

# Strategic Plan for Catholic Schools Diocese of Richmond



*April 2007*

*Prepared by the Strategic Planning Committee and*

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# I. INTRODUCTION

The purpose of this summary is to present the facts in an objective fashion. Many of the trends are challenging while others are encouraging. Planning appropriately for the future based on the facts can result in Catholic schools that are positioned to be healthy, vibrant, and serving children and families in 2016 and beyond.

The data summarized in this report results in the following observations:

- Catholic elementary school financial health and enrollment correlate with the financial health of parishes.
- Significant changes occurred within the past five years that have resulted in school closures and more schools are at risk.
- Fundamental and systemic changes are needed in the Catholic elementary school model if they are going to survive and thrive beyond 2010.
- Catholic high schools, while relatively healthy, will be significantly affected by elementary school trends.

## THE PRESENT

Today there are twenty-four parish and regional elementary schools and four diocesan/regional high school programs. There are also three private Catholic elementary schools and two private Catholic high schools. In recent years, Guardian Angel Regional Catholic School became a diocesan school, and St. John the Apostle School opened which increased the number of schools to a total of twenty-four schools.

Overall, school enrollment in the Diocese has been relatively stable and had increased between 2000-01 and 2003-04 in two of the school regions (Tidewater and Southwest). Since 2003-04, the overall enrollment in the regions has shown some decline. The schools in the Richmond Region, however, experienced an enrollment peak in 2001-02 and have shown decline since that time. Economic downturns in many areas, increasing tuition costs, and population shifts from cities to outlying suburbs and county areas, among other factors, are posing significant challenges to the schools at this time.

Catholic schools continue to very successfully provide a solid environment for faith development and good academic programs. There is certainly the “look and feel” of the schools as Catholic. The schools are also seen as safe places to enroll children, have good discipline and provide strong moral development for students.

## DIOCESAN PRIORITIES

The Diocese strongly affirms the 2005 statement of the United States Conference of Catholic Bishops which states the following: “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.”

## II. 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 ten years in strengthening our Catholic schools and promoting the gift they are to our Church.

Catholic schools have proven to be of priceless value to generations of children – teaching them to know, love and serve God, and preparing them to take their place with responsibility in the community. Parents, teachers, pastors, administrators, and entire parishes have sacrificed enormously to maintain the essential character of Catholic education as an authentic ministry of the Church and as an evangelical service to the young.<sup>1</sup>

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 Educationis* 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)<sup>2</sup>

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’s 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 inculturation, of apprenticeship in a lively dialogue between young people of different religions and social backgrounds.<sup>3</sup>

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>3</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.

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, including 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), 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. They 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>3</sup>

<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

### **III. VISION FOR 2016**

#### **DIOCESAN PRIORITY**

1. Catholic school education is clearly identified as an essential and valued ministry of the Diocese of Richmond 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.
2. New/expanded schools and/or new educational opportunities are researched and planned in areas where there is demand or a need.

#### **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 PreK 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 needed, for students accepted into the schools.
- Students accept responsibility and are provided with age-appropriate opportunities to provide service while developing their leadership skills.

## **LEADERSHIP**

- Diocesan and parish leaders (the Bishop and Chancery personnel, pastors, the Diocesan Advisory School Board, and Pastoral Councils for parish schools) 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 Catholic Schools maintains authority commensurate with its responsibility, and is staffed and funded appropriately to achieve its objectives.
- The school administrators are visionary, deeply rooted and active in the Catholic faith, skilled, and professionally competent.
- School leaders are certified, qualified and committed to Catholic school education.
- Effective leadership development programs are in place and funded appropriately.

## **GOVERNANCE**

- The Diocesan Advisory School Board collaborates with and supports the Office of Catholic Schools in achieving the vision and mission of Catholic school education, and serves as a model of leadership for local School Boards.
- Site-based management continues to be the primary administrative/management model for schools.
- An effective School Board advises school administrators, as well as pastors of parish 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 Catholic Schools. This includes ongoing market research, promotion, and public relations and financial support.
- Effective marketing programs are in place and funded at each school.
- Pastors and parish leaders eagerly encourage parishioners to enroll their children/grandchildren in Catholic schools.
- An excellent image of Catholic schools and Catholic education exists throughout both the Diocese and the Commonwealth of Virginia.
- 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 for Catholic students who wish to enroll.
- The Diocese of Richmond 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.

- 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.

## IV. MISSION AND CATHOLIC IDENTITY

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

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

The Bishops of the United States continue to affirm through their many documents that Catholic schools are the best way to help parents educate their children in the Catholic faith.

“There are instances in which the Catholic school is not perceived as an integral part of organic pastoral work, at times it is considered alien, or very nearly so, to the community. It is urgent, therefore, to sensitize parochial and diocesan communities to the necessity of their devoting special care to education and schools.” (*The Catholic School on the Threshold of the Third Millennium*, Congregation for Catholic Education).

“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 brothers and sisters is the norm, and thanksgiving and worship of our God is cultivated.” (*Renewing Our Commitment To Catholic Elementary and Secondary Schools in The Third Millennium*, United States Conference of Catholic Bishops).

The Diocese, through its pastoral plan, *We Walk By Faith*, also emphasizes the role of its Catholic Schools: “The whole faith community shares in the ministry of catechesis... Catholic schools play an important role in the saving mission of the Church, especially for education in the faith. The Catholic school is ‘not simply an institution which offers academic instruction of high quality, but, even more important, is an effective vehicle of total Christian formation.’” (*We Walk By Faith*, p.4; National Directory for Catechesis, 230).

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 a significant part of the Catholic school communities. Thus, strengthening the Catholic identity of each school must be a priority.

Historically, religious communities and pastors helped maintain a strong Catholic focus in schools. 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 school boards and the Office of Catholic Schools.

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.

## Goals and Recommended Strategies

1. The Diocese of Richmond strives to provide Catholic school opportunities in the traditional or in innovative ways for Catholic education to Catholic families, in all areas of the Diocese.

### *Recommended Strategies:*

- 1.1 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 a new or expanded program.
  - 1.2 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 and “home” schooling, among others.
2. The Diocese of Richmond strongly encourages families to enroll their children in Catholic schools.

### *Recommended Strategies:*

- 2.1 A diocesan-wide marketing plan for Catholic school education will be developed that emphasizes the benefits of Catholic school education.
  - 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.
  - 2.3 Financial assistance at the diocesan and local levels will be increased to support families wishing to enroll their child(ren).
3. Each school (parish and interparochial) strengthens its Catholic identity and Christ-centered mission.

### *Recommended Strategies:*

- 3.1 The Bishop and Priests Personnel Council will make every attempt to assign pastors to parishes associated with a school (parish or interparochial) who wish to have and support a school.
- 3.2 Pastors, the Office of Catholic Schools, and Office of Christian Formation, will establish benchmarks of Catholic identity for schools, which will be 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 A)
- 3.3 Constituencies affiliated with each school (parishioners, faculty, staff, parents, students, alumni, etc.) will know and be able to express the mission statement and philosophy of the school.
- 3.4 Each school will assess its policies and procedures (e.g., hiring practices, admissions policies, discipline policies and practices, financial assistance plan) annually, or at a minimum, every two years. This is to ensure they reflect Catholic faith-based education and values, and remain consistent with diocesan policies and procedures.
- 3.5 The study, discussion and practice of Catholic values and lifestyle will be integrated into all curricular and extracurricular areas of school life.

- 3.6 Each school will regularly assess itself utilizing the ACRE test with students and the accreditation standards provided by the Office of Catholic Schools.
  - 3.7 Pastors, the Office of Catholic Schools, the Office of Christian Formation, and heads of schools will ensure that teachers of Religion understand and follow the approved Religion curriculum for grades K to 12.
4. The schools, with pastors, parishes, the Office of Catholic Schools and the Office of Christian Formation, will actively partner with school and parish families and one another to carry out their catechetical/educational mission.

***Recommended Strategies:***

- 4.1 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.
  - 4.2 Pastors and parish leaders, in collaboration with the Office of Catholic Schools and the Office of Christian Formation, will provide leadership in developing a collaborative plan of sacramental preparation between parishes and schools. The plan will allow for an educational/formational program through the parish religious education and school program and provide joint opportunities for community-building within the parish setting.
  - 4.3 In collaboration with parish leadership, the schools will plan and schedule activities that involve students and staff in parish worship, sacramental preparation, and service projects, among other possible opportunities.
  - 4.4 Parishes will provide a positive and supportive environment for the schools, and assist with financial assistance according to diocesan guidelines and the best of their ability.
  - 4.5 As a key ministry of evangelization, each school will work with the parish(es) and will strive to bring Catholic students and their families into full participation in the sacramental life of the Church.
  - 4.6 Schools and their host/sponsoring parishes will encourage vocational awareness among students and their families and invite them to consider lives of service as priests, religious sisters or brothers, deacons, and lay ministers.
  - 4.7 The heads of schools, faculty and staff of the schools support and promote active family participation in parish life and ministries.
5. Administrators, faculty, staff and school boards deepen their faith commitment and live their commitment in their daily lives.

***Recommended Strategies:***

- 5.1 Inservice training and formation for heads of schools and their staffs will be provided on a regular basis to strengthen their commitment to the Catholic mission of the schools.
- 5.2 Teachers of Religion will have the necessary credentials to be catechists, and, by means of appropriate training, heads of schools are prepared to be coordinators of religious education in their schools.
- 5.3 Heads of schools, with assistance and support from pastors and the Office of Catholic Schools will provide effective opportunities for adult retreats, liturgies, prayer, formation, etc.

- 5.4 Newly-hired teachers will participate in an orientation program facilitated by the Office of Catholic Schools, Office of Christian Formation, local pastors and heads of schools stressing the ministry of the teacher in a Catholic school and their role in ensuring the Catholic identity of the school.
  - 5.5 Heads of schools, 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.
6. 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.

***Recommended Strategies:***

- 6.1 In the spirit of *To Teach as Jesus Did* and *We Walk in Faith*, each school will ensure that school life and learning are focused on worship, word, community and service.
    - Worship – regularly celebrated liturgy, prayer and prayer services in the Catholic tradition.
    - Word – 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.
    - Community – the total life of the school reflects the commitment to the faith development of each person, and a genuine respect for every individual.
    - Service – opportunities for faith-in-action are provided that are consistent with Catholic social teaching, and serve as a witness of faith to the communities served by the schools.
  - 6.2 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 provide the opportunities to encourage and build parent involvement. The Office of Catholic Schools, in conjunction with the diocesan Office of Christian Formation will identify and communicate best practices to support the schools in this regard.
  - 6.3 The Catholic high schools will develop a connection with their graduates and college campus ministry programs as they transition from high school to college.
7. Catholic schools are open to, welcoming and respectful of students and families of other faith traditions and those who will benefit from the evangelizing mission of the school communities.

***Recommended Strategies:***

- 7.1 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.
- 7.2 An orientation will be in place to share and clarify Catholic traditions, beliefs and practices with families and students who are not Catholic.

## V. MARKETING AND ENROLLMENT

### Observations

1. Overall, enrollment in the regional/parish elementary schools (grades K to 8) declined by less than 1% from 2000-01 to 2005-06. Two schools were added during this time period, St. John the Apostle School in 2002-03 and Guardian Angel Catholic School became a regional school in 2003-04. From 2000-01 to 2003-04, the most recent enrollment peak, K to 8 enrollment grew by 5% (355 students); however, from 2003-04 to 2005-06, enrollment decreased by 5% (381 students).
2. On average, the highest level of attrition in the elementary schools has been occurring from 6<sup>th</sup> to 7<sup>th</sup> grade.
3. Pre-K enrollment increased in all three regions over the past five years:
  - Tidewater Region: 2.5% (includes the addition of St. John the Apostle School)
  - Richmond Region: 32%
  - Southwest Region: 19% (includes the addition of Guardian Angel Regional Catholic School)

In most cases, Pre-K programs are serving as effective feeders into Kindergarten. All but two of the regional/parish elementary schools have a Pre-K program.

4. Catholic high school enrollment (grades 9 to 12) has declined from 2000-01 to 2005-06 by 4.5% (36 students) for Bishop Sullivan High School and Peninsula Catholic High School in the Tidewater Region, and in the Richmond Region by an overall 10% (74 students) – Blessed Sacrament Huguenot High School (14%), St. Gertrude High School (15%), and Benedictine High School (3%).
5. Generally, an enrollment benchmark for Catholic elementary schools is 200 to 220 students in terms of sustaining sufficient funding, resources and educational program variety. In 2005-06, six of the twenty-four regional/parish elementary schools had an enrollment under 200 students, ranging from 86 to 188 students (grades K to 8).
6. Capacity is a key element in looking at the potential for growth, expansion, or, if necessary, the possibility of restructuring a school. In general, as school enrollment approaches or exceeds 88% to 90% of its capacity, it can be considered at or near capacity.

The percentage of enrollment capacities are:

- Tidewater Region elementary schools: 80%
  - Bishop Sullivan High School and Peninsula Catholic High School: 82%
  - Richmond Region elementary schools: 84%
  - Blessed Sacrament Huguenot School (includes grades Pre-K to 12): 93%
  - St. Gertrude and Benedictine High Schools: 87%
  - Southwest Region schools (includes grades Pre-K to 12): 72%
7. Enrollment capacity in 2005-06 was at 80% of capacity for the twenty-four regional/parish schools. Total enrollment capacity of these schools was 11,563 students with a total enrollment of 9,304 students for grades Pre-K to 12.

8. The percentage of students who are Catholic enrolled in the regional/parish schools has increased from 81% in 2000-01 to 83% in 2005-06 overall. The results over the same time period are:
  - Tidewater Region (elementary): from 84% to 85% (a range of 67% to 97% in 2005-06)
  - Richmond Region (elementary and Blessed Sacrament Huguenot High School): from 66% to 64% (a range of 34% to 98% in 2005-06; All Saints School had a 9% Catholic student enrollment)
  - Southwest Region (Pre-K to 12): from 53% to 57% (a range of 33% to 74% in 2005-06)
  - Bishop Sullivan High School and Peninsula Catholic High School: from 79% to 85%
  - St. Gertrude High School, Benedictine High School: from 52% to 60%
9. In the parishes in Regions 1 to 5 and 7 to 11, there was an average of 2,613 infant baptisms per year (based on a five-year average of baptisms from 2001 to 2005). In the three school regions there were 854 Kindergarten students in 2005-06, approximately 33% of the average annual infant baptisms. However, some of these students are not Catholic.
10. In 2005-06, there were 22,613 children (grades K to 12) enrolled or participating in a parish religious education program: 3,549 children in the Southwest Region, 11,082 children in the Tidewater Region, and 7,982 in the Richmond Region. Children enrolled in the Catholic schools totaled 9,215 (grades K to 12) for 2005-06, which accounts for 29% of the children involved in a formal program of religious education (parish or school).
11. The primary challenges facing the schools in maintaining or building enrollment/market share include:
  - Affordability
  - Accessibility/transportation
  - Varied perceptions of the quality of Catholic schools
  - Lack of overall aggressive marketing programs at the regional and local levels
  - Intentional reduction of class sizes
  - Perceived quality of public school programs that compete with the Catholic schools
  - Demographic shifts
12. Public schools are seen as the primary competition of the Catholic schools. New facilities and/or quality/varied programs (e.g., International Baccalaureate, Fine Arts, technology, etc.) are key attractions for parents and students to the public schools.
13. Marketing and recruitment activities are currently the responsibility of each local school. These efforts vary widely from school to school and, in general, do not always receive the investment of human and financial resources needed to build and maintain sufficient enrollment.
14. Marketing and recruitment efforts require a comprehensive approach at both the regional and local levels. They must focus on developing and projecting a strong image, attract enrollment, and build a solid funding base by cultivating and attracting new donors for each school.

