

Section III: Leadership

Leadership of the school is a major factor in the successful development, implementation, and evaluation of the school. The leadership comes from a variety of people and groups. The primary leadership components are the governing body and the appointed administrator(s), and those two subsections are the focus of this area of the self-study report.

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**. There will be introductory comments and necessary responses for each section, in addition to the responses to the indicators.*

Section III-A: Governance

OVERVIEW:

As the policy-making agency for the school, it is vital that the Board of Christian Education (school board) understands its role and function, operates efficiently, and keeps accurate records.

RESPOND TO THE FOLLOWING:

A. How are governing board members and officers selected?

Board members are selected and elected by the congregation at the third quarterly voters' meeting. Each board member has a term of three years for maximum of two consecutive terms. One board member's position is up each year.

B. Describe the governing board, indicating its membership, responsibilities and meeting times.

The governing board consists of three elected board members, pastor and principal. The governing board of Zion's school is to manage through planning for the future, and to govern through policies. The Board of Education meets at the end of every month.

C. How are board policies and minutes obtained for examination?

The board policies and minutes are bound and kept in the office

D. How are the school's community and operating congregation(s) informed of the governing board's policies, decisions and plans?

All policies are placed in the parent/student handbook which is passed out to all parents at the beginning of the school year, and available on the school webpage. A short summary of board meetings is placed in the church's monthly newsletter and the weekly "News and Notes". The Church monthly newsletter is mailed to all school families as well as to congregation members

E. Which major decisions has the board made in the past three years?

**-Hiring a new administrator and two new full-time grade school teachers
-Smartboard in every classroom**

-First year free tuition for all new students

-Visibility in local fairs and festivals

-Purchasing Accelerated Reader for grades 1-4

F. Which needs have been identified, but not yet resolved?

-Bus service for the out lying area is in jeopardy of being discontinued through the school district rezoning

-Additional classrooms and a larger gymnasium

G. What model or plan does your school use for systematic planning?

"Visioning"

H. How many board actions provided benefits for students and their families?

Financial assistance, purchase of computers, field trips, additions to the curriculum, as well as additional insurance for after school activities are benefits many students and their families have been provided. The addition of all-day kindergarten has been a benefit for parents' scheduling.

ATTACHMENTS:

- Your Board of Christian Education (Governing Board) Handbook or Policy Manual.
- Your board's policy about the roles of the board, administrator, and pastor.
- File of School Annual Statistics Reports.

REQUIRED INDICATORS OF SUCCESS:

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

YES NO *3:01 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 *3:02 The operating organization has written policies clearly defining governing authority membership.

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

GENERAL INDICATORS OF SUCCESS:

General Indicators of Success help the school quantify its compliance with the Required Standard. Evaluate your school's compliance with each General Indicator of Success using the criterion defined below. In the "Comments" section related to that indicator, specify how your school falls short of full compliance for any indicator marked less than "Met in Full."

Met in Full—The indicator of success has been completely accomplished by the school. It is verifiable through evidence and documentation.

Mostly Met—The indicator of success has been partially accomplished by the school. Documentation and evidence regularly indicate that the school is well on the way toward full accomplishment of the indicator.

Rarely Met—Infrequent implementation of an indicator of success. This indicator rarely occurs in the school and evidence and documentation for compliance are minimally present.

Not Presently Met—There has been no progress by the school toward the accomplishment of this indicator of success

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

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

- 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)** **3**
- 3A:06** The governing authority meets regularly.
 Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** **3**
- 3A:07** Minutes are kept for each meeting and circulated to all members.
 Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** **3**
- 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)** **3**
- 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)** **3**
- 3A:10** The governing authority makes appropriate reports to the operating organization(s).
 Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** **3**
- 3A:11** Comprehensive job responsibilities and/or limitations are in place for the administrator.
 Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** **3**
- 3A:12** The governing authority receives reports from the administrator at each meeting.
 Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** **3**
- 3A:13** The governing authority evaluates the head administrator annually based on job description.
 Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** **3**
- 3A:14** The governing authority has written policies or position descriptions clearly delineating relationships with the head administrator (and pastor[s] if appropriate).
 Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** **3**
- 3A:15** Based on systematic strategic planning, the governing authority establishes written long-range goals or desired outcomes.
 Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** **3**
- 3A:16** The governing authority establishes policies that provide for sound budget planning and fiscal operations.
 Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** **3**
- 3A:17** The governing authority has in place a needs assessment process integral to school-wide systematic planning.
 Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** **3**
- 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)** **3**
- 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 Policy Based Governance.)
 Met in Full (3) **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** **3**

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

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

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

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

Total 54

COMMENT ON THE WHOLE

SUBSECTION ON GOVERNANCE:

- A. Are the required indicators of success met? **YES**
- B. Is the total for the indicators of success a minimum of 36 points? **YES**
- C. Based on this portion of the self-study, what are the strengths of your school?

