

STANDARD

5

An excellent Catholic school has a governing body (person or persons) which recognizes and respects the role(s) of the appropriate and legitimate authorities, and exercises responsible decision-making (authoritative, consultative, advisory) in collaboration with the leadership team for development and oversight of the school’s fidelity to mission, academic excellence, and operational vitality.

Benchmark 5.1: The governing body represents the diversity of stakeholders and the larger community.

LEVEL 4
Exceeds
Benchmark

The governing body represents the diversity of stakeholders and the larger community.

The governing body is formed with intentional outreach to a diverse community of stakeholders. The body **continuously works** to maintain a balance of representation.

LEVEL 3
Fully Meets
Benchmark

The governing body represents the diversity of stakeholders and the larger community.

LEVEL 2
Partially Meets
Benchmark

The governing body **attempts to represent** the diversity of stakeholders and the larger community, but has not yet attracted such diversity.

LEVEL 1
Does Not Meet
Benchmark

The governing body **does not represent** the diversity of stakeholders and there is no plan to achieve this benchmark.

Possible Sources
of Evidence

- Roster/listing of membership on the governing body
- Evidence of attempts of outreach

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Benchmark 5.2: The governing body functions according to its approved constitution and by-laws.

LEVEL 4
Exceeds
Benchmark

The governing body functions according to its approved constitution and by-laws, and both are **posted and shared** with the full community. The governing body intentionally and regularly **monitors itself to ensure consistency** of practice as approved by the by-laws. Constitution and by-laws are up-to-date and **reflect best practices for private schools**.

LEVEL 3
Fully Meets
Benchmark

The governing body functions according to its approved constitution and by-laws.
Both constitution and by-laws are **current and accessible** to the school community.

LEVEL 2
Partially Meets
Benchmark

The governing body has a constitution and/or by-laws which sometimes direct function and **may not be entirely up-to-date**.

LEVEL 1
Does Not Meet
Benchmark

The board **does not have a constitution or by-laws**.
OR
The governing body **does not function according to the current constitution and by-laws**.

Possible Sources
of Evidence

- Copies of the constitution and by-laws referencing updates
- Agendas from training and meetings
- Copies of board self-assessment with attention to by-laws compliance
- Website postings of the constitution and by-laws
- Records of decisions in keeping with constitution and by-laws



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Benchmark 5.3: The governing body with the leader/leadership team systematizes the policies of the school's operations to ensure fidelity to mission; support for justice, equality, and equity; and continuity and sustainability through leadership successions.

LEVEL 4
Exceeds
Benchmark

The governing body with the leader/leadership team systematizes the policies of the school's operations to ensure fidelity to mission; support for justice, equality, and equity; and continuity and sustainability through leadership successions.

This information is provided to all stakeholders on an ongoing basis to ensure fidelity to mission. **Policies are regularly reviewed and demonstrate ongoing commitment** to justice, equality and equity as written. Continuity and sustainability of policies and programs are **ensured** through carefully planned and executed leadership successions. These plans for succession apply to the governing board and school leadership team, and all other leadership associated with school operations, such as advisory boards, parent groups, volunteer groups, affiliated clubs, and others.

LEVEL 3
Fully Meets
Benchmark

The governing body with the leader/leadership team systematizes the policies of the school's operations, to ensure fidelity to mission, and support for justice, equality, and equity; and continuity and sustainability through leadership successions.

Policies are periodically reviewed and demonstrate commitment to justice, equality, and equity. Leadership succession plans are up to date.

LEVEL 2
Partially Meets
Benchmark

The governing body with the leader/leadership team systematizes **some of the policies** of the school's operations to ensure fidelity to mission; support for justice, equality, and equity. There is evidence that not all policies are implemented or accounted for. There is **some leadership succession** planning, for continuity and sustainability, but it **is not consistent**.

LEVEL 1
Does Not Meet
Benchmark

The governing body with the leader/leadership team **does not** systematize the policies of the school's operations to ensure fidelity to mission; support for justice, equality, and equity; and there is **no continuity and sustainability** through leadership succession planning. There are **few guidelines** for operations and each operation appears to function independently with little integration. The commitment to ensuring fidelity to mission is **not demonstrated**, expressed or evident. Leadership succession is not understood or planned for.

Possible Sources
of Evidence

- Operations policies documents
- Instruction manuals for implementing operations policies
- Measures of accountability for policy implementation
- Reports documenting assessment of operations policies
- Reports documenting implementation
- Leadership succession plans past and present
- Budgets
- Job descriptions
- Succession plans for all stakeholder groups
- Communications regarding policies to stakeholder group
 - Policies have a clear focus on equity and social justice (needs-based scholarship plans; recognition of family cultural and ethnic backgrounds, etc.)



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Benchmark 5.4: The governing body, in collaboration with or through the actions of the leader/leadership team, maintains a relationship with the Local Ordinary marked by mutual trust, close cooperation, continuing dialogue, and respect for the Local Ordinary's legitimate authority.