## **Goals and Recommended Strategies**

1. Catholic schools in the Diocese of Richmond are marketed effectively to build a strong image in the community, publicize the value and benefits of the schools, support/enhance advancement efforts, and to increase enrollment.

### ***Recommended Strategies:***

- 1.1 The potential to develop a diocesan-wide (or region-wide) marketing/recruitment plan(s) to aggressively market Catholic schools will be researched and planned.
    - The marketing program will focus on the mission and value of Catholic schools.
    - An annual investment of funding will be made for the marketing efforts. Funding will be adequate to ensure that the plan has potential to have a positive impact on the public perception of Catholic schools.
    - The marketing program will be coordinated, comprehensive, and long-term.
  - 1.2 The marketing program will have a long-term funding plan and a consistent long-term message, since the impact of an effective marketing program is likely to become evident only after two to four years of consistent communication about the value and benefits of Catholic school education.
  - 1.3 A process/survey instrument will be developed that can be used to assist the schools in using exit interviews to track the reasons for student attrition.
2. Individual schools implement aggressive marketing programs. Special attention is paid to those schools that have less than capacity enrollment.

### ***Recommended Strategies:***

- 2.1 School Boards and/or a marketing committee of the Board will have the mandate to develop, implement and evaluate a marketing/recruitment program at the local school level.
- 2.2 Schools in proximity to one another can collaborate and establish a single committee to prepare and implement a marketing program promoting Catholic school education within a given region.
- 2.3 Each school will submit its annual marketing plan to the Office of Catholic Schools for review and feedback.
- 2.4 The Office of Catholic Schools will serve as a resource for developing local school plans, and provide leadership, direction, and assistance to administrators and school boards in developing their plans.
- 2.5 Pre-K programs will be an effective feeder for the elementary schools with programs and strategies in place to retain children for the kindergarten program.
- 2.6 Before and after-school programs will be available, if necessary, to provide service to families and enhance marketability.
- 2.7 Research and implement, 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.
- 2.8 The local school boards will work with parishes to promote Catholic school education and facilitate the dissemination of information to parishioners, especially parents with young children.

- 2.9 The role of pastors in marketing the schools will be developed and their support for and participation in the school's efforts will be solicited.
  - 2.10 The school annual budget will include a line item to support local marketing initiatives.
  - 2.11 Specific action plans will be developed to identify and attract Catholic students enrolled in preschool programs and parish religious education programs.
  - 2.12 Action plans will be designed to establish connections with Catholic families whose children are not yet of school age.
  - 2.13 Strategies will be developed to build/maintain the retention of students from Pre-K to 8th grade and, where available, into high school.
  - 2.14 The effective use of up-to-date websites and professional media will be part of the marketing plan.
  - 2.15 Parents, serving as Parent Ambassadors, are actively involved in ensuring the success of the schools' marketing and recruitment efforts.
3. Preschool programs are researched and opened as part of sponsoring parishes of regional schools, or in parishes that do not host or sponsor a school (if feasible).

***Recommended Strategies:***

- 3.1 Preschools will offer a quality, age-appropriate program that will be Catholic/Christian in focus.
4. Under-enrolled schools that cannot achieve an acceptable enrollment goal in an agreed upon period of time enter into discussion with other schools/parishes about restructuring as proximity and availability allow.

***Recommended Strategies:***

- 4.1 Each single section elementary school will strive to build/maintain a kindergarten to 8th grade enrollment goal of at least 200 students.
5. Appropriate staffing and leadership in the Office of Catholic Schools fosters effective marketing of Catholic schools at all levels.

***Recommended Strategies:***

- 5.1 The role of the Office of Catholic Schools marketing leadership will be the coordination of diocesan-wide marketing efforts, and providing marketing advice, coordination, and training for heads of schools, school boards, and local marketing committees.
- 5.2 Marketing leadership and expertise, possibly as a contracted service, will be explored and utilized to provide direction for the school communities in building/maintaining a strong image, effectively recruiting and retaining students, and building relationships with current and potential supporters of the schools.

## VI. ACADEMIC EXCELLENCE

Effective Catholic schools exhibit a clear Catholic identity, a safe and orderly environment and are academically excellent. The hallmark of a Catholic school education has always been challenging programs offered in an atmosphere that models gospel values and supports and enhances the development of the whole child.

### Observations

1. Standardized test scores are very good. The average SAT score is 1,145 as compared to the national average of 1,028 and the state average of 1,030. The diocesan average scores for Total Skills on the Terra Nova Test in 2006 are: 79%tile in grade 3, 81%tile in grade 5 and 83%tile in grade 7.
2. The religion curriculum is based on the Catechism of the Catholic Church and the National Directory for Catechesis. Scores on all areas of the Knowledge Domain section of the NCEA ACRE (Assessment of Catholic Religious Education) are well above the national average.
3. 100% of diocesan high school students graduate and 99% go on to attend post-secondary education.
4. There are five Recognized Blue Ribbon Schools in the Diocese.
5. 100% of the schools are accredited by the Virginia Catholic Education Association and the Diocese has embraced a district model with the Southern Association of Colleges and Schools (SACS). Because these institutions are standards-based, they require schools to focus on continuous school improvement.
6. The Diocese requires teachers to hold or be pursuing licensure by the State Department of Education. All religion teachers must gain religion teacher certification through diocesan programs.
7. It is a challenge to attract quality teachers when the salary scale is significantly below that of the public schools.
8. Curriculum is developed using a Consensus Curriculum Process that allows professionals to dialogue with each other and design a curriculum that is age-appropriate and integrated. The Office of Catholic Schools continues to evaluate the effectiveness of the Consensus Curriculum model.
9. The schools face the challenge of educating students with a wide range of abilities. Approximately five years ago, ten schools participated in a pilot program to establish Teacher Assistance Teams. The focus of those teams is to develop strategies for working with special needs students.
10. Professional development is implemented at the local level. The Diocese offers professional development opportunities as well, but there is a need for increased services to the teachers and administrators.
11. There is a technology committee in the Diocese. Schools need more assistance with technology issues and with strategies for integrating technology across the curriculum.
12. Schools report that space and limited financial resources are a barrier to providing quality academic programs.
13. There is opportunity for early childhood education in the 24 pre-schools in the Diocese.

14. According to interviews with school communities, the public schools are perceived as having excellent academic programs, particularly the International Baccalaureate programs in the elementary schools. They are the major competitors for Catholic schools. In some cases, private and religious schools also compete for enrollment with Catholic schools.
15. 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.

## **Goals and Recommended Strategies**

1. Each school focuses on teaching and learning that is authentically Catholic and academically excellent.

### ***Recommended Strategies:***

- 1.1 Schools will collect and analyze student performance data as a means of improving curriculum and instruction.
  - 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.
  - 1.3 Teachers will plan teaching and learning strategies that respect learning styles, utilize a variety of methodologies and materials, demand higher order thinking and in-depth understanding, and ensure appropriate instructional time.
  - 1.4 Schools will continue to review, refine and implement effective curriculum processes, and incorporate research-based, effective teaching and learning strategies to enhance the Consensus Curriculum.
2. Academic programs will meet the needs of students enrolled in the schools.

### ***Recommended Strategies:***

- 2.1 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.
- 2.2 Schools will work to offer an inclusive educational program, one that meets the needs of learning-challenged students, English Language Limited students, accelerated/advanced students, etc.
- 2.3 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.
- 2.4 Diocesan-wide and regional sharing seminars will be established to leverage the successes of individual schools that meet the needs of students (gifted to remedial) and to provide models for replication in other schools in all areas of learning.
- 2.5 In an effort to better meet the spiritual needs of students, schools continue to actively communicate with and involve pastors and parish religious education personnel to help provide appropriate services.

3. Schools will engage in the continuous process of evaluation, improvement and accreditation.

***Recommended Strategies:***

- 3.1 All schools in the diocesan district will continue to undergo the accreditation process of the Southern Association of Colleges and Schools.
  - 3.2 Schools will share best practices related to school improvement and program excellence.
  - 3.3 Schools will develop professional partnerships with educational leaders, colleges, etc., to assist in the school improvement process.
  - 3.4 Schools will focus on building/enhancing academic excellence, school improvement and innovation.
4. Quality teachers will be attracted to the schools and retained by means of increased compensation to a level that is competitive with public school levels.

***Recommended Strategies:***

- 4.1 Heads of schools, pastors, and finance professionals will be included in the process to study ways in which compensation for school personnel can be improved.
  - 4.2 The Diocesan Advisory School Board will work with the Office of Catholic Schools to develop school personnel compensation recommendations for the Office of Human Resources and Office of Finance.
  - 4.3 Funding sources for teacher and administrator professional development will be researched and actively pursued.
5. 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.

***Recommended Strategies:***

- 5.1 The Office of Catholic Schools serves as a center and connector for inservice programs for principals. Working regionally with principals, the Office provides regular pre-service and inservice training for all principals that equips them to successfully perform their expanded range of responsibilities.
- 5.2 Partnerships with local colleges and other instructional leaders/experts will be established to develop learning opportunities for faculty and heads of schools (e.g., mentoring, inservice programs, etc.).
- 5.3 Potential candidates will be identified within the Diocese who are interested in school administration and who show leadership potential, and provide appropriate support and training to encourage them to acquire the necessary credentials as a principal.
- 5.4 The Diocese will work with colleges to arrange administration/leadership courses or mentoring opportunities for interested head-of-school candidates.
- 5.5 All heads of schools will be assessed systematically and regularly to evaluate their job performance and active participation in professional development, according to the diocesan policies and procedures.

- 5.6 Heads of schools will regularly supervise and evaluate teachers in accordance with diocesan policies and procedures.
6. The Office of Catholic Schools will provide leadership in the areas of curriculum and program evaluation and development.

***Recommended Strategies:***

- 6.1 The Office of Catholic Schools will develop and implement a comprehensive and effective plan of professional development for heads of schools and teachers.
- 6.2 Services to schools in the area of technology will be improved and expanded. The Associate Superintendent of Academics and Instruction will work with the schools as needed in assessing their technology programs and planning.
- 6.3 Training for teachers in areas of differentiated instruction and other strategies will be provided to assist a student population with a wide range of abilities. This will be done regionally with the support of the Office of Catholic Schools.
- 6.4 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, etc.).

## VII. SCHOOL OWNERSHIP AND GOVERNANCE

The historical success of Catholic elementary schools 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. However, if many Catholic schools are to thrive in the future, new organization and governance structures will need to be explored and implemented where and when necessary.

### Observations

1. Catholic schools are typically classified by their ownership (the entity responsible for operating the school and reporting to the Ordinary and Superintendent of Catholic Schools) which, in the Diocese of Richmond, includes parish-based schools, regional schools, and a diocesan school (Blessed Sacrament-Huegenot School). There are two private high schools, one private elementary school, and one private unit school as well.
2. 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, many new models of Catholic school governance are being implemented in dioceses throughout the country.
3. Currently there are nine “regional” (hereafter, interparochial) schools in the Diocese and fifteen parish elementary schools. Of the interparochial schools, four are unit schools with both elementary and secondary programs. There are two diocesan high schools. In addition, there are two private high schools and two private elementary schools.
4. Each school has an Advisory School Board that provides consultative support for pastors and administrators in their respective schools.
5. In the interparochial and diocesan schools, the heads of schools are directly accountable to the Superintendent of Catholic Schools.
6. A key issue in the interparochial schools has been the relationship of a number of the schools with their sponsoring parishes. In some cases, there is little or no direct connection other than the assessment that is provided by the parishes to the schools.
7. The Office of Catholic Schools has a policy handbook for schools. However, the Office is not always able to insure that policy will be implemented. The relationship between parish school leadership and the Superintendent of Schools has been a key issue, and at times a point of contention. The role and authority of the Superintendent in policy promulgation and enforcement must be clarified and the Superintendent empowered to ensure implementation of all policies.
8. The Office of Catholic Schools has direct management responsibility for the nine interparochial schools and two high schools, supervisory responsibility for the fifteen parish elementary schools and serves as a resource to Catholic private schools in the Diocese.
9. A Diocesan Advisory School Board is in place and takes an active leadership role with the Office of Catholic Schools in planning and building the future of the schools.

10. Lay people of influence and affluence are more likely to provide the financial and leadership resources for Catholic schools when they are empowered and where they play a significant role in the schools. Participation on boards of limited jurisdiction can provide that environment of empowerment and support.
11. Many Catholic institutions (e.g., colleges, hospitals, community-sponsored high schools, social service agencies) are organized with two-tier governance structures which hallmark school systems and boards of limited jurisdiction. The purpose of the two-tier governance structure is to share responsibility and authority with lay people, while providing oversight by and accountability to diocesan and parish leadership (the Bishop, pastors and the Office of Catholic Schools) to assure the schools remain true to their Catholic mission/identity and that they are well-managed.
12. In a School System, 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 interparochial system receives direction and coordination at the diocesan level in areas essential and appropriate in light of the Church's principle of subsidiarity.

## **Goals and Recommended Strategies**

1. Catholic schools in the Diocese will implement governance structures that effectively reflect and support the mission of the school.

### ***Recommended Strategies:***

- 1.1 The roles, responsibilities and authority of governance leaders and their relationship to one another (Bishop, Superintendent of Catholic Schools, pastors, heads of schools, Diocesan Advisory School Board and local school board members) are written, clearly stated, well understood, and effectively implemented. (refer to Appendix B)
- 1.2 Regular meetings during the school year will be scheduled for pastors associated with Catholic schools and heads of schools to meet and collaborate with the Superintendent of Catholic Schools about school issues and the future of Catholic school education in the Diocese.
- 1.3 Each school will have an active, qualified school board that works with and assists pastors and parish finance councils (parish schools) and heads of schools to achieve budgetary, funding (advancement), enrollment, planning, and public relations goals.
- 1.4 Local school board members will be selected on established criteria focusing on commitment to Catholic education and a particular expertise (finances, law, education, etc.). The board will be comprised of members who do/do not have children enrolled in the school.
- 1.5 Interparochial schools, diocesan schools, and school systems will have pastor representatives, appointed by the Bishop, to serve as voting school board members.
- 1.6 Inservice for school boards will be provided by the Office of Catholic Schools, the Diocesan Advisory School Board, and heads of individual schools, and will be required of all local school board members on a regular basis.

- 1.7 The role and responsibilities of local school boards will be defined by guidelines issued by the Office of Catholic Schools and set down in the bylaws of the school board. The guidelines will clarify the relationship of the board with the Diocese, pastor (parish school), and heads of schools.
2. Diocesan policies for Catholic schools will be reviewed so that they can be effectively promulgated and implemented as diocesan policy in all diocesan schools (parish, diocesan, and interparochial schools).

