

GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

A. ISSUES RELATED TO THIS STANDARD

The following requirements ask the school system to provide a self-assessment of expectations for quality included in this Standard for Accreditation. The information and data requested in this section are not for evaluation purposes. Instead, the information and data assist the school system in making the determination whether it meets the Standard and its Indicators of Quality.

A.1. FOR INDEPENDENT, RELIGIOUS, AND PROPRIETARY SCHOOL SYSTEMS

	These issues are not applicable to our school system.
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1. Is the school system incorporated?		Yes
	X	No
If yes, Name of Corporation:		

2. Is the school system licensed to operate as an educational school system?	X	Yes
		No
If yes,		
In what state(s) is the school system licensed to operate?	PA	
In what country(ies) is the school system licensed to operate?	USA	
If no, explain the school system's authority to operate:		

3. Is the school system licensed to grant diplomas or certificates?	X	Yes
		No
If yes,		
In what state(s) is the school system licensed to grant diplomas or certificates?	PA	
Type(s) of diplomas or certificates offered	High School	
If no, explain the school system's authority to grant diplomas or certificates:		

For religious school systems:

Religious Affiliation:	N/A
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B. SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

The school system must meet this Standard for Accreditation to be granted "Accreditation" by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the school system meets the Standard. Rate the degree to which the school system meets each Indicator by using the following scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the school system does not meet the expectations of this Indicator
2. Partially Meets/In Need of Improvement	The evidence indicates that the school system partially meets the expectations of this Indicator and is in need of improvement
3. Meets	The evidence indicates the school system meets the expectations of this Indicator
4. Exceeds	The evidence indicates the school system exceeds the expectations of this Indicator

Middle States Association Accreditation Standard Governance and Leadership

The Standard: The school system is chartered, licensed, or authorized by a state, nation, or authority that operates in the public interest. The governance and leadership ensure the integrity, effectiveness, and reputation of the school system through the establishment of policy, provision of resources, and assurance of a quality educational program. The governance and leadership act ethically and consistently to assure an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. School system leaders foster a productive environment for teaching and learning, timely and open communication with stakeholders, and the vision necessary for day-to-day operations and long-term planning.

2.1 – 2.20: Indicators for the school system

School System Governance

MSA Indicator of Quality	Rating			
	1	2	3	4
2.1 The school system is in compliance with the laws, ordinances, and regulations of all civil authorities with jurisdiction over the location in which the school system is located.				X
2.2 No legal or proprietary ambiguities in ownership, control, or responsibility exist. Partnerships and any corporate linkages in ownership/governance are expressed as enforceable agreements.				X
2.3 The governance works cooperatively to establish and maintain clearly formulated written policies and procedures that are consistent with the school system’s philosophy/mission. The policies and procedures are implemented and reviewed regularly.				X
2.4 The governance provides appropriate opportunities for education of the trustees/board, including orientation and training sessions so that all members understand their responsibilities and roles.			X	

MSA Indicator of Quality	Rating			
	1	2	3	4
2.5 The governance appropriately recognizes the accomplishments of the staff and students.			X	
2.6 The governance provides the school system with effective leadership, support, and continuity, including succession planning to ensure stability of the system's leadership.			X	
2.7 The governance thinks and acts strategically, reflecting on its decisions and the consequences of its actions.			X	
2.8 The governance implements a system for evaluating its own effectiveness in performing its duties.			X	
2.9 The governance focuses its activities on selecting, evaluating, and supporting the head of the school system, policy development, planning, assessing the organization's performance, and ensuring adequate resources to accomplish the system's philosophy/mission.			X	
2.10 Governance refrains from undermining the authority of the leadership to conduct the daily operation of the school system.			X	
2.11 The governance utilizes a clearly defined performance appraisal system for the head of the school system. The appraisal is conducted with the knowledge and participation of the head of the school system.			X	

