Required Attachments and Exhibits

Location	Name of Attachment or Exhibit	Date of Last Revision
1.	Gen InfoList of Steering Committee Members (attach)	Does not apply
2. Gen Info, IIIC	File of School Annual Statistics Report (attach)	Does not apply
3. I	Schools Mission Statement/Philosophy (attach)	
4. I	Congregational Mission Statement/Philosophy	
5. IIB	School Calendar	
6. IIB	Samples of Public Relations Materials	
7. IIIB, IV	Job Descriptions for all Positions	
8. I X	School Floor Plan (attach)	
9. XI	Evidence of Student Achievement	
Manuals & Plans		
10. IIB	Parent/Student Handbooks	
11. IIB	Parent/Teacher Organization Program	
12. IIIA	Governing Board Policy Manual	
13. IIIA	Strategic Plan	
14. IV	Faculty Handbook	
15. IV	Staff Development Plan	
16. V	Written Curriculum (Philosophy, Outcomes, Scope and Sequence)	
17. VI	Technology Plan	
18. I	Innovations or Changes in Methodology	
19. VIII	Crisis Plans	
20. VIII	Emergency Evacuation Plans	
21. X	Three Year Financial Plan	
22. XI	Plan for Instructional Supervision	
Policies		
23. IIB	Enrollment Policy	
24. IIB	Non-Discrimination Policy	
25. IIC, VII	School Discipline Policy	
26. IIIA	Policy governing roles of board,& administrator	
27. V	Policy and Procedures for Preparing Volunteers	
28. VI	Ethical Use Policy (Computers and Technology)	
29. VIII	Wellness Policy	
30. VIII	Procedures for Dispensing Medications	
Financial		
31. X	Current Salary and Benefit Scale / District comparison	
32 X	Itemized School Budget and Auxiliary Organization Budgets	
33. X	Policy and Procedures related to Financial Aid	
34. X	Tuition and Fees Schedule	
35. X	Three Year Financial Plan	
36. IIC	Required Self-Study Survey Results	

37.	V	Classroom Schedules
38.	VI	Inventory of Instructional Hardware and Equipment
39.	VI	Inventory of Classroom, Technology and Library reference materials
40.	VII	Discipline Materials
41.	VI VII XI	Samples of Report Cards and Cumulative Records and other report forms currently used
42 .	XI	Standardized Test Results for Last Three Years

NLSA Planning Committee Assignment
St. John's Lutheran School
2013 Re-accreditation

I. Vision and Mission

1) Peggy Winter

2) Brenda Good

II. **Relationships**

1) Dan Kimble

2) Amy Corrigan

III. Leadership

1) Kris Gustin

2) Dave Smith

3) Kristen Karels

IV. Personnel

1) Ann Young

2) Cherie Smith

3) Tina Latzke

V. Curriculum

1) Renee Bartels

2) Jeannie Polzin

3) Sue Brueggmeyer

VI. Instruction

1) Lynn Irrgang

2) Sandy Ittel

3) Michelle Eggers

VII.

VIII. Student Services

1) Mary Balzum

2) Jenny Lundgren

3) Paula Beaver

4) Teri Thomas

IX. Health and Safety

1) Marilynn Kimble

2) Andrea Krause

3) Beth Rosten

X. Facilities

1) Dan Young

2) Erik Thiesfeld

3) Brian Pauly

XI. Finance

1) Jeff Eggers

2) Steve Bohn

XII. Evaluation

1) Jill Thiesfeld

2) Lori Trocke

School Statistics Report Form

Directions: The information currently on file for your school has been pre-loaded into the form fields. Review it and correct any wrong information.

School Information

School ID: S996534

School Year: 2012-2013

Head Administrator: David Polzin

Date School Was Established: 12/31/1875 **(mm/dd/yyyy)**

School: St Johns Lutheran School

LCMS District: Minnesota South

Address: 27 1st St NW

City, State, ZIP: Norwood Young America MN 55397-9494

Congregation Participation

Number of children who attended your school who were baptized during the past year.	0
Number of adults whose child(ren) attended your school who transferred from another LCMS congregation to the sponsoring congregation(s) during the past school year.	0
Number of adults whose child(ren) attended your school who joined The Lutheran Church-Missouri Synod through baptism and/or confirmation during this past school year.	1
Total number of eligible children of school age presently in your operating/member congregation(s).	320

List LCMS Congregations and relationship to the school (At least one congregation must be listed)

Definitions:
Sole Owner: The only owner of school . Other congregations may send students.
Associate: Shares ownership of school with one of more other entities.
Affiliate: Has formal agreement with the operators/owners of the school but does not share in ownership.
Send Students: Is none of the above but sends students to the school.

ID#	Name	City	State	Sole Owner	Associate	Affiliate	Send Students
9906534	St. John's Lutheran Churcgh	Norwood Young America	MN	●	○	○	○

Add Row

School Organization Type: (select one)

- ○ District School (Operated by the District.)
- ○ Separately Incorporated (Incorporated independent of any congregation)(RSO)
- ● Single Congregation (Owned and operated by one congregation)
- ○ Multi-Congregation (Owned by or associated with more than one congregation)(RSO)

Student Tuition Information (Do not enter $ signs)

Explanation: The amount of tuition charged per school year. Do not enter "$" symbol.

Tuition	Kind Half	Kind Full	Grades 1-3	Grades 4-6	Grades 7-8	High School
Member	0	1375	1375	1375	1375	0
Non-Member	0	1844	1844	1844	1844	0

Student Enrollment by Grade Level

Level	Full day Chidcare	Pre-Half	Pre-Full	Kind Half	Kind Full	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Number	0	29	0	0	8	14	14	6	16	14	12	5	5	0	0	0	0

Push to Calculate Enrollment Total:

Number of children who applied but could not be admitted this fall due to space limitations: 0

Enrollment by Church Membership of Students

	Childcare	Preschool Half	Preschool Full	K—8	9-12
Operating/Member LCMS Congregation(s)	0	19	0	83	0
Other LCMS Congregations	0	2	0	3	0
Other Lutheran Congregations	0	5	0	6	0
Non-Lutheran Congregations	0	3	0	2	0
No church Membership	0	0	0	0	0

Definition:
Operating/Member LCMS Congregations: A single congregation that operates the school **Or**
One of the congregations jointly operating an inter-parish or association school.

Include only LCMS students of the operating/member LCMS congregations.

COUNT STUDENTS ONLY ONCE.

Enrollment by Ethnic Origin

	Child Care	Preschool Half-Day	Preschool Full-Day	K-8	9-12
American Indian	0	0	0	0	0
Asian	0	0	0	0	0
Black	0	0	0	0	0
Hispanic	0	0	0	0	0
White	0	29	0	93	0
Other	0	0	0	1	0

Enrollment in Before/After School Program

	Enrolled in Your School	NOT Enrolled in Your School
Before School Care	3	0
After School Care	17	1

Early Childhood Enrollment by Age

	Age 0	Age 1	Age 2	Age 3	Age 4	Age 5
Number of Children	0	0	0	11	18	8

School Financial Support?Percent From: (Do not enter % signs)

Congregation	Tuition/Fees	Third Source
60	25	15

(NOTE: Place a check mark in the check box below if this report is to be considered your final report. Leave it unchecked if you are not finished, but wish to save the information you have entered to date.)

Update/Submit ☑ **This is my Official Statistics Record for the school year listed above.**

ST. JOHN'S LUTHERAN SCHOOL PHILOSOPHY

We believe that God has created all people with a variety of characteristics and talents. Each child requires appropriate training to develop spiritually, emotionally, academically, physically and socially. We believe that all people are sinful and in need of Jesus Christ as their Lord and Savior.

ST. JOHN'S LUTHERAN SCHOOL MISSION STATEMENT

"Leading our students to know and share Christ"

Print | Close Window

Subject: RE: List requested
From: "Julie Kloempken" <juliek@stjohnsnya.org>
Date: Wed, Jan 30, 2013 10:25 am
To: <office@sjsnya.org>
Attach: July 16, 2012 Voters agendajk.doc

Renee, I attached a voter's agenda which has the core values on it...

To know Christ – To Serve Christ

From: office@sjsnya.org [mailto:office@sjsnya.org]
Sent: Tuesday, January 29, 2013 11:02 AM
To: Julie Kloempken
Subject: List requested

Hi Julie,

Here it is, hope it's what you need. If not, let me know. RP

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1.2 Cong. Mission Statement

ST. JOHN'S LUTHERAN CHURCH AND SCHOOL

LUTHERAN CHURCH – MISSOURI SYNOD

101 SE 2nd Street, NYA, MN 55397
Church Office: 952-467-2740 - School Office: 952-467-3461
Rev. David Winter, Administrative Pastor 952-467-3978
Rev. Eric Hutchison, Associate Pastor 847-997-0432
Rev. Michael Grannis, Associate Pastor 952-679-4207
Mr. David Polzin, School Principal 952-467-3461

July 16, 2012 – Agenda

CORE VALUES - ST. JOHN'S LUTHERAN - NYA

1. *We believe that people matter to God. Ezekial 33:11, 1 Timothy 2:4, 2Peter 3:9*
2. *We believe worship is the heartbeat of the Church. 1 Peter 2:9, Ephesians 5:18-20*
3. *We believe using our God-given fruits and gifts is of the utmost importance. John 20:21, 1 Peter 3:15, Ephesians 2:10*
4. *We believe that God has placed life and power in His Word and therefore it must be central to all we do. Romans 1:16, John 15:5, 1 Thessalonians 2:13*

1. Call Meeting to Order
2. Acceptance of new Voting Members
3. Acceptance of the Minutes
4. Church Staff Reports
   - Administrative Pastor
   - Associate Pastor
   - Church Plant Pastor
   - Youth/Music Director
   - Principal
5. Reports of Officers, Boards & Committees
   - Financial Secretary
   - Treasurer
   - Trustees
   - Board of Elders
   - Board of Education
   - Board of Stewardship
   - Endowment Fund – Trust Report
   - District Convention Report
6. Study Items
   a) Have stained glass windows refurbished – cost $42,000 before we collect $210,000
   b) Idea for fixing up the damaged stones at the cemetery
7. Old Business
   a) Articles of Incorporation

2012-2013

St. John's Lutheran School

- Home of the Eagles! -

Norwood Young America, MN

August '12

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September '12

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October '12

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November '12

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December '12

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January '13

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February '13

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March '13

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April '13

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May '13

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June '13

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July '13

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Date	Description
8/28/12	School Begins (K-8)
8/31/12	No School
9/3/12	Labor Day - No School
9/4/12	School Resumes
	Preschool 3 orientation 9:30-11
9/5/12	Preschool 4 classes begin
9/14/12	No Kindergarten classes
9/21/12	No Kindergarten classes
9/28/12	No Kindergarten classes
10/5/12	Walk-a-thon
10/18/12	Teachers' Conference
10/19/12	Teachers' Conference
10/31/12	Harvest Party
11/2/12	End of Qtr 1 (45 days)
11/5/12	Records Day - No School
11/6/12	Parent-Teacher conferences
11/7/12	Grandparents' Day
11/8/12	Parent-Teacher conferences
11/21/12	Thanksgiving Break begins
11/26/12	School resumes
12/6/12	PTL
12/16/12	Preschool Christmas service - 4:00
	K-8 Christmas service - 6:30
12/24/12	Christmas break begins
1/2/13	All classes resume
1/18/13	End of Qtr 2 - (44 Days)
1/21/13	Records Day - No School
1/27/13	Chili Feed/Auction
2/4/13	K Information Night
2/7/13	PTL
2/19/13	Parent-Teacher conferences
2/13/13	Ash Wednesday
2/21/13	Parent-Teacher conferences
2/18/13	Presidents' Day - No School
3/5/13	PK Information Night
3/22/13	School in session - Drive Day
	End of Qtr 3 (43 days)
3/24/13	Confirmation
3/25/13	Spring break
3/31/13	Easter
4/2/13	School resumes
4/11/13	PTL
4/13/12	Spelling Bee
5/2/13	PTL - 6:30
5/3/13	LHS track meet (tentative)
5/9/13	PK Mom & Me
5/16/13	P3 Last day
5/17/13	P4 last day
5/20/13	P4 graduation
5/22/13	Play Day
5/23/13	Gr 8 graduation
5/24/13	Last day of school (39 days)

Green - In session

Red - No School

www.vertex42.com/calendars

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Preschool

3-Yr Old T / Th A.M.
4-Yr Old M / W / F A.M.

Kindergarten

- All-Day classes

Grades 1-8

After-School child care

Available Mondays-Friday
until 6:00 P.M.

Campus located at
27 1st Street NW
Norwood Young America, MN 55397
952-467-3461

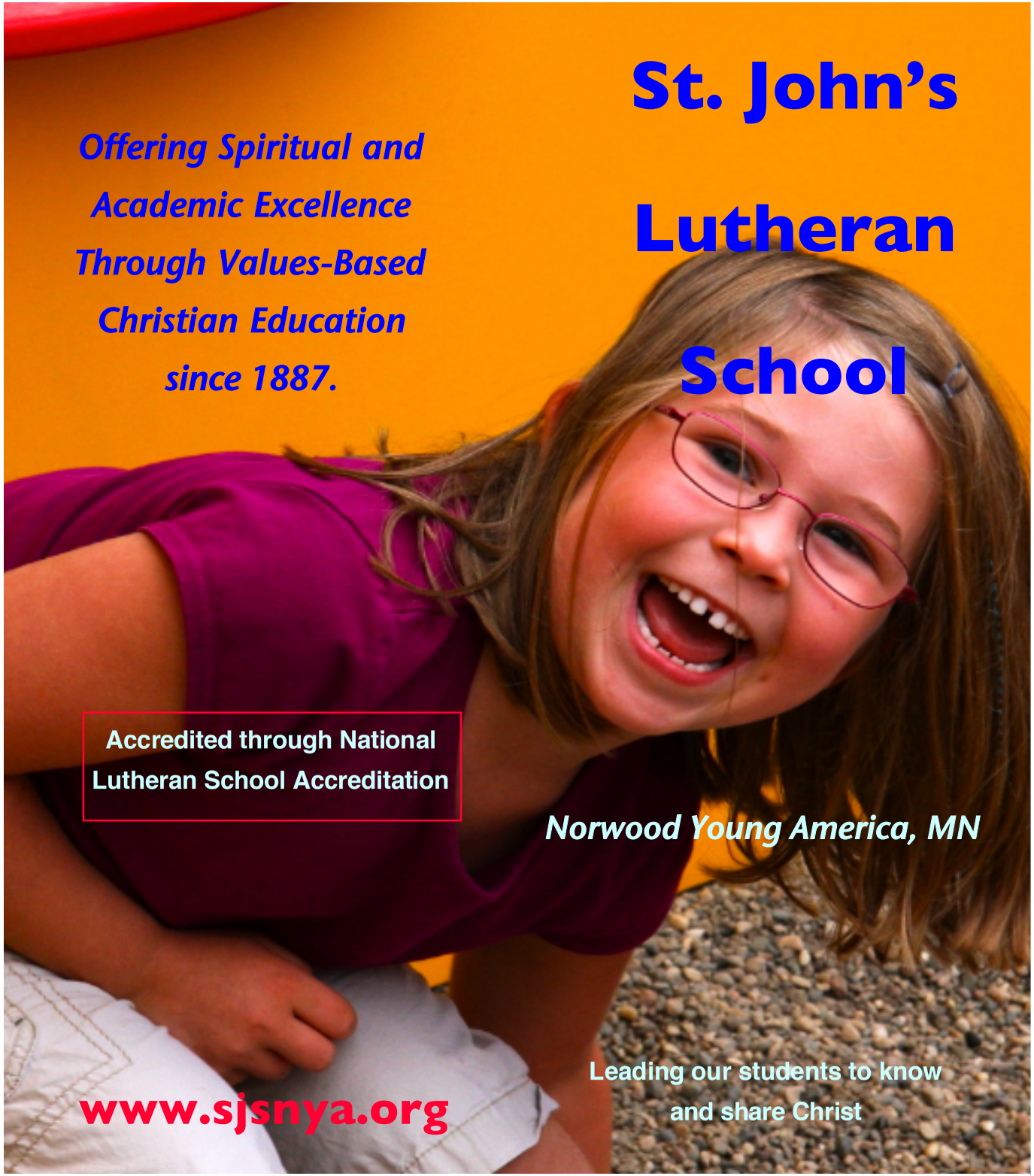
email us at : office@sjsnya.org

NON-DISCRIMINATORY POLICY

St John's Lutheran School admits students of any race, color, or national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. We do not discriminate on the basis of race, sex, color, or national or ethnic origin in the administration of our educational policies, admissions policies, athletic, or other school-administrated programs. Inquiries regarding the non-discrimination policies of St. John's Lutheran School may be referred to the principal.

St. John's Lutheran School

Offering Spiritual and Academic Excellence Through Values-Based Christian Education since 1887.



Accredited through National Lutheran School Accreditation

Norwood Young America, MN

www.sjsnya.org

Leading our students to know and share Christ

Offering Christian Faith and Learning since 1887

St. John's Lutheran School seeks to educate students in mind, body and spirit. St. John's teachers are passionate about the subjects they teach, dedicated to helping students reach their full potential, and delighted by their students' success.

St. John's offers a broad curriculum designed to lay a firm foundation for future learning. We limit our class sizes so students receive the individual attention they need and feel comfortable sharing their own thoughts and ideas. That's why, year after year, St. John's students score well above average on state and standardized tests.

Take a look at the curriculum and educational experiences listed here, and give us a call for a school tour or to meet with our faculty.

- Faculty licensed through the Minnesota Department of Education
- Christian values with weekly chapel
- Bus service for Norwood Young America residents
- Financial need tuition assistance available
- Open to all church denominations

Family-Centered Environment

St. John's Lutheran School welcomes family participation in every phase of the school experience — so much so that St. John's is considered to be an extension of our students' families.

We invite family participation in school events and social gatherings. We welcome parents into the school at all times for volunteer help, student visits and more. The result is a close-knit family-oriented environment. You'll recognize the difference every time you walk through our halls.

Curriculum Areas

- Religion
- Reading
- Language Arts
- Math
- Social Studies
- Science
- Art
- Physical Education
- Computer Education
- Music: band, choir
- Spanish

Extracurricular Areas

- Basketball
- Soccer
- Volleyball
- Drama

We invite you to consider St. John's for your children. It is a place where they grow as they attain the knowledge and skills required for success in life.

Those who hope in the Lord will renew their strength. They will soar on the wings of eagles. They will run and not grow weary. They will walk and not be faint.

-Isaiah 40:31

ATHLETIC DIRECTOR JOB DESCRIPTION

(Adopted 1-6-09)

In charge of Sports and Physical Education at St. John's Lutheran School

Sports offered at St. John's may include:
Flag football, volleyball, cross-country, soccer, basketball, track, softball, cheerleading, and dance line.

Responsibilities of the Athletic Director include:

1. Coaching or getting coaches for the various teams at St. John's
2. Taking care of team uniforms, and ordering new uniforms when needed.
   Uniforms provided by the school include:
   A. Football jerseys
   B. Volleyball jerseys and shorts
   C. Basketball jerseys and shorts
   D. Softball jerseys (If parents choose to have jerseys with players' names imprinted, then the parents pay for the jerseys.)
3. Attend Minnesota Lutheran Athletic Association meetings for our league
4. Administer the Uniform Athletic Fund
5. Schedule games
6. Publish schedules, including regularly updating the sports page on the Web Site
7. Completing necessary forms for tournaments in which we participate
   Tournaments in which St. John's normally participates include:
   A. 7-8 St. John's early season volleyball (September)
   B. 5-6 Emanuel, Hamburg volleyball (October)
   C. 7-8 LHS volleyball MLAA tournament (November)
   D. 7-8 Zion, Mayer early season girl's basketball (December)
   E. 6-7 St. John's early season boys' basketball (December)
   F. 7-8 Concordia Academy boys' & girls' basketball (December)
   G. 7-8 LHS – MLAA League boys' & girls' basketball (February)
   H. 7-8 State Lutheran boys' & girls' basketball (March)
   I. 5-6 Chaska boys' & girls' early season basketball (March)
   J. 5-6 Howard Lake girls' basketball (March)
   K. 5-6 Waconia boys' basketball (March)
   L. 6-8 St. John's League softball (May)
   M. 5-8 LHS Lutheran Elementary School track meet (May)
8. Schedule referees and/or referee games (Athletic Fund pays referees)
9. Purchase and arrange for the sale of snacks, pop, and water for home events, and for class break times
10. In charge of getting workers selling concessions at home events and for break times
11. Purchase equipment and supplies for teams and physical education classes
12. In charge of Play Day scheduling and set-up
13. Arrange for drivers for away games

Assistant Athletic Director's Job Description

(Adopted 1-6-09)

In charge of the Girls' athletics at St. John's, as well as assisting the Head Athletic Director as needed.

1. Coaching girls' volleyball
2. Coaching girls' basketball
3. Handing out and collecting uniforms for girls' sports
4. Going to the League athletic director's meeting 6-7 yearly
5. Help in scheduling games
6. Make out a calendar of practices and games for the season for Volleyball and Basketball
7. Conducting one or two practices weekly
8. Coaching two games a week 5/6 and then 7/8
9. Coach the girls in the following tournaments or activities:
   7-8 St. John's preseason Volleyball Tournament
   5-6 Emanuel Hamburg Volleyball Tournament
   7-8 League Volleyball Tournament at LHS
   7-8 Zion Mayer Preseason Basketball Tournament
   7-8 Concordia Academy Girls' Basketball Tournament
   7-8 League Basketball Tournament at LHS
   7-8 State Basketball Tournament
   5-6 Howard Lake Girls' Basketball Tournament
   5-8 Track Meet at LHS
10. Referee games for volleyball (when needed) and Boys' Basketball games 5/6 and 7/8
11. Umpire softball games
12. Line up referees for the following tournaments:
    St. John's Preseason Volleyball Tournament
    St. John's Preseason Basketball Tournament
13. Line up umpires for the Softball Tournament
14. Help with filling out forms for the League Track Meet at LHS
15. Help with filling out forms for Play Day
16. Line up drivers for away games
17. Coordinate and enforce the adopted "Gym Use" policy
18. Administer summer athletic activities, and coordinating the calendar with the principal, including the summer maintenance schedule.

Job Description: Preschool bus driver
January 2013

Reports to: Principal

Primary functions:

1. To transport preschool students to and from St. John's Lutheran School's preschool classes.
2. To provide transportation for other class activities in the local area, as mutually arranged with the teacher and driver.

Other Responsibilities:

1. Perform a daily bus safety check prior to using the bus each day. Records of these checks are to remain on the bus until a new sheet is needed, at which point the completed sheet is to be filed in the school office.
2. Check bus fluid levels.
3. Fill gas tank as needed (Smith Oil).
4. Report any bus issues/repair needs to the school office.

The bus driver must have a current bus driver's license on file in the school office.

Bus drivers are subject to random drug tests through Consolidated Medical Services.

Head Cook – Job description

The following job description is not all inclusive and is subject to change by St. John's Board of Education and /or the principal.

Work Schedule:

Hours: Not to exceed 30 per week – usually 7:30 a.m. – 1:30 p.m

Days: Approximately 172 days during the school year, plus one day before school starts for getting kitchen ready for the school year.

Wages and Benefits:

(2006) $ 9.75 an hour - Anne Stanek – no benefits for this term

TBD annual salary plus Concordia Retirement PlaN (CPR) and Concordia Disability and Survivor Plan (CDSP)

Duties:

- **Supervise assistant helpers**
- **Record keeping:**
  - **Make daily menus four to six weeks in advance, using USDA guidelines (daily work sheet)**
  - **Complete "Daily Food Production Record" – standardized recipes**
  - **Keep a running inventory of all food and supplies**
- **Order the following:**
  - **Bread (delivered)**
  - **Milk (delivered)**
  - **Foods and supplies from wholesaler (delivered)**
  - **Produce and other foods and supplies from the local grocery store (pick up)**
  - **USDA Commodities from monthly allocation form (delivered)**
- **Put away all deliveries and rotate stock (in dry storage areas, freezer, and cooler)**
- **Prepare and cook meal**
- **Serve meal**
- **Wash dishes and cooking utensils, run dishwasher**
- **Keep kitchen work areas and equipment clean**
- **Wipe up spills and sweep kitchen floor daily**
- **Make sure all equipment is working, or report problems to the principal**
- **Attend workshops periodically**

This job requires the lifting of some heavy packages and kettles (up to 50 lbs) on a daily basis.

2001

CUSTODIAL JOB DESCRIPTION
ST. JOHN'S LUTHERAN CHURCH & SCHOOL

SCHOOL

During summer-

- Wash all windows-each window has 8 sides, some rooms have 35 windows
- Clean window screens
- Paint rooms as needed, locker room walls, stalls, and floor, bathroom walls & stalls, fence by playground.
- Check playground equipment.
- Dump garbage barrels on playground.
- Pick up yard a lot, popcorn, beer bottles, golf balls, & baseballs.
- Wash and super glue damaged light shields, replace dead bulbs.
- Wash all classroom walls.
- Remove classroom furniture to strip floor wax.
- Wax floors, a process taking at least 8 passes across floors.
- Replace furniture with correct number of student desk.
- Put away extra desks
- Power scrub bathrooms and locker rooms
- Empty dehumidifiers in kitchen, library, & workroom.
- Shampoo carpets in Kindergarten & office
- Pull out bleachers, sweep & scrub under, also WD-40 rollers
- Furnace filters change, and wash in dishwasher (trustee are to help)
- Flush out water heater for scale.
- Wipe out lockers, cut locks left on with bolt cutter.
- Fix broken desks
- Purchase all supplies - cleaning & bathrooms
- Assist & remove garbage after parties, ice cream social, fish fry, etc.
- Gym walls get washed by lunch area if there is time.
- clean floors including gym - daily
- clean locker Rooms daily make sure all toilets + liter are working.

- Also we have dusted gym walls with tool we have at church.
- Wash hall bricks before scrubbing halls - clean/paint boot racks
- Glue down floor tiles & molding.
- Work around clinics in gym-both basketball & volleyball
- Perform any other duties as needed

CHURCH

- Sundays, make sure that church is ready for service: put up hymn #'s, tidy pews, check bathrooms, turn on lights, turn on coffee maker, unlock doors, check grounds for litter or vandalism, RING BELL AT 7:00 A.M.
- Wednesdays, hymn #'s & change liturgy if needed
- Monday-Fridays, vacuum all carpeting in church
- Clean & scrub kitchens floor
- Clean kitchen counters, sinks, ovens, and refrigerators-Ladies Aid & LWML clean kitchen once a year, we make sure all top work is done first (top of cabinets & fringe, lights, windows, is done first.)
- Take out garbage as needed, check daily check diaper hampers
- Dump water in all floor drains
- Rearrange tables in an orderly fashion
- Scrub spots from carpet
- Wash windows in building and out
- Clean lights for bugs as need-replace dead bulbs
- Replace furnace filters as needed
- Suck water after big rains -sump pump still faulty
- Dump dehumidifier tank daily
- Garbage pick up is Monday & Thursday - collect recycables before 7:00 A.M.
- Saturdays...clean up after weddings or make sure this is done before Sundays 8:00 A.M., bird seed, personal belongings of party, put family room in order, tri- fold screen
- Clean up after parties, bridal showers, etc. in the basement-straighten tables, put away extras, vacuum, remove spots on carpet as needed, take out garbage.

- Air conditioner is checked daily- in the past we have found many problems with the system so we check it every day
- Order all supplies and deliver from school
- Get gum out of carpets
- Repair pews
- Help set up and take down after funerals
- Grease bell twice a year
- Toll Bell for deaths
- Peak time
- Tuesday- change eternal candle- tell Julie when to reorder(glasses get recycled, have cases full for recycle with company
- Furnace & make repairs - get parts and supplies for boiler pumps
- Work around all Bible classes and Prime time
- Sunday School garbage, baskets, vacuum class areas
- Recharge emergent lights twice a month
- Snow removal on steps & walks
- Purchase & delivers 'ice bite'
- Change air to heat
- Clean pastors offices on their off day if the door is unlocked.

SCHOOL

During school year
- At approximately 3:00 return to clean after school day
- Monday is cardboard recycle day. Cardboard is collected week to week and set by dumpster for recycle.
- Thursday is steel can recycle day. Cans collected week to week, chain by pole on north side...
- Return barrels and change bags

After school cleaning...

> Each classroom -
  - Empty trash & pop cans
  - Dry mop entire room, replace desks to proper rows
  - Repair or adjust desks or whatever instructions teacher may have
  - Check lights & windows, look door

- Sweep bathrooms, replace garbage bags, replace batteries in air freshners, clean mirrors, countertops, sinks, toilets, urinals, replace supplies-soap, towels, toilet paper, scrub floor with disinfectant, replace washers in faucets, fix goosenecks- flushers levers
- Replace burned out light bulbs (6 student rooms & 2 teacher bathrooms)
- Repair any kitchen problems
- Dry mop gym floor as needed- during basketball season daily
- Put bars on doors, shut off lights, exit lights, lock all doors (including freezer door)
- Scrub under lunch rooms tables
- Vacuum rugs
- Close up and open up compressor on roof-seasonal
- Check conditions of asbestos & make reports(6 months)
- Clean snow off walk
- Heat tapes -on & off seasonal
- Check boiler for water
- Clean up after vandalism- broken windows, Halloween, etc.
- Furnace filters
- Opening & closing services
- Recharge emergency lights twice a month
- Supervise community service kids on occasion
- Buff floors before important dates (ex. parents teachers conferences). Wax 2 times/yr.

Librarian Job Description

August

- Clean and dust shelves.
- Straighten books on shelves and pull to front.
- Display some new books on top of shelves.
- Put up "Welcome Back to School" bulletin board displays.
- Put up posters around the library, on the door, and in the hallway.
- Ask teachers for library schedule.
- Ask teachers for book order suggestions.
- Get checklist ready for librarians to begin the year.
- Prepare a volunteer send-home to solicit library helpers (full-time and substitute).
- Makecopies of date due and overdue slips. Copy as needed throughout the year.
- Peruse library supplies catalog to see if any new bulletin board displays or posters need to be ordered.
- Check financial status of checking account.

September

- Finalize opening date for library and volunteer list.
- Acquire a calendar to create a volunteer work schedule.
- Prepare a magazine accession notebook.
- Accession all magazines that have accumulated over the summer.
- Display magazines on appropriate shelves.
- Train all volunteers.
- Each week complete date due slips and overdue slips.
- Make sure library remains in order. Shelves should be dusted and books should be arranged neatly.
- Monitor overdue books. If a book is a month overdue, alert student and his/her teacher. Keep track of overdue book until it is returned. If the book is two or more months overdue, advise the student and his/her parent of the cost to replace the book.
- Open Scholastic Book Fair kit. Study contents and confirm dates.
- Plan Family Night of Reading.
    1. Decide activities or speaker.
    2. Choose treats to be served.
- Check financial status of checking account.

October

- Monitor overdue books. If any books are more than a month overdue, notify the student's teacher.
- Purchase inexpensive candy and/or bookmarks for students who visit the library.
- Set out candy and /or bookmarks from the middle until the end of October.
- Make sure library remains in order. Shelves should be dusted and books should be arranged neatly.
- Monitor overdue books. If a book is a month overdue, alert student and his/her teacher. Keep track of overdue book until it is returned. If the book is two or more months overdue, advise the student and his/her parent of the cost to replace the book.
- Solicit volunteers to work at Book Fair.

- Continue Book Fair planning.
- Check financial status of checking account.

November

- Book Fair month
- Start asking teachers and students for books that need to be ordered.
- Make sure library remains in order. Shelves should be dusted and books should be arranged neatly.
- Monitor overdue books. If a book is a month overdue, alert student and his/her teacher. Keep track of overdue book until it is returned. If the book is two or more months overdue, advise the student and his/her parent of the cost to replace the book.
- Check financial status of checking account.

December

- Put up winter bulletin board displays.
- Put up posters around the library, on the door, and in the hallway.
- Make sure library remains in order. Shelves should be dusted and books should be arranged neatly.
- Monitor overdue books. If a book is a month overdue, alert student and his/her teacher. Keep track of overdue book until it is returned. If the book is two or more months overdue, advise the student and his/her parent of the cost to replace the book.
- Check financial status of checking account.

January

- Finalize new book order for all reading levels.
- Order new books and AR tests.
- Purchase inexpensive candy and/or bookmarks for students who visit the library.
- Peruse library supplies catalog to see if any new bulletin board displays or posters need to be ordered.
- Make sure library remains in order. Shelves should be dusted and books should be arranged neatly.
- Monitor overdue books. If a book is a month overdue, alert student and his/her teacher. Keep track of overdue book until it is returned. If the book is two or more months overdue, advise the student and his/her parent of the cost to replace the book.
- Check financial status of checking account.

February

- Set out candy and /or bookmarks from the beginning until the middle of February.
- Accession new books.
- File library card catalog cards.
- Have AR tests put online.
- Make sure library remains in order. Shelves should be dusted and books should be arranged neatly.
- Monitor overdue books. If a book is a month overdue, alert student and his/her teacher. Keep track of overdue book until it is returned. If the book is two or more months overdue, advise the student and his/her parent of the cost to replace the book.
- Check financial status of checking account.

March

- Put up spring bulletin board displays.
- Put up posters around the library, on the door, and in the hallway.
- Make sure library remains in order. Shelves should be dusted and books should be arranged neatly.
- Monitor overdue books. If a book is a month overdue, alert student and his/her teacher. Keep track of overdue book until it is returned. If the book is two or more months overdue, advise the student and his/her parent of the cost to replace the book.
- Check financial status of checking account.

April

- Brainstorm what would be appropriate end-of-the-year thank you gifts to give to library volunteers.
- Make sure library remains in order. Shelves should be dusted and books should be arranged neatly.
- Monitor overdue books. If a book is a month overdue, alert student and his/her teacher. Keep track of overdue book until it is returned. If the book is two or more months overdue, advise the student and his/her parent of the cost to replace the book.
- Check financial status of checking account.

May

- Distribute end-of-the-year thank you gifts to library volunteers.
- At the beginning of the month, inform the teachers as to what the last library week will be. This will be the second to the last week of school.
- See end-of-year checklist.

End-of-Year Checklist

- During the last week that the library is open (return only week), make a list of all books that have not been returned. Organize by grades. Keep the original in the library and make copies for each teacher. Each day check the library for returned books. Go into the classrooms to ask students with unreturned books if they have them with them.

- If a student has lost a book or repeatedly does not bring it back, give him/her a library notice that denotes the cost to replace the book. Daily ask the student for the book until it is returned or until the cost of the book has been reimbursed.

- Reshelve all books, including display books.

- Order magazines.

- Order books for next school year (see Titlewave).

- Take down all **seasonal** bulletin boards and posters.

- Check financial status of checking account.

Titlewave: Follett Library Resouces

Use student and teacher suggestions as a guideline for ordering.

Make sure that books that are ordered are not already in the library.

Look through Follett catalog to get ideas for books. We order fiction and nonfiction for all grade levels.

Try to order AR quizzes for all books that are ordered.

We order books online.

Username: Mary/Marilynn
Password: Eagles

Confirm that books will be processed through Follett.

PRE – SCHOOL AIDE JOB DESCRIPTION

Pre – school

Assist on bus during "Pick-up" route
Help with arrival (clothing, etc.)
Help children with activities
Distribute & help with snacks
Place "Send – home" materials into children's carry – home spaces
Clean the pre – school area daily, & in summer
Help with special activities, e.g. Dad's Night, Christmas Program, etc.
Approx. 770 hours/year

Noon lunch aide

Help with food serving
Monitor lunchroom prayer & dismissal
Help clean lunchroom & kitchen
Approx. 340 hours/year

TOTAL: APPROXIMATELY 1,110 hours/year

LEADERSHIP EXPECTATIONS OF ST. JOHN'S PRINCIPAL

Addendum to Principal Job description

Date: December 12, 2006

MANAGER OF THE SCHOOL:

Public relations and communications.... Develop and carry out a program of printed and personal communications for the constituent groups of the school community to keep them informed about school, involve them in the work of the school so as to enhance their goodwill, support and confidence in it. Acknowledge individuals, organizations and others for services and/or gifts provided to the school.

Office Management... The principal is responsible for managing the office and affairs of the school building including: (1) maintain appropriate records of students, faculty and staff; data and information appropriate for maintaining a school history file; minutes of the board meetings, including official and legal transcription, (2) conduct the business affairs of the school in an efficient and effective manner, and (3) maintain correspondence with the church and staff offices and otherwise as appropriate for conducting the affairs of the school.

Student Recruitment and Admissions... The principal will provide inviting and hospitable settings for enrolling students (and parents) to assure that they feel welcome and understand the purpose and programs of the school so they can participate with joy and blessing. He/she will maintain data regarding the number and names of prospective students, develop and initiate recruitment plans to achieve enrollment goals, and maintain statistics as needed to comply with state and federal regulations.

Financial Planning and Accounting... The principal will provide leadership and help in the fiscal management of the school, to assure quality Christian education in accord with good stewardship practices and fiscal procedures in cooperation with the School Board and Church. He/she will be responsible for coordinating fundraising events, promoting the Tuition Assistance Fund, and seeking other funding.

Executive Director... The principal will provide leadership and assistance in preparing, establishing, and communicating appropriate policies and procedures necessary to help achieve the school's purpose. The principal will serve as a spokesperson for the Board of Education, its policies and programs.

DIRECTOR OF SCHOOL EDUCATIONAL PROGRAMS AND MINISTRY:

School Curriculum... The principal will develop and supervise a plan of curriculum development that ensures quality in all teaching/learning activities of the school while achieving the school's purpose and objectives in accord with the school's philosophy.

Supervision of Teachers and Instruction... The principal will take a leading role in securing qualified personnel for the school. When appropriate, makes recommendations on contracting qualified personnel. Use a variety of modes for supervision, e.g. goal setting, clinical supervision, peer coaching, etc. so that a teacher shows growth and greater effectiveness in reaching the student.

In-Service for Professional and Spiritual Development... The principal will identify in-service needs and opportunities for professional and spiritual growth to meet both individual and collective needs of faculty and to help the school fulfill its mission.

LEADER FOR SCHOOL CLIMATE:

Spiritual Leadership... The principal will provide an avenue of spiritual ministry for all students, parents, and staff to nurture the development of their faith and life under the guidance and blessing of the Holy Spirit working through the Word. He/she will also create opportunities for spiritual growth of students and families through orientated school activities.

Student Life... The principal will create and maintain a school environment which positively influences life

growth and learning of all students and enables each student to experience maximum growth spiritually, physically, emotionally, socially and academically.

Building and Grounds... The principal will work cooperatively with the Board of Trustees in developing and supervising plans for building care and maintenance.

Student Services... The principal will supervise the hot lunch program and the hiring of personnel in conjunction with the Board of Education. Direction will be given in the planning and execution of the PTL annual program. Guidance will be provided to the Athletic Director as deemed necessary. The principal will also coordinate efforts in counseling services, remedial assistance, volunteers, transportation, etc.

Relationships... The principal will meet regularly with the ministerial staff to coordinate the efforts of a total ministry program for all God's people. Efforts will be made to meet regularly for spiritual and social interaction. An annual evaluation shall be completed by the School Board at the end of each school year. The principal shall work in harmony with the local public school officials where programs prove to be an asset. He/she will also meet regularly with other Lutheran school principals from our region and MNS District. He/she will always keep in mind the ongoing improvement of the entire school through the National Lutheran School Accreditation process.

Secretary Job description

Lunch program	
~~Serving aid & supervision~~	~~1 ½ hr./day~~
✓Prepare monthly check off lists for lunch & milk	1 ½ hr./mo.
✓Do end of month tallies for filing the state report	2 hrs./mo.
File on-line report for state & federal reimbursements	½ hr./mo.
Receive and record lunch payments on spreadsheets & family account statements	2 hrs./mo.
✓Record monthly meal usage on spreadsheet	1 hr./mo.
✓Post lunch menu on web site	30 min./mo.
Receive info on changes/Educational benefits/etc. from MDE	1 ½ hrs./yr.
Receive and approve/decline benefits to application families	1 ½ hr./yr.
Do verification process as required by MDE	1 hr./yr.
Pay bills that are received from lunch program supplies	1 hr./mo.
Set up and maintain lunch benefits roster.	1 hr./yr.
Preschool	
Prepare handbooks, info for Open House/Registration packets	3 hrs./yr.
Invitations mailings for Open House	2-3 hr./yr.
Develop and maintain enrollment lists (addresses,etc.)	2 hrs./yr.
✓Prepare milk & bussing usage charts monthly	30 min./mo.
✓Tally milk & bussing usage charts	30 min./mo.
Enter milk usage online for state/federal reimbursements	30 min./mo.
Do bussing usage billing	1 hr./mo.
Receive and enter payments on spreadsheets & family accts.	1 ½ hrs./mo.
Overdue billing on family statements	1-2 hrs./mo.
Order supplies in summer w/other supplies needed	
Tuition	
Prepare initial family account statements	15 hr./yr.
Enter payments on spreadsheets and family statements	1 ½ - 2 hrs/wk
Overdue billing	2 – 3 hrs./mo.
Fundraising	
✓Maintain records & do deposits of all monies collected	3-4 hrs./yr.
✓Thrivent forms, verifying & mailing	½-1 hr./wk
✓Other fundraising: filling out forms, do counts, prepare for and mail in	6 – 10 hr./yr.

Attendance log on Computer at end of ~~mo.~~ wk

End of year/Summer hours

Finalize all spreadsheets and family accounts	4-10 hrs./yr.
Overdue billing, receive payments, entering	4 hrs./yr.
Out of District transportation reimbursement requests	1 hr./yr.
Forward 8th grade transcripts & health records	1 hr./yr.
Transfer records & request for records	1 hr./yr.
Update registration & student lists (ongoing)	6 hrs./yr.
Order new supplies and curriculum for the upcoming year.	15-20 hrs./yr.
Inventory and keep list of supply room	3 hrs./yr.
Finalize checking statements	2 hr./yr.
Type and print 8th grade diplomas, attendance awards, achievement awards, Mark Awards, etc.	3hrs./yr
Tally points for Mark Award	2-3 hrs./yr.

Other

Prepare registration/re-enrollment	
✓Answer phones	
✓Mail pickup and distribution	10 min./day
✓Retrieve office e-mails & correspond	5 min./day
✓Daily attendance/lunch counts	10 min./day
✓Lock up of building after bell	5 min./day
~~Morning break relief~~	~~1 ½ hr./day~~
Prepare registration/re-enrollment letters & forms	3 hrs./yr.
Receive & enter registration info grades Preschool - 8	3-6 hrs./yr.
Prepare all handbooks & info to go in family home visit packet	9-12 hrs./yr
Kindergarten and Preschool handbooks & info packets for Open	6-10 hrs./yr.
Update all spreadsheets & family account statements for upcoming	20-25 hrs/yr.
done ✓Prepare Tax info to be mailed out in Jan. to families for their records	6-10 hrs./yr.
Honor rolls per semester	1 hr./mo.
✓Post activity monthly activity calendar on web site	½-1 hr./mo.
Monthly checking account statement balance	½ hr./mo.
Micro-money entry on computer	10 hr./yr.
Checking acct. report for School Board	1 hr./mo.
Banking drop off, post office, church drop off	1 ½ hr./wk.
✓Typing – mailing other correspondence	2 hr./wk.
Cleaning files & moving to storage	4 hrs./hr.
Filling our district, synod, etc. reports	1-2 hrs/yr.
Receiving any other type of payment or monetary donation to school and distributing in to correct bank account	1 hr/. wk
Pay bills which come into the office or re-direct to the proper acct.	½ mo.
Contact/verify bussing needs (field trips ,etc.)	½ hr./yr
Verify bussing/transportation billing from district before payment is made	½ hr./yr.
✓Misc. aid to Principal/classrooms when needed	
✓Curriculum list update	1-2 hrs./yr.

Some values of time are approximates; taking into consideration some duties may take different amounts of time, depending on the student/family enrollment figures.

There may be other duties which are preformed that I have not remembered to include as of date. 11/24/06
Renee R. Panning

TEACHER CHARACTERISTICS
St. John's Lutheran School

PERSONAL CHARACTERISTICS

Communication Skills

- Communicates effectively orally and in written form
- Uses correct grammar, sentence structure, mechanics and spelling
- Uses neat, legible handwriting

Personality

- Exercises self-control
- Shows poise, confidence, cheerfulness and a sense of humor governed by good taste

Personal Appearance

- Appears well groomed
- Dresses tastefully and neatly
- Is free from distracting mannerisms

Spirituality

- Lives the Christian faith
- Displays the Love for Christ in all they say and do.

PROFESSIONAL CHARACTERISTICS

Professional Growth

- Takes advanced courses
- Attends professional meetings and conferences

Professional Attitude

- Supports in practice the school's statements of purpose, philosophy, objectives, etc.
- Follows policies, procedures and directives
- Follows Matthew 18 in differences of opinion with pastors, principal and School Board
- Is interested in and participates in congregational activities
- Accepts and fulfills assigned responsibilities

Professional Cooperation

- Cooperates with the principal
- Assists with the general supervision of students
- Completes required records, reports, and forms
- Assists with orientation of staff members
- Offers suggestions for change or improvement

Relationships With Staff, Parents and Community

- Cooperates with other staff members and maintains a Christian professional relationship with them
- Attends faculty meetings and constructively participates in them
- Communicates with parents and provides them with information relating to the school and to the work being done by the students
- Sees own role as assisting parents
- Attends and participate in meetings and functions of the P.T.L.

Relationships With Students

- Shows courtesy to students and an interest in them
- Refrains from negative, sarcastic or belittling comments or responses to or about students
- Respects the ability and worth of each pupil as a child of God

Classroom Discipline

- Disciplines without vindictiveness or anger or to display authority
- Has appropriate classroom rules
- Has appropriate consequences for improper and proper behavior

- Communicates discipline plan
- Uses discipline plan in appropriate way
- Maintains discipline through the proper use of Law and Gospel

Knowledge of Subject Matter

- Demonstrates knowledge of subject matter

INSTRUCTIONAL COMPETENCE

Classroom Environment

- Arranges the classroom so that the optimum instruction can take place
- Maintains current and topical bulletin boards and classroom displays
- Displays student work
- Maintains a neat and clean classroom
- Maintains the classroom for student comfort and enjoyment

Instructional Planning

- Develops appropriate short- and long-range plans

Instructional Management and Climate

- Recognizes and acknowledges each student daily
- Shows concern for students' feelings
- Uses appropriate touching of students
- Acknowledges and uses student ideas or responses
- Dignifies incorrect student responses
- Accepts creative, alternative student responses
- Demonstrates enthusiasm for and interest in both the content and students
- Provides individual help and time for individual students as needed
- Sets and communicates standards for success
- Communicates and maintains rules and consequences
- Reinforces correct behaviors
- Actively supervises student seatwork
- Equalizes proximity to students during lesson
- Provides an alternative setting for some students when needed
- Makes maximum use of instructional time

Active Teaching

- Provides anticipatory set (focus attention, review, set stage for learning)
- States specific objective clearly
- Provides clear and concise instructional input
- Models expected behavior
- Checks for student understanding and mastery
- Provides guided practice
- Provides appropriate independent practice only after activity has been learned
- Summarizes lesson, stating what has been learned
- Uses a variety of techniques and activities to keep students actively involved in the learning task
- Uses directed questions
- Waits at least five seconds for students to answer questions
- Promotes higher level thinking skills
- Calls on all students equally to respond and participate
- Provides for successful student experiences
- Maximizes student time on task

Evaluation Of Instruction

Uses appropriate evaluation of student performance

SCHOOL MAP

<table>
<tr><td colspan="4">Exit

GYM

Exit</td><td>storage</td></tr>
<tr><td>Exit</td><td>Girls' Locker</td><td>Boys' Locker</td><td rowspan="11">Kitchen
Office
Exit
Grade 6
Grade 3 & 4
Grade 7 & 8
Exit
Nurse Work Room
Grade 2
Grade 1</td><td rowspan="11">Exit</td><td>Kindergarten
Girls' Restroom
Exit
Boys' Restroom
Furnace Room
Computer Lab
Grade 5
Exit
Boys' Girls' Restrooms
Media Center
Extended Care</td></tr>
</table>

Class of	2010	2011	2012	2013	2014	2015	2016	2017
Reading			77	49	56	62	46	74
Language			72	53	69	75	58	74
Math			57	50	55	71	40	73
Science			70	59	54	74	66	79
Social Studies			79	74	75	74	63	81
Maps/Ref			75	66	69	72	61	76

Class of 2012 (This years 8th grade)

	2012	**2011**	**2010**	**2009**	**2008**	**2007**	**Average**
Reading	77	77	74	80	82	75	78
Language	72	72	69	66	70	66	69
Math	57	60	54	59	72	66	61
Science	70	68	69	78	81	87	76
Social Studies	79	83	79	82	90	82	83
Maps/Ref	75	76	71	70	80	78	75
	72	**73**	**69**	**73**	**79**	**76**	**74**

Class of 2013 (This years 7th grade)

Reading	49	54	57	73	69		60
Language	53	48	55	59	57		54
Math	50	47	64	68	65		59
Science	59	58	60	77	73		65
Social Studies	74	68	66	82	71		72
Maps/Ref	66	60	72	66	72		67
	59	**56**	**62**	**71**	**68**		**63**

Class of 2014 (This year's 5th grade)

Reading	56	60	61	67				61
Language	69	73	71	57				68
Math	55	50	52	44				50
Science	54	54	67	65				60
Social Studies	75	82	86	64				77
Maps/Ref	69	62	66	52				62
	63	**64**	**67**	**58**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**63**

Class of 2015 (This year's 5th grade)

Reading	62	62	64					63
Language	75	76	64					72
Math	71	63	60					65
Science	74	79	62					72
Social Studies	74	79	69					74
Maps/Ref	72	58	63					64
	71	**70**	**64**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**68**

Class of 2016 (This year's 4th Grade)

Reading	46	58						
Language	58	50						
Math	40	51						
Science	66	64						
Social Studies	63	54						
Maps/Ref	61	50						
	56	**55**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**

Class of 2017 (This year's 3rd grade)

Reading	74							
Language	74							
Math	73							
Science	79							
Social Studies	81							
Maps/Ref	76							
	76	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**

ST. JOHN'S LUTHERAN SCHOOL
Norwood Young America, MN
2012 - 2013

Parent - Student Handbook

Our Mission: Leading our students to know and share Christ.

27 1st Ave NW
Norwood Young America, MN 55397
952-467-3461

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SCHOOL CORE VALUES

What matters to God matters to us

1. We believe the God has placed life and power in His Word and therefore Christ is the Heartbeat of all we do at St. John's Lutheran School.
   Romans 1:16, 1 Thess. 2:13, 1 Peter 2:9, Eph. 5:18-19, John 15:5

THEREFORE ---

⇒ God's Word will be the center of all our school values and programs.

⇒ We will encourage personal and group Bible study and Sunday School attendance of staff, parents, and students.

⇒ We need to teach our students and families that worship is an important ingredient in a Christian's life.

⇒ The Gospel, and Scripture as a whole, will be integrated throughout the curriculum.

⇒ Our students and families are our most important ministry.

2. We believe people of all ages matter to God.
   Ez. 33:11, 1 Tim. 2:4, 2 Peter 3:9, John 10:16, Matt. 28:18-20

THEREFORE ---

⇒ All God's children and their families matter to us. Therefore, we feel that St. John's School is a vital mission and evangelism tool of the church.

⇒ We believe in Eternal Life and want all God's people to know and accept it as a gift from God.

⇒ Our school will daily pray for the families of our school.

⇒ We need to constantly, by actions and words, show ourselves as models for Christ.

⇒ We should be sensitive to all needs, especially those with a young faith.

3. We believe using our God-given talents is an important part of sharing the Gospel at St. John's.
   John 20:21, 1 Peter 3:15, Eph. 2:10

THEREFORE ---

⇒ As members in Christ it is a privilege to be unique, using a variety of methods and opportunities, in educating our children and families.

⇒ We understand God's plan of salvation and we desire to be part of that plan, using the gifts God has given us.

⇒ Each of us has unique gifts from God and we need to use them for His glory.

⇒ We need to use and promote the use of the gifts God has given to our staff, students, and families.

⇒ In using God's gifts and promoting His Gospel message, St. John's School needs the prayers and financial support of St. John's Lutheran Church.

ST. JOHN'S LUTHERAN SCHOOL MISSION STATEMENT

"Leading our students to know and share Christ"

A PRAYER FOR OUR SCHOOL

Heavenly Father,

We thank you for St. John's Lutheran School. You have told us to nurture our children in the Lord. Make us mindful of the help that we receive through our Lutheran School. Bless our teachers in their work. Give our children receptive minds and hearts so that they may come to know You, the only True God, Father, Son, and Holy Spirit.

Grant us the will to bring great sacrifices for the welfare of our school as we realize that here we are building not with perishable materials but with immortal souls who are to live in Your Kingdom of Glory forever. May the truth of Your work always be taught.

Help us as parents to recognize our responsibility in the training of our children. Grant us the strength and grace to fulfill it.

All this we ask in Jesus' name. Amen.

FORWARD

The purpose of this handbook is to provide, in compact form, the procedures and policies of St. John's Lutheran School. This handbook will be especially useful to parents and children of our school by giving them specific information about our Lutheran day school. If it is kept in a convenient place, it will be a ready source of information about school matters.

Some of the sections of this handbook contain a statement of policy. Policies may change from time to time. We learn by experience, and so we are constantly striving to improve our entire educational program. We invite your suggestions and comments.

St. John's Lutheran Board of Christian Education

Member of The Lutheran Church – Missouri Synod

This handbook is to serve as a general guideline for policies and procedures of St. John's Lutheran School. St. John's School reserves the right to modify this handbook at any time that it deems necessary.

NATIONAL LUTHERAN SCHOOL ACCREDITATION

St. John's Lutheran School has been granted National Lutheran School Accreditation by the District Accreditation Commission and the National Lutheran School Accreditation Commission. To be accredited through the National Lutheran School Accreditation, St. John's Lutheran School went through a demanding, rigorous, and important process. Our school has met or exceeded the National Standards set forth by this commission. You as a student or parent can be assured that St. John's Lutheran School will continue to grow and improve on these benchmarks set by the National Lutheran Schools Accreditation Standards.

ST. JOHN'S LUTHERAN SCHOOL PHILOSOPHY

We believe that God has created all people with a variety of characteristics and talents. Each child requires appropriate training to develop spiritually, emotionally, academically, physically and socially. We believe that all people are sinful and in need of Jesus Christ as their Lord and Savior.

2011-2012 School Year Theme

Being a Hero for Christ

Philippians 4:13

ADMINISTRATION

St. John's Lutheran school is an institution of St. John's Lutheran congregation of the Lutheran Church - Missouri Synod. It is at all times under the control and supervision of the congregation with the voter's assembly being the ruling body of the congregation.

St. John's Lutheran Board of Christian Education, through the principal, is responsible to the congregation for the operation of the school.

St. John's Lutheran Board of Christian Education meets on the fourth Monday of each month at 6:30 p.m. An item for the agenda needs to be presented to the school office one week prior to the regular meeting. Agendas and previous month's minutes can be obtained from the school office.

APPEAL PROCEDURE--DUE PROCESS POLICY

If a parent, student, teacher or staff member feels that his/her rights have been denied, the guidelines of Matthew 18 assure fairness to all: *If a brother sins against you, go and show him his fault, just between the two of you. If he listens to you, you have won your brother over. But if he will not listen, take one or two others along, so that every matter may be established by the testimony of two or three witnesses. If he refuses to listen to them, tell it to the church; and if he refuses to listen even to the church, treat him as you would a pagan or a tax collector. Matt. 18:15-17*

1. The student/parent/teacher/staff member shall first contact the party with whom there is a difference and attempt to peacefully resolve the difference. If necessary, repeat this step.
2. If the student/parent/teacher/staff member feels that satisfaction has not been gained, he/she shall contact the school principal and state his/her grievance. The school principal shall call a meeting of the parties involved within seven days and attempt to resolve the difference. Again, if needed, repeat step two.
3. If the person(s) feels that no satisfaction has been gained, he/she shall contact, in writing, the chairperson of the Board of Christian Education and request a conference with the board. The chairperson of the Board shall convene a special board meeting of all concerned parties within seven days to hear the concerns of all involved. The board will consider its decision as final in such disagreements.

4. Problems not settled using this procedure are now in the realm of spiritual matters. The pastors, Board of Elders and ultimately the congregation then handle these matters.

APPEARANCE CODE

In an effort to provide a positive, safe, and educationally sound environment free from undue distractions, St. John's Lutheran School has adopted the appearance code outlined below. This appearance code will apply while on school grounds, participating in school athletic events and other extracurricular activities, or while on any transportation vehicle owned or used by St. John's Lutheran School.

