

# **2023 Combined NLSA Report for**

## **Martin Luther High School**

**315 Martin Luther Dr.**

**PO Box 228**

**Northrop, MN 56075**

**507-436-5249**

**President of the Board: Brenda Shane**

**Interim President of the Board: Greg Sokoloski**

**Principal: Paul Steinhaus**

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# 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 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 un-churched 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?**

Martin Luther High School, Northrop began as a dream when area pastors and teachers met on November 4, 1946 to discuss the possibility of beginning a Lutheran High School in Martin County. Those attending were: Pastors Degner, Heyne, Koberg, Krause and Malkow; Lutheran Teachers Gottschalk, Groenke, Krause, Metz and Otte. Another meeting was held on January 6, 1947.

On March 3, 1947 a group of 33 concerned Missouri Synod clergy, teachers and laymen formed the Lutheran Education Association. The purpose of this organization was to plan for a Lutheran high school in South Central Minnesota and for the betterment of Christian education in all aspects for our young people.

In the spring of 1980 plans were renewed in earnest to begin a Lutheran high school. In a meeting on April 22, 1980 seven members of the PTL of St. James Lutheran School in Northrop met with Rev. Franzmeier (of St. James, Northrop) to talk about plans for beginning a Lutheran high school in this area. It was suggested to run a survey of interest from area congregations. Materials and information would be sought from others who were involved with the beginning of a Lutheran high school. The dream was revived.

These plans were shared with the LEA in their spring 1980 meeting. The LEA encouraged further research and suggested that a committee be formed to continue planning once the survey results were compiled.

Through the remainder of 1980 plans were made and meetings were held. The committee continued to meet, with assignments being made to various aspects of beginning a Lutheran high school. A tour of Lutheran High School, Mayer was taken in September of 1980.

The results of the surveys were encouraging. Over the next two years the committees furthered their plans. Under the blessings of the LEA, an audio-visual program was developed and shown to area congregations. A coordinator of committees and plans was chosen to direct its efforts. Robert Flohrs was the first coordinator. The LEA suggested that the area congregations should form some type of association for support of a Lutheran high school.

The February 8, 1983 delegate meeting was an important one. The delegates voted to pass the requirements for joining the association. Charter members included: St. James, Northrop; Zion, Fraser; St. John's, South Branch; St. John's, Antrim; St. Paul's, Truman; St. Paul's, Fairmont; St. John's, Willow Creek and Trinity, Fieldon.

It was also decided that the high school be called "Martin Luther High School" (1983 was Dr. Martin Luther's 500th anniversary of his birth) and that the school be located in Northrop.

On August 21, 1983 Martin Luther High School was dedicated to our Lord and classes began on August 28 with 19 students in grades 9 and 10. Lutheran high school education in southern Minnesota was offered under the guidance of three full-time teachers, as well as one part-time.

A Christ-centered environment remains the primary focus at MLHS. Students attend devotions or chapels. Area pastors lead chapel two days per week and faculty once per week. Four years of religion classes help students gain an in-depth understanding of the Bible. All curriculums must support God's Word; textbooks are reviewed regularly to insure that they are in-line with God's Truth. All athletic events that are held at MLHS begin with prayer. "Do everything in the name of Jesus" is inscribed on both sides of our gym floor for all to see.

A subcommittee shaped various statements over the history of the school which the board approved and then the delegates put their final stamp of approval on the statements. Our most recent statements were adopted in 2018. This was a result of our strategic plan at that time.

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

Martin Luther High School supporting congregations do not have formal mission or vision statements; however, the LCMS as a synod has a mission statement posted on the LCMS website. Please see Appendix 8 for a snapshot of that website, or go directly to [www.lcms.org](http://www.lcms.org) and click on the "About" tab. The LCMS mission statement states,

"In grateful response to God's grace and empowered by the Holy Spirit through Word and Sacraments, the mission of The Lutheran Church—Missouri Synod is vigorously to make known the love of Christ by word and deed within our churches, communities and the world."

This statement directly correlates with MLHS's mission statement. In addition, the website listed above lists seven mission priorities:

1. Plant, sustain, and revitalize Lutheran churches
2. Support and expand theological education
3. Perform human care in close proximity to Word and Sacrament ministries
4. Collaborate with the Synod's members and partners to enhance mission effectiveness
5. Promote and nurture the spiritual, emotional, and physical well-being of pastors and professional church workers
6. Enhance early childhood, elementary and secondary education, and youth ministry
7. Strengthen and support the Lutheran family in living out God's design

The second, fourth, sixth and seventh priorities correspond particularly well with the MLHS mission and vision to provide students and their families with Christ centered, Lutheran based, training and nurturing.

The delegates serve as the mechanism to offer feedback and suggestions to shape the mission and vision of the school to fit the needs of the associated congregations. The association of LCMS congregations are the true “owners” of MLHS.

