

SECTION III: Leadership

STANDARD 3:

The School Is Governed and Administered According to Written Policy.

Note: Indicators of success will be divided into two categories: governance and administration.

Section III-A: Governance

OVERVIEW:

List significant changes that have been made by your school in this area during its previous accreditation cycle.

- The Board of Education is working in conjunction with various boards within the organization to develop systems and processes for the gathering, analysis, and measurement of feedback which will lead to actionable improvements and changes, provided they are in accord with the corporate mission and ministry of St. John's Lutheran Church and School. We will leverage a variety of methods for acquiring feedback to enable all constituencies the opportunity to participate. An initial information-gathering campaign has been completed. This inventory was developed to assess the general satisfaction level with the overall ministry of the church and those who serve in pastoral or diaconal roles, and to solicit feedback for improvements in certain vital ministry areas. After evaluation of the initial campaign, additional campaigns will be designed and deployed to gather feedback for other ministry areas, including the school. It is the intention of the Board to ensure that all who desire to participate in the feedback and communication process will have an opportunity to do so.

REQUIRED INDICATORS OF SUCCESS:

Indicate whether or not the school meets the required indicators of success by circling **Yes** or **No**.

YES	NO	*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.
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School Board Handbook Section 1-C

YES	NO	*3A:02 The operating organization has written policies clearly defining governing authority memberships.
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The Constitution of St. John's Evangelical Lutheran Church: Page 15-E
Per the congregational constitution, there are two Deacons designated to sit on the Board of Education.

YES	NO	*3A:03 The governing authority establishes written policies or administrative limitations that empower the administration in operating the school.
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The Board of Education has the role of policy maker and has charged the

teachers, and specifically the Administrator, with the responsibility to see that policies are carried out. These policies are reflected in:
Parent Handbook Page 18 – Resolution of Conflict point 4
Board of Education Handbook: Section 3-A-3
Faculty Handbook: Section 2-C

GENERAL INDICATORS OF SUCCESS:

Evaluate the level of implementation for each of the GENERAL Indicators of Success. Tally and record your point totals for Section A and include in the grand total for Leadership.

3A:04 The governing authority provides for grievance and due-process resolution procedures.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **Our conflict resolution policy is defined in the Parent Handbook Page 18 – Resolution of Conflict School Board Handbook Section 4-J also describes this process.**

3A:05 The governing authority has clearly defined policies regarding open attendance at meetings and executive sessions.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **Board meetings are open to member or school families unless a closed session is called by the chair for items of personal nature.
Action: Document meeting policy in BOE Handbook as a reflection of our Constitutional documentation for meeting attendance.**

3A:06 The governing authority meets regularly.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **The Constitution of St. John’s Evangelical Lutheran Church: Page 16 Article 7
The Board of Education meets once a month as prescribed by the Constitution as an appointed board under the Council of Deacons.**

3A:07 Minutes are kept for each meeting and circulated to all governing authority.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **BOE Handbook Section 1-C
The Secretary’s job description includes recording meeting minutes. Minutes are reviewed and approved by the BOE and submitted to the Council of Deacons.**

3A:08 Governance policies are determined at official meetings and recorded in the minutes.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **Policies are reviewed and voted on in BOE meetings. The decisions of the board are reflected in the minutes of the Board of Education.
Action: Document and define meeting quorum in BOE Handbook.**

3A:09 Governing authority policies are collected into a policy manual, separate from the minutes.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **Board of Education, Faculty, and Parent Handbook are updated annually and include policies approved by the Board of Education as per the monthly duties found in BOE Handbook 1-D**

3A:10 The governing authority makes appropriate reports to the operating organization(s).

X_Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **The Board submits regular reports to the Council of Deacons and the Congregational Assembly.**

3A:11 Comprehensive job responsibilities and/or limitations are in place for the Administrator.

X_Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **Job Responsibilities are outlined in the BOE Handbook 3-A-3. Limitations are set for the Administrator by allowing him to be an ex-officio member of the Board of Education without voting ability, and he reports directly to the Board of Education Outlined in Board of Handbook 1-C.**

3A:12 The governing authority receives reports from the Administrator at each meeting.

X_Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **The Administrator reports the activities and issues encountered in the daily management of St. John's School. The Administrator also brings needs and issues of the school to the BOE for resolution and approval as per BOE Handbook 1-C.**

3A:13 The governing authority evaluates the head Administrator annually based on the job description.