- All students shall dress and groom for school with emphasis on neatness, cleanliness, safety, and personal and public health.
- Skirts, dresses and shorts must be long enough so that when a student's arms are fully extended to his/her sides, the bottom of the skirt, dress or shorts is at his/her fingertips or longer.
- All shorts and pants must be worn at a natural waistline and must be hemmed or cuffed. All clothes must be sized appropriately and clothing may not touch the floor.
- Undergarments may not be exposed above the waistline of skirts, shorts or pants.
- Tops that leave the shoulder bare or that expose any sign of a cleavage are not permitted. Sleeveless tops must have an appropriate arm opening that fits around the arm. Shoulder straps must be three inches or more in width.
- Bare midriffs or midriffs that show when arms are raised or in a bent position are prohibited.
- Slashed clothing, clothing with holes, tight spandex-type clothing, sheer lace, cropped tops, sunglasses, hats, bandanas, head scarves, headpieces or chains are prohibited.
- Clothing with derogatory, terroristic, insulting, sexual, violent or insinuating messages are prohibited.
- Clothing with advertisements for drugs, alcohol or tobacco is prohibited.
- We desire that our teachers are able to teach throughout the class day. Therefore, all appearance code concerns are to be immediately referred to the principal.

ATTENDANCE

When a student needs to be absent, the student's parent is to call the school office (467-3461) before 8:05 a.m. to notify the school of the student's absence. Parents need to report to the school office before their child will be released for any appointments during school hours. An absence for more than two hours will be recorded as a half day absence. Doctor, dentist and other medical appointments should be scheduled after school hours, if possible. A tardy is an unexcused late arrival.

As mandated by state law, all students are held to regular and punctual attendance. A doctor's statement will be required after four consecutive absences due to illness. In extreme cases of excessive absence, according to state law, the concern will be turned over to our county officials to handle. The Board of Christian Education will be involved in all extreme concerns.

BICYCLES

Students may ride their bicycles to and from school. All bicycles are to be placed in the racks provided on the school grounds. Riding bicycles during school hours is strictly prohibited. If students misuse their bikes, they will not be allowed to ride them to school. If students elect to secure their bicycles to the racks, they must provide their own bicycle lock.

CHAPEL SERVICE/DEVOTIONS

Chapel worship services are usually held Friday morning at approximately 8:10 a.m. in the gymnasium. On other days of the week devotions are conducted in the classrooms. Parents are welcome to join their children during the chapel worship services.

CHILDREN'S CHORUSES

All students enrolled at St. John's Lutheran School are expected to participate in one of our school choirs. It is the responsibility of the parents to make certain that their child(ren) are present in the proper worship service to sing praises to the Lord.

CHRISTIAN DISCIPLINE

St. John's Lutheran School functions under the assumption that all teachers, students, and parents are loving and caring Christians. Because of sin, teachers, students, and parents err. The faculty members of St. John's Lutheran School are in charge of the classroom, and students are to respect their teachers as God-given superiors as stated in the Fourth Commandment. Parents are encouraged to discuss all discipline problems directly with the teacher or teachers involved as stated in Matthew 18. All teachers, with individual classroom rules and regulations being posted or handed out, will observe general standards. Each student and his/her parents will be required to complete the St. John's Lutheran Student/Parent Code of Conduct acknowledging that they fully understand the rules of discipline.

CHURCH ATTENDANCE

St. John's Lutheran School strives first and foremost to be a school dedicated and committed to offering a Christ-centered education based on Scripture. Part of the ministry and purpose of our school is to offer spiritual guidance and counseling to those who are negligent in their responsibility to attend church on a regular basis.

Parents are reminded that faithful church attendance for their children, and for themselves, is necessary to their spiritual welfare, as well as supportive of the educational and spiritual efforts of our school. This aspect of the school's mission in Christian education is found in the Third Commandment: "Remember the Sabbath Day to keep it holy." In this endeavor, St. John's will provide an environment built upon the Word of God and where our children, "hold it sacred and gladly hear and learn it."

If parents are members of another church, their child is encouraged to attend services with his/her parents at their church. Families who have no church home of their own are welcome and encouraged to attend worship services at St. John's.

CLUBS

Clubs are temporary interest groups. As students with similar interests surface, faculty members, or other adults may offer to (or be encouraged to) become club advisors. Clubs meet outside of class hours. Club advisors are responsible to, and report to the principal.

COMPUTERS

Each classroom from preschool through eighth grade has computers for all students to use. A variety of educational software has been installed, and each student is also allowed Internet access with teacher supervision. Word processing and keyboarding are taught and have become an important part of the curriculum. Students cannot bring discs or games from home to install on the school computers. (See also "Smart Boards" on Page 15.)

CURRICULUM/COURSE OF STUDY

In keeping with the purpose of St. John's Lutheran School, the curriculum is based on the Word of God. Subjects are selected with the view of enabling every child to develop him/herself into a complete person. Religion is not merely a segregated subject in the day's work. Its influence permeates and gives substance to all other subject areas taught. Students at St. John's receive a thorough Christian education. In addition, the curriculum meets the requirements of the State of Minnesota.

RELIGION: Daily devotion and prayer, chapel service, Bible study, catechism, memory work, church history, religious application in our life. Confirmation instruction in grades 7 & 8.

LANGUAGE ARTS: English, spelling, literature, reading, phonics, handwriting, dictionary skills, research and study skills, writing compositions, oral communications and Accelerated Reader.

SOCIAL STUDIES: Geography, history, cultures, citizenship, current events, map and study skills, US and Minnesota History.

SCIENCE: Life, physical, earth science, human body, health and nutrition and hands-on experiences.

MATH: Basic arithmetic skills and concept development, problem solving, decimals, measurement, algebra and geometry concepts, with formal instruction in pre-algebra and algebra in grades 7 & 8.

MUSIC: Choir and music fundamentals (Band instrument instruction is available on a fee basis).

ART: A variety of creative expressions including drawing, painting, sculpture and creativity.

PHYSICAL EDUCATION: Motor facilitation in preschool, kindergarten and grade one, physical skill development, calisthenics, physical fitness, tumbling, games and team recreational sports for all other grades.

COMPUTER SCIENCE: Lessons and skills are taught with a teacher or software (grades K through 5). Word processing and literacy courses are taught in grades 6 through 8. Students become proficient in the use of broad spectrum of hardware, software and the Smart Board.

SPANISH: DVD/Video courses are provided in grades 1 – 8.

DAMAGE OF SCHOOL PROPERTY

A certain amount of wear-and-tear on textbooks, school desks and school property is expected during the school year. As Christian stewards, students should take pride in using school equipment and use all property wisely and in a respectful manner. Loss of, or excessive damage to, any school property will be billed to the student's parent/guardian.

DISCIPLINE POLICY

To discipline means to make a disciple or follower. That implies that someone follows an example willingly rather than because he/she is forced. Our goal is that students follow the loving example of Jesus Christ. That means loving God first, others second and one's self last. It means being willing to help and serve others.

We therefore commit ourselves to a cooperative effort with parents and children to provide an atmosphere that is God-pleasing. Characteristics of such an atmosphere include the following:

> Students who demonstrate their faith in Christ through their words and actions.
> Students who exhibit pride in their school, their own learning and accomplishments and the accomplishments of their schoolmates.
> Students who respect their teachers, staff, parents, fellow students, school and themselves.
> Students who know and accept the rules and decisions of those in authority.
> Students who are accountable for their own actions and realize that with privileges there are responsibilities.

We believe that our school must be an orderly environment in which disruptions do not interrupt learning. Students must be given opportunities to practice responsibility and to accept reasonable exercise of authority. We affirm that good education cannot proceed without good discipline, respectfully, rationally, and reasonably applied. Student misconduct in the school buildings, school grounds and at school-related activities will be cause for guidance. The teachers and principal will hold students accountable for their failure to obey school rules.

CONSEQUENCES OF MISCONDUCT

Students forfeit their privilege to an education at St. John's Lutheran School if the student's continued presence in school will be of no substantial benefit to him/her or if his/her continued presence in school will be injurious to the health, morals or education of other pupils or the welfare of the school. Possible consequences of misconduct include, but are not limited to, the following:

-- Counsel and verbal reprimands from school authorities
-- Loss of privileges for students, as needed.
-- After school detention, as needed.
-- Intervention plan worked out with parent, student and school authority.
-- In-school suspension, removal from the classroom.
-- Short term suspension from classes (stay at home 1-3 days).
-- Expulsion from St. John's Lutheran School.
-- In all suspension actions, it is the responsibility of the students and parents to make sure all assignment work is made-up and turned in to their teachers.

Some circumstances, such as sexual harassment, threatening statements or actions, possessing a weapon, or severe bullying may also require that the principal contact the county social services or police department, as defined by law.

St. John's Lutheran School does not engage in nor condone the use of corporal punishment.

Specific Rules

1. Physical fighting is not tolerated.
   A. School authorities will administer discipline as deemed appropriate. Parents will be contacted each time any fighting occurs.
   B. In all situations, Christian counsel will be given to all parties. It is the intent and purpose of St. John's School to promote repentance and forgiveness based on Scripture.
2. Play areas are the playground, gymnasium, and ball fields. Students must remain in the play area during the entire play period unless the on-duty teacher or other authority gives permission.
3. Throwing snowballs or sliding on ice is not allowed because injury may occur.
4. We expect all students and teachers to use kind words with each other. Bullying and name-calling are unacceptable.
5. Respect for school property and one another is necessary.
6. Students are expected to use the abilities with which God has blessed them and to complete their assignments faithfully.
7. Radio, CD players, cameras, toys and other similar items are permitted at school at the teachers discretion.
8. Cell phones are to be turned off and kept in school bags during school hours.
9. Gum chewing is not permitted during the school day.
10. Weapons, drugs, tobacco, and alcohol will not be allowed or tolerated. Possession of these could result in immediate suspension or expulsion.
11. School phones may be used by students upon having received permission from a teacher or office personnel.

PROCEDURES FOR DEALING WITH MISBEHAVIOR

1. The teacher will give Christian counsel and guidance, attempting to resolve the problem with the Student.
2. The teacher will inform parents of the disciplinary problem and the concern the teacher has for the child. The parents and child will also be informed of the procedures that will follow if the child continues his/her offensive behavior.
3. If the situation does not improve, the teacher will consult with the principal. The principal will provide Christian counseling, reprimands or other disciplinary action and will notify the parents of the continuing problem. The child and parents are cautioned that a continuation of the problem may result in suspension from school and possible expulsion.
4. The principal has the authority to suspend any pupil whose presence in school is detrimental to the best interests of himself/herself, other students, teachers or staff. Verbal/written notice of such action shall immediately be given to the parent or guardian, the pastor and to the Board of Christian Education.
5. A student may be expelled from school by the Board of Christian Education upon the recommendation of the principal if the student's continued presence in school will be injurious to the health, morals, education of other students, or the welfare of the school. The parent or guardian shall be informed in writing by the principal of such recommendation. Parents will also be informed of the appeal procedure.
6. When a violation occurs that legally requires the principal to contact the County Social Services or the Police Department, the principal shall also immediately contact the parents, the administrative pastor, and the Board of Christian Education.

DRIVE DAYS

St. John's Lutheran School may have school when the public school is not in session, and therefore public bussing will not be available. Such days will be designated as "drive days". On these days, parents will be asked to provide transportation for their child(ren) to and from school. The number of drive days will be kept as infrequent as possible. The school office should be contacted if parents need help getting their child(ren) to school on a drive day. The office will help to make arrangements to transport those child(ren), if possible.

ELECTRONIC DEVICE POLICY

Electronic devices that are brought to school need to turned off and stored in the student's backpack or locker during school hours. Student violation is subject to disciplinary action including confiscation and return of the electronic device to the student's parent or guardian. St. John's School shall not assume responsibility for theft, loss or damage of electronic devices, or non-authorized calls made on a cell phone.

NON-DISCRIMINATORY POLICY

"St. John's Lutheran School admits students of any race, color, national or 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 or ethnic origin, in administration of its educational policies, admission policies, and athletic, and other school-administered programs."

EXTENDED CARE

Extended Care begins on the first class day of the school year. Child care may begin as early as 6:00 a.m. After-school Care begins at 2:45 p.m., and continues as late as 6:00 p.m. Child care is available only on school days. Visit our website or contact the school office for a fee schedule and additional details.

EXTRA-CURRICULAR ELIGIBILITY POLICY

In order to participate in athletics or other school-sponsored extracurricular activities, students must maintain a minimum of a passing grade in all subjects. Since grades are calculated at both the middle and the end of each quarter, students have until that time to raise their grades to meet the eligibility standard. Eligibility may be restored at that time or when a teacher feels the student has shown just improvement and effort.

Students may not participate in activities/games/practices or scrimmages if they are not in school that day. Participation in athletics or other school-sponsored extracurricular activities is a privilege. Academics must be first priority.

1. Students who receive a failing grade or an incomplete on their report card or mid-term will be
   allowed to remain on the team and practice but only with permission from the parents, coach, and
   teacher, until that grade has become a passing grade.

2. These rules apply to all who participate in team or individual sport activities.

3. Academics should take precedence over any sport or activity.

FIELD TRIPS

Students make visits to places of interest when educational objectives are better achieved through these means.
Notes are sent home prior to the field trip detailing the information necessary. Written permission from the parent/guardian is required for all students making such trips. There may be some costs that the student will be required to pay. Only students regularly enrolled in the class may attend the field trip. Parents may be asked to participate in these events.

FIRE AND TORNADO DRILLS

All drills are held regularly during the school year. Students are instructed during the first days of school as to the proper procedure for quick evacuation of the classroom and the proper directions to follow.
Drills and instructions in preparation for the event of other crisis situations are also held. For details, see our Emergency Procedures Plan.

GRADING SYSTEM

The faculty of St. John's uses several different means of grading their students. The school year is divided into four quarters. At the end of each quarter, teachers are responsible for assessing each student's progress for the applicable subjects. Grades will be averaged and recorded on the student's mid-term or report card. The following grading system is designed to add consistency and fairness to the grading process:

Preschool

Communication between school and home begins with an in-home visit by the teacher in August.
In-school visits by parents are encouraged. Daily communication by both teacher and the parents is also encouraged. The teacher schedules two "formal" consultations. One is in the fall, and the other is in spring.

Kindergarten

Kindergarten uses the marks: S - Satisfactory, I – skill is Immerging, N – Needs improvement.
These marks are then recorded quarterly on Spiritual Development, Relationships with the Teacher, Peer Relationships, Work Habits, Muscle Development, Routines and Rules, Self - Help Development, Language Development and Cognitive Development.

First Grade and Second Grade

First and second grade use the marks: O – Outstanding, S – Satisfactory, I – Improving, and
U – Unsatisfactory. Each student is assessed on effort, achievement and participation in class. Any needs, strengths and recommendations are also annotated on the report to keep parents informed about the progress of their child.

Third Grade through Eighth Grade

Third through eighth grades use the following grading scale:

A = 100% - 92%	D = 74% - 65%
B = 91% - 84%	F = 64% - 0%
C = 83% - 75%	

Progress reports are completed weekly on students in grades 1 through 5 identifying areas of outstanding accomplishments and areas that need improvement. Parents are required to review these weekly progress reports, sign them and return them to the teacher. Students in grades 5 through 8 who attain an "A" or "B" average, are recognized by the teacher and principal with a certificate praising them for their grades for the past quarter.

GUM

There will be no gum-chewing allowed on school grounds during school hours. There may be special times a teacher or student provides special treats to the class, and it will be at the teacher's discretion whether to allow the treat in school.

HARASSMENT POLICY

St. John's Lutheran Church and School prohibit racial and sexual harassment, violence and any other inappropriate behavior.

St. John's Lutheran Church and School will act to investigate all complaints regarding any harassment accusation. Appropriate action against any pupil, teacher, administrator, or other church or school personnel who are found to have violated this policy will be dealt with appropriately and in love for all individuals.

HEALTH

The School Health Coordinator works in cooperation with the Carver County Nurse. Students are screened for vision, hearing, and other physical problems during the school year. The School Health Coordinator will inform parents if their child needs to visit a physician or needs to be re-tested for vision, hearing, or other concerns.

All students are required to have a physical examination upon entering kindergarten and are to have their immunizations up-to-date according to Minnesota State Law. These requirements are listed in the kindergarten packet.

HOMEWORK

All teachers allow time during the school day for students to do their work, but there will be times when a student will have work to do at home. We encourage our parents to provide a set time and place at home for students to complete their homework.

HONOR ROLL

The Honor Roll includes grades 4 through 8. All students who meet the A and B-Honor Roll criteria will be posted quarterly. A certificate will be provided each quarter to those students who attain these academic standards. In addition, photos of honorees are taken and printed in the local newspaper to demonstrate the school's desire to reward academic achievement.

LIBRARY/MEDIA CENTER

Our school is equipped with an excellent library/media center for all grades to use. Students must follow the procedures that will be explained by their teacher at the beginning of the school year. Students may check out books once a week. Library books and magazines should be returned by the date due or any additional library material may not be checked out.

To facilitate use of the Accelerated Reader program, all books involved are tagged with the reading level for easy identification.

SCHOOL LUNCH POLICIES/PROCEDURES

St. John's Lutheran School is part of the National School Lunch Program run by the United States Department of Agriculture and regulated by the Department of Children, Families & Learning.
It is the policy of St. John's Lutheran School to offer and provide quality meals in an efficient and fiscally responsible manner.

In accordance with federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

To file a complaint, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building,
1400 Independence Avenue SW, Washington, D.C. 20250-9410 or call 202-720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

As required by Minnesota State Law, St. John's will provide lactose-reduced milk for lactose intolerant
students upon written request from the parent.

The prices for student lunches are $ 2.00 per meal. Payment of $ 30.00, per student, per month, is payable at the school office at the beginning of the month.

Families may apply for free or reduced lunches by completing the Application for Educational Benefits that is made available to all homes at the beginning of the school year. These forms need to be returned to the school office. Families who experience a decline in their income during the school year, may apply at that time. The cost of "reduced" meals is $ .40 per meal. Families who receive "reduced" lunches need to remit $ 8.00, per student, per month, at the beginning of the month.

Our Title I program funding (for children with special needs) is based upon the number of students receiving free and reduced lunches. Therefore, all qualifying families are encouraged to submit applications.

By State regulations, lunch accounts must be kept current. Parents will be notified when a child has 5 paid lunches remaining on their accounts. Students will be allowed to eat up to five meals with a negative balance, after which point they will be refused hot lunch. However, no child will go without food; a cheese sandwich and milk will be provided.

MEDICATIONS

In accordance with the Minnesota Department of Health's recommendations, medications will be administered under these circumstances:

Parents of students requesting that medication be administered during school hours are requested to provide for the school:1)the physician's order 2)parental release and 3)medication supplied in the original bottle.

It is recommended that prescription medication be divided into two bottles that are completely labeled; one for home and one for school. Medication administration forms are available at the school in the health coordinator's office. The health coordinator or designated personnel will sign his/her initials that the medication has been given to the student along with the date and time. Only personnel who have been annually trained by the health coordinator in medication administration will be able to dispense medications.

Over the counter medications will be given under the following conditions: 1) medication must be accompanied by a parent's signature 2) medication must be brought in its original bottle and have specific instructions from the parent on the dose of the medication and how often it is to be given. 3) non-prescription medication will be given for a maximum of five days with parent permission. After that time, orders from a physician will be required.

Aerosol inhalers may be carried by the student and self administered if the parent or guardian feels the child is capable and responsible. This medication is not required to be locked up.

MORNING BREAK

Each class will have a morning break of ten minutes. This is the time designated for students to use the restroom and get a drink.
Grades 1 through 2: Snacks may be brought from home. They must be of the type and quantity that can be consumed in a few minutes. Any snack that has not been eaten by the end of the break will be discarded or put into the student's school bag.
Grades 3 through 8: Students may bring their own snack or can purchase one at school during break time.
Kindergarten: Kindergartners have their own snack arrangements made by the teacher.

PARENT - TEACHER CONFERENCES

Parent/Teacher conferences are held twice a year. The conferences are scheduled after the first quarter and at mid-term of third quarter. Schedules will be sent home to parents a week before the conferences. If a scheduling conflict exists, the teacher should be consulted. It is vitally important that all parents participate and attend their child's conference. Parents and teachers are encouraged to have good lines of communication with each other.

PARENT - TEACHER RELATIONS

Parents and teachers must mutually support each other to be most effective in the rearing of children whose conduct will be pleasing to God. To that extent, teachers will not discredit the child-rearing procedures of parents in the presence of their students, but will always be supportive of

parents. Likewise, parents must not discredit teachers or their educational efforts, but must always be supportive in the presence of their children.

Good communication between home and school is a vital partnership for the effective education of our children. Parents and teachers should always look for positive areas of growth and improvement in children rather than simply dwelling on negatives. If there is a lack of understanding, or a conflict between home and school, the following procedures should be followed:

Parents and teachers are encouraged to contact each other if they have questions or concerns about lessons, expectations, procedures, conduct, etc. This contact is best done on a personal basis but may also be done through a letter, phone call, or email.

Parents are encouraged to discuss their child's progress by establishing a mutually agreeable conference time. Discussions of student's progress shortly before classes begin in the morning or in public locations are discouraged.

Teachers are not able to accept phone calls other than emergencies during the class day. Phone messages, emails, or written messages to a teacher will be responded to as soon as possible. The teacher will make every effort to respond to the message before or within the next working day.

If there are differences that cannot be resolved, the principal should be consulted.

PTL-PARENT TEACHER LEAGUE

All parents of St. John's students are members of the PTL. The PTL meets six times a year, in September, October, December, February, April, and in May. Various religious and educational topics are presented and discussed during the meeting. All parents are encouraged to attend and gain an insight of what is happening at school. PTL meetings also allow teachers and parents to discuss issues about school and build a strong Christian relationship. It is the purpose of the PTL to uplift and support the school and teachers in prayer and financial means.

PARTY INVITATIONS

Party invitations are not to be distributed at school. Care should be taken to the extent that any students may feel excluded.

PHYSICAL EDUCATION

The State of Minnesota requires that each student attending an elementary school must spend time each week in physical education classes. The state rule says that all students must participate unless a physician advises otherwise.

REPORT CARDS

Report cards are issued after each quarter. Midterms (4th-8th grade) for each quarter are handed out as well. Parents are asked to review the mid-term and the report card and discuss any concerns with their child's teacher. If there are no concerns or problems, parents are asked to sign the report card and return it to school.

SCHOOL CLOSINGS-LATE START-EARLY DISMISSAL

When our school closes, starts late, or dismisses early due to inclement weather or other emergencies, the school announcement will be made over the WCCO, 830 AM radio station. Be sure to listen to the times announced on the radio. If it is an early dismissal, our school dismisses 20 minutes earlier than the time announced so the busses have time to get our students to Central. You will also be contacted via an automated phone message as soon as a decision has been made to close.

Please make arrangements and have a plan for your child or children so they know what to do and where to go if school is dismissed early. Children will be sent home in the usual way, unless the school is informed otherwise.

SCHOOL HOURS

School begins at 8:05 a.m. and will dismiss each day at 2:45 p.m. unless otherwise stated. Provided that numbers warrant, the school doors open at 6:00 a.m. each morning for Extended Care. Students who arrive before 7:30 a.m. must be enrolled in Extended Care. When students arrive at 7:30 a.m. or later, they should go to their classroom and remain there until school starts. They should not leave the building or grounds during the school day unless accompanied by a parent/guardian. Students should leave the school property after dismissal unless they are asked to stay by a teacher, they are participating in or attending an after school activity, or they are enrolled in our Extended Care program.

SMART BOARDS

As part of our sincere desire to be a school of academic and spiritual excellence, we are committed to providing the best educational resources available. St. John's School has long provided technical equipment and software. Recently, each teacher in Kindergarten through 8th Grade was provided with formal training in "Integrating Technology in the Classroom"

as well as extensive training in the use of Smart Boards. Today, each K-8 classroom is equipped with a state-of-the-art Smart Board.

SPORTS

Flag football, volleyball, basketball, and softball events are held with other nearby Lutheran schools. Students staying after school as a participant or a spectator of sporting activities must stay at the sporting event. St. John's students and visiting students must stay out of the classrooms and the adjoining hallway.

SPORTS PARTICIPATION RULES (GRADES 5-8)

All students participating in inter-school sports must have a physical examination by a physician before participating in these activities.

Participation in the sports offered by St. John's School is encouraged. However, passing grades in all subjects is required.

STUDENT COUNCIL

Student council provides opportunities for students of grades 5 – 8 to learn and experience leadership and meeting procedures and decorum. In addition, they choose to organize and host functions for the student body. They also generally host one, or more, activities that are "Mission" or "Service" oriented.

TARDINESS

Excessive absences and tardiness are serious problems and prohibit students from being successful.

It is imperative that children are in school at the proper time.

TOBACCO, ALCOHOL, AND DRUGS POLICY

The following policy has been approved and adopted by the Board of Christian Education: Use of alcohol, tobacco, or drugs of any kind shall not be permitted by students attending St. John's Lutheran School. Those students who use any of these substances and are properly identified shall be subject to the following:

I. Students participating in sports or extra curricular activities:
   - A. First Offense: The principal shall notify the parent, and the student shall be suspended for two games or suspended for two weeks, whichever comes first.
   - B. Second Offense: Upon the second offense the student shall be suspended for six games or six weeks, whichever comes first. The student and parents must appear before the Board of Christian Education, principal and the pastor for explanation of actions. Counseling will be encouraged.
   - C. Third Offense: The student athlete is prohibited from participating in any sport and will serve after school detention for five days.

II. Students not participating in sports or extra curricular activities:
   - A. First Offense: The principal shall notify the parents.
   - B. Second Offense: The student and parents shall appear before the Board of Christian Education, principal and pastor for an explanation of actions. Counseling will be encouraged.
   - C. Third Offense: The student will serve five days of after-school detention.

Proper identification of a student violation must be made by an adult willing to confront the student and parents. Any violations must be reported to the principal.

TRANSPORTATION

St. John's Lutheran School is privileged to use the buses of the NYA School District. The proper officials in the district do all scheduling. Any questions concerning bus information or policy should be addressed to the Director of Transportation at Central (467-7009).

TUITION AND FEES

St. John's Lutheran Church subsidizes the actual cost of educating a child at St. John's School.The actual average cost in 2009-2010 on the Preschool level was about $ 1000.00 per child. The actual average cost for grades K-8 was about $ 4000.00 per student.

VACATION

Vacations that necessitate extended absences from school are strongly discouraged. Parents are urged to teach their children responsibility by encouraging faithful attendance at school every school day.

VISITORS/VOLUNTEERS

All parents are encouraged to visit school and their child's classroom at any time. Visitors are encouraged to contact the teacher to make arrangements prior to their visit. Interested helpers can volunteer for any amount of time at any time. Upon arrival at the school, visitors and volunteers are asked to report to the office to sign in and sign out when leaving the building. This procedure is necessary to ensure the safety of our school students. It is really exciting to see supporters from all venues become involved in school and in the education of the children.

WEAPONS

Minnesota State Law prohibits any person from possessing, storing, or keeping a dangerous weapon, replica firearm, or BB gun on school property. St. John's Lutheran School policy prohibits guns, knives, laser pointers, toy guns and any explosive devices. If a student is found to have in possession those items listed above, or an item that may be potentially dangerous, the student shall be suspended from the school for a period of time that is deemed suitable to the offense by the Board of Christian Education and principal. If the same student commits a second offense of this policy, the student will be expelled from school for the rest of the year.

Thank you for your support!
We give all PRAISE AND GLORY to our HEAVENLY FATHER!

Faculty and Staff

Pastor David Winter	Gr 8 Confirmation
Pastor Eric Hutchison	Gr 7 Confirmation
Mr. Dan Kimble	Gr 7-8
Mr. Dan Young	Gr5-6
Ms. Lynn Biebighauser	Gr 4
Mrs. Mary Balzum	Gr 3
Mrs. Marilynn Kimble	Gr 2
Mrs. Renee Bartels	Gr 1
Mrs. Ann Young	Kindergarten
Mrs. Peggy Winter	Preschool
Mrs. Heidi Pawelk	Special Needs
Mrs. Helen Schrupp	Preschool Aide
Mrs. Renee Panning	Secretary/Treasurer
Mr. David Polzin	Principal

Special Services Personnel:

Mrs. Chris Braunwarth	Cook
Mrs. Laurie Noennig	HealthCoordinator
Mr. Josh Winter	Custodian

Board of Christian Education

Mr. Kris Gustin/Chairman
Mr. Jeff Eggers/Treasurer
Mrs. Jill Theisfeld/Vice-Chairman
Mrs. Amy Corrigan/Secretary
Mr. John Trocke/MemberAt Large

CONSTITUTION
of the
Parent Teacher League

Article I. Name

The name of this organization shall be St. John's Lutheran Parent Teacher League (PTL), St. John's Lutheran Church/School, Young America, Minnesota

Article II. Purpose

A. The purpose of this league shall be to help parents and teachers to achieve greater competence in Christian child education, in order that we may always strive to achieve the highest standard of academic excellence within a Christ-centered environment.

B. To achieve this purpose the league shall seek to:
   1. Help parents increasingly understand the educational needs of their children, and to provide parents with the skills needed for Christian child education;
   2. Help teachers understand the needs of the Christian home, and extend their influence into the home;
   3. Help to develop a closer relationship between the home and the Congregation's educational agencies, especially through closer cooperation between parents and teachers.

Article III. Policies

In keeping with its purpose, the league's program shall be primarily educational, and shall be developed by the league along the lines suggested by the congregation's Board of Christian Education and the Board of Parish Services of the Lutheran Church Missouri Synod.

Article IV. Membership

A. All parents having children enrolled at St. John's Lutheran School, Young America, Minnesota shall be considered members of St. John's Lutheran PTL.

B. All teachers currently on staff at St. John's Lutheran School, Young America, Minnesota shall be considered members of St. John's Lutheran PTL.

C. Membership in the league shall further be open to:
   1. Any communicant member of St. John's Lutheran Church, Young America, Minnesota;

II B

CONSTITUTION
of the
Parent Teacher League

2. All other parents who have children enrolled in any of the educational agencies of the congregation of St. John's Lutheran Church, Young America, Minnesota.

D. All members shall be entitled to participate in all the activities of the league, shall have the right to vote and are entitled to hold an elective or appointive office.

Article V. Officers, Committees and Executive Board

A. The elected officers of the league shall be:

President
Vice President
Secretary
Treasurer

B. The following four-member standing committees shall be appointed by the elected officers, who are also to designate the chairperson of each committee:

1. Worship and Devotion
2. Education
3. Service
4. Publicity
5. Attendance and Greeting
6. Fellowship
7. Fundraising
8. Others as may be needed

C. The executive board shall consist of the elected officers of the league and the chairperson of each standing committee. The Pastor(s), The administrative head of the school, and a member of the congregation's Board of Education, shall be ex officio members.

Article VI. Amendment

This constitution or any of its by-laws may be amended by a two-thirds majority of the members present at a regular meeting of the league. Provided the proposed amendment has been read in the previous regular meeting.

Article VII. Dissolution

In the event this league shall be dissolved, all assets shall become the property of St. John's Lutheran Church of Young America, Minnesota.

BY-LAWS
of the
Parent Teacher League

Article I. Meetings

don't designate the Months go for 4-5 reg. mtg.

A. The regular meeting of St. John's Parent Teacher league shall be held on the first Thursday of each of the following months: October, ~~November~~, December, March and May; beginning at 7:00p.m.

B. Two specific purpose events, the annual "Science Fair" and "Family Fun Night", shall meet on the first Thursday of February and April respectively. Starting times and activities will be posted on a "send home" notice prior to these events.

1. Science Fair – The science fair is organized by the head of the science department. 7th and 8th grade students are each required to create a science fair project, which will be displayed for judging (by PTL members) on the first Thursday of February. 5th and 6th grade students ~~may opt~~ to submit projects for the science fair also. ARE ALSO WORK IN PAIRS! - 5th & 6th
2. Family Fun Night – Family fun night is a night of fun, entertainment and fellowship to be enjoyed by all as the school year begins to wrap up. The event is held the first Thursday of April.

C. In both the regular league and the executive board meetings all questions of order shall be decided in accordance with Robert's Rules of Order, unless such rules be contrary to this constitution or its by-laws.

Article II. Duties of Officers, Committees and Executive Board

A. Officers.

1. President- The president shall preside at all meetings of the league and executive board. The president shall be an ex officio member of all committees. The president shall prepare the agenda for each regular league meeting.
2. Vice President- The vice president shall generally assist the president. In the absence of the president or at the president's request, the vice president shall perform the president's duties.
3. Secretary- The secretary shall permanently record the proceedings of all league and executive board meetings and shall attend to all correspondence.

BY-LAWS
of the
Parent Teacher League

4. Treasurer- The treasurer shall receive all league moneys, shall deposit all funds in a league approved bank, shall disburse all funds as ordered by the league, and shall submit a current financial report at each meeting and a comprehensive report at the end of each fiscal year. The treasurer shall preserve all vouchers, receipts, bank statements, and canceled checks, and shall annually submit all these to an auditing committee appointed by the executive board.

B. Executive Board.

The executive board shall prepare short and long range plans designed to achieve the purpose of the league. It shall hear the reports of several standing and special committees, and shall amend and/or approve them as necessary.

C. Standing Committees.

1. Worship and Devotion Committee- The worship and devotion committee shall prepare opening prayer and devotions for all regular and specific purpose meetings, in accordance with the confessions of St. John's Lutheran Church, Young America, Minnesota; as outlined in Article III of the congregation's constitution.
2. Education Committee- The education committee shall consist of three teachers, currently on staff at St. John's Lutheran School, each to be chosen (by the PTL officers) from one of the following three divisions:
    1. Preschool, Kindergarten, First Grade
    2. Second Grade, Third Grade, Fourth Grade
    3. Fifth Grade, Sixth Grade, Seventh Grade, Eighth Grade

   and one other PTL member. The committee's function will be to plan an education program for each regular league meeting, which helps to achieve the purpose of the league.
3. Service Committee- The service committee shall organize and encourage volunteer service for the family, school, church and community. The committee will work with the other committees and individuals to determine the needs of families, school, church and community. Once these are defined the committee should seek individuals willing and interested in fulfilling these needs.

BY-LAWS
of the
Parent Teacher League

4. Publicity Committee- The publicity committee shall be in charge of public relations. The ultimate purpose of all our public relations efforts shall be to identify our school, our organization and our work with the Gospel of Jesus Christ.
5. Attendance and Greeting Committee- The attendance and greeting committee shall encourage all eligible members to attend and participate in all league functions. The committee will assign "greeters" whose function will be to receive and record all participating members for all regular league meetings and specific purpose events. The "greeters" will also hand out any written materials needed for participation in all regular league meetings and specific purpose events.
6. Fellowship Committee- The fellowship committee shall assign "servers" who shall prepare and serve refreshments at the closing of each regular league meeting and prior to the "Science Fair" and "Family Fun Night" events. The fellowship committee shall also plan the entertainment for the "Family Fun Night" event. The fellowship committee shall also be responsible for the "cookie jar" awarded to the class that has the most PTL members in attendance at each regular league meeting.
7. Fundraising Committee- The fundraising committee shall plan and organize the annual "Spring Fundraising Event" and other fundraising events as may be needed. Craft + Spring Bazaar.

Article III. Election of Officers

A. Election of officers shall be held during the regular league meeting in May. Newly elected officers shall assume their duties on the first of June. Committee members shall be appointed before the first of July each year.
B. The president and treasurer shall be elected in the odd-numbered years. The vice-president and secretary shall be elected in the even-numbered years. Each elected officer shall serve a two-year term. Each shall be eligible to succeed themselves in office once, after which they become ineligible for the office for a two-year period.

BY-LAWS
of the
Parent Teacher League

C. Nominating Committee- The executive board shall appoint a three-member nominating committee, one member of which is to be designated as chairman. The nominating committee shall prepare a slate of three candidates for each office to be filled, shall contact each candidate as to their ability to serve, and Shall conduct the election.

D. In the event of a vacancy in the office of the president, the vice-president shall succeed to the office of president for the remainder of the term. In the event of a vacancy in the office of vice-president, secretary or treasurer, the vacancy shall be filled by election at the next regular meeting of the league. Nominations are to be made from the floor and the person receiving the majority of votes cast shall fill the unexpired term.

Article IV. Order of Business

Prior to each regular league meeting, the minutes of the previous meeting and all reports (Treasurer's report, Committee reports, reports from heads of educational agencies) for the next scheduled meeting shall be submitted to the school secretary two weeks before the next scheduled meeting. The minutes and reports will be sent home to parents with a meeting notification prior to the next scheduled meeting. There will also be a posting of this information at the school and church.

The following shall be the order of business for the regular league meetings:

A. Opening Worship and Devotion
B. Educational Program
C. Business Meeting
   1. Summary of minutes of previous meeting – review and questions
   2. Treasurer's report – review and questions
   3. Committee reports – review and questions
   4. Reports from heads of educational agencies – review and questions
   5. Old business
   6. New business including recommendations from executive board
   7. Adjournment with prayer
D. Fellowship and refreshments

BY-LAWS
of the
Parent Teacher League

The following shall be the order of business for the specific purpose events:

A. Optional Dinner
B. Worship and Devotion
C. The Event

Article V. Dues

A free will offering shall be received at each regular league meeting in lieu of fixed dues.

?

1 fund Raiser / organization / church By-Laws.

PTL MEETING – DECEMBER 6, 2012

Minutes to be approved at the next meeting.

**Meeting was called to order by Kristen Karels.
**Devotions were read by Josh Winter

BUSINESS

Mr Polzin's Update

*Thanks to all who took time to fill out the survey, there was about a 30% Response
*Parents day will be held on Friday February 3, 2013
* Suggestions for things the congregation should know about the school Are always welcome and to be included in his monthly letter.

The Secretary and Treasurer's reports were approved as written.

OLD BUSINESS

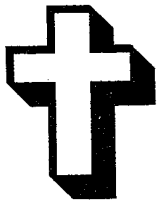
*Apparel – website will be available soon, newsletter will be sent out soon.
*Harvest Party – Was a big success, thanks to all who volunteered.
*Vendor Sale - The gym was full and we had vendors wanting to For next year. The bake sale made $450.00, best ever.
*Chili feed – the tickets are out, more volunteers are needed. Also In need of hamburger donations.
*Silent/live Auction – need more volunteers and also in need of marketing help
*Big Ticket fundraising item – a motion was passed to have as the big Ticket fundraising item to be baffling for the gym. A motion was also passed to Give $500.00 from the general fund for basket ball hoops.
*Spring Fundraiser – A motion was passed to keep with the same company and to Expand the options to include other food items. Teri Thomas and Michelle Bohn will chair the spring fundraiser.

NEW BUSINESS

*The Church decorating went very well. Thank you to all who helped. It was started on a Wednesday and finished on Saturday.
*Take down will be on January 9, 2013, which is a Wednesday at 7:00 pm
*Next PTL meeting will be February 7, 2013.

Meeting was adjourned and everyone helped to fill the shut in bags.

ST. JOHN'S LUTHERAN SCHOOL
1200 Series
Board of Education Operation



POLICY MANUAL

1111A

Policy 1200

POLICY NUMBERING

The policies adopted by the St. John's Board of Education shall be numbered according to the following numbering system.

1100 Series	Board of Education
1200 Series	Board of Education Operation
1300 Series	School Administration
1400 Series	Faculty Members
1500 Series	Students
1600 Series	Instructional Operations

St. John's Lutheran School
Board of Education
2000-2001

Dec.1999

ACTION PLAN

Mission Statement: Our Mission is to proclaim the Gospel of Jesus Christ in an atmosphere of Christian Love. Together with parents and the church, we help our students Grow spiritually, academically, mentally, physically, and socially.

The GOAL:

1. To improve St. John's School through:

   - Continue the NLSA accreditation process on a year to year basis.
   - Faculty to annually review curricular objectives on a six year cycle.

2. To assist the faculty to **more effectively** carry out their teaching and ministry:

   - Review all job descriptions and update these as necessary
   - Assist parish ministry needs and provide staff resources
   - Principal to provide for annual faculty/staff evaluation and review
   - Develop additional in-service opportunities and workshops
   - Provide financial resources for planned program graduate course work
   - Develop a comprehensive future technology plan of action
   - Continue to strengthen all the programs of the school

3. To **build** enrollment in St. John's Lutheran School and effectively serve more families:

   - Promote and more effectively "market" the school and it's ministry
   - Target population segments and determine potential for school enrollment
   - Cultivate a relationship with other Lutheran Churches in school ministry.

4. To continue to **refine** Board of Education policies and procedures:

   - Continue to review and develop the Board Manual for St. John's School
   - Work with church vestry to review policies and procedures

5. To **reach out** in mission to serve the community:

   - Promote and encourage service events for the students
   - Serve the community by encouraging student involvement in inter-generational activities

Lutheran School Board

Mission statement:

The mission of St. John's Lutheran School is to proclaim the Gospel of Jesus Christ in an atmosphere of Christian Love. Together with parents and church we help our students grow spiritually, academically, mentally, physically, and socially.

The Christian Day School supports the family and enables (under God's Spirit) Christian mothers, fathers, and children to become more fully devoted followers of Jesus. It helps them to actively share their Christian faith with each other and with friends and neighbors. Christian education is an interactive process that seeks to employ the most effective strategies to share the Gospel through a partnership of teachers, parents, and children. Full-time Christian education is an effective contact point and bridge to the secular world. It is a non-threatening process that allows the church to reach out to young families with the Gospel. God endows all people with unique gifts and talents and also the potential to learn and grow in their use. It is the Christian educator's responsibility to enable the student, parent and colleague to recognize and develop his or her potentialities.

Board members will therefore:

1. Work in harmony with the congregation's vision and purpose statements.
2. Develop Christian educational programs and policies that direct and support the principal and teaching faculty.
3. Be personal models of Christian faith and life. Seek to lift one another up as members of the family of Christ, and have a heart for "lost" children and parents who matter to God.
4. Be advocates for the school.

OFFICERS AND COMMITTEES

Director

* Chair meetings
* Represent the Board or Council at voter's assemblies

Vice-Chairperson

* Serve in the absence of the Director
* Represent the Director (at Council and voter's meetings)

Secretary

* Record and prepare minutes
* Handle correspondence as directed by the board
* Keep a record of the minutes from board meetings

Treasurer

* Make sure all bills are paid
* Keep records of revenue and disbursements
* Pay all staff in a timely fashion
* Be a part of the Finance Committee

Personnel Committee

* Recommend personnel policies and changes to the full board
* Deal with personnel concerns as needed through the principal

Physical Facilities

* Work with the Board of Trustees as appropriate.

Communications Committee

* Recommend procedures for effective church, parent, and community relations

School Improvement

* Follow up with school NLSA Accreditation and staff/curriculum development

Finance/Tuition/Fee Committee

* Review tuition data and make recommendations to the full board
* Work with the Administration of the school

Parent Teacher League

* Keep the board informed regarding PTL recommendations to the full board
* Keep the PTL informed regarding board procedures, policies, etc., and changes

Staff Representative

* Serve as a staff liaison to the board. After issues are discussed with the principal, and the director informed, the staff representative will present the staff issue to the board.

Whenever possible, issues/problems should be studied by an appropriate committee before coming to the full board. All committee recommendations must be approved by the full board.

TITLE: **Lutheran School Board Director**

GENERAL STATEMENT: - Elected by the congregation

- Member of church council selected to serve as chairperson of School Board.
- Responsible to Council to work with principal to maintain an effective and efficient day school program.

SUPERVISION: Responsible to church council.

RESPONSIBILITIES AND DUTIES:
- Able to work with council, principal, and Board of Education.
- Able to devote adequate time for tasks.
- Able to motivate people.
- Knowledgeable and creditable within congregation and school.
- Have leadership and organizational skills.
- Leads and chairs meetings using accepted parliamentary procedures. (Robert's Rules)
- Works with principal to develop agenda of monthly meetings.
- Works with principal and Lutheran School Board to develop annual agenda.

TITLE: Board of Education Vice-Chairperson

GENERAL STATEMENT:
- Serves in absence of chairperson and represents chairperson as needed.

RESPONSIBILITIES AND DUTIES:
- Able to preside over meeting in absence of chairperson.
- Capable of assuming assignments as directed by chairperson and/or Board.
- Able to represent chairperson as needed.

TITLE: Board of Education Secretary

GENERAL STATEMENT:
- Responsible for recording and preparing minutes and handling correspondence as directed by the Lutheran School Board.

RESPONSIBILITIES AND DUTIES:
- Records and prepares minutes of meetings.
- Handles correspondence directed by the Board.
- Oversees maintenance of essential files and records for the Board.

TITLE: St. John's Lutheran School Board Member

GENERAL STATEMENT: Members of the school board are individuals who work together with the principal, pastor, and director of the school board

to promote the best interest of all children enrolled in the school. They support and uphold teachers, pastors, administrators, and staff so that these individuals might experience joyful and fruitful Christian ministries.

SUPERVISION: - Report to the director of Lutheran School Board

RESPONSIBILITIES AND DUTIES: - Work together as a team with the principal, director, and other board members to:

- Develop a mission statement that is in harmony with the congregation.
- Develop school policies.
- Support and supervise the principal who's responsible for daily management of the school.
- Prepare annual reviews of all job descriptions.
- Assist in the process of filling staff vacancies.
- Assist principal in the funding and financial management of the school.
- Promote the school and keep focused on its needs.
- Serve as liaison between school and church.
- Prepare for meetings by reviewing agenda.
- Serve on at least one committee of the school board.
- Attend and contribute to board and committee meetings on a regular basis.

MINIMUM REQUIREMENTS: - Confirmed member of St. John's Lutheran Church in good standing.

- Possess interest and understanding of Christian/Lutheran Day School concepts.
- Willingness to regularly attend school board and committee meetings.
- Nominated and confirmed by vote of the Voters Assembly

I. SKILLS FOR BOARD MEMBERS

A. DEVELOPING FOR BOARD MEMBERS

A policy states WHAT is to be done and WHY. While the board is responsible for developing policies, the principal is responsible for implementing them. A decision deals with an immediate issue whereas a policy deals with a subject over a long period of time. The principal, who best knows the school, should be looked to for the leadership when developing policies or making decisions.

It is essential that all policies be recorded and maintained in an organized way.

B. SETTING GOALS (Problem Solving)

A goal states WHAT you intend to accomplish.

1. Determine needs.
2. Establish priorities.
3. Gather information.
4. Prepare goal statement. Goal Statements include:
   a. the need.
   b. the plan.
   c. the resources (workers and finances).
5. Implement the plan. Keep everyone informed. Provide supervision when necessary.
6. Develop an evaluation plan to see if your goal has been achieved.
7. Use professional consultants when necessary.

C. GUIDING CHANGES
1. Keep in touch with the congregation's purpose.
2. Evaluate the climate for the change.
3. Communicate with all those who will be affected.
4. Consider all the options, including the costs.
5. Determine who will introduce the change.
6. Phase the change in gradually.
7. Plan for evaluation, leaving the door open to alter the plan if necessary.
8. Support the board's decision, even if disagreement exists.

D. DEALING WITH OPPOSITION
1. Anticipate that there will be disappointment with board decisions.
2. Accept a person's emotion as honest - do not comment "You shouldn't feel that way".
3. Listen!
4. Find ways to let them know you care and understand.
5. Don't take their anger personally.
6. Continue to keep in touch.

E. CONFIDENTIALITY

Board meetings are confidential and discussion of agenda items should not leave the actual meeting. Once decisions have been reached by the board, all members are expected to support the decision, regardless of personal views.

II. THE ROLE AND FUNCTION OF BOARDS

A. RESPONSIBILITIES

1. Prepare a precise purpose statement, determine that it is in harmony with the congregation's purpose; communicate this statement to the members of the school and church.
2. Arrange the establishment and staffing of the following Lutheran School positions:
   (a) Principal
   (b) Assistant Principal
   (c) Teachers
   (d) Teachers' Aides
   (e) All other staffing needs

3. All Called positions will be approved by the Council and the Voters of St. John's Lutheran Church. All contract positions will be approved by the Lutheran School Board.
4. The Board shall refer to the Mission Statement of St. John's Lutheran School as guidelines in making decisions.
5. The Board will have responsibility for the daily operation of the school.
6. Other groups wanting to use the Lutheran School classrooms must coordinate this use with the School Board and the church Trustees.
7. The Board shall be responsible for the promotion and execution of a well organized plan whereby the school shall advance in Christian and academic knowledge through educational means and methods.
8. To meet regularly to study the needs and problems of the school.
9. To make to the Church Council reports, recommendations and resolutions for study.
10 To see to it that Christian education is achieved in all teaching endeavors; the Christian discipline prevails; that the ratio between teachers and pupils attending the school is satisfactory.
11. The Board shall submit an annual budget to the Church Council.

B. LEADERSHIP SERVICES
1. Be advocates of the school. Emphasize the positive, deal with the negative.
2. Serve as links between church and school.
3. Be managers of the school. Gather adequate information before making responsible decisions.
4. Be models of Christian faith and life. Seek to lift another up as all members of the family of Christ.
5. Be friends of the students. Ask "Will this program be good for the students".

III. ORGANIZATION OF THE LUTHERAN SCHOOL BOARD

A. ST. JOHN'S LUTHERAN SCHOOL BOARD ORGANIZATION
1. Size: 5 voting members, including chairperson
2. Composition: Variety of ages, perspectives, occupations, interests, abilities, and skills.
3. Terms of Service:
   a. Constitution: 1, 5 year term, eligible for one complete term.
   b. Practice: 1, 5 year term, one member shall be elected each year.
4. Officers and Standing Committees.
5. Job descriptions of officers.

B. RECOMMENDED BOARD MEMBER APPOINTMENT PROCESS
1. Director of the Board selects a possible candidate.
2. Prospective Board member confers with the director and principal to clarify the role and commitment of time involved in the position.
3. On acceptance of the position from the prospective Board member,

4. Once approved, the new member begins attending the Board of Education meetings.

C. CRITERIA FOR BOARD MEMBERSHIP

1. Must be a confirmed member of the parish.
2. Must have an interest and understanding of Christian/Lutheran Day School education.
3. Must have a willingness to attend Board and committee meetings regularly and punctually.
4. Must respect the confidentiality of the Board proceedings.
5. Individuals who do not have immediate family in a full or part-time position of the staff of St. John's Lutheran School.

D. THE BOARD MEETING

1. The Board meets regularly to deal with agenda items, reports, recommendations, and decisions. Board members and the director must work together to accomplish these tasks. Meetings are enhanced if all participants are aware of their responsibilities.
2. Minutes should be distributed soon after the meeting to all Board members with the original housed in the school files. Materials should be distributed to all absent members. Decisions and Board actions should be communicated to all interested parties.
3. The Director acts as liaison to the church vestry as does the principal to the school staff and Board members with whom they serve.
4. Board meetings are confidential and Board proceedings should not leave the actual meeting. Once decisions have been reached by the Board, all members are expected to support the decision regardless of personal views.

E. ANNUAL CALENDAR AND STAFF INFORMATION (Updated Yearly)

1. Calendar
2. Staff directory
3. Board directory
4. Annual Action Plan

IV. DEVELOPING SCHOOL POLICY

A. SCHOOL BOARD FUNCTIONS

It is one of the school board's tasks to develop policies that will direct the management of the school in all it's operations.

B. DEFINITION OF A POLICY

1. States what is to be done and for what purpose.
2. These policies must be congruent.

Policy 1102

BOARD MEMBERSHIP

The Board shall consist of five members of St. John's Lutheran Church's congregation, each elected to a five year term. The Board will select their own chairman, vice-president/secretary, and treasurer. The chairman shall serve for a term of one year, but may be reelected. The Board shall include the school principal, and/or acting principal, and Pastor/s as ex-officio members.

POLICY 1106

PHILOSOPHY STATEMENT

Philosophy of St. John's Lutheran School

When a student leaves St. John's Lutheran School, a strong foundation should be set that will prepare each student the opportunity to lead a successful life as a child of God.

Our philosophy is that we believe a person to be:

1. Created by God with a variety of unique characteristics, which require appropriate training so they can develop mentally, physically, emotionally, socially and spiritually.

2. A sinful being and in need of the Word of God and believe in the Holy Spirit and accept Jesus Christ as their Redeemer, without who a person would be lost to eternal damnation.

3. The object of Christ's redemptive work, who through faith, is a member of God's Kingdom. A child of God becomes part of the work that God began by sharing with others the good news of redemption and living a life pleasing to their Lord and Savior.

4. Placed here on earth to reflect the image of God.

5. Responsible for his or her earthly life. God through His great love for mankind, offers all people salvation. God calls a person to faith through the Word and Sacraments, but man can reject the Spirit's work.

Policy 1103

MISSION STATEMENT

The mission statement of St. John's Lutheran School is :

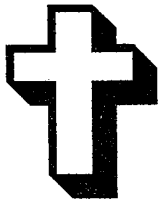
Together with God, Church and parents, we help students grow mentally, academically, physically, socially and spiritually proclaiming the Gospel of Jesus Christ in an atmosphere of Christian love!

Policy 1104

BOARD ACCOUNTABILITY

The Board of Education of St. John's Lutheran School, represents the men and women of the congregation and is accountable for the operation of the school to the St. John's Lutheran Church Council and voter's assembly.

ST. JOHN'S LUTHERAN SCHOOL
1200 Series
Board of Education Operation



POLICY MANUAL

Policy 1200

POLICY NUMBERING

The policies adopted by the St. John's Board of Education shall be numbered according to the following numbering system.

1100 Series	Board of Education
1200 Series	Board of Education Operation
1300 Series	School Administration
1400 Series	Faculty Members
1500 Series	Students
1600 Series	Instructional Operations

St. John's Lutheran School
Board of Education
2000-2001

Dec.1999

ACTION PLAN

Mission Statement: Our Mission is to proclaim the Gospel of Jesus Christ in an atmosphere of Christian Love. Together with parents and the church, we help our students Grow spiritually, academically, mentally, physically, and socially.

The GOAL:

1. To improve St. John's School through:

   - Continue the NLSA accreditation process on a year to year basis.
   - Faculty to annually review curricular objectives on a six year cycle.

2. To assist the faculty to **more effectively** carry out their teaching and ministry:

   - Review all job descriptions and update these as necessary
   - Assist parish ministry needs and provide staff resources
   - Principal to provide for annual faculty/staff evaluation and review
   - Develop additional in-service opportunities and workshops
   - Provide financial resources for planned program graduate course work
   - Develop a comprehensive future technology plan of action
   - Continue to strengthen all the programs of the school

3. To **build** enrollment in St. John's Lutheran School and effectively serve more families:

   - Promote and more effectively "market" the school and it's ministry
   - Target population segments and determine potential for school enrollment
   - Cultivate a relationship with other Lutheran Churches in school ministry.

4. To continue to **refine** Board of Education policies and procedures:

   - Continue to review and develop the Board Manual for St. John's School
   - Work with church vestry to review policies and procedures

5. To **reach out** in mission to serve the community:

   - Promote and encourage service events for the students
   - Serve the community by encouraging student involvement in inter-generational activities

POLICY FOR CALLING AND/OR CONTRACTING TEACHERS

While we are committed to attracting the highest quality individuals to our faculty we recognize that our school is uniquely Lutheran and that one of the main responsibilities of our school is to provide the means and opportunities for the religious education and faith development of our students. For this reason the priority for calling and/or contracting teachers will be in the following order:

Teachers with a Lutheran Teachers Diploma
Teachers who are active members of our congregation
Teachers who are active members of another Lutheran congregation
Teachers who have had successful experience teaching in a Lutheran School and are active members of another Christian congregation
Teachers who are active members of a Christian congregation

Although we trust the Call, we realize that the Call process is a human process, and therefore is flawed, and people are sometimes misplaced in ministry. Therefore we recognize that not every synodically-certified teacher will be appropriate for our ministry.

Qualified individuals, including other-abled, are hired without regard to race, color, sex, age, or national origin.

The guiding criterion for hiring teachers shall be the candidate's qualifications for realizing our Mission Statement and their agreement with it.

Because we want to choose our faculty from the widest pool of candidates possible, we will ask members of our congregation, school parents, staff and faculty, the District office, other professionals in District and Synod, and other appropriate people for candidates.

We will hire only for positions that have a Board-approved job description, that are funded in the current budget, or are otherwise authorized by the Board. Academic and all other qualifications must match requirements listed on the job description.

Persons seeking to be re-hired must have left our school in good standing. They must meet the same qualification criteria as new applicants.

At least two applicants must be interviewed before filling a position. Both the Board and the school administrator must approve exceptions. Final candidates for teaching positions will be interviewed by the school administrator, designated members of the Board, and designated members of the faculty.

No one may be called or contracted without the approval of the administrator.

The Board will issue all Calls and contracts unless so restricted by the congregation.

