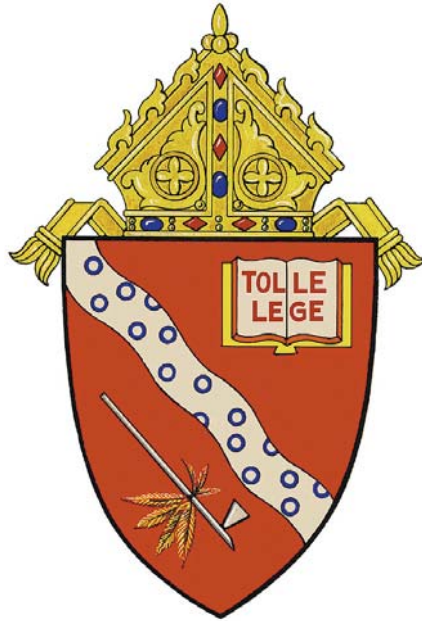


# THE CATHOLIC DIOCESE OF KALAMAZOO



## Strategic Plan for Catholic Schools

2008 – 2013

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Note: The Strategic Plan is adapted in part from the Diocese of Richmond Strategic Plan for Catholic Schools April 2007, permission received January 22, 2008.

# INTRODUCTION

The purpose of this summary is to present the facts about the schools in the Diocese of Kalamazoo in an objective, candid fashion. Many of the trends are challenging while others are encouraging. Planning appropriately for the future of our schools, based on an assessment of the facts, can result in Catholic schools in the Diocese of Kalamazoo being positioned as healthy, vibrant, and serving our children and families in 2013 and beyond.

In developing this report, the following observations were noted:

- Mass attendance and involvement in parish life are factors beyond the reach of Catholic school leaders; yet they appear to play a significant role in the importance of a Catholic school in parish life and the degree to which Catholic parents are likely to enroll their children in Catholic schools. Catholic parents who regularly attend Mass are among the most likely to send their children to a Catholic elementary school. However, a majority of Catholic parents attend Mass only a few times per year, or less, and the vast majority of these parents do not regard Catholic elementary school as an essential part of parish life;<sup>1</sup>
- Parish-affiliated Catholic elementary school financial health and enrollment correlate with the financial health of the affiliated parishes;
- In the past six years, four parish-based elementary schools have closed and more elementary schools are at risk;
- Catholic high schools will be significantly affected by Catholic elementary school trends;
- Tuition costs and insufficient tuition assistance are the two most commonly cited problems by parents when considering enrolling their children in a Catholic school; the latter is particularly a problem for those who decided not to enroll their children;<sup>2</sup>
- Fundamental and systemic changes are needed in the current funding model (tuition subsidization by parishes) employed by diocesan Catholic schools if they are going to survive and thrive beyond 2013;
- Currently there are three school systems in the Diocese of Kalamazoo defined as in #2 and #4 in Appendix E. “Systems” can be effective models for the governance and financial management of diocesan Catholic schools. In addition and notwithstanding, a strengthened oversight role for the Office of Schools, local influence, and site-based management will be critical elements of a successfully implemented strategic plan for the Diocese’s Catholic schools.

## **THE PRESENT**

Today, there are seventeen elementary schools (thirteen parish-based and four ‘system’ schools), two regional (or ‘system’) middle schools, and three system-operated regional high schools within the Diocese of Kalamazoo. Overall, school enrollment within the Diocese has been in steady decline since a peak in the ’95-’96 academic year. Some of the key factors believed to be attributable to lower enrollments include the economic climate in Michigan, demographic changes and population shifts, a perception that some of our schools may not be “Catholic enough,” and a perception that there has been a decrease in the quality of education in our Catholic schools. These lower enrollment levels have resulted in an increasing financial burden borne by the parishes providing financial support and those families who have continued to enroll their children in the Diocese’s Catholic schools. This increasing burden underpins the Task Force’s conclusion that fundamental and systemic changes in the current funding model are required, and the necessary actions required to effect such change should be implemented by the Diocese as soon as possible.

As evidenced by our accreditation reports and standardized testing information, Catholic schools within the Diocese continue to successfully provide strong, quality programs, faith development, and academic rigor. In addition, in cooperation with the Office of Evangelization, Catechesis, and Initiation, a catechist formation program has been put in place within the past four years for all teachers and administrators. This program is designed to increase the knowledge and understanding of the Catholic faith and to assist school staff in sharing this knowledge with their students.

Schools within the Diocese are genuinely Catholic. They are seen as safe places to enroll children, having good discipline, and providing strong moral development for students.

## **DIOCESAN PRIORITIES**

In support of its Catholic schools, the Diocese strongly affirms the 2005 statement of the United States Conference of Catholic Bishops: “Young people are a valued treasure and the future leaders of our Church. It is the responsibility of the entire Catholic community — bishops, priests, deacons, religious, and laity — to continue to strive towards the goal of making our Catholic elementary and secondary schools available, accessible, and affordable to all Catholic parents and their children, including those who are poor and middle class. These Catholic schools afford the fullest and best opportunity to realize the fourfold purpose of Christian education, namely to provide an atmosphere in which the Gospel message is proclaimed, community in Christ is experienced, service to our sisters and brothers is the norm, and thanksgiving and worship of our God is cultivated.”<sup>3</sup>

<sup>1</sup> Gray, M, Gautier, M., Primary Trends, Challenges, and Outlook: A Report on U. S. Catholic Elementary Schools 2000 – 2005, NCEA/CARA.

<sup>2</sup> Gray, M, Gautier, M., Primary Trends, Challenges, and Outlook: A Report on U. S. Catholic Elementary Schools 2000 – 2005, NCEA/CARA.

<sup>3</sup> Renewing Our Commitment to Catholic Elementary and Secondary Schools in the Third Millennium, U. S. Bishops, 2005.

## MISSION AND CATHOLIC IDENTITY

The mission and intent of Catholic schools in the Diocese of Kalamazoo is to provide a distinctly Catholic education and an environment with the highest standards of academic excellence for all who participate in the life of our school communities.

Catholic education includes the deliberate, systematic, and sustained efforts, through formal and informal educational opportunities, required for students to develop the knowledge, skills, values and virtues needed for a mature quality of life.

*For Current observations of schools see Appendix C.*

Key: 1=Bishop, 2=Office of Schools, 3=Development Director, 4=Pastors, 5=Local or Regional boards, 6=Principals, 7=ECI Office, 8 =Teachers