***Recommended Strategies:***

- 2.1 Heads of schools will be thoroughly briefed on the rationale and goal of each diocesan policy.
  - 2.2 Evaluation criteria for heads of schools should include the degree to which they execute existing policies.
  - 2.3 Individual school boards will be inserviced on a regular basis regarding diocesan policies.
  - 2.4 Policies recommended by individual school boards will be in concert with diocesan policies and reviewed/approved by the Superintendent of Schools.
3. Where joint collaboration or governance will improve the availability of education, financial viability of the school(s), or 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.

***Recommended Strategies:***

- 3.1 Schools in each region will meet to consider forming a collaborative relationship where two or more schools meet on a regular basis to begin planning and working together by sharing ideas, best practices, inservice opportunities and resources. This sharing should focus on areas of school life such as marketing, academic excellence, funding opportunities/success, extracurricular programs, among others that are unique to a region.
- 3.2 In areas where schools will benefit from a more formal structure than the collaborative relationship, schools will investigate and develop an “alliance” to network with one another in a more formal fashion, share best practices and resources, and support one another in strengthening educational excellence and vitality. The governance or organization of each school remains unchanged in this collaborative structure, but brings schools together for effective planning and joint action.
  - These alliances will focus in a formal, united way to strengthen the areas of academic excellence, development, marketing and public relations, and Catholic identity.
  - This collaborative effort is set up through a “steering committee” comprised of representative pastors, heads of schools, parish pastoral council and finance council, and school board members. This group will provide leadership and direction for working and planning together.

- Task forces can be created to jointly address key program areas or specific needs of the alliance which an individual school may not be able to provide on its own; such as, academic enrichment, joint development program, program and/or staff sharing, joint marketing and public relations efforts, spiritual formation programs for students and faculty, among other possibilities. Specific program needs are identified through the Steering Committee.
  - A process of educating pastors, principals and school boards about an alliance will be developed regarding the purpose and potential for this model.
  - A group of schools will be identified and invited to serve as a pilot alliance program in developing an alliance model. Initial dialogue with interested and/or invited pastors and principals will explore the possibility of forming an alliance.
- 3.3 The Office of Catholic Schools and Diocesan Advisory School Board will gather information about interparochial school systems that are operating successfully in other dioceses around the country and develop a reference file of these systems and resource materials.
- A process of educating school communities about school systems will be developed to enlighten leadership at all levels for the schools on the purpose and potential for this governance and operational structure.
  - The Office of Catholic Schools will identify regions of the Diocese or schools that may benefit from the implementation of a system of schools. Schools that could benefit will be invited to participate in the analysis and implementation of a system, or schools can self-identify for such a planning program.
  - A pilot school system program in an identified area in the Diocese will be developed using the experience and best practices of existing Catholic school systems in other dioceses. The Office of Catholic Schools would assist in the establishment of the school systems. Initial areas where a system of schools could be considered include:
    - Norfolk (Christ the King School, Holy Trinity School, and St. Pius X School)
    - Possibly Virginia Beach (Star of the Sea School, St. Matthew School, St. Gregory the Great School, and St. John the Apostle School).
  - Initial conversations will take place with the pastors and principals of schools that may form a school system and the Office of Catholic Schools to determine the feasibility of implementing this model. These conversations will extend to parish leadership (pastoral and finance councils) and school leadership (advisory school board) to build understanding and ownership of the model.
  - Each school system will be subject to all diocesan policies administered through the Office of Catholic Schools.
  - The following elements should be considered in establishing a school system:
    - Include elementary schools and high schools geographically close to one another and attract students from the same market area;
    - Work closely with pastors and parishes to increase the likelihood of their support of the system;
    - Include representative pastors as members of the school system board;
    - Negotiate a facilities use agreement with host parishes (school on parish grounds).
  - System school board members will be carefully selected and inserviced to ensure the systems are effective and well-governed. New board members would be required to attend board training and formation programs.

- Elementary schools maintaining their status as parish schools could, at some future time, consider changing their status to be part of an established school system.
  - A parish school could request to participate in an existing system located near it. In such a case, its canonical status would change and all of the following must give approval: pastor, parish pastoral council, local parish school board, school system board, and the Office of Catholic Schools.
  - Policies and procedures for the process for change of status of a parish school would be developed to direct the process.
  - Catholic high schools located in the geographic area of a school system could consider becoming part of the system to create a PreK-12 model.
  - If a high school wants to participate in an interparochial system, the School Board and Office of Catholic Schools would have to approve the change.
  - When a high school becomes part of an interparochial system, it would come under the jurisdiction of the Interparochial School Board and Office of Catholic Schools.
4. Boards of limited jurisdiction will be researched and established in all interparochial schools and school systems to empower more lay leadership and provide more financial and leadership resources. Parish schools are strongly encouraged to consider implementation of this board structure.

***Recommended Strategies:***

- 4.1 The responsibility and authority of these boards (limited by the reserved powers of the pastor, in parish schools, or the Diocese) are specifically focused in the areas of budgeting, public relations, marketing, development, and long-range planning. These responsibilities are defined in the bylaws developed to assist board members in understanding and implementing them. (see Appendices C and D)
- 4.2 A comprehensive program of orientation and inservice will be provided to all board members. Inservice would include the roles and responsibilities of members, the function of committees and steps to policy development.
- 4.3 Parish schools will be encouraged to implement this board structure under the guidelines established by the Diocese. (see Appendices E and F)

## VIII. SCHOOL FUNDING

### Observations

1. For the parish and regional schools in the Diocese, there are four primary revenue sources: tuition and fees, parish investment, fundraising, and development/advancement (grants and donations included). The average balance of funding for 2005-06 was:
  - 75% from tuition and fees
  - 5% from parish investment (regional assessment and parish subsidy)
  - 6% from fundraising
  - 6% from development/advancement
  - 8% from activities/transportation exchange funding

In 2004-05, the National Catholic Educational Association average for elementary schools in the Southeast Region was 71% from tuition and fees, 12% from parish assessment/subsidy, 12% from fundraising/development, and 5% other.
2. In 2004-05, tuition covered 74% of the per pupil cost in the Tidewater Region, 72% in the Richmond Region, and 73% in the Southwest Region.
3. A key concern on the part of a number of pastors regarding the assessment is “taxation without representation.” Input from pastors in establishing new assessment guidelines or formulas will be essential, as well as participation in the mission of the schools.
4. 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.
5. The current model of parish assessment/subsidy is based on an “assignment” of parishes and assessment amounts designated by the previous Ordinary. With a few exceptions, the assigned assessment amounts have not changed for a number of years, even as parish income and school expenses have increased. The assessment model includes only parishes with a school and parishes that have been assigned to support a regional school. Only specified parishes in proximity to a regional school provide assessment funding even though there may be other parishes in the geographic area that could have students attending a school.
6. Elementary school tuition rates ranged from \$3,020 to \$4,817 in 2005-06. Tuition in each of the three regions has increased 6% to 8% per year since 2001-02. Catholic, first-child tuition increases have ranged from 27% to 34% for the five-year period, while non-Catholic tuition increases ranged from 24% to 28%. High school tuitions increased from 28% to 43% for the same time period.
7. All of the schools provide some level of tuition assistance for families in need. Additional assistance is a need and priority in most of the schools.
8. Annual deficits in school operating budgets have been covered by either parish or school savings, using prepaid tuition/fees from the next school year, diocesan loan or line of credit.
9. Overall, parish income in each of the parish regions has increased from 2001 to 2005:
  - Region 1: overall increase of 19.4% in seven parishes; no decreases in income; six parishes with income >\$200,000

- Region 2: overall increase of 20.1% in eleven parishes; one parish with a decrease; nine parishes with income >\$200,000 and one parish with income >\$100,000
  - Region 3: overall increase of 18.7% in twelve parishes; three parishes with a decrease; five parishes with income >\$200,000 and five with income >\$100,000
  - Region 4: overall increase of 25.6% in eighteen parishes; one parish with a decrease; ten parishes with income >\$200,000 and five with income >\$100,000
  - Region 5: overall decrease of 3.4% in twelve parishes; seven parishes with a decrease; four parishes with income >\$200,000
  - Region 7: overall increase of 15.4% in twenty-five parishes; four parishes with a decrease; seventeen parishes with income >\$200,000 and five with income >\$100,000
  - Region 8 (Charlottesville): overall increase of 13.6% in three parishes; no decreases in income; all three parishes have income >\$200,000
  - Region 9: overall increase of 14.1% in sixteen parishes; five parishes with a decrease; five parishes with income >\$200,000 and two with income >\$100,000
  - Region 10: overall increase of 23.9% in eighteen parishes; eight parishes with a decrease; one parish with income >\$200,000; all other parishes have income <\$100,000
  - Region 11: overall increase of 6.8% in eleven parishes; two parishes with a decrease; four parishes with income >\$200,000 and four with income >\$100,000
10. Assessment rates as a percentage of parish taxable income vary significantly between parishes with a school and parishes supporting a regional school (2005-06 financial figures):
- Tidewater Region: assessment from eight parishes with schools averaged 11.5% of parish taxable income (ranged from 3.2% to 24.4%; total amount was \$515,000); assessment for parishes supporting regional schools averaged 2.9% (ranged from 0.2% to 9.9%; total amount was \$250,504).
  - Richmond Region: assessment from seven parishes with schools averaged 11.2% of parish taxable income (ranged from 6% to 15.2%; total amount was \$700,000); assessment for parishes supporting regional schools averaged 1.5% of taxable income (ranged from 0.1% to 3.5%; total amount was \$24,000).
  - Southwest Region: assessment from two parishes with schools averaged 14.5% of parish taxable income (ranged from 6.4% to 22.5%; total amount was \$148,000); assessment from parishes supporting regional schools averaged 2.3% in Region 8, 8.5% in Region 9, and 7.4% in Region 11; total amount was \$405,200)
11. Existing local School Boards in most cases assist with fundraising, but few boards currently play a strong role in financial planning or fund development.
12. There is only one diocesan level funding program for schools and financial assistance, the Concilium Dinner. At the present time this fund raiser is being evaluated and will be on hold until a new plan of action can be developed.
13. Recent financial developments are of concern to pastors and have an impact on parish finances: (a) the Cathedraticum was increased to 9.5% in 2004, but will not be raised for another three years, (b) employee insurance was raised, and (c) pension payments were based on the 2005 salary base which increased payments beyond what was expected.

14. 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, and effective marketing. Many of the schools are doing relatively little development with long-term programs that form enduring relationships with major donors, successfully implement an annual fund, contribute regularly to an endowment fund, secure 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.
15. Per the Diocesan Finance Office, key issues which need to be addressed include: schools 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 Finance Office is beginning the process to meet with each school (and parish leadership for parish schools) to review its financial status and practices.
16. The “Vision For 2016” states that “the Diocese of Richmond 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.” This vision needs to be clearly stated to each parish in the Diocese.
17. Starting salaries in the schools presently range from 79% to 85% of public school starting salaries. The goal is to have a salary scale at 85% of the public school systems in proximity to the Catholic schools.

## **Rationale for Broader Financial Support for Catholic Schools**

1. Passing the faith to the next generation is the responsibility of all members of the Church. For generations, Catholic schools have been recognized as an excellent vehicle for educating young people in the faith.
2. The importance of this ministry has been pointed out many times by the Magisterium and the United States Bishops. In their 1972 pastoral letter, *To Teach as Jesus Did*, the U.S. bishops have stated that Catholic schools are the most effective means available to the Church for the education of children and young people because schools naturally enjoy educational advantages which other programs cannot except with great difficulty (101). It is the integration of religious truth and values with life that distinguishes the Catholic school from other schools and is so important in contemporary society (104).

In 1997 in their statement, *In Support of Catholic Elementary and Secondary Schools*, the Bishops reaffirmed their commitment to Catholic schools and urged parents and pastors to give their active support to Catholic schools.

In 1997 in *The Catholic School on the Threshold of the Third Millennium*, the Congregation for Catholic Education stated that “It is urgent to sensitize parochial and diocesan communities to the necessity of their devoting special care to education and schools.” (12) and “The work of the school is irreplaceable and the investment of human and material resources in the school becomes a prophetic choice.” (21)

Again in 2005, in *Renewing Our Commitment to Catholic Elementary And Secondary Schools in the Third Millennium*, the U.S. Bishops again affirmed the status of Catholic schools by stating, “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...it is the appropriate time to renew our challenge to the entire Catholic community to join in this critical endeavor...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.”

3. Catholic schools are an important ministry of the whole Church, not a few select parishes. All parishes are urged to participate in this important ministry through making parishioners aware of the value of Catholic schools and their activities, encouraging enrollment, providing financial support for schools and providing tuition assistance for families who wish to enroll but have limited economic resources.
4. Catholic schools benefit the Church as:
  - A source of future leaders and active members;
  - A source of vocations;
  - A vehicle for evangelization.
5. Catholic schools assist parish families by:
  - Providing instruction in Catholic teaching;
  - Fostering faith formation;
  - Teaching morality and values different from that of the secular culture;
  - Integrating rather than compartmentalizing religious practice and values with daily living;
  - Modeling gospel values through practices and procedures and real life interactions.
6. Catholic schools provide a public benefit by:
  - Setting high standards and achievement levels;
  - Fostering improvement of all education;
  - Educating productive, involved, moral citizens and civic leaders capable of bringing Christian insight and principles to the multiple problems facing individuals and society today.
7. Support of Catholic schools also provides more immediate benefits to parishes and parishioners by:
  - Facilitating a comparable tuition rate for all registered Catholic families so there is no financial incentive to leave a parish and transfer to a parish with a school;
  - Service outreach from students;
  - Being blessed by God for their generosity in bringing young people closer to Him.

## Goals and Recommended Strategies

1. To make Catholic school education affordable and available, new and expanded sources of revenue will be acquired. The Office of Catholic Schools, in cooperation with diocesan, parish and school leadership, will create a plan for raising funds at the diocesan level to support Catholic schools for the long term.

### *Recommended Strategies:*

- 1.1 A diocesan-wide major campaign will be conducted as a first step in laying a broader foundation for funding Catholic schools. The purpose of the campaign would be to raise funds for financial assistance, provide seed money for individual school endowment funds, make funding available to improve the academic programs in schools as needed, and build a strong database of donors, among other potential goals. Planning and a feasibility study for this campaign would begin in 2008. (refer to Appendix G)
- 1.2 Relationships will be established or expanded with local/state business leaders/owners, similar to the Business Leaders for Catholic Schools and the Diocesan Community Leaders Concilium for Catholic Schools.
- 1.3 A Catholic Schools Foundation will be investigated and established to become a key agency for solicitation of funding at the diocesan level for the long-term viability of the schools. Best practices will be sought from other dioceses with successful Catholic school foundations. The focus of a foundation is to support the major gifts effort of an annual campaign for schools, deferred giving, and estate planning to build short and long-term financial assistance for schools and families.
  - Potential use of Catholic Schools Foundation funding would include:
    - Tuition assistance
    - Professional development for school leaders and teachers
  - By 2009 or 2010, an annual fund campaign to support Catholic school education would be established to broaden the funding base beyond tuition and parish assessments and continue to build funding in the Catholic Schools Foundation.
- 1.4 The Concilium Dinner will be assessed to re-examine its purpose and assess its effectiveness and future. The Office of Catholic Schools will clarify the vision and purpose of this fund and friend raiser, determine whether to continue this event or research new options.
- 1.5 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.
- 1.6 Financial assistance needs will be identified and funding made available so that families, regardless of financial means or ability to pay, will have an opportunity to consider enrolling their child(ren) in Catholic schools.
- 1.7 New means of acquiring planned giving funding for schools and the proposed Catholic Schools Foundation will be investigated (e.g., insurance policies taken in the name of a school or schools, annuities, among other deferred giving opportunities).