Policy 1201

POLICY FORMATION

A.Any policy made by the Board of Education must have at least four of the five members present and must be discussed thoroughly before being adopted.

B. A policy introduced at one meeting may be revised at the next meeting prior to adoption.

C. Any policy adopted by the Board of Education shall be approved by a majority of those board members in attendance.

D. Policies may be brought to the Board of Education from any member, student or faculty member of St. John's Lutheran Church and School.

Policy 1206

EQUAL OPPORTUNITY

The Board of Education for St. John's Lutheran School does not discriminate on the basis of sex or race in the administration of educational policy, educational programs and activities, or employment opportunities or conditions.

Five-Year Strategic Plan

2013 - 2018

Draft

St. John's Lutheran School

27 1st Street NW

Norwood Young America, MN 55397

Introduction

On behalf of the St. John's Lutheran School Board of Christian Education, I am pleased to present our 2013-2018 Five Year Strategic Plan.

To my knowledge, this is the first strategic plan of our school's history. Over the course of the past two years, our school has participated in a number of surveys and studies, including a two-day observation/analysis of our school by Dr. Scott Moats. We have spend countless hours in preparation for our re-accreditation through National Lutheran Schools Accreditation. These studies and surveys have served as a guide for composing this strategic plan.

As any plan does, this strategic plan will need adjustments. The purpose of any plan is to give a roadmap to where we are heading. If we don't know where we are going, how do we know when we've reached our destination?

We are anticipating becoming re-accredited by the end of the summer of 2013. With this re-accreditation begins the real work of improving St. John's; making it the St. John's of 2018.

Draft

Thank you to all of you that played such an integral part in our accreditation process. Your efforts aided in making a valuable document to use in years to come. We have been truly blessed!

Sincerely,

David M. Polzin

Principal

St. John's Lutheran School

Mission Statement

The mission statement of St. John's Lutheran School is:

Leading our students to know and share Christ.

Faith Life

St. John's Lutheran School is a Christ-centered environment where each child is encouraged to follow the example of Jesus in all aspects of life. Students seek knowledge in the ways of God and apply those teachings to daily life.

A. There will exist diverse occasions for students, families, faculty and staff to enhance their spiritual life.

- Increase the use of outside speakers on religious subjects approved by the LCMS for faculty professional days and in the classroom.
- Identify and promote faith-oriented field trips for students and religious retreats for faculty and staff.

B. The link between school, church, and community will be strengthened through faith-oriented activities. • Promote increased communication and awareness of school and congregational activities through the use of the St. John's Lutheran School website, newsletters, bulletins and other publications.

Draft

Curriculum

St. John's Lutheran School provides students with a well-rounded education which focuses on the spiritual, developmental, emotional, cognitive, and physical well being of each child.

A. Curriculum will be developed that will ensure instruction in research skills and the use of the library/media center.

- **Instruct staff and students on the utilization of the library/media center.**
- **Educate the students to become proficient and competent in accessing and retrieving information (internet, as well as other media) that supports the classroom curriculum.**

C. Graduates of St. John's shall have the opportunity to enter a foreign language program at the second level in any public or parochial high school they attend.

- Develop a curriculum for Spanish as a core academic subject for middle school.

- Explore the possibility of offering a second foreign language as a core academic subject in middle school.

Finance

St. John's Lutheran School manages an economically sound fiscal program which promotes the welfare of the school and students.

A. A balanced budget will be maintained that will provide financial support for the school's operation.

- Maintain a comprehensive three-year financial plan.

- Maintain adequate income levels, through congregational support, tuition, grants and fund raising, to sustain school operations while remaining competitive in the public and private school market and helping families meet their financial education needs.

- Control operating costs to reflect changes in curriculum and school environment and to establish a reserve fund for long-term needs.

Draft

Revenue streams will be increased through the formation of an all-day extended school day program. This will expand our before and after school child care to include all hours between 6:30 A.M. and 6:00 P.M. year-round.

Employ a child care director to oversee a licensed child care program. In addition to working in the child care, the director is in charge of employing the personnel needed to run the child care within the guidelines of the State of Minnesota's Rule 3.

Staffing and Personnel

St. John's Lutheran School employs qualified rostered teachers and administrators who model Lutheran values in the delivery of an integrated primary, intermediate and middle school academic program.

A. Qualified personnel who are committed to the mission and philosophy of the school will be recruited, developed and retained.

- Provide and facilitate on-site and off-site professional development opportunities for faculty and staff.

- Plan for future faculty needs as member of our current faculty move toward the retirement stages of their lives.

- **B. Our school will meet student spiritual, academic, social and emotional needs through appropriate staffing.**

- Hire qualified personnel to support school programs.

- Determine a means of providing and staffing after-school enrichment programs and clubs.

Draft

Technology

St. John's Lutheran School facilitates acquisition of technology skills, integration of technology resources, and communication.

A. Our faculty, staff and students will have up-to-date computers, peripheral devices, and software that will enhance learning, productivity and research.

- Establish a functional computer lab that will be funded, operated and maintained on a sustainable technology cycle.

- Equip teachers and staff with personal computers for classroom use.

- Outfit classrooms with functional computers and appropriate peripheral devices as needs arise.

B. Our faculty will work collaboratively to manage, utilize and implement technology beyond the standards set by the State of Minnesota.

- Have on staff a Technology Coordinator who will organize, coach and aide faculty to strengthen their use of technology, maintain and manage technology day-to-day

and teach technology skills to students.

- Manage the St. John's Lutheran School website and increase the use of e-mail to enhance communication among parents, faculty and administration.

- **C. Our students will attain knowledge and skills needed to master technology standards and to adapt to the evolving nature of technology.**

- Implement the technology standards established by the faculty, State standards, as well as the needs of our students.

- Create opportunities for students to develop technology skills in addition to scheduled class time.

Facilities

St. John's Lutheran School assures the longevity, safety, security, suitability and aesthetics of the school buildings and grounds in cooperationwith the neighboring community.

Draft

A. We will maintain facilities and equipment that are designed to meet the evolving needs of the community and maximize the academic, creative, physical and spiritual growth of the faculty, staff and students.

- Establish a maintenance plan to maximize the life of the facilities and the equipment.

CONFIDENTIAL DOCUMENT
Do Not Quote or Cite Without Permission

Preliminary Audit Report
Based on the Site Visit on May 7 and 8, 2012
St. John's Lutheran School
Norwood Young America, Minnesota

Audit Team:

Scott Moats, PhD
Crown College

Host Administrator

Mr. David Polzin
Principal, St. John's

I. INTRODUCTION

In an ever-increasing regulatory environment, periodic institutional audits are becoming a routine practice in education. With this in mind, the auditor was contacted to conduct a two-day audit of St. John's Pre-K through grade 8 program.

The initial audit was first conceptualized as a full audit with preliminary work, an on-site visit, and a full-scale report. However, upon further consideration, the auditor and the administration chose to conduct an investigatory audit with a limited scope.

The framework used for this audit had three domains. The three domains are: Facility, Finances, and Faculty. The methods for this audit were interviews and observations.

On the first day, the auditor conducted interviews with the faculty and staff. Most of the professional faculty and staff were interviewed for approximately 20 to 30 minutes each. The interviews were open-ended and informal.

This report is presented in the following fashion. First, the domain is stated in order to focus the reader. Second, the auditor lists the findings. The findings, however, have been summarized and "washed" to protect faculty and staff identities. Third, recommendations are added. The recommendations are based on the personal and past experiences of the auditor and should not be taken as researched recommendations or best practice in Lutheran Schools.

II. FACILITY

A. Observations

- The building lacks a sharp appearance in overall visual appeal
- The doors are kept locked during school hours
- The classroom layout appears to lack a logical order, i.e., 1st, 2nd, 3rd grade rooms (may have a design, but it is not obvious)
- The pre-school building is a portable that was added later to the site plan
- The carpeting and fixtures are dated and worn in some areas
- Classrooms are typical with the addition of a SmartBoard

B. Interviews

- The staff do not appear too concerned about the overall functionality or layout of the building
- The building could be better served if it were cleaner and more presentable to visitors or parents
- A new construction is being planned to connect the pre-school with the main building
- Building lacks "common space" or work space for group projects
- There is an Increasing need for more reliable technology and training
- While computers are relatively new, their maintenance is lacking or de-centralized

C. Recommendations

- Repurpose the custodial staff to be present during part of the day when the staff may need assistance
- Develop a site plan and budget for upgrades and updates
- Develop a staff-led site committee to help with construction planning and to provide a communication strategy for building cleanliness and updates
- Consider changing platforms (Apple Platform) and outsourcing the routine, regular maintenance

D. Summary

Generally speaking, this domain is the best of the three in terms of satisfaction. While every building could be updated and renovated, this does not appear to be a front burner issue. However, deferred maintenance is problematic if a systematic plan is not developed and followed as the building continues to age. Adequate dollars should be allocated each year to routine projects and updates in order to stay ahead of the facility needs and updates.

III. FINANCES

A. Observations

- The recent gift of 1.5-1.7 million is a blessing and a curse
- The estate gifting has provided a channel where communication or lack of has been misconstrued
- There appears to be no fraud or mishandling of finances
- There appears to be a fear that if the school raises tuition, more families will leave the school eventually leaving the school to languish

B. Interviews

- The tuition cost have been cut in the past few years due to subsidized money from the estate gifting
- Parents need to be educated on the cost of education and the value of a private education
- While faculty would like more compensation, the church could do little, non expensive gestures of appreciation to value the work of the faculty and staff
- Estate money could be used for capital improvements and value added curricular and co-curricular activities
- The health care for the faculty is good and appreciated

C. Recommendations

- Provide a greater level of transparency with budgetary issues
- Consider reinstating a decentralized budget where the school administrator, faculty, and staff are budget owners with responsibility and accountability
- Develop a strategy where, over time, the school can bring salaries to 90% of the comparison group
- Develop a budget for faculty development and incentives
- Develop a Steps and Lanes process (merit system) to build continuous, quality improvement
- Provide more time for administration to ensure a healthy future for the school

D. Summary

A general rule is that people are willing to pay for something they value. Part of a value proposition is to build brand strength and awareness. This needs to be done on the back of trusted relationships and mutual respect. If you are able to "prove" your education is better than the public education or the other private education in the community, you will have the needed resources and students. Value propositions take a long time to create and a short time to destroy.

III. FACULTY

A. Observations

- The faculty in general is dedicated to the success of the school and its students
- The faculty are passive in their desire to "demand" better wages and in their desire to aggressively improve practice
- The faculty care about kids and their educational development
- Family relationships complicate the internal relationships that exist

B. Interviews

- The faculty have a growing desire to enhance their educational technology
- In the past, the church (administration) has violated their trust, but the faculty is moving past this
- The faculty needs to update its present practice to incorporate best practices in teaching and learning
- The faculty needs to engage in a robust discussion on educational assessment
- The faculty needs to have a systematic plan to acquire best practices in education and in academic language
- Communication channels are under-developed for collaboration and feedback
- Systematic, formal advanced education (MA) is lacking among the faculty

C. Recommendations

- Develop a plan for teacher appreciation. The plan does not need to be expensive, but it does need to demonstrate a genuine appreciation for the staff
- Provide incentive money or time to update professional practice
- Take steps to change the passive culture to a more aggressive culture for teaching, learning, and assessment
- Develop a plan for systematic, teacher evaluation
- Secure specialists (full- or part-time) to enhance specialized education and to develop a space for planning periods for the faculty
- Build the capacity to consume data and to understand its role in teaching and learning
- Develop a well-articulated scope and sequence across grade levels
- Utilize research groups or committees to develop curricular mapping and systematic evaluation

D. Summary

The faculty at St. John's is dedicated as evidenced by their average length of service. However, dedication alone does not guarantee a good education and healthy school. There is an ever-changing educational environment that becomes more complex

each year. Without attention to continuing education in the field of teaching and learning, a faculty member can fall behind in a short period of time. In the case of St. John's, a systematic, continuous improvement plan is necessary to ensure improvement in the areas of weakness.

IV. CONCLUSION

The following report was a compilation of interviews, observations, and recommendations. While the recommendations did flow from the observations and interviews, the reader should not assume the recommendations are exhaustive.

The auditor wishes to thank St. John's for hosting this audit. It is never easy to open ones doors to a stranger and allow an up-close review. The faculty and staff were gracious and forthcoming.

I wish the best to St. John's in the days ahead. I have a great deal of faith that with hard work and determination, St. John's can continue to offer a quality education to its parents and community at a reasonable cost.

Scott Moats, PhD
Crown College
moatss@crown.edu

Suggested Reading List:

Pedagogy

Enhancing Professional Practice: A Framework for Teaching, Danielson
The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction, Marzano
Classroom Instruction that Works, Marzano

Assessment

Educational Assessment for the Elementary and Middle School Classroom, Borich
Classroom Assessment and Grading that Work, Marzano

Educational Theory

What Works in Schools: Translating Research into Action, Marzano
Understanding by Design. Wiggins and McTighe

St. John's Lutheran School Faculty/Staff Policy Reference Manual

Our mission is: Leading our Students to Know and Share Christ

August 2011

FOREWORD

"Finally, brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable--if anything is excellent or praiseworthy- -think about such things. Whatever you have learned or received or heard from me, or seen in me--put it into practice. And the God of peace will be with you." Philippians 4:8,9 (A comment from Paul, in prison, encouraging excellence in ministry through his example.)

TO: ALL EMPLOYEES

The following pages contain policies and procedures established for individuals employed by St. John's Lutheran School.

Please read this reference manual carefully. Although this does not constitute a contractual agreement, we hope it will provide guidance and that it will answer your questions. Any further questions may be directed to the principal.

May God bless you in all you do.

Sincerely,

David M. Polzin
Principal

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SECTION 1

INTRODUCTION

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WELCOME!

The information contained in this Reference Manual is meant for the faculty and staff of St. John's Lutheran School, Norwood Young America, Minnesota. The main purpose of this manual is to build a partnership between the Board of Christian Education, Administration and Faculty, assure a high quality of education for the youth of our school, and maintain a positive and professional environment for a strong "Team Ministry" among the staff, parents, students and board.

St. John's Lutheran School is a school in a great small town community. The values and morals taught in our school and the Christian education our children receive is based on the doctrines and standards of the Lutheran Church, Missouri Synod.

St. John's Lutheran School is accredited through the National Lutheran School Association. This process has enabled the entire school staff and Board of Christian Education to learn in-depth about areas that we can improve and strengthen those areas in which we already excel. As part of the team of Christian Educators, we hope you find your service to our Lord at St. John's Lutheran School a positive and rewarding experience.

INTRODUCTORY STATEMENT

The following pages contain a general overview of procedures and policies established by our congregation for its employees, as well as an explanation of certain benefits provided with this employment. We hope you will find joy in your work and friendship among your co-workers.

It is obviously not possible to anticipate every situation that may arise in the workplace or to provide information that answers every possible question. As a result, the church reserves the right to modify, supplement, rescind, or revise any policy, benefit, or provision from time to time, with or without notice, as it deems necessary or appropriate. However, at all times, the congregation will comply with all applicable laws.

If there is a conflict between the provisions, benefits, and policies in this reference manual and those set forth in the terms of a staff member's Call or contract, the terms of the Call or contract shall prevail provided they do not conflict with the Bylaws or constitution of the Church.

Any employee handbooks or manuals previously distributed are now specifically revoked and rescinded and the provisions therein are now null and void.

TEACHER CERTIFICATION

All teachers Called or Contracted by St. John's Lutheran School must possess a teaching degree offered by an accredited college or university. They must also be synodically trained, or be in the process of completing a colloquy program at one of the Synodical colleges or universities. St. John's Lutheran School also requires that all teachers hold a teaching license from the State of Minnesota, and a copy of such license be visible in the teacher's classroom. A copy of each teacher's license will also be kept on file in the school's office.

SCHOOL PHONE LISTING

PEGGY WINTER
Home: 467-3978
Work: 467-3461

MARY BALZUM
Home: 467-3713
Work: 467-3461

ANN YOUNG
Home: 467-3792
Work: 467-3461

LYNN BIEBIGHAUSER
Home: 679-4394
Work: 467-3461

RENEE BARTELS
Home: 467-1983
Work: 467-3461

DANIEL YOUNG
Home: 467-3792
Work: 467-3461

MARILYNN KIMBLE
Home: 467-3581
Work: 467-3461

DANIEL KIMBLE
Home: 467-3581
Work: 467-3461

DAVID POLZIN
Cell: 612-801-5675
Work: 467-3461

SCHOOL HOURS OF OPERATION

Principal Arrival/Departure .....7:00 A.M./4:00 P.M.
Staff Arrival .....7:30 A.M.
Classes Begin .....8:05 A.M.
Classes Dismissed .....2:42 P.M.
Staff Dismissed .....3:30 P.M.
School Office Hours .....7:00 A.M.–3:00 P.M.
Chapel .....Fridays at 8:10 A.M.

Faculty meetings are held weekly.

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EMPLOYMENT AT-WILL

All non-called employees, including non-academic and academic personnel, are considered to be "at will" employees at all times during their employment which means that St. John's and the employee are free to terminate the employment relationship at any time, with or without cause or advance notice. Called employees may only be terminated in accordance with applicable policies as set forth in this manual.

EQUAL EMPLOYMENT OPPORTUNITY

St. John's attempts to select qualified candidates for employment positions based on merit, qualifications, and abilities. 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.

Because we are a Lutheran Church Missouri Synod school, certain positions demand extensive understanding of and commitment to the doctrinal view of The Lutheran Church-Missouri Synod. For such positions, it is necessary for us to seek out individuals with specific religious training and/or synodical recognition. To the extent allowed by State and Federal Law for all positions, St. John's may give preference in hiring on the basis of religion.

IMMIGRATION REFORM AND CONTROL ACT OF 1986

St. John's is committed to employing only United States citizens and aliens who are authorized to work in the United States and does not unlawfully discriminate on the basis of citizenship or national origin.

In compliance with the Immigration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. Former employees who are rehired must also complete the form if they have not completed an I-9 with St. John's within the past three years, or if their previous I-9 is no longer retained or valid.

Employees with questions or seeking more information on immigration law issues are encouraged to contact St. John's. Employees may raise questions or complaints about immigration law compliance without fear of reprisal.

EMPLOYMENT OF MINORS

For employees less than 18 years of age, the hours of employment and working conditions strictly follow the regulations set forth by federal and state laws.

OVERTIME AND MINIMUM WAGE

Certain job positions are exempt from coverage under the **Fair Labor Standards Act (FLSA)**, which governs the payment of minimum wage and overtime. Some of the types of positions that are exempt from the FLSA are those of a managerial, administrative or a professional nature, although job titles do not control classification as exempt or non-exempt from the FLSA.

JOB DESCRIPTIONS

In order to mutually understand what is expected of a new employee and for what the employee will be held accountable, a job description is utilized.

Employees will generally be given a job description before they start working. A job description summarizes your duties and responsibilities and gives you important information about your new job. Please read and study your job description carefully and discuss it with your supervisor if you have any questions.

St. John's reserves the right to revise and update your job description from time to time, as it deems necessary and appropriate.

PERFORMANCE EVALUATIONS

Based on actual work performance, a review will be conducted with you by your supervisor on a predetermined date. This is a formal and documented review.

PURPOSE: All employees participate in a performance review session, at least annually, with their supervisor. This review is intended to provide support for the individual; to improve the performance of the individual by providing meaningful, constructive feedback on the adequacy of performance; and to assist in the development and fulfillment of professional and personal growth goals, as well as the ministry plan of the congregation. Your signature on the review form will serve as notice that the review has taken place and not whether you agree or disagree with the contents.

The purpose of the performance evaluations is to let you know how you are doing. Written performance evaluations may include commendation for good work, as well as specific recommendations for improvement.

You will have the opportunity to discuss your performance evaluation with your supervisor. Although you should not wait for formal reviews to ask questions, this is a good time to ask questions and clarify important points.

EDUCATION/TEACHING STAFF EVALUATIONS

The principal may conduct evaluations periodically of staff which may or may not be announced. These observations will evaluate classroom control, lesson organization, attempts at meeting individual differences, sound teaching techniques, and the general atmosphere of the learning environment. The observations and recommendations of the principal shall be in written form and become part of the teacher's file.

BOARD OF CHRISTIAN EDUCATION

The Board of Christian Education of St. John's Lutheran School consists of five board members who are directly responsible for faculty members and supervision of the school administrator. Under their direction, school policies and procedures are approved and carried out. The Board of Christian Education meets monthly to discuss educational issues of both the school and church of St. John's. Board of Christian Education meetings are open meetings.
Visitors desiring time on the agenda are asked to contact either the principal or Board president in advance. Meeting minutes are produced after each meeting and a copy is produced for members of the faculty.

SUBSTITUTE TEACHERS

If a substitute teacher is needed in the event of an illness, personal day, or family emergency, teachers are to contact the school principal at the earliest possible opportunity. All arrangements for substitute teachers must be made through the principal. Notify the administrator as early as possible, but no later than 6:30 A.M. on the day that the substitute in needed.

Teachers must make sure their lesson plans are clear and understandable to ensure the substitute teacher provides the proper direction to the students. Please create a seating chart to assist any teacher covering your class to gain a keen sense where each student should be sitting. The seating chart will also prove beneficial for attendance and general classroom discussion.

Requests for your personal day must be made well in advance to assist the administration in finding a suitable substitute teacher. **If no substitute teacher can be located, the principal reserves the right to deny the request for the personal day.**

INSURANCE COVERAGE

The church pays for 94% of family coverage through our current health plan carrier plus Disability, Survivor, and Retirement Plan. A payroll deduction of 6% of the cost of the health insurance premium is implemented.

SECTION 3

BENEFITS

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DISABILITY: LONG TERM

In cases where full-time employees become disabled with a "qualifying disability", the congregation shall continue to pay full salary until the current health plan provider takes effect or for one month, whichever is shorter. The employee must be totally disabled as certified by the licensed medical doctor attending the individual. Part-time employees are not eligible for this benefit.

Full-time faculty members are eligible for medical leave of absence according to the current health care provider. A faculty member taking such leave must serve full-time for at least one-half of the school year in days of the school year affected by the leave. This is necessary to receive credit for a "year experience" when determining placement on the salary increment schedule. The congregation will follow the Minnesota Human Rights Act, the Americans with Disabilities Act, and any other applicable federal and state law.

DISABILITY: SHORT-TERM INCLUDING MATERNITY

We will follow the guideline of our current health plan provider and the Minnesota Human Rights Act, the Americans with Disabilities Act, and any other applicable federal or state law.

ST. JOHN'S LUTHERAN CHURCH AND SCHOOL EMPLOYEE "LEAVE" POLICY

All policies and leaves of absence are governed by the Elders of St. John's Lutheran Church following the guidelines of the current health plan provider and all applicable federal and state laws. Please refer to their booklets for more details and explanation.

SICK LEAVE

At the beginning of each school year, for teachers, and the calendar year for other staff members, each employee is eligible to use up to 12 days of sick leave. Sick days do not accumulate.

Sick leave can only be used in the following situations:

- Personal illness which would impede one's ability to perform job duties or which is contagious.

- Illness of a spouse or child, when there is no one to provide care.

All personnel who will be absent from work for more than five consecutive days will require a note from a physician releasing them to return to work.

Any teacher not able to report for duty at the opening of the school term because of illness is entitled to all sick benefits therein.

BEREAVEMENT LEAVE

All employees are eligible for funeral leave. Up to three days will be paid by St. John's Congregation in the event of the death of a father, mother, brother, sister, spouse or child, grandchild or grandparent, father-in-law, or mother-in-law.

Staff members may use one day, to be paid by St. John's Congregation for brother-in-law, sister-in-law, aunt or uncle or your spouse's grandparent.

OTHER LEAVES

Jury Duty

A staff member required to serve as a juror during the scheduled staff hours will be paid the difference between the member's regular wages and jury duty pay. A member on duty during the regular scheduled hours shall return to work each day as soon as possible after being released from jury duty.

Military Leave

St. John's provides military leaves of absence to employees who serve in the Uniform Services as required by the Uniform Services Employment and Re-Employment Rights Act of 1994 and applicable state laws. Leave is available for active duty, active duty for training, initial active duty for training, inactive duty training, full-time National Guard duty, for examinations to determine fitness for any such duty, and for any other leave permitted by law. Total military leave time taken may not exceed five years during employment, except in certain specific circumstances or as otherwise provided by law.

Advance notice of leave is required, preferably in writing. Employees must inform their supervisor of anticipated military leave time as far in advance as possible. Accrued vacation will be paid during military leave at the employee's request and health plan coverage continuation can be arranged for up to 18 months during military leave if the employee pays the required premium payments. As with other leaves of absence, failure to return to work or to reapply within applicable time limits may result in the employee's loss of re-employment rights.

Workers' Compensation Leave

- St. John's provides a comprehensive workers' compensation insurance program at no cost to employees. This program covers any injury or illness sustained in the course of employment that requires medical, surgical, hospital, psychological, chiropractic, or podiatric treatment. Subject to applicable legal requirements, workers' compensation insurance provides benefits after a short waiting period.

- Employees who sustain work-related injuries or illnesses must inform the principal within 48 hours of the incident. All employees are covered by workers' compensation insurance when engaged in school business. Since workers' compensation is a tax-free income, if an employee is eligible for workers' compensation, his/her payment during the

time of eligibility will be only that of workers' compensation and not from the St. John's payroll. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will enable an eligible employee to qualify for coverage as quickly as possible. If an employee fails to provide notice to St. John's within 180 days from the date of the injury or when the employee reasonably should have known it to be work related, then no compensation would be due to the employee.

- Neither St. John's nor the insurance carrier will be liable for the payment of workers' compensation benefits for injuries that occur during an employee's voluntary participation in any off-duty recreational, social, or athletic activity sponsored by St. John's School or any injuries that occur when the employee is not engaged in, on, or about the premises where the employee's services require the employee's presence as a part of that service at the time of injury and during the hours of that service. Personal injury does not include an injury caused by the act of the third person or fellow employee intended to injure the employee because of personal reasons, and not directed against the employee as an employee, or because of the employment.

BENEFITS CONTINUATION (COBRA)

The federal Consolidated Omnibus Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under St. John's health plan when a "qualifying event" would normally result in the loss of eligibility. Some common qualifying events are resignation, termination of employment, or death of an employee; a reduction in an employee's hours or a leave of absence; an employee's divorce or legal separation; and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at St. John's group rates plus an administration fee. St. John's provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under St. John's health insurance plan. The notice contains important information about the employee's rights and obligations.

UNEMPLOYMENT COMPENSATION, FEDERAL AND STATE

Should you decide to leave the employment of St. John's or you are involuntarily terminated, you are not eligible for either state or federal unemployment claims. THIS IS DUE TO THE CHURCH BEING EXEMPT FROM FEDERAL UNEMPLOYMENT TAX AND BEING EITHER EXEMPT OR OPTING NOT TO PARTICIPATE IN THE STATE UNEMPLOYMENT TAX PROGRAM.

EDUCATION REIMBURSEMENTS AND PROFESSIONAL GROWTH

Continuing Education for our purposes will be a program involved in advancement of a degree which is approved in writing by the school or church administrator. This policy does not apply

to workshops or conferences. Non-called staff-we pay for all classes needed to keep them qualified for their position.

Procedure:

- Two candidates per calendar year will be allowed to begin their program with no more than 4 at one time.

- Amount of the congregational grant will be 50% of the program course, tuition only. No supplies or mileage will be reimbursed. This amount of grant is subject to the availability of funds and the church budget.

- All course work will be done within a pre-determined amount of time and in the field they are serving. Exceptions to this will be considered in writing, by the administration and the Church Council. It is expected, of the worker, that work within the LCMS will continue during and after successful completion of the program.

- All 12 month Called workers will be paid their regular salary while taking classes.

- Any non-synodically trained worker, will be asked to complete the LCMS Colloquy Program, which in turn, will be sponsored 50% by available funds. This is necessary before they can begin an advanced degree program.

NURSING MOTHER

- St. John's will provide reasonable unpaid break time each day to any employee who needs to express breast milk for her infant child. The break time must, if possible, run concurrently with any break time already provided to the employee. St. John's is not required to provide break time under this policy if to do so would unduly disrupt the operations of the school.

- St. John's will make reasonable efforts to provide a room or other location, in close proximity to the work area, other than a toilet stall, where the employee can express her milk in privacy.

BONE MARROW DONATION LEAVE

St. John's shall, in accordance with state law, provide eligible employees paid time off for the purpose of donating bone marrow.

Employees who are eligible for this leave are regular full-time and part-time employees who work a minimum of twenty (20) hours per week.

Eligible employees will be allowed to request and take no more than forty (40) hours leave. This leave shall be paid and the employee will retain all benefits provided by St. John's while on leave. Employees wishing to take leave for the purpose of donating bone marrow must request

the leave from their supervisor. All requests must be accompanied by a written verification from a physician stating the purpose of the leave and the length of the leave. If an employee is granted leave and is subsequently found not to qualify as a bone marrow donor, the paid leave will not be forfeited.

SCHOOL CONFERENCES AND ACTIVITIES LEAVE

- In compliance with Minnesota law, St. John's will grant unpaid leave of up to a total of 16 hours during any 12 month period to enable a parent to attend a child's special education, pre-school, school conferences or school related activities if those conferences or activities cannot be scheduled during non-work hours.

- When the leave is foreseeable and cannot be scheduled during non-work hours, the employee must provide reasonable prior notice of the leave and make a reasonable effort to schedule the leave so as not to disrupt unduly the operations of St. John's. An employee may substitute any paid leave that is available to him or her; otherwise, the leave will remain unpaid.

PERSONAL LEAVE

All full-time employees are entitled to one day of paid personal leave per year. (School staff, per school year - others, per calendar year.) If additional days are granted by the appropriate administrator (or Board), such days will be without pay. Personal days should, if at all possible, be requested of the appropriate administrator (or Board) 30 days in advance.

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PERSONNEL STATUS

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INTRODUCTION

It is important that employees are present at the start of their day to promptly begin work. Other staff rely on workers being at their assigned tasks at scheduled times so that the work of the school can be carried out smoothly.

TARDINESS OR ABSENCE

Tardiness or absence is considered "excused' only when the employee calls ahead of time and the tardiness or absence is for a compelling reason. If contact or a call cannot be made ahead of time due to physical limitations, earliest contact is required. St. John's shall determine what constitutes a compelling reason for an absence or tardiness. Tardiness or absence for a non-compelling reason, and failing to call the supervisor according to St. John's policy, will be considered "unexcused".

A consistent pattern of absence or tardiness, whether excused or unexcused, may lead to disciplinary action, up to and including involuntary termination of employment.

An employee who fails to call in or report to work for three consecutive days may be considered to have abandoned his/her job and will be considered to have voluntarily terminated his/her employment.

RESIGNATION

An employee who voluntarily resigns is requested to submit a written notice two weeks prior to leaving. This notice is to be given to his or her supervisor, with a copy to the appropriate board.

POLICY ON REDUCTION IN STAFF

In situations where teacher Calls/contracts cannot be renewed or must be terminated during its term because of a reduction in staff, the administrator shall use the following, in no particular order, in recommending to the Board:

- Synodical certification
- Membership in sponsoring congregation
- Seniority
- Teaching effectiveness and overall value of the teacher's gifts, strengths, and general qualifications

Before a Called or contracted teacher is terminated or not renewed because of reduction in staff, that teacher shall:

1. Be notified by the congregation—or its designated agent—in writing of the proposed action and the grounds for dismissal.

2. Be advised of his/her right to respond to the notice of termination or non-renewal by following the Policy on Employee Grievances.

If a teacher is terminated during the period of service covered by the contract/Call, the teacher shall be paid only for the days actually worked. All benefits terminate at the end of the last full month of employment. Severance pay, transition to another career or position and/or continuation of any benefits will be granted at the congregations' discretion. We do not participate in state disability or unemployment insurance programs.

EXIT INTERVIEW

An exit interview with the employee, conducted by an appropriate staff member, may be held shortly after termination whether voluntary or involuntary. This opportunity will be used to clarify, as necessary, the circumstances for leaving, review any accrued benefits to be paid, checkout procedures, and final pay details.

PERSONNEL DATA CHANGES

It is the responsibility of each employee to promptly notify St. John's of any changes in personnel data. Personal mailing addresses, telephone numbers, number and names of dependents, individuals to be contacted in the event of an emergency, and other such status reports should be accurate and current at all times. If any personnel data has changed, the employee shall notify his/her supervisor.

PERSONNEL FILES

St. John's maintains a personnel file on each employee. The personnel file includes such information as the employee's job application, resume, records of training, documentation of performance appraisals and salary increases, and other employment records.

Personnel files are the property of St. John's, and access to the information they contain is restricted. Generally, only supervisors and management personnel of St. John's who have a legitimate reason to review information in a file are allowed to do so.

Current employees who wish to review their own file should contact their supervisor.

Former employees may receive a copy of their personnel records if they make a written request to St. John's to receive a copy and St. John's still maintains a copy of that former employee's file. If the appropriate written request is made, and no similar request has been made within the preceding year, St. John's will provide a copy of the former employee's personnel records to him/her within 7 working days after receipt of the request.

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PAYDAY

Payroll shall be provided on the last day of each month for all employees.

WAGE AND SALARY REVIEWS

The wage and salary structure for employees of the school are reviewed and proposed by the Administration/Board of Christian Education, Budget Committee and with approval by the Voter's Assembly.

Individual wage and salary reviews may occur at least once each year for every employee. Salary increases may or may not result from such salary reviews. Employee salary reviews may be held in conjunction with performance reviews.

PAYROLL DEDUCTIONS

Employees who are not Ministers of the Gospel, for tax purposes, must have various deductions taken from their pay. These deductions include federal and state income taxes and Social Security and Medicare taxes. The Internal Revenue Service and each state Department of Revenue publish withholding tables annually based on personal earnings and the number of exemptions claimed by each worker to satisfy income tax withholding requirements. The worker, by use of the W-4 Form, states the number of exemptions claimed and any additional dollars wished withheld beyond the amount indicated in the tax withholding tables. The amounts withheld for Social Security and Medicare taxes are at a fixed percentage of earnings.

St. John's also withholds a pre-determined percentage of the health insurance premium.

GARNISHMENT

Garnishments are court ordered repayments of financial obligations by an individual. When so ordered, St. John's must deduct the amount from your pay and remit it to the designated entity.

OTHER PAYROLL DEDUCTIONS

Other payroll deductions are strictly voluntary and must be requested in writing by the employee. By offering these deductions, St. John's provides their workers with the opportunity to save dollars for their future and possibly to experience current tax savings not permitted through non-payroll deducted savings plans.

OVERTIME COMPENSATION

Overtime compensation will be paid to non-exempt employees for all hours worked in excess of 40 hours in a seven-day workweek. The overtime rate of pay is one and one-half times the regular hourly rate of pay. Overtime is to be worked only when specifically requested by the supervisor.

Exempt employees are not eligible for overtime pay.

Overtime pay will not be routinely authorized.

TIMEKEEPING

Accurately recording time worked is the responsibility of every non-exempt employee. Federal and State laws require St. John's to keep an accurate record of time worked in order to calculate employee pay and benefits. Time worked is all the time actually spent on the job performing assigned duties.

Using the timecard system, non-exempt employees should accurately record the time they begin and end their work, as well as the beginning and ending time of each meal period. All hourly employees are required to accurately record on their timecard time during their break/meal period. Any exceptions must be pre-approved by the employee's supervisor. They should also accurately record the beginning and ending time of any split shift or departure from work for personal reasons on their timecard. Overtime work must always be approved by their manager before it is performed.

Altering, falsifying, tampering with time records, or recording time on another employee's time record may result in disciplinary action, up to and including termination of employment.

Non-exempt employees should report to work no more than 15 minutes prior to their scheduled starting time nor stay more than 15 minutes after their scheduled stop time without express, prior authorization from their supervisor.

ADMINISTRATIVE PAY CORRECTIONS

St. John's takes all reasonable steps to ensure that employees receive the correct amount of pay in each paycheck and that employees are paid promptly on the scheduled payday.

In the unlikely event that there is an error in the amount of pay, the employee should promptly bring the discrepancy to the attention of his/her supervisor. Corrections will be processed in the following pay period.

SECTION 6

DISCIPLINE AND GRIEVANCE

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EMPLOYEE CONDUCT AND WORK RULES FOR ALL EMPLOYEES

To ensure orderly operations and provide the best possible work environment, St. John's expects employees to follow rules of conduct that will protect the interests and safety of all employees and the school.

It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. The following are examples of infractions or rules of conduct that may result in disciplinary action, up to and including termination of employment:

- Theft, inappropriate removal, or possession of property
- Falsification of timekeeping records
- Working under the influence of alcohol or illegal drugs
- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace, while on duty, or while operating employer-owned vehicles or equipment
- Fighting or threatening violence in the workplace
- Boisterous or disruptive activity in the workplace
- Negligence or improper conduct leading to damage of employer-owned or student owned property
- Insubordination or other disrespectful conduct
- Violation of safety or health rules
- Smoking in prohibited areas
- Sexual or other unlawful or unwelcome harassment
- Possession of dangerous or unauthorized materials, such as explosives or firearms, in the workplace
- Excessive absenteeism or any absence without notice
- Unauthorized absence from workstation during the workday

APPEAL PROCEDURE - DUE PROCESS POLICY

Generally speaking, if a parent, student, teacher, or staff member feels that his/her rights have been denied, the guidelines of Matthew 18 assure fairness to all.

1. The student/parent/teacher/staff member shall first contact the party with whom there is a difference and attempt to peacefully resolve the difference. This step could and should be repeated before moving on to step two.

2. If the student/parent/teacher/staff member feels that satisfaction has not been gained, he/she shall contact the school principal and state the grievances. The school principal may call a meeting of the parties involved within seven days to make an attempt to resolve the differences. Again as in step 1, please repeat step two before moving on the step three.

3. If the person(s) feels that no satisfaction has been gained, he/she may contact, in writing, the chairperson of the Board of Christian Education and request a conference with the board. The chairperson of the board may convene a Special Board Meeting of all concerned parties

within 7 days to hear the concerns of all involved. The Board will consider its decision as final in such disagreements.

4. Problems not settled using this procedure are now in the realm of spiritual matters. These matters are then handled by the Pastors and Board of Elders and ultimately the congregation.

5. Nothing in this appeal procedure is intended to, nor does, it change St. John's rights to involuntarily terminate a non-called worker at any time, with or without cause or advance notice.

PROGRESSIVE DISCIPLINE

The purpose of this policy is to state St. John's position on administering equitable and consistent discipline for unsatisfactory conduct in the workplace. The best disciplinary measure is the one that does not have to be enforced and comes from good leadership and fair supervision at all employment levels.

St. John's own best interest lies in ensuring fair treatment of all employees and in making certain that disciplinary actions are prompt, uniform, and impartial. The major purpose of any disciplinary action is to correct the problem, prevent recurrence, and prepare the employee for satisfactory service in the future.

St. John's may use progressive discipline for both Called and non-called workers at its discretion.

Disciplinary action may call for any of three steps -- verbal warning, written warning, suspension or termination of employment -- depending on the severity of the problem and the number of occurrences. There may be circumstances when one or more steps are bypassed.

Progressive discipline means that, with respect to most disciplinary problems, these steps will normally be followed: a first offense may call for a verbal warning; a next offense may be followed by a written warning; and, still another offense may then lead to termination of employment.

St. John's recognizes that there are certain types of employee problems that are serious enough to justify either a suspension, or, in extreme situations, termination of employment, without going through the usual progressive discipline steps. Non-called workers are employed at-will and may be involuntarily terminated by St. John's at any time with or without cause or advance notice.

By using progressive discipline, we hope that most employee problems can be corrected at an early stage, benefiting both the employee and St. John's.

INVOLUNTARY TERMINATION OF EMPLOYMENT

St. John's employs several different categories of employees including both Called and Non-Called Workers.

- Called Workers – may be involuntarily terminated from their employment "for cause" as defined within this manual.

- Non-Called Workers – may be involuntarily terminated at any time with or without cause or advance notice.

"Cause" as stated in this manual is intended to mean:

- any intentional conduct, on the job or off the job, that disregards the standards of behavior that St. John's has the right to expect of the employee or disregards the employee's duties and obligations to St. John's, or
- negligent or indifferent conduct, on the job or off the job, that demonstrates a substantial lack of concern for the employment; or
- ungodly lifestyle; or
- false doctrine; or
- inability to perform the essential functions of the position; or
- job elimination due to restructuring or lack of funds.

Before a called worker is terminated for cause the called worker shall:

- Be notified by the Congregation—or its designated agent—in writing of the proposed action and the grounds for dismissal.

- Be removed from the classroom except in the necessary reduction in staff.

If a teacher is terminated during the period of service covered by the contract/Call, the teacher shall be paid only for the days actually worked. All benefits terminate at the end of the last full month of employment. Severance pay, assistance with transition to another career, position, etc. and/or continuation of any benefits, will be granted at the Board's discretion. St. John's does not participate in state disability or unemployment insurance programs.

A violation of the Employee Conduct and Work Rules, as set forth in that section, may, depending upon the violation and the circumstances, be considered to be "cause" to terminate the employment relationship for called workers.

VOLUNTARY TERMINATION OF EMPLOYMENT

Voluntary termination of employment or resignation is a voluntary act initiated by the employee to terminate employment with St. John's. Although advance notice is not required, St. John's requests for employees that are not teachers at least two weeks' written resignation notice unless more notice is required by an employee's specific call or contract.

Prior to an employee's departure, an exit interview may be scheduled to discuss the reasons for resignation and the effect of the resignation on benefits.

If an employee does not provide advance notice as requested, St. John's may consider the employee to be ineligible for rehire.

JOB ELIMINATION OF CALLED AND NON-CALLED WORKERS

In the event that a specific position, program, or course of study is eliminated and a teacher's services are no longer needed in such given position, the teacher will be notified as early as possible prior to the end of the current school year or semester. The teacher may be released irrespective of status as contracted, with tenure or Called.

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WORKING TOGETHER

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INTRODUCTION

At St. John's it is important that all employees work together as a team so that the rights and interests of both St. John's and employees are assured. Common sense, good judgment and acceptable personal behavior on the part of all employees will make St. John's a desirable place to work.

MORALS POLICY

The command of Christ is that His mission for St. John's should be carried out according to His will, and that in doing so, we maintain decency and order in our personal and professional lives. No practice or behavior inconsistent with or in conflict with individual moral and ethical conduct required by Scripture shall be tolerated from employees. Any failure to maintain these ethical and moral standards may be grounds for counseling and/or immediate dismissal from employment.

Persons who hold positions of responsibility or positions that put them and St. John's in the public eye are often regarded as role models and exemplars of Christian leadership. These persons may be held to a stricter standard of behavior and practice than other employees in both their work and their personal lives. Counseling may be required, and these employees may face dismissal for behavior and practices deemed by St. John's to be inappropriate to fulfilling their function as a role model and leader in carrying out Christ's mission on earth.

OFFENSIVE BEHAVIOR

I. Policy Statement

It is the policy of St. John's to make every effort to provide a school and working environment free from discrimination and from offensive, inappropriate or degrading remarks or conduct. Such behavior includes, but is not limited to, inappropriate remarks about or conduct related to any individual's race, color, creed, religion, national origin, sex, pregnancy, marital status, disability, age, status with regard to public assistance or sexual preference or identity. Offensive behavior prohibited by this policy includes requests to engage in illegal, immoral, or unethical conduct or retaliation for the making of a complaint.

While all forms of offensive, inappropriate, and discriminatory behavior are prohibited, it is St. John's policy to emphasize that sexual harassment is strictly prohibited.

The harassment of any employee or student of St. John's is demeaning to both the victim of the harassment and to St. John's. It can result in high turnover of either or both employees and students, absenteeism, low morale, and an uncomfortable work and school environment. St. John's will not tolerate the harassment of any of its employees or students and will take immediate, positive steps to stop it when it occurs.

An employee of St. John's found to have acted in violation of this Offensive Behavior Policy shall be subject to appropriate disciplinary action which may include, but is not limited to, a warning, reprimand, suspension, demotion, and termination.

The following kinds of conduct may, depending upon the circumstances, be examples of sexual harassment:

Verbal Harassment

- Sexual orientated verbal kidding or abuse.
- Use of offensive or demeaning terms which have sexual connotations.
- Whistling, catcalling, or leering.
- Unwelcome vulgar or obscene jokes or language.
- Commenting on the appearance of an individual in a sexual way.
- Recounting one's sexual exploits for the people in the office, workplace or school.
- Starting or spreading untrue rumors about the sex life of an employee or student.
- Subtle or overt pressure for sexual activity.

Physical Harassment

II. Remedial Action

Any employee or student who feels s/he is being subjected to offensive behavior or who witnesses offensive behavior to a student, or to another employee, should immediately contact one of the persons below with whom the employee or student feels most comfortable. Complaints may be made orally or in writing to:

A. The Principal;
B. The Administrative Pastor.

All complaints of offensive behavior will be taken seriously and responded to in a timely and appropriate manner. St. John's will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with St. John's legal obligation to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

1. Investigation

When making a complaint, the employee or student should be prepared to provide the following information:

a. The student's or employee's name, department, and position title;
b. The name of the person or persons committing the offensive behavior, including their title/s, if known;

c. The specific nature of the offensive behavior, how long it has gone on, and any enrollment or employment action (demotion, failure to promote, dismissal, refusal to hire, transfer, etc.) taken against the complainant as a result of the offensive behavior;

d. Witnesses to the offensive behavior; and

e. Whether the complainant has previously reported or discussed such offensive behavior and if so, when, to whom, or with whom.

When an allegation of offensive behavior is made by any employee, the person to whom the complaint is made shall immediately prepare the Unwelcome Behavior Investigation Form according to the preceding section and submit it to the Principal, or in the event the offensive behavior complaint is against the Principal, to the Administrative Pastor.

The Church Council is designated by St. John's to be the investigator of complaints of offensive behavior. The Church Council may delegate the investigation to another St. John's employee at its discretion. In the event the offensive behavior complaint is against a member of the Church Council, the investigator shall be a person designated by the Administrative Pastor.

2. Corrective Action

a. Involving Employees or Students

Based upon the investigation, the Church Council shall, within a reasonable period of time, determine whether the conduct of the person against whom a complaint of offensive behavior has been made constitutes offensive behavior. In making that determination, the Church Council shall look at the situation as a whole and at the totality of the circumstances. The determination of whether offensive behavior occurred shall be made on a case-by-case basis.

If the Church Council determines that the complaint of offensive behavior is founded, it shall take immediate and appropriate disciplinary action against the employee or student guilty of the offensive behavior, consistent with its authority.

The disciplinary action shall be consistent with the nature and severity of the offense, the rank of the employee and any other factors the Church Council deems appropriate including, but not limited to: the effect of the offense on employee morale, public perception of the offense, and the light in which it casts St. John's. A determination of the level of disciplinary action shall also be made on a case-by-case basis.

A written record of disciplinary action taken shall be kept, including, verbal reprimands.

III. Retaliation

St. John's prohibits retaliation against the person making the complaint of offensive behavior, witnesses, a person who associates with or supports a person making a complaint, or any other persons connected with the investigation. Individuals who engage in retaliation will be subject to immediate discipline up to and including termination.

IV. Process

If, for any reason, you believe your complaint has not been responded to in a timely or appropriate manner, refer the problem to any Church Council member of St. John's or the Administrative Pastor.

MANDATED REPORTING

Teachers, bus drivers, custodians and anyone employed by the school who has regular contact with students are considered by the State of Minnesota to be mandated reporters of any abuse to a student. A mandated reporter must report when he/she receives information that maltreatment has occurred or have reason to believe maltreatment has occurred to a child within the past three years. A "mandated reporter" is the individual who receives the information.

"Abuse" is defined as the following:

Physical abuse- Non-accidental physical injury or threatened injury or unauthorized aversive or deprivation procedures used with developmentally delayed children.
Sexual abuse- Any sexual contact with a child, including everything from touching or fondling a child with clothes on, all the way to penetration or intercourse includes sexual abuse.
Neglect- Failure to provide a child with food, clothing, shelter or medical care when able to do so or failure to protect a child from conditions or actions which imminently and seriously endanger a child's physical or mental health or pre-natal exposure to a controlled substance or infant medical neglect.
Mental Injury- An injury to the psychological capacity or emotional stability of a child as evidenced by observable impairment or substantial impairment in the child's ability to function within a normal range of performance and behavior with regard to the child's culture.

Anyone suspecting that abuse has occurred must report to the local social services agency or local law enforcement within twenty-four hours of receiving the information. Those phone numbers may be found in the front of this manual. If the mandated reporter perceives the child to be in immediate danger, they shall immediately contact 911 for further action. A written report must follow within seventy-two hours of receiving the information. The staff member shall also immediately inform the principal, but it is the staff member's responsibility to fulfill the reporting procedures.

Mandated reporters must keep this information confidential. This means that they are only to discuss this matter with the principal or appropriate local authority. Do not discuss this with other staff, the parents of the student, or any other person(s). The results of any investigation may remain confidential by the investigating agency and may not necessarily be shared with the mandated reporter.

According to state regulations, mandated reporters are to remain confidential, immune from civil or criminal liability if acting in good faith, and retaliation by the employer is prohibited.

SECURITY INSPECTIONS

St. John's wishes to maintain a work environment that is free of illegal drugs, alcohol, firearms, explosives, or other improper materials. To this end, St. John's prohibits the possession, transfer, sale, or use of such materials on its premises. St. John's requires the cooperation of all employees in administering this policy.

Desks, lockers, computers, and other storage devices may be provided for the convenience of employees, but remain the sole property of St. John's. Accordingly, they, as well as any articles found within them, can be inspected by any agent or representative of St. John's at any time, either with or without prior notice.

SOLICITATION OF GIFTS

Cash or material gifts shall be not be solicited without prior permission of the Principal.

COMPUTER/INTERNET USE POLICY

Computers, computer files, the e-mail system, and software furnished to employees are property of St. John's and intended for business use only. Employees should not use a password that is not filed with the principal, or without authorization of the principal. To ensure compliance with policy, computer and e-mail usage may be monitored.

St. John's strives to maintain a workplace free of harassment and is sensitive to the diversity of its employees. Therefore, St. John's prohibits the use of computers and the e-mail system in ways that are disruptive, offensive to others, or harmful to morale. Employees should notify the principal of any violations of this policy.

Internet access to global electronic information resources on the World Wide Web is provided by St. John's to assist employees in obtaining work-related data and technology. The following guidelines have been established to ensure responsible and productive Internet usage.

Employees do not have an expectation of privacy with respect to their use of the Internet. As such, St. John's reserves the right to monitor Internet traffic, and retrieve and read any data composed, sent, or received through our online connections and stored in our computer systems.

PERSONAL APPEARANCE

Your appearance reflects not only on you as an individual, but on St. John's as well. We expect you to take pride in your appearance and strive to achieve a positive business-like image when representing St. John's. Dress and appearance may be part of the annual evaluations.

LOST AND FOUND

Employees should not bring large sums of money, jewelry, or other valuables to work. St. John's will not be responsible for personal property that is lost, damaged, stolen, or destroyed.

If you happen to find personal belongings that have been lost by another person, please turn them in to the principal.

SMOKING

Smoking is prohibited in the building and the areas immediately around all entrances. This policy is established to provide a smoke-free environment for us and for all of our visitors.

RETURN OF PROPERTY

Employees are responsible for all St. John's property, materials, or written information issued to them or in their possession or control. Employees must return all St. John's property immediately upon request or upon termination of employment. Where permitted by applicable laws, St. John's may withhold from the employee's check or final paycheck the cost of any items that are not returned when required.

USE OF ST. JOHN'S TELEPHONES

From time to time it may be necessary for employees to make and receive personal calls on St. John's phones. However, these calls should be limited to no more than 5 minutes in length, and should be made, whenever possible, during scheduled break and meal periods. Employees are expected to use good judgment and common sense when it comes to personal phone calls. You must reimburse all costs for long distance calls to St. John's after receipt of bills.

EMPLOYEE PARKING

Employees park at their own risk and St. John's will not be responsible for theft or damage to any vehicles parked, nor their contents, on or near St. John's property.

REFERENCES

To ensure that individuals who become employed by St. John's are well qualified and have a strong potential to be productive and successful, it is the policy of St. John's to check the employment references of all applicants.

St. John's will respond to all written and oral reference check inquiries on previous and current employees. Responses to such inquiries will confirm dates of employment, wage rates, position(s) held, training and education provided by St. John's and disclosure of acts of violence, theft, harassment, or illegal conduct documented in the employee's personnel record and the employee's written response.

Only the Principal is authorized to respond to reference check inquiries.

BLOOD BORNE PATHOGENS

In compliance with federal law, an on-going awareness training program will be annually conducted to create a safe and healthy environment.

DRUG AND ALCOHOL TESTING POLICY

St. John's may require a drug or alcohol test of any employee at will, but not more often than annually.

SECTION 8

TEACHER RESPONSIBILITIES

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TEACHER WORKSHOPS AND IN-SERVICES

All faculty members are required to attend all mandatory scheduled teacher's workshops and conferences. The principal will provide the professional staff of St. John's Lutheran School with a calendar of scheduled conferences and workshops for the upcoming school year. Permission to be absent due to illness or family emergency must be handled through the principal. Failure to report to conferences, workshops, or in-services, will result in having the teacher meet with the Board of Christian Education at the next scheduled meeting and provide an explanation of why he/she did not attend.

FACULTY COMMUNICATION

Good communication is essential for all Christians. If conflicts arise, use Matthew 18 as a guide for resolution.

Under no circumstances should faculty nor staff members, school administrators, or Board of Christian Education members go to outside sources within the community to vent their opinion without going through the proper channels of communication. By expressing negative thoughts and words about faculty members, the administration, students, or Board of Christian Education members, we only destroy the fine reputation of St. John's Lutheran School.

CLASSROOM SCHEDULES

Prior to school starting, all faculty members should develop a classroom schedule. A copy of this schedule should be filed in the school office prior to the start of the school year. As changes occur, it will be the responsibility of the teacher to provide an updated schedule as the school year continues. By completing this classroom schedule it will enable a substitute teacher to conform to the normal daily routine and avoid wasting valuable time.

LESSON PLANS

It is required that teachers make daily plans that are current and self-explanatory to anyone who might refer to them. Careful planning is one of the keys to successful teaching. Plans should be developed weekly and completed by Monday morning of the working week. Lesson plans should consider the overall ability of the class, so creativeness, definition and flexibility are key ingredients to making lesson plans successful.

RECORD KEEPING

It is the responsibility of each teacher to keep accurate records of attendance. Attendance includes recording not only the attendance of school, but also attendance of church and Sunday school. Each quarter, teachers should record attendances and absences on the students' report cards. Church and Bible Class attendance should be an example set by all faculty members to help children stay motivated to be strong members of St. John's Lutheran Church.

ADDITIONAL DUTIES

All teachers may be tasked with additional duties outside the classroom. At the beginning of each school year the principal will review additional duties that need to be fulfilled with all members.

Faculty members may volunteer for certain duties, however the principal reserves the right to appoint faculty members to duties that are appropriate to the teacher. St. John's Lutheran School values its teachers and the time they spend with their students. It is not the intent of the Church or School to overload the faculty members with so many extra duties that their classroom teaching suffers. Teachers are, however, expected to demonstrate their professionalism and Christian virtues by taking on duties of the School and Church as they see a need, or are called upon. It is every member's duty to work as a team and help out in areas where they feel assistance is needed.

TECHNOLOGY

As the age of technology continues to grow, St. John's will continue to ensure that students are subjected to current and useful technology. Part of this technology is the training of faculty members in the use of technology in the classroom.

CARE OF SCHOOL EQUIPMENT

Teachers are responsible for the condition of the rooms in which they work and the equipment that is used. Always be watchful for incidents of damage or abuse of school equipment and property. At the end of each day, please ensure all equipment is put away, and desks, tables, and shelves are clean and in order. Use students when appropriate to assist in the cleaning of classrooms. Ensure that when faculty members leave for the day, all computers are turned off, lights turned off, and all classrooms are secure.

VISITORS

All visitors to school should check into the school office first. If a faculty member has a visitor scheduled for school, please advise the principal of the scheduled visit and in what capacity the visitor is coming in. When the visitor arrives, make sure he/she checks in through the school office. This policy applies to anyone who visits your classroom as a guest for all or part of the day.

MONEY COLLECTION

There are many times during the school year when faculty members may be asked to collect money for one reason or another. In these cases, do not leave money in your classroom. Bring any collected monies to the school office for safekeeping and avoid any situations that may compromise the integrity of the faculty. Only the principal, office secretaries, and the athletic director have access to the safe.

SCHOOL CLOSINGS

School closing and late start decisions are made, and announced, by the superintendent of the Norwood Young America District. Those announcements may be seen on most of the local TV channels, as well as heard on WCCO (AM 830) radio. Other radio stations often also relay those announcements.

