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:**

At the time of the previous accreditation visit seven years ago, one of the strengths of Trinity Lone Oak Lutheran School was the Board of Education (BoCE). The board members were committed to the mission of the school and were forward-looking. During the middle years of the accreditation cycle there was complete and frequent change-over of the BoCE leadership and members. There was a period of a couple of years where there was an inward and short-term focus to the board. This ended with a short period of time without board leadership and some unfilled positions on the board.

The current BoCE has great leadership, all positions filled, and is beginning to take a longer view of the board’s responsibilities. The current chair has brought organization and focus to the board meetings and created an annual meeting planning calendar to help new members and future leaders know what to expect with each meeting of the year.

In March of 2011, the District Visiting team presented their findings as part of the Matthew 19:14 project. One of the work areas for the TLO congregation was “leadership and governance.” The team wrote,

*Alignment is lacking among staff and lay leaders to the mission of the church, reflected in job descriptions, goal setting, volunteer recruitment, training, mentoring, planning and accountability.*

 The recommendations for TLO in the areas of leadership and governance were as follows:

**5. Leadership and Governance** -

1. Establish a fall and winter retreat (at least ½ day each) for the entire church and school staff around the mission of God. (By August, 2011).
2. Conduct a study among the Church Council using literature on mission and the role of governance. i.e. “How Should Ministry Boards Govern?” or Structure His Church For Mission. (Begin By September, 2011).
3. Establish twice annual leadership training events for elected leaders to better understand their role in budgeting, managing conflict Biblically, goal setting in line with the mission of God, volunteer recruitment and support, documentation and leading a meeting for a missional purpose. (Begin by January, 2012)
4. Develop written missional goals for each leadership unit (Board or committee) that align to the new vision and mission statement. (By Spring, 2012)
5. Develop a reporting process for the written goals set by each leadership unit (Board or committee) that aligns to the new vision and mission statement. (By September, 2012)
6. Gather from each faculty and staff member written personal and professional goals in alignment with the new vision and mission statement. Include these in their annual evaluation process. (By November, 2012)
7. Develop a goal setting and evaluation process (one is available from the district) for the Senior Pastor. (By January, 2012).
8. Create a “Mission Structure Task Force” to:
	* 1. Identify strengths and weaknesses of the current structure in light of the mission of God
		2. Investigate other models of governance in churches with schools of similar size
		3. Create an educational awareness process to communicate strengths, weaknesses and alternative structures
		4. Make any recommendation for changes to the Voter’s Assembly. (By January , 2013)

Items in red have been completed. The Mission Structure Task Force (item h) just formed and is beginning its work. The rest of the items are woefully behind schedule.

**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.

YES NO \*3A:02 The operating organization has written policies clearly defining governing authority memberships.

YES NO \*3A:03 The governing authority establishes written policies or administrative limitations that empower the administration in operating the school.

**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.

[x]  **Met in Full (3)** [ ]  **Mostly Met (2)** [ ]  **Rarely Met (1)** [ ]  **Not Presently Met (0) \_\_3\_\_**

 COMMENTS: The school handbook outlines the grievance and due process resolution procedures.

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

[x]  **Met in Full (3)** [ ]  **Mostly Met (2)** [ ]  **Rarely Met (1)** [ ]  **Not Presently Met (0) \_\_3\_\_**

 COMMENTS: The board handbook discusses the open attendance policy and executive session procedure.

3A:06 The governing authority meets regularly.

[x]  **Met in Full (3)** [ ]  **Mostly Met (2)** [ ]  **Rarely Met (1)** [ ]  **Not Presently Met (0) \_\_3\_\_**

 COMMENTS: The Board of Christian Education meets the first Tuesday of every month and other special meetings as needed.

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

[x]  **Met in Full (3)** [ ]  **Mostly Met (2)** [ ]  **Rarely Met (1)** [ ]  **Not Presently Met (0) \_\_3\_\_**

 COMMENTS: The secretary of the Board of Christian Education circulates the meeting minutes via email to all board members within five days of the meeting. The board members make corrections and approve the minutes via email so that the minutes can be circulated with the school newsletter the week following the meeting.