2. All parishes in the Diocese will participate in supporting the ministry of Catholic school education.

***Recommended Strategies:***

- 2.1 A formula for parish subsidy to schools will be developed and implemented. This will be a sliding scale formula based on parish taxable income and a parish's association with or access to a Catholic school.
  - 2.2 Parish support from parishes with schools should not exceed 20% to 30% of parish taxable income or 20% to 25% of school revenue. The amount established will follow diocesan guidelines, and remain predictable and relatively steady year to year. Allowances need to be made for growth due to inflation.
  - 2.3 The schools will make an annual report to all supporting parishes, giving an account for the use of funds and justification for continued support.
  - 2.4 When the Cathedraticum increase moratorium ends in three years, the Office of Catholic Schools, Office of Finance, pastors and Priests Council should meet to determine whether to continue or change the established assessment formula, or consider an "education" increase in the Cathedraticum, or an "education subsidy" from all parishes that would be used to support the schools.
3. Funding to adequately staff and provide essential resources for the Office of Catholic Schools will be secured so that the Office can provide leadership and oversight for implementing the Strategic Plan.

***Recommended Strategies:***

- 3.1 As a part of an Office of Catholic Schools strategic plan, develop a budget based on the number of personnel needed to adequately lead and serve the schools (refer to Section X).
  - 3.2 Funding through the capital campaign and proposed annual fund campaign will be used to support the implementation of the strategic plan. (refer to Appendix G).
  - 3.3 The lines of responsibility, authority and communication among the schools, the Diocesan Office of Finance, and the Office of Catholic Schools will be clarified, clearly stated, and put into action to provide appropriate oversight of the financial procedures, management and accountability of all school finances.
4. The Office of Catholic Schools, in collaboration with the Office of Finance, will assist the schools in becoming better fiscal planners and managers.

***Recommended Strategies:***

- 4.1 The Office of Finance and Office of Catholic Schools will annually provide training for all school business managers, bookkeepers and board finance committee members in effectively developing, managing and reporting school budgets.
- 4.2 School budgets will be sent to the Office of Finance to be reviewed with the Office of Catholic Schools after the budget has been approved by the local school board.
- 4.3 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-staffing and expense.

- 4.4 As part of a strategic plan for every school, a five-year financial projection will be prepared. The projection will be reviewed and updated annually. The projection will:
- project goals for tuition increases, salary increases and benefits (the Diocese will provide projections well in advance of budget planning)
  - projections for parish assessment
  - project enrollment by grade and tuition rate category
  - list all assumptions for revenue and expenses
  - include ongoing maintenance costs
  - include costs associated with new initiatives for school improvement and capital improvements/purchases.
- 4.5 The Diocesan Office of Finance, in collaboration with the Office of Catholic Schools, will intervene with any school that may show an operating deficit at any time during the school year, fails to have a balanced budget, or is unable to pay its bills.
- 4.6 As part of the regular school visits by Office of Catholic Schools staff, include input regarding fiscal accountability and business management.
5. The Office of Catholic Schools will provide direction and assistance to school administrators and local school boards regarding how to establish and/or grow an effective development program.

***Recommended Strategies:***

- 5.1 The Office of Catholic Schools will include the position of Advancement/Development Director to support and serve as a leadership resource for local development leaders, committees, and initiatives.
- 5.2 A development/advancement 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. Professional resources provided by such groups as the National Catholic Educational Association would be helpful in providing this service.
- 5.3 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 Catholic Schools.
- 5.4 Each school will develop a strategic plan that should make a clear case for funds and how they will benefit the students. A specific individual or committee of the school board will have responsibility for developing and implementing the plan. Programs should ultimately include the following basic components: an annual fund, marketing and communications, special events, planned giving, endowment, and grant research/solicitation.
- 5.5 The Office of Catholic Schools will ensure that each school has a development program which includes an annual fund and special events directed by local development staff or a development committee of the local school board. The annual fund program must aggressively pursue annual income.
- 5.6 The heads of all schools will have the training, direction, and resources (national and local) to implement development initiatives.

- 5.7 Each school budget will include funding to support development activities. Funds should be designated for heads of schools and development directors/volunteers to attend workshops or other training opportunities. There is a need to promote and support learning and experience in the area of development.
6. Schools will establish tuition rates that make every effort to balance affordability for families with the need to maintain quality Catholic education.

***Recommended Strategies:***

- 6.1 While increases in tuition are determined at the local level, schools must work toward average tuition rates for their area and minimize wide disparities within their region. School administrators will work with one another in considering tuition increases.
  - 6.2 Tuition rates will be based on a conservative projection of enrollment.
  - 6.3 Tuition rates and increases will be supported by education and marketing initiatives to educate current and potential parents about the total per student cost of a quality Catholic education and the value received. The value of a Catholic education and improvements and additions to the school program should be promoted, showing parents how their children will benefit. This education process will also show parents the importance of the school's development program and their role in supporting the development efforts.
7. Tuition assistance programs in each school will be adequately funded and administered well to adequately serve families of middle and low income.

***Recommended Strategies:***

- 7.1 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.
- 7.2 Financial assistance will be available at the local and diocesan levels to make Catholic school education available for those Catholic families who want it. A financial assistance goal for each school should be 4% to 6% of total annual income from tuition and fees (current diocesan policy is 5%).
- 7.3 Local tuition assistance supplements diocesan assistance and provides support for families who do not meet criteria for the maximum diocesan assistance, yet still need help.
- 7.4 Best practices for administering tuition assistance programs at the local level will be researched and recommended.
- 7.5 All local tuition assistance programs and endowment funds will have an on-going plan to grow the principal with new money and expand funding over time.
- 7.6 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.

8. Teacher and administrator salaries will be competitive to attract and retain quality teachers and administrators.

***Recommended Strategies:***

- 8.1 Teacher salaries will be increased to a minimum of 85%, and preferably 90%, of public school salaries, calculated on a per-step basis of the public school peer group for the appropriate region of each Catholic school. Salaries of heads of schools will be increased commensurate with teacher salaries.
  - 8.2 As school personnel compensation is planned each year, the following areas of potential negative impact will be taken into consideration: the impact of the compensation increases on efforts to achieve academic excellence, maintain/build academic programs, and address facility needs.
9. Each school will advocate for legislative action to provide alternative sources of revenue for Catholic schools.

***Recommended Strategies:***

- 9.1 Each school will appoint a legislative advocate; the Office of Catholic Schools will coordinate the efforts of the same.
- 9.2 The Office of Catholic Schools will continue to work with the Diocese of Arlington, in the form of the Virginia Catholic Conference, to develop consistent legislative policy goals.
- 9.3 The Office of Catholic Schools, through the Virginia Catholic Conference, will provide lobbyist support at Congress and the Virginia General Assembly for advocating the legislative policy goals.
- 9.4 The Office of Catholic Schools will communicate all legislative policy efforts from the Virginia Catholic Conference to the schools' legislative advocates.
- 9.5 The Office of Catholic Schools will coordinate advocacy efforts with the USCCB, the VaCC, the Virginia Council of Private Education and other school advocacy agencies.
- 9.6 The Office of Catholic Schools will seek services and funding through the various NCLB Title Programs.
- 9.7 The Office of Catholic Schools will pursue the eVA procurement program as a means of saving money through centralized procurement services.
- 9.8 The Office of Catholic Schools will work through the Mid Atlantic consortium for regional advocacy matters.
- 9.9 School legislative advocates will communicate all legislative policy efforts relating to schools with parents.
- 9.10 While legislative policy goals will be set by the Virginia Catholic Conference, after the approval of each Bishop, the focus of legislative advocacy funding concerns will be to obtain:
  - All available federal need-based funding;
  - All available state-based funding;
  - Other funds, books, materials and services to decrease the financial strain on schools.

## IX. NEW AND EXPANDED SCHOOLS

### Observations

1. Population is growing in several areas of the Diocese and projected to increase through 2020.

In the Richmond Region:

- Chesterfield County – population is projected to increase by approximately 56,000 (22%) by 2010. A 2006 study shows the county population increased by 32,588 (12.5%) from 2000 to 2006. Growth is expected in the younger child-age groups (0 to 14 years). Public school enrollment is projecting a 6% increase (3,246) to 2009-10.
- Henrico County – population is projected to increase by about 38,700 people (15%) by 2010, and the 2006 study shows an increase of 24,542 (9.4%) between 2000 and 2006. Growth is expected in all child-age groups, especially the 0 to 9 year olds. Public school projections are showing a 7% increase (3,452) by 2009-2010.
- Powhatan County – population is projected to increase by about 7,500 (34%) by 2010, and the population was up 4,488 people (20.1%) from 2000 to 2006.
- Hanover County – population is projected to increase by approximately 19,700 (23%) and actually grew by 9,989 (11.6%) from 2000 to 2006. The greatest child-age increases are expected in the 0 to 9 year age groups.
- The Catholic population in the Richmond region has also increased from 2001 to 2005 as seen in the number of parish households (14%) and the increase in the number of children attending parish religious education programs.

In the Tidewater Region:

- Chesapeake – the city is projected to increase by 30,815 (15%) by 2010, with growth in every age group.
2. In the Tidewater Region, while the number of parish families has declined in the Norfolk area (-9%) and the Newport News/Hampton area (-5%), it has increased somewhat in the Chesapeake/Suffolk/Portsmouth area (16%) and in Virginia Beach (6%).
  3. In the Richmond Region, the Catholic elementary schools that could serve the growing population areas are at or approaching their enrollment capacity (2005-06 enrollment):
    - Blessed Sacrament/Huguenot: 93%
    - Our Lady of Lourdes: 88%
    - St. Benedict: 94%
    - St. Bridget: 93%
    - St. Edward-Epiphaney: 97%
    - All Saints, St. Joseph (Petersburg), and Our Lady of Lourdes all have space for additional students. St. Mary's lower grades are full at this time.
  4. In the Tidewater Region, the two schools that currently serve the Chesapeake area are St. Matthew (97% enrollment capacity) and St. Gregory the Great (93% enrollment capacity). St. Matthew School has been exploring the possibility of expanding its facilities.

5. Portsmouth Catholic School is presently located between two current/projected growth areas – Chesapeake and Suffolk. A newer facility or relocation of the school to better serve both the Portsmouth area and one of the projected growth areas could be considered for the future.
6. Since 2000, four schools have closed in the Diocese: St. Patrick (Richmond) in 2004, St. Mary (Blacksburg) in 2003, St. Mary Academy (Norfolk) in 2002, St. Vincent de Paul Middle School (Newport News) in 2001, and St. Vincent de Paul High School (Petersburg) in 2001. No new diocesan schools have been opened.

## **Goals and Recommended Strategies**

1. The potential for expanding elementary school options will be investigated.

### ***Recommended Strategies:***

- 1.1 The potential for new or expanded elementary schools will focus in the projected growth or underserved areas of the Diocese:
    - Chesapeake
    - Virginia Beach
    - Powhatan/Goochland Counties
    - Chesterfield County
    - Hanover County and Mechanicsville area
    - Western Henrico County
    - Bedford County
    - Albemarle County
  - 1.2 Existing parishes in the projected growth areas that presently do not have an elementary school will be invited to consider or initiate a plan to study the feasibility of a new school.
  - 1.3 As new parishes are planned in the projected growth areas, these communities will be invited to consider or initiate a new school feasibility study.
  - 1.4 Existing Catholic schools in projected growth areas will study data for their enrollment area and explore the potential for expansion in the future.
  - 1.5 New or expanded school feasibility/market research studies will assess the demographic trend and projection at the time and other evidence of growth and demand in the potential market. A market research survey will be conducted to determine the level of interest in and commitment to a Catholic school education.
2. An elementary school will be appropriately located to better serve the Portsmouth/Suffolk area in the future.
    - 2.1 Research will be conducted to determine whether Portsmouth Catholic School should be relocated or a new school researched to meet a potential need for Portsmouth/Suffolk in the future.
3. New Catholic high schools will be investigated.
    - 3.1 A market research study should be conducted in the following areas to determine the level of demand and interest in a Catholic high school: Richmond, Bristol, Charlottesville.
    - 3.2 The market research should measure parents' willingness to enroll their children, willingness to pay tuition and at what level, potential impact on existing Catholic high schools, distances they are willing to have their children travel to a Catholic high school, etc.

## X. OFFICE OF CATHOLIC SCHOOLS

### Observations

1. The Office of Catholic Schools has an administrative and policy handbook for schools. However, the Office is not always able to ensure that policies will be implemented in all schools.
2. The Office has direct management responsibility for nine regional elementary schools and regional unit schools and two high schools, supervisory responsibility for 15 parish schools, and serves as a resource to four private Catholic schools.
3. As the responsibilities of school principals become more numerous and complex, they increasingly need assistance from the Office of Catholic 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.
4. Some special programs are well-covered by Office of Catholic 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, among others.
5. Some responsibilities, namely finances and human resources, that were part of the Office of Catholic Schools services, are now shared with the Diocesan Office of Finance and Human Resources Office.
6. The Office of Catholic Schools should have the responsibility and appropriate authority and staffing to ensure quality in the following areas:
  - Catholic Identity PreK to 12
    - Ensure Catholic mission/identity
    - Formation of administrators and teachers
    - Religion curriculum
    - Development of school-parish connections
    - Certification program
  - Academic Program Excellence
    - Elementary/secondary curriculum development
    - Integration of technology
    - Early childhood programs
    - Student services, health, safety programs
    - State and federal programs
    - Comprehensive educational assessment program
    - Accreditation/school improvement processes
  - Administrative Leadership and Personnel
    - Recruitment of teachers and administrators
    - Hiring, supervision and evaluation of administrators
    - Orientation/mentoring of administrators
    - Collaborate with Diocesan Human Resources Office
    - Leadership for diocesan and local advancement/development efforts
    - Administrator/teacher licensure
    - Professional development

- School Board Leadership
  - Ensure establishment/on-going training of all school boards
  - Participation on high school and interparochial boards
  - Facilitate Diocesan Advisory School Board
- Marketing and Enrollment
  - Effective student recruitment and retention programs
  - Marketing program/local level training – image, enrollment, funding
- Planning
  - Implement/update diocesan strategic plan for Catholic schools
  - Ensure strategic planning in schools
  - School data management
  - Implement school system reorganization (*if approved*)
- Advancement
  - Work with Catholic Schools Foundation (*if approved*)
  - Leadership/support for local development efforts
  - Promote diocesan advancement efforts
- Finance
  - Develop/communicate policies
  - Review annual budgets
  - Collaborate with Diocesan Office of Finance
  - Assist with budget development
- Policy development/implementation
- Other
  - Crisis management
  - Facility support

## Goals and Recommended Strategies

1. The Office of Catholic Schools will be appropriately staffed to provide the range of services and support needed by the schools and their leaders.