If the closing occurs during a class day, (while students are in our building) the teachers, secretary, and principal implement a pre-determined parent-contact plan to contact every parent or emergency family representative. No student is sent home without parent involvement.

CHAPEL

Chapel will be held on Friday mornings each week at 8:10 A.M. Faculty members may be asked to lead the chapel service. If you are responsible for a chapel date, you may schedule someone other than yourself, but any speakers or other guests must be approved by the principal prior to your chapel date.

HOMEWORK

Homework is a natural part of learning at St. John's Lutheran School.

Students are given time during the school day to complete many of their assignments, but it is not unusual for some work to go home with the student. Please keep in mind, however, that many students are frequently involved in other activities after school, and they do need time to be with family, playtime, and time to just be children. Allow time during the day for work to be done, plan accordingly when there is a school activity planned that evening, and stay alert as to which students might be abusing their study time during the school day.

Actively seek to get parents involved in their child's education. Try to use effective measures to have students share with their parents what they are currently working on in their daily classes.

GRADING SYSTEM

The faculty of St. John's uses several different means of grading their students. The school year is divided into four quarters and at the end of each quarter teachers are responsible for assessing each students progress for the applicable subjects. Grades will be averaged and recorded on the student's mid-term and report card. The following grading system is designed to be age-appropriate, yet add consistency and fairness to the grading process.

Kindergarten

Kindergarten uses the marks **S** for **Satisfactory**, **I**- Skill is **Immerging**, **N**-for **Needs Improvement**. These marks are then recorded quarterly on Spiritual Development, Relationships with the Teacher, Peer Relationships, Work Habits, Muscle Development, Routines and Rules, Self-Help Development, Language Development and Cognitive Development.

First Grade and Second Grade

First and Second grade use the marks **O** for **Outstanding**, **S** for **Satisfactory**, **I** for **Improving**, and **U** for **Unsatisfactory**. Each student is assessed on effort, achievement and participation in class. Any needs, strengths and recommendations are also annotated on the report to keep parents informed about the progress of their child.

Third Grade through Eighth Grade

Grades 3 through 8 use the following grading scale:

A = 100% - 92%
B = 91% - 84 %
C= 83% - 75%
D= 74% - 65%
F= 64% - 00%

Progress reports are completed weekly on students in grades 1 through 4 identifying areas of outstanding accomplishment and areas that need improvement. Parents are required to review these weekly progress reports, sign them, and return them to the teacher. Students in grades 5 through 8 who attain an "A" or "B" average, are recognized by the teacher and principal with a certificate praising them for their grades for the past quarter. Pictures are also printed in the local newspaper to demonstrate to parents the school's desire to reward academic achievement. Faculty members are encouraged to come up with new and exciting ideas to formally recognize those students who excel at academics and emulate exceptional behavior.

EARLY RELEASE OF STUDENTS DUE TO ILLNESS OR APPOINTMENTS

If a student needs to be released before the end of the school day for reasons of illness or appointments, it is the responsibility of the classroom teacher to inform the school office of such needs. The student must be picked up by this/her parent or guardian. Students are not allowed to leave unless prior arrangements have been made and approved by the teacher.

STUDENT ILLNESS AND INJURIES

Report sick children to the school office. Report all injuries, in writing, immediately. The school office has the necessary forms. Under no circumstances are students to be sent home without notifying the office and the student's parents or guardian. St. John's has a school nurse who will brief each teacher on procedures and forms to do and use in times of emergency.

MEDICATIONS

All students who require medications during the school day should take such medications through the faculty member after coordinating with the school office. Students can take their own short term medicine if they have a note from home specifying the times to take such medication.

Long term prescriptions that are taken routinely by a student require a parent to fill out and sign a permission form that allows the office personnel, teachers, or school nurse to dispense the medication. All medications administered should be documented in the classroom.
(Check procedure with school nurse)

LEAVING CLASSROOMS

Teachers should plan to stay in their classrooms and with their students throughout the entire school day except for scheduled breaks or for emergencies. If you must leave, inform the students that you are leaving and that you will return as soon as possible. Arrange for a fellow faculty member to watch the classroom during your absence.

No teaching staff member should leave school property during teaching hours without first informing the school secretary and principal of such action.

CLASS TRIPS

Class trips are a fun and exciting educational tool. When you plan a class trip, be sure to plan well in advance of your trip. Make sure your trip is educational in nature and safe. Please advise the principal if transportation is needed at the earliest opportunity, allowing him to book bus service in plenty of time. Advise the school lunchroom cook of the date of your trip as soon as possible so lunches can be planned accordingly.

POLICY ON THE POSITION OF THE LUTHERAN SCHOOL TEACHER/ ADMINISTRATOR

Position Title: Lutheran School Teacher/Administrator, Grades Pre-School-8.

General Description: To prayerfully help students gain the knowledge, skills, values and attitudes that will contribute to their development as mature, able, responsible and literate disciples of Jesus Christ.

Qualifications: The faculty of St. John's Lutheran School shall be spiritual, educational, and professional leaders of the school and church community. They shall reflect and commit to the school's purpose; it's Mission Statement, and the overall ministry and well being of St. John's Lutheran Church.

The teacher shall be a college graduate, certified by The Lutheran Church-Missouri Synod and/or hold a current and valid state certificate/credential, who accepts the Call of God to the teaching profession. The Board may add other appropriate qualifications at any time.

Responsible to: The teacher is directly responsible to the principal.

Supervises: Students, student teachers, aides and volunteers.

Board and Congregation Responsibilities: It is the obligation and will of St. John's Lutheran School to receive our teachers as servants of Jesus Christ. In doing so we will:

- Love, honor, aid, and support them with our faithful assistance and prayers.
- Review their skills of ministry and the skills of others in light of our needs in order to mutually redefine and rearticulate their ministerial responsibilities from time to time.
- Make appropriate arrangements for their continuing education as a professional person.
- Provide for their proper maintenance according to our ability and to review their salary and all allowances annually.
- Provide meaningful and regular supervision.

Teacher Responsibilities/Description:

As a spiritual leader of St. John's Lutheran School I will:

- Exemplify the Christian faith and life, serving as a role model both in and out of school to pupils and as an example to parents, fellow faculty and staff members, members of the
- congregation, and to the community-at-large in judgment, respect, and Christian living.

- Function in an atmosphere of love and order characteristic of the Body of Christ at work, and will lead others toward Christian maturity.

- Show a due concern for all the phases of ministry within St. John's church, especially to work for the promotion and improvement of all efforts in Christian education.

- Exemplify Christian discipleship and witness and live in Christian unity with the members of the congregation and co-workers.

- Practice a regular and exemplary corporate worship life.

- Be accountable and follow the spirit of Matthew 5 and 18 to resolve differences with parents, colleagues, and members of the congregation.

- Show support for the role of parents as primarily responsible for their child's education and assist them in that task.

- Emphasize to students the reality of their self-worth in Christ.

AS A TEACHER OF ST. JOHN'S, I WILL:

- Teach faithfully the Word of God as the unerring Word of God.

- Maintain contact with students' parents through frequent notes, telephone calls, emails, and face-to-face meetings.

- Accept, adhere to, and promote, without reservation, the Statement of Philosophy and the Mission Statement of St. John's Lutheran School.

- Teach classes as assigned, following prescribed scope and sequence as approved by the principal.

- Demonstrate mastery of all subject material.

- Plan broadly through the use of semester, quarterly, and daily lesson plans.

- Integrate Biblical principles throughout the curriculum.

- Conduct opening and closing classroom devotions and practice appropriate corporate prayer with the students.

- Affect student learning through mastery of the subject material and by using valid teaching techniques to achieve curriculum goals within the framework of the school's Philosophy, Mission Statement and its curriculum.

- Respect the intrinsic value of each child through attention to his/her spiritual, academic, physical, social, and developmental needs.

- Use a variety of effective instructional aids, methods, and materials that will provide for creative teaching to reach each child in the classroom.

- Plan a balanced use of field trips, guest speakers, and other media.

- Maintain a comprehensive knowledge of each student's progress by assessing the learning of students on a regular basis, by keeping regular and accurate attendance and grade records, by providing required progress reports, and by informing students, parents, and administration of serious deficiencies and failure with sufficient notice.

- Follow the school approved discipline policies and procedures.

- Inform the principal if unable to fulfill any duty assigned and prepare adequate information and materials for a substitute teacher.

- Maintain a clean, attractive and orderly classroom.

- Supervise extra-curricular activities, organizations, and outings as assigned.

- Know, rehearse, and be able to execute school emergency procedures.

- Be technology literate.

AS A PROFESSIONAL AT ST. JOHN'S I WILL:

- Cooperate with congregational leaders, the Board, and the school principal in implementing all policies, procedures, and directives governing the operation of the school.

- Notify the principal and the Board of any policy I am unable to support.

- Support the broader program of the congregation's ministry by regularly attending school and church sponsored activities.

- Regularly use educational opportunities for professional growth.

- Consistently seek performance feedback.

- Willingly participate in school accreditation activities.

- Willingly participate in performance appraisals.

- Maintain a teachable attitude by seeking the counsel of the principal, colleagues, and parents.

- Attend and participate in scheduled home visits, counseling sessions with students and/or parents, devotions, in-services, conferences, retreats, and committee, faculty, and PTL meetings.
- Refuse to use or circulate confidential information inappropriately.
- Demonstrate enthusiasm, courtesy, flexibility, integrity, gratitude, kindness, self-control, perseverance, and punctuality.
- Meet everyday stress with emotional stability, objectively, and with optimism.
- Develop and maintain a loving relationship with students, parents, staff, and congregational members.
- BE ACCESSIBLE TO PARENTS.
- Be responsive to parents.
- Recognize and solve problems.
- Respectfully submit and be loyal to constituted authority.
- Maintain a personal appearance that is a role model of cleanliness, modesty, good taste, and in agreement with the school policy.
- Use accepted English in written and oral communication.
- Represent the school in a favorable, Christian and professional manner to the school constituency, congregation and general public.
- Make an effort to appreciate, understand and accept the uniqueness of the school and church community.

POLICY ON PERSONNEL - ADMINISTRATOR

The school administrator will be responsible for identifying, recruiting, hiring, orienting, deploying, training, supervising, resourcing, supporting, compensating, evaluation, disciplining, and rotating faculty, staff, and volunteers. In doing so, the administrator may not:

- Treat faculty or staff unfairly, inequitably, or inhumanely.
- Impair the dignity, safety, and rights to ethical job-related dissent of faculty and paid and volunteer staff.

Operate without a grievance procedure that ensures that employees will receive fair internal hearings with procedural safeguards.

- Leave faculty and staff unprepared for prompt action in case of an emergency or disaster.
- Offer and/or give a teacher or staff member compensation other than what is required by the school's salary structure.
- Terminate faculty and/or staff without Board approval.
- Rotate faculty and/or staff without Board approval.
- Prohibit or prevent staff from attending District or Board-approved in-service activities.
- Implement any personnel policies without seeking the judgment and counsel of affected personnel.
- Operate without a process that honestly, accurately, and candidly evaluates the professional behavior of the faculty and staff. The system must incorporate setting specific professional development goals that are measurable and for which the employee can be held accountable.
- Operate without a progressive process for disciplining an erring or incompetent staff or faculty member.
- Violate any state or federal labor laws.
- Violate any Board-approved personnel policies published in the administrator's operations manual.

SECTION 9

EMPLOYEE ACKNOWLEDGMENT

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EMPLOYEE STATEMENT OF ACKNOWLEDGEMENT FOR CALLED WORKERS 9-1

EMPLOYEE STATEMENT OF ACKNOWLEDGEMENT FOR NON-CALLED WORKERS 9-2

EMPLOYEE ACKNOWLEDGEMENT FORM FOR OFFENSIVE BEHAVIOR POLICY 9-3

EMPLOYEE AND JOB APPLICANT ACKNOWLEDGEMENT FORM FOR DRUG AND ALCOHOL TESTING POLICY 9-4

PROCEDURAL GUIDELINES FOR DRUG AND ALCOHOL TESTING INCIDENTS 9-5

EMPLOYEE STATEMENT OF ACKNOWLEDGEMENT FOR CALLED WORKERS

1. Please thoroughly read the following Employee Acknowledgment Form;

2. Sign and date below; and

3. Turn in to the Principal.

This Personnel Reference Manual describes important information about St. John's, and I understand that I should consult the Principal regarding any questions not answered in the manual. As a Called worker, I acknowledge that I have entered into my employment relationship with St. John's voluntarily and that St. John's may only terminate my employment for cause as is set forth in this manual and my Called contract of employment.

Since the information, policies, and benefits described herein are necessarily subject to change, I acknowledge that revisions to the manual may occur. All such changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies. Only St. John's, through its Principal, has the ability to adopt any revisions to the policies in this manual.

I understand that each manual is the property of St. John's and that copying any section of the book is against St. John's regulations. I agree to return the manual upon the termination of my employment with St. John's.

Furthermore, I acknowledge that this manual is neither a contract of employment nor a legal document. I have received a copy of the manual and I understand it is my responsibility to read and comply with the policies contained in this manual and any revisions made to it. Any employee policy manuals previously distributed are now specifically revoked and rescinded and the provisions therein are now null and void.

Dated: _____

_____
(Printed Name)

_____
(Signature)

EMPLOYEE STATEMENT OF ACKNOWLEDGEMENT FOR NON-CALLED WORKERS

1. Please thoroughly read the following Employee Acknowledgment Form;

2. Sign and date below; and

3. Turn in to the Principal.

This Personnel Reference Manual describes important information about St. John's, and I understand that I should consult the Principal regarding any questions not answered in the manual. As a non-called worker, I acknowledge that I have entered into my employment relationship with St. John's voluntarily and that I am employed at-will by St. John's, meaning that either I or St. John's may terminate my employment at any time with or without cause or advance notice.

Since the information, policies, and benefits described herein are necessarily subject to change, I acknowledge that revisions to the manual may occur. All such changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies. Only St. John's, through its Principal, has the ability to adopt any revisions to the policies in this manual.

I understand that each manual is the property of St. John's and that copying any section of the book is against St. John's regulations. I agree to return the manual upon the termination my employment with St. John's.

Furthermore, I acknowledge that this manual is neither a contract of employment nor a legal document. I have received a copy of the manual and I understand it is my responsibility to read and comply with the policies contained in this manual and any revisions made to it. Any employee policy manuals previously distributed are now specifically revoked and rescinded and the provisions therein are now null and void.

Dated: _____

_____
(Printed Name)

_____
(Signature)

EMPLOYEE ACKNOWLEDGEMENT FORM FOR
OFFENSIVE BEHAVIOR POLICY

I hereby acknowledge that I have been provided with, have seen, and have read St. John's Offensive Behavior Policy.

I understand that I am responsible for the information contained in the Offensive Behavior Policy which I have received. If I have any questions, concerns, or responses to this policy, it is my responsibility to bring it to the attention of the Principal. I have read the reporting procedures and they appear to be reasonable to me.

_____ _____

Date Signature

Please sign and return to the Principal as soon as possible.

EMPLOYEE AND JOB APPLICANT ACKNOWLEDGEMENT FORM FOR DRUG AND ALCOHOL TESTING POLICY

I hereby acknowledge that I have been provided with, have seen, and have read St. John's Drug and Alcohol Testing Policy.

I understand that I am responsible for the information contained in the Drug and Alcohol Testing Policy which I received. If I have any questions, concerns, or responses to this Policy, it is my responsibility to bring it to the attention of the Principal, if I am an employee, or the person who interviewed me, if I am a job applicant.

_____ I hereby consent to Drug and Alcohol Testing as provided for in this policy.

_____ I hereby DO NOT consent to Drug and Alcohol Testing as provided for in this policy.

Dated: _____

_____
(Printed Name)

_____
(Signature)

PROCEDURAL GUIDELINES FOR DRUG AND ALCOHOL TESTING INCIDENTS

I. Procedures

A. Notice of the policy will be posted at St. John's Lutheran School, Principal's office to notify employees of this policy.

B. Determine and document objective facts in cases of reasonable suspicion and other causes for testing. The Principal or another supervisor should be asked to observe the employee. All observing supervisors should complete an Incident Report Form to document the observations. Be prepared to submit evidence to the Principal for review and determination of whether testing will take place. Decisions on whether testing will take place will be handled by the Principal.

C. The Principal will make the final determination as to whether the evidence is sufficient to warrant a drug-screening test.

D. If the Principal is not available and the situation demands action, the Board of Christian Education Chairperson or Administrative Pastor should take appropriate action, as described in items E - I below, and inform the Principal at the earliest opportunity.

E. The decision to test an employee should usually be made within two hours of the observations. If the decision is made after two hours have elapsed, a written statement describing the reasons for the delay should be prepared. In no case should the decision to test be made after eight hours have elapsed after the observations were made.

F. The observing individual(s) should complete an Incident Report Form within twenty-four hours of making the observations or before the test results are released, whichever is earlier.

G. The Principal will conference with the employee and fill out the Incident Report Form. During the conference, the Principal will ask the employee for a response to the Principal's observations and suspicions. The response must be recorded on the Incident Report Form.

H. Employees who refuse to be tested are subject to immediate suspension without pay, if they have no previous failures under the Drug and Alcohol Testing Policy. Employees who have previous failures under the policy are subject to immediate termination.

I. Call Ridgeview Medical Center and inform them that testing will be required. Transport the employee or job applicant to Ridgeview Medical Center. Do not allow the employee or job applicant to transport him/herself. If testing is to take place after St. John's working hours, the emergency room of Ridgeview Medical Center will be the alternate testing site.

J. The supervisor will wait until collection is complete and arrangements will be made to transport the employee home.

K. Confidentiality will be maintained throughout.

Faculty Development Fund

During the 2012-2013 and 2013-2014 school years, St. John's Lutheran School teachers will each have $2,500 available for faculty development opportunities. This Faculty Development Fund is being provided in order to give faculty a chance to grow in their ministry. Our hope is this program enables teachers to take advantage of faculty development opportunities, while at the same time providing them a monetary incentive for doing so.

Teachers wishing to participate in a faculty development opportunity should complete the Faculty Development Request Form. The following items can qualify for payment under this program:

- Registration Fees (Workshops/Conferences)
- Tuition (Coursework)
    - Textbooks (Cost of Textbook, e-books are encouraged)
- Mileage (Maximum of $50 per day)
- Accommodations (Maximum of $100 per day)
- Meals (For workshops/conferences, per discretion of principal, maximum of $15 per meal)
- Substitute Pay
    - First Two Days—no cost from Faculty Development fund
    - Third and Fourth Days—50% of sub pay to come from Faculty Development Fund
    - Additional Days—100% of sub pay to come from Faculty Development Fund

Supplemental materials purchased at a workshop/conference will NOT be paid for with the Faculty Development Fund. These will be purchased through classroom or personal funds.

Teachers who take advantage of the Faculty Development Fund are eligible for monetary incentives. These incentives will be distributed upon completion of the following items:

- Faculty Development Request Form
- Attendance in full of workshops/conferences (or a grade of C or better in coursework)
- Brief report given to colleagues
- Faculty Development Initial Reflection Form
- Faculty Development Implementation Form

Incentives are as follows:

- $250 for the first workshop/conference
- $350 for the second workshop/conference
- $400 for each additional workshop/conference

Due to the amount of work required for college coursework, satisfactory completion (C or better) of classes will be compensated at $250 per credit.

ANY UNUSED PORTION OF THE $2,500 WILL REMAIN IN THE HOFFMAN ESTATE

Faculty Development Request Form

Please complete the following information regarding the development opportunity you are seeking. Attach any registration materials to this document.

Workshop/Conference Title:

or

Course Title:

Registration Fee:

Location:

Date (s):

Sub Required: YES NO

How will this workshop/conference/course help your professional ministry?

Signature:

Date:

FOR PRINCIPAL USE:

- Registration Fees: _____

or

- Tuition: _____
  - Textbooks _____
- Mileage _____
- Accommodations _____
- Meals _____
- TOTAL COST_____

Date Approved:

Sub Pay Comes From:

SUB FUND

FACULTY DEVELOPMENT FUND

Substitute:

Experience Number: FIRST SECOND THIRD FOURTH FIFTH

Incentive Earned: $250 $350 $400 _____

Incentive Paid Date:

Faculty Development Initial Reflection Form

What did you learn at this workshop/conference or from this course? Include at least two items.

Will this experience help you grow as an educator? Why or why not?

Will this experience benefit the students in your classroom? Why or why not?

How do you plan on implementing this development experience so that you can achieve growth in your professional life (classroom, lesson planning, organization, management, etc.)? Create an action plan to accomplish this goal. Your action plan should include the steps you will follow to reach the goal**.**

Faculty Development Implementation Form

Please respond to the following prompts in a personal narrative.

Review your action plan from the Faculty Development Initial Reflection Form. Have you accomplished your goal? What stumbling blocks did you encounter in the implementation process? What worked? What did not work? How have you grown professionally as a result of this experience? How have your students responded?

Strand	Standard	Qtr.Taught	No.	Benchmark
Number & Operation	Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones.		1.1.1.1	Use place value to describe whole numbers between 10 and 100 in terms of tens and ones. *For example:* Recognize the numbers 21 to 29 as 2 tens and a particular number of ones.
			1.1.1.2	Read, write and represent whole numbers up to 120. Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.
			1.1.1.3	Count, with and without objects, forward and backward from any given number up to 120.
			1.1.1.4	Find a number that is 10 more or 10 less than a given number. *For example:* Using a hundred grid, find the number that is 10 more than 27.
			1.1.1.5	Compare and order whole numbers up to 120.
			1.1.1.6	Use words to describe the relative size of numbers. *For example:* Use the words equal to, not equal to, more than, less than, fewer than, is about, and is nearly to describe numbers.
			1.1.1.7	Use counting and comparison skills to create and analyze bar graphs and tally charts. *For example:* Make a bar graph of students' birthday months and count to compare the number in each month.
Number & Operation	Use a variety of models and strategies to solve addition and subtraction problems in real-world and mathematical contexts.		1.1.2.1	Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations.
			1.1.2.2	Compose and decompose numbers up to 12 with an emphasis on making ten. *For example:* Given 3 blocks, 7 more blocks are needed to make 10.
			1.1.2.3	Recognize the relationship between counting and addition and subtraction. Skip count by 2s, 5s, and 10s.
Algebra	Recognize and create patterns; use rules to describe patterns.		1.2.1.1	Create simple patterns using objects, pictures, numbers and rules. Identify possible rules to complete or extend patterns. Patterns may be repeating, growing or shrinking. Calculators can be used to create and explore patterns. *For example:* Describe rules that can be used to extend the pattern 2, 4, 6, 8, ☐, ☐, ☐ and complete the pattern 33, 43, ☐, 63, ☐, 83 or 20, ☐, ☐, 17.
			1.2.2.1	Represent real-world situations involving addition and subtraction basic facts, using objects and number sentences. *For example:* One way to represent the number of toys that a child has left after giving away 4 of 6 toys is to begin with a stack of 6 connecting cubes and then break off 4 cubes.

Algebra	Use number sentences involving addition and subtraction basic facts to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.		1.2.2.2	Determine if equations involving addition and subtraction are true. *For example*: Determine if the following number sentences are true or false 7 = 7 7 = 8 – 1 5 + 2 = 2 + 5 4 + 1 = 5 + 2.
			1.2.2.3	Use number sense and models of addition and subtraction, such as objects and number lines, to identify the missing number in an equation such as: 2 + 4 = □ 3 + □ = 7 5 = □ – 3.
			1.2.2.4	Use addition or subtraction basic facts to represent a given problem situation using a number sentence. *For example*: 5 + 3 = 8 could be used to represent a situation in which 5 red balloons are combined with 3 blue balloons to make 8 total balloons.
Geometry & Measurement	Describe characteristics of basic shapes. Use basic shapes to compose and decompose other objects in various contexts.		1.3.1.1	Describe characteristics of two- and three-dimensional objects, such as triangles, squares, rectangles, circles, rectangular prisms, cylinders, cones and spheres. *For example*: Triangles have three sides and cubes have eight vertices (corners).
			1.3.1.2	Compose (combine) and decompose (take apart) two- and three-dimensional figures such as triangles, squares, rectangles, circles, rectangular prisms and cylinders. *For example*: Decompose a regular hexagon into 6 equilateral triangles; build prisms by stacking layers of cubes; compose an ice cream cone by combining a cone and half of a sphere. *Another example*: Use a drawing program to find shapes that can be made with a rectangle and a triangle.
	Use basic concepts of measurement in real-world and		1.3.2.1	Measure the length of an object in terms of multiple copies of another object. *For example*: Measure a table by placing paper clips end-to-end and counting.
Geometry & Measurement	Use basic concepts of measurement in real-world		1.3.2.2	Tell time to the hour and half-hour.
			1.3.2.3	Identify pennies, nickels and dimes; find the value of a group of these coins, up to one dollar.

	Strand	Standard	Qtr. Taught	No.	Benchmark
2	Number & Operation	Demonstrate mastery of addition and subtraction basic facts; add and subtract one- and two-digit numbers in real-world and mathematical problems.		2.1.2.3	Estimate sums and differences up to 100. *For example*: Know that 23 + 48 is about 70.
				2.1.2.4	Use mental strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences. *For example*: Using decomposition, 78 + 42, can be thought of as: 78 + 2 + 20 + 20 = 80 + 20 + 20 = 100 + 20 = 120 and using expanded notation, 34 - 21 can be thought of as: 30 + 4 – 20 – 1 = 30 – 20 + 4 – 1 = 10 + 3 = 13.
				2.1.2.5	Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.
				2.1.2.6	Use addition and subtraction to create and obtain information from tables, bar graphs and tally charts.
	Algebra	Recognize, create, describe, and use patterns and rules to solve real-world and mathematical problems.		2.2.1.1	Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts. *For example*: Skip count by 5s beginning at 3 to create the pattern 3, 8, 13, 18, … . *Another example*: Collecting 7 empty milk cartons each day for 5 days will generate the pattern 7, 14, 21, 28, 35, resulting in a total of 35 milk cartons.
		Use number sentences involving addition, subtraction and unknowns to represent and solve real-world and mathematical problems; create real-world situations corresponding to number		2.2.2.1	Understand how to interpret number sentences involving addition, subtraction and unknowns represented by letters. Use objects and number lines and create real-world situations to represent number sentences. *For example*: One way to represent $n + 16 = 19$ is by comparing a stack of 16 connecting cubes to a stack of 19 connecting cubes; $24 = a + b$ can be represented by a situation involving a birthday party attended by a total of 24 boys and girls.
				2.2.2.2	Use number sentences involving addition, subtraction, and unknowns to represent given problem situations. Use number sense and properties of addition and subtraction to find values for the unknowns that make the number sentences true. *For example*: How many more players are needed if a soccer team requires 11 players and so far only 6 players have arrived? This situation can be represented by the number sentence $11 - 6 = p$ or by the number sentence $6 + p = 11$.
2	Geometry & Measurement	Identify, describe and compare basic shapes according to their geometric attributes.		2.3.1.1	Describe, compare, and classify two- and three-dimensional figures according to number and shape of faces, and the number of sides, edges and vertices (corners).
				2.3.1.2	Identify and name basic two- and three-dimensional shapes, such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, rectangular prisms, cones, cylinders and spheres. *For example*: Use a drawing program to show several ways that a rectangle can be decomposed into exactly three triangles.
		Understand length as a measurable attribute; use tools to measure length.		2.3.2.1	Understand the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object. *For example*: It will take more paper clips than whiteboard markers to measure the length of a table.
				2.3.2.2	Demonstrate an understanding of the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest centimeter or inch. *For example*: Draw a line segment that is 3 inches long.
		Use time and money in real-world and mathematical situations.		2.3.3.1	Tell time to the quarter-hour and distinguish between a.m. and p.m.
				2.3.3.2	Identify pennies, nickels, dimes and quarters. Find the value of a group of coins and determine combinations of coins that equal a given amount. *For example*: 50 cents can be made up of 2 quarters, or 4 dimes and 2 nickels, or many other combinations.

Strand	Standard	Qtr. Taught	No.	Benchmark
Number & Operation	Compare and represent whole numbers up to 100,000 with an emphasis on place value and equality.		3.1.1.1	Read, write and represent whole numbers up to 100,000. Representations may include numerals, expressions with operations, words, pictures, number lines, and manipulatives such as bundles of sticks and base 10 blocks.
			3.1.1.2	Use place value to describe whole numbers between 1000 and 100,000 in terms of ten thousands, thousands, hundreds, tens and ones. *For example*: Writing 54,873 is a shorter way of writing the following sums: 5 ten thousands + 4 thousands + 8 hundreds + 7 tens + 3 ones
			3.1.1.3	Find 10,000 more or 10,000 less than a given five-digit number. Find 1000 more or 1000 less than a given four- or five-digit. Find 100 more or 100 less than a given four- or five-digit number.
Number & Operation	Compare and represent whole numbers up to 100,000 with an emphasis on place value and equality.		3.1.1.4	Round numbers to the nearest 10,000, 1000, 100 and 10. Round up and round down to estimate sums and differences. *For example*: 8726 rounded to the nearest 1000 is 9000, rounded to the nearest 100 is 8700, and rounded to the nearest 10 is 8730. *Another example*: 473 – 291 is between 400 – 300 and 500 – 200, or between 100 and 300.
			3.1.1.5	Compare and order whole numbers up to 100,000.
	Add and subtract multi-digit whole numbers; represent multiplication and division in various ways; solve real-world and mathematical problems using arithmetic.		3.1.2.1	Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.
			3.1.2.2	Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results. *For example*: The calculation 117 – 83 = 34 can be checked by adding 83 and 34.
			3.1.2.3	Represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting. Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups. Recognize the relationship between multiplication and division.
			3.1.2.4	Solve real-world and mathematical problems involving multiplication and division, including both "how many in each group" and "how many groups" division problems. *For example*: You have 27 people and 9 tables. If each table seats the same number of people, how many people will you put at each table? *Another example*: If you have 27 people and tables that will hold 9 people, how many tables will you need?
			3.1.2.5	Use strategies and algorithms based on knowledge of place value, equality and properties of addition and multiplication to multiply a two- or three-digit number by a one-digit number. Strategies may include mental strategies, partial products, the standard algorithm, and the commutative, associative, and distributive properties. *For example*: $9 \times 26 = 9 \times (20 + 6) = 9 \times 20 + 9 \times 6 = 180 + 54 = 234$.
Number & Operation	Understand meanings and uses of fractions in real-world and mathematical situations.		3.1.3.1	Read and write fractions with words and symbols. Recognize that fractions can be used to represent parts of a whole, parts of a set, points on a number line, or distances on a number line. *For example*: Parts of a shape (3/4 of a pie), parts of a set (3 out of 4 people), and measurements (3/4 of an inch).
			3.1.3.2	Understand that the size of a fractional part is relative to the size of the whole. *For example*: One-half of a small pizza is smaller than one-half of a large pizza, but both represent one-half.
			3.1.3.3	Order and compare unit fractions and fractions with like denominators by using models and an understanding of the concept of numerator and denominator.

Algebra	Use single-operation input-output rules to represent		3.2.1.1	Create, describe, and apply single-operation input-output rules involving addition, subtraction and multiplication to solve problems in various contexts. *For example*: Describe the relationship between number of chairs and number of legs by the rule that the number of legs is four times the number of chairs.
	Use number sentences involving multiplication and division basic facts and unknowns to represent and solve real-world and mathematical problems; create real-world situations correspondin g to number		3.2.2.1	Understand how to interpret number sentences involving multiplication and division basic facts and unknowns. Create real-world situations to represent number sentences. *For example*: The number sentence $8 \times m = 24$ could be represented by the question "How much did each ticket to a play cost if 8 tickets totaled $24?"
			3.2.2.2	Use multiplication and division basic facts to represent a given problem situation using a number sentence. Use number sense and multiplication and division basic facts to find values for the unknowns that make the number sentences true. *For example*: Find values of the unknowns that make each number sentence true $6 = p \div 9$ $24 = a \times b$ $5 \times 8 = 4 \times t$. *Another example*: How many math teams are competing if there is a total of 45 students with 5 students on each team? This situation can be represented by $5 \times n = 45$ or $= n$ or $= 5$.
Geometry & Measurement	Use geometric attributes to describe and create shapes		3.3.1.1	Identify parallel and perpendicular lines in various contexts, and use them to describe and create geometric shapes, such as right triangles, rectangles, parallelograms and trapezoids.
			3.3.1.2	Sketch polygons with a given number of sides or vertices (corners), such as pentagons, hexagons and octagons.
Geometry & Measurement	Understand perimeter as a measurable attribute of real-world and mathematical objects. Use various tools		3.3.2.1	Use half units when measuring distances. *For example*: Measure a person's height to the nearest half inch.
			3.3.2.2	Find the perimeter of a polygon by adding the lengths of the sides.
			3.3.2.3	Measure distances around objects. *For example*: Measure the distance around a classroom, or measure a person's wrist size.
	Use time, money and temperature to solve real-world and mathematical problems.		3.3.3.1	Tell time to the minute, using digital and analog clocks. Determine elapsed time to the minute. *For example*: Your trip began at 9:50 a.m. and ended at 3:10 p.m. How long were you traveling?
			3.3.3.2	Know relationships among units of time. *For example*: Know the number of minutes in an hour, days in a week and months in a year.
			3.3.3.3	Make change up to one dollar in several different ways, including with as few coins as possible. *For example*: A chocolate bar costs $1.84. You pay for it with $2. Give two possible ways to make change.
			3.3.3.4	Use an analog thermometer to determine temperature to the nearest degree in Fahrenheit and Celsius. *For example*: Read the temperature in a room with a thermometer that has both Fahrenheit and Celsius scales. Use the thermometer to compare Celsius and Fahrenheit readings.
Data Analysis	Collect, organize, display, and interpret data. Use labels and a variety of scales and units in displays.		3.4.1.1	Collect, display and interpret data using frequency tables, bar graphs, picture graphs and number line plots having a variety of scales. Use appropriate titles, labels and units.

	Strand	Qtr. Taught	Standard	No.	Benchmark
4	Number & Operation		Demonstrate mastery of multiplication and division basic facts; multiply multi-digit numbers; solve real-world and mathematical problems using arithmetic.	4.1.1.1	Demonstrate fluency with multiplication and division facts.
				4.1.1.2	Use an understanding of place value to multiply a number by 10, 100 and 1000.
				4.1.1.3	Multiply multi-digit numbers, using efficient and generalizable procedures, based on knowledge of place value, including standard algorithms.
				4.1.1.4	Estimate products and quotients of multi-digit whole numbers by using rounding, benchmarks and place value to assess the reasonableness of results. *For example*: 53 × 38 is between 50 × 30 and 60 × 40, or between 1500 and 2400, and 411/73 is between 5 and 6.
				4.1.1.5	Solve multi-step real-world and mathematical problems requiring the use of addition, subtraction and multiplication of multi-digit whole numbers. Use various strategies, including the relationship between operations, the use of technology, and the context of the problem to assess the reasonableness of results.
				4.1.1.6	Use strategies and algorithms based on knowledge of place value, equality and properties of operations to divide multi-digit whole numbers by one- or two-digit numbers. Strategies may include mental strategies, partial quotients, the commutative, associative, and distributive properties and repeated subtraction. *For example*: A group of 324 students is going to a museum in 6 buses. If each bus has the same number of students, how many students will be on each bus?
			Represent and compare fractions and decimals in real-world and mathematical situations; use place value to understand how decimals	4.1.2.1	Represent equivalent fractions using fraction models such as parts of a set, fraction circles, fraction strips, number lines and other manipulatives. Use the models to determine equivalent fractions.
				4.1.2.2	Locate fractions on a number line. Use models to order and compare whole numbers and fractions, including mixed numbers and improper fractions. *For example*: Locate and on a number line and give a comparison statement about these two fractions, such as " is less than ."
				4.1.2.3	Use fraction models to add and subtract fractions with like denominators in real-world and mathematical situations. Develop a rule for addition and subtraction of fractions with like denominators.
4	Number & Operation		Represent and compare fractions and decimals in real-world and mathematical situations; use place value to understand how decimals represent quantities.	4.1.2.4	Read and write decimals with words and symbols; use place value to describe decimals in terms of thousands, hundreds, tens, ones, tenths, hundredths and thousandths. *For example*: Writing 362.45 is a shorter way of writing the sum: 3 hundreds + 6 tens + 2 ones + 4 tenths + 5 hundredths, which can also be written as: three hundred sixty-two and forty-five hundredths.
				4.1.2.5	Compare and order decimals and whole numbers using place value, a number line and models such as grids and base 10 blocks.
				4.1.2.6	Read and write tenths and hundredths in decimal and fraction notations using words and symbols; know the fraction and decimal equivalents for halves and fourths. *For example*: = 0.5 = 0.50 and = = 1.75, which can also be written as one and three-fourths or one and seventy-five hundredths.
				4.1.2.7	Round decimals to the nearest tenth. *For example*: The number 0.36 rounded to the nearest tenth is 0.4.
	Algebra		Use input-output rules, tables and charts to represent patterns and relationships and to solve real-world and mathematical problems.	4.2.1.1	Create and use input-output rules involving addition, subtraction, multiplication and division to solve problems in various contexts. Record the inputs and outputs in a chart or table. *For example*: If the rule is "multiply by 3 and add 4," record the outputs for given inputs in a table. *Another example*: A student is given these three arrangements of dots: Identify a pattern that is consistent with these figures, create an input-output rule that describes the pattern, and use the rule to find the number of dots in the 10th figure.

	Strand		Standard	No.	Benchmark
4	Algebra		Use number sentences involving multiplication, division and unknowns to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.	4.2.2.1	Understand how to interpret number sentences involving multiplication, division and unknowns. Use real-world situations involving multiplication or division to represent number sentences. *For example*: The number sentence $a \times b = 60$ can be represented by the situation in which chairs are being arranged in equal rows and the total number of chairs is 60.
				4.2.2.2	Use multiplication, division and unknowns to represent a given problem situation using a number sentence. Use number sense, properties of multiplication, and the relationship between multiplication and division to find values for the unknowns that make the number sentences true. *For example*: If $84 is to be shared equally among a group of children, the amount of money each child receives can be determined using the number sentence $84 \div n = d$. *Another example*: Find values of the unknowns that make each number sentence true: $12 \times m = 36$ $s = 256 \div t$.
	Geometry & Measurement		Name, describe, classify and sketch polygons.	4.3.1.1	Describe, classify and sketch triangles, including equilateral, right, obtuse and acute triangles. Recognize triangles in various contexts.
				4.3.1.2	Describe, classify and draw quadrilaterals, including squares, rectangles, trapezoids, rhombuses, parallelograms and kites. Recognize quadrilaterals in various contexts.
			Understand angle and area as measurable attributes of real-world and mathematical objects. Use various tools to measure angles and areas.	4.3.2.1	Measure angles in geometric figures and real-world objects with a protractor or angle ruler.
				4.3.2.2	Compare angles according to size. Classify angles as acute, right and obtuse. *For example*: Compare different hockey sticks according to the angle between the blade and the shaft.
				4.3.2.3	Understand that the area of a two-dimensional figure can be found by counting the total number of same size square units that cover a shape without gaps or overlaps. Justify why length and width are multiplied to find the area of a rectangle by breaking the rectangle into one unit by one unit squares and viewing these as grouped into rows and columns. *For example*: How many copies of a square sheet of paper are needed to cover the classroom door? Measure the length and width of the door to the nearest inch and compute the area of the door.
				4.3.2.4	Find the areas of geometric figures and real-world objects that can be divided into rectangular shapes. Use square units to label area measurements.

	Strand		Standard	No.	Benchmark
4	Geometry & Measurement		Use translations, reflections and rotations to establish congruency and	4.3.3.1	Apply translations (slides) to figures.
				4.3.3.2	Apply reflections (flips) to figures by reflecting over vertical or horizontal lines and relate reflections to lines of symmetry.
				4.3.3.3	Apply rotations (turns) of 90˚ clockwise or counterclockwise.
				4.3.3.4	Recognize that translations, reflections and rotations preserve congruency and use them to show that two figures are congruent.
	Data Analysis		Collect, organize, display and interpret data, including data collected over a period of time and data represented by fractions and decimals.	4.4.1.1	Use tables, bar graphs, timelines and Venn diagrams to display data sets. The data may include fractions or decimals. Understand that spreadsheet tables and graphs can be used to display data.

	Strand	Standard	Qtr. Taught	No.	Benchmark
5	Number & Operation	Divide multi-digit numbers; solve real-world and mathematical problems using arithmetic.		5.1.1.1	Divide multi-digit numbers, using efficient and generalizable procedures, based on knowledge of place value, including standard algorithms. Recognize that quotients can be represented in a variety of ways, including a whole number with a remainder, a fraction or mixed number, or a decimal. *For example*: Dividing 153 by 7 can be used to convert the improper fraction to the mixed number .
				5.1.1.2	Consider the context in which a problem is situated to select the most useful form of the quotient for the solution and use the context to interpret the quotient appropriately. *For example*: If 77 amusement ride tickets are to be distributed equally among 4 children, each child will receive 19 tickets, and there will be one left over. If $77 is to be distributed equally among 4 children, each will receive $19.25, with nothing left over.
				5.1.1.3	Estimate solutions to arithmetic problems in order to assess the reasonableness of results.
				5.1.1.4	Solve real-world and mathematical problems requiring addition, subtraction, multiplication and division of multi-digit whole numbers. Use various strategies, including the inverse relationships between operations, the use of technology, and the context of the problem to assess the reasonableness of results. *For example*: The calculation 117 ÷ 9 = 13 can be checked by multiplying 9 and 13.
5	Number & Operation	Read, write, represent and compare fractions and decimals; recognize and write equivalent fractions; convert between fractions and decimals; use fractions and decimals in real-world and mathematical situations.		5.1.2.1	Read and write decimals using place value to describe decimals in terms of groups from millionths to millions. *For example*: Possible names for the number 0.0037 are: 37 ten thousandths 3 thousandths + 7 ten thousandths; a possible name for the number 1.5 is 15 tenths.
				5.1.2.2	Find 0.1 more than a number and 0.1 less than a number. Find 0.01 more than a number and 0.01 less than a number. Find 0.001 more than a number and 0.001 less than a number.
				5.1.2.3	Order fractions and decimals, including mixed numbers and improper fractions, and locate on a number line. *For example*: Which is larger 1.25 or ? *Another example*: In order to work properly, a part must fit through a 0.24 inch wide space. If a part is inch wide, will it fit?
				5.1.2.4	Recognize and generate equivalent decimals, fractions, mixed numbers and improper fractions in various contexts. *For example*: When comparing 1.5 and , note that 1.5 = = = , so 1.5 < .
				5.1.2.5	Round numbers to the nearest 0.1, 0.01 and 0.001. *For example*: Fifth grade students used a calculator to find the mean of the monthly allowance in their class. The calculator display shows 25.80645161. Round this number to the nearest cent.
		Add and subtract fractions, mixed numbers and decimals to solve real-world and mathematical problems.		5.1.3.1	Add and subtract decimals and fractions, using efficient and generalizable procedures, including standard algorithms.
				5.1.3.2	Model addition and subtraction of fractions and decimals using a variety of representations. *For example*: Represent and by drawing a rectangle divided into 4 columns and 3 rows and shading the appropriate parts or by using fraction circles or bars.
				5.1.3.3	Estimate sums and differences of decimals and fractions to assess the reasonableness of results. *For example*: Recognize that is between 8 and 9 (since).
				5.1.3.4	Solve real-world and mathematical problems requiring addition and subtraction of decimals, fractions and mixed numbers, including those involving measurement, geometry and data. *For example*: Calculate the perimeter of the soccer field when the length is 109.7 meters and the width is 73.1 meters.

5	Algebra	Recognize and represent patterns of change; use patterns, tables, graphs and rules to solve real-world and		5.2.1.1	Create and use rules, tables, spreadsheets and graphs to describe patterns of change and solve problems. *For example*: An end-of-the-year party for 5th grade costs $100 to rent the room and $4.50 for each student. Know how to use a spreadsheet to create an input-output table that records the total cost of the party for any number of students between 90 and 150.
				5.2.1.2	Use a rule or table to represent ordered pairs of positive integers and graph these ordered pairs on a coordinate system.
		Use properties of arithmetic to generate equivalent numerical		5.2.2.1	Apply the commutative, associative and distributive properties and order of operations to generate equivalent numerical expressions and to solve problems involving whole numbers. *For example*: Purchase 5 pencils at 19 cents and 7 erasers at 19 cents. The numerical expression is $5 \times 19 + 7 \times 19$ which is the same as $(5 + 7) \times 19$.
		Understand and interpret equations and inequalities involving variables and whole numbers, and use them to represent and solve real-world and mathematical problems.		5.2.3.1	Determine whether an equation or inequality involving a variable is true or false for a given value of the variable. *For example*: Determine whether the inequality $1.5 + x < 10$ is true for $x = 2.8$, $x = 8.1$, or $x = 9.2$.
				5.2.3.2	Represent real-world situations using equations and inequalities involving variables. Create real-world situations corresponding to equations and inequalities. *For example*: $250 - 27 \times a = b$ can be used to represent the number of sheets of paper remaining from a packet of 250 sheets when each student in a class of 27 is given a certain number of sheets.
				5.2.3.3	Evaluate expressions and solve equations involving variables when values for the variables are given. *For example*: Using the formula, $A = \ell w$, determine the area when the length is 5, and the width 6, and find the length when the area is 24 and the width is 4.
	Geometry & Measurement	Describe, classify, and draw representatio ns of three		5.3.1.1	Describe and classify three-dimensional figures including cubes, prisms and pyramids by the number of edges, faces or vertices as well as the types of faces.
				5.3.1.2	Recognize and draw a net for a three-dimensional figure.
5	Geometry & Measurement	Determine the area of triangles and quadrilaterals ; determine the surface area and volume of rectangular prisms in various contexts.		5.3.2.1	Develop and use formulas to determine the area of triangles, parallelograms and figures that can be decomposed into triangles.
				5.3.2.2	Use various tools and strategies to measure the volume and surface area of objects that are shaped like rectangular prisms. *For example*: Use a net or decompose the surface into rectangles. *Another example*: Measure the volume of a cereal box by using a ruler to measure its height, width and length, or by filling it with cereal and then emptying the cereal into containers of known volume.
				5.3.2.3	Understand that the volume of a three-dimensional figure can be found by counting the total number of same-sized cubic units that fill a shape without gaps or overlaps. Use cubic units to label volume measurements. *For example*: Use cubes to find the volume of a small box.
				5.3.2.4	Develop and use the formulas $V = \ell wh$ and $V = Bh$ to determine the volume of rectangular prisms. Justify why base area B and height h are multiplied to find the volume of a rectangular prism by breaking the prism into layers of unit cubes.
	Data Analysis	Display and interpret data; determine mean, median and range.		5.4.1.1	Know and use the definitions of the mean, median and range of a set of data. Know how to use a spreadsheet to find the mean, median and range of a data set. Understand that the mean is a "leveling out" of data. *For example*: The set of numbers 1, 1, 4, 6 has mean 3. It can be leveled by taking one unit from the 4 and three units from the 6 and adding them to the 1s, making four 3s.
				5.4.1.2	Create and analyze double-bar graphs and line graphs by applying understanding of whole numbers, fractions and decimals. Know how to create spreadsheet tables and graphs to display data.

	Strand	Standard	Qtr.Taught	No.	Benchmark
6	Number & Operation	Read, write, represent and compare positive rational numbers expressed as fractions, decimals, percents and ratios; write positive integers as products of factors; use these representations in real-world and mathematical situations.		6.1.1.1	Locate positive rational numbers on a number line and plot pairs of positive rational numbers on a coordinate grid.
				6.1.1.2	Compare positive rational numbers represented in various forms. Use the symbols $<$, $=$ and $>$. $\frac{1}{2}$ *For example*: $>$ 0.36.
				6.1.1.3	Understand that percent represents parts out of 100 and ratios to 100. *For example*: 75% corresponds to the ratio 75 to 100, which is equivalent to the ratio 3 to 4.
				6.1.1.4	Determine equivalences among fractions, decimals and percents; select among these representations to solve problems. $\frac{1}{10}$ *For example*: If a woman making $25 an hour gets a 10% raise, she will make an additional $2.50 an hour, because $2.50 is or 10% of $25.
				6.1.1.5	Factor whole numbers; express a whole number as a product of prime factors with exponents. $24 = 2^3 \times 3$ *For example*: .
				6.1.1.6	Determine greatest common factors and least common multiples. Use common factors and common multiples to calculate with fractions and find equivalent fractions. *For example*: Factor the numerator and denominator of a fraction to determine an equivalent fraction.
				6.1.1.7	Convert between equivalent representations of positive rational numbers. $\frac{}{} = \frac{}{} + \frac{}{} = 1\frac{}{}$ *For example*: Express as .
6	Number & Operation	Understand the concept of ratio and its relationship to fractions and to the multiplication and division of whole numbers. Use ratios to solve real-world and mathematical problems.		6.1.2.1	Identify and use ratios to compare quantities; understand that comparing quantities using ratios is not the same as comparing quantities using subtraction. *For example*: In a classroom with 15 boys and 10 girls, compare the numbers by subtracting (there are 5 more boys than girls) or by dividing (there are 1.5 times as many boys as girls). The comparison using division may be expressed as a ratio of boys to girls (3 to 2 or 3:2 or 1.5 to 1).
				6.1.2.2	Apply the relationship between ratios, equivalent fractions and percents to solve problems in various contexts, including those involving mixtures and concentrations. $\frac{2}{5}$ *For example*: If 5 cups of trail mix contains 2 cups of raisins, the ratio of raisins to trail mix is 2 to 5. This ratio corresponds to the fact that the raisins are of the total, or 40% of the total. And if one trail mix consists of 2 parts peanuts to 3 parts raisins, and another consists of 4 parts peanuts to 8 parts raisins, then the first mixture has a higher concentration of peanuts.
				6.1.2.3	Determine the rate for ratios of quantities with different units. *For example*: 60 miles for every 3 hours is equivalent to 20 miles for every one hour (20 mph).
				6.1.2.4	Use reasoning about multiplication and division to solve ratio and rate problems. *For example*: If 5 items cost $3.75, and all items are the same price, then 1 item costs 75 cents, so 12 items cost $9.00.
		Multiply and divide decimals, fractions and mixed numbers; solve real-world and mathematical problems using arithmetic with positive rational numbers.		6.1.3.1	Multiply and divide decimals and fractions, using efficient and generalizable procedures, including standard algorithms.
				6.1.3.2	Use the meanings of fractions, multiplication, division and the inverse relationship between multiplication and division to make sense of procedures for multiplying and dividing fractions. $\frac{}{} \times \frac{}{} = \frac{}{}$ *For example*: Just as means , means .
				6.1.3.3	Calculate the percent of a number and determine what percent one number is of another number to solve problems in various contexts. *For example*: If John has $45 and spends $15, what percent of his money did he keep?
				6.1.3.4	Solve real-world and mathematical problems requiring arithmetic with decimals, fractions and mixed numbers.
				6.1.3.5	Estimate solutions to problems with whole numbers, fractions and decimals and use the estimates to assess the reasonableness of results in the context of the problem. $\frac{1}{3} + 0.25$ *For example*: The sum can be estimated to be between and 1, and this estimate can be used to check the result of a more detailed calculation.

6	Algebra	Recognize and represent relationships between varying quantities; translate from one representation to another; use patterns, tables, graphs and rules to solve real		6.2.1.1	Understand that a variable can be used to represent a quantity that can change, often in relationship to another changing quantity. Use variables in various contexts. *For example*: If a student earns $7 an hour in a job, the amount of money earned can be represented by a variable and is related to the number of hours worked, which also can be represented by a variable.
				6.2.1.2	Represent the relationship between two varying quantities with function rules, graphs and tables; translate between any two of these representations. *For example*: Describe the terms in the sequence of perfect squares $t = 1, 4, 9, 16, \ldots$ by using the rule for $n = 1, 2, 3, 4, \ldots$. $t = n^2$
		Use properties of arithmetic to generate equivalent numerical expressions and evaluate expressions		6.2.2.1	Apply the associative, commutative and distributive properties and order of operations to generate equivalent expressions and to solve problems involving positive rational numbers. $\frac{12}{15} \times \frac{5}{6} = \frac{3 \times 4}{3 \times 5} \times \frac{5}{3 \times 2} = \frac{3 \times 4 \times 5}{3 \times 5 \times 3 \times 2} = \frac{4}{3} \times \frac{2}{2} \times \frac{5}{5} = \frac{8}{9}$ *For example*: . *Another example*: Use the distributive law to write: $\frac{1}{2} \cdot \frac{1}{2} = \frac{1}{2} \cdot \frac{1}{2} + \frac{1}{2} \cdot \frac{1}{2} = \frac{1}{4} + \frac{1}{4} = \frac{2}{4}$
		Understand and interpret equations and inequalities involving variables and positive rational numbers. Use equations and inequalities to represent real-world and		6.2.3.1	Represent real-world or mathematical situations using equations and inequalities involving variables and positive rational numbers. *For example*: The number of miles m in a k kilometer race is represented by the equation $m = 0.62\,k$.
				6.2.3.2	Solve equations involving positive rational numbers using number sense, properties of arithmetic and the idea of maintaining equality on both sides of the equation. Interpret a solution in the original context and assess the reasonableness of results. *For example*: A cellular phone company charges $0.12 per minute. If the bill was $11.40 in April, how many minutes were used?
6	Geometry & Measurement	Calculate perimeter, area, surface area and volume of two- and three-dimensional figures to solve real-world and mathematical problems.		6.3.1.1	Calculate the surface area and volume of prisms and use appropriate units, such as cm^2 and cm^3. Justify the formulas used. Justification may involve decomposition, nets or other models. *For example*: The surface area of a triangular prism can be found by decomposing the surface into two triangles and three rectangles.
				6.3.1.2	Calculate the area of quadrilaterals. Quadrilaterals include squares, rectangles, rhombuses, parallelograms, trapezoids and kites. When formulas are used, be able to explain why they are valid. *For example*: The area of a kite is one-half the product of the lengths of the diagonals, and this can be justified by decomposing the kite into two triangles.
				6.3.1.3	Estimate the perimeter and area of irregular figures on a grid when they cannot be decomposed into common figures and use correct units, such as cm and cm^2.
		Understand and use relationships between angles in geometric figures.		6.3.2.1	Solve problems using the relationships between the angles formed by intersecting lines. *For example*: If two streets cross, forming four corners such that one of the corners forms an angle of 120˚, determine the measures of the remaining three angles. *Another example*: Recognize that pairs of interior and exterior angles in polygons have measures that sum to 180˚.
				6.3.2.2	Determine missing angle measures in a triangle using the fact that the sum of the interior angles of a triangle is 180˚. Use models of triangles to illustrate this fact. *For example*: Cut a triangle out of paper, tear off the corners and rearrange these corners to form a straight line. *Another example*: Recognize that the measures of the two acute angles in a right triangle sum to 90˚.
				6.3.2.3	Develop and use formulas for the sums of the interior angles of polygons by decomposing them into triangles.
		Choose appropriate units of measurement and use ratios to convert within measurement		6.3.3.1	Solve problems in various contexts involving conversion of weights, capacities, geometric measurements and times within measurement systems using appropriate units.
				6.3.3.2	Estimate weights, capacities and geometric measurements using benchmarks in measurement systems with appropriate units. *For example*: Estimate the height of a house by comparing to a 6-foot man standing nearby.

6	Data Analysis & Probability	Use probabilities to solve real-world and mathematical problems; represent probabilities using fractions, decimals and percents.		6.4.1.1	Determine the sample space (set of possible outcomes) for a given experiment and determine which members of the sample space are related to certain events. Sample space may be determined by the use of tree diagrams, tables or pictorial representations. × *For example*: A 6 6 table with entries such as (1,1), (1,2), (1,3), …, (6,6) can be used to represent the sample space for the experiment of simultaneously rolling two number cubes.
				6.4.1.2	Determine the probability of an event using the ratio between the size of the event and the size of the sample space; represent probabilities as percents, fractions and decimals between 0 and 1 inclusive. Understand that probabilities measure likelihood. 1 2 *For example*: Each outcome for a balanced number cube has probability , and the probability of rolling an even number is .
				6.4.1.3	Perform experiments for situations in which the probabilities are known, compare the resulting relative frequencies with the known probabilities; know that there may be differences. *For example*: Heads and tails are equally likely when flipping a fair coin, but if several different students flipped fair coins 10 times, it is likely that they will find a variety of relative frequencies of heads and tails.
				6.4.1.4	Calculate experimental probabilities from experiments; represent them as percents, fractions and decimals between 0 and 1 inclusive. Use experimental probabilities to make predictions when actual probabilities are unknown. *For example*: Repeatedly draw colored chips with replacement from a bag with an unknown mixture of chips, record relative frequencies, and use the results to make predictions about the contents of the bag.