LEVEL 4
Exceeds
Benchmark

The governing body, in collaboration with or through the actions of the leader/leadership team, maintains a relationship with the Local Ordinary marked by mutual trust, close cooperation, continuing dialogue, and respect for the Local Ordinary's legitimate authority.

The governing body and the leader/leadership team maintain and communicate to all stakeholders a **strong, positive, and visible relationship** with the Local Ordinary. The Local Ordinary is invited by the governing board to not only celebrate mass but also to be present at school occasions. Events sponsored by the Local Ordinary and offices representing the Local Ordinary are fully supported by the governing body and leadership team.

LEVEL 3
Fully Meets
Benchmark

The governing body, in collaboration with or through the actions of the leader/leadership team, maintains a relationship with the Local Ordinary marked by mutual trust, close cooperation, continuing dialogue, and respect for the Local Ordinary's legitimate authority.

LEVEL 2
Partially Meets
Benchmark

The governing body, in collaboration with or through the actions of the leader/leadership team, **maintains a limited relationship** with the Local Ordinary and the offices representing the Local Ordinary marked by **tentative trust, intermittent cooperation, occasional dialogue, and neutral regard** for the Local Ordinary's legitimate authority.

LEVEL 1
Does Not Meet
Benchmark

The governing body, in collaboration with or through the actions of the leader/leadership team, **does not maintain a relationship** with the Local Ordinary marked by mutual trust, close cooperation, continuing dialogue, and respect for the Local Ordinary's legitimate authority. Relationships reflect **little cooperation or dialogue**, and the Local Ordinary's authority is **ignored or overlooked**.

**Possible Sources
of Evidence**

- Documents describing role expectations with the Local Ordinary or offices representing the Local Ordinary
- Formal agreements with the Local Ordinary or offices representing the Local Ordinary
- Local Ordinary Advisory Committee participant lists
- Programs from events sponsored by the Local Ordinary or offices representing the Local Ordinary
- Communications to stakeholder groups regarding the Local Ordinary or offices of the Local Ordinary
- Invitations to stakeholders to events sponsored by the Local Ordinary or offices of the Local Ordinary
- Advocacy notices on behalf of the Local Ordinary or offices sponsored by the Local Ordinary
- Membership in NCEA
- Programs from diocesan-sponsored Catholic school events
- Location of portraits or photos of the Local Ordinary
- Agendas of events with the Local Ordinary
- Announcements or press coverage of Local Ordinary's presence at schools



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Benchmark 5.5: The governing body, in collaboration with or through the actions of the leader/leadership team, maintains a constructive and beneficial relationship with the (arch)diocesan Education Office consistent with (arch)diocesan policy pertaining to the recognition of Catholic schools by the Local Ordinary.

LEVEL 4
Exceeds
Benchmark

The governing body, in collaboration with or through the actions of the leader/leadership team, continuously **fosters a constructive and beneficial relationship** with the (arch)diocesan Education Office, working to support the work of the central office, adopting and integrating initiatives from the central office **and/or** working in collaboration with other schools in the community. The governing body **supports the work of the leadership team** as members of diocesan working groups. All work is monitored for consistency with all (arch) diocesan policies pertaining to Catholic schools.

LEVEL 3
Fully Meets
Benchmark

The governing body, in collaboration with or through the actions of the leader/leadership team, maintains a constructive and beneficial relationship with the (arch)diocesan Education Office consistent with (arch) diocesan policy pertaining to the recognition of Catholic schools by the Local Ordinary.

LEVEL 2
Partially Meets
Benchmark

The governing body, and/or the leadership team **acknowledge the need** for a constructive and beneficial relationship with the (arch)diocesan Education Office but the **existing relationship is inconsistent. At times**, policies or procedures are followed, and at other times they are **overlooked or ignored in favor of autonomy. Some decisions are inconsistent** with (arch)diocesan policy pertaining to the recognition of Catholic schools by the Local Ordinary.

LEVEL 1
Does Not Meet
Benchmark

The governing body and the leader/leadership team **do not maintain** a constructive and beneficial relationship with the (arch)diocesan Education Office. (Arch)diocesan **policies are largely ignored and/or obstructed**. Evidence of an understanding of the relationship of the school to the Local Ordinary appears absent.

Possible Sources
of Evidence

- Governing Board copies of (arch)diocesan school policies
- School leaders copies of (arch)diocesan school policies
- Published (print and internet) copy of (arch)diocesan school policies
- Diocesan committee listings
- Adoption documents for (arch)diocesan-recommended programs
- Budgets
- Publications supporting (arch)diocesan programs
- Accountability measures and reports



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Benchmark 5.6: The governing body, working within their defined roles and responsibilities and in collaboration with the leader/leadership team, maintains a relationship with the designated ecclesial authority according to their school's governance model, marked by mutual trust, close cooperation, and continuing dialogue.

LEVEL 4
Exceeds
Benchmark

The governing body, working within their defined roles and responsibilities and in collaboration with the leader/leadership team, **maintains, fosters, and continuously develops a working relationship** with the designated ecclesiastical authority according to their school's governance model. This relationship is marked by **regular, positive interactions, shared goals, mutual trust, close cooperation and continuing dialogue** that is productive, focused on the future of the school.

