



NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.  
COMMISSION ON INDEPENDENT SCHOOLS

**Visiting Committee Report**

**Trinity High School**

581 Bridge Street  
Manchester, NH

**Steven Gadecki**  
*Principal*

**Chair**  
Dennis Duggan Jr., Esq.

Foundation Visit: March 24, 2022

Program Visit: May 08, 2022 - May 11, 2022

# Roster of Team Members

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**Chair: Dennis Duggan Jr., Esq.**

*President*

Archbishop Williams High School

Braintree, MA

**Assistant Chair: Mr. Mark de Kanter**

*Associate Head of School*

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*Principal*

Archbishop Williams High School

Braintree, MA

# Introduction

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Founded in 1885, the New England Association of Schools and Colleges, Inc. (NEASC) is the nation's oldest accrediting agency. Since its inception in 1885, the Association has awarded accreditation to educational institutions in the six New England states that seek voluntary affiliation.

The governing body of NEASC is its Board of Trustees which oversees the work of three Commissions:

- Commission on International Education
- Commission on Independent Schools
- Commission on Public Schools

The evaluation program which the schools undergo is a three-fold process: the Self-Study conducted by the school, the evaluation by the Visiting Committee, and the follow-up program carried out by the school to implement the findings of its own Self-Study (Part II), and the valid recommendations of the Visiting Committee and the Commission. The Commission on Independent Schools oversees the entire process.

Each school is evaluated in terms of compliance with the *Standards for Accreditation*, the quality of *Part II: Reflection, Recommendations, and Issues for Further Discussion*, and how well it is serving the needs of its students. Because each school is different, the base that undergirds the evaluation is the school's own statement of mission and core values.

# School Data Sheet

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## Mission

Trinity High School, a Catholic, college-preparatory community, provides a safe and caring environment in which students seek and achieve personal and academic excellence and grow in faith. Our students combine learning with leadership through service to their faith, school, and community.

## History and Culture

Trinity can trace its roots back to 1886, when St. Joseph High School for Boys opened on Lowell Street in Manchester.

At the invitation of Bishop Denis Bradley, the first bishop of Manchester, the school was staffed by the Brothers of the Christian Schools, an international order of religious brothers founded in France in 1679 and dedicated solely to Catholic education.

Despite its small size, St. Joseph was a dynamic Catholic school which produced many prominent alumni and fielded outstanding athletic teams. St. Joseph High School teams regularly defeated much bigger high school teams in Manchester, Nashua, and Concord and were thus nicknamed the Giant Killers.

Needing to expand, St. Joseph High School moved to a brand new building at 581 Bridge Street in Manchester in 1951 and was renamed Bishop Bradley High School. At the same time, the school nickname was changed to the Pioneers to honor the Christian Brothers, who were pioneers in Catholic education, as well as Bishop Bradley, the school's namesake. Bishop Bradley was the premier Catholic high school in Manchester graduating thousands of young men, many of whom went on to notable leadership roles in the city and in the Church.

In 1970, changing demographics in the city and the church would necessitate Bishop Bradley High School's merger with two other Catholic high schools in Manchester - Immaculata High School and St. Anthony's High School. The new co-ed Trinity High School was located at the Bridge Street location (and for a time at the Immaculata building located up the street) and was administered by the Christian Brothers, the Sisters of the Holy Cross, and the Sisters of Mercy. With declining vocations to the religious life, more and more lay people assumed leadership and teaching roles in the school and the first lay principal, Mr. Thomas Spaulding, was appointed in 1974.

Trinity's unique heritage also includes St. Joseph School for Boys, St. Joseph School for Girls, St. George and St. Marie High Schools all of which have left an indelible imprint on the community.

Today, Trinity High School carries on the legacies of all the Catholic high schools that once existed in the city of Manchester, the names of which are proudly adorned in our gym.

## Overview of School Findings: Foundation Standards

Through the tremendous hard work and dedication of its faculty, staff, administration, and advisory board, **Trinity High School** has established a rock solid foundation in its mission, enrollment, governance, resources and operation, adult community, and commitment to health and safety. These vital standards have established the school as an educational pillar in the Manchester community and a flagship school in the Diocese of Manchester Catholic School system over its rich 50 year history.

The school utilizes a robust admissions and enrollment program, which is designed to enroll students that align appropriately with the school's mission and values. Effective marketing, purposeful relationship building, and

thoughtful enrollment decisions are hallmarks of the school's program design to ensure that enrolled students will positively impact the Trinity community and contribute to its mission. The school recognizes current enrollment challenges and national declining enrollment trends, and aspires to strengthen its enrollment through meaningful investments in the school's infrastructure, recognizing the significance of a schools facilities and resources to the success of its programs. Additionally, the school intends to continue strengthening its admissions marketing campaigns in building dynamic relationships with feeder schools in the greater Manchester area, identifying its mission and value proposition and highlighting its student experience through the voices of those who know it best, the students themselves.

Trinity maintains an effective advisory (governing) board that assures the school remains sustainable and true to it's mission. With a diverse membership of school administration, Diocesan representation, current parents, parents of alumni, and community members, the board represents the school's key stakeholders, each of whom have a clear investment in the school's success. The Board has established a clear understanding of its responsibility in sustaining the school's mission as evident by their by-laws, outlined roles and responsibilities, and the committees they have formed to carry these duties out effectively. The school's advisory board and administration continue to maintain a positive and cooperative working relationship, working to proactively advance the school's mission and culture. The school aspires to continue maintaining this partnership with the board through active recruitment of new board members by seeking out parents, alumni, and other community members who are committed to the school community.

The school's resources sufficiently support present and prospective operation with adequate personnel, finances, facilities, equipment, materials, and technology to meet to overall institutional needs of the school. However, the school recognizes that sustainability of these resources is critical and remains committed to wisely investing in their development. These investments include maintaining plans for scheduled preventative maintenance and equipment upgrades as well as proposed facilities renovations and expansion projects. The school also commits to maintaining effective policies and procedures to not only manage its facilities, but also maintain a culture that values the health and safety of students and staff. Trinity recognizes that this requires a commitment to on-going training and development of its staff to ensure best practice.

The school assures that the adult community is qualified and organized to implement the mission by both recruiting and retaining high quality staff with fair and competitive compensation, quality professional development opportunities, and the establishment of an environment of professional respect. This school's commitment to this standard is evident through it's high faculty retention rate and levels of staff satisfaction according to recent staff surveys. The school aspires to further develop its commitment to this standard in continuing to provide competitive compensation and benefits, committing to providing high quality and relevant professional development opportunities and maintaining a commitment to teacher morale by establishing an environment of respect.

Finally, the school demonstrates a proactive culture of health and safety which permeates the school. This is clear through the schools health and safety policies and procedures, which are well established and communicated. The school aspires to strengthen its commitment to this standard through continued evaluation of health and safety protocols, maintaining best practices. Additionally, the school is currently in process of exploring a potential expansion and renovation project that would bring the school into ADA compliance, making it handicap accessible. This would be a major upgrade and improvement in terms of the school's commitment to the safety of its students and faculty.

## **Overview of School Findings: Program and Strategic Planning Standards.**

The mission of Trinity High School is:

"Trinity High School, a Catholic, college-preparatory community, provides a safe and caring environment in which students seek and achieve personal and academic excellence and grow in faith. Our students combine learning with leadership through service to their faith, school, and community."

Trinity's mission is clearly stated and visible throughout the school, in its handbooks, within admissions and marketing materials, and posted on the school's website and social media pages. The mission is reflected in the school's core values, academic program, school policies, planning, and decision-making at both the operational and governance levels. Trinity reflects its Catholic Identity both in its words and the actions of the school as it lives and breathes the word of its mission. Students, parents and staff alike make it clear that the mission and values of the school permeate its culture and that these ideals are a critical component of the decision they made to join and contribute to the Trinity family. Anyone who visits the Trinity campus will undoubtedly walk away having experienced that feeling firsthand...family. The school's safe and caring environment is evident. The respect, care, and humanity of our students and faculty is palpable. Much of this is possible through the modeled behaviors of the school's administration, who demonstrate a devotion to the school's mission and Catholic identity.

Trinity is committed to its students, not simply in academics, but in the development of the whole person. The school seeks to uplift our students to seek the best in life and to do so by fulfilling lives directed by faith. In order to accomplish this successfully, Trinity pushes students to learn to advocate for themselves and become independent - in mind, in voice, and in spirit. To become confident, faithful adults who contribute to the greater community in the name and spirit of God, and do so by means of equity and inclusion. This may seem a tall order, but is feasible for a dedicated faculty and administration through the means of appropriate professional development, commitment to reflection, and well-crafted curriculum. Trinity recognizes that the world is constantly changing around its campus and its students, and it's near impossible to be fully prepared to understand every situation its students are up against, thus it commits itself to ongoing training and a commitment to evolving with the world around it. It has committed itself to not only helping its students realize they have a voice, but to in turn listening to the voices it helps to speak up. The school acknowledges it is not perfect in this regard. Navigating what can feel like a minefield when it comes to student concerns, opinions and ideas, and being able to help students understand what can be shared with them, what things can reasonably be changed, and the timetable for some change to occur presents unique challenges of its own.

Trinity is committed to excellence and distinguishing its program as a cornerstone of Catholic high school education in the State of New Hampshire. The school strives to encourage its students to seek academic and personal excellence, while growing in faith and service. Each aspect of Trinity's program is carefully infused with opportunity, guidance, and support in a safe and caring environment that celebrates success no matter what form it takes. From academic classes, to campus ministry, visual and performing arts and athletics, Trinity holds its students to high standards. The school has designed a robust professional development program that aids faculty in ensuring the use of current research and pedagogy to inform both the program and their instructional practices, while also helping them meet the needs of a diverse population of learners who possess a wide range of learning styles and developmental levels. In an increasingly global world, the school's Catholic roots help inform a program that reflects both an awareness of and commitment to equity, justice, and inclusion. As a Catholic institution, the school's Catholic identity is infused into its program through a rich Theology curriculum and incorporated across all other disciplines.

New Hampshire Catholic school leaders, in collaboration with the Catholic Schools Office, provide ongoing spiritual and professional development processes that enable our Catholic school educators to improve their professional knowledge, skills, and capabilities; deepen their ethical and social awareness; continue their religious education; and enhance their personal faith formation. Rather than simply focus on what Catholic educators do, the aim of these processes is help educators understand the "why" behind their practice in the classroom. Trinity believes that the success of its students begins with the happy, passionate, and well-informed faculty and staff. In order to help its faculty and staff achieve their personal best, Trinity commits itself to and invests in meaningful professional development that aligns with faculty, school, and Diocesan professional development goals. Clear leadership, a collaborative working environment, and clear lines of communication establish a foundation for success.