School System Leadership

MSA Indicator of Quality	Rating			
	1	2	3	4
2.12 The head of the school system is accountable to the governance and is responsible for ensuring achievement of expected levels of student performance.				X
2.13 Together with the school system's governance, the				X

MSA Indicator of Quality	Rating			
	1	2	3	4
school system's leadership undertakes operational, long range, and strategic planning aimed at accomplishing the school's mission and goals.				
2.14 The school system's leadership ensures that all school system programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.				X
2.15 The school system's leadership stays well informed of educational developments.				X
2.16 The school system leadership adheres to appropriate guidelines concerning confidentiality in communications.			X	
2.17 The school system's leadership provides the component schools with effective leadership, support, and continuity, including succession planning to ensure stability of the schools' leadership.			X	
2.18 The school system's leadership focuses its activities on selecting, evaluating, and supporting the leadership of the component schools, planning, assessing the system's performance, and ensuring adequate resources to accomplish the philosophy/mission of the system and its component schools (if appropriate).			X	
2.19 The school system's leadership refrains from undermining the authority of the component schools' leadership to conduct the daily operation of the component schools.			X	
2.20 The school system's leadership uses a clearly defined performance appraisal system for the schools' leadership. The appraisal is conducted with the knowledge and participation of the schools' leadership.			X	

2.21 – 2.28: Indicators for faith-based school systems¹

X	These Indicators are not applicable to our school system.
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2.29: Indicator for school systems that provide all or part of their educational program by a distance modality

	These Indicators are not applicable to our school system.
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MSA Indicator of Quality	Rating			
	1	2	3	4
2.29 The school system’s leadership includes personnel with expertise in distance education methodologies.				X

2.30 – 2.34: Indicators for component schools

Does not differ from the district level

School Leadership

MSA Indicator of Quality	Rating			
	1	2	3	4
2.30 Our school's leadership maintains appropriate and constructive relations with families, students, the staff, the community, and with each other in the interest of serving the needs of the students.				
2.31 Our school's leadership undertakes operational and long range planning aimed at accomplishing the school’s mission and goals.				
2.32 Our head of the school is accountable to the school system's governance and leadership and is responsible for ensuring expected levels of student				

¹ The use of the Faith-Based Indicators for this and the other Standards for Accreditation by faith-based school systems is voluntary and not required, unless their use is directed by the head of a parent school system such as a Diocesan/Archdiocesan or a similar system of schools. The Faith-Based Indicators allow faith-based school systems, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose mission and educational program are defined wholly or in part by their particular faith.

MSA Indicator of Quality	Rating			
	1	2	3	4
performance.				
2.33 Our school's leadership ensures that all school programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.				
2.34 Our school's leadership ensures that members of the professional and support staffs stay well informed of educational developments.				
2.35 Our school's leadership adheres to appropriate guidelines concerning confidentiality in communications.				

B.1. Stakeholders' comments to support the ratings:

Our survey did not have comments.

STANDARD: Governance and Leadership	
Source of Comments	Comments
Central Administration and Staff	<ul style="list-style-type: none"> • •
Governing Body	<ul style="list-style-type: none"> • •
Community Stakeholders	<ul style="list-style-type: none"> • •
Component School #1	
<ul style="list-style-type: none"> • Staff 	<ul style="list-style-type: none"> • •
<ul style="list-style-type: none"> • Students 	<ul style="list-style-type: none"> • •
<ul style="list-style-type: none"> • Parents 	<ul style="list-style-type: none"> • •
Component School #2	
<ul style="list-style-type: none"> • Staff 	<ul style="list-style-type: none"> • •
<ul style="list-style-type: none"> • Students 	<ul style="list-style-type: none"> • •

STANDARD: Governance and Leadership	
Source of Comments	Comments
<ul style="list-style-type: none"> Parents 	<ul style="list-style-type: none">

B.2. Evidence:

X	There were no Indicators for this Standard that were rated 1 (Does Not Meet)
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Indicator No.	Evidence

C. SELF-ASSESSMENT OF THE DEGREE TO WHICH THE SYSTEM MEETS THIS STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school system MEETS this Standard for Accreditation
	Our self-assessment is that our school system DOES NOT MEET this Standard for Accreditation because it does not meet or meets only partially the Requirement(s) of the Standard and/or the Indicator(s) of Quality indicated below:

Requirement of the Standard	Does Not Meet	Meets Partially

Indicator Number	Indicator	Does Not Meet	Meets Partially

C.1. Identify in the table below any component school for which the ratings for this Standard and its Indicators of Quality differ significantly from the system's average rating.