X_Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **An annual review meeting (as documented in the BOE Handbook 1-C) is held where the Administrator and Board of Education representatives discuss the Administrator's role and give performance feedback based on the job description.**

3A:14 The governing authority has written policies or position descriptions clearly delineating relationships with the head Administrator (and pastor[s] if appropriate).

X_Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **Pastors are concerned with all work of the congregation including school, children and Administrator. In the BOE Handbook 1-C and 3-A-2, the Administrator reports to the BOE about the activities of St. John's School and brings the needs and issues of the school to the BOE's attention for resolution.**

3A:15 Based on systematic strategic planning, the governing authority establishes written long-range goals or desired outcomes.

X_Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **By using the Accreditation report and process as a map, the long range plan is reflected on a yearly basis and reviewed annually. This does not preclude other goals from being accomplished separate from the Accreditation documents. Short term goals are addressed by action item reviews at monthly meetings.**

3A:16 The governing authority establishes policies that provide for sound budget planning and fiscal operations.

X_Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **Board of Education Handbook Section 2-A defines financial policies. Month to month financial planning duties are noted in the BOE Handbook 1-D. Board of Education Handbook Section 1-C defines the method to separate incoming monies and outgoing monies for financial accountability.**

3A:17 The governing authority has in place a needs assessment process integral to school-wide systematic planning.

Met in Full (3) **X_Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **As noted in the School Board Handbook 1-C, the St. Johns staff currently has**

weekly staff meetings, start and close of year meetings, and they review curriculum on an annual rotating basis. The Board of Education performs a yearly review with each staff member to understand the needs of each staff and how we can support them in November. As needs arise throughout the year, teachers communicate to the BOE via the Administrator. A school survey was recently used as a new assessment tool to understand the long-range desires of parents. This assessment tool has been implemented, but it needs to be integrated into the long-range planning activities. The accreditation process is also used as an evaluation tool to better understand the future needs of the school on both an annual and 5-year rotation.

Action: Document survey aspects in BOE Handbook.

3A:18 The governing authority has a process in place for evaluating the effectiveness of the school.

Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0)

COMMENTS:

In order to evaluate the effectiveness of the school, the focus needs to be on our mission statement. We evaluate the academic foundation by use of Iowa Test of Basic Skills and feedback from alumni in terms of preparedness for high school. We nurture our students by having upper grade students mentor the lower grade students. Parents are also encouraged to express school and student concerns at various meetings and directly to the Administrator. Our focus continues to be to teach sound Lutheran doctrine via daily devotion, classes, and weekly chapel service. The school survey is a tool to report the effectiveness of the above three topics. The Board of Education is continuously looking for new ways to gather information on the effectiveness of the school.

Action: Develop 'school effectiveness' metrics.

3A:19 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. (NOTE: In PBG these are the Self-Governance policies.)

Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0)

COMMENTS: The Board of Education has a handbook that documents the duties of members and the board. The style by which meetings and motions are approved and documented is the same style used for our Constitution documents.

Action: Update BOE Handbook with Robert's Rules of Order as the meeting methodology.

3A:20 Neither the governing authority nor its individual members involve themselves in the day-to-day operations management of the organization.

Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0)

COMMENTS: The Board of Education has the role of policy maker and has charged the teachers and specifically the Administrator with the responsibility to see that policies are carried out as per our School Handbook.

Action: Create a policy concerning staff/spouses on the BOE.

3A:21 The governing authority monitors itself for adherence to policies.

Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0)

COMMENTS: The Board of Education is comprised of a group of people to maintain accountability to the various handbooks defined by the BOE. This lends itself to self-governance and monitoring. The Deacons on the BOE also maintain accountability as they are accountable to report actions of the BOE to the Dea-

cons. By reviewing meeting minutes and action items, they monitor adherence to documented policy. Any deviation from policy is documented in the meeting minutes.

Subtotal of points for Section III-A 50

Section III-B: Administration OVERVIEW:

List significant changes that have been made in your school in this area during its previous accreditation cycle.

- We are continuing to revise the Administrator's job description and evaluating whether or not this fits into our current structure or whether we need to create a new position.

REQUIRED INDICATOR OF SUCCESS:

Indicate whether or not the school meets the required indicator of success by circling **Yes** or **No**.

