

MSA STANDARD 2: GOVERNANCE AND LEADERSHIP

Process Used to Complete this section of the Self-Study

This assessment was completed via the following method(s):

a.) a subcommittee comprised of the following individuals:

Committee Member Name	Role in the School Community (e.g. teacher, parent, student, etc.)

****NOTE:** Committee size and composition may vary depending upon school size, the topic to be addressed, etc. If needed, add lines to the above chart.

b.) the compilation of _____ total surveys distributed to (indicate # of each)

_____ administration _____ faculty
 _____ students _____ board members
 _____ parents
 _____ other (Identify) _____

c.) Other methods used to determine this assessment:

STANDARD 2: GOVERNANCE AND LEADERSHIP

The Standard: The school 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 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 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.

Indicators for independent/non-public schools:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
	<u>Governance and Leadership</u>
4 3 2 1 na	The governance and leadership work cooperatively to establish and maintain clear, written policies and procedures that are consistent with the school's philosophy/mission. These policies and procedures are implemented at all times and reviewed regularly.
4 3 2 1 na	The governance and leadership provide appropriate opportunities for education of the trustees/board, including orientation and training sessions so that all members understand their responsibilities and roles.
4 3 2 1 na	The governance and leadership appropriately recognize the accomplishments of staff and students.
4 3 2 1 na	No legal or proprietary ambiguities in ownership, control, or responsibility exist. Partnerships and any corporate linkages in ownership/governance are expressed as enforceable agreements.
	<u>Governance</u>
4 3 2 1 na	The governance provides the school with effective leadership, support, and continuity, including succession planning to ensure stability of the school's leadership.
4 3 2 1 na	The governance thinks and acts strategically, reflecting on its decisions and the consequences of its actions.
4 3 2 1 na	The governance systematically evaluates its own effectiveness in performing its duties.
4 3 2 1 na	The governance is focused on selection, evaluation, and support of the head of the school; policy development; planning; assessing the school's performance; and ensuring the availability

	of adequate resources to accomplish the school's philosophy/mission.
4 3 2 1 na	Governance refrains from undermining the authority of the leadership to conduct the daily operation of the school.
4 3 2 1 na	The governance utilizes a clearly defined performance appraisal system for the head of the school. The appraisal is conducted with the knowledge and participation of the head of the school.
	<u>Leadership</u>
4 3 2 1 na	The head of the school is accountable to the governance and is responsible for ensuring expected levels of student performance.
4 3 2 1 na	The leadership ensures that all school programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.
4 3 2 1 na	The leadership ensures that professional and support staff members stay well informed about educational developments.
4 3 2 1 na	The leadership undertakes operational, long range, and strategic planning aimed at accomplishing the school's mission and goals.
4 3 2 1 na	The leadership adheres to appropriate guidelines concerning confidentiality in communications.
4 3 2 1 na	The school leadership maintains appropriate and constructive relations with families, students, staff, the community, and with each other in the interest of serving the needs of the students.

Indicators for Faith-Based School:

Degree of Implementation	MSA Indicator
4 3 2 1 na	The governance and leadership articulate and model the religious tenets of the school.
4 3 2 1 na	Maintaining the religious identity of the school is a priority of the administration.
4 3 2 1 na	Policies, procedures and decisions of the governing body and leadership are based in and informed by the religious values and identity of the school.
4 3 2 1 na	Leadership accepts the authority of the sponsoring religious institution.
4 3 2 1 na	Planning and decision-making by the governance and leadership engages the school community in setting direction

	and ensuring the future of the school as a faith-based institution.
4 3 2 1 na	Criteria for hiring the school's leadership include an assessment of the candidates' understanding and commitment to the religious beliefs and mission of the school.
4 3 2 1 na	Governance and leadership promote respect and collaboration among all members of the school's "faith" community.
4 3 2 1 na	Attention is given to building a respectful and collaborative "faith" community among the faculty and staff.

Indicators for schools in public school districts, archdiocesan/diocesan systems, and other school organizations with a central office staff:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
	<u>Governance</u>
4 3 2 1 na	The governance works cooperatively to establish and maintain clearly formulated written policies and procedures that are consistent with the school's philosophy/mission. The policies and procedures are implemented and reviewed regularly.
4 3 2 1 na	No legal or proprietary ambiguities in ownership, control, or responsibility exist. Partnerships and any corporate linkages in ownership/governance are expressed as enforceable agreements.
4 3 2 1 na	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.
4 3 2 1 na	The governance appropriately recognizes the accomplishments of the staff and students.
4 3 2 1 na	The governance provides the school with effective leadership, support, and continuity, including succession planning to ensure stability of the school leadership.
4 3 2 1 na	The governance thinks and acts strategically, reflecting on its decisions and the consequences of its actions.
4 3 2 1 na	The governance implements a system for evaluating its own effectiveness in performing its duties.
4 3 2 1 na	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 organization's philosophy/mission.
4 3 2 1 na	Governance refrains from undermining the authority of the

	leadership to conduct the daily operation of the school system.
4 3 2 1 na	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 organization.
	<u>Central Office Leadership</u>
4 3 2 1 na	The head of the school system is accountable to the governance and is responsible for ensuring expected levels of student performance.
4 3 2 1 na	The central office leadership ensures that all school system programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.
4 3 2 1 na	The central office leadership stays well informed of educational developments.
4 3 2 1 na	The central office leadership adheres to appropriate guidelines concerning confidentiality in communications.
	<u>School Leadership</u>
4 3 2 1 na	The school leadership maintains appropriate and constructive relations with families, students, staff, the community, and with each other in the interest of serving the needs of the students.
4 3 2 1 na	The school leadership undertakes operational, long range, and strategic planning aimed at accomplishing the school's mission and goals.
4 3 2 1 na	The head of the school is accountable to the governance and is responsible for ensuring expected levels of student performance.
4 3 2 1 na	The school leadership ensures that all school programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.
4 3 2 1 na	The school leadership ensures that members of the professional and support staffs stay well informed of educational developments.
4 3 2 1 na	The school leadership adheres to appropriate guidelines concerning confidentiality in communications.

Indicator for schools that provide distance education:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	The school's leadership includes personnel with expertise in distance education methodologies.

What are the school's strengths in meeting this standard?

What are the school's needs in meeting this standard?

Prioritize any plans for improvement for meeting this standard.