At Trinity, students and faculty embrace the Catholic ideals of loving God and neighbor to life. For, if Christ dwells in each person, then it is in the service to others that our students will encounter Him. Thus, the activities of the school are geared towards engaging with the greater community and enhancing the student experience. Through their work, the students who involve themselves in the community truly become the hands and feet of Christ as

they live out His call in Matthew 25 to feed the hungry, give drink to the thirsty, welcome the stranger, clothe the naked, and care for the ill.

Trinity recognizes and embraces the significance of community and its role within it. Without community, the school would cease to exist. It staying true to its mission of educating the "whole" person and helping to develop students who will be prepared for leadership, its imperative that the school model successful collaborative relationships. Given the significant invest of the student's parents in their child's education, they also have an even further vested interested in their child's success. For all these reasons and more, Trinity commits itself to engaging with the greater community to to help enhance the student experience. At Trinity, this means an "open door" policy so to speak. The school opens its doors to the community, welcoming parents and families to school events, and encouraging them to become a part of the school and faith community. Trinity "opens the door" to communicating with students and their families when it comes to their development and progress in the classroom, seeking ways to help them in becoming the best versions of themselves. Trinity "opens the door" to our blessed alumni, of who we are deeply proud and welcome back with open arms to hear their stories of success. And Trinity "opens the door" to the greater community of Manchester as a great friend and neighbor to work together in improving the city in which the school resides. Alone we can do so little, together we can do so much.

Trinity engages in regular strategic planning through the collaborative relationship of the Advisory Board and school Administration. Per the school principal, this relationship is positive and productive. The school currently faces a major stumbling block in its strategic planning as it is stuck in a bit of a "holding pattern" to an ongoing Diocesan project to ideally move St. Joseph Regional Junior High School to the Trinity campus. This project has been stuck in the planning phase for a number of years, creeping slowly toward its final phases of the approval process. Due to this holding pattern, Trinity has had to table some of its own plans until it knows for sure what the fate of the school and campus will be, as certain choices would ultimately not be smart moves to make if the expansion project were to go through. The school recognizes the need to better formalized its strategic plan in writing.

## Legal/Regulatory Documentation

Please see the attached documents.

### Related Files

- [2022\\_01\\_27-20\\_53\\_Statement of Emergency Plan Submission .pdf](#)
- [2022\\_01\\_27-20\\_53\\_Health Department Food Establishment License .pdf](#)
- [2022\\_01\\_27-20\\_54\\_Nondiscriminatory Policy PDF.pdf](#)
- [2022\\_01\\_28-12\\_58\\_MFD Permit to Operate a Place of Assembly .pdf](#)
- [2022\\_02\\_10-12\\_28\\_THS Tax Exempt Status.pdf](#)
- [2022\\_02\\_10-14\\_17\\_Non-Discriminatory Employment Policy Equal Employment Opporunity.pdf](#)
- [2022\\_02\\_10-14\\_19\\_Trinity Financial Obligations .pdf](#)

## Survey Results

[Faculty Survey Results](#)

[Student Survey Results](#)

(Parent Results in PDF Form)

### Related Files

- [2022\\_01\\_19-09\\_15\\_Trinity\\_NEASC\\_Parent\\_Survey\\_Results\\_PDF.pdf](#)



# Introduction and Overview of Team Findings

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## Thanks to School

**To be completed at the conclusion of the Program Visit.**

The Visiting Team conveys its sincere gratitude to the entire Trinity High School ("Trinity") community for its efforts during the new two-stage NEASC decennial accreditation process, and we are thankful for the warm hospitality that characterized our visit.

Our Foundation Visit actually began the night before the scheduled date with a casual dinner with the schools' Principal, Assistant Principal, Advisory Board Chair, and Self-Study Chair at the Backyard Brewery. The friendly and open discussion that characterized the meal gave us a chance to get to know Trinity and the people who would be key players in our review of the school's "operational vitality." It came as no surprise then that our focused meeting the following day proved to be both informative and productive.

We began the Program stage on Mother's Day evening but if that was an inconvenience, one would never have guessed. We were treated to a wonderful reception and dinner at The Foundry in downtown Manchester. It was a terrific setting, ideal for such a "meet and greet" event. Then, when we arrived on campus Monday morning to begin our work, we were greeted as eagerly-awaited guests. We were shown every courtesy throughout our stay, which made our task all the more enjoyable. Indeed, by the time we departed, it's safe to say we all felt part of the Pioneer family.

The entire Trinity Self-Study Report is clearly the result of a serious, thorough, intense, and inclusive process. We applaud Trinity's Administration, Faculty, Staff, Advisory Board, Parents, Alumni, and Students for their important efforts. As a result of their combined contributions, the Report is comprehensive, candid and clear. Moreover, their enthusiastic participation during the visit provided the details, insights and perspectives that allowed us to understand in more depth and detail Trinity's proud history, its place in the greater Manchester community, and its challenges and opportunities. While this was a team effort, special recognition goes to Principal Gadecki, Assistant Principal Risdal, the Standard Chairs and Committee Members, and especially to Self-Study Chair Boutselis who also coordinated the Foundation and Program meetings as the Visiting Team's primary liaison. We cannot say enough about his professionalism, knowledge, flexibility, and attention to detail. He is a great ambassador for Trinity and was a pleasure to work with.

The Trinity community clearly took this process seriously and recognized it as a chance to proudly shine a light on its many strengths while also seeking to ascertain how an already outstanding product could be further improved so as to ensure sustainability and deliver an even better educational experience. The Visiting Team applauds and is appreciative of Trinity's approach, preparation and execution throughout, and congratulates the school on the results.

## Overview of Team Findings - Foundation Visit

**To be completed at the conclusion of the Foundation Visit.**

Trinity High School (hereinafter "Trinity"), was formed through the 1970 merger of three Manchester, New Hampshire Catholic schools- Bishop Bradley HS, Immaculata HS, and Saint Anthony's HS (thus the name). Over the last 52 years the co-educational, college preparatory, diocesan high school has established and maintained a proud legacy of educating and graduating outstanding young men and women who, in keeping with Trinity's

stated Mission, "combine learning with leadership through service to their faith, school and community."

The Visiting Team was tasked with assessing Trinity's "operational viability" by virtue of a review of the school's Self-Study Report on Foundational Standards 1-5 (Standard 6 is inapplicable), a review of all relevant documents and materials, and meetings with Standard Committee members and others. Over the course of an evening and the following day, we met with Trinity's Principal, Assistant Principal, Self-Study Report Chair, Advisory Board Chair, and approximately 20 school faculty and staff members, many of whom were Trinity alumni, and all of whom represented the school admirably.

As an overarching observation, Trinity has much to be proud of, which was reflected in an outstanding Self-Study Report, the attention to detail in scheduling the Standard sessions, and the quality of the meetings we had with everyone involved. It was clear from the outset that the Trinity community was not only well prepared for, but was looking forward to this assessment and the opportunity to speak about the great things going on at their school. While such a complex undertaking required the commitment and excellent work of many people, Trinity's NEASC Self-Study Report/Visit Chair deserves specific mention for an important job extremely well done.

At the conclusion of the meetings, a further review and detailed discussion, the Visiting Team concluded that we had sufficient evidence to affirm the Self-Study Report findings and validate that Trinity has met all five applicable Foundation Standards. Specifically, we concurred with Self-Study Report ratings on Standards 1 (SM1), 3 (SM2), and 5 (SM2), lowered the rating on Standard 2 (to SM2), and raised the rating on Standard 4 (to SM1).

In summary, our findings with respect to each Standard were as follows:

On Standard 1 (SM1) we found clear evidence that Trinity's enrollment process aligns with its Mission and values, and that its program's three pillars of faith, scholarship, and character permeate all aspects of school life.

On Standard 2 (SM2) we found ample evidence that Trinity's Advisory Board (the "Board") is integral to the school's life and Mission, understands its role as a consultative body, and actively strives, in many cases most effectively, to fulfill its responsibility to work with the Principal to ensure a quality Catholic education and guarantee the school's sustainability. We also found that the Board has committed leadership in its Chair, as well as an active membership that represents various constituencies of the school community. It was not as evident, however, that the Board has members with certain important areas of expertise, or that as a group they are involved in sufficient long-range strategic planning with a focus on sustainability.

On Standard 3 (SM2) we recognized Trinity's demonstrated ability to navigate complicated financial challenges, especially during the pandemic, and found evidence of sufficient resources for current operations. We were concerned, however, about whether the school's resources will suffice in the future without increasing and diversifying revenue sources.

On Standard 4 (SM1) we found clear evidence that Trinity's policies, procedures and training opportunities ensure that its "adult community is qualified and organized to meet the [school's] Mission."

On Standard 5 (SM2) we found evidence, in large part due to a collaboration between Trinity's Board, administration, Director of Facilities, and the Diocese, that a "culture of health and safety permeates the school."

For all of these reasons, and as more fully set forth herein, the Visiting Team will recommend that the the Program Standards visit proceed as scheduled from May 8-11.

# Overview of Team Findings - Program Visit

**To be completed at the conclusion of the Program Visit.**

At the conclusion of our Program Visit meetings, an in-depth reread of the Self-Study Report and relevant materials in context, and detailed discussions about each Standard and its indicators, the Visiting Team concluded that we had sufficient evidence to affirm Trinity's Self-Study Report findings and validate that the school has met all six applicable standards. Moreover, in each instance we affirmed Trinity's self-rating.

In summary, our findings with respect to each Standard were as follows:

On Standard 7 (SM1) we found clear evidence that Trinity's "Mission permeates the school's culture and climate;" that "the school effectively communicates the Mission;" and, that the school "aspires and plans to strengthen its alignment with this Standard."

On Standard 8 (SM2) we found evidence of Trinity's commitment to inspire and support each Student, but also applauded the school's recognition that it needs to improve in its support for differentiated learning and diverse student needs. And, while Trinity has worked to increase the diversity of its student body, the Visiting Team noted that the school could do more to celebrate the diverse experiences of all of its students, and devote more resources and training to support DEI programming.

On Standard 9 (SM2) we found ample evidence that Trinity's "commitment to excellence distinguishes the (school's) Program."

On Standard 10 (SM2) we found sufficient evidence that Trinity's "commitment to continuous professional development permeates the adult culture."

