

ADVISORY COUNCIL
NEW MEMBER ORIENTATION



DIOCESE *of* JACKSON

COUNTY MAP OF MISSISSIPPI
CATHOLIC SCHOOLS – DIOCESE OF JACKSON



History

Boards, Councils, and Commissions have been an important part of Catholic education for a long time. They were called for by the Councils of Baltimore in the late 1800's and experienced a significant revival in the decades following Vatican Council II. Approximately 68 percent of the Catholic schools in the United States have some form of educational governance structure. (Ganley, 1988)

Prior to Vatican Council II

The early councils of Baltimore called for educational boards (councils and/or commissions) primarily to assist the Bishop in the administration of the schools in the Diocese. Diocesan priests were members of these first education boards. The position of superintendent of schools did not develop until the first decades of the 20th century.

Vatican Council II and the Renewal of Boards

Following Vatican Council II, the proponents of a renewed Catholic Board movement, convinced that support for Catholic schools needed to be broadened beyond bishops, clergy, and professionals, offered the following three arguments for involving the laity more directly in decision-making Boards:

1. The Role of the Laity and the Future of Catholic Schools

The proponents of the Board movement were primarily Catholic school superintendents who believed that the spirit and documents of Vatican Council II called for the church to put into practice its statements regarding parents as the first and foremost educators of their children. They argued that parents should have a voice in the formal education of their children in Catholic schools by participating in school Boards similar to public school Boards.

2. Financial Support from Government and Community

Addressing the financial needs of the schools, the superintendents suggested that increased involvement by the laity (some even argued for full legal autonomy and jurisdiction for Boards) would increase the financial base of support for schools from both the Catholic community and from federal and state governments.

3. Response to Vatican Council II and a New Image for Catholic Schools

Vatican Council II called for more involvement by the laity in the life of the church; therefore, many Board proponents commented that Catholic schools had the opportunity to project a post-Vatican II image by representation in policy-making. Shared responsibility and participatory decision-making were seen as directions in church government and were used to support the Board of education movement.

One major obstacle to the Boards' successful flourishing immediately following the Council was the absence of tested and appropriate models. Neither the clerical model of the pre-Vatican II church nor the public school Board model was suited for post-conciliar Catholic education.

The School/Center as Catholic

Components of Catholic Uniqueness

The Catholic School/Center is more than an educational institution conducted under Catholic auspices. It has a quality of its own that makes it a specifically Catholic institution. While each Catholic school/center is unique in its own character and enfleshes the quality of “catholic” in its own special way, there are certain components for which all Catholic educational institutions must strive. Here is a list that endeavors to specify components of that uniqueness.

1. **The philosophy reflects its Catholic character.** The Catholic educational institution is a place where a faith view of the world shapes its perspective on both the students it teaches and on the content of its curriculum. “The integration of religious truth and values with the rest of life, which is possible in these (Catholic) schools distinguishes them from others.” (*Teach Them*, p.3) The Catholic school/center philosophy statement is a written expression of its commitment, the distinctive religious purposes for which it exists.
2. **The Catholic school/center communicates to its students the gospel message.** While this takes place in many ways, it includes particularly the systematic age-appropriate teaching of organized religion courses by teachers adequately trained in theology. It may also include formal programs dealing with justice and peace, human development, and other topics with serious religious implications. “The school should have a set curriculum, with established goals and objectives, open to review and evaluation by parish Boards and diocesan supervisory teams.” (*Sharing the Light of Faith*, p.232) Communicating the gospel message also requires the example of teachers “whose daily witness to the meaning of mature faith and Christian living has a profound impact upon the education and formation of the pupils.” (*Teach Them*, p.3)
3. **The school/center teaches and models faith community.** Catholic educational institutions are called to be a microcosm of the Church, with each member sensitive to and supportive of the other members. “Building and living community must be prime, explicit goals of the contemporary Catholic school.” (*To Teach as Jesus Did*, p.108) This means that the staff understands the worth of each child as a brother or sister of Jesus and asks students to be concerned about each other. It means also that the school makes a formal effort to involve students according to their age in their parishes since the parish is the community unit through which they will relate to the Church for their adult lives. Included also in this mandate is the need for staff members to relate to each other in respectful and supportive ways. The Board itself has some responsibility to provide working space and conditions for staff which are responsive to the Church’s social teachings of the dignity of work.
4. **The Catholic school/center is a place that fosters the formation of conscience.** Christian doctrine is not a sterile collection of theology tenets. It is a living faith which shapes the standards for behavior which one adopts. The school/center should encourage students (according to their level of maturity) to be creative critical thinkers, capable of standing outside of their culture, reflecting upon it from a Christian perspective, and acting on their belief.

