<input checked="" type="checkbox"/>	
43. informs the pastor if maintenance is needed to ensure a safe and clean environment for the students and staff	43.	<input checked="" type="checkbox"/>			as far as I am aware
44. participates in budgeting and monitors tuition collection	44.	<input checked="" type="checkbox"/>			
45. participates in projects to assist in the financial viability of the school	45.	<input checked="" type="checkbox"/>			
46. facilitates the establishment and support of an advisory board	46.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
47. is knowledgeable of and abides by the terms of the collective bargaining agreement	47.		<input checked="" type="checkbox"/>		

COMMENTS:

PLEASE DESCRIBE THE PRINCIPAL'S GREATEST STRENGTHS:

I assume, that with Mr. Pitello's background,
of banking, that his greatest strength is in the
financial aspect of running a school.

PLEASE LIST POSSIBLE ACTION STEPS WHICH WOULD HELP THE PRINCIPAL SET GOALS FOR THE FUTURE:

1. Be less authoritarian. Be open to compromise.
2. Confide in, make faculty aware.
3. Reissue ban to the faculty. If the men's basketball team had a try, shouldn't the teachers? It is sometimes necessary, because of lack of prep time, to come into school early, later or on weekends. This can't be done any longer.
4. Get to know the students.

Signature (signature is necessary for this evaluation to be considered part of the process)

Jean Wall
Date March 6, 2007

PLEASE USE THE ATTACHED ENVELOPE AND MAIL DIRECTLY TO YOUR DISTRICT SUPERINTENDENT.

9:05

Uiana MAY 9 2007

K

Supp. App. 168



FACULTY EVALUATION OF PRINCIPAL
 Archdiocesan Principal Evaluation Process
 FIRST YEAR

Teachers should be assured that The Superintendent of Schools Staff pledges itself to respect teacher confidentiality regarding the principal evaluation process.

Principal Joanne Fratello Date 3-4-07
 School St. Joseph School Phone 651-7873
 Address Florida, NY Zip 10921

This form identifies the areas of responsibility of the principal:

- A) RELIGIOUS LEADER B) INSTRUCTIONAL LEADER C) COMMUNICATOR D) ADMINISTRATOR

Please evaluate your principal in the above areas. Use the following code to identify your principal's performance: E-Excellent; G-Good; S-Satisfactory; NI-Needs Improvement

		E	G	S	NI
As RELIGIOUS LEADER, the principal:					
1.	fosters a Christian atmosphere which enables staff and students to achieve their potential	___	✓	___	___
2.	reviews school philosophy and goals with the staff in accordance with current Church documents	___	✓	___	___
3.	gives priority to a comprehensive religious education program by				
3a.	a. implementing Archdiocesan guidelines	___	✓	___	___
b.	b. encouraging communal prayer	___	✓	___	___
c.	c. supporting service-oriented activities	___	✓	___	___
4.	selects staff members who are committed to a Christian atmosphere and support Catholic teachings as vacancies occur	✓	___	___	___
5.	ensures that religion classes are taught by knowledgeable and committed Catholics	✓	___	___	___
6.	encourages teachers to obtain Archdiocesan catechetical certification	✓	___	___	___
7.	provides for religious growth among staff members	___	✓	___	___
8.	ensures the implementation of the Catholic Values Integration Program in curriculum and all other aspects of school life	___	✓	___	___

COMMENTS:

It is nice to start the school day with sub-principal, faculty and student body in prayer and pledge.

Mrs. Fratello should work with Fr. Joseph to have the Stations of the Cross, and additional prayer services when special holidays occur.

		E	G	S	NI
As INSTRUCTIONAL LEADER, the principal:					
9. reviews annually with staff the school's self-assessment goals and objectives	9.	___	___	___	___
<i>we have not worked on this in 06-07.</i>					
10. creates with staff a student-centered learning environment	10.	___	___	___	___
11. uses NYS curriculum, <i>Essential Learnings</i> , and the Catholic Values Integration Program to update annually the instructional program	11.	___	___	___	___
12. instructs and supervises all faculty in the format, preparation, and grading of teacher-made tests including writing skills, document-based questions, and higher-order thinking skills	12.	___	___	___	___
13. instructs and supervises the faculty in the interpretation of					
a. Archdiocesan religion exam	13a.	___	___	___	___
b. NYS test scores	b.	___	___	___	___
c. ITBS scores	c.	___	___	___	___
d. Informal reading inventories and other diagnostic and screening instruments	d.	___	___	___	___
14. encourages the faculty to use a variety of pedagogical techniques including technology and provides appropriate instruction where necessary	14.	___	___	___	___
15. reviews teachers'					
a. plan books weekly	15a.	___	___	___	___
b. mark books monthly	b.	___	___	___	___
c. attendance registers monthly	c.	___	___	___	___
16. reviews student report cards quarterly	16.	___	___	___	___
17. encourages the use of learning materials to meet the variety of student needs and learning styles	17.	___	___	___	___
18. instructs and monitors the faculty to insure that grouping for instruction takes place in every classroom	18.	___	___	___	___
19. instructs the faculty in classroom organization and management	19.	___	___	___	___
20. reviews and appraises student work and assessments	20.	___	___	___	___
21. provides suitable in-service opportunities for the professional growth of the staff	21.	___	___	___	___
22. evaluates teacher performance and professional growth by					
a. formal classroom observations	22a.	___	___	___	___
b. daily classroom visits	b.	___	___	___	___
c. other supervisory responsibilities	c.	___	___	___	___

COMMENTS: *Mrs. Strella has only seen the students report cards this year. She has reached in, and written work on testing of the students to see how they are doing.*

