

National Lutheran School Accreditation

FACE SHEET

The form is to be used for every report that the NLSA National Office receives from the District Offices.
NOTE: All fields must be completed below so the NLSA NAC Membership Committee is able to contact schools, Validation Team Captains and school Consultants prior to the NAC meeting if necessary.

LCMS District: MN South

Date of Report:

Accreditation Type:

- | | |
|-------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> | Evidence-Based Accreditation (EBA) |
| <input type="checkbox"/> | Early Childhood (EC) |
| <input type="checkbox"/> | Other |

Date of Most Recent NLSA Site Visit:

Type of Report Included:

- | | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Self-Study Report (including Preliminary and Final School Action Plans) |
| <input checked="" type="checkbox"/> | Validation Team Report |

School Name: Zion Lutheran School

Address: 14735 County Road 153

City / State / ZIP: Cologne, MN 55322

School Administrator Name: Tom Marcsisak

Phone Number: 952-649-1717

Email Address: tommarcsisakzion@gmail.com

School Consultant Name: Dan Maser

Phone Number: 651-399-0158

Email Address: dan.maser@trinitywaconia.org

Validation Team Captain Name: Muriel Stark

Phone Number: 612-940-3359

Email Address: mlfstark279@gmail.com

Individual Preparing Face Sheet:

Phone Number:

Email Address:

National Lutheran School Accreditation

Evidence-Based Self-Study Report

for Lutheran Schools

Revised September 2021



PART 1

The Self-Study Process

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

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

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

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

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

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

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

MISSION, PURPOSE, VISION and VALUES

Mission

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

Purpose

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

Vision

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

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

Values

- Lutheran Culture
- Educational Excellence
- Continuing Improvement
- Innovation

INTRODUCTION

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

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

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

The seven Accreditation Standards for Lutheran Schools are:

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

- VII. Facilities** — Buildings, grounds and equipment provide a safe and healthy environment that serves to enhance student learning.

THE SELF-STUDY PROCESS

Faculty Involvement

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

Self-Study Steering Committee

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

The Self-Study Report Process

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

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

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

A definition for the "operational" rating (3) has been assigned to each General Indicator of Success. The task of the subcommittee is to assemble the evidence and practices to lead the group to an overall rating that

agrees with the actual condition that exists in the school. To be compliant with the Standard, there is an expectation that a school will average “operational” (3) for all General Indicators of Success assigned to each Standard. General Indicators of Success ranked as “emerging” (2) or “not evident” (1) must be addressed in a well-developed school improvement plan designed to be implemented over the course of a school’s assigned accreditation cycle.

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

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

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

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

The Self-Study Report

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

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list included in the Standard area provides suggestions, but is not all-inclusive. Schools are to review the list of potential evidence and determine those present at the school. Additional evidence not listed in the potential listing area may also be presented. Ratings are based on the actual condition related to the evidence and practices in place at the school. Evidence, or the lack thereof,

will assist the subcommittee in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for Validation Team Visit members to review.

Potential Practices

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

Respond to the Following Questions

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

Required Evidence

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

Required Indicators of Success

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

General Indicators of Success

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

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

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

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

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

Summary and Response Actions

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

REQUIREMENTS OF THE SELF-STUDY PROCESS

Indicators and Evidence

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

Required Evidence or Documentation

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

	<ul style="list-style-type: none"> • Crisis emergency plan
7	<ul style="list-style-type: none"> • School floor plan

Required Indicators of Success

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

IDENTIFICATION OF POWERFUL PRACTICES

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

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

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

CONSTRUCTING THE SCHOOL ACTION PLAN

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

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

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

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

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

Revised July 2017

PART 2

The Self-Study Document

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

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

GENERAL INFORMATION ABOUT THE SCHOOL

1. School

Name: Zion Lutheran School
Address: 14735 County Road 153
City, State, Zip Code: Cologne, MN 55322
Phone: 952-466-3379
Email: office@zion-cologne.org

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

Name, Complete Address: Zion Lutheran Church
14745 County Road 153
Cologne, MN 55322

3. School Administrator(s)

Name: Tom Marcsisak
Email: tommarcsisak@zion-cologne.org
Phone: 952-649-1717

4. Pastor(s)

Name: Eric Zacharias
Email: revez123@juno.com
Phone: 952-843-3678

5. List All Agencies Currently Accrediting the School

NLSA

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

Thomas Marcsisak - Teacher
Katelyna McCloskey - Teacher
Stephanie Morschen - Teacher
Brittany Moen - Teacher
Alicia Benning - Teacher
Rodney Boelke - School Board Chairman
Luke Rolf - School Board Secretary
Tara Bones - School Board Treasurer
Eric Zacharias - Church Pastor
Catherine Viengthong - Office Administrator

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

[LCMS School Statistical Report](#)

Community Information

1. **Write a brief history of the school.**

Zion school has been in existence in some part since 1868 when the pastor first started teaching children. In 1882, State recommended books were introduced in our school and the English language was taught by teachers trained for this during their preparatory schooling. The earliest programs consisted of recitations of Bible passages, prophecy and fulfillment, much as now. Nothing reflects the changes a century has brought more than the subject matter taught during this time. The four Rs – religion, reading, 'riting, and 'rithmetic were the only concerns for the first ten years. Then German grammar appeared on the school calendar. Geography, history, and English grammar, followed in the early eighties. By 1920, physiology and citizenship were taught, because the State Board examinations included written tests for this. It had been customary for confirmation classes to enroll in public schools prior to 1930, after Easter vacation, to allow students to pass their 7th or 8th grades. A few years, around 1929 – 32, some of our pupils walked to district school, wrote and passed their exams for the 7th grade, then returned to Benton for their eighth grade work. By 1935, exams were conducted in our midst until the State discontinued this regulation in the late 1940's. Then Science courses appeared, and of late, comprehensive math courses are considered routine. [\(More History\)](#)

2. **Describe the community surrounding the school.**

Zion is in a predominantly rural area with many of the congregation members still involved in agriculture in some way. The city of Cologne has approximately 2200 residents and is currently growing.

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

Within city limits is a charter school, Cologne Academy, that has attracted new families to the area. However, we have gotten a few students from their ranks. The COVID pandemic has added a number of students to our enrollment.

School Enrollment Information

1. **What is the total current school enrollment?**

70 K-8, 11 Preschool

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

There were no significant or unusual features gathered from the information.

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

Age	Number of Children
0	5
1	5
2	7
3	3
4	5
5	6
6	4
7	8
8	6
9	4
10	5
11	3
12	4
13	7
14	5
15	6
16	4
17	7
18	6
Total:	100

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

The projected enrollment is from 5 to 8 new Preschool students to be added each year. This is based on the children that are part of the congregation as well as being based off of the past few years in which we have gotten 2 or 3 students from the community. This should mean that our total school enrollment will continue to increase in the coming years which has been our focus for the past 3 years.

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

Each grade, starting with 1st grade, should be able to support 8-10 students. We currently have reached the maximum in the lower grades.

Staff Information – Teachers and Administrators

Teachers and Administrators

(Please complete a separate page(s) of information for EACH teacher.)

Faculty Member: Tom Marcsisak

Academic degrees held:

<i>Degree</i>	<i>Institution</i>
Bachelor of Arts	Concordia–St. Paul

Academic credit and continuing education units earned over the last four years:

<i>Course</i>	<i>Institution</i>	<i>Graduate Hours</i>	<i>College Degree(s)</i>
See file			

Teaching or school administration experience:

<i>School Name</i>	<i>Location</i>	<i>Dates</i>
Administration		
Zion Lutheran School	Cologne, MN	2013-2016 2019-present
Teaching		
Zion Lutheran	Cologne, MN	1981-present

Current participation in congregational activities:

<i>Responsibility</i>	<i>Participation</i>
Sunday School	Leader
Zion Education League	President
Adult Festival Choir	Director
Praise Team	Participant
Dartball	Substitute

Current membership in professional organizations:

<i>Organization Name</i>	<i>Area of Focus</i>
LEA	

Current teaching license(s) held:

<i>Certificate(s)</i>	<i>Expiration Date</i>
Minnesota (Elementary 1-6)	2024

Faculty Member: Alicia Neils**Academic degrees held:**

<i>Degree</i>	<i>Institution</i>
Bachelors of Arts	Concordia University St. Paul
Masters of Social Arts	Concordia Seminary St. Louis

Academic credit and continuing education units earned over the last four years:

<i>Course</i>	<i>Institution</i>	<i>Graduate Hours</i>	<i>College Degree(s)</i>
ED 552 CM - K-6 Health & Movement Certification	Concordia University St. Paul		Teaching
ED 551 CM - K-6 Science	Concordia University St. Paul		& Masters
ED 553 CM - K-6 Social Studies	Concordia University St. Paul		
ED 548 CM - K-6 Literacy I	"	"	
ED 550 CM - K-6 Mathematics	"	"	
ED 558 CM - K-6 Literacy II	"	"	
ED 560 Clinical Experience & Professional Foundations	"	"	
ED 521 Educational Research & Applications	"	"	
ED 590 Conducting Research/Capstone	"	"	

Teaching or school administration experience:

<i>School Name</i>	<i>Location</i>	<i>Dates</i>
St. Paul Lutheran Church & School	Manawa, WI	August 2021- August 2022
Zion Lutheran School	Cologne, MN	August 2022- present

Current participation in congregational activities:

<i>Responsibility</i>	<i>Participation</i>
Zion Education League	member

Current membership in professional organizations:

Organization Name *Area of Focus*

NLEA

Current teaching license(s) held:

Certificate(s)

Expiration Date

In Progress

Faculty Member: Brittany Moen

Academic degrees held:

Degree

Institution

Bachelor of Science in Elementary Education

University of WI-Eau Claire

Academic credit and continuing education units earned over the last four years:

Course

Institution

Graduate Hours

College Degree(s)

Colloquy

Concordia University

Teaching or school administration experience:

School Name

Location

Dates

Zion Lutheran School

Cologne, MN

August 2010-present

Current participation in congregational activities:

Responsibility

Participation

ZEL

Secretary

Children’s Choir

Leader

Praise Team

Participant

Current membership in professional organizations:

Organization Name

Area of Focus

LEA

Elementary Education

Current teaching license(s) held:

<i>Certificate(s)</i>	<i>Expiration Date</i>
MN Elementary Education K-6	2026
MN Communication Arts/Literature	2026

1. Faculty Member: Stephanie Morschen

2. Academic degrees held:

Bachelor of Science in Elementary Education *Institution: Concordia Nebraska*

3. Academic credit and continuing education units earned over the last four years:

<i>Course</i>	<i>Institution</i>	<i>Graduate Hours</i>	<i>College Degree(s)</i>
Various	Various	125 CEU hours	

4. Teaching or school administration experience:

<i>School Name</i>	<i>Location</i>	<i>Dates</i>
Concordia Lutheran School	Marrero, LA	1988-1990
Our Savior Lutheran School	Fenton, MO	1990-1992
St. John's Lutheran School	Chaska, MN	1993-1994
American School of Antananarivo	Antananarivo, Madagascar	1995-1998
Chanhassen Elementary	Chanhassen, MN	1998-2001
Carver-Scott Educational Cooperative	Shakopee / Chaska, MN	2008-2010
Zion Lutheran School	Cologne, MN	2010-present

5. Current participation in congregational activities:

<i>Responsibility</i>	<i>Participation</i>
VBS	Director/Lead teacher

Zion Education League	Member
Evangelism	Member
Women’s Book Club	Organizer

6. Current membership in professional organizations:

<i>Organization Name</i>	<i>Area of Focus</i>
LEA	Elementary Ed.

7. Current teaching license(s) held:

<i>Certificate(s)</i>	<i>Expiration Date</i>
Minnesota 1-6 Teaching license	2026

Faculty Member: Kateryna McCloskey

Academic degrees held:

<i>Degree</i>	<i>Institution</i>
Bachelor Degree in Secondary Education with a Teaching Major in Language Instructions (Ukrainian) and Ukrainian Literature (with honors)	Mykolaiv State University, Ukraine
Master of Arts Degree in Ukrainian and English (with honors)	Mykolaiv State University, Ukraine
Master of Arts Degree in Ukrainian (with honors)	Mykolaiv State University, Ukraine

Academic credit and continuing education units earned over the last four years:

<i>Course</i>	<i>Institution</i>	<i>Graduate Hours</i>	<i>College Degree(s)</i>
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Teaching or school administration experience:

<i>School Name</i>	<i>Location</i>	<i>Dates</i>
Belle Plaine, Shakopee, Jordan School Districts		2014-2018
Zion Lutheran	Cologne, MN	08/2018-present

Current participation in congregational activities:

<i>Responsibility</i>	<i>Participation</i>
Zion Education League	Member

Current membership in professional organizations:

<i>Organization Name</i>	<i>Area of Focus</i>
LEA	Elementary ed.

Current teaching license(s) held:

<i>Certificate(s)</i>	<i>Expiration Date</i>
In progress	

Staff Information – Support Staff

Support Staff (administrative assistant, bus driver, child care, etc.)

(Please complete one sheet for ALL support staff.)

<i>Name</i>	<i>Function</i>	<i>Hours Per Week</i>	<i>Years at School</i>
Jill Stieve	Cook	20	2
Catherine Viengthong	Office Administrator	20	1
Ann Young	Teacher's Aide	25	1
Melissa Buesgens	Teacher's Aide	25	2
	Extended Care Coordinator	11	1
Terri Bentz	LSEM (Special Education)	8	7

Information About Supplemental Services

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

Describe supplemental services in the space below:

Our students receive special education assistance from Lutheran Special Education Ministry (LSEM) within our building. Students are also eligible to receive services from the public school. Our students complete the Iowa Tests of Basic Skills each spring to be used as their yearly assessments. We have a school nurse that comes into the school that is contracted through the local public school. We have students who are visited by hearing and visual experts which are provided by the public school. Students in the Central School District receive busing if desired. Custodial services are handled by our 5/6 teacher.

Surveys for School Constituents

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

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

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

*Surveys are available to download on the NLSA page of Luthed.org.

Summarize the survey information in the space below:

In analyzing the parental responses, it appears that Zion's parents are generally happy with the job the school is doing educating their children. With that being said, there is always room for improvement. The biggest concern of parents seems to be in the area of communication. In talking to other administrators, this seems to be a common problem.

Looking at the teachers' responses, it again appears that we are doing the job which we were entrusted with.

According to survey responses, our youngest students are very pleased with the educational experience they are receiving at Zion Lutheran School.

Our older students are generally pleased with the education they are receiving at Zion. One thing I find concerning is the responses involving respect towards adults and fellow students. I would like to see more students respond with "agree" than with "mostly agree."

Overall, the results indicate that we are doing a pretty good job educating the children in our care.

STANDARD 1: PURPOSE

The school is purpose-driven.

Overview

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

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

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

Potential Evidence

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

- School learning objectives align with philosophy/mission.
- School publications and handbooks provide evidence of Lutheran identity.
- Promotional materials give evidence of Lutheran identity.
- School evangelism plan is written.
- Written school policies align with philosophy/mission.
- School website provides evidence of Lutheran identity.
- Appropriate seasonal decorations are displayed.
- Christian symbols are appropriately and prominently displayed through the school.

