

**✚ 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. *(In Wisconsin, at Level 4, the governing body represents the diversity of stakeholders)*

**✚ Level 3 – Fully Meets Benchmark:** The governing body, **representing the diversity of stakeholders**, functions according to its approved constitution and by-laws. *(In Wisconsin, it is sufficient for the governing body to attempt to represent the diversity of stakeholders.)*

**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 The board does not have a constitution or by-laws, or the current constitution and by-laws are outdated, and therefore, do not direct the behavior of the governing body.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.

**Self-study Team Level:**

**Visiting Team Level:**

**Possible Self-study**

**Evidence:** Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

**Visiting Team:** Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	Roster/listing of membership on the governing body		
<input type="checkbox"/>	Copies of the constitution and by-laws referencing updates		
<input type="checkbox"/>	Copies of board self-assessment with attention to by-laws compliance		
<input type="checkbox"/>	Website postings of constitution and by-laws <i>(publication of governing board proceedings)</i>		
<input type="checkbox"/>	Records of decisions in keeping with constitution and by-laws		
<input type="checkbox"/>	<i>Governing body meeting minutes</i>		
<input type="checkbox"/>	Other: <input type="text"/>		

**Required Comments/Concerns/Conclusions:**

Self Study:

Visiting Team:

**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 through leadership succession, contributing to a sense of instability.

**Self-study Team Level:**

**Visiting Team Level:**

**Possible Self-study**

**Evidence:** Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

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<input type="checkbox"/>	Operations Policies documents		
<input type="checkbox"/>	Instruction manuals for implementing operations policies		
<input type="checkbox"/>	Measures of accountability for policy implementation		
<input type="checkbox"/>	Reports documenting assessment of operations policies		
<input type="checkbox"/>	Reports documenting implementation		
<input type="checkbox"/>	Leadership succession plans past and present		
<input type="checkbox"/>	Budgets		
<input type="checkbox"/>	Job descriptions		
<input type="checkbox"/>	Succession plans for all stakeholder groups		
<input type="checkbox"/>	Communications regarding policies to stakeholder groups		
<input type="checkbox"/>	Other: <input type="text"/>		

**Required Comments/Concerns/Conclusions:**

Self Study:

Visiting Team:

**✠ Benchmark 5.2a:** *The school maintains compliance with federal, state, local-governing-authority, canonical, and (arch)diocesan requirements. This includes facilities regularly utilized by the school community.*

**Level 4 – Exceeds Benchmark:** *The school maintains compliance with federal, state, local-governing-authority, canonical, and (arch)diocesan requirements, and consistently and annually reviews compliance.*

**✠ Level 3 – Fully Meets Benchmark:** *The school maintains compliance with federal, state, local-governing-authority, canonical, and (arch)diocesan requirements.*

**Level 2 – Partially Meets Benchmark:** *The school fails to maintains compliance with federal, state, local-governing-authority, canonical, and (arch)diocesan requirements, but has identified areas of noncompliance and is working towards full compliance.*

**Level 1 – Does Not Meet Benchmark:** *The school fails to maintains compliance with federal, state, local-governing-authority, canonical, and (arch)diocesan requirements.*

**Self-study Team Level:**

**Visiting Team Level:**

**Possible Self-study**

**Evidence:** Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

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**Visiting Team:** Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	<i>WCSA Compliance Checklist</i>		
<input type="checkbox"/>	Other: <input style="width: 95%; height: 20px;" type="text"/>		
<input type="checkbox"/>	Other: <input style="width: 95%; height: 20px;" type="text"/>		
<input type="checkbox"/>	Other: <input style="width: 95%; height: 20px;" type="text"/>		

**Required Comments/Concerns/Conclusions:**

Self Study:

Visiting Team:

**✠ 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.\* (*\*A relationship with the Bishop is fidelity to the Bishop and interaction/consultation with his representatives, such as parish pastors and/or (arch)diocesan personnel.*)

**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.

**Self-study Team Level:**

**Visiting Team Level:**

**Possible Self-study**

**Evidence:** Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

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**Visiting Team:** Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	Documents describing role expectations with the Bishop or offices representing the Bishop ( <i>such as the schools administration office, development office, finance office, etc.</i> )		
<input type="checkbox"/>	Formal agreements with the Bishop or offices representing the Bishop		
<input type="checkbox"/>	Bishop Advisory committee participant lists		
<input type="checkbox"/>	Programs from events sponsored by the Bishop or offices representing the Bishop		
<input type="checkbox"/>	Communications to stakeholder groups regarding the Bishop or offices of the Bishop		
<input type="checkbox"/>	Invitations to stakeholders to events sponsored by the Bishop or offices of the Bishop		
<input type="checkbox"/>	Advocacy notices on behalf of the Bishop or offices sponsored by the Bishop		
<input type="checkbox"/>	Membership in NCEA		
<input type="checkbox"/>	Programs from Diocesan-sponsored Catholic School events		
<input type="checkbox"/>	Location of portraits or photos of the Bishop		
<input type="checkbox"/>	Agendas of events with the Bishop		
<input type="checkbox"/>	Announcements or press coverage of Bishop’s presence at school		
<input type="checkbox"/>	Other: <input style="width: 350px; height: 20px;" type="text"/>		
<input type="checkbox"/>	Other: <input style="width: 350px; height: 20px;" type="text"/>		

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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 (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 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.