Goals	Recommended Strategies	Responsibility	
1. Students attending Catholic schools hear the message of the Gospel, are regularly challenged to follow the example of Jesus Christ, and develop a personal, life-long commitment to Him.	<p>1.1 In the spirit of <b>To Teach as Jesus Did</b>, each school will ensure that school life and learning are focused on Worship, Word, Community and Service.</p> <ul style="list-style-type: none"> <li>• <b>Worship</b> – regularly celebrated liturgy, prayer, and prayer services in the Catholic tradition.</li> <li>• <b>Word</b> – teaching and living Gospel values, preserving and passing on the traditions, beliefs, and culture of the Catholic faith which are the heart of each school’s curriculum and activities.</li> <li>• <b>Community</b> – the total life of the school reflects the commitment to the faith development of each person and a genuine respect for every individual.</li> <li>• <b>Service</b> – opportunities for faith-in-action are consistent with Catholic social teaching and serve as a witness of faith to the communities served by the schools.</li> </ul>	4, 6, 8	
	1.2 The bishop will make every attempt to assign pastors to parishes associated with a school, parish or inter-parochial (defined as a Catholic school supported financially and spiritually by more than one parish), who wish to have and support a school.		1
	1.3 Pastors, the Office of Catholic Schools, and the Office of Evangelization, Catechesis, and Initiation will monitor and uphold benchmarks of Catholic identity for schools which have been approved by the bishop. Pastors and the Office of Catholic Schools will collaborate to ensure accountability on the part of each school in implementing all requirements and benchmarks. (refer to Appendix )		2, 4, 6, 7, 8
	1.4 The schools and parishes, in collaboration, will support and empower parents and guardians in their primary role of fostering life-long faith development and learning with their children. Parent programs, effective communication with parents, and building strong parent-school relations will provide the opportunities to encourage and build parent involvement. The Office of Catholic Schools, in conjunction with the Office of Evangelization, Catechesis, and Initiation, will identify and communicate best practices to support the schools in this regard.		2, 4, 6, 7

	1.5 Schools and their host/sponsoring parishes will encourage vocation awareness among students and their families and invite them to consider lives of service as priests, religious sisters or brothers, deacons, and lay ministers.	4, 6, 8
2. The Diocese of Kalamazoo strongly encourages families to enroll their children in Catholic schools.	<p>2.1 A diocesan-wide marketing plan for Catholic school education will be developed that emphasizes the benefits of a Catholic school education.</p> <p>2.2 Pastors and diocesan leaders will actively encourage parents to enroll their children in Catholic schools as part of the diocesan marketing plan and local school efforts.</p> <p>2.3 Each parish/school will develop policies to ensure that no family in good standing with their parish will be denied access to a Catholic school due to financial reasons.</p>	<p>2, 3</p> <p>1, 2, 4</p> <p>4, 6</p>
3. Parishes provide a positive and supportive environment for the schools	<p>3.1 Pastors will play a lead role in the spiritual, religious education, and sacramental life of the schools. Best practices will be explored and shared so that pastors and parish leaders are fully involved in faith formation within the school setting.</p> <p>3.2 In collaboration with parish leadership, the schools will plan and schedule activities that involve students and staff in full participation in the sacramental life of the Church.</p> <p>3.3 Pastors will assist with financial assistance according to diocesan guidelines and to the best of their ability.</p>	<p>1, 2, 4</p> <p>4, 5, 6, 8</p> <p>4</p>
4. Administrators, faculty, staff and local school consultative/advisory bodies deepen their faith commitment and live it fully in their daily lives.	<p>4.1 In-service training and formation for school principals and their staffs will be provided on a regular basis to strengthen their commitment to the Catholic mission of the schools.</p> <p>4.2 All teachers will have the necessary credentials to be catechists, and, by means of appropriate training, school principals will be prepared as leaders of religious education for their schools.</p> <p>4.3 School principals, with assistance and support from pastors and diocesan offices, will provide effective opportunities for staff retreats, liturgies, prayer, formation, etc.</p> <p>4.4 Newly-hired teachers and administrators will participate in the orientation program provided and facilitated by the Office of Catholic Schools.</p> <p>4.5 School principals, teachers, and staff will share the beliefs and values of their faith with students and families on a daily basis through their instruction, lifestyle, and witness as committed Christian women and men.</p>	<p>2, 7</p> <p>6, 8</p> <p>2, 4, 6, 7</p> <p>2, 6</p> <p>6, 8</p>

<p>5. The Diocese of Kalamazoo strives to provide Catholic school educational opportunities in the traditional as well as innovative ways to Catholic families in all areas of the Diocese.</p>	<p>5.1 Areas of the Diocese where new or expanded school programs may be needed or strategically located for the future will be identified and considered. Appropriate feasibility and marketing studies will be conducted to determine the levels of interest and commitment among those who would be served by new or expanded programs.</p> <p>5.2 Options for non-traditional Catholic education will be explored, researched, and supported as part of the educational mission of Catholic schools and the Church; e.g., distance learning centers, etc.</p>	<p>2</p> <p>2</p>
<p>6. Catholic schools are open to and respectful of students and families of other faith traditions and those who will benefit from the evangelizing mission of the school communities.</p>	<p>6.1 Students and families of other faith traditions will continue to be welcomed when their participation is in accord with the Catholic identity and nature of the school.</p>	<p>6, 8</p>

## ACADEMIC EXCELLENCE

Effective Catholic schools in the Diocese of Kalamazoo exhibit a clear Catholic identity, academic excellence, and a safe and orderly environment. The hallmark of a Catholic school education has always been the challenging programs offered in an atmosphere that models Gospel values, and one that supports and enhances the development of the whole child.

*For observations of our current schools see Appendix D.*

Key: 1=Bishop, 2=Office of Schools, 3=Development Director, 4=Pastors, 5=Local or Regional boards, 6=Principals, 7=ECI Office, 8 =Teachers

Goals	Recommended Strategies	Responsibility
1. Each school focuses on teaching and learning that is academically excellent and ensures that all students will learn.	1.1 Schools will collect and analyze student performance data as a means of improving curriculum and instruction.	2, 6, 8
	1.2 Schools will develop ways to market the success of the academic programs through sharing of standardized test results, graduation rates, success in high school or college programs, among others.	3, 5, 6, 8
	1.3 Teachers will plan teaching and learning strategies aligned with the diocesan curricula that respect learning styles, utilize a variety of methodologies and materials, demand higher-order thinking and in-depth understanding, and ensure appropriate instructional time.	6, 8
	1.4 Schools will continue to review, refine and implement effective curriculum processes and incorporate research-based, effective teaching and learning strategies.	6, 8
2. Academic programs meet the needs of students enrolled in the schools.	2.1 To the best of their ability, schools will provide — through shared resources and/or staff — services of qualified specialists such as guidance counselors, reading teachers, and resource teachers for remediation and acceleration, among others.	6
	2.2 Individual schools, with the support of the Office of Catholic Schools, will seek foundation and grant support to secure necessary material and personnel resources to meet the needs of the students. Future diocesan-level grant writing will be conducted through the Director of Development.	2, 3
	2.3 Each school will establish guidelines for the admission of Special Needs students based on diocesan policy and will have in place building teams to assist in assessing students with special needs.	5, 6

<p>3. Schools engage in the continuous process of evaluation, improvement, and accreditation.</p>	<p>3.1 All schools in the Diocese will continue the accreditation process through the Michigan Association of Non-public Schools Association.</p> <p>3.2 All teachers and administrators in diocesan schools will actively participate in the planned professional development programs of the Diocese.</p> <p>3.3 Schools will share best practices related to school improvement and program excellence.</p> <p>3.4 Office of Schools will be encouraged to develop professional partnerships with educational leaders, colleges, etc., to assist in the school improvement process.</p>	<p>2, 5, 6, 8</p> <p>2, 6, 8</p> <p>6, 8</p> <p>2</p>
<p>4. Principals serve as the instructional leaders of their schools. They are supported in their role with appropriate leadership and resources from the Office of Catholic Schools.</p>	<p>4.1 The Office of Schools serves as a center for in-service programs for principals.</p> <p>4.2 The Office of Schools will identify potential candidates within the Diocese who are interested in school administration, show leadership potential, and provide appropriate support and training in order to encourage them to acquire the necessary credentials as a principal.</p> <p>4.3 All school administrators will be assessed systematically and regularly to evaluate their job performance and active participation in professional development, according to the diocesan policies and procedures.</p> <p>4.4 School principals will regularly supervise and evaluate teachers in accordance with diocesan policies and procedures.</p>	<p>2</p> <p>2, 4, 6</p> <p>2, 4, 5</p> <p>6</p>

## SCHOOL OWNERSHIP AND GOVERNANCE

The historical success of Catholic elementary schools has occurred, in part, because of their relative autonomy and their close connection to and support by a local parish. During recent years, the situation has changed because of geographic shifts in population, changes in enrollment, less intense parochial loyalty to institutions, and a declining number of clergy. Parish elementary schools continue to work well if both the parish and school are healthy and viable. Research shows that if many Catholic schools are to thrive in the future, new organization and governance structures, including collaborations among schools, will need to be explored and implemented where and when necessary.