		E	G	S	NI
As COMMUNICATOR, the principal:					
23. creates a positive school climate	23.	___	✓	___	___
24. respects the dignity of the individual person	24.	___	✓	___	___
25. provides regular opportunities for dialogue with faculty	25.	___	___	✓	___
26. is regularly available to	26a.	___	✓	___	___
a. faculty and staff	b.	___	___	✓	___
b. students	c.	___	___	___	___
c. parents					
27. handles conflict situations in a professional manner	27.	✓	___	___	___
28. provides a variety of opportunities for faculty to meet as a Christian community	28.	✓	___	___	___
29. consults faculty members and includes them in the decision-making process when appropriate	29.	___	___	✓	___
30. involves the school in parish and community activities	30.	___	✓	___	___
31. publicizes school programs and activities through a variety of means including the parish bulletin	31.	___	✓	___	___
			<i>wish help of marketing team</i>		
32. relates to and supports the	32a.	✓	___	___	___
a. pastor	b.	___	___	___	___
b. director/coordinator of religious education	c.	___	___	___	___
c. parish organizations					<i>I can not comment I do not know.</i>
33. communicates with parents by	33a.	✓	___	___	___
a. scheduling at least one individual parent-teacher conference a year	b.	✓	___	___	___
b. distributing updated parent handbooks annually	c.	✓	___	___	___
c. scheduling general parent meetings	d.	___	✓	___	___
d. fostering growth of the parent organization					
34. informs faculty of programs of the Archdiocese, school, parish, and community	34.	___	✓	___	___
			<i>I hope she does.</i>		

COMMENTS:

As ADMINISTRATOR, the principal:		E	G	S	NI
35. maintains current and accurate records in the following areas					
a. student records	35a.	✓	_____	_____	_____
b. ITBS, NYS tests, Archdiocesan religious exam results	b.	_____	_____	_____	_____
c. attendance registers	c.	✓	_____	_____	_____
d. teacher performance files and personnel files	d.	✓	_____	_____	_____
e. staff sign-in/out book	e.	✓	_____	_____	_____
f. Middle States or Archdiocesan self-assessment action plans	f.	_____	_____	_____	_____
g. student sign-out book	g.	✓	_____	_____	_____
36. prepares and submits all required reports on schedule	36.	_____	_____	_____	_____
37. arranges and publishes the school calendar by					
a. preparing the annual calendar following the directives of the Superintendent of Schools and in consultation with the faculty	37a.	✓	_____	_____	_____
b. discussing any changes or adjustments in the calendar with the faculty	b.	✓	_____	_____	_____
c. distributing monthly calendars to pastor, faculty, parents, and staff	c.	✓	_____	_____	_____
38. develops and/or annually updates handbooks for parents and faculty	38.	✓	_____	_____	_____
39. ensures that the library/multi-media center is adequately supplied for all grades and properly used by the students and faculty	39.	✓	_____	_____	_____
40. assesses the need for and supervises the ordering of instructional media	40.	_____	_____	_____	_____
41. plans and schedules					
a. faculty meetings at least once a month	41a.	_____	✓	_____	_____
b. prepares the agenda to include business and professional development with input from the faculty	b.	_____	✓	_____	_____
c. distributes the agenda prior to the meeting	c.	_____	_____	_____	✓
d. appoints a staff member to take the minutes that will be made available to all faculty members	d.	_____	✓	_____	_____
42. cooperates with the appropriate agencies to ensure the physical, mental, religious and educational welfare of all students	42.	✓	_____	_____	_____
43. informs the pastor if maintenance is needed to ensure a safe and clean environment for the students and staff	43.	✓	_____	_____	_____
44. participates in budgeting and monitors tuition collection	44.	_____	✓	_____	_____
45. participates in projects to assist in the financial viability of the school	45.	✓	_____	_____	_____
46. facilitates the establishment and support of an advisory board	46.	_____	_____	_____	_____
47. is knowledgeable of and abides by the terms of the collective bargaining agreement	47.	_____	_____	_____	_____

COMMENTS:

PLEASE DESCRIBE THE PRINCIPAL'S GREATEST STRENGTHS:

Setting a religious atmosphere when we start our day and end our day as a St. Joseph School family. It is wonderful to have a principal who attends school everyday.

PLEASE LIST POSSIBLE ACTION STEPS WHICH WOULD HELP THE PRINCIPAL SET GOALS FOR THE FUTURE:

Interact more with the children. Have Mrs. Frate learn the children's names and address them when she sees them. Classroom visits and time to ask the children what they are learning.

Diana Morgawicz
Signature (signature is necessary for this evaluation to be considered part of the process)

March 4, 2007
Date

PLEASE USE THE ATTACHED ENVELOPE AND MAIL DIRECTLY TO YOUR DISTRICT SUPERINTENDENT.



PRINCIPAL'S SELF-EVALUATION
Archdiocesan Principal Evaluation Process

Principal Joanne Fratello **FIRST YEAR**

Date 2/20/07

School St. Joseph School

Phone 845-651-7873

Address 21 Glenmere Ave.

Zip 10921

Florida, NY 10921

This form identifies the areas of responsibility of the principal:

A) RELIGIOUS LEADER B) INSTRUCTIONAL LEADER C) COMMUNICATOR D) ADMINISTRATOR

*Please evaluate yourself in the above areas. Use the following code to identify your performance:
 E-Excellent; G-Good; S-Satisfactory; NI-Needs Improvement.*

		E	G	S	NI
As RELIGIOUS LEADER, the principal:					
1. fosters a Christian atmosphere which enables staff and students to achieve their potential	1.	✓	—	—	—
2. reviews school philosophy and goals with the staff in accordance with current Church documents	2.	✓	—	—	—
3. gives priority to a comprehensive religious education program by					
a. implementing Archdiocesan guidelines	3a.	✓	—	—	—
b. encouraging communal worship	b.	✓	—	—	—
c. supporting service-oriented activities	c.	✓	—	—	—
4. selects staff members who are committed to a Christian atmosphere and support Catholic teachings as vacancies occur.	4.	✓	—	—	—
5. ensures that religion classes are taught by knowledgeable and committed Catholics	5.	✓	—	—	—
6. encourages teachers to obtain Archdiocesan catechetical certification	6.	✓	—	—	—
7. provides for religious growth among staff members	7.	—	✓	—	—
8. ensures the implementation of the Catholic Values Integration Program in curriculum and all other aspects of school life	8.	—	✓	—	—

COMMENTS:

		E	G	S	NI
As INSTRUCTIONAL LEADER, the principal:					
9. reviews annually with staff the school's self-assessment goals and objectives	9.	___	___	✓	___
10. creates with staff a student-centered learning environment	10.	✓	___	___	___
11. uses NYS curriculum, <i>Essential Learnings</i> , and the Catholic Values Integration Program to update annually the instructional program	11.	✓	___	___	___
12. instructs and supervises all faculty in the format, preparation, and grading of teacher-made tests including writing skills, document-based questions and higher-order thinking skills	12.	___	✓	___	___
13. instructs and supervises the faculty in the interpretation of					
a. Archdiocesan religion exam	13a.	✓	___	___	___
b. NYS test scores	b.	✓	___	___	___
c. ITBS scores	c.	✓	___	___	___
d. Informal reading inventories and other diagnostic and screening instruments	d.	✓	___	___	___
14. encourages the faculty to use a variety of pedagogical techniques including technology and provides appropriate instruction where necessary	14.	___	✓	___	___
15. reviews teachers'					
a. plan books weekly	15a.	✓	___	___	___
b. mark books monthly	b.	✓	___	___	___
c. attendance registers monthly	c.	✓	___	___	___
16. reviews student report cards quarterly	16.	✓	___	___	___
17. provides sufficient learning materials to meet the variety of student needs and learning styles	17.	___	✓	___	___
18. trains and monitors the faculty to insure that grouping for instruction takes place in every classroom	18.	___	✓	___	___
19. instructs the faculty in classroom organization and management	19.	___	✓	___	___
20. reviews and appraises student work and assessments	20.	✓	___	___	___
21. provides suitable in-service opportunities for the professional growth of the staff	21.	___	✓	___	___
22. evaluates teacher performance and professional growth by					
a. formal classroom observations	22a.	✓	___	___	___
b. daily classroom visits	b.	✓	___	___	___
c. other supervisory responsibilities	c.	✓	___	___	___

COMMENTS:

As a result of prior unsettled problems and since I was unable to provide as much faculty mentoring as I had planned, going forward I plan to provide a greater amount of training in technology training and technology integration in various subject areas.

		E	G	S	NI
As COMMUNICATOR, the principal:					
23. creates a positive school climate	23.	—	✓	—	—
24. respects the dignity of the individual person	24.	✓	—	—	—
25. provides regular opportunities for dialogue with faculty	25.	✓	—	—	—
26. is regularly available to	26a.	✓	—	—	—
a. clergy	b.	✓	—	—	—
b. faculty and staff	c.	✓	—	—	—
c. students	d.	✓	—	—	—
d. parents					
27. handles conflict situations in a professional manner	27.	✓	—	—	—
28. provides a variety of opportunities for faculty to meet as a Christian community	28.	—	✓	—	—
29. consults faculty members and includes them in the decision-making process when appropriate	29.	✓	—	—	—
30. involves the school in parish and community activities	30.	✓	—	—	—
31. publicizes school programs and activities through a variety of means including the parish bulletin	31.	✓	—	—	—
32. relates to and supports the	32a.	✓	—	—	—
a. pastor	b.	✓	—	—	—
b. director/coordinator of religious education	c.	✓	—	—	—
c. parish organizations					
33. communicates with parents by	33a.	✓	—	—	—
a. scheduling at least one individual parent-teacher conference a year	b.	✓	—	—	—
b. distributing updated parent handbooks annually	c.	—	✓	—	—
c. scheduling general parent meetings	d.	—	—	✓	—
d. fostering growth of the parent organization					
34. informs faculty of programs of the archdiocese, school, parish and community	34.	✓	—	—	—
35. personally accesses and responds to Archdiocesan e-mail	35.	✓	—	—	—

COMMENTS:
The need for communication is vital in this school. I need to professionally instruct faculty to follow their teacher responsibilities as outlined in the Faculty Handbook.

		E	G	S	NI
As ADMINISTRATOR, the principal:					
36. locates, reviews and maintains current and accurate records in the following areas:	36a.	✓	—	—	—
a. student records	b.	✓	—	—	—
b. ITBS, NYS test, Archdiocesan religious exam results	c.	✓	—	—	—
c. attendance registers	d.	✓	—	—	—
d. Archdiocesan and government records	e.	✓	—	—	—
e. fire drill book	f.	N/A	—	—	—
f. bus drill book (where applicable)	g.	✓	—	—	—
g. teacher performance files	h.	✓	—	—	—
h. staff sign-in/out book					

		E	G	S	NI
i. Middle States or Archdiocesan self-assessment action plans	i.	—	—	—	✓
j. asbestos file	j.	—	—	—	✓
k. student sign-out book	k.	✓	—	—	—
l. crisis management plan	l.	✓	—	—	—
m. fire and safety inspection file	m.	✓	—	—	—
n. business plan	n.	—	✓	—	—
37. prepares and submits all required reports on schedule	37.	✓	—	—	—
38. arranges and publishes the school calendar by:					
a. preparing the annual calendar following the directives of the Superintendent of Schools and in consultation with the faculty	38a.	✓	—	—	—
b. discussing any changes or adjustments in the calendar with the faculty	b.	✓	—	—	—
c. submitting adjustment forms to the district superintendent	c.	✓	—	—	—
d. distributing monthly calendars to pastor, faculty, parents, and staff	d.	✓	—	—	—
39. develops and/or annually updates handbooks for parents and faculty	39.	—	✓	—	—
40. ensures that the library/multi-media center is adequately supplied and properly used by the students and faculty	40.	✓	—	—	—
41. supervises the ordering of instructional materials	41.	✓	—	—	—
42. plans and schedules					
a. faculty meetings at least once a month	42a.	✓	—	—	—
b. prepares the agenda to include business and professional development with input from the faculty	b.	✓	—	—	—
c. distributes the agenda prior to the meeting	c.	—	✓	—	—
d. appoints a staff member to take the minutes that will be made available to all faculty members	d.	✓	—	—	—
43. cooperates with the appropriate agencies to ensure the physical, mental, religious and educational welfare of all students	43.	✓	—	—	—
44. informs the pastor if maintenance is needed to ensure a safe and clean environment for the students and staff	44.	✓	—	—	—
45. reviews current budget and business plans	45.	✓	—	—	—
46. facilitates the establishment and support of an advisory board	46.	—	✓	—	—
47. is knowledgeable of the administrator's obligations and abides by the terms of the collective bargaining agreement	47.	✓	—	—	—

COMMENTS:

St. Joseph School currently does not have an asbestos file however we will create one.

