

## 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: The leadership of the school is a major factor in its successful development, implementation, and evaluation. A variety of groups and people provide leadership. 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 in 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 the distinction between the roles of our school board, our administrators, and our 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.

The governance structure of our school is clearly outlined in the School Board Policy Manual, initially adopted in 1998 and regularly updated to reflect new policies and changes. This manual delineates the distinct responsibilities of our school board, our administrators, and our pastor, providing a framework for expectations and accountability. Operating as part of the broader ministry of Good Shepherd Lutheran Church, our school operates under the ultimate authority of the congregational Voter's Assembly. Consequently, the school board chairperson must be an active church member, nominated and elected by the Voter's Assembly. School board members are nominated within the school board and approved by the other voting members. School board meetings, attended by our administrators and our pastor, are convened once a month on the second Tuesday from 4:30 pm to 5:30 pm, with meeting details publicly announced at both the church and school. While general meetings are open to stakeholders, executive sessions addressing personnel or sensitive matters are closed.

The responsibilities of our school board encompass several key areas, including establishing overarching policies, safeguarding our school's interests and mission, reviewing our current curriculum, and investigating new curriculum when needed, managing financial and tangible assets, ensuring compliance with Board policies, maintaining accreditation, and facilitating ongoing training and development for board members to remain actively engaged in our school's mission. The current board members are as follows:

Mr. Royce Junghanns – Interim Board Chairperson, *elected voting member*  
Mrs. Marguerite Christman – Board Secretary, *appointed voting member*  
Mrs. Marla Junghanns – Board Member, *appointed voting member*  
Mr. Gary Kuschnereit – Board Member, *appointed voting member*  
Mrs. Sue Ogle – Board Member, *appointed voting member*  
Mr. Martin Harke – Board Member, *appointed voting member*  
Mr. Jim Marlatt – Board Member, *appointed voting member*  
Ms. Bonnie Wood – Advisory Member, *appointed non-voting member*  
Mrs. Giselle King – Business Manager, *ex officio non-voting member*  
Mrs. Valnita Pearson – ECC Director, *ex officio non-voting member*  
Mr. Van M Guillotte – Administrator, *ex officio non-voting member*  
Rev. Ronald Simpson – Pastor, *ex officio non-voting member*

### 2. How are members of the governing authority and its officers selected?

The church Voter's Assembly elects our school board chairperson, while school board members select officers from among themselves. Our School Board Policy Manual outlines in detail the specific duties and responsibilities of these officers and the tasks and expectations for individual school board members.

### 3. Describe the process for regular evaluations of the lead administrator.

The lead administrator, being the campus administrator for the church, undergoes an annual evaluation by the President of the Congregation. Here's the outlined process for the review:

- **Establish Evaluation Criteria:** Clear criteria are established against which the lead administrator's performance will be assessed. These criteria include leadership effectiveness, communication skills, strategic planning, financial management, staff development, community engagement, and adherence to school policies and mission.
- **Input Gathering:** Feedback is gathered from various stakeholders, including school board members, faculty, and staff. This feedback can be collected through surveys and provides valuable perspectives on our lead administrator's performance.

- **Formal Evaluation Meeting.** The President of the Congregation and the lead administrator schedule a formal evaluation meeting to discuss the evaluation findings. During this meeting, the lead administrator's performance is reviewed against the established criteria, feedback from stakeholders is shared, and areas for growth and development are identified.
- **Setting Goals:** Based on the evaluation feedback, the President of the Congregation and the lead administrator establish goals for the next annual evaluation period. These goals are specific, measurable, achievable, relevant, and time-bound (SMART) and aligned with our mission and strategic objectives.
- **Documentation:** A written evaluation report summarizing the evaluation findings, feedback received, goals set, and any action plans developed is prepared and maintained in the lead administrator's personnel file for future reference.

**4. How are governing authority policies and minutes accessed for review?**

Our school board policies and meeting minutes can be accessed for review through:

- **School Website:** Our school board provides access to their board policies and meeting minutes on our school website. Visitors to the website can find a dedicated section for the school board, which includes policies, agendas, minutes, and other relevant documents.
- **Records Request:** Individuals may submit a public records request to our school's administration office. This request will begin with filling out a form or submitting a written request specifying the documents being requested. Our school will then provide the requested records.
- **Board Meetings:** School board meetings are open to the public, and meeting agendas and minutes are distributed or made available to attendees. Individuals can attend board meetings to review the agenda, listen to discussions, and access copies of meeting minutes.
- **Communication with Board Members:** Individuals may also communicate directly with school board members to request access to specific policies or minutes. Board members can provide information on how to access these documents and may be able to assist with any questions or concerns.

**5. How are the school's community and operating congregation informed about the governing authority's policies, decisions, and plans?**

During each Voter's Assembly meeting, a comprehensive report on our school is presented by either our lead administrator or the school board chairperson. This report covers various aspects, such as current enrollment figures, financial updates, policy updates, and overall information concerning our school's ministry. Our school board actively seeks input or approval from the Voter Assembly on significant matters that may impact church members or the broader mission of the church and school. Regular updates regarding school activities and policies are also provided in the weekly church bulletin and the monthly newsletter, ensuring that church members are informed. Additionally, similar information is communicated to parents or guardians of school students. The church's administrative assistant includes a notice in the church calendar and bulletin to encourage members to attend these meetings. Other communication channels, such as newsletters, letters, posted materials, the church and school website/social media platforms, and updates to the Student/Parent Handbook and enrollment packets, are utilized as needed.

**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.**

- Decisions related to school infrastructure and facilities:
  - Approved updating and expanding our surveillance and controlled access systems.
  - Approved purchase of a new, larger school bus.
  - Approved purchase of a new, larger, faster multifunction copier/printer.
  - Approved purchase of a new, modern sound system for our gymnasium.
- Decisions related to the enhancement of student learning:
  - Approved the purchase and installation of six new large smart televisions for Preschool through 8<sup>th</sup> grade.
  - Approved purchase of 20 additional laptop computers and iPads.
  - Approved purchase of new Math, Physical Education, and Health curriculum for all grade levels.

- Decisions related to financial matters and targeting funding needs:
  - Approved participation in the Oklahoma Parental Choice Act.
  - Approved continued participation in the Lindsay Nichole Henry Program.
  - Approved continued tuition assistance for students who otherwise would not be able to attend GSLS.

**7. Describe the process that is used for systematic and strategic planning.**

Our systematic and strategic planning process revolves around transparent and continuous communication among all stakeholders: the school board, administrators, teaching and support staff, students, and parents. The process is as follows:

- **Stakeholder Communication:** Regular and open communication is maintained among all stakeholders. This ensures that everyone's perspectives, concerns, and insights are considered in the planning process.
- **Monthly Board Meetings:** The lead administrator provides reports during monthly board meetings. These reports serve as a platform for discussing progress, challenges, and opportunities related to the school's objectives and policies.
- **Policy and Objective Setting:** Based on input from stakeholders and informed by the lead administrator's reports, the school board, in collaboration with the pastor, establishes policies and objectives. These policies set the overarching direction and principles guiding the school's operations, while objectives define specific goals to be achieved.
- **Strategy Development:** The lead administrator translates the established policies and objectives into actionable strategies. These strategies outline the steps and initiatives necessary to achieve the defined goals.
- **Implementation and Monitoring:** Once strategies are developed, they are implemented with the support of relevant stakeholders. Progress toward objectives is regularly monitored and assessed to ensure alignment with the overall vision and to identify any necessary adjustments.
- **Feedback and Adaptation:** Throughout the planning cycle, feedback is collected from stakeholders to assess the effectiveness of strategies and to identify areas for improvement. This feedback loop allows for adaptive planning and ensures that the school remains responsive to changing needs and circumstances.

By fostering transparent communication, involving all stakeholders in the planning process, and translating overarching policies into actionable strategies, our approach ensures that our systematic and strategic planning is comprehensive, responsive, and effective.

**8. Describe the process for financial oversight of the school practiced by the governing authority.**

The process for financial oversight of our school involves several key steps and practices to ensure transparency, accountability, and fiscal responsibility. Here's an overview of the process:

**Budget Planning and Approval:**

- Our board and lead administrator are responsible for developing our school's annual budget.
- Budget planning involves projecting revenues and expenses for the upcoming fiscal year, considering factors such as enrollment numbers, tuition fees, government funding, and anticipated expenditures for staff salaries, facilities maintenance, instructional materials, and other operating costs.
- The proposed budget is reviewed and initially approved by the school board after thorough examination and discussion to ensure alignment with our school's mission, goals, and financial priorities.
- The initial board-approved budget then goes to the Church Council for consideration and then to the Voter's Assembly for final approval.