Potential Practices

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

- Teachers recognize and verbalize that the teaching of the faith is the main purpose of the school.
- Teaching of the faith is allocated with appropriate classroom time in the daily schedule and integrated throughout the curriculum.
- The school attempts to attain and retain a positive Christian image through its public relations and publications.
- The sponsoring congregation(s) provides spiritual support for the school and its students.
- The school encourages students to participate in the congregational life of the parish.
- Pastors and teachers who are members of the supporting congregations demonstrate support for one another and each other's ministries.
- Teachers and staff members seek to be instruments of the Holy Spirit in helping students develop and grow in their relationship with Jesus Christ.
- The school cooperates with district and national offices of The Lutheran Church—Missouri Synod.
- The school effectively implements a plan for evangelism of unchurched or marginally churched children and their families attending the school.
- The Lutheran school's policies, programs and life within the school emanate from the example and teachings of Jesus Christ and demonstrate the proper understanding of Law and Gospel.
- The school conducts weekly worship (chapel) experiences intentionally designed to consciously and systematically strengthen the Christian faith of all members of the school community.

Required Responses

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

1. How was the school's purpose developed?

In 1973, as Zion celebrated their Centennial year, the purpose of Zion Lutheran Church & School was drawn from the words of Jesus to Peter: Feed My Lambs. This phrase was on the cover of its Centennial edition and was made into a large mosaic at the entrance to the school wing (2'x8'). The phrase was incorporated outside Zion in early 2000, on the signage below the hill (illuminated at night), which is clear for the public to see. The phrase was incorporated in the statement of purpose, as codified by committee under the leadership of Principal David Schlicker: The Mission of Zion Lutheran School, "Feed My Lambs," through the teaching of Christian Faith and guidance in the Christian Life, for personal growth and development. (Source: School Centennial, 1873-1973, Feed My Lambs)

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

Zion's Centennial Book (1957) reveals the unified connection of Zion Church & School. Zion was established in 1857, as farmers heard that a Lutheran missionary landed at Carver. They had a specific need, to bury Mr. Kasten Uetzmann. Up to this time, the church had informally been meeting without a pastor (page 11). Zion became the point from which Pastor Kahmeyer would create a circuit of churches in the region. In 1861, the Cord Proehl family sold ten acres of land to Zion for the express purpose, as the deed states, "to build a meeting house and school" (page 22). Initially, Pastor Fischer began to instruct youth, using the Bible and Catechism. In 1868 the Lending Library was organized, with over 200 titles on a range of topics, deepening the literacy of the school and congregation (page 32). After farmers adjusted to the hardship of pioneer life and the Civil War ended, Zion took the step of calling Teacher Henry Ehlen to relieve Pastor Fisher of his classroom duties (1873). Pastor Krumsieg became the interim teacher, from 1877-1881, until another teacher could be called (page 14).

Zion's history shows a determination and flexibility to support the work of the church and school together, which is evident to this current day. Up to about 2006, at least 95% of Zion's families would send their children to Zion School. In 2007, following the introduction of tuition and with the opening of the Cologne Academy, at least three families left Zion for area schools, causing the school to be reduced by about a third its size. Nevertheless, Zion worked through the lean years, to the present, without removing a teacher or classroom. Currently, Zion is increasing from the bottom up, which is encouraging to all.

Every Annual Report tells of the activities and finances of Zion Church & School, showing the unity of purpose. The School Board and Salary Fund work together, showing a cooperation of

finances; likewise, the trustees willingly attend to the many needs of the building and grounds, making Zion an attractive venue for both the church and school. Zion School operates independently but reports to the Church; matters of finances and calling are routinely sent to the Council or Congregation for advice or approval.

Zion School aligns with Zion Church in a variety of ways. First, the teachers and staff of the school are aware and appreciate the support of Zion. Although it is not mandatory, most of the school teachers and staff are members of the Zion congregation. Second, all teachers are focused on proclaiming the work of God within their classroom, instructing students in the Scripture and encouraging attendance in church. Third, the students of Zion form a choir that adds to Zion's worship at least once a month. Fourth, Zion's students are evident at dinners, breakfasts, and suppers held at Zion, assisting in clearing and maintaining tables. Fifth, students participate in chapel services, led by Zion's teachers and pastor, experiencing corporate worship. Sixth, students participate in mission awareness, via Lutheran Hour's Online Missionary Tours or participation in Feed My Starving Children and take offerings for Lutheran and Christian missions and community food shelves. In such ways, Zion School shows its alignment with the congregation's values and purpose.

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

The current mission statement, as mentioned above, was codified at Zion's first accreditation process, as Principal David Schlicker led the teachers through the exercise of defining the purpose and role of Zion Lutheran Church & School. From that time, every classroom and office had a framed copy of the school's purpose. Our logo that identifies Zion Lutheran Church & School, was updated in 2016 to include not only a silhouette of Zion Church and School, but a family walking toward Zion. Elements of this are also used on official stationery of the church and school.

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

The Lutheran identity at Zion School is seen first in the personnel of Zion, most of whom are members of Zion Church. When a position opens, Zion seeks a candidate that is on the teaching roster of the Lutheran Church Missouri Synod. Presently, four of the five teachers of Zion are graduates of the Concordia system. The most recently hired teacher is awaiting their first call as a deaconess.

Zion demonstrates alignment with Lutheran vision, values, and actions by way of its affiliation and participation with synodical work, locally and in our district and synod. Annually, teachers attend the Minnesota South fall conference, which deepens their identity and participation in the district and synod. Zion's principal regularly meets with other principals in the area, keeping in touch and coordinated with events and activities. Zion has been an Associate Member of Mayer Lutheran High School, from the time of its charter in 1964, and has

delegates currently serving on its Board of Directors. Zion is also an affiliate member of Lutheran Special Education Ministry (LSEM), where certified LSEM teachers work with Zion students individually.

Religion is a required subject in every grade, even to students who are not Lutheran; Zion's religion curricula is from Concordia Publishing House, providing a proper Lutheran perspective to all students. The study of the Lutheran Catechism and the Bible is taught to all students in the seventh and eighth grades. Chapel material is either from the LCMS or from a Lutheran RSO (Recognized Service Organization) of the LCMS, like Lutheran Hour Ministries or LSEM. Recently we have been using Chapel Talks supplied by the synod. The coordination and implementation of Lutheran studies and Lutheran emphasis aid in a unified understanding of our Lutheran vision, values, and actions.

Finally, Zion's participation in the accreditation process itself illustrates how Zion seeks to improve or maintain a standard of excellence, with the oversight of the District and Synod.

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

Our school's purpose, "Feed My Lambs," is evident in the learning environment. Entering Zion school one sees a large wooden mosaic which quotes the words Jesus spoke to Peter, "Feed My Lambs." Each classroom displays the mission statement posted in a prominent place. As a staff, we are responsible to teach and guide each student on their faith journey. We incorporate our faith in all subjects, whenever possible, as we teach and go about our daily activities each day.

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

During the process of hiring new employees, the call committee makes sure that candidates have sufficient information about the school and that "Feed My Lambs" means serving in the name of Christ. Zion Lutheran School seeks to employ synodically-trained teachers in the school; if that is not possible, the contracted teacher is expected to go through the colloquy process with synod. Teachers and staff of Zion are expected and encouraged to teach the Christian faith and guide students as they are prepared for a life of growth and development in their faith.

Required Evidence

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

Written purpose/philosophy/mission statement

[Mission Statement.pdf](#)

Required Indicators of Success

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

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

YES

NO

Identify and list supporting Evidence or Practices:

[School Website](#)

[Constitution, Article 2 - Purpose of Zion](#)

[John 21:15](#)

Comments: Zion's purpose: "Feed My Lambs" through the teaching of Christian Faith and guidance in the Christian Life for personal growth and development.

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

YES

NO

Identify and list supporting Evidence or Practices:

[Written purpose/philosophy/mission statement](#)

[Meeting Agenda](#)

Comments:

Staff members attend annual staff orientation in August, before the academic year begins, where goals and the new school year theme is introduced. Each year the school's theme and purpose is tied to a Bible verse(s). A Bible study and discussion of how to implement the theme and verses is conducted. We also review essential best practices and tailor it to our school's purpose and values.

General Indicators of Success

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

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

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

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

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

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

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

- The school’s purpose was developed in accordance with governance policy.
- The school’s purpose is engaged, aligned and enacted with its vision, values, school goals, learner outcomes and student activities.
- The school’s mission statement supports and aligns with the congregational mission statement.

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

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

[School Board Handbook](#)
[Zion’s Constitution and ByLaws](#)

Comments: The Mission and purpose of Zion Lutheran School was codified by committee under the leadership of Principal David Schlicker. It was developed from the Congregation mission accepted in 1973, “Feed My Lambs” ([John 21:15](#))

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

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

- The school’s purpose is communicated effectively to staff, students and stakeholders.
- The school regularly evaluates and reviews the alignment of purpose, vision, values, school goals,

learner outcomes and student activities.

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

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

[Student Handbook](#) is the occasion where the stated purpose is reviewed.

Comments: Annual review of curriculum and planning of the school year would take into account the purpose, vision, values, school goals, learner outcomes, and student activities.

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

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

- The school's purpose is displayed in each classroom and in the hallways.
- The school's purpose is readily seen on the school's website.
- The school's purpose is included in written communications distributed to families, such as the PTL handbook and promotional materials that are supplied to prospective families.
- School events, curriculum and discipline are aligned with the school's mission statement and purpose and promote a positive teaching/learning environment.

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

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

[Mission Statement](#) posted in all classrooms

<http://school.zion-cologne.org/>

[Screen shot 1](#)

[Screen shot 2](#)

[Screen shot 3](#)

[Screen shot 4](#)

[Screen shot 5](#)

[Screen Shot 6](#)

[School Brochure](#)

Comments: Zion's purpose is prominently in use and can be found in each classroom, in parent communications, various locations on the website, and the school brochure. The mission statement is used to prioritize events, curriculum, and discipline and to promote a positive teaching/learning environment.

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

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

- New employees are given an orientation packet and have an orientation meeting with the school administrator.
- New employees utilize mentors to assist them in learning about the school's purpose and how to carry it out.
- The school's purpose is outlined in the job description for each employee.

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

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

[Faculty Handbook](#)

[Example of teacher job description](#)
[Congregation Constitution description for teacher](#)
[New Teacher Orientation Packet](#)

Comments: Teacher job descriptions state the obligation and need to operate appropriately within the school and are intentionally vague in order to best utilize each teacher's talents and abilities to further the school. All that is listed for this is on Call Documents. This is an area where we need to construct an orientation packet and review with new employees and perhaps annually with the August staff orientation meeting.

Summary and Response Actions

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

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

Yes

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

Zion Church & School understands very well its purpose and foundation, as it has operated under this from its establishment. Despite some lean years, the congregation sees the school as an essential part of the church's ministry and seeks to be a part of the solution. Currently, the school has increased interest and participation in the Preschool and Kindergarten, with families resolved to keep their children at Zion for the remainder of their elementary years.

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

We understand now that we can do a better job with new employee orientation. This is something we would like added to the School Action Plan to be improved upon in the coming years.

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

STANDARD	RATING
1:03	3
1:04	3
1:05	3
1:06	2
Total:	11
Average: (Total ÷ 4)	2.8

STANDARD 2: RELATIONSHIPS

The school demonstrates its purpose through relationships.

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

STANDARD 2A: SCHOOL AND CONGREGATION

Overview

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

Potential Evidence

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

- School and church calendars
- Church and school websites
- Church bulletins and newsletters
- Minutes from congregational meetings emphasizing the church-school relationship
- List of teachers' involvement in worship, Bible studies, governance, service projects and social activities of the sponsoring congregation(s)
- Summary of students' church attendance statistics
- Summary of climate survey results
- Faculty handbook describing church-school relationship
- Written school evangelism plan

Potential Practices

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

- School choirs sing at worship services.
- Students serve as acolytes, greeters and/or readers during services.
- Pastor teaches classes at the school.
- Pastor relates well, offering services to school families who do not belong to the sponsoring congregation.
- Teachers regularly worship and actively participate in activities of the sponsoring congregation.
- Teachers participate in district-sponsored conferences and events.
- CMIFs (Commissioned Minister Information Forms) are completed and regularly updated by commissioned teachers.
- Required reporting materials are submitted to district and national bodies on time and are completed with quality.

Required Responses

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

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

We here at Zion refer to ourselves as Zion Lutheran Church & School and talk about our ministry as one effort. We discourage talk that would suggest that the school would fail without the church or that the church would fail without the school. Such a hairline crack will widen over time, presenting itself in greater division. The congregation and school are very supportive of one another and the relationship between them is strong. The congregation provides the facilities, staff, and financing and the school utilizes those provisions to educate and raise up students in a Christ-centered atmosphere.

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

Zion School is managed within and through Zion Lutheran Church alone, with no support from associate or area churches sponsoring the school. Pastor Eric Zacharias teaches 7th and 8th grade confirmation classes during the school day. He also shares in the responsibility of preparing and presenting chapel talks with the teachers.

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

Students are involved in the life of the congregation in many ways. Zion is well-known in the area for certain fundraising dinners: Soup & Pie Supper (November), the Fish Fry (Lent), the Pancake Breakfast (March), and Easter Breakfast. Only the Pancake Breakfast is specifically school-related, but the participation for every event is fully staffed by volunteers who simply help because they want to help, whether they have students at Zion or not. While these meal-events began as fundraisers, Zion views them more as opportunities in which the community can come and visit Zion. (We figure that the more times a person comes through the doors at Zion, the more they feel comfortable and a part of Zion.) The community must "feel that love," because these events often bring around seven hundred people through the door. We price most dinners at a "free-will" cost. Area churches cannot understand how we do it; we marvel at this ourselves. Again, when these events are held, parents and students participate, with the children typically bussing and setting up tables and the parents finding a way to be of help. (There are no assigned jobs and no begging of people to help.)

The students of Zion participate in the worship services at Zion regularly. The younger students often come forward for the "Children's Message," and then retreat to a mass-Sunday School lesson, led by our fifth/sixth grade teacher, who coordinates his message on

the theme of the day. The pastor will often commend the answers given by the students, mentioning (truthfully) that Zion has some very smart kids who know quite a lot of the Bible and of God. Also, artwork from the school adorns the halls, letting congregation members realize that there is a school here with some talented kids, led by talented teachers.

Our seventh /eighth grade students also take turns operating the screens for our worship service. This is overseen by the teacher, or other volunteer adult who is around to troubleshoot if something goes wrong or the student loses track of where we are in the worship service. Given the responsibility, the students do a fine job “on the screens.”

Zion’s pastor also teaches religion in the seventh/eighth grade classroom, where all students (even non-members) are taken through Luther’s Small Catechism. There are times, as in the Third Commandment, when the church year is explained and the students have a chance to see the change of paraments as a changing of season within the church. Pastor encourages all students to select a Bible verse, in preparation for confirmation, and every student (even non-members) make a banner that explains (symbolically) what their Bible passage means, as well as an essay explaining the same.

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

New students at Zion are welcomed in a number of ways. First student will be recognized in the chapel service. Zion prides itself in being a family that welcomes and encourages every student in every venue; we do so on the premise that even older families might not know everyone at every meeting. The unspoken rule is to introduce, even at the risk of learning that they had already been introduced. Even so, it opens up a moment for the one to mention things that they had learned about the other in their earlier conversation.

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

The school joins in the work of the church, inasmuch as the church is called to “make disciples of all nations,” teaching and raising up disciples for the Lord. Zion builds from the inside and moves outside. When we educate our children, we are bringing up children to know and have faith in God and who are equipped to share that faith with others, in word and deed. Their faith is an encouragement to their own families, as well as the family of faith at Zion. Members make it a point to connect with the children, offering encouragement and praise. Zion is the place where parents can raise their children “in the nurture and admonition of the Lord.”

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

Our principal, Mr. Tom Marcisak, attends local principal meetings with area Lutheran schools and takes note of things passed down from the district department of Christian Education and shares them with the staff.