	Strand	Standard	Qtr Taught	No.	Benchmark
7	Number & Operation	Read, write, represent and compare positive and negative rational numbers, expressed as integers, fractions and decimals.		7.1.1.1	Know that every rational number can be written as the ratio of two integers or as a terminating or repeating decimal. Recognize that π is not rational, but that it can be approximated by rational numbers such as and 3.14.
				7.1.1.2	Understand that division of two integers will always result in a rational number. Use this information to interpret the decimal result of a division problem when using a calculator. *For example*: gives 4.16666667 on a calculator. This answer is not exact. The exact answer can be expressed as , which is the same as . The calculator expression does not guarantee that the 6 is repeated, but that possibility should be anticipated.
				7.1.1.3	Locate positive and negative rational numbers on a number line, understand the concept of opposites, and plot pairs of positive and negative rational numbers on a coordinate grid.
7	Number & Operation	Read, write, represent and compare positive and negative rational numbers, expressed as integers.		7.1.1.4	Compare positive and negative rational numbers expressed in various forms using the symbols $<$, $>$, $=$, $\leq$, $\geq$. *For example*: $<$.
				7.1.1.5	Recognize and generate equivalent representations of positive and negative rational numbers, including equivalent fractions. *For example*: .
		Calculate with positive and negative rational numbers, and rational numbers with whole number exponents, to solve real-world and mathematical problems.		7.1.2.1	Add, subtract, multiply and divide positive and negative rational numbers that are integers, fractions and terminating decimals; use efficient and generalizable procedures, including standard algorithms; raise positive rational numbers to whole-number exponents. *For example*: .
				7.1.2.2	Use real-world contexts and the inverse relationship between addition and subtraction to explain why the procedures of arithmetic with negative rational numbers make sense. *For example*: Multiplying a distance by -1 can be thought of as representing that same distance in the opposite direction. Multiplying by -1 a second time reverses directions again, giving the distance in the original direction.
				7.1.2.3	Understand that calculators and other computing technologies often truncate or round numbers. *For example*: A decimal that repeats or terminates after a large number of digits is truncated or rounded.
				7.1.2.4	Solve problems in various contexts involving calculations with positive and negative rational numbers and positive integer exponents, including computing simple and compound interest.
				7.1.2.5	Use proportional reasoning to solve problems involving ratios in various contexts. *For example*: A recipe calls for milk, flour and sugar in a ratio of 4:6:3 (this is how recipes are often given in large institutions, such as hospitals). How much flour and milk would be needed with 1 cup of sugar?
				7.1.2.6	Demonstrate an understanding of the relationship between the absolute value of a rational number and distance on a number line. Use the symbol for absolute value. *For example*: $\lvert 3 \rvert$ represents the distance from 3 to 0 on a number line or 3 units; the distance between 3 and on the number line is $\lvert 3 \rvert$ or .
		Understand the concept of proportionality in real-world and mathematical situations, and distinguish between proportional		7.2.1.1	Understand that a relationship between two variables, x and y, is proportional if it can be expressed in the form or . Distinguish proportional relationships from other relationships, including inversely proportional relationships (or). *For example*: The radius and circumference of a circle are proportional, whereas the length x and the width y of a rectangle with area 12 are inversely proportional, since $xy = 12$ or equivalently, .
				7.2.1.2	Understand that the graph of a proportional relationship is a line through the origin whose slope is the unit rate (constant of proportionality). Know how to use graphing technology to examine what happens to a line when the unit rate is changed.

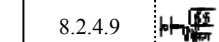
7	Algebra	Recognize proportional relationships in real-world and mathematical situations; represent these and other relationships with tables, verbal descriptions, symbols and graphs; solve problems involving proportional relationships and explain results in the original context.		7.2.2.1	Represent proportional relationships with tables, verbal descriptions, symbols, equations and graphs; translate from one representation to another. Determine the unit rate (constant of proportionality or slope) given any of these representations. *For example*: Larry drives 114 miles and uses 5 gallons of gasoline. Sue drives 300 miles and uses 11.5 gallons of gasoline. Use equations and graphs to compare fuel efficiency and to determine the costs of various trips.
				7.2.2.2	Solve multi-step problems involving proportional relationships in numerous contexts. *For example*: Distance-time, percent increase or decrease, discounts, tips, unit pricing, lengths in similar geometric figures, and unit conversion when a conversion factor is given, including conversion between different measurement systems. *Another example*: How many kilometers are there in 26.2 miles?
				7.2.2.3	Use knowledge of proportions to assess the reasonableness of solutions. *For example*: Recognize that it would be unreasonable for a cashier to request $200 if you purchase a $225 item at 25% off.
				7.2.2.4	Represent real-world or mathematical situations using equations and inequalities involving variables and positive and negative rational numbers. *For example*: "Four-fifths is three greater than the opposite of a number" can be represented as , and "height no bigger than half the radius" can be represented as . *Another example*: "x is at least -3 and less than 5" can be represented as , and also on a number line.
7	Algebra	Apply understanding of order of operations and algebraic properties to generate equivalent numerical and algebraic expressions containing positive and negative rational numbers and. Represent real-world and mathematical situations using equations with variables. Solve equations symbolically, using the properties of equality. Also solve equations graphically and		7.2.3.1	Use properties of algebra to generate equivalent numerical and algebraic expressions containing rational numbers, grouping symbols and whole number exponents. Properties of algebra include associative, commutative and distributive laws. $3x - 7x + 1 = (3 - 7)x + 1 = -4x + 1$ *For example*: Combine like terms (use the distributive law) to write .
				7.2.3.2	Evaluate algebraic expressions containing rational numbers and whole number exponents at specified values of their variables. $\frac{1}{3}(3x - 5)^2$ *For example*: Evaluate the expression at $x = 5$.
				7.2.3.3	Apply understanding of order of operations and grouping symbols when using calculators and other technologies. *For example*: Recognize the conventions of using a caret (^ raise to a power) and asterisk (* multiply); pay careful attention to the use of nested parentheses.
				7.2.4.1	Represent relationships in various contexts with equations involving variables and positive and negative rational numbers. Use the properties of equality to solve for the value of a variable. Interpret the solution in the original context. *For example*: Solve for w in the equation $P = 2w + 2\ell$ when $P = 3.5$ and $\ell = 0.4$. *Another example*: To post an Internet website, Mary must pay $300 for initial set up and a monthly fee of $12. She has $842 in savings, how long can she sustain her website?
				7.2.4.2	Solve equations resulting from proportional relationships in various contexts. *For example*: Given the side lengths of one triangle and one side length of a second triangle that is similar to the first, find the remaining side lengths of the second triangle. *Another example*: Determine the price of 12 yards of ribbon if 5 yards of ribbon cost $1.85.
		Use reasoning with proportions and ratios to determine measurements, justify formulas and		7.3.1.1	Demonstrate an understanding of the proportional relationship between the diameter and circumference of a circle and that the unit rate (constant of proportionality) is . Calculate the circumference and area of circles and sectors of circles to solve problems in various contexts.
				7.3.1.2	Calculate the volume and surface area of cylinders and justify the formulas used. *For example*: Justify the formula for the surface area of a cylinder by decomposing the surface into two circles and a rectangle.

7	Geometry & Measurement	Analyze the effect of change of scale, translations and reflections on the attributes of two-dimensional figures.		7.3.2.1	Describe the properties of similarity, compare geometric figures for similarity, and determine scale factors. *For example*: Corresponding angles in similar geometric figures have the same measure.
				7.3.2.2	Apply scale factors, length ratios and area ratios to determine side lengths and areas of similar geometric figures. $\frac{14}{3}$ *For example*: If two similar rectangles have heights of 3 and 5, and the first rectangle has a base of length 7, the base of the second rectangle has length .
				7.3.2.3	Use proportions and ratios to solve problems involving scale drawings and conversions of measurement units. $\frac{1}{2}$*For example*: 1 square foot equals 144 square inches. *Another example:* In a map where 1 inch represents 50 miles, inch represents 25 miles.
				7.3.2.4	Graph and describe translations and reflections of figures on a coordinate grid and determine the coordinates of the vertices of the figure after the transformation. *For example*: The point (1, 2) moves to (-1, 2) after reflection about the *y*-axis.
7	Data Analysis & Probability	Use mean, median and range to draw conclusions about data and make predictions.		7.4.1.1	Design simple experiments and collect data. Determine mean, median and range for quantitative data and from data represented in a display. Use these quantities to draw conclusions about the data, compare different data sets, and make predictions. *For example*: By looking at data from the past, Sandy calculated that the mean gas mileage for her car was 28 miles per gallon. She expects to travel 400 miles during the next week. Predict the approximate number of gallons that she will use.
				7.4.1.2	Describe the impact that inserting or deleting a data point has on the mean and the median of a data set. Know how to create data displays using a spreadsheet to examine this impact. *For example*: How does dropping the lowest test score affect a student's mean test score?
		Display and interpret data in a variety of ways, including circle graphs and histograms.		7.4.2.1	Use reasoning with proportions to display and interpret data in circle graphs (pie charts) and histograms. Choose the appropriate data display and know how to create the display using a spreadsheet or other graphing technology.
		Calculate probabilities and reason about probabilities using proportions to solve real-world and mathematical problems.		7.4.3.1	Use random numbers generated by a calculator or a spreadsheet or taken from a table to simulate situations involving randomness, make a histogram to display the results, and compare the results to known probabilities. *For example*: Use a spreadsheet function such as RANDBETWEEN(1, 10) to generate random whole numbers from 1 to 10, and display the results in a histogram.
				7.4.3.2	Calculate probability as a fraction of sample space or as a fraction of area. Express probabilities as percents, decimals and fractions. *For example*: Determine probabilities for different outcomes in game spinners by finding fractions of the area of the spinner.
				7.4.3.3	Use proportional reasoning to draw conclusions about and predict relative frequencies of outcomes based on probabilities. *For example*: When rolling a number cube 600 times, one would predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.

	Strand	Standard	Qtr. Taught	No.	Benchmark
8	Number & Operation	Read, write, compare, classify and represent real numbers, and use them to solve problems in various contexts.		8.1.1.1	Classify real numbers as rational or irrational. Know that when a square root of a positive integer is not an integer, then it is irrational. Know that the sum of a rational number and an irrational number is irrational, and the product of a non-zero rational number and an irrational number is irrational. *Classify real numbers as rational or irrational. Know that when a square root of a positive integer is not an integer, then it is irrational. Know that the sum of a rational number and an irrational number is irrational, and the product of a non-zero rational number and an irrational number is irrational.* *For example: Classify the following numbers as whole numbers, integers, rational numbers, irrational numbers, recognizing that some numbers belong in more than one category: , , , , , , .* *For example*: Classify the following numbers as whole numbers, integers, rational numbers, irrational numbers, recognizing that some numbers belong in more than one category: , , , , , , .
				8.1.1.2	Compare real numbers; locate real numbers on a number line. Identify the square root of a positive integer as an integer, or if it is not an integer, locate it as a real number between two consecutive positive integers. *For example*: Put the following numbers in order from smallest to largest: 2, , 4, 6.8, . *Another example*: is an irrational number between 8 and 9.
				8.1.1.3	Determine rational approximations for solutions to problems involving real numbers. *For example*: A calculator can be used to determine that is approximately 2.65. *Another example*: To check that is slightly bigger than , do the calculation . *Another example*: Knowing that is between 3 and 4, try squaring numbers like 3.5, 3.3, 3.1 to determine that 3.1 is a reasonable rational approximation of .
				8.1.1.4	Know and apply the properties of positive and negative integer exponents to generate equivalent numerical expressions. *For example*: .
				8.1.1.5	Express approximations of very large and very small numbers using scientific notation; understand how calculators display numbers in scientific notation. Multiply and divide numbers expressed in scientific notation, express the answer in scientific notation, using the correct number of significant digits when physical measurements are involved. *For example*: , but if these numbers represent physical measurements, the answer should be expressed as because the first factor, , only has two significant digits.
					Understand that a function is a relationship between an independent variable and a dependent variable in which the value of the independent variable determines the value of the dependent variable. Use functional notation, such as $f(x)$, to represent such relationships.

8	Algebra	Understand the concept of function in real-world and mathematical situations, and distinguish between linear and nonlinear functions.		8.2.1.1	$f(x) = x^3$ *For example*: The relationship between the area of a square and the side length can be expressed as . In this case, , which represents the fact that a square of side length 5 units has area 25 units squared.
				8.2.1.2	Use linear functions to represent relationships in which changing the input variable by some amount leads to a change in the output variable that is a constant times that amount. $f(x) = 50 + 25x$ *For example*: Uncle Jim gave Emily $50 on the day she was born and $25 on each birthday after that. The function represents the amount of money Jim has given after x years. The rate of change is $25 per year.
				8.2.1.3	Understand that a function is linear if it can be expressed in the form or if its graph is a straight line. $f(x) = x^2$ *For example*: The function is not a linear function because its graph contains the points (1,1), (-1,1) and (0,0), which are not on a straight line.
				8.2.1.4	Understand that an arithmetic sequence is a linear function that can be expressed in the form , where $x = 0, 1, 2, 3, \ldots$. *For example*: The arithmetic sequence 3, 7, 11, 15, …, can be expressed as $f(x) = 4x + 3$.
				8.2.1.5	Understand that a geometric sequence is a non-linear function that can be expressed in the form , where $x = 0, 1, 2, 3, \ldots$. *For example*: The geometric sequence 6, 12, 24, 48, … , can be expressed in the form $f(x) = 6(2^x)$.
8	Algebra	Recognize linear functions in real-world and mathematical situations; represent linear functions and other functions with tables, verbal descriptions, symbols and graphs; solve problems involving these		8.2.2.1	Represent linear functions with tables, verbal descriptions, symbols, equations and graphs; translate from one representation to another.
				8.2.2.2	Identify graphical properties of linear functions including slopes and intercepts. Know that the slope equals the rate of change, and that the y-intercept is zero when the function represents a proportional relationship.
				8.2.2.3	Identify how coefficient changes in the equation $f(x) = mx + b$ affect the graphs of linear functions. Know how to use graphing technology to examine these effects.
				8.2.2.4	Represent arithmetic sequences using equations, tables, graphs and verbal descriptions, and use them to solve problems. *For example*: If a girl starts with $100 in savings and adds $10 at the end of each month, she will have $100 + 10x$ dollars after x months.
				8.2.2.5	Represent geometric sequences using equations, tables, graphs and verbal descriptions, and use them to solve problems. *For example*: If a girl invests $100 at 10% annual interest, she will have $100(1.1^x)$ dollars after x years.
		Generate equivalent numerical		8.2.3.1	Evaluate algebraic expressions, including expressions containing radicals and absolute values, at specified values of their variables.

		and algebraic expressions and use algebraic properties to evaluate			*For example*: Evaluate $\pi r^2 h$ when $r = 3$ and $h = 0.5$, and then use an approximation of π to obtain an approximate answer.
				8.2.3.2	Justify steps in generating equivalent expressions by identifying the properties used, including the properties of algebra. Properties include the associative, commutative and distributive laws, and the order of operations, including grouping symbols.
8	Algebra	Represent real-world and mathematical situations using equations and inequalities involving linear expressions. Solve equations and inequalities symbolically and graphically. Interpret solutions in the original context.		8.2.4.1	Use linear equations to represent situations involving a constant rate of change, including proportional and non-proportional relationships. *For example*: For a cylinder with fixed radius of length 5, the surface area $A = 2\pi(5)h + 2\pi(5)^2 = 10\pi h + 50\pi$, is a linear function of the height h, but the surface area is not proportional to the height.
				8.2.4.2	Solve multi-step equations in one variable. Solve for one variable in a multi-variable equation in terms of the other variables. Justify the steps by identifying the properties of equalities used. *For example*: The equation $10x + 17 = 3x$ can be changed to $7x + 17 = 0$, and then to $7x = -17$ by adding/subtracting the same quantities to both sides. These changes do not change the solution of the equation. *Another example*: Using the formula for the perimeter of a rectangle, solve for the base in terms of the height and perimeter.
				8.2.4.3	Express linear equations in slope-intercept, point-slope and standard forms, and convert between these forms. Given sufficient information, find an equation of a line. *For example*: Determine an equation of the line through the points (-1,6) and (2/3, -3/4).
				8.2.4.4	Use linear inequalities to represent relationships in various contexts. *For example*: A gas station charges \$0.10 less per gallon of gasoline if a customer also gets a car wash. Without the car wash, gas costs \$2.79 per gallon. The car wash is \$8.95. What are the possible amounts (in gallons) of gasoline that you can buy if you also get a car wash and can spend at most \$35?
				8.2.4.5	Solve linear inequalities using properties of inequalities. Graph the solutions on a number line. *For example*: The inequality $-3x < 6$ is equivalent to $x > -2$, which can be represented on the number line by shading in the interval to the right of -2.
				8.2.4.6	Represent relationships in various contexts with equations and inequalities involving the absolute value of a linear expression. Solve such equations and inequalities and graph the solutions on a number line. *For example*: A cylindrical machine part is manufactured with a radius of 2.1 cm, with a tolerance of 1/100 cm. The radius r satisfies the inequality $\|r - 2.1\| \leq .01$.
				8.2.4.7	Represent relationships in various contexts using systems of linear equations. Solve systems of linear equations in two variables symbolically, graphically and numerically. *For example*: Marty's cell phone company charges \$15 per month plus \$0.04 per minute for each call. Jeannine's company charges \$0.25 per minute. Use a system of equations to determine the advantages of each plan based on the number of minutes used.

8	Algebra	Represent real-world and mathematical situations using equations and inequalities involving linear expressions. Solve		8.2.4.8	Understand that a system of linear equations may have no solution, one solution, or an infinite number of solutions. Relate the number of solutions to pairs of lines that are intersecting, parallel or identical. Check whether a pair of numbers satisfies a system of two linear equations in two unknowns by substituting the numbers into both equations.
				8.2.4.9	Use the relationship between square roots and squares of a number to solve problems.  *For example*: If $\pi x^2 = 5$, then , or equivalently, or . If x is understood as the radius of a circle in this example, then the negative solution should be discarded and .
	Geometry & Measurement	Solve problems involving right triangles using the Pythagorean Theorem and its converse.		8.3.1.1	Use the Pythagorean Theorem to solve problems involving right triangles. *For example*: Determine the perimeter of a right triangle, given the lengths of two of its sides. *Another example*: Show that a triangle with side lengths 4, 5 and 6 is not a right triangle.
				8.3.1.2	Determine the distance between two points on a horizontal or vertical line in a coordinate system. Use the Pythagorean Theorem to find the distance between any two points in a coordinate system.
				8.3.1.3	Informally justify the Pythagorean Theorem by using measurements, diagrams and computer software.
		Solve problems involving parallel and perpendicular lines on a coordinate system.		8.3.2.1	Understand and apply the relationships between the slopes of parallel lines and between the slopes of perpendicular lines. Dynamic graphing software may be used to examine these relationships.
				8.3.2.2	Analyze polygons on a coordinate system by determining the slopes of their sides. *For example*: Given the coordinates of four points, determine whether the corresponding quadrilateral is a parallelogram.
				8.3.2.3	Given a line on a coordinate system and the coordinates of a point not on the line, find lines through that point that are parallel and perpendicular to the given line, symbolically and graphically.
8	Data Analysis & Probability	Interpret data using scatterplots and approximate lines of best fit. Use lines of best fit to draw conclusions about data.		8.4.1.1	Collect, display and interpret data using scatterplots. Use the shape of the scatterplot to informally estimate a line of best fit and determine an equation for the line. Use appropriate titles, labels and units. Know how to use graphing technology to display scatterplots and corresponding lines of best fit.
				8.4.1.2	Use a line of best fit to make statements about approximate rate of change and to make predictions about values not in the original data set. *For example*: Given a scatterplot relating student heights to shoe sizes, predict the shoe size of a 5'4" student, even if the data does not contain information for a student of that height.
				8.4.1.3	Assess the reasonableness of predictions using scatterplots by interpreting them in the original context. *For example*: A set of data may show that the number of women in the U.S. Senate is growing at a certain rate each election cycle. Is it reasonable to use this trend to predict the year in which the Senate will eventually include 1000 female Senators?

Strand	Standard	Qtr Taught	No.	Benchmark
Number & Operation	Understand the relationship between quantities and whole numbers up to 31.		K.1.1.1	Recognize that a number can be used to represent how many objects are in a set or to represent the position of an object in a sequence. *For example:* Count students standing in a circle and count the same students after they take their seats. Recognize that this rearrangement does not change the total number, but may change the order in which students are counted.
			K.1.1.2	Read, write, and represent whole numbers from 0 to at least 31. Representations may include numerals, pictures, real objects and picture graphs, spoken words, and manipulatives such as connecting cubes. *For example:* Represent the number of students taking hot lunch with tally marks.
			K.1.1.3	Count, with and without objects, forward and backward to at least 20.
			K.1.1.4	Find a number that is 1 more or 1 less than a given number.
			K.1.1.5	Compare and order whole numbers, with and without objects, from 0 to 20. *For example:* Put the number cards 7, 3, 19 and 12 in numerical order.
	Use objects and pictures to represent situations involving combining and		K.1.2.1	Use objects and draw pictures to find the sums and differences of numbers between 0 and 10.
			K.1.2.2	Compose and decompose numbers up to 10 with objects and pictures. *For example:* A group of 7 objects can be decomposed as 5 and 2 objects, or 2 and 3 and 2, or 6 and 1.
Algebra	Recognize, create, complete, and extend patterns.		K.2.1.1	Identify, create, complete, and extend simple patterns using shape, color, size, number, sounds and movements. Patterns may be repeating, growing or shrinking such as ABB, ABB, ABB or ●,●●,●●●.
Geometry & Measurement	Recognize and sort basic two- and three-dimensional shapes; use them to model real-world objects.		K.3.1.1	Recognize basic two- and three-dimensional shapes such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, cones, cylinders and spheres.
			K.3.1.2	Sort objects using characteristics such as shape, size, color and thickness.
			K.3.1.3	Use basic shapes and spatial reasoning to model objects in the real-world. *For example:* A cylinder can be used to model a can of soup. *Another example:* Find as many rectangles as you can in your classroom. Record the rectangles you found by making drawings.
Geometry & Measurement	Compare and order objects according to location and measurable attributes.		K.3.2.1	Use words to compare objects according to length, size, weight and position. *For example:* Use same, lighter, longer, above, between and next to. *Another example*: Identify objects that are near your desk and objects that are in front of it. Explain why there may be some objects in both groups.
			K.3.2.2	Order 2 or 3 objects using measurable attributes, such as length and weight.

St. John's Lutheran School

iPad
Handbook

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St. John's Lutheran School

Project Ed. 21
Procedures and Information Guide

The focus of St. John's 1:1 iPad Initiative is to provide tools and resources to the 21st Century Learner. Excellence in education requires that technology be seamlessly integrated throughout the educational program. Increasing access to technology is essential for that future, and one of the learning tools for these twenty-first century students is the iPad. The individual use of iPads is a way to empower students to maximize their full potential and to prepare them for success during their post-secondary education and ultimately in the workplace.

St. John's Lutheran School will incorporate 21st Century Skills into the curriculum in the seventh and eighth grade classes. The areas of focus for both students and staff will be the following:

1. Written and Oral Communication

- Collaborative
- Interactive

2. Critical Thinking

- Problem-solving
- Decision-making

3. Creativity

- Innovative
- Curiosity

4. Information Fluency

5. Digital Literacy

- Multicultural
- Global

According to studies and school reports, students who use a computing device in a 1:1 education environment are more organized and engaged learners, attend school more regularly, advance their knowledge and understanding of technology, and become constructors and designers of information and ideas. The iPad is a next generation device that makes learning more engaging and accessible.

Learning results from the continuous dynamic interaction among students, educators, parents, and the extended community. Technology immersion does not diminish the vital role of the teacher. To the contrary, it transforms the teacher from a director of learning to a facilitator of learning. Effective teaching and learning with iPads integrates technology into the curriculum any time, any place.

1.0 GENERAL INFORMATION

The procedures and information within this document apply to all student iPad users at St. John's Lutheran School, including any other device considered by the Administration to come under this document. Teachers may set additional requirements for use in their individual classrooms.

1.1 Receiving the iPad

iPads will be distributed once an orientation session is completed. Parents and students must sign and return the Student Responsibility Form before the iPad can be issued for home use.

1.2 Returning the iPad

iPads with accessories will be returned by students in working order to the principal during the last week of school. If a student transfers out of St. John's, terminates enrollment, or is expelled during the school year, the iPad with accessories will be returned immediately at that time.

1.3 Failure to Return the iPad

If a student fails to return the iPad with accessories at the end of the school year or upon termination of enrollment, the student will be subject to criminal prosecution or civil liability. Failure to return the iPad will result in a theft report being filed. The student will also pay the replacement cost of the iPad.

2.0 CARE OF THE iPAD

The iPad is school property. All users will be responsible for following this document and also St. John's's Technology Acceptable Use Policy. Students are responsible for the general care of the iPad that they have been issued by the school. iPads that are broken or fail to work properly must be reported to the principal as soon as operating issues arise.

2.1 General Precautions

- Only use a clean, soft cloth to clean the screen. No cleansers of any type are to be used on the screen or the device.
- Cords and cables must be inserted carefully into the iPad to prevent damage.

- iPads must remain free of any writing, drawing, stickers, or labels that are not the property of the St. John's.

- iPads must never be left in an unsecured locker, unlocked car, or any unsupervised area.

- Students must keep the iPads in the protective cases provided by the school at all times.

- Students are responsible for keeping their iPad's battery fully charged for each school day.

- School labes on the iPads should not be removed or defaced.

2.2 Carrying and Transporting iPads

- The protective cases provided by the school have sufficient padding to protect the iPads from normal usage and provide a suitable means for carrying and transporting the device.

- iPads should always be kept within the protective case provided by the school.

- Coaches and advisors will create procedures for guaranteeing iPad protection during practices, home, and away events. Students will comply with the procedures or be held responsible for any subsequent damage or loss.

- Extreme temperatures, both hot and cold, should be prevented when using the iPad outdoors or when storing the iPad in a locked car.

2.3 Screen Care

- The iPad screens can be damaged if subjected to careless or rough treatment. The screens are particularly sensitive to damage from excessive pressure on them.

- Do not lean on the top of the iPad when the cover is closed.

- Do not place anything near the iPad that could put pressure on the screen.

- Do not place anything in the carrying case that will press against the cover.

- Clean the screen with a soft, dry cloth or anti-static cloth.

- Avoid iPad contact against lockers, walls, car doors, floors, etc.

3.0 USING THE iPAD AT SCHOOL

iPads are intended for use at school each day. All teachers will have stated expectations for iPad use by students. In addition, school messages, announcements, calendars, and schedules may be accessed using the iPad. Students must bring their iPad to all classes, unless instructed not to do so by their teacher.

3.1 iPads Left at Home

If students leave their iPads at home, they are responsible for getting the course work completed as if they had their iPad with them in school. If a student repeatedly leaves his/her iPad at home, he/she may lose at-home privileges of the iPad.

3.2 iPad Undergoing Repair

Loaner iPads are not available to students when their iPads are undergoing repair. iPads will be repaired as quickly as possible.

3.3 Charging the iPad's Battery

- iPads must be brought to school each day in a fully charged condition.
- Students need to charge their iPads each evening. Repeat violations will result in students losing at-home privileges.
- In cases where use of the iPad has caused the battery to become discharged, students may be able to connect their iPads to a power outlet in class.

3.4 Screen Savers/Background Photos

- Inappropriate media may not be used as a screensaver or background photo.
- Inappropriate media includes, but is not limited to the presence of guns, weapons, pornographic materials, inappropriate language, tobacco, alcohol, drug, gang related symbols or pictures and will result in disciplinary actions.
- Passcodes are not to be used.

3.5 Sound, Music, Games, or Programs

- Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes.
- Music is allowed on the iPads for educational purposes as determined by the teacher, and should be used at the discretion of the teacher.
- Internet games are not allowed on the iPads unless approved by the teacher.

- All software/applications must be school approved and installed by St. John's Lutheran staff. Data storage will be through apps on the iPad.

3.6 Printing

- The school is intending to severely lessen the overall amount of printing.

- Printing will not be available with the iPads. Students will communicate with their teachers should printing of assignments or associated work be necessary.

3.7 Home Internet Access
Students are allowed to set up wireless networks on their iPads.

4.0 MANAGING FILES & SAVING WORK
4.1 Saving to the iPad/Home Directory

- Students may save work directly on the iPads.

- It is recommended that students e-mail documents to themselves for storage on a flash drive or their gmail account.

- Storage space will be available on the iPad—BUT it will NOT be backed up in case of re-imaging.

- It is the student's responsibility to ensure that work is not lost due to mechanical failure or accidental deletion.

4.2 Network Connectivity
St. John's Lutheran School makes no guarantee that its network will be operating at full capacity all of the time. In the rare case that the network is disabled, the school will not be responsible for lost or missing data.

5.0 SOFTWARE/APPLICATIONS ON IPADS
5.1 Originally Installed Software/Applications

- The software/applications originally installed by St. John's must remain on the iPads in usable condition and be easily accessible at all times.

- The school may add software/applications for use in a particular course.
- Periodic checks of iPads will be made to ensure that students have not removed required applications or added applications that are not authorized by the school.

5.2 Additional Software/Applications

- Students are not allowed to load extra software/applications on their iPads unless otherwise directed to do so by their teachers or school staff.

- St. John's Lutheran School will synchronize the iPads so that they contain the necessary applications.

- Students will not synchronize iPads or add applications to their assigned iPad to include home synching accounts.

5.3 Inspection
Students may be selected at random to provide their iPads for inspection.

5.4 Procedure for Re-loading Software
If technical difficulties occur or non-authorized software/applications are discovered, the iPads will be restored from backup. The school does not accept responsibility for the loss of any software or documents deleted due to a re-format and re-image.

5.5 Software Upgrades
Upgraded versions of licensed software/applications become periodically available and students will be expected to install them in a timely manner.

6.0 ACCEPTABLE USE
6.1 Statement of Responsibility

- The use of St. John's technology resources is a privilege.

- Each user is responsible for what he/she says and does while using technology resources of St. John's.

- It is important for the user to think and consider potential consequences before communicating via St. John's technology resources.

- Student users should assume that none of their data is private or confidential. Any communication or data may be subject to review by network or school administration.

- Users are required to adhere to the same rules and guidelines outlined here as well as to any additional network policy procedures required.

- The privilege of using the technology resources provided by St. John's Lutheran is not transferable or extendible by students to people or groups outside the school. The privilege terminates when a student is no longer enrolled in St. John's.

- All users must be aware of the inherent responsibilities associated with efficient, ethical, moral, and lawful use of St. John's's technology resources.

- If violations of the terms of this agreement occur, privileges may be terminated, access to St. John's's technology resources may be denied, and the appropriate disciplinary action shall be applied from the St. John's Lutheran School handbook.

6.2 Parent/Guardian Responsibilities

- Parents/Guardians should talk to children about the values and the standards they are expected to follow on the use of the Internet.

- St. John's requires parents to attend this session to enhance their understanding of the iPad which will further their children's success with it. Parents who are unable to attend this session will need to make arrangements to receive information at another time.

- Parents may have their children opt out of the iPad distribution aspect of Project Ed.21. However, the students are still responsible for the curriculum delivered through the iPads.

6.3 School Responsibilities

- Provide Internet access to all students and e-mail accounts to students in grades 7-8.

- Provide on-campus Internet blocking of inappropriate materials as able.

- St. John's Lutheran School reserves the right to review, monitor, and restrict information stored on or transmitted via school owned equipment and to investigate inappropriate use of technology resources.

- Monitor student compliance of the Acceptable Use Policy.

6.4 Student Responsibilities

- Using St. John's technology resources in a responsible and Christian manner.

- Obeying school rules concerning behavior and communication that apply to the use of iPads.

- Using all technology resources in an appropriate manner so as to not damage school equipment. This "damage" includes, but is not limited to, the loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by the students' own negligence, errors, or omissions. Use of any information obtained via St. John's's designated Internet system is at the user's own risk. St. John's specifically denies any responsibility for the accuracy or quality of information obtained through its services.

- Students are to help St. John's protect its technology by contacting the principal or teacher about any security problems they may encounter.

- Students must monitor all activity on their accounts.

- Students should always turn off and store their iPads in a secure location after they are done working to protect their work and information.

- If a student should receive e-mail or other electronic message containing inappropriate or abusive language or if the subject matter is questionable, he/she is to report it immediately to a teacher or principal.

- Returning of iPads and school-provided accessories to the school media center at the end of each school year or upon termination of enrollment.

6.5 Prohibited Student Activities

- Illegal installation or transmission of copyrighted materials.

- Any action that violates existing policy or law.

- Sending, accessing, uploading, downloading, or distributing offensive, profane, threatening, pornographic, obscene, or sexually explicit materials.

- Use of unauthorized chat rooms and websites promoting plagiarism through the sales of essay, reports, and projects.

- Messaging services unless approved by teacher.

- Internet games unless approved by teacher.

- Use of outside data disks or external attachments without prior approval from the administration.

- Spamming.

- Gaining access to other students' accounts, files, and/or data.

- Use of the school's technology resources for financial or commercial gain or for illegal activities.

- Students are not permitted to provide personal information for any reason over the Internet including, but not limited to, chat rooms, eBay, e-mail, etc.

- Vandalism (any malicious attempt to harm or destroy hardware, software, or data,

including, but not limited to, the uploading or creation of computer viruses or computer programs that can infiltrate computer systems and/or damage software components) of district technology resources.

6.6 iPad Care

- iPad batteries must be charged and ready for school each day.
- Students will be held responsible for maintaining their individual iPads and keeping them in good working order.
- Only labels or stickers approved by St. John's may be applied to the iPad.
- To avoid paying a replacement fee, iPad cases furnished by the school must be returned with only normal wear and no alterations.
- iPads that malfunction or are damaged must be reported to the principal. The school is responsible for repairing iPads that malfunction. iPads that have been damaged from misuse, neglect, or intentional damage will be repaired with cost covered by the responsible students.
- iPads that are stolen on school property must be reported immediately to the administration.
- iPads that are stolen while off school property must be reported immediately to the police, and upon return to school, to the administration.

6.6 Student Discipline

The discipline procedure in the St. John's Student Handbook addresses serious and major offenses such as stealing and destruction of school or personal property, which apply to the iPad device. Depending on the seriousness of the offense students may lose iPad and/or network privileges as well as being suspended or expelled as per the Student Handbook.

6.7 Legal Propriety

- Students must comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity.
- Use or possession of hacking software is strictly prohibited. Violation of applicable state and federal law will result in criminal prosecution and/or disciplinary action by the school.

7.0 PROTECTING & STORING THE iPAD

7.1 iPad Identification

Student iPads will be labeled in the manner specified by the school. iPads may be identified in the following ways:

- Record of serial number

- St. John's personalized label

7.2 Storing Your iPad

- When students are not using their iPads, they should be stored in secured lockers or storage cases.

- Nothing should be placed on top of the iPads when stored.

- Students are encouraged to take their iPads home every day after school.

- iPads should not be stored overnight or for long periods of time in vehicles at school or at home.

- Extreme heat or cold conditions can cause permanent damage to iPads.

- If a student needs a secure place to store his/her iPad, he/she may check it in with a classroom teacher or the principal.

7.3 iPads Left in Unsupervised Areas

- Under no circumstances should iPads be left in unsupervised areas. Unsupervised areas include school grounds, lunchroom, locker rooms, unlocked classrooms, bathrooms, hallways, gym, and any other unsupervised area.

- Any iPad left in these unsupervised areas is in danger of being stolen. If an iPad is found in an unsupervised area, it will be taken to the office.

- Restrictions on iPad access may be applied if a student's iPad is consistently left unsupervised.

8.0 LOSS OR DAMAGE

iPads have been purchased by the school and carry an AppleCare protection plan on them.

- In cases of theft, vandalism and other criminal acts, a police report, or in the case of a fire, a fire report MUST be filed by the student or parent for the protection coverage to take place. A copy of the police/fire report must be provided to the office.

- If it is determined that there was intentional damage to an iPad, then the students/parents are responsible for full payment of the cost of the damage. Warranty or school iPad protection DOES NOT cover intentional damage.

- If students or parents wish to carry their own additional personal insurance to protect the iPad in cases of theft, loss, or accidental damage, they should consult their insurance agent for details about coverage of the iPad.

9.0 COST OF REPAIRS

- Students will be responsible for damage to their iPads possibly including, but not limited to, broken screens, cracked plastic pieces, inoperability, etc. If the damage is determined to have been accidental, or due to a malfunction or maintenance issue or deemed to have been caused by normal usage, the school will assume the cost of repair or replacement.

- In the case of intentional and willful damage and/or neglect, the student and his/her family will be responsible for the damage repair or replacement cost.

- Replacement of lost or irreparably damaged iPad accessories such as the protective cover, protective screen sheets, and cables shall be the responsibility of the student and family.

iPad Student Pledge

- I will take good care of my assigned iPad.
- I will never leave my iPad unattended.
- I will never loan out my iPad to other individuals.
- I will know where my iPad is at all times.
- I will charge my iPad's battery daily.
- I will keep food and beverages away from my iPad.
- I will not disassemble any part of my iPad or attempt any repairs.
- I will protect my iPad by only using it and carrying it while in a protective case.
- I will use my iPad in ways that are appropriate and educational.
- I will not place decorations (such as stickers, markers, etc.) on the iPad.
- I will not deface the serial number or barcode sticker on any iPad.
- I understand that my iPad is subject to inspection at any time without notice and remains the property of St. John's Lutheran School.
- I will follow the expectations outlined in this handbook while at school and outside the school day.
- I understand my responsibilities for intentional damage of the iPad.
- I agree to return the school's iPad, case and accessories in good working condition.

I understand and agree to the stipulations set forth in this handbook, the School's Internet Acceptable Use Policy; and this Student Pledge.

Student Name: _____

Student Signature: _____ Date: _____

Parent Name: _____

Parent Signature: _____ Date: _____

_____ I want to opt out of my student taking the iPad home.

Introduction

Technology plays an ever-increasing part in the lives of people today. It is imperative that students attending St. John's Lutheran School be kept current on issues relevant to technology today so that they will be better prepared to face the many facets of today's world.

Students shall be instructed to utilize available technologies for education, communication, problem solving, analysis, and research in accordance with the values, and ethical principles of St. John's Lutheran School. Students shall have the opportunity to locate, process, and use information in order to improve their abilities to learn, communicate, reason, and work.

Technology Foundation Standards for Students

1 Basic operations and concepts
- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.

2 Social, ethical, and human issues
- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3 Technology productivity tools
- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

4 Technology communications tools
- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

5 Technology research tools
- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

6 Technology problem-solving and decision-making tools
- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

Grades K – 2

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

Performance Indicators: All students should have opportunities to demonstrate the following performances. Prior to completion of Grade 2 students will:

K-2.1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers and other technologies. (1)

K-2.2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)

K-2.3. Communicate about technology using developmentally appropriate and accurate terminology. (1)

K-2.4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias, smart boards) to support learning. (1)

K-2.5 Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)

.

K-2.6. Demonstrate positive social and ethical behaviors when using technology. (2)

K-2.7. Practice responsible use of technology systems and software. (2)

K-2.8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)

K-2.9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)

K-2.10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)

Grades 3 - 5

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

Performance Indicators: All students should have opportunities to demonstrate the following performances. Prior to completion of Grade 5 students will:

3-5.1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)

3-5.2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)

3-5.3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)

3-5.4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)

3-5.5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)

3-5.6. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)

3-5.7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem- solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5)

3-5.8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6)

3-5.9. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)

3-5.10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)

Grades 6 – 8

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

Performance Indicators: All students should have opportunities to demonstrate the following performances. Prior to completion of Grade 8 students will:

6-8.1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)

6-8.2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)

6-8.3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)

6-8.4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)

6-8.5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3 , 6)

6-8.6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6)

6-8.7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)

6-8.8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)

6-8.9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity and of practical applications to learning and problem solving. (1, 6)

6-8.10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)

Innovations or Changes in Methodology

Over the last number of years, St. John's Lutheran School has been blessed with an array of current trends in technology. Each of our K-8 classrooms is furnished with a Smart board. Our computer lab has 16 up-to-date Macintosh computers for student use, as well as Dell laptops in their classroom or in a mobile lab. Each class has at least one ipad for student use, while each student in grades 7-8 currently has an ipad assigned to them for in-class and out-of-class use.

One of the challenges with all of these new technologies is trying to keep up, or with some of it, simply begin to learn how these devices can be best used to accomplish learning.

LCD projectors are installed or available for every classroom. With wireless internet, students and faculty have the internet at their disposal. This is used more and more as we continue improving our curriculum.

Technology classes introduce students to the basics of computer use, as well as topics that simply enhance learning, such as video, audio, and still picture editing.

As we continue our curriculum updating, we have begun utilizing the MN standards as a baseline for what we teach our students. It is important for all of us to know what these standards are and how they work within the grade levels. We have often heard that Lutheran schools do a great job of preparing students for high school beyond. Without having something substantial to base this statement upon, it's a guessing game. Comparing the standards to what we teach, we are able to see potential areas that we need to strengthen.

Our math curriculum utilizes standards-based instruction. This is a change from the traditional way of teaching math. This is the first year using this method, so we have work to do.

St. John's Lutheran School

Emergency Operations Plan

Confidential

St. John's Lutheran School - 27 1st St. NW - Norwood Young America, Minnesota 55397
Telephone: 952-467-3461 · Fax: 952-467-2937
Emergency Operations Plan – reviewed 1 February 2013

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Map of St. John's Lutheran School Back cover

INSERTS

Staff Phone Tree (provided by office)

Student rosters (inserted by teachers) – Insert a copy of your current class rosters in the back of this book. Update these rosters as needed (certainly every semester).

Staff Members with First Aid, CPR or other specialized training

Introduction & How to Use This EOP (Emergency Operations Plan)

Please keep this booklet in a secure location where you can get to it quickly.
Place the one-page reference card (page 8, copied) where it is convenient to you.

A copy of this guide will be available in classrooms. Place a paper copy of your class roster in this guide for use in an emergency.

This *EOP* (*Emergency Operations Guide*) focuses on preparedness, response and to some extent, recovery from an emergency incident.

This guide and all communication in an emergency should use plain English. This improves coordination with outside agencies and first responders.

SCHOOL EMERGENCY RESPONSE TEAM

See next page for descriptions of emergency response team functions.

Function	Staff Assigned	Backup Staff
Incident Commander (person in charge)	David Polzin	Dan Kimble
Safety	David Polzin	Dan Kimble
Public Information Officer (PIO)	David Polzin	Dan Kimble
Liaison	David Polzin	Dan Kimble
Operations Chief	David Polzin	Dan Kimble
Medical	Laurie Noennig School Nurse	
Site Security/ Facility Check	Josh Winter, Facilities & Maintenance	David Polzin
Student Release Coordinator	Renee Panning, Administrative Assistant	David Polzin
Logistics Chief	David Polzin	Josh Winter, Facilities & Maintenance
Communications	David Polzin	Dan Kimble
Transportation	Renee Panning, Administrative Assistant	David Polzin
Planning Chief	David Polzin	Dan Kimble
Financial Recordkeeping	Renee Panning, Administrative Assistant	David Polzin

These functions mirror the National Incident Management System (NIMS) used by emergency responders.

SCHOOL RESPONSE TEAM FUNCTIONS

The National Incident Management System (NIMS) was adopted by the U.S. Department of Homeland Security and is intended for use by all state and federal agencies when responding to emergencies. The system provides integrated and coordinated management guidelines for all types of disasters and emergencies.

Most functions necessary for emergency response in the community are also necessary for emergencies within schools. Incident management functions below are described in the context of a school setting. Staff members who are not responsible for students should fill as many of the functions as possible. Depending on the emergency, one person may be able to perform multiple assignments.

Incident Commander (person in charge)	Activates school's emergency response plan; assesses the threat; orders protective measures such as lockdown, evacuation or shelter–in–place; provides situation updates; requests resources.
Safety	Responsible for safety and security of the site; stops operations if conditions become unsafe.
Public Information	May be designated site spokesperson; cooperates with the other agencies on joint news releases; coordinates media briefings as necessary.
Liaison	Contact person for outside agencies; may represent school at city emergency operations center or at emergency responders' on–scene command post.
Operations Chief	Directs actions, i.e., lockdown, evacuation, site security, release of students to parents/guardians, first aid or medical care, cleanup, control of utilities.
Medical	Provides for first aid or other medical care; coordinates with emergency medical services personnel as necessary; activates school's first aid/CPR responders.
Site Security/Facility Check	Responsible for seeing that the school building and grounds are visually inspected and secured.
Student Release Coordinator	Responsible for implementing school's plan for release of students to parents/guardians from relocation site; takes necessary documents to relocation site.
Logistics Chief	Estimates logistical needs; gets personnel, facilities (relocation sites), services and materials to support operations.
Communications	Responsible for emergency communications systems and equipment; may act as lead or hub for internal communications response.
Transportation	Responsible for arranging transportation for emergency relocations and early dismissal of school; keeps current contact list of transportation providers.
Planning Chief	Assesses emergencies; establishes priorities, identifies issues and prepares an action plan.
Financial/Recordkeeping	Manages financial aspects of an emergency; compiles record of expenditures; tracks injuries and lost or damaged property; coordinates with district for insurance; initiates business recovery efforts.

EMERGENCY PHONE NUMBERS

All Emergencies – 911 Sheriff, non-emergency: 952-361-1231

Public Utilities

Electricity: Company: **X-Cell Energy**

24-hour emergency number(s) ***1-800-895-4999***

Gas: Company: **Centerpoint Energy (Minnegasco)**

24-hour emergency number(s) ***1-612-372-5050***

Water: Company: **City of Norwood Young America Public Works**

24-hour emergency number(s) ***952-467-1830 or 952-361-1231***

Emergency Management Agencies

Norwood Young America emergency management director:

Brent Aretz, telephone 952-467-1830

Carver County emergency management director:

Chris Weldon, telephone 952-361-1528

Referrals

Hazardous Materials: Report hazardous materials leaks or spills to Minnesota Duty Officer

24-hour numbers Statewide (800) 422-0798 Metro area (651) 649-5451

Poison Control Center: 1-800-222-1222

Crime Victim Services: Carver County Attorney's Office, 952-361-1400

Post-Crisis Intervention/
Mental Health Hotline: Carver County First Street Center, 952-442-4437

Carver/Scott Mental Health Crisis Line (24-hour): 952-442-7601

IMPORTANT PHONE NUMBERS

NYA School District 108 (Administrative Offices)	952-467-7000
City of NYA Fire Department	911 (emergency) 952-361-1231
City of NYA Offices	952-467-1818
City of NYA Public Works	952-467-1830
NYA Central District Student Bus	952-467-7009
NYA Central Schools (safe place)	952-467-7000
St. John's Church (safe place)	952-467-2740

School Cell Phones

David Polzin, Principal	612-801-5675
Mary Balzum, Teacher	612-735-1901
Dan Kimble, Teacher	952-297-5505
Marilynn Kimble, Teacher	952-200-5042
Lynn Irrgang, Teacher	952-500-0092
Helen Schrupp, Preschool aide	952-200-8105
Dan Young, Teacher	612-616-2964
Ann Young, Teacher	612-437-8834
Peggy Winter, Teacher	952-200-2711
Pastor Winter	952-200-8177
Josh Winter, Facilities Director	952-201-3010

STAFF RESPONSE GUIDELINES - SUMMARY

Evacuation	*Lockdown*	*Shelter in Place*
Visually check evacuation route.	Lock all classroom doors (or doors to your area).	Visually check evacuation route.
Grab pen, EOP and paper attendance list. Evacuate building with students.	Turn off the lights, move students away from doors and windows. Pull blinds.	Grab pen, EOP and paper attendance list. Follow Instructions for movement, walking with your students.
Turn off the lights and close the door as you exit the classroom. Leave doors unlocked.	Take the steps necessary to keep students quiet. Do not allow the use of noisy electronic devices (e.g., radios or CD players).	Turn off lights and close the door as you exit the classroom. Leave doors unlocked.
Report to designated area.	Do not allow anyone to leave secure locations for any reason.	Report to designated area.
Take attendance. Take steps necessary to keep students safe and in their assigned area. Main office personnel will collect attendance.	Have students lie down on the floor if gunshots are heard. Take cover behind desks or other barriers.	Take attendance. Main office personnel will collect attendance.
Keep students in assigned area until instructed to move by main office or uniformed police or fire personnel.	Be prepared to remain in lock mode for a long time. **Email office@sjsnya.org with critical or emergency information.**	Keep students in assigned location & monitor student behavior
Follow instructions from the main office or uniformed police or fire personnel	Follow instructions from the main office or uniformed police or fire personnel	Facilitate student to parent communication when so directed by the principal

EVACUATION/RELOCATION

Evacuation:

- Principal initiates evacuation procedures.
- Evacuation routes may be specified according to the type of emergency. They may need to be changed for safety reasons.
    - Bombs: Principal notifies staff of evacuation route dictated by known or suspected location of a device.
    - Fire: Follow primary routes unless blocked by smoke or fire. Know the alternate route.
    - Chemical spill: Total avoidance of hazardous materials is necessary as fumes can overcome people in seconds. Plan route accordingly.
- Teachers take class rosters. If you have a student with impaired mobility, see also the section on *Accommodating Persons With Disabilities*.
- Do not lock classroom doors when leaving.
- When outside the building, account for all students. Immediately inform building administrator of any missing student(s).

Relocation:

- The principal determines whether students and staff should be evacuated to a relocation center, i.e., a safe place other than the school itself.
- The principal or school emergency response team designee notifies relocation center.
- If necessary, a school emergency response team designee coordinates transportation to the relocation center.
- Teachers stay with class en route to the relocation center. Take attendance upon arriving at the center.
- Use student release forms for students who are picked up from a relocation center.

  If forms are not available at the location, hand-write an equivalent.

Primary Relocation Center

St. John's Church
101 2nd Ave. SE
Norwood Young America, MN 55397

Tel: 952-467-2740

Secondary Relocation Center

Central Public Schools
531 Morse St.
Norwood Young America, MN 55397

Tel: 952-467-7000

Directions to Safe Places

St. John's Church, 101 2nd Ave. SE, Norwood Young America

- Exit the building and walk eastward to 2nd Ave. SE.
- Walk south (right) on 2nd Ave SE to the church.
- Enter the church on the south side. Go down the steps into the lower level.

Approximate distance: 0.3 miles

Central Public Schools, 531 Morse St., Norwood Young America

- Exit the building to Central Ave. (1 block).
- Walk south (right) on Central Ave. to Central School.
- Enter up the steps to the main level at the main entrance.

Approximate distance: 0.7 miles

LOCKDOWN PROCEDURES

One means of securing the school is to implement lockdown procedures. These procedures may be called for in the following instances:

1) **Lockdown with warning** – The threat is outside of the school building. The school may have been notified of a potential threat outside of the building.

2) **Lockdown with intruder** – The threat/intruder is inside the building.

Lockdown with warning procedures

- The principal will order and announce "lockdown with warning" procedures. Bring people inside.
- Lock exterior doors.
- Clear hallways, restrooms and other rooms that cannot be secured.
- Pull shades. Keep students away from windows.
- Control all movement, but continue classes. Disable bells. Move on announcement only.
- The principal or designee will announce "all clear." An all clear will be sent out by a PA announcement made by an identified and recognized voice. The name given in the announcement must match the voice making the announcement.

Lockdown with intruder procedures (these actions happen rapidly)

- The principal will order and announce "Lockdown with intruder."
- Immediately direct all students, staff and visitors into the nearest classroom or secured space. Notify classes that are outside of the building NOT to enter the building. Move outside classes to primary evacuation site. Notify students in community-based programs or on field trips to go to the primary evacuation site.
- Lock classroom doors.
- DO NOT lock exterior doors.
- Move people away from windows and doors. Turn off lights. Create a list of all students and adults in your area or room. Email the list to *office@sjsnya.org*.
- DO NOT respond to anyone at the door until "all clear" is announced.
- Keep out of sight.
- The principal or designee will announce "all clear." An all clear will be sent out by a PA announcement made by an identified and recognized voice. The name given in the announcement must match the voice making the announcement.

Lockdown may be initiated in non-threatening circumstances to keep people away from areas where there may be a medical emergency or disturbance.

SHELTER–IN–PLACE PROCEDURES

Sheltering in place provides refuge for students, staff and the public inside the school building during an emergency. Shelters are located in areas of the building that maximize the safety of inhabitants.

Sheltering in place is used when evacuation would put people at risk (i.e., tornado, environmental hazard, blocked evacuation route).

Shelter areas may change depending on the emergency.

- Know your safe areas in the school building.
- The principal announces that students and staff must go to shelter areas.
- Bring all persons inside the building.
- Teachers take class rosters.
- Close all exterior doors and windows, if appropriate.
- Turn off ventilation leading outdoors, if appropriate.
- Teachers account for all students after arriving in shelter area.
- All persons remain in shelter areas until the principal, or his designee declares that it is safe to leave.

If all evacuation routes are blocked:

- Stay in the room and close the door.
- Keep air as clean as possible.
    - Seal door.
    - Open or close windows as appropriate.
    - Limit movement and talking in the room.
- Communicate your situation to the principal or emergency officials by whatever means possible.

MEDIA PROCEDURES

All staff must refer media contacts to the principal.
The school, in coordination with assisting agencies, assumes responsibility for issuing public statements during an emergency.

School spokesperson: Principal, tel. 952-467-3461

Alternate spokesperson: Pastor Winter, tel. 952-467-2740

Media checklist:

- If needed, establish a media information center away from the affected area. Consider:
    - The lower level of the church.
    - Media need timely and accurate information. However, protect the privacy of staff and students when necessary and justified.
    - Media will want to be close enough to shoot video footage and photographs, but they should not be allowed to hinder responders.
- Before holding a news conference, brief the participants and coordinate information.
    - Determine the message you want to convey. Create key messages for target audiences: parents, students and the community.
    - Emphasize the safety of students and staff.
    - Engage media to help distribute important public information. Explain how the emergency is being handled.
    - Respect privacy of victims and families of victims. Do not release names to media.
- Update media regularly. DO NOT say "No comment." Ask other agencies to assist with media.
- Maintain log of all telephone inquiries for future use.
- Note to teachers and other staff: refer all media inquiries to our principal.

POST-CRISIS INTERVENTION PROCEDURES

- Assess the situation to determine the need for post–crisis interventions for staff, students and families.
- Provide post–crisis briefings for staff, students and families as appropriate.
- Re–establish school and classroom routine as quickly as possible.
- Consider interventions:
    - Defusing – Provide defusing sessions for students and staff as quickly as possible after the emergency.

      Defusings are brief conversations with individuals or small groups held soon after an incident to help people better understand and cope with the effects of the incident. **Defusing should be conducted by trained individuals**.
    - Debriefing – Conduct critical-incident stress debriefing (CISD) three to four days after the emergency.

      CISD is a formal group discussion designed to help people understand their reactions to the stress of an event and to give referral information. It must be modified for student's developmental level. **CISD should only be conducted by trained professionals.**
    - Counseling – Provide grief counseling. Coordinate with the administrative pastor.
- Provide ongoing support as necessary for staff, students and families.
    - Coordinate with the administrative pastor.
    - Monitor and support staff.
    - Provide ongoing opportunities for children to talk about their fears and concerns. They may have more questions as time passes.
    - Identify and monitor at–risk students.
    - Provide individual crisis or grief counseling, if necessary.
    - Conduct outreach to homes.
    - Provide follow–up referral for assessment and treatment if necessary.

In the event of a tragic, highly publicized event, mental health professionals from federal, state and non-government agencies may respond to offer post-crisis aid. Effective coordination is critical. Consult with the Minnesota Department of Education for support, advice and assistance in coordinating the activities of outside entities.

Other Post-Crisis Procedures

- The principal will notify the appropriate pastor(s) of the crisis, the school's response, and the outcome of the situation.
- The principal will coordinate communication with the media. Please refer all media queries to him.
- The principal will determine how and when to notify parents of the crisis. See also ***Informing Parents***, page 16.

- The principal and pastor will discuss the crisis support needs and see that those needs are met.
- The faculty will meet with the principal and pastor to discuss the crisis, the school's response to the crisis and generate suggestions for improvement.
- The *Incident Log* will be updated to include a written report on the crisis, the response, crisis support needs and services provided, and suggestions for the future.
- Procedures will be changed as needed.

In case of a **Student Demonstration**, the principal will thoroughly investigate the root causes of the student action and identify any factors which circumvented existing student control mechanisms. As deserved, disciplinary action will be taken against the students involved.

In case of **Death** or **Suicide**, see also those sections of this *EOP*.