On Standard 11 (SM2) we found evidence that Trinity's "commitment to engaging with the greater community enhances (its) student experiences." The best example is, of course, the school's collaboration with the City of Manchester to build a new, transformational, artificial turf sports field. A facility that, for the most part, remains in Trinity's control.

On Standard 14 (SM2) we found sufficient evidence of Trinity's long-term commitment to planning, but not as much of the "commitment to long-term viability and Innovation guides planning" this Standard or its indicators appear to suggest. In some important respects, however, the school's ability to strategically plan appears significantly constrained, if not hamstrung. As the Superintendent of Schools (and Trinity parent) pointed out it is the Diocese, not the individual school, that engages in long term planning. The overarching Diocesan plan calls for the relocation of St. Josephs Regional Middle School to Trinity's Bridge St. campus with related significant building additions and renovations, but that move has been pending for years. Meanwhile, Trinity has held off on some key maintenance, upkeep and campus and facility improvements it would otherwise like to accomplish. There is some suggestion that the approval of the St. Joseph's project at last may be imminent. A final decision - to go forward or not- would be a welcomed change for Trinity.

In conclusion, the bottom line for any NEASC Visiting Team is to confirm whether or not the subject school's students are being well served in general and specifically with respect to each relevant Standard. For this Visiting Team our interview with a (non-Catholic) parent who chose to move his child out of the local public school and enroll him in Trinity essentially said it all. To paraphrase, the father, candidly acknowledging his son's limitations as a student, reported that the son had "learned how to learn" at Trinity, a skill which would pay dividends throughout his life, and, more important, commented emotionally that his son "was a better person" for the Trinity educational experience. There can be no better accolade or imprimatur.

# Foundation Standard 1

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## Standard

**Enrolled Students Align Appropriately with the Mission**

## School's Rating

**Standard Met (SM1, SM2): The students' experience is supported.**

**Standard Unmet (SU1, SU2): The students' experience is compromised.**

SM1. Standard Met: Evidences clear understanding, effective implementation and thorough planning for further improvement.

## Visiting Team's Rating

**Standard Met (SM1, SM2): The students' experience is supported.**

**Standard Unmet (SU1, SU2): The students' experience is compromised.**

SM1. Standard Met: Evidences clear understanding, effective implementation and thorough planning for further improvement.

## Explanation of Rating

The Visiting Team concurs with Trinity's Self-Study Report rating of SM1 on this Standard. We found clear evidence that Trinity's enrollment process aligns with its Mission and values. Trinity clearly identifies itself as a Catholic school in all of its communications with prospective families. The three pillars of Trinity's program: faith, scholarship, and character permeate all aspects of school life, and there is a clear intersection of school identity with its admissions process and with the enrolled student population.

## Observations and Conclusions

All those involved with Admissions are thoroughly versed in Trinity's Mission. To wit, the current Director of Admissions is an alumna, spouse of an alumnus, and parent; the Enrollment Committee Chair is an alumna; and the school's Campus Minister is also an alumna and involved with setting the identity of the school. Furthermore, constituent surveys show that 89% of its students, 90% of its faculty and staff, and 97% of its parents believe Trinity's admissions process is *effective in enrolling students who are appropriate and likely to benefit from the school's educational experience*. The full-time Admission Director's recent focused recruitment efforts are bearing fruit and enrollment is trending in a positive direction, with the incoming ninth grade class already at 100 registered students.

Trinity strives to "foster strong relationships" with area Catholic grammar/middle schools, including offering their students early admissions decisions, waived fees and increased financial aid so those students will be more likely to continue their Catholic education at the school. The enrollment in those grammar/middle schools has grown so these strong relationships bode well for Trinity's enrollment over the next several years.

While Trinity draws from Catholic and public schools, and they are welcoming to students from diverse backgrounds, the primacy of the school's Catholic identity is clearly stated, reinforced, and practiced. Trinity looks primarily to attract and enroll students of high character who can benefit from their full educational and developmental offerings. Although Trinity does not accept Individual Educational Plans (IEPs), they accommodate students with learning difficulties when they have the capacity to do so. If after due consideration the school can not meet the needs of a student, they will not admit the student. Internally created assessment tests are used to determine the educational level of incoming and transfer students and to make appropriate plans for placing and supporting them. Guidance counselors work with students to ensure academic success, including making available an academic study hall when necessary to provide more structured support.

Trinity can now accept students with a broader range of financial needs because of the availability of certain state scholarship funds (Children's Scholarship Fund and Education Freedom Account) in addition to school financial aid funds. This too bodes well for its enrollment as long as the programs remain viable.

Trinity is updating its website to make it more user-friendly and continues to refine and increase its social media presence as a strategy for expanding the reach of its message and platform.

## Commendations

- 1) The Visiting Team commends Trinity for appointing a dedicated Admissions Director with a clear understanding of its Mission and a passion for the school.
- 2) The Visiting Team commends Trinity for its team approach to enrollment-its faculty and staff, Chaplain, and community members are all involved.
- 3) The Visiting Team commends Trinity for proactively promoting the availability of funds from state scholarship programs to qualifying families in an effort to increase its applicant pool and its diversity, efforts which appear to have impacted its positive enrollment trend.
- 4) The Visiting Team commends Trinity for its Catholic identity and its program's "three pillars" of faith, scholarship, and character, which are prominently displayed throughout the campus and are clearly articulated in school communications.

## Recommendation 1

The Visiting Team recommends that Trinity consider increasing its budget for Marketing, Admissions, and Development to allow for greater outreach to prospective students and their families and to provide increased funds to meet financial needs.

## Recommendation 2

The Visiting Team recommends Trinity adopt a practice similar to that identified in its Self-Study that *[a]ll families of students leaving the school should undergo a formal exit interview*. Such a practice should help identify common reasons for departure as well as assist the school in mitigating same by *evaluating and revising [its] existing programs*.

# Foundation Standard 2

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## Standard

**The Governing Body/Board Assures the School Remains Sustainable and True to its Mission**

## School's Rating

**Standard Met (SM1, SM2): The students' experience is supported.**

**Standard Unmet (SU1, SU2): The students' experience is compromised.**

SM1. Standard Met: Evidences clear understanding, effective implementation and thorough planning for further improvement.

## Visiting Team's Rating

**Standard Met (SM1, SM2): The students' experience is supported.**

**Standard Unmet (SU1, SU2): The students' experience is compromised.**

SM2. Standard Met: Evidences understanding, evolving implementation and planning for improvement.

## Explanation of Rating

The Visiting Team does not concur with Trinity's Self-Study Report rating of SM1 on this Standard, but rather rates the school SM2. Although the Advisory Board, which serves in a quasi-governing capacity (per bylaws), showed a clear understanding of its mission and purpose, and in many, many respects an "effective implementation" of that role, it did not indicate "thorough planning for future improvement." There was insufficient evidence of formally assessing its governance practices (Indicator 2.b.), recruiting membership needed for key areas of expertise, interest and abilities (Indicator 2.e.), and comprehensively addressing significant issues affecting the school's future (Indicator 2.f.), such as its long-term sustainability with goal-setting and strategic planning.

## Observations and Conclusions

The Visiting Team was more than pleased with the work of the Standard 2: Governance Self-Study Committee. It was no less pleased with the time and candor provided by the Chair of the Board to the Visiting Team the evening before and the day of the visit. There is no doubt that the Advisory Board (the "Board") is integral to Trinity's life and mission. The Chair, along with the Chair of the Self-Study Committee for Standard 2, provided ample oral evidence that the Board understands its role, by Diocesan policy, as a consultative body. In this capacity, the Board faithfully and actively assists the Principal in the formulation and review of policies. It also desires to offer vision and direction, in accordance with its Purpose and Function (Bylaws, Art. II), to ensure a quality Catholic education and guarantee the school's sustainability. The Visiting Committee observed that a cordial, beneficial, and productive working relationship exists between the Board and the school administration.

Impressively, the Board meets monthly 11 times a year, and its membership is stable. The Board conducts business with written by-laws, which it abides by, established procedures (updated three years ago), and in a

spirit of collegiality, seeking consensus in its decisions. The Board has well-established, trusted leadership that is deeply invested in and committed to the school. The Board's Executive Committee--Chair, Vice-Chair, Secretary, and Principal--prepares the meeting agendas. The Board enjoys an active presence within the school community where it is seen as enthusiastically supportive of the school.

The Board has a diverse membership with respect to a balance of gender and in representing the school's various stakeholders. There is less evidence, however, of diversity in the key areas of expertise, interest, and abilities, which are important to the work of the Board's six standing committees and to *guarantee[ing] the sustainability of the human, material and financial capital for Trinity High School*. For example, it was not clearly evident that there are members who have expertise in board member recruitment and development (Standing Committee e.) and institutional advancement (Standing Committee d.). Open positions on the Board are advertised, according to the Self-Study, and interested parties submit a resume rather than being recruited for their recognized talent and abilities. Institutional Advancement and fundraising appear to be driven by the Director of Institutional Advancement and less so by members of the Advancement Committee with expertise in this essential field for nonprofit organizations.

The Executive Committee understands that one of its roles is to conduct a self-evaluation, a requirement of the bylaws. Likewise, the Board Recruitment and Development Committee has responsibility for periodic self-assessments of the Board. The Self-Study Report speaks of the Board engaging in *consistent reflective and evaluative discussions*. This is very positive and valued. However, there is no formal or written instrument for conducting a member self-evaluation or Board performance evaluation.

It was noted that the Finance Committee is taking a forward-thinking role in exploring the school's long-term financial needs, especially for facilities expansion and renovations, and in anticipation of hearing about the decision to move St. Joseph's Regional Jr. High School to the campus. Yet, it was not evident that the Board has been actively engaged in comprehensive, ongoing, long-range or strategic planning, with at least a three to five-year horizon, to guarantee the school's sustainability for years to come. It was apparent that the school's future rests mostly on growing enrollment and tuition income, even with their historic uncertainties. The Visiting Committee would like to have seen more engagement of the Board in the school's strategic planning.

## **Commendations**

1) The Visiting Team highly commends Trinity's Board for its leadership and active engagement in the life of the school. The Board deserves praise for its deep commitment to ensuring the quality of the students' Catholic education and experience, and in support of the administration, faculty, and staff. The Visiting Team noted that the school community is well aware of the Board's support and appreciates the Board's leadership. The administration likewise appreciates its close and supportive relationship.

2) The Visiting Team commends the Board for the frequency of its meeting throughout the year and operating effectively within the limits of its consultative nature.