*For observations of our current schools see Appendix E.*

Key: 1=Bishop, 2=Office of Schools, 3=Development Director, 4=Pastors, 5=Local or Regional boards, 6=Principals, 7=ECI Office, 8=Teachers

Goals	Recommended Strategies	Responsibility
1. Governance structures of Catholic schools in the Diocese of Kalamazoo effectively reflect and support the mission of the school.	1.1 The roles, responsibilities, and authority of governance leaders and their relationship to one another (bishop, superintendent of schools, pastors, executive director, principals, and local consultative/advisory body) are written, clearly stated, well understood, and effectively implemented.	1, 2, 4, 5, 6
	1.2 Each school will have an active, qualified local consultative/advisory body that works with and assists pastors and parish finance councils (parish schools) and administration to achieve budgetary, funding (advancement), enrollment, planning, and public relations goals.	2, 4, 5, 6
	1.3 Members of local consultative advisory bodies will be selected in accordance with diocesan policy.	2
	1.4 System schools will have pastor representatives, appointed by the bishop, to serve as voting LCAB members.	1, 4
	1.5 In-services for local consultative/advisory bodies will continue to be provided by the Office of Schools and is required of all LCAB members.	2
	1.6 The role and responsibilities of local consultative/advisory bodies will be defined by guidelines issued by the Office of Catholic Schools and set down in their bylaws. The guidelines will clarify the relationship of the LCAB with the Diocese, pastor (parish school), administration.	2, 6
	1.7 Policies promulgated by individual or system LCABs will be in concert with diocesan policies and reviewed/approved by the superintendent of schools.	2, 5

<p>2. The Office of Schools is appropriately staffed to provide the range of services and support needed by the schools and their leaders.</p>	<p>2.1 The needs of the schools will be reviewed on a regular basis to determine how to best serve the schools in the future. As with all strategic plans, future needs may require different personnel in the Office of Schools or a decision to outsource specific roles or initiatives.</p> <p>2.2 A development director will be hired to lead/advise all development activities for the schools. Outsourcing this initiative could be considered to meet the short-term needs of the schools.</p>	<p>1, 2</p> <p>1, 2</p>
<p>3. The Office of Catholic Schools provides leadership in the areas of curriculum and program evaluation and development.</p>	<p>3.1 The Office of Catholic Schools will continue to develop and implement a comprehensive and effective plan of professional development for school principals and teachers.</p> <p>3.2 Investigate the feasibility of programs that may provide a special niche for individual schools and attract new students to those schools (e.g., International Baccalaureate, gifted and accelerated programs, fine arts, dual enrollment, advanced placement, etc.).</p> <p>3.3 Qualifications for each position in the Office of Schools will be clearly defined.</p> <p>3.4 According to an established schedule, the Office of Schools will regularly evaluate/update each of the established diocesan curricula to ensure that all programs remain current and reflect best practices.</p> <p>3.5 Office of Schools will review and update the policy manual annually. Policies promulgated by individual or system LCABs will be in concert with diocesan policies and reviewed/approved by the Superintendent of schools.</p>	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2, 5</p>
<p>4. Joint collaboration or governance can improve the availability of education, financial viability of the school(s).</p>	<p>4.1 Where the school(s) can no longer be supported or operated effectively by a single parish, new structures (e.g., collaborative relationship, alliance, or school system) of collaboration or governance will be researched and implemented.</p>	<p>2, 4, 5</p>

## SCHOOL FUNDING

For the parish and system schools in the Diocese, there are four primary revenue sources: tuition and fees, parish investment, fundraising, and development.

*For observations of our current schools see Appendix F.*

Key: 1=Bishop, 2=Office of Schools, 3=Development Director, 4=Pastors, 5=Local or Regional boards, 6=Principals, 7=ECI Office, 8 =Teachers, 9=Office of Finance

Goals	Recommended Strategies	Responsibility
1. Catholic School education is affordable, accessible and available.	1.1 Currently each school within the Diocese of Kalamazoo has its own mission/vision statements. To facilitate a future capital campaign, the Office of Schools will create a mission statement for all schools — one mission/twenty-two schools.	2
	1.2 The Diocese of Kalamazoo will hire a development director to assist with school and diocesan projects.	1, 2, 9
	1.3 The Bishop’s Scholarship Fund will be phased out and replaced by Noah’s Appeal. The Office of Schools will clarify the vision and purpose of this fund and friend raiser, determine whether to continue this event, or research new options.	1, 2, 3, 9
	1.4 For all development efforts for Catholic schools at the diocesan level, appropriate coordination and planning with local development activities and potential donors would be implemented.	3
	1.5 Financial assistance needs will be identified and funding researched so that families, regardless of financial means or ability to pay, will have an opportunity to consider enrolling their child(ren) in Catholic schools.	3, 4, 6
2. All parishes in the Diocese participate in supporting the ministry of Catholic school education.	2.1 Pastors will be provided assistance to implement this goal by the bishop, the Office of Schools, or other agencies.	1, 2, 9
	2.2 The schools will make an annual report to all supporting parishes, giving an account for the use of funds and justification for continued support.	4, 5, 6, 9
	2.3 Parish support from parishes with schools should not exceed 50% of parish offertory income nor be more than 40% of the school income. The guidelines will remain predictable and relatively steady from year to year, although adjustments may need to be made due to inflation.	4, 5, 6, 9
3. Fiscal practices of diocesan schools are in compliance with diocesan policy.	3.1 The Office of Schools, in working with the diocesan finance officer, will review and verify that the schools are in compliance with the diocesan finance policies and procedures and in developing, managing and reporting school budgets. Schools will include financial discussions as part of regular Office of Schools visits.	2, 9

