

National Standards and Benchmarks for Effective

Catholic Elementary and Secondary Schools

Rubrics for Benchmarks

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, representing the diversity of stakeholders, functions according to its approved constitution and by-laws.

Level 4 Exceeds Benchmark	The governing body is formed with intentional outreach to a diverse community of stakeholders . The body works to maintain a balance of representation. The governing body has a state of the art constitution and by-laws and both are posted and shared with the full community. The governing body intentionally monitors itself to ensure consistency of practice as approved by the by-laws.
Level 3 Fully Meets Benchmark	The governing body, representing the diversity of stakeholders, functions according to its approved constitution and by-laws.
Level 2 Partially Meets Benchmark	The governing body attempts to represent the diversity of stakeholders, but often is not able to attract such diversity. The governing body appears to function according to its approved constitution and by-laws, but is not held accountable, and the constitution and by-laws are not shared with the community.
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. The board does not have a constitution or by- laws, or the current constitution and by-laws are outdated, and therefore, do not direct the behavior of the governing body. And as a result the governing body does not function according to the current constitution and by-laws.

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Possible Sources of Evidence	<ul style="list-style-type: none">• Roster/listing of membership on the governing body.• Copies of the constitution and by-laws referencing updates• Copies of board self assessment with attention to by laws compliance• Website postings of constitution and by laws• Records of decisions in keeping with constitution and by-laws.
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Benchmark: 5.2

The governing body systematizes the policies of the school’s operations to ensure fidelity to mission, and continuity and sustainability through leadership successions.

Level 4 Exceeds Benchmark	The governing body systematizes and shares the policies of the school’s operations, as well as training and accountability measures for successful implementation of policies. This information is provided to all stakeholders on an ongoing basis to ensure fidelity to mission. Continuity and sustainability of policies and programs are ensured through carefully planned and executed leadership successions. These plans for succession apply not only to the governing board but to the 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 systematizes the policies of the school’s operations, to ensure fidelity to mission, and continuity and sustainability through leadership succession. There are systems in place that ensure the ability of the school to operationalize the policies. There is planning for leadership succession on all levels.
Level 2 Partially Meets Benchmark	The governing body systematizes some of the school’s operation however there is clear evidence that not all policies are implemented or accounted for. Leadership succession planning is not a priority and is addressed on an as needed basis.
Level 1 Does Not Meet Benchmark	The governing body does not systematize the policies of the school’s operations. 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. There is little measurable continuity and sustainability



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	through leadership succession, contributing to a sense of instability.
Possible Sources of Evidence	<ul style="list-style-type: none">• 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

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Benchmark: 5.3

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

Level 4 Exceeds Benchmark	The governing body, in collaboration with or through the actions of the leader/leadership team, maintains and communicates to all stakeholders a strong, positive and visible relationship with the Bishop marked by mutual trust, close cooperation, continuing dialogue, and respect for the Bishop’s legitimate authority. The Bishop is invited by the governing board to not only celebrate mass but also to be present at significant school occasions. Events sponsored by the Bishop and offices representing the Bishop 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 Bishop marked by mutual trust, close cooperation, continuing dialogue, and respect for the Bishop’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 Bishop and the offices representing the Bishop marked by, intermittent cooperation, occasional dialogue, and social distancing from the Bishop’s legitimate authority.
Level 1 Does Not Meet Benchmark	The governing body, in collaboration with or through the actions of the leader/leadership team, maintains a very weak relationship with the Bishop or offices representing the Bishop. Relationships are awkward with little cooperation or dialogue, and the Bishop’s authority is ignored or overlooked.

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Possible Sources of Evidence	<ul style="list-style-type: none">• Documents describing role expectations with the Bishop or offices representing the Bishop• Formal agreements with the Bishop or offices representing the Bishop• Bishop Advisory committee participant lists• Programs from events sponsored by the Bishop or offices representing the Bishop• Communications to stakeholder groups regarding the Bishop or offices of the Bishop• Invitations to stakeholders to events sponsored by the Bishop or offices of the Bishop• Advocacy notices on behalf of the Bishop or offices sponsored by the Bishop• Membership in NCEA• Programs from Diocesan-sponsored Catholic School events• Location of portraits or photos of the Bishop• Agendas of events with the Bishop• Announcements or press coverage of Bishop’s presence at school
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Benchmark: 5.4

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 Bishop.