SCHOOL SELF-ASSESSMENT/MIDDLE STATES

Year of latest study: Unknown Principal during that year: Sr. Kathleen Luppins
(no record on file)
Have you located, reviewed and addressed implementation of the Action Plan?

N/A

PROFESSIONAL ACTIVITIES

1. Please list below all professional activities in which you have participated.
a) workshops/courses/Archdiocesan programs for administrators

TITLE	DATE
<u>Long Island University</u>	<u>Completed 2006 PD</u>
<u>Master's Program & P.D. program</u>	<u>Completed 2003 MSED</u>
b) membership in professional organizations	
<u>Parish Council - St. Ignace</u>	
<u>Parish Finance - St. Joseph</u>	

- c) professional reading: journals read regularly

Education Week, Coach, Teacher

- d) other professional activities

member of Parent Advisory Board for my home town school.

2. I regularly attend all required principal meetings: Yes No

PROFESSIONAL NEW YORK STATE CERTIFICATION AS ADMINISTRATOR AND SUPERVISOR

- a) _____ I have obtained provisional certification Date: _____
- b) I have obtained permanent certification Date: Jan. 2006
- c) _____ I have acquired _____ credits towards certification at
Long Island University
College/University
and plan to complete requirements by _____
- d) _____ I have obtained Level I Catechist Certification Date: _____
- e) _____ I have obtained Level II Catechist Certification Date: _____
- f) _____ Other (Please explain.)

To receive approval for a three year reappointment you are expected to have acquired certification at the completion of four years as a principal.

PLEASE REFLECT UPON YOUR ROLE AS CATHOLIC SCHOOL LEADER AND RESPOND TO THE FOLLOWING QUESTIONS. Use additional paper if necessary.

1. What are my strengths in the areas of spiritual leadership, instructional leadership, interpersonal relationships and management?

The ability to listen and provide individuals with honest and positive feedback is one of my greatest strengths. These qualities are reflected in all duties and functions as a spiritual & instructional leader.

2. What did I find when I became principal of this school relative to school climate, organization, instructional programs, personnel, etc.?

As I understood the culture of St. Joseph School I experienced a way of deal with groups of individuals in need of support and honesty from its leader.

3. What goals did I set for myself based on these findings?

As a result, I made myself available to the parents, teachers, children, etc. to spend and discuss express their concerns and ideas. I assured them at all times I would be honest and provide as much support and service as needed.

4. What significant growth and development, as a result of my leadership, have taken place in the school community that I serve?

As a leader, I have been able to create a professional and educational environment to serve our children. The staff will continue to follow the professionalism exhibited by the administration to create a well-organized school.

5. I plan to accomplish the following specific goals which will form the basis of my next self evaluation.

I plan to create a positive parent-school relationship. Additionally, I plan to create a school that can be recognized by its accomplishments and its Christanity, and "good to others."

Jeanne Spatello
PRINCIPAL'S SIGNATURE

2/20/07
DATE

Evaluation as Religious Leader



PASTOR'S EVALUATION OF PRINCIPAL
Archdiocesan Principal Evaluation Process
FIRST YEAR

Principal Jeanne Ertella Date 3/4/08
 School St. Anthony Phone 845-623-2138
 Address Norwalk, NY Zip 10954

This form identifies the areas of responsibility of the principal:
 A) RELIGIOUS LEADER B) INSTRUCTIONAL LEADER C) COMMUNICATOR D) ADMINISTRATOR

Please evaluate your principal in the above areas. Use the following code to identify your performance:
 E-Excellent; G-Good; S-Satisfactory; NI-Needs Improvement.

E G S NI

As RELIGIOUS LEADER, the principal:

- | | | | | | |
|---|------|----------|--------------------------------|-----|-----|
| 1. fosters a Christian atmosphere which enables staff and students to achieve their potential | 1. | <u>E</u> | ___ | ___ | ___ |
| 2. reviews school philosophy and goals with the staff in accordance with current Church documents | 2. | ___ | <u>don't know</u> | ___ | ___ |
| 3. gives priority to a comprehensive religious education program by | | | | | |
| a. implementing Archdiocesan guidelines | 3a. | ___ | <u>don't know</u> | ___ | ___ |
| b. encouraging communal worship | b. | <u>E</u> | ___ | ___ | ___ |
| c. supporting service-oriented activities | c. | <u>E</u> | ___ | ___ | ___ |
| 4. selects staff members who are committed to a Christian atmosphere and support Catholic teachings as vacancies occur | 4. | ___ | <u>we haven't hired anyone</u> | ___ | ___ |
| 5. ensures that religion classes are taught by knowledgeable and committed Catholics | 5. | <u>E</u> | ___ | ___ | ___ |
| 6. encourages teachers to obtain Archdiocesan catechetical certification | 6. | <u>E</u> | ___ | ___ | ___ |
| 7. provides for religious growth among staff members | 7. | ___ | <u>don't know</u> | ___ | ___ |
| 8. ensures the implementation of the Catholic Values Integration Program in curriculum and all other aspects of school life | 8. | ___ | <u>don't know</u> | ___ | ___ |
| 9. upholds and strengthens the Catholic identity of the school | 9. | <u>E</u> | ___ | ___ | ___ |
| 10. encourages and supports a strong program of evangelization | 10. | ___ | <u>don't know</u> | ___ | ___ |
| 11. fosters a spirit of high morale among the | | | | | |
| a. faculty | 11a. | <u>E</u> | ___ | ___ | ___ |
| b. students | b. | <u>E</u> | ___ | ___ | ___ |
| c. parents | c. | <u>E</u> | ___ | ___ | ___ |
| 12. attempts to promote interaction between the parish and school | 12. | <u>E</u> | ___ | ___ | ___ |

COMMENTS:

		E	G	S	NI
As INSTRUCTIONAL LEADER , the principal:					
13. determines annually with staff the school's self-assessment goals and objectives	13.	___	<u>don't know</u>	___	___
14. maintains an atmosphere which is conducive to learning and teaching	14.	<u>E</u>	___	___	___
15. maintains an effective instructional program suited to the abilities and needs of the students in this school	15.	<u>E</u>	___	___	___
16. provides suitable in-service opportunities for the professional growth of the staff	16.	___	<u>don't know</u>	___	___
17. motivates teachers and students to do their best	17.	<u>E</u>	___	___	___
18. encourages initiative and innovative teaching	18.	___	<u>don't know</u>	___	___
19. recognizes individual differences of students and makes adequate provision for them	19.	<u>E</u>	___	___	___

COMMENTS:

		E	G	S	NI
As COMMUNICATOR , the principal:					
21. creates a positive school climate	21.	<u>E</u>	___	___	___
22. respects the dignity of the individual person	22.	<u>E</u>	___	___	___
23. is regularly available to					
a. clergy	23a.	<u>E</u>	___	___	___
b. faculty and staff	b.	<u>E</u>	___	___	___
c. students	c.	<u>E</u>	___	___	___
d. parents	d.	<u>E</u>	___	___	___
24. handles conflict situations in a professional manner	24.	___	<u>don't know</u>	<u>stony</u>	___
25. provides a variety of opportunities for faculty to meet as a Christian community	25.	___	___	___	___

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26. involves the school in parish and community activities and communicates them in the parish bulletin	26.	<u>E</u>	___	___	___
27. relates to and supports the					
a. pastor	27a.	<u>F</u>	___	___	___
b. director/coordinator of religious education	b.	<u>F</u>	___	___	___
c. parish organizations	c.	<u>F</u>	___	___	___
28. informs faculty of programs of the Archdiocesan, school, parish, and community	28.	___	___	___	___
29. publicizes school programs and activities through a variety of means including the parish bulletin	29.	<u>F</u>	___	___	___
30. deals with stress appropriately	30.	___	<u>don't know</u>	___	___
31. uses confidential and/or official information appropriately	31.	<u>E</u>	___	___	___
32. receives suggestions and directions openly	32.	<u>F</u>	___	___	___
33. contributes school news regularly to the parish bulletin	33.	<u>F</u>	___	___	___
34. maintains communication with the civic community	34.	___	<u>don't know</u>	___	___

COMMENTS:

		E	G	S	NI
As ADMINISTRATOR, the principal:					
35. operates the school efficiently	35.	<u>E</u>	___	___	___
36. informs pastor of Archdiocesan policies and guidelines	36.	<u>F</u>	___	___	___
37. implements and follows Archdiocesan, government and school policies	37.	<u>E</u>	___	___	___
38. participates in educational meetings and workshops	38.	<u>F</u>	___	___	___
39. meets with the pastor to inform of and plan for school concerns	39.	<u>F</u>	___	___	___
40. works with the pastor to maintain a safe and clean environment	40.	<u>F</u>	___	___	___
41. participates in school's fiscal management by					
a. assisting in planning the annual budget and business plan	41a.	___	<u>hasn't happened yet</u>	___	___
b. monitoring purchases and spending	b.	<u>F</u>	___	___	___
c. monitoring tuition collection and other income	c.	<u>F</u>	___	___	___
42. operates within budget parameters	42.	<u>F</u>	___	___	___
43. cooperates with development and fund raising activities	43.	<u>F</u>	___	___	___
44. meets regularly with the parish council, school board, home-school association or parent-planning group	44.	<u>E</u>	___	___	___
45. collaborates with the officers of the above organizations in preparing the agenda for general meetings	45.	<u>F</u>	___	___	___

45. participates in projects to assist in the financial viability of the school 46. E

PRINCIPAL'S GREATEST STRENGTHS/ACHIEVEMENTS

NAC provided hands-on-direction, school is very stable

SUGGESTED AREAS FOR THE PRINCIPAL'S CONTINUED GROWTH/IMPROVEMENT

?

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I RECOMMEND THAT THE PRINCIPAL:

a. receive a three-year approval for the following reasons:

I feel this is a very competent principal

b. receive a one-year approval for the following reasons:

c. not be approved for renewal for the following reasons:

Did you discuss the contents of this evaluation and your recommendation with your principal?

YES

NO

W.W. Pyle
Pastor's Signature

3/04/68
Date

PLEASE USE THE ENCLOSED ENVELOPE AND MAIL DIRECTLY TO
THE DISTRICT SUPERINTENDENT.

EVALUATOR'S APPRAISAL OF PRINCIPAL

Ms. Joanne Fratello was appointed principal of St. Anthony School in September 2007 and received New York State Certification in the area of School Administration/Supervision in 2006. The school encompasses grades pre-K through 8 with a total enrollment of 244 students. The ethnic and racial composition of the student body is 15.1% Asian, 34% Black, 10% Hispanic, 40.9% non-Hispanic white. The student population is 90% Catholic

THE PRINCIPAL AS RELIGIOUS LEADER

COMMENDATIONS

- **For renewing the Catholic Identity of St. Anthony School Office**
- **For setting a good example as a religious leader**
- **For bringing a renewed sense of Christian Spirituality which she exhibits by her joyful demeanor and her service activities**
- **For creating an atmosphere rich with a sense of Catholic Community**
- **For making religious values, attitudes and behavior the focus of life at the School**
- **For providing opportunities for children to participate in service projects that will benefit others outside the school community**

- For communicating a vision of a Catholic community in which differences and variety are accepted, welcomed and cherished

RECOMMENDATIONS:

- To set yearly goals with teachers not yet certified to participate in the Catechist Formation Program, monitoring and evaluating progress toward those goals
- To give priority to a comprehensive religious education program ensuring that religion is taught formally each day in each class
- To review Archdiocesan Religious Education Guidelines and adapt to the needs of St. Anthony School

THE PRINCIPAL AS INSTRUCTIONAL LEADER

COMMENDATIONS

- For consistently reviewing teachers' lesson plans and grade books
- For establishing a positive learning environment
- For visiting each class on a daily basis
- For encouraging new and innovative ideas from the faculty, and is instrumental in helping to implement new programs
- For completing her responsibilities efficiently and insisting that teachers do the same
- For challenging the faculty to implement lessons that motivate, interest, and enable the student to learn
- For expanding the resources of technology throughout the school

RECOMMENDATIONS"