5. **The school teaches its students the importance of service.** This suggests that each student should become involved in service in some way. It also means that the school must be prepared to reflect with the students on the theological rationale for a Christian's duty to service. In the Catholic school, "young people can learn together of human needs, whether in the parish, the neighborhood, the local civic community, or the world, and begin to respond to the obligation of Christian service." (To Teach as Jesus Did, p.109)
6. **The Catholic school/center is a prayerful place.** There is occasion for prayer by both students and faculty including liturgies, para-liturgies, informal prayer and prayer formulas. "The Catholic school loses its purpose without...frequent encounter with Christ." (*The Catholic School*, p.55) There is provision for students to prepare for first sacraments and to have access periodically to the sacrament of reconciliation. If possible, there may also be a chapel or school prayer place.
7. **The school/center has clear expectations for discipline which recognize the need for rules and limits and yet are patient and forgiving.** A Catholic school's discipline code insists on respect for people, property, and others opportunity to learn. It is built upon what is likely to motivate the students to accept responsibility for self and others, rather than what is convenient for the staff. And it is administered with sensitivity rooted in respect for the dignity of the student as a brother or sister of Jesus.
8. **The school/center teaches students to appreciate their Catholic culture.** This means that students come to understand something of the rich tradition and history of their religious legacy. They see the traditional symbols and sacramentals; they are at least literate about traditional Catholic devotions and practices (e.g. rosary, stations, benediction): and they recognize and celebrate church seasons, feasts and saints. The school also is attentive to current church news, particularly in the parish and diocese.
9. **The school/center raises career choices in vocational terms (including the religious life option).** "One measure of a school's success is its ability to foster a sense of vocation, or eagerness to live out the basic baptismal commitment to service, whether this is done as a lay person, religious, deacon, or priest." (*Sharing the Light of Faith*, p.232)
10. **The Catholic school/center recognizes the role of parents as the primary educators of their children.** It provides structures (such as the school Board and the parent-teacher organization) for parents to communicate and collaborate with the school. It attempts to provide parents with ideas and resources for supporting, reinforcing, and extending their children's learning. Its teachers are open to and respectful of parents' perceptions of the needs and potential of their children. "Today's Catholic school ... is a center in which parents and teachers, guided by the Holy Spirit, collaborate in giving children a complete Catholic education." (Teach Them, p.7)
11. **The school/center is an extension of the teaching of the Bishop.** It sees itself as responsible to him for the orthodoxy of its religion program and, more than that, for its efforts to become the best possible Catholic school. It helps students to appreciate the role of bishop and pastor in the Catholic Church structure.

Significance of Advisory Councils

- 1. To promote the concept of lay ministry**

The Church is indeed the People of God. Each baptized person has a responsibility to use talents and gifts for the building of community. Participation in the ministry of Catholic education is one of the ways individuals can participate in the life of the church in a significant way. This realization is the first and primary reason for having Catholic education advisory councils here in the Diocese of Jackson. Advisory Councils provide concrete means for people to contribute to Catholic education and thereby build the kingdom of God.
- 2. To develop ownership and stability for the future**

Participation in the life of any organization is bound to bring with it an increase of pride and ownership. Many adult Catholics today enjoy the benefits of a Catholic education and welcome the chance to provide the same opportunities for a new generation of children and youth. People appreciate recognition of their expertise and are eager to offer their services as Advisory Council members. Councils with well-developed plans and policies provide stability when administrators are changed.
- 3. To offer financial advice**

Given the complexities which currently face educational institutions, schools/centers need the talents and interest of many people. It is no longer possible nor desirable for the administrator to feel the total responsibility for the life of the school/center. Educational administrators need assistance and Advisory Councils can be a positive force for dealing with the financial needs of today and planning for the future.
- 4. To develop and defend policy**

Policies give general direction to administrators. They communicate what should be done, not how it should be done. Advisory Council members have the responsibility to develop and defend local policies, as well as to insure that Diocesan educational policies are implemented at the local level.
- 5. To serve as a good public relations source**

Involvement, information, and commitment will provide Advisory Council members with the opportunity to be positive voices on behalf of the Catholic educational institution they represent.
- 6. To enable the administrator to spend adequate time as an educational leader**

Many demands are placed on Catholic school administrators today. To the extent that an active, involved Advisory Council participates appropriately in the life of the school/center, the administrator is freer to spend more time as the educational leader of the institution.
- 7. To provide parents/guardians with a voice in their children's education**

Parents, as the first and foremost educators of their children, need a forum to participate in decisions affecting them.
- 8. To encourage strategic planning**

Every institution needs a group charged with planning responsibilities. The Advisory Council is a logical body to assume this charge.