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

[x]  **Met in Full (3)** [ ]  **Mostly Met (2)** [ ]  **Rarely Met (1)** [ ]  **Not Presently Met (0) \_\_3\_\_**

 COMMENTS: Board of Christian Education governance policies have been set at official meetings, recorded in the minutes, and are printed in the board policy manual.

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

[x]  **Met in Full (3)** [ ]  **Mostly Met (2)** [ ]  **Rarely Met (1)** [ ]  **Not Presently Met (0) \_\_3\_\_**

 COMMENTS: The Board of Christian Education has a policy manual.

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) \_\_3\_\_**

 COMMENTS: The chair of the Board of Christian Education is a voting member of and reports to the Church Council at the monthly meeting. The Chair of the Board of Christian Education also reports to the quarterly congregational voters’ meetings.

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) \_\_3\_\_**

 COMMENTS: The Board of Christian Education wrote a new job description for the administrator based on the actual jobs performed by the administrator.

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) \_\_3\_\_**

 COMMENTS: The principal attends each Board of Christian Education meeting and each Church Council meeting and reports to both.

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) \_\_3\_\_**

 COMMENTS: Since the creation of a new job description in 2012, the Board of Christian Education has evaluated the head administrator.

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) \_\_3\_\_**

 COMMENTS: The TLO constitution defines the roles of the senior pastor and the principal. The Board of Elders has written a job description for the senior pastor that fits within the constraints set forth by the constitution. The Board of Christian Education has a written job description for the principal that fits within the constraints set by the constitution. The principal’s job description was reworked in 2012.

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

[ ]  **Met in Full (3)** [x]  **Mostly Met (2)** [ ]  **Rarely Met (1)** [ ]  **Not Presently Met (0) \_\_2\_\_**

 COMMENTS: The Board of Christian Education has established long-range goals based primarily on the previous NLSA ongoing improvement goal plan. The congregation and Church Council do not establish written long-range goals or desired outcomes.

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

[ ]  **Met in Full (3)** [ ]  **Mostly Met (2)** [x]  **Rarely Met (1)** [ ]  **Not Presently Met (0) \_\_1\_\_**

 COMMENTS: Each board of Trinity Lone Oak Lutheran Church and School proposes a budget to the TLO church council. The TLO Church Council assembles and finalizes the proposals and is required to present a balanced budget to the May congregational voters’ assembly. Over the last four years the Church Council has presented a revised budget to the voters mid-way through the year. The revised budgets were due to more accurate information on income and expenditures as the budget year progresses. Church Council spends more time on budget planning in meetings than on any other topic.

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) \_\_2\_\_**

COMMENTS: During the 2011-2012 school year, TLO School conducted an appreciative inquiry with school parents. The Board of Christian Education normally completes an exit interview with families that depart the school for any reason (graduation, move, or transfer). An assessment on the principal which was based on parent and teacher feedback was conducted during the 2011-2012 school year. While there have been many assessments, there has not been consistency in the form of assessment from year to year.

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

[x]  **Met in Full (3)** [ ]  **Mostly Met (2)** [ ]  **Rarely Met (1)** [ ]  **Not Presently Met (0) \_\_3\_\_**

 COMMENTS: Every July, the Board of Christian Education spends a meeting reviewing the school’s mission, evaluates the previous year, and makes long-term plans for the school.

**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.)

[x]  **Met in Full (3)** [ ]  **Mostly Met (2)** [ ]  **Rarely Met (1)** [ ]  **Not Presently Met (0) \_\_3\_\_**

COMMENTS: Robert’s Rules of Order and the constitution of the TLO congregation are the rules utilized by the Church Council and the Board of Christian Education.

