

SUITE 401 • 50 STATE STREET • ALBANY, NEW YORK 12207 • (518) 434-1291

## Sr. Mary Anne Brawley Named Associate Director

The Executive Board of the Catholic School Administrators Association is pleased to announce the appointment of Sr. Mary Anne Brawley, DC, as Associate Director of the Association, effective Sept. 1, 1984. Sister Mary Anne is presently Administrative Assistant at the Kennedy Child Study Center in New York City.

Sister Mary Anne has served as Assistant Superintendent of Schools in the Archdiocese of Newark, New Jersey, and was principal of St. Catherine's School in Elizabeth, N.J., from 1979-1982. During this time, she served a two-year term as President of the Union County Principals Association and representative to the Newark Archdiocesan Principals Council. From 1976-78, Sister was librarian for McCloskey/Maginn H.S. in Albany. From 1963-76, Sister Mary Anne served as teacher and librarian, and was vice-principal for six years at Seton Catholic High School in Endicott.

Sister Mary Anne received her B.A. in English from St. Joseph College, Emitsburg, Maryland; M.L.S. from St. John's University, Jamaica, N.Y.; and a M.S. in Educational Administration from Canisius College, Buffalo, N.Y.

## Executive Board Report

The CSAANYS Executive Board held its final meeting for 1983-84 in Albany on May 20 & 21. The Board reviewed the Regents Action Plan and approved a resolution honoring the NYS Board of Regents on their Bicentennial.

Also discussed in the way of plans for the coming year were the annual regional workshops, and a survey of CSAANYS members regarding the educational impact of the textbook aid increase.

To insure adequate financing for the Association, the Board approved an increase in dues to \$.25 times the enrollment figure, with the administrator's fee remaining at \$15.00. The increase is effective for September, 1984 renewals, and barring unforeseen circumstances, there will not be another increase in the student assessment for at least two years.

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## PASS IT ON: an exchange forum for administrators



CSAANYS is pleased to publish a second series of PASS IT ON winners and is grateful to Grolier Educational Services for co-sponsoring this program.

If you have a good idea and want to Pass It On, use the form sent in April or your school stationery.

**BOOK BONANZA** - Submitted by Sr. M. Fredrica, CSSF, Principal

St. Stephen's School of Grand Island instituted a "Book Bonanza" for a three month period during this school year. The goal of the project was to encourage the reading of quality literature by students. One period a week was set aside for silent reading in the classroom. The students were allowed to select their material, subject to teacher approval as to content and reading level. The continuation of this reading was stressed during off-school time. Students in grades 3-8 wrote book reports; grades 1 and 2 drew pictures of the most outstanding part of the books they read; and kindergarteners drew pictures of the stories that were read to them by their teacher.

Each grade attempted to reach a goal of 10 projects per student. Each time all students completed a report/picture, that class received one slice of a "pizza" which was cut into ten pieces. These pizzas were displayed in the hall and each class's progress could be watched as it amassed pieces to fill the "pizza". The first three classes to complete their "pizzas" were treated to a pizza party during school time. The entire project culminated in a celebration of the wealth of literature that is our heritage. Each class presented a skit or dramatic reading from a favorite work.

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## TOUCHING THE WHOLE PERSON

Touching the Whole Person was the theme of the CSAANYS Spring Workshop held on March 28 at Bishop Scully H.S. in Amsterdam, N.Y. The seminars focused on meeting both the spiritual and psychological needs of faculty and students.

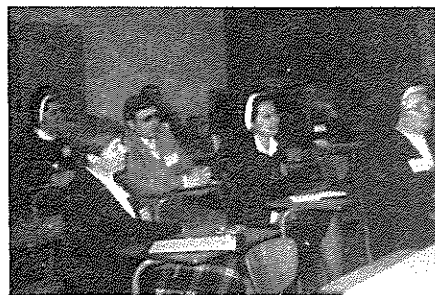
### THE SPIRITUAL GROWTH OF OUR FACULTY AND STAFF

Sr. Mary Francis Martin, DC and Sr. Nora Gatto, DC

Sr. Mary Francis began the presentation with a comparison of "the way we are with the way we were". In the past, Catholic schools had faculties that were composed of nearly 100% Religious, who shared community, prayer. A sense of mission and charism was imbued in the individual through formation. Today's faculties are 75-100% lay people. Church vocation is no longer "limited" to religious.