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

Our principal also makes sure that the teachers and school attend and support district teacher meetings in the fall and to keep active in activities sponsored by our district and synod. Teachers have, at points, volunteered to serve in a number of ways, within the church organizations (Evangelism and Vacation Bible School) and work within our circuit church-schools (spelling bee, athletic events, work with Mayer Lutheran High School).

8. How does the school support synodical missions?

Chapel offerings are often directed to synodical or district efforts, for example, when the 2020 derecho storm hit Iowa, we directed chapel funds to it. We also have sent our chapel offerings to the Lutheran Hour online mission trip that we do every year for Lutheran Schools Week. Our fourth grade teacher has engaged in national youth gatherings and encourages others to do the same.

Required Indicator of Success

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

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

YES

NO

Identify and list supporting Evidence or Practices:

[Constitution and Bylaw of Zion Lutheran, Article 4 \(page 2\)](#)

Comments:

Zion Lutheran Church was founded in 1857. From its very beginning, Zion's members saw the importance of Christian education. The "school" started in the pastor's home. The first teacher was called in 1873.

General Indicators of Success

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

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

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

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

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

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

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

- The pastor is acknowledged as the spiritual leader of the whole congregation, including the school.
- The pastor demonstrates that he is the spiritual leader of the school and congregation.
- The congregation provides spiritual support for the school and its students.
- Pastor(s) and school staff regularly demonstrate support for each other’s ministry.

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

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

[Zion Evangelical Lutheran Congregation--Constitution and By-Laws, 10.B.4](#)

[Pastor’s attendance at School Board Meetings](#)

Pastors attendance at Church Council and [Voters’ meetings](#)

[Pastor’s Report in the Annual Report](#)

Annual teacher dedication/rededication, [from September bulletin](#)

[Voters’ Meeting Minutes, Line Item: Devotions](#)

Comments:

Pastor regularly leads the chapel. Pastor teaches confirmation classes. Pastor opens all meetings with devotions or prayers. The staff is rededicated every fall. In this rededication portion of the service, the congregation expresses its support of the school and staff. The congregation prays for the school and staff, and asks God’s blessings upon the upcoming school year. The school and staff regularly pray for the pastor and the pastor prays for the school and staff in private and also publicly during worship.

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

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

- Students participate regularly in congregational life through planned activities available and coordinated with the congregation.
- School staff members are actively involved in worship and congregational life in their parish.
- The school and congregation plan and work together on behalf of families who do not have an identified church home or who do not attend church regularly.
- The school supports LCMS missions.
- Called teachers participate in required district conferences and events.

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

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

[School Calendar](#)
[Church Calendar](#)
[Choir Schedule](#)
[7th](#) and [8th](#) grade students run the screens during worship services

Comments:

Zion students participate in congregational activities in various ways. Students sing in church on a regular basis. Students work at all church activities such as the Soup and Pie Supper and the Fish Fry. Students set up and take down tables and chairs for funerals and Lenten Suppers. Students operate

the screen for worship services. Graduates serve as ushers throughout their high school years. Students serve as volunteers during the week of VBS. Teachers encourage students to attend church services regularly. Chapel offerings are often designated to organizations recognized by the Synod, for example, the Online Mission Trip from Lutheran Hour Ministries, the help for Emmaul in Cedar Rapids after the 2020 derecho storm. Teachers are required to attend the District Conferences and are excused only for the most serious of reasons. When a student expresses a desire for baptism, it is discussed and a referral is made to the pastor.

Summary and Response Actions

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

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

Yes

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

Zion Lutheran School is STRONGLY supported by the members of Zion Lutheran Church. This comes through financial support and also spiritual support through prayer. Pastor is a strong supporter of the school through his active participation leading confirmation classes for both students of the school and members of the congregation that do not attend the school. Pastor is in the school often. Another strength is the active involvement of the students in congregational activities. The staff is regularly involved in worship and actively participates in all congregational activities.

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

The school feels that it can always become more involved in the activities of the congregation, so we are continually looking for more ways to be involved.

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

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

STANDARD 2B: SCHOOL AND COMMUNITY

Overview

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

Potential Evidence

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

- A sampling of public relations materials
- School enrollment policy
- List of parent education programs
- Constitution, bylaws, organizational and/or flow chart of parent support groups
- Parent and student handbooks
- Guidelines for preparing school volunteers
- Calendar and schedule of building use
- List of class field trips to community resource centers
- School newsletter articles describing community-service projects
- Parent climate survey results
- Demographic study

Potential Practices

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

- The school is known and respected in its community.

- Parents are active participants, volunteering and supporting the school in a variety of ways.
- Faculty members are actively engaged in community-service activities.
- Students are recognized for their community involvement.

Required Responses

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

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

Our school's demographic follows the demographic of the surrounding township, city and county. The demographic of this area shows that the majority (90%) is of white ethnicity and upper socioeconomic status with the average household earning \$107,890 dollars. This is very much the ethnic background of our school and the average household makes less than \$92,000 a year. Everything is in line to what you would expect from our area.

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

Our church and school publishes a weekly newsletter that goes out to all parents of the school. This weekly publication is called Tiger Times. The school and church also provides a calendar of all events and a school handbook that is provided online on our website. Events and articles are published in local newspapers, promoted on social media, church and school websites as well as flyers are posted throughout the local communities. Church services, Vacation Bible school, and trunk or treat dates are listed in the local newspapers, on social media, and on our website.

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

Our school students seek to strengthen relationships with our community by serving food to the underprivileged at places like Feed My Starving Children, working at our town's child centered yearly celebration, picking up trash along the road ditches and choosing local food shelves to be the recipient of our schools weekly offering. Our sledding hills, playground and ball fields are regularly used by the community. Our community is invited to our annual Soup and Pie Supper, Pancake Breakfast, Silent Auction, Trunk or Treat, and Food Truck Carnival Event.

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

Our school seeks to have a positive relationship with the local public schools. Our students participate in sports camps, traveling sports leagues and attend sports events. Our students also play the local charter school in boys and girls basketball as well as in girls volleyball. Our staff works closely with the public school staff to serve students in the special education system.

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

Faculty members are involved in community events by volunteering in the town's child centered yearly celebration, participating in the town's garden themed celebration, 4-H clubs, community sports programs, and community theaters.

Required Evidence

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

Written [nondiscrimination statement](#)

Required Indicator of Success

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

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

YES

NO

Identify and list supporting Evidence or Practices:

[Faculty Handbook](#)

[Yearly Handbook Update](#)

[Handbook, enrollment policy p. 25](#)

Comments:

Zion Lutheran School admits students of any race, color, national and ethnic origin to all rights, privileges, programs and activities generally accorded or made available to students at the school. Zion does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admission policies, and athletic and other school-administered programs.

Zion Lutheran School believes that educational opportunities and programs should be open to boys and girls on an equal basis, and that employment opportunities be available to men and women equally. This is also prescribed by the Title IX of the Education Amendments of 1972. We, therefore, do not discriminate on the basis of sex in administering our education policies, programs, activities, and employment practices. Inquiries about nondiscrimination policies of Zion Lutheran School may be referred to Tom Marcsisak, [14735 County Road 153, Cologne, Minnesota 55322](#).

General Indicators of Success

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

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

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

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

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

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

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

- The school studies the community demographics and compares the information to the demographics of the student body.
- The school embraces and celebrates the demographic diversity of the students it serves and the surrounding community.
- The school has developed ways to enroll students from the community who do not have the economic resources to support tuition-driven enrollment.

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

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

[Demographic study](#)

Comments:

Zion currently does not have a very diverse student population, but is always open to new students enrolling. The Zion Tuition Assistance Fund, or ZTAF, has been established to help any family to pay tuition who might not otherwise be able to.

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

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

- The school seeks ways to involve its students and teachers in service to the community.
- Staff members are encouraged and provided with opportunities, planned by the school and its congregation, to participate in community activities and service organizations.
- Staff members are engaged in community service.

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

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

- [Parent Volunteer Information](#)
- [Feed my starving Children Field trip Pictures](#)
- [Toy Drive for NYA West Carver Lions](#)
- [Earth day pictures](#)
- [Birthday cake boxes for local food shelf](#)
- [Food Shelf Donations and Children’s Winter Gear Drive](#)

Comments:

Zion teachers and the school are always looking for ways to help reach out to our community. We have in the past planned field trips to feed those in need, provided support to others in the nation that have had natural disasters and welcomed parents into special occasion activities.

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

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

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

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

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

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

Identify and list supporting Evidence or Practices:

[ZEL handbook](#)

[Example of Parent involvement](#)

[Free parent resources.](#)

[Educational parents seminar ‘Beyond birds and bees’](#)

Comments:

Zion has a very strong parent-teacher organization. They work very hard to create multiple fundraiser opportunities that supplement most of the classroom costs in the school. They also donate their money to other funds in the school that otherwise would not have their needs met. Children’s sweatshirts and snow gear were donated to Shakopee Community Assistance, a ministry that provides food and clothing to families in need. Zion partnered with St. John's Lutheran School, NYA and Emmanuel Lutheran School, Hamburg to provide an educational seminar on how to raise sexually healthy children. The program was designed for parents interested in communicating to their children about sexual topics in a way that is consistent with their values and in touch with reality.

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

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

- The school is known and respected in its community.
- The school regularly and frequently shares information with its constituents.
- Good relationships exist with the local public schools.
- School facilities are available, when practical, for use by appropriate community groups and activities.

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

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

[Tiger Times](#) (School weekly Newsletter)

[Parent Survey Results](#)

[Student Survey Results \(Grade 1-3\)](#) [\(Grade 4-8\)](#)

[Facility rental agreement](#)

Comments:

Zion works hard to create a positive relationship with others from the community. The children as well as the staff are active in many organizations and volunteer their time during community festivals and road ditch pick up. We also work well with the public schools and stay in touch with staff using them for special education services, advice and counsel when needed.

Summary and Response Actions

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

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

Yes

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

Zion has a very strong and active parent-teacher organization. ZEL as an organization that does lots of fundraisers that supplement a majority of the classroom cost of the school. It is parent led and each fundraiser is well organized and a huge asset to what makes Zion such an amazing school.

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

Parent Education

In the past Zion has tried to offer parent education classes after or before our parent-led education committee but because of the lack of attendance it did not seem to be cost effective in offering them. A more cost effective way to give parents educational information is to offer links to articles in our weekly newsletter and offer information about upcoming community events.

Diversity

Zion has a small amount of diversity in the school. This is not different from that of the county but does show low diversity numbers. With the implementation of our ZTAF we will be able to help provide tuition to those that struggle financially.

Needs-based assistance

Zion has the Zion Tuition Assistance Fund, or ZTAF. Families in need are able to get financial help through this program.

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

STANDARD	RATING
2B:02	2
2B:03	3
2B:04	2
2B: 05	3

Total:	10
Average: (Total ÷ 4)	2.5

STANDARD 2C: SCHOOL CLIMATE

Overview

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

Potential Evidence

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

- Parent handbooks
- Faculty handbook
- Schedule of school chapel services
- Teachers' classroom schedules
- Parent-school climate survey results
- Appropriate Christian signage and messaging displayed throughout the school and classrooms
- Parent newsletters
- Anti-bullying policies and training

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily

routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- All types of school relationships emanate from the example of the teachings of Jesus Christ and demonstrate the proper understanding of Law and Gospel.
- Teachers' decision-making is centered on what is best for students.
- Weekly school chapel services are intentionally designed to consciously and systematically strengthen the Christian faith of students and members of the school community.
- Pastoral and school staff work cooperatively to meet the spiritual needs of school families during times of celebration, times of crisis and day-to-day life events.
- Home visits
- Student-led conferences

Required Responses

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

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

The climate at Zion is good. The students receive a Christian based education with a family atmosphere. Older students help and mentor younger students in daily activities. Parents and teachers volunteer in their spare time with coaching and various projects. This climate prepares them for high school and beyond.

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

Teachers are available for individual student needs before, during and after school for any help with their academic needs. They are also there to support the students in extra-curricular events such as plays, sporting events and play day activities.

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

With the small class sizes offered at our school the students have one on one time with the teachers and have a high comfort level discussing issues that arise. There is respect for the teachers from the students and parents because they know the teachers have the students best interests at heart.

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

We follow the handbook guidelines and use age appropriate curriculum and materials. On page 27 of the handbook the harassment and violence policy are outlined. It is the policy of Zion Lutheran Church and School to maintain a learning and working environment that is free from religious, racial, or sexual harassment and violence. Zion Lutheran Church and School prohibits any form of religious, racial, or sexual harassment and violence.

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

The faculty has the opportunity to share daily devotions and daily religion classes are taught by each teacher. Weekly chapel service is held in the sanctuary, with the faculty taking turns leading the service.

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

Conferences are held yearly and any concerns or questions parents have can be communicated in person, email or by phone directly with the teacher at any time. There is a

weekly newsletter sent to all parents to keep everyone informed and up to date with all activities in the school.

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

Faculty and the administrator meet daily to discuss class issues. The school board and administrator meet monthly to discuss events and concerns within the school. We have open communications between parents, teachers and the school board.

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

Our disciplinary policy is outlined in our school handbook to keep a positive and healthy atmosphere at our school. Each teacher will work to develop self-discipline in children. They are responsible for discipline in their classroom. All teachers at Zion consider it a part of their responsibility to guide, direct and encourage the Christian discipline of the entire student body during the lunch hour, on the playground, and on the school premises in general. In serious cases, the principal should be informed and involved. Corporal punishment WILL NOT be used.

Required Evidence

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

[School discipline policy](#)

Required Indicator of Success

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

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

YES

NO

Identify and list supporting Evidence or Practices:

[School Mission Statement](#)

[Faculty Handbook](#)

[Parent Handbook](#)

[Parent Survey](#)

Comments:

Since Zion's mission statement is "Feed My Lambs" through the teaching of Christian Faith and guidance in the Christian Life for personal growth and development, it is evident that this is actually happening at Zion on a daily basis.

General Indicators of Success

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

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

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

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

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

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

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

- Students demonstrate love for others in response to Christ's love for them.
- Teachers' care for student needs is prominently enacted throughout the school.
- Students worship together daily, either in each classroom or in a school-wide appropriate worship experience with other students.
- Classroom environment, hallway decorations and posted classroom projects demonstrate respect for teachers and peers.
- Student behavior is appropriate to encourage growth and to maintain the school's chosen teaching/learning environment.

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

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

[Feed My Starving Children](#)

Pictures of hallway and classroom projects [1](#), [2](#), [3](#), [4](#)

Comments:

Our students demonstrate their love for others by volunteering at Feed My Starving Children and packing meals to be shipped around the world. The last time we went, the meals were being sent to Haiti. Each classroom has religion class and devotions. The Kindergarten-8th grade students have chapel once a week on Fridays as well. Projects completed by the students are displayed throughout the school.

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

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

- Teachers demonstrate love for all students in Christ.
- Teachers attend to the individual needs of students.
- Teachers integrate faith principles throughout the day and pray with their students.
- Students are challenged to do their best.
- Students’ spiritual needs are given appropriate support by church and school.
- Law and Gospel are properly divided when discipline is administered.
- Staff demonstrates positive school spirit.
- Through the school’s discipline code, students are assisted to grow in self-control out of love for Christ.
- When desirable and practical, students are given the opportunity to participate in making school decisions.

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

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

[School discipline policy](#)

[Harassment and Violent statements policy](#)

[School Yearbook 1,](#)

[Teacher School Spirit](#)

Comments:

7th and 8th grade students assist in the creation of the school yearbook each year, so they have input as to what makes it into the yearbook, especially which pictures are included from school functions and field trips. Teachers show school spirit through wearing Zion Wear on Fridays, and to other school events like sports and fundraisers.

