



STANDARD

3

An excellent Catholic school adhering to mission provides opportunities both within and outside the classroom for Christ-centered student faith formation, participation in liturgical and communal prayer, and action in service of missionary discipleship and social justice.

Benchmark 3.1: Every student is offered timely and regular opportunities to grow closer to Christ through prayer, the Eucharist, and liturgy.

LEVEL 4
Exceeds
Benchmark

Every student is offered timely and regular opportunities to grow closer to Christ through prayer, the Eucharist, and liturgy.

Students learn and can lead a variety of forms of prayer.

Students assume leadership roles in the design of prayer services/liturgical services.

Students serve in a variety of roles in all Eucharistic liturgies.

Eucharist **is celebrated frequently** as a school and class community.

Students **are able to articulate** verbally and in written form how they are growing closer to Christ through prayer, the Eucharistic liturgy, and through other liturgical services.

LEVEL 3
Fully Meets
wBenchmark

Every student is offered timely and regular opportunities to grow closer to Christ through prayer, the Eucharist, and liturgy.

Students **are involved** in the design of prayer services/liturgical services.

Students regularly serve in a variety of roles in the Eucharistic liturgy.

Eucharist **is celebrated regularly** as a school or class community.

Students **can articulate** how they are growing closer to Christ.

LEVEL 2
Partially Meets
Benchmark

Prayer is evident throughout the school day, and liturgy is **celebrated a few times a year**, such as on special feast days.

Students are able to lead prayer, design prayer services, and be involved in the Eucharistic liturgy in **very limited** ways.

LEVEL 1
Does Not Meet
Benchmark

Either prayer is **not a regular part** of the school day, or when prayer does occur, it is done in a perfunctory manner.

Opportunities for students to engage in prayer or to celebrate the Eucharist are scarce.

Possible Sources
of Evidence

- Schedule of liturgies
- School calendar showing prayer services
- Curriculum guides and lesson plans showing teaching and practice of the following:
 - liturgical prayer
 - traditional Catholic prayers
 - devotional prayers (such as the Rosary)
 - meditative prayers (such as *lectio divina*)
 - and spontaneous prayer
- Schedule of Eucharistic adoration
- Classroom and school liturgy observations
- List of students who lead prayers, serve as altar servers or readers
- Liturgical aids (student-created)
- Prayer table or space in classrooms or in the school



STANDARD

3

An excellent Catholic school adhering to mission provides opportunities both within and outside the classroom for Christ-centered student faith formation, participation in liturgical and communal prayer, and action in service of missionary discipleship and social justice.

Benchmark 3.2: Every student is offered timely, regular, and age-appropriate opportunities to reflect on their life experiences and faith through retreats and/or other spiritual experiences that prioritize both personal reflection and interpersonal encounter.

LEVEL 4
Exceeds
Benchmark

Every student is offered timely, regular, and age-appropriate opportunities to reflect on their life experiences and faith through retreats and/or other spiritual experiences that prioritize both personal reflection and interpersonal encounter.

Retreat experiences (on or off-site) are an **integral part** of student life at all grade levels.

When age-appropriate, it is the **expectation** that students participate in the planning of retreats or other spiritual events.

By design, all students are given **frequent** opportunities to participate in guided reflection on their life experiences and faith that prioritize both personal reflection and interpersonal encounter, for example, the daily Examen or Direction of Intention.

LEVEL 3
Fully Meets
Benchmark

Every student is offered timely, regular, and age-appropriate opportunities to reflect on their life experiences and faith through retreats and/or other spiritual experiences that prioritize both personal reflection and interpersonal encounter.

Retreat experiences (on or off-site) **are part** of student life at all grade levels.

When age-appropriate, students have the **opportunity to participate** in the planning of retreats or other spiritual events.

Students are given **regular opportunities** to participate in guided reflection on their life experiences and faith that prioritize both personal reflection and interpersonal encounter.

LEVEL 2
Partially Meets
Benchmark

Some students are offered a retreat or spiritual experiences.

Students **occasionally have opportunity** for reflection on their life experiences and faith.