INFORMING PARENTS

It is a goal of St. John's Lutheran School to provide parents with clear, timely information in case of an emergency. Depending on the nature of the emergency, this could take some time. In all cases, the principal holds this responsibility, using one or more systems: email, telephone calls, website announcements, and U.S. mail. When parents inquire, refer them to information already made public and to the principal.

Additional considerations are described under certain incidents elsewhere in this *EOP*.

ACCOMMODATING PERSONS WITH LIMITED ENGLISH PROFICIENCY (LEP)

Communicating with students and parents who have limited English skills is done on a case by case basis. In case of emergency, determine where persons with LEP are located in the building. Staff members with language skills may be assigned to assist.

ACCOMMODATING PERSONS WITH DISABILITIES

Emergency planning for students and parents who have disabilities is done on a case by case basis. In case of emergency, determine where persons with disabilities are located in the building. Student support staff are assigned to these persons. Arrange for transportation using personal vehicles or school buses.

ASSAULT

- Ensure the safety of students and staff first.
- Notify the principal. **Work as a team.**
- The principal will notify law enforcement if circumstances lead him to believe that criminal activity is involved, e.g., if a weapon is used, if there has been a sexual assault or there is a physical injury that causes substantial pain.
- Seal off area to preserve evidence and disperse onlookers.
- If a victim requires medical attention, follow ***Medical Emergency*** procedures.
- ***Do not leave the victim alone*.**
- Notify parents/guardians and the principal per school policy.
- Document all activities witnessed by staff.
- Assess counseling needs and implement ***Post–Crisis Procedures*** as needed.

BOMB OR BOMB THREAT
Or other threat, e.g., Chemical

A staff member who observes a suspicious object or package which might be a bomb should tell the principal immediately with the following information:

- The location of the object.
- A general description of the object.

A staff member who receives a phone call which includes a bomb or other threat should try to get as much information as possible. Write down all responses verbatim, as much as possible. See checklist on the next page.

The staff member receiving the threat should try to keep the caller on the line as long as possible. **Never hang up!** General impressions about the caller's age, gender, and emotional state should also be recorded. Alert another staff member to the nature of the call as quickly as possible so that the principal can be informed of the threat.

Based on the information available, the principal will decide the next steps.

PA announcement, "There is an investigation pending. Please hold all students in your classroom and please do not enter the halls."

Follow **Shelter-in-Place Procedures** until you receive more information from the office.

CHECKLIST FOR TELEPHONE THREATS

If you receive a telephoned threat (bomb/chemical/other):

- **Remain calm.**
- **Do not hang up. Keep the caller on the line as long as possible and listen carefully. Leave phone off hook if the caller ends the call.**

Ask the following questions:

- Where is the bomb/chemical or other hazard? (or: Where is the device located?)
- When will it explode/be activated?
- What does it look like?
- What kind of bomb/hazard is it?
- What will cause it to explode/activate?
- What is your name?
- Did **you** place the bomb/hazard? WHY?
- Where are you? (Or: What is your address?)

Exact wording of the threat: _____

If voice is familiar, who did it sound like? _____

Caller ID information:

male	female	adult	juvenile	age

Call origin:

local	long distance	internal	cell phone

Caller's voice: Note pattern of speech, type of voice, tone. Check all that apply.

Calm	Excited	Loud	Soft	Deep	Nasal
Raspy	Distinct	Slurred	Normal	Crying	Laughter
Slow	Rapid	Disguised	Accent	Lisp	Stutter
Drunken	Familiar	Incoherent	Deep breathing		

Background sounds: Check all that apply.

Voices	Airplanes	Street noises	Trains	Quiet	Bells
Clear	Static	Animals	Party	Vehicles	
Horns	House noises	PA system	Music	Factory machines	
Motor	Phone booth	Other:			

Threat language: Check all that apply.

Well-spoken (educated)	Foul	Taped	Incoherent	Irrational	Message read from script

Did caller indicate knowledge of the building? Give specifics: _____

Person receiving call: _____ Phone number where call received: _____

LEAVE YOUR PHONE OFF THE HOOK. DO NOT HANG UP AFTER CALLER HANGS UP

CHEMICAL OR BIOLOGICAL THREAT

If a telephone threat references a chemical or biological device or package, complete the *Checklist for Telephone Threats* procedures and refer to safety procedures in *Bomb Threat* and *Hazardous Materials* sections.

This section addresses receiving, by mail or delivery service, a suspicious letter or package that might be a chemical or biological threat.

When sorting mail or receiving delivered packages:

- Look for characteristics that make you suspicious of the content
  - excessive postage, excessive weight
  - misspellings of common words
  - oily stains, discolorations, odor
  - no return address or showing a city or state in the postmark that does not match the return address
  - package not anticipated by someone in the school or not sent by a known school vendor

If a letter/package is opened and contains a written threat but *no suspicious substance:*

- Notify the principal (he will notify law enforcement - call 911).
- Limit access to the area in which the letter/package was opened to minimize the number of people who might directly handle it. It is considered criminal evidence.
- Ask the person who discovered/opened the letter or package to place it into another container, such as a plastic bag.
- Turn the letter/package over to law enforcement. Document all activities.

If a letter or package is opened and contains some type of suspicious substance:

- Notify the principal (he will notify law enforcement - call 911).
- Isolate the people who have been exposed to the substance. The goal here is to prevent or minimize spreading contamination.
- Limit access to the area in which the letter/package was opened.
- Ask the person who discovered/opened the letter/package to place it into another container, such as a clear plastic zip–lock bag. Handle with gloves if possible.
- Emergency officials will determine the need for decontamination of the area and the people exposed to the substance.

The Principal:

- The principal and emergency officials determine whether evacuation is necessary.
- The principal notifies parents/guardians, according to school policies.
- Implement ***Post-Crisis Procedures*** as necessary.

Consider having gloves and zip–lock bags available at mail sorting areas.

DEATH WITHIN THE COMMUNITY (including Suicide)

The focus of school personnel after the death of a student or staff member, either by suicide or some other cause, must be taking care of the survivors. This means insuring survivors' physical and mental well-being to the greatest degree possible. Since different people will be affected by the death differently, and since different people grieve differently, the challenge is to provide the structure and routines which will be most helpful to many students and staff while providing those who cannot function within that structure another supervised opportunity to grieve.

Generally the response must help people move from a "poor me" focus to a focus on "How can I help those in greater need?" or "How can we keep this from happening again?" orientation. See also ***Post-Crisis Intervention Procedures***, page 14.

Initial Response

- The principal will speak with pastors, guidance personnel, or key faculty members or coaches to generate a list of students most likely to be affected. Parents of these students will be called and asked to talk to their children about the death prior to coming to school.
- The principal will activate the staff phone tree so that the faculty is informed of the death.
- The principal and pastor(s) will plan a convocation announcement regarding the death. In the case of a suicide, it is important to include the idea that the death was a mistake.
- The principal, pastor(s)and guidance personnel will arrange for clergy and other support personnel to be at school the next school day after the death. Housekeeping details, including what services will be available, where, will be arranged at this time as well. It is important that students who cannot follow the regular school routine be allowed to grieve in areas supervised by guidance personnel or clergy.
- The principal or a pastor will maintain communication with the family of the dead person, both in support of them, and to keep informed of funeral plans.

First School Day after the Death

- A convocation announcement will be made to the students by the principal or pastor, which informs students what has happened, what services are available to help them, and where and when the wake and funeral will be. These services will be located in the church or a chapel setting as much as possible.
- Pastors and guidance personnel will work together to provide areas for students to express their feelings and to encourage positive coping skills.
- The principal will set up a basket so that students have the opportunity to write goodbyes to the deceased.
- The principal will keep the hallways and bathrooms clear of students, gently guiding students either back to class or to the grieving area.
- The principal and pastor will decide which, if any, events need to be canceled.
- The pastor, faculty, and principal will meet toward the end of the day to discuss how the day has proceeded and to adjust plans for the future as necessary. A list of staff members and students who seem to be experiencing particular difficulties will be generated.
- Faculty members will be encouraged, as much as possible, to continue with classes as normal.
- The principal will meet individually with staff members who seem to be having a difficult time and determine, with them, if they are able to continue their role at school over the next few days. Substitutes will be arranged as necessary.

- The principal and pastor will meet to determine how to best inform parents of the death and to schedule a parent meeting if necessary.
- The principal and pastor will meet to determine the media response (if needed) to the situation.
- The principal will read any material written by students, and add names to the list of students to be concerned about, as necessary.

Subsequent School Days after the Death (approximately 4 days)

- Classes continue as normal. Special grieving services continue to be available although to a gradually lessening extent.
- Funeral and wake dates and times will be announced at convocation. Students will be allowed to attend the funeral with parent permission. If a student plans to attend the funeral, his/her parents will be strongly encouraged to attend as well.
- The principal will continue to keep the halls and bathrooms empty, gently guiding students back to class or to the supervised grieving areas.
- The principal, pastor(s), and guidance personnel will meet daily to discuss any changes which need to be made, to identify students who continue to show difficulty coping with the death, and to make provisions for contacting the parents of these students.
- The principal or a designee will create a large sympathy card which students will be encouraged to sign in the cafeteria over lunch.
- The principal will continue to read any notes left in the basket to identify any students who are in need of attention by guidance personnel.
- The principal and faculty will meet at least once more to share information and concerns.
- If scheduled, the principal and pastor(s) will hold a parent meeting to discuss any issues of concern to parents. If a meeting is not scheduled, any concerns voiced will be dealt with on a one to one basis.

DEMONSTRATION
Or Mass Student Action

If demonstrators are near but not on school property:

- The observer notifies the principal.
- The principal will monitor the situation, and notify law enforcement if necessary.

If demonstrators are on school property:

- Ensure safety of students and staff, particularly safe entry into and exit from the building.
- The observer notifies the principal.
- The principal asks demonstrators to leave school property. Warn them that they are violating the state trespass statute. Notify law enforcement if necessary.
    - *If demonstrators leave,* continue to monitor the situation.
    - *If demonstrators do not leave,* notify law enforcement (call 911). The principal may initiate "Lockdown with warning." **(See *Lockdown Procedures*)**

Generally speaking, most possible forms of student action are relatively benign and can be dealt with after the fact using the school's disciplinary policy. However, there is always a small possibility that a mass student action will pass beyond the point where it can be controlled.

Based on the information available, the principal will decide how to proceed.

PA announcement, "There is an investigation pending. Please hold all students in your classroom and please do not enter the halls."

As areas are checked, the doors will be locked to prevent any disturbance from spreading.

FIGHT/DISTURBANCE

- Ensure the safety of students and staff first.
- Notify the principal. **Work as a team**, especially when separating participants.
- Don't let a crowd incite participants. Disperse onlookers and keep others from congregating in the area.
- When participants are separated, do not allow further visual or verbal contact.
- Document all activities witnessed by staff.
- Deal with the event according to the school's discipline policy.
- The principal notifies parents/guardians of students involved in the fight. Police may be notified as necessary, or as indicated by school policy.
- Assess counseling needs of participants and witnesses. Implement post–crisis procedures as needed.

*For fights or disturbances that elevate to possible assault level, refer to **Assault** guidance.*

FIRE (or Smoke or Gas Leak)

When there is an uncontrolled fire in the building, the person first witnessing the fire should pull the nearest fire alarm. This activates the building alarm system. Next, call 911. Notify the principal.

If, for some reason, the alarm does not function, the person observing the fire should notify the main office of the fire and its location. The main office then initiates emergency procedures.

- Office staff calls 911. Office Staff makes PA announcement, in case alarms do not sound: "Fire emergency. Please evacuate the building immediately."
- Gather emergency materials and daily attendance list.
- Follow ***Evacuation Procedures***.
- Staff checks to see that volunteers are evacuating.
- Assigned staff checks to see that persons with LEP or disabilities are assisted as needed.

HAZARDOUS MATERIALS

Incident occurs in school:

- Notify the principal/office.
- The principal will call **911**. If the type and/or location of hazardous material is known, report that information to 911.
- Evacuate to an upwind location, taking class roster. Teachers take attendance after evacuation.
- Seal off area of leak/spill. Close doors.
- Fire officer in charge will determine additional Shelter-in-Place or Evacuation actions.
- Shut off heating, cooling and ventilation systems in contaminated area to reduce the spread of contamination.
- Notify parents/guardians if students are evacuated, according to school policy.
- Resume normal operations when fire officials approve.

Incident occurs near school property:

- Fire or law enforcement will notify school officials.
- Consider closing outside air intake, evacuating students to a safe area or sheltering students inside the building until emergency passes or relocation is necessary.
- Fire officer in charge of scene will instruct school officials on the need for sheltering or evacuation.
- Follow procedures for sheltering or evacuation.
- If evacuating, teachers take class rosters and take attendance after evacuation.
- If evacuation is not ordered, be aware of and remain alert for any change in health conditions of students and staff, especially respiratory problems. Seek medical attention if necessary.
- Notify parents/guardians if students are evacuated, according to school policy.
- Resume normal operations when fire officials approve.

HOSTAGE

Witness to a hostage situation:

If the hostage–taker is *unaware of your presence*, DO NOT INTERVENE!

- Notify the principal. The principal may wish to initiate Lockdown Procedures or Evacuation.
- Call **911**. Give dispatcher details of the situation.
- Seal off area near hostage scene.
- Police will take control of the hostage scene; the principal coordinates with police for safety and welfare of students and staff.
- Document all activities.

If taken hostage (see also *Intruder*):

- Cooperate with hostage–taker to the fullest extent possible.
- Try not to panic. Calm students if they are present.
- Treat the hostage–taker as normally as possible.
- Be respectful to the hostage–taker.
- Ask permission to speak; do not argue or make suggestions.

INTRUDER

In addition to any person who enters the school grounds with a weapon, any person who is acting in a manner which endangers the students, staff, or volunteers should be treated as an armed intruder.

The staff member who first observes the armed intruder should immediately contact the principal. He will activate ***Lockdown With Intruder Procedures***.

The staff member who notifies the office of the intruder should provide as much of the following information as possible

- Location of the intruder.
- Physical description (and name if known) of the intruder.
- Weapon or dangerous behavior observed.
- Any known special circumstances.

Armed or Violent Individual in a Classroom (See also* Hostage*)

If possible, inform the principal of the presence of the armed intruder in your area (simply letting the office know there is an uninvited guest in your room number is sufficient). Consider using the phone, a runner or email—whichever is safest. Then try to do the following:

Do as the intruder demands.

- Do not make sudden moves which could frighten the intruder.
- Ask for permission to move or do pretty much anything.
- Never argue.
- Take your time. Be deliberate in your actions (if possible).
- Keep your students as calm as possible.
- Avoid the use of physical force unless someone's life is in imminent danger.

Talk to the intruder.

- Learn as much as you can about the intruder.
- Keep the intruder's attention on you, not your students.
- If there is more than one intruder involved, concentrate on the speaker or perceived leader.

Be observant.

- Mentally record a detailed description of the individual and weapon.
- Remember any objects the intruder touches and preserve them for law enforcement.
- Remember that your classroom is now a crime scene. Preserve the scene to the fullest extent possible.

If the intruder has a gun and begins to use it.

- Tell your students to "get down."
- Take cover on the floor and/or behind equipment.

MEDICAL EMERGENCY (e.g., serious injury)

Life–threatening injury or illness, or death:

- Notify the principal to make emergency calls. If unable to reach office immediately, call **911**. **Work as a team**.
- Useful information for office/911: person's likely age, location, current status, e.g., consciousness, breathing, bleeding, signs of shock.
- Give full attention to the victim(s).
- Do not attempt to move a person who is ill or injured unless he or she is in immediate danger of further injury.
- If possible, isolate the affected person. Disperse onlookers and keep others from congregating in the area. The office may announce a medical emergency and may direct students to remain in their classrooms.
- Check breathing. Is the airway clear? Is the victim in a position to facilitate breathing?
- Help stop bleeding.
    - Applying pressure on wound or elevating wound may help stop or slow bleeding.
    - Protect yourself from body fluids. Use gloves if available.
- Check for vital signs. Initiate first aid, if you are trained.
- Comfort the victim(s) and offer reassurance that medical attention is on the way.
- After immediate medical needs have been cared for, remain to assist emergency medical services personnel with pertinent information about the incident.
- If an ambulance is called, main office staff will be dispatched to key outdoor locations, by doors, and hallways to guide ambulance personnel to the injured person quickly.

After the injured individual's immediate treatment needs have been met:

- The principal will make contact with the injured individual or his/her family.
- The principal will investigate the events surrounding the injury and provide a written report of findings.
- The staff will be notified of all available information at a faculty meeting at the end of the school day.
- Appropriate announcements regarding the condition of the injured individual will be made at convocation, or by the principal going from room-to-room.
- Based on the information available, the principal will decide whether to retain legal counsel or to request a police investigation.

Non-life-threatening injury or illness:

- For all non-life-threatening illnesses and injuries, call the office/nurse.

Administrator:

- In case of traumatic medical emergency or death at school:
  - Arrange for necessary assistance.
  - Notify victim's parents, guardians or family.
  - Activate ***Post-Crisis Procedures*** if necessary.
- In all other medical emergencies, assess individual's need for post–crisis intervention.

SHOOTING

If a person displays a firearm or begins shooting:

- Move to, or seek, safe shelter. Go to ***Lockdown Procedures***.
- Call **911.**
- Notify the principal.

If you hear gunshots:

- If possible, determine where shooting is taking place.
- Seek safe shelter.
    - If outside, stay as low to the ground as possible, and find any kind of cover.
    - If inside, go to ***Lockdown Procedures***.
- Move people away from windows and doors. Turn off lights. Find cover. Create a list of all students and adults in your area or room. If possible, Email the list to *office@sjsnya.org.*

Principal/school resource officer/security/law enforcement

- The principal may order ***Lockdown Procedures***.
- Assess the situation as to:
    - The shooter's location.
    - Injuries.
    - Potential for additional shooting.
- Call **911** and give as much detail as possible about the situation.
- Secure the school, if appropriate.
- Help students and staff find safe shelter.
- Care for the injured (*if it is safe to do so)* until emergency responders arrive. Do not add to the victim list by exposing yourself to danger.
- Refer media to the principal per ***Media Procedures***.
- Initiate ***Post-Crisis Procedures***.

SUICIDE

Suicide Threat

- Consider any student reference to suicide as serious.
- Do not leave the student alone.
- Notify the principal immediately.
- Stay with the student until suicide intervention staff arrives.
- Do not allow the student to leave school without parent, guardian or other appropriate adult supervision.

Suicide Attempt in School

- Notify the principal.
- **Call 911** if the person needs medical attention, has a weapon, needs to be restrained or parent/guardian cannot be reached.
- Try to calm the suicidal person.
- Stay with the suicidal person until suicide intervention staff arrives.
- Isolate the suicidal person or the area, if possible.
- Initiate first aid, if needed.
- Do not allow the student to leave school without parent, guardian or other appropriate adult supervision.

Principal

- Call parent(s) or guardian(s) if the suicidal person is a student. Call family or emergency contact if suicidal person is a staff member.
- Implement ***Post–Crisis Procedures***.

SEVERE WEATHER
TORNADO/SEVERE THUNDERSTORM/FLOODING

Tornado/severe thunderstorm WATCH has been issued in an area near school:

- Monitor NOAA Weather Radio All Hazards (National Weather Service) or emergency alert radio stations. In addition, the City of NYA has tornado sirens which sound when a tornado is both local and imminent.
- Bring all persons inside building(s).
- Close windows.
- Review tornado drill procedures and location of safe areas.

Tornado safe areas are interior hallways or rooms away from exterior walls and windows and away from large rooms with long-span ceilings. Make sure your room or office has a diagram showing the route to a safe area.

- Review "drop and tuck" procedures with students.

Tornado/severe thunderstorm WARNING has been issued in an area near school, or a tornado has been spotted near school:

- Close classroom doors.
- Teachers take class rosters.
- Move students and staff to Tornado Shelter areas. (See list posted in each classroom). Hold open rear North door for students entering from the Preschool.
- In shelter areas, students may stand unless something is happening. If so, ensure that students are in "tuck" positions. This means sitting, or kneeling and covering your head. (With your head closest to the wall).
- Teachers take attendance.
- Remain in safe area until warning expires or emergency personnel have issued an all–clear signal.

Do not move **seriously injured persons**. See **Medical Emergency** section. Escort those who can move to the main office or First Aid Station.

Flooding

- Monitor NOAA Weather Radio All Hazards and emergency alert radio stations. Stay in contact with emergency management officials.
- Review evacuation procedures with staff.
- Check relocation centers. Find an alternate relocation center if primary and secondary centers would also be flooded.
- Check transportation resources.
- If school officials and emergency responders advise evacuation, do so immediately.
- Teachers take class rosters.
- Teachers take attendance.
- Notify parents/guardians according to school policy.

Refer to Severe Weather Awareness Week postings at www.hsem.state.mn.us for further information on severe weather safety.

WEAPONS

Staff or students who are aware of a weapon brought to school:

- Immediately notify the principal. Give the following information:
    - Name of person suspected of bringing the weapon.
    - Location of the weapon.
    - Whether the suspect has threatened anyone.
    - Any other details that may prevent the suspect from hurting someone or himself/herself.
- Teachers who suspect that a weapon is in the classroom: s*tay calm*.
    - Do not call attention to the weapon.
    - Notify the principal, or a neighboring teacher as soon as possible.
    - Teacher should not leave the classroom.

Principal:

- Call law enforcement (dial 911) to report that a weapon is suspected in school.
- Ask another adult to participate in questioning the suspected student or staff member. Consider the best time and place to approach the person, taking into account these factors if possible:
    - Need for assistance from law enforcement.
    - Type of weapon.
    - Safety of persons in the area.
    - State of mind of the suspected person.
    - Accessibility of the weapon.
- Separate student/staff member from weapon, if possible.
- If the suspect threatens you with the weapon, DO NOT try to disarm him/her. Back away with your hands up. *Stay calm*.
- Follow school procedures if you need to conduct a weapons search.
- Document all activities related to a weapons incident according to reporting requirements of the school and of Minnesota Statutes.
- If the suspect is a student, notify parent(s)/guardian(s) according to school policy.

Utilities

Electric: Xcel Energy
1-800-895-4999

Gas: Center Point Energy
612-372-5050

Telephone: Century Link
800-366-8201

Bread
Earthgrains 1-877-233-5688
Shawn 763-772-2969 (bread deliverer)

Milk
Dan Fritz 952-467-3732

Foodservice
Indianhead Foodservice 1-800-873-0131
Dave Brown (sales rep)
Mike Gray – 651-276-7981 (dishwasher contact)

Sanitation
Franck's Sanitation 952-467-3663

Transportation (Central)
John Michaels 952-467-7009
cell 507-381-0824

SchoolReach

800-420-1479
Schoolreach.com
Log In 9524673461 / Password 722678990

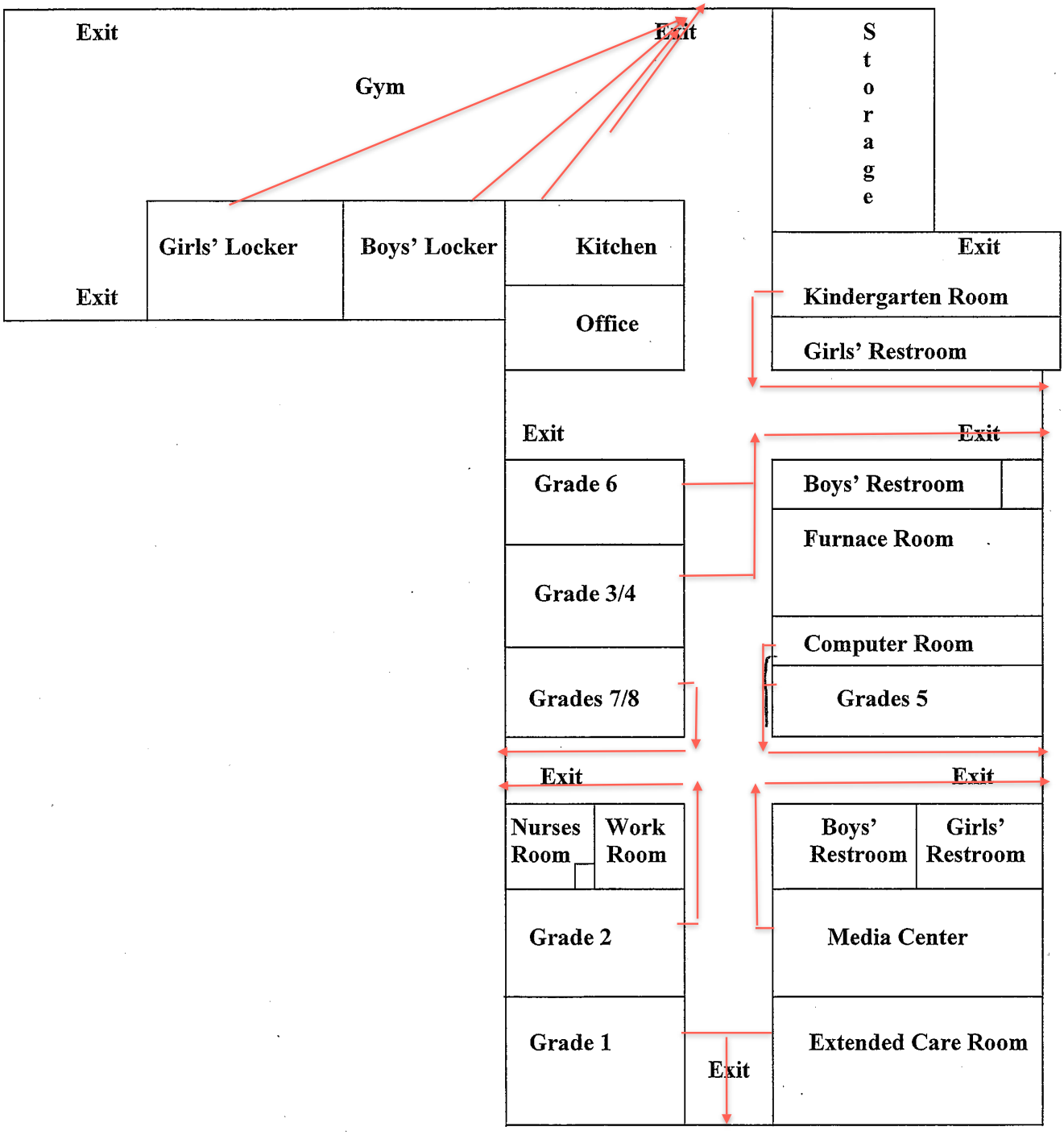
See Page 6 of this EOP Manual for

Public Utilities

Emergency Management Agencies

Referrals (Haz Waste/Poison Control / Crime Victim Services / Mental Health / Crisis Line)

Emergency Evacuation Floorplan



NM Increase %				1.06			1.07			1.07		
Member Increase %				1.07			1.07			1.07		
	2011-12	**Enroll**		**2012-13**	**Enroll**		**2013-14**	**Enroll**		**2014-15**	**Enroll**	
P3	645	14	9030	690	14	9662	738	14	10338	790	14	11062
P4	745	20	14900	797	20	15943	853	20	17059	913	20	18253
K-8 Member	1375	85	116875	1471	86	126528	1574	93	146404	1684	101	170128
K-8 Non-member	1740	15	26100	1844	15	27666	1974	17	33550	2112	18	38010
Pk-8th Enrollment		134			135		5139	144			153	
			166905			179799			207351			237453
Decrease %/Yr												
Grants				0.93			0.93			0.93		
Hoffman	35201	1	35201	1		32737	1		30445	1		28314
Feltmann	35201	1	35201	1		32737	1		30445	1		28314
Total Grants			70402			65474			60891			56628
Assistance %				1.07			1.07			1.07		
Total Student Assistance			15000	1		16050	1		17174	1		18376
						0	1		0	1		0
Adusted Parent tuition												
Parent's portion of tuition paid (D12 - D15 - D19)			81503			98275			129287			162449
Expenses				1.03			1.03			1.03		
Salaries	320000			329600			339488			349673		
Supplies	26000			27000			28000			29000		
Total School expenses			346000			356600			367488			378673
Congregational Cost (D30-D9)			179095			176801			160137			141220

5-10 Minute Classroom Visit

Teacher_____Date_____Class_____

The students were

___actively engaged in a hand-on activity
___actively engaged in a classroom discussion
___quietly doing an enrichment activity
___reading classroom related material
___out of their desks
___working on enrichment activities
___doing homework for the class
___taking a quiz
___off-task reading/scribbling-doodling
___watching a video
___off-task visiting
___doing other homework
___a few were sleeping
___working in groups
___doing research
___listening to a lecture
___taking a major test
___sent to hall/office/time-out

The teacher was

___lecturing to the class
___engaging the students in a discussion
___monitoring a group activity
___engaging students in a review activity
___demonstrating a skill/activity
___handing out homework/enrichment
___using technology to enhance a lesson
___stating the major objective of a lesson
___providing appropriate examples to students
___sitting at the desk reading
___sitting at the desk
___re-teaching a project
___working on the computer
___working one-on-one with a student
___writing on the board
___using a variety of instructional techniques
___systematically checking for understanding
___outlining a lesson sequence
___reprimanding/disciplining student
___asking questions/obtaining work samples

CLASSROOM MANAGEMENT

The teacher:

☐ communicated and interacted appropriately with students.
☐ took all necessary and reasonable precautions to ensure student safety.
☐ took all necessary and reasonable precautions to protect the school's property.
☐ consistently monitored student behavior.
☐ consistently applied limits of student behavior.
☐ provided for smooth and efficient classroom transition.
☐ maintained an orderly classroom environment.
☐ maintained a pleasant classroom environment.
☐ maintained a classroom environment that facilitated learning.
☐ maintained a classroom environment that minimized student disruptions.

St. John's Lutheran Teacher Evaluation Report

Norwood Young America, MN

Teacher: _____ Position: _____ Date: _____

KEY TO INDIVIDUAL TRAITS AND SKILLS

1 Accomplished—traits which far exceed expectations—outstanding skills
2 Satisfactory—traits which meet or exceed expectations—noteworthy and commendable skills
3 Needs Improvement—a discretionary follow-up to be used for corrective action
4 Fails to Meet Standards—immediate mandatory follow-up with a plan of corrective action

INSTRUCTIONAL SKILLS

_____ Prepares and communicates specific instructional objectives.
_____ Prepares daily lesson plans to achieve objectives.
_____ Has knowledge of subject matter.
_____ Develops and uses effective instructional techniques.
_____ Utilizes effective questioning strategies.
_____ Provides clear explicit directions.
_____ Evaluates students effectively, fairly, and in positive terms.
_____ Provides for individual differences among students.
_____ Varies teaching techniques and is effective in use of instructional aids.
_____ Stimulates creativity and eagerness to learn.
_____ Monitors student progress and adjusts the pace accordingly.
_____ Materials and supplies are planned for and ready for each lesson in advance.
_____ Integrates Christian perspective into all subjects.
_____ Communicates effectively both orally and in writing. Gives Christian interpretation and witness.

Comments:

PERSONAL QUALITIES

_____ Has enthusiasm for, enjoys, and shows an interest in teaching.
_____ Understands and likes children; establishes and maintains rapport with children; is friendly and approachable.
_____ Is punctual in attendance and in meeting timelines.
_____ Exhibits calmness and personal control in difficult situations.
_____ Responds well to constructive suggestions.
_____ Interacts positively and effectively with peers and co-workers.
_____ Interacts positively and productively with parents
_____ Appearance is professional and appropriate to teacher's job assignment.
_____ Is "given to prayer" and lives the faith in the classroom, among faculty, and others.
_____ Participates in congregational life and is interested in the total Christian educational program of the congregation.

Comments:

CLASSROOM CONTROL AND MANAGEMENT

_____ Establishes class rules and routines and effectively. communicates these policies and procedures to students.
____ Classroom rules and policies are displayed in the classroom
_____ Effectively organizes and directs classroom activity with a minimum of behavior problems.
_____ Uses time efficiently.
_____ Encourages and develops independent study habits; promotes and maintains self-discipline in students.
_____ Handles discipline problems in fair, firm, and consistent ways.
_____ Establishes and maintains a pleasant and interesting classroom atmosphere that is conducive to learning.
_____ Uses praise and reinforcement effectively and uses constructive criticism in a manner that does not offend the student.
_____ Discipline concerns are referred to principal only when appropriate

Comments:

TEACHER PROFESSIONALISM

_____ Makes efforts to improve instructional methods and techniques by engaging in personal and professional growth activities.
_____ Adheres to authorized school policies and procedures. (Keeps website updated, prepares weekly newsletter, turns in copies of lesson plans, is on time for morning devotions, meets school deadlines, fulfills duty responsibilities, etc.)
_____ Uses discretion and consideration in speaking of colleagues and the school; maintains confidentiality.
_____ Cooperates with other professionals and the administration.
_____ Adheres to professional ethics in dealings with school parents and demonstrates positive attitudes toward the teaching profession.
_____ Talks frankly with parents giving an honest evaluation in a kind manner, working with parents for the best results.
_____ Accepts an equal share of school responsibilities and activities.
_____ Serves up to ability as a Christian professional minister and is a proponent of full time Christian education.

Comments:

RECOMMENDATIONS

GENERAL COMMENTS

The teacher's signature on this report does not necessarily represent agreement with the administrator's evaluation. It indicates only that the teacher has reviewed this teacher performance Report in conference with the administrator.

Administrator's Signature Date

Teacher's Signature Date

Classroom Observation
St. John's Lutheran School

Teacher - **Grade -** **Date -**

Time of Lesson - **Subject Taught -**

Object of Lesson

OBSERVATIONS

	Yes	No	Specific Comments
1. Teacher was enthusiastic, had positive attitude	_____	_____	
2. Teacher had good knowledge of lesson content	_____	_____	
3. Teacher kept class moving and interesting	_____	_____	
4. The objective(s) of the lesson were reached	_____	_____	
5. Student behavior managed in a positive way	_____	_____	
6. The class participated in the lesson	_____	_____	
7. Student performance was assessed	_____	_____	
8. Bulletin Boards were done	_____	_____	
9. Art work or other work was displayed	_____	_____	
10. The room was neat and attractive	_____	_____	
11. The situation was conducive to learning	_____	_____	

Assignment given -

Approximate time to complete Assignment -

Conclusions, Recommendations, Explanations, General Comments:

Principal's Signature - _____ *Teacher's Signature* - _____

(After signing please return to the principal. This form will be placed in the teacher's file.)

ENROLLMENT GUIDELINES

While it is the primary responsibility of Christian parents and the church to first train, nurture and bring up their own children in the Lord, we also recognize the directive to "make disciples of all nations". In accord with this directive, we will accept all children under the following provisions:

1. Upon initial request of enrollment, the parents will be given school information and enrollment application.
2. Upon receipt of the application, the principal at his/her discretion will schedule an interview.
   Through an interview with the parents, the principal shall determine whether the life priorities and philosophy of discipline are Christian and consistent with St. John's Lutheran School.
   Testing and staffing will be done to determine the needs of the individual and possible integration of the child into our school.
3. When special educational needs apply, acceptance shall be based on our ability to adequately help the child without disrupting the classroom or jeopardizing the education of the other students.
4. The nature of the receiving class shall also be a consideration; therefore, a two- (2) month period has been established for student adjustment.
   Information will be gathered about the student from his last school.

Applications shall not push the enrollment of Kindergarten through eighth grade over twenty –five students. In all circumstances, the St. John's Lutheran School Board has the right to re-evaluate their position.

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 or ethnic origin in administration of its educational policies, admissions policies, and athletic and other school-administered programs.

ENROLLMENT AND ADMISSION POLICY
St.John's Lutheran School

St.John's Lutheran School was established to educate the children of the congregation and community, to be responsible citizens of their community, state and nation. In addition and of primary importance, the school was instructed to lead the children to trust in their Savior and love Him more deeply.

In enrollment procedures, it must be understood that families having children enrolled in grades K-8 and the children of the congregation have top priority in being admitted to the school. As room permits, admission is open to other Lutheran children and non-member children. It must also be realized that special needs of a particular student may negate or necessitate enrollment as determined by the staff and Lutheran School Board.

St.John's Lutheran School does not discriminate in its enrollment practices on the basis of race, color or ethnic origin.

Enrollment and Admission:

I. Staff and Families with students currently in St. John's Lutheran School:
   A. Staff and families who already have children enrolled in grades 1-8. Members or non-members may register their children in K-8.

   B. Children of other Lutheran Church Missouri Synod congregations.

II. Children not previously enrolled in St.John's Lutheran School:
   A. Members of St.John's Lutheran Church.
   B. Children of other LCMS congregations.
   C. All others.

Administration will determine the time and procedure of enrollment. Generally, this will take place in the months of February and March.

Enrollment in grades K-8 is to be 25 students per class. A TIMED AND DATED WAITING LIST will be kept for those interested in enrollment beyond the limit. In all enrollment procedures the Board has the last determination.

Feb. 2000

Policy 1502

ENTRANCE BY TRANSFER

Any student transferring from another school shall show proof of grade level before entrance to this school. Records from previous schools shall be obtained with parental permission and become part of the child's cumulative record.

NON-DISCRIMINATORY POLICY

St. John's Lutheran School admits students of any race, color, national or 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 or ethnic origin, in administration of its educational policies, admission policies, and athletic, and other school-administered programs.

(Parent/Student Handbook – Pg 7)

DISCIPLINE POLICY

To discipline means to make a disciple or follower. That implies that someone follows an example willingly rather than because he/she is forced. Our goal is that students follow the loving example of Jesus Christ. That means loving God first, others second and one's self last. It means being willing to help and serve others.

We therefore commit ourselves to a cooperative effort with parents and children to provide an atmosphere that is God-pleasing. Characteristics of such an atmosphere include the following:

> Students who demonstrate their faith in Christ through their words and actions.
> Students who exhibit pride in their school, their own learning and accomplishments and the accomplishments of their schoolmates.
> Students who respect their teachers, staff, parents, fellow students, school and themselves.
> Students who know and accept the rules and decisions of those in authority.
> Students who are accountable for their own actions and realize that with privileges there are responsibilities.

We believe that our school must be an orderly environment in which disruptions do not interrupt learning. Students must be given opportunities to practice responsibility and t[illegible]pt reasonable exercise of authority. We affirm that good education cannot proceed without good discipline, respectfully, rationally, and reasonably applied. Student misconduct in the school buildings, school grounds and at school-related activities will be cause for guidance. The teachers and principal will hold students accountable for their failure to obey school rules.

CONSEQUENCES OF MISCONDUCT

Students forfeit their privilege to an education at St. John's Lutheran School if the student's continued presence in school will be of no substantial benefit to him/her or if his/her continued presence in school will be injurious to the health, morals or education of other pupils or the welfare of the school. Possible consequences of misconduct include, but are not limited to, the following:

-- Counsel and verbal reprimands from school authorities
-- Loss of privileges for students, as needed.
-- After school detention, as needed.
-- Intervention plan worked out with parent, student and school authority.
-- In-school suspension, removal from the classroom.
-- Short term suspension from classes (stay at home 1-3 days).
-- Expulsion from St. John's Lutheran School.
-- In all suspension actions, it is the responsibility of the students and parents to make sure all assignment work is made-up and turned in to their teachers.

Some circumstances, such as sexual harassment, threatening statements or actions, possessing a weapon, or severe bullying may also require that the principal contact the county social services or police department, as defined by law.

St. John's Lutheran School does not engage in nor condone the use of corporal punishment.

Specific Rules

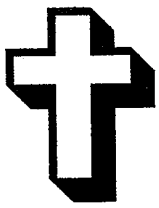
1. Physical fighting is not tolerated.
   A. School authorities will administer discipline as deemed appropriate. Parents will be contacted each time any fighting occurs.
   B. In all situations, Christian counsel will be given to all parties. It is the intent and purpose of St. John's School to promote repentance and forgiveness based on Scripture.
2. Play areas are the playground, gymnasium, and ball fields. Students must remain in the play area during the entire play period unless the on-duty teacher or other authority gives permission.
3. Throwing snowballs or sliding on ice is not allowed because injury may occur.
4. We expect all students and teachers to use kind words with each other. Bullying and name-calling are unacceptable.
5. Respect for school property and one another is necessary.
6. Students are expected to use the abilities with which God has blessed them and to complete their assignments faithfully.
7. Radio, CD players, cameras, toys and other similar items are permitted at school at the teachers discretion.
8. Cell phones are to be turned off and kept in school bags during school hours.
9. Gum chewing is not permitted during the school day.
10. Weapons, drugs, tobacco, and alcohol will not be allowed or tolerated. Possession of these could result in immediate suspension or expulsion.
11. School phones may be used by students upon having received permission from a teacher or office personnel.

PROCEDURES FOR DEALING WITH MISBEHAVIOR

1. The teacher will give Christian counsel and guidance, attempting to resolve the problem with the Student.
2. The teacher will inform parents of the disciplinary problem and the concern the teacher has for the child. The parents and child will also be informed of the procedures that will follow if the child continues his/her offensive behavior.
3. If the situation does not improve, the teacher will consult with the principal. The principal will provide Christian counseling, reprimands or other disciplinary action and will notify the parents of the continuing problem. The child and parents are cautioned that a continuation of the problem may result in suspension from school and possible expulsion.

4. The principal has the authority to suspend any pupil whose presence in school is detrimental to the best interests of himself/herself, other students, teachers or staff. Verbal/written notice of such action shall immediately be given to the parent or guardian, the pastor and to the Board of Christian Education.
5. A student may be expelled from school by the Board of Christian Education upon the recommendation of the principal if the student's continued presence in school will be injurious to the health, morals, education of other students, or the welfare of the school. The parent or guardian shall be informed in writing by the principal of such recommendation. Parents will also be informed of the appeal procedure.
6. When a violation occurs that legally requires the principal to contact the County Social Services or the Police Department, the principal shall also immediately contact the parents, the administrative pastor, and the Board of Christian Education.

ST. JOHN'S LUTHERAN SCHOOL
1300 Series
Administration



POLICY MANUAL

ADMINISTRATION

Related Roles of the Board of Christian Education
Principal and Pastor

Administration in the Lutheran parish does not seek to develop a system, which connotes a line of authority, rather a line of responsibility or stewardship.

Within the local parish, decisions are made relative to the kind of educational program, which will be maintained, and what level of financial support will be given. The parish has ultimate control over the program of administration and supervision of the school.

Since the entire parish cannot function directly in the supervision of the school, the congregation, through action of its voter's assembly, holds the Board of Education accountable for the school operation, programming for the youth, VBS, and Sunday School. The principal shares responsibility for much of the school program with the Board having delegated to him/her those functions, which it considers can best be handled by, trained, on-the-job personnel.

The Board shall function as the policy-making group in broad educational matters. It shall evaluate all proposals and practices and establish policies for the operation of the school.

The principal is the school's executive officer and its educational leader. He/she is the official representative of the school and its teaching staff to the Board, congregation, parents, public schools, and general public. The principal has both supervisory and administrative functions.

The pastor is the overall spiritual leader of the congregation and the school - however, the Board delegates executive powers to the principal directly, not through the pastor. However, the principal at all times recognizes the pastor's spiritual leadership, keeps the pastor fully informed as to the school's activities and problems, counsels with the pastor, and strives to manage and lead the school in accordance with the pastor's spiritual advice based on the Word of God. The pastor is the principal's closest and most valued adviser. Both are participants in the team ministry of the congregation.

Dec. 1999

Policy 1300

ADMINISTRATION RESPONSIBILITY

The administration of day to day operations at St. John's Lutheran School is the responsibility of the called administrator who is to follow and implement the policies written and approved by the Board of Education.

The administrator will develop and carry out plans and programs to achieve the responsibilities assigned.

The administrator will consult and confer with the Board of Education in developing plans and carrying out responsibilities.

The administrator will report regularly to the Board of Education regarding the progress and effectiveness of those plans and programs.

Policy 1301

ADMINISTRATOR EVALUATION

The Board of Education will conduct an annual evaluation of the administrator at the conclusion of each school year. The administrator's job description should be the basis for this evaluation. The Board of Education Chairman will summarize the board member's evaluation then will discuss the evaluation results with the administrator.

The evaluation process should result in the establishment of goals areas of recognition and areas of recommended improvement for the administrator and may result in changes in the job description.

Policy 1302

ADMINISTRATOR - ROLE and FUNCTION

The administrator will serve as:

- the school's spiritual leader
- the executive administrator for the board
- the director of the school's education program and ministry
- a classroom teacher

The administrator will fulfill these responsibilities in accord with the school's purpose and in harmony with established policies. The administrator will develop and carry out plans and programs to achieve the responsibilities assigned. The administrator will consult and confer with the Board of Education in developing plans and carrying out responsibilities. The administrator will report regularly to the Board of Education regarding the progress and effectiveness of those plans and programs.

Policy 1303

ADMINISTRATOR – ROLE AND SPIRITUAL LEADERSHIP

It is evident from the school's statement of purpose that St. John's Lutheran School is a ministry for Jesus Christ, conducted in His name.

The administrator's important role and function is to provide spiritual leadership so that the school might achieve its purpose according to God's Word and will and under His blessing. The administrator will be concerned that the entire program is Christ-centered. The administrator will be assisted by the pastor in this function.

The administrator will in all relationships with students, parents, faculty, staff, and all others associated with the school seek to speak and abide by the Word and will of God so that God's will may be done, His name be glorified, and His Kingdom come.

The administrator will therefore seek to live as a disciple of Jesus Christ associating closely with God through prayer, study of the Bible, and regular church and communion attendance thus providing an example and encouragement to members of the school and church family. As a disciple of Christ, the administrator will be an example of generous first-fruit giving, will use Spiritual gifts, and seek to establish a relationship with those who are not yet members of the Kingdom.

The administrator will direct and assist the staff in relating the Christian faith as revealed in the Holy Scripture and confessed in the Lutheran confessional writings (Book of Concord, 1580) to the day by day practices and procedures.

The administrator will, in carrying out the responsibilities assigned by this job description, seek to bring honor to God's name, to evidence a lifestyle that reflects a relationship with Christ, and to enhance the ministry of Jesus Christ.

Policy 1304

ADMINISTRATOR - ROLE AND ACCOUNTABILITY

The administrator is responsible to the Board of Education for the fulfillment of responsibilities assigned in the job description. Both board and administrator will work cooperatively to fulfill their roles and functions and observe their accountability relationships.

The administrator will work as a team member with the pastor of the congregation in accord with the congregational constitution in developing and implementing an effective total ministry. Team relationships will be characterized by loyalty and cooperation in a common purpose and ministry for Christ. This ministry team is accountable to the church council and the congregation.

The administrator is responsible for fiscal planning to maintain operability of St. John's Lutheran School and will also be required to bring financial reports and recommendations to the board.

The administrator may delegate duties, but shall be ultimately responsible for all duties assigned by the Board of Education.

Policy 1305

ADMINISTRATOR - ROLE and FUNCTION
PROFESSIONAL REQUIREMENTS

The administrator:

1. has been a successful classroom teacher.

2. has a Bachelor's Degree and a Master's Degree in elementary school administration or is actively engaged in a program to earn the Master's Degree in Elementary Administration.

3. is a member of St. John's Lutheran Church.

4. has a Minnesota teaching license and keeps up renewal units.

5. has a wholesome parish viewpoint, exhibiting interest in the total educational effort of the congregation.

6. has a Lutheran Teacher's Diploma from a synodical school, or through colloquy, has met the requirements of the same.

7. continues to advance professionally through reading, conference attendance, and further study.

8. is a member of the Lutheran Education Administrator's Department of LEA and other pertinent professional groups.

9. has the essential leadership and administration skills to manage the school.

10. demonstrates capable spiritual leadership.

11. is in harmony with doctrinal positions of LCMS and this congregation.

Policy 1306 ADMINISTRATOR - ROLE and FUNCTION
- ADMINISTRATION OF BOARD AFFAIRS

The administrator:

1. is responsible for implementing policies adopted by the Board of Education and the congregation; provides leadership and assistance in developing new policies for improvement of the total program.

2. develops and carries out a program of continuous evaluation of both the school; and the personnel, teaching and non teaching, striving for the highest spiritual and academic standards possible.

3. reports regularly to the Board of Education regarding school operation.

4. prepares and publishes school calendar and handbooks, as approved by the Board of Education.

5. prepares an annual budget for the Church Council budget committee for approval and assists in financial planning.

6. provides data necessary for the Board of Education to perform tasks effectively.

7. communicates the relevant decisions of the Board of Education to the faculty, students, and parents.

8. is an ex officio member of the board and attends all Board of Education meetings, church council meetings, PTL meetings and any other meetings associated with the operation of the school.

9. keeps informed of State and Federal monies and programs that are required or available to the school and keeps board informed of these.

10. keeps board informed of steps required to maintain accreditation with National Lutheran School Accreditation.

11. prepares annual reports to accrediting associations.

12. prepares monthly agenda for Board of Education meetings.

13. prepares and presents monthly administrator's report to St. John's Lutheran Church Council and quarterly reports to voter's assembly.

Policy 1307

ADMINISTRATOR - ROLE and FUNCTION
- ADMINISTRATION OF OFFICE

The administrator:

1. is responsible for collecting all money and accurate accounting.

2. is responsible for ordering all school materials and equipment.

3. is responsible for payment of all Board approved school bills.

4. is knowledgeable of all synodical, government, and accreditation reporting requirements and promptly completes same.

5. keeps required inventory records.

6. insures accurate current student cumulative files, and limits access to same to only authorized persons.

7. maintains accurate, current administrative files.

8. is the spokesperson for the school and deals with sales persons, and government or synodical visitors.

9. cooperates with District and Synod policy, programs, and officials.

10. coordinates all school events although the administrator may delegate direction of activities to others.

11. maintains school history file.

12. meets regularly with pastor for prayer, coordination of activities and sharing of information.

13. maintains all records necessary for the continuing accreditation of the school with the National Lutheran School Accreditation.

Policy 1308

ADMINISTRATOR - ROLE and FUNCTION
- ADMINISTRATION OF FACILITIES

The administrator will be involved in providing a safe and adequate physical environment for both students and teachers. The following list provides the framework for maintaining the school's environment.

The administrator:

1. works with the custodian and trustees to insure adequate physical conditions in the school - cleanliness, heating, lighting, sanitation and the like.

2. works with the custodian and trustees to insure adequate safety conditions in the school building and on the playground as well as for building, grounds, and equipment maintenance and repair.

3. looks for ways to improve the physical conditions for learning.

4. reports to the custodians, trustees, and Board of Education regarding items needing their attention.

Policy 1309 ADMINISTRATOR - ROLE and FUNCTION - ADMINISTRATION OF PUBLIC RELATIONS

The administrator has a key role in articulating the objectives and purposes of the school. Among the ways the administrator has for gaining and maintaining support for the school are the following:

The administrator:

1. uses available media for publicity and supplying information to the congregation of St. John's and the surrounding community.

2. prepares school news for distribution to the congregation, parents, and prospective families, on a regular basis using newsletters, church bulletin, regular church newsletter articles, etc.

3. insures that adequate means of reporting student progress to parents is maintained.

4. provides opportunities for parent-teacher communication, (home visits, parent-teacher conferences, etc.)

5. encourages parental involvement in the school (PTL, room mothers, library volunteers, etc.). Seeks parent input on ways to improve the school environment, strengthen the Christian home,etc. Assists the PTL in setting up and maintaining a productive program.

6. promptly follows up on recommendations, concerns, or complaints that arise.

7. makes sure basic school policies and rules are clearly defined and well known.

8. influences school's community relations, encourages use of community resources, community recreational and educational programs.

9. shall coordinate and oversee all school news releases, letters to parents, etc.

10. provides leadership in producing tracts, booklets, letters, etc. to communicate the value of Christian education to parents and the community.

11. is responsible for the preparation of parent, student, and faculty handbooks for the school.

12. works toward the enrollment of all eligible children of the congregation.

13. works toward good communications with area Lutheran Churches.

POLICY ON PERSONNEL - ADMINISTRATOR

The school administrator will be responsible for identifying, recruiting, hiring, orienting, deploying, training, supervising, resourcing, supporting, compensating, evaluating, disciplining, and rotating faculty, staff, and volunteers. In doing so, the administrator may not:

- Treat faculty or staff unfairly, inequitably, or inhumanely.
- Impair the dignity, safety, and rights to ethical job-related dissent of faculty and paid and volunteer staff.
- Operate without a grievance procedure that ensures that employees will receive fair internal hearing with procedural safeguards.
- Call or contract any teacher or staff without Board approval.
- Leave faculty and staff unprepared for prompt action in case of an emergency or disaster.
- Offer and/or give a teacher or staff member compensation other than what is required by the school's salary scale.
- Terminate faculty and/or staff without Board approval.
- Rotate faculty and/or staff without Board approval.
- Prohibit or prevent staff from attending District or Board-approved in-service activities.
- Implement any personnel policies without seeking the judgment and counsel of affected personnel.
- Operate without a process for celebrating faculty and staff employment anniversaries and appreciation celebrations.
- Operate without a process that honestly, accurately, and candidly evaluates the professional behavior of the faculty and staff. The system must incorporate setting specific professional development goals that are measurable and for which the employee can be held accountable.
- Operate without a progressive process for disciplining an erring or incompetent staff or faculty member.
- Violate any state or federal labor laws.
- Violate any Board-approved personnel policies published in the administrator's operations manual.

The following documentation must be maintained in each teacher's personnel file:

- Application for employment of LEBR/PAF
- References
- Call or contract documents
- State certification or credentials
- Correspondence
- Health Form
- Fingerprint clearance and background che4ck
- I-9 (INS Form)
- Copy of W-4 Form
- Sexual Abuse Form
- Documentation of First Aid/CPR
- Evaluations

Record of Discipline

Aug. 2000

Policy 1310 ADMINISTRATOR - ROLE and FUNCTION - SUPERVISION OF STAFF

The administrator has a vital role in supervising and nurturing the Christian workers in the school. Among those responsibilities necessary to assist and build up the workers in the school are the following:

The administrator:

1. has a leading role in securing qualified personnel for the school.

2. provides an orientation and school tour for new staff members, including non teaching personnel.

3. conducts regular, purposeful meetings of teachers and conducts meetings of the non teaching staff as needed.

4. makes evaluative visits to classes and discusses the visit with the teacher.

5. establishes a good atmosphere in the school, one which is conducive to good teaching / learning situations.

6. inspires good performance of all staff members in their particular duties.

7. fosters continued Spiritual growth of the faculty through daily faculty/staff devotions

8. promotes professional growth of the faculty through inservices, professional reading material, attendance at conferences and conventions.

9. represents the needs of the staff before the Board of Education.

10. insures that the staff members are supplied with all necessary materials and equipment.

Policy 1310 (continued)

11. helps to create a cooperative spirit among all staff members, works to maintain high morale on the staff, and participates in efforts to recognize teachers for their service.

12. encourages, stresses, and requires, if necessary, that the staff members follow the guidelines and policies set forth in the faculty handbook.

13. consults with teachers about pertinent administrative decisions, keeps them informed of pertinent board, church council, and voter's assembly decisions.

14. supports and promotes an atmosphere for creative ideas and change.

15. is involved in the utilization of the faculty for the best possible service to the congregation and school.

16. instructs faculty on use of audio-visual machines when needed and coordinates their use.

17. assists faculty with use of computer when necessary.

18. shall secure competent substitute teachers when needed and provide them with adequate orientation when they arrive.

19. shall assist the cooperating teachers with overseeing any student teachers involved in the school.

Policy 1311 ADMINISTRATOR - ROLE and FUNCTION
- SUPERVISION OF CURRICULUM
- SUPERVISION OF ACADEMIC PROGRAM

The administrator is the director of the school's educational program and ministry. Some of the responsibilities necessary for providing for a quality academic and Christian education are the following:

The administrator:

1. helps teachers in planning and executing a quality Christian education program.

2. keeps abreast of the best current educational methods, trends, technology, and materials and informs the teachers of these items.

3. works with the teachers in the selection of materials, equipment, and teaching methods.

4. provides leadership for a systematic, constructive, and periodic study of all areas of the curriculum.

5. insures that a program of achievement testing is being carried out.

6. supports curriculum that provides pupils with remedial and enrichment activities.

7. helps teachers set up and approves their daily classroom schedules insuring that they provide adequate time for each subject.

8. promotes and oversees the use of audio-visual materials and equipment, seeks the procurement of needed items, and insures that adequate development and supervision of library activities and facilities are maintained, although this may be delegated to the volunteer librarians or one of the teachers.

9. insures that the curriculum meets requirements of the church and state.

10. insures that the academic program and curriculum meet the standards required for accreditation with the NLSA.

11. plans for the future, making annual five -year projections of enrollment and related staffing and facility needs.

Policy 1312 ADMINISTRATOR - ROLE and FUNCTION - SUPERVISION OF CHILDREN (GUIDANCE)

The administrator demonstrates loving concern for the students in the school and tries to insure that their emotional, intellectual, physical, spiritual, and social needs are being met. To the best of their ability, the administrator will provide proper guidance in the following ways:

The administrator:

1. is concerned that each class is meeting its objectives.