	<p>3.2 Schools and school systems will be required to submit to the Office of Schools their preliminary budget for the upcoming fiscal year by June 15th.</p> <p>3.3 Each school will conduct a strategic assessment of its staffing level relative to enrollment and program needs to ensure cost effectiveness. Specific guidelines will be created to provide direction for this assessment. Staffing levels will be appropriate for the overall enrollment and preferred class sizes of a school to avoid over/under staffing and expense.</p> <p>3.4 All schools and school systems will be required to work on strategic planning for their school. This will include a review and projection of future enrollment, salary guidelines for teachers, creating a plan for future fund drives, and formulating a development plan. This plan should also include a building maintenance schedule and identify future capital needs.</p> <p>3.5 The Office of Schools will alert the diocesan finance officer of schools or school systems that have been identified with operating deficits or cash flow issues. The Office of Schools, in collaboration with the pastor of the parish and the diocesan finance officer, will address the financial issues and identify benchmarks or an action plan to address the issues.</p> <p>3.6 School systems will be required to comply with quarterly and annual financial reporting requirements as identified for parishes in the diocesan financial policies and procedures.</p> <p>3.7 If a decision has been made by a parish to close its school, the Office of Schools may manage the school for one additional school year to give time to assess finances, enrollment trends, etc.</p> <p>3.8 Schools will access their federal Title funds.</p>	<p>6</p> <p>2, 5, 6</p> <p>4, 5, 6</p> <p>2, 9</p> <p>4, 5, 6</p> <p>2</p> <p>6</p>
<p>4. Diocesan schools engage in development efforts.</p>	<p>4.1 The Diocese of Kalamazoo will include the position of a development director to support and serve as a leadership resource for local development leaders, committees, and initiatives.</p> <p>4.2 A development audit will be conducted in each school to assess its current efforts, determine its needs, and determine potential strategies needed to build an effective advancement program.</p> <p>4.3 Schools in proximity to one another will meet to determine the potential for, and develop a collaborative approach to, securing local development leadership and resources with the leadership and support of the Office of Schools.</p>	<p>3</p> <p>3, 5</p> <p>4, 5, 6</p>

<p>5. Schools establish tuition rates that make every effort to balance affordability for families with the need to maintain quality Catholic education.</p>	<p>5.1 Budgeted income from tuition will be based on a conservative projection of enrollment.</p> <p>5.2 Tuition rates and increases will be supported by educational and marketing initiatives in order to educate current and potential parents about the total per student cost of a quality Catholic education and the value received.</p>	<p>4, 5, 6</p> <p>4, 5, 6</p>
<p>6. Tuition assistance programs in each school are adequately funded and administered in such a way as to serve families of middle and low income well.</p>	<p>6.1 All parents will be made aware of the availability of all tuition assistance programs, including diocesan tuition assistance, with an emphasis to middle and low income families, including parents from parishes without schools.</p> <p>6.2 Research and consider the possibility of instituting a pre-paid tuition program for families with children younger than four years of age who wish to enroll their children in a Catholic elementary school or in a Catholic high school when they are of age.</p>	<p>5, 6</p> <p>3</p>
<p>7. Catholic schools in the Diocese of Kalamazoo are marketed effectively to build a strong image in the community, to publicize the value and benefits of the schools, to support/enhance advancement efforts, and to increase enrollment.</p>	<p>7.1 The marketing program will focus on the mission and value of Catholic schools.</p> <p>7.2 The marketing program will be coordinated, comprehensive, and long-term.</p> <p>7.3 The potential to develop a diocesan-wide (or region-wide) marketing/recruitment plan(s) to aggressively market Catholic schools will be researched for possible implementation.</p> <p>7.4 Schools in proximity to one another may wish to collaborate and establish a single committee to prepare and implement a marketing program promoting Catholic school education within a given region.</p> <p>7.5 Consider, if feasible, an expansion of before/after-school programs as a service to parish families whose children are not enrolled in a Catholic school, to enhance marketability of the school.</p> <p>7.6 Strategies will be developed to build/maintain the retention of students from Pre-K to 8th grade and, where available, into high school.</p>	<p>3, 5</p> <p>3</p> <p>3</p> <p>5, 6</p> <p>5, 6</p> <p>5, 6</p>

## Appendix A

### RATIONALE FOR CATHOLIC SCHOOLS

As we look to the future of our Catholic schools, we must remember the words of Jesus as He sent His disciples into the world to “go and teach” and to “make disciples of all nations...teaching them to observe all I have commanded you.” Taking this charge seriously, our Diocese has prepared a strategic plan to guide efforts over the next five years in strengthening our Catholic schools and promoting the gift they are to our Church.

The important role Catholic schools play in the mission of the Church has been consistently proclaimed at all levels and in numerous documents. From the Declaration on Catholic Education, *Gravissimum Education* in 1965, to the most recent document of the U.S. Bishops, *Renewing Our Commitment to Catholic Elementary and Secondary Schools in the Third Millennium* in 2005, the need and support for Catholic school education is clear and the support of the bishops is evident.

In the 1972 pastoral message on Catholic education, *To Teach As Jesus Did*, the U.S. Bishops affirmed that Catholic schools are a special part of the mission of the Church:

Of the educational programs available to the Catholic Community, Catholic schools afford the fullest and best opportunity to realize the threefold purpose of Christian education among children and young people. (101) 1

This role is again affirmed in the 1990 document from the U. S. Bishops, *In Support of Catholic Elementary and Secondary Schools*, in the 1997 document from the Congregation for Catholic Education, *The Catholic School on the Threshold of the Third Millennium*, and the 2005 document of the U.S. Conference of Catholic Bishops, *Renewing Our Commitment to Catholic Elementary and Secondary Schools in the Third Millennium*:

It is made abundantly clear in an unbroken list of statements, from the documents of the Second Vatican Council to Pope John Paul II 1999 exhortation, *The Church in America*, that Catholic schools play a vital role in the evangelizing mission of the Church. They are the privileged environment in which Christian education is carried out. Catholic schools are at once places of evangelization, of complete formation, of enculturation, of apprenticeship in a lively dialogue between young people of different religions and social backgrounds.

Therefore, we believe the time has come to revisit and reaffirm our commitment to Catholic elementary and secondary schools as invaluable instruments in proclaiming the Good News from one generation to the next...we believe that now is the appropriate time to renew our challenge to the entire Catholic community to join in this critical endeavor. We are convinced that Catholic schools continue to be ‘the most effective means available to the Church for the education of children and young people’ who are the future of the Church.<sup>2</sup>

To live up to this vision, our schools must be authentically Catholic and academically excellent. While our Catholic schools offer excellent programs, academic excellence is not the primary reason we ask the Catholic community to sacrifice to make schools available and accessible. Our schools must exist primarily to teach and pass on our Catholic faith, values and lifestyle to new generations living in an increasingly secular and humanistic society.

The bishops also stated:

We must provide young people with an academically rigorous and doctrinally sound program of education and faith formation designed to strengthen their union with Christ and His Church...Catholic schools provide young people with sound Church teaching through a broad-based curriculum, where faith and culture are intertwined in all areas of a school's life. By equipping our young people with a sound education, rooted in the Gospel message, the Person of Jesus Christ, and rich in the cherished traditions and liturgical practices of our faith, we ensure that they have the foundation to live morally and upright in our complex modern world. This unique Catholic identity makes our Catholic elementary and secondary schools, schools for the human person and allows them to fill a critical role in the future life of our Church, our country, and our world. <sup>3</sup>

In recent years, significant research has been conducted showing the positive impact and success of Catholic school education. The studies include the research of notables such as James S. Coleman, John Chubb and Terry Moe, Bryk and Holland, Andrew Greeley, the Center for Applied Research in the Apostolate (CARA), the National Catholic Educational Association (NCEA), and the U. S. Department of Education, among others. The research has shown that, among other things:

- Catholic schools have a positive effect in passing on the Catholic faith to our children;
- Mass attendance and reception of Holy Eucharist is higher among those who attended a Catholic elementary and high school;
- There is a great sense of community, awareness of the Church's social teachings, and a respect for human life, whatever the stage of development;
- Catholic schools are very effective with poor and disadvantaged children;
- Catholic schools have a lower drop-out rate;
- On average, 99% of Catholic school students graduate and 97% move on to post — secondary education.