Members of the Board of Education are active Christian parents who currently have children in our school. They attend regular board meetings. The minutes are recorded and distributed. They work together well with the administration. They make long and short term improvements for the school.

D. Based on the concerns identified in your self-study, you will develop future plans to improve your school. Identify every item marked as less than “Met in Full” with specific plans for action to be taken by the school over the next cycle of accreditation. Any areas identified as needing improvement in the “Respond to:” component must also be included in the proposed school action plan and addressed in the cumulative annual report.

Section III-B: Administration

OVERVIEW:

Effective administration is a key element of a successful Lutheran school. Administrative leadership is necessary if the school is to be effective with students, parents, personnel and the Governing Board. The administrator's tasks are vital to the school's success.

RESPOND TO THE FOLLOWING:

A. Describe the school's administration.

The administrator has the support of the school board, faculty, parents and students. He is open to suggestions, keeps current in education and looks for change or improvements in styles of education. He gives direction and leads by example.

B. How do administrators fulfill their responsibilities in formulating and managing the school budget?

The administrator reviews the current amounts in the school funds and spends accordingly. We have been blessed by generous donations and matching fund gifts

C. In what ways does the school administration use leadership skills in the congregation, community, and professional organizations?

The administrator uses his leadership skills in the congregation by having monthly state of the school addresses and leading the children's message. He has also giving quarterly stewardship talks to the congregation. The administrator also attends all the voters meetings to is available after church if congregation members have a question. He also attend quarterly Region II principal meetings. The administrator has also led worship service when pastor was taking some vacation.

D. Describe the relationship of administration to the volunteers and non-teaching staff of the school.

He is open and supportive of all volunteers in the school. He knows the volunteers and lets them know that their services are appreciated.

E. Describe the process of instructional supervision.

The administrator is also a full time classroom teacher, which limits his ability to do a lot of instructional supervision. The Goal of the administrator is to observe the teachers twice during the school year. The first observation is more of an informal observation, the second observation is a formal observation.

ATTACHMENTS:

* The administrator's job description.

REQUIRED INDICATORS OF SUCCESS:

Indicate whether or not the school meets the required indicators 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 of the governing authority.

GENERAL INDICATORS OF SUCCESS:

General Indicators of Success help the school quantify its compliance with the Required Standard. Evaluate your school's compliance with each General Indicator of Success using the criterion defined below. In the "Comments"

section related to that indicator, specify how your school falls short of full compliance for any indicator marked less than "Met in Full."

Met in Full—The indicator of success has been completely accomplished by the school. It is verifiable through evidence and documentation.

Mostly Met—The indicator of success has been partially accomplished by the school. Documentation and evidence regularly indicate that the school is well on the way toward full accomplishment of the indicator.

Rarely Met—Infrequent implementation of an indicator of success. This indicator rarely occurs in the school and evidence and documentation for compliance are minimally present.

Not Presently Met—There has been no progress by the school toward the accomplishment of this indicator of success.

3B:23 The school administrator is on the LCMS roster or is actively working toward a colloquy.
__3__ **Met in Full (3)** __ __ **Mostly Met (2)** __ __ **Rarely Met (1)** __ __ **Not Presently Met (0)** __3__

3B:24 The administrator holds current, appropriate state certification.
__3__ **Met in Full (3)** __ __ **Mostly Met (2)** __ __ **Rarely Met (1)** __ __ **Not Presently Met (0)** __3__

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.)
__3__ **Met in Full (3)** __ __ **Mostly Met (2)** __ __ **Rarely Met (1)** __ __ **Not Presently Met (0)** __3__

3B:26 The administrator participates in conferences and conventions which are required by the Synodical Handbook and in other appropriate conferences.
__3__ **Met in Full (3)** __ __ **Mostly Met (2)** __ __ **Rarely Met (1)** __ __ **Not Presently Met (0)** __3__

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)** __2__ **Mostly Met (2)** __ __ **Rarely Met (1)** __ __ **Not Presently Met (0)** __2__

Comments: The administrator is currently a member of National Geographical Society. Due the cost of LEA and the lack of valued information he only attains a membership during an LEA year.