What Is Expected of Me as an Advisory Council Member

This is really a generalized job description for all Council members. Job descriptions for specific positions such as president, vice-president, etc. define additional responsibilities.

1. Knowledge and Preparation

- ___ educate myself on the organization, its history, goals, clients/constituency, staff, current situation, problems and needs.
- ___ keep abreast of national, state and local trends that affect the organization and its clients/constituency.
- ___ educate myself on the role and responsibility of the Advisory Council as a whole, as well as, the role of Council committees and individual Council members.

2. Participation

- ___ participate in the tasks of the Advisory Council.
- ___ be an enthusiastic and knowledgeable voice for the organization.
- ___ serve actively on at least one committee; understand how committees relate to the Advisory Council.
- ___ act as an advocate for the organization and its clientele.
- ___ participate in discussions at meetings; ask probing questions and seek relevant answers before voting.
- ___ report to the Advisory Council, in written or verbal form, as appropriate.
- ___ recognize my role as a member of a team.

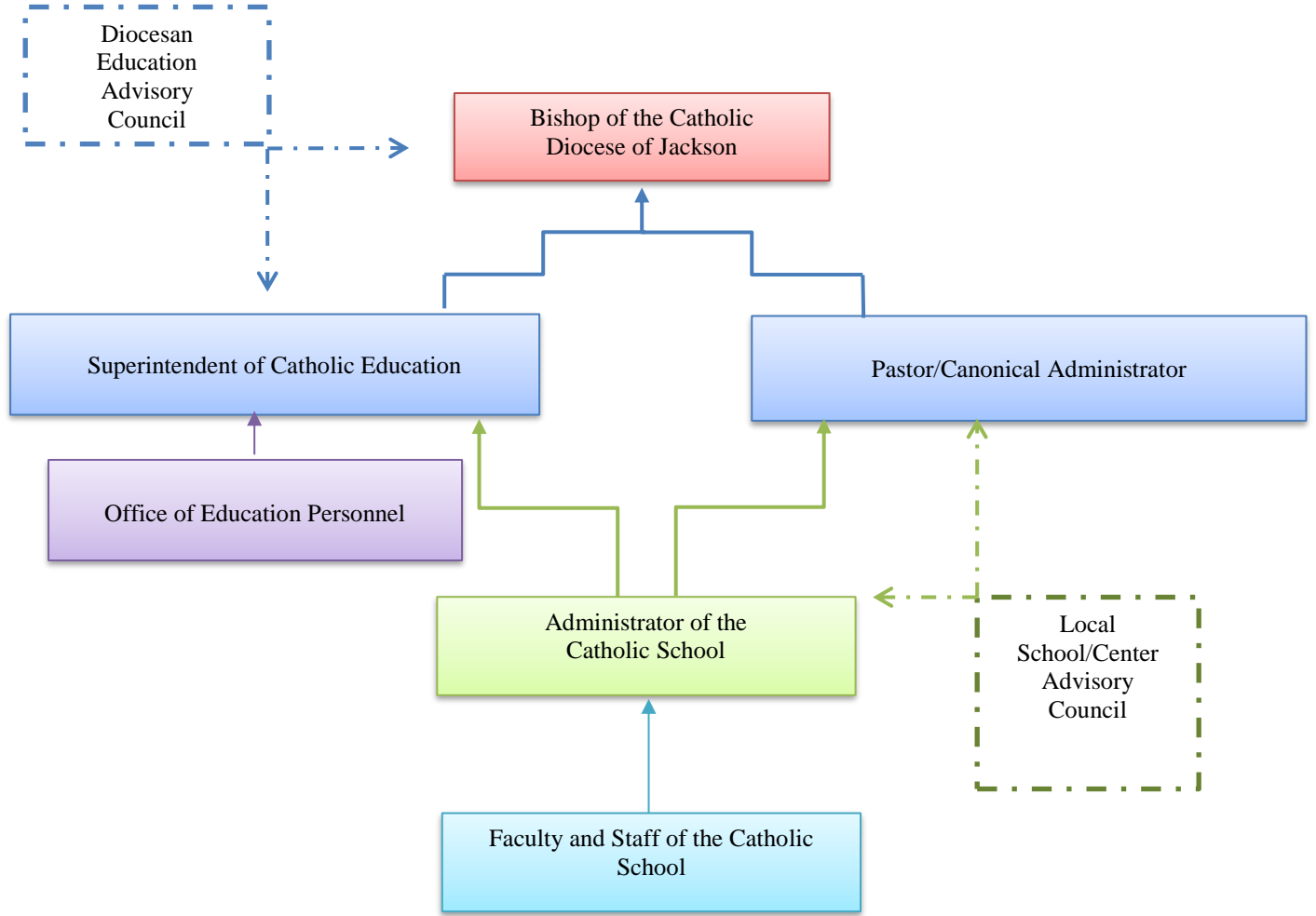
3. Time Commitment

- ___ attend Advisory Council orientation and training.
- ___ attend scheduled Advisory Council meetings, committee meetings and general membership meetings.
- ___ do assigned work between meetings, including preparing for the scheduled Advisory Council meeting by reading reports and background material.

4. Constraints

- ___ support Council decisions once they are made (even if I voted against the decision) or resign if I can't.
- ___ avoid any possibility of conflict of interest.
- ___ understand the difference between the roles of the Advisory Council, the Pastor and the Administrator;
- ___ don't attempt to do a staff member's job, or let them do mine

**School/Center Governance Model
Catholic Diocese of Jackson**



How Catholic Educational Advisory Councils Differ from Public School Boards

A public school Board is constituted as **regulatory**, one which enacts or uses existing rules and regulations to govern the operation of its institution. This type of Board is considered administrative.

Advisory Councils for Catholic schools/centers differ significantly from regulatory Boards.

Public School Boards	Catholic Educational Advisory Councils
Purpose: provide free education to all	Purpose: provide Catholic education to those who choose it (Tuition)
Responsibility: For school systems general operation	Responsibility: specific operation and religious dimension of one particular school/center or diocese
Orientation: civic, societal	Orientation: Catholic Church
Type: Regulatory	Type: Advisory, Consultative, or With Limited Jurisdiction
Entity: Legal	Entity: Legal entity only if separately incorporated
Establishment: by law	Establishment: by Episcopal mandate or by religious congregation
Membership: elected or appointed to represent constituencies	Membership: elected or appointed to serve educational mission of church
Impact: own locality	Impact: the entire church

Major Responsibilities of a Catholic School/Center Advisory Council