### *Recommended Strategies:*

- 1.1 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 Catholic Schools, or a decision to outsource specific roles or initiatives. The present Office staff of the Superintendent, two Associate Superintendents, and two support staff will be maintained to continue meeting as many of the current needs of the schools as possible.
- 1.2 A Director of Advancement/Development will be added to the Office of Catholic Schools staff in 2007-08 to lead funding and resource development at the diocesan level. The Director will also provide leadership and support for local/regional leadership formation and inservice, and for funding initiatives.
- 1.3 A shared, full-time equivalent position in the Office of Christian Formation and the Office of Catholic Schools will be researched that will focus on the Catholic identity and mission of the schools, formational programs for personnel and students, provide curricular support and direction, and direct the professional development and certification of all catechists/Religion teachers.
- 1.4 Staffing for marketing to build a strong image, enrollment, and public relations for the schools will be investigated and considered for long-term staffing of the Office of Catholic Schools. Outsourcing this initiative could be considered to meet the short-term needs of the schools.
- 1.5 To effectively implement the long-term recommended strategies of the strategic plan, the Diocese and Office of Catholic Schools and diocesan leadership will investigate the potential for restructuring the Office staffing to include Associate Superintendents who serve the schools on a regional level, yet provide leadership in a specific area of expertise for all schools in the Diocese.
  - Diocesan-wide areas of expertise could include: curriculum and instruction (academics, accreditation, professional development), and system vitality (leadership development, government/external funded programs, local school board development/training, data management/research, other non-academic areas), marketing, or others as future needs arise.
  - Regional responsibilities for each of the associate superintendents could include liaison to the Office of Catholic Schools, local oversight for governance relations, diocesan policy implementation and compliance, crisis management, parent/student issues, regional inservice coordination, local support for pastors and school administration, school visits, school improvement accountability, among others as needed or identified.

2. The Office of Catholic Schools will have authority and influence commensurate with its responsibilities.

***Recommended Strategies:***

- 2.1 Implementation of this recommended strategy will provide the Office of Catholic Schools with the influence needed to ensure that diocesan/school policies and procedures are implemented and followed in all schools. Oversight is essential in the areas of principal recruitment, selection and supervision, finances, and Catholic identity.
  - 2.2 Clarification of the roles and responsibilities of the Office of Catholic Schools and Office of Finance and Human Resources Office should be established in writing. A formal process and schedule should be set up for collaborative planning between the offices.
3. Qualifications for each position in the Office of Catholic Schools are clearly defined and in writing.

***Recommended Strategies:***

- 3.1 Qualifications for each position in the Office will be prepared and included in the respective role and responsibility descriptions.
- 3.2 It is suggested that the qualifications would include the following for Superintendent, Associate and/or Assistant Superintendents:
  - Catholic in good standing who actively participates in parish life
  - Committed to the mission of the Catholic Church and its mission of education
  - Masters degree or equivalent in Education, Education Administration, related educational fields
  - Appropriate professional and/or state certification
  - Experience in an administrative position at a Catholic elementary, middle or high school, or in a diocesan schools office
  - Ability to provide strong leadership with pastors, heads of schools, school faculty and staff, school board members, parents and community members.
- 3.3 It is suggested that the qualifications would include the following for the Director of Advancement/Development, Director of Marketing, or other possible positions in the Office of Catholic Schools:
  - Committed to the mission of the Catholic Church and its mission of education
  - Successful and proven experience in fundraising and development programs, particularly alumni relations, planned and deferred giving, and annual fund development
  - Ability to provide strong leadership in supporting local school leaders in their development efforts through development education, training, providing direction in acquiring necessary resources, giving sage advice and direction, etc.
  - Appropriate professional degree.

# APPENDICES

# **APPENDIX A**

## **Benchmarks of Catholic Identity**

Mission and Catholic identity are at the heart and soul of Catholic school education. Catholic identity is evidenced in the schools in experience (Community), sacramental life (Worship), education (Word), witness (Service), formation, and environment. Each school is distinctly Catholic by being Christ-centered in mission with faith-based values and programs. The following benchmarks are guiding principles by which each school can measure itself to ensure its identity is truly Catholic.

### **Experience (Community)**

1. The formation of each individual's faith in the lived experience of a Christian community is the core value of Catholic schools. School staff, parents, and students create a compassionate, caring, faith-based community.
2. Efforts are made to bring the attitudes, behaviors, and practices of all involved in Catholic education (administrators, parents, teachers, students, staff, benefactors and supporters) in line with the life and teachings of Jesus Christ.
3. A respect for the dignity of each individual person, both within the school community and in the wider community, is lived and evidenced in the life of the school.
4. The school is an integral part of the education ministry of the parishes and entire diocesan community.
5. The school provides positive examples of all vocations – priests, professed religious, deacons, single, married – and the staff serve as active role models of Catholic/Christian values in word and action.

### **Sacramental Life (Worship)**

6. Opportunities and encouragement are provided for staff and students to practice their faith by participating in celebration of the Eucharist, prayer, reflections on Scripture, paraliturgical celebrations, traditional Catholic devotions, and for those who are Catholic, reception of the sacraments, especially Reconciliation and Eucharist.
7. The school actively encourages and supports staff and school families in the practice of their faith, to deepen their commitment to their faith, and to live that commitment on a daily basis.
8. Schools and parishes plan collaboratively for effective sacramental preparation of all children in the parish(es). Catholic staff, students and families are encouraged to actively participate in and support the Sacramental celebrations and activities of their parishes.

### **Education (Word)**

9. The school offers strong academic programs (spiritual and academic) that reflect the value of each person rooted in the image and likeness of Jesus Christ.
10. A service component is integral to the life of the school and includes reflection on the meaning of service in light of Gospel values and the Church's teachings on social justice.

11. Administrators and teachers are knowledgeable of Catholic Church teachings so what is taught in any area will be in accord with the teachings of the Church and supportive of the Diocesan educational mission and vision.
12. The beliefs and teachings of the Magisterium as expressed in the *Catechism of the Catholic Church* and other Church documents are used as sources and references to reinforce the Catholic identity of the school.

### **Witness (Service)**

13. All those invested in the mission of the school, including pastors, administration, faculty, staff and school board, form a strong faith community and serve as witnesses of faith through their daily interactions with one another, with students and their families, and the wider community.
14. Opportunities for faith in action are provided that are consistent with Catholic social teaching and values, and empower staff and students to serve as witnesses of the Church in the wider community.
15. Administration, faculty and staff participate in the evangelizing mission of the Church by developing a welcoming, caring, and Gospel-centered community where those of other faith traditions are welcome.

### **Formation**

16. Catholic schools are learning communities where opportunities are provided for formation in Eucharistic liturgy, Scripture, Catholic doctrine, and catechesis so that all who participate in the life of the school can develop an awareness, understanding and appreciation of Catholic teachings and spirituality as put forth by the Catholic Church and apply them in their daily lives.
17. The school provides opportunities and encouragement for staff and teachers to incorporate and integrate Catholic teachings and values into their teaching and their own lives through reflection, prayer, and practice to deepen their personal spirituality.

### **Environment**

18. A Catholic environment is evident through appropriate worship/sacred spaces and symbols of faith through the facilities.

## APPENDIX B

# School Models: Roles, Responsibilities, and Authority of Catholic School Leaders

### School Models

1. 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.
2. 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.
3. 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.
4. Specific roles and responsibilities of pastors (with a parish school, connected to an interparochial school, or without a school), the Superintendent of Catholic Schools, school administrators, and Diocesan and local school board leaders will be drafted and included in the school policy handbook to supplement the existing definitions. This will include the following:
5. The Superintendent of Catholic Schools exercises the following rights and duties in the governance, management and supervision of the schools:
  - Represent the authority of the Bishop in all school matters
  - Participate in the hiring, supervision, and evaluation of school administrators
  - Represent the schools of the Diocese to state and federal agencies and certify that these schools are in compliance with state and federal regulations
  - Issue rules, regulations and guidelines of implementation for the development of a high quality curriculum and the general improvement of the schools
  - Promulgate Diocesan school policies, norms and guidelines as approved by the Bishop
  - Monitor and enforce compliance with all Diocesan policies and norms related to schools, and provide leadership for pastors and school administrators with their implementation
  - Interpret programs and policies of the schools to pastors, school administrators, school personnel, parents, school boards, and other interested or involved individuals.

## **Parish Schools**

1. Pastor is the ordinary administration. Pastor appoints the principal to administrate the school program. The principal is managed by and reports to the pastor, and is supervised by the Superintendent of Catholic Schools.
2. The School Board is consultative to the pastor and principal, or can have limited jurisdiction in specified areas of responsibility.
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:
  - Supervise the religious education and formation programs
  - Hire or terminate the employment of the school administrator with the agreement of the Superintendent of Catholic Schools; employment agreements are signed by both the pastor and the Superintendent of Catholic Schools
  - Allocate plant facilities and related resources for school operations
  - Approve the annual school budget presented by the local school board in consultation with the parish finance council or pastoral council
  - Ensure the implementation of all school policies in cooperation with the Superintendent of Catholic Schools
  - Participate with the Superintendent in the on-going evaluation of the school administrator.

## **Interparochial Schools (separate juridic person)**

1. Ordinary administrator and head(s) or school(s) are appointed by the Bishop.
2. 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 or has limited jurisdiction in specified areas of responsibility.
4. The Pastors of parishes associated with an interparochial school exercise the following rights and responsibilities in collaboration with the Superintendent of Catholic Schools and the school administrator:
  - Serve as a pastor representative, appointed by the Bishop, on the local school board
  - Provide pastoral leadership and support through active involvement in the liturgical, sacramental, and spiritual life of the school
  - Receive relevant and timely communication about school activities, events, and financial status
  - Receive appropriate information with regard to students who are parishioners
  - Promote the school within the parish community and provide prayerful and financial support for its success.
  - Relationship of the board with the Diocese, pastor (parish school), and school administrator(s).

## **Diocesan Schools**

1. Separate juridic person.
2. Ordinary administrator and/or head(s) of school(s) appointed by the Bishop.
3. Diocese is directly responsible for operation of the school.
4. School Board is designated as consultative or has limited jurisdiction in specified areas of responsibility.

# **APPENDIX C**

## **Interparochial Schools Governance**

### **Canonical Status of the Interparochial School**

Each school is established as a public juridic person. The canonical administrator would be the Superintendent of Catholic Schools, as delegated by the Bishop.

### **Governance**

Establish a two-tier governance structure: a membership corporation board (Board of Members) with reserved powers, and an Interparochial School Board of Limited Jurisdiction. The purpose of the two-tier system is to achieve several key objectives. First, to reserve to the Board of Members appropriate control to ensure that the school is in concert with the overall vision of the Diocese, is achieving the distinctly Catholic educational objectives for which it exists, and that it operates in a fiscally prudent fashion. The second is to empower the School Board of Limited Jurisdiction with sufficient authority and responsibility so that the school board members are willing to invest time, energy and resources to make the school successful and thrive.

### **Roles**

#### **1. Board of Members**

Recommended members are the Bishop, the Superintendent of Schools, a pastor of the sponsoring parishes, the Vicar General, and/or the Chief Financial Officer of the Diocese. The membership can vary, but should always include the Bishop, the Superintendent of Schools, and a representative pastor. Reserved powers related to Catholic mission and identity, religious education, and temporal administration as required by Canon Law are reserved to the Board of Members acting as a body.

The reserved powers of the Board of Members are specified in the School Board By-Laws, Article 3, Section 3.

#### **2. Interparochial School Board of Limited Jurisdiction (“School Board”)**

The School Board will be responsible for specified areas of school governance (strategic planning, finances and funding, policy development, facilities) except in those areas of reserved powers of the Board of Members. The authority and responsibility of the School Board will focus on the management, business and affairs of the school by:

- Recommending and approving administrative policies of the school within the context of approved diocesan policies
- Overseeing, in collaboration with the school administrator(s), the business and financial matters of the school
- Preparing and approving a fiscally responsible and balanced budget for the school in collaboration with the school administrator(s)
- Ensuring the school operates within its approved balanced budget
- Develop and monitor a five-year strategic plan and financial projection
- Providing an advancement/development program that generates sufficient external sources of revenue
- Supporting academic improvement and extracurricular programs

- Approving and implementing a plan to maintain the school facility and grounds in quality condition
- Ensuring the school develops an effective marketing plan focused on capacity enrollment
- Participating in the selection process for the school administrator(s) according to Office of Catholic Schools procedures
- Participating in the school administrator(s) assessment process and Board self-assessment process outlined by the Office of Catholic Schools

The School Board supports and does not encumber the school administrator(s) in carrying out and leading the day-to-day activities in the school.

Employees of the school and immediate members of the employee's family (spouse, child, parent, sibling or in-law) would be eligible for Board membership.

The School Board operates according to the policies and procedures of the Diocese of Richmond and those of the Office of Catholic Schools.

### **3. Office of Catholic Schools**

The School Board will be successful if the role of Office of Catholic Schools is clearly understood. The following items identify the Office of Catholic Schools' role in the successful governance and operation of the interparochial schools:

- Oversees the selection process of the school administrator through establishment of a search committee and approval of the final appointment
- Conducts an annual evaluation of the school administrator, with input from the School Board
- Provides guidelines for recruitment of board members, required pre-service for all new board members and regular inservice opportunities for board members
- Periodically attends the School Board meetings, and oversees School Board recommendations and actions
- Regularly monitors adherence by the School Board to Office of Catholic Schools' policies and other policies of the Diocese
- Regularly monitors to ensure that the School Board is functioning effectively and, when appropriate, takes steps to help the School Board if it is not performing at the proper level
- Provides regular support for the school administrator

### **4. School Administrator**

*As Spiritual Leader:*

- Protects and fosters the Catholic identity of the school
- Facilitates the spiritual development of the faculty, staff and student body through liturgies, sacramental programs, prayers services and retreat days
- Provides a program of religious studies established by the Office of Catholic Schools in conjunction with the Office of Religious Education

*As Educational Leader:*

- Implements diocesan and local school policies
- Establishes and maintains an effective learning climate in the school
- Maintains a sound current educational curriculum
- Supervises the instructional program
- Provides for ongoing professional development for faculty
- Provides appropriate educational material that supports an innovative curriculum
- Participates in staff development opportunities provided by the Office of Catholic Schools, especially those designed to support and guide the school administrator's relationship with the Board

*As Managerial Leader:*

- Maintains effective public relations with the sponsoring parishes and local community
- Works collaboratively with the School Board in updating and implementing the strategic plan for the school
- Supports a development and marketing program for the long-range stability of the school
- Works in concert with the School Board in preparing, gaining approval and implementing the budget
- Maintains regular and systematic communication with the School Board and pastors of the sponsoring parishes
- Meets financial targets as they are established in the budget
- Participates as a non-voting member of the School Board
- Submits statistical reports, appropriate government forms, and other requested data to the Office of Catholic Schools
- Models and oversees the proper use of technological resources
- Facilitates the hiring of faculty and staff members and is responsible for their supervision
- Identifies needs and direction for policies and planning

## **5. Pastors of Sponsoring Parishes**

The pastoral presence within each school is integral to the pastor's role. Pastors of sponsoring parishes will:

- Serve as representative members of the Board of Members and the School Board
- Publicly support the Catholic school and encourage parishioners to consider enrolling their children, participating in social and fundraising activities, offering resources to support a child, and marketing the school
- Promote events and activities that help the Catholic school to flourish
- Help in providing a priestly presence at the school
- Provide spiritual support to the school administrator, teachers and students
- Be open and available to celebrating liturgy with the students and staff of the school
- Promote and include the school in the parish bulletin

- Work with the school in providing access to parishioners for marketing and recruitment purposes
- Allow school promotions to be present in the parish gathering space
- Maintain contact and communication on a regular basis with the school administrator(s) regarding the school and any concerns or suggestions that will build parish-school relations
- Be given the opportunity to serve as a pastor representative in the school administrator selection process

# APPENDIX D

## Sample Bylaws

### Interparochial School Board of Limited Jurisdiction

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#### ARTICLE I – NAME

The name of this organization shall be (Name of School) School Board of Limited Jurisdiction (“the Board”).