## **Recommendation 1**

The Visiting Team recommends that the Board consider ways to formalize its periodic self-evaluation and to review its members' performance with a standard instrument, perhaps aligned to the Board's Bylaws Article III.3 "Membership Responsibilities," or similar kinds of criteria.

## **Recommendation 2**

The Visiting Team recommends that the Board consider ways to intentionally strengthen and diversify its membership in the key areas of member expertise, interest, and abilities for the effective working of its standing committees, which are foundational to the school's sustainability.

## **Recommendation 3**

The Visiting Team recommends that the Board lead the school community in thorough, inclusive, long-range goal setting and strategic planning that reaches beyond the immediate capital concerns of the facilities and the relocation of St. Joseph's Regional Jr. High School in order to ensure the school's sustainability for future generations of students.



# Foundation Standard 3

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## Standard

**The School's Resources Sufficiently Support Present and Prospective Operation**

## School's Rating

**Standard Met (SM1, SM2): The students' experience is supported.**

**Standard Unmet (SU1, SU2): The students' experience is compromised.**

SM2. Standard Met: Evidences understanding, evolving implementation and planning for improvement.

## Visiting Team's Rating

**Standard Met (SM1, SM2): The students' experience is supported.**

**Standard Unmet (SU1, SU2): The students' experience is compromised.**

SM2. Standard Met: Evidences understanding, evolving implementation and planning for improvement.

## Explanation of Rating

The Visiting Team concurs with Trinity's Self-Study Report rating of SM2 on this Standard, but not without some concerns. We recognize and applaud Trinity's ability to navigate complicated financial challenges for the last fifty years, especially the last two during the pandemic. However, while there are sufficient resources for current operations, it is not clear that resources will be sufficient for future operations absent strategic planning resulting in, among other initiatives, more diversified sources of revenue and increased institutional advancement funds.

## Observations and Conclusions

Trinity is highly tuition-dependent. For FY22, tuition income accounts for 79% of the school's total revenue stream and, based on Trinity's Five Year Financial Plan, that percentage is projected to increase to 82% by FY26. While tuition income is projected to increase by 10% over that period, Development income is projected to decrease by 21%.

Trinity's expenses are projected to increase by only 4% over five years, which may prove to be a challenge especially since salaries are projected to increase by an average of 15% (16% for faculty) and Benefits by 10%. Moreover, some expense line item projections may be hard to meet--for example Financial Aid is projected to be down 19% (which may be dependent on the continued availability of governmental aid programs); Technology/Computer costs are projected to be down by 21%; and PR/Admissions expenditures, already relatively low, are projected to remain flat.

On a related matter, Trinity is essentially in a holding pattern waiting for the anticipated approval of the relocation of St. Joseph's Regional Jr. High School to its campus and related campus improvements; in the interim, decisions about needed renovations have been postponed.

The combination of these factors raises some level of concern about the availability of sufficient resources to ensure that Trinity can sustain its operations and continue to build on its proud legacy long-term.

## **Commendations**

- 1) The Visiting Team commends Trinity for operating with a balanced budget for the last ten years despite significant challenges.
- 2) The Visiting Team commends Trinity for providing its faculty and staff with consistent salary increases despite challenging financial times and circumstances.
- 3) The Visiting Team commends Trinity for the success of the new multi-sport, synthetic turf field project, which was accomplished in collaboration with the City of Manchester but remains under the school's control, and as such represents a major coup for the school community.
- 4) The Visiting Team commends Trinity for having relatively little debt and for managing its annual loan repayments without significant impact on its operational expenses.
- 5) The Visiting Team commends Trinity for meeting the myriad challenges posed by the COVID-19 pandemic and continuing its educational process unabated, all to the benefit of its students and their families.

## **Recommendation 1**

The Visiting Team recommends that Trinity explore alternative (non-tuition based) sources of revenue, most notably through short and long-term strategic financial planning with a particular focus on increasing the school's institutional advancement efforts.

## **Recommendation 2**

The Visiting Team recommends that Trinity's Board and its Principal, working collaboratively, become more directly involved with the school's institutional advancement program.

## **Recommendation 3**

The Visiting Team recommends that Trinity's Technology Department have a budget based on short and long-term strategic planning needs.

## **Recommendation 4**

The Visiting Team recommends that Trinity consider ways to increase its Custodial staff (currently one employee) given the school's two older buildings and the need to address some deferred maintenance issues.

# Foundation Standard 4

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## Standard

**The School Assures that the Adult Community is Qualified and Organized to Implement the Mission**

## School's Rating

**Standard Met (SM1, SM2): The students' experience is supported.**

**Standard Unmet (SU1, SU2): The students' experience is compromised.**

SM2. Standard Met: Evidences understanding, evolving implementation and planning for improvement.

## Visiting Team's Rating

**Standard Met (SM1, SM2): The students' experience is supported.**

**Standard Unmet (SU1, SU2): The students' experience is compromised.**

SM1. Standard Met: Evidences clear understanding, effective implementation and thorough planning for further improvement.

## Explanation of Rating

The Visiting Team concluded that Trinity's Self-Study Report rating of SM2 on this Standard should be raised to a rating of SM1.

Trinity's hiring policies and procedures ensure that appropriate background checks are made and that all employees have the qualifications and commitment necessary to support the school's Mission and culture. As such, the systems in place have resulted in the hiring of a *professional, nurturing, diverse and skillful faculty and staff of faith*. Trinity's "adult community" recognizes, accepts and embraces their responsibility to be role models and to effectively implement the school's quality educational programs for the benefit of the student body. Trinity's faculty and staff are offered significant opportunities for professional development, and the school has been successful in retaining its outstanding personnel.

## Observations and Conclusions

Trinity clearly understands that the members of its "adult community" are the shepherds of the school's Mission, key to its core Catholic identity, and the personification of its three pillars of faith, scholarship and character.

In addition to posting open faculty positions in newspapers and on educational websites, Trinity reaches out to the Diocese and to St. Anselms College to broaden its search for qualified educators committed to Catholic education.

All applicants are required to submit appropriate education and professional information and certification materials. Candidates are interviewed, given a campus tour and apprised of the school's Mission. Candidates being considered for a position must successfully undergo *rigorous background checks and fingerprinting through the State of New Hampshire, complete a CORI form..., and be processed through the National Sex Offender Registry*.

New employees must undergo both "Safe Haven" and "Safe Environment" trainings.

All of Trinity's teachers are licensed in their subject matter content areas, and approximately 50% have earned a Masters degree or higher.

Throughout each academic year, Trinity's faculty have access to professional development opportunities in house as well as through the Diocese. The Diocese requires that *all faculty include a relevant goal associated with the school mission and complete a minimum of five hours of professional training associated with this goal.* Moreover, in response to the pandemic's impact on education, the Diocese has recently *placed a great emphasis on professional development opportunities associated with technology and remote instruction.... This includes in school trainings on the use of Google Classroom, the integration of Khan Academy, the use of GoFormative, and the use of other technology shared by faculty members.* There has also been a greater emphasis on "mental health and wellness" training, including suicide prevention training. Taking all of this into account, it was no surprise that when surveyed, 88% of Trinity's faculty responded that *the school provided appropriate professional development opportunities.*

Trinity's employs a number of alumni as faculty members and their collective continued passion for the school and its Mission is palpable. On a related point, Trinity has been successful in retaining its faculty and staff, in large part no doubt because 93% of the staff state that *they are treated with respect.* As result, more than half of the faculty have been at the school for 10 years or more, and three have taught there for 40 plus years. One of them, a veteran of some 46 years teaching, is thought to be the longest-tenured teacher in New Hampshire! The school's culture is all the stronger for this continuity and consistency, and Trinity's newer teachers and all of its students are the beneficiaries.

Trinity's faculty and staff are immersed in school life as evidenced by the fact that 69% also have secondary roles at the school. So the students have the benefit of their time, attention, and guidance in class and out. This commitment manifests itself in a number of positive ways, including in that 88% of students responding to a survey *believe they can turn to their teachers for advice both in academic and personal issues.*

Importantly, Trinity's parent community recognizes the unique value the school offers its children. In response to survey questions, 90% of parents described the school's faculty as *thoughtful and skilled*, and 95% opined that its teachers are providing a *positive learning experience for [their] child.*

## Commendations

- 1) The Visiting Team commends Trinity for its effective personnel policies and procedures and for hiring Catholic educators committed to the school's Mission and its three pillars of faith, scholarship and character.
- 2) The Visiting Team commends Trinity for hiring and retaining faculty and staff who understand and embrace their responsibility to serve as role models for the school's students in the classroom and out.
- 3) The Visiting Team commends Trinity for providing its faculty and staff with appropriate professional development opportunities.
- 4) The Visiting Team commends Trinity for creating an employment environment in which "87% of the staff say they are involved in the decision making process, and 93% believe they are treated with respect."
- 5) The Visiting Team commends Trinity for hiring, training and retaining a faculty that 90% of its parent community finds "thoughtful and skilled," and 95% believes "are providing a positive learning experience for [their] child."
- 6) The Visiting Team commends Trinity for hiring, training and retaining a faculty to whom 88% of its students believe they can turn "for advice both in academic and personal issues."

## **Recommendation 1**

The Visiting Team recommends that Trinity solicit faculty input on and consider modifications to the timing, method, substance and frequency of its faculty and staff evaluation process.

## **Recommendation 2**

The Visiting Team recommends that Trinity solicit faculty input on the adequacy of resources necessary to meet the needs of all students.

# Foundation Standard 5

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## Standard

**A Proactive Culture of Health and Safety Permeates the School**

## School's Rating

**Standard Met (SM1, SM2): The students' experience is supported.**

**Standard Unmet (SU1, SU2): The students' experience is compromised.**

SM2. Standard Met: Evidences understanding, evolving implementation and planning for improvement.

## Visiting Team's Rating

**Standard Met (SM1, SM2): The students' experience is supported.**

**Standard Unmet (SU1, SU2): The students' experience is compromised.**

SM2. Standard Met: Evidences understanding, evolving implementation and planning for improvement.

## Explanation of Rating

The Visiting Team concurs with Trinity's Self-Study Report rating of SM2 on this Standard as "school leadership clearly and specifically cultivates a culture of health and safety;" the school's "culture of health and safety reflects the intentions of *NEASC/CIS Health and Safety Considerations*;" and, the school regularly identifies and addresses any areas of concern.

