

STANDARD 2C: SCHOOL CLIMATE

Overview

The Lutheran school is more than an assembly of people. It is a community of people, redeemed by God through Jesus Christ, in which all members are affirmed because of their forgiveness through Him. Christ's love motivates us to develop an atmosphere in which each member of the community may experience their individuality and contribute to the community. Members of this community recognize, value, and respect the needs of others for acceptance, love, correction, approval, and attention. All activities within the school, therefore, help to design, create, and foster this climate.

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 in the Self-Study but is to be available for the Validation Team to review.

- Student/Parent Handbook
- Employee Handbook
- Bell Schedule (daily, weekly, monthly schedules and/or calendars)
- Evidence of the spiritual nurturing of students such as chapel, large and small group activities
- Schedule of school chapel services
- Teachers' classroom schedules
- Parent-school climate survey results
- Appropriate Christian signage and messaging displayed throughout the school and classrooms
- Parent newsletters
- Anti-bullying policies and training

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.

- All types of school relationships emanate from the example of the teachings of Jesus Christ and demonstrate the proper understanding of Law and Gospel.
- Teachers' decision-making is centered on what is best for students.
- Regular school chapel services are intentionally designed to consciously and systematically strengthen the Christian faith of students and members of the school community.
- The school staff cooperates with area pastors and church workers to meet the spiritual needs of school families during celebrations, crises, and day-to-day life events.
- Pastoral and school staff work cooperatively to meet the spiritual needs of school families.
- Home visits
- Parent/Teacher Conferences
- Student-led conferences

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 climate of the school and its impact on the lives of the students.

At Good Shepherd, establishing a nurturing and secure environment for our students has always been paramount. We prioritize fostering a safe and caring atmosphere, similar to the dedication exhibited by educators in nearby public schools. However, what sets us apart is our unique emphasis on the unwavering assurance of a loving Savior who cherishes each child as His own and offers the gift of forgiveness and salvation. This Christ-centered message is interwoven into every aspect of Good Shepherd's curriculum, guiding our "Law and Gospel" approach to discipline and shaping everyday interactions with our teachers, administrators, staff, and pastor. As a result, the climate of our school is one of warmth, compassion, and acceptance, where students feel valued, supported, and empowered to grow academically, socially, and spiritually. This nurturing environment not only enhances students' academic achievements but also positively impacts their overall well-being and development, laying a foundation for lifelong success and fulfillment.

2. Describe ways that teachers support students and their families.

Teachers at our school are dedicated to supporting students and their families in a variety of ways. Scheduled parent-teacher conferences are held regularly to discuss student progress and address any concerns or questions. Additionally, informal meetings are available as needed, ensuring open communication between teachers and parents. After-school tutoring services are offered to provide extra support for students who may need it, and teachers make themselves accessible to parents via email or appointments for further discussion or assistance.

In addition to academic support, teachers also prioritize the emotional well-being of students and their families. Referrals are made for students who require counseling due to emotional needs, ensuring that they receive the necessary support and resources. Clear communication of homework expectations helps students and families stay organized and prepared for academic success.

Our teachers understand the importance of spiritual support and make it a top priority. They provide prayer and spiritual guidance for students and their families, fostering a supportive and nurturing environment that encompasses not only academic growth but also personal and spiritual development. Through these various avenues of support, teachers play a crucial role in empowering students and families to thrive both academically and emotionally.

In March 2023, Mrs. Dana Johnson, our Kindergarten teacher, received a nomination for the prestigious nationwide HONORED.ORG from a parent of one of her students. HONORED.ORG is a national nonprofit organization dedicated to recognizing and uplifting exceptional teachers. Through its various programs, HONORED.ORG aims to acknowledge the profound impact teachers have on their students' lives, ultimately fostering teacher engagement, inspiration, and retention nationwide. Leveraging an innovative platform, HONORED.ORG empowers students and families to provide meaningful affirmation to teachers, addressing the pressing issues of teacher burnout and attrition. These public tributes offer individual recognition and valuable feedback, aligning with research that indicates such recognition is instrumental in keeping teachers motivated and committed to advancing their skills. Below is a summary of the parent's heartfelt submission.

Coming out of prison, I was not only rebuilding my life and living day-to-day, but I was rebuilding a foundation for my daughter. At first, I was worried that my child and I would not fit in. My daughter had missed over six months of school, and as a result of that, she didn't know basic things that other kids in her class knew, and she felt it. It caused her to get frustrated, and she would just shut down as a result of it. When I tell you some people are just created to teach and to motivate other people, believe it. I've never had a village, and ever since meeting Ms. Dana, my child has had a village. I feel like I have that with Ms. Dana. I mean, she goes above and beyond.

I don't have a car, so I was Ubering my daughter to and from school. Ms. Dana went out of her way to pick her up every morning and to take her to school. On top of that, the kids get snacks because Ms. Dana feels that the only meal some kids eat is their school meal. Do you know what I mean? So, she literally goes out of her way and uses money out of her pocket to make sure that these kids have snacks, books, and supplies.

They do fundraisers to help them raise funding for things because they don't get funding from the state, and it's not just with my child; literally, she makes sure you know what's going on. She texts you if your kids are having a bad day. She's just freaking phenomenal.

I got offered a job that would require me to be gone for a while. She literally helped me find someone to watch my daughter so that I could get this job. She's far more than just a teacher; she really is.

3. Describe the ways that students relate to their teachers.

The relationship between students and their teachers at our school is marked by warmth, affection, and mutual respect. Daily displays of appropriate affection, including hugs, are a common sight in every classroom, reflecting the deep connections that exist between students and their teachers. Furthermore, students often express their appreciation for their teachers through heartfelt gestures, such as presenting handmade gifts, cards, and drawings. These tokens of gratitude serve as tangible reminders of the strong bond shared between students and their mentors.

The enduring nature of these relationships is evident in the frequent visits from former students who return to reconnect with their teachers. These reunions highlight the lasting impact that teachers have on their student's lives, as well as the enduring bonds forged over the years. Such interactions underscore the significance of the relationships that develop within our school community, where students feel valued, supported, and cherished by their teachers long after they have left the classroom. Through these meaningful connections, students receive not only academic guidance but also invaluable support, encouragement, and mentorship that shape their growth and development both inside and outside the classroom.

4. How are the legal rights of parents, legal caregivers, teachers, and students protected?

At Good Shepherd Lutheran School, the protection of the legal rights of parents, legal guardians, teachers, and students is a top priority. This commitment is demonstrated through various measures aimed at ensuring privacy and compliance with regulations. Private records are securely stored in a locked, fire-proof file cabinet within our administrative office, safeguarding sensitive information from unauthorized access. Additionally, substantial investments are made to maintain secure servers, prioritizing online privacy for all stakeholders.

Stringent school policies are enforced to protect further student privacy, including requirements for active photo releases and strict adherence to non-discrimination practices in enrollment and hiring. Furthermore, strict protocols are in place for administering medication to students, ensuring compliance with legal regulations and prioritizing their health and safety. Rigorous student pick-up procedures are also maintained daily to prevent unauthorized access and ensure the safety of all students.

Good Shepherd Lutheran School adheres to federal regulations such as HIPAA and FERPA, further enhancing the protection of privacy rights for all individuals within our community. Through these comprehensive measures, we strive to create a safe, supportive, and inclusive environment where the legal rights of parents, legal caregivers, teachers, and students are respected and upheld at all times.

5. Describe how the school and church work together to meet the spiritual needs of students and their families.

The collaboration between our school and church takes various forms. Here are some ways we work together:

- **Religious Education Classes:** Our school has religion education classes as part of our curriculum, which is developed in collaboration with our pastor. These classes provide our students with an opportunity to learn about their faith, religious texts, and traditions within an educational setting.
- **Spiritual Services:** Our pastor supports students and staff members and offers pastoral care, counseling, and spiritual guidance to those in need.
- **Joint Events and Celebrations:** Our school and church often collaborate to organize joint events, such as festivals, holiday celebrations, and prayer services. These events provide opportunities for our students and their families to come together in worship, reflection, and community building.
- **Community Service Projects:** Our school and church partner to organize community service projects and outreach initiatives that reflect our shared values. These projects provide our students with opportunities to put their faith into action through acts of service and compassion.
- **Family Support Services:** Our church offers family support services, such as parenting information, family counseling, and support groups, which complement our school's services. This holistic approach to support addresses the spiritual, emotional, and relational needs of our students and their families.
- **Prayer Groups and Bible Studies:** Our church facilitates prayer groups, Bible studies, or other religious study groups that meet on campus or in partnership with church members. These groups provide our students with a space to deepen their faith and engage in spiritual fellowship with their peers.
- **Resource Sharing:** Our school and church share resources, such as facilities, materials, and personnel, to support each other's programs and initiatives.
- **Parental Involvement:** Our school and church strongly encourage parental involvement in our programs and activities, recognizing the vital role that parents play in shaping their children's spiritual development. This collaboration strengthens the connection between home, school, and church, fostering a sense of community and shared values.

6. List and describe the ways teachers and the school intentionally establish and maintain positive relationships with school parents.

Teachers and the school take intentional steps to establish and maintain positive relationships with school parents through various means. Teachers actively participate in school events such as the Back to School Bash, Fall Fest, Christmas Program, and Spring Musical, providing opportunities for interaction and connection with parents outside of the classroom setting. Additionally, collaborative planning of classroom parties encourages parent involvement and fosters a sense of community.

Furthermore, teachers utilize the REMIND app for daily communication with parents, ensuring timely updates and reminders about school activities and events. Academic information, including homework assignments, class work, attendance records, and weekly grades, is regularly communicated to parents via email, promoting transparency and collaboration in their child's education.

Regular parent-teacher conferences provide a dedicated space for open dialogue and feedback on student progress, strengthening the partnership between teachers and parents in supporting student success. When necessary, teachers also make phone calls to parents to address specific concerns or provide updates on their child's academic or behavioral performance.

Lastly, teachers organize parties for parents, students, and faculty members, creating opportunities for social interaction and relationship-building within the school community. Through these intentional efforts, teachers and the school work together to establish and maintain positive relationships with school parents, fostering a supportive and inclusive learning environment for all involved.

7. How do the ways that school personnel relate to one another contribute to the school's climate?

The ways in which our school personnel relate to one another play a crucial role in shaping the overall climate of the school. Through daily informal teacher meetings that include devotional time, collaboration among staff members is fostered,

creating a supportive and cohesive environment. This sense of camaraderie is further strengthened by the strong bond shared among the teaching staff, who provide mutual support to one another both personally and professionally.

The commitment of teachers to supporting students extends beyond the classroom, as evidenced by their attendance at four church services annually to support student singing. This shared experience not only strengthens relationships among staff members but also reinforces the sense of community within the school.

Additionally, at the beginning of each school year, teachers undergo an installation ceremony, marking the start of their journey together as a team. This ceremony serves as a unifying event, solidifying the sense of purpose and shared commitment to the school's mission.

Furthermore, new teachers are paired with a mentor teacher for a year and receive frequent observations and training from administrators. This structured support system ensures that new staff members feel welcomed, supported, and equipped to succeed in their roles, contributing to a positive and nurturing school climate overall.

In essence, the ways in which school personnel relate to one another through collaboration, support, shared experiences, and structured mentorship programs all contribute to fostering a positive and inclusive school climate where everyone feels valued, supported, and empowered to thrive.

8. Describe the school's discipline policy and its impact on the school climate.

At our school, the discipline policy is carefully designed to uphold a nurturing Christian environment while promoting accountability and self-control among students. Teachers play a vital role in this process by clearly communicating expectations and consequences to both students and parents, ensuring transparency and mutual understanding. When disciplinary action is necessary, it is administered with Christian compassion, recognizing the inherent dignity and worth of each student.

Our lead administrator takes a proactive approach to addressing instances of continued non-compliance, working closely with students and parents to address underlying issues and find constructive solutions. One of our primary objectives is to instill self-control in students, empowering them to make responsible choices and manage their behavior effectively.

Our discipline policy aims to cultivate a nurturing Christian environment for students, fostering success in both their present and future lives. By emphasizing the values of respect, integrity, and empathy, we create a supportive climate where students feel valued, supported, and empowered to reach their full potential.

Overall, our discipline policy has a positive impact on the school climate by promoting a culture of accountability, compassion, and personal growth. Through consistent and fair enforcement, we create a safe and welcoming environment where students can thrive academically, socially, and spiritually.

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 the required documentation.

School discipline policy and procedures

Required Indicator 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.

2C:01* The climate of the school flows from and supports the school's purpose.

YES

NO

Identify and list supporting Evidence or Practices:

- Regular integration of our school's purpose into daily activities and interactions.
- Alignment of school policies and procedures with our school's purpose.
- Consistent communication of our school's purpose to all stakeholders, including students, parents, teachers, and staff.
- Integration of our school's purpose into the curriculum and educational programs.
- Recognition and celebration of achievements and contributions that align with our school's purpose.
- Establishment of a positive and inclusive school culture that reflects the values and principles of our school's purpose.
- Collaboration and partnership with community organizations and stakeholders that share similar values and goals.
- Continuous evaluation and improvement of practices to ensure alignment with our school's purpose.
- Encouragement of student engagement in activities and initiatives that promote our school's purpose.
- Provision of resources and support to empower students, teachers, and staff to live out our school's purpose in their daily lives.

Comments:

N/A

General Indicators of Success

General Indicators of Success help the school 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.

Highly Functional (4) — This is an area of outstanding strength of the school. It not only meets ALL the benchmarks related to the General Indicator of Success but is supported by extensive documentation and/or observable practices that exceed expectations related to the indicator. This indicator establishes practices for other Lutheran schools to consider. The Validation Team verifies that these practices and/or documentation exceed the Operational (3) level.

Operational (3) — This is the expected rating for a strong Lutheran school. ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

Emerging (2) — Improvement is required in this area. If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

Not Evident (1) — There is observable conflict or deficiency with this indicator at the school. A majority of the expected benchmarks are not met or addressed with sufficient practice, evidence, or documentation. This rating may result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

2C:02: The school's Christ-centered ethos is visible and evident to visitors.

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.

- Students demonstrate love for others in response to Christ's love for them.
- Teachers' care for student needs is prominently enacted throughout the school.
- Students worship together daily, either in each classroom or in a school-wide appropriate worship experience with other students.
- Classroom environment, hallway decorations, and posted classroom projects demonstrate respect for teachers and peers.
- Student behavior is appropriate to encourage growth and to maintain the school's chosen teaching/learning environment.

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:

The school's Christ-centered ethos radiates throughout, evident to all visitors who step through its doors. Students, inspired by Christ's love, demonstrate compassion and care for others, fostering a warm and welcoming atmosphere within the school community. Teachers exemplify this ethos through their unwavering commitment to meeting student needs, ensuring every individual feels valued and supported on their educational journey. Daily worship sessions, either devotions within classrooms or in weekly chapel gatherings, provide opportunities for students to deepen their faith and connection to God, fostering a spiritually enriching environment. The classroom environment reflects respect for both teachers and peers, with thoughtful decorations and projects that promote a sense of unity and mutual respect. Additionally, student behavior reflects the values upheld by the school, encouraging personal growth and maintaining a positive teaching and learning environment. Through these practices, the school embodies its Christ-centered ethos, leaving a lasting impression on all who visit.

Comments:

N/A

2C:03: Teachers and staff members recognize, value, and respect the needs of students.

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.

- Teachers demonstrate love for all students in Christ.
- Teachers attend to the individual needs of students.
- Teachers integrate faith principles throughout the day and pray with their students.
- Students are challenged to do their best.
- Students' spiritual needs are given appropriate support by the church and school.
- Law and Gospel are properly divided when discipline is administered.
- Staff demonstrates positive school spirit.
- Through the school's discipline code, students are assisted to grow in self-control out of love for Christ.
- When desirable and practical, students are given the opportunity to participate in making school decisions.

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:

At our school, teachers and staff members are deeply committed to recognizing, valuing, and respecting the needs of every student. This dedication is evident in various aspects of our school culture and practices. Teachers prioritize addressing students' needs, ensuring that each individual feels heard, supported, and valued. Guided by their love for all children in Christ, teachers approach student needs—whether behavioral, spiritual, or academic—with equal dedication and care.

Furthermore, teachers go above and beyond to individualize support, recognizing and accommodating the unique needs of each student. They incorporate faith principles into daily activities and engage in prayer with their students, fostering a spiritually enriching environment where students feel connected to their faith and supported in their spiritual journey.

Students are encouraged to strive for their personal best, with both the church and school providing appropriate support for their spiritual needs. Discipline is administered with a proper balance of Law and Gospel, ensuring that students are guided to develop self-control rooted in their love for Christ. This approach contributes to a positive and respectful school culture where students and staff alike foster an environment of mutual respect and support.

Additionally, our school's discipline code emphasizes the importance of addressing bullying behavior, with policies and procedures outlined on our website. Staff members receive annual training to identify and handle bullying situations effectively, ensuring that every student feels safe and supported within our school community. Through these practices, teachers and staff members demonstrate their unwavering commitment to recognizing, valuing, and respecting the needs of all students, fostering an inclusive and supportive learning environment for everyone.

Comments:

N/A

2C:04: School personnel model Christ's love in their relationships with parents and guardians.

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.

- School personnel are approachable and receptive to parental questions or concerns.
- Teachers view parents as school partners in the education process.
- Staff members understand and relate appropriately with school families.
- Parents and guardians are made to feel welcome at the school.
- The school provides opportunities for parents to be involved at the school.
- The legal rights of parents and legal guardians are protected.
- Parents are encouraged to be positive and supportive of the school.

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:

- Phone calls to parents are made during school hours only when necessary to avoid disrupting parents' work.
- We utilize software for parent communication via computers.
- Information is regularly updated on our school website.
- Two parent-teacher conferences are scheduled annually.
- The protection of parents' rights is outlined in detail in the Student/Parent Handbook and Enrollment Form.
- Parents are invited to join the PTL at the start of each school year.

Comments:

At our Good Shepherd, modeling Christ's love in relationships with parents and guardians is not just a principle but a lived reality. Our school personnel embody this climate in various ways, starting with being approachable and receptive to parental questions or concerns. Teachers don't just see parents as passive observers but as active partners in the education process, fostering a collaborative environment where input from parents is valued. Staff members understand and relate appropriately with school families, ensuring that parents and guardians feel genuinely welcome. We provide numerous opportunities for parental involvement, from joining the Parent-Teacher League to utilizing software for convenient communication and regularly updating information on our school website. We are committed to protecting the legal rights of parents and legal guardians, with detailed outlines in our Student/Parent Handbook and Enrollment Form. Phone calls to parents are made considerately during school hours to minimize disruption to their work. Two parent-teacher conferences are scheduled annually to facilitate ongoing dialogue and collaboration. The high level of parent participation, evidenced by a 10 out of 10 rating on the Parent Survey Results, is a testament to the success of our approach in fostering a supportive and inclusive school community rooted in Christ's love.

2C:05: Faculty and administration respect and support one another as individuals, fellow members of the body of Christ.

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.

- Faculty and administration gather for devotions regularly.
- Faculty and administration speak positively about their co-workers at the school.
- Faculty and administration demonstrate support of one another in tangible ways.

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:

- Our teachers engage in daily prayers for one another.
- Collaboration among teachers is a regular practice.
- Our teachers and administration function as a unified team, contributing not only to education but also to ministry.
- The Christian faith is evident in the actions of every teacher.
- Mutual respect and understanding characterize the relationship between teachers and administrators, acknowledging the challenges and responsibilities within the Good Shepherd Lutheran School ministry.
- Teachers extend love and care not only to their students but to every child within Good Shepherd Lutheran School and Early Childhood Center, a result of ongoing collaboration and observation.
- Teachers provide support to one another by assisting with each other's classes when needed.
- Personal prayer requests are shared during teacher devotions.
- Administrators host lunches for teachers during staff development seminars.

Comments:

Our commitment to respect and support among faculty and administration runs deep, reflecting our shared identity as members of the body of Christ. Commencing each day with prayers for one another, our teachers nurture a spirit of unity and spiritual solidarity within the faculty. Collaboration among educators isn't merely encouraged; it's a steadfast practice, underscoring our dedication to collective progress toward our shared mission. Together, our teachers and administration unite as a cohesive team, seamlessly integrating education with ministry. The Christian faith isn't just a belief but a living presence in the actions of every teacher, fostering a nurturing environment where mutual respect and understanding thrive. Teachers extend care not only to their students but to every child within our school and Early Childhood Center, a testament to the ongoing collaboration and observation within our community. This support among colleagues is evident as teachers assist each other's classes when needed and share personal prayer requests during teacher devotions. Administrators further demonstrate their commitment to support by hosting lunches for teachers during professional development training. Through these collective efforts, we reaffirm our dedication to fostering mutual respect and support as integral aspects of our shared journey as members of the body of Christ.

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 2C?

YES

NO

B. Based on evidence, what are the strengths of the school related to Standard 2C?

The staff at Good Shepherd Lutheran School is a united team of Christian educators dedicated to the well-being of students and parents. They are committed to the mission of fostering authentic relationships with Christ among patrons and children while also consistently offering respect and support to our administrators. We are grateful to God for their dedication and teamwork every day.

C. Based on the evidence, what are the challenges of the school related to Standard 2C? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.

N/A

D. What is the school's average rating for all General Indicators of Success for Standard 2C, rounded to the nearest tenth?

STANDARD	RATING
2C:02	3
2C:03	3
2C:04	4
2C:05	4
Total:	14
Average: (Total ÷ 4)	3.5

E. What is the school's overall rating for all General Indicators of Success for Standard 2, rounded to the nearest tenth?

Section Totals (NOT Averages)	
STANDARD	RATING
2A	6
2B	13
2C	14
Total:	33
Average: (Total ÷ 10)	3.3