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| Florida Coalition of Christian Private Schools Accreditation  K-12 Accreditation Self-Study Workbook 5.2 Group One: Governance and Administration  Standard Two: Governance |
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External (Self-Study) Review: Score and Response Workbook

# **Group One: Governance and Administration**

# **Standard Two Governance**

Refer to the K-12 Accreditation Instruction Manual for directions and examples for completing this section of the workbook

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Description automatically generated with low confidence***Group One: Governance and Administration**

* The capacity of governance and Administration to ensure an institution's commitment to and progress towards its stated objectives is an essential element of organizational effectiveness.
* An institution's governance is the foundation that provides:
* The fidelity and commitment to its institutional purpose and direction,
* The effectiveness of governance and leadership to enable the institution to realize its stated objectives,
* The ability to engage and involve stakeholders in meaningful and productive ways, and
* The capacity to enact strategies to improve the performance of learners and educators.

**Standard Two: Governance:  
The school operates under governance and published policies, that provides ethical guidance, promote, and support student performance and evaluate school effectiveness.**

**Indicator 2.1 Policy Development and Revision of Policies**  
The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.

**Indicator 2.2 Ethical Conduct and Professional learning**  
The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.

**Based on the purpose or vision of the institution, the Governing Authority provides the oversight or stewardship of the entire operation.**

*"Moreover it is required in stewards, that a man be found faithful."* 1 Corinthians 4: 2 (KJV)

On that foundation, we can begin to build a structure. For a building, it is walls and a roof designed with care by the architect. For a school, it is the Governing Authority (often referred to as the School Board) that oversees the planning and development of the organization, and supervises the administrative team tasked with the day-to-day professional learning environment.

**NOTE: Provide the response from the perspective of the institution for Standard Two.**

answer these questions from the perspective of the governing authority of the institution that has the overall responsibility of stewardship and adherence to the foundational principles of the institution.

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| **Group One: Leadership Oversight / Standard Two: Governance**  **Indicator 2.1: Policy Development and Revision of Policies:** The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness. | |
| **Indicator 2.1.A** | Process of Policy Development and Revision (K-12 Accreditation Manual, Page 68) |
| **a) The governing authority** has a documented policy in place that requires a testimony and evidence of faith in Jesus Christ from **all** board members and executive leadership. | |
| 1) Which ranking best describes the Institution for Indicator 2.1.A(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 2.1.A(a)  \*Include references to evidence that support the narrative: i.e., School Board Policy or Employee Handbook  This document or policy would typically be in a school board policy manual. Depending on the structure of the school it could be in an administrator manual or on their employment application, contract, confidential agreement or some other form that they have signed to serve on the school board. | |
| **b)**  **The governing authority:**  has a documented, data-driven process for future growth and development. | |
| 1) Which ranking best describes the Institution for Indicator 2.1.A(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 2.1.A(b) \*Include references to evidence that support the narrative:  This may be included in the continuous improvement plan but more often is described as the long-term strategic Plan. If it is a part of the CIP then the visiting team will need a breakdown of the sections or goals that are long term and those that are short term or operational. | |
| **c)**  **The governing authority:**  has a documented, data-driven process for the review and revision of policies for all educational program types. | |
| 1) Which ranking best describes the Institution for Indicator 2.1.A(c)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 2.1.A(c) \*Include references to evidence that support the narrative:  An example would the FCCPSA policy that every five years (years that end in zero or five) the Board of Directors must empanel a committee to review the five, year and longer strategic plan. This should also be in the Board of Directors manual or handbook. | |

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| **Group One: Leadership Oversight / Standard Two: Governance**  **Indicator 2.1: Policy Development and Revision of Policies:** The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness. | |
| **Indicator 2.1.B** | Activity Regarding Policies. (K-12 Accreditation Manual, Page 69) |
| **a) The governing authority:** adopts, updates, and holds itself accountable to clearly written policies that comply with applicable laws, regulations, as well as providing a safe and secure learning environment. | |
| 1) Which ranking best describes the Institution for Indicator 2.1.B(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 2.1.B(a)  \*Include references to evidence that support the narrative: i.e., School Board Policy Manual, Administrator Manual  Still focusing on the duties of the governing authority or school board this is the oversight part of the organization that delegates authority to the administration all policies compliance with laws and regulations and the safety of students and their records is the responsibility of the governing authority these are some of the details that we’re looking for in that school board policy manual. | |
| **b)**  **The governing authority:** ensures integrity and effective day-to-day operations. | |
| 1) Which ranking best describes the Institution for Indicator 2.1.B((b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 2.1.B(b). \*Include references to evidence that support the narrative:  We understand that in many smaller schools the administration is also part of the government authority. But there is a distinction in duties the governing authority must specifically authorize and empower the administrator to oversee the day-to-day operations as well as supervise that administrator. An provide the structure under which the administrator or principal supervises the day-to-day staff to ensure effective day-to-day operations what is the process of authority and supervision look like where is it documented. | |
| **c)**  **The governing authority:** has provisions in place that ensure that allprivate records, including: staff files, student records, and the financial records of the Institution are maintained in a safe and professional manner. | |
| 1) Which ranking best describes the Institution for Indicator 2.1.B((c)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 2.1.B(c). \*Include references to evidence that support the narrative:  Section 2 of the FCCPSA administrators manual lays out a detailed list of the compliance issues that the governing authority has the responsibility to ensure the school operates within all legal guidelines. Whether they do it themselves or delegate items to the administrator of the school. Topics include but are not limited to federal requirements for compliance FERPA, SEVP certification the Florida statues and compliance a state guidelines and regulations county and city regulations and compliance the floor Department of Education specifically if the school except scholarship students from the state of Florida and that the entire facility is safe sanitary and students  In short section two of the FCCPSA Administrators manual should probably be required reading for anyone who serves on a private school board of directors. | |