School Administrators have well-developed crisis plans, networks with local emergency services, and an alert system (involving texts and emails) for communicating in case of emergencies or schedule changes. A significant number of the faculty are CPR and First Aid certified, and they all undertake regular boundary training. Security is adequate during the day despite the challenges posed the school's multiple, aging buildings. Trinity does not have a full-time Nurse on medical staff.

Trinity's buildings are not ADA compliant, so parts of the school are difficult or impossible to access for anyone with mobility issues.

## Observations and Conclusions

Trinity has done an admirable job of crisis planning in designing protocols for various scenarios, in explaining and practicing these protocols with the community, and in setting up communication systems for reaching out to constituents. Local emergency services support these preparations and provide programs for the student body. Throughout the year administration and the Director of Facilities work in conjunction with the advisory board and the Diocese of Manchester to ensure that safety issues of both school buildings and its surrounding school grounds are addressed. The close rapport between the advisory board, Diocese, and administration assures that urgent needs are duly attended to.

The school's Assistant Principal is the "health officer" on campus from 8 -10 a.m., at which point the Athletic Trainer arrives and assumes that role. If and when a doctor consultation is needed, the Safe Sports Network for Athletic Training Services firm, which provides the Athletic Trainer, provides that service.

*The school has an AED located on the first floor and has provided staff training on [the] device. In addition, Trinity identifies students with allergies, and teachers are trained on the use of Epinephrine-pens which are individually identified, but kept in the possession of the the students.*

Trinity's licensed guidance counselors take the role to support students' social and emotional well-being very seriously, and use the American School Counselor Association as a guide for supportive activities. However, those two counselors are stretched with overseeing academic guidance, testing, and college counseling responsibilities.

*[A]ll campus buildings remain locked throughout the day, requiring coded-access for entry. Students are provided with an access code that allows them entry during school hours only, while faculty and staff are provided with individual access codes to allow access outside of school hours. Each classroom door is locked by key and is required to be locked at all times when a staff member is not in the classroom. Each door is equipped with [a] pull down shade to provide privacy and security in the event of an emergency.*

All entry points to the building are also monitored by security cameras, which provide visual coverage for most of the campus facilities and grounds (except for the gym), but some of the cameras are aged and can not be easily accessed. During the day, clerical personnel in the main office have direct access to the cameras, and other administrators can view camera streams on demand.

*All guests are required to enter the building using the main entrance, where they are buzzed in by the main office staff after being identified on the school's cameras.*

In response to a survey sent in connection with the Self-Study, 100% of parents, 100% of staff, and 77% of students indicated that they felt that Trinity provided "a safe, clean, and well-organized place" for learning.

## **Commendations**

- 1) The Visiting Team commends Trinity for its well-articulated crisis plan and sophisticated communication system that allows for effective preparation for and response to emergencies.
- 2) The Visiting Team commends Trinity for the close collaboration of its Advisory Board, administration and Director of Facilities with the Diocese of Manchester in an effort to ensure the safety of its campus and facilities for school students, faculty, and staff.
- 3) The Visiting Team commends Trinity for ensuring that its faculty members have undertaken regular boundary training.
- 4) The Visiting Team commends Trinity for the significant number of its faculty and staff who are certified in CPR and first aid.
- 5) The Visiting Team commends Trinity for the recent renovations to its Science labs to meet modern safety standards.
- 6) The Visiting Team commends Trinity for the recent renovation of school bathrooms, repainted hallways, and updated, energy-efficient school lighting.

## **Recommendation 1**

The Visiting Team recommends that Trinity consider ways to have a dedicated school nurse available throughout the school day to enhance its ability to provide more robust on-site healthcare services to its students and staff.

## **Recommendation 2**

The Visiting Team recommends that Trinity consider ways to provide an adjustment counselor, or similar mental healthcare professional, even part-time, to tend to students' socio-emotional needs and free up the school's licensed guidance counselors to focus on academic and curriculum support matters.

## **Recommendation 3**

The Visiting Team recommends that Trinity continue to address the issue of its students' safe access to campus buildings from surrounding parking areas.

## **Recommendation 4**

The Visiting Team recommends that Trinity explore ways to address its building accessibility issues with its future renovations.



# Foundation Visit Key Recommendations

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## Key Recommendation 1

The Visiting Team recommends that Trinity explore alternative (non-tuition based) sources of revenue, most notably through short and long-term strategic financial planning with a particular focus on increasing the school's institutional advancement efforts.

## Key Recommendation 2

The Visiting Team recommends that the Advisory Board lead the school community in a thorough, inclusive, long-range goal setting and strategic planning process that reaches beyond the immediate capital concerns of the facilities and the relocation of St. Joseph's Regional Jr. High School, to ensure the school's sustainability for future generations of students.

## Key Recommendation 3

The Visiting Team recommends that Trinity's Board and its Principal, working collaboratively, become more directly involved with the school's institutional advancement program.

## Key Recommendation 4

The Visiting Team recommends that Trinity solicit faculty input on and consider modifications to the timing, method, substance, and frequency of its faculty and staff evaluation process.

# Program Standard 7

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## Standard

**Commitment to Mission and Core Beliefs Informs Decisions, Guides Initiatives and Aligns with the Students' Needs and Aspirations**

## School's Rating

**Standard Met (SM1, SM2): The students' experience is supported.**

**Standard Unmet (SU1, SU2): The students' experience is compromised.**

SM1. Standard Met: Evidences clear understanding, effective implementation and thorough planning for further improvement.

## Visiting Team's Rating

**Standard Met (SM1, SM2): The students' experience is supported.**

**Standard Unmet (SU1, SU2): The students' experience is compromised.**

SM1. Standard Met: Evidences clear understanding, effective implementation and thorough planning for further improvement.

## Explanation of Rating

The Visiting Team concurs with Trinity's Self-Study Report rating of SM1 on this Standard, as "Mission permeates the school's culture and climate;" "the school effectively communicates the Mission;" and, the school "aspires and plans to strengthen its alignment with this Standard."

The vast majority of parents, faculty, and students who responded to surveys indicated that the Mission is well-publicized and that it is an accurate representation of what occurs in the daily life of the school. This strong positioning of the Mission notwithstanding, Trinity remains committed to continuing to strengthen its Mission alignment.

## Observations and Conclusions

The Visiting Team saw clear evidence of community buy-in to the Mission at all levels. The Mission statement is reviewed by the Advisory School Board annually. The last full review and update of the Mission that included faculty occurred in 2017. The Mission statement and the school's core values are effectively communicated with all constituencies, including faculty, students, families, and prospective applicants, and the Mission has been distilled to the three pillars of a Trinity education: faith, character, and scholarship. Both internal communication (including the weekly Principal's message) and external communication (to feeder schools, for example), are reflective of the school's core beliefs. The school has demonstrated that it is interested in continuing conversations about how they can continue to strengthen its alignment with this standard.

Trinity recognizes that *(h)aving a mission which permeates the school's culture and climate...begins by ensuring that the school has clearly and effectively communicated the mission to faculty, students, families, and the larger community*

and that the Mission *has become a part of the dialogue of the school, interwoven into conversations in the classroom, addressed by administrators when it comes to issues of discipline or conduct, and reflected in the celebration of mass as a community. The effectiveness in the school's ability to communicate its Mission was addressed in a recent survey where 100% of parents and 87% of students responding expressed agreement that Trinity clearly communicated its mission. A 2020 Catholic Identity Review conducted by the Diocese of Manchester found that "the mission was visible and stakeholders verbalized buy-in."* Additionally, 87% of parent survey responses, 85% of student responses, and 97% of faculty responses agree that the Mission aligns with what is actually happening in the school.

Trinity has centered much of its reflection on this Standard on the school's Catholic identity. While the school reports as a significant challenge the perception among some constituents that it downplays its Catholicity to have broader appeal, conversations with varied members of the community have indicated that being a Catholic school is an essential part of their experience. *As a Catholic High School, Trinity embraces its Catholic identity as a critical and defining component of its academic program and community. The school recognizes that students and their families have selected Trinity, in part, because of what its Catholic identity can do to enhance their educational experience and allow them to grow in and better understand their faith experience. With that in mind, the school purposely seeks to ensure that its Catholic identity is pervasive in all aspects of the school across academic disciplines, through the school's ministry program, within the arts, and on the athletic fields. One student shared that she first truly felt at home at Trinity when she attended her first monthly Mass with the full school community.*

Trinity is clearly a place where students are known, nurtured, and loved. However, some students expressed a sense that the overarching feeling of community is not always inclusive of diverse student experiences. While the community feeling is strong, ensuring that all members feel part of the community is an area where Trinity can continue to strengthen its alignment with this Standard.

Conversations with faculty members, administrators, students, and parents indicate that, by knowing students as individual people with distinct needs and diverse talents, adults at Trinity have created a safe and caring environment. Trinity's commitment to academic excellence is evident in its rigorous and varied academic offerings and its programs to support students at all levels. One father shared that his son has "learned how to learn" at Trinity and cares about learning more than he has previously. It is clear the discrete constituent groups at Trinity understand that academic excellence manifests differently for each student, from students who need extra academic support to those who are enrolled in multiple AP® courses.

## **Commendations**

1.) The Visiting Team strongly commends Trinity for the consistent, clear, and effective communication of its Mission both internally and externally and for the alignment of the school's practices, procedures, and programs with its Mission.

2.) The Visiting Team strongly commends Trinity for living its Mission vibrantly. Trinity is - as it aspires to be - a Catholic college preparatory community that provides a safe and caring environment where students seek academic excellence and grow in faith.

## **Recommendation 1**

The Visiting Team adopts the Self-Study Report finding in recommending the publication and display of the Mission Statement in each classroom to more explicitly connect the Mission to student learning.

## **Recommendation 2**

The Visiting Team recommends that each academic department follow the model of the Theology Department in

explicitly connecting learning outcomes with the Mission.

### **Recommendation 3**

The Visiting Team recommends that other constituents, including faculty and staff, participate with the Advisory Board in the review of the Trinity's Mission each year, perhaps on a committee created for that purpose.

### **Recommendation 4**

The Visiting Team recommends that Trinity undertake an intentional process to reflect on how all students, particularly those with diverse backgrounds, experience the school's Mission.

# Program Standard 8

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## Standard

**Commitment to Inspiration and Support Characterizes the Approach to Each Student**

## School's Rating

**Standard Met (SM1, SM2): The students' experience is supported.**

**Standard Unmet (SU1, SU2): The students' experience is compromised.**

SM2. Standard Met: Evidences understanding, evolving implementation and planning for improvement.