Name of Component School: N/A
Describe the degree to which this school's performance differs from the average for the system:



D. ROOT CAUSE ANALYSIS

Foundational Issue: Governance and Leadership		
Are there governance and leadership standard indicators not met or in need of improvement that inhibit the attainment of the organizational capacity objective?		YES
	X	NO
Data to support your conclusion:	<ul style="list-style-type: none"> • Survey results • Strategic Plan acceptance 	
Hypothesis derived from your conclusion:	The district will continue its strong leadership both at the board and administrative levels.	



E. IMPLICATIONS FOR PLANNING

E.1. List the school system’s significant strengths in meeting the Governance and Leadership Standard.

Strategic Planning process and implementation. (i.e. monthly strategic plan report to the board)

E.2. List the school system’s significant areas in need of improvement in meeting the Governance and Leadership Standard.

None

E.3. Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Governance and Leadership that should be included in the action plan in the Plan for Growth and Improvement.

Continuation of our current plans.

F. EVIDENCE TO SUPPORT THE ASSESSMENT OF THIS STANDARD

Evidence	
<i>For All School Systems:</i>	
The orientation and training plan for members of the school system's governance.	
The process the school system's governance uses for evaluating its own effectiveness in performing its duties.	
Chart of lines of authority/responsibilities in the school system	
Job descriptions for the head of the school system and other key members of the central office administrative staff	X
Job descriptions for the heads of the component schools and other key members of component schools' administrative staff	X
Appraisal tool and/or description of the process used to appraise the performance of the head of the school system	Bartell & Bartell
Appraisal tool and/or description of the process used to appraise the performance of the heads of the school system's component schools	iObservation
School system policies pertaining to the governance and leadership, including:	
<ul style="list-style-type: none"> • the roles and responsibilities of the governing body 	012
<ul style="list-style-type: none"> • educating the members of the governing body regarding the governance's responsibilities and roles 	
<ul style="list-style-type: none"> • selecting the head of the school system 	304
<ul style="list-style-type: none"> • the governing body's evaluation of its own effectiveness in performing its duties and responsibilities 	
<ul style="list-style-type: none"> • appraising the performance of the head of the school system 	
<ul style="list-style-type: none"> • adhering to appropriate guidelines for confidentiality in communications 	016
<ul style="list-style-type: none"> • selecting the heads of the component schools 	304
<ul style="list-style-type: none"> • appraising the performance of the heads of the component schools 	312
<i>For Faith-Based School Systems:</i>	
Evidence that...	
<ul style="list-style-type: none"> • The school system's policy(ies) regarding establishing and maintaining the religious identity of the school system 	
<ul style="list-style-type: none"> • The policies, procedures, and decisions of the school system's governing body and leadership are based in and informed by the religious values and identity of the system 	

Evidence	
• The school system's governance and leadership articulate and model the religious tenets of the system	
• The ways in which the school system's governance and leadership engage the system's community in setting direction and ensuring the future of the system as a faith-based institution	
• Maintaining the religious identity of the school system is a priority of the system's governance and leadership	
<i>For School Systems that Provide Distance Education</i>	
Evidence of the distance education expertise of personnel in the school system's leadership	X
<i>For Proprietary School Systems:</i>	
Names, addresses, and organizational position of the institution's owners	
Names, address, affiliation of the members of the board of governance	
<i>For Component Schools</i>	
Results of the schools' self-assessments of compliance with this Standard for Accreditation and its Indicators of Quality	