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

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

- School personnel are approachable and receptive to parental questions or concerns.
- Parents are viewed by teachers as school partners in the education process.
- Staff members understand and relate appropriately with school families.
- Parents and guardians are made to feel welcome at the school.
- The school provides opportunities for parents to be involved at the school.
- The legal rights of parents and legal guardians are protected.
- Parents are encouraged to be positive and supportive of the school.

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

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

- [School discipline policy](#)
- [Harassment and Violent statements policy](#)
- [School Mission Statement](#)
- [Faculty Handbook](#)
- [Parent Handbook](#)
- [Parent Survey](#)
- [Tiger Times](#)
- Parents-volunteers [1](#), [2](#)

Comments:

Teachers greet parents when they drop off their children in the morning and address any questions that may be brought up. Parents assist with fundraising efforts at the school, especially with the pancake breakfast and auction which is the biggest fundraiser each year. Parents are kept up to date with the goings on at Zion through regular teacher-parent communication, and through a weekly school newsletter called the Tiger Times.

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

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

- Faculty and administration gather for devotions regularly.
- Faculty and administration speak positively about their co-workers at the school.
- Faculty and administration demonstrate support of one another in tangible ways.

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

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

- [Picture of devotions](#)
- [Minutes of July 2022 Voters' Meeting](#)
- [School calendar](#)

Comments:

As evidence of the administration's support of the staff, extra work days were added to the calendar as work days for grading purposes at the end of the quarter. Faculty has daily morning devotions in the 3rd and 4th grade classroom.

Summary and Response Actions

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

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

Yes

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

Our school strength lies in combination of church, school board, family and teacher involvement to create a positive, Christ-centered atmosphere. We have excellent parents that are invested in their children and are willing to volunteer their time.

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

Since we are located in a rural area, reaching out and letting the community know we are here, in this location is a challenge. Social media and word of mouth are some of the most effective ways to let the community know that we are here.

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

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

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

Section Totals (NOT Averages)	
STANDARD	RATING
2A	6
2B	10
2C	12
Total:	28
Average: (Total ÷ 10)	2.8

STANDARD 3: LEADERSHIP

The school is governed and administered effectively following written policy.

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

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

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

STANDARD 3A: GOVERNANCE

Overview

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

Potential Evidence

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

- Governing authority policy, procedures and practices
- Agendas and minutes from meetings
- NLSA School Improvement Plan
- Strategic plan
- Survey results regarding functions of the board or governing authority
- Anecdotal stakeholder input and feedback
- School handbook
- Teacher handbook
- Communications to stakeholders about policy decisions
- Governing body policies on roles and responsibilities, relationships, conflict of interest, etc.
- Three-year financial plan
- Policies and procedures related to financial aid
- Itemized school budget and auxiliary organization budgets
- Copy of grievance process
- Copy of last audit

Potential Practices

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

- Examples of decisions aligned with the school's statement of purpose
- Policies and practices that clearly and directly support the school's purpose
- Board or governing authority's process for evaluating its decisions and actions
- Policies that delineate distinction between roles of board, administrator and pastor
- Board or governing authority retreats
- Board or governing authority training
- Leadership succession planning
- Example of a present grievance resolution

Required Responses

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

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

The governing authority consists of 3 elected board members, pastor and principal. The Board of Education is in charge of supervising the entire field of Christian Education as deemed by the Congregation. The Board meets once a month.
- 2. How are members of the governing authority and its officers selected?**

Board members are selected and elected by the congregation at the third quarterly voters meeting. Each member is elected to a three year term with a maximum of two consecutive terms.
- 3. How are governing authority policies and minutes obtained for observation?**

The board policies and minutes are kept on file with each board member and are available for review upon request.
- 4. How are the school's community and operating congregation(s) informed about the governing board's policies, decisions and plans?**

All policies are contained in the parent-student handbook as well as the school website zion-cologne.org. Parents and congregation stay informed by attending voters meetings as well as the monthly newsletter received via email.
- 5. Describe actions that have been taken in the past three years by the board or governing authority for the benefit of students and their families.**

Upgraded computers and Smart Boards. Collaborated with the Board of Trustees to improve lighting in the classrooms. Hired an additional teaching aide to assist with ever growing pre/k numbers. Exchanged location of two classrooms to better accommodate class sizes.
- 6. Explain the process that is used for systematic planning.**

Zion uses its school improvement plan to do short and long-term planning. Needs of the school are discussed at monthly school board meetings, as well as quarterly Zion Education League meetings and at church council meetings. Teacher and classroom needs are brought to the school board by the principal.

Required Evidence

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

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

Required Indicators of Success

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

3A:01* The operating organization designates the governing authority and has written policies clearly defining lines of authority, responsibilities and/or limitations of the governing authority.

YES

NO

Identify and list supporting Evidence or Practices:

[Board of Education Handbook](#)

Comments:

Pages 1, 2, and 3 of the Board of Education Handbook clearly defines the authority, responsibilities and/or limitations of the board.

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

YES

NO

Identify and list supporting Evidence or Practices:

[Board of Education Handbook](#)

Comments:

Page 4 of the handbook defines board membership requirements and responsibilities.

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

YES

NO

Identify and list supporting Evidence or Practices:

[Board of Education Handbook](#)

[Minutes 1/16/22](#)

[Minutes 2/20/22](#)

[Minutes 3/20/22](#)

[Minutes 4/10/22](#)

[Minutes 5/22/22](#)

[Minutes 7/10/22](#)

[Minutes 8/8/22](#)

[Minutes 9/11/22](#)

[Minutes 10/9/22](#)

[Minutes 11/16/22](#)

Comments:

Pages 12-19 includes the school administrator responsibilities in regards to enrollment, facilities, finances, personnel, programming, public relations/marketing, and student life.

General Indicators of Success

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

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

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

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

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

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

YES

NO

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

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

The governing authority provides for grievance and due process resolution procedures.

The governing authority meets regularly and has clearly defined policies regarding open attendance at meetings and executive sessions.

The governing authority has established process policies that set forth the style and rules by which the governing authority will complete its tasks and processes.

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

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

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

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

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

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

[Board of Education Handbook.](#)

[Minutes 1/16/22](#)

[Minutes 2/20/22](#)

[Minutes 3/20/22](#)

[Minutes 4/10/22](#)

[Minutes 5/22/22](#)

[Minutes 7/10/22](#)

[Minutes 8/8/22](#)

[Minutes 9/11/22](#)

[Minutes 10/9/22](#)

[Minutes 11/16/22](#)

Comments:

Pages 9 and 10 of the Board of Education Handbook show what the grievance policy is for the board. Examples of school board meeting minutes are linked. The parent/student handbook also has pages 29-31 that show how to handle a grievance with a teacher or administrator.

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

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

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

- Written policy delineates roles and responsibilities of the board or governing authority.
- Comprehensive job responsibilities and/or limitations are in place for the administrator.
- The governing authority or the administrator’s direct supervisor evaluates the head administrator annually based on the job description.

- The governing authority receives reports from the administrator or the administrator’s direct supervisor at each meeting.
- The governing authority has written policies or position descriptions clearly delineating relationships between the head administrator and pastor(s).

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

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

- [Board of Education Handbook.](#)
- [Administrator Evaluation](#)
- [Administrator Responsibilities](#)
- [Board Responsibilities](#)
- [Minutes 1/16/22](#)
- [Minutes 2/20/22](#)
- [Minutes 3/20/22](#)
- [Minutes 4/10/22](#)
- [Minutes 5/22/22](#)
- [Minutes 7/10/22](#)
- [Minutes 8/8/22](#)
- [Minutes 9/11/22](#)
- [Minutes 10/9/22](#)
- [Minutes 11/16/22](#)
- [January 2022 Principal’s Report](#)
- [April 2022 Principal’s Report](#)
- [July 2022 Principal’s Report](#)
- [October 2022 Principal’s Report](#)
- [January 2023 Principal’s Report](#)

Comments:

The principal reports to the School Board Monthly at their regularly scheduled meetings. This report is oral and just gives information that the principal feels that the board would find important. Examples of that information can be found in the agendas located in numerous places in this Standard. The principal also reports to the Church Council and members of the congregation quarterly at the regularly scheduled Church Council Meetings and subsequent Voters’ Meetings. This report is written and examples are included in the above evidence.

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

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

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

- Written policies define qualifications for board or governing authority members.
- Governing authority members are required to participate in professional development regarding roles and responsibilities of the governing body and its individual members.

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

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

[Board of Education Handbook.](#)
[Board member responsibilities](#)

Comments:

None of our school board members currently are part of any professional development. This is something that the school board should look into in the future. We have looked into this, and have not found anything applicable.

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

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

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

- The governing authority has a process in place for evaluating the effectiveness of the school that includes a needs-assessment process integral to school-wide systematic planning.

- Long-range goals or desired outcomes are developed from the planning process.

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

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

- [Minutes 1/16/22](#)
- [Minutes 2/20/22](#)
- [Minutes 3/20/22](#)
- [Minutes 4/10/22](#)
- [Minutes 5/22/22](#)
- [Minutes 7/10/22](#)

- [Minutes 8/8/22](#)
- [Minutes 9/11/22](#)
- [Minutes 10/9/22](#)
- [Minutes 11/16/22](#)

Comments:

Monthly meetings of the school board are the time and place that is indicated.

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

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

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

- The board or governing authority establishes policies that provide for sound budget planning and fiscal operations.
- The board or governing authority approves the budget (including annual tuition and fees) for the school or has developed policies to empower individuals with that responsibility.
- The board or governing authority accepts, reviews and devises strategies to react to concerns expressed in the annual financial audit.

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

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

- [Minutes 1/16/22](#)
- [Minutes 2/20/22](#)

- [Minutes 3/20/22](#)
- [Minutes 4/10/22](#)
- [Minutes 5/22/22](#)
- [Minutes 7/10/22](#)
- [Minutes 8/8/22](#)
- [Minutes 9/11/22](#)
- [Minutes 10/9/22](#)
- [Minutes 11/16/22](#)
- [2022 Annual Report.](#)
- [Treasurer's responsibilities](#)

Comments:

Our school operates on a needs-based budget. The 2022 Annual Report is in the school/church office and available upon request.

Summary and Response Actions

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

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

Yes

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

The Board of Education is well defined in its roles and works well with administration as recorded in agendas and minutes to manage the current state of the school and plan for the future.

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

At this time, board members do not participate in professional development. We have looked into this in the past and have not found anything applicable.

D. What is the school's average rating for all General Indicators of Success for Standard 3A, rounded to the nearest tenth? 2.8

STANDARD	RATING
3A:04	3
3A:05	3
3A:06	2
3A:07	3
3A:08	3
Total:	14
Average: (Total ÷ 5)	2.8

STANDARD 3B: ADMINISTRATION

Overview

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

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

Potential Evidence

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

- Job-specific criteria
- Meeting agendas and minutes
- Supervision and evaluation documents
- School-wide professional development plans and schedules
- Representative supervision and evaluation reports
- Minutes of meetings with stakeholders
- Survey responses
- Innovations or changes in methodology that positively impacted student learning
- Innovations or changes in methodology that positively enhanced ministry opportunities
- Copies of auxiliary organizations' budgets, where applicable
- Copy of the three-year financial plan with enrollment projections and associated rationale

Potential Practices

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

- The school administrator demonstrates a desire through actions for appropriate professional credentials and continuing professional growth (e.g. membership in professional organizations, books and periodicals read, workshops attended, coaching and/or mentoring relationships).
- The teacher supervision program is aligned with staff development activities and results in enhanced student learning.
- The school administrator is actively engaged in the life of the sponsoring congregation(s).
- The school administrator is actively engaged in preparing and administering the school budget.
- The administrator relates appropriately with students, families and teachers.

Required Responses

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

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

The administrator has the support of the school board, faculty, parents and students. He is open to suggestions, keeps current in education and looks for changes or improvements in styles of education. He gives direction and leads by example. He greets students in the morning upon arrival. He interacts with students in the hallways and at recess breaks. He deals with discipline problems as they arise, and tries to preemptively deal with potential problems. The faculty meets briefly every morning for devotions and to discuss upcoming events of the coming day and of the near future.

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

The school administrator needs to have a teaching degree, a current teaching license, and it would be desirable for him or her to have a Master's Degree in Elementary Administration or be working toward it. The school administrator must be willing to lead the school through action and example.

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

The administrator uses his leadership skills in the congregation by giving quarterly principal's reports during voter's meetings, and by occasionally leading children's messages during church. The current administrator also leads weekly Sunday School. The administrator attends all voter's meetings and is available after church if any members have questions. He attends quarterly Region II Principal Meetings.

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

The administrator reviews the current amounts in the school funds and spends accordingly. We have been blessed by generous donations, memorials, and funds from Thrivent Financial.

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

The administrator oversees the day school education of students. He has been involved with the child portion of whole-church Bible studies. The administrator attends worship services regularly, and participates in Bible studies when available and when his schedule allows. The current administrator also conducts weekly Sunday School.

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

The administrator attends worship services regularly. The administrator regularly shares words of comfort and prayers with families in times of need when family members may have died or are sick. The administrator is the “face” of Zion at events such as the Soup and Pie Supper, the Fish Fry, Trunk or Treat, the Pancake Breakfast, and the Silent Auction.

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

The school administrator seeks advice from other area principals at the Region II principal meetings, as well as from LCMS principals in other parts of the country. The pastor, teachers, school board members, and parents are all called upon to take on leadership roles for certain school functions or fundraisers.

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

The administrator works on his own continuing education and attends yearly professional conferences in order to show the teachers that there is emphasis placed on personal and professional development.

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

The administrator is also a full-time classroom teacher, which limits his ability to do a lot of instructional supervision. In response to this, the administrator has contracted with an outside individual to periodically formally observe and evaluate the teaching staff in action. The administrator informally observes the teachers in day to day encounters.

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

The administrator is at the school full-time, and engages with students, families and staff in the hallway, at lunch, before and after school in a friendly, Christian manner.

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

The school administrator attends the Minnesota-South District professional church workers’ conference each October when held. He also attends quarterly Region II Principal Meetings. Collaboration with other schools and principals in the District is done through email communication.

Required Evidence

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

[Administrator's job description](#)

Required Indicator of Success

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

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

YES

NO

Identify and list supporting Evidence or Practices:

[Administrator's job description](#)

Comments:

The administrator attends worship services regularly. He has been involved in Christian education his entire adult life getting his start as a camp counselor at Camp Io-Dis-E-Ca in Iowa. He is involved in every aspect of congregational life at Zion beginning in 1981.

General Indicators of Success

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

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

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

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

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

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

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

- The principal is a member of The Lutheran Church – Missouri Synod, Rostered or eligible for Roster status.
- The administrator holds active membership in the congregation supporting the school and is regular in Church attendance and Bible study.
- The administrator holds current, appropriate state certification or is actively working toward obtaining required certification.
- The administrator has a master’s degree in education, with no fewer than 12 semester hours in administration or supervision or is actively working toward such a degree. (The administrator of an early childhood center has a bachelor’s degree, with no fewer than 18 semester hours in early childhood education, or is actively working toward accomplishing this requirement.)

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

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

[License](#)

[Membership info](#)

[LCMS Membership](#)

Comments:

The administrator does not have an advanced degree.

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

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

- Release time is provided for administrative duties for the school’s primary administrator.
- The school administrator is released from teaching duties for at least one-fourth of each day for every 50 students enrolled. (If administrative duties are shared, then release time may be shared.)
- Secretarial assistance is available for school purposes for at least one-fourth of each school day for every 50 students enrolled.
- In a school with more than 200 students, an individual is designated as assistant administrator with associated administrative duties.