Level 4 Exceeds Benchmark	The governing body, in collaboration with or through the actions of the leader/leadership team, continuously fosters a mutual, productive 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 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 Archdiocesan 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 Bishop.
Level 2 Partially Meets Benchmark	The governing body, and/or the leadership team are inconsistent regarding the need for a constructive and beneficial relationship with the (arch)diocesan Education Office. At times, policies or procedures are followed and at other times 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 Bishop.

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Level 1 Does Not Meet Benchmark	The governing body and the leader/leadership team, either by choice or lack of understanding, do not maintain a constructive and beneficial relationship with the (arch)diocesan Education Office. Archdiocesan policies are largely ignored and sometime even obstructed. Evidence of an understanding of the relationship of the school to the Bishop appears absent.
Possible Sources of Evidence	<ul style="list-style-type: none">• 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: 5.5

In the case of a parish school, the governing body, in collaboration with the leader/leadership team, maintains a relationship with the canonical administrator (pastor or designee of Bishop) marked by mutual trust, close cooperation, and continuing dialogue.

Level 4 Exceeds Benchmark	In the case of a parish school, the governing body, in collaboration with the leader/leadership team, fosters and develops a continuous working relationship with the canonical administrator (pastor or designee of Bishop) marked by regular, positive interactions, shared goals, mutual trust, close cooperation and continuing dialogue that is productive, sustained and focused on the future of the school.
Level 3 Fully Meets Benchmark	In the case of a parish school, the governing body, in collaboration with the leader/leadership team, maintains a relationship with the canonical administrator (pastor or designee of Bishop) marked by mutual trust, close cooperation and continuing dialogue.
Level 2 Partially Meets Benchmark	In the case of a parish school, the governing body, in collaboration with the leader/leadership team, maintains a relationship with the canonical administrator (pastor or designee of Bishop), which is inconsistent and unpredictable thus limiting timely and effective decision making.
Level 1 Does Not Meet Benchmark	In the case of a parish school, the governing body, in collaboration with the leader/leadership team, does not maintain a relationship with the canonical administrator (pastor or designee of Bishop). The governing body members meet and work without the canonical administrator, either because the administrator is not invited or the canonical administrator chooses not to attend. Often the canonical administrator is absent from the governing board meetings. The leader/leadership team does not meet or work with the canonical leader on a regular basis. School leadership is not viewed by stakeholders as representative of a unified intentional team.



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Possible Sources of Evidence	<ul style="list-style-type: none">• 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 pastor/canonical leader participation in the school• Interviews with stakeholders• Leadership assessments and results• Budget• Job descriptions• Strategic Plans
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Benchmark: 5.6

The governing body engages in formation and on-going training and self-evaluation for itself and the leadership team to ensure the faithful execution of their respective responsibilities.

Level 4 Exceeds Benchmark	The governing body engages in continuous formation training and self-evaluation for itself. The governing body visibly supports the leadership team’s engagement in continuous formation. Both the governing body and the leadership team have clearly defined 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 all stakeholder groups. Intentional planning is executed to secure representation from the diversity of stakeholders.
Level 3 Fully Meets Benchmark	The governing body engages in formation and on-going training and self-evaluation for itself and the leadership team to ensure the faithful execution of their respective responsibilities. Formation and self-evaluation occur on a regular schedule and utilize at least one measure of accountability for each group.
Level 2 Partially Meets Benchmark	The governing body intermittently engages in formation and on-going training and self-evaluation for itself and the leadership team, but with little follow up, accountability for expected outcomes, and planning. Thus, they limit their ability to ensure continuous, faithful execution of their respective responsibilities.
Level 1 Does Not Meet	The governing body does not engage in formation and on-going training and has no process in place to do so. The governing body does not require the leadership team to engage in formation and/or does not hold the team accountable. The governing body does not support the



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Benchmark	concept of assessment and accountability to ensure the faithful execution of their respective responsibilities.
Possible Sources of Evidence	<ul style="list-style-type: none">• 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