#### ARTICLE II – PURPOSE AND ROLE

##### **Section II.1:**

The Board is established to assist in the governance of the School. The purpose of the Board is to determine policies consistent with diocesan and state guidelines and directives for the operation of (Name of School) and subject to the Reserve Powers of the Board of Members in Article III, Section 1, so that the largest number of students may be effectively educated in a Catholic environment and encouraged to make a deep personal commitment to Jesus Christ and the Church.

##### **Section II.2:**

The primary function of the Board is to develop policies in the areas of finances, development, long-range planning, public relations, and building and grounds that will ensure the successful operation of the School. When a policy is accepted by the Board and the Superintendent of Schools of Schools, it is binding on all. The Board is consultative in the area of school program/academics. The Board has no authority in the area of personnel.

##### **Section II.3:**

Subject to the reserve powers enumerated in Article III, the Board shall assist and provide leadership with the Superintendent of Schools and the local administrator(s) in the management of the business, property and planning of the School in such a manner to assure a sound Catholic educational program, consistent with diocesan policies. Specifically, the Board shall:

- A. Recommend after due consideration with the Superintendent of Schools and School administrator(s) those operational policies needed to adequately operate the School in conformity with its mission.  
Policies may not be changed without consultation with the Board.
- B. Provide oversight for the general business and financial matters of the School.
- C. Hold the administration of the School accountable for implementation of the policies established by the Diocese and the Board.
- D. Determine tuition and other related fees and costs.
- E. Draw up an annual balanced budget for the School and submit it to the Superintendent of Schools for final approval.
- F. Establish policies for the use of grounds and buildings comprising the campus, subject to the rights of ownership of the property, which are vested in the Bishop of Richmond and the sponsoring parish/parishes.

- G. Develop a statement of desired characteristics of the administrator(s) and the needs of the School, to be forwarded to the Superintendent of Schools within a reasonable time prior to the appointment or reappointment of the administrator(s) of the School and to participate in the administrator search and selection process.
- H. Assist the Superintendent of Schools in the annual evaluation of the administrator(s) according to criteria approved by the Superintendent of Schools.
- I. Conduct an annual self-evaluation according to criteria approved by the Office of Catholic Schools.
- J. Recommend to the Superintendent of Schools new Board members (see Article V and VIII).

### **ARTICLE III – RESERVE POWERS**

#### **Section III.1:**

Certain powers are reserved to the Bishop of the Diocese of Richmond and the Board of Members. These Reserve Powers include:

- A. Articulate and/or change the mission, philosophy, objectives or purpose of the School.
- B. Amend the Constitution and Bylaws of the Board.
- C. Dissolve the Board.
- D. Approve the appointments to the Board, the remove individual members, as needed.
- E. Authorize any expansion, acquisition, lease, sale or encumbrance of property, and capital improvements to the buildings and property.
- F. Through the Office of Catholic Schools and the Diocesan Office of Finance, approve the annual budget and require appropriate financial audits.
- G. Approve capital campaigns.
- H. Approve general expenditures exceeding \$\_\_\_\_\_, and capital expenditures exceeding \$\_\_\_\_\_.
- I. Approve any merger, consolidation, or closure of the School.
- J. Approve School investment policies.
- K. Appoint or remove the chief administrator after recommendation from, or in consultation with the School Board.
- L. Designate the transfer of assets in the event of closure.

#### **Section III.2:**

Board members shall be appointed by and serve at the pleasure of the Bishop.

## **ARTICLE IV – BOARD RELATIONSHIPS**

### **Section IV.1:**

The Superintendent of Schools of the Diocese of Richmond shall have the following relationship to (Name of School)

- A. As the Bishop’s Chief Educational Officer for the Catholic Schools in the Diocese of Richmond, the Diocesan Superintendent of Schools is to see that the School operates in keeping with proper educational standards; provides excellent education programs; fulfills its mission to teach the religious and moral doctrine of the Roman Catholic Church; has sufficient and appropriate faculty and staff and administrators; functions in accord with Church and diocesan policy and implements, to the extent they affect and apply to Catholic Schools, state regulations and rules for educational institutions.
- B. The Superintendent of Schools with the advice of the Board has the chief responsibility to assess and evaluate the School’s administration and to conduct the formal evaluation of the Principal with input from the Board. The Superintendent of Schools has final authority in selection, renewal and termination of the Principal.
- C. All matters relating to the Board shall be presented to the Bishop through the Superintendent of Schools.

### **Section IV.2: President (where present)**

The President is the Chief Executive Officer of the School who shall:

- A. Have ultimate authority for decisions affecting the overall organization and operation of the School.
- B. Articulate the Roman Catholic Church’s educational ministry for the School and the broader community.
- C. Articulate the School’s philosophy, goals, and objectives to the various publics.
- D. Have primary responsibility for the development of the planning process, consistent with the vision of the Board.
- E. Be responsible for communications between the School and the Board.
- F. Be responsible for institutional fund development and involved in the formation of development goals, objectives and efforts.

### **Section IV.3: Principal**

The Principal is the Chief Administrative Officer of the School who shall:

- A. Provide the School with an adequate and professional teaching staff and those administrative procedures and schedules needed for the School’s operation.
- B. Be the leader in the development of the educational program and the improvement of instruction of the School.
- C. With the Board, draw up the annual operating budget and submit it to the Superintendent of Schools for review and approval. The Principal shall also recommend improvements and additions of the building. The Principal will also sign checks and supervise the business office of the School.
- D. Hire, supervise and terminate the staff.

- E. Appoint those administrative assistants and other employees needed to efficiently and effectively run the School.
- F. Interpret School policies to all School personnel and the community at large.
- G. Implement diocesan policy within the School
- H. Provide regular and accurate program reports to the Board and Superintendent of Schools.
- I. Ensure accurate and timely financial reporting to the Board and Diocese.

The Principal shall report to the Superintendent of Schools regarding local School issues, shall communicate with the chair of the Board and shall coordinate with sponsoring parish/parishes regarding program and schedule issues.

#### **Section IV.4: Pastors**

As leaders of their parishes, the pastors of sponsoring parishes are directly responsible, under the authority of the Bishop of Richmond, for the spiritual and religious life of the School, including sacramental preparation, celebration of the Liturgy, and, with the Office of Catholic Schools, ensures that the School follows the approved diocesan religious education program for all schools. The pastors insure that the School supports the mission of the parish(es) and that the parish(es) provides an appropriate level of financial support to the School. They are advocates for the School within their broader parish communities and are a regular presence within the School itself. In addition to the responsibilities outlined above, the pastors of the parishes where Schools are located have a special relationship with the School. As such they are designated as pastoral leaders of the School.

#### **Section IV.5: Faculty**

The relationship between the Board and faculty shall be characterized by mutual support, good communication and cooperation. The Principal is the representative of the faculty to the Board. From time to time, teachers and administrative team members will be invited to share information with the Board on matters concerning the School. The Board, however, shall have no direct role in hiring, evaluating or terminating teachers and staff. The Board shall not act as an appeals board.

### **ARTICLE V – MEMBERSHIPS**

#### **Section V.1:**

The membership of the Board shall consist of a minimum of 9 members and a maximum of 15 members excluding the pastor representative(s), who is also a voting member, appointed by the Bishop of Richmond. The Principal shall serve in an ex-officio role. The majority of the members of the Board should be Catholic. The Board serves in a consultative relationship to the Superintendent of Schools of the Diocese of Richmond.

#### **Section V.2:**

The Bishop of the Diocese of Richmond shall appoint all members of the Board. The Board shall nominate new members to the Superintendent of Schools who will bring the candidates to the Bishop for his consideration.

Except for the pastor/pastors of the sponsoring parish/parishes, the regular term of membership is three years. The initial terms of Board members shall be staggered; one year for one third the total number of appointed members, two years for terms of the second third, and three years for the

remaining third of the total number of appointed members. Appointed members may serve up to two consecutive terms.

### **Section V.3: Vacancies on Board**

All vacancies of lay members on the consultative Board shall be filled for the unexpired term by a majority vote of the members, subject to approval by the Bishop.

### **Section V.4: Removal from the Board**

- A. Any member of the Board who is absent from three consecutive or more than one-half of the regular meetings during a year, unless excused by action of the Board, ceases to be a member, following the approval of the Bishop.
- B. A member whose removal is imminent after the second consecutive unexcused absence must be notified in writing at least fifteen days before such an action is to take place.
- C. A member of the Board may be removed at the discretion of the Board, with the approval of the Bishop, in the event that the member consistently neglects assigned responsibilities, or for actions that are contrary to the teachings of the church.
- D. Any member of the Board may resign by submitting written notice to the Chairperson of the Board.

### **Section V.5: Conflict of Interest**

Board members shall abstain from participation or deliberations regarding matters in which personal or professional concerns could affect his or her ability to put the welfare of the School before personal benefit.

### **Section V.6: Confidentiality**

Members may not disclose information to persons who are not specifically authorized to receive it.

## **ARTICLE VI – OFFICERS AND RESPONSIBILITIES**

### **Section VI.1:**

The officers of the Board shall be Chairperson, Vice-Chairperson and Secretary. The Board shall elect the officers and their term of office shall be two years. No person shall serve more than two consecutive terms in the same office.

### **Section VI.2:**

The responsibilities of the officers:

- A. Chairperson: shall preside at Board meetings, Executive Committee meetings, and perform other duties usually associated with the office.
- B. Vice-Chairperson: shall preside and act as Chairperson in the absence of the Chairperson, be a member of the Executive Committee, and act as parliamentarian at Board meetings.
- C. Secretary: shall be responsible for keeping Board minutes and submitting them to the Superintendent of Schools and be a member of the Executive Committee.

**Section VI.3:**

If the office of the Chairperson becomes vacant before an appointed term has expired, the Vice-Chairperson shall serve as the Chairperson for the remainder of the term. If the office of the Vice-Chairperson becomes vacant before the expiration of an appointed term, a new Vice-Chairperson shall be appointed immediately by the Chairperson to serve the remainder of the term.

**ARTICLE VII – MEETINGS****Section VII.1:**

The Board shall meet a minimum of six times a year. Special meetings may be called at the request of the Chairperson or Superintendent of Schools.

**Section VII.2:**

A written agenda, committee reports, monthly financial statement, Principal's report, and a copy of the minutes of the previous Board meeting will be made available to all Board members at least one week prior to each regularly scheduled Board meeting. Minutes of meetings must be sent to the Superintendent of Schools within ten days following each meeting.

**Section VII.3:**

A quorum shall be established when a simple majority of members is present for a regular or special meeting. The action of a majority of voting members taken at a meeting at which a quorum is present shall constitute action of the Board.

**Section VII.4:**

The Board shall make every effort to reach a consensus on all actions. In the event that the members cannot reach consensus, the rules of parliamentary procedure as contained in *Robert's Rules of Order* shall govern meetings of the Board except as otherwise provided in the Bylaws.

**ARTICLE VIII – COMMITTEES OF THE BOARD****Section VIII.1: Standing Committees**

The following Standing Committees will be appointed by the Chairperson:

- Finance Committee
- Development Committee
- Marketing Committee
- Facilities Committee
- Nominating Committee
- Strategic Planning Committee

In addition to Board members, non-Board members with expertise in a particular area can be appointed to standing and ad hoc committees.

**Section VIII.2: Executive Committee**

The Executive Committee shall be comprised of the Officers of the Board, Principal and the committee Chairpersons. The Superintendent of Schools will be an ex-officio member.

- A. The Executive Committee shall prepare the agenda for Board Meetings and shall transact all necessary business of the Board during the interval between regular meetings of the Board, except that it may not fill vacancies on the Board, or take any action in any way that is contrary to the express policy of the Board.
- B. The Executive Committee shall keep minutes of its actions and copies thereof shall promptly be forwarded to all members of the Board before its next regular meeting. Actions taken by the Executive Committee must be ratified by the Board at the next Board meeting in order for them to be valid.
- C. The Executive Committee may establish ad hoc committees when needed.

**Section VIII.3: Finance Committee**

The Finance Committee shall be comprised of the Principal of the School and at least two Board members who shall be appointed by the Chairperson of the Board. The Committee will assist in the development of the annual budget for approval by the full Board, the Superintendent of Schools and the Director of the Diocesan Office of Finance. After approval by the Board and Superintendent of Schools, the Committee will oversee implementation of the budget and shall provide periodic financial reports to the Board, the Superintendent of Schools and the Director of the Office of Finance. In fulfilling its responsibility, the Committee will review and approve expenditures in excess of the amount specified by the Board for all expenditures not within the approved budget upon recommendation of the appropriate committee.

**Section VIII.4: Development Committee**

The Development Committee shall be comprised of at least two Board members who shall be appointed by the school administrator and Chairperson of the Board. The purpose of the Committee is to assist the school administrator by: keeping the Board focused on the proper role and functions of development at the School; informing the Board of plans and activities of the Committee; providing assistance, support and encouragement to the development efforts in such areas as annual fund, capital projects, etc.

**Section VIII.5: Marketing Committee**

The Marketing Committee shall be comprised of at least two Board members appointed by the school administrator and the Chairperson of the Board. The purpose of the Marketing Committee is the development and implementation of a comprehensive marketing plan with goals, objectives and strategies that focus on such areas as public relations, institutional advancement and student recruitment.

**Section VIII.6: Facilities Committee**

The Facilities Committee shall be composed of at least two members of the Board who shall be appointed by the school administrator and Chairperson of the Board. The Committee shall see that proper care and maintenance is given to the facilities and its surrounding properties; it shall recommend needed capital repairs; it shall investigate and recommend procedures and policies for efficient operation of the physical plant.

**Section VIII.7: Nominating Committee**

The Nominating Committee shall be composed of at least two members of the Board who shall be appointed by the school administrator and Chairperson of the Board. The Nominating Committee shall submit at appropriate times a list of nominees to be considered for appointment by the Bishop.

**Section VIII.8: Strategic Planning Committee**

The Strategic Planning Committee shall be composed of at least two members of the Board who shall be appointed by the Chairperson of the Board. The Strategic Planning Committee shall develop a comprehensive five-year plan containing achievable objectives and strategies that are consistent with the Schools purpose and the annual goals established by the Board. The plan will be approved by the Board and the Superintendent of Schools. The Committee, working closely with the Principal, shall also establish a process for coordination of all activities involved with implementing, evaluating, and revisiting the five-year plan and its strategies.

**Section VIII.9: Legislative Contact**

The Legislative Contact may be an individual or a committee for each school or a number of schools. This contact will organize and direct actions or responses relating to legislative initiatives for education that impact Catholic Schools in collaboration with appropriate state and diocesan offices.