## Visiting Team's Rating

**Standard Met (SM1, SM2): The students' experience is supported.**

**Standard Unmet (SU1, SU2): The students' experience is compromised.**

SM2. Standard Met: Evidences understanding, evolving implementation and planning for improvement.

## Explanation of Rating

The Visiting Team concurs with Trinity's Self-Study Report rating of SM2 on this Standard, but not without some concerns. The Visiting Team praises the strong student experience, including co-curriculars, athletics, and the arts, and found that Trinity members believe *involvement to be key in the understanding of community and what it means to be contributing members of society*. The Visiting Team applauds Trinity's effort to support the individual needs, learning styles, and characteristics of its students by providing developmentally appropriate programs and activities to help them achieve their potential. The school recognizes the need to improve and has taken steps to strengthen the support of differentiated learning and diverse student needs. However, while Trinity has worked to increase the diversity of its student body, the Visiting Team did not observe measurable initiatives for celebrating the diverse experiences of all students, or sufficient resources and training that would support programming and planning to promote equity and inclusion of all students.

## Observations and Conclusions

The Visiting Team appreciates the tremendous dedication and commitment of the faculty to the development of the "whole person." *The classroom is only one place where faith, scholarship, and character can be fostered. Nearly 100% of our students are involved in at least one co-curricular activity, and many are involved in more. Activities offer many opportunities to become involved in school life outside the classroom where fun, competition, organization and collaboration can bring the rewards of being part of the Trinity community. They provide students with a chance to choose what interests them and motivates them to strive even more to achieve. In this way, students can develop the very leadership qualities that will serve them through life. At Trinity, involvement isn't so much an expectation, as simply as way of life. Given that Trinity is a "regional" school with students from a variety of feeding towns, it is a testament to the school's ministry, athletic, and extra curricular programs how strong the student involvement is, and how well attended their events are.*

Parents gave glowing reports of the communication, the support, and the above and beyond efforts employed by faculty to support student learning, self-advocacy, accountability, and faith. *Ninety per cent of parents believe that Trinity offers a variety of experiences to reflect the diversity of the students enrolled and the multicultural nature of society itself, and 75 % of parents surveyed believed that Trinity actively takes into consideration the individual needs, learning styles, and characteristics of students by providing developmentally appropriate programs and activities to help students achieve their potential.*

The Visiting Team applauds the commitment of faculty around issues concerning diverse student needs, learning styles, and experiences. Furthermore, there is a clear commitment to affirming that all students are loved, known, and seen as beloved children of God.

Trinity's faculty and staff are immersed in school life as evidenced by the fact that *69% of staff currently serve in secondary roles beyond their primary position within the school.* The students have the benefit of their time, attention, and guidance in class and out. This commitment manifests itself in a number of positive ways, including in that *88% of students responding to a survey believe they can turn to their teachers for advice both in academic and personal issues.*

Importantly, Trinity's parent community recognizes the unique value the school offers its children. In response to survey questions, *90% of parents described the school's faculty as thoughtful and skilled, and 95% opined that its teachers are providing a positive learning experience for [their] child.*

*Trinity recognizes that the world is constantly changing around its campus and its students, and its near impossible to be fully prepared to understand every situation its students are up against, thus it commits itself to ongoing training and a commitment to evolving with the world around it. It has committed itself to not only helping its students realize they have a voice, but to in turn listening to the voices it helps to speak up. Navigating what can feel like a minefield when it comes to student concerns, opinions and ideas, and being able to help students understand what can be shared with them, what things can reasonably be changed, and the timetable for some change to occur presents unique challenges of its own.* Keeping in mind the difficulties of navigating student concerns, opinions and ideas, the Self-Study reported that *only 50% of responding students felt Trinity offers a variety of experiences to reflect the diversity of the students enrolled and the multicultural nature of society itself.* The Visiting Team did not find a concrete plan to address diversity, equity, and inclusion issues with appropriate initiatives.

Although the school is not currently tracking data on race or ethnicity, the Admissions Director, the Guidance Director, and faculty report that the school is more diverse than it has ever been. Given the changing demographics of the student body and Trinity's Catholic tenet "that all human beings are created in the image and likeness of God," the Visiting Team believes that the school could do more to effectively promote and celebrate the "essential equity and inclusion of all students". For example, the School could include more indicia of diversity on its classroom walls, in the content of its curriculum, and in extracurricular programs. While the self-study described a newly-formed Multicultural Club, at the time of the visit, the club was defunct and there were conflicting perceptions about its demise. When asked what they'd like to see improved at Trinity, one student shared that microaggressions from students and faculty do not seem to be adequately addressed.

Additionally, the Visiting Team affirms Trinity's Self-Report assessment that there are insufficient resources to support the students' social and emotional needs. The lack of a full-time mental health counselor was identified as a significant challenge.

Finally, the Visiting Team heard from both faculty and students a desire for more structures to further support the academic, social, and emotional needs of the "whole person." The self-study notes that *given the added pressures on students with the COVID-19 pandemic, a great focus has also been placed on professional development on mental health and wellness. Some examples include suicide prevention training offered on March 12, 2021, as well as a series of ADAC sponsored remote workshops that included topics such as 'Mental Health and the Impact of the Pandemic on students,' 'CASEL: The Collaborative for Academic, Social and Emotional Learning,' and 'Benefits of SEL.'* Currently, the Academic and College Planning Department

provides a range of services, including: academic counseling, academic conferences with teachers, year-end academic recovery, college/career planning, and special programs throughout the year.

## **Commendations**

- 1.) The Visiting Team commends Trinity for the overall quality of their athletic, aesthetic, and extracurricular programs, all which enrich the student experience.
- 2.) The Visiting Team commends Trinity for establishing a multi-tiered student support system led by the Academic and College Planning Department and supported by the learning consultant group ADAC.
- 3.) The Visiting Team commends the Academic and College Planning Department for their effective support of students.
- 4.) The Visiting Team commends the hiring of a full-time academic coach who has made valuable contributions in his first year.
- 5.) The Visiting Team commends Campus Ministry and the Chaplain for their work designing programs to support the spiritual, social, and emotional needs of the student body.
- 6.) The Visiting Team commends the outreach work of the Admissions Director to serve and support families, including those families who are non-English speakers.

## **Recommendation 1**

The Visiting Team recommends that Trinity undertake a thorough and measurable initiative around diversity, equity, and inclusion that features culturally responsive teaching practices.

## **Recommendation 2**

The Visiting Team recommends that Trinity consider providing professional mental healthcare counseling services for its students.

## **Recommendation 3**

The Visiting Team recommends that Trinity continue to develop its multi-tiered student support system.

## **Recommendation 4**

The Visiting Team recommends that Trinity consider retaining or contracting with a *direct language support service* in an effort to more effectively communicate with families for whom English is not their first language.

# Program Standard 9

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## Standard

**Commitment to Excellence Distinguishes the Program**

## School's Rating

**Standard Met (SM1, SM2): The students' experience is supported.**

**Standard Unmet (SU1, SU2): The students' experience is compromised.**

SM2. Standard Met: Evidences understanding, evolving implementation and planning for improvement.

## Visiting Team's Rating

**Standard Met (SM1, SM2): The students' experience is supported.**

**Standard Unmet (SU1, SU2): The students' experience is compromised.**

SM2. Standard Met: Evidences understanding, evolving implementation and planning for improvement.

## Explanation of Rating

The Visiting Team concurs with Trinity's Self-Study Report rating of SM2 on this Standard. The success of the program is reflected in the satisfaction of the students and parents with the quality of their experience as well as *in the level of college acceptances and college scholarships that [their] graduates consistently achieve*. This experience can be attributed *to the competent faculty, academic support, and a rigorous curriculum*. While the Catholicity of the program came under question in a 2020 CIR report, “[p]arents and students feel that the faith is incorporated across the curriculum as appropriate.”

## Observations and Conclusions

Trinity has an academic program with high rigor driven by a faculty that is dedicated to their students and buttressed by small class sizes that allow for individual attention to each student. Surveys of parents and students show satisfaction with the quality of the academics, which were confirmed by interviews with parents. One parent stated, “Trinity taught my son how to learn and to love learning” and noted that Trinity faculty promptly respond to all parent questions, even after hours. This sentiment was reinforced by faculty sharing stories on how they customized learning plans for students, offering informal accommodations when official policy provides very limited formal accommodations. Parents and faculty praised the new academic coach to support student learning needs. In class, students were called by name, and there was frequent evidence of warm rapport among teachers, administrators, and students.

The outcomes of Trinity's Program speak for themselves, with students being admitted to highly-competitive schools. Just as important, the Visiting found evidence of college Guidance advising students into post-secondary plans that are good fits, including non-college pathways. Faculty and students were excited about the EMT course offering for next year. Trinity students are very successful at earning merit scholarships.



Additionally, the Visiting Team affirms that Trinity is successful at infusing faith throughout the curriculum, on top of a robust Theology and Campus Ministry program. Interviews with faculty offered examples on how different academic areas incorporated Catholic values, such as comparing investing in the stock market to gambling. The Visiting Team observed students in Art class painting icons of saints. Parents affirmed that they witnessed the development of their child's faith life at Trinity. Additionally, Campus Ministry *provides many service opportunities and trips in which students may participate, as well as serving as a gathering spot for students in their free time. The students interviewed during the Diocese of Manchester Catholic Identity Review in 2020 spoke highly of class Mass, and found that time in the chapel to be valuable. Several stakeholders spoke of prayer integrated into athletic activities as a meaningful experience, and conveyed that a prayer is said each morning over the PA for the whole student body.* A vibrant Catholic Identity permeates the entire program.

The Visiting Team recognizes the success of the academic program despite some underdeveloped formal structures and systems that would help the school more closely align with research and best instructional practices. Faculty appreciate the autonomy they have in the delivery of instruction. The faculty noted that they had limited opportunities for vertical and horizontal alignment of curriculum. They have started conversations around curriculum mapping, but there has been little time devoted to it. While there are plans to use delayed start time in the coming school year to tackle this issue, the oversight of the process will certainly be challenging for department chairs who teach a full load of courses as well as proctor Study Hall. At minimum, these faculty described a need to make courses institutional rather than idiosyncratic, such that the curriculum for any course, including an elective, would be able to be shared easily among current and future instructors. Additionally, in classroom visits, the Visiting Team observed a disparity of expertise in pedagogy. Interviews with faculty suggested that more resources could be devoted to mentoring and induction of new faculty.