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

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

Identify and list supporting Evidence or Practices:

[Principal’s Schedule](#)

[Secretary’s hours](#)

Comments:

The principal is given administrative time during the time that the pastor teaches confirmation four days a week. Ideally, more time is needed to adequately address the needs of the school during the school day.

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

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

- The administrator communicates frequently and regularly with pastor(s) and teachers individually and collectively.
- The administrator communicates effectively and frequently with families and students of all ages.
- A wide variety of venues both personal (one-to-one) and public are regularly used to facilitate effective communication.
- The administrator regularly spends a significant percentage of time listening, observing and speaking with parents, students and teachers.
- The administrator effectively communicates and works together with local public school officials.
- The administrator compiles such policies, procedures or practices as appropriate for effective communication to the various school communities into student and/or parent handbooks/manuals.

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

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

- [Observation Tool](#)
- [Teacher Responsibilities](#)
- [Newsletter example](#)
- [Voter’s Agenda](#)
- [Weekly School Newsletter](#)
- [Public School Communication](#)

Comments:

The administrator does his best to communicate effectively with all stakeholders of Zion in many different ways, such as newsletters, personal communication, phone calls, emails, and at meetings.

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

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

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

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

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

[Treasurer’s report](#)
[2022 Annual Report](#)

Itemized monthly treasurer’s report available upon request.

Comments:

The principal shares budgeting responsibility with the Treasurer of the School Board, and the School Board as a whole. The treasurer’s report is discussed at each monthly school board meeting, and the principal gives direction to the board about what the needs of the school are and what the budget

should reflect. The principal is also active in all fundraising efforts of the school, including getting parents to volunteer for various fundraisers. Treasurer's reports are available from the School Board Treasurer.

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

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

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

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

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

The administrator attends worship regularly, and writes newsletter articles for the church newsletter.

[Observation tool](#)

[March 2023 Newsletter](#)

[Teacher Back to School In-Service](#)

[Teacher End-of-Year In-Service](#)

[LEA Membership](#)

Comments:

The administrator facilitates formal and informal observation when supervising staff at Zion.

Summary and Response Actions

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

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

Yes.

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

We are blessed with generous gifts and generosity of stakeholders when it comes to fundraising efforts, so that the school really does not have to worry about finances.

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

The school administrator is now part of a professional organization (LEA). Adequate time for administrative duties is a concern. The principal does not have an advanced degree or special training in administration other than 40+ years of experience in Christian education. In the future, the next administrator will be encouraged to pursue this type of training if he or she does not already possess it.

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

STANDARD	RATING
3B:02	2
3B:03	2
3B:04	3
3B:05	3
3B:06	3
Total:	13
Average: (Total ÷ 5)	2.6

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

Section Totals (NOT Averages)	
STANDARD	RATING
3A	14
3B	13
Total:	27
Average: (Total ÷ 10)	2.7

STANDARD 4: PROFESSIONAL PERSONNEL

A qualified and competent staff serves the school.

Overview

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

Potential Evidence

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

- Faculty handbook
- Job descriptions for all non-administrative school positions
- Teacher portfolios
- Professional personnel files related to teacher qualifications and competency
- List of teachers' professional organization memberships
- Policy and procedures for preparing volunteers
- Policies related to support staff
- Current salary and benefit scale
- Qualification and training of school volunteers
- New teacher induction guidelines
- Survey results

Potential Practices

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

subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- Peer-to-peer observations
- Teacher visits and observations in other schools
- Participation in accreditation work
- Effective vetting, preparation and support for new teachers
- Teacher home visits

Required Responses

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

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

Professional personnel at Zion will be synodically trained or seek colloquies. They will obtain and maintain a Minnesota State teacher's license. They will also pass a criminal background check.

2. What is the current student-teacher ratio?

The average classroom student teacher ratio is 15.2:1 (not including pre-school). The LSEM classroom ratio is 1:1 or 1:2

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

It is required for teachers to attend the Minnesota South District Educators' Conference when it is held. Fees for this conference are paid for by the school. Faculty in-services have been held as new curriculum, policies and technology have been added. Teachers are members of LEA.

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

The staff meets daily before school from 7:20 to 7:35 a.m. The agenda is set by the principal and the meetings open with devotions. Topics of concern and upcoming events as well as education related topics fill this portion with room for faculty input. The staff is knowledgeable of things that are going on and they have the opportunity to share their input. Starting this year, the faculty also meets the last Wednesday of each month after school for more in depth discussion. Overall this has proven to be effective.

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

Teachers conduct daily devotions in their classrooms and lead chapel services. They lead their students in prayer multiple times during the day. Regular church attendance and involvement in congregational activities also show their dedication and personal relationship with Jesus. Our teachers show by example as well as the sharing of their personal faith. Further proof of their dedication is shown by their willingness to work together to make good things happen for children.

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

Zion Lutheran Church will make every effort to call a qualified, synodically trained person to serve as a teacher. When a position needs filling, announcements are placed in the church newsletter and bulletin. The Board of Education and administrator interviews the applicants and selects personnel. The LCMS District Office is contacted for biographical information on workers in the field who may meet our needs. Concordia Universities are contacted for possible candidates. The Board of Education reviews names and information and recommends a list to the congregation for the formal call. During the call process, a background check will be made on the candidate. If no candidate is found using this procedure. Other options are utilized such as Indeed, other non-synodical colleges, local church bulletins, etc.

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

Faculty in-services have been held as new features have been added to our technology materials. They have received instruction using new programs such as online grading systems, Google docs, and new Spanish programs. As new upgraded hardware, such as smartboards and ipads are added, teachers are given prep time to use the online tutorials and given support from the administrator. We use local technology professionals to help us “troubleshoot” when problems arise.

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

Professional personnel at Zion will seek colloquies through the Concordia University online system. We look to hire personnel who have a background (baptized and confirmed in the Lutheran Church Missouri Synod) and regularly attend our churches and Bible studies. No teacher will be hired that is not a Christian and does not profess faith in Jesus as their Savior. Also no teacher will be hired that does not have a working knowledge of the Christian faith and God’s Word.

Required Evidence

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

School's staff development plan

Non-discriminatory salary and benefit scale or policy

Required Indicator of Success

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

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

YES

NO

Identify and list supporting Evidence or Practices:

[School's staff development plan](#)

[Nondiscriminatory salary and benefits scale](#)

[Teacher Rededication and Installation 2022](#)

Comments:

Zion uses the district's salary scale to determine wages and benefits. The Board inputs the worker's information and follows the algorithm to determine compensation. We then adjust to approximately 70% of the suggested amount in the mid-range. All professional staff members are members of Zion Lutheran Church except one (she attends regularly). Every year in September, at the beginning of the school year, staff members renew their dedication to the ministry here at Zion.

General Indicators of Success

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

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

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

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

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

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

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

- All teachers demonstrate a personal relationship with Jesus Christ and a dedication to teaching in the Lutheran school.
- Full-time faculty members are on the Roster of the LCMS, eligible to be on the Roster of the LCMS or are actively enrolled in the colloquy program.
- Teachers have been prepared and vetted following prescribed federal and state mandates for background checks and training.
- Full-time professional staff members have appropriate teaching certificate(s) from the state and meet requirements for their specific assignments.

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

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

[Teacher Rededication and Installation 2022](#)

Personnel files * available upon request

Federal background checks * available upon request

Comments:

Faculty members are licensed or are seeking licensure. All teachers but one are synodically trained. Non-licensed teachers are currently enrolled in classes to attain their licenses.

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

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

- Programs for teacher supervision/evaluation/growth have been adopted and are implemented by the administrator.
- Teachers engage in professional development, including spiritual development and are accountable for implementation that supports student learning.
- Teachers attend workshops, conferences, seminars and training appropriate to their position and discipline.
- LCMS Rostered teachers are provided opportunities to attend LCMS events.
- Teachers hold membership in professional organizations.
- The school provides opportunity, training and support so that teachers may effectively and appropriately engage technology in classroom instruction.

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

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

[School Calendar with Continuing Education dates](#)

[Teacher In-Service Agenda](#)

[Samples of Continuing Education forms](#) for faculty members

Copies of teaching licenses * available upon request

[Teacher evaluation forms](#)

[CPR certification](#)

Comments: Staff development opportunities are presented for the staff (i.e. CPR/first aid, access to educational journals and other professional educators and agencies). Teachers

are periodically evaluated by an independent/outside evaluator. Professional growth is further enhanced through the distribution of pertinent information and offering of appropriate workshop opportunities.

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

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

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

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

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

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

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

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

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

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

- [Faculty handbook](#)
- [Clock Hours form](#)
- [Pay Scale](#)

Comments: Opportunities and support for professional and spiritual growth are available via Bible studies, devotions, prayer and at daily staff meetings. We do not have a formal mentor program but will provide mentorship if the need arises. Currently our new Kindergarten/Preschool teacher is being assisted by a retired kindergarten teacher. Note comments on pay scale mentioned previously in this section.

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

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

- Support staff (e.g., teacher assistants, student teachers, nurse) meets state requirements for their specific assignments.
- Appropriate policies related to support staff are established and practiced.
- Adequate training for support staff is provided.
- Appropriate policies and training for volunteers are in place.
- Staff members understand and relate appropriately with students and their families.

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

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

- [Faculty Handbook](#)
- [Policy and Procedures on Preparing Volunteers](#)
- [Nurse Certification](#)
- [Cook Certification](#) and [Inspection Report](#)
- [Pay scale PDF](#)
- [Parent Survey](#), [Grades 1-3 Survey](#), [Grades 4-8 Survey](#), and [Teacher Survey](#)

Comments: Policies and procedures are shown in the above documentation. Many of our volunteers are here for specific events such as the pancake breakfast, and the auctions. We are currently reviewing our policy for volunteer drivers and requiring documentation for driving licenses and proof of insurance. Our current enrollment numbers make volunteer drivers no longer a practical option. New teachers receive orientation from the principal at the beginning of the school year, and they are supported by a mentor if needed.

Summary and Response Actions

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

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

Yes.

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

Our staff are all committed Christians demonstrating a true love of Jesus Christ in teaching the children. The combined talents and expertise of the teachers are utilized to make a well-rounded program at Zion.

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

Three out of five of the full-time professional staff are on the roster of the synod. It is a well-known fact that finding rostered teachers is becoming more and more difficult. When there is a staff opening, every effort is made to fill it using the established call process. All professional staff members are members of LEA. The current staff members who are not licensed are in the process of obtaining their licenses.

D. What is the school’s average rating for all General Indicators of Success for Standard 4, rounded to the nearest tenth? Our average rating for all the General Indicators of Success for Standard 4 was a 2.8.

STANDARD	RATING
4:02	2

4:03	3
4:04	3
4:05	3
Total:	11
Average: (Total ÷ 4)	2.75

STANDARD 5: TEACHING AND LEARNING

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

Overview

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

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

Potential Evidence

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

- Descriptions and schedules of mentoring, coaching, and induction programs
- Examples of classroom learning expectations and standards of performance
- Examples of assessments that promoted modification of instruction
- Examples of cross-curricular projects and interdisciplinary instruction
- Peer coaching guidelines and procedures
- Supervision and evaluation procedures
- Curriculum maps
- Curriculum scope and sequence
- Administrative classroom observation protocols and logs
- Examples of improvements to instructional practices resulting from the evaluation process
- Teacher evaluation criteria
- Student work demonstrating the application of knowledge

- Interdisciplinary projects
- Authentic assessments
- Agenda items addressing strategies
- Report cards
- Curriculum writing process
- Lesson plans aligned to curriculum
- Graduate follow-up surveys
- Ethical-use policy for use of technology, equipment, and software
- Inventory list of instructional hardware and equipment used by both teachers and students
- List of classroom and library reference materials
- The school's short-range and long-range technology plans, including the review schedule and procedures for review of the plans

Potential Practices

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

- Examples of teachers using technology as an instructional resource
- Examples of student use of technology as a learning tool
- Peer or mentoring opportunities and interactions
- Recognition of teachers regarding instructional practice
- Examples of improvement to content and instructional practice resulting from collaboration
- Student-led conferences
- Analysis of test score data

Required Responses

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

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

When looking at constructing our curriculum, we take a look at the local curriculum in the nearby public school districts. We want to ensure we are staying competitive with the local districts. Most recently, we have begun mapping our curriculum which allows us to explore how our curriculum measures up to the MN state standards. We can see if we are meeting all the standards or if we have gaps that we need to fix. The standardized test results we receive each spring also help us understand if our curriculum is effective.

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

The music curriculum for grades 1-8 has been updated. Grades 1-6 follow a scope and sequence of general music standards. Grades 7-8 learn more specialized topics like the history of rock and roll, composers, jazz and world music. Grades 1-8 learn coding in technology. Grades K-4 have updated their religion curriculum with plans to update 5th and 6th once it becomes available. Math has been updated in 3rd and 4th grade. 7th and 8th grade has seen the biggest change with new science, social studies, health, and grammar. We strive to keep our curriculum current and relevant. A new smartboard in first and second grade has greatly added new ways to instruct.

- 3. Describe the predominant teaching methods most often used by teachers in the classrooms.**

The teachers at Zion like to use a variety of teaching methods including:

- hands-on activities
- center based learning
- teacher directed lessons
- integrated technology
- small group/whole group
- differentiated instruction
- multi-age level groups

- 4. Describe how teachers communicate and collaborate to ensure continuity and student success.**

The teachers are a close group that turn to others for help or resources. When students move up to the next classroom, teachers communicate each student's strengths and struggles. Teachers collaborate together on projects, activities, service projects and field trips. They collaborate on their specific talents and skills and teach a special class according to their skill set (art, music, P.E., technology). We make sure to touch base with each other to make sure that when students enter a new grade, they are prepared with the concepts they need to know to be successful.

5. How does the school accommodate students with unique differences and learning potential?

Zion works with an LSEM teacher who is at Zion two days a week to help with interventions and be a resource for teachers. Teachers are also able to differentiate instruction in the classroom with different leveled reading groups and math groups. Zion also coordinates with the local public school to offer students special services such as speech, occupational therapy, or social skills.

6. Describe the process of recording and reporting learner progress to parents and/or caregivers.

Zion uses the website, Thinkwave, to help record and report learner progress. Thinkwave is where the teachers input all student grades. Parents are given access codes to their child's grades and may look at them any time throughout the school year. Teachers send home mid-terms each quarter and a report card at the end of each quarter which must be signed by a parent/guardian and brought back to school. Zion also offers parent/teacher conferences two times each year, one after the first quarter and one after the third quarter.

7. Describe the 21st century methodology in place at the school and elaborate on how it impacts student learning (e.g. global awareness, financial and entrepreneurial literacy, civic literacy, health literacy, environmental literacy, etc.).

Teachers who use God's World, Scholastic News, or Studies Weekly are able impact student learning through current events or other educational topics. All of these subscriptions offer a digital aspect to student learning by offering digital issues, learning videos, and online activities. Real world skills are taught in our technology class through the digital citizenship program. Students are taught how to responsibly and safely use technology. Teachers who use the Mystery Science activities offer their students a digital approach to solving scientific problems through videos, scientific experiments, and exploration activities. Zion has also exposed their students to other cultures through an online mission trip. For one week, all students watch daily videos about another country, learning all about the different aspects of their culture as well as some of the problems the country faces.

8. Describe the instructional materials, other than textbooks, that are used regularly by teachers and students.

Teachers like to use manipulatives for hands-on learning. Ipads, computers, and smart boards are used on a daily basis. Teachers enhance learning topics through videos, Internet searches or research projects. Older students are permitted calculators for math class.

9. How are students provided with access to resource materials that enhance learning?

In addition to having a small library in each classroom, students are given opportunities to use online tools, such as dictionaries and maps. Students have Google accounts where they can use a multitude of tools such as powerpoint to create presentations and enhance their research. Some teachers subscribe to online libraries to further enhance their teaching and students may also look for books that match their interests.

