

*National Standards and Benchmarks for Effective*

*Catholic Elementary and Secondary Schools*

**Rubrics for Benchmarks**

**Standard 11: An excellent Catholic school operates in accord with published human resource/personnel policies, developed in compliance with (arch)diocesan policies and/or religious congregation sponsorship policies, which affect all staff (clergy, religious women and men, laity and volunteers) and provide clarity for responsibilities, expectations and accountability.**

**Benchmark: 11.1**

Human resource programs are professionally staffed at the appropriate level (i.e. central office, school office) and ensure full compliance with human resource policies.

Level 4 Exceeds Benchmark	The school consistently includes a trained professional HR associate who assists the school leadership team with all aspects of personnel management, including hiring, professional development and career planning. This person has sufficient time, knowledge and skills to do a complete and thorough job and is able to integrate personnel management seamlessly with other aspects of managing the school.
Level 3 Fully Meets Benchmark	Human resource programs are professionally staffed at the appropriate level (i.e. central office, school office) and ensure full compliance with human resource policies. A trained professional assists the school leadership team with personnel management.
Level 2 Partially Meets Benchmark	HR policies have been defined, and the school intends to follow them. However, either staffing levels are insufficient, or those assigned roles lack some aspect of training or experience necessary to ensure full compliance with human resource policies.
Level 1 Does Not Meet Benchmark	HR policies have not been defined, or the school does not make use of the policies that have been defined, or no one at the school has been tasked with an HR role intended to ensure compliance with HR policies, or the person tasked with such a role does not have (at least one of) the training, experience, or bandwidth necessary to perform it well.
Possible Sources of Evidence	<ul style="list-style-type: none"><li>• Central HR policy documents</li><li>• School-specific HR policy documents</li><li>• Records of HR actions (meeting minutes, personnel files, communications)</li><li>• Legal proceedings/documents related to HR issues</li></ul>

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	<ul style="list-style-type: none"><li>• Role definitions/updated job descriptions at the school level (clarity of HR role assignments)</li><li>• Time tracking data (time spent on HR and policy compliance issues)</li><li>• Compliance with IRS designations</li></ul>
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**Benchmark: 11.2**

Human resource policies delineate standards for position descriptions including staff responsibilities and qualifications, hiring, compensation, and benefits, as well as standards for professional development, accountability, succession planning and retirement.

Level 4 Exceeds Benchmark	A consistent, integrated set of standards exists, based on industry-leading practices in non-profit and educational management. These standards cover staff responsibilities and qualifications, hiring, compensation, and benefits, as well as standards for professional development, accountability, succession planning and retirement, and provide guidance applicable to all school employees and volunteers.
Level 3 Fully Meets Benchmark	Human resource policies delineate standards for position descriptions including staff responsibilities and qualifications, hiring, compensation, and benefits, as well as standards for professional development, accountability, succession planning and retirement. The HR standards are sufficient to enable effective management of personnel and other HR issues.
Level 2 Partially Meets Benchmark	HR Policies delineate standards for only some of the following elements of position descriptions: staff responsibilities and qualifications, hiring, compensation, and benefits, as well as standards for professional development, accountability, succession planning and retirement, or HR standards are delineated but are not sufficient to enable effective management of personnel and other HR issues.
Level 1 Does Not Meet Benchmark	HR Policies do not exist or are not followed in any consistent way by school leadership and personnel.

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Possible Sources of Evidence	<ul style="list-style-type: none"><li>• Central HR policy documents</li><li>• School-specific HR policy documents</li><li>• Non-profit and/or educational benchmark HR policies</li><li>• Personnel Handbook or other means of documenting policy implementation</li><li>• Performance appraisal templates or guidelines</li><li>• IRS designations</li></ul>
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**Benchmark: 11.3**

Human resource policies ensure that competitive and just salaries, benefits, and professional growth opportunities are provided for all staff.

Level 4 Exceeds Benchmark	Existing policies provide comprehensive and integrated direction with regard to establishing salaries and benefits as well professional growth opportunities. The information derives explicitly from Church teaching, particularly the tradition of Catholic Social Teaching (e.g. <i>Laborem Exercens</i> ) or other theological reflection on just wages, benefits and opportunities. Competitive benchmarking salary, benefits and professional development information is available (public schools, other Catholic schools and/or educational nonprofit organizations) and is used to establish and manage the school's salary scale and make financial and other HR decisions with respect to teachers and staff.
Level 3 Fully Meets Benchmark	Human resource policies ensure that competitive and just salaries, benefits, and professional growth opportunities are provided for all staff.
Level 2 Partially Meets Benchmark	There are HR policies and they are used in the school to guide decisions regarding compensation; however, the policies cover only some of the following: competitive and just salaries, benefits, and professional growth opportunities for all staff.
Level 1 Does Not Meet Benchmark	There are no HR policies regarding compensation, or the available HR policies regarding compensation are not used in the school to guide decisions, or the policies do not cover competitive and just salaries, benefits, and professional growth opportunities for all staff.
Possible Sources	<ul style="list-style-type: none"><li>• Central HR policy documents</li><li>• School-specific HR policy documents</li></ul>

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of Evidence	<ul style="list-style-type: none"><li>• Records of policy development meetings; interviews with policymakers</li><li>• Salary scale/bands/ranges or other compensation rubrics</li><li>• Salary and benefit package information</li><li>• Professional development records for all staff and school leadership</li><li>• Records or notices of professional growth opportunities offered</li><li>• Public school, other Catholic school and educational nonprofit benchmark data related to salary, benefits and professional development</li></ul>
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**Benchmark: 11.4**

Human resource policies ensure that institutional planning includes investment in personnel growth, health care and retirement.

Level 4 Exceeds Benchmark	Human resource policies ensure a comprehensive and integrated approach to institutional planning around investment in personnel growth, health care and retirement. These programs are further integrated with salary and benefit package data to provide a “total compensation” approach to school employment. Benchmark data about health care, retirement and other benefits has been collected and is used in making decisions for the school.
Level 3 Fully Meets Benchmark	Human resource policies ensure that institutional planning includes investment in personnel growth [i.e. targeted professional development for all personnel], health care and retirement.
Level 2 Partially Meets Benchmark	There are HR policies and they are used in the school to guide decisions; however, the policies cover institutional planning related to only some of the following: investment in personnel growth, health care, and retirement.
Level 1 Does Not Meet Benchmark	There are no HR policies related to personnel growth, health care and retirement, or the relevant HR policies are not used in the school to guide decisions, or the relevant policies do not cover institutional planning for investment in personnel growth, health care and retirement.
Possible Sources of Evidence	<ul style="list-style-type: none"><li>• Central HR policy documents</li><li>• School-specific HR policy documents</li><li>• Financial and strategic planning documents</li><li>• School budget</li><li>• Annual expenditures (aggregate and per employee) on personnel</li></ul>

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	<p>growth, health care and retirement</p> <ul style="list-style-type: none"><li>• Records of school-wide activities promoting wellness or financial health</li><li>• Schedule of benefits consultations for individuals</li></ul>
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