1. **Sets** goals and objectives and designates responsibility for their implementation
2. **Develops** policy for the school/center to enable it to reach its goals
3. **Approves** and **monitors** the budget on a monthly basis
4. **Initiates** and/or assists Development and Public Relations efforts
5. **Participates** in the hiring process of a new administrator
6. **Reviews** its own performance and the relationship of administrator to the Advisory Council

B. The Advisory Council provides...

Gifts:

- As Professionals in a variety of fields other than education
- As Representatives of the community

Qualities:

- | | |
|-------------------|--------------------|
| Loyalty | Open communication |
| Respectful candor | Confidentiality |

C. The Advisory Council DOES NOT

- handle discipline
- develop programs
- approve materials
- hire staff
- tell the administrator HOW to do things

D. The Advisory Council IS NOT

- a grievance Board
- an Advisory Council outside of the formal meeting setting

ROLES OF PASTOR AND SCHOOL ADMINISTRATOR

The Pastor/Canonical Administrator supplies pastoral leadership.

Responsibilities of the Pastor/Canonical Administrator

Develops the faith community of the school/center community and the Advisory Council and oversees the religious education program

Approves the selection of the administrator

Approves policies recommended by the Advisory Council

Exercises his veto over the Advisory Council recommendations/action when appropriate

Approves the selection of the faculty with reference to the faith community concept

The Administrator (Principal/Director) supplies educational leadership.

Responsibilities of the Administrator

Develops the instructional program within the guidelines of the Office of Catholic Schools and State accreditation/licensing standards

Develops the curriculum

Hires faculty who are consistent with the faith dimension of the school/center and who have the required professional credentials

Supervises staff performance

Prepares the budget with the finance committee

The School/Center Administrator

1. Acts as executive officer of the Advisory Council
2. Works monthly with the Executive Committee to prepare the agenda
3. Prepares and submits policy recommendations to the Council
4. Provides educational direction to the Council
5. Keeps the Advisory Council adequately informed about the operation of the school/center

The School/Center Administrator does NOT

1. Become a voting member of the Advisory Council
2. Chair meetings
3. Dominate discussion
4. Dictate policy

Relationships

Advisory Council to Administrator

- Vision
- Policy direction
- Evaluation
- Trust
- Information
- Work

Administrator to Advisory Council

- Direction
- Information
- Accountability
- Cooperation

Pastor/Canonical Administrator to Advisory Council

- Confidence
- Pastoral leadership
- Participation
- Pastoral guidance
- Operating help

Advisory Council to Pastor/Canonical Administrator

- Cooperation
- Information
- Accountability
- Loyalty

ADVISORY COUNCIL COMMITTEES

The following are required committees as stated in your local Advisory Council Constitution. The major focus of each committee's efforts is also outlined in that same document.