- To work with teachers to teach more critical thinking skills
- To require teachers to submit professional goals each year, and make them accountable for their goals through end of the year conferences

- To encourage teachers to assess and evaluate their own teaching-learning strategies, and to implement lessons that motivate and address the diverse learning needs of students
- To develop an instructional plan with the teachers based on ITBS scores to address student and school wide strengths and weaknesses
- To complete the third year plan for Middle States

THE PRINCIPAL AS COMMUNICATOR

COMMENDATIONS:

- For being an open-door, hands-on eager principal
- For treating all persons with respect
- For knowing every child and family by name
- For scheduling parent meetings and conferences on a regular basis
- For positive comments that encourage and inspire students and faculty
- For maintaining contact with the teachers and students by greeting them in the morning, visiting classrooms each day, and by having individual interviews as often as possible
- For publicizing school activities and positive achievements of the students

RECOMMENDATIONS:

- To consider ways to attract outside benefactors
- To work with the faculty to update and or revise handbooks
- To schedule mid-year conferences with each teacher to provide a forum for listening to their concerns and ideas, and for giving personal encouragement

THE PRINCIPAL AS ADMINISTRATOR

• COMMENDATIONS:

- For maintaining accurate and current records for all students and staff
- For working with the pastor, Msgr. Reynolds, in establishing reasonable goals for the continued viability of the School
- For her timely completion of all reports and records for teachers and students
- For providing staff development and in-service opportunities for the faculty
- For beginning the SIS program in September 2008

RECOMMENDATIONS:

- To seek the establishment of a development committee for grant work in order to gain financial resources
- To assist teachers in utilizing the NYS Learning Standards and Essential Learnings
- To enable teachers to have grade level meetings after the faculty meeting to discuss their concerns, problems and new ideas that work
- To enlist the assistance of others for recruitment of new students to continue to increase enrollment

SUMMARY

Ms Joanne Fratello is completing her first year as principal of St. Anthony School, Nanuet.

She has established a very fine rapport with all members of the school community. Ms. Fratello imparts an enthusiasm for, and is focused on strengthening the educational mission of St. Anthony School.

Ms Fratello is a very capable, intelligent, dedicated, and hard working principal who is a very focused and self-motivated leader. She has created a very cordial, pleasant relationship among all staff members.

That spirit which is so evident among the staff energizes the students and the parents

She has the confidence of the pastor, Msgr. Reynolds, the faculty, and the parents. They are very proud of their school and acknowledge that Ms Fratello is the catalyst that has led to success. It is my pleasure to recommend the Ms. Joanne Fratello receive a three year approval as principal of St. Anthony School, Nanuet.

Evaluator _____ Date _____

10:30

Peggy Murphy
5-8 M



FACULTY EVALUATION OF PRINCIPAL
Archdiocesan Principal Evaluation Process
FIRST YEAR

Teachers should be assured that The Superintendent of Schools Staff pledges itself to respect teacher confidentiality regarding the principal evaluation process.

Principal Ms. Joanne Fratello

Date 3/6/08

School St. Anthony

Phone 623-2311

Address 34 W. Nyack Rd., Nanuet, NY

Zip 10954

This form identifies the areas of responsibility of the principal:

A) RELIGIOUS LEADER B) INSTRUCTIONAL LEADER C) COMMUNICATOR D) ADMINISTRATOR

Please evaluate your principal in the above areas. Use the following code to identify your principal's performance: E-Excellent; G-Good; S-Satisfactory; NI-Needs Improvement

As RELIGIOUS LEADER, the principal:

	E	G	S	NI
1. fosters a Christian atmosphere which enables staff and students to achieve their potential	✓			
2. reviews school philosophy and goals with the staff in accordance with current Church documents	✓			
3. gives priority to a comprehensive religious education program by				
a. implementing Archdiocesan guidelines	✓			
b. encouraging communal prayer	✓			
c. supporting service-oriented activities	✓			
4. selects staff members who are committed to a Christian atmosphere and support Catholic teachings as vacancies occur	NA			
5. ensures that religion classes are taught by knowledgeable and committed Catholics	✓			
6. encourages teachers to obtain Archdiocesan catechetical certification	NA			
7. provides for religious growth among staff members	✓			
8. ensures the implementation of the Catholic Values Integration Program in curriculum and all other aspects of school life	✓			

COMMENTS:

Ms. Fratello has brought a new sense of Christian spirituality exhibited by her joyful demeanor and service activities

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		E	G	S	NI
As INSTRUCTIONAL LEADER, the principal.					
9. reviews annually with staff the school's self-assessment goals and objectives	9.	✓	—	—	—
10. creates with staff a student-centered learning environment	10.	✓	—	—	—
11. uses NYS curriculum, <i>Essential Learnings</i> , and the Catholic Values Integration Program to update annually the instructional program	11.	✓	—	—	—
12. instructs and supervises all faculty in the format, preparation, and grading of teacher-made tests including writing skills, document-based questions, and higher-order thinking skills	12.	✓	—	—	—
13. instructs and supervises the faculty in the interpretation of	13a.				
a. Archdiocesan religion exam	b.				
b. NYS test scores	c.	<i>Not observed</i>			
c. ITBS scores	d.				
d. Informal reading inventories and other diagnostic and screening instruments					
14. encourages the faculty to use a variety of pedagogical techniques including technology and provides appropriate instruction where necessary	14.	✓	—	—	—
15. reviews teachers'	15a.				
a. plan books weekly	b.	✓	—	—	—
b. mark books monthly	c.	✓	—	—	—
c. attendance registers monthly		✓	—	—	—
16. reviews student report cards quarterly	16.	✓	—	—	—
17. encourages the use of learning materials to meet the variety of student needs and learning styles	17.	✓	—	—	—
18. instructs and monitors the faculty to insure that grouping for instruction takes place in every classroom	18.	✓	—	—	—
19. instructs the faculty in classroom organization and management	19.	✓	—	—	—
20. reviews and appraises student work and assessments	20.	✓	—	—	—
21. provides suitable in-service opportunities for the professional growth of the staff	21.	✓	—	—	—
22. evaluates teacher performance and professional growth by	22a.				
a. formal classroom observations	b.	✓	—	—	—
b. daily classroom visits	c.	✓	—	—	—
c. other supervisory responsibilities		✓	—	—	—

COMMENTS:
Ms. Santella is very organized and always "on top" of things.