**Section VIII.10: Quorum of Committees**

Except where it may be otherwise provided, a majority of the members of each Committee, but no less than two members, shall constitute a quorum for transaction of business.

**ARTICLE IX – AMENDMENTS**

These Bylaws and all subsequent amendments shall be effective upon recommendation of a simple majority of the voting members of the Board at a meeting in which a quorum is present and with the approval of the Superintendent of Schools and the Bishop. No amendments may encroach on the Bishop's Article III powers.

# APPENDIX E

## Parish Elementary Schools Governance

### A. Background

#### HISTORY OF EXISTING PARISH GOVERNANCE MODEL

The one parish, one school model has served the Diocese of Richmond well for many years. In this model, the parish is responsible legally and financially for the school. Key features are:

- Pastor is canonical administrator and final authority on all matters.
- Principal is hired by pastor.
- School is a ministry of the parish.
- School board is advisory to the pastor and principal.
- Parish is responsible for all finances related to the school.
- Buildings are owned by the parish.
- Pastor is expected to follow diocesan policy.
- Pastor may choose but is not compelled to delegate responsibility for administration of the school, finances, planning, or other areas to the principal or a lay board.

Lay involvement is typically limited to volunteerism in parent organizations, helping with school activities or fund raisers, representation on a school advisory board, volunteering for special projects that are approved by the pastor or principal.

#### STRENGTHS OF THE EXISTING PARISH GOVERNANCE MODEL

1. Traditionally, the school is viewed as a ministry of the parish, and there can be a strong sense of ownership from the parish for the school.
2. Boards bring fresh ideas, new energy, expertise, and financial resources to assist the pastor and principal in their jobs.
3. Boards are a good channel for communication among key groups in the school and parish community. They provide a formal voice for the laity.
4. The model has been in place for a long time and is comfortable for many.

#### CHALLENGES OF THE PARISH GOVERNANCE MODEL

1. Since the pastor is the canonical administrator of the parish and school, the role of the board is subject to the desire of the local pastor. The role given to the board varies depending on the parish/school tradition and leadership style of the local pastor.
2. When pastors move between parishes, they encounter widely varying governance practices.
3. Principals do not consistently have experience or comfort in working with boards and board committees.
4. Pastors have varying gifts and expertise, and not all pastors have the required level of ability or leadership to successfully administer a Catholic school.
5. Pastors are more stretched with responsibilities and tasks, making it increasingly difficult for many to administer schools along with everything else they have to do.
6. Principals do not always feel they have the time to develop and support a school board.

7. There is a lack of clarity for many parishes about the proper role of the pastor, principal, board chair, board and other committees.
8. Training for school board members is not mandatory, so many boards are not fully formed or equipped to fulfill the role for which they were intended.
9. Membership does not always result in persons with the desired qualifications serving on boards, or and good formation of new members is not provided. Many factors can cause a strong board to dissipate.
10. It is difficult for boards to be consistently refreshed with the best candidates – people who are committed and qualified, fully understanding and embracing the mission of Catholic schools.

## **B. School Advisory Boards**

The Diocese of Richmond has endorsed school advisory boards as a model for lay involvement. Some of these boards are empowered to provide leadership and vision, while others function at various levels of effectiveness.

School advisory boards have been consultative to the pastor who is the canonical head of the parish school. However, lay leadership is increasingly important for the success of parish schools. Lay people can and will share responsibility for the church's education ministry. Through their work on boards and board committees, they bring vision, expertise, and resources that would not otherwise be available to the institution.

## **C. The Case for Change**

For every parish with a school, a new model of governance is needed; one that embraces a wider pool of talent, vision and leadership for the school. A Parish School Board of Limited Jurisdiction is the best means.

The role of school boards must expand beyond the historical practice of school advisory boards. Schools need to expand their base of support by inviting the laity (beyond a “parent” board) to a more active leadership role. In each parish community, there is laity with the expertise and willingness to assist the parish in carrying out the important mission of Catholic school education. Lay involvement beyond parents with children in the school can bring new resources, special expertise, broad community support, significant financial resources, fresh vision, and accountability for continual improvement as well as many other benefits.

With the current and projected decline in the number of priests and the many responsibilities demanding their time and energy, it is often difficult for them to give the school the time and oversight it requires. Not all pastors have the background or training to administer schools, which are becoming increasingly complex institutions to manage. School boards are an excellent way to relieve the pastor of many administrative tasks and tap the vision, expertise, and resources of the community for the benefit of the school. For Catholic schools to survive and thrive in a complex environment, it is imperative that the laity be empowered and utilized beyond the limited participation afforded by School Advisory Boards, while respecting the canonical rights of the Bishop and pastor.

## **D. Canonical Status of the Parish School**

The Parish School is the responsibility of the Pastor who is the parish canonical administrator. The governance model that follows describes how a parish school would be governed and administered with a Parish School Board of Limited Jurisdiction.

## **E. Governance**

The Parish School with a board of limited jurisdiction is operated with a two-tier governance structure: the Pastor and the School Board. The purpose for the two-tier structure is to achieve several key objectives. First, to reserve to the Pastor appropriate control to ensure that the school is in concert with the overall vision of the parish, is achieving the distinctly Catholic educational objectives for which it exists and that it operates in a fiscally prudent manner. The second is to empower the School Board (a board of limited jurisdiction) with sufficient authority and responsibility so that the members are willing to invest time, energy and resources to make the school a successful and thriving institution. The following is brief description of roles.

## **F. Roles**

### **1. Pastor**

As the canonical administrator for the parish school, the pastor would have certain reserved powers:

- Approve changes to the mission of the school with subsequent approval of the Bishop
- Appoint School Board members after they have been nominated and screened in the selection process
- Participate in principal selection; hire the principal with approval of the candidate by the Superintendent of Schools
- Assist the Office of Catholic Schools in the annual evaluation of the principal
- Approve any expansion, sale of, or capital improvement to the buildings and property with diocesan approval as required
- Approve any change in the state of the school with the subsequent approval of the Bishop
- Approve a balanced operating budget
- Approve appointment of legal counsel
- Approve capital budgets and loans
- Approve changes in the bylaws after consultation with the Office of Catholic Schools
- The role of the pastor would also include:
  - Serve as spiritual leader of the faith community, both parish and school
  - Delegate administration of the school to the principal and limited responsibility to the School Board according to the bylaws of the Board
  - Serve as an ad hoc member of the School Board
  - Support the work of the School Board
  - Present a broad parish vision and perspective
  - Protect the mission of Catholic education in the context of the mission of the parish
  - Stay informed about school matters
  - Be an advocate of the school mission in the community

## **2. Principal**

### *As Spiritual Leader:*

- Protects and fosters the Catholic identity of the school
- Facilitates the spiritual development of the faculty, staff and student body through liturgies, sacramental programs, prayers services and retreat days
- Provides a program of religious studies established by the Office of Religious Education in conjunction with the Office of Catholic Schools

### *As Educational Leader:*

- Implements diocesan and local school policies
- Establishes and maintains an effective learning climate in the school
- Maintains a sound current educational curriculum
- Supervises the instructional program
- Provides for ongoing professional development for faculty
- Provides appropriate educational material that supports an innovative curriculum
- Participates in staff development opportunities provided by the Office of Catholic Schools, especially those designed to support and guide the principal's relationship with the Board

### *As Managerial Leader:*

- Maintains effective public relations with the local community and parish
- Works collaboratively with the School Board in updating and implementing the strategic plan for the school
- Supports a development and marketing program for the long-range stability of the school
- Works in concert with the Parish Finance Council in preparing, gaining approval and implementing the budget
- Maintains regular and systematic communication with the pastor and School Board
- Meets financial targets as they are established in the budget
- Participates as a non-voting member of the School Board
- Submits statistical reports, appropriate government forms, and other requested data to the Office of Catholic Schools
- Models and oversees the proper use of technological resources
- Facilitates the hiring of faculty and staff members and is responsible for their supervision
- Identifies needs and direction for policies and planning

## **3. Parish School Boards of Limited Jurisdiction**

- Understand and embrace the mission of the school
- Undertake long-range strategic planning for the school
- Evaluate progress annually and update the plan regularly and as needed
- Annually evaluate enrollment trends; establish realistic enrollment goals
- Assist the principal in formulating strategies to realize enrollment goals
- Develop a 3 to 5 year financial plan for the school
- Be accountable for fiscal viability of the school
- Prepare and present capital budgets for approval

- Work with the parish to manage implementation of capital projects
- Develop and implement school marketing/public relations program
- Define and oversee school development program
- Engage in political advocacy for the school
- Define implementation policies and processes to achieve school goals
- Participate in the principal selection process
- Hold the principal accountable for the implementation of policies enacted by the School Board
- Give direction to the negotiating team when there are contracts with a teacher union
- Collaborate with the parish in visioning and pastoral planning
- Gain awareness of demographic, economic, and environmental trends that impact on the school community
- Develop marketing, recruitment and retention plans

#### **4. Relationship of School Boards to Parishes**

Since the school is an integral part of the parish and its ministries, the Parish School Board must work collaboratively with the Parish Council and Parish Finance Council, and others to promote the overall good of the parish community. The Parish School Board relates to the Parish Council and Parish Finance Council in the following ways:

- The Parish Council recognizes the mission of the school in their visioning and planning as an integral part of the parish mission. It is expected that the Parish Council, Parish Finance Council and Parish School Board will be unified around the mission and vision for the school, and will work collaboratively to realize that mission.
- The school recognizes its role as a ministry of its parish community and actively participates in the life of the parish.
- The Parish Finance Council and Parish School Board interface to establish the amount of parish support for the school. The level of parish support will be established in the context of a long-range financial plan for the parish and the policies/directives of the Diocese regarding the funding of schools. The Parish Finance Council will hold the School Board accountable to prepare a realistic balanced budget, to follow diocesan policy and guidelines, and to ensure the school has a good plan to attain the revenue necessary to deliver a quality education.
- The Parish Finance Council works with the School Board and principal to provide for maintenance of facilities and to develop a capital repairs/improvement plan. They also work together to fund capital projects for the good of the parish and school.
- It is recommended that the parish and school leadership groups establish consistent and effective avenues of communication with one another, and/or maintain some level of mutual representation.

#### **5. Implementation**

- a. The Bishop will specify the requirements for School Boards and their delegated responsibility through diocesan policy. The authority given to School Boards will pass from the Bishop through the pastor to the School Board. The responsibility for administering parish schools on a day-by-day basis is the responsibility of the principal.

- b. A standard set of bylaws for School Boards developed by the Office of Catholic Schools and approved by the Bishop will create the governance structure. These bylaws will clearly identify the areas of responsibility and authority for the School Board, pastor and Bishop.
- c. The jurisdiction and role of the School Board is described in the bylaws of the Board. The School Board is given jurisdiction in specific areas, subject to the policies of the Diocese and other limitations. The pastor delegates this authority, and is expected to support the School Board in the areas where authority is given to the Board, unless the Board decision is in contradiction with the mission of the school, contrary to the overall good of the parish, or violates diocesan policy.
- d. The Office of Catholic Schools will assist the pastor and principal in the formation and maintenance of an effective School Board.
- e. The Office of Catholic Schools will assist the principals in acquiring the skills, knowledge and resources needed to foster successful boards. New principals will be oriented to the role and function of the School Board. All principals are expected to work collaboratively with the Board.
- f. School Board members must embrace and understand the mission and Catholic identity of Catholic schools. They need to be properly formed in their role. They need to be people with the expertise and skills to carry out their duties.
- g. Selection and appointment of School Board members must be directed by a clear process that utilizes consistently agreed upon criteria.
- h. School Board training is a critical component to success, both in the initial formation of the School Board and ongoing through the years. Attention will be given to preparing pastors and principals to work with boards prior to the implementation of a school board. Ongoing education will be provided for board members. This education will include information on the process of consensus, mission effectiveness, board evaluation, and strategic planning.
- i. The number of current school parents serving as members of the School Board will be effectively balanced with other stakeholder groups; e.g., parish leaders, community and business leaders, major donors, alumni, alumni parents, among others. All new school board members are to receive orientation.
- j. The pastor will not serve as the chair of the School Board.
- k. The Office of Catholic Schools must have the resources to support ongoing training for principals and school boards. The Office of Catholic Schools will work with other diocesan departments to provide training for pastors, parish finance councils and parish councils
- l. The Office of Catholic Schools will be able to respond to situations where conflict resolution is needed.
- m. The roles and responsibilities of pastor, principal and School Board will be clearly articulated and understood by all. Principals and pastors need to have good communications with each other, and lead in a collaborative manner that is both united and respectful of the role and responsibilities of each. This is true of both parish schools and regional schools.
- n. It is important that well-developed documents are in place. Examples are: template of constitution/bylaws, glossary of governance terms, guidebook/manual, policies and norms.

- o. Schools should maintain parent associations that function separately from the School Board. Communication is needed between the two. A representative of the parent association (s) may be a member of the School Board.
- p. The Office of Catholic Schools will provide support and training for School Boards and will assign a staff member to the specific duties that include:
  - Providing orientation and inservice for pastors and principals as well as new board members
  - Providing annual inservice for all board members as a whole
  - Providing the best materials and resources to support school boards
  - Monitoring boards to ensure they are functioning properly
  - Providing intervention in special situations with individual school boards
  - Serving as a consultant to individual school boards as needed

# APPENDIX F

## Sample Bylaws

### Parish School Board of Limited Jurisdiction

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#### ARTICLE I – NAME

The name of this organization shall be (Name of School) School Board of Limited Jurisdiction (“the Board”).

#### ARTICLE II – PURPOSE AND ROLE

##### Section II.1:

The Board is established to assist in the governance of the School. The purpose of the Board is to determine policies consistent with diocesan and state guidelines and directives for the operation of (Name of School) and subject to the Reserve Powers of the Board of Members in Article III, Section 1, so that the largest number of students may be effectively educated in a Catholic environment and encouraged to make a deep personal commitment to Jesus Christ and the Church.

##### Section II.2:

The primary function of the Board is to develop policies in the areas of finances, development, long-range planning, public relations, and building and grounds that will ensure the successful operation of the School. When a policy is accepted by the Board and the Superintendent of Schools of Schools, it is binding on all. The Board is consultative in the area of school program/academics. The Board has no authority in the area of personnel.

##### Section II.3:

Subject to the reserve powers enumerated in Article III, the Board shall assist and provide leadership with the Superintendent of Schools and the local administrator(s) in the management of the business, property and planning of the School in such a manner to assure a sound Catholic educational program, consistent with diocesan policies. Specifically, the Board shall:

- A. Recommend after due consideration with the Superintendent of Schools and School administrator(s) those operational policies needed to adequately operate the School in conformity with its mission.  
Policies may not be changed without consultation with the Board.
- B. Provide oversight for the general business and financial matters of the School.
- C. Hold the administration of the School accountable for implementation of the policies established by the Diocese and the Board.
- D. Determine tuition and other related fees and costs.
- E. Draw up an annual balanced budget for the School and submit it to the Superintendent of Schools for final approval.
- F. Establish policies for the use of grounds and buildings comprising the campus, subject to the rights of ownership of the property, which are vested in the Bishop of Richmond and the sponsoring parish/parishes.