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| **Group One: Leadership Oversight / Standard Two: Governance**  **Indicator 2.2: Ethical Conduct and Professional Learning:** The governing authority adheres to a code of ethics and functions within defined roles and responsibilities. | |
| **Indicator 2.2.A** | Ethical Conduct (K-12 Accreditation Manual, Page 72) |
| **a) The governing authority:** adopts, updates, and holds itself accountable to a written code of ethics that  defines principles of conduct and ethical standards for governance. | |
| 1) Which ranking best describes the Institution for Indicator 2.2.A (a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 2.2.A(a)  \*Include references to evidence that support the narrative: i.e., School Board Policy Manual, Administrator Manual  After reading through section 2 and possibly section 3 of the FCCPSA administrators manual and making sure that the governing authority policy manual has provisions in place to comply with all applicable laws there still needs to be a document that those individuals signed acknowledging their duties and responsibilities under the law.  While the visiting team needs a copy of that document, they also need the details on how the board holds itself accountable and what those ethical standards are. | |
| **b) The governing authority:** publishes and oversees policies and practices which provide leadership the  autonomy for day-to-day effective operations of the institution. | |
| 1) Which ranking best describes the Institution for Indicator 2.2.A (b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 2.2.A(b)  \*Include references to evidence that support the narrative:  Most commonly referred to as the administrators, manual or the operations manual. This is the set of policies, guidelines and procedures that is developed by the governing authority which provides the detailed operational guidelines required of the administration so they can carry out those day-to-day operation. | |
| c) The governing authority develops staff qualifications, admission policies, tuition and fee schedules appropriate to its operations, as well as a refund policy that is well communicated and meets legal and ethical considerations. | |
| 1) Which ranking best describes the Institution for Indicator 2.2.A c)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 2.2.A(c)  \*Include references to evidence that support the narrative:  Part 2.2.Ab referred to the autonomy for the day-to-day operations this section refers to specific policies, staff qualifications, admission, policies, tuition fee, structures, refund policies, etc. these are not decisions that the administrator is unilaterally empowered to make. These are decisions that must be made by the governing authority and carried out by the administration.  Most often these will be in the same administrative manual or operations manual what we need here as reference to those specific parts that apply so the site visit team can refer to them quickly and efficiently. | |

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| **Group One: Leadership Oversight / Standard Two: Governance**  **Indicator 2.2: Ethical Conduct and Professional Learning:** The governing authority adheres to a code of ethics and functions within defined roles and responsibilities. | |
| **Indicator 2.2.B** | Continuous Professional Learning. (K-12 Accreditation Manual, Page 73) |
| **a) The governing authority:** adopts, updates, and holds itself accountable to policies that define its roles and responsibilities.  This narrative is about the School Board and/or Administrative Leadership, not teaching staff. | |
| 1) Which ranking best describes the Institution for Indicator 2.2.B(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 2.2.B(a)  \*Include references to evidence that support the narrative: i.e., School Board Policy Manual, Administrator Manual  While we were still in the section on ethical conduct and professional learning, we move away a little bit from the ethical conduct, which has been covered in part a, and we moved to the policies to defined the roles and responsibilities of the governing authority.  One of the workshops, the FCCPSA did a few years ago was by William Mott Ph.D, who wrote the book, healthy boards, successful schools in that workshop. We spent a lot of time dealing with the roles and responsibilities of the governing authority. It’s not unusual to see school board members overstep their authority, which can have a tremendously negative affect on the operation of school. So here we are looking for the specific policies that defined the roles and responsibilities of the governing authority. | |
| **b) The governing authority:**  regularly engages in ongoing professional learning to enable them to stay current and informed regarding roles and responsibilities, applicable laws, regulations, organizational best practices and the use of evidence to guide decision making.  This narrative is about the School Board and/or Administrative Leadership, not teaching staff. | |
| 1) Which ranking best describes the Institution for Indicator 2.2.B(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 2.2.B(b) \*Include references to evidence that support the narrative: i.e.,  Most schools have a fairly well designed and robust professional, learning or professional development system for their teaching staff. They tend to be less developed for their administrative staff, which we will talk about in a different section, but here were talking specifically about the professional learning professional development of the school board members how are they trained?  How are they inducted into the worldview or philosophy of the operation of the school? Just because someone is an attorney, or a banker doesn’t mean they truly understand the operation of a private Christian school and they need to be trained and have on-going professional development on its operation. | |

NARRATIVE QUESTIONS: GROUP ONE: STANDARD TWO: GOVERNANCE

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| See page 75  K-12 Manual | Leadership Oversight Group, Standard Two Governance  Focus Questions |
| ***2.1:*** *What policies and procedures are in place to ensure that Christ-centered governance and effective administrative leadership are taking place?* |  |

IMPROVEMENT QUESTIONS: GROUP ONE: STANDARD TWO: GOVERNANCE

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| See page 75  K-12 Manual | Leadership Oversight Group, Standard Two Governance  Strength, Quality, Weakness and Improvement Questions |
| 2S: Areas of Strength:  *What are your areas of greatest strength and why?* |  |
| 2Q: Maintaining Quality:  *What actions are you implementing to sustain your areas of strength?* |  |
| 2W: Areas of Weakness:  *What are your areas of weakness and why?* |  |
| 2I: Plans for Improvement:  *(Administration): What are your plans for improvement?* |  |

Evidence Submitted for Standard Two Governance:

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| Evidence |
| **Refer to the K-12 Accreditation Manual for Required Evidence and Examples** |
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