The study and interviews with faculty discussed the implementation of a wide range of formative and summative assessments, including the use of technology with sites such as Kahoot, Blooket, and Quizlet. Our classroom observations found limited technology use. Interviews with faculty found that they could use more professional development on the use of technology. The faculty stated that they had the technology and media that they needed and praised the school's commitment of providing each faculty member with a MacBook and an iPad. However, these resources within a classroom are not standardized. In addition to obtaining equipment and software, the faculty felt that they could use consistent training support.

The Arts program has had success despite only a minimal graduation requirement and scheduling conflicts between performing arts and academic classes. Much can be attributed to the passion of the dedicated teachers. One faculty member said that there was a “[negative] stigma associated with the arts” which kept students from staying involved in the arts throughout their careers. The Visiting Team enjoyed visiting the Arts classroom as well as the rehearsals of the Chorus and Band.

## Commendations

- 1.) The Visiting Team commends the high degree of satisfaction with the rigor of Trinity's academic program, which has produced strong college and career outcomes for the graduating class.
- 2.) The Visiting Team commends Trinity's dedicated and highly-regarded faculty.
- 3.) The Visiting Team commends the vibrant Catholic culture that permeates Trinity's curriculum and the numerous opportunities for students to engage in meaningful religion experiences.
- 4.) The Visiting Team commends the recent hiring of an Academic Coach.

## Recommendation 1

The Visiting Team recommends that Trinity continue with its curriculum mapping process which includes the scope and sequence of courses within each department.

## **Recommendation 2**

The Visiting Team recommends that Trinity provide increased professional development opportunities on technology integration in the classroom, diversifying pedagogical practices, and classroom management.

## **Recommendation 3**

The Visiting Team recommends that Trinity examine the roles and responsibilities of its department chairs to create more opportunities for them to oversee work such as curriculum alignment and the promotion of best instructional practices.

# Program Standard 10

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## Standard

**Commitment to Continuous Professional Development Permeates the Adult Culture**

## School's Rating

**Standard Met (SM1, SM2): The students' experience is supported.**

**Standard Unmet (SU1, SU2): The students' experience is compromised.**

SM2. Standard Met: Evidences understanding, evolving implementation and planning for improvement.

## Visiting Team's Rating

**Standard Met (SM1, SM2): The students' experience is supported.**

**Standard Unmet (SU1, SU2): The students' experience is compromised.**

SM2. Standard Met: Evidences understanding, evolving implementation and planning for improvement.

## Explanation of Rating

The Visiting Team concurs with Trinity's Self-Study Report rating of SM2 on this Standard. The school fosters positive relationships; supports and encourages professional development planning; participates in NEASC peer review visits; and, aspires and plans to strengthen its alignment with the Standard.

The Visiting Team agrees with the Self-Study Report that *the lines of authority and communication within the school are both generally clear and effective, with faculty and staff generally aware of who to speak with regarding ideas, suggestions, questions, and concerns when the administration is present within the school building*. However, the faculty expressed concern about *the "lack of "presence" by administration throughout the building on a daily basis" and the relaxed lack of clear communication and protocol when the administration is out of the building*. Additionally, the Visiting Team agrees that the evaluation process should be reconsidered and improved upon as *only 64% of faculty feel that the evaluation process is clear, fair, and helpful*.

## Observations and Conclusions

Trinity has done an admirable job in providing professional development opportunities to the faculty as evidenced by the survey results, where *93% of faculty feel they are given opportunities for professional development*. On several occasions, the faculty spoke of the freedom to choose PD that was important to them. One faculty member spoke of the excellent work that the Diocesan development office was doing in providing lists of available courses. Additionally, there are multiple opportunities throughout the year for PD such as the Diocesan workshops at the opening of the school year and the several school workshops that are offered during the school year.

There are funds for tuition reimbursement and PD courses. The budget is comprised of funds available through Title 11A, Title IV, a small school budget, and funds from the Diocese. The PD coordinator works with the Diocesan coordinator in scheduling and approving PD courses in accordance with the requirements of the State of New Hampshire and the Diocese. The faculty can accumulate 45 of the necessary hours through offerings

from the school. For example, next year the PD focus will be on curriculum mapping. The remaining 30 hours in the content area are perceived to be more difficult to achieve, and the reimbursement process is not transparent. The faculty voiced concern about accessing this funding more easily, describing the reimbursement process is complicated.

*All Diocesan teachers who are responsible for teaching theology must be certified or gain catechist certification through the Notre Dame STEP program. All new diocesan employees participated in a workshop about what it means to be a Catholic teacher (led by[the] Superintendent). Theology teachers receive a significant amount of growth opportunities. Faculty members praised the PD Sophia Institute provided.*

Trinity exhibits a collegial atmosphere. Faculty workspaces created during COVID have been maintained. Trinity faculty praise the administration's "open door" policy. *Recent survey results reveal that 93% of faculty felt they are given the opportunity to participate in the decision-making process.* It was evident that *there is an overall collegial and collaborative atmosphere within the school with a decided lack of "red tape" or procedural bogging down.* Finally, students commented on the positive and welcoming nature of the faculty.

Faculty report a [l]ack of clear communication and protocol when the administration is out of the building i.e. No messaging received by faculty/staff when administrators are not in the building Faculty/staff not sure of whom to bring issues to when administrators are not in the building (i.e. proper lines of authority). The administration has recently begun to email the staff when they are going to be out. Several faculty members lamented the lack of a third administrator--which Trinity had in the past--who had clearer authority and responsibility to oversee the PD program and faculty evaluation process.

Faculty evaluation remains an area of concern as *only 64% of faculty feel that the evaluation process is clear, fair, and helpful.* The faculty reported that the process was inconsistent and often rushed at the end of the year. They expressed a strong desire for feedback, especially in the area of content instruction. A request was made for more classroom visits, announced and unannounced. Trinity has begun to address these concerns and is considering including Department Chairs in the classroom observation process.

## **Commendations**

- 1.) The Visiting Team commends Trinity's commitment to professional development.
- 2.) The Visiting Team commends and recognizes Trinity's positive and collegial environment.
- 3.) The Visiting Team commends the initial steps that Trinity has taken to improve the evaluation process.

## **Recommendation 1**

The Visiting Team recommends that Trinity continue to work to develop a better system for teacher observation, evaluation, and feedback.

## **Recommendation 2**

The Visiting Team recommends the development of an organizational chart.

## **Recommendation 3**

The Visiting Team concurs with the Trinity Self-Study Report recommendation that faculty should participate on NEASC teams.

## **Recommendation 4**

The Visiting Team recommends that Trinity look into to improving its PD reimbursement process.

# Program Standard 11

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## Standard

**Commitment to Engaging with the Greater Community Enhances Student Experience**

## School's Rating

**Standard Met (SM1, SM2): The students' experience is supported.**

**Standard Unmet (SU1, SU2): The students' experience is compromised.**

SM2. Standard Met: Evidences understanding, evolving implementation and planning for improvement.

## Visiting Team's Rating

**Standard Met (SM1, SM2): The students' experience is supported.**

**Standard Unmet (SU1, SU2): The students' experience is compromised.**

SM2. Standard Met: Evidences understanding, evolving implementation and planning for improvement.

## Explanation of Rating

The Visiting Team concurs with the Self Study rating of SM2 for this Standard. The Visiting Team found evidence that the school *effectively communicates and collaborates with families around their children's development*. Trinity clearly *recognizes and embraces the significance of community and its role within it*, and how communication plays a vital role. The Visiting Team found that *Trinity is actively working to build an accurate and functional alumni database to allow for better communication with its alumni*; however, there are challenges as the Office of Institutional Advancement in its current configuration is only a few years old, and structures and processes are still being aligned. Overall, Trinity and its staff and faculty create robust programming--from Campus Ministry retreats, Blood Drives, community service projects, monthly liturgies, holiday masses, student government events, alumni events and more--to offer myriad experiences that connect Trinity students to the wider community. Additionally, the beautiful new sports turf field is direct evidence of the school's collaboration with the City of Manchester, and fosters more awareness of Trinity's role in the community.

## Observations and Conclusions

An overwhelming majority of parents who responded to a survey felt that Trinity's communication was effective and that their input is welcome. A majority of students responding to a survey also felt school communication is effective.

The Advancement Office reports that approximately 70% of parents are opening their emails, which is quite high and a strong indicator that their email communications culture is effective. Parents not only felt welcome at the monthly liturgies, but also felt a connection with the faculty and staff, commenting that communication is excellent. It's clear Trinity has done strong work fostering this type of exchange and relational approaches so crucial to the collaborative learning that occurs when schools and families are in sync.

School surveys and interviews with a parent panel suggest that for the most part, the constituents feel very informed by and connected with the school and were given information and communications in a very timely and effective manner. The faculty, staff, and administration use email as the primary mode of communication, and parents interviewed felt very connected to the school; these parents also commented that phone calls are always promptly returned. Particular note and commendation were given to the Weekly Emails from the Principal and Vice Principal.

*The faculty feel there is a strong "open door" policy with administrators and staff, and as one faculty member said, "My opinion is heard". Faculty, in coordination with the Academic and College Planning Department, communicate about struggling students with their families. The Visiting Team found that Trinity will follow up with warning and probation letters by mail if students are unable to improve grades to a satisfactory level by the end of a quarter. These letters are followed up with a probation meeting held with an administrator and academic counselor to establish an appropriate recovery plan for the student, and that this process is working very well. The Academic and College Planning Department has clear communication and processes in place, and they effectively manage academic plans. They also create strong programming for grade level nights to assist families with academic planning, college planning and more. However, several faculty members commented that administrators could better follow up on issues involving student discipline and any action taken. It was also suggested that there could be minutes distributed after faculty meetings.*

*Trinity utilizes the Renweb/Family portal through FACTS, which is viewable by both parents and students...The portal also provides updates regarding attendance and allows the school to provide quarterly report cards digitally, which are later archived to the student's portfolio. Students and their parents have access to faculty and staff contact information through multiple means including class syllabi, individual teacher Google Classroom pages, the school website Faculty Directory page (contains phone extensions and email addresses), and the Renweb portal which allows direct emailing. Parents commented favorably on the requirement that new syllabi and course enrollment forms have to be physically signed, allowing them knowledge of the coursework. Some faculty spoke favorably about the use of the grade book portal which allows for easy functionality in terms of "clicking" off certain grade level student email blasts, or class emails, etc. The Admissions Director and one faculty member noted a growing concern that some parents may not be English speakers and suggested exploring ways to communicate more effectively with this demographic to include them more in the community.*

The building of the turf field has enhanced Trinity's relationship with the City of Manchester and has helped to link the school to the larger community. *The school also advertises these community events on the electronic sign board outside of the school, which is visible to parents during student drop-off and pick-up each day. Additionally, the Visiting Team found that Trinity forges a strong bond with the local community through its ministry program, including nursing home visits, grade level annual retreats and more community service programs designed to promote and enhance community connectivity. The school has an impressive list of programming--from retreats to blood drives, from Holiday masses to Halloween Trunk or Treat programs--that invite parents and the surrounding community members to participate. The Academic and College Planning office offers a College Night and invites students from other schools to attend. It was clear that Trinity [s]tudents are taught to view the world through the eyes of faith and to apply their faith in critical thinking and action to address social and ethical issues in accord with Catholic Social Teachings of the Church.*

The Advancement Team is small and relatively new but is attempting a great deal of programming, including alumni events, community events, print pieces, website design, social media outlets, database updates and more. As Trinity continues to build and reconnect its alumni base, it might consider devoting additional support and resources here. Moreover, the Admissions Director is also responsible for website updates and social media, so Trinity may need to consider a more specialized, centralized approach to supporting these two key revenue generating departments.