Today there is a real sense of mission in our schools, especially for the teacher. Education has become central to human and Gospel development. Education ministry is into a "new spring". The mission of the Catholic School rises and falls on the faculty's knowledge and commitment to it. Teachers will determine whether the goals will be carried out. Teachers, therefore, need on-going formation regarding a Christian Vision of the world.

Sr. Nora Gatto shared a program used at Notre Dame H.S. in Utica, emphasizing the need for administrative affirmation of teachers on a daily and on-going basis.



### MEETING THE SPIRITUAL NEEDS OF OUR STUDENTS

Sr. Mary Catherine Ryan, CSJ

Sister first led the participants in an experience of prayer and imaging God, and then spoke at length about the meaning and effect of spirituality on their lives. Spirituality and religion, although related, are different. Spirituality is the center of relationships, giving meaning to one's life, allowing one to perceive reality and interpret that reality in light of their center relationships.

Using the work of Fowler, who developed his structural foundation of faith development from the works of Piaget and Kohlberg on moral development, Sister traced the stages of spiritual development from early childhood through adulthood and gave educational implications for each stage.

### THE STUDENT WITH PERSONAL PROBLEMS

Fr. Michael Hogan

Father Hogan, chaplain at Bishop Maginn H.S. in Albany, raised issues which he feels will become more and more prevalent in the next three to five years - teenage pregnancies, the nuclear issue and interpersonal relationships. He told the participants that as educators we must recognize that we must take care of the personal needs of students so that they may learn more effectively. The events and issues affecting our students' lives cannot be ignored.

Father shared some of the programs offered at Maginn and encouraged in-service for teachers on the use of available counseling services. He strongly urged administrators to listen to students and to encourage their dreams.

(continued on p. 4)

## NEW AGENDA FOR THE 80'S

"All humans need a space beyond the hassle to hang a sanctuary lamp and to consult about who they are."



With this quote from John Shea, Sr. Clare Fitzgerald began her keynote to the administrators present at the Spring Workshop at St. Francis Prep. School in Fresh Meadows. Sister asked the participants to reflect on why they were in Catholic school administration. Administration is a ministry, not a job or profession. It is a sacred and holy call, a public witness for others to see. The teaching ministry is meant to lead to a redemptive insight into the conditions of humanity and of the world. The curriculum is a window through which we look out upon a redeemed world.

The duties of a minister are inexorably linked to the minister's Spiritual Life. Today, more and more Catholic lay people, non-Catholics and non-Christians are hired on the staffs of Catholic schools. Looking 10-15 years into the future, the question must be asked: "What is the Catholic identification of our institutions?" This is further compounded by the fact that Spiritual Formation is not a part of the training of our educators -even in Catholic higher institutions.

Sister Clare stated that the future will bring a new breed of Catholic educator. No Christian can escape the responsibility for the course of history. The Christian is rooted in this world. We have been summoned by the events of history to perform the tasks that God has assigned for this age.

Our objective today must be to educate men and women for tomorrow's world who will go out into that society, and with a critical conscience, begin to question the government and the Church because this generation is gambling with the very credibility of the Gospel message.

## WHAT MAKES A CATHOLIC SCHOOL CATHOLIC?



In his keynote address at Notre Dame High School in Batavia, Fr. Charles Beirne shared with the administrators four characteristics of Catholic Schools:

**Catholic School as Faith Community:** There needs to be clarity of vision. Certain questions must be addressed: Where does the school fit into the more cosmic community, as well as the local community? What are the prayer opportunities? What kind of inservice and updating goes on?

**A place where there is a healthy climate:** Father stated that sometimes it may be necessary to "clean house". It is important to draw people to accountability and to help heal the "wounded" people on the staff. A team approach with the staff must be established.