It is essential that our schools continue to strengthen their Catholic identity, focus on teaching our Catholic faith, and educate the whole child as they continue to serve our youth. Children need a strong foundation in our faith, rigorous academic preparation, and values on which to build a life of witness and service.

**In order to make this a reality, our schools must become the responsibility of all in our Diocese.** Each parish must share in developing and supporting Catholic school education. Parents and parishes with schools are increasingly unable to accept this challenge on their own, especially in terms of funding.

We call on the entire Catholic community — clergy, religious, and laity — to assist in addressing the critical financial questions that continue to face our Catholic schools. This will require the Catholic community to make both personal and financial sacrifices to overcome these financial challenges. The burden of supporting our Catholic schools can no longer be placed exclusively on the individual parishes that have schools and on parents who pay tuition. This will require all Catholics, including those in parishes without schools, to focus on the spirituality of stewardship.

<sup>1</sup> Homily – Trans World Dome, Pope John Paul II, January, 1999.

<sup>2</sup> To Teach as Jesus Did, U.S. Bishops, 1972.

<sup>3</sup> Renewing Our Commitment to Catholic Elementary and Secondary Schools in the Third Millennium, U. S. Bishops, 2005.

## **Appendix B**

### **Diocese of Kalamazoo VISION FOR SCHOOLS for 2013**

#### **DIOCESAN PRIORITY**

In the year 2013, Catholic school education is to be clearly identified as an essential and valued ministry of the Diocese of Kalamazoo as evidenced by the dedication of human and financial resources to Catholic school education; a commitment to Catholic school education throughout the Diocese by all diocesan leaders, priests, and laity; and the priority of strategic planning for Catholic school education at the diocesan and school levels.

Each school within the Diocese of Kalamazoo will exhibit the qualities as outlined below.

#### **CATHOLIC IDENTITY**

- A distinctly Catholic and Christ-centered mission is evident in each school.
- Catholic schools encourage parents, students, and school personnel to be actively involved in their parishes.
- Catholic schools work collaboratively with parents/guardians as primary educators to ensure quality faith formation, active participation in the life of the Church through Eucharistic liturgy, prayer, and Christian service, and a sound academic education.
- Schools provide quality programs of faith formation where Catholic tradition, teachings, and values are taught and integrated into all aspects of school life.
- Catholic schools are an effective means of evangelization in the communities in which they serve.
- Catholic schools are inclusive of a range of ethnic, socio-economic, and academic-ability groups and reflect the diversity of the parish communities in which they serve.

#### **QUALITY**

- With a focus on continuing improvement, the schools are academically excellent and exceed accepted and research-based standards of quality pre-kindergarten to grade 12 education.
- Teachers are certified, qualified, and current in their areas of expertise and serve as true witnesses in living Catholic/Christian values.
- School facilities are conducive to quality educational programs and are safe, functional, and well-maintained.
- The Catholic school environment is welcoming, safe, nurturing, and disciplined.
- The curriculum and student activities address the development/education of the whole child — spiritually, morally, intellectually, socially, emotionally, and physically.
- Appropriate educational resources and technology are available to support learning in an integrated fashion.
- Advanced/accelerated and special academic needs programs are available, as much as resources permit, for students accepted into the schools.
- Students accept responsibility and are provided with age-appropriate opportunities to serve while developing their leadership skills.
- Teachers are committed to the concept that all children will learn.
- On-going professional development and catechetical training are provided to all staff to ensure their continued professional competence.

## **LEADERSHIP**

- Diocesan and parish leaders actively participate as partners with Catholic school leaders to ensure strong Catholic identity and a high level of quality in every school.
- The Office of Schools maintains authority commensurate with its responsibility and is staffed and funded appropriately to achieve its objectives.
- School administrators are visionary, deeply rooted and active in the Catholic faith and are professionally competent.
- School leaders are qualified and committed to Catholic school education.
- Effective leadership development programs are in place and funded appropriately.

## **GOVERNANCE**

- Site-based management continues to be the primary administrative/management model for schools.
- An effective local consultative/advisory body advises school administrator, as well as pastor of parish school or schools in achieving the mission and goals of the school.
- Lay people are actively and substantially involved in the governance of the schools.

## **MARKETING**

- Effective marketing leadership and coordination is provided by the Office of Schools. This includes ongoing market research, promotion, public relations, and financial support.
- Effective marketing programs are in place and funded at each school.
- Pastors and parish leaders actively and eagerly encourage parishioners to enroll their children/grandchildren in Catholic schools.
- An excellent image of Catholic schools and Catholic education exists throughout the Diocese of Kalamazoo.
- Catholic schools are the “preferred educational choice” of all Catholic families.
- Excellent educational service quality exists in all Catholic schools, with documentation to support this claim.
- Enrollment in Catholic schools is at capacity, with waiting lists.
- Each Catholic school has “delighted” customers and stakeholders, with documentation to support this claim.

## **FINANCES**

- Catholic school education, where available, is accessible and affordable for Catholic students who wish to enroll.
- The Diocese of Kalamazoo ensures its commitment to Catholic school education by having the support of all the Catholic faithful in each parish through prayer, encouraging enrollment, and financial contribution in proportion to their resources.
- Common centralized finances for diocesan schools has been explored and possibly implemented where financially feasible.
- Sufficient financial resources are available to attract and retain qualified school personnel and provide appropriate compensation and benefits in keeping with their service and commitment.
- Each school has an effective advancement/development program and an endowment fund.
- Tuition assistance funding from outside agencies and local sources increases to match the growing financial need of families who wish to enroll their children.
- Capital needs in schools are identified and funded.

## **Appendix C**

### **MISSION AND CATHOLIC IDENTITY**

#### **Current observations of schools within Diocese of Kalamazoo:**

Mission and Catholic identity are a central focus of the schools. Catholic families are encouraged to enroll their children in Catholic schools where school life is focused on Worship, Word, Community and Service, and schools actively partner with parents to support them in their role as the first and best educators of their children in their faith. In a number of schools, an increasing number of non-Catholic families are enrolling their children, and they continue to be an important part of the Catholic school communities.

Today that mission and Catholic identity must be shared and carried forward by committed lay administrators, teachers and staff in collaboration with pastors, religious communities, local consultative/advisory bodies (LCABs) and the Office of Schools. Historically, religious communities and pastors helped maintain a strong Catholic focus in schools.

In the Diocese of Kalamazoo:

- All teachers and administrators are considered teachers of Theology and are expected to participate in the diocesan catechist formation program for school personnel;
- Schools follow the rigorous diocesan Theology Curriculum and assess student learning using the Faith 2000 test;
- Through the accreditation process, Catholic schools embrace and implement the identified benchmarks or guiding principles by which the schools can examine themselves to ensure their mission and identity are truly Catholic.

