

## STANDARD 3: LEADERSHIP

*The school is governed and administered effectively following written policy.*

*Note: Standard 3 is divided into two categories: governance and administration. Introductory comments and necessary responses are required for each of the two sections.*

*Note: Leadership of the school is a major factor in the successful development, implementation and evaluation of the school. Leadership is provided by a variety of groups and people. Two primary leadership components are the board or governing authority and the appointed administrator(s), although some schools may function effectively without a school board. Introductory comments and necessary responses are required for both sections.*

*Note: All schools have a “governing authority” regardless of the style and format of governance used in the school. As such, ALL schools are required to respond to Standard 3A: Governance and Standard 3B: Administration and respond to each indicator as it relates to the school’s governance model.*

## STANDARD 3A: GOVERNANCE

### Overview

As the policy-making agency for the school, it is vital that the governing authority understands its role and function, operates efficiently and keeps accurate records. The governing authority empowers school leadership to maintain day-to-day autonomy and provide a high-quality, Christ-centered education for students.

### Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study but is to be available for the Validation Team to review.

- Governing authority policy, procedures and practices
- Agendas and minutes from meetings
- NLSA School Improvement Plan

- Strategic plan
- Survey results regarding functions of the board or governing authority
- Anecdotal stakeholder input and feedback
- School handbook
- Teacher handbook
- Communications to stakeholders about policy decisions
- Governing body policies on roles and responsibilities, relationships, conflict of interest, etc.
- Three-year financial plan
- Policies and procedures related to financial aid.
- Itemized school budget and auxiliary organization budgets
- Copy of grievance process
- Copy of most recent external audit or financial review

## Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- Examples of decisions aligned with the school's statement of purpose.
- Policies and practices that clearly and directly support the school's purpose.
- Board or governing authority's process for evaluating its decisions and actions.
- Policies that delineate distinction between roles of board, administrator and pastor
- Board or governing authority retreats
- Board or governing authority training
- Leadership succession planning
- Example of a present grievance resolution

## Required Responses

*Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.*

- 1. Describe the governing authority, indicating its membership, responsibilities and meeting times.**
- 2. How are members of the governing authority and its officers selected?**
- 3. Describe the process for regular evaluations of the lead administrator.**
- 4. How are governing authority policies and minutes accessed for review?**
- 5. How are the school's community and operating congregation(s) informed about the governing authority's policies, decisions and plans?**
- 6. Describe actions that have been taken in the past three years by the board or governing authority for the benefit of students and their families.**
- 7. Describe the process that is used for systematic and strategic planning.**
- 8. Describe the process for financial oversight of the school practiced by the governing authority.**

## Required Evidence

*Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.*

- Board or governing authority handbook or policy manual including policies relating to roles of board, administrator and pastor**
  
- Board Training Schedule/Agenda**

## Required Indicators of Success

*Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.*

**3A:01\* The operating organization designates the governing authority and has written policies clearly defining lines of authority, responsibilities and/or limitations of the governing authority.**

- YES**
  
- NO**

**Identify and list supporting Evidence or Practices:**

**Comments:**

**3A:02\* The operating organization has written policies clearly defining governing authority membership.**

YES

NO

**Identify and list supporting Evidence or Practices:**

**Comments:**

**3A:03\* The governing authority establishes written policies or administrative limitations that empower the administration in operating the school.**

YES

NO

**Identify and list supporting Evidence or Practices:**

**Comments:**

## **General Indicators of Success**

*General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the “Comments” section.*

**See Page 8 of the Self-Study for Rating Rubric.**

**3A:04 The governing authority is organized around written policy and understands and operates within its role and function.**

*Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.*

*Note: Respond to each indicator as it relates to the school’s governance model.*

- The governing authority provides for grievance and due process resolution procedures.
  
- The governing authority meets regularly and has clearly defined policies regarding open attendance at meetings and executive sessions.
  
- The governing authority has established process policies that set forth the style and rules by which the governing authority will complete its tasks and processes.
  
- Governance policies are determined at official meetings and recorded in the minutes, including appropriate updates and changes to policy.
  
- Minutes are recorded for each meeting and circulated to all members.
  
- Governing authority policies are collected into a policy manual, separate from the minutes.
  
- The governing authority makes appropriate reports to the operating organization(s).
  