2. is concerned that each child is achieving progress at a rate commensurate with the child's abilities.

3. is effective and fair in handling discipline problems, using Law and Gospel effectively in Christian discipline.

4. is responsible for adherence to standards of behavior which have been adopted by the school.

5. makes arrangements for the testing of children that have been identified by parents or teachers as having a problem.

6. contacts outside agencies to provide remedial help for children with special needs.

7. provides for an effective guidance program for children, willingly assists, when needed, in helping students with personal problems, serves as a friend and advisor to children, approaches all guidance and counseling from a Christian perspective with the ultimate goal of leading students to become self-guided full-time Christians.

8. works with the school Health Coordinator to provide for the health needs of all children.

9. is responsible for the admission, transfer, promotion, acceleration, retention, demotion, suspension or expulsion of children from the school.

10. has in place a standard procedure for emergency care of pupil injuries.

11. works toward personally knowing each child in the school.

12. strives to maintain conditions that will insure good student morale.

13. works toward an environment that shows a concern for the self-worth of every child.

Policy 1313 ADMINISTRATOR - ROLE and FUNCTION - CLASSROOM TEACHER

The administrator will be involved in classroom teaching, and as such, should meet the responsibilities that apply to all classroom teachers.

The administrator will be responsible for placement of substitute teachers upon request made from faculty members.

St. John's Lutheran School

Policy and Procedures for Preparing Volunteers

Draft copy 2/15/13

Dear St. John's Volunteer,

I am delighted that you are considering becoming a volunteer for our school. I can't stress enough the importance of our partnerships in all areas of service.

It is our desire that your volunteer experience at ST. JOHN'S is both exciting and rewarding. Thank you again for giving your time and sharing your talents.

Thank you for inquiring about volunteer activities at ST. JOHN'S. Your dedication to our students is important and highly valued. Our goal is to make your time spent at ST. JOHN'S rewarding for everyone.

ST. JOHN'S defines a volunteer as "a person who supports the efforts of professional personnel and assists with activities at the ST. JOHN'S.

Our Mission Statement

The mission statement of St. John's is "Leading our students to know and share Christ".

General Volunteer Information

The ST. JOHN'S strives to create a rewarding volunteer partnership among its students, staff, families and the community that enhances individual potential and student achievement.

Volunteers do not receive compensation or employee benefits except for worker's compensation. To safeguard our students, volunteers may be required to submit to a background check. In addition, volunteers must comply with the sign in and out procedures at the ST. JOHN'S site in which they are volunteering. The following is a list of requirements to become a volunteer at the ST. JOHN'S. The volunteer has:

- ·No record of felony conviction or requirement to register as a sex offender
- ·The ability to work cooperatively and the willingness to participate regularly
- ·Completed and submitted the following to the ST. JOHN'S:
  - Background check information
  - Emergency form
  - Volunteer handbook and agreement

· A school volunteer should:

- ·Be made to feel that the assistance given is worthwhile and contributes to the overall value of the program in which they are participating.
- ·Be treated with respect and consideration by all students and ST. JOHN'S staff.
- ·Be given a suitable assignment in line with their areas of interest, skills, and, if possible, convenience of location and available times.

- ·Be given clear instructions, orientation, and any training necessary for volunteer activities.

Orientation and Training

Orientation is provided for all volunteers by the paid worker he/she is assisting. The orientation is designed to provide information concerning volunteer obligations and expectations, and activity descriptions.

Volunteer Activity Descriptions

Volunteers are welcome at ST. JOHN'S. Volunteers may agree to commit to a specific number of hours or activity over a specific allocated amount of time (when appropriate).

Attendance

Volunteer attendance is important to the operation of each program. Volunteers should notify their site liaison in advance, if they are unable to be present for their scheduled day or activity.

Appropriate Dress

Volunteers are representatives of the ST. JOHN'S and are responsible for presenting a positive image to our students and the community. Volunteers will dress appropriately for the conditions and performance of their activities. Volunteers will be informed of the dress standard for their activity.

V. Volunteer Responsibilities

The ST. JOHN'S volunteers are valued and appreciated but are never considered a substitute for ST. JOHN'S staff. The ST. JOHN'S professional staff members are responsible for everything that goes on at the ST. JOHN'S sites including student instruction, safety, and discipline.

Confidentiality

Volunteers must be especially careful to respect the privacy of others and to honor confidentiality. Breaching confidentiality can be hurtful to students, their families and ST. JOHN'S staff. The ST. JOHN'S staff is responsible for confidential student information and records and may not share their content with volunteers.

Child Neglect and Abuse Reporting

School officials and educators are "mandated reporters" of any child abuse or neglect suspicions. If a student discloses that they are in a dangerous situation or if a volunteer has reason to suspect neglect or abuse, **please alert the teacher or principal so that they can further investigate the situation.**

General Guidelines:

Please:

1. Remember that the ST. JOHN'S staff has ultimate responsibility for rules, programs, students, staff and volunteers.

2. Follow the rules of the ST. JOHN'S site.

3. Be reliable. Please arrive on time and on schedule and notify the ST. JOHN'S site in advance of any absences.

4. Sign in upon arrival and sign out at departure.

5. Notify the ST. JOHN'S of any changes in residency, employment or emergency contact information.

6. Remember you are a role model for students.

7. Maintain the highest standards of confidentiality and ethics.

8. Dress in a manner that is appropriate to the educational setting where the volunteer activity is taking place.

9. Be familiar with the fire, shelter in place, lock down, and disaster drill procedures at the ST. JOHN'S site. Volunteers supplement and support our student programs, and ***MAY NOT:***

   - ·Be left alone with students
   - ·Discipline students
   - ·Have access to materials in students' permanent record files
   - ·Assign grades or have access to grade books
   - ·Diagnose student needs
   - ·Evaluate achievement
   - ·Discuss student progress and concerns with parents or anyone else outside of ST. JOHN'S staff
   - ·Use any hazardous chemicals other than common office equipment and general supplies such as cleanser and copier toner
   - ·Use or give out student personal information about students or others

- ·Dismiss a student to anyone, including the custody of a parent (only the teacher or ST. JOHN'S site staff may release a student)

- ·Use or give out medication. This includes cold medicine and aspirin

Volunteers are expected to follow rules of conduct that will protect the interest and safety of everyone.

Health

We ask that volunteers not come to a ST. JOHN'S site if they are ill. This includes a cold, earache, sore throat, fever or cough. Students learn by example, and we ask that our volunteers act as a model by using good health habits when they are at a ST. JOHN'S site, and we do not wish to expose our students to anything that might keep them home and away from learning. Volunteers should notify their site liaison if they are unable to be present for their scheduled day or activity.

Drug-Free Environment

ST. JOHN'S provides a drug-free, healthy, and safe environment for our employees, students, guests, and volunteers. While on ST. JOHN'S premises and while conducting ST. JOHN'S related activities off ST. JOHN'S premises, a volunteer may not use, possess, distribute, sell or be under the influence of alcohol or illegal drugs.

The legal use of prescribed drugs is permitted during a volunteer activity only if it does not impair a volunteer's ability to perform the essential functions of the volunteer position effectively and in a safe manner that does not endanger other individuals.

Safety

ST. JOHN'S strives to provide a safe and healthy environment for our students, staff members, guests and volunteers.

Volunteers are responsible for helping to ensure a safe environment

- ·Be aware of any unknown person(s)entering the site not accompanied by a staff member.

- ·Keep your wallet or purse with you at all times or keep them in a secure drawer or cabinet. Avoid carrying large sums of money.

- ·Please ask ST. JOHN'S staff member the procedure for when a student may use a paper cutter or handle hot appliances, utensils or equipment, and cleansers.

Injury If a volunteer is injured during a ST. JOHN'S volunteer activity, the volunteer is required to notify the ST. JOHN'S office and paid worker that is being helped. An accident report, located in the school office, must be filled out.

Emergency Procedures ST. JOHN'S strives to ensure the safety of all students, volunteers, staff members, and guests. In the event of an emergency, volunteers will be responsible for following the ST. JOHN'S site's directions. Please be certain that you are familiar with the fire, shelter in place, lock down, and disaster drill procedures for your site and classroom. Practice drills are scheduled throughout the school year. Please ask your site liaison for a schedule of these days and times.

ST. JOHN'S Telephone Use

ST. JOHN'S telephones are for business purposes. Personal calls should be kept to a minimum and not interfere with the volunteer activity. In addition, long distance telephone calls resulting from a volunteer's personal use of a ST. JOHN'S telephone are prohibited.

Computer Use

Some ST. JOHN'S sites provide computers, e-mail, and internet access to assist volunteers in performing their activities. This access should be used for volunteer related purposes only. Personal business should not be conducted during volunteer time or on ST. JOHN'S computers. Please refer to the ST. JOHN'S volunteer computer agreement for further detail.

Volunteer Agreement

I have entered into a volunteer relationship with the ST. JOHN'S and acknowledge that I shall not nor shall I expect to receive any form of payment for volunteer talents and services I contribute to the ST. JOHN'S. I may terminate my volunteer service at any time and for any reason and the ST. JOHN'S also reserves the right to end my volunteer service whenever the ST. JOHN'S deems it to be in the best interest of the ST. JOHN'S or the students.

Handbook. I have received a copy of the ST. JOHN'S volunteer handbook, and I understand that it is my responsibility to read and comply with the guidelines contained in this handbook and any revisions made to it.

The contents of this handbook and the guidelines and procedures described in it are presented as a matter of information and general guidance only and are intended to provide guidelines for site liaisons and volunteers. I acknowledge that this handbook is neither a contract of volunteer service, employment nor a legal document.

Commitment. I understand that as a volunteer for the ST. JOHN'S I am committing to this volunteer activity.

I further acknowledge that I will not share any proprietary information with anyone outside of the ST. JOHN'S regarding the ST. JOHN'S, its programs or students during or subsequent to my volunteer service. I understand that all materials created by me in the course of my volunteer service for the ST. JOHN'S are the property of the ST. JOHN'S.

I understand and hereby agree to hold the ST. JOHN'S, its Board, Officers, employees, volunteers and agents, harmless for any loss, damage or injury sustained by me from any cause whatsoever, arising out of or in connection with volunteering at the ST. JOHN'S.

I voluntarily agree to and accept the terms and condition as outlined in this volunteer agreement and handbook.

AGREED AND ACCEPTED ON THIS DATE: _____

Volunteeer's name *(please print):* _____

Volunteer's **Signature_____**

St. John's Lutheran School

e-Reader Acceptable Use Policy

Electronic readers, simply referred to as "e-Readers", are digital devices that can store books, periodicals, magazines, and other electronic media. e-Readers like Amazon's Kindle, Barnes & Noble's Nook, the iPod, and the iPad are quickly becoming ubiquitous in our digital culture. St. John's Lutheran School, in striving to maintain technological relevance in education, is providing the opportunity for students to use these devices in accordance with our e-Reader Acceptable Use Policy. This opportunity is a privilege that requires extra caution and responsibility both on the part of the students and their parents.

The wide variety of hardware and software capabilities of available e-Readers makes them challenging to monitor and control in a school environment in contrast with school owned technology assets like computers, etc. Therefore, our e-Reader Acceptable Use Policy needs to be specific and clear. A student who violates any portion of the e-Reader Acceptable Use Policy may immediately lose the privilege to use their e-Reader at school for a length of time commensurate with the nature of the violation.

1. All e-Readers must be registered with St. John's office and must be accompanied by the Acceptable Use Agreement Form signed both by the parents and the student.

2. e-Readers are to be used only for the reading of school approved material (books, etc.) and not for other purposes such as non-instructional communication, entertainment, music, gaming, etc.

3. All material on the e-Reader must comply with the spirit and policies of St. John's Lutheran School.

4. All e-Readers must have cellular and network capabilities disabled (turned off) while the device is at school unless directed by the instructor.

5. e-Readers must be used at appropriate times in accordance with teacher instructions. The e-Reader must not be a distraction for the student or those around him/her nor be a source of any classroom disruption.

6. e-Readers are not to be used during lunch, middle-school breaks, or during playground/recess time.

7. The student is responsible for knowing how to properly and effectively use their e-Readers and this should not be a burden for the teachers.

Internet/Computer/Tablet
Acceptable Use Policy

An integral part of this policy is the attached agreement. This agreement contains specific statements for students to read and affirm. These specific affirmations correspond with the general statements of this policy. At the beginning of each school year and/or upon enrollment, this agreement will be provided to students and required to be read and signed by the student and parents.

1. I will not attempt to visit websites that contain unsuitable material. If I am unsure if a site is suitable, I will ask a teacher or member of the staff.

2. I will only copy pictures or text into my documents. I will not download any other type of file (for example games, software, screen savers, etc.)

3. I will use flash drives for the express purpose of saving my documents and files.

4. I will not give anyone other than a school administrator my password.

5. I will not attempt to gain or guess anyone else's password or sign on with any other person's ID and password.

6. I will not attempt to change the desktop setup or any other settings on the school's computers.

7. I understand that anything going out from the school's computers will carry St. John's address. I will not give out personal information about myself in an email, including my name, home address, etc. unless given permission by a teacher.

8. I will not send out in email any material that is inappropriate. I will not use offensive or threatening language in my emails or in any other communication.

9. During lessons and at all times at school, I will only use the computers for school work.

10. I will ask a teacher before I print any information from the Internet.

11. I will not take information or documents off the Internet or from another user and pass it off as my own work.

12. I will give credit in reports that I write or work that I do from website or other sources where I obtained the information for my report.

13. The Internet in school is for educational use. I will not use it for financial gain or advertising.

14. I will report any misuse of the Internet or computers immediately to a teacher or member of the staff.

15. I will not type, draw, or input in any way anything on the schools computers that includes vulgarities, swearing, or any other inappropriate language or image.

16. I understand that my parents will be informed if I misuse the Internet or computers.

17. If I do not understand a part of this policy and how it applies to me, I will ask a teacher for help.

18. I have read this policy, understand it, and agree to follow it.

St. John's Lutheran School

e-Reader Acceptable Use Policy Agreement Form

Parent/Guardian Agreement

I authorize my child to bring their e-Reader to St. John's Lutheran School with the understanding that it is to be used as a tool for reading only (teacher approval) and that my child will comply with the aforementioned e-Reader Acceptable Use Policy.

I understand that St. John's Lutheran School is not responsible for any damage or loss associated with my child's e-Reader. I also understand that a violation of the e-Reader policy may result in my child losing the privilege to bring their e-Reader to school for a length of time commensurate with the nature of the violation.

Parent/Guardian Name: (Print) _____

Parent/Guardian Signature: _____

Internet/Computer/Tablet Acceptable Use Policy Agreement Form

Student Agreement

I agree to abide by all guidelines set forth in St. John's Lutheran School's Internet/Computer Acceptable Use Policy. I understand that a violation of this policy may result in losing the privilege of using the computer, unless specifically instructed to do so by a teacher.

Student Name: (Print) _____

Student Signature: _____ Date: _____

Adopted 11-7-06

St. John's Lutheran School
27 1st ST. NW
Norwood Young America MN 55397

WELLNESS POLICY

I. PURPOSE

The purpose of this policy is to assure a school environment that promotes and protects students' health, well-being, and ability to learn by supporting healthy eating and physical activity.

II. GENERAL STATEMENT OF POLICY

A. The school board recognizes that nutrition education and physical education are essential components of the educational process and that good health fosters student attendance and education, and that helpful eating and physical activity can have a positive impact on student behavior.

B. The school environment should promote and protect students' health, well being, and ability to learn by encouraging healthy eating and physical activity.

C. The school encourages the involvement of students, parents, teachers, food service staff, and other interested persons in implementing, monitoring, and reviewing school nutrition and physical activity policies.

D. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.

E. All students in Pre-school through grade 8 will have opportunities, support, and encouragement to be physically active on a regular basis.

F. Qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning.

III. GUIDELINES

A. Foods and Beverages

1. The current Dietary Guidelines for Americans will be used in planning the availability of all foods and beverages during the school day (including concessions and a la carte cafeteria items).

2. Food service personnel will take every measure to ensure that student access to foods and beverages meet or exceed all federal, state, and local laws and guidelines.

3. Food service personnel shall adhere to all federal, state, and local food safety and security guidelines.

4. The school will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.

5. The school will provide students access to hand washing or hand sanitizing before they eat meals or snacks and students should be encouraged to use such facilities.

6. The school will make every effort to provide students with sufficient time to eat after sitting down for school meals and will make every effort to schedule meal periods at appropriate times during the school day.

7. The school will discourage tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities

B. School Food Service Program/Personnel

1. The school will provide healthy and safe school meal programs that strictly comply with all federal, state, and local statutes and regulations.

2. The school shall designate the Food Service Director to be responsible for the school's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available to ensure food and beverage choices are consistent with current USDA Dietary Guidelines for Americans.

3. As part of the school's responsibility to operate a food service program, the school will provide continuing professional development for all food service personnel.

C. Nutritional Education and Promotion

1. The school will encourage and support healthy eating by students and engage in nutrition promotion that is:

   a. offered as part of a comprehensive program designated to provide students with the knowledge and skills necessary to promote and protect their health;

   b. part of health education classes and in other classes where appropriate.

2. The school will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte (snack) lines, vending machines, fundraising events, and concession stands.

D. Physical Activity

1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities such as watching television and playing video games.

2. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate.

E. Communications with Parents

1. The school recognizes that parents and guardians have a primary and fundamental role in promoting and protecting their childrens' health and well being.

2. The school will support parents' efforts to provide a healthy diet and daily physical activity for their children.

3. The school encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.

4. The school will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

5. The school newsletter and school site newsletters may be used to communicate to parents and guardians about the school's Food and Beverage Guidelines, Nutrition Education Guidelines, and Physical Education and Activity Guidelines.

IV. IMPLEMENTATION AND MONITORING

A. After approval by the school board, the wellness policy will be implemented.

B. School food service staff will ensure compliance within the school's food service areas and will report to the food service program administrator, or to the principal, as appropriate.

C. The school's food service program administrator will provide an annual report to the principal setting forth the nutrition guidelines and procedures for selection of all foods made available in school.

D. The principal or designee will ensure compliance with the wellness policy.

MEDICATIONS

In accordance with the Minnesota Department of Health's recommendations, medications will be administered under these circumstances:

Parents of students requesting that medication be administered during school hours are requested to provide for the school:1)the physician's order 2)parental release and 3)medication supplied in the original bottle.

It is recommended that prescription medication be divided into two bottles that are completely labeled; one for home and one for school. Medication administration forms are available at the school in the health coordinator's office. The health coordinator or designated personnel will sign his/her initials that the medication has been given to the student along with the date and time. Only personnel who have been annually trained by the health coordinator in medication administration will be able to dispense medications.

Over the counter medications will be given under the following conditions: 1) medication must be accompanied by a parent's signature 2) medication must be brought in its original bottle and have specific instructions from the parent on the dose of the medication and how often it is to be given. 3) non-prescription medication will be given for a maximum of five days with parent permission. After that time, orders from a physician will be required.

Aerosol inhalers may be carried by the student and self administered if the parent or guardian feels the child is capable and responsible. This medication is not required to be locked up.

St. John's Lutheran School
Salary Guidelines Worksheet

St. John's utilizes a percentage of the Minnesota South District guidelines for their faculty.

Currently, beginning January of 2013, all faculty members are paid 75% of the district guidelines.

Salaries are reviewed annually by the St. John's Lutheran Church's budget committee and ratified by the voter's assembly at its November voters' meeting.

All eligible workers are on the Church's Plan. We are currently under Option B. St. John's pays 92% of the cost of health benefits, while the worker pays the remainder.

Teacher
Compensation Guidelines
Minnesota South District
The Lutheran Church—Missouri Synod

Current Rate
Effective July 1, 2012—June 30, 2013

Base Rate: $35,349
IRS Rate Per Mile: $.55

Revised
July 2012

This guide will remain in effect until superseded. It is designed for use over a period of years. If you are not sure this is the most current issue, call the District Office at 952-223-2156.

Introduction

All full time teachers and principals are included in this guideline. This guideline is for use by congregations and their salary committees. Copies should be made for the committee responsible for setting salaries, and originals filed for future years. It should not be construed as a mandatory set of rules, rather as recommendations to assist congregations in deciding issues which are common to all teachers and congregations.

Preparation

Communication is vital. A salary review committee appointed by the congregation should annually discuss compensation issues with all its workers. The goal is to discover feelings and issues that need addressing and to assure that needs are being properly met.

Scripture has clear words of instruction for us in matters pertaining to the compensation of church workers (I Thessalonians 5:12-13; I Timothy 5:17; Galatians 6:6). The review committee and the congregation should know and understand this counsel. From these passages it is evident that we must treat those who labor in our midst with loving care and respect. Also it is evident that good work deserves good pay. Therefore the matter of merit should receive serious attention. Talk pieces to discuss finances and job satisfaction are included in this mailing.

General

The Guidelines update the base numbers for the 2012-2013 period.

Congregations are encouraged not to reduce other benefits such as the Concordia Worker Benefit Plans. While these plans are a significant expense to the congregation, they do provide to your worker the utmost for health care and provide a retirement plan that is supplemental to what Social Security offers.

How to Use This Guide

This document is linked with two other compensation guidelines, one for DCE/DCO/Deaconess and another for pastors. All three share a Common Base Rate for determining salary. This number is used in connection with a multiplier table to arrive at the desired compensation. Usually only two numbers will change each year, the Compensation Base Rate and the mileage rate as set by the IRS. These numbers will be published each year in a Compensation Advisory Letter. It is suggested you write the current numbers on a copy of this sheet, in the space at the lower left.

This guide divides the compensation into four groupings.

Base Compensation Group:
- Salary
- Housing & Utilities

Supplemental Income:
- FICA (Social Security) reimbursement
- TSA (Tax Sheltered Annuities & IRAs)
- Home Equity Support

Supplemental Benefits:
- Health, Survivor and Retirement Plans
- Vacations
- Sick Leave

Professional Expenses:
- Car Allowance
- Books
- Continuing Ed, Conferences

Multiplier Table

YEARS	Non–Synodically Trained BA	Level 1 Teacher BA	Level 2 Teacher BA + 18 hrs	Level 3 Teacher MA	PRINCIPAL
0	0.900	1.000	1.042	1.134	1.220
1	0.929	1.032	1.074	1.168	1.255
2	0.958	1.065	1.106	1.202	1.29
3	0.987	1.097	1.138	1.236	1.325
4	1.016	1.129	1.170	1.270	1.359
5	1.046	1.162	1.204	1.340	1.394
6	1.075	1.194	1.239	1.373	1.429
7	1.104	1.226	1.275	1.407	1.464
8	1.133	1.259	1.311	1.441	1.499
9	1.162	1.291	1.348	1.475	1.534
10	1.191	1.323	1.385	1.509	1.569
11	1.214	1.349	1.414	1.543	1.604
12	1.238	1.375	1.441	1.572	1.635
13	1.258	1.398	1.466	1.602	1.666
14	1.277	1.419	1.490	1.631	1.696
15	1.296	1.440	1.514	1.661	1.728
16	1.303	1.448	1.528	1.688	1.756
17	1.310	1.455	1.538	1.704	1.772
18	1.317	1.463	1.547	1.716	1.784
19	1.324	1.471	1.556	1.726	1.795
20	1.331	1.479	1.564	1.735	1.804
21	1.332	1.480	1.567	1.741	1.811
22	1.333	1.481	1.570	1.746	1.816
23	1.334	1.483	1.571	1.748	1.818
24	1.335	1.484	1.572	1.749	1.819
25	1.336	1.485	1.573	1.750	1.820
26	1.337	1.486	1.574	1.751	1.821
27	1.338	1.487	1.575	1.752	1.822
28	1.339	1.488	1.576	1.753	1.823
29	1.340	1.489	1.577	1.754	1.824
30	1.341	1.490	1.578	1.755	1.825
31	1.342	1.491	1.579	1.756	1.826
32	1.343	1.492	1.580	1.757	1.827
33	1.344	1.493	1.581	1.758	1.828
34	1.345	1.494	1.582	1.759	1.829
35	1.346	1.495	1.583	1.760	1.830
36	1.347	1.496	1.584	1.761	1.831
37	1.348	1.497	1.585	1.762	1.832
38	1.349	1.498	1.586	1.763	1.833
39	1.350	1.499	1.587	1.764	1.834
40	1.351	1.500	1.588	1.765	1.835

Base Compensation

A. Table

The table above recognizes two factors: years of experience and degree. Multiply the appropriate number above by the Base Rate issued by the District Office each year.

The base rate reflects a full-time salary for a teacher (male/female) providing service to the congregation/school for a full school year. Congregations also are encouraged to consider the base salary for public school teachers in their community as they set salaries. The Lutheran teacher merits the same base pay as the local public school teacher.

Three scales cover the rostered teacher (Level 1, Level 2, and Level 3). The rostered teacher begins at Level 1 and may progress to Levels 2 and 3.

Level 1: Teacher
Requirements: On the teacher roster of Synod and a Bachelor's Degree.

Level 2: Teacher
Requirements: Has a Bachelor's Degree plus 18 or more credits toward a Master's Degree in Education.

Level 3: Teacher
Requirements: Has a Master's Degree in Education.

Non-synodically trained teachers have received their training at a public or private university and are not eligible for the roster of Synod as a "Minister of Religion, Commissioned." Such teachers should be encouraged to enter the teacher colloquy program. For further information go to www.cuenet.edu.

When calculating the salary for a Lutheran teacher who is eligible for the roster of Synod, but has chosen not to be on the roster of Synod, you should use Level 1, 2, or 3, rather than the Non-synodically BA level.

Most principals serve also as classroom teachers. However, the scale to use is the Principal Scale. When calculating the principal's experience years, his or her teaching experience should be included.

Housing and utilities are included in the multiplier. If a teacherage is provided an adjustment can be made in accordance with section B.

B. Adjustments

To the number arrived with the multiplier, add or subtract the following:

1. *Housing and Utilities:* The base salary includes housing and utilities. If a teacherage is provided, subtract 28.5% (or multiply the number by 0.715).
2. *Additional Duties:* If the teacher has additional duties such as responsibilities in music, youth, athletics, or as an assistant to the principal, add 5% to 15% depending on the nature of the added work.
3. *Regional Economic Adjuster:* To allow for cost of living variances around the state, multiply the base salary by a number between 0.9 and 1.1 depending on the per capita income in your county. Look up your county in the table below and use the index number given as your multiplier.

CTY	IDX	CTY	IDX
Anoka	1.06	Mower	1.02
Blue Earth	1.04	Murray	0.94
Brown	1.02	Nicollet	1.02
Carver	1.10	Nobles	1.00
Cottonwood	0.98	Olmsted	1.10
Dakota	1.10	Pipestone	0.94
Dodge	1.00	Ramsey	1.10
Faribault	0.96	Redwood	1.00
Fillmore	0.96	Renville	0.98
Freeborn	0.96	Rice	0.98
Goodhue	1.06	Rock	0.98
Hennepin	1.10	Scott	1.10
Houston	1.02	Sibley	0.92
Jackson	0.96	Steele	1.08
LeSueur	1.02	Wabasha	1.02
Lincoln	0.90	Waseca	0.98
Lyon	1.06	Washington	1.10
McLeod	1.04	Watonwan	0.96
Martin	1.00	Winona	1.00
Meeker	0.96	Wright	1.02

4. *Example:* Teacher Mary has 10 years experience, is not furnished housing, serves a congregation located in an area with a per capita income of $19,000, and she is a Level 2 teacher:

Step 1: (Base salary): [1] $35,349 × 1.385 (10 yrs) = $48958
Step 2: (Regional Economic Adj): $49958× 1.04 = $50917

The numerical salary recommendation is $50917. Proceed now to section C for additional guidance.

[1] This number is the "Base Rate" number. It changes each year with inflation—this particular number is used for illustration purposes only.

C. Recommended Procedure

These are the recommended steps to determine teacher's salary for the next term:

1. The principal and the school board reviews the performance of the teacher in accordance with standard expectations and determines that performance has been:
    a. Exceptional
    b. Above average
    c. What is expected
    d. In need of improvement
    e. Less than satisfactory

2. The principal with the school board determines if a level change has been earned and, if so, decides to include this status change in the proposal package.

3. The principal with the school board examines the present salary of the teacher compared with the salary given by the multiplier table and recommends an appropriate increase.

A "Standard" increase: Where the teacher is situated near the scale figure corresponding to his or her experience level, the normal increase would consist of an inflation factor (built into the scale because it is moved up annually) plus one year's experience increment. The combination of these factors results in a higher percentage increase for the younger teachers because they are working in a period of more rapid personal growth and development.

A "Non-standard" increase: An example of this would occur when the teacher has been promoted to a higher level. Here the teacher not only moves down on the scale for an additional year of experience, but also moves to the right from one Level to another Level on the Multiplier Table. The result is an above average increase. Another example would occur when the teacher's present pay is considerably below where the table indicates it should be and performance has been good. This should result in an above average increase, although in extreme cases it could take several years to "catch up".

4. The recommendation formed above should now be coordinated with the congregation salary review committee which is also responsible for the salaries of the other church workers. In the case of all church workers, whether a pastor, DCE, or teacher, the congregation should be told how the salaries compare with the guideline and the reason(s) for any variance, be it above or below the guideline.

D. FICA (Social Security)

Teachers are required to enroll. Rostered teachers as "self employed" people are accountable for the entire cost. If the teacher is on the regular (off-set) basis of the Concordia Retirement Plan, **the congregation is required to reimburse** the teachers the difference between the Regular Basis and the Full Basis. Teachers on the Full Basis, do not receive this additional payment since the congregation is contributing a larger amount to the retirement plan on the Full Basis. When either of these reimbursements is made, that amount is considered taxable.

E. Home Equity Support

In prior years the MNS District encouraged congregations to provide a Home Equity Plan (HEP) when a home was provided for the worker. This provided a way to have the worker save for a house on a tax-deferred basis. However, significant changes in the federal law now make this illegal and all congregations had to stop this practice as of December 31, 2004. Previously deferred HEP funds (on or before December 31, 2004) and earnings on these funds are unaffected.

The congregation can still provide to the worker additional annual compensation which the worker can deposit in a tax-sheltered annuity, a traditional IRA, or a Roth IRA.

Another option would be for the congregation to increase the salary of the worker by an amount equal to the former home equity contribution.

Supplemental Benefits

A. Concordia Plan Services

The LCMS Concordia Plan Services consist of the:

1. Concordia Health Plan (Medical/Dental) (CHP)
2. Concordia Disability and Survivors Plan (CDSP)
3. Concordia Retirement Plan (CRP) or
4. The Church's Plan

The congregation is responsible for all payments to the Retirement and Disability and Survivors Plans.

When the worker is enrolled in the Concordia Retirement Plan on the Regular (off-set) Basis the congregation is required to pay the worker the difference between the Regular Basis and the Full Basis, so that this amount can be applied by the worker to his FICA payments. If the congregation is already helping the worker with the FICA payments, this reimbursement should not be made.

Examples:

Married worker with Housing Allowance
(Salary + Housing Allowance) × 3.0%* = Offset

Married worker in Parsonage/Teacherage
(Salary + Furnishing/Utility allowance + 25% of Salary) × 3.0%* = Offset

Single worker with Housing Allowance
(Salary + Housing Allowance) × 2.3%* = Offset

Single worker in Parsonage/Teacherage
(Salary + Furnishing/Utility allowance + 25% of Salary) × 2.3%* = Offset

* 2006 rates. Any change in rates will be found in the annual Compensation & Benefit Guidelines of the Concordia Retirement Plans sent annually to the congregation treasurer.

It is recommended that the congregation pay for health care coverage for the entire family.

Detailed information on the Concordia Plan Services can be obtained by calling the Concordia Plan Services Office in St. Louis: 1-888-927-7526.

B. Vacation

The congregation should have a documented policy covering all workers. The following schedule of vacation time is recommended for teachers on a 12-month work schedule:

Total Years of Church Service	Weeks of Vacation
1-10	3
11-25	4
Over 25	5

C. Sick Leave (Short Term)

While it is not the purpose of the Salary Compensation Guidelines to set the congregation's Personnel Policies, it should be acknowledged that providing for time-off due to illness is in the best interest of the congregation by protecting the health of your workers. Without such days, there is a risk of having your worker attempting to carry out responsibilities while seriously ill. It is suggested that sick leave be granted in accordance with the Concordia Disability and Survivor Plan, that is, fourteen (14) days per year. After fourteen days of illness, the Concordia Disability Plan provides wage replacement.

Professional Expenses

A. Automobile

When the teacher or principal is required to use his or her personal auto for church or school related work he/she should be compensated for at the currently allowed IRS rate. The IRS rate is provided to you at the top of the first page of this document. Should you not have the current number you may obtain it by calling the IRS at 1-800-829-1040 or the District Office at (952) 223-2156.

The IRS rate is quoted in "cents per mile". When multiplied by the miles actually driven the resulting amount may be deducted from income. This amount covers all costs to replace, repair, insure and operate an automobile.

If an auto allowance is granted by the congregation, in lieu of a reimbursement plan based on actual miles driven, the worker is required by law to report the mileage accrued for "business" related travel. If the actual mileage experienced is below the granted auto allowance, the excess must be reported as regular income.

B. Continuing Education

The teacher or principal should be encouraged to pursue a self improvement program. This could include course work he or she determines will improve classroom effectiveness, whether or not this course work is credit related. The teacher or principal should be encouraged to attend workshops and conferences programmed by the District. A minimum of $300 should be budgeted annually for each teacher or principal to be utilized for expenses in this category.

NOTES:

St. John's Lutheran School
2013 Budget

	Expenses			
	Membership Fees			
	Sam's	70		
	Medox Labs	140		
	NLSA	325		
	Professional Organizations	750		
	United Streaming	350		
	Spelling Bee	25		
	Lutheran Portal	400		
	MISF	400		
			2460	
	Substitute Teachers		3500	
	Postage		200	
	Mileage reimbursement		700	
	Machine Lease			
	Marketing		400	
	Teacher inservice/Continuing Ed		1000	
	Building & Maintenance			Trustees?
	Curriculum & Subject Supplies		12000	
	Special Activites		2000	
	Office/Classroom supplies		5000	
	Staff Recognition			
	Technology		3000	
			30260	
	Bus			
		—		

2012-13	Member	Community	
Estimated Tuition Income*	63369	30034	90000
Registration Fees			14305
Hoffman Grant			
Extended Day			

*Includes $6500 in **tuition assistance. (Up to $10,000 allotted** by congregational vote in July of 2012.)

Financial Aid Policy

St. John's Lutheran School participates in TADS as a means of providing tuition aid to qualifying school families.

No family will receive greater than a 50% tuition reduction in any given year.

The deadline for families to submit their financial information to TADS is April 15. Up to 80% of available St. John's aid will be distributed to those families meeting the first deadline.

The remaining available tuition aid amount will be awarded to those current and new families that submit information to TADS after April 15. The percentage given to these families will not exceed the average percent of those families meeting the April 15 deadline.

St. John's Lutheran School
Tuition and Fees
2012 – 2013

Registration Fees

(Non-refundable)

	Per Child	If paid by March 15, 2012
Preschool – 3	$60	$50
Preschool – 4	$60	$50
K-8	$160	$135

Tuition Fees

(Per Child)

	1st Child	Each Additional	St John's Church member	St. John's Church additional child
Preschool-3	690	636	344	318
Preschool-4	797	744	399	372
K-8 – Member	1375 / 735	1184 / 633		
K-8 Community	1844	1654		

Milk Break Fees

(applies to kindergarten and preschool students only)

	Annual Fee per child
Preschool-3	$5
Preschool-4	$7
Kindergarten	$13

Noon Lunches

Student (K-8)	$2 / meal
Adult	$3.25 / meal
Extra Milk	30¢ / carton

(Hot lunch prices are subject to change.)

Bus Fees

(Preschool only – billed for only if used)

Daily – pick-up AND drop-off $6.00	Daily pick-up OR drop-off $3.00

NM Increase %				1.06			1.07			1.07		
Member Increase %				1.07			1.07			1.07		
	2011-12	**Enroll**		**2012-13**	**Enroll**		**2013-14**	**Enroll**		**2014-15**	**Enroll**	
P3	645	14	9030	690	14	9662	738	14	10338	790	14	11062
P4	745	20	14900	797	20	15943	853	20	17059	913	20	18253
K-8 Member	1375	85	116875	1471	86	126528	1574	93	146404	1684	101	170128
K-8 Non-member	1740	15	26100	1844	15	27666	1974	17	33550	2112	18	38010
Pk-8th Enrollment		134			135		5139	144			153	
			166905			179799			207351			237453
Decrease %/Yr												
Grants				0.93			0.93			0.93		
Hoffman	35201	1	35201	1		32737	1		30445	1		28314
Feltmann	35201	1	35201	1		32737	1		30445	1		28314
Total Grants			70402			65474			60891			56628
Assistance %				1.07			1.07			1.07		
Total Student Assistance			15000	1		16050	1		17174	1		18376
						0	1		0	1		0
Adusted Parent tuition												
Parent's portion of tuition paid (D12 - D15 - D19)			81503			98275			129287			162449
Expenses				1.03			1.03			1.03		
Salaries	320000			329600			339488			349673		
Supplies	26000			27000			28000			29000		
Total School expenses			346000			356600			367488			378673
Congregational Cost (D30-D9)			179095			176801			160137			141220

2012-13 Tuition

	Member		Hoffman (- Adjustments)	Parent Portion	Parent %	Hoffman %
	P3	690	345	345		50%
	P4	797	399	399		50%
	K-8	1375	640	735	53%	47%
	Community					
	P3	690	0	690		
	P4	797	0	797		
	K-8	1844	0	1844		

2013-14 Tuition

	Member		Hoffman (- Adjustments)	Parent Portion		
1.1	**Member**					
	P3	690	284	406	0.588	41%
	P4	797	328	469	59%	41%
	K-8	1375	567	809	59%	41%
1.05	**Community**					
	P3	690	0	690		
	P4	797	0	797		
	K-8	1936	0	1936	100%	0%

2014-15 Tuition

	Member		Hoffman (- Adjustments)	Parent Portion		
1.1	**Member**					
	P3	690	284	406	0.588	41%
	P4	797	328	469	59%	41%
	K-8	1375	486	889	65%	35%
1.05	**Community**					
	P3	690	0	690		
	P4	797	0	797		
	K-8	2033	0	2033	100%	0%

2015-16 Tuition

	Member		Hoffman (- Adjustments)	Parent Portion		
1.1	**Member**					
	P3	690	284	406	0.588	41%
	P4	797	328	469	59%	41%
	K-8	1375	397	978	71%	29%
1.05	**Community**					
	P3	690	0	690		
	P4	797	0	797		
	K-8	2135	0	2135	100%	0%

2016-17 Tuition

			Hoffman			
1.1	**Member**		(- Adjustments)	Parent Portion		
	P3	690	284	406	0.588	41%
	P4	797	328	469	59%	41%
	K-8	1375	299	1076	78%	22%
1.05	**Community**					
	P3	690	0	690		
	P4	797	0	797		
	K-8	2241	0	2241	100%	0%

2017-18 Tuition

			Hoffman			
1.1	**Member**		(- Adjustments)	Parent Portion		
	P3	690	284	406	0.588	41%
	P4	797	328	469	59%	41%
	K-8	1375	191	1184	86%	14%
1.05	**Community**					
	P3	690	0	690		
	P4	797	0	797		
	K-8	2353	0	2353	100%	0%

2018-19 Tuition

			Hoffman			
1.1	**Member**		(- Adjustments)	Parent Portion		
	P3	690	284	406	0.588	41%
	P4	797	328	469	59%	41%
	K-8	1375	73	1302	95%	5%
1.05	**Community**					
	P3	690	0	690		
	P4	797	0	797		
	K-8	2471	0	2471	100%	0%

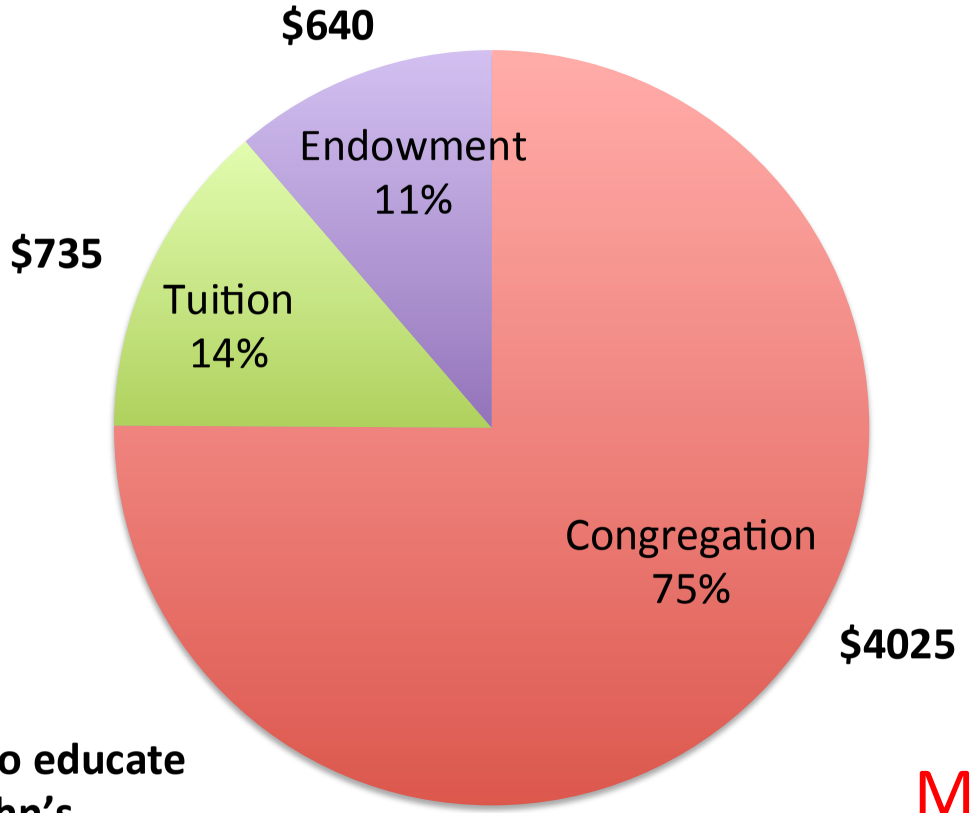
Recommendation

7-year Plan

Increase the parent portion of member tuition
(Currently $735)
by 10% per year over the next 7 years.

Increase non-member tuition (currently $1844)
by 5% per year over the next 7 years.

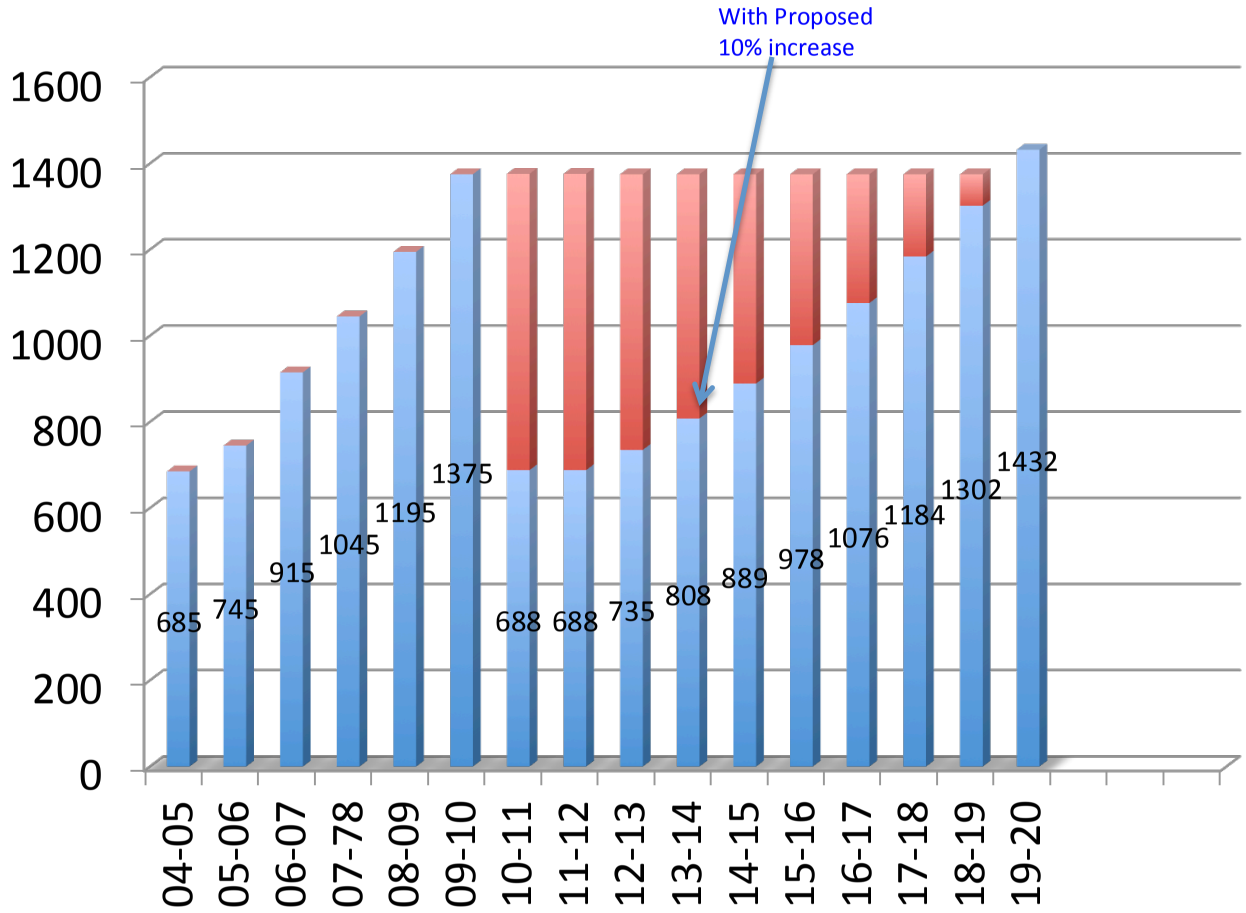
Where the Money Comes From (per child)



It costs $5400 to educate 1 child at St. John's.

Member

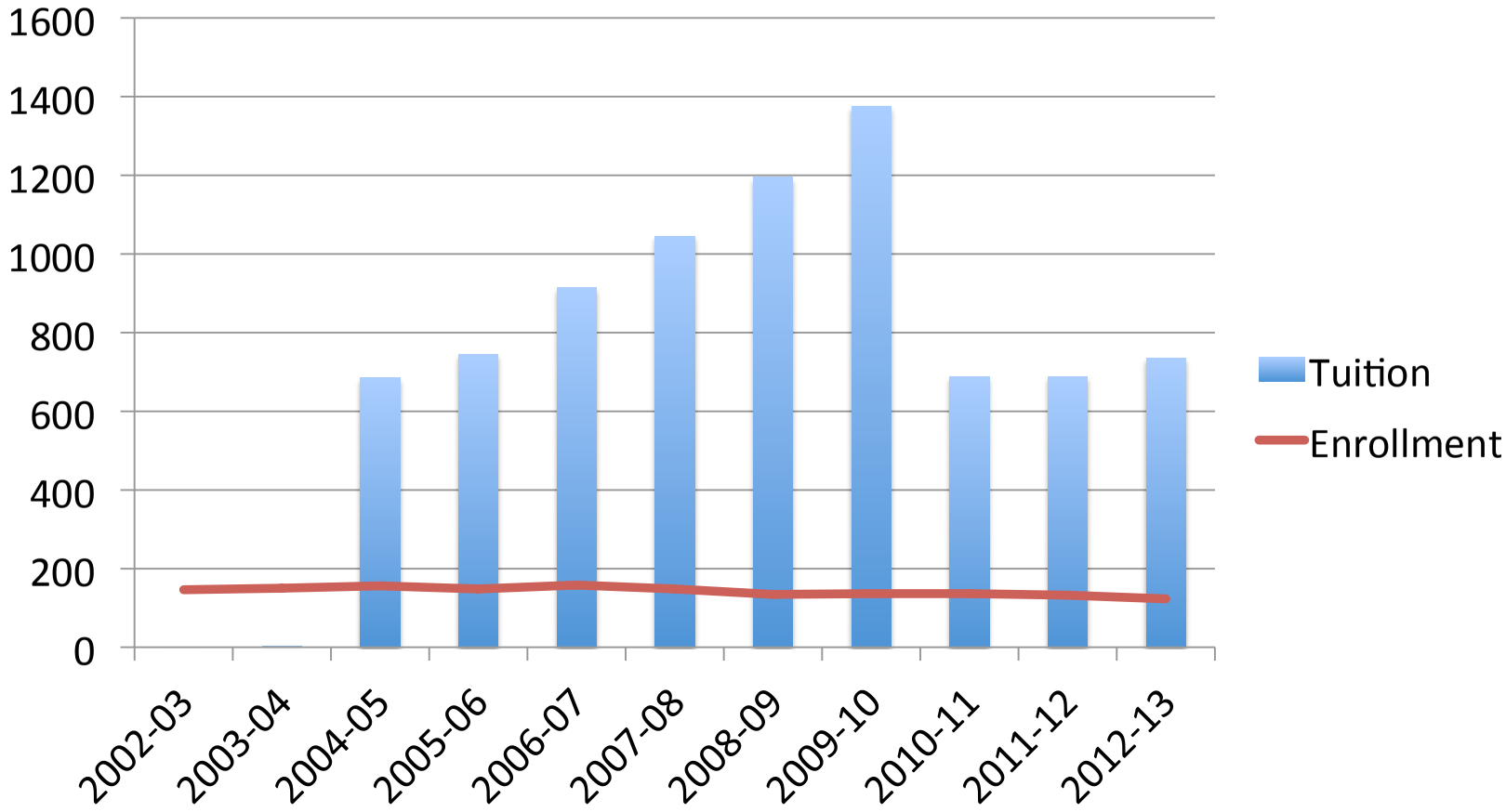
Tuition History



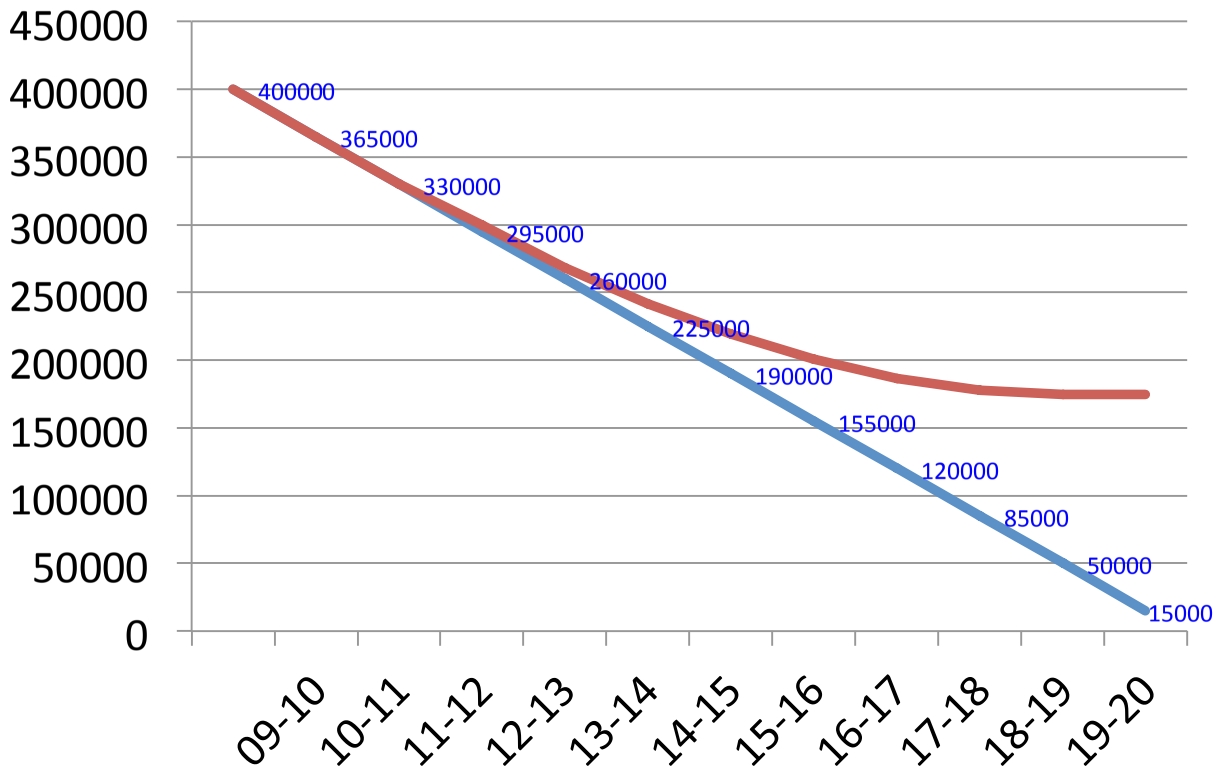
Blue - **Parent** Portion

Red - Endowment Fund

History of Parent-paid Tuition Compared to Enrollment



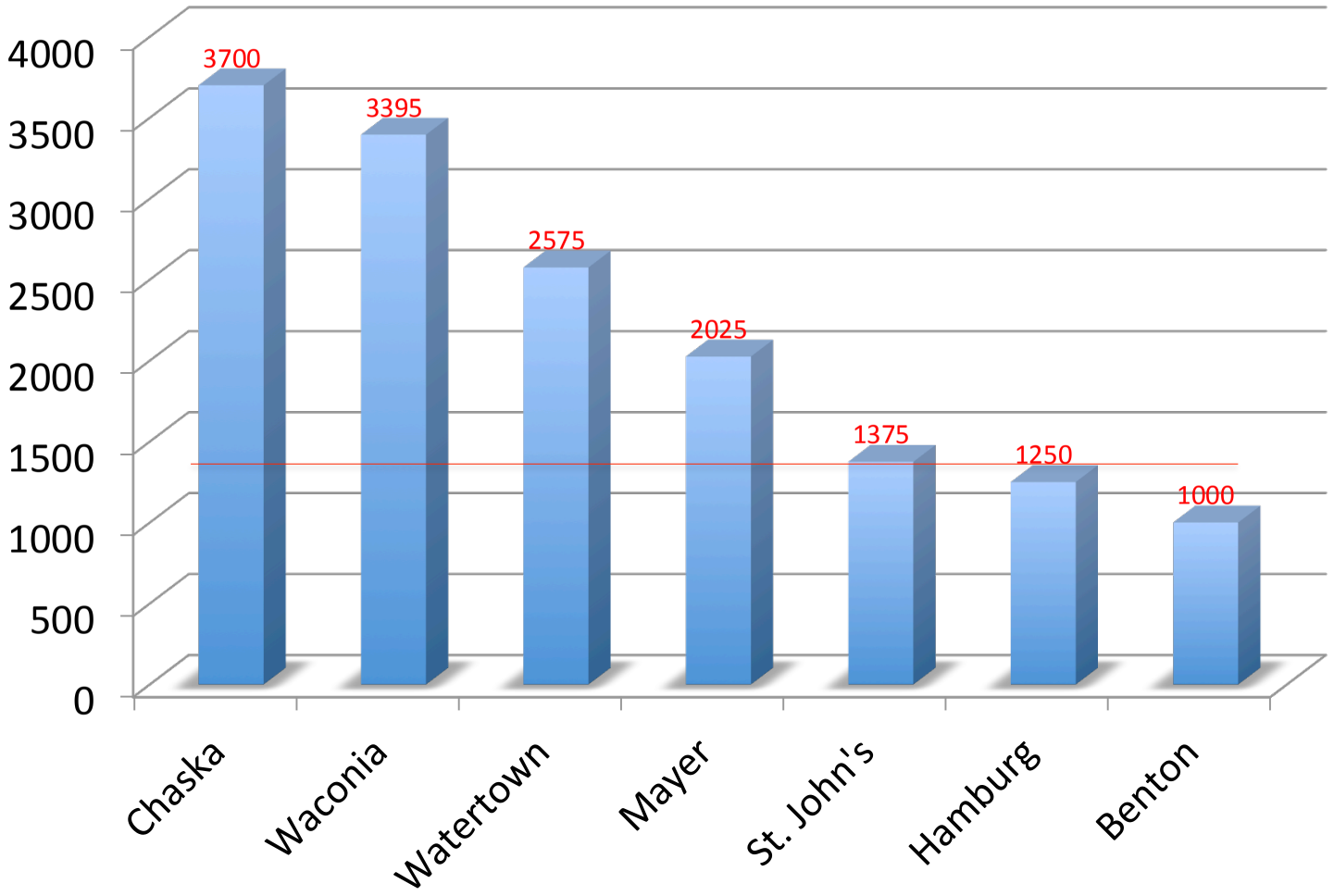
Hoffman Estate Endowment Fund Balances



Blue – Continue current tuition assistance plan

Red – Offset 10% tuition increase (Tuition + Endowment = $1375)

Tuitions of Area Schools



Recommendation

7-year Plan

Increase the parent portion of member tuition
(Currently $735)
by 10% per year over the next 7 years.