## **Appendix D**

### **ACADEMIC EXCELLENCE**

#### **Current observations of schools within Diocese of Kalamazoo:**

1. As of the 2007-2008 school year, all schools within the Diocese of Kalamazoo are expected to administer the Michigan Educational Assessment Program (MEAP) test. K – 8 schools have the option to take the IOWA Test of Basic Skills. High school students take the Michigan Merit Exam (MME) and have the option to take the SAT and the ACT tests. Test scores of diocesan schools have always been among the highest in a local region, often the highest in specific areas.
2. The Diocese has adopted, with permission, the Religion Curriculum of the Archdiocese of Indianapolis. Beginning with the 2007-2008 school year, the FAITH 2000 test will be administered to students in grades 3, 6, 8 and 11 to assess their knowledge in Theology. This test has been designed to align with the curriculum.
3. On average, 100% of diocesan high school students graduate and 98%-99% attend post-secondary education.
4. 100% of diocesan schools are accredited by the Michigan Non-public Schools Accrediting Association. Because the accrediting document is standards-based, it requires schools to focus on continuous school improvement. All schools are expected to have active school improvement teams which address concerns raised in accreditation site-visits.
5. The Diocese requires teachers to hold appropriate state certification through the State of Michigan Department of Education.
6. Diocesan curricula have been developed in all core areas, and all schools are expected to use these materials. Curricula in Physical Education, Art, and Music are in the development process.
7. Professional development is implemented at the diocesan and local levels. The Diocese has a professional development committee which meets several times a year to develop the programs in a planned and sequential format. Diocesan teaching and administrative staffs have been working on the Professional Learning Community model for the past three years and will continue to strengthen knowledge and skills in this area for the foreseeable future. Research has shown this model provides the best environment and opportunity to ensure that all students will learn.
8. Schools report that financial resources are limited.
9. Most elementary schools in the Diocese also include licensed preschool programs.
10. In some areas, private and religious schools of other denominations successfully compete for Catholic school students.
11. Teacher salary scales are significantly below that of public schools, making it difficult to compete for the finest teachers. Starting salaries in the schools presently range from \$20,000 to \$27,600.
12. An effective, strong principal (with a supportive pastor in parish schools), is the single most important factor in the success of Catholic schools. The identification, preparation, selection, retention, and ongoing training of effective principals are key to the future of Catholic school education. Investment in strong school leadership is an essential step in ensuring that other investments in Catholic schools have increased potential for success.

## Appendix E

### SCHOOL OWNERSHIP AND GOVERNANCE

#### Current observations of schools within Diocese of Kalamazoo:

1. The one parish-one school model has served the Diocese well for many years and is still the most common model of school governance in the U.S. However, as circumstances change, new models of Catholic school governance are being implemented in dioceses throughout the country.
2. Currently there are three ‘systems’ within the Diocese, each with three schools. These system schools are supported by the parish where they are physically located and by at least one additional neighboring parish. The other thirteen schools are stand-alone schools and are supported primarily by the parish to which they are attached.
3. All but one school has a Local Consultative/Advisory Body (LCAB) that provides consultative support for pastors and administrators in their respective schools or systems.
4. In each of the three systems, several schools are operated for the benefit of a group of parishes. The responsibility for the schools does not lie with any individual parish, but rather is shared by the group through a specific governance mechanism which delineates administration, funding, use of facilities and other policies. Like parish schools, the system schools receive direction and coordination at the diocesan level in areas essential and appropriate in light of the Church’s principle of subsidiary.
5. As the responsibilities of school principals become more numerous and complex, they increasingly need assistance from the Office of Schools staff which has not been able, in many cases, to provide that assistance in recent years. The need for greater availability of Office of Catholic Schools staff and services at the local level was affirmed through interviews with principals and pastors during school visits. Some special programs are well-covered by Office of Schools staff while other programs are not covered as well because the current staff is not large enough to provide for the increasing demand on their leadership and services: e.g., financial resource development, marketing, local school board development and formation, curriculum oversight, among others.
6. The Office of Schools has a policy handbook for schools. The superintendent is empowered to implement all policies.
7. Overall, enrollment in the Catholic schools of the Diocese of Kalamazoo (P-K thru 12) has declined by 1,212 students from the 2000-2001 school year to the present time, for a loss of 24.4%. The three high schools have lost 19% or 155 students during that time, and the elementary schools have lost 25.5% or a total of 1057 students. The decline in enrollment in the Diocese of Kalamazoo mirrors statewide public and private school trends and national Catholic school trends.
8. Enrollment by regions is as follows:
  - **Northern Region** — composed of St. Mary Visitation in Byron Center, St. Therese in Wayland, St. Rose in Hastings, St. Margaret in Otsego, and St. Stanislaus in Dorr has, 526 students;
  - **Kalamazoo Region** — composed of St. Augustine, St. Monica, and Hackett Catholic Central High School, has 1,132 students;
  - **Battle Creek Region** — composed of St. Joseph Elementary and Middle Schools and St. Philip Catholic Central High School, has 608 students;
  - **Southern Region** — composed of St. Mary in Bronson, St. Charles in Coldwater, Immaculate Conception in Three Rivers, and St. Mary in Paw Paw has, 348 students;
  - **Lake Region** — composed of St. Mary of the Lake in New Buffalo, Lake Michigan Elementary/Middle/High Schools in St. Joseph, St. Joseph in Watervliet, St. Mary in Niles, and St. Basil in South Haven, has 1050 students.

9. Four schools have closed since the 2000-2001 school year: St. John in Albion, St. Mary and St. Joseph in Kalamazoo, and Holy Angels in Sturgis.
10. There are various configurations of the elementary/middle school buildings. Five are PK-5, five are PK-6, seven are PK-8, and there are two stand-alone middle schools.
11. Pre-school numbers account for a large percentage of enrollment in some diocesan schools. Although it is the hope that a vibrant pre-school program will attract and keep students, it is not always the case. Many parents choose the Catholic pre-school because of convenience or cost with the intent of moving their child to the local public or another private school when he/she enters kindergarten.
12. Building capacity is a key element in looking for the potential for growth, expansion, or the possibility of restructuring a local or regional school. A school at about 90% capacity could be considered 'full'; most schools in the Diocese are not at this figure.
13. The percentage of non-Catholic students enrolled in diocesan schools is 12% of the total student population. The percentage of student minority population is also at 12%, but there is no perceived correlation between the two figures.
14. The primary challenges facing our schools in maintaining or increasing enrollment are affordability, the Michigan (and national) economy, job loss with resulting demographic shifts, strong local public school systems, and perceptions that Catholic schools are not of equal quality to public schools.
15. Marketing and recruitment activities are currently the responsibility of each local school or system. Often these efforts fall on the shoulders of the school principal, who usually has little or no formal training in marketing. These efforts vary widely from school to school and, in general, do not usually receive the investment of human and financial resources needed to build and sustain enrollment.
16. Marketing and recruitment efforts require a comprehensive approach at the local, system, regional, and diocesan levels. These efforts must focus on developing and projecting a strong image, attracting and maintaining enrollment, and building a solid funding base for schools.
17. Many public schools and public charter schools are seen as the primary competition of diocesan schools. New facilities, special-interest or magnet schools, the International Baccalaureate Program, and athletics attract parents and students to the public schools.
18. Most elementary schools have before and/or after-school programs.
19. In parishes that have or support schools, over the past five years there has been an annual average of 1,104 infant baptisms. A large percentage of these children do not attend the parish school.