**Financial Reporting:**

- The board receives regular financial reports from the business manager or lead administrator at the scheduled board meeting each month.
- These reports provide detailed information on our school's financial performance, including revenues, expenses, cash flow, budget variances, and any significant financial trends or developments.
- Financial reports also include balance sheets, income statements, and cash flow statements to provide a comprehensive overview of our school's financial position.
- These reporting documents are then provided to the church council for review and consideration.

**Internal Controls and Audits:**

- The board establishes and maintains internal controls to safeguard our school's assets, prevent fraud and financial mismanagement, and ensure compliance with relevant laws, regulations, and accounting standards.
- Internal controls include segregation of duties, authorization and approval procedures, physical safeguards for assets, and regular monitoring and review of financial transactions.
- Periodic audits, conducted internally, evaluate the effectiveness of internal controls, assess financial performance and compliance, and identify areas for improvement or corrective action.

**Board Oversight and Governance:**

- The church oversees our school's finances through regular meetings, a finance committee, and other review processes.
- Financial matters are a recurring agenda item at board meetings, where financial reports, budget updates, and other relevant information are presented and discussed.

**Transparency and Communication:**

- The board promotes transparency and open communication regarding our school's finances, ensuring that stakeholders, including church members, faculty, staff, and parents, are informed about our school's financial status, priorities, and decisions.
- Financial information is shared through bulletins, annual reports, website updates, and other communication channels to foster trust and confidence in our school's financial management practices.

## 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.

- Board or governing authority handbook or policy manual, including policies relating to roles of the 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:**

The school board of Good Shepherd Lutheran School maintains clear and well-defined governance structures, ensuring effective oversight and direction. Through comprehensive written policies, lines of authority, responsibilities, and limitations are clearly delineated. This transparent framework provides a solid foundation for decision-making processes, facilitating efficient operations and accountability. By adhering to these established guidelines, the governing authority can effectively fulfill its role in guiding the school's mission and ensuring its continued success. Such clarity and organization contribute to the overall effectiveness and stability of Good Shepherd Lutheran School's operations, promoting trust and confidence within the school community.

#### **Comments:**

N/A

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

YES

NO

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

The school board of Good Shepherd Lutheran School maintains written policies that distinctly outline the membership of the governing authority. These policies serve as a guide for the selection, composition, and roles of individuals within the governing body. By clearly defining governing authority membership, the organization ensures transparency, accountability, and alignment with its mission and values. These policies not only establish clear criteria for membership but also facilitate effective governance by ensuring that individuals with diverse expertise and perspectives are represented. Through these written guidelines, Good Shepherd Lutheran School reinforces its commitment to sound governance practices, fostering trust and confidence among stakeholders in the school's leadership.

**Comments:**

*This section was included in our 2018 NLSA School Action Plan.*

*Concern: The policies are written, but they need to be updated and implemented, especially in the delineation of authority, to avoid micromanagement. Additionally, increase the number of voting school board members to a minimum of five, and the President/Chairman only votes in the event of a tie.*

*Action Taken: Our school board has updated and implemented its policies to improve the delineation of authority, which will prevent micromanagement. Our school board now has seven voting members, including the President/Chairperson. The President/Chairperson only votes in the event of a tie among the other six voting members.*



**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:**

The school board of Good Shepherd Lutheran School demonstrates its commitment to effective school management by establishing written policies and administrative limitations that empower the administration in its day-to-day operations. These policies serve as a framework within which the administration can make decisions and execute its responsibilities efficiently. By providing clear guidelines and boundaries, the governing authority enables the administration to exercise autonomy while ensuring alignment with the school's mission, values, and strategic objectives. This collaborative approach between the school board and administration promotes accountability, transparency, and the effective implementation of initiatives aimed at enhancing the educational experience for students. Through these written policies and administrative limitations, Good Shepherd Lutheran School fosters a supportive environment where the administration can thrive in its role of leading and managing the school effectively.

**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.*

### **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 that 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.

*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 Board Policy Manual outlines grievance and due-process resolution procedures modeled after a *Matthew:18* approach to problem-solving. Our school board convenes monthly and as needed, adhering to clearly defined policies regarding meeting attendance, the role of ex-officio members, and guidelines for executive sessions.
- Our School Board Policy Manual consistently delineates the roles of board members, elected officers with board membership, and the responsibilities of our lead administrator and our pastor.
- Periodic reviews and updates ensure our School Board Policy Manual remains current and relevant.
- The school board secretary maintains school board minutes, circulating a draft via email to school board members, our lead administrator, and our pastor for review before adoption at the subsequent meeting. Meeting agendas are also distributed in advance.

