**Mark Four:**

**Sustained by Gospel Witness**

Standard Four: *An excellent Catholic school hires and nurtures teachers that are living witnesses to the Gospel and intentional disciples of Jesus Christ and his Church*

**Benchmarks:**

1. Teachers and administrators are active members of the parish to which they belong
2. Teachers and administrators witness their life in Christ through their relationships with parents, students, and each other
3. Teachers and administrators demonstrate their faith through their active involvement in the school’s Catholic culture, especially in liturgy, prayer, and justice activities
4. Teachers and administrators form proper and prudent bonds of friendship with students in order for authentic formation to occur.
5. Teachers and administrators are supported in their ongoing faith formation through the allocation of time and resources.
6. The school and district have effective and consistent faith formation plans.
7. As part of their professional development, teachers and administrators create a personal faith formation plan, which is reviewed throughout the year.
8. Hiring practice places the faith life and the willingness to grow in faith of the prospective candidate as a priority.

**Mark Five:**

**Shaped by a Spirituality of Communion**

Standard Five: *An excellent Catholic school recognizes that each and every stakeholder is responsible for the common good*

**Benchmarks:**

1. Roles and responsibilities of all stakeholders in the Catholic school are articulated in approved documents
2. The school has an active and vibrant council working with a shared purpose
3. The Catholic school has a plan to increase involvement of parents in the life of the school and parish
4. The Catholic school and the district have policies in place to resolve conflict in a manner consistent with the Gospel values
5. The school recognizes the role of the local bishop in ensuring that the education and formation in his jurisdiction are based on principles of Catholic doctrine
6. The school and parish work together to create evangelization teams committed to nurturing the faith life of families who send their children to the Catholic school
7. The Catholic school frequently invites the local parish priest to school functions and encourages him to be an active member of the school community

**Based on *Five Essential Marks of Catholic Schools*, The Holy See’s Teachings on Catholic Schools by Archbishop J. Michael Miller, C.S.B (2005) as presented in Growing Forward-2014 ACSTA Catholic Education Symposium Final Report**

CATHOLIC EDUCATION ASSOCIATION OF YUKON

***The Five Marks***

of **Catholic School Identity**

**Mark One:**

**Grounded in a Christian Anthropology**

Standard One: *An excellent Catholic school is driven by a mission which views all men and women with an inherent dignity as sons and daughters of God*

**Benchmarks:**

1. The school mission statement includes a clear commitment to its Catholic identity with specific language referencing Jesus Christ and his Church
2. The school’s mission statement recognizes the dignity and worth of all members of the Catholic school community as sons and daughters of God
3. The mission statement can be recited or paraphrased by all stakeholders of the Catholic school community
4. Founded in a Catholic Christian anthropology, the school’s mission statement is clearly distinguishable from the mission statements of other public or independent schools.
5. The mission statement is frequently communicated to the community in newsletters, reports, and official correspondence.
6. The mission statement is displayed in prominent areas of the school facility and is reviewed and updated regularly.
7. All school policies are grounded in the mission statement. It is used as the foundation and reference point for strategic planning and the evaluation of the school staff and students.

“(People) prefer to listen to witnesses: they thirst for authenticity and call for evangelizers to speak of a God whom they themselves know and are familiar with, as if they were seeing him.” *The Joy of the Gospel*, 150

**Mark Two:**

**Imbued with a Catholic Worldview**

Standard Two: *An excellent Catholic has a visible and tangible Catholic vision evident in its physical space, liturgical celebrations, and prayer life.*

**Benchmarks:**

1. The school’s Catholic worldview is evident in the art, architecture, and signage in both exterior design and all interior spaces.
2. The school has a chapel or specific space for community prayer that is used by the school community for the purpose of prayer and worship
3. Students have opportunities to pray everyday in school and at numerous times during the day.
4. Every classroom has a prayer centre with the following standard items: crucifix, candle, bible, cloth of appropriate liturgical colour
5. The school community gathers for liturgical celebrations at least once a month, two of which are celebrations of the Eucharist.
6. Whenever possible, Eucharist is celebrated in the local parish.
7. The school and parish support the immediate preparation for the sacraments of Eucharist, Reconciliation, and Confirmation. The school and parish collaborate in preparing students who have not received the sacraments of Initiation.
8. Service projects reflect and articulate Catholic teaching on social justice and charity
9. All students and staff have opportunities for age-appropriate faith experiences, such as retreats, at least once a year

**Mark Three:**

**Animated by a Faith-Infused Curriculum**

Standard Three: *An excellent Catholic school has an academic curriculum that integrates a vision of faith within the learner outcomes and teaching strategies*

**Benchmarks:**

1. The curriculum reflects the Church’s understanding of the unity of truth and the harmony between faith and reason.
2. When relevant, the curriculum reflects the social teachings of the Catholic Church.
3. The school offers a Catholic faith-infused curriculum- the lessons of which that could not be duplicated in a non-Catholic school.
4. The curriculum addresses the spiritual, moral, and ethical life of the student, either explicitly or implicitly.
5. Teachers are knowledgeable on Church teaching as it applies to the subject areas in which they teach.
6. Appropriate funding is allocated, and concrete initiatives are in place, to assist schools in the theological training of staff
7. Gospel values and Church teaching are regularly and consistently incorporated into planning and instruction.
8. Teachers meet on a regular basis to discuss methods of infusing faith in their subject areas.
9. Religious education is a core subject area. Teacher assignment, learner outcomes, and delivery of instruction are given the same professional requirements and rigor as in all core subjects.