## **Appendix F**

### **SCHOOL FUNDING**

#### **Current observations of schools within Diocese of Kalamazoo:**

1. Elementary school tuition rates for Catholic parishioners range from \$1,465 to \$2,675.
2. All of our diocesan schools provide some level of tuition assistance for families in need. Additional assistance is a need and priority in most of the schools.
3. Some parishes with a school provide a level of “indirect subsidy” and support by paying for utilities, insurances, maintenance and/or custodial service, among other expenses. This type of subsidy may be instead of, or in addition to, direct financial support.
4. The typical ways of making up annual deficits in school-operating budgets have been using either parish or school savings, using prepaid tuition/fees from the next school year, diocesan loan, or line of credit.
5. Overall, diocesan parish offertory income has increased 4% since 2003.
6. Existing LCABs, in most cases, assist with fundraising, but few boards currently play a strong role in financial planning or fund development.
7. There are two diocesan-level funding programs that provide financial assistance to families; KDSA provides scholarship money to the high schools, and the Bishop’s Scholarship Fund provides financial assistance to the elementary and middle schools.
8. Development is associated with securing financial resources outside of tuition, fees, and parish investment. Successful development is a total effort that encompasses a quality product, good business management, effective marketing, and the active seeking of gifts. Many of the schools are doing relatively little development with long-term programs that form enduring relationships with major donors, with a successful implementation of an annual fund, with a regular contribution to an endowment fund, with the acquisition of deferred gifts, and so on. Most third-source income is generated through fundraising, various sales, etc. While these may continue to fund schools, they are limited in their growth potential and can be unreliable.
9. The lack of a diocesan development director is seen as negatively impacting the financial stability of some parishes and schools.
10. Key issues which need to be addressed include: providing tuition assistance or discounts beyond the annual budget, using prepaid tuition/fees to cover current year deficits, accruing summer salaries for teachers and staff, hiring qualified and trained bookkeeping and business management staff, and overall financial accountability on the part of all schools. The Diocesan Finance Office is beginning the process to meet with each school (and parish leadership for parish schools) to review its financial status and practices.
11. Not all schools are fully accessing their federal dollars through the Title Programs.
12. The *Vision For 2013* states that “the Diocese of Kalamazoo ensures its commitment to Catholic school education by having the support of all the Catholic faithful in each parish through prayer, the encouragement of enrollment, and financial contribution in proportion to their resources”. This vision needs to be clearly stated to each parish in the Diocese.
13. Some tuition assistance funds go to assist non-Catholic families.

## Appendix G

### BENCHMARKS OF CATHOLIC IDENTITY

#### Standard XII: THEOLOGY, RELIGION, & CATHOLIC IDENTITY

##### CATHOLIC LEADERSHIP

Effective leadership by the principal is a most critical factor in the development of the Catholic school. Such leadership is rooted in a strong personal faith in Jesus Christ and is modeled in the principal's values, attitudes, personal conduct, and active involvement in the Church. It is evident in Christian care, concern for others, and is reflected in the principal's unwavering commitment to Catholic education through the parochial school.

- 12.01 The principal's leadership is rooted in faith and reflected in personal characteristics, behaviors, and expectations.
1. As Catholic faith formation leader of the school, the principal demonstrates:
    - a. An active Catholic faith life;
    - b. Knowledge of the Gospel, Church teachings, and current trends in the Church;
    - c. An ability to express beliefs and values based on a background of faith;
    - d. Active public expression and support of Catholic education;
    - e. Positive attitudes of enthusiasm, energy, and optimism regarding the mission of the school;
    - f. Values of Christian self-sacrifice, care, and concern for others in everyday interactions;
    - g. Understanding of Catholic education within the teaching mission of the Church;
    - h. Effective decision-making based on Christian principles and the good of the students served.
  2. The principal clearly and consistently communicates high expectations for Catholic school identity.
- 12.02 School programs and procedures demonstrate strong leadership.
1. The principal articulates the goals of the theology and faith formation programs of the school.
  2. The principal facilitates and monitors the development of theological education and faith formation curriculum/activities.
  3. The principal observes theology classes and participates in faith formation activities, liturgies, and programs.
  4. The principal helps staff to evaluate all aspects of the school's theological education and faith formation programs, including the performance of personnel.
  5. Communications regularly emphasize the distinctly Catholic characteristics and mission of the school.
  6. In-service programs include the spiritual development of the staff and the Catholic nature of the school.

##### THEOLOGICAL EDUCATION/MESSAGE

Theological education is a central focus of the Catholic school. Particular attention is given to conveying the authentic message of the Church through theological instruction and activities that define the purpose of the school.

- 12.03 Theological instruction and faith formation are consistently given highest priority.
1. The school schedule gives evidence that time for theology classes meets or exceeds diocesan requirements.
  2. Policies regarding the employment and certification of catechists are followed in recruitment and assignment of teachers.
    - a. All teaching and administrative staff meet (or are making necessary progress to meet) the requirements for at least "Level I" in the diocesan Catechist Formation and Certification Program.
    - b. Theology teachers meet (or are making necessary progress to meet) the requirements for "Level II" in the Diocesan Catechist Formation and Certification Program.

- c. All teaching and administrative staff are maintaining their “Level I” or “Level II” certification through ongoing training and education in theological content.
3. Theology teachers are active Catholics who serve as models of faith for students.
  4. A variety of regular and meaningful theology and faith formation experiences are provided for students.
  5. The importance of theology and faith formation in the school’s program is reflected in budgetary decisions and in the availability of adequate resources.
  6. A process is utilized for reviewing and adopting theology textbooks and materials — especially regarding the selection of theology textbooks from the list approved by the “Ad Hoc Committee to Oversee the Use of the Catechism” at the United States Council of Catholic Bishops.
- 12.04 A planned curriculum gives direction to theological instruction and faith formation activities.
1. An official, written theology curriculum exists and is based on appropriate authority (i.e. Catechism of the Catholic Church, National Directory for Catechesis, etc.).
  2. Curriculum goals are articulated and met by theology teachers.
  3. Program includes: Community, Message, Service, and Worship.
  4. Adherence to basic Catholic teachings is monitored.
  5. Long-range and daily planning for theology instruction is apparent.
  6. Attempts are made to relate theology instruction to the everyday experiences of students.
  7. Evaluation of theology curriculum effectiveness includes assessment of student progress.
  8. The Church’s heritage, practices, and customs are taught as part of the school’s regular curriculum.
- 12.05 The authentic message of the Church is taught.
1. Church documents are used as references for authenticity (i.e. Catechism of the Catholic Church, National Directory for Catechesis, Documents of Vatican II, Magisterial documents, USCCB documents, etc.)
- 12.06 The importance of the Sacraments is emphasized at all levels.
1. Regular opportunities are provided for participation in the Sacraments of Reconciliation and Eucharist.

## **WORSHIP**

Worship is an important and unifying expression of the Catholic school. Eucharistic liturgy, meaningful prayer services, and shared daily prayer are of paramount importance in the life of the school. Catholic values are reinforced through regular reference to Scripture, Church teachings, and through the use of symbols and themes in many types of school activities.

- 12.07 Meaningful expressions of worship are evident in the routines of the school.
1. Shared prayer is a regular part of the school day.
  2. Liturgical seasons and special Church feasts are celebrated and are visible in school decorations.
  3. Paraliturgies and rituals are used to support Catholic values in instruction and activities.
  4. Formal and informal worship experiences are specifically designed for the age, understanding, and culture of the students.
- 12.08 Prayer is central in all school programs.
1. Various prayer forms are taught and creatively utilized.
  2. The staff prays together regularly.
  3. Staff members participate in prayer with their students.
  4. Meetings and school activities include prayer.