**A place for dynamic pedagogy:** Teachers need to develop good questioning and organizational skills, including clarity in setting objectives. Teachers need to work on setting realistic expectations for students. All these skills require staff development. As part of this, Father suggested a program of peer supervision, as well as giving teachers the opportunity to attend professional days and workshops.

**A place where there is a commitment to the construction of a Just Society:** It is important to know the local community: the number of single parent families, the unemployment rate, the long term prospects for the economy in this particular area. The school must be respectful of the developmental stage of its particular community.

Service programs are not meant to be solely a part of the Confirmation program or Christmas food collections, but an attitude to be imbued in students which will carry their sense of service into every aspect of their lives.

## STAFF DEVELOPMENT: Who Cares? Why Care? AND How to Care

In both Fresh Meadows and Batavia, Dr. Richard Corrado, Senior Vice-President of The New Grolier Interstate, Inc., shared his experiences of staff development.

Staff Development is an experience that we share with others that is designed to allow for **INFORMING** of persons, leading to the **FORMING** of persons, with the out-come being the **TRANSFORMING** of persons.

Staff development is an expression of an administrator's accountability for those who serve with her/him which has a scope, a spirituality and a strategy. In terms of this scope of accountability, there are five areas that apply: competency, skills of cooperating with others and working toward consensus which should result in the development of the faith community. The fifth area is helping others to manage conflict, personally and professionally.

Staff development aims to develop a climate in which effective morale, high levels of motivation and behavior that is modeled by the leadership are all geared toward the development of others.

CSAANYS is grateful to Grolier for sponsoring Dr. Corrado's presentations.

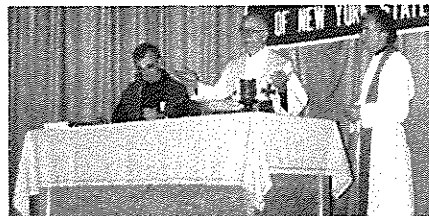


## ASSERTIVE DISCIPLINE

Mr. David H. Brown, assistant administrator at Notre Dame H.S. in Utica, New York, shared with workshop participants his expertise in the area of **ASSERTIVE DISCIPLINE**.

Mr. Brown began by stating that discipline is a vital ingredient for an effective school -learning can not take place without it. To maximize time on task -the learning process-disruptive behavior can not be allowed to interfere with other students' learning and your teaching. Assertive discipline is based on the principle **Say What You Mean, Mean What You Say, And Follow Through**. Mr. Brown noted that many educators stop short on the follow through, but that teachers who demonstrate to students that he/she cares enough about them to follow through, will be respected.

A plan of rules and both positive and negative consequences should be clearly communicated to students, parents and school administrator. "Use reasonableness", urged Mr. Brown, "and never lose your sense of humor." He then went on to outline a four-step discipline process used at his school.



(Fr. Hogan continued)



A student's world is primarily school-oriented. The key person providing much of the value orientation today is the teacher. If you want to deal with the student with personal problems, first you must deal with the faculty. We need to provide a combination of services for our students, as well as a redirection in our own sense of loyalties and excitement for life.

## MANAGEMENT OF CATHOLIC SCHOOLS

In his presentation, Br. Louis De Thomasis offered some management concepts possible for "us ordinary people who are charged with managing Catholic schools" to be really effective in saying, "Why are we different? How can we create a 'new breed' of Catholicism in our educational institutions?"

Brother Louis went on to tell the administrators that we must be clear on what we are managing and on how we bring the Gospel to our individual schools. We must be realistic enough to know that it takes material resources to transform God's word - to make the Gospel real.

How do we do this in a Catholic education institution?

1. It takes imagination and the ability to dream. The secret of good management is to put a structure on those dreams.

2. It takes an understanding that we are co-creators with God. The question is, "How are we as managers of Catholic educational institutions going to be effective co-creators?"

For the past four decades we have been reacting and solving problems. Today we need to begin to anticipate the future in hope. Catholic management must identify opportunities by planning, making strategic decisions and directing change. We must create our own future.