**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)** [x]  **Not Presently Met (0) \_\_0\_\_**

COMMENTS: By TLO constitution, only elected officers can approve budget expenditures and approve time cards. Only the congregation treasurer (a volunteer, unpaid elected position) can write checks for school expenditures. The pastor of the congregation and principal of the school have little leadership authority in the current governance structure. The district’s **Matthew 19:14** project prescriptions adopted by the congregation and the School Improvement Plan (SIP) both address this issue.

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

[x]  **Met in Full (3)** [ ]  **Mostly Met (2)** [ ]  **Rarely Met (1)** [ ]  **Not Presently Met (0) \_\_3\_\_**

 COMMENTS: Elected members of the Board of Christian Education and Church Council are responsible to monitor the respective boards for adherence to policies.

 Subtotal of points for Section III-A \_\_\_\_47\_\_\_\_\_\_

**Section III-B:**

**Administration**

**OVERVIEW:**

Trinity Lone Oak Lutheran School had the same administrator during the entire previous accreditation cycle. Some of the administrative/leadership initiatives during the previous accreditation cycle include:

* New recruitment plan
* A new third-source (charitable gifts to the school) funding model and tracking software that has significantly increased contributions to the school.
* A financial aid program with the goal of making it possible for any student to receive a Christian education despite the family’s financial status.

The Trinity Lone Oak Board of Christian Education completely reworked the principal’s job description in 2011-2012. The new job description is based on the reality of what the administrator actually does. The board also created a new administrator’s evaluation process based on the job description.

Starting June of 2013 the MN-South District (LCMS) is planning to contract with TLO for the services of Mr. Martens as Director of Schools. In this role, Mr. Martens will work for the district approximately 16 hours per week and will not be teaching in the school. Most of the 16 hours of work will be completed at TLO, providing increased flexibility in his schedule over the current locked-in daily class schedule.

**REQUIRED INDICATOR OF SUCCESS:**

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

YES NO \*3B:22 The 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.

[x]  **Met in Full (3)** [ ]  **Mostly Met (2)** [ ]  **Rarely Met (1)** [ ]  **Not Presently Met (0) \_\_3\_\_**

 COMMENTS: Mr. Martens is on the LCMS roster.

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

[x]  **Met in Full (3)** [ ]  **Mostly Met (2)** [ ]  **Rarely Met (1)** [ ]  **Not Presently Met (0) \_\_3\_\_**

 COMMENTS: Principal Martens has state licensure for teaching in Minnesota. He also holds licensures for teaching and administration in the state of Nebraska. There are no reciprocity agreements between the states and there is significant course work required in MN for administrative certification.

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.)

[x]  **Met in Full (3)** [ ]  **Mostly Met (2)** [ ]  **Rarely Met (1)** [ ]  **Not Presently Met (0) \_\_3\_\_**

 COMMENTS: Mr. Martens has a master’s degree in education from Concordia University Nebraska.

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

[x]  **Met in Full (3)** [ ]  **Mostly Met (2)** [ ]  **Rarely Met (1)** [ ]  **Not Presently Met (0) \_\_3\_\_**

 COMMENTS: Mr. Martens attends all required conferences and conventions.

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

[x]  **Met in Full (3)** [ ]  **Mostly Met (2)** [ ]  **Rarely Met (1)** [ ]  **Not Presently Met (0) \_\_3\_\_**

 COMMENTS: Mr. Martens is a member of the Lutheran Education Association (LEA), ASCD (formerly the Association for Supervision and Curriculum Development), the Minnesota Football Coaches Association (MFCA), and is a registered coach with the Minnesota State High School League. Previously he was a member of the National Science Teachers Association (NSTA) and the American Football Coaches Association (AFCA). Trinity Lone Oak is a member of the Minnesota Independent Forum. Mr. Martens regularly reads relevant articles in LEA publications, LEA administrators listserve emails, Education Technology web publications, and ASCD publications.