## **Commendations**

1.) The Visiting Team commends Trinity's Principal and Vice Principal for their popular weekly emails.

- 2.) The Visiting Team commends Trinity's faculty and staff for its collaboration and communication with parents and families.
- 3.) The Visiting Team commends Trinity's Youth Ministry team and its programming which connects students to the wider community.
- 4.) The Visiting Team commends Trinity's Academic and College Planning Department for its effective communication and support of students.
- 5.) The Visiting Team commends Trinity for successfully partnering with the City of Manchester to provide significant upgrades to the athletic fields.
- 6.) The Visiting Team commends Trinity for the decision to dedicate resources to enhance its Development and Alumni Relations offices.

## **Recommendation 1**

The Visiting Team recommends Trinity explore the adoption of innovative communication technologies, other than email, to enhance its ability to communicate with today's parents, students, alumni and community.

## **Recommendation 2**

The Visiting Team recommends that Trinity consider expanding the resources available to support its Advancement and Admissions offices.

## **Recommendation 3**

The Visiting Team recommends that Trinity consider retaining a marketing and communications professional to augment its Admissions and Advancement programs.

## **Recommendation 4**

The Visiting Team recommends that Trinity consider how it can more effectively communicate with the growing demographic of non-English speaking parents and families.



# Strategic Planning Standard 14

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## Standard

**Commitment to Long-Term Viability and Innovation Guides Planning**

## School's Rating

**Standard Met (SM1, SM2): The students' experience is supported.**

**Standard Unmet (SU1, SU2): The students' experience is compromised.**

SM2. Standard Met: Evidences understanding, evolving implementation and planning for improvement.

## Visiting Team's Rating

**Standard Met (SM1, SM2): The students' experience is supported.**

**Standard Unmet (SU1, SU2): The students' experience is compromised.**

SM2. Standard Met: Evidences understanding, evolving implementation and planning for improvement.

## Explanation of Rating

The Visiting Team concurs with Trinity's Self-Study Report rating of SM2 on this Standard but not without concerns. As an observation, the NEASC Indicators for this Standard appear to be geared more toward schools with greater autonomy than Trinity's governance structure permits.

## Observations and Conclusions

*Trinity's long-standing history is a testament to its thoughtful, realistic, through, and continuous planning.*

*To remain a thriving Catholic high school with enrollment returning to an increasing trend in its fiftieth year operation while maintaining a balanced budget speaks to effective planning. Trinity engages in this type of planning through effective leadership in its administrative team consisting of its Principal, Assistant Principal, Director of Admissions, Director of Institutional Advancement, Athletic Director, and Director of College and Academic Planning as well as the school's Advisory Board. The principal also works with the school's Business Manager to develop the school's annual budget and 3-5 year projections. The school principal meets frequently with the other senior members of his leadership team to discuss the school's on-going goals and planning. Additionally, the Principal and other select senior leadership attend the monthly Advisory Board meetings. Per the Advisory Board by-laws, their function is to "offer direction and vision for the school which will ensure a quality Catholic education for the students and to offer sound advice to guarantee the sustainability of the human, material, and financial capital for Trinity High School." As a Diocesan school, Trinity must also work with the Diocese of Manchester to ensure it operates in line with Diocesan goals for Trinity and the larger NH Catholic School system. As part of an appropriate and effective process, Trinity conducts research and collects data to inform its planning. This includes doing appropriate due diligence financially in seeking bids and estimates for any major technology or equipment projects or construction and renovation projects. In seeking these bids, it is critical for the school to ensure it is not only purchasing the best products, but also getting the best value. When it comes to planning related to professional development, curriculum, and instruction, faculty and staff are expected and trusted to do their due diligence in vetting the material in terms of appropriateness and relevance to the*

*school and diocesan curriculum. While all goals and plans are thoroughly vetted with research and data, nothing is ever set in stone, until in recent years, Trinity High School has had several important upgrades. Trinity has significantly upgraded its athletic facilities through a joint project with the City of Manchester. As a result it now controls a new, state-of-the-art, multi-sport, synthetic surface playing field featuring bleachers, a press box, fencing and lighting. Plans for a second phase of the project include a concession stand and restrooms. Separately, after a SWOT analysis, Trinity was able to implement necessary bathroom renovations and an upgrade of their WiFi system.*

However, because Trinity is a Diocesan school, the above examples of the bathroom renovation and WiFi upgrade are exceptions rather than the rule in terms of its ability to plan and enact strategic improvements. For example, the School's annual budget must be submitted to and approved by the Diocese, and the Principal cannot incur expenses or make payments of \$15,000 or more without Diocesan approval. And while the school's Board serves in a quasi-governing capacity (per bylaws), it is nevertheless advisory in nature and scope, and without certain relevant subject matter knowledge or experience.

As an example of the challenge inherent in this structure, the following comes from the introduction of Trinity's Self Study:

*The school currently faces a major stumbling block in its strategic planning as it is stuck in a bit of a "holding pattern" to an ongoing Diocesan project to ideally move St. Joseph Regional Junior High School to the Trinity campus. This project has been stuck in the planning phase for a number of years, creeping slowly toward its final phases of the approval process. Due to this holding pattern, Trinity has had to table some of its own plans until it knows for sure what the fate of the school and campus will be, as certain choices would ultimately not be smart moves to make if the expansion project were to go through.*

Trinity did produce a written strategic plan and a vision statement for the Visiting Team, but the lack of specificity and aspirational nature of the documents points to the systemic problems Trinity faces on this important front.

## **Commendations**

- 1.) The Visiting Team commends Trinity's administration for the positive working relationships it has cultivated with the Diocese and the Diocese Superintendent, allowing for a highly-functioning school.
- 2.) The Visiting Team commends Trinity for its strategic collaboration with the City of Manchester on the recent completion of the athletic field that has been a major facilities upgrade for the school's athletic program.

## **Recommendation 1**

The Visiting Team recommends that the Advisory Board be restructured to include working subcommittees, potentially with outside members who have expertise in key areas such as planning, campus and facility enhancements, and programmatical elements to provide insight into how the school might be improved.

## **Recommendation 2**

The Visiting Team recommends that Trinity's Principal be given a higher authorization ceiling concerning operational expenditures to facilitate school administration.

## **Recommendation 3**

The Visiting Team recommends that Trinity develop a contingency strategic plan to execute in the event the on-site combination with St. Joseph Regional Middle School is indefinitely delayed or canceled.

# Major Commendations and Recommendations

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## Major Commendations

1. The Visiting Team commends Trinity on being a Mission-driven school, with ample evidence of its 3 Pillars of "Faith, Scholarship, and Character" present throughout the campus and in school life.
2. The Visiting Team commends Trinity on its welcoming and collaborative culture.
3. The Visiting Team commends Trinity's dedicated faculty.
4. The Visiting Team commends Trinity on its balanced program that consistently produces enthusiastic graduates and satisfied parents.
5. The Visiting Team commends Trinity on the impressive work of its Academic and College Planning Department.

## Major Recommendation 1

The Visiting Team recommends that Trinity consider ways to provide the services of a mental healthcare professional, even part-time, to tend to students' socio-emotional needs and free up the school's licensed guidance counselors to focus on academic and curriculum support matters.

## Major Recommendation 2

The Visiting Team recommends that Trinity consider retaining a marketing and communications professional to augment its Admissions and Advancement programs.

## Major Recommendation 3

The Visiting Team recommends that Trinity undertake a thorough and measurable diversity, equity and inclusion initiative that features culturally responsive faculty and staff training and teaching practices.

## Major Recommendation 4

The Visiting Team recommends that Trinity continue its work to develop an improved system of teacher observation, evaluation, and feedback.

## Major Recommendation 5

The Visiting Team recommends that Trinity continue with its curriculum mapping process which includes the scope and sequence of courses within each Department.

## Major Recommendation 6

The Visiting Team recommends that Trinity's Advisory Board be restructured to include working subcommittees

with relevant planning expertise, with one task being the development of a contingency long-range strategic plan in the event that the St. Joseph's move is delayed indefinitely or canceled.

# Ratings Table (rev 020720)

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## Ratings Table (rev 020720)

For each applicable Standard, please:

1. Enter the school's self-rating and the Visiting Committee's rating in the first two columns.
2. Enter an X in the column for "Unmet Rating?" if the Visiting Committee's rating is an SU1 or SU2.
3. Enter an X in "Differing Rating" if the Visiting Committee's rating differs from the school's self-rating.
4. Enter an X in the last column to indicate that you have provided evidence for an unmet or differing rating within the text of the *Visiting Committee Report*.

Skip any Standards which do not apply.

	School's Self-Rating	VC Rating	Unmet Rating	Differing Rating	Evidence Provided for Unmet/Differing Rating (page number)
Foundation Standard 1	SM1	SM1			
Foundation Standard 2	SM1	SM2		X	X (See pages 14-15)
Foundation Standard 3	SM2	SM2			
Foundation Standard 4	SM2	SM1		X	X (See pages 19-20)
Foundation Standard 5	SM2	SM2			
Foundation Standard 6					
Program Standard 7	SM1	SM1			
Program Standard 8	SM2	SM2			
Program Standard 9	SM2	SM2			
Program Standard 10	SM2	SM2			
Program Standard 11	SM2	SM2			
Program Standard 12					
Program Standard 13					
Strategic Planning Standard 14	SM2	SM2			