- Neither the governing authority nor its individual members involve themselves in the day-to-day operations of the school.

<i>Place an “X” in the Rating Box that Reflects the Actual Condition of the School</i>			
<input type="checkbox"/> <b>Highly Functional (4)</b>	<input type="checkbox"/> <b>Operational (3)</b>	<input type="checkbox"/> <b>Emerging (2)</b>	<input type="checkbox"/> <b>Not Evident (1)</b>

**Identify and list supporting Evidence or Practices:**

**Comments:**



**3A:05: Governing authority policy supports effective personnel.**

*Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.*

*Note: Respond to each indicator as it relates to the school’s governance model.*

- Written policy delineates roles and responsibilities of the board or governing authority.
  
- Comprehensive job responsibilities and/or limitations are in place for the administrator.
  
- The governing authority or the administrator’s direct supervisor evaluates the head administrator annually based on the job description.
  
- The governing authority receives reports from the administrator or the administrator’s direct supervisor at each meeting.
  
- The governing authority has written policies or position descriptions clearly delineating relationships between the head administrator and pastor(s).

<i>Place an “X” in the Rating Box that Reflects the Actual Condition of the School</i>			
<input type="checkbox"/> <b>Highly Functional (4)</b>	<input type="checkbox"/> <b>Operational (3)</b>	<input type="checkbox"/> <b>Emerging (2)</b>	<input type="checkbox"/> <b>Not Evident (1)</b>

**Identify and list supporting Evidence or Practices:**

**Comments:**

**3A:06: Governing authority members meet prescribed qualifications and are trained regarding roles and responsibilities.**

*Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.*

*Note: Respond to each indicator as it relates to the school’s governance model.*

- Written policies define qualifications for board or governing authority members.
  
- Governing authority members are required to participate in professional development regarding roles and responsibilities of the governing body and its individual members.

<i>Place an “X” in the Rating Box that Reflects the Actual Condition of the School</i>			
<input type="checkbox"/> <b>Highly Functional (4)</b>	<input type="checkbox"/> <b>Operational (3)</b>	<input type="checkbox"/> <b>Emerging (2)</b>	<input type="checkbox"/> <b>Not Evident (1)</b>

**Identify and list supporting Evidence or Practices:**

**Comments:**

**3A:07: The governing authority establishes and employs systematic planning for school improvement.**

*Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.*

*Note: Respond to each indicator as it relates to the school’s governance model.*

The governing authority has a process in place for evaluating the effectiveness of the school that includes a needs-assessment process integral to school-wide systematic planning.

Long-range goals or desired outcomes are developed from the planning process.

*Place an “X” in the Rating Box that Reflects the Actual Condition of the School*

**Highly Functional (4)**

**Operational (3)**

**Emerging (2)**

**Not Evident (1)**

**Identify and list supporting Evidence or Practices:**

**Comments:**

**3A:08: The governing authority provides strong financial leadership for the school.**

*Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.*

*Note: Respond to each indicator as it relates to the school’s governance model.*

- The board or governing authority establishes policies that provide for sound budget planning and fiscal operations.
  
- The board or governing authority approves the budget (including annual tuition and fees) for the school or has developed policies to empower individuals with that responsibility.
  
- The board or governing authority accepts, reviews and devises strategies to react to concerns expressed in an annual external financial review or financial audit.

<i>Place an “X” in the Rating Box that Reflects the Actual Condition of the School</i>			
<input type="checkbox"/> <b>Highly Functional (4)</b>	<input type="checkbox"/> <b>Operational (3)</b>	<input type="checkbox"/> <b>Emerging (2)</b>	<input type="checkbox"/> <b>Not Evident (1)</b>

**Identify and list supporting Evidence or Practices:**

**Comments:**

## Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

- A. Are the Required Indicators of Success met for Standard 3A? (YES / NO)
  
- B. Based on evidence, what are the strengths of the school related to Standard 3A?
  
- C. Based on evidence, what are the challenges of the school related to Standard 3A? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.
  
- D. What is the school's average rating for all General Indicators of Success for Standard 3A, rounded to the nearest tenth?

STANDARD	RATING
3A:04	
3A:05	
3A:06	
3A:07	
3A:08	
Total:	
Average: (Total ÷ 5)	