3B:28 The administrator is active in the whole educational ministry of the operating congregation.
__3__ **Met in Full (3)** __ __ **Mostly Met (2)** __ __ **Rarely Met (1)** __ __ **Not Presently Met (0)** __3__

3B:29 Adequate time is provided for administrative duties. The school administrator is released from teaching duties for at least 1/4 of each day for every 50 students enrolled. (If administrative duties are shared, then released time should be shared.)
__3__ **Met in Full (3)** __ __ **Mostly Met (2)** __ __ **Rarely Met (1)** __ __ **Not Presently Met (0)** __3__

3B:30 The administrator works together with the local public schools at every opportunity.
__3__ **Met in Full (3)** __ __ **Mostly Met (2)** __ __ **Rarely Met (1)** __ __ **Not Presently Met (0)** __3__

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.
__3__ **Met in Full (3)** __ __ **Mostly Met (2)** __ __ **Rarely Met (1)** __ __ **Not Presently Met (0)** __3__

- 3B:32** Levels of responsibility and accountability are clearly defined for all support staff (secretarial, maintenance, cafeteria, transportation, etc.).
 3 **Met in Full (3)** **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** **3**
- 3B:33** The administrator consults regularly with pastor(s) and teachers individually and collectively.
 3 **Met in Full (3)** **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** **3**
- 3B:34** The administrator visits each classroom and evaluates individual teacher performance at least annually. These evaluations are discussed with the teacher and then reported in summary to the board.
 3 **Met in Full (3)** **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** **3**
- 3B:35** The administrator provides an ongoing program of professional staff supervision for the improvement of instruction.
 3 **Met in Full (3)** **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** **3**
- 3B:36** Accurate, current files are kept for each staff member (professional and support) and students.
 3 **Met in Full (3)** **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** **3**
- 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.
 3 **Met in Full (3)** **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** **3**
- 3B:38** Levels of responsibility and accountability are clearly defined for all professional and volunteer staff persons.
 3 **Met in Full (3)** **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** **3**
- 3B:39** Responsibility and limitations for the development and administration of the school's budget and finances are clearly defined.
 3 **Met in Full (3)** **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** **3**
- 3B:40** The administrator provides spiritual leadership for the school community and in the congregation(s) through word and example.
 3 **Met in Full (3)** **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** **3**
- 3B:41** The administrator relates appropriately with students of all ages.
 3 **Met in Full (3)** **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** **3**
- 3B:42** The administrator relates appropriately with families.
 3 **Met in Full (3)** **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** **3**
- 3B:43** The administrator provides leadership for implementation of current educational technology— including necessary staff development and training.
 3 **Met in Full (3)** **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** **3**
- 3B:44** The administrator provides leadership in securing funds and resources which may include individual, private, corporate and/or governmental sources.
 3 **Met in Full (3)** **Mostly Met (2)** **Rarely Met (1)** **Not Presently Met (0)** **3**

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.

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

Total 68

COMMENT ON THE WHOLE SUBSECTION ON ADMINISTRATION:

- A. Are the required indicators of success met? **YES**
- B. Is the total for the indicators of success a minimum of 46 points? **YES**
- C. Based on this portion of the self-study, what are the strengths of your school?

We are blessed at Zion to have an administrator that is fully supportive of Christian Education. He sets a good Example through Christian living, and keeps up with education changes and improvements. He is open to hear new ideas and suggestions from parents and families.

- D. Based on the concerns identified in your self-study, you will develop future plans to improve your school. Identify every item marked as less than “Met in Full” with specific plans for action to be taken by the school over the next cycle of accreditation. Any areas identified as needing improvement in the “Respond to:” component must also be included in the proposed school action plan and addressed in the cumulative annual report.

Add the point totals from the two subsections related to Section III, Leadership to determine the total score for Section III. 82 points are required to demonstrate compliance with the standard.

Total Points: 122