1. Executive
2. Strategic Planning
3. Policy
4. Finance
5. Development/Public Relations
6. Building/Grounds (Facilities)

The following may also be standing committees of your Local Advisory Council:

1. Membership/Nominating
2. Mission Enhancement

Executive Committee

1. Defined in Advisory Council Constitution and ByLaws
2. Provides overall Council leadership and the coordination of Council functions responsibilities.
3. Acts as a liaison with the school administration.
4. Formulate the Council meeting agendas.
5. Create and monitor the Council calendar.
6. Monitor the work of the committees.
7. Review and approve requests to attend open meetings of the Council.
8. Make decisions outside of Council meetings according to the by-laws.
9. Provide general leadership for the Council.
10. Ensure ongoing Council member training and the orientation for new members.
11. Coordinate any performance appraisal protocol for the principal.

Strategic Planning Committee

1. Some Pre-Planning Questions....

- a. What are our present strengths?
- b. What present weaknesses?
- c. What our future opportunities?
- d. What our future challenges or threats?
- e. Where have we been?
- f. Historically what influenced us?
- g. Where are we today and why?
- h. Where are we going and why?
- i. How are we going to get there?

2. The Advisory Council annually sets goals and objectives based on the needs of the school (the strategic plan of the school)

- a. Formulates a plan in conjunction with the school/center Strategic Plan and the above pre-planning questions by setting goals and objectives and designating responsibility for their implementation
- b. Goals are to be accomplished over a long period such as three to five years
- c. Objectives are steps directed toward accomplishing a goal in a short period, (e.g., one year)
- d. Reviews, evaluates and updates this plan annually at the beginning of each new academic year

Policy Committee

Local Policy & Regulations

Policy is a guide for discretionary action which . . .

- Gives direction to the school/center
- Translates vision and expectations into the daily life of the school/center
- Receives approval of the Diocesan Advisory Council
- Gives the administrator the mind of the Advisory Council
- Tells the administrator what outcomes the Advisory Council expects

Regulations are administrative procedures and practices direct . . .

- The implementation of policy
- Specify the “HOW” by giving detailed information
- Are the responsibility of the administrator
- mandate procedures

EXAMPLES:

1. **Policy:** Teachers shall be available to assist individual children outside of the regular school day.

Regulation: All classroom teachers shall be in their rooms 15 minutes before classes each morning to help students who need special attention.

2. **Policy:** All students of St. _____ School, grades 1 through 6 will wear uniforms.

Regulation: The boys will wear brown pants with yellow knit shirts. The girls will wear brown plaid jumpers with yellow, short-sleeved blouses. The Middle School girls will wear brown plaid skirts with yellow, short-sleeved blouses. From the months of November through March, the girls may wear brown pants instead of skirts or jumpers. The brown uniform sweater is the only sweater that may be worn. Boys and girls wear dress shoes. Gym shoes are not allowed.

IMPLEMENTATION OF LOCAL POLICY

1. Responsibility of administrator who...
 - I. Discusses policy with school/center staff
 - II. Determines way/methods for implementation
2. Accountability to Advisory Council
 - I. Progress on implementation is to be included in administrator's report.
 - II. Policy is promulgated in parents/student handbook
3. Advisory Council assesses IF the policy is being implemented effectively.
 - I. It is important that the Advisory Council allows the administrator complete freedom as to
 - II. "How" the policy is implemented.

POLICY SOURCES

1. Administrator – As educational leader, the administrator has closest contact with problems and needs of the school community.
2. Advisory Council Members – Needs may surface through review of Diocesan policy or as result of data gathered from parents

EVALUATION OF LOCAL POLICIES

1. Annually
2. Does policy fit local needs?

RESCINDING/REVISING LOCAL POLICY

1. Needs a revision date
2. Revisions need the approval of the Diocesan School Advisory Council

Advisory Council Constitution and By-Laws

AMENDMENTS TO THE CONSTITUTION

1. An issue arises that warrants referral to the AC Constitution.
2. Policy Committee researches and makes a recommendation to amend.
3. Must be approved by the AC and Pastor/Canonical Administrator

Finance Committee

An important function of the School Advisory Council is the approval of the school budget.