LEVEL 3
Fully Meets
Benchmark

The governing body, working within their defined roles and responsibilities and in collaboration with the leader/leadership team, maintains a relationship with the designated ecclesial authority according to their school's governance model, marked by mutual trust, close cooperation and continuing dialogue.

LEVEL 2
Partially Meets
Benchmark

The governing body, working within their defined roles and responsibilities and in collaboration with the leader/leadership team, has an **inconsistent relationship** with the designated ecclesial authority according to their school's governance model. This relationship is marked by **tentative trust, inconsistent cooperation, and sporadic dialogue**, limiting timely and effective decision-making.

LEVEL 1
Does Not Meet
Benchmark

The governing body **does not maintain a relationship** with the designated ecclesial authority according to their school's governance model. **Mutual trust, cooperation, and ongoing dialogues are not present.** The governing body members meet and work **without** the designated ecclesial authority.

OR

The governing body does not include the leadership team in the relationship with the designated ecclesial authority.

Possible Sources
of Evidence

- Calendars and schedules for meetings
- Plans and goals for the future
- Public announcements and publications from leaders
- Records of public events
- Copies of shared communications and presentations
- Schedules for the designated ecclesial authority according to their school's governance model participation in the school
- Interviews with stakeholders
- Leadership assessments and results
- Budget
- Job descriptions
- Strategic Plans



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Benchmark 5.7: The governing body engages in effective board governance practices, including ongoing formation and self-evaluation to ensure the faithful execution of their responsibilities and continuous improvement.

LEVEL 4
Exceeds
Benchmark

The governing body engages in effective board governance practices, including ongoing formation and self-evaluation to ensure the faithful execution of their responsibilities and continuous improvement.

The governing body has **clearly defined and fully implemented accountability measures** for the outcomes associated with the execution of their responsibilities. Outcomes are assessed utilizing both formative and summative measures to ensure the faithful execution of their respective responsibilities, with clear follow-up, discernment, and plans for improvement. Assessments are designed to **include the diversity of** all stakeholder groups.

LEVEL 3
Fully Meets
Benchmark

The governing body engages in effective board governance practices, including ongoing formation and self-evaluation to ensure the faithful execution of their responsibilities and continuous improvement.

The governing body **regularly implements accountability measures**, follow-up strategies, and/or plans for improvement related to carrying out the faithful execution of their responsibilities and ensuring continuous improvement.

LEVEL 2
Partially Meets
Benchmark

The governing body **intermittently engages** in effective board governance practices, including ongoing formation and self-evaluation to ensure the faithful execution of their responsibilities and continuous improvement. The governing body **sometimes implements** accountability measures. Follow-up strategies, and/or plans for improvement **occur sporadically**.

LEVEL 1
Does Not Meet

The governing body **does not engage** in effective board governance practices, including ongoing formation and self-evaluation to ensure the faithful execution of their responsibilities and continuous improvement, and **has no process in place to do so**.

Possible Sources
of Evidence

- Accountability plan for the governing body
- Governing body leadership team accountability requirements, formation plan and training programs
- Accountability reports for planning work
- Design work for training programs
- By-laws and constitution of governing body
- Leadership team job descriptions
- Formation and training programs documentation
- Leadership team training outcome reports
- Minutes of all meetings
- Accountability instruments
- Professional development plans
- Governing body mission, vision, and goals
- Attendance records for training and meetings



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Benchmark 5.8: The governing body holds the leadership team accountable for ongoing formation, professional development, and self-evaluation to ensure the faithful execution of their responsibilities and continuous improvement.

LEVEL 4
Exceeds
Benchmark

The governing body holds the leadership team accountable **in all areas of leadership responsibility** for ongoing formation, professional development, and self-evaluation to ensure the faithful execution of the responsibilities and continuous improvement.

The leadership team has established clearly defined accountability measures for the outcomes associated with executing their responsibilities **in all areas** (mission, Catholic identity, academics, operational vitality, etc.).

Outcomes are assessed utilizing both formative and summative measures to ensure the faithful execution of their responsibilities, with clear follow-up, discernment, and improvement plans, including professional development tied to outcomes and improvement. Evaluations are designed to **include all stakeholder groups**.

LEVEL 3
Fully Meets
Benchmark

The governing body holds the leadership team accountable for ongoing formation, professional development, and self-evaluation to ensure the faithful execution of their responsibilities and continuous improvement.

Formation, professional development, and self-evaluation occur in **all areas of leadership responsibility**.

LEVEL 2
Partially Meets
Benchmark

The governing body holds the leadership team accountable for ongoing formation, professional development, and self-evaluation **in some areas of leadership responsibility** with **limited** evaluation and development of their responsibilities in other areas.

LEVEL 1
Does Not Meet

The governing body **does not** require the leadership team to engage in formation, professional development, and/or self-evaluation.

OR

The governing body **does not** hold the leadership team accountable for expected outcomes and continuous improvement.

Possible Sources
of Evidence

- Accountability plan for the leadership team
- Governing body leadership team accountability requirements, formation plan and training programs
- Accountability reports for planning work
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