### The Spiritual Growth of Our Faculty/Staff

You are chosen to keep the small flame of love alight, to nurture the seeds of goodness in this small place until the day when the Spirit sends you out to light other candles in a dark land and plant new seeds on a blackened earth.

After a brief introduction taken from Morris West's The Clowns of God, Sr. Clare Fitzgerald traced the development of spirituality and professionalism in the schools from the late 50's and the move toward competency to the present movement in spiritual formation. The combination of professional and spiritual development which we took for granted in the 50's, 60's and 70's, no longer can be assumed to exist today. There is a real need to incorporate in-depth study of Vatican II documents into professional days.

Spirituality is to know God - not about God. This demands that we spend time with God. The Administrator must pray and then bear public witness to this prayer because the principal sets the tone. The principal is a minister and the duties of a minister are inexorably linked to his/her Spiritual Life.

(PASS IT ON continued)

### ETHNIC WEEK CELEBRATION

Celebrate the diversity of your school's ethnic heritage with week-long celebration that raises an awareness of our "roots" and of the diversity of gifts that we share.

- Each grade or class researches a different continent, the various cultures represented by that continent and does a display of artifacts, products, etc.
- Exchange students from area schools are invited to spend a day with students who are taking a foreign language and speak in various classes to share their cultures and experiences.
- The cafeteria serves a different ethnic dish each day.
- An ethnic pot luck supper is held for the families of students. Each family is expected to bring a dish to pass that has a distinctly ethnic flavor.
- An ethnic assembly is an opportunity for students to model native costumes.
- Examples of literature from various areas of the world are spotlighted and studied.
- Language classes prepare ethnic celebrations and invite faculty and administration.

Submitted by Sr. Elaine Englert, SSJ, Principal, Nazareth Academy High School, Rochester.

**HONORABLE MENTION:** To the T.E.A.C.H. (Teachers Energizing a Creative High School) program of the Catholic high school principals of Brooklyn and Queens. Through TEACH, classroom teachers who have developed creative ideas and strategies are recognized and encouraged.

### EDUCATION FOR JUSTICE

Peace is something built up day after day in pursuit of an order intended by God which implies a more perfect form of justice among men and women. James Lund began his session with these words from the Bishops' Pastoral on Peace to stress the integration between peace and justice. In his reflections on education for justice, Mr. Lund emphasized the need to be rooted in the mission of the Church. The surge of interest in education for justice is a sign of our times as Church.

The commitment of the whole faculty to education for justice is vital, as is its integration/infusion into the total curriculum. Any program dealing with education for justice must take into account the larger faith community of the students, nurturing on a wider level an understanding of the Church's mission, and take into account the unique circumstance of the school, as well as the needs of the people in that particular situation. Mr. Lund urged the participants to identify and educate on issues of concern so as to help people see their world with new eyes.

(Board Report cont.)

Sr. Patricia Houlihan, RSM and Br. James Liguori, CFC, were re-elected as President and Vice-President of the Board.

#### AVE ATQUE VALE

The Board meeting was followed by a farewell luncheon in honor of Associate Director Sr. Nancy McNulty. We wish Sr. Nancy every success and blessing as principal of SS. Peter & Paul School in Jamestown, New York.

# PASS IT ON: an exchange forum for administrators



In the November issue of the Newsletter, a new program, PASS IT ON, was presented. CSAANYS is grateful to Grolier Educational Services for co-sponsoring this program. This issue's winners will receive a Study Skills Kit from Grolier and a certificate of recognition from CSAANYS and Grolier.

DO YOU HAVE A GOOD IDEA? Please - PASS IT ON. Use the form enclosed with this Newsletter or your school stationery.

## TEACHER SELF-EVALUATION

Believing firmly that self-evaluation is a major step toward growth both as teachers as well as persons, Sr. Joan Killoran, an elementary school principal, sets up self-evaluation appointments with each teacher before signing contracts for the following year. The meeting takes about 30 to 40 minutes.

A form is given to each teacher to fill out and bring to the conference. The following items are listed on the form along with ample space provided for writing explanations.

- Our school has grown this year by...
- IN GENERAL, I have grown as a teacher this this year:
  - In the area of subject knowledge by...
  - In the area of clarifying objectives for myself and my class by:
  - In the area of positive reinforcements of each student by...
- In the area of communication and cooperation with:
  - Fellow teachers by...
  - The principal by...
  - The students by...
  - The parents by...
- Individual goals for next year...
  - Spiritual...
  - Academic...
- Suggestions for the school for next year...
- Faculty meeting topics...
- Any other suggestions...
- Teacher's name and date conference is held.

The evaluation is approached from a very positive stance.

Submitted by Sr. Joan Killoran, principal of St. Francis de Sales School in Utica, NY.

## PASS Program

Volunteerism has taken on a new look at Niagara Catholic High School in a program called PASS (Parents Aid Students and School).

A booklet has been prepared explaining the program and outlining the school's philosophy and program schedule. Included in the booklet are job descriptions for the faculty moderator and the PASS coordinator as well as a code of ethics and listing of purposes for paraprofessionals.

After a brief in-service at the beginning of the year, PASS personnel have been a tremendous asset to the school by:

- Aiding in supervision so teachers are free to work individually with students.
- Broadening the scope of the school program by offering their talents and expertise.
- Enabling the teacher to initiate more activities in the classroom.
- Aiding with A-V materials.
- Providing special help to small groups of students at teacher direction.
- Aiding in clerical duties: filing, typing, duplicating materials, gathering resource materials, ordering films, etc.

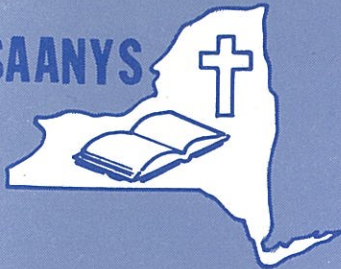
According to principal Fr. Ed Sheedy, PASS is more than a volunteer program. It is an attempt at total community involvement in the school. Participation in PASS offers parents and even grandparents an opportunity to sense a deep feeling of accomplishment as they help young people grow in knowledge and Christian values.

Submitted by Rev. Edward Sheedy, principal of Niagara Catholic High School, Niagara Falls, NY.



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CSAANYS



# NEWSLETTER

CATHOLIC SCHOOL ADMINISTRATORS ASSOCIATION OF NEW YORK STATE

SUITE 401 • 50 STATE STREET • ALBANY, NEW YORK 12207 • (518) 434-1291

## LEGISLATIVE UPDATE

### CHAPTER 903 (eff. 7/1/85)

Provide for apportionment of monies to nonpublic schools in NYC, Buffalo and Rochester in an amount equal to the cost incurred, up to .60 per pupil, in meeting the recording and reporting requirements of the State school immunization program.

### CHAPTER 635 (eff. 7/27/84)

Board of Education may adopt regulations specifying the date by which requests for textbooks by nonpublic schools must be received by the school district, so long as that date is not earlier than June 1 of the previous school year.

### CHAPTER 289 (eff. 10/24/85)

All school districts providing instruction in driver education must include in curriculum a driver safety component emphasizing the effect of alcohol and drug use.

### CHAPTER 786 (eff. 11/3/84)

Requires administrator of each nonpublic secondary school receiving state funds to provide access to directory information about students and access to school property to official representatives of the State militia and the U.S. armed forces for purpose of informing students of educational, occupational, or career opportunities within the militia or armed forces if such access is afforded others for the same purpose.

## SOME DATES for a HAPPY NEW YEAR 1985 CSAANYS Workshops

Thursday, March 21  
Bishop Scully High School, Amsterdam  
Keynoter: *Sr. Clare Fitzgerald, SSND*

Friday, March 22  
St. Joseph School, Batavia  
Keynoter: *Sr. Clare Fitzgerald, SSND*

Monday, March 25  
Stella Maris High School, Rockaway Park  
Keynoter: *Sr. Francis Raftery, SC*

## Teacher Resource Centers

The State Education Department has awarded \$3.5 million to local school districts and BOCES to operate 44 Teacher Resource and Computer Training Centers. The purpose of the Centers is to improve teaching skills, upgrade subject area competence, and train teachers in the educational applications of computer technology.

The Centers will offer professional support services to teachers in several areas:

- Providing demonstration and training sites where teachers are trained to use computers as teaching aids and to evaluate computer-related materials.

- Developing curricular materials.

- Applying results of educational research.

- Retraining teachers to become better qualified to teach math, science and computer technology.

- Provide training to secondary teachers to work more effectively with students who have handicapping conditions.

All areas of the State will have access to a teacher center. Contact your local school district regarding the regional center closest to you. Perhaps you might schedule an appointment for you and your staff with the Teacher Center coordinator for orientation to the center and its services.

# Computer Software Aid

In a recent memo, the State Education Department outlined recommended procedures for implementing computer software aid to nonpublic schools:

1. Beginning with the 1984-85 school year, school districts will receive aid equal to the cost of software programs purchased in the current year. This aid may not exceed \$2.50 multiplied by the enrollment of pupils attending public and private schools in the district. For aid payable in 1984-85, the enrollment count is to be for the first school day of October 1983.

2. Public school officials should obtain written requests for the loan of computer software programs to pupils enrolled in nonpublic schools located within the district. While the written requests may be submitted by individual students, the most efficient way to handle the requests is generally for the nonpublic school administrator to collect individual pupil requests and submit them with the enrollment figure directly to the district.

3. It is the responsibility of public school officials to request from nonpublic school administrators the total number of pupils enrolled in the nonpublic school as of the first school day of October of the base year and to also request the computer software programs the pupils need. All requests should be submitted in a timely fashion and in accordance with the schedule set by the district after consultation with the nonpublic school administrators. The request for computer software programs should not exceed the sum of \$2.50 times the number of pupils enrolled in the nonpublic school in the base year. The computer software programs requested for loan to nonpublic school pupils should be compatible with the computers in the nonpublic schools, but there is no necessity for them to be compatible with computers in the public school.

4. Only those computer software programs which do not contain materials of a religious nature may be purchased by a public school district. The programs purchased remain the property of the district and such ownership should be indicated on each item.

5. Expenses may include the purchase price, including the cost of freight or postage from the vendor to the district. Expenditures for distribution, storage, recordkeeping and administration may not be included for aid purposes.

# Religious Ed Inventory

In this age of accountability, Catholic high school principals are sometimes hard pressed to know how evaluation in religious education is undertaken. In an effort to aid the process, NCEA has developed REKAP - Religious Education Outcomes Inventory of Knowledge, Attitudes and Practices for use with 11th and 12th graders.

The inventory was produced over a ten month period by a taskforce at NCEA in cooperation with fifty high schools and parish religious teachers. The content draws largely from SHARING THE LIGHT OF FAITH, NATIONAL CATECHETICAL DIRECTORY FOR CATHOLICS OF THE UNITED STATES.

For further descriptive information, contact:  
Rev. Francis D. Kelly  
Executive Director  
Dept. of Religious Educ.  
NCEA  
1077 39th St., NW  
Washington, DC 20007


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*Software Aid cont.*

6. The district may enter into an agreement with the nonpublic school to store the programs in the nonpublic school.

7. The district may establish rules which require a pupil to reimburse the district for the damage or loss of loaned programs. Such rules must apply to both public and nonpublic school pupils.

Computer software worksheets will be sent to each district in December 1984. It should be noted that there is no provision for nonpublic school participation in the computer hardware aid program. Questions on Computer Software Aid should be directed to Mr. Charles Drago, Jr. at (518) 474-2977.



May  
the joy of  
His coming  
light your way.

Christmas  
Blessings

THE STAFF OF THE  
CATHOLIC SCHOOL ADMINISTRATORS  
ASSOCIATION OF NEW YORK STATE