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

[ ]  **Met in Full (3)** [x]  **Mostly Met (2)** [ ]  **Rarely Met (1)** [ ]  **Not Presently Met (0) \_\_2\_\_**

 COMMENTS: Principal Martens is a member of Trinity Lone Oak Lutheran Church and is committed by the call to worship there. The rest of the Martens family frequently attends worship and Bible study/Sunday School at Messiah Lutheran, Lakeville, MN (LCMS). Mr. Martens will occasionally worship and attend Bible Study at Messiah to be with his family.

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)** [x]  **Not Presently Met (0) \_\_0\_\_**

 COMMENTS: During the 2012-2013 school year the principal is a .45 FTE teacher. With 113 students enrolled (K-8) and a preschool with 34 this is not a ¾ time release of teaching duties. Additionally, the Board of Christian Education has set a goal for the principal to have no more than a .2 FTE load. Due to the needs of students and the high cost of education, this goal has not been met for several years.

 Starting June of 2013 the MN-south district (LCMS) is planning to contract with TLO for the services of Mr. Martens as Director of Schools. In this role, Mr. Martens will work for the district approximately 16 hours per week and will not be teaching in the school. Most of the 16 hours of work will be completed at TLO, providing increased flexibility in his schedule over the current locked-in daily class schedule.

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

[x]  **Met in Full (3)** [ ]  **Mostly Met (2)** [ ]  **Rarely Met (1)** [ ]  **Not Presently Met (0) \_\_3\_\_**

 COMMENTS: Mr. Martens attends District 197 and 196 non-public school annual meetings to discuss health, transportation, and special education services. He meets with the curriculum director of District 197 annually to coordinate title money that is available. The new superintendent of District 197 visited TLO and took a tour of the facility.

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.

[x]  **Met in Full (3)** [ ]  **Mostly Met (2)** [ ]  **Rarely Met (1)** [ ]  **Not Presently Met (0) \_\_3\_\_**

 COMMENTS: The school secretary works school hours (at least 7 hours per school day). While more hours than the number of students prescribed, she also has been responsible for tracking all congregational gift giving and entering invoices for the treasurer.

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

[x]  **Met in Full (3)** [ ]  **Mostly Met (2)** [ ]  **Rarely Met (1)** [ ]  **Not Presently Met (0) \_\_3\_\_**

 COMMENTS: The principal annually provides a job performance review with the secretary. There are no levels of responsibility nor accountability over maintenance, cafeteria, and transportation services within this position.

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

[x]  **Met in Full (3)** [ ]  **Mostly Met (2)** [ ]  **Rarely Met (1)** [ ]  **Not Presently Met (0) \_\_3\_\_**

 COMMENTS: The administrator and pastor dialogue frequently as needed but have not scheduled a regular weekly meeting. Teachers and principal meet every morning for devotions and announcements (Pastor leads these once per week.) The principal and teachers meet collectively monthly during the school year. There is a full day retreat for planning in August and a half-day retreat to debrief the year in June. The principal meets with each teacher individually after school is out for performance reviews, evaluation, and goal planning.

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)** [x]  **Mostly Met (2)** [ ]  **Rarely Met (1)** [ ]  **Not Presently Met (0) \_\_2\_\_**

 COMMENTS: Due to the teaching load of the principal, not every teacher receives a formal visit annually. New teachers to the school are visited formally. The principal will informally, frequently, and briefly pop in and out of classrooms to observe the climate of the school and make note of activities going on in each classroom. Each teacher receives a formal individual teacher performance during a private meeting at the end of every school year.

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

[x]  **Met in Full (3)** [ ]  **Mostly Met (2)** [ ]  **Rarely Met (1)** [ ]  **Not Presently Met (0) \_\_3\_\_**

 COMMENTS: The principal provides performance evaluation to staff annually based on observations taken throughout the school year.

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

[x]  **Met in Full (3)** [ ]  **Mostly Met (2)** [ ]  **Rarely Met (1)** [ ]  **Not Presently Met (0) \_\_3\_\_**

 COMMENTS: There are paper files on each professional and support staff member securely stored in the principal’s office. The principal also maintains an electronic portfolio on each current staff member. Current student records are stored in the school office. Older student records are stored in the server room

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.