	E	G	S	NI
As COMMUNICATOR, the principal:				
23. creates a positive school climate	23.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. respects the dignity of the individual person	24.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. provides regular opportunities for dialogue with faculty	25.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. is regularly available to	26a.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. faculty and staff	b.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. students	c.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. parents				
27. handles conflict situations in a professional manner	27.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. provides a variety of opportunities for faculty to meet as a Christian community	28.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. consults faculty members and includes them in the decision-making process when appropriate	29.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. involves the school in parish and community activities	30.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. publicizes school programs and activities through a variety of means including the parish bulletin	31.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. relates to and supports the	32a.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. pastor	b.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. director/coordinator of religious education	c.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. parish organizations				
33. communicates with parents by	33a.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. scheduling at least one individual parent-teacher conference a year	b.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. distributing updated parent handbooks annually	c.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. scheduling general parent meetings	d.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. fostering growth of the parent organization				
34. informs faculty of programs of the Archdiocese, school, parish, and community	34.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

Ms. Anzalone is a warm, caring principal to all students, teachers, and staff.

As ADMINISTRATOR, the principal:		E	G	S	NI
35. maintains current and accurate records in the following areas					
a. student records	35a.	✓	—	—	—
b. ITBS, NYS tests, Archdiocesan religions exam results	b.	✓	—	—	—
c. attendance registers	c.	✓	—	—	—
d. teacher performance files and personnel files	d.	✓	—	—	—
e. staff sign-in/out book	e.	✓	—	—	—
f. Middle States or Archdiocesan self-assessment action plans	f.	✓	—	—	—
g. student sign-out book	g.	✓	—	—	—
36. prepares and submits all required reports on schedule	36.	✓	—	—	—
37. arranges and publishes the school calendar by					
a. preparing the annual calendar following the directives of the Superintendent of Schools and in consultation with the faculty	37a.	✓	—	—	—
b. discussing any changes or adjustments in the calendar with the faculty	b.	✓	—	—	—
c. distributing monthly calendars to pastor, faculty, parents, and staff	c.	✓	—	—	—
38. develops and/or annually updates handbooks for parents and faculty	38.	✓	—	—	—
39. ensures that the library/multi-media center is adequately supplied for all grades and properly used by the students and faculty	39.	✓	—	—	—
40. assesses the need for and supervises the ordering of instructional media	40.	✓	—	—	—
41. plans and schedules					
a. faculty meetings at least once a month	41a.	✓	—	—	—
b. prepares the agenda to include business and professional development with input from the faculty	b.	✓	—	—	—
c. distributes the agenda prior to the meeting	c.	✓	—	—	—
d. appoints a staff member to take the minutes that will be made available to all faculty members	d.	✓	—	—	—
42. cooperates with the appropriate agencies to ensure the physical, mental, religious and educational welfare of all students	42.	✓	—	—	—
43. informs the pastor if maintenance is needed to ensure a safe and clean environment for the students and staff	43.	✓	—	—	—
44. participates in budgeting and monitors tuition collection	44.	✓	—	—	—
45. participates in projects to assist in the financial viability of the school	45.	✓	—	—	—
46. facilitates the establishment and support of an advisory board	46.	✓	—	—	—
47. is knowledgeable of and abides by the terms of the collective bargaining agreement	47.	✓	—	—	—

COMMENTS:

PLEASE DESCRIBE THE PRINCIPAL'S GREATEST STRENGTHS:

Ms. Grattella's greatest strengths are her positive outlook, her communication skills, her sincerity and genuine spirit, her love of children and her understanding of the importance of Catholic education.

Ms. Grattella has been a blessing as her Christian leadership has changed the face of our school in the past 7 months.

PLEASE LIST POSSIBLE ACTION STEPS WHICH WOULD HELP THE PRINCIPAL SET GOALS FOR THE FUTURE:

continue to be a wonderful principal!

Margaret Murphy

Signature (signature is necessary for this evaluation to be considered part of the process)

3/20/08

Date

PLEASE USE THE ATTACHED ENVELOPE AND MAIL DIRECTLY TO YOUR DISTRICT SUPERINTENDENT

5.

10:05

Lois Dorsey
5-8 Sci



FACULTY EVALUATION OF PRINCIPAL
Archdiocesan Principal Evaluation Process
FIRST YEAR

Teachers should be assured that The Superintendent of Schools Staff pledges itself to respect teacher confidentiality regarding the principal evaluation process.

Principal Mrs. Joanne Fratello Date 3/13/08
 School St Anthony School Phone 845-623-2311
 Address 34 W. Nyack rd. Nanuet Zip 10954

This form identifies the areas of responsibility of the principal:
 A) RELIGIOUS LEADER B) INSTRUCTIONAL LEADER C) COMMUNICATOR D) ADMINISTRATOR

Please evaluate your principal in the above areas Use the following code to identify your principal's performance: E-Excellent; G-Good; S-Satisfactory; NI-Needs Improvement

		E	G	S	NI
As RELIGIOUS LEADER, the principal:					
1. fosters a Christian atmosphere which enables staff and students to achieve their potential	1.	✓	—	—	—
2. reviews school philosophy and goals with the staff in accordance with current Church documents	2.	—	✓	—	—
3. gives priority to a comprehensive religious education program by	3a.	✓	—	—	—
	b.	✓	—	—	—
	c.	—	✓	—	—
4. selects staff members who are committed to a Christian atmosphere and support Catholic teachings as vacancies occur	4.	—	—	—	N/A
5. ensures that religion classes are taught by knowledgeable and committed Catholics	5.	—	—	—	N/A
6. encourages teachers to obtain Archdiocesan catechetical certification	6.	—	—	—	N/A don't know.
7. provides for religious growth among staff members	7.	—	—	—	N/A
8. ensures the implementation of the Catholic Values Integration Program in curriculum and all other aspects of school life	8.	✓	—	—	—

COMMENTS: The questions are not pertinent for a "New" principal. Many of these programs were instituted by our last principal but our new principal has not encountered them yet.

