

Guidelines for Interpreting and Scoring Benchmarks

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.

I. What does this benchmark indicate for school performance?

Benchmark 5.4 is about the relationship of the local school site governing body in collaboration with the school's leader/leadership team with the (arch)diocesan office of education. In keeping with the elements of Catholic Social Teaching that promote both subsidiarity and solidarity, schools support a collaborative relationship with the (arch)diocesan educational leadership. It is in this relationship that individual schools are strengthened by the community of Catholic schools brought together through the common effort to serve the educational mission of the Church. A strong relationship with the diocesan Education Office can provide opportunities for shared resources when available.

II. As a review team member, what evidence do I look for?

Here are some fundamental guiding questions which will help frame this item:

- Do the governing body and school leader have copies of the (arch) diocesan school policies?
- To what extent has the governing body and school leader provided professional development to the members of the board regarding (arch)diocesan school policies?
- To what extent has the governing body and school leader provided professional development to the members of the faculty regarding (arch)diocesan school policies?
- To what extent has the governing body and school leader provided professional development to the school's parents regarding (arch)diocesan school policies?
- Are the school's policies in alignment with the (arch)diocesan school policies?

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- What assessment tools are used to indicate alignment and implementation of (arch)diocesan policies in the local school?
- What accountability measures and reports indicate a highly functional relationship between the school's governing body, leader, and (arch)diocesan office leadership?
- What is the frequency of two-way communication between the school and the office of education regarding budgets, finances, human resources, educational support programs, and initiatives?
- Do school print and electronic publications include information about the (arch)diocesan office of education? Are there links on the school's website connecting to the (arch)diocesan office of education?
- To what extent is the school in relationship with other schools of the (arch)diocese through the community building activities of the office of education?

III. What are the key differences between the levels of the rubric?

At level **3-Fully Meets Benchmark**,

the governing body and school leader put policies in place that are aligned with policies of the (arch)diocese. Further, the school policies are implemented in accordance with the guidelines of the (arch)diocesan policies and are regularly monitored for alignment.

At level **4-Exceeds Benchmark**,

the governing body and school leader put policies in place that are fully aligned with policies of the (arch) diocese, implemented in accordance with the guidelines of the (arch) diocesan policies, and regularly monitored for alignment. The actions of the school leader and governing body continuously foster a mutual and productive working relationship with the (arch)diocesan office of education by integrating initiatives and programs. In addition, the

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governing body and school leader regularly work in collaboration with other schools of the (arch)diocese, fostered through the work of the office of education.

At level 2-Partially Meets Benchmark,

the governing body and school leader put policies in place that are somewhat aligned with policies of the (arch) diocese. The school policies are inconsistently implemented in accordance with the guidelines of the (arch) diocesan policies and irregularly monitored for alignment. Relationships with other schools of the (arch)diocese are limited and/or pro forma.

At level 1-Does Not Meet Benchmark,

the governing body and school leader put policies in place at the school level but largely ignore the policies of the (arch)diocese. The governing body and school leader appear to be working independently from the (arch)diocese and other schools of the (arch)diocese.

IV. What are some key suggestions for improvement?

To move from level 1 to level 2,

- Begin a process to align the school's policies with the policies of the (arch)diocese.
- Establish an assessment process to gauge progress in aligning the policies in an expeditious and yet effective manner.
- Review the aligned policies of the school and (arch)diocese for congruence.
- Begin to share information and best practices through the office of education as an outreach to other schools of the (arch)diocese.
- Implement a plan and process to begin the movement away from isolation to a community of schools concept using the office of education as the conduit.

To move from level 2 to level 3,

- Complete the alignment of policies and fully implement them in accordance with the guidelines of the (arch)diocesan policies.

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- Establish a regular monitoring system to make sure that the policies remain aligned.
- Inform all governing body members and leadership team of school and (arch)diocesan policies and their alignment.
- Develop a plan to present the policies to all school stakeholders for their knowledge, use, and implementation.
- Provide outreach, support, and exchange of information with other schools of the (arch)diocese engaging in a community of schools.

To move from level 3 to 4,

- Align all the policies of the school and the (arch)diocese and regularly monitor implementation.
- Continuously foster productive relationships between other schools of the (arch) diocese, the office of education, and themselves for the purpose of promoting solidarity.
- Host regular gatherings of the schools of the (arch)diocese for the cultivation of initiatives, programs, and professional development.

V. What are key terms for common understanding? (Refer to Glossary for the terms listed below.)

Governing body
Office of education or Education office