10. How do teachers use instructional materials to communicate the Christian faith?

Teachers use Concordia Publishing House for their religion curriculum. The 5th/6th grade uses God's World which teaches current events with a Christian perspective. Students are expected to memorize Bible verses through memory work. Many grades use the Abeka math program which is a Christian based math curriculum. All teachers strive to tie in their faith with all subjects and through their daily interactions with their students. Each week students attend chapel and participate together in worship and praise.

11. Describe how the school provides for access to the Internet.

Students may use the internet for school purposes. There is a router and access points in the classrooms. There is a portable computer cart which can be brought to each classroom. Many classrooms use iPads. High speed internet is coming to this area and will be available to our school in the spring.

Required Evidence

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

X

Written curriculum is developed for every grade level for religion, mathematics, science, reading, language arts, social studies, art, music, physical education and any other subject taught. (Early childhood centers need not segment learner outcomes into specific subject areas.)

Art

[1-2](#)

[3-4](#)

[5-6](#)

[7-8](#)

Health

[Pre-School](#)

[Kindergarten](#)

[1-2](#)

[3-8](#)

Language Arts

[Kindergarten](#)

[1-2](#)

[3](#)

[5-6](#)

[7-8](#)

Math

[Kindergarten](#)

[1-2](#)

[3](#)

[4](#)

[5-6](#)

[7-8](#)

Music

[Pre School](#)

[K-2](#)

[3-6](#)

[7-8](#)

PE

[Pre-School](#)

[K-2](#)

[3-8](#)

Religion

[Pre-School](#)

[Kindergarten](#)

[1-2](#)

[3](#)

[4](#)

[5](#)

[5-6](#)

[7-8](#)

Science

[Pre-School](#)

[Kindergarten](#)

[1-2](#)

[3-4](#)

[5-6](#)

[7-8](#)

Social Studies

[Pre-School](#)

[Kindergarten](#)

[1-2](#)

[3-4](#)

[5-6](#)

[7-8](#)

Spanish

[K-2](#)

[3-8](#)

[Technology K-8](#)

- A current schedule is prepared for each classroom, indicating clearly when subjects (activities) are taught and during what periods.
- A chart is prepared illustrating the percentage of each school week allocated to each subject (activity), at each level, including a comparison with state guidelines.
- Analysis of the results of standardized tests administered for each grade level for the past three years, including a description of how this information is used to evaluate and improve student learning, is provided.

Required Indicators of Success

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

5:01* The teaching of the Christian faith is recognized as the major purpose of the school, is allotted appropriate time in the daily schedule and is integrated intentionally throughout the curriculum and instruction.

YES

NO

Identify and list supporting Evidence or Practices:

[-Mission Statement/Philosophy/Commitment](#)

-Instructional Minutes

Kindergarten

[1-2](#)

[3-4](#)

[5-6](#)

[7-8](#)

Schedules

[Kindergarten](#)

[First/Second](#)

[3-4](#)

[5-6](#)

[7-8](#)

[ITBS Results](#)

[Analysis](#)

Screenshots of website

[Christ Centered Education](#)

[Zion's Mission](#)

Comments:

Our school website has all the information on our commitment, education philosophy and our mission at Zion Lutheran. Every child born into the world is first of all God's child, endowed with an immortal soul destined for eternity, therefore, it is our belief that the one cardinal objective of education, to which all others point, is to develop devotion to God as our Creator, Redeemer, and Sanctifier, whose love moves us to show our love for Him in every act, thought, word and desire of our daily life. The religion curriculum shows our desire to communicate with our students that Christ is our center. Each class allows time for religion/chapel every day of the school year.

5:02* The written curriculum is developed and is implemented for religion, mathematics, science, reading, language arts, social studies, art, music, physical education and any other subject taught by the school. (Early childhood centers need not segment learning outcomes into specific subject areas.)

YES

NO

Identify and list supporting Evidence or Practices:

- Curriculum:

	Art	Music	Science
	1-2		
	3-4	Pre School	Pre-School
	5-6	K-2	Kindergarten
	7-8	3-6	1-2
	Health	7-8	3-4
	Pre-School	PE	5-6
	Kindergarten	Pre-School	7-8
	1-2	K-2	Social Studies
	3-8	3-8	Pre-School
	Language Arts	Religion	Kindergarten
	Kindergarten	Pre-School	1-2
	1-2	Kindergarten	3-4
	3	1-2	5-6
	5-6	3	7-8
	7-8	4	Spanish
Math	Kindergarten	5	K-2
	1-2	5-6	3-8
	3	7-8	Technology K-8
	4		
	5-6		
	7-8		

[Curriculum Trak](#)

Comments:

At Zion Lutheran, we have the highest expectations for all students, and it shows. We have taken the time to research our curriculum to ensure we are meeting state standards and can compete academically with other area schools. We review our curriculum on a rotating schedule to ensure that we are staying on top of the educational standards we set for ourselves. We have started the process of mapping out our curriculum using a program called Curriculum Trak. We have started with science and social studies. Through this process, we will be able to see what standards we are teaching and if there are standards that we are missing. We will continue to add subjects to our map. This will be a great tool for us to use as a school to continually evaluate our curriculum as well as to share with current and prospective parents.

General Indicators of Success

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

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

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

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

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

5:03: The school community builds and maintains a vision, direction and focus for student learning.

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

- The school prepares students for the next level of education and life.
- The school aligns its goals, curriculum and measures to those of the next level so that students transition successfully.
- The school quantifies, tracks and publicly celebrates student success.
- School leaders monitor and support the improvement of instructional practices used by teachers to ensure student success.

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

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

- [Honor Roll](#)
- [High Honor Roll](#)
- [Principal’s List](#)
- [Newsletter \(honor rolls\)](#)
- [Teacher Evaluation](#)

Comments:

The school celebrates academic achievement by offering an honor roll, high honor roll, and principal’s list. These achievements are announced in chapel and put in the school/church newsletter. Pictures are also placed on Zion’s facebook page. Zion encourages professional development by having an outside evaluator come in once a year and make classroom observations and discuss teacher performances. Randy Ash has done it for the past several years. The school board meets with the principal to discuss all aspects related to the school.

Zion 5:04: The school’s Christ-centered, written curriculum provides challenging learning experiences and ensures that students have sufficient opportunities to develop life skills, critical thinking skills and applied learning.

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

- The curriculum is aligned with delineated standards.
- The curriculum is documented, assessed, monitored and challenges all students.
- The curriculum reflects research, best practices and high standards in education and it is designed to ensure that every student receives Christ-centered, rigorous and sequential academic preparation.
- The curriculum is aligned with LCMS teachings.
- The curriculum ensures that students can pursue their God-given talents and passions.
- The curriculum is used as an opportunity to proclaim the Gospel.

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

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

- written curriculum (see curriculum in standard 5-02)
- [Specials Schedule](#)
- extra curricular activities ([Volleyball](#), [Basketball](#))
- [Spring play 5-8](#)
- [Spring Play 1-4](#)
- [Curriculum Map](#)
- Reading Worksheets (Intervention level, grade level, challenging level)

Comments:

Zion has a written curriculum for each grade and each subject. We are also working on curriculum

mapping. Through the curriculum mapping, we match up our curriculum with the state standards. We have mapped social studies and science and are scheduled to start mapping language arts this summer as the new Minnesota state standards will be available then. We include all special classes such as music, art, choir, P.E., computers, and Spanish. Zion offers extra-curricular activities including opportunities for volleyball, basketball, and cross country. Grades 1-8 participate in a play/musical each spring. Students are well able to find their talent among all these activities. Some of our curriculum is through a Christian company. Our religion curriculum is through Concordia Publishing House and is taught from a LCMS perspective. Our K-6 math curriculum is through Abeka, another Christian company.

Students are monitored and assessed through projects, tests and our online grading program, Thinkwave.

When teachers feel like a child is ready, they are able to challenge with work that is geared toward higher thinking skills. The staff has the opportunity to share their faith through their daily teaching as well as during their chapel rotation.

5:05: Teachers use a wide variety of instructional strategies that engage students and ensure mastery of learning expectations.

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

- Teachers implement classroom instructional strategies that provide students with the knowledge, creativity, skills and understanding to become problem solvers, decision makers and socially responsible global citizens.
- Classroom instruction involves a variety of strategies and settings that address diverse student needs and accommodates individual learning styles as fully as possible.
- Evidence of active student engagement exists in every classroom.
- Service learning is a component of the school’s required program.

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

	Highly Functional (4)	X	Operational (3)		Emerging (2)		Not Evident (1)
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Identify and list supporting Evidence or Practices

- [Washington D.C. trip for grades 6-8](#)
- [Visit from the Cologne Fire Department](#)
- [3rd grade presentation to different classrooms](#)
- [Feed My Starving Children](#)
- [Book Drive for Liberia](#)

Comments:

Teachers use a variety of strategies to ensure that all types of learners (visual, kinesthetic, etc.) are given the opportunity to learn. Manipulatives, body movement, experiments are just a few examples of ways learned are engaged in the classroom. Students can use different resources that best support their style of learning. Different teaching strategies are used such as lecture, interactive learning with the smartboard, writing, a craft, and others. Service learning is emphasized throughout the year. God has blessed us all richly in our lives, we want to share God’s love with others through our service projects. Some of our projects include: cleaning up road ditches, Feed My Starving Children, raising money and donating school supplies for schools

in other countries. Students are taught how to be safe and good digital citizens through our Internet safety program (digital citizenship).

5:06: Teachers intentionally communicate and collaborate to improve instruction and student learning.

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

- Teachers regularly participate in staff development activities designed to provide professional growth, improve instruction and enhance student learning.
- Teachers pursue opportunities to interact with colleagues seeking ways to improve.
- Teachers work together to share responsibility for student learning.
- Teachers regularly share content, resources, instructional techniques and management skills.
- School leaders empower teachers with time and resources that facilitate opportunities for communication and collaboration.

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

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

[Specials Schedule](#)

[Clock Hours](#)

Comments:

Zion feels that teaching is a collaborative effort. The Zion staff is always communicating with each other about the successes and failures they experience. They ask for help from each other and collaborate with each other on projects, lessons, and field trips. The staff eats lunch together and often visits after school to talk about ideas, problems, etc. The teachers have inservice days where they meet to communicate about issues pertaining to the school and collaborate on ensuring a successful year. The staff attends a Lutheran teachers conference each year in October when it is available. The staff also pursues their own training

opportunities through workshops, college classes, and meetings. Zion practices a block schedule where teachers have the opportunity to teach the special class that aligns with their particular ability. Our 1/2 teacher, who is very musically talented, teaches the music class and choir. Our 3/4 teacher, who is very artistic, teaches all the art classes. Our 5/6 teacher who is athletic, teaches most of the P.E. Our 7/8 teacher handles our technology and computer classes.

5:07: Technology enhances and enriches the students' learning environment.

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

- Faculty members are users, instructors and participants in the process of engaging technology with the learning process in schools.
- Faculty members acquire the necessary technology skills to use personally and integrate and guide student learning.
- Clear and intentional planning and protocols for technology are in place.
- Technology is integral to curriculum, instruction, assessment and a tool for teachers to personalize, enhance and improve instruction.
- Student technology skills are sharpened and advanced through the integration of technology into the learning process.

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

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

[Interactive reading lesson for smartboard](#)
[Example of technology use in upper grades](#)

Comments:

The Zion staff knows how central technology is to education. Each classroom has smartboard technology. K-6 uses ipads as an educational tool. Zion has technology objectives for each grade and keyboarding skills are taught starting in kindergarten. The staff at Zion partake in training to further their skills in technology. The current staff is trying to help the students become more digital by exposing them to the Google apps for education. Older students are taught how to "turn in" documents online using their Google school accounts. To help with this goal, the staff participated in a Google training in order to become more familiar with all the tools Google for education offers. The parent/teacher education board (ZEL) has a technology fund where money is placed into each year. This fund is used to buy new technology and update current technology. Each year, the faculty decides what its technology needs are for the next school year and ZEL helps achieve

their goals with this fund. Many lessons are tailor made for use with the smartboard to make them more interactive and engaging.

5:08: Curriculum, instruction and assessment are regularly monitored and adjusted systematically in response to multiple assessments of student learning and examination of professional practice.

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

- The school monitors, reviews, evaluates and modifies its curriculum based on the use of school-wide student data that is generated by multiple tools and surveys.
- Multiple forms of student assessment drive instructional strategies.
- Student learning is monitored, tracked, recorded and reported regularly and continuously during the time the student is enrolled at the school.
- A comprehensive program that examines student achievement with frequent progress monitoring is used to individualize instruction for student success.

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

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

Report Card

Midterm Report

[Acadience](#)

[ITBS](#)

[-ITBS Analysis description](#)

[-Access letters for learn boost](#)

Reading-Progress monitoring

[Curriculum Trak](#)

Comments:

Zion faculty reviews their curriculum through multiple tools including the Iowa Test of Basic Skills, individual student grades, student engagement, Acadience, and the age of the curriculum. We are

currently in the process of looking into updating our science curriculum. Zion monitors the effectiveness

of its curriculum through the Iowa Test of Basic Skills taken each spring. Results are studied carefully in order to see if there are subjects of weakness which may indicate the curriculum is not up to standard.

The faculty consults with other local schools in order to see how their standards match up to our curriculum. Three times a year, our LCMS special education teachers assess students using the Acadience

test. This assesses their strengths and weaknesses in the areas of reading and math. The Iowa Test of Basic Skills is administered each spring to students in grades first-eighth. Each year, the faculty studies the results of each child's tests. These result sheets are kept in each child's cumulative folder. Teachers go back and look at each previous year's results to see if there was growth. Teachers also look at the results to see if the curriculum is being effective. Students and parents are able to track grades through ThinkWave, our online grading system by using an access code given to them by the teacher. Reports cards and progress reports are sent home throughout the year. At this time, Zion does not have a comprehensive program that frequently examines student achievement. We have researched MAPS testing but have not committed to it due to the cost and the time it takes to complete the testing. With our small class sizes, we feel as though a comprehensive program would not make our teaching any more effective. We already are able to individualize instruction to help ensure student success.

Summary and Response Actions

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

A. Are the Required Indicators of Success met for Standard 5? (YES / NO)

Yes.

B. Based on evidence, what are the strengths of the school related to Standard 5?

The faculty is dedicated to the school. They strive to keep the curriculum up to date and on target or better than other area schools. Teachers attend different trainings and conferences in an effort to keep their teaching practices fresh and current. The effectiveness of our curriculum is monitored by comparing it to state standards and comparing it to the learning objectives of other area school's curriculum. Teachers assess students through formal and informal testing, such as tests, book reports, digital assessment, etc. The staff communicates about successes and failures. They help each other and collaborate on projects, lesson plans, and field trips.

C. Based on evidence, what are the challenges of the school related to Standard 5? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.

Zion will continue to look into a comprehensive assessment program such as MAPS. Zion would also like to have a documented plan for technology which includes the short and long term goals for updating and increasing the technology.

D. What is the school's average rating for all General Indicators of Success for Standard 5, rounded to the nearest tenth?

STANDARD	RATING
5:03	3
5:04	3
5:05	3
5:06	3
5:07	3
5:08	2
Total:	17
Average: (Total ÷ 6)	2.83

STANDARD 6: STUDENT SERVICES

Student services and activities are offered to meet the needs and foster the growth of each student in a safe and healthy environment.

Overview

Lutheran schools provide student services that support and enrich the educational experience of each student. Some of these services in this Standard are required by state or federal mandate. The school may choose to provide others to promote the training of the whole child. It is important that these programs are run efficiently and enhance the overall image of the school in its community.