	E	G	S	NI
As INSTRUCTIONAL LEADER, the principal:				
9. reviews annually with staff the school's self-assessment goals and objectives	9.	✓	—	—
10. creates with staff a student-centered learning environment	10.	✓	—	—
11. uses NYS curriculum, <i>Essential Learnings</i> , and the Catholic Values Integration Program to update annually the instructional program	11.	✓	—	—
12. instructs and supervises all faculty in the format, preparation, and grading of teacher-made tests including writing skills, document-based questions, and higher-order thinking skills	12.	—	✓	—
13. instructs and supervises the faculty in the interpretation of	13a.	—	—	—
a. Archdiocesan religion exam	b.	—	✓	—
b. NYS test scores	c.	—	✓	—
c. ITBS scores	d.	—	✓	—
d. Informal reading inventories and other diagnostic and screening instruments				N/A not yet
14. encourages the faculty to use a variety of pedagogical techniques including technology and provides appropriate instruction where necessary	14.	✓	—	—
15. reviews teachers'	15a.	✓	—	—
a. plan books weekly	b.	✓	—	—
b. mark books monthly	c.	✓	—	—
c. attendance registers monthly				
16. reviews student report cards quarterly	16.	✓	—	—
17. encourages the use of learning materials to meet the variety of student needs and learning styles	17.	✓	—	—
18. instructs and monitors the faculty to insure that grouping for instruction takes place in every classroom	18.	—	✓	—
19. instructs the faculty in classroom organization and management	19.	—	—	—
				N/A don't know.
20. reviews and appraises student work and assessments	20.	—	—	—
				N/A
21. provides suitable in-service opportunities for the professional growth of the staff	21.	—	—	✓
22. evaluates teacher performance and professional growth by	22a.	✓	—	—
a. formal classroom observations	b.	✓	—	—
b. daily classroom visits	c.	—	✓	—
c. other supervisory responsibilities				

COMMENTS: The teachers should be better trained by sending us to more workshops to hone our skills in grade levels that we are not familiar with.

		E	G	S	NI
As COMMUNICATOR, the principal:					
23. creates a positive school climate	23.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. respects the dignity of the individual person	24.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. provides regular opportunities for dialogic with faculty	25.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. is regularly available to	26a.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. faculty and staff	b.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. students	c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. parents					N/A don't know?
27. handles conflict situations in a professional manner	27.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. provides a variety of opportunities for faculty to meet as a Christian community	28.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. consults faculty members and includes them in the decision-making process when appropriate	29.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. involves the school in parish and community activities	30.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. publicizes school programs and activities through a variety of means including the parish bulletin	31.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. relates to and supports the	32a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. pastor	b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. director/coordinator of religious education	c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. parish organizations					} don't know?
33. communicates with parents by	33a.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. scheduling at least one individual parent-teacher conference a year	b.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. distributing updated parent handbooks annually	c.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. scheduling general parent meetings	d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. fostering growth of the parent organization					don't know.
34. informs faculty of programs of the Archdiocese, school, parish, and community	34.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

As ADMINISTRATOR, the principal:		E	G	S	NI
35. maintains current and accurate records in the following areas					
a. student records	35a.	✓	—	—	—
b. ITBS, NYS tests, Archdiocesan religions exam results	b.	✓	—	—	—
c. attendance registers	c.	✓	—	—	—
d. teacher performance files and personnel files	d.	✓	—	—	—
e. staff sign-in/out book	e.	✓	—	—	—
f. Middle States or Archdiocesan self-assessment action plans	f.	✓	—	—	—
g. student sign-out book	g.	✓	—	—	—
36. prepares and submits all required reports on schedule	36.	✓	—	—	—
37. arranges and publishes the school calendar by					
a. preparing the annual calendar following the directives of the Superintendent of Schools and in consultation with the faculty	37a.	✓	—	—	—
b. discussing any changes or adjustments in the calendar with the faculty	b.	✓	—	—	—
c. distributing monthly calendars to pastor, faculty, parents, and staff	c.	✓	—	—	—
38. develops and/or annually updates handbooks for parents and faculty	38.	—	—	—	N/A
39. ensures that the library/multi-media center is adequately supplied for all grades and properly used by the students and faculty	39.	—	—	—	N/A
40. assesses the need for and supervises the ordering of instructional media	40.	—	—	—	N/A
41. plans and schedules					
a. faculty meetings at least once a month	41a.	✓	—	—	—
b. prepares the agenda to include business and professional development with input from the faculty	b.	✓	—	—	—
c. distributes the agenda prior to the meeting	c.	✓	—	—	—
d. appoints a staff member to take the minutes that will be made available to all faculty members	d.	✓	—	—	—
42. cooperates with the appropriate agencies to ensure the physical, mental, religious and educational welfare of all students	42.	✓	—	—	—
43. informs the pastor if maintenance is needed to ensure a safe and clean environment for the students and staff	43.	—	—	—	Don't know.
44. participates in budgeting and monitors tuition collection	44.	✓	—	—	—
45. participates in projects to assist in the financial viability of the school	45.	✓	—	—	—
46. facilitates the establishment and support of an advisory board	46.	—	—	—	✓
47. is knowledgeable of and abides by the terms of the collective bargaining agreement	47.	✓	—	—	—

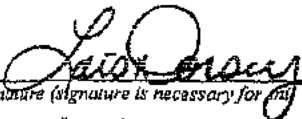
COMMENTS:

PLEASE DESCRIBE THE PRINCIPAL'S GREATEST STRENGTHS:

Joanne Fratello is an upbeat, positive attitude person. She is a "champion" of the children and of a Christian environment. She will be a great asset to St Anthony School as we fight to regain our strength in the community.

PLEASE LIST POSSIBLE ACTION STEPS WHICH WOULD HELP THE PRINCIPAL SET GOALS FOR THE FUTURE:

We need to increase morale in our school. The downsizing took a toll on our spirit. We need to have a sense of ownership in our school, and join forces to show a united front in our community & parish.



Signature (signature is necessary for all evaluation to be considered part of the process)

3/13/08

Date

PLEASE USE THE ATTACHED ENVELOPE AND MAIL DIRECTLY TO YOUR DISTRICT SUPERINTENDENT.