

MISSION GUIDELINES AND
KEY INDICATORS OF CATHOLIC DOMINICAN IDENTITY
for
SPRINGFIELD DOMINICAN SECONDARY SCHOOLS

Focus 2011-2012

1. The school's mission is grounded in Gospel values and the Dominican charism.
 - a. The mission is the reference point for all policy.
 - b. All elements of the school program are a call to "Preach the Truth" (*Veritas*) in word and action.
 - c. The four Pillars of Dominican life (Study, Prayer/Contemplation, Community, and Preaching/Witness) underpin the school's philosophy.
 - d. Catholic and Dominican symbols are visible and understood within the facility, at meetings, and in all written publications.

2. The school's curriculum is designed to expressly reflect the mission.
 - a. Scripture (the Word) is incorporated into the Theology program at every level.

 - b. Scholarship is vibrant and challenging, with an emphasis on research and the tools of social analysis.
 - c. Prayer and personal contemplation are both explicitly taught and integrated into the school day; Eucharistic liturgy, communal prayer, and retreats are available to all students.
 - d. Community is experienced by the young people both in the classroom and through co-curriculars
 - e. **The sense of community is reflected in the actions of students and staff toward each other, in their respect for the broader community of life on Earth, and in a growing understanding of their places in the universe.**

 - f. Students preach through participating in the Dominican Preaching Conference and sharing the Word with others.
 - g. Students witness Gospel values through service activities, living lives of integrity and ethical leadership, applying Catholic Dominican values in a practical way to all areas of their lives—especially in the promotion of anti-racism, and in compassion to the poor and disenfranchised.

3. Faculty and staff are strongly qualified in their disciplines and are formed in the Catholic Dominican tradition.
 - a. New faculty and staff receive orientation in the Catholic Dominican tradition.

 - b. All faculty and staff engage in ongoing formation in the Dominican identity.

 - c. Faculty and staff celebrate Dominican feasts and search for ways to apply The Four Pillars in their daily lives and teaching.
 - d. **Faculty and staff are orientated and participate in ongoing formation in the priorities of the Springfield Dominican Sisters, notably anti-racism training.**

4. Administrators understand and effectively communicate the school's Catholic Dominican mission.

- a. All members of the administrative team are formed in the Dominican tradition and actively participate in The Dominican Association of Secondary Schools (DASS).
 - b. Administrators form and execute policies which further the mission, reflecting a concern for academic inquiry and a respectful learning community.
 - c. The school calendar supports academic excellence and ongoing study; community life which places parents, alumni, staff and students in relationship; the opportunity for prayer for both staff and students; the preaching of truth through the application of Catholic social principles.
 - d. Ethical admission, hiring, and purchasing practices encourage diversity, competency and Catholicity.
5. The board of the school furthers its mission by exemplifying leadership that models Catholic Dominican values.
- a. Board members are chosen on the basis of their understanding of the mission of the school within the Dominican tradition.
 - b. Members deepen their understanding through orientation and formation in the Dominican charism (e.g., board retreats).
 - c. **The Board acts on the priorities of the Springfield Dominicans (e.g., anti-racism, ecology, preferential option for the poor).**
 - d. Board decisions are rendered in the light of the Dominican charism and Catholic principles and are communicated to the wider community within this context.
6. The fiscal and human resources of the school are directed to achieve its mission in the context of Catholic, Dominican values.
- a. Fiduciary policies reflect just practice, afford just wages and benefits, and support socially responsible investment.
 - b. Assistance is provided to families of students unable to otherwise attend a Dominican school through an advancement office committed to the school's mission.
 - c. Long-range planning systematically examines ongoing needs in collaboration with the wider community in order to obtain and allocate the resources necessary to further the mission.
 - d. Performance appraisals use instruments which reflect The Four Pillars and the Dominican charism to measure Mission Effectiveness at every level: board, administration, faculty, staff, students.
7. The governance of the school is rooted in gospel values and the Dominican charism; all aspects of organizational functioning reflect collegiality, subsidiarity, and accountability.
- a. The Dominican Sisters of Springfield determine the types and powers of the Board of Directors and hold the right to appoint and evaluate the school's administrators.
 - b. Administrators and Board members are provided with a useable guide that details Dominican values, mission, and decision making processes.
 - c. A committee composed of representatives of both the Members and the Board of Directors develop and implement an annual evaluation of the school's President.

The authority to determine whether the President shall continue in office is reserved to the Members, after they have reviewed that evaluation.

- d. The bi-cameral model of governance provides for shared decision-making and collaboration between representatives of the Springfield Dominican congregation and representatives of the laity who are committed to the Dominican mission and identity.

Approved, May 2009