Potential Evidence

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

- Policies related to student admissions
- Admissions counselor position
- Policies related to student matriculation
- Policy for preparing volunteers
- Athletic handbook
- Samples of student cumulative records
- List of counselors referred by the school
- Evidence of background checks for staff and volunteers
- List of first-aid materials
- Wellness plan
- Volunteer handbook
- Admissions counselor position

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to

identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- Student admission process
- Procedures for administering medication
- Policies or procedures related to student matriculation
- Teachers or supervisory personnel's active involvement in recess supervision
- Annual training for coaches and school volunteers
- Daily cleaning and sanitizing schedules for areas where food is served or consumed
- Safety precautions when working with special materials, tools and equipment

Required Responses

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

1. Describe the school's admission procedures for students.

Applications for enrollment grades K-8 are made to the principal and applications for preschool are handled by the principal and preschool teacher. The Board of Education gives the final approval on all enrollments. Students receive full admittance if the student is open to religious instruction, conforms to discipline procedures, and the student's needs and concerns can be met by our teaching staff. Everyone is welcome as Zion provides an equal opportunity for admission.

2. Describe the counseling services available to students and their parents.

Formal counseling is provided for the seventh and eighth grade classes by a certified counselor. Guidance in the area of special needs is provided by Terri Bentz of LSEM. The principal, pastor, and staff are available daily to counsel and guide. We also have on file a list of counselors that are recommended by the Minnesota South District. This list is available to families if needed and requested.

3. What orientation strategies are used to ensure a satisfactory bridge between home and school at the entrance of each new student?

Each new family is offered a home visit from the teacher or a visit at the school. Zion Education League sponsors an Orientation Night at the beginning of each school year to help new, as well as returning, parents become acquainted and answer questions.

4. What strategies are in place to ensure a satisfactory transition to the next level of education for students?

Consultations are made with guidance counselors and parents as to appropriate entering levels in such areas as math, science and language arts. Students are made aware of registration nights for local high schools that students may be attending. Students are also released from school to visit high schools they may attend. Our curriculum is rigorous and includes courses such as algebra that prepares students for the challenges of high school. This is evident by the number of Zion students appearing on local high school Honor Rolls.

5. List and describe all extracurricular activities sponsored by the school.

We offer a variety of student activities for our students. Students in K-8th grade participate in choir and have the option of playing tone chimes (upper grades) or hand bells (lower grades). Dramatic productions are performed each year by the 5th-8th grade students and the K-4th grade. Through Mayer Lutheran High we are able to offer a band program for 5th through 8th grade musicians which includes a large group component culminating in a number of concerts at the discretion of the band

director. Zion is an active member of the Minnesota Lutheran Athletic Association and has competed in volleyball, basketball, track, and cross country. Zion students also participate in the annual Spelling Bee at Lutheran High School. Fifth and sixth graders attend two days of Outdoor Environmental Education at Camp Omega, and Zion Students travel during the summer of their sixth, seventh, or eighth grade year to Washington, D.C. Zion also provides a variety of age-appropriate field trips throughout the year to places of educational interest in the surrounding area.

6. Describe ways students demonstrate their faith through student activities.

Students have a variety of ways to demonstrate their faith when they use their talents in music, singing and acting. Our students have a chance to SHOW their faith when they display good sportsmanship, when they resolve conflicts in a God pleasing manner, when they lead devotions or chapel services, and by joyfully participating in service projects.

7. How are staff and volunteers prepared for supervising students during activities?

Almost all of our activities are supervised by licensed and trained staff members. Staff members are regularly trained in first aid and CPR. If a parent or other individual assists these staff members, they are supervised by that staff member at all times.

8. Describe any school-sponsored before or after school care programs.

Students who arrive before school begins are supervised by a staff member. A staff member supervises students until all students have been picked up from school or an activity. Zion offers afternoon after school care for our half day PreK students. Zion's preschool after school program runs from 1-3 p.m. by staff members, Monday through Friday.

9. Describe any child care services that are part of, or affiliated with, the school.

Zion's preschool after school program is run by staff members Monday through Friday, from 1-3 p.m.. Children have the options of coloring, arts and crafts, watching a children's movie, and playing on scooters.

10. Describe the procedures for selecting, training and equipping child care personnel.

We do not have a set procedure. Our preschool aide provides the child care for three days a week and our church/school administrator provides care for the other two days.

11. Describe and list the dates and times of emergency drills conducted in the past year.

Routine fire drills are conducted regularly. The children leave the building in an orderly fashion and meet in a designated location. Severe weather drills and intruder drills are also conducted. The schedule of these drills is included in the evidence section of this sub section.

12. What are the procedures for crisis intervention and addressing medical emergencies?

As previously mentioned, all staff members are regularly trained through our local hospital in First Aid, CPR, the use of an AED, and how to recognize abuse. The school practices fire evacuation drills,

lock-down procedures, and severe weather situations. Crisis intervention procedures are outlined in detail in our Crisis Management Policy included in this section's exhibits.

13. How are teachers trained to ensure the safety and protection of students?

As previously mentioned, teachers are regularly trained (every two years) by an outside agency (Ridgeview Medical Center) in First Aid, CPR, the use of an AED, and how to recognize signs of abuse. The State of Minnesota currently requires teachers, in order to be licensed, to take training in recognizing signs of early mental health issues that may lead to suicide.

14. How are student health records maintained and used?

Health records are confidential and used to document required state immunizations, basic health information including any allergies or restrictions based on information provided by the parents/guardians. Also recorded are yearly growth patterns (height and weight) and annual vision/hearing tests. Scoliosis testing results are also added to the records as they are completed. Copies of the health records are made before a child transfers and are kept on file as required by state codes. The school nurse is responsible for these records.

15. Describe the food services provided.

Zion provides a tasty and nutritious school lunch prepared by a state licensed staff member in a state inspected kitchen.

Required Evidence

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

Enrollment / admission policy [Pre-K, K-8, Parent/Student Handbook](#)

[Crisis emergency plan](#)

Required Indicator of Success

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

6:01* Services offered by the school meet or exceed federal, state and local requirements.

YES

NO

Identify and list supporting Evidence or Practices:

[School Nurse's License](#)

[Water sample test](#)

[Asbestos Report](#)

[Kitchen Inspection Certificate](#)

[Food Manager Certificate](#)

[Inspection Report](#)

Surveys:

[Teacher survey](#)

[Parent survey](#)

[Grade 4-8](#)

[Grade 1-3](#)

Comments: To the best of the committee's knowledge, Zion Lutheran School always strives to comply with all standards set forth by federal, state, and local authorities. Our kitchen is inspected regularly by the state. Our food service personnel are trained and certified. Our staff routinely receives training in First Aid practices. Current student records are kept in a secure location and records of former students are retained for a period of time in accordance with state guidelines. Our admission policies do not discriminate in any way. Our extra curricular program is varied and supervised by trained coaches and directors dedicated to the students entrusted to their care. Our Health Services programs are supervised by a registered nurse with

many years of experience as a school health nurse. Our building and grounds are considered safe for both students and staff as reported in the school survey. The building does contain asbestos that is monitored and inspected regularly. The water supply is tested annually, as are the furnaces, and fire extinguishers. The inspection reports can be found in subsection 6:04 or at the location of the devices.

General Indicators of Success

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

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

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

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

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

6:02: Admission policies, guidance services, behavior-management programs and ancillary services provide a protective framework of necessary support for students to successfully complete the school program.

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

- Student applicants are admitted per established written admission criteria.

- Permanent cumulative records for each student are maintained, stored and shared in compliance with state and federal law.

- The school administers and practices written procedures for addressing students’ emotional, social and psychological needs.

- Procedures are established for evaluating students for promotion and/or graduation.

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

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

Zion Lutheran School Enrollment/Application Forms ([Pre-K](#), [K-8](#))

[A copy of cumulative record form and file system](#)

[Parent/Student Handbook](#) concerning students’ emotional, social and psychological needs

[Listing of Minnesota South District recommended counselors](#)

Comments:

Kindergarten students are admitted based on age at the beginning of the school year. Students in grades 1 through 8 are admitted to the grade level appropriate for their age and intellectual level. These decisions are based on a student by student basis as described in the Parent Handbook. Permanent records are updated in

a timely fashion at the close of each academic year. These records are securely stored in the school office and are only accessed by authorized school staff. Health and immunization records are also stored in the same manner. Teachers are aware of student's emotional, social, and psychological needs based on interaction

and observation directly with the student. If warranted, they may refer a student to a professional counselor. A list of counselors recommended by the Minnesota South District is on file in the office, and is available upon request or by recommendation. This list is also included in this section's supporting evidence.

Students at Zion are evaluated throughout the school year. Progress is formally reported to the students' parents eight times each school year (4 mid-term reports and 4 quarterly reports). Teachers are in communication with parents about their students' progress at many other times of the year also. If a student is struggling, interventions are made early to get the student the help that they need. Zion works with LSEM to assist students that have difficulties in the classroom. Students are also given the Iowa Test of Basic Skills as an objective tool to evaluate academic growth. All these things are used to determine promotion/graduation. Any retention of a student is looked at on a case by case basis with input from parents, teachers, and administration always with the student's best interest at heart. At the end of 8th grade students are evaluated by the high school they are planning to attend for proper placement in their first year of high school.

6:03: Extracurricular activities provide opportunities for students to further enhance God-given talents and abilities.

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

- The school provides a variety of extracurricular activities that meet the needs and interests of the students and reflect the purpose of the school.

- Extracurricular activities are carefully supervised by trained personnel.

- Those who supervise extracurricular activities accept the purpose of the school.

- Background checks are completed and on file for those who supervise extracurricular activities.

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

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

[Parent/Student Handbook](#)

[Sports schedule](#)

Background check information (on file in office)

Pictures from past drama productions:

[Grades 1-4 “Hats”](#)

[Mother Goose has flown the coop](#)

Comments:

Zion Students have the opportunity to participate in many extracurricular activities. Our small size makes it unnecessary for students to have to choose between sports and drama, or band and choir. Students may take

part in any and all activities that are offered. If our small size makes it impossible to offer an activity on our own, we will join with another school to offer that activity. This year we had our own 7th/8th grade girls volleyball team. We have a 5th-8th grade boys basketball team. Beside sports (volleyball, basketball, cross country), we also offer drama (two plays are performed in spring), music (choir-all students, band-through

Mayer Lutheran High School, tone chimes and bells. All these activities are ways for students to use their God-given talents and to give glory back to God. All head coaches of Zion teams are faculty members. If they are assisted by non-staff members, those assistants are always supervised by the faculty member in charge. As mentioned above, Zion is blessed to have dedicated and committed faculty members willing to donate (Zion coaches, drama directors, and music directors are not compensated extra) their time and talents to the students of Zion. With that being said, it is evident that they accept the purpose of the school. As mentioned above, head coaches and directors are all members of the faculty (background checks performed as a condition of employment). If a head coach or director was not a staff member, background checks would be completed.

6:04: The school enacts a wide variety of policies and procedures that ensure the safety of each student and allow the school to comply with national, state and local mandates.

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

- Immunization documentation, health tests and screenings conducted at the school conform with local and state laws.

- First-aid supplies are available and readily accessible to authorized personnel.

- Requirements for safety are conducted and recorded (e.g., fire, tornado, intruder and other drills).

- Plans are developed and implemented for blood-borne pathogen, asbestos, CPR, first-aid training and the distribution of medication.

- Background checks are conducted for all who have contact with students on a regular basis.

- Training for the recognition of child abuse and the protection of children is required for all who have contact with students on a regular basis.

- The school ensures the safety and security of its students when online.

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

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

[Immunization Form](#)

[Hearing Screening Form](#)

[Vision Screening Form](#)

[Health Policies from Parent/Student Handbook](#) p.14; p.35

[First Aid Supply List](#)

[Safety Drill Schedule](#)

[Medication Administration Form](#)

Background check information (on file in office)

[School Nurse's License](#) (online)

[Water sample test](#)

[Asbestos Report](#)

[Crisis](#) management policy

[Internet Filter](#) (WebTitan; verification by request)

Comments: Zion's policies are current and comply with the recommendations of the State of Minnesota. Our policies are reviewed periodically and upgraded as necessary. Our immunization Documentation Form comes from the State of Minnesota. Zion students are screened annually for height, weight, vision and hearing. The parents of students that show deficiencies at screening are informed in writing so that they may have their child more extensively examined. Scoliosis screening is conducted on girls in grades 5 and 7, and on boys in grade 8 as recommended by the state. All classrooms have a first aid kit. First aid supplies are readily available in the school office. A first aid kit is taken to all sporting activities and field trips. Fire drills are conducted early in the year and then on a monthly basis. Severe weather drills are conducted in spring in correlation with the National Weather Services statewide drill. Intruder alert/lockdown procedures are discussed and practiced throughout the year. Blood-borne pathogen training is part of our First Aid/CPR/AED training that our faculty and staff undertakes every two years. There is some asbestos in the building that is contained and inspected as required. The asbestos plan is on file in the office and all parents and staff members are annually informed of the presence of asbestos. Procedures for the Distribution of Medication is in place and is discussed in the Student Handbook. The health services program at Zion is overseen by a Minnesota State Board Certified Registered Nurse. As a condition of employment, all people who come in contact with students on a regular basis must be willing to submit to and complete a background check. Students are instructed in internet safety and filters are in place to help ensure that safety as much as possible.

6:05: School food services meet or exceed national and state guidelines.

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

Care is taken to ensure cleanliness where meals or snacks are consumed.

Where food service is provided, adequate and qualified personnel are available to plan and serve a variety of well-balanced, wholesome meals in full accordance with federal guidelines.

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

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

Identify and list supporting Evidence or Practices:

Menus from this school year [Nov. Lunch Menu 2022](#) [Dec Lunch Menu 2022](#) [Jan Lunch Menu 2022](#)
[Kitchen Inspection Certificate](#)
[Food Manager Certificate](#)
[Inspection Report](#)

Comments: Zion runs an efficient, cost effective food service program. Students are offered a varied menu with options to meet the requirements of a balanced diet. Students are also offered a peanut butter or peanut butter and jelly sandwich if they desire. Currently we have a few students with food allergies and gluten-restricted diet; their needs are addressed accordingly. Our food service manager has completed ServSafe Certification. Our food preparation areas are inspected by the State of Minnesota.

As the menus will indicate, Zion students (and faculty and guests) are fed a variety of well-balanced, wholesome (and may I add tasty) meals. Our food service manager has been in the industry for many years, is licensed, and is aware of all regulations. She is assisted by students (under her direct supervision) in the serving of the meals and in the cleaning process after the meal.

Summary and Response Actions

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

A. Are the Required Indicators of Success met for Standard 6? (YES / NO)

Yes.

B. Based on evidence, what are the strengths of the school related to Standard 6?

All Zion students not only receive a quality academic education that equips them well for the next level, they also have an overall, well rounded experience. Whether their talents are academic, dramatic, musical, or athletic, they have the opportunity to explore and discover talents that they may not have known they had. This exploration is done under the watchful eyes of a dedicated and enthusiastic staff that strives to get the best out of each and every pupil. Students are encouraged to try new things that may be out of their "comfort zone." This is done in a safe, non-threatening environment with an emphasis not only on the final product but also on the process of achieving it. Students are encouraged to continue to pursue these interests at their next level of education and even throughout their lives. Students at Zion attend a school where they are physically safe in an environment conducive to education and growth. Teachers are trained in safety procedures and current protocols. The food service offers tasty, well-balanced meals that are missed by students when they leave Zion.

C. Based on evidence, what are the challenges of the school related to Standard 6? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.