- G. Develop a statement of desired characteristics of the administrator(s) and the needs of the School, to be forwarded to the Superintendent of Schools within a reasonable time prior to the appointment or reappointment of the administrator(s) of the School and to participate in the administrator search and selection process.
- H. Assist the Superintendent of Schools in the annual evaluation of the administrator(s) according to criteria approved by the Superintendent of Schools.
- I. Conduct an annual self-evaluation according to criteria approved by the Office of Catholic Schools.
- J. Recommend to the Superintendent of Schools new Board members (see Article V and VIII).

### **ARTICLE III – RESERVE POWERS**

#### **Section III.1:**

Certain powers are reserved to the Bishop of the Diocese of Richmond and the Board of Members. These Reserve Powers include:

- A. Articulate and/or change the mission, philosophy, objectives or purpose of the School.
- B. Amend the Constitution and Bylaws of the Board.
- C. Dissolve the Board.
- D. Approve the appointments to the Board, the remove individual members, as needed.
- E. Authorize any expansion, acquisition, lease, sale or encumbrance of property, and capital improvements to the buildings and property.
- F. Through the Office of Catholic Schools and the Diocesan Office of Finance, approve the annual budget and require appropriate financial audits.
- G. Approve capital campaigns.
- H. Approve general expenditures exceeding \$\_\_\_\_\_, and capital expenditures exceeding \$\_\_\_\_\_.
- I. Approve any merger, consolidation, or closure of the School.
- J. Approve School investment policies.
- K. Appoint or remove the chief administrator after recommendation from, or in consultation with the School Board.
- L. Designate the transfer of assets in the event of closure.

#### **Section III.2:**

Board members shall be appointed by and serve at the pleasure of the Bishop.

## **ARTICLE IV – BOARD RELATIONSHIPS**

### **Section IV.1:**

The Superintendent of Schools of the Diocese of Richmond shall have the following relationship to (Name of School)

- A. As the Bishop’s Chief Educational Officer for the Catholic Schools in the Diocese of Richmond, the Diocesan Superintendent of Schools is to see that the School operates in keeping with proper educational standards; provides excellent education programs; fulfills its mission to teach the religious and moral doctrine of the Roman Catholic Church; has sufficient and appropriate faculty and staff and administrators; functions in accord with Church and diocesan policy and implements, to the extent they affect and apply to Catholic Schools, state regulations and rules for educational institutions.
- B. The Superintendent of Schools with the advice of the Board has the chief responsibility to assess and evaluate the School’s administration and to conduct the formal evaluation of the Principal with input from the Board. The Superintendent of Schools has final authority in selection, renewal and termination of the Principal.
- C. All matters relating to the Board shall be presented to the Bishop through the Superintendent of Schools.

### **Section IV.2: President (where present)**

The President is the Chief Executive Officer of the School who shall:

- A. Have ultimate authority for decisions affecting the overall organization and operation of the School.
- B. Articulate the Roman Catholic Church’s educational ministry for the School and the broader community.
- C. Articulate the School’s philosophy, goals, and objectives to the various publics.
- D. Have primary responsibility for the development of the planning process, consistent with the vision of the Board.
- E. Be responsible for communications between the School and the Board.
- F. Be responsible for institutional fund development and involved in the formation of development goals, objectives and efforts.

### **Section IV.3: Principal**

The Principal is the Chief Administrative Officer of the School who shall:

- A. Provide the School with an adequate and professional teaching staff and those administrative procedures and schedules needed for the School’s operation.
- B. Be the leader in the development of the educational program and the improvement of instruction of the School.
- C. With the Board, draw up the annual operating budget and submit it to the Superintendent of Schools for review and approval. The Principal shall also recommend improvements and additions of the building. The Principal will also sign checks and supervise the business office of the School.
- D. Hire, supervise and terminate the staff.

- E. Appoint those administrative assistants and other employees needed to efficiently and effectively run the School.
- F. Interpret School policies to all School personnel and the community at large.
- G. Implement diocesan policy within the School
- H. Provide regular and accurate program reports to the Board and Superintendent of Schools.
- I. Ensure accurate and timely financial reporting to the Board and Diocese.

The Principal shall report to the Superintendent of Schools regarding local School issues, shall communicate with the chair of the Board and shall coordinate with sponsoring parish/parishes regarding program and schedule issues.

#### **Section IV.4: Pastors**

As leaders of their parishes, the pastors of sponsoring parishes are directly responsible, under the authority of the Bishop of Richmond, for the spiritual and religious life of the School, including sacramental preparation, celebration of the Liturgy, and, with the Office of Catholic Schools, ensures that the School follows the approved diocesan religious education program for all schools. The pastors insure that the School supports the mission of the parish(es) and that the parish(es) provides an appropriate level of financial support to the School. They are advocates for the School within their broader parish communities and are a regular presence within the School itself. In addition to the responsibilities outlined above, the pastors of the parishes where Schools are located have a special relationship with the School. As such they are designated as pastoral leaders of the School.

#### **Section IV.5: Faculty**

The relationship between the Board and faculty shall be characterized by mutual support, good communication and cooperation. The Principal is the representative of the faculty to the Board. From time to time, teachers and administrative team members will be invited to share information with the Board on matters concerning the School. The Board, however, shall have no direct role in hiring, evaluating or terminating teachers and staff. The Board shall not act as an appeals board.

### **ARTICLE V – MEMBERSHIPS**

#### **Section V.1:**

The membership of the Board shall consist of a minimum of 9 members and a maximum of 15 members excluding the pastor representative(s), who is also a voting member, appointed by the Bishop of Richmond. The Principal shall serve in an ex-officio role. The majority of the members of the Board should be Catholic. The Board serves in a consultative relationship to the Superintendent of Schools of the Diocese of Richmond.

#### **Section V.2:**

The Bishop of the Diocese of Richmond shall appoint all members of the Board. The Board shall nominate new members to the Superintendent of Schools who will bring the candidates to the Bishop for his consideration.

Except for the pastor/pastors of the sponsoring parish/parishes, the regular term of membership is three years. The initial terms of Board members shall be staggered; one year for one third the total number of appointed members, two years for terms of the second third, and three years for the

remaining third of the total number of appointed members. Appointed members may serve up to two consecutive terms.

### **Section V.3: Vacancies on Board**

All vacancies of lay members on the consultative Board shall be filled for the unexpired term by a majority vote of the members, subject to approval by the Bishop.

### **Section V.4: Removal from the Board**

- A. Any member of the Board who is absent from three consecutive or more than one-half of the regular meetings during a year, unless excused by action of the Board, ceases to be a member, following the approval of the Bishop.
- B. A member whose removal is imminent after the second consecutive unexcused absence must be notified in writing at least fifteen days before such an action is to take place.
- C. A member of the Board may be removed at the discretion of the Board, with the approval of the Bishop, in the event that the member consistently neglects assigned responsibilities, or for actions that are contrary to the teachings of the church.
- D. Any member of the Board may resign by submitting written notice to the Chairperson of the Board.

### **Section V.5: Conflict of Interest**

Board members shall abstain from participation or deliberations regarding matters in which personal or professional concerns could affect his or her ability to put the welfare of the School before personal benefit.

### **Section V.6: Confidentiality**

Members may not disclose information to persons who are not specifically authorized to receive it.

## **ARTICLE VI – OFFICERS AND RESPONSIBILITIES**

### **Section VI.1:**

The officers of the Board shall be Chairperson, Vice-Chairperson and Secretary. The Board shall elect the officers and their term of office shall be two years. No person shall serve more than two consecutive terms in the same office.

### **Section VI.2:**

The responsibilities of the officers:

- A. Chairperson: shall preside at Board meetings, Executive Committee meetings, and perform other duties usually associated with the office.
- B. Vice-Chairperson: shall preside and act as Chairperson in the absence of the Chairperson, be a member of the Executive Committee, and act as parliamentarian at Board meetings.
- C. Secretary: shall be responsible for keeping Board minutes and submitting them to the Superintendent of Schools and be a member of the Executive Committee.

**Section VI.3:**

If the office of the Chairperson becomes vacant before an appointed term has expired, the Vice-Chairperson shall serve as the Chairperson for the remainder of the term. If the office of the Vice-Chairperson becomes vacant before the expiration of an appointed term, a new Vice-Chairperson shall be appointed immediately by the Chairperson to serve the remainder of the term.

**ARTICLE VII – MEETINGS****Section VII.1:**

The Board shall meet a minimum of six times a year. Special meetings may be called at the request of the Chairperson or Superintendent of Schools.

**Section VII.2:**

A written agenda, committee reports, monthly financial statement, Principal's report, and a copy of the minutes of the previous Board meeting will be made available to all Board members at least one week prior to each regularly scheduled Board meeting. Minutes of meetings must be sent to the Superintendent of Schools within ten days following each meeting.

**Section VII.3:**

A quorum shall be established when a simple majority of members is present for a regular or special meeting. The action of a majority of voting members taken at a meeting at which a quorum is present shall constitute action of the Board.

**Section VII.4:**

The Board shall make every effort to reach a consensus on all actions. In the event that the members cannot reach consensus, the rules of parliamentary procedure as contained in *Robert's Rules of Order* shall govern meetings of the Board except as otherwise provided in the Bylaws.

**ARTICLE VIII – COMMITTEES OF THE BOARD****Section VIII.1: Standing Committees**

The following Standing Committees will be appointed by the Chairperson:

- Finance Committee
- Development Committee
- Marketing Committee
- Facilities Committee
- Nominating Committee
- Strategic Planning Committee

In addition to Board members, non-Board members with expertise in a particular area can be appointed to standing and ad hoc committees.

**Section VIII.2: Executive Committee**

The Executive Committee shall be comprised of the Officers of the Board, Principal and the committee Chairpersons. The Superintendent of Schools will be an ex-officio member.

- A. The Executive Committee shall prepare the agenda for Board Meetings and shall transact all necessary business of the Board during the interval between regular meetings of the Board, except that it may not fill vacancies on the Board, or take any action in any way that is contrary to the express policy of the Board.
- B. The Executive Committee shall keep minutes of its actions and copies thereof shall promptly be forwarded to all members of the Board before its next regular meeting. Actions taken by the Executive Committee must be ratified by the Board at the next Board meeting in order for them to be valid.
- C. The Executive Committee may establish ad hoc committees when needed.

**Section VIII.3: Finance Committee**

The Finance Committee shall be comprised of the Principal of the School and at least two Board members who shall be appointed by the Chairperson of the Board. The Committee will assist in the development of the annual budget for approval by the full Board, the Superintendent of Schools and the Director of the Diocesan Office of Finance. After approval by the Board and Superintendent of Schools, the Committee will oversee implementation of the budget and shall provide periodic financial reports to the Board, the Superintendent of Schools and the Director of the Office of Finance. In fulfilling its responsibility, the Committee will review and approve expenditures in excess of the amount specified by the Board for all expenditures not within the approved budget upon recommendation of the appropriate committee.

**Section VIII.4: Development Committee**

The Development Committee shall be comprised of at least two Board members who shall be appointed by the school administrator and Chairperson of the Board. The purpose of the Committee is to assist the school administrator by: keeping the Board focused on the proper role and functions of development at the School; informing the Board of plans and activities of the Committee; providing assistance, support and encouragement to the development efforts in such areas as annual fund, capital projects, etc.

**Section VIII.5: Marketing Committee**

The Marketing Committee shall be comprised of at least two Board members appointed by the school administrator and the Chairperson of the Board. The purpose of the Marketing Committee is the development and implementation of a comprehensive marketing plan with goals, objectives and strategies that focus on such areas as public relations, institutional advancement and student recruitment.

**Section VIII.6: Facilities Committee**

The Facilities Committee shall be composed of at least two members of the Board who shall be appointed by the school administrator and Chairperson of the Board. The Committee shall see that proper care and maintenance is given to the facilities and its surrounding properties; it shall recommend needed capital repairs; it shall investigate and recommend procedures and policies for efficient operation of the physical plant.

**Section VIII.7: Nominating Committee**

The Nominating Committee shall be composed of at least two members of the Board who shall be appointed by the school administrator and Chairperson of the Board. The Nominating Committee shall submit at appropriate times a list of nominees to be considered for appointment by the Bishop.

**Section VIII.8: Strategic Planning Committee**

The Strategic Planning Committee shall be composed of at least two members of the Board who shall be appointed by the Chairperson of the Board. The Strategic Planning Committee shall develop a comprehensive five-year plan containing achievable objectives and strategies that are consistent with the Schools purpose and the annual goals established by the Board. The plan will be approved by the Board and the Superintendent of Schools. The Committee, working closely with the Principal, shall also establish a process for coordination of all activities involved with implementing, evaluating, and revisiting the five-year plan and its strategies.

**Section VIII.9: Legislative Contact**

The Legislative Contact may be an individual or a committee for each school or a number of schools. This contact will organize and direct actions or responses relating to legislative initiatives for education that impact Catholic Schools in collaboration with appropriate state and diocesan offices.

**Section VIII.10: Quorum of Committees**

Except where it may be otherwise provided, a majority of the members of each Committee, but no less than two members, shall constitute a quorum for transaction of business.

**ARTICLE IX – AMENDMENTS**

These Bylaws and all subsequent amendments shall be effective upon recommendation of a simple majority of the voting members of the Board at a meeting in which a quorum is present and with the approval of the Superintendent of Schools and the Bishop. No amendments may encroach on the Bishop's Article III powers.

# APPENDIX G

## Capital Campaign Priorities

### Potential Funding Priorities

(Meitler Consultants suggestions, based on the Strategic Plan for Catholic Education)

The three broad categories listed below could potentially be funded in the sequence in which they are listed, as funds from the campaign become available.

Very rough estimates are provided for how much money might be allocated to each funding priority. The dollar estimates approximate the relative size of investment that could be used in each area but need to be refined by others in the Diocese or with campaign counsel.

#### **I. Providing immediate funding for school programs (\$6 million)**

- a. Special fund to which elementary and high schools with needs or special projects can make application (\$3 million)
- b. Parish religious education funding. A fund to which parishes with needs or special projects can make application (\$3 million)

#### **II. Provide resources to provide leadership and support to help schools and parishes help themselves (\$4 million)**

The recommended priorities are directed at "helping schools help themselves". In other words, taking the advice of the old proverb, "teach a man to fish and he will live for a lifetime". The strategic plan identifies expanded services that are to be provided by the Office of Catholic School.

- a. Funding for the Office for Catholic Schools. \$3 million to fund professional development and leadership formation programs for school personnel (5% per year income for annual allocation of \$150,000).
- b. Funding for the Office for Director of Development to provide assistance to increase development/annual fund income in local schools. Total of \$115,000 annually for five years. Total \$575,000.
- c. Increased marketing for Catholic Education. \$85,000 annually for five years. Total of \$425,000.

#### **III. Long term funding for Catholic education programs (\$45 million)**

- a. Endowment
  - \$30 million for tuition assistance endowment (5% per year income for annual tuition assistance allocation of \$1.5 million).
  - \$5 million endowment for grants to schools for special projects (5% per year income for annual allocation of \$250,000). Used for technology and other needs of education programs.
  - \$5 million endowment for providing tuition grants to administrators, teachers and potential teachers (5% per year income for annual allocation of \$250,000.)
- b. \$5 million for seed money to open new schools or expansion of existing schools.