Increase non-member tuition (currently $1844)
by 5% per year over the next 7 years.

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Response Summary

Total Started Survey: 28
Total Finished Survey: 28 (100%)

PAGE: 2

1. Grades in which you have children

Create Chart | Do

	PK	K	1	2	3	4	5	6	7	8	Rati Cou
Grades	17.6% (3)	0.0% (0)	17.6% (3)	**23.5% (4)**	11.8% (2)	17.6% (3)	5.9% (1)	17.6% (3)	17.6% (3)	11.8% (2)	
										answered question	
										skipped question	

2. Please mark you general impressions of the school. Feel free to write any comments that you feel would help explain your thoughts.

Create Chart | Download

	Excellent	Good	Average	Poor	Very Poor	No Opinion	Rating Average	Rating Count
Evidence of a Christ-centered education Show Responses	42.9% (12)	**50.0% (14)**	7.1% (2)	0.0% (0)	0.0% (0)	0.0% (0)	1.00	28
Evidence of Christ's joy within your child's teacher Show Responses	35.7% (10)	**39.3% (11)**	17.9% (5)	7.1% (2)	0.0% (0)	0.0% (0)	1.00	28
Quality of teachers (instruction) Show Responses	**32.1% (9)**	**32.1% (9)**	**32.1% (9)**	3.6% (1)	0.0% (0)	0.0% (0)	1.00	28
Effectiveness of the principal Show Responses	35.7% (10)	**39.3% (11)**	21.4% (6)	0.0% (0)	0.0% (0)	3.6% (1)	1.00	28
Chapel services Show Responses	28.6% (8)	**53.6% (15)**	3.6% (1)	0.0% (0)	0.0% (0)	14.3% (4)	1.00	28
Amount of homework Show Responses	21.4% (6)	**50.0% (14)**	21.4% (6)	7.1% (2)	0.0% (0)	0.0% (0)	1.00	28
Relevancy of homework	21.4% (6)	**50.0% (14)**	25.0% (7)	0.0% (0)	0.0% (0)	3.6% (1)	1.00	28
Handling of discipline problems Show Responses	21.4% (6)	**32.1% (9)**	17.9% (5)	17.9% (5)	0.0% (0)	10.7% (3)	1.00	28
School's expectations of students	25.0% (7)	**46.4% (13)**	28.6% (8)	0.0% (0)	0.0% (0)	0.0% (0)	1.00	28

Access to teachers Show Responses	**42.9% (12)**	25.0% (7)	25.0% (7)	7.1% (2)	0.0% (0)	0.0% (0)	1.00	28
School's physical appearance	10.7% (3)	**50.0% (14)**	17.9% (5)	17.9% (5)	3.6% (1)	0.0% (0)	1.00	28
School's cleanliness	21.4% (6)	**42.9% (12)**	28.6% (8)	7.1% (2)	0.0% (0)	0.0% (0)	1.00	28
Effectiveness of other school personnel (secretaries, custodian, cook)	**35.7% (10)**	32.1% (9)	28.6% (8)	3.6% (1)	0.0% (0)	0.0% (0)	1.00	28
Effectiveness of the Parent Teacher League Show Responses	14.3% (4)	**57.1% (16)**	28.6% (8)	0.0% (0)	0.0% (0)	0.0% (0)	1.00	28
Effectiveness of the Board of Education Show Responses	10.7% (3)	**42.9% (12)**	21.4% (6)	3.6% (1)	0.0% (0)	21.4% (6)	1.00	28
Tuition, fees, expenses Show Responses	21.4% (6)	**60.7% (17)**	7.1% (2)	10.7% (3)	0.0% (0)	0.0% (0)	1.00	28
School website Show Responses	28.6% (8)	**39.3% (11)**	25.0% (7)	7.1% (2)	0.0% (0)	0.0% (0)	1.00	28
Technology integration Show Responses	25.9% (7)	**40.7% (11)**	25.9% (7)	7.4% (2)	0.0% (0)	0.0% (0)	1.00	27
Overall quality of education provided	25.0% (7)	**50.0% (14)**	21.4% (6)	3.6% (1)	0.0% (0)	0.0% (0)	1.00	28
Level of parent involvement Show Responses	28.6% (8)	25.0% (7)	**39.3% (11)**	7.1% (2)	0.0% (0)	0.0% (0)	1.00	28
Teacher to Home communication Show Responses	**28.6% (8)**	25.0% (7)	**28.6% (8)**	17.9% (5)	0.0% (0)	0.0% (0)	1.00	28
Office to Home communication Show Responses	28.6% (8)	**50.0% (14)**	17.9% (5)	3.6% (1)	0.0% (0)	0.0% (0)	1.00	28
Community Relations Show Responses	14.3% (4)	32.1% (9)	**39.3% (11)**	10.7% (3)	0.0% (0)	3.6% (1)	1.00	28
Congregational Relations Show Responses	10.7% (3)	25.0% (7)	**42.9% (12)**	10.7% (3)	0.0% (0)	10.7% (3)	1.00	28
							Comments	0
							answered question	**28**
							skipped question	**0**

3. Please rate St. John's curriculum — Create Chart — Download

	Excellent	Good	Average	Poor	Very Poor	No opinion	Rating Average	Rating Count
1. Religion	**50.0% (14)**	42.9% (12)	7.1% (2)	0.0% (0)	0.0% (0)	0.0% (0)	1.00	28
2. Reading	35.7% (10)	**46.4% (13)**	14.3% (4)	3.6% (1)	0.0% (0)	0.0% (0)	1.00	28
3. Mathematics	35.7% (10)	**42.9% (12)**	17.9% (5)	3.6% (1)	0.0% (0)	0.0% (0)	1.00	28
4. Language	35.7% (10)	**50.0% (14)**	14.3% (4)	0.0% (0)	0.0% (0)	0.0% (0)	1.00	28

5. Social Studies / History / Geography	28.6% (8)	**53.6% (15)**	14.3% (4)	0.0% (0)	0.0% (0)	3.6% (1)	1.18	28
6. Science	28.6% (8)	**50.0% (14)**	17.9% (5)	0.0% (0)	0.0% (0)	3.6% (1)	1.18	28
7. Spelling	**42.9% (12)**	**42.9% (12)**	10.7% (3)	0.0% (0)	0.0% (0)	3.6% (1)	1.18	28
8. Music / choir	17.9% (5)	**42.9% (12)**	25.0% (7)	10.7% (3)	0.0% (0)	3.6% (1)	1.18	28
9. Art	21.4% (6)	**53.6% (15)**	25.0% (7)	0.0% (0)	0.0% (0)	0.0% (0)	1.00	28
10. Physical Education	14.3% (4)	**53.6% (15)**	28.6% (8)	3.6% (1)	0.0% (0)	0.0% (0)	1.00	28
11. Technology	21.4% (6)	**53.6% (15)**	25.0% (7)	0.0% (0)	0.0% (0)	0.0% (0)	1.00	28
12. Memory Work	18.5% (5)	**59.3% (16)**	22.2% (6)	0.0% (0)	0.0% (0)	0.0% (0)	1.00	27
13. Health	14.3% (4)	**50.0% (14)**	17.9% (5)	3.6% (1)	0.0% (0)	14.3% (4)	1.71	28
						Comments Show Responses		2
						answered question		**28**
						skipped question		**0**

4. Please rate your interest in participating in specialized adult classes (video or digital picture editing, specific software applications, parenting, etc.) if St. John's were to offer one or more. Create Chart Download

	Response Percent	Response Count
Very interested	3.6%	1
Interested	14.3%	4
Depends on the topic	**53.6%**	**15**
Not interested	28.6%	8
	If interested, do you have any suggested topics? Show Responses	1
	answered question	**28**
	skipped question	**0**

5. How can we improve St. John's Lutheran School? Download

	Response Count
	Show Responses 15
	answered question **15**
	skipped question **13**

6. What do you consider to be St. John's strengths?	Download
	Response Count
Show Responses	17
answered question	**17**
skipped question	**11**

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How can we improve St. John's Lutheran School?

Services

It would be nice to have extended care available to for the Preschool children for parents who work.

Keep tuition the same.

Appearance/ PR/Marketing

giving the school a fresher look, especially for those families who are visiting and thinking about moving/enrolling at St. John's. Appearance is the first thing they see. More marketing and community outreach may also assist in increasing enrollment.

update the building

I think we need better teacher to parent communication. Also it would be nice to see somewhat of a change in curriculum - it seems like some things have been the same for alot of years!

Do we participate in a welcome neighbor packet?? for new people to the community to try to encourage enrollment?

Communication

More communication. Stop the church attendance! It's no one's business & it places judgement on our kids!!!!

Need better communication with homework . Update homework online daily Put teachers email address on web site so we can contact them, if needed.

Staffing

Continue to add more staff to bring in new ideas. Many teachers have been here a really long time.

A couple of the teachers tend to holler and speak in a gruff tone towards the kids. Have heard this on numerous occasions. Right in front of parents. I know it's not an easy job, but there are better ways to communicate.

I feel like some of the teachers don't love their job; they are just here to put their time in.

Sometimes need to get out of the past and this is the way it has been for the past 25 years and so on. We are in a different century now and people that guide the school need to get on board and realize that.

At times I have heard my child/children verbalize feelings of frustration that of come from coversations that taken place in school with a particular teacher during class and had several comments made by this teacher that are not exactly character building...."We haven't got all day....."

There are teachers at St. John's that shouldn't be teaching anymore and it shows in their personality, it shows in how they teach their classes, it shows in how they talk to the grandparents at grandparents day, it shows in the eyes of my child when they walk in the classroom everyday. My child should be excited to go to school every day. They should want to go to school. It should be their teacher who makes them want to go to school, who makes learning fun. Because when that is gone, when learning isn't fun and exciting anymore, I am sorry, but you have not done your job as a teacher.

Promote enthusiasm in our teachers.

Academics

Well I don't agree with having the 3rd-4th graders in the honor roll, it really I believe takes away from the upper grades, especially in the newspaper. I believe 5th-8th grade should be recognized and that is it. I strongly feel about this.

continue to stay current with new technologies (i.e. ipads, computers, spanish class, music class). I'm impressed by what we

have implemented the last few years. I would like to see larger class sizes.....combining the classes is a great alternative when there is a limited number of students per class.

Are annual reviews done on a regular basis for the teachers? Would be nice if parent/student feedback would be included as part of that. I am trying to think what other job there is that would not require an annual review process with a peer review or some kind of feed back from student/parents?

Engrade could be updated more frequently

I really think the academic standards need to be raised. I believe students need to be challenged, particularly in the core areas. I believe St. John's does a good job in the lower grades, but falls short in the upper grades of providing coursework that prepares students for high achievement in high school.

What do you consider to be St. John's strengths?

The small class sizes, and the fact that everyone knows everyone. Not just a face in the crowd. :)

I have seen evidence of the religion taught in my child's day to day behavior.

Overall good school, I love the low student to teacher ratio.

Student teacher ratio

Lots of one to one attention.

Christ centered education.

I like the small classroom sizes and the ratio of child to teachers, however, it would be nice to have more kids in each classroom. My kids are taught about value, giving and caring about others at St. John's, which is very important to us! The main reason we send our children to St. John's is to get a Christian education and I feel that is met above and beyond!

St. Johns has a lot of strengths. They are very high in academics such as math, reading, writing skills and also has a good balance of sports/athletics and music/arts. Religion and respect are also highly taught/encouraged. We should all be very proud to call St. John's "our school."

Staff feels like family

smaller class sizes (I like that child knows kids every year not just her own class.) - niece and nephew don't always have same friends year to year, hard transitions @public school w/large classes.

Pastor Winter is wonderful, Pastor Hutch is great too, his sermons are a little hard to follow sometimes,but he tries hard. Mr. Polzin seems a little to shy, would like to see him mix with the kids a little more., He is a good guy. St. Johns has some wonderful teachers, I think they are just a little tired some days. Would like to see teachers eating with students, building bonds.

Christ-centered school, computer classes, homemade lunches, chapel families, sports.

Keeping God in school and giving our children self worth.

There are some great teachers at St John's that shine through and we love them! Our hope is that they stay there a long time!

the small school environment makes it easy to try new things and avoid hassles of going through a chain of command. Everyone seems open to new ideas/ways of teaching and using all available resouces.

I think the instruction that kids receive within a school that is teaching the word of God is invaluable. Our kids are different from public school kids; not perfect, but definitely different.

Size of school, Christian education

ADDENDUM H

Physical Facilities Questionnaire

INSTRUCTIONAL STAFF QUESTIONNAIRE

Each member of the instructional staff should complete this questionnaire. Rate each item:

1–Excellent, 2–Good, 3–Adequate, 4–Unsatisfactory, 5–Very unsatisfactory

1. The buildings that house classrooms are:
   ___a. suitable to the organization of the school and the type of program
   ___b. attractive
   ___c. in good condition
   ___d. properly illuminated
   ___e. properly ventilated (air-conditioned, if needed)
   ___f. adequately heated

___2. Classroom space is adequate to meet the needs of the age and level of the child to support the achievement of learner outcomes.

3. Bathrooms are:
   ___a. readily available
   ___b. suitable in size and number and comply with state regulations
   ___c. equipped with water, soap, and paper towels
   ___d. kept clean and sanitary

4. Drinking fountains are:
   ___a. sufficient in number
   ___b. conveniently located

5. Furniture is:
   ___a. sufficient in amount
   ___b. appropriate in size
   ___c. of good type and quality
   ___d. in good repair

6. Supplies and equipment are:
   ___a. appropriate to the needs of the educational program
   ___b. easily accessible
   ___c. adequately stored

7. Physical education facilities are:
   a. Located suitably
      ___1. outdoors
      ___2. indoors
   b. In good condition (drainage and surfacing)
      ___1. outdoors
      ___2. indoors
   c. Of adequate size to support developmentally appropriate activities.
      ___1. outdoors
      ___2. indoors
   d. Adequately equipped
      ___1. outdoors
      ___2. indoors

8. The school complies with all local, state, and federal regulations with regard to:
   ___a. fire
   ___b. safety
   ___c. sanitation
   ___d. health

9. The atmosphere of the school is conducive to the physical, mental, and emotional health of:
   ___a. children
   ___b. staff

10. The school plant promotes the health and safety of the children and staff by:
   ___a. accessibility for all
   ___b. freedom from exterior auditory disturbances
   ___c. secure construction
   ___d. care of buildings
   ___e. care of grounds

11. First aid services provide:
   ___a. a well stocked first aid kit
   ___b. at least one staff member competent to administer first aid

12. The preschool and kindergarten areas include:
   ___a. musical instruments
   ___b. shelves and storage space
   ___c. learning center space
   ___d. large muscle manipulatives (blocks, tools, toys)

13. Outdoor facilities include:
   ___a. ball field
   ___b. playground equipment (swings, slides, climbing apparatus, basketball hoops)
   ___c. lined hard surfaces for games
   ___d. boundaries (fences, gates, safety precautions)

Please comment on all items rated 4 or 5. Additional comments may be added for any other items.

#										Total	Average	
1	a	3	3	3	3	3	3	2	1	21	2.6	
	b	2	3	3	2	3	3	3	1	20	2.5	
	c	3	3	3	2	3	2	3	2	21	2.6	
	d	3	3	2	2	1	2	2	1	16	2.0	
	e	4	4	3	3	1	2	1	1	19	2.4	
	f	3	3	3	2	1	2	3	1	18	2.3	
2		4	4	3	3	1	2	2	1	20	2.5	
3	a	3	3	3	3	3	1	1	1	18	2.3	
	b	3	3	3	3	3	4	1	2	22	2.8	
	c	4	3	3	3	2	2	1	3	21	2.6	
	d	4	3	4	3	3	2	1	3	23	2.9	
4	a	3	3	3	2	1	2	2	2	18	2.3	
	b	3	3	2	2	1	2	2	2	17	2.1	
5	a	3	3	2	3	1	2	1	1	16	2.0	
	b	2	3	2	2	1	3	1	1	15	1.9	
	c	1	3	3	3	2	4	2	2	20	2.5	
	d	1	2	3	3	2	3	2	3	19	2.4	
6	a	3	3	3	3	1	2	1	1	17	2.1	
	b	3	3	3	2	1	2	3	1	18	2.3	
	c	3	3	3	2	3	2	3	1	20	2.5	
7	a1	3	2	2	2	2	2	1	1	15	1.9	
	a2	3	2	2	2	3	2	1	1	16	2.0	
	b1	4	4	2	2	3	2	2	1	20	2.5	
	b2	3	2	4	2	3	2	2	2	20	2.5	
	c1	3	1	2	2	3	1	4	1	17	2.1	
	c2	3	1	2	2	3	1	1	1	14	1.8	
	d1	3	2	1	2	2	2	2	1	15	1.9	
	d2	3	2	3	2	3	2	2	1	18	2.3	
8	a	2	2	4	2	2	2	1	2	17	2.1	
	b	2	2	4	3	2	2	1	2	18	2.3	
	c	3	3	4	3	4	2	1	3	23	2.9	
	d	2	2	3	2	3	2	1	2	17	2.1	
9	a	3	3	4	2	1	2	3	2	20	2.5	
	b	3	3	4	2	1	2	3	2	20	2.5	
10	a	4	3	3	3	3	2	1	1	20	2.5	
	b	3	3	2	2	2	1	2	1	16	2.0	
	c	3	2	2	2	1	1	2	2	15	1.9	
	d	3	3	4	2	3	2	2	3	22	2.8	
	e	3	3	4	3	3	2	2	2	22	2.8	
11	a	2	1	2	2	2	1	1	1	12	1.5	
	b	2	1	3	2	2	3	1	1	15	1.9	
12	a	3	3	3	2	3	2	1		17	2.1	
	b	3	3	3	2	4	2	1		18	2.3	
	c	3	3	3	2	3	2	1		17	2.1	
	d	3	3	3	2	2	2	1		16	2.0	
13	a	2	1	2	2	1	1	1	1	11	1.4	
	b	2	1	1	2	1	1	1	1	10	1.3	
	c	3	3	1	2	1	1	1	2	14	1.8	
	d	3	3	4	2	3	3	2	4	24	3.0	
											2.2	Overall Average
		140	128	138	113	106	99	82	72	878	109.8	

Student Questionnaire - Grades 3 - 8
St. John's Lutheran School

The School Boards and the Administration of St. John's Lutheran School invite you to complete the following questionnaire. We encourage your help in furthering our process of building St. John's into a GREAT school. Please take your time and read each question carefully. Your opinion and suggestions are important to us!

Member at:

_____ St. John's Lutheran Church - Norwood Young America
_____ Other Lutheran Church
_____ Other Church
_____ No Church

Grade: MASTER

	Strongly Agree	Agree	Disagree	
2.6	3	2	1	I feel safe going to and from school
2.7	3	2	1	I feel safe while I am in school
1.9	3	2	1	Students are well behaved in school
2.3	3	2	1	Discipline is fair
2.4	3	2	1	I know that my teacher cares about me
2.4	3	2	1	My teachers challenge me
2.5	3	2	1	My teacher is available for additional help
2.5	3	2	1	My teacher respects me
2.7	3	2	1	My principal cares about me
2.7	3	2	1	My principal treats students fairly
2.1	3	2	1	My classmates treat me with respect
2.13	3	2	1	My parents help me with homework
2.6	3	2	1	I am learning to read effectively
2.6	3	2	1	I am learning to write effectively
2.7	3	2	1	I am learning to speak correctly
2.7	3	2	1	I am learning to use the computer properly
2.9	3	2	1	I have a computer at home
3.0	3	2	1	I am learning about the Word of God
2.7	3	2	1	I am learning about the world and people
1.7	3	2	1	I feel the library has plenty of books
1.8	3	2	1	I enjoy the school lunches
2.6	3	2	1	I am happy here at St. John's School
2.7	3	2	1	I feel I am prepared for the next grade
2.5	3	2	1	The pastors are available for me to talk with them
2.5	3	2	1	I have learned to work with others
2.5	3	2	1	I have gained self respect and confidence
2.5	3	2	1	I am happy with the looks of my school

What I like most about St. John's School is: _____

_____

_____

Do you have positive suggestions for our improvements: _____

_____

_____

St. John's Lutheran School
Kindergarten Schedule

Play 7:30-8:05

After the children check-in and put their things away, they are free to choose from the activities in our centers. This time of day focuses on developing social skills through play and experimental learning. It is at this time that we also work one-on-one or in small groups, work on make-up work, take AR tests, and do assessments.

Learning Centers 8:05-8:45

The children get a chance to practice what they have learned throughout the day as they do an activity at one or more center. Centers include: Big Book, Classroom Library, Listening, ABC/Word Study, Poetry, Pocket Chart, Writing, Overhead, Theme, Math, Handwriting, Creation, Puzzles and Games, Blocks, Sensory Table, Housekeeping, and Computer.

Morning Meeting 8:45-9:15

The children come together as a community of learners where we set a positive tone for our day and build skills in literacy, math, and more.

Break 9:15-9:30

After we use the restrooms, we have a glass of milk.

Literacy 9:30-10:30

Research shows that the way children become readers and writers is by developing a love for reading and by having lots of exposure to print. During this time we do phonemic awareness, shared reading, guided reading, interactive writing, phonics, oral language, journaling, and learn some high frequency (popcorn) words.

Spanish Wed. 10:05-10:25

Math 10:30- 11:10

Throughout the year we will be working on positions, patterns, sorting, number recognition and writing, shapes, fractions, time, money, measurement, addition, and subtraction.

Lunch 11:10-11:45

Recess 11:45-12:15

We go outside most days. In case of inclement weather, we play in the gym.

Financial V

Jesus Time 12:25-12:40

During this time we learn more about Jesus, worship and praise God, pray, and sing. We focus on one Old or New Testament Bible story each week and then, after we are familiar with the story, we learn how it applies to our life at school and at home. On Friday morning at 8:10, we participate in a Chapel Service with the rest of the St. John's students.

Structured Sharing 12:40-12:45

During this time we share our homework and take home bags, and have *Letter of the Week* show and tell.

Story 12:45- 12:50

Rest 12:50-1:05

Theme 1:05-1:25

During this time we learn more about the world that God has given us through Science, Social Studies, Holiday, or Seasonal Themes.

Special Activities

M-Computer 1:25-2:00
Tu, Th-Gym 1:25-1:40
W-Library 1:30-2:00
F- Music 2:00-2:25

Snack Before or after Special Activities

Play Time After snack - 2:35

Closing 2:35-2:45

We pick up, pack our bags, put on our coats or jackets, change our shoes, and have a closing prayer.

Dismissal 2:45

Revised 9/15/12

St. John's
2012-2013

First Grade Class Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:05		Memory	Memory	Memory	Memory
8:10	Religion	Religion	Religion	Religion	Chapel
8:50	Reading	Reading	Reading	Reading	Chapel - Reading
9:30	Break	Break	Break	Break	Break
9:50	Reading	Reading	Reading	Reading	Reading
10:30	Math	Math	Math	Math	Math
11:10	Lunch/recess	Lunch/recess	Lunch/recess	Lunch/recess	Lunch/recess
12:20	Storytime	Storytime	Storytime	Storytime	Storytime
12:40	Language Arts	Language Arts	Spanish	Spanish	Language Arts
1:00	Language Arts	Language Arts	Language Arts	Lanuage Arts	Language Arts
1:20	Break	Break	Break	Break	Break
1:30	SS/Science	SS/Science	SS/Science	SS/Science	SS/Science
2:00	SS/Science	Computers	SS/Science	Library	Music
2:10	PE	Computers	PE	Library	Music 2-2:25
2:40	Closing	Closing	Closing	Closing	Classroom shapeup
2:43	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

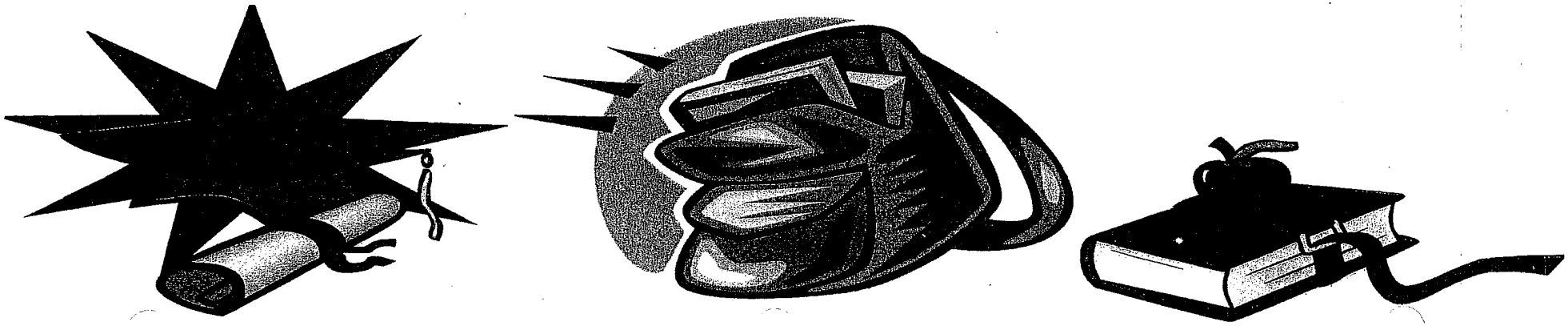
2012-2013 CLASS SCHEDULE: MRS. KIMBLE

#VALUE!	Monday	Tuesday	Wednesday	Thursday	Friday
8:00		Memory	Memory	Memory	
8:05	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Chapel
8:10	Reading	Reading	Reading	Reading	8:40 Reading
9:20	Math	Math	Math	Math	Reading
9:40	Break	Break	Break	Break	Break
9:50	Math	Math	Math	Math	Centers
10:20	Language	Language	Language	Language	Math
10:50	S.S./Science	10:40 Art	S.S./Science	S.S./Science	11:05 Morning Meeting
11:15	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:20	Spelling	Spelling	Spanish	Spanish	Music
12:40	JesusTime	Jesus Time	Jesus Time	Jesus Time	12:45 Spelling
1:10	Handwriting	Handwriting	Computer	Library	Handwriting
1:40	Gym	Handwriting	Gym	Spelling	Independent Reading
2:10	TFK	S.S./Science	Spelling	Handwriting	1:50 Clean/2:00 Explorers
2:35	Diamond/Coal	Diamond/Coal	Diamond/Coal	Diamond/Coal	Diamond/Coal

3rd/4th Grade Class Schedule 2012-2013

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:05 - 8:45	Devos/ Religion	Devos/ Religion	Devos/ Religion	Devos/ Religion	Chapel
8:45 – 9:25	Reading	Reading	Reading	Reading	Reading
9:25 - 9:35	Break	Break	Break	Break	Break
9:35 - 10:15	Language	Language	Language	Language	Language
10:15 – 10:55	Science	Handwriting	Science	Spelling	Science
10:55 – 11:20	Computer (4) Spelling (3)	Computer (3) Spelling(4)	Spanish	Spanish	Music
11:20 - 12:15	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess
12:15 - 12:40	DEAR	DEAR	Spelling	DEAR	Spelling
12:40 - 1:25	Math	Math	Math	Math	Math
1:25 – 2:00	Social Studies	Social Studies	Art	Social Studies	TFK
2:00 – 2:35	Progress Report/ Study	PE	Art/ Library 2:00	PE	Clean up
2:35 – 2:40	Closing	Closing	Closing	Closing	Closing

St. Johns	Young America	Grade 5	Class Schedule	2012 - 2013	Mr. Young
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:05 - 8:45	Religion	Religion	Religion	Religion	Chapel/Rel.
8:45 - 9:25	Reading	Reading	Reading	Reading	Reading
9:25 - 9:35	Break	Break	Break	Break	Break
9:35 - 10:15	Math	Math	Math	Math	Math
10:15 - 10:55	Hist	Hist	Hist / Spanish	Hist / Spanish	Hist
10:55 - 11:40	Lang	Lang	Lang	Lang	Lang
11:40 - 12:00	Spelling	SRA	Spelling	SRA	Spelling
12:00 - 12:40	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:40 - 1:25	5/8 Girls PE	5/8 Boys PE	5/8 Girls PE	5/8 Boys PE	Music 12:45 - 1:20
12:40 1:25	5/8 Boys Art	5/8 Girls Art	5/8 Boys Art	5/8 Girls PE	
1:25 - 2:00	Science	Science	Science	Science	Science
2:00 - 2:30	Computer	Phonics	Library/ Comp.	Handwriting	Choir
2:30 - 2:40	Wrap up / Close	Wrap up / Close	Wrap up / Close	Wrap up / Close	Wrap up / Close



6th Grade Schedule

2012-2013

	Monday	Tuesday	Wednesday	Thursday	Friday
8:05-8:45	Religion Irrgang	Religion Irrgang	Religion Irrgang	Religion Irrgang	Chapel
8:45-9:25	Math Kimble	Math Kimble	Math Kimble	Math Kimble	Math Kimble
9:25-9:35	Break	Break	Break	Break	Break
9:35-10:15	History Kimble	History Kimble	History Kimble	History Kimble	History Kimble
10:15-10:55	6/7 LA Irrgang	6/7 LA Irrgang	6/7 LA Irrgang	6/7 LA Irrgang	6/7 LA Irrgang
10:55-11:40	Science Young	Science Young	Science Young	Science Young	Science Young
11:40-12:00	SSR Irrgang	SSR Irrgang	6-8 Spanish 11:30-12:05	6-8 Spanish 11:30-12:05	SSR Irrgang
12:00-12:40	Lunch/Rec.	Lunch/Rec.	Lunch/Rec.	Lunch/Rec.	Lunch/Rec.
12:40-1:25	Girls PE Boys Art	Boys PE Girls Art	Girls PE Boys Art	Boys PE Girls Art	Computers Polzin
1:25-2:00	Reading Irrgang	Reading Irrgang	Reading Irrgang	Reading Irrgang	Music 1:20-2:00
2:00-2:20	Spelling Irrgang	Spelling Irrgang	Spelling Irrgang	Spelling Irrgang	Explorers
2:20-2:45	Study and Wrap-up	Study and Wrap-up	Study and Wrap-up	Study and Wrap-up	Explorers

Mrs. Irrgang's Schedule

2012-2013

	Monday	Tuesday	Wednesday	Thursday	Friday
8:05-8:45	6 Religion	6 Religion	6 Religion	6 Religion	Chapel
8:45-9:25	4 Reading	4 Reading	4 Reading	4 Reading	4 Reading
9:25-9:35	Break	Break	Break	Break	Break
9:35-10:15	8 LA	8 LA	8 LA	8 LA	8 LA
10:15-10:55	6/7 LA	6/7 LA	6/7 LA	6/7 LA	6/7 LA
10:55-11:40	5 LA	5 LA	5 LA	5 LA	5 LA
11:40-12:00	6 SSR	6 SSR	Prep	Prep	6 SSR
12:00-12:40	Lunch/Rec.	Lunch/Rec.	Lunch/Rec.	Lunch/Rec.	Lunch/Rec.
12:40-1:25	4 Math	4 Math	4 Math	4 Math	4 Math
1:25-2:00	6 Reading	6 Reading	6 Reading	6 Reading	Prep
2:00-2:20	6 Spelling	6 Spelling	6 Spelling	6 Spelling	Explorers
2:20-2:45	Study and Wrap-up	Study and Wrap-up	Study and Wrap-up	Study and Wrap-up	Explorers

CLASSROOM INVENTORY - ACCREDITATION 2013							
	Tables	Desks	TV	Smart Board	Chairs	Computers	Computer Teacher
Grade K	5	1	1	1	26	1	1
Grade 1	2	14	1	1	10	2	1
Grade 2	2	14	1	1	26	2	1
Grade 3-4	2	24	1	1	30	2	1
Grade 5	2	14	1	1	4	2	1
Grade 6	2	15	1	1	5	1	1
Grade 7-8	2	14	0	1	3	1	1
Extended Care	7	1	1	0	20	0	0
Media Center	5	0	0	0	17	17	
Library	4	1	1	0	10	1	

Copiers	2						
Fax	1						
Principal		1				1	
Secretary		1				1	

Grade	Subject	Title	Level	Decsription	Publisher	Copy	ISBN	# Have		Total needed
K	Religion	Voyages	K	Teachers Edition	Concordia	2003	R01-57-0012	1		
K	Handwriting	Fun with Letters	K	Teacher's manual	Zaner - Bloser	1999	680500	1		
K	Math	Math Expressions Vol. 1	K	student pages	HMH	2011	9780547473673	8		
		Math Expressions Vol. 2			HMH	2011	9780547473697	8		
K	Reading	Houghton Mifflin	K	Teacher's manual	Houghton/Mifflin	2008	978-0-618-850945	2 sets		
				complete kit	Houghton/Mifflin	2008	978-0-618-42650-8	1		
K	Science	HSP Science	K	Teachers kit	Harcourt	2009	978-0-153-67011-4	1		
				Big book	Harcourt	2009	0-15-360943-5	1		
K	Social Studies	HMH Social	K	Big book	HMH	2010	9780153517921	1		
				Teachers manual		2010	9780153858949	1		

Grade	Subject	Title	Level	Decsription	Publisher	Copy	ISBN			
1		Words I Use When I Write	1	Text - Soft	EPS/School Specialty Intervention		Y466-W9			
1	Hdwg/Phonics	Zaner - Bloser	1	Text - Soft	Zaner - Bloser	2003	0-7367-1210-0			
1	Language	taken from reading curriculum	1							
1	Math	Math Expressions	1	Practice pages	HMH	2011	978-0-547-47372-7			
	Math	Math Expressions	1	Practice pages	HMH	2011	978-0-547-47373-4			
1	News	Time for Kids - BIG PICTURE	1	News periodical	Time	current				
1	Reading	Level 1.1	1	Textbook	Houghton-Mifflin	2008	978-0-618-84810-2			
1	Reading	Level 1.2	1	Textbook	Houghton-Mifflin	2008	978-0-618-84811-9			
1	Reading	Level 1.3	1	Textbook	Houghton-Mifflin	2008	978-0-618-84812-6			
1	Reading	Level 1.4	1	Textbook	Houghton-Mifflin	2008	978-0-618-84813-3			
1	Reading	Level 1.5	1	Textbook	Houghton-Mifflin	2008	978-0-618-84814-0			
1	Reading	Vol. 1 Themes 1-4	1	Practice	Houghton-Mifflin	2008	978-0-618-38470-9			
	Reading	Vol. 2 Themes 5-10	1	Practice	Houghton-Mifflin	2008	978-0-618-38471-6			
1	Science	HSP Science	1	Teachers Edition	Harcourt	2009				
1	Social Studies	HMH	1	Grade 1 collection	HMH	2010	9780153493904			
1	Social Studies	HMH	1	practice books	HMH	2010	9780153472923			
1	Social Studies	HMH	1	primary atlas	HMH	2010	9780153522628			
	1/30/2013									

Grade	Subject	Title	Level	Decsription	Publisher	Copy	ISBN		
2	News	Time for Kids -NEWS SCOOP	2	News periodical	Time	current			
2	Reading	Adventures	2	Practice 2.1	Houghton Mifflin	2008	978-0-618-38472-3		
2	Reading	Delights	2	Practice 2.2	Houghton Mifflin	2008	978-0-618-38473-0		
2	Science	Harcourt Science	2	Big Books	Harcourt	2002	15-325358-4		
2	Math	Math Expressions	2	Practice pages	HMH	2011			
			2	Practice pages	HMH	2011			
2	Social Studies	HMH Social	2	Big Books	HMH	2010	9780153493973		
2	Social Studies	HMH Social	2	Practice books	HMH	2010	9780153472930		
2	Social Studies	HMH Social	2	Primary atlas	HMH	2010	9780153522628		
2	Spelling	taken from Reading curriculum							
2	Art	Various methods							
2	Computers	Dancemat Typing		Online					
2	Phy Ed.	Various methods							
2	Handwriting	Zaner-Bloser	2M	workbook	Zaner-Bloser	2012	9780736768375		
2		manuscript/cursive cards			25 in @ set		9780736789417		

Grade	Subject	Title	Level	Decsription	Publisher	Copy	ISBN		
3	Handwriting	Zaner - Bloser	3	Teacher's manual	Zaner - Bloser	1999	680023		
3	Language	Harcourt Language	3	Textbook	Harcourt	2002	0-15-317833-7		
3	Math	Math Expressions	3	Text/hardcover	HMH	2011	978-0-547-47383-3		
	Math	Math Expressions	3	Text/hardcover	HMH	2011	978-0-547-47378-9		
3	News	Time for Kids-NEWS	3	News periodical	Time	current			
3	Reading	Vol. 1	3	Textbook	Houghton-Mifflin	2008	978-0-618-84819-5		
	Reading	Vol. 2	3	Textbook	Houghton-Mifflin	2008	978-0-618-84823-2		
3	Reading	Vol. 1	3	Practice	Houghton-Mifflin	2008	978-0-618-38474-7		
	Reading	Vol. 2	3	Practice	Houghton-Mifflin	2008	978-0-618-38475-4		
3	Science	Harcourt Science	3	Textbook	Harcourt	2002	0-15-322920-9		
3	Social Studies	Our Communitites	3	Textbook	HMH	2010	9780153858840		
3	Social Studies	Our communitites	3	Practice book	HMH	2010	9780153472947		
3	Spelling	Spelling Connections	3	Text - Soft	Zaner - Bloser	?	978-0-7367-0039-9		

Grade	Subject	Title	Level	Decsription	Publisher	Copy	ISBN		
4	Language	Harcourt Language	4	Textbook	Harcourt	2002	0-15-317834-5		
4	Math	Math Expressions	4	Text/hardcover	HMH	2011	978-0-547-47376-5		
		Math Expressions	4	Text/hardcover	HMH	2011	978-0-547-47389-5		
4	News	Time for Kids-WORLD REPORT	4	News periodical	Time	current			
4	Reading	Traditions	4	Textbook	Houghton-Mifflin	2008	978-0-618-84827-0		
4	Reading	Vol. 1	4	Practice	Houghton-Mifflin	2008	978-0-618-38476-1		
4	Reading	Vol. 2	4	Practice	Houghton-Mifflin	2008	978-0-618-38477-8		
4	Science	HSP Science	4	Textbook	Harcourt	2009	978-0-15-360940-4		
4	Social Studies	States and Regions	4	Textbook	HMH	2010	9780153858864		
	Social Studies	States and Regions	4	Practice book	HMH	2010	9780153472954		
4	Spelling	Everyday Spelling	4	Text - hard	Pearson Ed.	2008	328223018		
	1/30/2013								

Grade	Subject	Title	Level	Decsription	Publisher	Copy	ISBN		
5	Math	Math Expressions Vol. 1	5	Text/hardcover	HMH	2011	978-0-547-47380-2		
	Math	Math Expressions Vol. 2	5	Text/hardcover	HMH	2011	978-0-547-47387-1		
5	Reading	Expeditions	5	Textbook	HMH	2008	978-0-618-84830-0		
	Reading	Volume 1	5	workbook	HMH	2008	978-0-618-384785		
	Reading	Volume 2	5	workbook	HMH	2008	978-0-618-384792		
5	Science	Harcourt Science	5	Textbook	Harcourt	2009	978000153609411		
5	Social Studies	The United States -	5	Textbook	HMH	2010	978-0-153-85887-1		
	Social Studies	Making of a New Nation	5	Practice books	HMH	2010	9780153472978		
5	Spelling	Everyday Spelling	5	Text - Soft	Scott Foresman	2008	978-0-328-222957		
	1/30/2013								

Grade	Subject	Title	Level	Decsription	Publisher	Copy	ISBN		
6	Math	Math Expressions	6	Textbook Vol 1	HMH	2011	978-0-0547-56741-9		
6	Math	Math Expressions	6	Textbook Vol 2	HMH	2011	978-0-547-56740-2		
6	Reading	Triumphs	6	Textbook	Houghton Mifflin	2008	978-0-618-84832-4		
6	Science	Harcourt Science	5	Textbook	Harcourt	2009	978-0-153-60942-8		
6	Science	Science World	6	periodical	Scholastic	current			
6	Social Studies	Timelinks:	6	Vol. 1	MacMillan/MacGraw	2009	978-0-02-151349-9		
6	Social Studies	The World	6	Vol. 2			978-0-02-152406-8		
6	Spelling	Everday Spelling	6	Text - Soft	Scott Foresman	2008	978-0-328-22296-8		
6	MN History	Northern Lights		Textbook	MN Historical	2003	0-87351-440-8		
	1/30/2013								

Grade	Subject	Title	Level	Decsription	Publisher	Copy	ISBN			Total needed
7	Language	Writing and Grammar		Textbook	Pearson/Prentice Hall	2008	978-0-132-00961-4			
7	Math	Pre-Algebra		Textbook	Pearson/Prentice Hall	2004	0-13-068608-5		didn't replace	in 2012
7	News	Current Events	7	periodical	Weekly Reader	current				
7	Reading	Readers Choice Course 2		Textbook	Glencoe-McGraw	2000	0-02-635378-4			
7	Reading	Readers Choice Course 2		Text - soft	Glencoe-McGraw	2000	0-02-818096-8			
7	Science	Life Science	7	Textbook	Pearson/Prentice Hall	2005	13-190119-2			
7	Science	Science World		periodical	Scholastic	current				
7	Social Studies	The American Journey	7	Textbook	Glencoe-McGraw	2012	978078953644		combo Gr. 7 & 8	
7	Spelling	Everday Spelling	7	Text - Soft	Scott Foresman	2008	978-0-328-22297-1			

Grade	Subject	Title	Level	Decsription	Publisher	Copy	ISBN			Total needed
8	Language	Writing and Grammar								
8	Math	Algebra Str. & Meth Book1		Textbook	Prentice Hall	2002	13-058415-0		didn't replace	in 2012
		The Classic Book 1		Textbook	McDougal Little	2000	0-395-97722-3		didn't replace	in 2012
8	News	Current Events	8	periodical	Weekly Reader	current				
8	Reading	Glencoe Literature	8	Textbook	Glencoe-McGraw Hill	2000	0-02-635378-4			
8	Science	Physical Science	8	Textbook	Pearson/Prentice Hall	2005	978-0-131-90123-0			
		Science World		periodical	Scholastic					
8	Social Studies	American Journey	8	Textbook	Glencoe-McGraw	2012	9780078953644		combo Gr. 7 & 8	
8	Spelling	Everday Spelling	8	Text - Soft	Scott Foresman	2008	978-0-328-22298-8			
	1/30/2013									

DISCIPLINE POLICY

To discipline means to make a disciple or follower. That implies that someone follows an example willingly rather than because he/she is forced. Our goal is that students follow the loving example of Jesus Christ. That means loving God first, others second and one's self last. It means being willing to help and serve others.

We therefore commit ourselves to a cooperative effort with parents and children to provide an atmosphere that is God-pleasing. Characteristics of such an atmosphere include the following:

> Students who demonstrate their faith in Christ through their words and actions.
> Students who exhibit pride in their school, their own learning and accomplishments and the accomplishments of their schoolmates.
> Students who respect their teachers, staff, parents, fellow students, school and themselves.
> Students who know and accept the rules and decisions of those in authority.
> Students who are accountable for their own actions and realize that with privileges there are responsibilities.

We believe that our school must be an orderly environment in which disruptions do not interrupt learning. Students must be given opportunities to practice responsibility and t[illegible]pt reasonable exercise of authority. We affirm that good education cannot proceed without good discipline, respectfully, rationally, and reasonably applied. Student misconduct in the school buildings, school grounds and at school-related activities will be cause for guidance. The teachers and principal will hold students accountable for their failure to obey school rules.

CONSEQUENCES OF MISCONDUCT

Students forfeit their privilege to an education at St. John's Lutheran School if the student's continued presence in school will be of no substantial benefit to him/her or if his/her continued presence in school will be injurious to the health, morals or education of other pupils or the welfare of the school. Possible consequences of misconduct include, but are not limited to, the following:

-- Counsel and verbal reprimands from school authorities
-- Loss of privileges for students, as needed.
-- After school detention, as needed.
-- Intervention plan worked out with parent, student and school authority.
-- In-school suspension, removal from the classroom.
-- Short term suspension from classes (stay at home 1-3 days).
-- Expulsion from St. John's Lutheran School.
-- In all suspension actions, it is the responsibility of the students and parents to make sure all assignment work is made-up and turned in to their teachers.

Some circumstances, such as sexual harassment, threatening statements or actions, possessing a weapon, or severe bullying may also require that the principal contact the county social services or police department, as defined by law.

St. John's Lutheran School does not engage in nor condone the use of corporal punishment.

Specific Rules

1. Physical fighting is not tolerated.
   A. School authorities will administer discipline as deemed appropriate. Parents will be contacted each time any fighting occurs.
   B. In all situations, Christian counsel will be given to all parties. It is the intent and purpose of St. John's School to promote repentance and forgiveness based on Scripture.
2. Play areas are the playground, gymnasium, and ball fields. Students must remain in the play area during the entire play period unless the on-duty teacher or other authority gives permission.
3. Throwing snowballs or sliding on ice is not allowed because injury may occur.
4. We expect all students and teachers to use kind words with each other. Bullying and name-calling are unacceptable.
5. Respect for school property and one another is necessary.
6. Students are expected to use the abilities with which God has blessed them and to complete their assignments faithfully.
7. Radio, CD players, cameras, toys and other similar items are permitted at school at the teachers discretion.
8. Cell phones are to be turned off and kept in school bags during school hours.
9. Gum chewing is not permitted during the school day.
10. Weapons, drugs, tobacco, and alcohol will not be allowed or tolerated. Possession of these could result in immediate suspension or expulsion.
11. School phones may be used by students upon having received permission from a teacher or office personnel.

PROCEDURES FOR DEALING WITH MISBEHAVIOR

1. The teacher will give Christian counsel and guidance, attempting to resolve the problem with the Student.
2. The teacher will inform parents of the disciplinary problem and the concern the teacher has for the child. The parents and child will also be informed of the procedures that will follow if the child continues his/her offensive behavior.
3. If the situation does not improve, the teacher will consult with the principal. The principal will provide Christian counseling, reprimands or other disciplinary action and will notify the parents of the continuing problem. The child and parents are cautioned that a continuation of the problem may result in suspension from school and possible expulsion.

4. The principal has the authority to suspend any pupil whose presence in school is detrimental to the best interests of himself/herself, other students, teachers or staff. Verbal/written notice of such action shall immediately be given to the parent or guardian, the pastor and to the Board of Christian Education.
5. A student may be expelled from school by the Board of Christian Education upon the recommendation of the principal if the student's continued presence in school will be injurious to the health, morals, education of other students, or the welfare of the school. The parent or guardian shall be informed in writing by the principal of such recommendation. Parents will also be informed of the appeal procedure.
6. When a violation occurs that legally requires the principal to contact the County Social Services or the Police Department, the principal shall also immediately contact the parents, the administrative pastor, and the Board of Christian Education.

Concordia Publishing House

)ENT: _____ LUTHERAN SCHOOL: _____

RESS: STREET: CITY: ZIP CODE: TELEPHONE:

E OF BIRTH: PLACE OF BIRTH : CITY: STATE: ETHNIC GROUP: ADOPTED: YES NO

E OF BAPTISM: CHURCH: DENOMINATION: CITY: STATE: CUSTODIAL RIGHTS:

E OF ENROLLMENT: GRADE: TRANSFER FROM: REASON:

E OF WITHDRAWAL: GRADE: TRANSFER TO: REASON:

E OF GRADUATION: GRADE: NEXT SCHOOL ATTENDED: NAME: CITY: STATE:

E OF CONFIRMATION: CHURCH WHERE CONFIRMED: NAME: CITY: STATE:

FATHER	MOTHER	BROTHERS AND SISTERS	
ME:	NAME: NEE:	NAME	DATE OF BIRTH
ME ADDRESS:	HOME ADDRESS:		
CUPATION:	OCCUPATION:		
ERE CHURCH MEMBER:	WHERE CHURCH MEMBER:		
NIC GROUP:	ETHNIC GROUP:		
RITAL STATUS:	MARITAL STATUS:		
MMENTS:	COMMENTS:		

SCHOLARSHIP AND ATTENDANCE

GRADE	PRE-K		K		1		2		3		4		5		6		7		8				
YEAR																							
SEMESTER	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1
RELIGION																							
MEMORIZATION																							
READING																							
ENGLISH																							
SPELLING																							
HANDWRITING																							
SOCIAL STUDIES																							
CURRENT EVENTS																							
MATHEMATICS																							
HEALTH																							
SCIENCE																							
MUSIC																							
ART																							
PHYSICAL EDUCATION																							
INDUSTRIAL ARTS																							
HOME ECONOMICS																							
COMPUTER																							
SCHOOL DAYS																							
DAYS ABSENT																							

STANDARDIZED TEST SCORES

GRADE AND MONTH	NAME OF TEST	FORM	DATE			SCORE			
			MO.	DA.	YR.	TOTAL BATTERY	G.E.	STA.	%

STANDARDIZED TEST SCORES

GRADE AND MONTH	NAME OF TEST	FORM	DATE			SCOR
			MO.	DA.	YR.	TOTAL BATTERY

IMMUNIZATION

TYPE	RESULTS	AGE

COCURRICULAR ACTIVITIES

ACTIVITY	1	2	3	4	5	6	7	8
BAND								
CHOIR								
HAND BELLS								
BASKETBALL								
FOOTBALL								
SOFTBALL								
BASEBALL								
VOLLEYBALL								
TRACK								

ACTIVITY	1	2	3	4	5	6	7
SOCCER							
CHEERLEADING							
STUDENT COUNCIL							
SAFETY PATROL							

St. John's Lutheran School

27 1st Street NW
Norwood Young America, MN 55397

Suffer the little children to come unto Me. Luke 18:16

Name _____

Year _____ Grade _____

Teacher _____

Kindergarten Progress Report

Recognizes and names letters circled

Quarter 1	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
Quarter 2	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
Quarter 3	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
Quarter 4	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z

Recognizes and names sounds circled

Quarter 1	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Quarter 2	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Quarter 3	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Quarter 4	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Recognizes numbers circled

Quarter 1	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Quarter 2	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Quarter 3	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Quarter 4	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Recommended Academic Level Next School Year _____

Spritual Development

- Listens attentively during Jesus time
- Participates in singing and praying
- Talks about how God loves him/her

Lifelong Learning Skills

- Follows rules
- Works and plays well with others
- Is courteous and considerate
- Uses time productively

Work and Study Skills

- Stays on task
- Listens attentively
- Follows directions
- Works quietly

Cognitive Development

- Understands number concepts
- Counts by rote to . . .
- Recognizes rhyming words
- Can hear letter sounds in words
- Reads basic *Popcorn Words*
- Science
- Social Studies

Listening and Speaking Skills

- Speaks in complete and coherent sentences
- Expresses ideas in front of a group
- Uses appropriate volume
- Participates in class discussion
- Listens while others speak

Visual and Performing Arts

- Explores a variety of art materials
- Music

Muscle Development

Small Muscle Skills

- Writes first name
- Writes last name
- Writes numerals
- Forms upper/lower case letters correctly
- Uses phonetic sounds for temporary spelling in words and sentences
- Writes left to right; top to bottom
- Uses standard grip on a pencil
- Cuts on a line

Large Muscle Skills

- Runs
- Gallops
- Skips
- Hops
- Throws and catches a ball

Personal Skills

- States full name
- States phone number
- States address
- Dresses independently
- Ties shoes

Attendance

School Days				
Days Absent				
Times Tardy				
Church Services				
Time in Attendance				

Grading Key

E - Exceeds grade level expectations
M - Meets grade level expectations
N - Does not meet grade level expectations
X - Not applicable at this time

School Year Theme:

ACT justly . . . LOVE mercy . . . WALK humbly . . .

in the Lord. Micah 6:8

Grades 1 & 2

St. John's Lutheran School

27 1st St. NW / Norwood Young America, MN 55397 / 952-467-3461

Student _____

Teacher _____

Grade _____

2012-13 School Theme

ACT justly . . .
LOVE Mercy . . .
WALK humbly . . .
in the Lord. Micah 6:8

ATTENDANCE	1	2	3	4
Days Present				
Days Absent				
Periods Tardy				
Church	/	/	/	/

ACADEMIC PERFORMANCE KEY	
E	Exceeds grade level expectations
M	Meets grade level expectations
P	Partially meets grade level expectations
N	Does not meet grade level expectations
X	Not applicable at this time

PERSONAL GROWTH				
Listens and follows directions				
Works independently				
Shows respect for others				

ACADEMIC SUBJECTS

Religion				
Memory				
Math				
Understands and applies concepts of:				
Addition				
Subtraction				
Geometry & Measurement				

"Leading our students to know and share Christ."

Language Arts				
Learns and applies vocabulary strategies				
Learns and applies phonics skills				
Spelling tests				
Reading				
Reads with accuracy				
Reads with fluency				
Reads with understanding				
Writing Process				
Applies spelling skills in written work				
Applies language conventions in written work				
Learns and applies handwriting skills				
Communication				
Uses appropriate speaking skills				
Uses active listening skills				
Uses technology skills				
Social Studies				
Science				
Spanish				
Physical Education				
Music				
Art				

Grades 3 - 8

Student Progress Report

Key
X - Commendable
S - Satisfactory
N - Needs Improvement

Achievement
A - Superior Achievement
B - Good Achievement
C - Fair Achievement
D - Poor Achievement
F - Very Poor Achievement
I - Incomplete

Religion			Memory		Science		
Reading					Computer		
Language					Physical Education		
Spelling					Art		
Mathematics					Music		
Social Studies							

1. Does neat work
2. Work should be done more neatly
3. Well-behaved in class
4. Creates disturbances
5. Understands facts
6. Needs to improve fundamentals/facts
7. Shows improvement
8. Good oral participation
9. Oral participation needs improvement
10. Performs well on tests
11. Performs poorly on tests
12. Daily work done well
13. Daily work needs improvement
14. Reads with expression
15. Has difficulty completing assignments
16. Gets along well with others
17. Has difficulty getting along with others
18. Follows directions
19. Has difficulty following directions
20. Uses time efficiently
21. Inefficient use of time
22. Listens attentively
23. Inattentive
24. Improper attire
25. Cooperative in class
26. Uncooperative in class

ACT justly . . .
LOVE mercy . . .
WALK humbly . . .
in the Lord. Micah 6:8

Quarter 1 _____

Quarter 2 _____

Quarter 3 _____

Quarter 4 _____

	1	2	3	4	T
Number of Sundays					
Sundays Attending Church					
School Days					
Days Absent					
Days Tardy					

Last Name _____ First Name _____

Year _____ Grade _____

Teacher's Signature _____

Recommended Academic Level Next School Year _____

St. John's Lutheran School
Norwood Young America, MN

Class of	2010	2011	2012	2013	2014	2015	2016	2017
Reading			77	49	56	62	46	74
Language			72	53	69	75	58	74
Math			57	50	55	71	40	73
Science			70	59	54	74	66	79
Social Studies			79	74	75	74	63	81
Maps/Ref			75	66	69	72	61	76

Class of 2012 (This years 8th grade)

	2012	**2011**	**2010**	**2009**	**2008**	**2007**	**Average**
Reading	77	77	74	80	82	75	78
Language	72	72	69	66	70	66	69
Math	57	60	54	59	72	66	61
Science	70	68	69	78	81	87	76
Social Studies	79	83	79	82	90	82	83
Maps/Ref	75	76	71	70	80	78	75
	72	**73**	**69**	**73**	**79**	**76**	**74**

Class of 2013 (This years 7th grade)

Reading	49	54	57	73	69		60
Language	53	48	55	59	57		54
Math	50	47	64	68	65		59
Science	59	58	60	77	73		65
Social Studies	74	68	66	82	71		72
Maps/Ref	66	60	72	66	72		67
	59	**56**	**62**	**71**	**68**		**63**

Class of 2014 (This year's 5th grade)

Reading	56	60	61	67				61
Language	69	73	71	57				68
Math	55	50	52	44				50
Science	54	54	67	65				60
Social Studies	75	82	86	64				77
Maps/Ref	69	62	66	52				62
	63	**64**	**67**	**58**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**63**

Class of 2015 (This year's 5th grade)

Reading	62	62	64					63
Language	75	76	64					72
Math	71	63	60					65
Science	74	79	62					72
Social Studies	74	79	69					74
Maps/Ref	72	58	63					64
	71	**70**	**64**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**68**

Class of 2016 (This year's 4th Grade)

Reading	46	58						
Language	58	50						
Math	40	51						
Science	66	64						
Social Studies	63	54						
Maps/Ref	61	50						
	56	**55**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**

Class of 2017 (This year's 3rd grade)

Reading	74							
Language	74							
Math	73							
Science	79							
Social Studies	81							
Maps/Ref	76							
	76	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**