Our size makes it difficult at times to offer as many sports options as we would like. If there is student interest, we try to do everything possible to accommodate that student or students.

Abuse protection policy that includes a training plan and screening protocol should be developed.

D. What is the school's average rating for all General Indicators of Success for Standard 6, rounded to the nearest tenth?

STANDARD	RATING
6:02	3
6:03	3
6:04	2
6:05	3
Total:	11
Average:	2.75

(Total ÷ 4)	
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STANDARD 7: FACILITIES

Buildings, grounds and equipment provide a safe and healthy environment that serves to enhance student learning.

Overview

The Lutheran school’s physical facilities include the buildings, land, equipment, maintenance of the property and provisions for health, safety and sanitation. The school is both a place and instrument for learning. As a place for learning, the facilities help children grow spiritually, physically, mentally, socially and emotionally. As an instrument used in the learning process, the facilities demonstrate principles of beauty, harmony, order and utility. Its furnishings and décor are reflective of the Christian mission and purpose of the school.

Potential Evidence

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

- Job descriptions for maintenance and cleaning staff, including reporting responsibilities and lines of accountability
- Long-range plan for facility improvements, additions or expansion
- Budget line items committing financial support of ongoing maintenance and immediate facility improvements
- Inventory of instructional hardware and equipment, including technology infrastructure
- Certificates of compliance related to health and safety practices
- Cleaning schedules and custodial duties
- School lockdown plan

Potential Practices

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

all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- Buildings and grounds reflect the institution's commitment to maintaining a safe and productive learning environment for students
- Regular and routine inspections (e.g. fire marshal, health inspector, lunch room audit, emergency light log, facility walkthrough, etc.)
- Regularly scheduled maintenance
- Daily cleaning and sanitizing
- Safety inspections as required by local mandates

Required Responses

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

1. Describe the property (building and grounds).

The school and church and administrative offices are all housed in a single building. Many of the spaces are shared between the school and church, such as offices, sanctuary, gymnasium, kitchen, restrooms, and entry. There are five classrooms in the school wing. The school property includes a large area of land for the playground and athletic fields.

2. Describe how general maintenance and repair of the physical facilities is ensured.

There is a three person board of trustees who are responsible for the overall building maintenance and repairs. In addition we have a custodian who is involved with day to day cleaning and maintenance.

3. Describe how the school ensures that it complies with laws, health and safety requirements and building codes.

Safety requirements and health inspections are supervised by the trustees. The Zion fire suppression system in the kitchen is inspected by Summitt Services. Its last inspection was in January of 2023. The fire extinguishers are inspected by Central Fire Protection from New Prague, MN. Last inspection February 2023. The Minnesota Department of Health came on 11/01/21 and our Food preparation/Food service passed. The boiler is inspected yearly by Quality Heating and Air Services, by Andrew L. Kommer.

4. Describe the maintenance and cleaning schedule of the facility.

Cleaning of the classrooms, cafeteria and restrooms are performed daily. In addition, annual clean up days are scheduled for the spring of the year for the building interior and a special day dedicated to the kitchen, with grounds maintenance performed bi-annually. The exterior work, such as plowing and lawn maintenance is handled by the trustees.

5. What is the relationship of the school administrator and faculty with the custodial staff?

The custodian is the administrator, a member of the teaching staff, and a member of the congregation. Any communication with other faculty is handled throughout the day as the need arises.

6. What part of the physical plant has been changed in the last three years?

LED lighting has been installed in all of the classrooms.

7. What long-range plans are in place for ground and site development?

A plan is in place to look at repairs/replacement of parts of the roof. Lighting upgrades are scheduled for the sanctuary. The trustees are constantly on the outlook for ways to improve the building and grounds.

8. How are students protected from outsiders before, during and after school?

All students as they arrive in the morning access the building through the same entrance (all other doors are locked). Faculty and staff are present to monitor the entrance, hallways, and classrooms. After morning arrival, all entrances are then locked during school hours. After school, faculty is present outside during bus loading and parent pick up. The faculty has a close working relationship with parents and are aware of any changes in pick up schedules via phone or text messages with parents. Special events (such as funerals) are a bit of a concern. If there is a special event during a school day, special precautions are taken to keep the students away from the people present for the event. People attending the event use the main entrance which obviously is unlocked. There is usually a member of the congregation present in the lobby where these outside visitors are located. There is really no other option other than closing school.

Required Evidence

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

[School floor plan](#)

Required Indicators of Success

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

7:01* Facilities are well-maintained and free from hazards, providing a safe and productive learning environment.

YES

NO

Identify and list supporting Evidence or Practices:

[Custodial list of annual cleaning tasks for the end of the year.](#)

Comments:

Our custodian is also one of our faculty members. Any custodial issues that may arise during the day can be handled quickly and efficiently. When these situations arise, it is usually restroom related. The restrooms are near the teacher/custodian's classroom, and his students know what is expected of them during his absence.

7:02* Facilities fully conform to all applicable laws, including health, safety and building codes.

YES

NO

Identify and list supporting Evidence or Practices:

[Boiler Inspection Dec. 2022 - Feb. 2023
Inspection Report](#)

Comments: Our trustees take care of scheduling inspections and making sure that we comply with all state requirements. They handle any issues that may need to be changed, as per the inspectors' requirements.

General Indicators of Success

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

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

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

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

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

7:03: Buildings, grounds and equipment are well maintained, clean and appropriate for the age and number of students.

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

- The size and design of the buildings and teaching/learning areas are appropriate for the school’s programs and achievement of learner outcomes (objectives), meet state and local code requirements and provide for special needs.
- All teaching/learning areas are properly ventilated, lighted and have adequate space for the number and size of the students.
- The buildings are cleaned daily and the restrooms are sanitary.
- School furniture is sufficient in quantity and age appropriate.
- The school administrator(s) participates in the supervision of those who maintain the physical facilities.
- Adequate provisions exist for offices, area for students needing care, recreation, library/media center and space for small-group instruction.
- The school facility supports and provides for the integration of technology and learning.

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

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

[School floor plan](#)

[Custodial list of annual cleaning tasks for the end of the year.](#)

Comments:

Each classroom has its own library. All students have internet and computer access in their classrooms. Our classrooms have a 1 to 1 ratio as far as access to an internet connected device when needed. (There is an ipad or a laptop for each student to use, except where not appropriate, such as in the preschool program).

We are currently in line to receive fiber optic internet access through a state sponsored program designed to bring high speed internet to rural areas of Minnesota. An alternate meeting space for small groups is available in the meeting room.

7:04: Physical facilities provide specific (crosses, signs, etc.) and non-specific (attractive, adequate, etc.) Christian witness to the community.

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

- The Christian flag flies alongside the American flag at the same entrance.
- Christian banners, pictures and posters are displayed in the hallway, entryway, gymnasium and classrooms.
- A cross is hung in a prominent place.
- An outdoor sign is a witness to the community.

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

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

Photos:

[Sign 1](#)

[Sign 2](#)

[Entry](#)

[Cross](#)

[US Flag](#)

[Christian Flag](#)

Comments: When one walks into our building one can't help but notice all the Christian symbols and signs in our building. We have a mural in our gym of the Lord's Supper. As you enter the school portion of the building, you notice a sign with our mission statement with a wooden mosaic, "Feed My Lambs" which was built by one of the members of our church. An outdoor sign on the side of highway 212 directs travelers to our church and school. An illuminated sign close to the entrance announces that you have arrived.

7:05: The building and grounds provide a safe school environment.

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

- Policies and procedures are in place to maintain a safe school environment.
- The playground and athletic field have fences or other restraints to prevent students from entering streets or adjoining property and to prevent vehicular traffic during school hours.
- The school limits access to the facility, has locked entrances and is secure during normal school hours.
- Crossing guards, lanes and school speed zones are provided where needed.
- A safe, carefully supervised procedure for loading and unloading students in cars, buses and other vehicles is in effect.

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

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

[Crisis Management plan](#) (School lock down plan found below)

[School Lockdown Plan](#)

[Supervision Procedures](#)

[Bus and Noon Duty Schedule](#)

[Parent Handbook](#)

Comments: After school and before school we have policies regarding where students are to be picked up and dropped off. Our bus drop off area is clearly marked with large red lines. Our policies, including the supervision of playground activities, ensure that all students are safe. Our playground is large, and therefore it is not feasible to enclose it with a fence. All students stay within the sight lines of the supervising teachers and with the number of students this is not an issue. All doors are locked during school hours after morning drop off.

Summary and Response Actions

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

A. Are the Required Indicators of Success met for Standard 7? Yes.

B. Based on evidence, what are the strengths of the school related to Standard 7?

Our school has a long history of serving the people and students of Zion. We currently have adequate space and furniture for the classes and students that we have. Many of the resources for teaching have been slowly added to and expanded over the past years. We have an abundant supply of science resources that are shared throughout the program. We have many resources for music instruction. We have many additional resources in storage in the basement. Our classes are cleaned by our custodian every evening and in addition, faculty and students are responsible for dusting and cleaning their own space, such as desks and countertops, and they take pride in how their spaces look and are maintained. Each classroom has its own library. It is up to the individual teacher to maintain and update their collections. Library funding is provided in many ways such as donations, memorials, ZEL, and the school fund.

C. Based on evidence, what are the challenges of the school related to Standard 7? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.

Our outdoor sign is located on highway 212 and it is shared by the church and the school. A local landowner allows us to post a sign on the edge of his farmland. Driving from the east or west at 60 miles per hour makes our sign hard to read if the message becomes too long and involved. Only basic events and dates, like VBS and the date can be seen. Because of its location, and the fact that the church and school does not own the land it is difficult to make improvements to the signage. We are located so far off the main highway, that we have decided to promote our school and church activities online and through other forms of media. We do have a permanent sign on the edge of our property as you approach from the north. It is lighted, however, changing the sign doesn't seem like a wise investment, as most of the people who make it this far off the highway know where we are because we are their final destination.

D. What is the school's average rating for all General Indicators of Success for Standard 7, rounded to the nearest tenth?

STANDARD	RATING
7:03	3
7:04	2
7:05	3

Total:	8
Average: (Total ÷ 3)	2.7

IDENTIFICATION OF POWERFUL PRACTICES

Identify and provide an explanation of any practices (no more than three) that may be *Powerful Practices*. It should be noted that schools may meet all accreditation standards without identifying any *Powerful Practices*.

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

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

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

Identify any potential Powerful Practices in the space below:

PRELIMINARY SCHOOL ACTION PLAN

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

NLSA Preliminary School Action Plan												
School Name: Zion Lutheran School												
School Address: 14735 County Road 153 Cologne, MN 55322												
LCMS District: Minnesota South												
Administrator: Tom Marcsisak												
Date of Most Recent NLSA Validation Team Visit: April, 2018												
Accreditation Year	<input checked="" type="checkbox"/> X	Preliminary	<input type="checkbox"/>	Year 1	<input type="checkbox"/>	Year 2	<input type="checkbox"/>	Year 3	<input type="checkbox"/>	Year 4	<input type="checkbox"/>	Year 5
Standard & Indicator Number	Self-Study Concerns & Strategies				Target School Year	Responsible Party	Action Taken	School Year Addressed				
1.06	Improve new employee orientation (further develop orientation plan)				23-24	Board of Ed.						
2B.02	Not diverse...??? (continue to offer what we have to the community)				ongoing	Board of Ed.						
3A.06	Board not “trained” (pursue annual formal training opportunities for board members)				ongoing	Admin						
3B.02	Principal not certified (seek future administrators that have completed some administration training-SLED)				24-25	Board of Ed.						
3B.03	Administration time for principal (pursue added admin. time)				25-26	Board of Ed.						
4.02	Teachers not rostered/licensed (continue to pursue rostered and licensed teachers to fill future openings)				ongoing	Board of Ed.						

5.08	Curriculum review and mapping (continue to work on Curriculum Trak)	ongoing	Faculty		
6.04	Child Abuse Awareness (hold child abuse awareness training programs)	ongoing	Admin		
7.04	Signage-community awareness (continue to monitor and update website/social media)	ongoing	Admin		

SCHOOL ACTION PLAN

NOTE: DO NOT Complete Prior to Validation Team Visit

The School Action Plan is developed from the Preliminary School Action Plan originally submitted with the school’s Self-Study and updated with the input from the Validation Team. The plan must address every area of concern (“emerging” [2] and “not evident” [1]). Each concern must be noted and addressed. “Operational” [3] indicators may also be addressed in the School Action Plan. This Plan will guide the school through the next five years in a process of continuous improvement prior to the next Self-Study process and Validation Team visit.

The completed School Action Plan must be included with the final submission of the school’s Self-Study to the District Accreditation Commission.

NLSA School Action Plan												
School Name: Zion Lutheran School												
School Address: Cologne, Minnesota												
LCMS District: Minnesota South												
Administrator: Tom Marcsisak												
Date of Most Recent NLSA Validation Team Visit: March 13-15, 2023												
Accreditation Year	□	Initial	□	Year 1	□	Year 2	□	Year 3	□	Year 4	□	Year 5
Standard & Indicator Number	Self-Study Concerns & Strategies				Target School Year	Responsible Party	Action Taken	School Year Addressed				
1:06	Improve new employee orientation (further develop orientation plan)				23-24	Board of Ed						
2A:03	With all of the new growth in the school, expand the evangelism program				23-24	Admin Board of Ed Elders Pastor						
2B:02	Not diverse...??? (continue to offer what we have to the community)				Ongoing	Board of Ed						
3A:05	The administrator will be evaluated yearly by the school board				Ongoing	Board of Education						

3A:06	The School Board will do an on-going training and professional development	2023 & Ongoing	Admin		
3A:07	Long range planning goals will be developed	23 & Ongoing	Admin Board of Ed Faculty		
3B:02	Principal not certified (seek future administrators that have completed some administration training-SLED)	24-25	Board of Ed		
3B:03	Administration time for principal will be increased based on the number of students enrolled (Between 50-75 students – ¼ time; between 75-100 students – ½ time; between 100-125 students -3/4 time)	23-24	Board of Ed		
3B:03	Secretarial help will be increased based on the number of students enrolled (Between 50-75 students – ¼ time; between 75-100 students – ½ time; between 100-125 students - 3/4 time)	23-24	Board of Ed		
4:01	Although the Development Plan is done, it needs to be expanded	23-24	Admin		
4:02	Teachers not rostered/licensed (continue to pursue rostered (or colloquy) and licensed teachers to fill future openings)	Ongoing	Board of Ed		
4:04	New teachers will have more orientation training and be assigned a mentor to help familiarize them with routine and be there for support	23-24	Admin Faculty		
4:04	Salary schedule needs to be continued to be adjusted towards equity	23 & ongoing	Board of Education Treasurer		
5:08	Curriculum review and mapping (continue to work on Curriculum Trak)	Ongoing	Faculty		
6:04	Child Abuse Awareness (hold child abuse awareness training programs)	Ongoing	Admin		

6:04	<p>Preschool will follow exempt state guidelines for number of children (20) allowed per class with a 4 hour maximum time limit per day (MN245A.03-26) and/or consider any of the following:</p> <ol style="list-style-type: none"> 1) Split preschool and Kdg into two classrooms with 2 teachers 2) Obtain a certified license from the state of MN 3) Partner with an outside licensed agency to provide extended care services 4) Drop Preschool to expand KDG focu 	2023	Board of Ed Admin		
7:04	<p>Signage-community awareness (continue to monitor and update website/social media) – With the expansion of 212 to four lanes and a new interchange, explore new signage along 212</p>	Ongoing	Admin		
7:05	<p>Children must be within visible adult supervision during recess at all times</p>	Ongoing	Admin Faculty		