**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.

**Self-study Team Level:**

**Visiting Team Level:**

**Possible Self-study**

**Evidence:** Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

**Visiting Team:** Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	Governing Board copies of (arch)diocesan school policies		
<input type="checkbox"/>	School leaders copies of (arch)diocesan school policies		
<input type="checkbox"/>	Published (print and internet) copy of (arch)diocesan school policies		
<input type="checkbox"/>	Diocesan committee listings		
<input type="checkbox"/>	Adoption documents for (arch)diocesan recommended programs		
<input type="checkbox"/>	Budgets		
<input type="checkbox"/>	Publications supporting (arch)diocesan programs		
<input type="checkbox"/>	Accountability measures and reports		
<input type="checkbox"/>	<i>Diocesan staff and office directory</i>		
<input type="checkbox"/>	Other: <input style="width: 350px; height: 25px;" type="text"/>		

**Required Comments/Concerns/Conclusions:**

Self Study:

Visiting Team:

**✚ 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.

**Self-study Team Level:**

**Visiting Team Level:**

**Possible Self-study**

**Evidence:** Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

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**Visiting Team:** Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	Calendars and schedules for meetings		
<input type="checkbox"/>	Plans and goals for the future		
<input type="checkbox"/>	Public announcements and publications from leaders		
<input type="checkbox"/>	Records of public events		
<input type="checkbox"/>	Copies of shared communications and presentations		
<input type="checkbox"/>	Schedules for pastor/canonical leader participation in the school		
<input type="checkbox"/>	Interviews with stakeholders		
<input type="checkbox"/>	Leadership assessments and results		
<input type="checkbox"/>	Budget		
<input type="checkbox"/>	Job descriptions		
<input type="checkbox"/>	Strategic Plans		
<input type="checkbox"/>	<i>Governing Body meeting minutes</i>		
<input type="checkbox"/>	Other: <input type="text"/>		

**Required Comments/Concerns/Conclusions:**

Self Study:

Visiting Team:

**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 Benchmark:** 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 concept of assessment and accountability to ensure the faithful execution of their respective responsibilities.

**Self-study Team Level:**

**Visiting Team Level:**

**Possible Self-study**

**Evidence:** Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

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<input type="checkbox"/>	Accountability plan for the Governing Body		
<input type="checkbox"/>	Governing body leadership team accountability requirements, Formation plan and training programs		
<input type="checkbox"/>	Accountability reports for planning work		
<input type="checkbox"/>	Design work for training programs		
<input type="checkbox"/>	By-Laws and constitution of governing body		
<input type="checkbox"/>	Leadership team job descriptions		
<input type="checkbox"/>	Formation and training programs documentation		
<input type="checkbox"/>	Leadership team training outcome reports		
<input type="checkbox"/>	Minutes of all meetings		
<input type="checkbox"/>	Accountability instruments		
<input type="checkbox"/>	Professional Development plans		
<input type="checkbox"/>	Governing body mission, vision and goals		
<input type="checkbox"/>	Attendance records for training and meetings		
<input type="checkbox"/>	Other: <input type="text"/>		
<input type="checkbox"/>	Other: <input type="text"/>		



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Self Study:

Visiting Team:

**Benchmark 5.7:** *The pastoral authority for the school takes responsibility for the development and oversight of the leader/ leadership team including recruitment, professional growth, faith formation, and formal assessment of the leadership team in compliance with (arch)diocesan policies and/ or religious congregation sponsorship policies.*

**Level 4 – Exceeds Benchmark:** *The pastoral authority assesses whether school leaders adhere to personnel policies as designed and endorsed by the governing body in accordance with the designated overarching personnel policies. Recruitment includes a search process providing access to a diverse population, and new hires are made in collaboration with the (arch)diocese. Professional growth plans for the leaders/ leadership team are developed and reviewed at least yearly and delineate the benchmarks for performance appraisals. The planning process and the budget intentionally and visibly support professional development opportunities. Formal assessment is designed to reflect the goals and objectives delineated in the professional development plans. Assessment is both formative and evaluative. Data gathered during the assessments is used to make personnel decisions.*

**Level 3 – Fully Meets Benchmark:** *The pastoral authority takes responsibility for the development and oversight of the leadership team, including recruitment, professional growth, faith formation, and formal assessment in compliance with (arch)diocesan policies and/ or religious congregation sponsorship policies.*

**Level 2 – Partially Meets Benchmark:** *The pastoral authority provides limited oversight of the leadership team, including recruitment, professional growth, faith formation, and formal assessment in compliance with (arch)diocesan policies and/ or religious congregation sponsorship policies.*

**Level 1 – Does Not Meet Benchmark:** *The pastoral authority does not oversee the development of the leadership team, including recruitment, professional growth, faith formation, and formal assessment in compliance with (arch)diocesan policies and/ or religious congregation sponsorship policies.*

Self-study Team Level:

Visiting Team Level:

**Possible Self-study**

**Evidence:** Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

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<input type="checkbox"/>	<i>Personnel Policies and updates</i>		
<input type="checkbox"/>	<i>Governing body endorsement of personnel policies</i>		
<input type="checkbox"/>	<i>Leadership team job descriptions</i>		
<input type="checkbox"/>	<i>Recruitment policies and procedures</i>		
<input type="checkbox"/>	<i>Professional development plans for all administrators, faculty and staff</i>		
<input type="checkbox"/>	<i>Faith formation development plans</i>		
<input type="checkbox"/>	<i>Yearly appraisal/ assessment plans and procedures</i>		
<input type="checkbox"/>	<i>Formal yearly, appraisal/ assessment documents</i>		
<input type="checkbox"/>	<i>Benchmarks and measurement criteria</i>		
<input type="checkbox"/>	<i>Assessment data, both formative and evaluative</i>		
<input type="checkbox"/>	<i>Budget</i>		
<input type="checkbox"/>	<i>Appraisal review protocols</i>		
<input type="checkbox"/>	Other: <input type="text"/>		

**Required Comments/Concerns/Conclusions:**

Self Study:

Visiting Team: