

National Lutheran School Accreditation
Evidence-Based Self-Study Report
for Lutheran Schools

Revised September 2021

PART 1

The Self-Study Process

TABLE OF CONTENTS

Part 1: The Self-Study Process

History	3
Mission, Purpose, Vision and Values	4
Introduction	5
The Self-Study Process	6
Requirements of the Self-Study Process	9
Identification of Powerful Practices	12
Constructing the School Action Plan	12

Please note that Part 1 of the Self-Study is NOT submitted to the Validation Team members, District Accreditation Commission, National Accreditation Commission, or the LCMS School Ministry Office.

Part 2 of the Self-Study is the “working document” and IS required to be submitted to the Validation Team members and the District Accreditation Commission.

National Lutheran School Accreditation (NLSA) grew out of a strong desire on the part of The Lutheran Church—Missouri Synod’s School Ministry to help Lutheran schools accomplish their stated mission and improve the quality of schools. Under the direction of Dr. Carl Moser, Standards for Lutheran schools were developed and a national system of accreditation for LCMS schools was established. NLSA became a process designed to help Lutheran schools improve based on compliance with national Standards and according to their own unique mission. In 1986, the accreditation process was proposed for adoption by the Synod’s Board for Parish Services, which responded to the project by authorizing and approving National Lutheran School Accreditation.

In August 1999, the National Accreditation Commission approved a new method of accreditation for schools entering their second and third phases of NLSA accreditation. The Ongoing Improvement Process required continued compliance with Standards and emphasized the school’s future through the development of a detailed School Improvement Plan (SIP). The SIP was established as a result of an extensive needs-assessment process which informed the goals and charted a course for intentional improvement for schools.

In 2003, NLSA took steps to better serve early childhood centers with accreditation. Working in cooperation with the LCMS Pacific Southwest District’s Early Childhood Commission, NLSA produced a relevant and challenging accreditation process designed specifically for early childhood programs. The new process included Standards for centers and schools serving young children from birth through second grade.

In 2011, NLSA underwent a significant rewriting and editing of the Standards and Self-Study process, leading to the development of the Evidence Based Accreditation (EBA) process. The eleven Standards were consolidated into seven. These revised Standards are reflective of state requirements related to teaching and learning and reflect technology integration in the learning environment. Each Standard area is composed of Required and General Indicators of Success. Schools prepare a thorough Self-Study and assign ratings to the indicators that reflect the practices occurring in their schools. These changes in the process challenge Lutheran schools to better meet the needs of the children they serve.

NLSA is a program of continuous improvement. Since 1986, the Standards and Self-Study processes have been reviewed on a regular basis. The adopted changes assure that NLSA continues to serve schools effectively by helping them improve.

MISSION, PURPOSE, VISION and VALUES

Mission

NLSA encourages and recognizes schools that provide quality, Christian education and engage in continuous improvement.

Purpose

- Help all Lutheran schools improve.
- Help all Lutheran schools evaluate themselves based on their unique purposes.
- Assure a level of quality for accredited Lutheran schools based on national standards.
- Give appropriate recognition to those schools that complete the process successfully.

Vision

The Great Commission of our Lord Jesus Christ, “Go and make disciples,” includes ministering to children. He also encourages, “Let the children come to Me.” Lutheran schools serve children and families by providing God-pleasing, quality learning experiences, adult-child relationships and nurturing environments.

National Lutheran School Accreditation (NLSA) provides a service that empowers schools to develop and improve high-quality, Christ-centered education through a voluntary process.

Values

- Lutheran Culture
- Educational Excellence
- Continuing Improvement
- Innovation

INTRODUCTION

Accreditation through NLSA is a whole-school evaluation and improvement process. All programs and levels of a school can be evaluated using the NLSA process. However, in some cases, schools of multiple levels may be better served by simultaneously using two or more separate NLSA processes. When this is deemed necessary by the school and approved by the District Accreditation Commission, schools may submit separate applications for different processes and complete them at the same time. Application forms are submitted together to the appropriate District office with a letter of explanation as to the combined nature of the application. Only one application fee is required when a single school chooses to use more than one process simultaneously.

The Standards are the foundation of NLSA and are based on three assumptions:

1. Lutheran school educators believe that a high-quality educational program is required of schools for them to be good stewards of the blessings given by Almighty God.
2. Lutheran school administrators willingly cooperate with governmental agencies unless such cooperation inhibits the free sharing of the Gospel.
3. Those who own and operate Lutheran schools strive to meet and, where possible, exceed all local, state, regional and federal guidelines for public schools.

The seven Accreditation Standards for Lutheran Schools are:

- I. **Purpose** — The school is purpose-driven.
- II. **Relationships** — The school demonstrates its Christian mission through relationships.
 - a. School and Congregation
 - b. School and Community
 - c. School Climate
- III. **Leadership** — The school is governed and administered following written policy.
 - a. Governance
 - b. Administration
- IV. **Professional Personnel** — A qualified and competent staff serves the school.
- V. **Teaching and Learning** — The school's Christ-centered curriculum, instructional design and assessment practices ensure teacher effectiveness and engaged student learning.
- VI. **Student Services** — The school plans for and provides resources and activities that extend beyond standard classroom instruction.
- VII. **Facilities** — Buildings, grounds and equipment provide a safe and healthy environment that serves to enhance student learning.

THE SELF-STUDY PROCESS

Faculty Involvement

Since faculty members have a unique perspective and a deep understanding of the school, they must be significantly involved with all aspects of the Self-Study process. They should be involved in the decision to become accredited, fully informed of the process and its requirements, intensely invested and involved throughout the Self-Study process and aware and supportive of the general finding of the Self-Study Report.

Self-Study Steering Committee

After the decision is made to seek National Lutheran School Accreditation, five to eight people, representing various members of the school community, are appointed as a Steering Committee. The Steering Committee's primary task is to plan, guide and coordinate all things related to the Self-Study process. Its responsibilities include appointing necessary subcommittees, preparing the Self-Study report, reviewing the report of the Validation Team Visit members and making final recommendations for continued improvement. It is suggested that Steering Committee and subcommittee membership include parents, teachers, school administrator, pastor, other church staff members and governing authority members. (See the Administrator's Manual for additional information.)

The Self-Study Report Process

The Self-Study process begins by securing the Required Evidence and evaluating the school's compliance with the Required Indicators of Success. These are the items that must be present for the school to be accredited in good standing. If "No" is marked for any Required Indicator of Success, it is necessary to develop the required items or correct the deficiency before moving forward with the process.

The next step is a careful analysis of the school's status using the General Indicators of Success. The General Indicators of Success are specifically designed for each Standard and are written for the purpose of clarifying and explaining, but also to stimulate thought, reflection and self-evaluation by the subcommittees.

The more significant the practices and their impact related to the accomplishment of the indicator, the higher the rating. After gathering evidence and citing practices and their results, the subcommittee arrives at a consensus about the correct benchmark rating for each General Indicator of Success.

A definition for the "operational" rating (3) has been assigned to each General Indicator of Success. The task of the subcommittee is to assemble the evidence and practices to lead the group to an overall rating that agrees with the actual condition that exists in the school. To be compliant with the Standard, there is an expectation that a school will average "operational" (3) for all General Indicators of Success assigned to each Standard. General Indicators of Success ranked as "emerging" (2) or "not evident" (1) must be addressed in a well-developed school improvement plan designed to be implemented over the course of a school's assigned accreditation cycle.

The expectation for an “operational” rating is clearly defined for each General Indicator of Success. When a school exceeds the stated expectations, and its practices and evidence are powerful and replicable, the school may rate the General Indicator of Success as “highly functional” (4). A “4” rating indicates that a school performs exceptionally well and exceeds expectations in this area.

If a school does not meet the “operational” definition in one or more areas, an “emerging” rating (2) or “not evident” rating (1) is appropriate. “Emerging” ratings and “not evident” ratings are items that require action and must be targeted in the School Action Plan.

Following the subcommittee’s careful analysis, the school is ready to complete the Summary and Response Actions. This area allows each subcommittee to review its findings and to identify the school’s strengths and areas that must be improved. Any areas needing improvement are to be recognized with specific actions and assignments with target dates to meet the identified deficiencies. The Steering Committee reviews the school’s suggestions related to each assigned Standard and the sections are included in the School Action Plan.

The required comprehensive nature of the Self-Study Report is designed to stimulate thought and to assist in a thorough Self-Study and self-improvement process. It is also designed to provide enough evidence to the Validation Team Visit members and NLSA officials to determine whether the school is worthy of accreditation through NLSA.

The Self-Study Report

The Self-Study Report Form is to be used as a tool for self-evaluation and overall school improvement. Each of the seven Standards are to be addressed and considered independently, but with an emphasis that all Standards are guided and directed by the school’s purpose, and in that way, the school’s purpose is integrated throughout each one. For each Standard, the report consists of the following items:

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list included in the Standard area provides suggestions, but is not all-inclusive. Schools are to review the list of potential evidence and determine those present at the school. Additional evidence not listed in the potential listing area may also be presented. Ratings are based on the actual condition related to the evidence and practices in place at the school. Evidence, or the lack thereof, will assist the subcommittee in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for Validation Team Visit members to review.

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition

currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

Respond to the Following Questions

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe the ways it meets the needs of its students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success.

Required Indicators of Success

Required indicators of Success must be answered YES and supported by evidence and comments for the school to be accredited in good standing.

General Indicators of Success

General Indicators of Success help the school quantify its compliance with the required Standard. The quantification of the school's compliance for each General Indicator of Success is based on the evidence and the practices that support the rating. Each General Indicator of Success is to be rated by a subcommittee, using the benchmark and assigned point value. A subcommittee arrives at a rating after careful consideration and discussion. Written comments provide an explanation for the rating given to each indicator and a written response is required for every indicator in the "Comments" section.

Highly Functional (4) — This is an area of outstanding strength of the school. It not only meets ALL the benchmarks related to the General Indicator of Success, but is supported by extensive documentation and/or observable practices that exceed expectations related to the indicator. This indicator establishes practices for other Lutheran schools to consider. The Validation Team verifies that these practices and/or documentation exceed the Operational (3) level.

Operational (3) — This is the expected rating for a strong Lutheran school. ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

Emerging (2) — Improvement is required in this area. If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

Not Evident (1) — There is observable conflict or deficiency with this indicator at the school. A majority of the expected benchmarks are not met or addressed with sufficient practices, evidence or documentation. This rating may result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

Summary and Response Actions

Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General indicators of Success. The summary and response actions are provided related to the school's strengths and for items needing improvement. With any General Indicator of Success ratings of 1 or 2, the school must develop specific plans to improve. The plans include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as 3.

REQUIREMENTS OF THE SELF-STUDY PROCESS

Indicators and Evidence

Standard	Required Evidence	Required Indicators	General Indicators
1	1	2	4
2A	0	1	2
2B	1	1	4
2C	1	1	4
3A	1	3	5
3B	1	1	5
4	2	1	4
5	4	2	6
6	2	1	4
7	1	2	3
TOTAL	14	15	41

Required Evidence or Documentation

Standard	Required Evidence or Documentation
1	<ul style="list-style-type: none"> The written purpose/philosophy/mission statement
2A	<i>No evidence or documentation required</i>
2B	<ul style="list-style-type: none"> Nondiscrimination policy
2C	<ul style="list-style-type: none"> School discipline code
3A	<ul style="list-style-type: none"> Governing board handbook or policy manual, including policies relating to roles of board, administrator and pastor
3B	<ul style="list-style-type: none"> The administrator's job description
4	<ul style="list-style-type: none"> Staff development plan Non-discriminatory salary and benefit scale or policy
5	<ul style="list-style-type: none"> Written curriculum for every grade level for religion, mathematics, science, reading, language arts, social studies, art, music, physical education and any other subject taught (Early childhood centers need not segment learner outcomes into specific subject areas) A current schedule for each classroom, indicating clearly which subjects (activities) are taught at which times A chart illustrating the percentage of each school week allocated to each subject (activity) at each level, including a comparison with state guidelines An analysis of the results of standardized tests administered for each grade level for the past three years, including a description on how this information is used to evaluate and improve student learning
6	<ul style="list-style-type: none"> Enrollment/admission policy Crisis emergency plan
7	<ul style="list-style-type: none"> School floor plan

Required Indicators of Success

Standard	Required Indicators of Success
1:01	The school's written purpose embraces a Lutheran identity that is rooted in Holy Scripture and is committed to faith formation, academic excellence and Christian service.
1:02	School leadership and staff members understand and accept the purpose of the school.
2A:01	The school is operated by one or more congregations of The Lutheran Church—Missouri Synod (LCMS) or maintains an active Registered Service Organization (RSO) status with the Synod.
2B:01	A statement of nondiscrimination is evident in school-printed materials and assures that students are admitted without regard to race, color or national origin.
2C:01	The climate of the school flows from and supports the school's purpose.
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.
3A:02	The operating organization has written policies clearly defining governing authority membership.
3A:03	The governing authority establishes written policies or administrative limitations that empower the administration in operating the school.
3B:01	The administrator demonstrates a personal Christian faith, a commitment to Lutheran education and a dedication to the teaching ministry of the governing authority.
4:01	All school personnel express and demonstrate agreement with the stated school purpose.
5:01	The teaching of the Christian faith is recognized as the major purpose of the school, is allotted appropriate time in the daily schedule and is integrated intentionally throughout the curriculum and instruction.
5:02	The written curriculum is developed and is implemented for religion, mathematics, science, reading, language arts, social studies, art, music, physical education and any other subject taught by the school. (Early childhood centers need not segment learning outcomes into specific subject areas.)
6:01	Services offered by the school meet or exceed federal, state and local requirements.
7:01	Facilities are well maintained and free from hazards, providing a safe and productive learning environment.
7:02	Facilities conform fully to all applicable laws, including health, safety and building codes.

IDENTIFICATION OF POWERFUL PRACTICES

Practices associated with General Indicators of Success that are rated as “highly functional” (4) by the school have the potential for identification as a *Powerful Practice* when the practice is transformational and replicable.

NLSA seeks to identify and share unique practices that set a school apart and make it a highly respected educational institution in its community. *Powerful Practices* are carefully researched, collaboratively established and dynamically affect student learning and/or ministry opportunities in a Lutheran school. These are the practices that have the potential for replication in other Lutheran schools.

A school’s *Powerful Practice* is much more than an expectation that quantifies Standard compliance. It innovates and exceeds accreditation expectations. It is a calculated risk that results in significant reward for students. Therefore, it is a desirable condition that has ramifications for schools throughout the LCMS.

CONSTRUCTING THE SCHOOL ACTION PLAN

The final element of the school Self-Study process is the construction of the School Action Plan. Accreditation is an ongoing process that does not end with the Validation Team Visit. Evaluation is a stimulating force that leads to school improvement for the benefit of its students and community. Accreditation requires that schools identify strengths and concerns related to every Standard area. The strengths are to be celebrated and the areas of concern are to be considered and addressed strategically. As a result of the findings of the school during its Self-Study process and the recommendations of the Validation Team, the school establishes and implements a blueprint for ongoing improvement. That blueprint is known as the School Action Plan.

A preliminary School Action Plan is developed as the concluding process of the school’s Self-Study. This plan must address every area of concern (“emerging” [2] and “not evident” [1]), and each concern must be noted and addressed. “Operational” [3] indicators may also be addressed in the preliminary School Action Plan. The preliminary School Action Plan must be attached to the Self-Study document.

After the school receives the Validation Team Report, the school is required to amend its preliminary School Action Plan to include additional concerns that are identified by the Validation Team. Schools are encouraged to use the format included below to develop the School Action Plan. Additionally, this format is the required documentation for the Cumulative Annual Report. The final School Action Plan and the Validation Team Report must be submitted to the District Commission within two weeks of the Validation Team Visit. A school that links an accreditation process with an intentional School Action Plan and continually uses it to better serve its students is a school on a pathway to success.

Standard & Indicator Number	Self-Study Concerns & Strategies	Target School Year	Responsible Party	Action Taken	School Year Addressed

National Lutheran School Accreditation
Evidence-Based Self-Study Report
for Lutheran Schools

Revised July 2017

PART 2

The Self-Study Document

TABLE OF CONTENTS

Part 2: The Self-Study Document

General Information About the School	16
Standard 1: Purpose	23
Standard 2: Relationships	
2A: School and Congregation	33
2B: School and Community	41
2C: School Climate	50
Standard 3: Leadership	
3A: Governance	60
3B: Administration	72
Standard 4: Professional Personnel	84
Standard 5: Teaching and Learning	94
Standard 6: Student Services	107
Standard 7: Facilities	118
Identification of Powerful Practices	127
Preliminary School Action Plan	128
School Action Plan	129

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GENERAL INFORMATION ABOUT THE SCHOOL

1. School

St. John's Lutheran School
9141 County Road 101
Corcoran, MN 55340
763-420-2426
secretary@stjlutheran.org

2. Congregation(s) *(List all operating congregations. Use a separate sheet, if necessary.)*

St. John's Evangelical Lutheran Church
9141 County Road 101
Corcoran, MN 55340

3. School Administrator(s)

Gretchen Dolan, Principal
Gretchen.Dolan@stjlutheran.org
763-420-2426 x 11

Tori Kuehne, Preschool Director
Tori.Kuehne@stjlutheran.org
763-420-2426 x 32

Sam Kuphal, Business Manager
Sam.Kuphal@stjlutheran.org
763-420-2426 x 35

4. Pastor(s)

Rev. Matthew Moss, Senior Pastor
Pastor.Moss@stjlutheran.org
763-420-2426 x 13

Rev. Matthew Johnson, Associate Pastor
Pastor.Johnson@stjlutheran.org
763-420-2426 x 12

5. List All Agencies Currently Accrediting the School

National Lutheran Schools Accreditation (since 1999)

6. Attach a list of all Steering Committee and subcommittee members, indicating whether they are teachers, parents, etc.

- [Steering Committee](#)

7. Attach a copy of the school's most recent *LCMS Early Childhood Center and School Statistical Report*.

- [2022/2023 LCMS Early Childhood Center and School Statistical Report](#)

Community Information

1. Write a brief history of the school.

- Officially founded on April 18, 1864, St. John's Lutheran Church and School began with the straightforward and powerful mission of sharing the Word of God through sound worship and solid Christian education. As a congregation of staunch German Lutherans, the members of St. John's originally opened their homes to host regular church services (members read selected readings from Luther) and weekly school lessons since there was not yet a physical church, pastor, or teacher.

In the summer of 1866, the first church was built. That same year, St. John's called its first resident teacher, Mr. George Schmidt. Two years later, the Rev. G.H. Hoernicke was welcomed as the first called pastor of St. John's, thus creating a need for a parsonage, which was built later that year.

The early years of St. John's Lutheran Church and School were unique ones, with several pastors only staying one or two years before accepting a new call elsewhere. Additionally, there was often a teacher shortage for the school, which created the need for either students to be employed as teachers or for the pastor to serve as the teacher. Despite the hardships, however, St. John's and its members continued in their mission to serve God.

In 1876, the Lord blessed St. John's with Pastor John Fackler, and St. John's then began to truly flourish. Under his guidance many firsts took place, including hosting the first Christmas Eve service with a tree for the children, participating in the congregation's first synodical collection, and sending a member delegate to the 1877 synodical convention in Milwaukee. In 1880, because of substantial growth, construction began on a new church, one with "a suitable tower." This new church was completed the very next year, built on the same site as the old one. The old church was then moved aside and used for the school.

In 1894, Pastor Fackler advocated for a new teacher to be called, and the Lord provided Mr. M. H. Kasper. It was during his tenure that the school began to thrive. By 1909, attendance averaged 69 enrolled students!

On August 3, 1922, the beloved Pastor Fackler died, leaving a vacancy once again at St. John's. Weeks later, on September 10th, a call was issued to and accepted by Pastor H. R. Klemp. With this new pastor came the introduction of English services (Pastor Fackler had led services in German) and a contract for a new school building. Dedicated on July 20, 1924, this brick, two-story building is now bookended by the church to the north and the school addition to the south. Two years later, in 1926, Miss Laura Klemp became the first female

school teacher at St. John's. With Miss Klemp came the introduction of the grade system, modern textbooks, and report cards.

As the years continued and pastors and teachers came and went, St. John's continued with its mission of sharing the Word of God through sound worship and solid Christian education. At times, the church and school journeys were easy with increased membership and enrollment; at other times, the journeys were difficult, including a fire in 1927 that burned the church to the ground and the need to close the school for the 1955-56 school year. Hardships were faced and overcome because of the grace of God. Now, as part of the 21st century, St. John's still stands on the original 10-acre plot of land, and her current members and students include many descendants of those 13 founding fathers from 1864. From its inception forward, St. John's has never waived when it comes to preaching the truth of God's Word and administering the sacraments in their purity. The school, with a peak enrollment of 245 students, remains as solid as ever. Nationally accredited, St. John's supports a thriving licensed preschool program and K-8 grade school, special education services, active sports and extracurricular programs, after school care for families, and a successful parent/teacher league.

To say the very least, God has blessed St. John's Lutheran Church and School abundantly!

- [150th Anniversary Book \(pages 1-54\)](#)
- [150th Anniversary Book \(pages 55-112\)](#)

2. Describe the community surrounding the school.

- Located about 20 miles northwest of Minneapolis, Corcoran is a vibrant and growing community primarily consisting of white, middle-class families.
- [World Population Review](#) provides the following statistics:
 - Population: 6,347
 - Median household income: \$157,147
 - Median age: 43 years
 - Racial composition: White 92.51%; Asian 3.78%; two or more races 1.95%; black 1.21%; other 0.56%
 - Overall marriage rate: 67.5%
- Corcoran was deemed [Minnesota's safest city](#) in 2022.
- The largest [Hindu temple](#) in North America is located less than 2.5 miles from St. John's.

3. List other significant information or factors that affect the school, its population and environment.

- St. John's is located on the cusp of rural Corcoran and suburban Maple Grove.
- St. John's is the only school located in the city of Corcoran. There are, however, other preschools located within the city.
- The St. John's student population consists of residents from many neighboring and nearby cities, including Plymouth, Maple Grove, Rogers, St. Michael, Otsego, etc.
- The preschool program has become well-known among the Indian population in the area, possibly due to the proximity of the Hindu temple. At this time, 22% of our preschool students are Indian.

School Enrollment Information

1. What is the total current school enrollment?

- The [total current enrollment](#) is 174 students in Preschool - 8th grade.

2. Review the responses on the *LCMS Early Childhood Center and School Statistical Report* regarding the number of students per grade, the number of special education students, the students' church membership and the students' race. Then, comment on any features of the school's current enrollment that reveal significant or unusual information.

- 90% of our student body is white. This is of no surprise considering our location and the communities we draw from, as they are all primarily white, middle class communities.
- Our preschool program is our most diverse program, with 25% of our students representing an ethnic origin other than Caucasian.
 - Of that 25%, 17% are Asian. This is not surprising since our preschool program popularity among the Indian community has grown over the years, specifically by word-of-mouth.
- Our preschool program is known in the community as an affordable and quality program. In fact, we are one of the least expensive programs in the area. Because of this, many families use it primarily as daycare with no intention of continuing through K-8th grade. For this reason it is not surprising that 54% of our preschool students are either unchurched or belong to non-Lutheran congregations.
- The reverse is true from our K-8th school. Sixty-two per cent of our students are either members of St. John's Lutheran Church or an area LCMS congregation while only 26% are unchurched or a member of a non-Lutheran congregation.
- Of the nine classes offered from Kindergarten - 8th grade, the current 2nd grade and 4th grade classes are at or near operating capacity. These larger classes have created some challenges with enrollment.
 - For example, if a new family would like to enroll a 1st grader and a 4th grader, we would have to decline the 4th grader due to lack of room. This often forces the family to look elsewhere since many prefer their children to attend the same school.
- Seventh grade (10 students) and eighth grade (9 students) are our two smallest classes. This has been a trend for the past few years, with several students attending elsewhere during their middle school years. One reason for this is because of more athletic programs and extracurricular activities offered through the public schools.

3. How many children attend the supporting congregation(s)?

Age	Number of Children
0	9
1	10
2	10
3	6
4	7
5	14
6	9
7	10
8	18
9	16
10	10
11	16
12	7
13	11
14	8
15	12
16	9
17	11
18	12
Total:	205

4. List the projected enrollment for each of the next five years and the basis for these projections.

- [St. John's 3-Year Projected Enrollment](#)

5. Comment on the maximum number of children eligible to be enrolled considering space limitations. Discuss any significant or unusual features about this information.

- St. John's does have room for growth, as we currently have 174 students enrolled and our operating capacity is 280. To fill these vacancies a [marketing plan](#) has been created for the upcoming school year.

Staff Information – Teachers and Administrators

- [Teachers and Administrators Information](#)

Staff Information – Support Staff

- [Support Staff Information](#)

Information About Supplemental Services

Describe the nature and use of each supplemental service received from an outside agency. Include curriculum aids, materials for instruction (e.g., library materials, courses of study, audio-visual aids), testing and guidance services, health services, services relative to school attendance, transportation and custodial services.

Describe supplemental services in the space below:

St. John's utilizes the following supplemental services:

- Differentiation online academic services
 - G Suite for Education (app collection, including in-house email for 2nd-8th graders, Docs, Drive, Calendar, Hangouts, etc.)
 - [IXL](#) (K-8 math)
 - [Lexia](#) (K-8 reading/language arts)
 - [Northern Lights](#) (6th MN history)
 - [Scholastic News](#) (PS-8 current events)
 - [Spelling City](#) (1-8 spelling)
 - [TCI](#) (7/8 US history)
 - [Think Central](#) (K-6 reading and science)
 - [Typing.com](#) (2-8 typing)
 - [Duolingo](#) (5/6 foreign languages)
- [Alexandria Library Catalog System](#) (to track library book inventory and check in/out library books to students)
- [Minnesota Department of Human Services](#) (to maintain preschool licensure)
- [District 279](#)
 - evaluates and provides IEP services
 - manages state funding for textbooks
 - provides funds for a school nurse
 - provides Title II funding for professional development
 - provides transportation for IEP services
- [FACTS](#) (PS-8 to track and report grades, school attendance, and church attendance)
- Federally-funded [hot lunch program](#) (food service program follows federal guidelines)
- [Genesis Virtual Academy](#): Mayer Lutheran High (Geometry and Algebra II) (for students needing math curriculum above Algebra I)
- Hammer Sports LLC (athletic officials)
- [LSEM](#) (contract for special education teacher)
- [Measure of Academic Progress](#) (MAP) (a computerized adaptive test which helps teachers, parents, and administrators improve learning for all students)
- [Unique curriculum aids by grade](#)

Surveys for School Constituents

NLSA survey questions are correlated with the seven Standard areas and are to be used at the beginning of a Self-Study process. Survey questions are developed for the following groups:

Click each link to see survey results.

- [Parents](#)
- [Teachers](#)
- [Students in Grades 1 – 3](#)
- [Students in Grades 4 – 8](#)

A school may import the questions into an online/electronic instrument of choice and administer them to the groups as part of the needs-assessment process. Additional questions may be added to the survey, but NLSA survey questions may not be modified or removed. Reflections of survey results are to be prepared, in summary form, for each area.

Summarize the survey information in the space below:

Parents of all current students were notified in advance via the newsletter that they would be receiving an email with a link to a survey. The email containing the link was then sent a few days later and included a deadline of November 5th, 2022.

Upon clicking the survey link, parents were directed to a Google Form that included 31 statements. A 10-point likert scale was used for rating the participant's agreement with each statement (1 meaning disagree and 10 meaning agree). A total of 66 parents participated in the survey, and 66 responses were recorded for each statement.

Of the 31 statements, parents strongly agreed with all of them, with scores ranging from 8.4 to 9.7.

The **Teacher** surveys were administered to all full-time faculty (11 total) via Google Forms (the principal and preschool director did not participate in this survey). Faculty were given 33 statements with which they were to use a 10-point likert scale to rate their level of agreement with each statement (1 meaning disagree and 10 meaning agree). A total of 11 responses were recorded for each question.

Of the 33 statements, faculty strongly agreed with 26, with scores ranging from 8.2 to 10.0. Five of the statements received scores of 7.0 to 7.6, and one statement received a score of 5.7. This statement, "I am qualified with synodical roster status and state teaching certification" received a lower score due to new faculty members currently working on Minnesota teaching licensure or considering pursuance of the colloquy program.

The **Students in Grades 1 - 3** surveys were administered to all K-3 students on their Chromebooks via Google Forms. Students were given 16 statements with which they were to either agree or disagree with. To agree, students chose a yellow smiley face to represent yes; to disagree, students chose a blue sad face to represent no. A total of 74 responses were recorded for each question.

Of the 16 statements, students overwhelmingly agreed with 11, resulting in a score of 95.9% or higher; two of the 16 resulted in a score of 91.9%. The remaining three statements were scored as follows:

1. My teacher makes me think. (89.2%)
2. My family knows how I do in school. (85.1%)
3. I know what my teacher wants me to learn. (77.0%)

The ***Students in Grades 4 - 8*** surveys were administered to all 4th-8th grade students on their Chromebooks via Google Forms. Students were given 19 statements with which they were to use a 10-point likert scale to rate their level of agreement with each statement (1 meaning disagree and 10 meaning agree). A total of 81 responses were recorded for each question, excluding number 3 (only 80 responses were recorded).

The 19 survey questions were divided into four categories:

1. Questions 1-3 Purpose
 - a. 83% of participants rated St. John's with an 8 or higher.
 - b. 13% of participants rated St. John's with a 5, 6, or 7.
 - c. 4% of participants rated St. John's with a 4 or lower.
2. Questions 4-6 Relationships in my School
 - a. 73% of participants rated St. John's with an 8 or higher.
 - b. 19% of participants rated St. John's with a 5, 6, or 7.
 - c. 8% of participants rated St. John's with a 4 or lower.
3. Questions 7-15 Relationships with my Teachers
 - a. 87% of participants rated St. John's with an 8 or higher.
 - b. 12% of participants rated St. John's with a 5, 6, or 7.
 - c. 1% of participants rated St. John's with a 4 or lower.
4. Questions 16-19 Student Services/Facilities
 - a. 84% of participants rated St. John's with an 8 or higher.
 - b. 12% of participants rated St. John's with a 5, 6, or 7.
 - c. 4% of participants rated St. John's with a 4 or lower.

STANDARD 1: PURPOSE

The school is purpose-driven.

Overview

The purpose/philosophy/mission statement serves as the basis for forming school goals, learner outcomes and action plans, as well as determining a direction for all activities of the school. Throughout the Self-Study process, every area of the school program is evaluated to determine if each aligns with the stated purpose.

The purpose of Standard is critical in evaluating each of the Standards involved with the Self-Study. Since the purpose establishes who a school is, where they have been and what they are to become, it is critical that the Self-Study process begins with a thorough examination of Standard 1.

NOTE: In the interest of clarity related to the accreditation process, the word “purpose” may be used interchangeably with “mission” and “philosophy.”

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list below includes suggestions for the documentation, but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof, assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

- School [learning objectives](#) align with philosophy/mission.
- School publications and handbooks provide evidence of Lutheran identity.
 - [Employee Handbook](#)
 - [K-8 Parent/Student Handbook](#)
 - [Preschool Handbook](#)
 - [Weekly newsletters](#)
- Promotional materials give evidence of Lutheran identity.
 - [End-of-Year Appeal letter](#)
 - [Informational folders](#) for potential new families
 - [Facebook](#)
 - [Instagram](#)
 - [Preschool mailer](#)
- School evangelism plan is written.
 - The [school evangelism plan](#) is found within the [K-8 Parent/Student Handbook](#) on page 7 and on page 6 of the [Preschool Handbook](#).
- Written school policies align with philosophy/mission.
 - The following handbooks begin with the school mission statement:
 - [K-8 Parent/Student Handbook](#)

- [Preschool Handbook](#)
 - [Board of Education Handbook](#)
 - The [PTL By-Laws](#) include the statement “To promote and support the welfare and teachings of St. John’s Lutheran Church and School.”
- School [website](#) provides evidence of Lutheran identity.
- Appropriate seasonal decorations are displayed.
 - [Seasonal decorations](#)
- Christian symbols are appropriately and prominently displayed through the school.
 - [Crosses/crucifixes](#)
 - [Christian flags](#)
 - [Altars](#)
 - [Bible verses/Christian Art](#)

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- Teachers recognize and verbalize that the teaching of the faith is the main purpose of the school.
 - Teachers lead [devotions and prayer](#) in the classroom daily.
 - Teachers recognize that their own spiritual growth is important.
 - Regular attendance at church and Bible study
 - Participation in [daily faculty devotions](#) and monthly [faculty Bible studies](#)
 - Teachers show that they are role models for how to support one’s church congregation through their involvement in church choir, Sunday school leadership (both as teachers and as a Sunday School superintendent), ushering, worship assistant responsibilities, youth group chaperoning, and boards and committee participation.
 - Teachers seek Christian forms of professional development to assist them in supporting students’ faith growth by attending [LEA convocations](#), [MN South District educational conferences](#), [Best Practices in Ministry](#) conferences, synodical [LEA Administrators’ conferences](#), etc.
 - Teachers create classroom [visuals](#) that incorporate Christian themes.
 - A rather beautiful example of St. John’s success in bringing this to fruition is the fact that we currently have two teachers on our staff who attended this school as children. Because of the impact that this had on them in their own education, they are now teaching the faith to other children as teachers in our school.
- Teaching of the faith is allocated with appropriate classroom time in the daily schedule and integrated throughout the curriculum.
 - [PS - 8th grade daily schedules](#)

- o [Aide schedule](#)
- o [Religion curriculum](#)
- The school attempts to attain and retain a positive Christian image through its public relations and publications.
 - o [2022 9th Annual Gala video](#)
 - o [“Why Do YOU Love St. John’s?” video](#)
 - o [STJL Facebook](#)
 - o [STJL Instagram](#)
 - o [Best of Maple Grove](#)
 - o [Eagle Connection All-School Newsletters](#)
 - o [Website](#)
 - o [Preschool mailer](#)
 - o [End-of-Year Appeal letter](#)
 - o [“LOVE” all-school video](#)
 - o [“Summer ESP!” video](#)
- The sponsoring congregation(s) provides spiritual support for the school and its students.
 - o The church’s [Constitution and By-Laws](#) states its continued support for the school and its students (Article I:E).
 - o The [pastors visit classrooms](#) weekly to teach and interact with the students.
 - o Weekly [chapel services](#) are led by the pastors.
 - o The congregation [prays](#) for teachers, support staff, and school families during the Divine Worship service.
 - o All members of the congregation are [invited to attend](#) and vote at Congregational Assembly meetings twice annually (March and September). These meetings address all congregational needs and agenda items including those relative to the school.
 - o The Board of Education is assigned [three church deacons](#) to support the school.
 - o The church deacons appoint [call committees](#) to oversee the calling and/or hiring of new teachers.
 - o The congregation helps to subsidize each member students’ tuition.
 - o Pastors follow up with any student family expressing interest in church membership or baptism.
 - o The congregation provides Bibles for all 2nd grade member students and catechisms for all 3rd graders.
- The school encourages students to participate in the congregational life of the parish.
 - o When directed, the [school newsletter](#) invites students and their families to participate in worship services, youth group activities, and other congregational activities of St. John’s Lutheran Church.
 - o Announcements at the end of the day notify and remind students of various school and congregational events.
 - o The school [choirs and handbells](#) perform 3-4 times each year during Sunday service.
 - o The [pastors visit classrooms weekly](#) to teach and interact with the students.
- Pastors and teachers who are members of the supporting congregations demonstrate support for one another and each other’s ministries.

- o [Prayer petitions](#) are offered during each Divine Service for teachers, staff, and other assistants or volunteers at the school.
- o Pastors encourage support of the school and teachers during Bible studies, congregational meetings, and in their sermons.
- o Teachers recognize the pastors as the spiritual leaders of the congregation and school.
- o Teachers attend [morning devotions](#) led by a pastor and also share prayer requests during devotions.
- o Teachers attend [faculty Bible studies](#) led by the pastors.
- o Pastors teach [school confirmation classes](#).
- o Teachers engage pastors to help answer student questions regarding faith and the Bible.
- Teachers and staff members seek to be instruments of the Holy Spirit in helping students develop and grow in their relationship with Jesus Christ.
 - o Teachers provide time in all curriculum areas to help students consider their learning within a Christian framework.
 - o Teachers provide opportunities for students to participate in devotions, prayer, chapel, and congregational activities.
 - o Teachers provide opportunities for students to help others in the community by engaging them in [service projects](#).
 - o [Chapel services](#) are held weekly.
- The school cooperates with district and national offices of The Lutheran Church—Missouri Synod.
 - o St. John’s has been accredited by the NLSA since 1999.
 - o The hiring of new teaching staff is coordinated through the district office or through CUS.
 - o Teachers use the relicensing process of the MN South District.
 - o Teachers attend the [MN South educators conferences](#).
 - o Some teachers serve on committees and boards for the district and synod.
 - One faculty member is on the Board of Directors for Concordia St. Paul.
 - o Rostered teachers complete the Commissioned Minister Information Form (CMIF) annually.
- The school effectively implements a [plan for evangelism](#) of unchurched or marginally churched children and their families attending the school.
 - o As students observe their teachers’ confession, they learn to confess their faith.
 - A school family baptized each of their four children at St. John’s and became active members of St. John’s Lutheran Church in 2021.
 - Students are taught how to defend their faith.
 - o By leading a godly life, students bear testimony to each other and to their community.
 - Students are engaged in [chapel offering projects](#) and other [service projects](#) throughout the year.
- The Lutheran school’s policies, programs and life within the school emanate from the example and teachings of Jesus Christ and demonstrate the proper understanding of Law and Gospel.
 - o St. John’s school policies exist under the framework of the [church constitution](#) and the school [mission and values statements](#).
 - o Pastors and teachers teach the proper understanding of Law and Gospel in lessons, during chapel, and in religion/confirmation classes.
 - o Within the [Love and Logic discipline policy](#), teachers and students work together to maintain a classroom atmosphere of respect, love, and joy.

- o In the development of behavioral plans for students, the Law & Gospel guides realistic expectations for student behavior.
- o In the execution of handbook disciplinary procedures, forgiveness is a component of enforcement.
- o When issues between staff members, school families, etc. occur, biblical principles for communication are used (see [“Conflict Resolution”](#) on page 24).
- o Opting to hire a special education teacher through an LCMS organization (LSEM) helps to provide continuity in the role of a Lutheran school in the lives of students.
- The school conducts weekly worship (chapel) experiences intentionally designed to consciously and systematically strengthen the Christian faith of all members of the school community.
 - o Weekly [chapel services](#) are led by pastors.
 - The chapel service is a liturgy from the hymnal (Morning Prayer, Matins, or Service of Prayer and Preaching).
 - o Our [Learn. Pray. Grow.](#) weekly memory work is recited at chapel services.
 - This includes Bible verses and part(s) of the Catechism.
 - o Implementation of two chapel services allows for age-appropriate teaching of the liturgy and Lutheran practices.
 - Preschool, Kindergarten, and 1st grade -- 20 min. chapel service
 - 2nd-8th grades -- 40 min. chapel service
 - All-school chapel services at least once monthly for 30 min.
 - o [School choirs and handbells](#) participate in various chapel services
 - o Prayers for the church and school are said at each service.

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. How was the school's purpose developed?

- The school's purpose was developed to align with the church's purpose as found in the [Constitution and By-Laws](#).
- The school's purpose was developed during St. John's first accreditation process in 1999. The pastoral staff and faculty developed the [mission statement](#) and the motto "Learning and Living as God's Baptized Children." Both were approved by the Board of Education.

2. Describe how the school's purpose aligns with its supporting congregation'(s) purpose.

- The school's [philosophy statement](#) is based upon and is in agreement with the operating congregation's constitution. Article I of the constitution (pg. 3) relates to the school, and a portion of this article is cited in the school philosophy.

3. Describe the process that was last used to review, clarify and renew the school's purpose.

- St. John's [school purpose](#) is reviewed annually as part of the review process for the parent/student handbooks by administration and the Board of Education.

- The Board of Education, as outlined in the [Board of Education Handbook](#) (pg. 3, number 6), is to regularly review and appraise all school operations, policies, educational undertakings, and plan for improvements and changes.

4. How does the school demonstrate its unique Lutheran identity through its alignment with vision, values and actions?

- Our unique Lutheran identity is demonstrated through the school's
 - **Philosophy:** All who have been brought to faith in Jesus Christ are commissioned by Him to preserve and extend the Kingdom of God. This is done by proclaiming to all the life, death, and resurrection of Jesus Christ.

Christian education is a vital component of every Lutheran congregation's ministry, applying Law and Gospel to all aspects of life and learning. We believe that the church can equip children and youth for ministry through full-time Lutheran schools. We purely teach God's Word, properly administer the sacraments, and carefully instruct our members according to the Confessional Standard of the Evangelical Lutheran Church (Article III).

As an important ministry of this congregation, our Lutheran school helps fulfill each of our congregations's five functions as follows:

- EDUCATION in Lutheran Christian doctrine is carefully taught to all students so those who come to faith may choose to become members of a congregation of The Lutheran Church - Missouri Synod at an appropriate time. Children are taught the demands of God's Law and are comforted by the saving Gospel of Jesus Christ. They receive encouragement and instruction to live in service to Christ and others. To prepare for this service, they are taught how to develop and use their abilities in life. Subjects are taught by Lutheran Christians who are academically prepared to teach from the Christian viewpoint.

Using their God-given abilities, students and teachers strive for excellence in their use of current materials and methodology. Students are encouraged to become responsible stewards of their talents in a joy-filled Christian life.

These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. Deuteronomy 6:6-7

- WORSHIP in a Lutheran school is not confined to the daily classroom devotion or to whole-school worship experiences but also occurs throughout the day. Children are helped to grow in their prayer lives, learning to pray privately and corporately whenever needs or opportunities arise. Students and families are encouraged to regularly attend worship services at their home congregations.

Teachers provide a Christian model by faithfully attending congregational worship and by participating in other aspects of the church. Students lead and participate in worship in their classrooms and participate in weekly

chapel services. They praise God through hymns and liturgy common to us as Lutheran Christians.

Ascribe to the Lord the glory due His name; worship the Lord in the splendor of His holiness. Proverbs 29:2

- EVANGELISM is a mission of the church through its school. As students observe their teachers' confession, they learn to confess their faith. By leading a godly life, students bear testimony to each other and to their community.

Whoever acknowledges me before men, I will also acknowledge him before my Father in heaven. Matthew 10:32

- FELLOWSHIP is enjoyed by all members of St. John's Lutheran Church and School. The congregation, teachers, staff, and students accept one another as fellow members of the body of Christ. They support, encourage, and witness to one another. The school is valued as an important part of the congregation.

They devoted themselves to the apostles' teaching and to fellowship, to the breaking of bread and to prayer. Acts 2:42

- SERVICE is part of Lutheran school life. Teachers, staff members, and parents serve the students and others by encouraging Christ-like compassion and love, and by volunteering in the community. In turn, students are led to serve others in these ways as well.

Whatever you do, work at it with all your heart, as working for the Lord, not for men. Colossians 3:23

- **Mission:** The mission of St. John's Lutheran School is to nurture young people through God's Word, sound Lutheran doctrine and worship, and a strong academic foundation. Our goal is to equip students to lead their lives as God's baptized children in this world and to carry out Christ's command to "make disciples of all nations." (Matthew 28:19)
- **Vision:** The purpose of St John's Lutheran School is to nurture people's faith in Jesus Christ as their Savior using God's Word and Luther's Small Catechism. At the same time, students are given a strong academic foundation that prepares them for life.
- **Values:**
 - Sound Lutheran Doctrine - As a Lutheran School our primary job is to teach our students God's truth. We base our teachings on the LCMS doctrine, and it is carefully taught to all students so they are sure of what they believe and can defend their faith. Children are taught the demands of God's Law and are comforted by the saving Gospel of Jesus. We teach our students that: "We don't change the message, the message changes us."
 - Individual Attention - Our small class sizes encourage students to be participants rather than spectators. Our teachers strive to show Christ's love and forgiveness to each child. In August of every year, teachers visit with

each student's family(and share information about the upcoming school year).

- Loving Classroom Environment - Love and Logic©principles: 1) With Christ as our leader, we will learn and live as Christ's baptized children with the Law and Gospel as our guide. 2) Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher. 3) Students will be guided and expected to solve problems without creating additional issues. They will be given opportunities to make decisions and expected to live with the consequences.
- High Level of Instruction - Using their God-given abilities, students and teachers strive for excellence as they use effective, up-to-date learning and teaching materials. Students are prepared to become responsible stewards of their talents in a joy-filled Christian life.
- Friendship and Acceptance - Students and staff accept one another as fellow members of the body of Christ. They play together, support each other, encourage each other, and witness to one another. Each person's uniqueness is recognized, and individuals are helped to achieve their full potential. Each child knows that he or she is valued, accepted, and a respected part of the school community.

5. Describe how the school's purpose is reflected in the teaching/learning environment in every classroom.

- St. John's [Mission/Vision/Values](#) are [framed and posted](#) outside of each classroom.
- The [statement of philosophy](#) outlines the five main functions of our congregation: Education, Worship, Evangelism, Fellowship, and Service. These provide the basis for development of school goals, learner outcomes, and school/classroom activities.
- Every class participates in all-school activities that support our mission to equip students to lead their lives as God's baptized children. These activities include:
 - [Christmas Concert](#) (gives praise to God and shares the message of Christmas)
 - [Small Business Day](#) (fosters good stewardship and tithing)
 - [Talent/Variety Show](#), [Fine Arts Fair](#), and Spring Musical (fosters use of God-given talents)
 - Celebration of [National Lutheran Schools Weeks](#) (highlights our unique identity as LCMS Lutherans)
- God's Word and sound Lutheran doctrine are fostered via:
 - Religion [curriculum and objectives](#)
 - Weekly [chapel services](#)
 - Regular singing of traditional Lutheran hymns
 - All-school chapel 12/21/22 - "[From Heaven Above to Earth I Come](#)"
 - The use of the Synod-approved *Lutheran Service Book* in chapel services
 - Daily [all-school prayers](#) are written and led by 8th grade students
 - Classroom prayers are supported by [prayer requests](#), prayer partners, prayer journals, prayer boards, etc.
 - Record-keeping of [church attendance](#), which is included on [report cards](#)

- Biblical [bulletin boards](#) and [decorations](#) are present throughout the building.
- [Bible verses, student projects and artwork](#), etc. are displayed throughout the building.
- The entire school memorizes the same Bible verse and Catechism lesson weekly via a [Learn. Pray. Grow.](#) worksheet that is shared for school and family study and devotional use; this sheet also includes prayers and Bible passages that align with the LCMS lectionary.
- [Sermon notes](#) are required of all 7th and 8th grade students.
- Class choirs and handbell ringers sing/play several times per year in chapel and during Sunday services.
 - [Oct. 14, 2022](#) - Middle school choir in chapel
 - [Oct. 19, 2022](#) - Middle school tone chimes in chapel
 - [Oct. 28, 2022](#) - 3rd/4th grade choir in chapel
 - [Nov. 18, 2022](#) - 3rd/4th grade choir in chapel
 - [Jan. 22, 2023](#) - Middle school choir in church
- [Chapel offering projects](#) are determined for each trimester to support various ministries, missions, and Christian workers or organizations.
 - 2021-22 chapel offering projects were determined by each [classroom](#).
 - 2022-23 chapel offerings support a [school-wide effort](#).
- Students are encouraged to live as God’s children by their care of His creation.
 - Upper grades students participate in [Adopt-A-Highway](#).
 - All students participate in various [service projects](#).

6. Describe the process used to inform new employees about the school’s purpose and the appropriate engagement employees are expected and encouraged to model.

- Called teachers are given a [Diploma of Vocation](#) which explains that as a called worker he/she is to faithfully perform all the duties of his/her office according to the Word of God and the confessional standards of the Evangelical Lutheran Church.
- Contracted teachers and employees sign an [employment agreement](#) that states “I agree to act in conformity with the stated obligations as an employee of St. John’s Evangelical Lutheran Church.”
 - Additionally, by signing the employment agreement, employees are stating their knowledge and agreement to our [Statement of Beliefs](#).
- All teachers are required to read the [Parent/Student Handbook](#).
- All faculty and staff are required to read the [Employee Handbook](#) and sign the Employee Acknowledgement (pg. 38) to verify their understanding and agreement.

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

X Written purpose/philosophy/mission statement

- Philosophy

- All who have been brought to faith in Jesus Christ are commissioned by Him to preserve and extend the Kingdom of God. This is done by proclaiming to all the life, death, and resurrection of Jesus Christ.

Christian education is a vital component of every Lutheran congregation's ministry, applying Law and Gospel to all aspects of life and learning. We believe that the church can equip children and youth for ministry through full-time Lutheran schools. We purely teach God's Word, properly administer the sacraments, and carefully instruct our members according to the Confessional Standard of the Evangelical Lutheran Church (Article III).

As an important ministry of this congregation, our Lutheran school helps fulfill each of our congregations's five functions as follows:

- EDUCATION in Lutheran Christian doctrine is carefully taught to all students so those who come to faith may choose to become members of a congregation of The Lutheran Church - Missouri Synod at an appropriate time. Children are taught the demands of God's Law and are comforted by the saving Gospel of Jesus Christ. They receive encouragement and instruction to live in service to Christ and others. To prepare for this service, they are taught how to develop and use their abilities in life. Subjects are taught by Lutheran Christians who are academically prepared to teach from the Christian viewpoint.

Using their God-given abilities, students and teachers strive for excellence in their use of current materials and methodology. Students are encouraged to become responsible stewards of their talents in a joy-filled Christian life.

These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. Deuteronomy 6:6-7

- WORSHIP in a Lutheran school is not confined to the daily classroom devotion or to whole-school worship experiences but also occurs throughout the day. Children are helped to grow in their prayer lives, learning to pray privately and corporately whenever needs or opportunities arise. Students and families are encouraged to regularly attend worship services at their home congregations.

Teachers provide a Christian model by faithfully attending congregational worship and by participating in other aspects of the church. Students lead and participate in worship in their classrooms and participate in weekly chapel services. They praise God through hymns and liturgy common to us as Lutheran Christians.

Ascribe to the Lord the glory due His name; worship the Lord in the splendor of His holiness. Proverbs 29:2

- EVANGELISM is a mission of the church through its school. As students observe their teachers' confession, they learn to confess their faith. By leading a godly life, students bear testimony to each other and to their community.

Whoever acknowledges me before men, I will also acknowledge him before my Father in heaven. Matthew 10:32

- FELLOWSHIP is enjoyed by all members of St. John's Lutheran Church and School. The congregation, teachers, staff, and students accept one another as fellow members of the body of Christ. They support, encourage, and witness to one another. The school is valued as an important part of the congregation.

They devoted themselves to the apostles' teaching and to fellowship, to the breaking of bread and to prayer. Acts 2:42

- SERVICE is part of Lutheran school life. Teachers, staff members, and parents serve the students and others by encouraging Christ-like compassion and love, and by volunteering in the community. In turn, students are led to serve others in these ways as well.

Whatever you do, work at it with all your heart, as working for the Lord, not for men. Colossians 3:23

- **Mission**

- The mission of St. John's Lutheran School is to nurture young people through God's Word, sound Lutheran doctrine and worship, and a strong academic foundation. Our goal is to equip students to lead their lives as God's baptized children in this world and to carry out Christ's command to "make disciples of all nations." (Matthew 28:19)

- **Vision**

- The purpose of St John's Lutheran School is to nurture people's faith in Jesus Christ as their Savior using God's Word and Luther's Small Catechism. At the same time, students are given a strong academic foundation that prepares them for life.

- **Values**

- Sound Lutheran Doctrine - As a Lutheran School our primary job is to teach our students God's truth. We base our teachings on the LCMS doctrine, and it is carefully taught to all students so they are sure of what they believe and can defend their faith. Children are taught the demands of God's Law and are comforted by the saving Gospel of Jesus. We teach our students that: "We don't change the message; the message changes us."
- Individual Attention - Our small class sizes encourage students to be participants rather than spectators. Our teachers strive to show Christ's love and forgiveness to each child. In August of every year, teachers visit with each student's family (and share information about the upcoming school year).
- Loving Classroom Environment - Love and Logic©principles: 1) With Christ as our leader, we will learn and live as Christ's baptized children with the Law and Gospel as our guide. 2) Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher. 3) Students will be guided and expected to solve problems without creating additional issues. They will be given opportunities to make decisions and expected to live with the consequences.

- High Level of Instruction - Using their God-given abilities, students and teachers strive for excellence as they use effective, up-to-date learning and teaching materials. Students are prepared to become responsible stewards of their talents in a joy-filled Christian life.
- Friendship and Acceptance - Students and staff accept one another as fellow members of the body of Christ. They play together, support each other, encourage each other, and witness to one another. Each person's uniqueness is recognized, and individuals are helped to achieve their full potential. Each child knows that he or she is valued, accepted, and a respected part of the school community.

Required Indicators of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

1:01* The school's written purpose embraces a Lutheran identity that is rooted in Holy Scripture and is committed to faith formation, academic excellence and Christian service.

YES

NO

Identify and list supporting Evidence or Practices:

(See all Potential Evidence, Potential Practices, and Required Evidence in Standard 1.)

Comments:

The school's written purpose strongly embraces a Lutheran identity as reflected in our mission statement, vision, values, and philosophy -- all of which are rooted in Holy Scripture. Our vision statement also references Luther's Small Catechism as foundational to how we instruct students. Our values express the means by which we support students in their faith formation and Christian service, while also committing to academic excellence. Students are engaged in the regular learning and memorization of God's word, Lutheran worship, and opportunities to serve others through chapel projects and volunteering in the community. Individualized instruction, strong academics, and discipline habits support the academic excellence that our written purpose seeks to achieve in reality.

1:02* School leadership and staff members understand and accept the purpose of the school.

YES

NO

Identify and list supporting Evidence or Practices:

(See all Potential Evidence, Potential Practices, and Required Evidence in Standard 1.)

Comments:

School administration, faculty, and staff must express understanding and support of the purpose and practices of the school. Our call processes and hiring practices emphasize the importance of finding faithful, godly workers to lead and teach our students. The faculty and staff commit time and talent to ensure that students are nurtured in their faith, taught what it means to be Lutheran, and prepared academically for high school when they graduate.

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the “Comments” section.

Highly Functional (4) — **This is an area of outstanding strength of the school.** It not only meets ALL the benchmarks related to the General Indicator of Success, but is supported by extensive documentation and/or observable practices that exceed expectations related to the indicator. This indicator establishes practices for other Lutheran schools to consider. The Validation Team verifies that these practices and/or documentation exceed the Operational (3) level.

Operational (3) — **This is the expected rating for a strong Lutheran school.** ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

Emerging (2) — **Improvement is required in this area.** If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

Not Evident (1) — **There is observable conflict or deficiency with this indicator at the school.** A majority of the expected benchmarks are not met or addressed with sufficient practices, evidence or documentation. This rating may result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

1:03: School leadership (administration and governing board) uses the mission statement as the foundation and reference for all planning.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

The school’s purpose was developed in accordance with governance policy.

- The school’s [statement of philosophy](#) is based upon and is in agreement with the operating congregation’s constitution. Article I of the constitution relates to the school; a portion of this Article is cited in the school philosophy.
 - [Constitution and By-Laws](#)

The school’s purpose is engaged, aligned and enacted with its vision, values, school goals, learner outcomes and student activities.

- The school’s philosophy/purpose is supported by these values:
 - Sound Lutheran doctrine: As a Lutheran school our primary job is to teach our students God’s truth. We base our teachings on the LCMS doctrine, and it is carefully taught to all students so they are sure of what they believe and can defend their faith. Children are taught the demands of God’s law and are comforted by the saving Gospel of Jesus. We teach our students that “We don’t change the message, the message changes us.”
 - Individual attention: Our small class sizes encourage students to be participants rather than spectators. Our teachers strive to show Christ’s love and forgiveness to each child. In August of every year, teachers visit with each student’s family(and share information about the upcoming school year).
 - Loving classroom environment: Love and Logic©principles: 1) With Christ as our leader, we will learn and live as Christ’s baptized children with the Law and Gospel as our guide. 2) Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher. 3) Students will be guided and expected to solve problems without creating additional issues. They will be given opportunities to make decisions and expected to live with the consequences.
 - High Level of Instruction - Using their God-given abilities, students and teachers strive for excellence as they use effective, up-to-date learning and teaching materials. Students are prepared to become responsible stewards of their talents in a joy-filled Christian life.
 - Friendship and Acceptance - Students and staff accept one another as fellow members of the body of Christ. They play together, support each other, encourage each other, and witness to one another. Each person’s uniqueness is recognized, and individuals are helped to achieve their full potential. Each child knows that he or she is valued, accepted, and a respected part of the school community.

The school’s mission statement supports and aligns with the congregational mission statement.

- The school’s [statement of philosophy](#) is based upon and is in agreement with the operating congregation’s constitution. Article I of the constitution relates to the school; a portion of this Article is cited in the school philosophy.
 - [Constitution and By-Laws](#)

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

(See all evidence listed above in Section 1:03.)

Comments:

School leadership and the Board of Education understands that the mission statement is foundational to governance of the school. "Learning and living as God's baptized children" is the key focus for future goal setting and annual planning. Decisions that affect students are made on the basis of how students will be equipped spiritually and academically. The mission statement is regularly referenced and prominently displayed to maintain this constant focus.

1:04: School leadership (administration and board) regularly assembles school constituencies (including but not limited to faculty, staff, parents, students and congregational stakeholders) to review, clarify and renew the school’s stated purpose.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- The school’s purpose is communicated effectively to staff, students and stakeholders.
- The school’s purpose is regularly reviewed by faculty and staff during start-of-year meetings, within handbooks that are signed by staff, and during annual meetings for planning and accreditation purposes.
 - The philosophy/mission statement is found [framed near all classrooms](#), on the school website, and in all handbooks. The motto is included on our letterhead, report cards, and newsletter.
 - The school’s purpose is communicated monthly in the [church newsletter](#).
 - The school’s purpose is communicated biannually during the [congregational assembly meetings](#).
 - The school’s purpose is communicated monthly during [PTL meetings](#).
- The school regularly evaluates and reviews the alignment of purpose, vision, values, school goals, learner outcomes and student activities.
- The school annually evaluates/reviews its purpose, vision, and values when reviewing and making revisions to the [K-8 Parent/Student Handbook](#) and the [Preschool Handbook](#).
 - The Board of Education, as outlined in the [Board of Education Handbook](#) (pg. 3, number 6), is to regularly review and appraise all school operations, policies, educational undertakings, and plan for improvements and changes.
 - The faculty [regularly evaluates](#) successes and any need for improvements regarding student activities after each event during faculty meetings.
 - The school reviews learner outcomes during curriculum reviews (each area of curriculum is reviewed on a 5-7 year rotation cycle).
 - The faculty and school board review school goals as part of the re-accreditation cycle (including feedback from surveys given to parents, teachers, and students).
 - The principal held [“Apps with the Administrator”](#) nights in 2019 for parents of each grade level to offer feedback in all of these areas as well.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)
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Identify and list supporting Evidence or Practices:

(See all evidence listed above in Section 1:04.)

Comments:

The Board of Education and administration annually reviews the purpose, mission, vision, and values as part of their handbook updating each year. The school's purpose is communicated and emphasized in leadership meetings when decisions affecting the school must be made at both the deacon and board levels. Faculty and staff review the school purpose annually and as part of training at the start of each year and at regular faculty meetings. Members of the supporting congregation are engaged and informed at biannual congregational assemblies. Parents are engaged and informed as members of boards, PTL, committees, etc. and serve in volunteer capacities as well. Each of these entities regularly review the purpose of the school and share feedback with school leadership. Newsletters and bulletins highlight the ways in which the school's purpose is carried out.

1:05: The school’s purpose is displayed and reflected in school activities and in the teaching/learning environment in classrooms.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- The school’s purpose is displayed in each classroom and in the hallways.
 - The school’s purpose is [displayed in a frame](#) outside of each classroom and in various other locations throughout the building.

- The school’s purpose is readily seen on the school’s website.
 - The school’s purpose is included on the [website](#).

- The school’s purpose is included in written communications distributed to families, such as the PTL handbook and promotional materials that are supplied to prospective families.
 - The school’s purpose is included in the [K-8 Parent/Student Handbook](#) and [Preschool Handbook](#), the preschool [Child Care Program and Academic Plan](#), in the [PTL By-Laws](#), and in [promotional materials](#) that are supplied to prospective families.

- School events, curriculum and discipline are aligned with the school’s mission statement and purpose and promote a positive teaching/learning environment.
 - School events, curriculum, and discipline are aligned with the [school’s mission statement](#) in that they are selected or designed to nurture students in God’s work and equip them for lives of service. School events help to support a positive school culture. Curriculum is chosen for its ability to robustly support and challenge students academically. Discipline is grounded in the Law & Gospel.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4) **Operational (3)** **Emerging (2)** **Not Evident (1)**

Identify and list supporting Evidence or Practices:

(See all evidence listed above in Section 1:05.)

Comments:

The school’s purpose (mission, vision, values) is displayed throughout the school building and in various documentation and written communication. The website highlights the school’s purpose. Handbooks and promotional materials also highlight the school’s purpose. Planning of events, selection of curriculum, and discipline is guided by the school’s philosophy, mission, vision, and values.

1:06: New employees are informed about the school’s purpose and its appropriate engagement.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- New employees are given an orientation packet and have an orientation meeting with the school administrator.
- New employees receive the [Employee Handbook](#), [Parent/Student Handbook](#), [Duty Chart](#), [Calendar](#), [Schedules](#), and training information related to safety, communication (school SIS, newsletter, etc.), discipline, curriculum and supplemental aids, and school events/activities.
 - The principal meets with each teacher individually for personal orientation support.
 - [Faculty Handbook](#) relays information for new teacher induction.

- New employees utilize mentors to assist them in learning about the school’s purpose and how to carry it out.
- New teachers are assigned mentors on staff, but are also supported by the principal as a mentor.

- The school’s purpose is outlined in the job description for each employee.
- [Job descriptions](#)

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4) **Operational (3)** **Emerging (2)** **Not Evident (1)**

Identify and list supporting Evidence or Practices:

(See all evidence listed above in Section 1:06.)

Comments:

New employees are informed about the school’s purpose initially as part of the call or hiring process. Commitment to the Bible and Lutheran doctrine is viewed as important in hiring decisions. Upon being hired, new employees are trained and supported by administration and staff mentors. The employee handbook that each new staff member must sign acknowledges a commitment to support the purpose of the school and highlights various ways in which this is accomplished.

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. Are the Required Indicators of Success met? (YES / NO)

YES

B. Based on evidence, what are the strengths of the school related to Standard 1?

The school's purpose to nurture students through God's Word and sound Lutheran doctrine is strongly supported by the faculty, pastors, and staff who teach the Word purely, embrace a deeply rooted Lutheran heritage (150+ years), and strive to be godly examples for children in word and deed. Strong academic preparation is supported by careful curriculum selection and events/activities that round the student experience. Our alumni success in high school, college, and the workforce is a tribute to our strong academic foundation.

C. Based on evidence, what are the challenges of the school related to Standard 1? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.

The current challenge that we are seeking to address is guided strategic planning and visioning for the school and church. Evaluating the school's purpose (mission, vision, values) with the help and neutrality of professional services in this realm is a necessary part of continued growth and advancement. Continuing to seek constituent input and feedback at the start of each reaccreditation cycle will be emphasized as well.

No areas were identified as "emerging" or "not evident", but school/church strategic planning should be part of our action plan.

D. What is the school's average rating for all General Indicators of Success for Standard 1, rounded to the nearest tenth?

STANDARD	RATING
1:03	3
1:04	3
1:05	3
1:06	3
Total:	12
Average: (Total ÷ 4)	3

STANDARD 2: RELATIONSHIPS

The school demonstrates its purpose through relationships.

Note: Standard 2 is divided into three categories: school and congregation, school and community and school climate. Introductory comments and necessary responses are required for each of the three sections. Standard 2A, School and Congregation, does not apply when a Lutheran school is operating outside of a highly developed relationship with a single congregation or group of congregations.

STANDARD 2A: SCHOOL AND CONGREGATION

Overview

The Lutheran school has a special relationship with its operating congregation(s). The school concerns itself with the ministry of the whole church to fulfill its purpose as a Lutheran school. To do this, the school seeks opportunities to enhance relationships with the local congregation(s), its district and the national church body.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation, but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof, assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

- School and church calendars
 - [School calendar](#)
 - [Athletic calendar](#)
 - [Church calendar](#)
- Church and school websites
 - [Church website](#)
 - [Church Facebook page](#)
 - [School website](#)
 - [School Facebook page](#)
 - [School Instagram page](#)
 - [School LinkedIn page](#)
 - [School Twitter page](#)
- Church bulletins and newsletters
 - [Church bulletins](#)
 - [Church newsletters](#)

- [Congregational Assembly packets](#) and [minutes](#) from congregational meetings emphasizing the church-school relationship
 - Board of Education report
 - Principal’s Report
 - Budget includes line items regarding the church/school relationship
- List of teachers’ involvement in worship, Bible studies, governance, service projects and social activities of the sponsoring congregation(s)
 - See section 5 “Current Participation in Congregational Activities” in the [Teachers and Administrators Information](#)
- Summary of students’ church attendance statistics
 - [Student Church Attendance Report](#)
- Summary of climate survey results
 - The [climate survey results](#) were overwhelmingly positive.
 - 66 parents participated and scores ranged from 8.4 to 9.7.
 - 11 teachers participated and scores ranged from 7.0 to 10.0.
 - One statement received a score of 5.7. This statement, “I am qualified with synodical roster status and state teaching certification” received a lower score due to new faculty members currently working on Minnesota teaching licensure or considering pursuance of the colloquy program.
 - 74 students from grades K-3 participated. Of the 16 statements, students overwhelmingly agreed with 13, resulting in a score of 89.2% or higher; the remaining two statements were scored between 77.0% and 85.1%.
 - 81 students from grades 4-8 participated. Of the 19 statements, an overwhelming majority ranging from 73-87% scored each statement with an 8 or higher.
- Faculty handbook describing church-school relationship
 - [Faculty Handbook](#)
- Written school [evangelism plan](#)
 - As students observe their teachers’ confession, they learn to confess their faith.
 - A school family baptized each of their four children at St. John’s and became active members of St. John’s Lutheran Church in 2021.
 - Students are taught how to defend their faith.
 - By leading a godly life, students bear testimony to each other and to their community.
 - Students are engaged in [chapel offering projects](#) and other [service projects](#) throughout the year.

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- School choirs sing at worship services.
 - School choirs singing during [chapel service](#)
 - School choirs singing during [Sunday service](#)
 - Handbells and tone chimes ringing for [chapel and Sunday service](#)
 - [Piano students](#) playing for chapel or school concerts
- Students serve as acolytes, greeters and/or readers during services.
 - Male middle school students are eligible to serve as acolytes and crucifers.
- Pastor [teaches](#) classes at the school.
 - Pastor Moss teaches 8th grade Confirmation class three times each week and 6th grade religion once per week.
 - Pastor Johnson teaches 7th grade Confirmation class three times each week and 5th grade religion once per week.
 - Pastor Moss teaches [Logic](#) each Monday to 8th graders.
 - Both pastors make [weekly visits](#) to each PS-4th grade class.
- Pastor relates well, offering services to school families who do not belong to the sponsoring congregation.
- Teachers regularly worship and actively participate in activities of the sponsoring congregation.
 - See section 5 “Current participation in congregational activities” in the [Teachers and Administrators Information](#).
- Teachers participate in district-sponsored conferences and events.
 - See section 8 “District/Synod participation” in the [Teachers and Administrators Information](#).
- CMIFs (Commissioned Minister Information Forms) are completed and regularly updated by commissioned teachers.
 - All rostered teachers complete and update their Commissioned Minister Information Forms.
- Required reporting materials are submitted to district and national bodies on time and are completed with quality.
 - [LCMS Early Childhood Center and School Statistical Report](#)

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. Describe the relationship between the school and its congregation(s).

- The church and school share a unified budget.
- The church congregation supports the school financially by providing 47% of the funding. The school is the church's primary mission, and their support is crucial to the continued success and ability to provide affordable Lutheran education.
- [Three deacons](#) sit on the Board of Education.
- Congregational members volunteer their time and talents to the school and students in various ways such as running the [school library](#), serving on the technology committee, decorating church & school facilities, assisting with school theatrical sets & costuming, serving on PTL and Gala committees as well as our Board of Education, etc.
- [Confirmation/religion classes](#) are taught by the pastors during the school day.
- Congregation members are invited to attend weekly chapel services.
- [Chapel](#) is led by St. John's pastors.
- Student [choirs and handbell ringers](#) perform during Sunday service multiple times each year.
- [Student artwork](#) is displayed for both church and school families to view.
- [Prayer petitions](#) are offered during Sunday services for school faculty, staff, and other assistants and volunteers.
- Members of the congregation attend the annual events to raise money for tuition assistance and facility improvements.
 - [Eagle Family FUNDay](#)
 - [Gala](#)
 - [Golf Tournament](#)
 - [Grandparents Day](#)
- The church youth group is inclusive of all school students (member or non-member) in 5th-8th grade.
 - Students are invited to all youth group events - both service events and social gatherings. This allows for socializing between school children and children in the congregation who attend other schools. Conversely, we've invited the youth group to attend some school events such as Ski Club (which is also open to school alumni as space permits).
 - Congregation members get to know school students through various events such as our annual Easter breakfast (prepared by the youth), various service events such as Christmas caroling, Feed My Starving Children, and leaf raking for the elderly. The 55+ members of St. John's spend time with the youth during an annual game/candy gamble event.

2. Describe how pastors from the sponsoring congregation(s) are involved at the school.

- Pastor Moss creates the [Learn. Pray. Grow.](#) memorization schedule for all grades, which is customized each year.
- Both pastors work with the Kantor to select the school year theme hymn, monthly chapel hymns, and weekly chapel services.
- Pastors sing in the faculty choir at the annual [Christmas Concert](#).
- Both pastors attend [Back-to-School Night](#) to meet incoming 7th/8th grade students and families and socialize with all families, especially those new to St. John's.
 - New families receive a free learn-by-heart version of Luther's Small Catechism.
- Pastors lead back-to-school devotions each August during [faculty meetings](#).
- Pastors participate in all relevant training alongside faculty and staff members, such as ALICE, CPR and 1st aid, etc.
- Pastors attend [end-of-year faculty meetings](#) to review items and help plan for the upcoming year.
- Pastors lead [faculty devotions](#) each school day, except for chapel days.
- Pastors teach [7th and 8th grade Catechesis](#) three days each week.
- Pastor Moss teaches an [8th grade Logic class](#) once per week.
- Pastors teach 5th and 6th grade Old and New Testament readings once per week.
- Pastors [visit](#) all grade levels each week.
- Pastors lead a devotion before each Board meeting and are available for the Board of Education when needed.
- Pastors prepare a [theological study](#) for the faculty, which is taught once a month at the faculty meeting.
- Pastors are available, when needed, to participate in disciplinary situations.
- Pastors are available to provide prayer, support, counseling, etc. for faculty, staff, students, and families.

3. In what ways are students involved in the life of the (sponsoring) congregation(s)?

- According to the Catechism's Table of Duties, the primary vocation of students in the life of the Church is referred to as "Hearers." Therefore,
 - students attend the Divine Services, as well as Sunday School and Sunday Bible Study.
 - 7th and 8th graders complete [sermon studies](#) to help guide them in properly listening to a sermon so that they may grow from it.
 - student choirs take turns [singing during the Sunday service](#).
 - The music curriculum has been designed to facilitate better involvement and enjoyment of singing the Church's songs within the congregation.
 - The frequency of student choirs participating in the Divine Service has also been increased.
 - Soloists are selected for special pieces.
 - Student [handbell and tone chime choirs](#) also participate in the Divine Service at times.
- Middle school girls are encouraged to participate in the Altar Guild.
- Middle school boys are encouraged to participate in the Altar Corps (acolytes and procession leaders).
- Students make Alleluia banners to decorate the building for Easter Sunday.

- Students attend special services during the day alongside church members, such as Ash Wednesday.
- Students sang at the funeral of a retired teacher in 2021.
- All middle school students are invited to attend church youth group activities.
- Middle school students assist the cemetery committee in placing flags on gravestones for Memorial Day.

4. How are parents of new students introduced and assimilated into the life of the congregation(s)?

- Every new family gets a free learn-by-heart edition of Luther’s Small Catechism.
- Each [Learn. Pray. Grow.](#) worksheet includes the upcoming scripture readings and hymn of the day for perusal prior to the service.
- All families are [emailed an invitation](#) to attend each Adult Catechism Class.
- All school families are [welcome to attend church events](#), regardless of their church membership.
- New school families are sent invitations to attend the Christmas Eve and Day services.
- Pastors make themselves available before worship services to answer any questions and help guide guests as needed.
- Pastors offer extra “directions” during services that are well attended by guests so that they are more easily able to participate.
- Pastors are notified when a family or student expresses interest in church membership and/or baptism so that they can reach out to that family/student personally.

5. Describe the way that the school helps its congregation achieve its mission.

- Article I of the St. John’s [Constitution](#) states “The purpose of this congregation shall be
 - A. To gather in corporate worship to use the Divinely appointed Means of Grace to receive from God His forgiveness, life, and salvation and to respond to His grace by thankful worship and praise, giving honor and glory to our Triune God for all His gifts of life and salvation;
 - Therefore, St. John’s Lutheran School helps its congregation by
 - taking [church attendance](#) each Monday.
 - offering praise and adoration to God through the participation of student choirs during Divine Services.
 - inviting church members to attend weekly chapel services.
 - the regular attendance of faculty and staff at the Divine Service.
 - B. To nurture Christians in God’s Word and sound Lutheran doctrine;
 - Therefore, St. John’s Lutheran School helps its congregation by
 - maintaining a Christian Day School.
 - This gives many church members a sense of purpose for their efforts, prayers, time, and gifts.
 - providing education in sound Lutheran doctrine that is incorporated throughout the day in all subject matters.
 - calling rostered LCMS teachers or employing members in good standing of LCMS congregations with a thorough commitment to and understanding of our Lutheran doctrinal beliefs.

- providing education and review for student families through the [Learn. Pray. Grow.](#) curriculum.
- assisting Sunday School through the participation of various faculty/staff members.
- the regular participation of faculty and staff in Sunday Bible Study.
- C. To carry out Christ's command to "make disciples of all nations: (Matthew 28:19);
 - Therefore, St. John's Lutheran School helps its congregation by
 - welcoming non-Lutherans, non-Christians, and lapsed-Lutherans/Christians into our building and exposing them to God's Word.
 - welcoming school families into our congregation when they have desired to do so.
 - supporting missionaries and educating our students in what they do in a missionary role.
 - providing fellowship opportunities, such as fundraisers, athletic events, etc. that are open to the community, which welcomes them into our building and exposes them to our Christian family.
- D. To manifest unity of faith and doctrine in Jesus Christ, to foster Christian fellowship and love, to extend a helping hand in human need;
 - Therefore, St. John's Lutheran School helps its congregation by
 - catechizing students in preschool-8th grade in LCMS doctrine.
 - utilizing the Synod-approved *Lutheran Service Book* during chapel services.
 - Any visiting LCMS school/church who are likewise conformed would easily find unity with us.
 - providing fellowship activities to school and church families in the form of special activities like [Eagle Family FUNDay](#), the annual [Gala](#) or [Golf Tournament](#), [athletic events](#), etc.
 - identifying families in need, either church or school, and supporting them as we are able.
- E. To achieve our objectives by the pure preaching of God's Word, by the proper administration of the sacraments, and by the careful instruction of all our members (employing all the various educational programs of the parish including the support and maintenance of a Christian Day School) according to the Confessional Standard of the evangelical Lutheran Church (Article II).
 - See A-D above.

6. Describe the relationship of the school with its LCMS district and national offices.

- Graduation speakers include other LCMS district and national workers.
- Pastor Matthew Moss is the chair of the [Constitution and Membership Committee of the MN South District](#).
- Pastor Matthew Johnson served for several years as the [circuit counselor](#) until recently.
- Gary Volberding (teacher) serves on the [Board of Regents for Concordia University St. Paul](#).

- Principal Gretchen Dolan regularly attends Region 2 Administrator meetings for MN South District.
- Principal Gretchen Dolan communicates as needed with the Education Executive of the MN South District on school/district matters.
- Principal Gretchen Dolan communicates and maintains relationships with principal mentors and cohorts from the SLED program of the LCMS.
- All faculty members attend the district Lutheran Educators Conference and the national [LEA convocation](#).
- Call committees confer with the district for guidance and resources.
- Call committees apply for candidates via the CUS placement system.
- The Concordia Decision Tool is used to create compensation guidelines.
- The circuit counselor is [invited to meet faculty and staff](#) at the start of the school year.
- Students of the school involved in the church youth group can attend the National Youth Gathering and Higher Things conferences on a cyclical basis.
- The school is committed to calling rostered teachers whenever possible.

7. Describe how called workers are engaged in the district regarding required conferences, workshops and volunteer efforts.

- Pastor Matthew Moss is the chair of the [Constitution and Membership Committee of the MN South District](#).
- Pastor Matthew Johnson served as [circuit counselor](#).
- Gary Volberding (teacher) serves on the [Board of Regents for Concordia University St. Paul](#).
- Principal Gretchen Dolan regularly attends Region 2 Administrator meetings for MN South District.
- The principal attends the [LEA National Administrators Conference](#) as budget allows.
- The principal & faculty members volunteered at the National Youth Gathering in Minneapolis.
- The principal volunteered as a chaperone to take church youth to the National Youth Gathering in Houston.
- School leadership (principal and others) attends the [Best Practices in Ministry Conference](#) as budget allows.
- All faculty members attend the district Lutheran Educators Conference and the national [LEA convocation](#).
- Faculty and pastors attend MN South Church Workers Conference.
- Some board members and faculty/pastors attend the [MN Lutheran Free Conference](#).
- The principal and business manager engage with other area school leaders to confer on various topics and best practices.
- The principal meets with the district education executive on an annual basis and as needed.
- The school seeks other LCMS pastors in the circuit or district to lead chapel services.

8. How does the school support synodical missions?

- The school supports synodical missions in various ways.
 - Designating [chapel offerings](#) to the following ministries from 2019-2023:
 - [Lutheran Braille Ministry](#)

- LCC K-9 Comfort Dog Ministry
- [Camp Omega](#)
- Lutheran Indian Ministries
- [Support for members of the Armed Forces](#)
- [Support for future LCMS teachers attending within CUS](#)
- The congregation is currently supporting the LCMS, Soldiers of the Cross, Rev. Dr. Daniel Jastram, and Rev. P.A. Charles Richard-Wokoma.
- Prayers offered for LCMS ministries and missionaries
- The school also supports ministries outside of the LCMS as a way to further our mission of “making disciples of all nations.”
 - Best Christmas Ever Organization
 - [Sole Hope](#)
 - [Crescent Cove](#)
 - [C.R.O.S.S. Food Shelf](#)
 - Student-written letters and prayers for shut-in members, veterans, [members of the Armed Forces](#), Christians being persecuted for their faith, etc.

Required Indicator of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

2A:01* The school is operated by one or more of the congregations of The Lutheran Church—Missouri Synod (LCMS) or maintains an active Registered Service Organization (RSO) status with the Synod.

YES

NO

Identify and list supporting Evidence or Practices:

(See all Potential Evidence, Potential Practices, and Required Evidence in Standard 2A.)

Comments:

St. John's Lutheran School is and has been the primary mission of St. John's Evangelical Lutheran Church since 1864, and St. John's Lutheran Church continues to be an active and contributing congregation of The Lutheran Church - Missouri Synod.

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the “Comments” section.

Highly Functional (4) — This is an area of outstanding strength of the school. It not only meets ALL the benchmarks related to the General Indicator of Success, but is supported by extensive documentation and/or observable practices that exceed expectations related to the indicator. This indicator establishes practices for other Lutheran schools to consider. The Validation Team verifies that these practices and/or documentation exceed the Operational (3) level.

Operational (3) — This is the expected rating for a strong Lutheran school. ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

Emerging (2) — Improvement is required in this area. If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

Not Evident (1) — There is observable conflict or deficiency with this indicator at the school. A majority of the expected benchmarks are not met or addressed with sufficient practices, evidence or documentation. This rating may result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

2A:02: The school is an extension of the ministry of its sponsoring congregation(s). Church and school work together effectively to accomplish goals related to a well-defined purpose.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- The pastor is acknowledged as the spiritual leader of the whole congregation, including the school.
- The pastors are the acknowledged spiritual leader of the whole congregation, including the school. They lead all Divine Worship services, all chapel services, and all Bible studies. They also teach Confirmation classes on Wednesday evening and during the school day.
 - See the bullets to the following statement for further examples regarding how the pastors are acknowledged as the spiritual leaders of the school and congregation.
- The pastor demonstrates that he is the spiritual leader of the school and congregation.
- Pastors lead [weekly chapel](#).
 - Pastors are present in the building and wear clerical attire on a daily basis.
 - Pastor Moss is in charge of the [Learn. Pray. Grow.](#) memorization schedule for all grades, which are customized each year.
 - Both pastors work with the Kantor to select the school year theme hymn, monthly chapel hymns, and weekly chapel services.
 - Pastors lead [back-to-school devotions](#) each August during faculty meetings.
 - Pastors attend [end-of-year faculty meetings](#) to review spiritually-related items and help plan for the upcoming year.
 - Pastors lead [faculty devotions](#) each school day, except for chapel days.
 - Pastors teach [7th and 8th grade Catechesis](#) three days each week.
 - Pastors teach 5th and 6th grade Old and New Testament readings [once per week](#).
 - Pastors [visit all grade levels each week](#), which is key to their relationship with students, as it helps to facilitate the learning of students’ names.
 - Pastors lead a devotion before each Board meeting and are available for the Board of Education when needed.
 - Pastors prepare a [theological study](#) for the faculty, which is taught once a month at a faculty meeting.
 - Pastors are available by request to provide prayer, support, counseling, etc. for faculty, staff, students, and families.
 - [School newsletters](#) have included articles that explain the pastoral care aspects of the pastors’ vocations that include visitations, prayer, counseling, and theological discussion.
- The congregation provides spiritual support for the school and its students.
- The school is the church’s primary mission.
 - The weekly church bulletin includes a page of [prayer requests](#) that includes a weekly rotation of school teachers. The specified teacher is then also included in the verbal prayers led by the pastor.
 - The congregation supports the amount of time the pastors spend with the school each week.
 - Sermons have been preached regarding the importance of mealtime prayers.

- The role of the Kantor has been purposefully restructured to include more involvement with the school.
- Additionally, the congregation provides financial support for the school by providing 47% of the school's funding; the congregation also provides general support by attending school events, such as chapel, fundraisers, concerts, performances, etc.

Pastor(s) and school staff regularly demonstrate support for each other's ministry.

- The school understands when the pastors are unable to fulfill their classroom duties and works together to cover for them in their absence.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4)
 Operational (3)
 Emerging (2)
 Not Evident (1)

Identify and list supporting Evidence or Practices:

(See all Potential Evidence, Potential Practices, and Required Evidence in Standard 2A:02.)

Comments:

The school is considered to be the primary mission of the church. For this reason, the governing boards of the church work together to support the school in a variety of ways. The pastors share a number of leadership roles within the school pertaining to the teaching of religion, leading of faculty devotions and study, and coordination of chapel. Conversely, faculty and staff share in leadership roles within church and school. Support of students/youth is a joint effort in the congregation.

2A:03: The school concerns itself with the ministry of the whole church and seeks opportunities to support and enhance relationships with its congregation, its district and the national church body.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- Students participate regularly in congregational life through planned activities available and coordinated with the congregation.
- Students participate in the [Learn. Pray. Grow.](#) memorization schedule for all grades, which are customized each year.
 - Students learn to sing the school year theme hymn, monthly chapel hymns, and weekly chapel services.
 - Students are invited to attend church services and Sunday School.
 - Youth events are announced as part of end-of-day announcements in the school.
 - Youth events are advertised in the church bulletin and school newsletter.
 - Both pastors attend [Back-to-School Night](#) to meet incoming 7th/8th grade students and families and socialize with all families, especially those new to St. John’s.
 - New families receive a free learn-by-heart version of Luther’s Small Catechism.
 - Students learn from the pastors in devotions offered at school assemblies.
 - Pastors plan for ways to encourage student participation in the congregation at [end-of-year faculty meetings](#) to review items and help plan for the upcoming year.
 - Pastors teach [7th and 8th grade Catechesis](#) three days each week.
 - Pastor Moss teaches an 8th grade [Logic class](#) once per week.
 - Pastors teach 5th and 6th grade Old and New Testament readings [once per week](#).
 - Students may ask questions of the pastors when they [visit all grade levels](#) each week.
- School staff members are actively involved in worship and congregational life in their parish.
- See section 5 “Current Participation in Congregational Activities” in the [Teachers and Administrators Information](#)
- The school and congregation plan and work together on behalf of families who do not have an identified church home or who do not attend church regularly.
- Every new family gets a free learn-by-heart edition of Luther’s Small Catechism.
 - Each [Learn. Pray. Grow.](#) worksheet includes the upcoming scripture readings and hymn of the day for perusal prior to the service.
 - All families are [emailed an invitation](#) to attend each Adult Catechism Class.
 - All school families are welcome to attend church events, regardless of their church membership.
 - New school families are sent personal invitations to attend the Christmas Eve and Day services.
 - Pastors make themselves available before worship services to answer any questions and help guide guests as needed.
 - Pastors offer extra “directions” during services that are well attended by guests so that they are more easily able to participate.
 - Pastors are notified when a family or student expresses interest in church membership and/or baptism so that they can reach out to that family/student personally.

- The Fellowship Committee seeks to engage new families in a variety of fellowship opportunities that help students and families connect with the congregation.

X The school supports LCMS missions.

- The school supports synodical missions in various ways.
 - Designating [chapel offerings](#) to the following ministries from 2019-2023:
 - [Lutheran Braille Ministry](#)
 - LCC K-9 Comfort Dog Ministry
 - [Camp Omega](#)
 - Lutheran Indian Ministries
 - [Support for members of the Armed Forces](#)
 - [Support for future LCMS teachers attending within CUS](#)
 - The congregation is currently supporting the LCMS, Soldiers of the Cross, Rev. Dr. Daniel Jastram, and Rev. P.A. Charles Richard-Wokoma.
 - Prayers offered for LCMS ministries and missionaries
- The school also supports [ministries](#) outside of the LCMS as a way to further our mission of “making disciples of all nations.”
 - Best Christmas Ever Organization
 - [Sole Hope](#)
 - [Crescent Cove](#)
 - [C.R.O.S.S. Food Shelf](#)
 - Student-written letters and prayers for shut-in members, veterans, [members of the Armed Forces](#), Christians being persecuted for their faith, etc.

X Called teachers participate in required district conferences and events.

- All faculty members attend the district MN South Lutheran Educators Conference and the national [LEA convocation](#).
- Faculty members attend optional LCMS-supported conferences such as the Lutheran Free Conference and other events through which they may earn CEUs relative to various aspects of the teaching field.
- Pastor Matthew Moss is the chair of the [Constitution and Membership Committee of the MN South District](#).
- Pastor Matthew Johnson served as [circuit counselor](#).
- Gary Volberding (teacher) serves on the [Board of Regents for Concordia University St. Paul](#).
- Principal Gretchen Dolan regularly attends Region 2 Administrator meetings for MN South District.
- The principal attends the [LEA National Administrators Conference](#).
- The principal & faculty members volunteered at the National Youth Gathering in Minneapolis.
- The principal volunteered as a chaperone to take church youth to the National Youth Gathering in Houston.
- School leadership (principal and others) attends the [Best Practices in Ministry Conference](#).
- Some board members and faculty attend the [MN Lutheran Free Conference](#).
- The principal and business manager engage with other area school leaders to confer on various topics and best practices.

- The principal meets with the district education executive on an annual basis and as needed.
- The school seeks other LCMS pastors in the circuit or district to lead chapel services.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

(See all Potential Evidence, Potential Practices, and Required Evidence in Standard 2A:03.)

Comments:

The school takes seriously its role in the congregation and larger Church. Students are engaged in the youth program and music of the church. The school works with the church to engage students and their families in the life of the congregation for both new and existing members. Faculty and staff members involve themselves in synodical roles and programs and engage in various events.

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the general indicators of success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. Are the Required Indicators of Success met for Standard 2A? (YES / NO)

YES

B. Based on evidence, what are the strengths of the school related to Standard 2A?

Our strengths relative to Standard 2A rest in the commitment of school and church to doctrinal truth and celebration of our Lutheran heritage. Our congregation is committed to maintaining a school through its spiritual and financial support. The congregation supports pastoral involvement in the school and acknowledges that the pastors are the spiritual leaders of both school and church. Members of the congregation engage and assist in a variety of ways through prayer and service to the school. The school is considered to be the largest mission of our church.

C. Based on evidence, what are the challenges of the school related to Standard 2A? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.

While we have a deeply rooted school and church, the challenge for our school relative to Standard 2A is continuing to seek to understand the needs of a growing (and changing) population of students and parents who do not possess the same church roots. A huge part of how we address their needs, instruct them, and draw them into our fold must be our ability to cultivate relationships that encourage conversation, questions, and engagement. Jesus understood the role of a servant and the humility this requires. Reexamination and redevelopment of our evangelism plan that embraces this issue of personal connection and humility will help us to examine how we can better cultivate real relationships that open hearts to learn about Christ. Feedback supports this.

D. What is the school's average rating for all General Indicators of Success for Standard 2A, rounded to the nearest tenth?

STANDARD	RATING
2A:02	3
2A:03	3
Total:	6
Average: (Total ÷ 2)	3

STANDARD 2B: SCHOOL AND COMMUNITY

Overview

The Lutheran school seeks to serve the community (the area in which the school is located) by enlisting and involving community participation. The school must be sensitive to local and state requirements and culture if it is to effectively relate to its community.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation, but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof, assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

- A sampling of public relations materials
 - [Public relations materials](#)
- School enrollment policy
 - See pages 9-10 of the [K-8 Parent/Student Handbook](#)
 - See pages 8-9 of the [Preschool Handbook](#)
- List of parent education programs
 - [Learn. Pray. Grow.](#) worksheets are distributed weekly to all families with the intention of facilitating not only memorization of selected Bible verses and Luther's Small Catechism, but to also teach families how to conduct regular family devotions.
 - [Love and Logic](#) resources
 - Are provided to all school/church families upon request.
 - Are included in the school newsletter.
 - The [church library](#) includes numerous books on Christian parenting, and these books are available to all families regardless of church membership.
 - Parents are notified in advance before [sex education](#) is taught at school and given access to all curriculum and materials for their perusal. These materials are also available through the church library for check out.
 - The [all-school newsletter](#) serves as a platform to educate all school families not only on special events and information, but also on particular parenting issues and child engagement.
 - The pastors and teachers make themselves available to any family requesting meetings and assistance with family issues/questions.
 - Community resources are shared with families when applicable.
- Constitution, bylaws, organizational and/or flow chart of parent support groups
 - [PTL By-Laws](#)
- Parent and student handbooks
 - [Preschool Handbook](#)

- [K-8 Parent/Student Handbook](#)
- Guidelines for preparing school volunteers
 - [Volunteer Policy](#)
- Calendar and schedule of building use
 - [Church calendar](#)
- List of class field trips to community resource centers
 - [List of class field trips](#)
- School newsletter articles describing community-service projects
 - [The Eagle Connection All-School Newsletter](#)
- Parent climate survey results
 - [Parent survey results](#)
- Demographic study
 - [World Population Review](#) provides the following statistics for Corcoran, MN, and this demographic matches the demographic profile of St. John's Lutheran Church and School:
 - Median household income: \$157,147
 - Median age: 43 years
 - Racial composition: White 92.51%; Asian 3.78%; two or more races 1.95%; black 1.21%; other 0.56%
 - Overall marriage rate: 67.5%

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- The school is known and respected in its community.
 - Best of Maple Grove
 - St. John's Lutheran School & Preschool is a finalist for Best Preschool Program and Best Private School in the [2023 Best of Maple Grove](#) competition, the voter favorite for Best Learning/Tutoring Center and runner up for Best Private Preschool/Child Care in the [2022 Best of Maple Grove](#) competition, and a runner up for Best Preschool/Child Care in the [2018 Best of Maple Grove](#) competition.
 - Word of mouth is St. John's best form of advertising! We regularly hear from prospective families that they had heard good things about our school and preschool and/or that a friend, family member, or neighbor had recommended that they check us out.
- Parents are active participants, volunteering and supporting the school in a variety of ways.
 - Parents can and are involved in a number of ways:
 - Volunteer to assist with school events ([Grandparents Day](#), [Musical](#), etc.)
 - Participate in school events with students ([Trunk or Treat](#), [Small Business Day](#), etc.)
 - Serve on [PTL](#) (plan social events, fundraise, etc.)

- Chaperone for class trips and field trips
- Coordinate class activities
- Coach teams or run [extracurricular clubs](#)
- Work in our [ESP program](#) as aides
- Serve on boards as members of the congregation
- Assist in the [library](#) weekly
- Serve on [Gala](#) or [FUNDay](#) planning or fundraising committees
- Additionally, congregational members volunteer their time and talents to the school and students in various ways such as running the [school library](#), serving on the technology committee, decorating church & school facilities, assisting with school theatrical sets & costuming, serving on PTL and Gala committees as well as our Board of Education, etc.
- Faculty members are actively engaged in community-service activities.
 - [Faculty Community Involvement](#)
- Students are recognized for their community involvement.

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. How does the school's demographic profile reflect the demographic profile of its surrounding community?

- [World Population Review](#) provides the following statistics, and this demographic matches the demographic profile of St. John's:
 - Median household income: \$157,147
 - Median age: 43 years
 - Racial composition: White 92.51%; Asian 3.78%; two or more races 1.95%; black 1.21%; other 0.56%
 - Overall marriage rate: 67.5%

2. Describe the school's program of public relations to the community.

- A [marketing plan](#) has been created to increase the community's knowledge and perception of the school.
- St. John's has participated and either won or placed in the annual [Best of Maple Grove](#) competition.
- Attend the St. Michael/Hanover Preschool Fair annually
- The [marketing subcommittee](#) is currently working on the following:
 - See resolutions made via BOE minutes
- Promotional materials
 - [Gala](#) video
 - [Preschool mailer](#)
 - [Informational folders](#) given to prospective families

3. List and describe the things the school has done to relate to and serve its community.

- The school has participated in the following [service projects](#) to serve and support its community:
 - Best Christmas Ever Organization
 - [Sole Hope](#)
 - [Crescent Cove](#)
 - [C.R.O.S.S. Food Shelf](#)
 - Student-written letters and prayers for shut-in members, veterans, [members of the Armed Forces](#), Christians being persecuted for their faith, etc.
 - [Adopt-A-Highway](#)
- Student-written letters and prayers for shut-in members, veterans, and [members of the Armed Forces](#)
- Financial aid, prayers, and [support](#) to local pastor and his family

4. Describe the school's relationship with the local public schools.

- St. John's works with District 279 to ensure various services for students:
 - busing as requested (although our current school day hours and the lack of safe supervision at student transfer locations has prohibited us from recommending these services to our families)
 - evaluation and testing for students who may qualify for special education services
 - necessary equipment for students with IEPs based on disabilities and training/ instruction for use of such equipment
 - collaboration with District 279 special education teachers re: students with IEPs and speech services
- The principal attends annual meetings with District 279 to review benefits and student services for textbooks, counseling, school nurse, [Title II](#) funding, and grant eligibility for private schools.
- MDE communicates with our school regularly about transportation issues relative to weather, grant opportunities (e.g. EANS funding, ESSER, CARES, etc.), and regulatory guidelines for schools.
- The Department of Human Services and our assigned licenser regularly communicates with our preschool director about regulatory guidelines, changes in laws, health trends, etc. Our preschool received scores of 97%, 100%, 100%, and 100% during the first year licensure visits (of which there were four inspections).
- Although they are not public schools, we also maintain incredible working relationships with other area Lutheran schools. We share equipment, costuming, bus/drivers, and building access for sports practices.

5. List and describe the ways faculty members are involved in community events.

- [Faculty Community Involvement](#)

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

Written nondiscrimination statement

(See 2B:01)

Required Indicator of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

2B:01* A statement of nondiscrimination is evident in school-printed materials and assures that students are admitted without regard to race, color or national origin.

- Nondiscrimination Statement: St. John's Lutheran School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, athletics, and other school administered programs. (Found on page 11 of the [K-8 Parent/Student Handbook](#) and page 10 of the [Preschool Handbook](#).)

YES

NO

Identify and list supporting Evidence or Practices:

(See evidence listed above in Section 2B:01.)

Comments:

St. John's Lutheran school includes a statement of nondiscrimination in the K-8 Parent/Student Handbook and the Preschool Handbook. Students are admitted to the school without regard to race, color, or national origin.

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the “Comments” section.

Highly Functional (4) — This is an area of outstanding strength of the school. It not only meets ALL the benchmarks related to the General Indicator of Success, but is supported by extensive documentation and/or observable practices that exceed expectations related to the indicator. This indicator establishes practices for other Lutheran schools to consider. The Validation Team verifies that these practices and/or documentation exceed the Operational (3) level.

Operational (3) — This is the expected rating for a strong Lutheran school. ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

Emerging (2) — Improvement is required in this area. If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

Not Evident (1) — There is observable conflict or deficiency with this indicator at the school. A majority of the expected benchmarks are not met or addressed with sufficient practices, evidence or documentation. This rating may result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

2B:02: The school’s student population reflects the ethnic, racial and economic diversity of the community in which it is located.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

The school studies the community demographics and compares the information to the demographics of the student body.

- [World Population Review](#) provides the following statistics for Corcoran, MN, and this demographic matches the demographic profile of St. John’s Lutheran Church and School:
 - Median household income: \$157,147
 - Median age: 43 years
 - Racial composition: White 92.51%; Asian 3.78%; two or more races 1.95%; black 1.21%; other 0.56%
 - Overall marriage rate: 67.5%

The school embraces and celebrates the demographic diversity of the students it serves and the surrounding community.

- Our preschool program is our most diverse program, with 25% of our students representing an ethnic origin other than Caucasian.
 - Of that 25%, 17% are Asian. This is not surprising since our preschool program popularity among the Indian community has grown over the years, specifically by word-of-mouth.
 - Special accommodations, including tuition discounts, have been made for several Indian families when they have chosen to visit India for several weeks/months at a time so that their child can remain enrolled at St. John’s..
 - Faculty and staff are aware of and respect the special dietary restrictions of our Indian students and accommodate and support them as best as possible.
- Faculty and staff have taken time to explain special events that families from other countries may not be aware of, such as dressing up for Halloween.

The school has developed ways to enroll students from the community who do not have the economic resources to support tuition-driven enrollment.

- The church provides 47% of the actual cost of tuition for all families, regardless of their church membership.
- [Financial assistance](#) is available for families with students in grades K-8. Families may apply for this assistance through FACTS (the school SIS). This 3rd party vendor then provides a confidential, objective approach to determine specific family need.
- St. John’s Lutheran Church & School holds an annual [Gala](#) and [Golf Tournament](#) to establish and maintain a tuition assistance program.
 - [Tuition/Financial Assistance](#)

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

(See all evidence listed above in Section 2B:02.)

Comments:

St. John's draws from a community that in itself lacks diversity in both ethnicity and socio-economic status (92.5% white; median income of \$157,000). However, we welcome families of all ethnicities, nationalities, and economic backgrounds. Our financial aid program and generous school and congregation members ensure that students in K-8 have ample access to tuition assistance, and our preschool program has purposely maintained low tuition rates so that our care and services are accessible to the community. We embrace our diverse school families, though they may be few, and see their enrollment as an opportunity to learn and grow, as well as share the Word of Christ.

2B:03: The school promotes and encourages the involvement of its teachers and students in community activities.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- The school seeks ways to involve its students and teachers in service to the community.
- The school has participated in the following [service projects](#) to serve and support its community:
 - Best Christmas Ever Organization
 - [Sole Hope](#)
 - [Crescent Cove](#)
 - [C.R.O.S.S. Food Shelf](#)
 - Student-written letters and prayers for shut-in members, veterans, [members of the Armed Forces](#), Christians being persecuted for their faith, etc.
 - [Adopt-A-Highway](#)
 - [Chapel offering projects](#) are determined for each trimester to support various ministries, missions, and Christian workers or organizations.
 - 2021-22 [chapel offering projects](#) were determined by each classroom.
 - 2022-23 chapel offerings support a [school-wide effort](#).
 - Middle school students and teachers are invited to participate in [church youth servant events](#), such as raking leaves, Christmas caroling at local nursing/assisted living homes, etc.

- Staff members are encouraged and provided with opportunities, planned by the school and its congregation, to participate in community activities and service organizations.
- Staff are invited to participate in [church youth servant events](#), such as raking leaves, Christmas caroling at local nursing/assisted living homes, Feed My Starving Children, etc.
 - Annual invitation to the [MN Lutheran Free Conference](#)
 - Regular food collections for [C.R.O.S.S. Food Shelf](#)
 - Various pro-life activities, including
 - Annually celebrating [Life Sunday](#)
 - Regular [collection drives for crisis nurseries](#)
 - Financial support opportunities for
 - Soldiers of the Cross
 - [LCMS missionaries](#)
 - Some staff members coach for community athletic programs as volunteers.
 - Some staff members and their family members have donated blood for local blood drives.

- Staff members are engaged in community service.
- [Faculty Community Involvement](#)

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4) **Operational (3)** **Emerging (2)** **Not Evident (1)**

Identify and list supporting Evidence or Practices:

(See all evidence listed above in Section 2B:03.)

Comments:

St. John's Lutheran Church & School provides several ways for students and staff to serve the community. These opportunities include physical service, such as raking leaves for elderly church members, writing cards and letters of encouragement for military men and women, and picking up litter along the highway, as well as financial service, such as collecting various donations for organizations. The faculty also participate in other personal forms of community service and involvement, as outlined in their Teachers and Administrators Information.

2B:04: The school has an active Parent-Teacher Organization and/or other parent support groups.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

X The school sponsors educational opportunities for parents and provides a wide variety of parenting resources.

- [Learn. Pray. Grow.](#) worksheets are distributed weekly to all families with the intention of facilitating not only memorization of selected Bible verses and Luther’s Small Catechism, but to also teach families how to conduct regular family devotions.
- [Love and Logic](#) resources
 - are provided to all school/church families upon request.
 - are included in the school newsletter.
- The [church library](#) includes numerous books on Christian parenting, and these books are available to all families regardless of church membership.
- Parents are [notified in advance](#) before sex education is taught at school and given access to all curriculum and materials for their perusal. These materials are also available through the church library for check out.
- The [all-school newsletter](#) serves as a platform to educate all school families not only on special events and information, but also on particular parenting issues and child engagement.
- School families are always invited to join the [Adult Catechism class](#) each time it is offered. In this class the Table of Duties is explained, which includes roles for parents.
- The pastors and teachers make themselves available to any family requesting meetings and assistance with family issues/questions.
- Community resources are shared with families when applicable.

X Support groups (e.g., Parent Teacher League, Booster Club, prayer support groups) contribute to the overall good of the school and congregation to support and maintain the school’s mission and goals.

- The St. John’s [Parent Teacher League](#) (PTL) is a very healthy and vibrant group of parents that work together to support the school in many and various ways.
 - Hosting an annual [Eagle Family FUNDay](#) to raise money to better the church/school. Past improvements made because of this fundraiser include:
 - Preschool playground
 - Gym divider
 - Scoreboards
 - Repavement of main parking lot
 - Various safety updates
 - Providing regular opportunities for special events and activities, such as
 - Operating the concession stand during athletic events
 - [Popcorn Thursdays](#)
 - [Boohoo, Yahoo Breakfast](#)

- [Coffee & Conversation](#)
- [K-8 bowling field trip](#)
- [Trunk or Treat](#)
- Annual [pancake breakfast](#) during NLSW
- [Fall Family Party](#)
- Regularly volunteers to provide assistance with school events, such as
 - [Grandparents Day](#)
 - Funding all/part of special requests from school staff through their assistance program
- Supports faculty and staff through
 - End-of-year luncheon
 - Generous monetary gift each Christmas and on other occasions
 - [Special gifts](#) for retiring faculty, staff, and pastors
- Agreeing to donate 25% of fundraiser profit to tuition assistance

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)
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Identify and list supporting Evidence or Practices:

(See all evidence listed above in Section 2B:04.)

Comments:

St. John's Lutheran School is blessed by the efforts of its support groups such as PTL and individual volunteers. The Parent Teacher League works to provide experiences by which families can connect and work together to improve various facets of the school. Their fundraised dollars support parent education, student experiences, physical improvements for the school, and programs that support student learning.

2B:05: The school is known, respected and maintains a positive perception in its community.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

The school is known and respected in its community.

- When families tour the school or seek enrollment, they are polled as to how they heard about our school. Oftentimes, their reply is that they have heard good things about us through someone they know.
- St. John’s Lutheran School & Preschool is a finalist for Best Preschool Program and Best Private School in the [2023 Best of Maple Grove](#) competition, the voter favorite for Best Learning/Tutoring Center and runner up for Best Private Preschool/Child Care in the [2022 Best of Maple Grove](#) competition, and a runner up for Best Preschool/Child Care in the [2018 Best of Maple Grove](#) competition.

The school regularly and frequently shares information with its constituents.

- The school actively utilizes various [methods of communication](#) to its families.
- Administration communicates weekly via the [school newsletter](#) that is emailed to all families, staff, etc. each Thursday.
- School board members are expected to remain up-to-date on school communication. The school board shares important communication about policy updates, etc. via the principal through email and open forums as needed.
- All communication is accessible via the school [website](#).
- Regular social media posts engage constituents and the community at large.
 - [School Facebook page](#)
 - [School Instagram page](#)
 - [School LinkedIn page](#)
 - [School Twitter page](#)
- [Parent Alert](#) (via FACTS) is used for important information and reminders for families, etc.

Good relationships exist with the local public schools.

- The school maintains positive working relationships with our local public schools in the following areas:
 - Special Education
 - We have students who receive various IEP services at public schools.
 - A public school speech teacher comes to our school once per week to support students receiving speech services. She has served as a resource for our LSEM teacher as well and goes above and beyond to support our school.
 - Title II Funding
 - The principal works closely with the Title II consultant who maintains regular communication.
 - Various public school teachers in the area send their students to our school.
 - Transportation

- The public school transportation director communicates regularly about busing options and weather-related decisions.
 - Textbook/Health Services Funding
 - Textbook funds and health services dollars paid for through the public district are communicated about via email and in annual informative meetings.
 - Grant Funding
 - Regular communication about funds available through a variety of grants, etc. is shared.
 - Hot Lunch
 - Due to our participation in the National Hot Lunch Program, information is disseminated by MDE to keep us up-to-date on various aspects of the program.
 - MN Dept. of Education
 - Regular communication regarding guidelines and reporting is disseminated via email, etc.

School facilities are available, when practical, for use by appropriate community groups and activities.

- [Community events at St. John's](#)
- We have a [facility rental policy](#) that allows members or non-members to [apply](#) for use of the facilities in a variety of ways.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4)
 Operational (3)
 Emerging (2)
 Not Evident (1)

Identify and list supporting Evidence or Practices:

(See all evidence listed above in section 2B:05.)

Comments:

St. John's Lutheran School puts forth continued effort to spread awareness of its presence within the local community and surrounding areas. Marketing efforts are a primary focus of a sub-committee of the Board of Education focused on our school website, SEO, visual signage, social media, engagement in community publications and events, publicity of school activities, etc. Constituents of our school receive communication and information through newsletters/bulletins, social media, congregational meetings, reports to deacon council and boards, etc. Facility usage is made available upon request per church and school policies.

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. Are the Required Indicators of Success met for Standard 2B? (YES / NO)

YES.

B. Based on evidence, what are the strengths of the school related to Standard 2B?

Our school has strong working relationships with the local public school district. Marketing efforts have been a main focus area for the school following the pandemic. Our school support groups and volunteers are a great asset to the school and provide support in many ways.

C. Based on evidence, what are the challenges of the school related to Standard 2B? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.

Funding the many areas of marketing and communications can be challenging at times. Budgets sometimes limit the ability to invest all that is necessary to advertise the school in fresh and engaging ways. Additionally, finding ways to continue to engage in the surrounding community and build awareness of the school presents an exciting opportunity. We are currently working to increase our SEO, as an example.

D. What is the school's average rating for all General Indicators of Success for Standard 2B, rounded to the nearest tenth?

STANDARD	RATING
2B:02	3
2B:03	3
2B:04	3
2B:05	3
Total:	12
Average: (Total ÷ 4)	3

STANDARD 2C: SCHOOL CLIMATE

Overview

The Lutheran school is more than an assembly of people. It is a community of people, redeemed by God through Jesus Christ, in which all members are affirmed because of their forgiveness through Him. Christ's love motivates us to develop an atmosphere in which each member of the community may experience his or her individuality and contribute to the community. Members of this community recognize, value and respect the needs of others for acceptance, love, correction, approval and attention. All activities within the school, therefore, help to design, create and foster this climate.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation, but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof, assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

- Parent handbooks
 - [K-8 Parent/Student Handbook](#)
 - [Preschool Handbook](#)
- Faculty handbook
 - [Faculty Handbook](#)
 - [Employee Handbook](#)
- Schedule of school chapel services
 - [St. John's calendar](#)
- Teachers' classroom schedules
 - [Classroom Schedules](#)
- Parent-school climate survey results
 - [Parents](#)
 - [Teachers](#)
 - [Students in Grades 1 – 3](#)
 - [Students in Grades 4 – 8](#)
- Appropriate Christian signage and messaging displayed throughout the school and classrooms
 - [Altars](#)
 - [Bible verses/Christian Art](#)
 - [Christian bulletin boards](#)
 - [Christian decorations](#)
 - [Christian flags](#)
 - [Crosses/crucifixes](#)
 - [Seasonal decorations](#)

- [Student artwork](#)
- Parent newsletters
 - [Eagle Connection All-School Newsletters](#)
- Anti-bullying policies and training
 - Per our [Parent/Student Handbook](#) (pg. 22):
 - Bullying is aggressive behavior that is intentional and involves an imbalance of power or strength. Typically, it is repeated over time. An individual who is being bullied has a hard time defending himself or herself.
 - Bullying can take many forms:
 - Physical bullying (such as hitting or punching)
 - Verbal bullying (such as teasing or name calling)
 - Nonverbal bullying or emotional bullying (such as intimidation using gestures or social exclusion)
 - Cyber-bullying or bullying through note writing (such as sending insulting messages via email or sending insulting notes to others in the classroom)
 - At St. John's Lutheran School, there will be no tolerance for bullying behavior. Teachers and staff members will actively and consistently teach and model positive behavior(s), and immediately address any aggressive or harassing behavior(s). These behaviors will be immediately reported to the principal.
 - Teachers and staff members demonstrating bullying behaviors will be subject to a conference and review with the principal. An action plan will be created to address needed behavior changes. Follow-up review(s) will take place at intervals determined by the principal and the Board of Education. Severe instances of staff bullying behavior may result in immediate dismissal. Examples of prohibited actions by teachers and staff as a means of discipline include:
 - Subjugation of a child to corporal punishment, which includes but is not limited to:
 - Rough handling, shoving, hair pulling, ear pulling, shaking, slapping, kicking, biting, pinching, hitting, spanking
 - Subjection of a child to emotional stress, which includes but is not limited to:
 - Punishments for lapses in toileting
 - Withholding food, light, warmth, clothing, or medical care as a punishment for unacceptable behavior
 - The use of physical restraints other than to physically hold a child where containment is necessary to protect a child or others from harm
 - The use of mechanical restraints, such as tying
 - Training on these policies is given/reviewed at the start of each school year and as needed throughout the school year.
 - The [Parent/Student Handbook](#) (pg.22) outlines disciplinary rules in the case of this serious offense on the part of a student or teacher.

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- All types of school relationships emanate from the example of the teachings of Jesus Christ and demonstrate the proper understanding of Law and Gospel.
 - [Love and Logic](#) at St. John's
- Teachers' decision-making is centered on what is best for students.
- Weekly school chapel services are intentionally designed to consciously and systematically strengthen the Christian faith of students and members of the school community.
 - Weekly [chapel services](#) are led by pastors.
 - The chapel service is always a liturgy from the hymnal (Morning Prayer, Matins, or Service of Prayer and Preaching).
 - Our [Learn. Pray. Grow.](#) weekly memory work is recited at chapel services.
 - This includes Bible verses and part(s) of the Catechism.
 - Implementation of two chapel services allows for age-appropriate teaching of the liturgy and Lutheran practices.
 - Preschool, Kindergarten, and 1st grade -- 20 min. chapel service
 - 2nd-8th grades -- 40 min. chapel service
 - All-school chapel services at least once monthly for 30 min.
- Pastoral and school staff work cooperatively to meet the spiritual needs of school families during times of celebration, times of crisis and day-to-day life events.
- Home visits
 - ["Tell the Teacher More"](#)
- Student-led conferences

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. Describe the climate of the school and its impact on the lives of the students.

- Leadership at our school believes that school climate (i.e. the social and educational environment of the school) impacts staff, students, and families. We have a climate that encourages [open communication](#) and consistent partnership between students, teachers, and parents (see pgs. 8-9 of the [K-8 Parent/Student Handbook](#)). This is outlined and supported by our school handbook:
 - Success at St. John's Lutheran School requires a partnership between parents, teachers, and students. With God central to this relationship, we have before us a master example of love and grace.
 - Parents, the success of our ministry ultimately rests with you. Your active participation in the academic, social, and spiritual education of your child, and the examples and expectations you provide, impact your child's life more than anyone or anything else. Your children are God's gift to you, and you choose to share them with us each day.
 - Teachers and staff are blessed by this gift of your children. Their duty is to model Christ by loving and respecting students, keeping them safe, teaching them His Word, maintaining high standards for academic study and student character, and instilling a passion for learning.
 - Students, you are in this school to grow in God's Word, develop your minds, exhibit strong character, and pursue the things in learning that excite you. Don't shy away from a challenge or experience. Make memories and friends, too! With the help of your parents and teachers, you are preparing for a life beyond our building. Both your parents and teachers expect you to work to your fullest potential and treat others with respect and kindness.
- We achieve this in a variety of ways:
 - Our students are individuals with identities that matter! They are greeted by name each morning when they arrive at school.
 - [Love and Logic](#) encourages staff to treat students with dignity and respect in the ways in which they are disciplined.
 - Students and staff [pray and worship](#) together.
 - Parents and teachers conference together regularly.
 - Families are encouraged to spend time together in fellowship and service to the school.
- The impact on the lives of students is significant and allows for their success in many ways. Our school climate embraces high academic standards and expectations for character development, a family-like atmosphere in which there is room for learning AND fun, and sharing the good news of Jesus with our students and families so that they may share with others.

2. Describe ways that teachers support students and their families.

- The principal maintains an “open door” policy to support relationship-building with students, staff, and families.
- Teachers and pastors accept prayer requests in class, etc. and offer prayers at a variety of times in many circumstances on behalf of students and families.
- Conferences at the start of the school year between parents, students, and teachers help to build relationships. Regular [parent/teacher conferences](#) in fall and spring maintain communication.
- Teachers communicate via classroom blogs, email, phone calls, etc. with families.
- Teachers work to establish personal relationships with students and families.
- Teachers work to celebrate the successes of students and include families in various classroom/school activities.
- [LSEM supports students](#) academically and behaviorally and advocates for students re: classroom accommodations, etc.
- Teachers are willing to be available to students before and after school for extra support.

3. Describe the ways that students relate to their teachers.

- Students can email teachers in the intermediate and upper grades.
- Students are encouraged to come to teachers and administration with problems and may meet with teachers for private conferences.
- Students understand that their teachers care for them by the relationships that are established.
- Students are greeted individually in the morning as they enter the school and in their classrooms at the start of the day.
- Relationships with teachers are also cultivated through chapel services, morning devotions, extracurricular activities, and camp/trip/field trip experiences.
- [Love and Logic](#) helps to establish respectful boundaries for student behavior so that students know what to expect from adults around them.

4. How are the legal rights of parents, legal caregivers, teachers and students protected?

- The school follows state and district mandates regarding legal rights pertaining to student privacy and records, mandatory reporting, health, and funding.
- The school implements proper record-keeping and reporting procedures.
- All school doors are locked throughout the school day. The main entrance is supervised until the front doors are locked at 8:00am. To gain entrance into the school throughout the day, visitors must be admitted by front office staff and sign a visitors log.
- The [Parent/Student Handbooks](#) outline all policy and procedures for Preschool and K-8.
- The school maintains proper insurance coverage.
- St. John’s adheres to procedures and policies in the [Emergency Preparedness Plan](#).
- The front office and Extended School Program have adopted safe procedures for parent verification at pick-up.

- The principal receives notices through the Osseo School District, [MINNDEPENDENT](#) and our synodical MN South District office regarding changes in legal rights.
- Notice of Nondiscriminatory Policy Regarding Students: The school admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, athletic and school administered programs.
- Training and participation of many staff members ensures that car line pick-up procedures are safe for students.

5. Describe how the school and church work together to meet the spiritual needs of students and their families.

- The church/school works to offer financial support for members as well as any and all families who require tuition assistance through a well-established [endowment fund](#) generously supported by members and school families. In this way, more students can join St. John's Lutheran School where their spiritual growth is valued and can be developed.
- The pastors support the school through [weekly chapel services](#) and confirmation classes. Our circuit pastors may be asked to preach for our chapel services throughout the school year, too.
- The pastors visit students in classrooms [weekly](#).
- Pastors follow up with new families seeking membership or more information about faith or joining the church.
- The congregation [regularly prays](#) for teachers and staff during the Divine Service.
- The church pays for [Luther's Small Catechism](#) to be distributed to students in third grade.
- St. John's member students receive a Bible in second grade.
- The church invites students to sing (or play handbells for students in 7/8th grade) in [church services](#) at least three times per year.
- The [school newsletter](#) and church bulletin include [invitations](#) to attend church and Sunday School and announcements about different church or school activities and events.
- Services for special church holidays such as [Ash Wednesday](#) are combined so that students/families and church members may attend together during the school day.
- The church seeks to call rostered teachers or LCMS members to teach in the school.

6. List and describe the ways teachers and the school are intentional in establishing and maintaining positive relationships with school parents.

- When the principal accepted the position, there was a period of onboarding and surveying to see parent input. Parents were invited to ["Apps with the Administrator"](#) events during which they could gather with parents of other students in the same grade to share feedback with the principal about the school overall. This data was compiled to serve as a guide for goal-setting, prioritization of projects and issues to address, etc.
- Some teachers maintain weekly blogs or send home [daily/weekly communication](#) so that parents are informed of all classroom activities and academic information.

- Weekly [school newsletter](#) communication is shared via email every Thursday.
- Teachers maintain [communication](#) with parents via email, phone calls, text messages, etc. Teachers are also available for conferences upon request.
- Social media platforms are updated to keep parents informed and share what’s happening day-to-day in the school.
- A [Back-to-School Night](#) is held every August during which families can drop off supplies, visit classrooms and teachers, engage in fellowship, and take school pictures.
- Fellowship events sponsored by PTL or the Board of Education give parents opportunities for connection.
 - [Eagle Family FUNDay](#)
 - [Trunk or Treat](#)
 - [Pancake Breakfast](#)
 - [Fall Family Party](#)
 - [Coffee and Conversation](#)
 - [Bowling](#)
 - [Boohoo Yahoo Breakfast](#)
 - BOE sponsors a meal at [Back-to-School Night](#).
- Teachers attend concerts, school productions, PTL-sponsored events, and athletic events to show support for students and interact with families.
- Parent/Teacher conferences are held twice per year (at a minimum) in order to support partnerships between teachers and parents.

7. How do the ways that school personnel relate to one another contribute to the school’s climate?

- Prayer requests are shared at [faculty devotions](#) weekly to support and uplift each other.
- Camaraderie is nurtured through faculty and staff [gatherings and parties](#) during the school year.
- The staff shows support and care for one another by sending sympathy cards in times of distress or congratulatory messages in times of celebration.
- Teachers collaborate to gather new ideas that meet the needs of their students.
- School personnel [regularly meet](#) to discuss student and family needs, individual needs, and to improve the school by nature of various responsibilities.

8. Describe the school’s discipline policy and its impact on school climate.

- St. John’s Lutheran School has developed the following as their Core Principles for Love and Logic®:
 - With Christ as our leader, we will learn and live as Christ’s baptized children with the Law and Gospel as our guide.
 - Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher.
 - Students will be guided and expected to solve problems without creating additional issues. They will be given opportunities to make decisions and expected to live with the consequences.
- Guidelines and Code of Ethics for Discipline

- Rules in the classroom are few. We believe that all students are different, and all actions and reactions are very personal in nature. Effective discipline involves a few overriding tenets rather than a long list of specific rules. Situations are dealt with as they arise, with a focus on enabling the student to grow and learn from his or her own actions. This is how the real world works.
- Guidelines for Student Behavior
 - A student may engage in any behavior which does not create a problem for anyone else. If a student finds himself or herself in a problematic situation, the school will adhere to the guidelines above, operating with the following principles as our guide:
 - We will react without anger or haste in problematic situations. We tell the students, however, that we will do something.
 - We will proceed in all situations with the best interest of the person in mind. Social, emotional, and academic well-being will be fostered.
 - We will guide students toward personal responsibility and the decision-making skills they will need to function in the real world.
 - We will provide consequences that are not punitive but that allow the student to experience the results of poor choices, enabling him or her to make better choices in the future. We firmly believe that mistakes and consequences pave the road to learning.
 - We will deliver consequences for problem situations in such a way that the person will not be humiliated or demeaned. This does not imply that all consequences are private.
 - Equal is not always fair. Consequences will be designed to fit the problem of individual student(s) and may be different even when situations appear to be similar.
 - We will make every effort to ensure that students understand why they are involved or affected by the consequences. If this is ever unclear in any way, students are free to ask.
 - If we act or react in a way that a child truly feels is unjust, that person need only say to us, "I'm not sure that's fair." We will arrange a private conference during which the student can express to us why he or she feels our actions were not fair. This may or may not change our course of action. We are always open to calm, rational discussion of any matter. *Adapted from Jim Fay and Dr. Charles Fay, Ph.D.*
- Our school discipline policy supports the standards for school climate that we wish to achieve. It sets a standard, and is also fair, respectful, inclusive of feedback and engagement from parents, and adaptive for decision-making.

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

School discipline code

- [Love and Logic discipline policy](#)

Required Indicator of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

2C:01* The climate of the school flows from and supports the school's purpose.

YES

NO

Identify and list supporting Evidence or Practices:

(See all Potential Evidence, Potential Practices, and Required Evidence in Standard 2C.)

Comments:

The purpose of St. John's is reflected in its school climate and relationships between church/school, staff, students, and families. We strongly embrace a Lutheran identity as reflected in our mission statement, vision, values, and philosophy -- all of which are rooted in Holy Scripture. Our values express the means by which we support students in their faith formation and Christian service, while also committing to academic excellence.

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the “Comments” section.

Highly Functional (4) — This is an area of outstanding strength of the school. It not only meets ALL the benchmarks related to the General Indicator of Success, but is supported by extensive documentation and/or observable practices that exceed expectations related to the indicator. This indicator establishes practices for other Lutheran schools to consider. The Validation Team verifies that these practices and/or documentation exceed the Operational (3) level.

Operational (3) — This is the expected rating for a strong Lutheran school. ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

Emerging (2) — Improvement is required in this area. If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

Not Evident (1) — There is observable conflict or deficiency with this indicator at the school. A majority of the expected benchmarks are not met or addressed with sufficient practices, evidence or documentation. This rating may result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

2C:02: The school's Christ-centered ethos is visible and evident to visitors.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

Students demonstrate love for others in response to Christ's love for them.

- Students actively engage in [chapel offering projects](#) and [community service](#) in a variety of ways.
- Students invite loved ones to [Grandparents Day](#) and perform for them, including special [Veterans Day recognition](#) for loved ones who have served in the Armed Forces.
- Teachers help and direct students in special classroom projects or delivery of cards and prayer for people who may be struggling with illness or hardships.
- Upper grade students show leadership and love by overseeing [chapel family groups](#).
- Students share and participate in music in a variety of ways that support the larger community at school, church, and beyond.
- Our school has shown special care for our [local police force](#) by inviting them to attend (and receive recognition at) various school events.
- Upper grade students [lead the school in prayer daily](#) and write their own [prayers](#) that speak to school needs and support for staff, students, and families.
- While on [field trips and class trips](#), students actively display their Christian faith through their good behavior, prayer, and example to others.
- [Student art work](#) expresses faith and love for others in particular types of projects.

Teachers' care for student needs is prominently enacted throughout the school.

- Students are the primary focus of teachers throughout each day.
- Teachers actively engage the principles of [Love and Logic](#).
- Teachers provide constant supervision and engagement in daily learning.
- Teachers regularly review and understand how to keep students safe, healthy, and secure in their school environment.
 - [Safety/Crisis Manual](#)
 - [Bus Safety](#)
 - Health
 - [Mandated Reporting](#)
- Teachers work to accommodate students who have IEPs or other learning needs as outlined by [LSEM](#).
 - Referral, Evaluation, and [IEP meetings](#) with local school district staff
 - Track [accommodations](#) and interventions prior to IEP meetings
 - Implement [IEP](#) (see page 8) 504, [LSEM Accommodation](#), and LSEM Education Plans
 - Provide extra time to complete work
 - Give directions step by step and repeat directions
 - Read directions aloud
 - Read tests aloud
 - Allow students to take tests in the resource room
 - Help with organizational skills
 - Provide prompts and visual reminders for organization and handing in assignments.

- Additional [accommodations](#) available based on student needs
 - Resource/Special Education teacher is on staff
 - Differentiation with math levels
 - Differentiation with [IXL](#), [Lexia](#), and [Beanstack](#)
 - Differentiation between classroom work and homework expectations
 - Peer teaching and coaching
 - Extended testing times
 - Flexible learning spaces within classrooms
 - Leveled readers
 - Regular communication (email, text, phone calls, and face-to-face discussions) with parents to evaluate and discuss student progress, especially in areas of concern
 - Some students have a 2nd set of books at home
 - Implementing the use of special ‘hearing equipment’ - Roger microphone and hearing aids - provided by the public school system.
 - Provide a quiet space for the hard-of-hearing and speech pathologist special ed teacher to work with students in our own building.
 - Hearing-impaired students are provided quiet testing areas during MAP assessments.
 - Follow through on the learning goals for the hard-of-hearing students (assisting with batteries for school hearing aids, recording hearing aid data on the correct forms, assisting in the cleaning of hearing aids, meeting with the hearing specialists to suggest new goals).
 - Availability to challenge students with higher levels of math courses than the set course for a specific grade
- Teachers work to understand students’ emotional needs and support these through intentional [social emotional learning](#) exercises and open communication with parents.

X

Students worship together daily, either in each classroom or in a school-wide appropriate worship experience with other students.

- Teachers lead morning devotions for students.
- Teachers review [Learn. Pray. Grow.](#) daily.
- Students attend [chapel](#) weekly.
- Teachers accept [prayer requests](#) from students and pray daily throughout the day at a variety of times.
- Church attendance is encouraged and [tracked](#).
- Teaching of faith or about our Lutheran heritage takes place in [special assemblies](#), too.

X

Classroom environment, hallway decorations and posted classroom projects demonstrate respect for teachers and peers.

- [Altars](#)
- [Bible verses/Christian Art](#)
- [Christian bulletin boards](#)
- [Christian decorations](#)
- [Christian flags](#)
- [Crosses/crucifixes](#)
- [Seasonal decorations](#)

- [Student artwork](#)

X Student behavior is appropriate to encourage growth and to maintain the school's chosen teaching/learning environment.

- St. John's Lutheran School has developed the following as their Core Principles for [Love and Logic®](#):
 - With Christ as our leader, we will learn and live as Christ's baptized children with the Law and Gospel as our guide.
 - Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher.
 - Students will be guided and expected to solve problems without creating additional issues. They will be given opportunities to make decisions and expected to live with the consequences.
- Guidelines and Code of Ethics for Discipline
 - Rules in the classroom are few. We believe that all students are different, and all actions and reactions are very personal in nature. Effective discipline involves a few overriding tenets rather than a long list of specific rules. Situations are dealt with as they arise, with a focus on enabling the student to grow and learn from his or her own actions. This is how the real world works.
- Guidelines for Student Behavior
 - A student may engage in any behavior which does not create a problem for anyone else. If a student finds himself or herself in a problematic situation, the school will adhere to the guidelines above, operating with the following principles as our guide:
 - We will react without anger or haste in problematic situations. We tell the students, however, that we will do something.
 - We will proceed in all situations with the best interest of the person in mind. Social, emotional, and academic well-being will be fostered.
 - We will guide students toward personal responsibility and the decision-making skills they will need to function in the real world.
 - We will provide consequences that are not punitive but that allow the student to experience the results of poor choices, enabling him or her to make better choices in the future. We firmly believe that mistakes and consequences pave the road to learning.
 - We will deliver consequences for problem situations in such a way that the person will not be humiliated or demeaned. This does not imply that all consequences are private.
 - Equal is not always fair. Consequences will be designed to fit the problem of individual student(s) and may be different even when situations appear to be similar.
 - We will make every effort to ensure that students understand why they are involved or affected by the consequences. If this is ever unclear in any way, students are free to ask.
 - If we act or react in a way that a child truly feels is unjust, that person need only say to us, "I'm not sure that's fair." We will arrange a private conference

during which the student can express to us why he or she feels our actions were not fair. This may or may not change our course of action. We are always open to calm, rational discussion of any matter. *Adapted from Jim Fay and Dr. Charles Fay, Ph.D.*

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

(See all evidence listed above in Section 2C:02.)

Comments:

Our Christ-centered purpose and mission is reflected throughout our physical space as well as the interaction between staff and students. Christian emblems and art work adorn our hallways and classrooms. Teachers, pastors, and staff interact with and discipline students in a manner consistent with our school handbooks and principles of discipline. The love of Christ to our students is shared through various worship experiences in the classroom and school. Social emotional learning is enforced weekly within classrooms, etc.

2C:03: Teachers and staff members recognize, value and respect the needs of students.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

Teachers demonstrate love for all students in Christ.

- [Love and Logic](#) describes the guiding principles for discipline within the school.
- Teachers actively [communicate](#) with parents about individual student needs, behavior, and progress.
- Administration and the LSEM teacher meet with parents as necessary to develop [learning and/or behavioral plans](#) that encourage students.
- Teachers attend various school events featuring students and also work to attend individual student activities when invited.
- Teachers volunteer personal time to coach or tutor students.
- Teachers pray for and discuss student needs and concerns in faculty meetings and devotions.

Teachers attend to the individual needs of students.

- Teachers celebrate [individual accomplishments of students](#) in the classroom and in the school newsletter.
- Teachers adapt to various learning needs and accommodations set forth in student [LSEM plans and IEPs](#).
- Teachers interact with students and families on a personal level.
- Teachers take time to learn about individual student personalities and needs at [“Tell the Teacher More”](#) conferences before school begins.
- Teachers devote time to regular [communication](#) and conferences with parents on behalf of students.
- Teachers support students academically when sick or absent by communicating about missed work or inviting them to join class virtually when possible.
- Teachers provide help to students with their assignments before or after school.
- In order to better understand and serve a preschool student, a preschool teacher attended at least one counseling session with the student on her day off.
- Preschool teachers and staff have voluntarily participated in various training opportunities on their own time to better serve and understand their students.

Teachers integrate faith principles throughout the day and pray with their students.

- Teachers begin each day with classroom devotions, Bible reading, prayer, and [Learn. Pray. Grow.](#) recitations of memory work, etc.
- Teachers discuss various aspects of religion and faith in school subjects throughout the day.
- Teachers assign projects and work in various subjects that address faith principles.
 - Making picture books of the Passion story
 - Creating acrostic poems
 - Writing diamante Christmas poems
 - Paint projects depicting creation of the world
 - Discussions of how God works through the world in various ways
 - Creation vs. evolution discussions and assignments
 - Evaluation of historical events and then connecting them to church history

- Incorporating a Christian worldview into sex education (use CPH materials)
- When disciplinary instances occur, teachers determine [consequences and share forgiveness](#).
- Teachers encourage students to participate in various [service projects](#) at school and in the community. Teachers also encourage students to [show support](#) for their classmates and their families when in need of prayer, encouragement, or help.

X Students are challenged to do their best.

- A robust grading scale challenges students (see pgs. 15-16 of the [K-8 Parent/Student Handbook](#)).
- During MAP testing, students are given unlimited testing time in order to achieve the best score possible. [Accommodations](#) are granted if required. Results are shared with parents and students in order to engage them in their own development/improvement.
- [Chapel family groups](#) are led by upper grades students who receive training for this role.
- Students are encouraged to participate in [sports and extracurricular activities](#). Coaches encourage students to give their best effort.
- Attendance is tracked and encouraged through school policy so that students can perform and be set up for continuous success.
- Participation is tracked and awards are given for reaching various milestones within particular student learning platforms such as [Beanstack](#), [IXL](#), [Lexia](#), etc.
- Students who require extra challenge in upper grade math classes may apply to [Genesis Virtual Academy](#). The Board of Education approves financial support of this.

X Students' spiritual needs are given appropriate support by church and school.

- As outlined in the purposes of our congregation and school within our handbooks:
 - WORSHIP in a Lutheran school is not confined to the daily classroom devotion or to whole-school worship experiences but also occurs throughout the day. Children are helped to grow in their prayer lives, learning to pray privately and corporately whenever needs or opportunities arise. Students and families are encouraged to regularly attend worship services at their home congregations.
 - Teachers provide a Christian model by faithfully attending congregational worship and by participating in other aspects of the church. Students lead and participate in worship in their classrooms and participate in weekly chapel services. They praise God through hymns and liturgy common to us as Lutheran Christians.

X Law and Gospel are properly divided when discipline is administered.

- As outlined in the purposes of our congregation and school within our handbooks:
 - EDUCATION in Lutheran Christian doctrine is carefully taught to all students so those who come to faith may choose to become members of a congregation of the Lutheran Church – Missouri Synod at an appropriate time. Children are taught the demands of God's Law and are comforted by the saving Gospel of Jesus Christ. They receive encouragement and instruction to live in service to Christ and others. To prepare for this service, they are taught how to develop and use their abilities in life. Subjects are taught by Lutheran Christians who are academically prepared to teach from the Christian viewpoint.

X Staff demonstrates positive school spirit.

- Teachers and staff enthusiastically participate in [school dress up days](#), [school assemblies](#), and [National Lutheran Schools Week](#).

- Teachers attend school athletic events, tournaments, spelling bees, etc. in order to cheer for and support students and the school.
- Teachers support participation in regional and district events or [contests](#) that may showcase our school pride.
 - [Newsletter announcement](#) that St. John’s won the “LOVE” video contest for NLSW.

Through the school’s discipline code, students are assisted to grow in self-control out of love for Christ.

- [Love and Logic](#)© principles: 1) With Christ as our leader, we will learn and live as Christ’s baptized children with the Law and Gospel as our guide. 2) Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher. 3) Students will be guided and expected to solve problems without creating additional issues. They will be given opportunities to make decisions and expected to live with the consequences.

When desirable and practical, students are given the opportunity to participate in making school decisions.

- Our 8th grade students take on school leadership roles and get to choose dress-up days, special family group activities, and hot lunch selections during National Lutheran Schools Week.
- Student input is shared through school student surveys or in [lunches scheduled with the principal](#).
- Students were able to suggest and vote on names for the [school mascot](#).
- Students get to [recommend other students for recognition](#).
- The principal donates a [“Principal for a Day”](#) opportunity at the annual Gala whereby parents can bid for their student to become principal for a day and participate in school decisions.
- Students are permitted to bring suggestions or requests to the principal for consideration.
 - Ex: 6th grade girls requested a [school dance](#) for the fall, which was coordinated by the principal and preschool director.
 - Ex: Upper grade students conducted a respectful petition for hot lunch menu changes.
 - Ex. A 1st grader [requested an extra all-school pajama day](#), which was granted by the principal.
 - Ex. A middle school student wanted to challenge a teacher to a game of bean bags, which resulted in a new NLSW event called [Student vs. Staff Challenge Event](#).

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4)
 Operational (3)
 Emerging (2)
 Not Evident (1)

Identify and list supporting Evidence or Practices:

(See all evidence listed above in Section 2C:03.)

Comments:

Student needs are incredibly important to teachers and staff at St. John's. As stated in our Parent/Student Handbooks as a note to parents: "Teachers and staff are blessed by this gift of your children. Their duty is to model Christ by loving and respecting students, keeping them safe, teaching them His Word, maintaining high standards for academic study and student character, and instilling a passion for learning." This is a true area of strength in our school as our teachers are incredibly engaged and supportive of our students and their families. They deeply care about the whole child -- spiritually, academically, emotionally, and socially. They seek to set examples for students and inspire students to do and to be their very best.

2C:04: School personnel model Christ’s love in their relationships with parents and guardians.

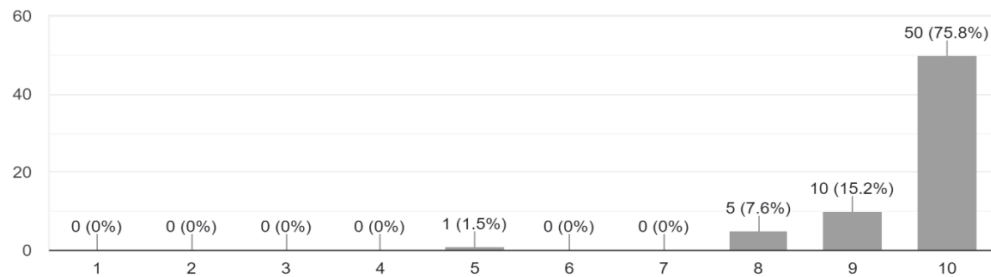
Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

School personnel are approachable and receptive to parental questions or concerns.

- We have a fantastic [front office team](#) who promptly tackles any question or concern with kindness, warmth, and respect.
- Our families trust the ability to communicate with our entire front office staff.
- Administration and teachers work hard to establish open lines of [communication](#) from the very start of the year and actively engage parents throughout the year as well.
- Our general approach is to reply to emails or phone messages within the same day or within 24-48 hours if more time is needed.
- Administrative staff is intentional about greeting students and any of their parents in the lobby each morning.
- Preschool teachers interact with parents daily at morning drop-off in the classrooms.
- The following survey data shows:

School personnel are approachable and receptive to parental questions and concerns.

66 responses



Parents are viewed by teachers as school partners in the education process.

- Our [Parent Teacher League \(PTL\)](#) partners supportively with the school to support students, families, and teachers. They host fundraisers to help fund educational experiences and social events for students & families. They accept wish lists or ideas from teachers and approve funding for them. They also host our [Eagle Family FUNDay](#) annually to raise money to support the cost of education and facility enhancements.
 - Past facility enhancements include:
 - Resurfacing the main parking lot
 - Safety enhancements
 - Main lobby refresh/redesign
 - Private preschool playground
 - Gym divider
- [“Tell the Teacher More”](#) days at the start of the school year help to initiate a positive partnership that will continue throughout the year.
- Parent/Teacher conferences in October and March provide for face-to-face interaction between parents and teachers in order to discuss a student’s progress, achievements, and opportunities.

- Parents and teachers maintain [on-going communication](#) throughout the school year via phone, email, and in-person conversations.
- Parents are encouraged to work with their students at home with online programs like [IXL](#), [Lexia](#), [Beanstack](#), etc. This provides parents with an opportunity to monitor their students' progress. Parents are also asked to monitor student grades and progress regularly.
- Parents are asked to [chaperone for field trips and class trips](#).
- Parents visit classrooms to help with class parties, share presentations as requested (i.e. 2nd grade student "[Star of the Week](#)"), or celebrate student work and accomplishments (i.e. 3rd grade Reading Superbowl or Character Book Reports, etc.)
- The [handbooks](#) (pgs. 8-9) describe [parent/teacher/child partnership](#) with Christ as central to it.
 - Parent/Teacher/Child Partnership
 - Success at St. John's Lutheran School requires a partnership between parents, teachers, and students. With God central to this relationship, we have before us a master example of love and grace.
 - Parents, the success of our ministry ultimately rests with you. Your active participation in the academic, social, and spiritual education of your child, and the examples and expectations you provide, impact your child's life more than anyone or anything else. Your children are God's gift to you, and you choose to share them with us each day.

X Staff members understand and relate appropriately with school families.

- The staff engages well with school families, offering academic and social support.
- The staff regularly attends school events and mixes with parents and students.
- The staff supports and prays for our school families on a regular basis and in times of need.
- Teachers and aides show care and concern for students' academic and personal needs. They advocate for students.
- When disciplinary, behavioral, or academic concerns arise, the staff works together to engage all possible resources that would help a student.
- Our [school handbooks](#) outline appropriate and expected communication with parents.

X Parents and guardians are made to feel welcome at the school.

- Parents and guardians are viewed as [partners](#) and are invited to [school events](#), [fundraisers](#), class presentations, [chapel services](#), etc. They may also make arrangements to join a student for lunch or visit a classroom if needed.
- Parents are welcome to set up time to talk with teachers or administration, but we also embrace an open door policy as needed.
- The PTL hosts [Coffee and Conversation](#) every Friday morning prior to chapel as an opportunity for parents to connect.
- Teachers assist with dismissal and car line procedures daily. This provides daily connection and greeting, but also affords the opportunity to discuss things that happened within the school day, etc..
- The preschool program hosts "Pastries with Parents", "Muffins with Mom", and/or "Donuts with Dad" to invite parents into their learning space and for parent socialization, too.
- The principal, preschool director, and administrative staff are intentional about greeting students and any of their parents in the lobby each morning.

X The school provides opportunities for parents to be involved at the school.

- Parents can get involved in a number of ways:
 - Volunteer to assist with school events ([Grandparents Day](#), [Musical](#), etc.)
 - Participate in school events with students ([Trunk or Treat](#), [Small Business Day](#), etc.)
 - Serve on [PTL](#) (plan social events, fundraise, etc.)
 - Chaperone for class [trips and field trips](#)
 - Coordinate class activities
 - Coach teams or run [extracurricular clubs](#)
 - Work in our [ESP program](#) as aides
 - Serve on [boards](#) as members of the congregation
 - Assist in the [library](#) weekly
 - Serve on [Gala](#) or [FUNDay](#) planning or fundraising committees

X The legal rights of parents and legal guardians are protected.

- The school follows state and district mandates regarding legal rights pertaining to parents and students.
- Student privacy and record-keeping is properly maintained.
- Parents are granted access to FACTS Family Portal for access to student grades, financials, etc.
- Parent privacy re: tuition payment concerns or financial information is protected.
- Parents are notified re: behavioral incidents at school, health concerns or injuries sustained while at school, etc.
- Parents are notified of their rights to particular types of funding relative to health services, transportation, free & reduced lunch program, etc.
- The Parent/Student Handbooks outline all policy and procedures for [Preschool](#) and [K-8](#).
- St. John's adheres to procedures and policies in the [Emergency Preparedness Plan](#).
- The front office and Extended School Program have adopted safe procedures for parent verification at pick-up.
- The principal receives notices through the Osseo School District, [MINNDEPENDENT](#), and our synodical MN South District office regarding changes in legal rights.

X Parents are encouraged to be positive and supportive of the school.

- Social media platforms are used to engage parents and raise support and enthusiasm re: their students and school events, etc.
 - [School website](#)
 - [School Facebook page](#)
 - [School Instagram page](#)
 - [School LinkedIn page](#)
 - [School Twitter page](#)
- The weekly [school newsletter](#) regularly offers supportive information and encouragement re: parent-related topics as well as upcoming school events, conferences, etc.
- The [handbooks](#) describe expectations re: support and [partnership](#) with the school.
- [PTL](#) is incredibly active and engaging of parents to support the school with their time, talents, etc.
- Parents are given the opportunity to [financially support the school](#) through their attendance at fundraisers or by [other means](#).

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

(See all evidence listed above in Section 2C:04.)

Comments:

School personnel model Christ's love in their relationships with parents and guardians. Parent feedback in surveys indicated strength in all areas relative to this section. St. John's Lutheran School emphasizes the partnership that is essential to student success. The teachers are devoted to their role in this partnership and work to cultivate relationships by providing opportunities for time together and strong communication.

2C:05: Faculty and administration respect and support one another as individual, fellow members of the body of Christ.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

Faculty and administration gather for devotions regularly.

- Faculty and administration gather for [morning devotions](#) with the pastor four of five days each week.
- Faculty and administration gather for [chapel](#) weekly.
- Faculty and administration participate in a [weekly devotion](#) led by the principal before each faculty meeting.
- Faculty and administration participate in a monthly [Bible study](#) led by the pastor.

Faculty and administration speak positively about their co-workers at the school.

- While no one is perfect, we are generally a cohesive staff who function as a family. We are friends, and we work to celebrate joyous occasions and support one another in difficult times.
- We enjoy time together at school and outside of school socially. We appreciate attending conferences together and take advantage of such opportunities to build relationships and camaraderie, too.
- Our staff social committee works to schedule opportunities for us to be together socially outside of school. We have a tradition of going out or gathering at someone’s home after our annual Christmas concert. The entire faculty and staff is invited. We’ve also coordinated after-school gatherings, etc. Investing in this time together encourages the types of relationships that are open and familial.
- Administration deals seldomly with conflict resolution between staff members.
- In faculty meetings, open communication is encouraged and opinions are shared in order to provide healthy outlets for discussion.
- Employees sign an acknowledgement that they have read the [Employee Handbook](#), which includes the sections “General Conduct Guidelines” (pg. 13) and “Complaint Procedure” (pg. 15).
- Biblical conflict resolution is encouraged as needed.

Faculty and administration demonstrate support of one another in tangible ways.

- Teachers and administration pray with and for one another in daily devotions, etc.
- Both parties are willing to step in to help one another when needed. They offer academic assistance, substitute support in and out of the classroom, disciplinary help, etc.
- Issues of concern are discussed at faculty meetings.
- Administration seeks input from teachers relative to various aspects of school -- in one-on-one or group meetings. Teachers also share ideas with and support for one another in a variety of ways.
- Administration advocates for teachers’ needs and desires in school board meetings and at congregational assembly meetings.
- Faculty and administration spend time with one another inside and outside of school.
- Teachers act as a team as various needs arise within the school.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

(See all evidence listed above in Section 2C:05.)

Comments:

Faculty and administration respect and support one another as individual, fellow members of the body of Christ. Together, we pray, socialize, work, and assist the school. We prioritize communication with one another and value time spent together. We value the strengths that each member brings to the staff and understand the impact of those gifts on the school as a whole. We are blessed to have a wide range of talent and personality on our staff.

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. Are the Required Indicators of Success met for Standard 2C? (YES / NO)

YES

B. Based on evidence, what are the strengths of the school related to Standard 2C?

The relationships between faculty members and administration, teachers and parents, and teachers and students are strong and supportive at St. John's. This is evidenced in the surveys taken by these various groups, but can also be witnessed within the school each day. There are strong partnerships in place to support students and families, and Christ's love is viewed as central to these.

C. Based on evidence, what are the challenges of the school related to Standard 2C? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.

No areas were identified as "emerging" or "not evident". As a school, we must continue the push to build upon and maintain the positive steps made to be relational with students, parents, and one another. We have room for growth in our ability to connect with the community around us. Additionally, a focus on godly character development as an actual program or curriculum within the school is something to consider.

D. What is the school's average rating for all General Indicators of Success for Standard 2C, rounded to the nearest tenth?

STANDARD	RATING
2C:02	3
2C:03	4
2C:04	4
2C:05	3
Total:	14
Average: (Total ÷ 4)	3.5

E. What is the school's overall rating for all General Indicators of Success for Standard 2, rounded to the nearest tenth?

Section Totals (NOT Averages)	
STANDARD	RATING

2A	6
2B	12
2C	14
Total:	32
Average: (Total ÷ 10)	3.2

STANDARD 3: LEADERSHIP

The school is governed and administered effectively following written policy.

Note: Standard 3 is divided into two categories: governance and administration. Introductory comments and necessary responses are required for each of the two sections.

Note: Leadership of the school is a major factor in the successful development, implementation and evaluation of the school. Leadership is provided by a variety of groups and people. Two primary leadership components are the board or governing authority and the appointed administrator(s), although some schools may function effectively without a school board. Introductory comments and necessary responses are required for both sections.

Note: All schools have a “governing authority” regardless of the style and format of governance used in the school. As such, ALL schools are required to respond to Standard 3A: Governance and Standard 3B: Administration and respond to each indicator as it relates to the school’s governance model.

STANDARD 3A: GOVERNANCE

Overview

As the policy-making agency for the school, it is vital that the governing authority understands its role and function, operates efficiently and keeps accurate records. The governing authority empowers school leadership to maintain day-to-day autonomy and provide a high-quality, Christ-centered education for students.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation, but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof, assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

- Governing authority policy, procedures and practices
 - [Deacon Handbook](#)
 - [Board of Education Handbook](#)

- Agendas and minutes from meetings
 - [Sample Deacon Council meeting packet](#)
 - [Sample Board of Education meeting minutes](#)
- NLSA School Improvement Plan
- Strategic plan
- Survey results regarding functions of the board or governing authority
- Anecdotal stakeholder input and feedback
- School handbook
 - [K-8 Parent/Student Handbook](#)
 - [Preschool Handbook](#)
- Teacher handbook
 - [Faculty Handbook](#)
- Communications to stakeholders about policy decisions
 - [Sample newsletter communication regarding new ESP policy](#)
- Governing body policies on roles and responsibilities, relationships, conflict of interest, etc.
 - [Deacon Handbook](#)
 - [Board of Education Handbook](#)
 - [K-8 Parent/Student Handbook](#)
 - [Preschool Handbook](#)
- Three-year financial plan
 - [3-Year Outlook](#)
- Policies and procedures related to financial aid
 - [Financial Aid Policies and Procedures](#)
 - This information is also found on pages 12 and 13 of the [K-8 Parent/Student Handbook](#)
- Itemized school budget and auxiliary organization budgets
 - [Detailed Budget 2022/2023](#)
 - [PTL Actuals 2022/2023](#)
- Copy of grievance process
 - [Complaint Procedure](#) (employee)
 - [Conflict Resolution](#) (parent/student)
- Copy of last audit

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- Examples of decisions aligned with the school’s statement of purpose
- Policies and practices that clearly and directly support the school’s purpose
 - Nurture young people’s faith in Jesus Christ using God’s Word and Luther’s Small Catechism.
 - Each child receives [Luther’s Small Catechism](#).
 - [Catechism class](#) is part of the upper grade curriculum and is taught by the pastors.
 - [Religion class](#) is held in all grades on non-chapel days.
 - Weekly [Learn. Pray. Grow.](#) memory work is incorporated into class daily, and information is sent home to parents to foster family devotional time.
 - [Chapel](#) is held weekly and led by the pastors.
 - Every day ends with an [all-school prayer](#) led by an 8th grader via the PA system.
 - [Church attendance](#) is taken every Monday morning.
 - [Sermon studies](#) for 7th and 8th grade students are part of the confirmation process.
 - Providing young people with a strong academic foundation that prepares them for life today and tomorrow.
 - Curriculum is scaffolded to prepare students for secondary education.
 - Teachers will meet with parents 1:1 if they feel a child is not living up to his or her potential
 - A robust grading scale challenges students (see pgs. 15-16 of the [K-8 Parent/Student Handbook](#)).
- Board or governing authority’s process for evaluating its decisions and actions
 - [Constitution & By-Laws](#)
 - [Deacon Handbook](#)
 - [Board of Education Handbook](#)
- Policies that delineate distinction between roles of board, administrator and pastor
 - [Constitution & By-Laws](#)
 - [Deacon Handbook](#)
 - [Board of Education Handbook](#)
 - [K-8 Parent/Student Handbook](#)
 - [Preschool Handbook](#)
- Board or governing authority retreats
 - [Board of Education 2019 retreat](#)
 - [Council of Deacons 2019 retreat](#)
- Board or governing authority training
 - [LCMS Governing Board Resource](#)
 - [Board of Education 2019 retreat](#)
 - [Council of Deacons 2019 retreat](#)
- Leadership succession planning
- Example of a present grievance resolution

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. Describe the governing authority, indicating its membership, responsibilities and meeting times.

- The governing authority includes the Board of Education (BOE), Council of Deacons, and the Congregational Assembly.
 - Responsibilities
 - Per the church [Constitution and By-Laws](#), the congregation is responsible for the careful instruction of all members (employing all the various educational programs of the parish including the support and maintenance of a Christian Day School) according to the Confessional Standard of the Evangelical Lutheran Church (Article II).
 - As stated in the church [Constitution and By-Laws](#), the Council of Deacons shall appoint deacons to chair or serve as liaisons to each of the boards, including the Board of Education, to carry out the mission of the congregation.
 - The [Board of Education Handbook](#) (page 4, Section C) includes detailed responsibilities of the BOE. In addition, the [Deacon Handbook](#) (pages 15-17) provides a high level overview of the Board of Education's responsibilities.
 - Meeting Times
 - The Congregational Assembly meets twice a year, typically in March and September.
 - The Council of Deacons meet on the 2nd Thursday of each month at 7:00 P.M.
 - The BOE meets on the 3rd Tuesday of each month at 7:00 P.M.

2. How are members of the governing authority and its officers selected?

- The Board of Education reports to the Council of Deacons. [Three deacons](#) sit on the Board of Education. See the [Constitution and By-Laws](#), Section VII, pages 33-37 for detailed descriptions on how deacons are selected.
- Board of Education members are volunteers from the congregation which are appointed by the Council of Deacons. See the [Constitution and By-Laws](#), Section VII, pages 36-37 for detailed descriptions on how board members are selected.
- Board of Education members may serve a maximum of five consecutive one-year terms.
- All Board of Education members are then installed annually during the Divine Service for their one-year terms.
- The Board of Education officers are nominated and voted on by the Board of Education members. Officers include a chairperson, (optional) co-chairperson, and secretary.

3. How are governing authority policies and minutes obtained for observation?

- The Board of Education policies can be found in the [Board of Education Handbook](#); deacon policies can be found in the [Deacon Handbook](#).
- Every monthly meeting the BOE records its meeting minutes and reports those meeting

minutes to the Council of Deacons. The Council of Deacons reviews board meeting minutes, summarizes and recaps the meeting minutes to be published to the congregation monthly via the [church newsletter](#).

- Persons interested in obtaining a copy of Board of Education minutes may contact the Board of Education chairman to request a copy. The chairman would then decide if any information needs to be redacted for privacy's sake before providing a copy.

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

- Established policies are presented in the [Board of Education Handbook](#), [Employee Handbook](#), and [Parent Handbooks](#), with an annual review and board approval of any changes.
- Updates to policy, decisions made, and planning activities of the board are communicated to the operating congregation via monthly BOE meeting minutes that are submitted to the Council of Deacons.
- The school community receives the [Preschool Handbook](#) and/or the [K-8 Parent/Student Handbook](#) at the beginning of each school year.
- Any updates to policies and decisions made by the Board are communicated to the school community in a variety of ways, including the [weekly school newsletter](#), emails sent directly to parents, handouts/notices that children bring home from school, and the school's website.

5. Describe actions that have been taken in the past three years by the board or governing authority for the benefit of students and their families.

- After the principal made a formal presentation and request to the Council of Deacons, the need for a business manager was evaluated, determined to be a sufficient need, and the position was then created and filled.
- Upon suggestion by the principal and business manager, the Board of Education approved the replacement of TADS and several other school payment/information systems with FACTS in 2022.
 - This change helps to streamline the enrollment/payment processes and information sources for parents.
- Through the grace of God and the hard work of the principal and school faculty and staff, St. John's was able to maintain continuous in-person learning during the 2020/2021 school year when other schools, public and private, were unable. This decision and effort was supported by the Board of Education and Council of Deacons.
- The Board of Education created a [marketing subcommittee](#) to help increase visibility and knowledge of St. John's and increase enrollment.
- The Board of Education and Council of Deacons supported the decision for the licensure of the preschool program in 2022 and several deacons, including the chairman, serve as [controlling individuals for the program](#).
- The Board of Education advocated for and [approved](#) a new company to manage the school website and SEO, and St. John's will be moving from Skol Marketing to Thryv in the near future. The new website will be more user friendly, and increased SEO will increase St. John's visibility.
- The Board of Education supported and [approved the implementation of ALICE](#) as the official

form of enhanced lockdown training, as well as approving the certification of the [principal](#) and [preschool director](#) as the official school instructors.

- A new [School Bus Emergency Plan](#) was created at the request of the Board of Education.
- The Board of Education approved and supported the participation of the current principal's participation (and completion) of the [SLED](#) program.

6. Explain the process that is used for systematic planning.

- The entire governance structure guides the process for systematic planning. This begins with the Deacon Council who oversees the Board of Education (BOE), Board of Administration (BOA), and Board for Spiritual Life (BSL). Each of these boards are tasked by the deacons to engage in short-term and long-term planning on behalf of the church and school. Each board has a leader representative to assist in cross-communication between boards so that they may function most effectively.
- Systematic planning is done according to the BOE task timeline in the [BOE Handbook](#). The BOE chair designates new business items for the agenda each month. This includes budgeting, enrollment discussion, marketing plans, teaching/staffing, review of policy, etc. A member of the BOE meets with each teacher annually in a one-on-one setting to gather feedback and identify potential improvement opportunities that impact strategic long-term planning.

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

Board or governing authority handbook or policy manual including policies relating to roles of board, administrator and pastor

- [Church Constitution & By-Laws](#)
- [Deacon Handbook](#)
- [Board of Education Handbook](#)

Required Indicators of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

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

Identify and list supporting Evidence or Practices:

- [Church Constitution & By-Laws](#)
- [Deacon Handbook](#)
- [Board of Education Handbook](#)

Comments:

The congregation of St. John's Lutheran Church is the operating organization. The congregation gives governing authority to the Council of Deacons, which in turn gives governing authority to individual boards, including the Board of Education.

3A:02* The operating organization has written policies clearly defining governing authority membership.

YES

NO

Identify and list supporting Evidence or Practices:

- The [Constitution & By-Laws](#) states in Section IV - The Congregational Assembly that “The Congregational Assembly shall consist of members in good standing who have reached the legal voting age of the State of Minnesota. Those confirmed members of St. John's Evangelical Lutheran Church under the legal voting age of the State of Minnesota are encouraged to attend the Congregational Assembly.”
- The [Constitution & By-Laws](#) states in Section VII - The Council of Deacons that “The Council of Deacons shall consist of twelve (12) men selected from the Congregational Assembly who have been communicants in good standing for a period of at least one (1) year.”
- The [Constitution & By-Laws](#) states in Section VII - The Council of Deacons, section D part 6 that “The Council of Deacons shall appoint one (1) of its members to serve as Chairman of the Council of Deacons, one (1) member to serve as Secretary, and shall appoint deacons to chair or serve as liaisons to each of those boards deemed necessary by the deacons to carry out the mission of the congregation. The Council of Deacons may delegate operative authority to the various boards as it deems appropriate, except where otherwise restricted in this Constitution and By-Laws. The boards shall report to the Council of Deacons for oversight. Each respective deacon shall then, in conjunction with the Pastor(s) and pending approval of the entire Council of Deacons, appoint qualified men and women from the communicants of the- congregation to serve with him on his board as needs arise (see Romans 16:1-15). These appointed board members shall be installed at a Divine Worship service following their appointment and all board members for any given year shall be recognized by the Congregational Assembly in a regularly scheduled meeting. Members of boards shall normally be appointed (reappointed) by the deacons annually. Creation of boards and their members shall be published to the membership of the congregation. Individuals may not be appointed to serve on boards without their prior consent. The deacons may reappoint willing individuals to serve on congregational boards when this is deemed advantageous to the board's work. No individual shall serve more than five (5) consecutive years on any one (1) board.”

Comments:

The St. John’s Evangelical Lutheran Church Constitution & By-Laws dictates policies regarding the membership of the governing authorities, including the congregational assembly, deacons, and board members.

3A:03* The governing authority establishes written policies or administrative limitations that empower the administration in operating the school.

YES

NO

Identify and list supporting Evidence or Practices:

- [Church Constitution & By-Laws](#)
- [Deacon Handbook](#)
- [Board of Education Handbook](#)

Comments:

As outlined in the above handbooks and through the authority of the Congregational Assembly and the Council of Deacons, the Board of Education has been granted the role of policy maker for the school. The Board of Education then charges the school administration with the responsibility to see that policies are carried out through appropriate procedures.

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the “Comments” section.

Highly Functional (4) — This is an area of outstanding strength of the school. It not only meets ALL the benchmarks related to the General Indicator of Success, but is supported by extensive documentation and/or observable practices that exceed expectations related to the indicator. This indicator establishes practices for other Lutheran schools to consider. The Validation Team verifies that these practices and/or documentation exceed the Operational (3) level.

Operational (3) — This is the expected rating for a strong Lutheran school. ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

Emerging (2) — Improvement is required in this area. If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

Not Evident (1) — There is observable conflict or deficiency with this indicator at the school. A majority of the expected benchmarks are not met or addressed with sufficient practices, evidence or documentation. This rating may result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

3A:04 The governing authority is organized around written policy and understands and operates within its role and function.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

Note: Respond to each indicator as it relates to the school’s governance model.

- The governing authority provides for grievance and due process resolution procedures.
- The Board of Education has a role in various types of grievances involving families, staff, etc. Procedures are outlined in the following handbooks:
 - [Employee Handbook](#)
 - [Board of Education Handbook](#)
 - [Parent/Student Handbooks](#)

- The governing authority meets regularly and has clearly defined policies regarding open attendance at meetings and executive sessions.
- Board of Education
 - As outlined in the [Board of Education Handbook](#) (pg. 4), “Monthly board meetings will be held on the 3rd Tuesday of each month to conduct the business of the board.”
 - Additionally, the BOE Handbook explains that “All members of the board should regularly attend the monthly meeting. If a member is unable to attend a meeting he or she should inform the Chairman in advance of the meeting” (pg. 4).
 - BOE members are, per the BOE Handbook, to “Invite {the} school public to attend monthly board meetings to make comments, provide feedback and share challenges with the board.” These [requests must be made to the board chair](#) in order to determine timing and anyone else who may need to be in attendance.
 - As determined by the chairperson, time may be allotted at the start of a meeting for parents to make comments to the school board. In order to arrange for this, parents must contact the school board chairperson in the week prior to the meeting.
 - Council of Deacons
 - Monthly deacon meetings are held on the 2nd Thursday of each month.
 - Additional deacon meetings may be called for call committee purposes if a candidate must be approved prior to the next meeting, etc.

- The governing authority has established process policies that set forth the style and rules by which the governing authority will complete its tasks.
- The [Board of Education Handbook](#) outlines all process policies for the members of the BOE.

- Governance policies are determined at official meetings and recorded in the minutes, including appropriate updates and changes to policy.

- Board of Education
 - Policies are reviewed and voted on in BOE meetings. The decisions of the board are reflected in the [minutes](#) of the Board of Education.
- Council of Deacons
 - The Deacon Council oversees the BOE, and decisions that must be made on the board's behalf or approved by the deacons are handled in their meetings.

Minutes are recorded for each meeting and circulated to all members.

- Council of Deacons
 - The Deacon Council secretary records minutes and circulates these in the [deacon packet](#) at the upcoming month's meeting.
- Board of Education
 - Per the [Board of Education Handbook](#) (pg. 2), the role of the secretary is to "Record minutes of all meetings and assist the board on projects as they arise. Note: meeting minutes are due by the first of the month and absolutely no later than the Thursday before the Board of Deacon's monthly meeting (2nd Thursday of the month)."

Governing authority policies are collected into a policy manual, separate from the minutes.

- Governing authority policies for the Council of Deacons are collected in the [Deacon Handbook](#).
- Governing authority policies for the Board of Education are collected in the [Board of Education Handbook](#).

The governing authority makes appropriate reports to the operating organization(s).

- As required by the [Board of Education Handbook](#) (pg. 3), the BOE reports and provides updates at the Council of Deacon meetings and Congregational Assembly meetings.

Neither the governing authority nor its individual members involve themselves in the day-to-day operations of the school.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4)
 Operational (3)
 Emerging (2)
 Not Evident (1)

Identify and list supporting Evidence or Practices:

(See all evidence listed above in Section 3A:04.)

Comments:

Policies and roles of the governing authority (BOE and Deacon Council) are documented. The recent board restructuring and hiring of a business manager to complete the leadership triangle reporting to each board is an improvement. As with any transition, though, there is the need to live with changes for some time in order to identify any gaps or needs. We continue to work to separate policy from procedure and organize handbook contents in streamlined and helpful ways for an employee, board, etc.

3A:05: Governing authority policy supports effective personnel.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

Note: Respond to each indicator as it relates to the school’s governance model.

- Written policy delineates roles and responsibilities of the board or governing authority.
- The [Board of Education Handbook](#) outlines the roles and responsibilities of the board, which is the direct governing body for the school.
 - The [Deacon Handbook](#) outlines the roles and responsibilities of the deacons, which is the direct governing body for the various boards, including the Board of Education.
- Comprehensive job responsibilities and/or limitations are in place for the administrator.
- [Principal job description](#)
 - This job description is currently under revision due to the hiring of a business manager, resignation of the admissions/communications director, and the addition of a preschool director. Current teaching load impacts the job description as well.
- The governing authority or the administrator’s direct supervisor evaluates the head administrator annually based on the job description.
- Per the [Board of Education Handbook](#) (pg. 3), the duties of the Board of Education include the annual review of the principal. This is typically performed by the Board of Education chair.
- The governing authority receives reports from the administrator or the administrator’s direct supervisor at each meeting.
- Per the current [principal job description](#), the principal is to communicate teacher/staff performance and achievements to the appropriate audiences, including the Council of Deacons and Board of Education and to communicate the needs/concerns of the teachers/staff to the Board of Education.
 - The principal attends each monthly meeting of the Council of Deacons and prepares/submits a [report](#) prior to each meeting.
 - A verbal report is also given at each meeting to offer further summary and explanation.
 - The principal attends each monthly meeting of the Board of Education and prepares/submits a [report](#) prior to each meeting.
 - A verbal report is also given at each meeting to offer further summary and explanation.
- The governing authority has written policies or position descriptions clearly delineating relationships between the head administrator and pastor(s).
- [Principal job description](#)

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

(See all evidence listed above in Section 3A:05.)

Comments:

The chairman of the Board of Education has been able to meet with each faculty member to gather input and feedback from 2019-2022. Meetings with faculty for this current year are scheduled for mid-March. Once these meetings are completed, the chairman has met with the principal to discuss what feedback is pertinent to the position/responsibilities. This is part of the principal evaluation, and the chairman and principal are able to set goals and make plans accordingly together. Feedback is openly shared in order to understand areas of opportunity for the school overall as well.

3A:06: Governing authority members meet prescribed qualifications and are trained regarding roles and responsibilities.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

Note: Respond to each indicator as it relates to the school’s governance model.

- Written policies define qualifications for board or governing authority members.
 - Members of the board must be congregational members in good standing. BOE members are vetted by the board to minimize potential personal agendas, etc.
- Governing authority members are required to participate in professional development regarding roles and responsibilities of the governing body and its individual members.
 - [LCMS Governing Board Resource](#)
 - [Board of Education 2019 retreat](#)

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4) **Operational (3)** **Emerging (2)** **Not Evident (1)**

Identify and list supporting Evidence or Practices:

(See all evidence listed above in Section 3A:06.)

Comments:

The members of the BOE have participated in some professional development related to their BOE roles. The current chairman has required each member of the board to read the synod board governance guidelines. The previous board chairman also asked board members to watch a best practice webinar on board governance. The members of the BOE share a diverse background of experience within sales fields, accounting, finance, HR, operations, medicine, and law. These unique experiences provide diverse thought and unique solutions regarding issues as they occur. The administrator sits on the BOE as an ex-officio to provide guidance and insight into the operations and procedures to enforce from policy set by the board.

3A:07: The governing authority establishes and employs systematic planning for school improvement.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

Note: Respond to each indicator as it relates to the school’s governance model.

- The governing authority has a process in place for evaluating the effectiveness of the school that includes a needs-assessment process integral to school-wide systematic planning.
 - By request, the Board of Education provides time for [public comment](#) prior to BOE meetings to gather feedback from parents and congregation members.
 - The Board of Education follows an annual Calendar of Duties (found on page 5 of the [Board of Education Handbook](#)) to provide consistent evaluation of needs throughout each year.
 - The principal and preschool director attend all BOE meetings as ex officio members to provide reports and updates on current events and situations, enrollment, parent feedback, etc.
 - [Faculty and staff meet](#) weekly during the school year and daily prior to the start of the year and at the end to gather feedback and assess the present and future needs of the school.
 - Regular curriculum reviews take place to evaluate the effectiveness of present curriculum and to plan for future needs.
 - Per the [Board of Education Handbook](#) (see pg. 5), a deacon is to annually meet with each faculty member in private to gather feedback on a personal level.
 - The school survey is used as an assessment tool to understand the long-range desires of parents and students.
 - The business manager advises on all financial matters of the school to the Board of Education and Board of Administration.

- Long-range goals or desired outcomes are developed from the planning process.
 - The accreditation process is used as an evaluation tool to better understand the present and future needs of the school.
 - Surveys are used as an assessment tool to better understand the present and long-range desires of parents, students, and faculty.
 - The principal, business manager, preschool director, and pastors work together to develop long-range goals on behalf of the school.
 - Input is gathered from all boards regarding items to be added to the wish list.
 - Property & Grounds Committee (under the BOA) advises on all physical needs and maintenance projects re: the building, etc.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4) **Operational (3)** **Emerging (2)** **Not Evident (1)**

Identify and list supporting Evidence or Practices:

(See all evidence listed above in Section 3A:07.)

Comments:

The business manager works with the principal and pastors to fashion longer-range goals for the school and church. This is based on input from the faculty and staff, as well as board members, school constituents, parents, etc. The deacon council is ultimately responsible for the long-term planning of the school and church. A future goal is to employ an outside strategic planning guide to assist in the exercise of further long-range planning.

3A:08: The governing authority provides strong financial leadership for the school.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

Note: Respond to each indicator as it relates to the school’s governance model.

- The board or governing authority establishes policies that provide for sound budget planning and fiscal operations.
 - The [business manager](#) and the [Board of Administration](#) oversee all financial and administrative aspects of the church and school, ensuring all financial affairs and transactions are proper, appropriate, and consistent with the wishes of the Board of Deacons, the congregation and the school.
- The board or governing authority approves the budget (including annual tuition and fees) for the school or has developed policies to empower individuals with that responsibility.
 - The [business manager](#) and the [Board of Administration](#), including the church treasurer present an initial budget for approval by the deacon council in February to be brought to the congregation for final approval at the March Congregational Assembly meeting.
 - The Board of Education provides input into annual tuition and fees as does the principal. Joint meetings between the BOE and BOA allow for discussion and transparency prior to approval by the council of deacons as part of the budget approval process.
- The board or governing authority accepts, reviews and devises strategies to react to concerns expressed in the annual financial audit.
 - The [business manager](#) and the [Board of Administration](#) are responsible for strategizing to address any concerns that would arise from a financial audit. The business manager performs regular auditing in all areas and informs the BOA and deacon council of any issues or discrepancies. The church treasurer has visibility into accounts of the church in order to provide proper checks and balances.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4) Operational (3) Emerging (2) Not Evident (1)

Identify and list supporting Evidence or Practices:

(See all evidence listed above in Section 3A:08.)

Comments:

The BOE creates, strategizes, and approves the tuition and fees plan for the school as part of the larger budget preparation process. Prior to board restructuring, the BOE had active representation on the Compensation Committee to share input about staff salary. To offer proper checks and balances, any expenses of \$5,000 or greater must be approved by the BOE and then brought to the Board of Deacons via a

resolution for final approval. As part of an informal audit process the business manager reviews the school accounts on a monthly basis, variances are discussed with the BOA in detail and adjustments are made as necessary. At the end of the fiscal year, accounts are reconciled, and a final ledger is provided to BOA for year-end close.

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. Are the Required Indicators of Success met for Standard 3A? (YES / NO)

YES

B. Based on evidence, what are the strengths of the school related to Standard 3A?

Our strengths in this area are evident in the board restructuring that has taken place over the past few years. By reducing the number of boards, we've been able to better focus and centralize our overall leadership in church and school. Intentional boards that work to govern more prudently by keeping policy-making with boards and additional projects/work, etc. with subcommittees helps us to be more economical with time, volunteer oversight, and resources.

C. Based on evidence, what are the challenges of the school related to Standard 3A? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.

No areas were identified as "emerging" [2] or "not evident" [1]. While we have job descriptions, they do need to be reevaluated, clarified, etc. The first phase of this work was to hire a business manager to help oversee this process. We are currently evaluating and redistributing duties in the front office staff, for example, that will need to be captured in job descriptions once roles are finalized.

D. What is the school's average rating for all General Indicators of Success for Standard 3A, rounded to the nearest tenth?

STANDARD	RATING
3A:04	3
3A:05	3
3A:06	3
3A:07	3
3A:08	3
Total:	15
Average: (Total ÷ 5)	3

STANDARD 3B: ADMINISTRATION

Overview

Quality Lutheran schools function at a high level, in large part, because of exceptional leadership performance. Schools thrive when administrators are equipped and empowered to lead with vision. Successful Lutheran administrators continually strive to accomplish the school's purpose with students and families. The administrator leads the team to meet or exceed the organization's expected outcomes.

An effective school leader must possess exceptional abilities in data analysis, staff motivation and public communication. An effective school leader must assure that marketing and public relations are effectively accomplished. Above all else, a clear commitment to sharing the Gospel message and maintaining a proper respect of the calling is paramount.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation, but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof, assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

- Job-specific criteria
 - [Job descriptions](#)
- Meeting agendas and minutes
 - [Faculty meeting agendas and minutes](#)
- Supervision and evaluation documents
- School-wide professional development plans and schedules
- Representative supervision and evaluation reports
- Minutes of meetings with stakeholders
 - [Congregational Assembly minutes](#)
 - [PTL minutes](#)
- Survey responses
 - [Survey responses](#)
- Innovations or changes in methodology that positively impacted student learning
- Innovations or changes in methodology that positively enhanced ministry opportunities
- Copies of auxiliary organizations' budgets, where applicable
 - [Detailed Budget 2022/2023](#)
 - [PTL Actuals 2022/2023](#)
- Copy of the three-year financial plan with enrollment projections and associated rationale
 - [3-Year Budget Outlook](#)
 - [3-Year Projected Enrollment](#)

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- The school administrator demonstrates a desire through actions for appropriate professional credentials and continuing professional growth (e.g. membership in professional organizations, books and periodicals read, workshops attended, coaching and/or mentoring relationships).
 - The current principal
 - [completed the School Leadership Development \(SLED\)](#) program of the LCMS which doubles as credit toward a masters degree in administration.
 - participates in [MN South District education conferences](#).
 - regularly reads professional books relative to teaching and administration.
 - participates in the [Best Practices in Ministry Conference](#).
 - participates in [LEA Administrator Conferences](#).
 - earns regular [CEU's and MN licensure requirements](#).
 - maintains membership in [LEA](#) and [MINNDEPENDENT](#).
 - receives mentoring from several LCMS veteran principals as well as the SLED program cohorts.
 - The current preschool director
 - completed the [MN Early Childhood Director Credential](#) through MnAEYC.
 - maintains professional membership in LEA, NAEYC, and MnAEYC.
 - subscribes to [Exchange Magazine](#), an early childhood periodical for ECE directors.
 - has completed over [200 hours of personal development](#) in the field of child care and early childhood education since 2021.
 - regularly learns from, consults with, and brainstorms with the current principal regarding administration of the preschool program.
- The teacher supervision program is aligned with staff development activities and results in enhanced student learning.
- The school administrator is actively engaged in the life of the sponsoring congregation(s).
 - See section 5 “Current Participation in Congregational Activities” in the [Teachers and Administrators Information](#)
- The school administrator is actively engaged in preparing and administering the school budget.
 - With the new role of a business manager in place as of January 2022, leadership is working to establish what roles and responsibilities will remain assigned to the principal. Currently, the principal:
 - oversees reporting and financial contracts with the public school district in areas of health services, counseling, transportation, and textbook funding.
 - oversees Title funding applications and spending of [Title II](#) allowances.

- assists with grant applications and spending of grant funds (such as EANS, ESSER, GEER, etc.).
- assists with the setting of tuition rates and policy as well as communication to families regarding tuition and other fees.
- oversees budgets for teachers re: field trips, school events, classroom spending, etc.
- works with business manager to inform school budget line items.
- manages Washington D.C. trip funds/fundraising/accounts.
- oversees chapel offering spending and designates help from staff with this spending.
- assists the business manager in providing for the fiscal well-being of the school, and possesses an awareness and understanding of educational budget, assets, and liabilities.
- assists in preparing a budget in cooperation with the Board of Education & Board of Administration to be recommended to the Deacons for final approval.
- partners with the business manager, the school/church secretary, and the Board of Administration in the collection of all monies (excluding admission fees & tuition).
- approves purchase order requests or internal expenditures and supports the maintenance of accurate financial records, including accounts payable.
- oversees the ordering of all school materials and equipment.
- The administrator relates appropriately with students, families and teachers.
 - The principal has a positive reputation for her ability to relate to students, families, faculty, and staff. She is an excellent communicator and has a habit of always making time to stop and focus on individuals personally when needed.

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. Describe how the daily activities of the school are administered.

- All school events and activities are scheduled and communicated through Google calendars:
 - [School Calendar](#)
 - [Athletic Calendar](#)
 - [Facilities Calendar](#)
- The school and athletic calendars are accessible to parents via the school website. We also have an annual academic calendar that highlights the overall cadence of the school year. School calendar events are also included in the [weekly all-school newsletter](#).
- The [facilities calendar](#) is for internal use only as a way to coordinate meeting rooms and spaces. It is the primary way to communicate with the custodian about upcoming events.
- In August, [schedules](#) are developed for each classroom, for the specialty areas (gym, science lab/art room, music room, etc.), chapel, lunch, recess, etc. These schedules are shared with the staff via Google drive.
- Wednesday afternoons are reserved for [faculty meetings](#) in order to review upcoming plans and events. We also recap past events in these staff meetings for future improvement.
- Daily administration activities include:
 - An assigned staff person arrives at school by 7:00am to open doors and monitor students who may arrive at that time in the lobby.
 - Administration, teachers, and pastors meet for devotions at 7:15am. This also includes an opportunity for the principal to announce any daily reminders.
 - The principal and preschool director alternate lobby supervision from 7:30-8:00am in order to greet students. This offers the chance for whomever is not supervising to move around to classrooms, talk with students in the hallways, or meet with parents who may stop by.
 - The principal works to visit classrooms as much as possible, but this is limited to some degree due to teaching responsibilities.
 - Administration is available during school hours (except when in the classroom and out in the community) to meet with parents, answer phone calls and emails, interact with students in the hallways and cafeteria, address discipline issues, and work with support staff.
 - Administration is available after school to meet with teachers, staff, students, parents, or board members. The work day typically ends around 5:00 or 5:30pm, but meetings, school events, and workload may dictate longer hours at school on certain days.

2. Describe the qualifications that are required for the school administrator(s).

- Principal
 - The current [job description](#) (which is under revision) states that the principal:

- possesses 5 or more years classroom teaching experience
- possesses and maintains a current Minnesota state teaching license OR is actively seeking this license from the Minnesota Department of Education
- possesses a Master’s degree in education with an emphasis in supervision and administration, OR is working toward such a degree
 - NOTE: The current principal was informed that [SLED](#) would also qualify.
- continues to advance professionally through training and attendance at conferences and/or workshops, and remains up-to-date on current issues in education and Minnesota State guidelines and laws
- demonstrates exceptional leadership skills, effective decision-making, and sound judgment
- works willingly with the Board of Education, St. John’s Lutheran Church congregation, and the pastors to enhance the total ministry of the school
- belongs as a member at St. John’s Lutheran Church
- maintains rostered membership in the Lutheran Church Missouri Synod
- upholds the Biblical truths and confessions as contained in the Book of Concord
- **Preschool Director**
 - The job description for the preschool director is still being finalized due to transition of responsibilities created by staffing needs and constraints. The school board planned that the preschool director would document hour allocation to tasks for this current school year to determine what must be designated for this particular role.
 - The Department of Human Services outlines [specific requirements](#) for the position of preschool director.
 - In addition to meeting DHS requirements, the current preschool director is also a rostered LCMS deaconess with a degree from Concordia Theological Seminary and a BS degree in psychology from Tennessee Technological University.

3. What are the ways the school administration uses leadership skills in the congregation, community and professional organizations?

- School administration uses leadership skills
 - In the congregation:
 - The principal serves as an ex-officio member on the Deacon Council and attends all meetings.
 - The principal and preschool/ESP director serve as ex officio members on the Board of Education.
 - The business manager serves as an ex-officio member on the Board of Administration which oversees the Property & Grounds Committee.
 - The principal currently assists or serves/has served on the Gala Committee,

PTL, Property & Grounds Committee, Call Committee, Strategic Planning Committee (when active), Compensation Committee (now absorbed into BOA), Tuition Committee (now absorbed into BOA), and Marketing Sub-Committee of the BOE.

- The principal has regularly helped with youth group events & fundraisers and served as a chaperone for the 2019 and 2022 LCMS National Youth Gathering.
- The principal (representing BOE), the business manager (representing BOA), and the pastors (representing BSL - Board of Spiritual Life) consult with one another and inform each other as conduits to various boards with crossover responsibilities.
- In the community:
 - Prior to resigning from the role (thereby dissolving it to create a business manager role), the Admissions & Communication Director participated at Business Network International Groups and was a member of the I-94 West Chamber of Commerce, spoke at Mothers of preschoolers (MOPS) groups, helped to host a community service event at Maple Grove Public library, and visited and promoted the school at area churches.
 - The principal and preschool director help with and support the school's involvement in the [Adopt-A-Highway](#) program managed by the 7th/8th grade teachers and students.
 - The preschool director attends local [preschool fairs](#) to promote St. John's Lutheran preschool program in the community.
 - The ESP director plans and coordinates a [Summer ESP program](#) for students of St. John's that is also open to children in the local community.
 - The principal initiated a [chapel project plan](#) that engaged students at each grade level in selection of a class chapel project that would support the local community or world beyond.
 - [Lutheran Braille Ministry](#)
 - LCC K-9 Comfort Dog Ministry
 - [Camp Omega](#)
 - Lutheran Indian Ministries
 - [Support for members of the Armed Forces](#)
 - [Support for future LCMS teachers attending within CUS](#)
 - Best Christmas Ever Organization
 - [Sole Hope](#)
 - [Crescent Cove](#)
 - [C.R.O.S.S. Food Shelf](#)
 - Student-written letters and prayers for shut-in members, veterans, [members of the Armed Forces](#), Christians being persecuted for their faith, etc.
- In professional organizations:
 - The principal is a member of [LEA](#).
 - The principal is a member of [MINNDEPENDENT](#).

- The principal attends various [conferences and workshops](#), informational sessions offered by the local public school district, etc.

4. Describe how the administrator is involved with the fiscal management of the school.

- With the new role of a business manager in place as of January 2022, leadership is working to establish what roles and responsibilities will remain assigned to the principal. Currently, the principal:
 - oversees reporting and financial contracts with the public school district in areas of health services, counseling, transportation, and textbook funding.
 - oversees Title funding applications and spending of [Title II](#) allowances.
 - assists with grant applications and spending of grant funds (such as EANS, ESSER, GEER, etc.).
 - setting of tuition rates and policy as well as communication to families regarding tuition and other fees.
 - approves payroll for all direct reports.
 - oversees budgets for teachers re: field trips, school events, classroom spending, etc.
 - works with business manager to inform school budget line items.
 - manages Washington D.C. trip funds/fundraising/accounts.
 - oversees chapel offering spending and designates help from staff with this spending.
 - assists the business manager in providing for the fiscal well-being of the school, and possesses an awareness and understanding of educational budget, assets, and liabilities.
 - assists in preparing a budget in cooperation with the Board of Education & Board of Administration to be recommended to the Deacons for final approval.
 - partners with the business manager, the school/church secretary, and the Board of Administration in the collection of all monies (excluding admission fees & tuition).
 - approves purchase order requests or internal expenditures and supports the maintenance of accurate financial records, including accounts payable.
 - oversees the ordering of all school materials and equipment.

5. List and describe ways the administrator is engaged in the church and involved in the educational activities of the whole congregation.

- Administration is present for worship, Sunday Bible study, faculty devotions, and staff monthly Bible studies (on a regular basis), and church events (as personal availability allows). The principal and preschool director are members of St. John's. The business manager has membership at another local church.
- Administration attends Congregational Assembly Meetings and other church-related forums. Most recently, the principal attended a parent forum for youth group planning sponsored by the pastors.
- The current principal sings in the church choir as scheduling permits and the principal and preschool director sing with the staff choir for the Christmas program.
- The principal serves as an ex officio member on the Deacon Council and attends all meetings.
- The principal and preschool/ESP director serve as ex officio members on the Board of Education and attend all board meetings and devotions prior to these meetings.

- The business manager serves as an ex officio member on the Board of Administration which oversees the Property & Grounds Committee.
- The principal assists with or has served on:
 - [Gala Committee](#)
 - PTL
 - Property & Grounds Committee
 - Call Committee
 - Strategic Planning Committee (when active)
 - Compensation Committee (now absorbed into BOA)
 - Tuition Committee (now absorbed into BOA)
 - Marketing Sub-Committee of the BOE
- The principal has regularly helped with youth group events & fundraisers and served as a chaperone for the 2019 and 2022 LCMS National Youth Gathering.
- The principal attends [Lutheran conferences and workshops](#) held by MN South District and Synod.

6. Describe the ways the administrator publicly demonstrates his or her saving faith in Jesus Christ.

- Some administrative employees teach in the school.
 - The principal teaches 7th and 8th grade English, Writing, Reading, and Spelling.
 - The preschool director teaches Social Emotional Learning (SEL) and Study Skills for 7th grade (while the senior Pastor teaches Logic for 8th grade) as well as Religion for 5th grade because she is a rostered deaconess in the LCMS.
- The principal leads devotions/prayer at weekly faculty meetings.
- The principal and preschool director participate in [daily morning devotions](#) and prayer with the faculty.
- The principal uses [Love & Logic](#) (through which we incorporate Law & Gospel) in the discipline of students, reminding students and parents of Christ's forgiveness and love in verbal exchanges and emails.
- The principal writes letters for the [front page of the school newsletter](#) that encourage others in their faith and announce the mission of the school in a variety of ways.
- The principal prays with students, staff, parents, and families.
- The principal engages the pastor to assist with areas of concern relative to faith/religious questions, etc.
- The principal worships among the faculty, staff, students, and families of the school and church and sings in the choir as scheduling allows.
- The principal makes announcements following the chapel service in which there are opportunities to talk about ways in which students may show their own faith.
- The principal addresses the Congregational Assembly and works to remind the church of the purpose of the school and its connection to the mission of the church.
- The principal rebukes students with respect and works to communicate with parents and families lovingly and respectfully.

7. Share examples of collaboration and shared leadership modeled by the administrator.

- Administration collaborates and communicates daily on various issues related to discipline,

admissions/enrollment, school events, students needs, faculty/staff needs, etc.

- All teachers have been given [areas of responsibilities](#) in which they take a leadership role in organizing, planning, implementing and then reporting results.
- [Back-to-School meetings](#), [weekly faculty meetings](#), and [end-of-year meetings](#) are used to assign duties and to communicate plans and results.
- The principal collaborates with the Chair of the Board of Education on agenda items, needs of the school and staff, items of concern, long-range planning, etc.
- The principal and pastors collaborate on decisions related to scheduling, chapel planning, religion curriculum, staffing, etc.
- The principal and business manager collaborate on decisions related to financial planning and fiscal management of the school, HR issues, hiring and performance, enforcement of policies and procedures, etc.
- The principal and preschool/ESP director work closely together on many projects on behalf of the school. The principal has shared some administrative responsibilities with the preschool director, too. The preschool director takes ownership of these tasks with great diligence and effort. This team also coordinates hiring and staffing in many areas.
- The preschool director models collaboration by assisting the principal with disciplinary issues during her teaching time in the classroom so as not to disrupt student learning.
- The [principal](#) and [preschool director](#) participated in ALICE training to become certified trainers for the school.

8. Describe how the administrator leads by example with personal and professional development.

- The principal has prioritized personal and professional development through:
 - participation in the [School Leadership Development \(SLED\) program](#) of the LCMS which doubles as credit toward a masters degree in administration
 - participation in [MN South District Educators Conference](#)
 - ongoing reading of professional books relative to teaching and administration
 - participation in [Best Practices in Ministry Conference](#)
 - participation in [LEA Administrator Conferences](#)
 - earning of regular [CEU's and MN licensure requirements](#)
- The administrator plans, presents, and participates in annual development that provides teachers with continuing education credits to apply toward renewing their teacher license.

9. Describe the process of instructional supervision in place at the school as it relates to professional development and student learning.

- The principal conducts both formal and informal classroom instruction observations.
- The principal has access to teacher lesson plans on a regular basis.
- The principal approves start-of-year classroom information for parents from teachers to ensure seamless communication and alignment with school policies.
- The principal evaluates grading processes and reviews student report cards for proper evaluation and teacher comments, and then shares feedback with teachers.
- The principal examines MAP testing reports to gauge areas for improvement in curriculum and instruction.

- The principal supports the LSEM teacher in IEP fulfillment as well as special education help and accommodations for struggling students.
- The principal shares feedback from parents or other colleagues with teachers.
- The principal plans, presents, and participates in an annual development that provides teachers with continuing education credits to apply toward renewing their teacher license.
- The principal coordinates gathering of curriculum samples per the review cycle for new curricular changes that occur annually. The principal accepts recommendations from the faculty on future curriculum and works to ensure that teachers have all needed materials for instruction.
- The principal advocates for continuing education support and professional development for teachers.

10. Describe the ways that the administrator is present and relates appropriately with students, families and staff.

- With students and families:
 - Both the principal and preschool director greet students and parents daily at drop-off in the lobby each morning.
 - The principal and preschool director are present at every school event, greeting and engaging in conversations with parents and students.
 - The principal and preschool director coordinate chapel family groups and train 7th and 8th graders to be leaders of these groups.
 - The principal maintains an open-door policy during the day and is available before and after school to meet with students, parents, and staff.
 - The principal and preschool director worship with school & church families on Sunday mornings.
 - The principal welcomes students and/or parents who need to speak about particular concerns, etc.
- With staff:
 - The principal and preschool director participate in [daily devotions](#) with the faculty. Following this is an opportunity to connect with teachers one-on-one or share group announcements.
 - The principal leads weekly [faculty meetings](#), and the preschool director documents [meeting minutes](#).
 - The principal is available to assist teachers with discipline as needed. If the principal is not available, the preschool director is also available to assist.
 - The principal and preschool director (with the help of the faculty social committee) plan and/or engage in staff social events.
 - The principal is available before and after school for discussions and to offer guidance.
 - The principal checks in with teachers before and after school in classrooms -- generally but also if there is a specific topic to discuss.
 - The principal shares a [weekly email](#) for all faculty and staff at the start of each week (typically on Sunday evening) to keep everyone informed about the upcoming plans for that week.

11. How is the school's administrator(s) engaged in the district with required conferences and workshops?

- The principal attends Lutheran conferences and workshops held by our district and synod such as the LEA Convocation, [Best Practices in Ministry Conference](#), [LEA Administrator Conference](#), [MN South District Educators Conference](#), MN South District Church Workers Conference, etc.
- The principal, preschool director, and faculty maintain membership in LEA.
- The principal regularly attends Region II administrator meetings, and occasionally attends Region I meetings.

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

Administrator's job description

- [Principal's job description](#)
 - This job description is currently under revision due to the hiring of a business manager, resignation of the admissions/communications director, and the addition of a preschool director.

Required Indicator of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

3B:01* The administrator demonstrates a personal Christian faith, a commitment to Lutheran education and a dedication to the teaching ministry of the governing authority.

YES

NO

Identify and list supporting Evidence or Practices:

(See all Potential Evidence, Potential Practices, and Required Evidence in Standard 3B.)

Comments:

Members of the administrative team (principal and preschool director) are members of St. John's Lutheran Church in attendance for worship and Bible study as well as morning faculty devotions and weekly chapel services. The principal and preschool director are ongoing members of LEA and regularly attend workshops and seminars sponsored by the synod and district. The administrative team members are strong Christian role models for students, parents, and faculty who embrace opportunities to share the love of Christ and help to address conflict issues with Christian love and respect.

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the “Comments” section.

Highly Functional (4) — This is an area of outstanding strength of the school. It not only meets ALL the benchmarks related to the General Indicator of Success, but is supported by extensive documentation and/or observable practices that exceed expectations related to the indicator. This indicator establishes practices for other Lutheran schools to consider. The Validation Team verifies that these practices and/or documentation exceed the Operational (3) level.

Operational (3) — This is the expected rating for a strong Lutheran school. ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

Emerging (2) — Improvement is required in this area. If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

Not Evident (1) — There is observable conflict or deficiency with this indicator at the school. A majority of the expected benchmarks are not met or addressed with sufficient practices, evidence or documentation. This rating may result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

3B:02: The administrator meets qualifications required for the position.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- The principal is a member of The Lutheran Church – Missouri Synod, Rostered or eligible for Roster status.

- The administrator holds active membership in the congregation supporting the school and is regular in Church attendance and Bible study.

- The administrator holds current, appropriate state certification or is actively working toward obtaining required certification.

- The administrator has a master’s degree in education, with no fewer 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 fewer than 18 semester hours in early childhood education, or is actively working toward accomplishing this requirement.)
 - Note: The principal has begun active work toward a masters degree by participating in the [SLED](#) program through the LCMS resulting in credit at Concordia University Nebraska.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4) **Operational (3)** **Emerging (2)** **Not Evident (1)**

Identify and list supporting Evidence or Practices:

- The current principal has been on the synod roster since graduating from Concordia University Wisconsin in 1998.
- The principal was called to Sheboygan Lutheran High School in WI and Lutheran High School South in St. Louis, MO before moving to MN.
- The principal joined St. John’s Lutheran Church in 2007 and accepted a call to teach at the school in 2012. During her membership at St. John’s, she has
 - regularly attended church and Bible class
 - served as Sunday School Superintendent and teacher
 - served on the Board of Parish Education

- participated in the church choir
- assisted with the youth program, events, and fundraisers
- served on PTL as part of the advisory committee
- coordinated the school annual silent auction as a member of PTL
- served on the Strategic Planning Committee
- served on the Gala Committee
- served on the principal call committee
- served on numerous teacher call committees
- The principal also served on the synodical planning committee for the National Youth Gathering for 6 years and chaperoned the church youth group at the Gathering in 2019 and 2022.
- The principal served on the call committee for two years to find a new principal in 2017-18 and 2018-19 before accepting the call to serve as principal herself in 2019. At this time, she did not yet have a masters degree and was nominated by the MN South District for the [SLED program](#) to receive administrative training and credit toward a masters degree from CUNE. St. John's accepted these credentials in order to fill the role.
- Currently, the principal has enough CEUs to transition from Tier 3 to Tier 4 MN state teacher licensure. She will have completed all requirements for this by June 2023.

Comments:

The principal is an active member of the synod and congregation. When hired, the current principal was working just part-time as a teacher on staff. The school board and deacon council encouraged the principal to complete the SLED program through the Synod in lieu of a masters degree since there was an immediate need to fill the role of principal that had not been accomplished after two years of call committee searching, interviewing, and extension of calls that were declined. In the first year of this role, the COVID pandemic struck, causing an extreme shift of time, energy, and focus. However, the principal was able to complete the SLED program in this timeframe despite a number of delays (even within the program itself) due to COVID.

3B:03: The administrator is provided adequate support to complete required tasks.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- Release time is provided for administrative duties for the school’s primary administrator.
- The [principal teaches](#) 7th and 8th grade ELA from 8:50-11:15am Monday - Thursday and from 10:00am-12:00pm on Fridays. All other time each day is spent on administrative duties.
- The school administrator is released from teaching duties for at least one-fourth of each day for every 50 students enrolled. (If administrative duties are shared, then release time may be shared.)
- Secretarial assistance is available for school purposes for at least one-fourth of each school day for every 50 students enrolled.
- Secretarial assistance is available from 7:30am - 3:30pm each school day. This exceeds the suggested amount.
- In a school with more than 200 students, an individual is designated as assistant administrator with associated administrative duties.
- **Not applicable as we have 174 students.**

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

- Highly Functional (4) Operational (3) Emerging (2) Not Evident (1)
-

Identify and list supporting Evidence or Practices:

- The current administrative duties are being revised based on the hiring of a business manager in 2022 and the resignation of the admissions/communication director in 2019. With the licensure of our preschool program also came the assigning of some administrative duties to our ESP director who is now also the preschool director. The job description for the preschool director is still being developed as she was tasked with documenting hours spent on various responsibilities to inform future capacity or lack thereof in the role.
- The school currently has 174 students enrolled. In 2019, administrative duties were divided partially between the principal and the admissions/communications director. When she resigned, the principal absorbed her job description while continuing to teach 2.5 hours per day without a prep period. The following year, the principal requested a reduction in teaching hours and the school was able to reduce her teaching hours to 1.5 hours per day without a prep period. That remained in effect during the pandemic. This past year, an upper grade teacher resigned and the principal offered to take on additional teaching hours to cover the staffing gap. The school board is currently working to hire an upper grade teacher in order to reduce the principal’s teaching load to the appropriate limit again for the 2023-24 school year.

- The current administrative staff is comprised of the principal, business manager, and preschool/ESP director.
- The secretarial staff to support the school is comprised of one part-time secretary working a 0.8 FTE and a church/school secretary assigned to the school for a 0.5 FTE.

Comments:

MN South District has indicated to the principal that teaching hours should be reduced, partially because the subject (ELA) taught are time-consuming in terms of prep and grading in addition to the actual hours in the classroom. The school board is cognizant of this and has been working to hire another upper grade teacher to help with English Language Arts in the middle school. They are aware of the impact on the principal's ability to properly accomplish all of her responsibilities.

3B:04: The administrator is an effective communicator.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- The administrator communicates frequently and regularly with pastor(s) and teachers individually and collectively.
- The administrator communicates effectively and frequently with families and students of all ages.
- A wide variety of venues both personal (one-to-one) and public are regularly used to facilitate effective communication.
- The administrator regularly spends a significant percentage of time listening, observing and speaking with parents, students and teachers.
- The administrator effectively communicates and works together with local public school officials.
- 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.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

- Highly Functional (4)** **Operational (3)** **Emerging (2)** **Not Evident (1)**
-

Identify and list supporting Evidence or Practices:

- In 2019, the principal and admissions/communications director coordinated [“Apps with the Administrator”](#) during which they met with parents at every grade level separately to seek feedback and compile goals.
- In 2019, the principal and admissions/communication director rewrote the entire Parent/Student Handbook and presented it to the school board for approval.
- In 2020, the preschool director and principal drafted a new [Emergency Preparedness Plan](#).
- In 2021, the preschool director and principal created the [Preschool Handbook](#) and revised the [K-8 Parent/Student Handbook](#).
- In 2022, the principal, business manager, and preschool director drafted a new [Employee Handbook](#).
- In 2023, the principal revised a [Faculty Handbook](#) to include information relative only to the faculty that isn’t contained in the Employee Handbook. This is still a work in progress.
- The principal meets with the pastor(s) to discuss religion curriculum, family needs relative to church, or spiritual matters pertaining to students, families, and staff.
- The principal and business manager meet regularly to discuss facility issues, fiscal management of the

school and budget, and HR matters pertaining to the faculty and staff.

- The principal, business manager, and senior pastor meet regularly as representatives of their respective boards (BOE, BOA, and BSL) to compare notes on related matters that will be brought forward to the deacon council, etc.
- The principal and preschool director meet daily to maintain a pulse on ESP, preschool program, staff needs, student concerns, licensure, planning for board meetings, school event planning, reports, etc.
- The principal writes the front page letter to parents/families for the weekly newsletter (or recruits other staff to contribute articles occasionally). The principal writes/edits blurbs/content for the weekly [school newsletter](#).
- The preschool director formats, writes blurbs/content, and disperses the school newsletter weekly.
- The preschool director manages social media posts on behalf of the school, including capturing of photos at school events, etc.
 - [School Facebook page](#)
 - [School Instagram page](#)
 - [School LinkedIn page](#)
 - [School Twitter page](#)
- The principal regularly checks in with teachers and maintains an open door policy for teachers/staff who stop by the office daily to check in or bring forward issues, concerns, or needs.
- The principal works with the front office staff daily to coordinate various tasks relative to operating the school.
- As an English teacher, written and verbal communication is an area of strength for the principal. Other staff members make proper use of this by requesting that she drafts communication via email on behalf of the school, front office, school board, etc. as needed.
- The principal is present to greet and open school events with a [welcome and announcements](#), etc.
- The principal delivers verbal announcements to the students weekly after the chapel service. This is also a time to recognize student achievements and give direction for upcoming events, etc.
- The principal (and preschool director) direct [school assemblies](#) and engage students and staff.
- The principal is accessible to parents and potential families via email and phone on a daily basis and interacts in a timely manner with respectful responses.
- The principal recommends in-person meetings when issues are more significant than what should be resolved via email.
- The principal contacts families who are considering [disenrollment](#) and offers to meet and discuss any feedback.
- The principal moves throughout the building daily and weekly to observe various processes, visit with students and teachers, and monitor particular tasks or facility-related issues.
- The principal intercepts communication relative to larger issues that require immediate decision-making or follow-through.
- The principal works with the front office staff to ensure that the website is updated regularly.
- The principal coordinates [weekly faculty meetings](#) and agendas. The preschool director takes charge of documenting these meeting minutes.
- The principal and preschool director are available to greet students and parents daily and interact.
- The principal writes [monthly reports](#) for the Board of Education and [Deacon Council](#) and gives verbal reports at these meetings.
- The principal writes reports for the [Congregational Assembly packet](#) and speaks publicly at these

meetings in March and September on pertinent matters relative to the school.

- The preschool director works to create [professional flyers and advertisements](#) for school events and programs.
- Administration is currently working on a complete revision and refresh of the [school website](#).
- Administration works together with the marketing subcommittee of the BOE to properly market the school and develop [marketing materials](#), [social media posts](#), [videos](#), and photographs that represent the school well. There is intentionality and care given to the school's image and branding.
- The business manager and principal worked with an outside graphic designer to create an updated [school logo](#).

Comments:

This is an area of strength for our school and administration. Ninety percent of the parents participating in the 2023 parent survey gave school leadership a 10/10 (70%) or 9/10 (20%) for effective communication. Our next goal is to enhance the communication efforts across school and church lines to close potential communication gaps. Our preschool director is going to adopt a communications role to oversee production of the church bulletin and school newsletter weekly in order to capture overlap or conflicting scheduling, etc. of events and information. We want further cohesion and a similar voice in overseeing the communication of school and church together.

3B:05: The administrator is engaged in the process of developing and managing the budget.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- The administrator is involved in developing and managing the budget, including expenditures.
- The administrator has overall responsibility to assure that the budget is managed responsibly, using generally accepted bookkeeping procedures and safeguards.
- The administrator provides leadership in securing funds and resources, which may include individual, private, corporate, and/or governmental sources.
- Funds provided by auxiliary organizations are allocated per governing board policy, in consultation with the school administrator and regularly audited.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

- Highly Functional (4)** **Operational (3)** **Emerging (2)** **Not Evident (1)**
-

Identify and list supporting Evidence or Practices:

- The [business manager’s job description](#) outlines the oversight of school and church finances. The [principal’s job description](#) is being revised to account for this new leadership role in the school and church. Until 2022, the principal job description properly described the role of the principal regarding fiscal management of the school.
- Currently the principal works with the business manager to inform the school budget, tuition and fee decisions, compensation, and financial concerns shared by families.
- The business manager communicates with all boards in order to provide appropriate financial reporting.
- The principal approves expenditures with the business manager under the authority of the BOA and BOE.
- The principal assists PTL in planning for their budget and fundraising decisions and shares teacher input.
- The PTL submits a [monthly report to the BOE](#) including a treasurer’s report.
- The principal consults with the local public school district to obtain and manage federal and state qualifying funds as well as Title funding.
- Funds received through fundraisers and other donations are tracked by the business manager and principal and allocated appropriately. The church treasurer and front office staff have visibility into various aspects of revenue and expenditures to provide internal auditing on a regular basis.

Comments:

Overall, administration is engaged in the budget process with appropriate separation of duties to provide proper financial controls. The principal does not assist with assigning financial aid, but may refer a family to the business manager to maintain privacy. With the addition of a business manager, St. John's Lutheran School (and Church) has been able to make significant progress in centralizing the fiscal management of the school, eliminating the issue of so many volunteers managing separate accounts and financial decisions without accountability or proper oversight. This is a significant investment on the part of the church and school to ensure professionalism and true accountability in the area of finances and human resources. The principal has guidance from the business manager, but still maintains an advisory role in budgetary planning and management.

3B:06: The administrator is committed to personal development and the development of staff members.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- The administrator provides spiritual leadership for the school community and in the congregation(s) through word and example.
- The administrator is a member of professional organizations.
- The administrator provides leadership in curriculum development, staff development, congregational service, public relations, student evaluation and other school-related activities.
- Levels of responsibility and accountability are clearly defined. The administrator provides leadership for implementation of current educational technology, including necessary staff development and training.
- The administrator engages in an ongoing program of professional staff supervision.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4) **Operational (3)** **Emerging (2)** **Not Evident (1)**

Identify and list supporting Evidence or Practices:

- The principal and pastors work together on a schedule for faculty devotions, Bible/book study, and chapel services. They regularly participate in all of these to support staff and students. Pastors are the primary spiritual leaders at St. John’s.
- The principal has membership in [LEA](#), [MINNDEPENDENT](#), and works with a mentor principal on a regular basis. The principal was nominated by MN South District for the [SLED program and completed that in 2021](#). Additionally, the principal was nominated for Van Lunen and is considering this for future development.
- The principal, in consultation with the faculty, annually plans and conducts curriculum review of one subject area and staff development.
 - [Curriculum Review](#)
 - The most recent [curriculum workshop](#) was 1/16/23.
 - Teachers worked through the curriculum for each subject area.
- The student evaluation plan is primarily determined by the principal and faculty, and supported by the LSEM teacher assigned to our school under our [contract with LSEM](#).

- Grading and assessment are regular topics for faculty discussion, and the principal makes final determinations with input from the teachers.
- MAP testing is part of student assessment, and faculty members (with the exception of teachers new to St. John's) have received training in how to use various reports to discuss results with families.
- All school-related activities are planned by the principal and preschool director and designated staff assigned to each event.
- The principal consults with the technology committee to facilitate implementation of educational technology. Staff training is included as needed as part of start-of-year meetings, etc. Faculty members may also receive TEC21 training. To date, half of the faculty has completed TEC21 certification thus far as funding will cover one teacher per year for this training. The school is committed to having
- The principal consults with each faculty/staff member concerning his/her individual professional development desires and needs.

Comments:

The principal applies for and uses Title funding to support professional development for teachers. The school also commits dollars for this purpose. Additionally, the principal ensures that the faculty attends required workshops and that they can attend elective workshops or training focused on specialized content areas. The principal guides aspects of the re-accreditation process for which the faculty needs to share input and/or contribute content as part of their professional development as well.

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. Are the Required Indicators of Success met for Standard 3B? (YES / NO)

YES

B. Based on evidence, what are the strengths of the school related to Standard 3B?

We've worked extremely hard to meet a longstanding goal of hiring a business manager as part of leadership to report to the Board of Administration. This has already contributed so much assistance to the front office processes and streamlined things by narrowing the wide scope of volunteers who had oversight of small pieces of fiscal management. We had many struggles that have been resolved by bringing someone into a formal leadership role in this realm of governance.

An additional area of strength for which we have been very intentional in developing is communication between the school and our families. The principal has set this forward as a very intentional goal -- that we maintain high standards for communication overall. To this end, we've improved all processes for doing so.

C. Based on evidence, what are the challenges of the school related to Standard 3B? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.

As described above, we've had some administrative transition in this past accreditation cycle. Prior to the principal coming into this role, the faculty and staff requested that the principal be full-time versus spending so much time in the classroom. For one year, we made significant strides in reducing her teaching load to 1.5 hours per day. However, due to her skill set, staffing needs have required for her to be back in the classroom much more. This is compounded by the subjects she teaches which require more intense hours for preparation and grading. Paired with the onslaught of additional hours to manage the school during a pandemic, all of this stolen time from other responsibilities such as evaluations, time spent in classrooms supporting teachers, etc. The school board is cognizant of this and is working to help address the need.

D. What is the school's average rating for all General Indicators of Success for Standard 3B, rounded to the nearest tenth?

STANDARD	RATING
3B:02	3
3B:03	3
3B:04	4
3B:05	3
3B:06	3

Total:	16
Average: (Total ÷ 5)	3.2

E. What is the school's overall rating for all General Indicators of Success for Standard 3, rounded to the nearest tenth?

Section Totals (NOT Averages)	
STANDARD	RATING
3A	15
3B	16
Total:	31
Average: (Total ÷ 10)	3.1

STANDARD 4: PROFESSIONAL PERSONNEL

A qualified and competent staff serves the school.

Overview

Maintaining a qualified and competent staff is an essential quality related to an accredited Lutheran school. The performance of the instructional, administrative and auxiliary personnel, functioning as a unit, should reflect the stated philosophy and objectives of the school.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation, but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof, assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

- Faculty handbook
 - [Faculty Handbook](#)
- Job descriptions for all non-administrative school positions
 - [Job descriptions](#)
- Teacher portfolios
- Professional personnel files related to teacher qualifications and competency
 - Check with administration for access to teacher files
- List of teachers' professional organization memberships
 - See Section 6 "Current Membership in Professional Organizations" in the [Teachers and Administrators Information](#)
- Policy and procedures for preparing volunteers
 - [Volunteer Policy](#)
- Policies related to support staff
 - [Employee Handbook](#)
 - ESP policies contained in the [K-8 Parent/Student Handbook](#) (pgs. 39-41) and the [Preschool Handbook](#) (pgs. 30-32)
 - Faculty/Staff policies contained in [K-8 Parent/Student Handbook](#) and [Preschool Handbook](#)
 - [School Bus Emergency Plan](#)
- Current salary and benefit scale
 - [Compensation and rate change policy](#)
- Qualification and training of school volunteers
 - [Volunteer Policy](#)
- New teacher induction guidelines

- o [Preschool staff induction process](#)
 - o [Faculty Handbook](#)
- Survey results
 - o [Teacher survey results](#)

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- Peer-to-peer observations
- Teacher visits and observations in other schools
- Participation in accreditation work
 - o [Accreditation participation CEU](#)
- Effective vetting, preparation and support for new teachers
 - o [Faculty Handbook](#)
- Teacher home visits
 - o ["Tell the Teacher More" questionnaire](#) and process

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. State the educational requirements and/or credentials for professional personnel.

- [Job Descriptions](#)
- Every effort shall be made to employ qualified teachers who are trained at LCMS universities. If this is not an option at the time of hire, St. John's may employ other qualified teachers who are LCMS members. A final option may be to employ qualified Christian teachers.
- All newly hired teachers are required to be rostered (passed all colloquy or similar classes) or eligible to be rostered within five years of hire or start date.
- All teachers and administrators will normally hold active membership in an LCMS congregation. Regular attendance is expected at worship services, the Lord's Supper, Bible classes, and Congregational Assembly meetings. Holding an office position and/or membership in auxiliary organizations is encouraged to the extent that it does not distract or interfere with work at St. John's Lutheran School.
- All newly hired teachers are expected to have a current Minnesota Teaching License or to obtain a current Minnesota Teaching License within two years from hire or start date.
- In addition to the above, as a licensed preschool program through the Department of Human Services, all preschool teachers and staff are required to meet all requirements of [MN Rule 9503](#), specifically sections [9503.0031 through 9503.0035](#).

2. What is the current student-teacher ratio?

- The preschool program maintains a strict ratio of 10 to 1, as required by [MN Rule 9503.0040](#).
- 16 to 1: This student-teacher ratio was determined based on a total of 174 students from preschool-8th grade. This was divided by 10.6 teachers (both full-time and part-time). The ratio was 16.41 to 1, which was rounded to 16 to 1.

3. Describe the staff development process in place to help teachers learn and grow professionally.

- [Staff Development Plan](#)
- Faculty members attend professional conferences and convocations:
 - [MN South District Educators Conference](#)
 - [LEA Convocation](#)
 - MN Early Childhood Educators Conference
- Faculty members maintain memberships in professional organizations and participate in training provided as applicable.
 - The school maintains [MINNDEPENDENT](#) membership. This applies to all staff.
 - The school pays for [LEA](#) membership for each of its teachers and the LSEM teacher.
 - Teachers individually seek memberships in their own applicable areas.
 - See Section 6 "Current Membership in Professional Organizations" in the [Teachers and Administrators Information](#)

- Annual professional development plans are implemented via use of Title II funding. From 2019-2023, teachers (individually or as a group) have received [professional development or CEUs](#) in areas such as:
 - Technology ([TEC21](#), interactive TV usage, Google Classroom, etc.)
 - Accreditation
 - Curriculum Mapping ([Curriculum Trak](#))
 - Social Emotional Learning
- Regular renewal of certifications such as:
 - CPR/AED
 - First Aid
 - [EpiPen use](#)
- Regular Safety and Crisis Management review & training
 - [Mandatory Reporting](#)
 - [ALICE](#) Enhanced Lockdown
- Regular review of discipline plan
 - [Love and Logic discipline policy](#)
 - Behavior Incident Reporting
- In addition to the above, all preschool staff, including the director, teachers, aides, etc., must complete [annual in-service training](#).
 - For those staff working 20 hours per week or less, 12 hours of in-service training is required each calendar year.
 - For those staff working more than 20 hours per week, 24 hours of in-service training is required each calendar year.

4. Describe the content and frequency of staff meetings and evaluate their effectiveness.

- The faculty meets daily during the week [prior to the start of school](#) to accomplish the following:
 - prayer/Bible study
 - team building
 - detailed calendar/event planning
 - professional development
 - necessary trainings
 - division/review of teacher duties and responsibilities (annual, weekly, and daily)
 - new teacher/staff introduction and induction
 - classroom set-up
 - school year theme selection
 - We've begun using the theme selected by the LCMS School Ministry Office.
 - departmental discussions
 - school day scheduling
 - discussion of new ideas to improve student learning and experiences
 - start-of-year ["Tell the Teacher More"](#) conferences with parents
 - In 2019, we implemented a new program called "Tell the Teacher More" to replace traditional home visits. Teachers invite parents to their classrooms instead or give parents the option to meet virtually if they prefer. In advance

of these meetings, parents prepare to discuss the needs of their children and families by completing the questionnaire..

- chapel offering project planning
- curriculum review/mapping
- The faculty meets daily on M-Th from 7:15-7:30am for [morning devotions](#) and prayer. This also provides a check-in time to disseminate any information pertaining to the day or week or to make any urgent announcements, etc.
- The [faculty meets weekly on Wednesdays](#) from 3:30-4:30pm in order to accomplish the following:
 - [Devotions](#)
 - [Book Study](#): Pastors select a book that the faculty will read together through the course of the school year. Topics are pertinent to spirituality and/or Christian education. Once per month, one of the pastors leads a book study & discussion of assigned chapters.
 - Regular updates on school planning and events
 - Assembly and Chapel Family Group planning
 - Newsletter additions and information
 - Discussion of student issues, concerns, successes, etc.
 - Monthly PTL reports
 - Professional development
 - Training in any area relative to education or the school
 - Accreditation work (as needed)
 - Occasional rehearsal of a staff song for Christmas concert or graduation
 - Departmental planning and discussion
- The faculty meets daily during the week [following the end of the school year](#) to accomplish the following:
 - Planning for the next school year
 - Review of events/plans from the past school year
 - Inventory updates (classrooms, books/materials,
 - Material/Curriculum requests/orders for the next school year
 - Maintenance planning for summer (re: impacts to teachers/classrooms)
- Meetings are effective in bringing the faculty together regularly to pray, worship, socialize, plan, evaluate, and develop professionally.
 - During 2019-20, we explored a different meeting schedule for several months by which we met every other week as a full faculty and then met more departmentally in the alternating weeks. Feedback after this experimentation time period from faculty was that they preferred to return to weekly meetings due to the increased connection that results from being together.
 - Bible study, book studies, and prayer engage us in God's word together and unite us in continued theological training.
 - Faculty remains informed via dissemination of information and plans.
 - A sense of unity and organization is achieved when we regularly engage the ideas and input of one another.
 - School-wide communication is enhanced because the faculty is uniformly informed.

- [Professional development](#) allows faculty to:
 - gain current information on educational pedagogy
 - discuss strategies to be implemented in the classroom
 - share successes or failures re: various aspects of experimentation in the classroom
 - maintain current policies and procedures and develop new ones as well

5. Describe ways in which teachers demonstrate their personal relationship with Jesus Christ and their dedication to the Lutheran teaching profession.

- Uphold the tenets of Lutheran doctrine and honor the beliefs and practices of the LCMS
- Pray with students, parents, colleagues, etc.
- Attend church and Bible study, including Sunday morning Bible class, daily faculty devotions, and monthly faculty Bible study
- Communicate and interact in godly ways with students, families, colleagues, etc.
- Participate in church choir
- Serve as Sunday School teachers or superintendents
- Serve on various church boards and committees
- Attend Lutheran conferences and workshops held by our district and Synod
- Maintain memberships in LEA (Lutheran Educators Association)
- Serve on committees and boards for the district and Synod
- Decorate classrooms with [Christian decor](#)
- Participate in [NLSW](#)
- Participate in [service projects](#)
- See section 5 “Current Participation in Congregational Activities” in the [Teachers and Administrators Information](#)

6. Describe the entire induction process, including background checks for staff members.

- New Teacher Induction
 - [Faculty Handbook](#)
- When a new teacher or staff member role needs to be filled, the Deacon Council or appropriate board and/or individual determines the process. If a call committee needs to be formed, this is done by the Deacon Council. Interviews and reference checks, etc. are part of the vetting process as well as the call process.
- The preschool staff induction process includes procedures for the pre-arrival, arrival, training, and follow up of all new employees, as outlined in the [Preschool Staff Induction Process](#).
- Regarding the required background check, all preschool staff and volunteers must consent to and undergo an [enhanced background study](#) that includes fingerprinting. Through this study, numerous records and registries are checked, including the Next Generation Identification system at the FBI.
- Some employees are hired through outside vendors who render services to St. John’s:
 - Food Services director is contracted through [New Horizon Foods, Inc.](#)
 - Special Education teacher is a Lutheran Special Education Ministries employee assigned to our school via contract with [LSEM](#).
 - Janitorial services are contracted through Twin Cities Commercial Cleaning.

- School nurse has an LLC and is paid directly by District 279.
- Band director is assigned to the school as part of a contract with [Encore Ensembles](#).
- School bus drivers must acknowledge review of the [School Bus Emergency Plan](#).

7. Describe the ways teachers and staff members are equipped in current instructional technology.

- Wi-Fi exists throughout the building.
- Classrooms are equipped with document cameras, screen projectors, etc.
- Teachers (and support staff) are given laptop computers.
- The school has 1:1 Chromebook access for students.
 - Chromebooks are provided by the school for Preschool-4th grades in charging carts in classrooms.
 - Students in grades 5-8 provide their own Chromebooks.
- Online software and curriculum access is used to support instruction.
- Teachers attend sessions on technology at conferences and workshops.
- In-service days are offered for teacher training.
- Teachers are offered the opportunity to participate in TEC21. The goal is that each teacher will have completed this certification.
- Google (Education Fundamentals), including Google Classroom, is utilized.
- FACTS (Parent Portal and Parent Alert) is used to support parent communication.
- Administration maintains social media and has undergone training to manage social media for schools.
- A wide range of individualized learning programs are used.
 - [Regularly Used Online Resources](#)

8. How are non-Rostered teachers informed of the teachings and doctrine of the Lutheran Church-Missouri Synod?

- Non-rostered teachers are encouraged to complete the LCMS colloquy program and are given financial support to do so.
- Daily devotions and monthly faculty Bible studies are led by the pastors.
- Pastors spend time weekly in classrooms engaging students in religion curriculum and answering questions. This is a time in which non-rostered teachers can learn/hear appropriate responses to student questions.
- All of our non-rostered teachers are members of the LCMS and receive regular spiritual fulfillment via worship and church involvement.
- If the school were to hire a non-rostered teacher who was not LCMS, new member classes would be made available to support and inform him/her. All faculty and congregational members are invited to attend new member classes.

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

School's staff development plan

- [Staff Development Plan](#)

Non-discriminatory salary and benefit scale or policy

- St. John's does not discriminate in employment opportunities or practices on the basis of race, color, sex, national origin, age, disability, status with regard to public assistance, membership or activity in a local commission or citizenship status, or any other characteristic protected by law.
 - [Employee Handbook](#)
- Concordia Plans compensation recommendations for teachers, pastors and other called positions
 - [Compensation Decision Support Tool](#)
- A detailed compensation and rate change policy developed to ensure fair and competitive compensation for all St. John's positions
 - [Compensation and Rate Change Policy](#)

Required Indicator of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

4:01* All school personnel express and demonstrate agreement with the stated school purpose.

YES

NO

Identify and list supporting Evidence or Practices:

- Called teachers are given a [Diploma of Vocation](#) which explains that as a called worker he/she is to faithfully perform all the duties of his/her office according to the Word of God and the confessional standards of the Evangelical Lutheran Church.
- Contracted teachers and employees sign an [employment agreement](#) that states "I agree to act in conformity with the stated obligations as an employee of St. John's Evangelical Lutheran Church."
 - Additionally, by signing the employment agreement, employees are stating their knowledge and agreement to our [Statement of Beliefs](#).
- All teachers are required to read the [Parent/Student Handbook](#) which outlines the school's purpose.
- All faculty and staff are required to read the [Employee Handbook](#) and sign the Employee Acknowledgement (pg. 38) to verify their understanding and agreement.

Comments:

Through the various handbook acknowledgements, school employees express their understanding and are able to assess the purpose of the school. See the identifying practices above for further examples.

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the “Comments” section.

Highly Functional (4) — This is an area of outstanding strength of the school. It not only meets ALL the benchmarks related to the General Indicator of Success, but is supported by extensive documentation and/or observable practices that exceed expectations related to the indicator. This indicator establishes practices for other Lutheran schools to consider. The Validation Team verifies that these practices and/or documentation exceed the Operational (3) level.

Operational (3) — This is the expected rating for a strong Lutheran school. ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

Emerging (2) — Improvement is required in this area. If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

Not Evident (1) — There is observable conflict or deficiency with this indicator at the school. A majority of the expected benchmarks are not met or addressed with sufficient practices, evidence or documentation. This rating may result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

4:02: Christ-centered teachers have qualities and qualifications necessary for success in their defined areas of service.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- All teachers demonstrate a personal relationship with Jesus Christ and a dedication to teaching in the Lutheran school.
- Teachers regularly attend [daily morning devotions](#) led by a pastor and pray for one another as staff.
 - Teachers regularly attend church services and Bible studies.
 - Teachers are led in a [faculty Bible study](#) each month by a pastor.
 - Teachers model and speak about their faith via:
 - playing Christian music at the start of the day in the classroom
 - accepting [prayer requests](#) from students as part of leading class prayer
 - using a “verse of the day” in the classroom
 - class devotions
 - lectionary readings in [Learn. Pray. Grow.](#)
 - memory work support for [Learn. Pray. Grow.](#)
 - [religion class instruction](#)
 - singing of hymns and Christian songs in class

- Full-time faculty members are on the Roster of the LCMS, eligible to be on the Roster of the LCMS or are actively enrolled in the colloquy program.
- Of our full-time faculty members:
 - 5 are on the roster of the LCMS
 - 7 graduated from the Concordia University system. Of those who graduated from other universities, all are life-long members of the LCMS.
 - 1 is [contracted through LSEM](#) and is enrolled in a teacher education program at Concordia University St. Paul that will include colloquy
 - 1 (preschool teacher) is enrolled in a teacher education program at Concordia University St. Paul
 - 3 are exploring the colloquy program, but are not yet actively enrolled

- Teachers have been prepared and vetted following prescribed federal and state mandates for background checks and training.
- [Background checks](#) have been performed for all teachers.
 - Teachers participate in continued training following their initial teacher training program for which they received initial teacher certification.
 - The preschool staff induction process includes procedures for the pre-arrival, arrival, training, and follow up of all new employees, as outlined in the [Preschool Staff Induction Process](#).
 - Regarding the required background check, all preschool staff and volunteers must consent to and undergo an [enhanced background study](#) that includes fingerprinting. Through this study,

numerous records and registries are checked, including the Next Generation Identification system at the FBI.

Full-time professional staff members have appropriate teaching certificate(s) from the state and meet requirements for their specific assignments.

- Seven full-time teachers hold active MN teacher licenses (Tier 4).
- Our LSEM teacher is applying this spring at Concordia University St. Paul for a SPED or Elementary Education (K-6) masters degree and continued licensure in the state of MN.
- One preschool teacher meets MN requirements as a lead teacher in a preschool classroom and is working toward a M.A. in Education at Concordia University St. Paul, thereby gaining teacher licensure in MN upon completion.
- Two newly hired teachers/graduates are currently working toward MN teacher licensure, but hold current licenses in Iowa and South Dakota.
- The principal has completed the LCMS [School Leadership Development](#) (SLED) training which also doubled as credit toward particular masters degree programs at Concordia University Nebraska. She is working toward renewal of MN teacher licensure (Tier 3 moving to Tier 4) and has enough credits to do so as confirmed by the relisensure committee.
- [Teacher Licenses](#) are on file in the school office.

https://drive.google.com/file/d/1Gs2ujw-0CL9a0paEMrLtyrDD_OnzMVXr/view?usp=share_link

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

(See all evidence listed above in section 4:02.)

Comments:

Due to a difficult hiring market and impacts of the COVID pandemic on staffing, St. John's has hired teachers who will need to complete the colloquy program and/or gain MN teaching licensure. All circumstances are explained in detail above.

4:03: Teachers are informed of, and subsequently evaluated and supported in the continuing pursuit of professional growth and development.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- Programs for teacher supervision/evaluation/growth have been adopted and are implemented by the administrator.
- Teachers have professional personnel files with observation and evaluation documents on file in the office. Note: New teachers may not yet have formal evaluations on file as these are still in progress for the 2022-23 school year in the months of March-May.
 - The administrator has used the NLSA evaluation tool in combination with some self-evaluation tools/surveys. However, new evaluation tools are being currently vetted/developed.
- Teachers engage in professional development, including spiritual development and are accountable for implementation that supports student learning.
- Teachers regularly engage in professional development -- in faculty meetings and annual trainings as well as via webinars, workshops, and conferences.
 - [Professional Development/CEUs](#)
 - Teachers are accountable for sharing their professional development experiences with other teachers as opportunities allow in order to support student learning in consistent ways from grade to grade.
 - Attendance at Lutheran conferences and workshops sponsored by our district and synod further support spiritual and professional development for teachers.
 - [Faculty Bible Studies](#) support teachers in their continued study of God’s word and connection to teaching about His word to their students.
 - Teachers also engage in spiritual development through attendance at church and Bible study, service on church committees, and service on district and synodical boards and committees.
- Teachers attend workshops, conferences, seminars and training appropriate to their position and discipline.
- [Professional Development/CEUs](#)
- LCMS Rostered teachers are provided opportunities to attend LCMS events.
- Leadership at St. John’s actively supports rostered teachers (and all faculty) with funds and time to attend LCMS conferences, workshops, events, etc. Examples include:
 - [LEA Convocation](#)
 - [MN South District Education Conference](#)
 - [MN Lutheran Free Conference](#)
 - [SLED program](#) (for principal)
 - [Best Practices in Ministry Conference](#)
 - [LEA Administrators Conference](#) (for principal)
 - TEC21
 - National Youth Gathering volunteer roles
 - District presentations, concerts, etc. at local LCMS churches
- Teachers hold membership in professional organizations.
- All teachers are members of [MINNDEPENDENT](#) and [Lutheran Education Association](#).

- All teachers are active ALICE safety training registrants in Navigate360.
- Various teachers are members of professional organizations that support their areas of expertise such as:
 - [The Institute for Creation Research](#)
 - [Association for Supervision and Curriculum Development](#)
 - [International Literacy Association](#)
 - [National Association for Education of the Young Child](#)
 - [Minnesota Reading Association](#)
 - [National Council of Teachers of Mathematics](#)
 - [Develop](#) (online platform for early childhood education development)
- See Section 6 “Current Membership in Professional Organizations” in the [Teachers and Administrators Information](#).

The school provides opportunity, training and support so that teachers may effectively and appropriately engage technology in classroom instruction.

- All teachers are granted the opportunity to use Title II funding to participate in TEC21. The school typically sends 1-2 teachers per year. Thus far, 5 full-time teachers have participated in TEC21. The remaining teachers are primarily new to staff and will be granted this option in the coming years.
- With EANS grant funding, teachers were given the opportunity to purchase interactive TVs for their classrooms. We opted to put these on moveable carts so that they could be shared as needed or used for other purposes such as assembly or chapel presentations, etc.
- All teachers (and staff members) are given laptop computers.
- Teachers have access to screen projectors and document cameras in every classroom space. They may also request other technology as needed to assist in their various subjects, etc.
- During the pandemic with the advent of distance learning, teachers were given physical technology, training, and guidance. Google Classroom was used by all teachers (Preschool-8th grade).
- [Regularly Used Online Resources](#)

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4)
 Operational (3)
 Emerging (2)
 Not Evident (1)

Identify and list supporting Evidence or Practices:
 (See all evidence listed above in section 4:03.)

Comments:

In the area of professional development, the school has worked hard to increase budget and support in terms of time allotted to professional development and continuing education opportunities for faculty and staff. There is room for improvement with teacher evaluations, and goals have been set to do so. Due to the impacts of two years devoted to the managing of pandemic effects on education and the degree of help that the principal has had to contribute to teaching in the upper grades, time spent in the classroom has been less than preferred. While observations have happened annually, it is a goal of the Board of Education to staff in the upper grades in a way that affords the principal more time to tend to development and support of faculty.

4:04: Teachers and support staff are empowered and equipped to effectively accomplish their assigned task.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

New teachers receive thorough orientation and are supported with experienced, assigned teaching mentors.

- Start-of-Year meetings prior to the beginning of the school year equip new teachers with a general overview of the school year.
- New teachers are individually and/or collectively taken through the New Teacher Induction processes in the [Faculty Handbook](#); preschool teachers also go through the [Preschool Staff Induction Process](#).
- New teachers are assigned a mentor teacher on staff (or sometimes more than one depending on their grade level). The principal is also currently mentoring new teachers.
- New teachers are expected to read all handbooks and must sign that they have done so.
- New incoming teachers are granted the opportunity to meet with an exiting teacher (if feasible). Most of our teachers who have left are willing to maintain ongoing communication with the teacher following them.
- The principal works to meet and check in regularly with new teachers to see what needs may arise or to inform of upcoming plans.

Teachers demonstrate and continuously improve knowledge and skills necessary for effective instruction and modeling of Christ-centered values.

- Teachers regularly engage in professional development -- in faculty meetings and annual training as well as via webinars, workshops, and conferences.
- [Professional Development/CEUs](#)
- Teachers are accountable for sharing their professional development experiences with other teachers as opportunities allow in order to support student learning in consistent ways from grade to grade.
- Attendance at Lutheran conferences and workshops sponsored by our district and synod further support spiritual and professional development for teachers.
- [Faculty Bible Studies](#) support teachers in their continued study of God’s word and connection to teaching about His word to their students.
- Teachers also engage in spiritual development through attendance at church and Bible study, service on church committees, and service on district and synodical boards and committees.

Policies related to teachers and support staff are established and practiced.

- Within our church/school governance structure, the Deacon Council (guided by the Constitution), Board of Education, and Board of Administration set policies related to the faculty and staff. These are outlined in the following handbooks:
 - [Employee Handbook](#)
 - [Faculty Handbook](#)
 - [K-8 Parent/Student Handbook](#)

- [Preschool Handbook](#)
- [School Bus Emergency Plan](#)
- [Emergency Preparedness Plan](#)
- Policies are regularly reviewed as part of faculty meetings and faculty/staff training.

X The average student-professional personnel ratio is appropriate for the age and level of the students and ensures optimal student growth.

- The student-teacher ratio is 16:1 based on our full-time and part-time teacher count. In addition to this ratio, though, we have various support staff roles that further strengthen student support and instruction abilities.
- There is greater ability for one-to-one interaction or small group instruction in the classroom due to our ratios.
- There is more effective relationship-building and partnering between teachers, students, and parents with this appropriate ratio.

X The number of staff members is adequate to provide effective instruction and supervision for students at all school activities.

- We are regularly able to provide effective instruction and adequate supervision based on the number of staff that we schedule or assign in the classroom or at school events.
 - We follow state guidelines for adult to student ratios based on circumstances and setting as well as age of children involved.
 - For example, we must always maintain a 10:1 ratio in the preschool classrooms. We do this by having enough qualified preschool employees in the building at all times to provide for a break if needed.
 - We set a schedule for recess supervision engaging teachers and aides on a daily basis. These adults have designated zones on the playground and fields to provide for adequate supervision.
 - The use of radios (digital radios have been purchased to replace our unreliable analog radios) allows for supervisory help in special circumstances where additional adult help may be required.

X The nondiscriminatory salary and benefit scale is adopted and implemented for all personnel.

- St. John’s does not discriminate in employment opportunities or practices on the basis of race, color, sex, national origin, age, disability, status with regard to public assistance, membership or activity in a local commission or citizenship status, or any other characteristic protected by law.
 - [Employee Handbook](#)
- Concordia Plans compensation recommendations for teachers, pastors and other called positions:
 - [Compensation Decision Support Tool](#)
- A detailed compensation and rate change policy exists to ensure fair and competitive compensation for all St. John’s positions:
 - [Compensation and Rate Change Policy](#)

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

(See all evidence listed above in section 4:04.)

Comments:

At St. John's Lutheran School, teachers and support staff are equipped to effectively accomplish their assigned tasks through the great generosity of the congregation and constituents. New teachers receive support from the administration and mentors on staff. The teaching staff continues to improve their teaching skills by attending classes, workshops, and conventions. Policies have been developed and implemented for faculty and support staff. The average student-professional personnel ratio is 16:1 and support for student growth, effective instruction, and supervision during school hours and extra-curricular events. A nondiscriminatory salary and benefit scale has been adopted and implemented based on the Concordia Plans Compensation Decision Support Tool.

4:05: Employees and volunteers serving in support roles have the qualifications and training necessary for success in their defined area of service.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- Support staff (e.g., teacher assistants, student teachers, nurse) meets state requirements for their specific assignments.
- All preschool aides complete all [DHS-required annual training](#) and meet or exceed state requirements for the preschool position they hold, such as teacher, assistant teacher, aide, etc.
 - We currently have 3 teacher aides who assist in K-4. One aide is a licensed elementary teacher who prefers the scheduling flexibility of an aide role. One aide is in a teacher education masters program at Concordia University St. Paul.
 - All aides have earned bachelor’s degrees (which surpasses job description requirements).
 - Our school nurse is a [registered nurse](#) with primary employment at a local urgent care center. She is able to be on our campus part-time for about 15 hours per week. When she is not present, our entire front office staff is equipped to offer the level of care described in our parent/student handbook.
 - Our bus driver and substitute bus drivers meet all MN requirements through the state and have a [CDL license with passenger endorsement](#).
 - We contract with an outside vendor for hot lunch services. Our assigned food services director has appropriate food service [certifications](#), etc.
 - All support staff are trained in CPR, first aid, and AED use. All have received [EpiPen](#) training as well.

- Appropriate policies related to support staff are established and practiced.
- Support staff are trained and expected to follow policies described in the [Employee Handbook](#) and [Parent/Student Handbook\(s\)](#)

- Adequate training for support staff is provided.
- All support staff are trained in:
 - CPR, first aid, [EpiPen](#), and AED use
 - Child maltreatment reporting responsibilities
 - Blood borne pathogens
 - Emergency procedures including [severe weather and sheltering in place](#), [fire and building evacuation](#), [building lockdown](#), [clearing the halls](#), [reverse evacuation](#), and offsite emergency evacuation.
 - ALICE training for intruders and violent critical incidents
 - In addition to the previous, preschool aides also receive [DHS-required annual training](#) on
 - [Abusive head trauma](#)
 - [Allergy prevention and response](#)
 - Individual Child Care Program Plans (ICPPs)
 - [Risk Reduction Plan](#)

- Teachers and/or administration provide training and oversight regarding specific tasks for classroom aides. Teachers and administration are given discretion to determine aide assistance as needed, but aides may offer feedback about any of their responsibilities to the administrator, too.
- All ESP aides participate in [orientation](#) and on-the-job training, which is led by the ESP director. The following is covered during each orientation session:
 - [Employee Handbook](#) and [K-8 Parent/Student Handbook](#)
 - [Opening and closing procedures](#)
 - [Active supervision](#)
 - [Emergency and safety procedures](#)
 - [Discipline](#)
 - Tour of building and grounds
- School bus drivers must acknowledge review of the [School Bus Emergency Plan](#).

Appropriate policies and training for volunteers are in place.

- The following is our [volunteer policy](#):
 - Volunteers, as a general rule, do not have direct supervision of students and do not interact with students without the presence of a school employee.
 - Volunteers who have direct interaction with or supervision of students without the presence of a school employee on a regular or semi-regular basis must agree to a background check (to be renewed every three years).
 - Volunteers in the school building during the day (i.e. librarians) are expected to participate in safety drills when enacted.

Staff members understand and relate appropriately with students and their families.

- Teachers build relationships through
 - daily interaction with students.
 - [“Tell the Teacher More”](#) Days at the start of each school year.
 - serving as coaches and mentors for students.
 - interaction with students and families at [Back-to-School Night](#).
 - attendance at school and athletic events.
 - chaperoning for school trips and field trips.
 - invitations to parents to come to the classroom (ex. preschool Pastries with Parents).
 - invitations to Grandparents Day extended to grandparents or special guests.
 - parent/teacher conferences twice each year.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4)
 Operational (3)
 Emerging (2)
 Not Evident (1)

Identify and list supporting Evidence or Practices:

(See all evidence listed above in section 4:05.)

Comments:

The Board of Education has developed policy relative to school volunteers. The Employee Handbook was rewritten this part year to better centralize and define policies relative to employment at St. John's. The school support staff is highly qualified to carry out the responsibilities required of their positions. We have worked to improve the training that is regularly offered to support staff and cover the cost of such training as well.

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. Are the Required Indicators of Success met for Standard 4? (YES / NO)

YES

B. Based on evidence, what are the strengths of the school related to Standard 4?

Our faculty and staff regularly and actively seek to learn and grow professionally. While doing this together, we've also built better rapport and camaraderie as an added bonus to time spent together! Although the pandemic was a major disruptor to some of our development plans (both physically and budgetarily), we've also grown in other ways as people do when they overcome challenges together. The church and school are both supportive of faculty and staff professional development. Administration has also worked very hard to implement policies and rewrite all handbooks relative to school and/or create needed ones.

C. Based on evidence, what are the challenges of the school related to Standard 4? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.

It is always a challenge in Lutheran schools to ensure that teachers don't feel as if they exist on an island. Administration will be seeking ways for the faculty to get to engage more with teachers in other schools - to actually get to visit other classrooms and observe and share best practices. Peer to peer observations within our own school would also be productive. Due to a difficult hiring market and impacts of the COVID pandemic on staffing, St. John's has hired dedicated Lutheran teachers who attended non-synodical universities and will need to complete the colloquy program and/or gain MN teaching licensure. Plans are now in place for all of these needs, and timelines are established. This will be a part of our school action plan as well. We are concerned that this will be an ongoing challenge, though, for all Lutheran schools.

D. What is the school's average rating for all General Indicators of Success for Standard 4, rounded to the nearest tenth?

STANDARD	RATING
4:02	2
4:03	3
4:04	3
4:05	3
Total:	11
Average: (Total ÷ 4)	2.75

STANDARD 5: TEACHING AND LEARNING

The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.

Overview

Learning expectations for schools are profoundly different today than even a decade ago. Schools must be institutions of creativity, imagination and innovation. Key to success is the investment of time, thought, energy and resources toward desired educational outcomes.

Student learning requires the integration of a well-developed curriculum and instructional design supported by intentional and ongoing assessment. When teaching, learning and assessment are correctly aligned and students are engaged, learning results. In this way, Lutheran schools accomplish one of their primary objectives.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation, but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof, assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

- Descriptions and schedules of mentoring, coaching, and induction programs
 - [Athletic Handbook](#)
- Examples of classroom learning expectations and standards of performance
 - [Examples: Classroom Learning Expectations & Standards of Performance](#)
- Examples of assessments that promoted modification of instruction
 - [Special Education Examples](#)
- Examples of cross-curricular projects and interdisciplinary instruction
 - [Cross Curriculum and Interdisciplinary Projects](#)
- Peer coaching guidelines and procedures
- Supervision and evaluation procedures
- Curriculum maps
 - Curriculum Trak progress can be provided as evidence on-site
 - Teachers have completed some initial mapping work
- Curriculum scope and sequence
- Administrative classroom observation protocols and logs
 - [Preschool Observation Form](#)
 - [NLSA Classroom Observation Form](#)

- Examples of improvements to instructional practices resulting from the evaluation process
- Teacher evaluation criteria
 - [Preschool Observation Form](#)
 - [NLSA Classroom Observation Form](#)
- Student work demonstrating the application of knowledge
 - [Examples: Student Work Demonstrating the Application of Knowledge](#)
- Interdisciplinary projects
 - [Cross Curriculum and Interdisciplinary Projects](#)
- Authentic assessments
 - [Authentic Assessments 2023](#)
- Agenda items addressing strategies
- Report cards
 - [Preschool Progress Report](#)
- Curriculum writing process
 - [Curriculum Review and Writing Process](#)
- Lesson plans aligned to curriculum
 - [Examples: Lesson Plans](#)
- Graduate follow-up surveys
- Ethical-use policy for use of technology, equipment, and software
 - [St. John's Technology Use Policy](#)
- Inventory list of instructional hardware and equipment used by both teachers and students
- List of classroom and library reference materials
 - [Unique curriculum aids by classroom](#)
 - [Library reference materials](#)
- The school's short-range and long-range technology plans, including the review schedule and procedures for review of the plans

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- Examples of teachers using technology as an instructional resource
 - [Examples: Teachers Using Technology](#)
- Examples of student use of technology as a learning tool
 - [Examples: Student Use of Technology](#)
- Peer or mentoring opportunities and interactions
 - [Examples: Peer/Mentoring Opportunities and Interactions](#)

- Recognition of teachers regarding instructional practice
- Examples of improvement to content and instructional practice resulting from collaboration
- Student-led conferences
- Analysis of test score data

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. Indicate resources used in the construction of the curriculum (e.g. state mandates, Common Core curriculum, local public school curriculum, "Integrating the Faith," standardized test objectives and results analysis, etc.).

- All-School
 - *Luther's Small Catechism* and English Standard Version Bible
 - [Learn. Pray. Grow.](#)
 - Data-driven research
 - Supplemental resources
 - Parent/student feedback
 - Online resources
 - [Regularly used online resources](#)
- Preschool/Pre-Kindergarten
 - The [Early Childhood Indicators of Progress: Minnesota's Early Learning Standards](#) (ECIPs) are used to evaluate the self-created curriculum used in the preschool/prekindergarten program.
 - The [Child Care Program and Academic Plan](#) outlines these standards and the way they are incorporated into the classroom, as well as outlining religion objectives
- Kindergarten-8th grade
 - The main curriculum is based on Minnesota State Standards incorporating the Common Core curriculum.
 - *One in Christ* curriculum from Concordia Publishing House
 - *Lutheran Catechesis* curriculum by Peter Bender
 - [MAP test results](#)
 - Local high school entrance requirements
 - [D.A.R.E.](#)

2. Describe the curriculum changes implemented in the school during the past three years and the impact of these changes related to student learning.

- All school
 - St. John's initiated [Eagle Community Building](#) (ECB for short), an SEL curriculum created in-house for use in Preschool - 8th grade, in 2020.
 - This program was created using the book [The Morning Meeting Book](#) by Roxann Kriete as a guide.
 - ECB consists of a [greeting](#), [sharing activity](#), and [group activity](#).
- Preschool/Pre-Kindergarten

- The [Early Childhood Indicators of Progress](#) (ECIPs) became the foundation for preschool curriculum in 2021. The inclusion of these standards better help students be prepared for success in Kindergarten.
 - The [Child Care Program and Academic Plan](#) was created in 2021 and outlines the ECIPs and the way they are incorporated into the classroom, as well as outlining religion objectives.
- The *A-Z for Mat Man and Me* curriculum through *Learning Without Tears* is currently being evaluated as a new literacy program for preschool.
- Kindergarten-8th grade
 - Technology
 - Four interactive TVs have been purchased and are being regularly used in Kindergarten, 4th grade, and middle school.
 - Music
 - A Director of Parish Music/Kantor was called in 2022. The Kantor teaches music in grades 3-8, including a middle school choir and a 7th/8th grade handbell choir.
 - The Kantor teaches music according to the [Kodaly method](#) as part of our new music curriculum for 3rd-8th grades.
 - The handbell elective for 7/8th graders was added in 2021-22.
 - A second octave of handbells was purchased to combine with the original octave for a complete set.
 - Physical Education
 - A new 9-Square outline was added to the blacktop for student recreation.
 - St. John's obtained ownership of bowling equipment to assist with the annual bowling curriculum.
 - Introduction of pickleball curriculum
 - Reading
 - *Accelerated Reader* was replaced by [Beanstack](#) in 2022 as the official online reading platform, incorporating various challenges for student participation in both individual classrooms and the school as a whole.
 - Math
 - K-8 adopted *Sadlier Math* for K-6, Pre-Algebra, and Algebra.
 - Social Studies
 - K-5 adopted *Studies Weekly*
 - 6th grade adopted *Northern Lights* for MN History
 - 7-8th grade adopted TCI's *History Alive!* and *Geography Alive!*
 - *Scholastic News* continues to be a supplement to the K-6 curriculum.
 - Religion
 - 2019: [Learn. Pray. Grow.](#) was initiated based on memory work implementation of Peter Bender's *Lutheran Catechesis*
 - Logic (8th grade)
 - 2020: *The Art of Argument* by Aaron Larsen
 - SEL & Study Skills (7th grade)

- [The MindUp Curriculum: Brain-Focused Strategies for Learning and Living Grades 6-8](#) by Scholastic
- [You Can Take Charge: Level B A Study Skills Curriculum](#) by Zaner-Bloser and [Middle School Study Skills Workbook](#) from Teachers Pay Teachers.

3. Describe the predominant teaching methods most often used by teachers in the classrooms.

- [Predominant teaching methods](#)

4. Describe how teachers communicate and collaborate to ensure continuity and student success.

- Formal and informal discussions about sequential grade progression
- Email, sharing of Google docs, texting, phone calls
- Weekly [faculty meetings](#)
- Accreditation work during faculty meetings and workshop days
- Technology training during faculty and staff meetings (FACTS, TEC21)
- Departmental meetings
- Reminders after faculty devotions
- IEP meetings
- Parent/Teacher Conference information sharing
- [“Tell the Teacher More”](#) meetings at school
- Love and Logic training during staff meetings, workshop days, and [newsletter articles](#)
- Morning, lunch, and after school discussions regarding planning and instruction
- [Assignment boards](#) and planners to keep teachers aware of assignments in other classes
- FACTS
- Math teachers meet to properly place students
- Teachers gather annually as a group to review their grading and percentage breakdowns of subcategories
- Sharing teacher resources, assignment guides, online resources, quizzes and tests
- Faculty/staff [weekly email](#)
- Google Meets
- Chapel announcements
- [LSEM collaboration](#)
- Progress reports and report card discussions
- Walkie talkie notifications

5. How does the school accommodate students with unique differences and learning potential?

- Referral, Evaluation, and [IEP meetings](#) with local school district staff
- Track accommodations and interventions prior to [IEP](#) meetings
- Implement [IEP](#) (see page 8) 504, LSEM Accommodation, and LSEM Education Plans
 - Provide extra time to complete work
 - Give directions step by step and repeat directions
 - Read directions aloud
 - Read tests aloud
 - Allow students to take tests in the resource room
 - Help with organizational skills

- Provide prompts and visual reminders for organization and handing in assignments.
- Additional [accommodations](#) available based on student needs
- Resource/Special Education teacher is on staff
- Differentiation with math levels
- Differentiation with [IXL](#), [Lexia](#), and [Beanstack](#)
- Differentiation between classroom work and homework expectations
- Peer teaching and coaching
- Extended testing times
- Flexible learning spaces within classrooms
- Leveled readers
- Regular communication (email, text, phone calls, and face-to-face discussions) with parents to evaluate and discuss student progress, especially in areas of concern
- Some students have a 2nd set of books at home
- Implementing the use of special 'hearing equipment' - Roger microphone and hearing aids - provided by the public school system.
- Provide a quiet space for the hard-of-hearing and speech pathologist special ed teacher to work with students in our own building.
- Hearing-impaired students are provided quiet testing areas during MAP assessments.
- Follow through on the learning goals for the hard-of-hearing students (assisting with batteries for school hearing aids, recording hearing aid data on the correct forms, assisting in the cleaning of hearing aids, meeting with the hearing specialists to suggest new goals).
- Availability to challenge students with higher levels of math courses than the set course for a specific grade

6. Describe the process of recording and reporting learner progress to parents and/or caregivers.

- All-School
 - [“Tell the Teacher More”](#) Days are held before the start of each school year to allow for parents to meet their child’s teacher privately and share information with him/her regarding their child.
 - All teachers are available for individual conferences as needed and requested by parents throughout the year.
 - Emails, texts, and phone calls encourage regular parent/teacher communication.
 - Classroom blogs are available at any time for parent perusal.
 - Teachers make themselves available before and after school to talk with parents.
 - [Yearbooks](#) are available for purchase each year and highlight many academic, extracurricular, and special events from the year.
 - The school’s various social media platforms provide parents a snapshot of the learning that takes place within the classrooms, as well as highlighting special events.
 - [School Facebook page](#)
 - [School Instagram page](#)
 - [School LinkedIn page](#)
 - [School Twitter page](#)

- Special events, such as the [Spelling Bee](#), [Fine Arts Fair](#), [band festivals and concerts](#), [Preschool Pilgrim Program](#), etc. provide a way for students to showcase what they have been learning.
- **Preschool/Pre-Kindergarten**
 - [Weekly newsletters](#) are provided to share highlights of the week and remind families of upcoming events.
 - Teachers collaborate with parents and Individual Child Care Program Plans (ICCPPs) requirements that require any special needs.
 - Preschool/pre-kindergarten students are officially assessed three times during each academic year, once each during the fall, winter, and spring.
 - Assessments take place via careful observations through individual interactions, small group work, and general classroom observations. Additionally, student work is evaluated on an individual basis.
 - Assessments are recorded using the [Preschool Progress Report](#), which was most recently evaluated and revised during the 2021/2022 academic year to better incorporate the ECIPs and provide a more thorough platform for assessment of students and academic and social progress for parents.
 - Because our preschool classrooms contain a mixture of ages, the Preschool Progress Report does delineate between what standards are appropriate for each age group.
 - Per the [Preschool Handbook](#) (pg. 15), “Parent/teacher conferences will be held in the fall/winter and in the spring. The intellectual, physical, social, and emotional progress of each child will be documented in the child’s record, and a written assessment will be provided to the parent(s) during these conferences.”
 - All preschool parent/teacher conferences are held in-person unless there is a need for a virtual conference.
- **Kindergarten-8th grade**
 - FACTS provides daily access to K-8 grades for parents and students.
 - Reminders are sent to parents each mid-term to check FACTS to see their child’s grades.
 - Two formal parent/teacher conferences are held each year, and informal conferences are available as needed.
 - Before scheduled conferences, the newsletter includes a discussion guide for parents to promote a successful and fruitful conference with their child’s teacher.
 - Rubrics provide feedback and guidelines for assignment completion and projects.
 - Teachers collaborate with IEP development initiated by the public school district and LSEM.
 - Grades K-2 provide [weekly newsletters](#) to notify parents of assignments, share highlights of the week, and remind families of upcoming events.
 - 3rd grade students receive [daily assignment sheets](#) that must be signed by parents.
 - 4th-8th grade are provided with academic planners to keep track of assignments and important dates/events that can then be shared with their parents.
 - Annual [MAP testing results](#) are made available to parents.

- Teachers post assignments and objectives in Google Classroom.

7. Describe the 21st century methodology in place at the school and elaborate on how it impacts student learning (e.g. global awareness, financial and entrepreneurial literacy, civic literacy, health literacy, environmental literacy, etc.).

- The ten hallmarks of 21st century methodology (project based learning; ownership and engagement; collaborative teaching and cooperative learning; citizenship, leadership, and personal responsibility; community partnerships; mastery of curriculum and higher order thinking skills; technology and 21st century skills; the teachable moment; reporting and celebration; fun) are evidenced in the following classroom and school-wide learning experiences:
 - [Small Business Day](#)
 - Student planners
 - Application of [Love and Logic](#)
 - Participation in [service projects](#) and [chapel offering projects](#)
 - Lesson/Unit assessments
 - Digital literacy and use of technology, including these [regularly used online resources](#)
 - Show and Tell/[Star of the Week](#)
 - Use of data analysis and displays, especially in Math and Science
 - [Fine Arts Fair](#), [Grandparents Day](#), [Spelling Bee](#), [Musical/Talent/Variety Show](#), [Serendipity Day](#)
 - [Lego Robotics](#)
 - STEM-focus of science curriculum
 - [Chapel family groups](#)
 - [Field trips](#), including Washington D.C. (8th), Fort Snelling (6th-7th), Osprey Wilds (5th-6th), State Capital, etc. that speak to citizenship
 - [Recycling and flag raising responsibilities](#) for middle schoolers
 - Science curriculum includes health literacy (7/8th graders track diet, exercise, etc. as part of anatomy unit)
 - During election years, students vote in [mock elections](#) at the local, state, and national level.

8. Describe the instructional materials, other than textbooks, that are used regularly by teachers and students.

- [Regularly used instructional materials](#)

9. How are students provided with access to resource materials that enhance learning?

- 1:1 Chromebook implementation with bookmarks to various student sites enhances both access and organization
- School-secure email accounts for all students provide safe collaboration between students, teachers, and parents
- St. John's [website](#) provides direct links to various student sites
- Online textbook resources with administration providing username/passwords
- [Field trips](#) for all grade levels

- Weekly visits to the [school library](#)
- [Eagle Community Building](#) activities
- Availability of a fully stocked [art](#) and [science room](#)
- Individual classrooms provide [unique curriculum aids](#) directly to students
- Various opportunities for experiential learning
 - Show and Tell
 - [Star of the Week](#) (parents share about their child)
 - [Talent Show](#)
 - [Student vs. Staff Challenge Event](#)
 - [Handbells, choir, band, piano lessons](#)
 - Multi-sensory tools
- Various opportunities for friendly competition among students (and occasionally faculty/staff)
 - [Athletics](#)
 - [Spelling Bee](#)
 - [Beanstack challenges](#)
- Active seating in some classrooms (wobble stools, balance balls, etc.) to allow for movement while learning, as well as various fidget toys

10. How do teachers use instructional materials to communicate the Christian faith?

- Utilizing the required [religion objectives](#) for teaching the faith
- Using the LCMS religion curriculum *One in Christ* from Concordia Publishing House
- Middle school students are taught how to [write prayers](#) and 8th grade students lead [afternoon all-school prayers](#).
- Classroom (and [chapel](#)) use of the *Lutheran Service Book*, Bibles, and *Luther's Small Catechism*
- Daily recitation of the Christian pledge
- Use of students' voices and ability in [choir and handbells](#) to worship God
- Teachers interweave Christian faith and biblical truth into all subjects
- Several classrooms have an [altar](#), which reminds students of the importance of regular worship and that Christ deserves true reverence.
- Individual classrooms have devotions, [prayer requests](#), prayers, etc. that both teacher and students participate in
- Use of [Love and Logic](#) as the school discipline policy, which promotes love and forgiveness
- Including [Christian art projects](#) as assignments
- Displaying [Christian bulletin boards](#) in classrooms and hallways as well as other Christian items
- Implementation of [Learn. Pray. Grow.](#) for students, parents, and families to help facilitate the [memorization of Bible and catechism passages](#) and teach families how to have regular devotions together
- Pastors often use [object lessons during chapel services](#)
- Both the [school](#) and [church](#) libraries include books by Christian authors for loan to students and families.

- Using the pastors as resources
- Using the sanctuary as a [“field trip”](#) opportunity to discuss liturgical worship, etc.

11. Describe how the school provides for access to the Internet.

- Comcast Business is used as the internet service provider.
- Content filtering was/is provided by the following
 - A Barracuda appliance was utilized for several years.
 - SafeDNS was used for the 2021/2022 academic year.
 - A Meraki MX router/firewall was implemented in October 2022 to increase network visibility and provide content filtering.
 - Google for Education policies and content filtering capabilities are used to enable safe search and Youtube restricted mode..
- Two core switches were upgraded in October 2022 to new Meraki MS120 devices, and the edge firewall/router was upgraded to a Meraki MX6 device.
- An Extreme networks wireless controller allows access points in each classroom and in many common areas throughout the building.
 - There are 19 access points in the building for wifi. Each access point can carry 127 devices at one time.
- Wired ethernet is available in most classrooms and office spaces, in addition to the wireless access points.
- All students (PS-8th grade) have access to the internet via Chromebooks.
 - St. John’s provides Chromebooks for PK-4th grade students.
 - Chromebooks are updated on a rotating basis.
 - 5th - 8th grade students provide their own Chromebook.
- Individual accounts are provided for each student through a Google for Education subscription.
- Guests in the building may access the internet via our guest log in.
- Teachers, pastors, secretaries, and others are provided with HP Probook laptops which are managed through Azure Active Directory.

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

- Written curriculum is developed for every grade level for religion, mathematics, science, reading, language arts, social studies, art, music, physical education and any other subject taught. (Early childhood centers need not segment learner outcomes into specific subject areas.)**
 - [Written Curriculum](#)
- A current schedule is prepared for each classroom, indicating clearly when subjects (activities) are taught and during what periods.**
 - [Classroom Schedules](#)
- A chart is prepared illustrating the percentage of each school week allocated to each subject (activity), at each level, including a comparison with state guidelines.**
 - [Average Class Time per Subject Area Chart](#)
- Analysis of the results of standardized tests administered for each grade level for the past three years, including a description of how this information is used to evaluate and improve student learning, is provided.**
 - [MAP Testing Results](#)

Required Indicators of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

5:01* The teaching of the Christian faith is recognized as the major purpose of the school, is allotted appropriate time in the daily schedule and is integrated intentionally throughout the curriculum and instruction.

YES

NO

Identify and list supporting Evidence or Practices:

(See all Potential Evidence, Potential Practices, and Required Evidence in Standard 5.)

- [School Mission Statement](#)
- [Schedules](#) provide 35-50 minutes per day for the teaching of the Christian faith.
- [Chapel](#) is led by a pastor each last day of the school week during which students participate in Morning Matins in the [hymnal](#) and sing hymns
- [Written curriculum](#) recognizes the Christian faith and is intentionally integrated throughout the curriculum and instruction

- Religious music is part of the [Christmas concert](#), [band concerts](#), and graduation.
- Creationism is taught as part of science class at all grade levels.
- In math, teachers connect order with God’s ordered plan of creation.
- In some Language arts classes, students write acrostic religious poems.
- [Christian-themed art projects](#) during each season of the school year (Reformation, Thanksgiving, Christmas, Easter, etc.)
- In certain years, school-wide “Alleluia” banners have been made, put away during Lent in the altar, and then displayed during the Easter season.
- Religious words are added to spelling units in younger grades.
- In U.S. History class, the effect of the Bible on the world and the colonization of the United States is taught.
- Some grades maintain prayer writing journals.
- Reading and writing allows for natural discourse on topics involving society, self, faith, politics, etc.
- Classic artwork studied in art class uses religious themes as topics for discussion.
- Teachers/staff use prayer throughout the day as the need arises or opportunity presents itself.

Comments:

Our mission statement expresses the basis for teaching of the LCMS Christian faith in our school. Appropriate time is allotted in the daily schedule for teaching of the faith. Religious objectives are integrated intentionally throughout the curriculum as well as during instruction and special events.

5:02* The written curriculum is developed and is implemented for religion, mathematics, science, reading, language arts, social studies, art, music, physical education and any other subject taught by the school. (Early childhood centers need not segment learning outcomes into specific subject areas.)

YES

NO

Identify and list supporting Evidence or Practices:

(See all Potential Evidence, Potential Practices, and Required Evidence in Standard 5.)

Comments:

The Minnesota State standards have been adopted and adapted to incorporate St. John's Christian focus. The written curriculum includes religion, mathematics, language arts (including reading, grammar, spelling, and writing), science, social studies, art, music, and physical education. Religious standards have been embedded into each curriculum area or a religious statement has been provided at the beginning of each curriculum area.

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the “Comments” section.

Highly Functional (4) — This is an area of outstanding strength of the school. It not only meets ALL the benchmarks related to the General Indicator of Success, but is supported by extensive documentation and/or observable practices that exceed expectations related to the indicator. This indicator establishes practices for other Lutheran schools to consider. The Validation Team verifies that these practices and/or documentation exceed the Operational (3) level.

Operational (3) — This is the expected rating for a strong Lutheran school. ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

Emerging (2) — Improvement is required in this area. If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

Not Evident (1) — There is observable conflict or deficiency with this indicator at the school. A majority of the expected benchmarks are not met or addressed with sufficient practices, evidence or documentation. This rating may result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

5:03: The school community builds and maintains a vision, direction and focus for student learning.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

The school prepares students for the next level of education and life.

- Assessments in the classroom
 - [Authentic Assessments](#)
- [MAP testing results](#)
- [Curriculum Review](#)
- Verbal and written feedback from parents, students, and alumni
 - Survey: [Parents](#)
 - Survey: [Students in Grades 1 – 3](#)
 - Survey: [Students in Grades 4 – 8](#)
- Students have exposure to all teachers in the building from whom they can learn.
- There are multi-generational interactions from which students can learn.
- Students in the upper grades switch classes in a departmentalized fashion to prepare them for higher education experiences.
- [Logic](#) class prepares students for higher level thinking and defense of their faith.
- [Eagle Community Building](#) (ECB) develops social emotional learning and awareness in students of all ages in the school.
- Public speaking is taught in middle school to prepare students for higher education and work experiences.
- Studies skills class taught to 7th graders prepares students presently and for future education experiences.
- Preschool program focuses on [Kindergarten readiness](#)

The school aligns its goals, curriculum and measures to those of the next level so that students transition successfully.

- [Written Curriculum](#)
- Teachers collaborate between the grades to ensure that the transition from one level to the next is successful.
- The school uses verbal and written feedback from parents and alumni to assess if the transition to the next grade level was successful.
 - Survey: [Parents](#)
 - Survey: [Students in Grades 1 – 3](#)
 - Survey: [Students in Grades 4 – 8](#)
- Administration meets with high school contacts (alumni, parents, and high school administrations/teachers) to understand how St. John’s prepares students for the next level.
 - Principal attended a forum at West Lutheran HS in 2022 during which she got to meet with alumni following a survey they’d taken (in which they answered questions about their preparedness as well as their current experience). Administrators from feeder schools met to discuss feedback afterwards.

X The school quantifies, tracks and publicly celebrates student success.

- Grades are entered into the FACTS student information system in order to track student progress.
- [MAP test results](#) are shared with parents at parent/teacher conferences in the fall and spring. Parents are made aware of areas of strength as well as areas of opportunity for more growth.
- STJ celebrates student success in their personal life by mentioning them in the school newsletter and/or social media. There is an [“Eagle Pride”](#) section in the school newsletter to announce school and/or personal acknowledgements.
- STJ celebrates student academic success by having an Honor Roll and Merit Roll for grades 4th-8th. This is acknowledged by teachers in classrooms in a variety of ways.
- Students receive pins at the end of the year for perfect school attendance, perfect church attendance, Honor Roll, Merit Roll, etc.
- Teachers celebrate student success by handing out certificates from [Lexia](#) and IXL.
- STJ celebrates [graduating 8th grade students](#) by hosting a special graduation service for the students and their families/guests. Anyone is welcome. During this graduation student success is honored by
 - asking the student with the highest grade point average to present a valedictorian speech
 - asking a student elected by the 8th grade class to offer a class historian speech
 - presenting the Presidential Award for Academic Excellence to students who score 90% or higher on math or reading achievement tests and a 3.5 or higher grade point average.
 - presenting the Presidential Academic Achievement to any student who puts forth great effort and achieves beyond their expected goals. They are recommended by their teachers.
- [Recognizing students](#) in the newsletter and on social media for various reasons, including
 - placing in the Spelling Bee
 - earning awards in Beanstack
 - being an awesome student
 - joining the 100 Books club
 - student athletic accomplishments
 - winning a community coloring contest

X School leaders monitor and support the improvement of instructional practices used by teachers to ensure student success.

- School leaders implement strategy discussion in staff meetings and workshops for the improvement of instructional practices.
- School leaders support teachers attending workshops, conferences, and convocations for the improvement of instructional practices.
- The principal monitors instructional practices informally and formally during classroom observations.
- School leaders support the purchasing of new curriculum per an established [curriculum review](#) process.

- School leaders support the training of teachers in the use of new curriculum.
 - Ex: Sadlier Math Training (see [CEUs](#))
- The school provides financial assistance for teachers to attend workshops to improve instructional practices and strategies.
- The principal secures [Title II](#) money to give additional financial assistance for the improvement of instructional practices.
 - 2022-23 – We were able to use reserved funds that weren’t spent during the pandemic to support attendance of all full-time faculty at the LEA Convocation.
 - 2021-22 – Some funds were reserved due to the pandemic. We were able to use partial funds to cover TEC21, curriculum mapping training & support, [MINNDEPENDENT](#) membership, professional library resources, etc.
 - 2020-21 – We were able to reserve funds secured due to the pandemic for future spending when in-person conferences could return. Some funds were spent to support SEL professional development as well as [MINNDEPENDENT](#) membership.
- The school supports teachers attending workshops and conferences by covering costs for a substitute teacher when needed.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)
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Identify and list supporting Evidence or Practices:

(See all evidence listed above in section 5:03.)

Comments:

St. John’s Lutheran School has a strong vision, direction, and focus for student learning. The vision begins with our mission statement. St. John’s is committed to its school values: Sound Lutheran Doctrine, Individual Attention, High Level of Instruction, Loving Classroom Environment, and Friendship and Acceptance. St. John’s is proud of both current and former student successes and celebrates them in various ways. Administration encourages improvements throughout all areas of the school by observing classrooms and teachers as well as by gathering feedback.

5:04: The school’s Christ-centered, written curriculum provides challenging learning experiences and ensures that students have sufficient opportunities to develop life skills, critical thinking skills and applied learning.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

The curriculum is aligned with delineated standards.

- The Minnesota state standards have been adopted and adapted bearing in mind the school’s Christian focus. The Minnesota state standards are the best platform given the public and private schools that our graduates typically attend for high school. The written curriculum includes religion, mathematics, language arts (including reading, grammar, writing, and spelling), science, social studies, art, music, and physical education. Religious standards have been embedded into each curriculum area.

The curriculum is documented, assessed, monitored and challenges all students.

- The [written curriculum](#) is documented
- The curriculum is assessed
 - [Curriculum Review](#)
 - [MAP test results](#)
 - Classroom assessments by teachers
 - Acadience Testing for students in grades K-4 by LSEM teacher
- Monitored by administration and Board of Education
 - The principal monitors lesson plans, report cards, classroom schedules, special events, and extra-curricular activities for adherence to the curriculum, school mission, and values.
 - The principal guides the selection of new curriculum based on research, faculty recommendations/requests, and recommendations from other Lutheran schools with a director of curriculum & instruction.
 - The Board of Education receives reports about curriculum selection and may offer input and feedback.
- Challenges all students
 - The use of individualized [computer-based programs](#)
 - Students are challenged by [Lexia](#), [IXL](#), and [Beanstack](#) goals and events.
 - Students may be asked to complete special reports.
 - Meetings with parents to allow for modifications or additional challenges
 - Students are given special challenges or opportunities to share their talents with the school (i.e. pre-service piano solos, chapel piano solos, [talent show](#), [Fine Arts Fair](#), [school musical](#), [concerts](#) (vocal and instrumental).
 - Students are given creative license in their artwork that is displayed at school.
 - Students may use [Genesis Virtual Academy](#) after they pass all math classes offered at St. John’s Lutheran School. Time is provided during the scheduled math block.
 - Peer mentors in classrooms may help with spelling tests, reading, math work, project-based assignments, etc.
 - 8th grade students are awarded valedictorian (based on GPA) and class historian

X

The curriculum reflects research, best practices and high standards in education and it is designed to ensure that every student receives Christ-centered, rigorous and sequential academic preparation.

- The [written curriculum](#) reflects research, best practices and high standards in education
- Religious objectives are embedded into each of the academic standards
- The curriculum is rigorous and sequential.

X

The curriculum is aligned with LCMS teachings.

- The religion curriculum is CPH's *One in Christ*.
- [Learn. Pray. Grow.](#) supports a plan for students to learn memory work by heart by practicing it daily at home and in the classroom.
- [Religious objectives \(written curriculum\)](#) are embedded into each of the academic disciplines.
- LCMS hymnals and catechisms are used as part of the curriculum.
- Pastor Moss and Pastor Johnson provide a monthly [Bible study/book discussion](#) during the faculty meeting. Teachers use what is learned/discussed to align LCMS teachings in all curricular areas.

X

The curriculum ensures that students can pursue their God-given talents and passions.

- The use of individualized [computer-based programs](#)
- Students are challenged by [Lexia](#), [IXL](#), and [Beanstack](#) goals and events.
- Students may be asked to complete special reports.
- Meetings with parents to allow for modifications or additional challenges
- Students are given special challenges or opportunities to share their talents with the school (i.e. pre-service piano solos, chapel piano solos, [talent show](#), [Fine Arts Fair](#), [school musical](#), [concerts](#) (vocal and instrumental)).
- Students are given creative license in their artwork that is displayed at school.

X

The curriculum is used as an opportunity to proclaim the Gospel.

- Students write to proclaim the Gospel:
 - [8th grade students write prayers](#) to be read at the end of each day.
 - Prayer journal writing
 - Retelling of bible stories
 - Sermon notes
- Reading and writing classes allow for natural discourse on topics involving society, self, faith, politics, etc. These can be used as a springboard for discussion in the classroom.
- Students [sing and play instruments](#) to proclaim the Gospel
 - Proclaim the Gospel through songs and hymns of praise in the classroom, in chapel, during church, and in the community.
 - Play tone chimes in chapel and worship
 - Ring handbells in chapel and worship
 - Choirs sing in chapel and worship
- Memorize God's Word through [Learn. Pray. Grow.](#)
- Attend Chapel once a week to proclaim the Gospel using the [Matins liturgy](#)

- Older students sit with younger students to support their participation in worship.
- Support LCMS missionaries and other charities with chapel offerings
- Classic artwork uses religious themes as the topics
- Use of prayer throughout the day as needs arise
- Students are given the opportunity to participate in the imposition of ashes on Ash Wednesday during the school day [Ash Wednesday Church Service](#).

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)
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Identify and list supporting Evidence or Practices:

(See all evidence listed above in section 5:04.)

Comments:

St. John's Lutheran School has a curriculum that is aligned with the Minnesota delineated standards and is designed to ensure that every student receives a Christ-centered, rigorous, and sequential academic learning environment. Students have many opportunities to develop life skills, critical thinking skills, and applied learning especially in the area of their own personal walk in the Christian faith and how that applies to all academic curriculum areas. Teachers work hard to maintain a curriculum that reflects current research, best practices, and high standards in education. They also work hard to implement differentiated lessons and modifications for students who need such services. St. John's has pastors who are eager to teach and discuss the Bible with the faculty so that teachers can implement those teachings into their lesson plans. St. John's provides many opportunities for students to pursue their God-given talents and passions in the form of academic achievement, music, athletics, clubs, and service to others.

5:05: Teachers use a wide variety of instructional strategies that engage students and ensure mastery of learning expectations.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

Teachers implement classroom instructional strategies that provide students with the knowledge, creativity, skills and understanding to become problem solvers, decision makers and socially responsible global citizens.

- [Predominant teaching methods](#)
- [Regularly used instructional materials](#)

Classroom instruction involves a variety of strategies and settings that address diverse student needs and accommodate individual learning styles as fully as possible.

- [Predominant teaching methods](#)
- Teachers implement [IEP and 504 Accommodations](#)
- Classroom instruction provide a variety of settings for learning to occur
 - Our facility has many and varied indoor and outdoor spaces
 - Indoor Learning Spaces
 - Gymnasium with divider
 - Music Room with extra soundproofing, which is a supplementary room used for a variety of student and church activities (choir, play/musical rehearsals, oral book reports, large motor coordination activities, [band and orchestra lessons](#), group practice, and ESP)
 - Cafeteria is used as a supplementary activity room
 - [Lego Robotics](#) room
 - Art/Science room used for art class and science labs
 - [Library](#)
 - Auxiliary room used for [staff devotions](#) in the morning, [piano lessons](#) during ESP, Wednesday [faculty meetings](#), board and deacon council meetings
 - Narthex area used for dance units and other PE activities when gym is not available
 - [Outdoor](#) Learning Spaces
 - Full-sized soccer field
 - Softball field
 - Two playgrounds for two different age groups
 - Secondary grass field used as an additional practice location
 - Two hard-surfaced areas for basketball, four-square, chalk, and jump roping
 - Designated areas for track-and-field practice
 - Grass area with tetherball pole
 - Large open field for rocket launches
 - Pond and stream for science experimentation and studies

- Variety of trees for science identification
- Cemetery road used for running and cross country practice
- Neighborhood streets used for EagleFamily FUNDay run and cross country practice

- [Field Trips](#)

Evidence of active student engagement exists in every classroom.

- Examples of [active student engagement](#)

Service learning is a component of the school's required program.

- Participation in [service projects](#)
- [Adopt a Highway](#)
- Writing letters to veterans and shut-ins
- [Chapel Projects](#)
- Upper grade students are required to serve as [chapel family group leaders](#).

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4)
 Operational (3)
 Emerging (2)
 Not Evident (1)

Identify and list supporting Evidence or Practices:
(See all evidence listed above in section 5:05.)

Comments:

The teachers at St. John's Lutheran School are committed to using a variety of instructional strategies that engage students. Teachers implement a wide range of instructional strategies that provide students with the skills they need to master goals. There is evidence of active student engagement in every classroom. Service to others is a component of this Christ-centered school program.

5:06: Teachers intentionally communicate and collaborate to improve instruction and student learning.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- Teachers regularly participate in staff development activities designed to provide professional growth, improve instruction and enhance student learning.
- Faculty attend Minnesota South District Lutheran Educators Conference & Lutheran Educator Association (LEA) conferences
 - Our early childhood teachers attend the Minnesota Early Childhood Educators Conference
 - Faculty members maintain memberships in professional organizations
 - Teachers regularly engage in professional development -- in faculty meetings and annual training as well as via webinars, workshops, and conferences.
 - [Professional Development/CEUs](#)
 - Teachers are trained in:
 - [CPR](#), first aid, [EpiPen](#), and AED use
 - Child maltreatment reporting responsibilities
 - Blood borne pathogens
 - Emergency procedures including [severe weather and sheltering in place](#), [fire and building evacuation](#), [building lockdown](#), [clearing the halls](#), [reverse evacuation](#), and offsite emergency evacuation
 - curriculum mapping
 - [ALICE training](#) for intruders and violent critical incidents
 - In addition to the previous, preschool aides also receive [DHS-required annual training](#) on
 - [Abusive head trauma](#)
 - [Allergy prevention and response](#)
 - Individual Child Care Program Plans (ICPPs)
 - [Risk Reduction Plan](#)
 - [Staff Development Plan](#)

- Teachers pursue opportunities to interact with colleagues seeking ways to improve.
- Teachers review/suggest information for [school newsletter](#) at faculty meetings.
 - Teachers meet for formal and informal discussions about sequential grade progression for individual students and as part of mapping.
 - Teachers communicate about daily needs/situations/decisions in-person and via email, text, and phone calls.
 - [Faculty meetings](#) take place weekly.
 - [Accreditation work](#) during staff meetings and workshop days
 - Teachers engage in departmental meetings for upper and lower grades as needed.
 - Administration and teachers share daily reminders after [faculty morning devotions](#).
 - Teachers and administration join with the LSEM teacher for IEP meetings/evaluations, behavioral meetings, etc.
 - Parent Teacher conferences are offered jointly with other teachers as needed.

- Love and Logic training during staff meetings and workshop days
- Faculty and staff engage in morning, lunch, and after-school discussions regarding planning, instruction, and scheduling.
- Teachers use planners and list [assignments on the board](#) in classrooms to make other teachers aware of assignments/due dates in respective classes.
- Math teachers meet to properly place students at the start of each school year.
- Teachers use shared Google drives and docs.
- Teachers share teaching resources, assignment guides, online resources, quizzes, and tests as needed.
- Faculty attend [Minnesota South District Lutheran Educators Conference](#) & [Lutheran Educator Association \(LEA\) conferences](#) in part to interact with colleagues outside of St. John's.
- Early childhood teachers attend the Minnesota Early Childhood Educators Conference in part to interact with colleagues outside of the school.
- Faculty members maintain memberships in professional organizations in order to interact with colleagues outside of the school.
- Professional development work using Master Teacher or other educational resources (i.e. Love & Logic, curriculum study/training, technology training, accreditation work)

X Teachers work together to share responsibility for student learning.

- Preschool teachers meet the [week before school starts](#) to create themes and units of study for the year. Then they meet periodically as needed.
- Preschool teachers meet annually to review report cards/progress reports.
 - The [preschool progress report](#) was most recently evaluated and updated in 2022.
- Teachers meet with the upcoming grade level teacher to make sure students are prepared with the appropriate skills.
- Preschool teachers collaborate to help students learn, recite, and perform songs for a [Pilgrim program](#), [Grandparents Day](#), [Christmas concert](#), and [Spring Musical](#).
- Teachers alternate to coordinate the school musical (PS-4 and 5-8).
- The Kantor and teachers coordinate for students singing in [Chapel and church services](#).
- Teachers work together to share the responsibility for student learning in P.E.
 - (grades K & 1; 2 & 3; 2 & 4)
- Teachers in Grades 5-8 work together on scheduling and teacher assignments.
- The LSEM teacher works together with the classroom teacher to share responsibility for struggling student learning and to create proper accommodations.

X Teachers regularly share content, resources, instructional techniques and management skills.

- During weekly staff meetings teachers regularly share content, resources, instructional techniques and management skills/suggestions.
- Teachers attending TEC21 report to the rest of the faculty monthly, sharing information or ideas that may be applicable to others.
- Teachers take turns attending PTL meetings and report at the faculty meetings.

X School leaders empower teachers with time and resources that facilitate opportunities for communication and collaboration.

- Teachers, pastors, and principal attend [morning devotions](#).
- Weekly faculty meetings with Bible study or devotions are held.
- Teachers attend IEP meetings for students in collaboration with public school teachers.
- Time is provided for parent meetings with a teacher if schedules don't allow for meeting after school.
- Preschool teachers may attend an Early Childhood Conference.
- Full-time faculty members meet with a Board of Education deacon representation annually.
- Faculty attends [Minnesota South District Conferences](#).
- [LEA conferences](#) are attended by teachers every three years as budgets allow.
- Teachers are available for meeting/conference as needed when problems arise
- Teachers use shared Google docs (for example accreditation sharing/collaboration)
- There is collaboration in the yearly review of handbooks and other policies, etc.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4)
 Operational (3)
 Emerging (2)
 Not Evident (1)

Identify and list supporting Evidence or Practices:

(See all evidence listed above in section 5:06.)

Comments:

The faculty and administration at St. John's Lutheran School communicate and collaborate in many and varied ways to improve instruction and student learning. Teachers participate in staff development activities weekly, annually and personally with ongoing professional development. Teachers take advantage of the many opportunities to interact with colleagues both within our own school setting and outside of the school gaining ways to enhance their own professional development and identifying new strategies to implement into their own classrooms.. Teachers work together in staff meetings and workshops to share responsibility for student learning. They regularly share content, resources, instructional techniques and management skills with each other. The congregation, Board of Education and administration support teachers with time and resources that facilitate opportunities for communication, collaboration and the learning of new skills.

5:07: Technology enhances and enriches the students' learning environment.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

X

Faculty members are users, instructors and participants in the process of engaging technology with the learning process in schools.

- Teachers and staff members are equipped with current instructional technology:
 - Wi-Fi exists throughout the building
 - 1:1 Chromebooks are used throughout the school
 - Online software is utilized to teach core classes
 - Teachers attend sessions on technology at conferences and workshops
 - Teachers collaborate and share ideas with the staff
 - Technology is integrated in everyday learning experiences
 - Google Apps for Education is utilized
 - Parent Alert via FACTS is used to communicate with parents.
- School-secure email accounts for all students provide safe collaboration between students, teachers, and parents
- St. John's [website](#) provides direct links to various student sites
- Online textbook resources with administration providing username/passwords

X

Faculty members acquire the necessary technology skills to use personally and integrate and guide student learning.

- All teachers are granted the opportunity to use Title II funding to participate in TEC21. The school typically sends 1-2 teachers per year. Thus far, 5 full-time teachers have participated in TEC21. The remaining teachers are primarily new to staff and will be granted this option in the coming years.
- With EANS grant funding, teachers were given the opportunity to purchase interactive TVs for their classrooms. We opted to put these on moveable carts so that they could be shared as needed or used for other purposes such as assembly or chapel presentations, etc.
- All teachers (and staff members) are given laptop computers.
- Teachers have access to screen projectors and document cameras in every classroom space. They may also request other technology as needed to assist in their various subjects, etc. Some classrooms have interactive TVs per the request of the teacher.
- Teachers attend sessions on technology at conferences and workshops.
- In-service days are offered for teacher training.
- During the pandemic with the advent of distance learning, teachers were given physical technology, training, and guidance. Google Classroom was used by all teachers (Preschool-8th grade).

- Clear and intentional planning and protocols for technology are in place.
- The Tech Committee under the Board of Education regularly assesses the condition and need for updates to technology tools and systems in the building. They budget accordingly.
 - [Parent/Student Handbook](#) describes technology protocols.

Technology is integral to curriculum, instruction, assessment and a tool for teachers to personalize, enhance and improve instruction.

- Wi-Fi exists throughout the building.
- Classrooms are equipped with document cameras, screen projectors, interactive TVs, etc.
- Teachers (and support staff) are given laptop computers.
- The school has 1:1 Chromebook access for students.
 - Chromebooks are provided by the school for Preschool-4th grades in charging carts in classrooms.
 - Students in grades 5-8 provide their own Chromebooks.
- Online software and curriculum access is used to support instruction.
- Google (Education Fundamentals), including Google Classroom, is utilized.
- FACTS (Parent Portal and Parent Alert) is used to support parent communication.
- Administration maintains social media and has undergone training to manage social media for schools.
- A wide range of individualized learning programs are used.
 - [Regularly Used Online Resources](#)

Student technology skills are sharpened and advanced through the integration of technology into the learning process.

- The school has 1:1 Chromebook access for students.
 - Chromebooks are provided by the school for Preschool-4th grades in charging carts in classrooms.
 - Students in grades 5-8 provide their own Chromebooks.
- Online software and curriculum access is used to support instruction.
- Google (Education Fundamentals), including Google Classroom, is utilized.
- A wide range of individualized learning programs are used.
 - [Regularly Used Online Resources](#)

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4) **Operational (3)** **Emerging (2)** **Not Evident (1)**

Identify and list supporting Evidence or Practices:

(See all evidence listed above in section 5:07.)

Comments:

Technology is an important part of the teaching pedagogy at St. John's Lutheran School. The use of the 1:1 Chromebooks enhances and enriches the students' learning environment. Our faculty members are learners, users, instructors, and participants in the process of embedding technology within the school curriculum. Faculty members continue to grow in technology skills personally while they are simultaneously guiding students to sharpen and advance their skills. St. John's Lutheran School has intentional planning and protocols for technology in place. Technology is integral to curriculum, instruction and assessment. Technology helps teachers to personalize, enhance, and improve instruction. Technology also provides a means for collaboration and communication.

5:08: Curriculum, instruction and assessment are regularly monitored and adjusted systematically in response to multiple assessments of student learning and examination of professional practice.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- The school monitors, reviews, evaluates and modifies its curriculum based on the use of school-wide student data that is generated by multiple tools and surveys.
- MAP testing assists the school in better understanding overarching strengths and deficiencies within the curriculum, etc.
 - All forms of student assessment provide data that helps to shed a light on the strengths and deficits for that particular subject/curriculum.
 - Lexia provides a platform for assessing students’ literacy growth and student goal setting.
 - IXL is used as an additional tool to assess progress in math
 - Beanstack offers insight into reading habits and content for the entire student body, serves to motivate and engage students as readers, etc. Teachers implement Beanstack in different ways to improve student reading outcomes.
 - Acadience testing data informs the special education teacher about students who may need additional testing or support.
 - Faculty receive training on new curriculum in order to understand what modification may be necessary, etc.
- Multiple forms of student assessment drive instructional strategies.
- [Authentic Assessments](#)
 - Acadience testing is used by the LSEM teacher to inform reading progress.
 - Student self-assessments help to drive instruction and encourage self-advocacy and ownership.
 - Parent/Teacher Conferences and “Tell the Teacher More” Days help to drive instruction by giving teachers insight into individual learners/needs.
 - Areas in which a student may be struggling to meet IXL or Lexia goals can inform the degree of help they may need to get through instructional content.
 - MAP testing as a means of assessing ongoing learning offers granular and broad feedback that can drive anything lacking in the curriculum as well as specific areas of struggle for students.
 - Students new to the school are assessed in a variety of ways to best understand proper placement and/or needs for support.
- Student learning is monitored, tracked, recorded and reported regularly and continuously during the time the student is enrolled at the school.
- FACTS Parent Portal provides daily access for parents and students to track grades, student project ideas, etc.
 - Mid-term reports help to keep parents informed halfway through each term. Report cards are sent as hard copy reports every 12 weeks.
 - MAP test data and student reports on testing are shared with parents and students twice following testing in September and April.

- Emails, texts, phone calls encourage regular parent/teacher communication regarding learning.
- Parent-teacher conferences, both informal and formal, encourage discussion and sharing about MAP results, academic strengths and struggles, and behavior that impacts learning.
- Rubrics provide feedback and guidelines for assignment completion and projects.
- Preschool teachers provide hard copies of mid-year and end-of-year [progress reports](#).
- Teachers collaborate with the special education teacher on needs of students and IEP development initiated by the public school district.
- All teachers are available for individual conferences as requested by parents throughout the year.
- Cumulative Records are kept, copied and mailed to the next school. They are also requested for new students from their previous school to inform student needs.

A comprehensive program that examines student achievement with frequent progress monitoring is used to individualize instruction for student success.

- St. John’s Lutheran School uses MAP testing and scores to track student success at both the current student level and as a whole class to glean information about the next level of instruction.
- Teachers collaborate with each other and teachers from the local public and private high schools to assure that our students are prepared for success at the next level.
- St. John’s adapts curriculum to provide student success at the next level as needed (i.e. offering the Genesis program for students who have passed all levels of math at St. John’s).
- Administration examines report card grades in order to determine which students may need resource or special education support.
- LSEM teacher uses Acadience program testing to determine gaps in reading, etc.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4)
 Operational (3)
 Emerging (2)
 Not Evident (1)

Identify and list supporting Evidence or Practices:

(See all evidence listed above in section 5:08.)

Comments:

St. John’s Lutheran School has a strong curriculum that is monitored and adjusted in multiple ways. The faculty updates curriculum annually on a rotational basis. Multiple assessments are used to develop the curriculum and instructional strategies including Minnesota State Standards, surveys, local public and private school expectations, standardized assessments, authentic assessments, and parent/student verbal and written feedback. Student learning is monitored weekly in the classrooms, recorded in FACTS, and reported to parents at least six times during the school year (at midterm and end of each trimester). Parents have the opportunity to track their students’ success by accessing the FACTS Family Portal at any time during the school year. St. John’s celebrates student success!

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. Are the Required Indicators of Success met for Standard 5? (YES / NO)

YES

B. Based on evidence, what are the strengths of the school related to Standard 5?

Strengths include the many means and tools that support ways in which students are instructed as well as the development of a more specific plan to support social emotional learning for students. Faith is central to what and how we teach at St. John's, and our students are properly prepared for the next phase of their education when they graduate. The support and accommodations we are willing and able to offer through our contract with LSEM allow us to enroll a more diverse population of student learners.

C. Based on evidence, what are the challenges of the school related to Standard 5? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.

Due to annual turnover in the teaching staff and ongoing newly selected curriculum, one challenge to address in the next accreditation cycle will be to properly map all curriculum so as to provide a clearly defined plan for all teachers. We want to be able to visibly record and support the proper building of skills from one grade level to the next. For this reason, we've begun this work and have included the continuation of it in our school action plan.

D. What is the school's average rating for all General Indicators of Success for Standard 5, rounded to the nearest tenth?

STANDARD	RATING
5:03	3
5:04	3
5:05	3
5:06	3
5:07	3
5:08	3
Total:	18
Average: (Total ÷ 6)	3

STANDARD 6: STUDENT SERVICES

Student services and activities are offered to meet the needs and foster the growth of each student in a safe and healthy environment.

Overview

Lutheran schools provide student services that support and enrich the educational experience of each student. Some of these services in this Standard are required by state or federal mandate. The school may choose to provide others to promote the training of the whole child. It is important that these programs are run efficiently and enhance the overall image of the school in its community.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation, but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof, assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

- Policies related to student admissions
 - [Enrollment for New & Returning Students](#)
- Admissions counselor position
- Policies related to student matriculation
- Policy for preparing volunteers
 - [Volunteer Policy](#)
- Athletic handbook
 - [Athletic Handbook](#)
- Samples of student cumulative records
 - [Example cumulative file](#)
- List of counselors referred by the school
 - PrairieCare – optional recommended resource as needed
 - St. John’s D.A.R.E. officer
 - District 279
 - Corcoran and Maple Grove police officers
 - St. John’s pastors
- Evidence of background checks for staff and volunteers
 - [List of staff/volunteer background checks](#)
 - Preschool [enhanced background study roster](#)
- List of first-aid materials
 - [Health Office - 1st Aid Supplies](#)

- [Classroom Go Bags](#)
- [Shelter Area Emergency Preparedness Kits](#)
- Wellness plan
- Volunteer handbook
- Admissions counselor position

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- Student admission process
 - [Website](#) admission information
 - [Information request form](#)
 - [Enrollment for New & Returning Students](#)
 - This information is found in the [K-8 Parent/Student Handbook](#) on pgs. 9-11 and the [Preschool Handbook](#) on pgs. 8-10.
- Procedures for administering medication
 - [St. John's Administration of Medication](#)
- Policies or procedures related to student matriculation
- Teachers or supervisory personnel's active involvement in recess supervision
 - [Recess Rules for K-4](#)
- Annual training for coaches and school volunteers
- Daily cleaning and sanitizing schedules for areas where food is served or consumed
 - [Cleaning Specifications for Weekdays and Weekends](#)
 - [Operations, Cleaning, and Maintenance Schedules](#)
 - [Cleaning Floorplan](#)
- Safety precautions when working with special materials, tools and equipment
 - Employee Handbook
 - The [Employee Handbook](#) states the following on pg. 11:
 - In addition to compliance with safety measures imposed by federal Occupational Safety and Health Act (OSHA) and state law, St. John's has an independent interest in making its facilities a safe and healthy place to work. St. John's recognizes that employees may be in a position to notice dangerous conditions and practices and therefore encourages employees to report such conditions, as well as non-functioning or hazardous equipment, to a supervisor immediately. Appropriate remedial measures will be taken when possible and appropriate. Employees will not be retaliated or

discriminated against for reporting of accidents, injuries, or illnesses, filing of safety-related complaints, or requesting to see injury and illness logs.

- o OSHA Compliance
 - St. John's posts the required OSHA [signage](#) to notify/remind all faculty and staff of their rights.
- o Custodial Closets
 - All cleaning products and equipment used by custodians, including bleach, cleaners, vacuums, waxers, etc. are stored in locked custodial closets. These closets remain locked at all times.
 - Custodians are aware that cleaning carts must be supervised at all times when being used during school/ESP hours. These carts are stored in the custodial closets when not in use.
- o Equipment and Supplies
 - All equipment manuals are located in the facility manager's office.
 - Ice melt and a snow blower are stored in a locked closet and are inaccessible to students.
 - Paper cutters and other similar equipment are stored in an office cabinet that is child-proofed.
- o Health Office
 - A sharps container is located in the health office to properly dispose of any needles.
 - All student medication is kept in a mobile locked cabinet.
 - Emergency supplies, such as emergency EpiPens are placed in a cabinet out of sight and out of reach of children.
- o Science/Art Room
 - This room serves as a functional space for science labs and art projects. It has a hard-surface floor, a sink, and numerous locked storage cabinets.
 - Science lab chemicals are stored in a chemical lock box.
 - Safety equipment (goggles, gloves, etc.) are provided for use in the Science room and/or with science activities when needed (eg. rocket launches, etc.)
 - Science labs have safety precautions included in the student lesson and are followed by all staff and students.
- o Preschool Safety Requirements
 - Per [DHS requirements](#), specific precautions have been taken to especially ensure the safety of the preschool students, including
 - utilizing child-proofing devices within the front office, health office, and preschool classrooms.
 - using outlet covers on all electrical outlets within the licensed preschool areas that do not already have internal safety features.
 - storing classroom cleaning supplies out of reach of children and/or behind locked cabinets.

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. Describe the school's admission procedures for students.

- [Enrollment for New & Returning Students](#)

2. Describe the counseling services available to students and their parents.

- Admissions counseling is available to all prospective and incoming families through the school secretary, preschool director, and/or the principal.
- Academic counseling is available to all families and students through the principal, preschool director, and/or the LSEM teacher.
- St. John's utilizes [LSEM](#) and District 279 for testing and creating IEPs.
- Due to the unpredictability of District 279 school counseling services, St. John's has opted to forego its services since the 2020/2021 academic year and instead include a once-weekly social/emotional skills and study skills class for all 7th graders.
 - This class is taught by Tori Kuehne, an LCMS deaconess and former youth director of St. John's Lutheran Church.
 - Mrs. Kuehne graduated from Concordia Theological Seminary in Fort Wayne, IN with a Masters degree; she also holds a B.S. in psychology and has studied agency counseling at the graduate level.
 - The curriculum used is
 - [The MindUp Curriculum: Brain-Focused Strategies for Learning and Living Grades 6-8](#) by Scholastic
 - [You Can Take Charge: Level B A Study Skills Curriculum](#) by Zaner-Bloser and [Middle School Study Skills Workbook](#) from Teachers Pay Teachers.
- Referrals for outside organizations, such as Lutheran Social Services, are suggested when applicable.
- Various community resources are consulted when applicable, such as D.A.R.E. officers, District 279, Maple Grove and Corcoran police departments, etc. Families are also referred to these if needed.
- Spiritual counseling is available through the pastors for both students and families.
- 2nd, 4th, and 5th grade students participate in various stages of the D.A.R.E. program. A local Maple Grove police officer (trained to lead and promote the D.A.R.E. program within schools) leads our student training. The program provides students a special opportunity to learn and practice good decision-making skills that promote safe and healthy lives.

3. What orientation strategies are used to ensure a satisfactory bridge between home and school at the entrance of each new student?

- [Back-to-School Night](#) is held each year in mid-August. This event is a special opportunity for all students and families, new and returning, to complete various tasks including submitting any required paperwork, purchasing school spirit wear, learning about special programs such

as [PTL](#), [ESP](#), and [extracurricular activities](#), meet the teachers and see the classrooms, drop off school supplies, and much more. This event, which includes a free dinner, also serves as a fellowship opportunity for families to get to know each other

- Preschool-8th grade teachers take time to learn about individual student personalities and needs at [“Tell the Teacher More”](#) conferences before school begins.
- New families can be matched with existing families (when requested) to help them better acclimate to a new school environment.
- An opening chapel service is held on the first day of school each year, and all families are invited to attend.
- [Chapel family groups](#) are created each year to assign all students to specific “families.” Each family group consists of a variety of ages/grades and familiarity with St. John’s.
- [PTL](#) hosts many events throughout the year with the sole purpose of fellowship for students, families, faculty and staff, including
 - the annual [Boohoo, Yahoo Breakfast](#) on the first day of school for both K-8 and Preschool to offer parents the opportunity to enjoy one another’s company and get to know each other better.
 - regular [Coffee and Conversation](#) opportunities on Fridays by providing free coffee and a relaxed atmosphere for parents to talk and become better acquainted.
 - the annual [Pancake Breakfast](#) for all students and families during NLSW as an extra opportunity for fellowship.
- Scheduled parent/teacher conferences are held each fall and spring.
 - Parents and teachers are able to request additional conferences throughout the year.
- Preschool offers regular fellowship opportunities for families, such as Muffins with Mom, Donuts with Dad, and/or Pastries with Parents.

4. What strategies are in place to ensure a satisfactory transition to the next level of education for students?

- All-School
 - Teachers share and review individual student’s progress with the subsequent grade-level teacher in an informal setting.
 - Teachers engage students of all grade levels to interact and assist through family groups, chapel, reading and math buddies.
- Preschool
 - The [Early Childhood Indicators of Progress](#) (ECIPs) became the foundation for preschool curriculum in 2021. The inclusion of these standards better help students be prepared for success in Kindergarten.
 - The [Child Care Program and Academic Plan](#) was created in 2021 and outlines the ECIPs and the way they are incorporated into the classroom, as well as outlining religion objectives.
 - The Kindergarten classroom has been strategically placed in close proximity to both preschool classrooms so that the preschool children become familiar with the Kindergarten teacher, students, and their routine. This helps to provide a bit of foreknowledge of what to expect in Kindergarten.
- K-8

- Two former high school teachers are currently on staff and know first-hand the requirements of the next level.
- Teachers are versed in the Minnesota State Common Core Standards.
- Curriculum is aligned with the Minnesota State Common Core Standards.
- Curriculum follows state mandated progression of learning.

5. List and describe all extracurricular activities sponsored by the school.

- The [Athletic Handbook](#) describes all extracurricular athletic activities.
- [Lego Robotics](#) was available for students during the 2019/2020 school year.
- Additional activities and events include
 - [Service projects](#)
 - Outdoor education at [Osprey Wilds](#)
 - All-school [Christmas Concert](#)
 - [Spelling Bee](#)
 - [Eagle Family FUNDay](#)
 - [Theatrical performances](#)
 - [School assemblies](#)
 - Middle school [choir and handbells](#)
 - Social Studies Fair, Science Fair, and a [Fine Arts Fair](#)
 - [Talent Show](#)
 - [Serendipity Day](#)
 - [Grandparents Day](#)
 - [Small Business Day](#)
 - [National Lutheran Schools Week](#)
 - Various [field trips](#)
 - [PTL-hosted events and activities](#)

6. Describe ways students demonstrate their faith through student activities.

- Students demonstrate their faith through student activities such as
 - attendance and participation in [weekly chapel services](#).
 - the giving of offering at chapel service and the participation of special [chapel offering projects](#).
 - participation in [chapel family group](#) activities, such as assisting younger students during worship and enjoying fellowship activities together.
 - serving as a chapel buddy for younger students.
 - participating in [choir and handbells](#) during chapel and Divine Services.
 - respectfully listening and participating during religion classes (and all classes) and completing assignments.
 - participation in prayers throughout the day, including individual classroom prayers, mealtime prayers, and the end-of-day [all-school prayer](#).
 - writing letters/prayers of encouragement and/or thanks to church shut-in members, nursing home residents, past and present members of the Armed Forces, children in third world countries, etc.
 - participation in the annual [Christmas Concert](#).

- participation in the [Learn. Pray. Grow.](#) memory work and devotional curriculum, both for school and home use.
- demonstrating God-pleasing behavior to others while in school, at worship, participating in [field trips](#), and while participating in athletics and extracurricular activities and events.
- serving the 8th grade students and families at the annual Confirmation Banquet (7th graders only).
- using their God-given talents and gifts for the glory of God, such as through participation in St. John's [athletic programs](#), [fine arts programs](#), and so on.

7. How are staff and volunteers prepared for supervising students during activities?

- Teachers and staff (and some volunteers when applicable) are expected to complete various modules of [ALICE training](#).
- Students attending the after-school child care [ESP](#) program are supervised by aides who have participated in an [orientation training](#) which includes [active supervision](#) and emergency and safety procedures.
- Staff are trained in [Love and Logic](#) and materials are available to all families.
- Volunteers are made aware of social media guidelines and supervision expectations prior to all field trips.
- Classroom expectations are explained to volunteers prior to classroom events.
- Administration and teachers instruct volunteers by reviewing expectations of facility use.
- All staff receive training in CPR, first aid, etc. in the event of emergencies.
- Training/review of the [Emergency Preparedness Plan](#) takes place annually.

8. Describe any school-sponsored before or after school care programs.

- Kindergarten-8th grade before-school care
 - Students in grades K-8th are welcome to arrive as early as 7:00am.
 - Students are supervised in the main lobby by a faculty member from 7-7:30am.
 - At 7:30am, students are welcome to go directly to their classrooms where they are supervised by their teacher until school officially begins at 8:00am.
- Preschool before-school care
 - Preschool students are welcome to arrive as early as 7:30am.
 - Parents are required to walk their preschool child into their classroom each morning, where children are then supervised by their teacher until school officially begins at 8:00am.
- Preschool - 8th grade after-school care (ESP)
 - After school care is available for all students from 3:00-5:30pm each academic day through the [Extended School Program](#) (ESP).
 - Aides hired specifically for ESP provide supervision of children during this time, in addition to preschool staff as needed.

9. Describe any child care services that are part of, or affiliated with, the school.

- St. John's provides after school child care services for families with children in preschool-8th grade through our [Extended School Program](#) (ESP). ESP is a legally unlicensed program and is run by an ESP director.
 - ESP is held each academic day from the end of school (3:00pm) until 5:30pm.
 - Parents are encouraged to schedule their ESP usage in advance.
 - In 2022, ESP transitioned from Daycare Works to Sign Up Genius and FACTS to better streamline the billing and information collection process for parents.
- Children attending ESP in grades K-8th
 - Are supervised and cared for by aides specifically hired to provide care during ESP hours.
 - ESP is a popular program for students' family members to work, especially among mothers and sisters of students.
 - Meet in the cafeteria immediately after school.
 - Attendance is recorded and a snack is provided for all children.
 - After snack, children are moved to the [ESP room](#) where they are allowed to play and work on homework.
 - The gym, music room, and playground are also regularly utilized during ESP.
- Preschool children attending ESP
 - are united in one of the two preschool rooms immediately after school.
 - are given a light snack.
 - remain in the preschool room to play and are supervised by preschool staff during ESP hours.
- To pick up a child from ESP, all parents
 - park in the back parking lot of the building where they are required to request entry via a buzzer at door 7.
 - ESP staff monitor door 7 via a camera and speaker and buzz parents in individually as they arrive.
 - are required to go immediately to the ESP room to sign out and collect their child(ren).
 - After signing their child out, parents of preschool children then pick up their child from the preschool room.
- [Summer ESP](#) is provided each year from June - August, provided that it can be sufficiently staffed and there is enough parent interest/need.
 - Summer ESP is run by the ESP director and is staffed primarily with college students, as well as some high school students. Teachers have also occasionally worked during Summer ESP.
 - Because Summer ESP is a legally unlicensed program, only children entering Kindergarten in the fall and older are eligible to attend.
 - Summer ESP is filled with special activities, such as Craft Camp, writing and acting camps, Box Fort Week, etc. Field trips are included when transportation is available.
 - Unlike ESP, non-school families are welcome to enroll their children in Summer ESP.

10. Describe the procedures for selecting, training and equipping child care personnel.

- In order to hire trustworthy staff for ESP, the following procedure is followed (previous child care experience is preferred when considering candidates but is not required):
 - Candidates from the current school/church body and former students of appropriate age are approached by the ESP director and/or the school principal.
 - If no one is found or more is needed, an advertisement is included in the school newsletter and church bulletin, followed by area LCMS church bulletins.
 - If no one is found or more is needed, an online advertisement is placed on sites such as Indeed.com and local high school and college job boards.
- All potential ESP aides must participate in a formal interview with the ESP director and consent to and pass a background check.
- Once hired, all ESP aides participate in [orientation](#), which is led by the ESP director. The following is covered during each orientation session:
 - [Employee Handbook](#) and [K-8 Parent/Student Handbook](#)
 - Opening and closing procedures
 - [Active supervision](#)
 - Emergency and safety procedures
 - [Love and Logic](#)
 - Tour of building and grounds
- In addition to orientation, ESP aides are also provided with on-the-job training.

11. Describe and list the dates and times of emergency drills conducted in the past year.

- [Emergency Drill Log](#)

12. What are the procedures for crisis intervention and addressing medical emergencies?

- [Emergency Preparedness Plan](#)

13. How are teachers trained to ensure the safety and protection of students?

- Regular review/training takes place on the following topics
 - Emergency procedures and location of emergency equipment such as fire extinguishers, [EpiPens](#), AED machines, etc.
 - [Written instructions](#) are posted beside each fire extinguisher quickly and easily explaining how to properly use a fire extinguisher.
 - Child abuse recognition and reporting/[mandated reporter training](#)
 - Blood borne pathogens and [EpiPen use](#)
 - Administration of medicine (managed by front office)
 - Concussion protocol
- In addition to in-person training by the school nurse in 2022, the video [STJL Virtual Health Management Training](#) was created and made available to all faculty and staff for additional training.
 - The school nurse also created a video called [How to Wash Your Hands](#) for all faculty, staff, students, and families on how to properly wash one's hands to help prevent the spread of germs.
- The [principal](#) and [preschool director](#) are certified ALICE instructors and provide training/review on enhanced lockdown procedures.

- Faculty and staff are assigned specific online classes to complete through Navigate360 on various safety topics, including ALICE for School, ALICE for Bus Drivers, etc. Additional optional courses are also available to choose from.
- Mental illness awareness and suicide prevention are required trainings as part of MN teacher relicensure.
- Teachers maintain [CPR and first aid certification](#) through The American Heart Association.
- Primary and secondary emergency evacuation routes are practiced during [fire and severe weather drills](#).
- A new [School Bus Emergency Plan](#) was created and approved in 2022 and all regular and substitute bus drivers are familiar with it.
- Bus safety procedures are practiced annually by faculty and students.
- All teachers receive health information about their students from the school nurse at the beginning of the school year and as needed throughout the year.
- Emergency numbers are posted on each [emergency evacuation route sign](#) throughout the entire building and in each classroom.
- An escape ladder and hammer was purchased for each 2nd story classroom in 2021 (including the auxiliary room and library), and all faculty/staff are made aware of the location of each kit./
- An [emergency bin](#) was created in 2021 for each of the three emergency shelter areas. The location for each bin has been marked in each classroom and all faculty/staff have been made aware of their locations.
- Each classroom contains a [go bag](#) that includes first aid supplies and additional emergency items.
- All classrooms have an [emergency information card](#) located near the landline phone so that important information can easily be shared with 911 if needed.
- All faculty are required to carry their walkie talkie and facility keys with them at all times and are trained on how to properly and effectively use their walkie talkies.
- Faculty and staff are trained to remain diligent in keeping classroom and exterior doors locked at all times. They are also trained to check exterior doors when exiting the building to make sure they do lock when closed.
- Teachers are trained to carry emergency medication, such as Epipens outside with them when applicable, including on field trips.
- Faculty and staff are required to take an [emergency kit \(backpack\)](#) with them on all field trips.

14. How are student health records maintained and used?

- Per the [K-8 Parent/Student Handbook](#) (pg. 34) and the [Preschool Handbook](#) (pg. 20)
 - Birth certificates, immunization records, and emergency contact information are required for enrollment, as previously stated in this handbook.
 - It is the sole responsibility of the parent to notify St. John's of any medical conditions, allergies (including food allergies), or needs for their child. Parents are required to keep this information up-to-date and notify the front office of any changes, including when any new immunizations are received.
- Student health forms are updated annually and as needed by parents via FACTS.

- Parents are required to provide the school with signed forms from the parent and clinician for any student allergies and medical issues requiring a medication plan. These plans are kept in the Medical Plan Binder in the health office, with the actual medicine, and with the student's teacher.
- Preschool Individual Child Care Program Plans (ICCPPs) are maintained in accordance with [DHS requirements](#). A copy is kept in the health office, preschool director's office, both preschool classrooms, and in the kitchen.
- Current immunization records are required of all students and are kept on file in the health office and in FACTS; copies of preschool immunization records are also kept in the preschool director's office.
- Student emergency information is kept on file in the health office in a Medical Plan Binder, as well as in FACTS.
- All student medical records are filed in the health office. Upon graduation or transfer, these records are moved to the student's cumulative file to be forwarded to the new school.

15. Describe the food services provided.

- St. John's daily provides hot lunch for all preschool through eighth grade students and a daily 1:15pm snack for preschool daily.
 - A [monthly lunch calendar](#) is available on the website at all times.
 - Each preschool classroom has a lunch/snack calendar available for parents.
- The school participates in the National School Lunch Program (NSLP).
- The NSLP guidelines are followed, and all families have the option to apply for free or reduced lunch.
- St. John's has a food service management contract in place with New Horizon Foods beginning in 2022 to prepare and serve meals. The Request for Proposals (RFP) process was followed per MDE guidelines and the contract was approved by MDE.
- For those students staying after school for the Extended School Program (ESP), a small snack is provided at 3:15pm (preschool-8th grade).

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

Enrollment / admission policy

- [Enrollment for New and Returning Students](#)

Crisis emergency plan

- [Emergency Preparedness Plan](#)

Required Indicator of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

6:01* Services offered by the school meet or exceed federal, state and local requirements.

YES

NO

Identify and list supporting Evidence or Practices:

(See all Potential Evidence, Potential Practices, and Required Evidence in Standard 6.)

Comments:

St. John's works and communicates with District 279 regarding transportation, health services, textbooks funds, and title funding. Federal and state guidelines are met in all areas including safety, preschool licensure, supervision, after-school ESP program, record-keeping, and the hot lunch program/food services.

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the “Comments” section.

Highly Functional (4) — This is an area of outstanding strength of the school. It not only meets ALL the benchmarks related to the General Indicator of Success, but is supported by extensive documentation and/or observable practices that exceed expectations related to the indicator. This indicator establishes practices for other Lutheran schools to consider. The Validation Team verifies that these practices and/or documentation exceed the Operational (3) level.

Operational (3) — This is the expected rating for a strong Lutheran school. ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

Emerging (2) — Improvement is required in this area. If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

Not Evident (1) — There is observable conflict or deficiency with this indicator at the school. A majority of the expected benchmarks are not met or addressed with sufficient practices, evidence or documentation. This rating may result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

6:02: Admission policies, guidance services, behavior-management programs and ancillary services provide a protective framework of necessary support for students to successfully complete the school program.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- Student applicants are admitted per established written admission criteria.
- The [policies](#) for new and returning students are followed. These policies are outlined on the school [website](#), the [K-8 Parent/Student Handbook](#), and the [Preschool Handbook](#).
 - St. John’s Lutheran School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, athletics, and other school administered programs. (Found on page 11 of the [K-8 Parent/Student Handbook](#) and page 10 of the [Preschool Handbook](#).)
- Permanent cumulative records for each student are maintained, stored and shared in compliance with state and federal law.
- [Cumulative file example](#)
 - Cumulative records are stored in a locked cabinet and are accessible only by select personnel.
- The school administers and practices written procedures for addressing students’ emotional, social and psychological needs
- [Eagle Community Building](#)
 - [Preschool Handbook](#) (pgs. 17-20)
 - [K-8 Parent/Teacher Handbook](#) (pgs. 19-24)
- Procedures are established for evaluating students for promotion and/or graduation.
- The [K-8 Parent/Student Handbook](#) (pg. 16) states the following regarding promotion and retention of students:
 - Students advance to the next grade level at the end of the school year after satisfactorily completing the course of study required in their present grade.
 - In cases where a student’s retention would serve to assist the student in his or her educational experience, the parents will be informed and will have the opportunity to discuss the matter with the teacher and principal. Prior to this, the process for providing intervention for a student who is failing is outlined as follows:
 - At the end of Term 1, the teacher and principal will note any failing report card grades. If a student has a GPA lower than 2.0 or more than 2 F’s, parents and the student will be required to meet with the teacher to create a plan. With the help of the resource teacher, an IGP may be adjusted or initiated if modifications are determined necessary.