The budget is the foremost means of employing the priorities of a school or parish.

The budget should be used to channel the institution's resources to meet school and/or parish priorities and to ultimately fulfill the mission of the institution.

(D. Gervasio, *Running A Smooth Financial Operation In A Catholic High School*, p. 23)

Creating a school budget takes several months. The Finance Committee of the School/Center Advisory Council should assist the principal in developing a school budget according to the fiscal calendar. The fiscal year begins July 1 and ends June 30. The Advisory Council approves the budget. The Finance Committee handles the specifics of this and presents it to the Advisory Council for review, input, and approval. Catholic Schools/Centers are required to submit their preliminary budgets to the Catholic Schools Office no later than May of each year. Final revised budgets are due to Office of Catholic Education in October.

School budgets are expected to be monitored on a monthly basis. The finance committee should review budgeted and actual numbers for each line item, question large variances and make recommendations to the full Council to adjust the budget as necessary. A financial report is provided to the Council at each regular meeting.

Development and Public Relations Committee

Development, Advancement and Public Relations and Enrollment

According to the unique situation of each school/center, the Advisory Council initiates and assists development efforts and public relations efforts. This responsibility is a function of the Development Committee. Some schools may have separate committees for Development and Public Relations. Additionally, some schools have an employed Director of Development (or sometimes called a Director of Advancement or Mission Advancement). In the case where there is an employed Director, the Advisory Council Development Committee should work with and support the work of the Advancement /Development office. The Chair of the Development Committee is the person who reports on the work in the area of development/advancement/public relations to the Advisory Council for the purpose of providing information and soliciting input.

The School Advisory Council can assist the school in the following areas:

Advancement/Development

Catholic school must make an effort to minimize fundraising activities (raffles, candy sales, galas, etc.) and move toward development opportunities, from holding conversations with donors who “buy” products to building relationships with philanthropists who become engaged in the life of the school and invest in its mission.

The school should have a comprehensive mission advancement/development plan that includes every time a group asks for donations on behalf of the school. The development committee should assist with the reviewing and revising advancement/development plans and make recommendation to “discontinue” fundraising events or activities that are not producing acceptable returns on investment.

Public Relations/Marketing

Schools are marketed for image, resources and enrollment. Each school should have an annual marketing plan that includes time-specific, quantified and measurable goals and objectives along with specific programs to achieve the goals and objectives. The Public Relations /Marketing Committee should be involved in creating, implementing and monitoring a comprehensive marketing plan annually that meets its local needs.

Enrollment

The Council should have a process to review enrollment at each meeting, monitoring the number of students coming in and leaving the school and watching for trends or patterns that might require more investigation.

(Elementary School Advisory Board Manual, Diocese of Phoenix, p. 28)

Building/Grounds Committee

This committee provides oversight for the physical plant including maintenance of existing facilities and property while planning for new construction as needed.

Tasks of this committee include:

- Developing a comprehensive space assessment and facilities plan that guides facilities management.
- Oversight of an effective plan for preventive maintenance.
- Evaluation of facilities in light of safety, fire and health codes.

Performance Reviews

- a. School Advisory Council Self-Evaluation
- b. Review of the Administrator’s Service to the Advisory Council
- c. Administrator’s Self-Review

ADVISORY COUNCIL SELF-EVALUATION

School/Center: _____ Date: _____

Rate your Advisory Council in each of these categories by circling the number as follows:

4. OUTSTANDING 3. GOOD 2. AVERAGE 1. POOR

Advisory Council Goals					
1.	Goals are set annually.	4	3	2	1
➤ List goals for the year and rate success in each.					
		4	3	2	1
		4	3	2	1
		4	3	2	1
		4	3	2	1
Mission					
2.	Decisions are made in keeping with the mission/philosophy of the school/center.	4	3	2	1
Responsibilities					
3.	Advisory Council involvement in the budget and finances has positively affected the school/center program's financial health.	4	3	2	1
4.	Advisory Council involvement in policy ensures knowledge of Diocesan policies and the development of needed local policies in accord with Diocesan policies, regulations, and procedures.	4	3	2	1
5.	Advisory Council involvement in facility/maintenance issues affects the quality of the school/center's physical environment.	4	3	2	1
6.	Advisory Council involvement in public relations provides support for effective communication to the community.	4	3	2	1
7.	Advisory Council identifies new members as needed to continue the work of the Council and support the school and administration.	4	3	2	1
8.	Advisory Council involvement supports Advancement/Development efforts of the School.	4	3	2	1
9.	Advisory Council assists with strategic planning based on needs of the school.	4	3	2	1
Committees					
10.	Committees are established.	4	3	2	1
11.	Committees have specific charges and goals.	4	3	2	1
12.	Committees have scheduled and productive meetings.	4	3	2	1
13.	Committees submit regular written reports to the Council.	4	3	2	1
Meetings					
14.	Advisory Council agenda, minutes, and reports are received prior to the meeting.	4	3	2	1
15.	The chairperson/president keeps the agenda moving within the recommended time frame for meetings. (1 to 1 ½ hours)	4	3	2	1
16.	Advisory Council stays focused on only those matters that are within their scope of work.	4	3	2	1
Training					
17.	Advisory Council members have received the diocesan council member orientation training	4	3	2	1
18.	Advisory Council participates in diocesan leadership workshop when offered.	4	3	2	1