- 12.09 Eucharistic Liturgy is a regular expression of worship in the school.
1. Eucharistic liturgy is given high priority as a school activity.
  2. Participation in liturgy by students and staff is encouraged.
  3. Liturgies and paraliturgical services are co-operatively planned by students and staff.
  4. Music for worship is included as part of the total school curriculum.

### **FAITH FORMATION**

Faith development is affirmed in Church law as the value of the Catholic school. Development of faith, then, is seen as a continuous evolutionary process from pre-school throughout adulthood. Therefore, school programs recognize and provide for various levels of maturity and forms of faith expression in both students and families. Students learn that sharing of their faith with others is part of becoming a mature Christian adult.

- 12.10 Programs and assistance in continuing faith formation are provided for both students and staff.
1. The faculty demonstrates a commitment to ongoing spiritual development activities.
  2. A staff retreat or similar activity is provided regularly.
  3. Faith development activities such as Mass, prayer, and Theology classes are required for all students.
  4. The teaching process includes opportunities for students and teachers to share their own faith life.
  5. Other faith traditions are recognized and respected, especially among the non-Catholic clientele of the school.
- 12.11 The school is an instrument of evangelization.
1. School evangelization programs include:
    - a. Publicizing parish and diocesan faith-formation events and programs in order to assist in the involvement of Catholic parents in the mainstream of parish life;
    - b. Clarifying and sharing Catholic belief and practice with non-Catholic parents.

### **WITNESS/SERVICE**

The students and staff of the Catholic school witness to Christian principles and values through observable actions. Principles of peace, social justice, and an awareness of the global family are integral to curricular and co-curricular activities of the school.

- 12.12 The school provides witness to Christian principles through observable actions.
1. School activities, programs, and functions clearly reflect Catholic doctrine and teachings.
  2. The actions and interactions of adult staff members model Christian principles:
    - a. ....among themselves;
    - b. ....with students;
    - c. ....toward all who come in contact with the school;
    - d. ....in their personal lifestyles.
  3. School policies reflect social justice issues to include:
    - a. ....tuition assistance for those in need;
    - b. ....special accommodations for the disabled and low-performing student within the philosophy and reasonable limitations of the school;
    - c. ....student outreach to the community;
    - d. ....flexible response to unfortunate circumstances of families, employees, students, parishioners, etc;
    - e. ....preserving and protecting the dignity of the individual;
    - f. ....implementation of anti-bullying programs;

- 12.13 Programs of apostolic service give opportunities for the practice of faith and witness of the Church in the community.
1. Appropriate service projects are provided at all grade levels.
- 12.14 Students are invited to consider the call to a life of service in the Church.
1. Students are invited to explore the joys and privileges of various opportunities, ministries, and vocations within the life of the Church.
  2. Age-appropriate and developmentally-appropriate vocation programs are in place at all levels.
  3. The attitude within the school is supportive of nurturing vocations.

### **FAITH/COMMUNITY**

The Catholic school defines itself as a community of faith within the context of the larger faith communities to which it belongs. The school, as an important contributor to the faith community, defines itself as one part of the Catholic education ministry within the Diocese. Policies and practices of the institution, as well as the collective actions of the constituents, are a living witness to a life of faith.

- 12.15 The school defines itself as a community of faith.
1. Principal, school faculty, staff, board, parents, and students generally foster a personal and communal commitment to a life of faith.
  2. A conscious and deliberate effort is made to develop a faith community within the school.
  3. Faculty members regard teaching in the Catholic school as ministry.
- 12.16 The school defines itself as part of the Catholic education of the Diocese.
1. The principal cooperates with the Diocese in meeting the goals of Catholic Education.
  2. The principal is visible to the Diocese as a Catholic leader in faith formation.

Adopted and adapted by the Office of Schools and the Office of Evangelization, Catechesis, and Initiation of the Diocese of Kalamazoo from: *The Distinctly Catholic School: A Catholic Identity Instrument*, 1986 with the permission of the Office of Catholic Education, Archdiocese of Indianapolis.

## Appendix H

### ROLES, RESPONSIBILITIES, AND AUTHORITY OF CATHOLIC SCHOOL LEADERS WITHIN DIOCESE OF KALAMAZOO

#### School Models

All schools in the Diocese are subject to the supervisory and regulatory authority of the bishop and his delegate(s). The subsidiary autonomy enjoyed by parishes and other juridic persons do not prejudice this diocesan authority over the system of Catholic schools. Policies established to regulate the Catholic schools, the directives of the bishop, and the delegated authority of the superintendent of Catholic schools are binding on all parish and school leaders.

The bishop issues and approves rules and policies for Catholic schools. Once approved, these policies and rules are binding on all schools directly responsible to the bishop. The superintendent of Catholic schools has the primary responsibility for monitoring and enforcing compliance with these policies and may also issue guidelines to interpret them and promote their implementation. The purpose of the policies is to promote the quality of education.

The superintendent of Catholic schools is given explicit and appropriate managerial and supervisory authority by the bishop to carry out the duties and responsibilities essential to ensuring schools are viable, of high quality, and capable of fulfilling their mission in the Church.

Specific roles and responsibilities of pastors (with a parish school, connected to a system school, or without a school), the superintendent of Catholic schools, school administrators, and diocesan and LCAB leaders will be drafted and included in the school policy handbook to supplement the existing definitions. This will include the following:

- The superintendent of Catholic schools exercises the following rights and duties in the governance, management and supervision of the schools:
  - o Represent the authority of the bishop in all school matters;
  - o Participate in the hiring, supervision, and evaluation of school administrators;
  - o Represent the schools of the Diocese to state and federal agencies and certify that these schools are in compliance with state and federal regulations;
  - o Issue rules, regulations and guidelines of implementation for the development of a high quality curriculum and the general improvement of the schools;
  - o Promulgate diocesan school policies, norms, and guidelines as approved by the bishop;
  - o Monitor and enforce compliance with all diocesan policies and norms related to schools and provide leadership for pastors and school administrators with their implementation;
  - o Interpret programs and policies of the schools to pastors, school administrators, school personnel, parents, school boards, and other interested or involved individuals.

**In diocesan schools:**

1. The pastor is the ordinary administrator. The bishop appoints the principal to administrate the school program. The principal reports to the pastor and to the superintendent of Catholic schools.
2. The School Board is consultative to the pastor and principal.
3. The parish is responsible for the operation of the school.
4. The pastor exercises the following rights and duties in the leadership of the parish school in consultation with the superintendent of Catholic schools:
  - o Supervise the religious education and formation programs;
  - o Provide pastoral leadership and support through active involvement in the liturgical, sacramental, and spiritual life of the school;
  - o Hire or terminate the employment of the school administrator after discussion with the superintendent of Catholic schools; employment agreements are signed by both the pastor and the superintendent of Catholic schools;
  - o Allocate plant facilities and related resources for school operations;
  - o Approve the annual school budget presented by the LCAB in consultation with the parish finance council;
  - o Ensure the implementation of all school policies in cooperation with the superintendent of Catholic schools;
  - o Participate with the Superintendent in the on-going evaluation of the school administrator.

**In addition, in system schools:**

1. A process to establish governance of the schools is identified in the bylaws.
2. Associated parishes are indirectly responsible for the operation of the school (e.g., school board membership, financial support, Catholic identity accountability).
3. School board is designated as consultative and advisory.
4. The pastors of parishes associated with a system school exercise the same rights and responsibilities as outlined above, and one of the pastors serves as a pastor representative, appointed by the bishop, on the local school advisory board.