- If the status of grades has not improved prior to midterm reports for Term 2, the student will be put on “academic probation” which means that he/she is now at risk for retention.
- If the status of grades has not improved prior to the end of Term 2, the discussion about retention will take place at the spring parent/teacher conference.
- The decision for retention is made by the principal in consultation with the classroom teacher and resource teacher. Testing may be required per an IEP.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

(See all evidence listed above in Section 6:02.)

Comments:

St. John’s provides a protective framework that is necessary for students to successfully complete the school program. This includes admission criteria, record-keeping, social emotional learning and support, and student promotion.

6:03: Extracurricular activities provide opportunities for students to further enhance God-given talents and abilities.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

The school provides a variety of extracurricular activities that meet the needs and interests of the students and reflect the purpose of the school.

- The [Athletic Handbook](#) describes all extracurricular athletic activities.
- [Lego Robotics](#) was available for students during the 2019/2020 school year and will resume with proper volunteer leadership from parents, etc.
- Additional activities and events include
 - [Service Projects](#)
 - Outdoor education at [Osprey Wilds](#)
 - All-school [Christmas Concert](#)
 - [Spelling Bee](#)
 - [Eagle Family FUNDay](#)
 - [Theatrical performances](#)
 - [School assemblies](#)
 - Middle school [choir and handbells](#)
 - Social Studies Fair, Science Fair, and a [Fine Arts Fair](#)
 - [Talent Show](#)
 - [Serendipity Day](#)
 - [Grandparents Day](#)
 - [Small Business Day](#)
 - [National Lutheran Schools Week](#)
 - Various [field trips](#)

Extracurricular activities are carefully supervised by trained personnel.

- In most cases, the athletic director or faculty members supervise extracurricular events. In instances when a parent volunteer may be supervising students (i.e. as an athletic coach, etc.), they must adhere to [volunteer policies](#) as well as the school handbook, including submitting to a background check.

Those who supervise extracurricular activities accept the purpose of the school.

- All faculty, staff, parents, coaches, PTL members, volunteers, etc. have signed acknowledgement of the school purpose in either the [Parent/Student Handbook](#) and/or [Employee Handbook](#).

Background checks are completed and on file for those who supervise extracurricular activities.

- [List of staff/volunteer background check](#)
- Preschool [enhanced background study roster](#)

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

(See all evidence listed above in Section 6:03.)

Comments:

St. John's provides a variety of extracurricular activities in which students may participate. These activities are meant to engage students and support the whole child. Additionally, some students require additional challenges to engage or push themselves to the next level of learning. These activities can play a role in such advancement.

6:04: The school enacts a wide variety of policies and procedures that ensure the safety of each student and allow the school to comply with national, state and local mandates.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- Immunization documentation, health tests and screenings conducted at the school conform with local and state laws.
- All preschool-8th grade students have immunization documentation and a health form on file.
- First-aid supplies are available and readily accessible to authorized personnel.
- [Health office first aid supplies](#)
 - [Emergency bins](#) are located in each of the three shelter areas.
 - Each classroom contains a [go bag](#) that includes first aid supplies and additional emergency items.
 - A first aid bag is taken outside for each class recess.
 - A [first aid kit \(backpack\)](#) is taken on all field trips, and to all athletic events, as well as any required medication.
- Requirements for safety are conducted and recorded (e.g., fire, tornado, intruder and other drills).
- [Emergency Drill Log](#)
- Plans are developed and implemented for blood-borne pathogen, asbestos, CPR, first-aid training and the distribution of medication.
- [CPR and first aid training](#) take place every other year
 - St. John’s has been using [Heart Vital CPR](#) for the past three years. Their training includes AED and EpiPen use, as well as [blood-borne pathogens](#).
 - Blood-borne pathogen and disposal of bodily fluid training takes place each year during back-to-school meetings. This training utilizes [materials from MN Dept. of Health](#) (when not taught by Heart Vital CPR).
 - [Administration of medicine policies](#)
 - All administration of medicine is documented.
- Background checks are conducted for all who have contact with students on a regular basis.
- [List of staff/volunteer background checks](#)
 - Preschool [enhanced background study roster](#)
- Training for the recognition of child abuse and the protection of children is required for all who have contact with students on a regular basis.
- [Mandated reporter](#) requirements are reviewed annually during the back-to-school meetings.
 - In 2021, Alli Odegard of the Hennepin Co. Child Protective Services provided a 2-hour virtual training.
- The school ensures the safety and security of its students when online.

- [Technology use](#) policies and information
- Content filtering was/is provided by the following
 - A Barracuda appliance was utilized for several years.
 - SafeDNS was used for the 2021/2022 academic year.
 - A Meraki MX router/firewall was implemented in October 2022 to increase network visibility and provide content filtering.
 - Google for Education policies and content filtering capabilities are used to enable safe search and Youtube restricted mode.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)
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Identify and list supporting Evidence or Practices:

(See all evidence listed above in Section 6:04.)

Comments:

St. John's follows national, state and local procedures to ensure the safety of its students. This applies to health and safety, emergencies, background checks, mandatory reporting, and online safety. The safety of students is paramount to teachers, staff, and parents.

6:05: School food services meet or exceed national and state guidelines.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- Care is taken to ensure cleanliness where meals or snacks are consumed.
- [Operations, Cleaning, and Maintenance Schedules](#)
 - [Cleaning Specifications for Weekdays and Weekends](#)
 - [Cleaning Floorplan](#)
 - The preschool program follows all requirements of [MN Rule 9503.0145](#), particularly that of sanitation regarding food and water.
- Where food service is provided, adequate and qualified personnel are available to plan and serve a variety of well-balanced, wholesome meals in full accordance with federal guidelines.
- St. John’s has a food service management contract in place with New Horizon Foods as of 2022 to prepare and serve meals. The Request for Proposals (RFP) process was followed per MDE guidelines and the contract was approved by MDE.
 - The hot lunch coordinator has completed the proper training required of her position.
 - [Certified Food Protection Manager Permit](#)
 - [ServSafe Certification](#)
 - Through New Horizons, St. John’s provides a daily hot lunch for all preschool through eighth grade students and a daily 1:15pm snack for preschool students.
 - All meals and the preschool snack meet and/or exceed required federal guidelines.
 - A monthly lunch calendar is available on the [website](#) at all times.
 - Each preschool classroom has a lunch/snack calendar available for parents.
 - The school participates in the National School Lunch Program (NSLP).
 - NSLP guidelines are followed.
 - All families have the option to apply for free or reduced lunch.
 - For those students staying after school for the Extended School Program (ESP), a small snack is provided at 3:15pm (preschool-8th grade).
 - St. John’s has the proper [permit through the Dept. of Health](#) to provide these snacks.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4) Operational (3) Emerging (2) Not Evident (1)

Identify and list supporting Evidence or Practices:

(See all evidence listed above in section 6:05.)

Comments:

St. John's Lutheran School follows national and state guidelines to ensure cleanliness of food preparation facilities. The food service facilities receive excellent ratings on a regular basis as indicated during regular state inspections. Regulations pertaining to dietary requirements, etc. are followed according to federal guidelines.

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any General Indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. Are the Required Indicators of Success met for Standard 6? (YES / NO)

YES

B. Based on evidence, what are the strengths of the school related to Standard 6?

Administration has worked incredibly hard to refresh, update, and recommend policy and procedures that enhance student experiences as well as safety on our campus. Rewriting the Parent/Student Handbook as well as the Emergency Preparedness Plan was laborious work that now provides an updated construct for how we ensure these things. As evidenced by the fact that we were most highly rated by parents for our safety measures, we have worked hard to equip faculty, staff, and students with a complete understanding of how they would handle a variety of emergencies. With ALICE training and enhanced physical safety measures in our building, we feel confident that our school is better prepared to handle intruder concerns as well. Safety for all students and staff is paramount at St. John's. The excellent relationship between St. John's and the Corcoran and Maple Grove police departments further contributes to the safe environment provided at St. John's.

C. Based on evidence, what are the challenges of the school related to Standard 6? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.

With some shifting in our front office staff to better clarify roles and align skill sets, we now face the challenge of properly supporting enrollment efforts (including tours and follow-up), etc. Without a designated person in this role, the current staff isn't afford much free time in the day needed for flexibility to accommodate families who want to visit the school according to their own schedules. We will need to evaluate how to assign admissions-related work within the staff. We also hope to engage more parent volunteers so that we can restart our Robotics program as students have expressed a high degree of interest in this.

- D. What is the school's average rating for all General Indicators of Success for Standard 6, rounded to the nearest tenth?

STANDARD	RATING
6:02	3
6:03	3
6:04	3
6:05	3
Total:	12
Average: (Total ÷ 4)	3

STANDARD 7: FACILITIES

Buildings, grounds and equipment provide a safe and healthy environment that serves to enhance student learning.

Overview

The Lutheran school's physical facilities include the buildings, land, equipment, maintenance of the property and provisions for health, safety and sanitation. The school is both a place and instrument for learning. As a place for learning, the facilities help children grow spiritually, physically, mentally, socially and emotionally. As an instrument used in the learning process, the facilities demonstrate principles of beauty, harmony, order and utility. Its furnishings and décor are reflective of the Christian mission and purpose of the school.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation, but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof, assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

- Job descriptions for maintenance and cleaning staff, including reporting responsibilities and lines of accountability
 - [Facilities Manager](#): reports to the Business Manager and is responsible for the overall cleanliness and maintenance of the facility
 - [Part-time Custodian](#): reports to the Facilities Manager and works on an as-needed basis to help with cleaning and maintenance support
 - Night Cleaning Crew: currently contract cleaning services for after-hours cleaning; the Facilities Manager is responsible for overseeing this crew and providing feedback to them
 - [Cleaning Floorplan](#)
- Long-range plan for facility improvements, additions or expansion
 - [St. John's Lutheran Church & School Wish List](#)
- Budget line items committing financial support of ongoing maintenance and immediate facility improvements
 - See pages 6-9 of the [2022 Spring Congregational Assembly packet](#)
 - Completed projects within the past two years include:
 - Front lobby remodel
 - Parking lot replacement
 - New pianos for school and church
 - Installation of audio and visual equipment in the sanctuary for live streaming capabilities for chapel and church services

- Installation of new sprinkler system
 - Conversion of all building lighting to LED
 - Purchase of new handbells for school and church programs
 - Purchase of 100 new school lockers for grades 2-4
- Inventory of instructional hardware and equipment, including technology infrastructure
 - Filing system for instructional/hardware equipment manuals and other materials is located in the Facilities Manager's office
 - Technology infrastructure is housed primarily on SharePoint
- Certificates of compliance related to health and safety practices
 - [Annual bus inspection](#)
 - Annual health inspections
 - [School lunch program](#)
 - [Snack program](#)
 - Annual food service permits
 - [Preschool and ESP snack permit](#)
 - [School lunch permit](#)
 - [Certified Food Protection Manager permit](#)
 - [ServSafe certification](#)
 - [Annual fire extinguisher service/inspections](#)
 - [Annual fire alarm system inspection](#)
 - [Annual sprinkler inspection](#)
 - [Annual elevator operating permit](#)
 - [Annual kitchen hood inspection](#)
- Cleaning schedules and custodial duties
 - [Cleaning Specifications for Weekdays and Weekends](#)
 - [Operations, Cleaning, and Maintenance Schedules](#)
 - [Cleaning Floorplan](#)
- School lockdown plan
 - [St. John's Lutheran School Lockdown Plan](#)

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- Buildings and grounds reflect the institution's commitment to maintaining a safe and productive learning environment for students
 - Safety

- The parking lot is well lit and maintained.
- All exterior doors are numbered, as requested by the Fire Chief.
- The interior doors are numbered, which corresponds with room numbers on building floor plan
- All exterior doors remain locked during the day.
- Parents and visitors must buzz in for entrance at either the main entrance or at door 7 (parents are buzzed in through door 7 during ESP only).
- All visitors and parents must sign in at the front desk.
- All key fobs for exterior door access are tracked via an online portal.
- Numerous security cameras are positioned at various entrances and high traffic areas, providing real-time feed that is monitored by the front office staff.
- Fire alarm and water sprinkler systems are monitored (and maintained) by Johnson Controls.
- Productivity
 - The cafeteria and gymnasium are equipped with acoustic tiling to help control sound.
 - The heating and air conditioning system is continuously monitored via smart thermostats (Ecobee).
 - Energy efficient LED lighting provides for a well lit building.
 - WiFi is available throughout the entire building.
 - New walkie talkies and an intercom system are used for internal staff communication.
- Regular and routine inspections (e.g. fire marshal, health inspector, lunch room audit, emergency light log, facility walkthrough, etc.)
 - Certificates of compliance related to health and safety practices
 - [Child care license](#)
 - [Annual bus inspection](#)
 - Annual health inspections
 - [School lunch program](#)
 - [Snack program](#)
 - Annual food service permits
 - [Preschool and ESP snack permit](#)
 - [School lunch permit](#)
 - [Certified Food Protection Manager permit](#)
 - [ServSafe certification](#)
 - [Annual fire extinguisher service/inspections](#)
 - [Annual fire alarm system inspection](#)
 - [Annual sprinkler inspection](#)
 - [Annual elevator operating permit](#)
 - [Annual kitchen hood inspection](#)
 - [Refrigerator and Freezer Temperature Record](#)
- Regularly scheduled maintenance
 - [Operations, Cleaning, and Maintenance Schedules](#)
- Daily cleaning and sanitizing
 - [Cleaning Specifications for Weekdays and Weekends](#)
 - [Operations, Cleaning, and Maintenance Schedules](#)

- [Cleaning Floorplan](#)
- Safety inspections as required by local mandates
 - [Child care license](#)
 - [Annual bus inspection](#)
 - Annual health inspections
 - [School lunch program](#)
 - [Snack program](#)
 - Annual food service permits
 - [Preschool and ESP snack permit](#)
 - [School lunch permit](#)
 - [Certified Food Protection Manager permit](#)
 - [ServSafe certification](#)
 - [Annual fire extinguisher service/inspections](#)
 - [Annual fire alarm system inspection](#)
 - [Annual sprinkler inspection](#)
 - [Annual elevator operating permit](#)
 - [Annual kitchen hood inspection](#)
 - [Refrigerator and Freezer Temperature Record](#)

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. Describe the property (building and grounds).

- [St. John's Lutheran School & Preschool](#) sits on 14 acres of land in the rural city of Corcoran, MN. Within the property there are two playgrounds, a soccer field, and a baseball/softball field. The church also has an onsite cemetery and parsonage.
- The school/church building is approximately 45,000 sq. ft. with 12 classrooms, a library, an art/science room, a music room, lunchroom/fellowship hall, teacher lounge, and an extended school program (ESP) room. The sanctuary accommodates both school and church activities. An office area and secretary area accommodate staff serving the school, church, or both.

2. Describe how general maintenance and repair of the physical facilities is ensured.

- General maintenance and repair of the physical facilities are ensured as follows:
 - The [Facilities Manager](#) is responsible for identifying areas of need and coordinating the appropriate course of action.
 - The Facilities Manager is also responsible for light maintenance and daytime cleaning.
 - The Property and Grounds Committee (P&G) meets regularly to discuss maintenance items needing attention, in addition to capital improvements.
 - The budget contains a line item for maintenance and repair expenses.
 - See pages 6-9 of the [2022 Spring Congregational Assembly packet](#)

3. Describe how the school ensures that it complies with laws, health and safety requirements and building codes.

- All applicable laws, health and safety requirements, and building codes are followed via regular inspection and employee training.
 - Annual inspections take place as required by law
 - [Child care license](#)
 - [Annual bus inspection](#)
 - Annual health inspections
 - [School lunch program](#)
 - [Snack program](#)
 - Annual food service permits
 - [Preschool and ESP snack permit](#)
 - [School lunch permit](#)
 - [Certified Food Protection Manager permit](#)
 - [ServSafe certification](#)
 - [Annual fire extinguisher service/inspections](#)
 - [Annual fire alarm system inspection](#)
 - [Annual sprinkler inspection](#)

- [Annual elevator operating permit](#)
 - [Annual kitchen hood inspection](#)
 - [Refrigerator and Freezer Temperature Record](#)
- Fire escapes are maintained and kept unobstructed
- Two crosswalks are available for use.
- Faculty and staff maintain [CPR and first aid training](#) and certification.
 - Faculty and staff also receive annual training on
 - [Epi pen usage](#)
 - child maltreatment reporting responsibilities
 - blood borne pathogens
 - emergency procedures including [severe weather and sheltering in place](#), [fire and building evacuation](#), [building lockdown](#), [clearing the halls](#), [reverse evacuation](#), and offsite emergency evacuation
 - ALICE training for intruders and violent critical incidents
 - In addition to the previous, preschool staff also receive [DHS-required annual training](#) on
 - [Abusive head trauma](#)
 - [Allergy prevention and response](#)
 - Individual Child Care Program Plans (ICPPs)
 - [Risk Reduction Plan](#)
- A contracted nurse is employed through funds received through Osseo District 279 (as well as budgeted funds from St. John's) and is available an average of 10 hours per week during the school year.
- The lunch program staff maintains a State of Minnesota food safety license.
 - [Certified Food Protection Manager permit](#)
 - [ServSafe certification](#)
- Fire, severe weather, and lockdown drills are regularly practiced, as required by law.
 - [Emergency Drill Log](#)

4. Describe the maintenance and cleaning schedule of the facility.

- Maintenance and cleaning of the facility take place on both an as needed and scheduled basis.
 - The [Facilities Manager](#) is responsible for light maintenance and daytime cleaning, including
 - cleaning front entry area, vacuuming carpet, cleaning doors/windows
 - sweeping/dust mopping gym as needed
 - inspecting bathrooms and wiping down sinks, mirrors, and toilets, sweeping/mopping and replacing paper towels/toilet paper as needed
 - dust mopping/ sweeping non-carpeted hallways as needed
 - cleaning drinking fountains
 - wiping down lunch tables before/after lunch and sweeping lunchroom floor touching up throughout building as needed
 - dry mopping/scrubbing gym floor after gym events
 - cleaning/organizing sanctuary prior to funerals

- responding to any bodily fluid situations as quickly as possible
 - addressing miscellaneous maintenance including changing light bulbs, shoveling/sweeping sidewalks, etc.
 - A contracted night cleaning crew is responsible for maintaining cleanliness of classrooms, bathrooms, the front entry, and hallways each evening.
- Daily, weekly, monthly, annually, and seasonal cleaning and maintenance are documented as follows:
 - [Operations, Cleaning, and Maintenance Schedules](#)
 - [Cleaning Specifications for Weekdays and Weekends](#)
 - [Cleaning Floorplan](#)

5. What is the relationship of the school administrator and faculty with the custodial staff?

- Because the Facilities Manager reports directly to the Business Manager, the Business Manager acts as a liaison between the school and the Facilities Manager regarding maintenance issues and custodial responsibilities. However, the principal, preschool director, and all faculty and staff have a good working relationship with the Facilities Manager and may go to him to request extra help or specific cleaning/maintenance when needed.

6. What part of the physical plant has been changed in the last three years?

- No changes have been made to the physical footprint/floorplan in the last three years.

7. What long-range plans are in place for ground and site development?

- Items included in the long-range plans for ground and site development for St. John's include
 - playground enhancements, including installing a covered structure, adding new playground items, and refreshing existing playgrounds
 - building tuckpointing
 - partial roof replacement
 - security system enhancements and the application of protective window film
 - a canopy or covered entrance to the building
 - a remodel of the narthex
 - sanctuary floor replacement
 - kitchen remodel/refresh
 - an expansion to offer grades 9-12 via a new high school
- See the [St. John's Lutheran Church & School Wish List](#) for additional items.

8. How are students protected from outsiders before, during and after school?

- In 2021, St. John's [invested in the ALICE program](#) for official school safety training. All faculty and staff have access to and are assigned various online training modules, including situational awareness, preparing and responding to large crowds and civil unrest, recognizing and responding to suspicious activity in your school, etc. Additionally, annual [in-person ALICE training and drills](#) take place.
- In addition to ALICE training, faculty and staff also receive training on emergency procedures including [severe weather and sheltering in place](#), [fire and building evacuation](#), [building lockdown](#), [clearing the halls](#), [reverse evacuation](#), and offsite emergency evacuation.

- Faculty and various staff are required to carry a walkie talkie with them at all times so that constant communication is available.
- Students are protected from outsiders before school in the following ways:
 - Faculty and/or staff are present and provide direct supervision for all students from the opening of the school day at 7:00am until the close of the day at 5:30pm.
 - Assigned faculty members provide direct supervision from 7:00 - 7:30am as students arrive and gather in the main lobby.
 - Students are greeted and supervised when arriving for school from 7:30 - 8:00am by the principal and/or the preschool director and the school secretaries.
 - Students are supervised in their classrooms by faculty from 7:30am until dismissal at 3:00pm.
 - Only two doors are unlocked at 7:00am to allow for the arrival of students. This entrance is directly supervised by faculty and staff while it remains unlocked.
 - The two entrance doors are locked at 8am, and all doors remain locked throughout the school day.
 - All parents and visitors must request entry to the building via a [buzzer/speaker](#) located outside of door 1. This door is continuously monitored by school secretaries and a camera.
 - Door 7, which is used for entrance by ESP families, is also equipped with a buzzer, speaker, and camera. Entrance through this door during non-ESP hours is not allowed.
- Students are protected from outsiders during school in the following ways:
 - Students are supervised in their classrooms by faculty from 8:00am - 3:00pm.
 - All classroom doors remain locked at all times to more easily transition into a lockdown if needed.
 - All students are trained on lockdown and evacuation procedures, as well as other emergency procedures.
 - Visitors are not allowed into the building unless first obtaining permission from the school secretaries.
 - A log of all building visitors is maintained at the front office.
 - Visitors are given badges to wear once they have signed in so that they can be easily identified among faculty and staff.
 - All faculty and staff are [trained in situational awareness](#) and to share information with others and/or act if something does not seem right.
 - If a stranger is noticed inside the building and it is safe to do so, faculty and staff are to approach the person to discover why he/she is in the building.
- Students are protected from outsiders after school in the following ways:
 - When students are dismissed at 3:00pm they are directly supervised by faculty and staff during the entire dismissal period.
 - Students awaiting departure are supervised in the gym and/or outside by faculty and staff.
 - Faculty interact with all persons in line to pick up a student, and only allow students to leave with known individuals.

- All families are provided with two St. John’s pick up signs indicating their family name and the students they will be picking up.
 - Students remaining for the extended school program (ESP) go to the cafeteria and are supervised by ESP aides until closing at 5:30pm.
 - The exterior ESP entrance door remains locked for the entirety of ESP.
 - All parents and visitors must request entry to the building via the buzzer/speaker located outside of door 7. This door is monitored by ESP staff and a camera.
 - ESP staff are trained to ask for ID when an individual is unknown.
 - Door 1, which is the main building entrance, is also equipped with a [buzzer](#), speaker, and camera. This entrance is locked when dismissal is finished.
 - Students remaining for athletic and/or extracurricular activities are supervised by the sponsoring faculty/staff/coaches/parents from the beginning of the activity until its completion.

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an “X” in the box and attach required documentation.

School floor plan

- [St. John’s Lutheran Floor Plans](#)

Required Indicators of Success

Required indicators must be answered “YES” and supported by evidence and comments for the school to be accredited in good standing. Place an “X” in the box and identify supporting evidence and practices.

7:01* Facilities are well-maintained and free from hazards, providing a safe and productive learning environment.

YES

NO

Identify and list supporting Evidence or Practices:

(See all Potential Evidence, Potential Practices, and Required Evidence in Standard 7.)

Comments:

Well-maintained facilities are a high priority at St. John’s Lutheran School and it shows. It is not uncommon for guests to remark on how clean our building is! St. John’s employs a facilities manager and custodial staff that work hard day and night to maintain the cleanliness and upkeep of the building. The Property and

Grounds committee work together to address any additional needs that may arise as well as larger improvement and maintenance issues, repairs, and purchases. Additionally, the business manager, along with all faculty and staff, ensure that all state and federal regulations are followed so that we provide a safe and productive environment for all of our faculty and staff, students, and families.

7:02* Facilities fully conform to all applicable laws, including health, safety and building codes.

YES

NO

Identify and list supporting Evidence or Practices:

(See all Potential Evidence, Potential Practices, and Required Evidence in Standard 7.)

Comments:

Our facilities conform to all applicable laws, including health, safety, and building codes. Regular inspections take place, and St. John's has a long history of passing grades.

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each General Indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the “Comments” section.

Highly Functional (4) — This is an area of outstanding strength of the school. It not only meets ALL the benchmarks related to the General Indicator of Success, but is supported by extensive documentation and/or observable practices that exceed expectations related to the indicator. This indicator establishes practices for other Lutheran schools to consider. The Validation Team verifies that these practices and/or documentation exceed the Operational (3) level.

Operational (3) — This is the expected rating for a strong Lutheran school. ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

Emerging (2) — Improvement is required in this area. If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

Not Evident (1) — There is observable conflict or deficiency with this indicator at the school. A majority of the expected benchmarks are not met or addressed with sufficient practices, evidence or documentation. This rating may result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

7:03: Buildings, grounds and equipment are well maintained, clean and appropriate for the age and number of students.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- The size and design of the buildings and teaching/learning areas are appropriate for the school’s programs and achievement of learner outcomes (objectives), meet state and local code requirements and provide for special needs.
- At approximately 45,000 sq. ft, the [building](#) is able to provide over 160 sq. ft. per student for the maximum student capacity of 280.
 - Twelve classrooms provide for ample space to accommodate each grade level/class.
 - An art/science room, music room, and library provide space for participation in fine arts programs and special activities.
 - A large cafeteria provides ample room for lunch each day for all students and staff.
 - The full-size gymnasium, two playgrounds, and numerous acres of land provide more than sufficient room for athletic and recreational activities.
 - An elevator provides handicap access to the upper level of the building.
 - Each of the 12 classrooms are equipped with media equipment to support learner outcomes.
 - WiFi is readily available throughout the building.
 - Inspections are overseen by the Facilities Manager and Business Manager so that all state and local codes and requirements are met and maintained.
- All teaching/learning areas are properly ventilated, lighted and have adequate space for the number and size of the students.
- All teaching/learning areas
 - have access to fresh air distribution thanks to numerous rooftop heating and air units.
 - are lit with newly installed LED lighting.
 - provide sufficient space for each student to have his/her own desk (or table space for preschoolers) with room for walking between desks/tables.
- The buildings are cleaned daily and the restrooms are sanitary.
- Maintenance and cleaning of the facility take place on both an as needed and scheduled basis.
 - The Facilities Manager is responsible for light maintenance and daytime cleaning, including
 - Cleaning front entry area, vacuuming carpet, cleaning doors/windows
 - Sweeping/dust mopping gym as needed
 - Inspecting bathrooms and wiping down sinks, mirrors, and toilets, sweeping/mopping and replacing paper towels/toilet paper as needed
 - Dust mopping/ sweeping non-carpeted hallways as needed
 - Cleaning drinking fountains
 - Wiping down lunch tables before/after lunch and sweeping lunchroom floor
 - Touching up throughout building as needed

- Dry mopping/scrubbing gym floor after gym events
 - Cleaning/organizing sanctuary prior to funerals
 - Responding to any bodily fluid situations as quickly as possible
 - Addressing miscellaneous maintenance including changing light bulbs, shoveling/sweeping sidewalks, etc.
- A contracted night cleaning crew is responsible for maintaining cleanliness of classrooms, bathrooms, the front entry, and hallways each evening
- Daily, weekly, monthly, annually, and seasonal cleaning and maintenance are documented as follows:
 - [Operations, Cleaning, and Maintenance Schedules](#)
 - [Cleaning Specifications for Weekdays and Weekends](#)
 - [Cleaning Floorplan](#)

X School furniture is sufficient in quantity and age appropriate.

- School furniture is sufficient in quantity and age appropriate for the various ages served by St. John's. Additionally, furniture is kept in good condition and is either repaired or replaced when needed.
- Inventories are taken at the end of each school year to account for all school furniture and to ensure a sufficient inventory for the upcoming school year.
- The principal and head custodian create plans for the set up of furniture for each classroom prior to the beginning of each school year, according to enrollment numbers.
- Extra furniture is stored when not in use and is kept easily accessible to accommodate a growing student body when necessary.
- Two sizes of picnic-style tables are used in the cafeteria to accommodate both preschoolers and older children.
- Age/size-appropriate tables are used in the preschool classrooms to accommodate their smaller size, and age/size-appropriate desks are used for grades Kindergarten-8th grade.
- The custodian is aware of children who are taller or shorter in height and require special adjustments to be made for their desks each year.
- Two outdoor playgrounds are provided - one accommodates children in grades Kindergarten through 8th grade and the other is preschool-appropriate.

X The school administrator(s) participates in the supervision of those who maintain the physical facilities.

- The Business Manager directly oversees the Facilities Manager, and the Facilities Manager directly oversees the night cleaning crew. However, the principal and preschool director also participate in the supervision of the facility and are in daily communication with the Business Manager regarding the facilities.

X Adequate provisions exist for offices, area for students needing care, recreation, library/media center and space for small-group instruction.

- Sufficient-sized offices are provided for each of the three administrators (principal, preschool director, and business manager), the two pastors, and the church secretary.
- A large front office area is provided for the two school secretaries.

- A private room/office adjacent to the front office is provided for the school nurse and for the use of sick children. This room includes a door so that privacy may be maintained while treating ill or injured children/staff.
- A full-size gym with a curtain divider, two playgrounds, and ample lawn provide more than sufficient room for recreational use.
- The school library provides ample space for the perusal of books and other materials, as well as room to enjoy group storytime with the [librarians](#).
- The music room, used for both school and church, is more than large enough for choir and handbell practice.
- The newly remodeled main lobby is furnished with tables and chairs conducive for studying and group work. Additionally, the furniture is easily moved to accommodate larger-sized groups or to provide extra space between groups.
- The ESP room is used for small group work during the day, including for speech services; the auxiliary room, too, equipped with a large conference table, is used for group work as well, as is the resource classroom.
- Each classroom is equipped with various media equipment, such as projectors, interactive TVs, etc. Wifi is also available throughout the entire building and Chromebooks are available for each student.
- The art/science room is equipped with a green screen and lighting supplies for use by faculty and staff.

X The school facility supports and provides for the integration of technology and learning.

- Comcast Business is used as the internet service provider.
- Content filtering was/is provided by the following
 - A Barracuda appliance was utilized for several years.
 - SafeDNS was used for the 2021/2022 academic year.
 - A Meraki MX router/firewall was implemented in October 2022 to increase network visibility and provide content filtering.
 - Google for Education policies and content filtering capabilities are used to enable safe search and Youtube restricted mode.
- Two core switches were upgraded in October 2022 to new Meraki MS120 devices, and the edge firewall/router was upgraded to a Meraki MX6 device.
- An Extreme networks wireless controller allows access points in each classroom and in many common areas throughout the building.
 - There are 19 access points in the building for WiFi. Each access point can carry 127 devices at one time.
- Wired ethernet is available in most classrooms and office spaces, in addition to the wireless access points.
- All students (PS-8th grade) have access to the internet via Chromebooks.
 - St. John's provides Chromebooks for PK-4th grade students.
 - Chromebooks are updated on a rotating basis.
 - 5th - 8th grade students provide their own Chromebook.
- Individual accounts are provided for each student through a Google for Education subscription.
- Guests in the building may access the internet via our guest log in.

- Teachers, pastors, secretaries, and others are provided with HP Probook laptops which are managed through Azure Active Directory.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

(See all evidence listed above in Section 7:03.)

Comments:

Thanks to a history of facility managers with a fastidious eye for detail, a devoted Properties & Grounds committee, a new business manager, and an overall high level of respect for the property by students and families, faculty and staff, and church members, the building, grounds, and equipment of St. John's remains well maintained and clean. It is not uncommon at all to hear guests remark about the cleanliness of the building or how shiny the floors and steps are! Additionally, the 45,000 sq. ft. building provides ample space for the number of students served, thanks to various building addition projects that have taken place over the years.

7:04: Physical facilities provide specific (crosses, signs, etc.) and non-specific (attractive, adequate, etc.) Christian witness to the community.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- The Christian flag flies alongside the American flag at the same entrance.
- The flagpole is located outside the main entrance and flies the Christian and American flags.
- Christian banners, pictures and posters are displayed in the hallway, entryway, gymnasium and classrooms.
- Numerous [Christian banners, pictures, posters, and artwork](#) (both professional and student created) are displayed throughout the entirety of the building.
- A cross is hung in a prominent place.
- An impressive and welcoming piece of [artwork](#) that includes a cross is hung in the vestibule of the main entrance and is one of the first items students, families, faculty, staff, and guests see upon entrance to the building.
 - Numerous other [crosses](#) are hung throughout the building.
- An outdoor sign is a witness to the community.
- A [sign for the church and school](#) sits on the property beside County Road 101 displaying a cross and sharing Sunday worship times to all in the community.
 - A [marquee sign](#) for the school also sits on the property beside County Road 101 and is regularly updated to share important events and invitations to the community and serve as a witness to it as well.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

<input checked="" type="checkbox"/> Highly Functional (4)	<input type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)
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Identify and list supporting Evidence or Practices:

(See all evidence listed above in section 7:04.)

Comments:

St. John’s is committed to its Lutheran heritage and witness to the community. American, MN State, and Christian flags are displayed near the main entrance door. American and Christian flags are displayed in each classroom and in the gym and sanctuary. Christian banners, posters, Bible verses, and pictures are displayed throughout the gym, classrooms, hallways, and entrance areas. Crosses and crucifixes are hung in prominent places both inside and outside the building. The outdoor sign is regularly updated with various messages for the community. The new lobby remodel has provided a blank space for artwork, and new Christian artwork is currently being researched for purchase.

7:05: The building and grounds provide a safe school environment.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- Policies and procedures are in place to maintain a safe school environment.
- [Emergency Preparedness Plan](#)
- The playground and athletic field have fences or other restraints to prevent students from entering streets or adjoining property and to prevent vehicular traffic during school hours.
- Faculty and staff always supervise students when they are outside for recess, physical education, ESP, athletic events, and any other reason.
 - The preschool playground is entirely fenced in and is located on the western side of the building away from all highways, roads, and parking lots. Because it is located in a sunken area, it is obscured from the road and the majority of the main parking lot.
 - The K-8 playground is also located on the western side of the building away from all roads, highways, and parking lots. While it is not completely fenced in, there is a fence that runs the length of the cemetery. Additionally, children are made aware of the playground boundaries and are closely supervised so as not to cross them.
 - The athletic field/soccer field has one fence that runs the length of it to protect students from a creek that separates the property from the neighbor’s property. There is also a fence around the pond to prevent accidents.
 - When the ESP blacktop is used for recess during school hours, a chain is extended across the drive so that vehicles are prohibited from entering during that time.
- The school limits access to the facility, has locked entrances and is secure during normal school hours.
- All exterior doors remain locked during normal school hours, excluding one hour during morning arrival.
 - Two of the main doors are unlocked from 7:00-8:00am to allow for student arrival. These doors (and students) are continuously monitored during this time by faculty and staff members.
 - Only select individuals have keys which grant access to the building from other than 1 and 7. When distributed, these keys are recorded.
 - Faculty, staff, and other individuals enter the building by using a key fob. Fobs are registered to individual users and are monitored.
 - Visitors must announce their presence at the main entrance by means of a [buzzer](#), speaker, and camera. School secretaries then either grant or deny them permission to enter.
 - During ESP hours, parents must announce their presence at door 7 by means of a buzzer, speaker, and camera. ESP aides then either grant or deny them permission to enter.
 - All classroom doors remain locked throughout the building to all for an easy transition to a lockdown if needed.

- Crossing guards, lanes and school speed zones are provided where needed.
 - Crossing guards are not required as students do not cross any streets and parents are required to park in the main parking lot only for arrival and dismissal.
 - Per the [K-8 Parent/Student Handbook](#) (pg. 30) and the [Preschool Handbook](#) (pg. 24), “Parents may not use the alternate lot or CR 101 entrance (door #3) to pick up students.”
 - School speed zone signs are placed on County Road 101 by Hennepin County.
 - Per the [K-8 Parent/Student Handbook](#) (pg. 30) regarding arrival, “Parents parking in the lot *must escort their children* into the building using the crosswalk.”
 - Per the [Preschool Handbook](#) (pg. 23-24) regarding arrival, “Preschool children are to be escorted by a parent/guardian to their classroom each day from the parking lot by way of the crosswalk and the main doors (door #1). Older siblings are not allowed to escort children. Please maintain constant supervision of your child while crossing the parking lot and crosswalk. Children are not allowed to cross the parking lot or the crosswalk by themselves. ”
 - Per the [K-8 Parent/Student Handbook](#) (pg.31) regarding dismissal, “Parents parking in the lot *must escort their children* from the building to the car using the crosswalk.”
 - Per the [Preschool Handbook](#) (pg. 24) regarding dismissal, “Parents parking in the lots must escort their children from the building to the car using the crosswalk.”

- A safe, carefully supervised procedure for loading and unloading students in cars, buses and other vehicles are in effect.
 - Arrival and dismissal policies are outlined in detail in the [K-8 Parent/Student Handbook](#) on pages 29-30 and the [Preschool Handbook](#) on pages 23-24.
 - Any additional activities that require the loading/unloading of students in cars, buses, and other vehicles such as field trips, etc. is closely supervised by faculty and staff and/or parents/volunteers.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4)
 Operational (3)
 Emerging (2)
 Not Evident (1)

Identify and list supporting Evidence or Practices:

(See all evidence listed above in section 7:05.)

Comments:

St. John’s is committed to provide a safe learning environment for our students. We are blessed to have a large facility that provides many spaces for the beneficial use of all our students and families. Safety is a prime focus of care for students and staff. St. John’s is blessed to have local law enforcement involved with improving and maintaining our safety procedures as well.

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned standard through a thoughtful and purposeful evaluation of each of the general indicators of success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. Are the Required Indicators of Success met for Standard 7? (YES / NO)

YES

B. Based on evidence, what are the strengths of the school related to Standard 7?

St. John's employs a facilities manager and a business manager that work together to oversee the cleanliness of the building and grounds and to ensure that all local, state, and federal requirements are met. Faculty and staff also participate in maintaining a clean and safe environment, and this is a particular focus of the principal and preschool director. We are blessed with a Property & Grounds committee under the Board of Administration that works diligently to beautify our facilities and plan for the future.

C. Based on evidence, what are the challenges of the school related to Standard 7? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.

No areas were identified as "emerging" [2] or "not evident" [1]. Challenges will be to find funding sources for large maintenance projects as the building continues to age. Our parent surveys also revealed that we will want to continue to focus on lunch options that best meet the needs of our students.

D. What is the school's average rating for all General Indicators of Success for Standard 7, rounded to the nearest tenth?

STANDARD	RATING
7:03	4
7:04	4
7:05	3
Total:	11
Average: (Total ÷ 3)	3.7

IDENTIFICATION OF POWERFUL PRACTICES

Identify and provide an explanation of any practices (no more than three) that may be *Powerful Practices*. It should be noted that schools may meet all accreditation standards without identifying any *Powerful Practices*.

Practices associated with General Indicators of Success that are rated as “highly functional” (4) by the school have the potential for identification as a *Powerful Practice* when the practice is transformational and replicable.

NLSA seeks to identify and share unique practices that set a school apart and make it a highly respected educational institution in its community. *Powerful Practices* are carefully researched, collaboratively established and dynamically affect student learning and/or ministry opportunities in a Lutheran school. These are the practices that have the potential for replication in other Lutheran schools.

A school’s *Powerful Practice* is much more than an expectation that quantifies Standard compliance. It innovates and exceeds accreditation expectations. It is a calculated risk that results in significant reward for students. Therefore, it is a desirable condition that has ramifications for schools throughout the LCMS.

Identify any potential Powerful Practices in the space below:

PRELIMINARY SCHOOL ACTION PLAN

A preliminary School Action Plan is developed as the concluding process of the school’s Self-Study. The plan must address every area of concern (“emerging” [2] and “not evident” [1]). Each concern must be noted and addressed. “Operational” [3] indicators may also be addressed in the preliminary School Action Plan. The preliminary School Action Plan must be attached to the Self-Study document.

NLSA Preliminary School Action Plan							
School Name: St. John’s Lutheran School							
School Address: 9141 County Road 101 Corcoran, MN 55340							
LCMS District: MN South District							
Administrator: Gretchen Dolan, Principal							
Date of Most Recent NLSA Validation Team Visit: 2018							
Accreditation Year	'23	Preliminary	Year 1	Year 2	Year 3	Year 4	Year 5
Standard & Indicator Number	Self-Study Concerns & Strategies			Target School Year	Responsible Party	Action Taken	School Year Addressed
1	Strategic planning/visioning for school and church			2023-24	Deacon Council		
	Develop more engaging and comprehensive service projects			2024-25	Admin.		
2A	Create an expanded evangelism plan			2026-27	BSL w/ input from BOE		
2C	Implement a character development program/curriculum			2024-25	Admin.		
3A	Initiate a process/survey for evaluating the Board of Education			2023-24	Admin.		
3A	Initiate a process/survey for evaluating the Deacon council			2023-24	Admin.		
3A	Implement governing authority training for the Deacon Council and all boards			2024-25	Deacon Council		
2B	Create and invest in new marketing materials using the new school logo			2023-24	BOE		
3B	Continue the effort to call/hire a middle school ELA teacher to provide			2024-25	Deacon Council/BOE		

	adequate time for admissions and teacher support/evaluation				
4	Ensure that full-time teachers will be rostered or complete the colloquy program	2025-26	Admin.		
4	Ensure that all full-time teachers will have MN teaching licensure	2025-26	Admin.		
5	Complete curriculum mapping for all subjects	2027-28	Admin.		
5	Research and implement a more complete plan for IT support	2026-27	BOE		
7	Update PA/phone system to be fully-functioning and reliable	2023-24	BOE		

SCHOOL ACTION PLAN

NOTE: DO NOT Complete Prior to Validation Team Visit

The School Action Plan is developed from the Preliminary School Action Plan originally submitted with the school’s Self-Study and updated with the input from the Validation Team. The plan must address every area of concern (“emerging” [2] and “not evident” [1]). Each concern must be noted and addressed. “Operational” [3] indicators may also be addressed in the School Action Plan. This Plan will guide the school through the next five years in a process of continuous improvement prior to the next Self-Study process and Validation Team visit.

The completed School Action Plan must be included with the final submission of the school’s Self-Study to the District Accreditation Commission.

NLSA School Action Plan												
School Name: St. John’s Lutheran School												
School Address: 9141 County Road 101 Corcoran, MN 55340												
LCMS District: MN South District												
Administrator: Gretchen Dolan, Principal												
Date of Most Recent NLSA Validation Team Visit:												
Accreditation Year	'23	Initial		Year 1		Year 2		Year 3		Year 4		Year 5
Standard & Indicator Number	Self-Study Concerns & Strategies				Target School Year	Responsible Party	Action Taken	School Year Addressed				
1:03	Work to create unity in the perception, communication, and implementation of the church and school vision				2023-24	Deacon Council, Pastors, Admin.						
2A:02	Consider the use of an outside consultant to facilitate conversations amongst the church and school staff regarding relationships and mission/vision				2023-24	Deacon Council						
2A:03	Create an expanded evangelism plan, especially for reaching the unchurched				2026-27	BSL w/ input from BOE						

2B:03	Develop more engaging and comprehensive service projects for students	2024-25	Admin.		
2B:05	Create and invest in new, quality marketing materials using the new school logo	2023-24	BOE, Commun. Director		
2C:02	Consider implementation of a character development program/curriculum	2025-26	Admin.		
3A:04	Initiate a process/survey for evaluation of BOE and deacon council	2023-24	Admin.		
3A:06	Ensure that board members receive clear, consistent annual training on roles and responsibilities	2024-25	Deacon Council, Boards		
3B:02	Provide adequate administrator release time for the principal	2026-27	BOE		
3B:02	Continue effort to call/hire a middle school ELA teacher to provide adequate time for admissions and teacher support/evaluation	2024-25	Deacon Council, BOE		
3B:02	Explore the feasibility of the administrator obtaining MN Principal's license and offer the support to carry the plan through if desired	2024-25	Admin., BOE		
4:02	Ensure that all teachers obtain state teaching licensure	2025-26	Admin., BOE		
4:02	Support all full-time teachers in obtain colloquy	2026-27	Admin., BOE		
5:03	Complete curriculum mapping for all subjects	2027-28	Admin.		
5:07	Research and implement a more complete plan for overall IT support	2026-27	BOE		
5:08	Due to coming change in school leadership, consider a pause on the implementation of new and/or components of the current curriculum	2023-24	Admin., Pastors, BOE		
6:02	Continue review of job descriptions	2023-24	Business Manager, Admin.		

6:02	Create a clear plan regarding the inquiry and admissions process, designating a person to give tours and provide follow-up communication	2024-25	BOE		
6:03	Survey parents and students regarding extra-curricular interest outside of athletics (to gauge student & parent/volunteer interest/commitment, and parent volunteer) e.g. Robotics	2025-26	Admin.		
7:03	Update PA/phone system to be fully functioning and reliable	2025-26	BOE, BOA		