REVIEW of ADMINISTRATOR'S SERVICE

Administrators Name: _____ **Date:** _____

This rating scale is intended to stimulate the professional growth and renewal of the administrator and to promote dialogue and communication between the Advisory Council and the administrator.

Number of meetings I have attended during the current school year: _ out of _ meetings.

Using the scoring guide provided below, please circle the number for each item in the table that best describes your rating of the administrator's performance.

SCORING GUIDE:

5 = Outstanding performance 4 = Strong Performance 3 = Acceptable
2 = Weak or Inconsistent Performance 1 = Unacceptable Performance

SPIRITUAL DIMENSION					
1. Demonstrates to the Advisory Council and the school/center community a concern for the Catholic identity and spiritual environment of the school/center.	5	4	3	2	1
2. Provides spiritual leadership and serves as a role model for the school/center community.	5	4	3	2	1
ADMINISTRATION/ACCOUNTABILITY					
3. Implements both local and diocesan policies.	5	4	3	2	1
4. Takes an active role in the preparation and implementation of the budget.	5	4	3	2	1
RELATIONSHIP WITH THE ADVISORY COUNCIL					
5. Takes an active role with the Executive Committee of the Advisory Council and in the preparation of the agenda for Council meetings.	5	4	3	2	1
6. Gives direction to the Advisory Council by identifying school/center needs and goals.	5	4	3	2	1
7. Works with the Advisory Council in the formation and implementation of its goals and objectives.	5	4	3	2	1
8. Contributes information about the school/center at scheduled meetings through a written report.	5	4	3	2	1
9. Exhibits openness to the feedback and concerns of the Council	5	4	3	2	1
10. Informs the Council about procedures for evaluating and improving curriculum and instruction.	5	4	3	2	1
11. Reports to the Council student performance on standardized tests.	5	4	3	2	1
12. Formulates and assists the Advisory Council in drafting policy recommendations.	5	4	3	2	1
13. Demonstrates interest in continuing education of Advisory Council members by encouraging and supporting local, diocesan, and NCEA programs.	5	4	3	2	1
14. Assists in recruiting new Advisory Council members.	5	4	3	2	1

Other comments:

A. Spiritual Growth

B. Administration/Accountability

C. Relationship with Advisory Council

In your performance as the Executive Officer of the Advisory Council I would like to commend you for your effectiveness ...

In your leadership role I would ask you to consider the following in your professional goal setting ...

SELF-REVIEW OF RESPONSIBILITIES OF PRINCIPAL/DIRECTOR

Principal's Name: _____ Date: _____

SCORING GUIDE:

5 = Outstanding performance 4 = Strong Performance 3 = Acceptable
 2 = Weak or Inconsistent Performance 1 = Unacceptable Performance

		<u>Administrator</u>	<u>Superintendent</u>
RESPONSIBILITY TO PASTOR/CANONICAL ADMINISTRATOR AND COUNCIL			
1	Provides a Catholic school environment wherein religious truths and values are integrated with life, faith community is developed and nurtured, and service is rendered to others		
2	Encourages and promotes programs of prayer and worship and activities and practices that support Catholic social teachings in keeping with the philosophy and Catholic identity of the school		
3	Employs teachers and other staff who uphold values in accordance with a Catholic philosophy of education		
4	Serves as Executive Officer and non-voting member of the Advisory Council and works with the Executive Committee to set forth agenda for monthly meetings.		
5	Assists in the development of the school budget and reflects fiscal responsibility in dealing with school resources		
6	Apprises the Pastor/Canonical Administrator and the Advisory Council of all matters concerning the welfare of the school		
RESPONSIBILITY TO THE FACULTY AND STAFF			
1	Provides a program of orientation for new teachers and staff		
2	Assists faculty and staff through regular classroom visitation, supervision and conferencing		
3	Schedules faculty meetings and provides opportunities for ongoing professional staff development		
4	Provides retreats, in-service days, days of reflection, and workshops in various academic areas in concert with the purpose of Catholic education		
5	Maintains personnel records for all employees in a secure manner		