- Policy changes or initiatives documented by our school board, in collaboration with our lead administrator, are disseminated to staff and parents as needed.
- Our school board reports its activities and provides an overview of our school's mission at every Voter's Assembly meeting.
- Our school board follows established procedures before, during, and after each meeting. Agendas are submitted by the end of the week preceding the meeting and distributed for review beforehand. Minutes are shared promptly after the meeting for a thorough review. Once reviewed and any necessary corrections are made, minutes are posted on a bulletin board in the front foyer. Meetings are conducted according to Robert's Rules of Order to ensure an orderly and professional process.

**Comments:**

N/A

### 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 that 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).

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 Board Policy Manual explicitly outlines the roles and responsibilities of school board members and elected officers, aligning with the Church Constitution and effectively delineating the roles of our pastor and our school board.
- Our School Board Policy Manual includes a comprehensive job description for our lead administrator, specifying decision-making and actions to be undertaken by our lead administrator, our school board, our pastor, or other governing authorities within the church body.
- Our lead administrator provides comprehensive reports at each school board meeting and the church Voter's Assembly, ensuring transparency and accountability.
- Our School Board Policy Manual stipulates that our lead administrator shall consult with our pastor regarding any spiritual matters at our school that may raise doctrinal issues, maintaining alignment with the church's teachings and beliefs.

#### Comments:

N/A

**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 the roles and responsibilities of the governing body and its individual members.

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 School Board Policy Manual includes a written policy outlining the qualifications, terms, expectations, and roles of school board members, ensuring clarity and consistency in school board governance.
- It further elaborates on the process for electing officers among school board members and delineates the roles and responsibilities of those assuming leadership positions, fostering effective leadership transitions.
- Our School Board Policy Manual mandates that school board members receive training regarding their roles on our school board, identifying areas for professional development and ensuring that members are adequately prepared for their responsibilities.
- Additionally, the congregational nominating committee, comprising our pastor, elders, and other volunteers, actively seeks volunteers with an educational or professional background that could contribute to our school, enhancing the expertise and diversity of our school board.

**Comments:**

*This section was included in our 2018 NLSA School Action Plan.*

*Concern: Professional training, such as provided by NLSA, needs to be conducted with the school board.*

*Action Taken: Our school board attended district school board training in 2023 and provided training during select school board meetings.*

**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 that 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:**

- Our school board and our lead administrator collaborate to conduct needs assessments and consistently update policies, practices, or procedures, adhering to guidelines outlined in our School Board Policy Manual.
- Continuous planning and assessment employ both a top-down and a bottom-up approach. Issues raised by school board members or the lead administrator are complemented by feedback from parents, students, and teachers communicated through various channels, such as classroom or staff meetings, ensuring careful consideration of potential modifications.
- The school board and its members refrain from involvement in our school's day-to-day operations unless specifically requested by our lead administrator, maintaining a clear division of responsibilities and promoting efficient management practices.

**Comments:**

*This section was included in our 2018 NLSA School Action Plan.*

*Concern: A systematic long-range plan for school improvement needs to be developed and implemented.*

*Action Taken: Long Range Plans were formulated and are updated on a regular basis.*

**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 that 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.

*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 school board collaborates with our lead administrator to develop the annual budget and exercise prudent financial management for our school ministry. This encompasses establishing yearly tuition and fees, reviewing tuition discount policies on an annual basis, determining scholarship policies, setting staff salaries, and authorizing expenditures.
- Our school board evaluates and approves the budget, including tuition and fees, for our schools, taking the lead administrator's input into account and ensuring transparency to the church Voter's Assembly.
- Our school board scrutinizes monthly financial reports and actively participates in oversight activities to maintain fiscal responsibility and accountability.

**Comments:**

N/A

## 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?**

The governance model implemented by our school reflects a biblically sound approach. This is evident in our adherence to the Matthew 18 principle for addressing grievances and its clear delineation of leadership roles, drawing inspiration from both the early church and the Old Testament. This model serves as a practical framework for guiding daily operations and long-term planning. Furthermore, both our school board and church/school leadership prioritize transparency, offering assurance to parents, staff, students, and stakeholders within the church and the broader community.

**C. Based on the 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.**

N/A

**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	3
3A:05	3
3A:06	3
3A:07	3
3A:08	3
Total:	15
Average: (Total ÷ 5)	<b>3.0</b>