YES **NO** *3B:22The Administrator demonstrates a personal Christian faith, a commitment to Lutheran education, and a dedication to the teaching ministry.

GENERAL INDICATORS OF SUCCESS:

3B:23 The school Administrator is on the LCMS roster or is actively working toward a colloquy.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **Our Administrator is on the LCMS roster.**

3B:24 The Administrator holds current, appropriate state certification.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **The Administrator holds a 7-12 teachers certificate. Our Administrator does not have an Administrator certification.**

Action: How do we want to define this for future Administrator position?

3B:25 The Administrator has a master's degree in education, with no less than 12 semester hours in administration or supervision, or is actively working toward such a degree. (The Administrator of an early childhood center has a bachelor's degree, with no less than 18 semester hours in early childhood education, or is actively working toward accomplishing this requirement.)

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **Our current Administrator holds Masters degrees in Education and Science. The Administrator has also attended the Administrators Academy and has 12 credits in the area of Administration, including: Modern Curriculum Design – 3, Measure and Evaluation of Educational Systems - 3, School law – 3, Survey of Exceptionalities-3.**

3B:26 The Administrator participates in conferences and conventions that are required by the Synodical Handbook and in other appropriate conferences.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **The Administrator attends district and regional conferences.**
Action: Cannot find required events in 2010 Synodical Handbook 4.9.1?

3B:27 The Administrator is a member of the Lutheran Education Association and at least one other professional organization and regularly reads professional periodicals.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **The Administrator is a member of the Lutheran Education Association.**
The Administrator is a member of the Metro Lutheran Administrators.

3B:28 The Administrator is active in the whole educational ministry of the operating congregation.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **The Administrator plans and coordinates congregational programs such as: the musical and the Christmas program (children ministering to the congregation). The Administrator is also involved choir, and Bible study. The congregation does not specifically look to the Administrator for congregational teaching since the Pastors are the educational leaders of the congregation in terms of doctrine. The Administrator also meets with church staff (Pastors, Deaconess, Secretary, and Organist) monthly.**

3B:29 Adequate time is provided for administrative duties. The school Administrator is released from teaching duties for at least one quarter of each day for every 50 students enrolled. (If administrative duties are shared, then released time should be shared.)

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **The Administrator teaches two hours each day and has six hours for Administrator duties. The school enrollment is approximately 150 which would put the Administrator at six hours a day as per the calculation. If conflict arises, Administrator duties are completed and substitute teachers are found to accommodate the class time.**

Action: The Board of Education is evaluating the school structure.

3B:30 The Administrator works together with the local public schools at every opportunity.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **The Administrator works with the ISD279 for Bussing and Special Education services. The Administrator also works with the surrounding school districts for bussing reimbursement and other opportunities as they arise. Through the Administrators' relationships, we are leveraging the cooperative services with local school districts for things such as: nurse, counselor, text books, and standards review.**

Action: Document how St. John's School interfaces with outside school districts.

3B:31 Adequate secretarial help is available. A secretary is available for school purposes for at least 1/4 of each school day for every 50 students enrolled.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **As per the above time calculation standard the secretary is available the correct number of hours each day.**

3B:32 Levels of responsibility and accountability are clearly defined for all support staff (secretarial, maintenance, cafeteria, transportation, etc).

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **Accountability and basic responsibilities for support staff is documented in the**

Board of Education Handbook Section 3-A-5-9. The secretary's job description is described in the Board of Administration Handbook, and the maintenance person's job description is described in the Property and Grounds Handbook. Action: Update responsibility/accountability for each staff position.

3B:33 The Administrator consults regularly with pastor(s) and teachers individually and collectively.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **The Administrator meets with church staff (Pastors, Deaconess, Secretary, and Organist) monthly. The Administrator meets with school faculty collectively on a weekly basis per the Teacher Handbook. The Faculty is also encouraged to meet with the Administrator at any time an issue arises.**

3B:34 The Administrator visits each classroom and evaluates individual teacher performance at least annually. These evaluations are discussed with the teacher.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **Annually, the Administrator visits each classroom and individually evaluates all faculty members. This evaluation is shared with that faculty member and the results of such evaluations are reported to the BOE and put in the staff files. The Administrator also visits each classroom informally on a weekly basis to view the classroom and see weekly lesson plans.**