Administrator Superintendent

RESPONSIBILITY TO STUDENTS, PARENTS, COMMUNITY			
1	Fosters cooperative pupil-teacher-parent relationships		
2	Facilitates good public relations with the school and community		
3	Develops procedures for screening, admission, grading, retention and promotion of students		
4	Oversees implementation of curriculum as established by the Office of Catholic Education.		
5	Oversees implementation of the school's code of conduct and promulgate expectations around attendance, dress code and extra-curricular activities		
6	Provides for a healthy and safe environment for the school community		
RESPONSIBILITY TO THE DIOCESAN OFFICE OF CATHOLIC SCHOOLS			
1	Attends all scheduled Principal Meetings and other required Diocesan educational gatherings		
2	Implements Diocesan policies and regulations as well as directives of the Superintendent of Education or other Education Office staff.		
3	Maintains school/center standards for accreditation.		
4	Provides requested forms, school information, etc. by requested due date		

My goal(s) for professional growth for next school year:

What resources will you use to assist with your professional growth? (specific seminar/webinars, books, etc.)

**Code of Ethics
for
Catholic Education
Advisory Council Members**

As a member of a Catholic Education Advisory Council, I

- * acknowledge that this educational institution is a significant expression of the teaching mission of the Catholic Church and functions within its structure;
- * will become more knowledgeable about the mission of Catholic education, as expressed in this institution, and sincerely promote it to the various publics with whom I have influence;
- * recognize the need for continuing education about my responsibilities and know that I do not represent the Advisory Council officially unless explicitly authorized to do so;
- * will be fully and carefully prepared for each meeting by doing the required readings and completing necessary tasks for committee work and reports;
- * support the administrator in authorized functions and avoid intruding in administrative details unless requested to do so;
- * will be loyal to Advisory Council decisions even though personally opposed to the final recommendations and decisions;
- * will be alert to alternate solutions to problems by keeping an open mind;
- * will disqualify myself from discussion and vote on an issue where there is a conflict of interest with my family or business interests or if the outcome will grant me any monetary or material benefits; and
- * will pray often for other members of the Advisory Council, this Catholic educational institution, and the community it serves.

What You Need To Know

The following should be made available to School Advisory Council members:

- ◆ Diocesan Policy Manual (www.jacksondiocese.org)
- ◆ Local Policies
- ◆ School/center student and faculty handbooks
- ◆ Other relevant documents
(e.g. local School Advisory Council Constitution, School Budget)

Information about your local School Advisory Council

- ◆ Job descriptions for School Advisory Council committees
- ◆ List of School Advisory Council and committee members with assignments, addresses and phone numbers (both office and home), e-mail addresses
- ◆ School Advisory Council calendar, including meeting dates, annual events, Diocesan in-service sessions

Acknowledgments

This new School Advisory Council Member workbook is adapted and re-printed with permission from the following:

School Board Study Programs, School Board Member's Manual, Series I & II
Daniel Brent and Carolyn Jurkowitz. National Catholic Educational Association (NCEA)

Building Better Boards, A Handbook for School Board Members in Catholic Education
Lourdes Sheehan, RSM, Ed. D. National Catholic Educational Association (NCEA)

Shared Decision Making (Revised)
The Archdiocese of Chicago

Running A Smooth Financial Operation In A Catholic High School, D. Gervasio.

Elementary School Advisory Board Manual, Diocese of Phoenix.

Advisory Council Member's Prayer

I have been asked to serve, Lord, and I have agreed.

Help me to know my fellow Council members: Their gifts, their concerns, their lives. I am doing your work, Lord, and your love for me and for them is, above all, personal.

Help me to welcome conflict as a sign of the diversity in this Advisory Council, as an opportunity to reach for creative solutions. Help me to recognize this diversity as a sign of your capacity to love us all and help me to cherish it as a great strength.

Help me to approach issues with an open, inquiring mind, free from prejudice, with my spirit depending on yours for the strength to make hard decisions.

Help me to listen; to know when and to whom I should listen.

Help me to learn to use my own gifts to promote thorough, thoughtful discussion of important concerns in our Catholic Educational Community.

Help me to develop my skills as a peacemaker, to know how and when to mediate, to conciliate, and to negotiate.

Help me to enjoy doing your work and to remember your promise; whenever two of us are gathered in your name, you are with us.

Amen +