LEVEL 1
Does Not Meet
Benchmark

No retreat or reflective experiences are offered to students in a timely, regular, and/or age-appropriate way.

Possible Sources
of Evidence

- Retreat schedules for class retreats
- Schedules for Days of Recollection or similar special programs
- School day schedules show time set aside for reflection
- Student written and oral descriptions of planning retreats and other spiritual events
- Observation during the school day
- Student survey information about the frequency and quality of guided reflection on their life experiences and faith

STANDARD

3

An excellent Catholic school adhering to mission provides opportunities both within and outside the classroom for Christ-centered student faith formation, participation in liturgical and communal prayer, and action in service of missionary discipleship and social justice.

Benchmark 3.3: Every student participates in authentic Christian service programs to promote the lived reality of action in service of social justice.

LEVEL 4
Exceeds
Benchmark

Every student participates in authentic Christian service, **choosing** from **multiple opportunities in a variety of areas** that all include action in the service of social justice.

Christian service opportunities are **offered continually** throughout the school year.

After participating in Christian service opportunities students express and demonstrate clear connections between the gospel, the teachings of the Catholic faith, service, and social justice.

LEVEL 3
Fully Meets
Benchmark

Every student participates in authentic Christian service programs to promote the lived reality of action in service of social justice.

Christian service **opportunities** provide specific means for students to clearly make connections between the gospel, the teachings of the Catholic faith, service, and social justice.

The Christian service programs are rooted in the gospel mandate to serve as Jesus served and intentionally are tied to the mission and the academic programs of the school.

LEVEL 2
Partially Meets
Benchmark

Some students participate in Christian service programs offered at specified times in the school year (Thanksgiving or Christmas, for instance) to promote the lived reality of action in service of social justice.

LEVEL 1
Does Not Meet
Benchmark

The school is **not involved** in offering opportunities for students to participate in Christian service programs to promote the lived reality of action in service to social justice.

OR

When service is undertaken, **no intentional connection** is made between the gospel, the teachings of the Catholic faith, service, and social justice.

Possible Sources
of Evidence

- Document describing all service programs offered including times, duration, impact, and integration of gospel values, Catholic teaching, and the principles of social justice
- Record of food, clothing, school supplies and toy drives facilitated by the school
- Age-appropriate letter-writing campaigns to legislators or other persons in support of social justice based on Church teaching.
- Written student reflections connecting service to gospel values, Catholic teaching, and social justice
- Photos, videos, media coverage, social media, and narrative depictions of student service
- Written or recorded testimony given by those served

STANDARD

3

An excellent Catholic school adhering to mission provides opportunities both within and outside the classroom for Christ-centered student faith formation, participation in liturgical and communal prayer, and action in service of missionary discipleship and social justice.

Benchmark 3.4: Every student experiences role models of faith and service for social justice among the administrators, faculty, and staff.

LEVEL 4
Exceeds
Benchmark

Every person working in the school community, regardless of position, understands and demonstrates that they are role models of faith and service for social justice to every student and outstanding examples of such abound.

This is a **clear and well-communicated expectation** for employment in the school.

LEVEL 3
Fully Meets
Benchmark

Every student experiences role models of faith and service for social justice among the administrators, faculty, and staff.

Being a role model for faith and service **is a consideration** in hiring. This is an expectation of the school.

LEVEL 2
Partially Meets
Benchmark

Some students experience role models of faith and service for social justice among administrators, faculty, and staff, and **a few administrators, faculty and staff** perceive their role as serving as such role models.

LEVEL 1
Does Not Meet
Benchmark

Administrators and/or faculty and staff **do not perceive their functions** to be that of role models of faith and service for social justice to students, and students **do not experience such role models** among their administrators, faculty, and staff.

Possible Sources
of Evidence

- Lists of administrators, faculty, and staff serving as extraordinary ministers of Holy Communion, lectors, or other visible roles in their parishes as well as at school liturgies
- Lists of administrators, faculty, and staff visibly participating in social justice activities such as human trafficking awareness actions, respect life activities, fair trade or local farmer support initiatives, migrant worker pay, or safety initiatives
- Perception surveys from students and parents