3B:35 The Administrator provides an ongoing program of professional staff supervision for the improvement of instruction.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **In cooperation with the BOE, the Administrator provides in-service opportunities and encourages participation in programs which improve the level of instruction. All teaching staff attended a new math boot camp in-service. The staff also attended the Lutheran Education Conference (MnSouth District). The Master Teacher Program is used during the school year which qualifies teachers for 12 hours for renewing their Minnesota teacher's license.**

3B:36 Accurate, current files are kept for each staff member (professional and support) and each student.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **Staff and student personnel files are kept and maintained in the church office as per the Faculty Handbook 8-A and 11. These are updated annually and reviewed for proper content. The staff is required to monitor the activity of their student files.**

3B:37 The Administrator provides leadership in curriculum development, staff development, congregational service, public relations, student evaluation and all other school related activities. Levels of responsibility and accountability are clearly defined.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **The varying levels of leadership expected of the Administrator are defined in the Board of Education Handbook: Public Relations 3B30, Congregational Service 3B28, Student Evaluations 3B36, Staff Development 3B35/34, Curriculum development 3B35/34.**

3B:38 Levels of responsibility and accountability are clearly defined for all professional and volunteer staff persons.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **Faculty and volunteer handbooks are available and document the**

responsibility and accountability of respective parties.

3B:39 Responsibility and limitations for the development and administration of the school's budget and finances are clearly defined.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **The Board of Education Handbook outlines the development of the BOE budget to be supplied to the BOA. The Board of Education and the school Administrator recommend and present staff salary increases and budgets for school-related expense items to the Board of Administration, which they review and incorporate into the combined church and school fiscal budget. The final combined and integrated church and school budget is submitted for approval first by the BOE, then the Council of Deacons, and finally by the Congregational Assembly. In summary, the primary responsibility for developing, presenting, and managing the budget lies with the Board of Administration, with monitoring and assistance provided by the BOE and the Administrator. The administration of the finances is addressed by the Treasurer as noted in the BOE handbook.**

3B:40 The Administrator provides spiritual leadership for the school through word and example.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **The two pastors provide the spiritual leadership for the church and school. The Administrator directly supports them and also encourages staff to do likewise. The pastors provide weekly staff Bible study and daily staff morning devotions. The Administrator regularly attends services and participates on the church choir. The Administrator also contributes regular articles to the church and school newsletters.**

3B:41 The Administrator relates appropriately with students of all ages.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **The Administrator relates in an appropriate and Christian manner with students families and members of the congregation. The Administrator also understands the varying maturity of children and addresses each age level in an appropriate manner.**

3B:42 The Administrator relates appropriately with families.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **Our Administrator is highly visible and available, and practices an open-door policy. He routinely engages with families in development of a cooperative plan to solve problems as they arise in the school.**

3B:43 The Administrator provides leadership for implementation of current educational technology—including necessary staff development and training.

Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **Implementation of digital technology over the past years has been, and will be, a focus over the next few years. Students have computer lab time as a part of their age-appropriate curriculum. Students use varying computer applications in conjunction with classroom time and assignments. Teachers are also using more projection technology and websites for curriculum and teaching aides. Teachers use computers and websites for communication and progress reports to parents (Gradelink). The Administrator and BOE encourage and make available opportunities for continuing education in technology development and training.**

3B:44 The Administrator provides leadership in securing funds and resources that may include individual, private, corporate and/or governmental sources.

X Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **The school currently secures some funds from resources such as Boxtops for Education, Campbell soup labels, Script, Hot Lunch Program, Kemps, Title II funds, State funds, and Thrivent Choice Dollars.**

3B:45 The Administrator compiles such policies, procedures or practices as appropriate for effective communication to the various school communities into student and/or parent handbooks/manuals.

X Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)**

COMMENTS: **The Administrator in cooperation with the BOE reviews, updates, and distributes the Parent handbook annually.**

Subtotal of points for Section III-B 65

ANSWER THE FOLLOWING QUESTIONS:

- A. Are all REQUIRED Indicators of Success complete and available for review? Yes
- B. What is your GENERAL Indicators of Success point total for Standard 3? 115
- C. Is the total for the GENERAL indicators of Success a minimum of 82 points? Yes
- D. Have you provided comments or explanation for proposed actions to meet any of the GENERAL Indicators of Success that have not been fully met? **Yes**