[x]  **Met in Full (3)** [ ]  **Mostly Met (2)** [ ]  **Rarely Met (1)** [ ]  **Not Presently Met (0) \_\_3\_\_**

 COMMENTS: The principal leads the curriculum development process and sets and holds to task the curriculum development teams. As a member (non-voting) of church council, the principal is the liaison between staff and congregational leadership regarding service opportunities. The principal leads staff development. The principal works with the marketing committee to market the school, and the school secretary to communicate with school families and the congregation.

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

[x]  **Met in Full (3)** [ ]  **Mostly Met (2)** [ ]  **Rarely Met (1)** [ ]  **Not Presently Met (0) \_\_3\_\_**

 COMMENTS: There are job descriptions for all professional staff positions that define levels of responsibility and accountability. Regular volunteer staff, (for example, office assistant, ESC volunteer, coach) are under the responsibility of an assigned paid staff member for levels of responsibility and accountability.

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

[ ]  **Met in Full (3)** [x]  **Mostly Met (2)** [ ]  **Rarely Met (1)** [ ]  **Not Presently Met (0) \_\_2\_\_**

 COMMENTS: Only elected board members and officers of TLO congregation have the authority to authorize payments and sign contracts. While there are clear lines of limitation and responsibility, in all practicality it is difficult for volunteer members to be timely and accurate in the administration of the school’s budget. With 6 different people, any one of which could authorize payments or sign contracts, there is confusion over roles and responsibilities. This also limits the paid staff that leads the school when they do not have any authority over authorizing budget allocations. These problems were pointed out in the **Matthew 19:14** project prescriptions adopted by the congregation and are a part of the School Improvement Plan.

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

[x]  **Met in Full (3)** [ ]  **Mostly Met (2)** [ ]  **Rarely Met (1)** [ ]  **Not Presently Met (0) \_\_3\_\_**

 COMMENTS: The Principal leads chapel at least once per month and opens and/or closes all public events (concerts, musicals, parent meetings, staff meetings, parent orientations, etc.) with prayer.

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

[x]  **Met in Full (3)** [ ]  **Mostly Met (2)** [ ]  **Rarely Met (1)** [ ]  **Not Presently Met (0) \_\_3\_\_**

 COMMENTS: While there is always room for improvement in any role served, there is adequate evidence from the appreciative inquiry and the principal’s evaluation that the administrator relates appropriately with students.

3B:42 The administrator relates appropriately with families.

[x]  **Met in Full (3)** [ ]  **Mostly Met (2)** [ ]  **Rarely Met (1)** [ ]  **Not Presently Met (0) \_\_3\_\_**

 COMMENTS: While there is always room for improvement in any role served, there is adequate evidence from the appreciative inquiry and the principal’s evaluation that the administrator relates appropriately with families.

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

[ ]  **Met in Full (3)** [x]  **Mostly Met (2)** [ ]  **Rarely Met (1)** [ ]  **Not Presently Met (0) \_\_2\_\_**

 COMMENTS: The principal is also the technology coordinator for the church and school. Over the past two years, there have been new laptops issued to teachers, a new central server, and projectors/interactive whiteboard technology added to half of the classrooms. Due to the administrative and teaching load, there has not been enough time for the principal to adequately provide training, resources, and timely tech support for all of the new technologies.

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) \_\_3\_\_**

 COMMENTS: Over the last 10 years, 3rd source funding has gone from $25,000 annually to as much as $180,000 in the best year. It is anticipated that third source funding will account for $145,000 in the current year, primarily from the annual appeal (Be a Light Campaign), Annual Fund, school auction, and PTCO fundraising events.

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) \_\_3\_\_**

 COMMENTS: The parent handbook is reviewed annually by staff and the Board of Christian Education. The principal leads the review, recommends changes, compiles alterations, and communicates the changes for the handbook.

 Subtotal of points for Section III-B \_\_\_62\_\_\_\_

**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? \_\_\_\_\_109\_\_\_\_\_\_

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\_\_\_\_