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

A subcommittee was put together to review the mission and vision statements. The subcommittee met and proposed our latest mission and vision statements. This subcommittee proposed the new statements to the board of directors which in turn approved them. We wanted a short, memorable statement that was not too wordy, yet inclusive of our ministry. The delegate body then added the formal approval necessary.

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

Maintaining a Lutheran ethos is critical to our mission and vision. Our path is directed by our delegate structure and our board of directors. Each associated congregation has several delegates, one of which is the pastor. We also have a LCMS pastor on the board. These entities serve as a check and balance to helping us maintain and pursue our Lutheran ethos. We pursue rostered teachers as a first order of business. We have 8 Called teachers as well as 3 ordained pastors on staff.

Martin Luther High School demonstrates its alignment with its vision by providing a rigorous, Christ-centered academic curriculum that prepares students for a path to higher education or the workforce. Students develop a deeper understanding of the Bible and Christ’s teaching to defend their faith beyond the safety of the classroom. What makes Martin Luther a unique school is its ability to prepare students to be able to defend their faith, with confidence, in a world that is becoming increasingly contentious towards Christians. MLHS graduates are able to use their knowledge of the Bible and the teachings of Jesus to always be ready to confidently give a reason for the hope they have in Jesus ( 1 Peter 3:15).

Martin Luther High School demonstrates its alignment with its values by the way it works closely with the pastors when developing and teaching the Bible-based religion courses. A Gospel-based theme is chosen each school year whose message is then interwoven throughout the year in classes, chapels, and Bible studies. Teachers and staff strive to make the teachings of the Bible apparent to the students through their curriculum, disciplinary

policies, and everyday interactions with students and their families (Proverbs 22:6 Train up a child in the way he should go; even when he is old he will not depart from it.).

Martin Luther High School demonstrates its alignment with its vision and values through its actions of reaching out to the families, congregations, and community in response to the calling of Jesus in John 12:26 (If anyone serves me, he must follow me; and where I am, there will my servant be also. If anyone serves me, the Father will honor him.). Some of the types of events where Martin Luther High School has invited the community to share in this outreach include hosting annual blood drives and children's carnivals put on by the National Honor Society.

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

Martin Luther High School's purpose is to provide Christ-centered training and nurturing to help young people excel academically and lead active Christian lives. To do this, the teachers are well trained in their areas of expertise and Lutheran doctrine. All full-time teachers at Martin Luther High School are licensed to teach in their area of expertise. In terms of daily fulfilling our mission and vision in the classroom in a practical means, we keep vocational training at the forefront. This is reinforced by continual reminders of why we are doing what we are doing: Great Commission work. Devotions are done in every classroom first hour. Teachers may pray, or have devotions, during other hours of the day, but this is not mandatory. Chapel is three days a week: Monday, Wednesday, and Friday. Prayers are done at every lunch period. Faculty and staff hold devotions every morning as well. Pastors come to the school to teach religion courses and lead weekly chapels. The teachers also boldly lead a prayer before games and events where the community is invited to the school. Students not only learn the teachings of Jesus in religion classes, but they see those messages lived in the lives of the school's teachers and staff.

**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.**

We try to make the Mission and Vision Statements overtly visible. They are posted in every classroom, as well as in our lobby. This is reinforced in our daily devotions, not necessarily with specific reference, but it is certainly "in the heart" of the ministry. Our handbooks, including our employee handbook, make this clear. There is an annual contract that all our employees sign as a means of re/committing to our ministry. A more formalized method for instructing new employees has been looked at, but is not currently in place.



## 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:

**"Preparing students for discipleship until Christ's return."**

### Vision Statement:

**Martin Luther High School**

is:

**P**artnered with Families and Congregations

**E**mpowered by the Gospel

**A**cademically Accredited

**C**hrist-Centered and Cross-Curricular

**E**ngaged in Excellence

## 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:**

[Mission and Vision Statement](#)

[Student/Parent Handbook](#)

School Website: <https://www.martinlutherhs.com/mission--vision.html>

**Comments:**

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

**YES**

**NO**

**Identify and list supporting Evidence or Practices:**

[Personnel Policy Manual](#)

[Board of Directors Job Description](#)

School website: : <https://www.martinlutherhs.com/mission--vision.html>

**Comments:**

The Personnel Policy Manual is to be read by all staff every year. A signed Employee Statement of Acknowledge form is kept on file and updated yearly. Some staff job descriptions are out of date and need updating.

## 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.*

**4**

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

[Martin Luther High School mission and vision statements were written by a team, put together by the principal, and approved by the board.](#)

4

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

Yes - As a ministry of the association LCMS congregations, Martin Luther High School has placed the Gospel at the center of what we do and who we are. This is visible in the hallways through the "advertising" and in the overall behavior of the student body. This is also evident as we have chapel three days a week. Each year, students are required to earn a religion credit via our religion coursework. We also make it a point to emphasize that all our classes are "cross-curricular" with our religion department. Our core teachers are all Called church workers, and our part-time, non-core teachers are all aware and excited to be part of the ministry. We work to keep the Great Commission central to our mission. Evidence to support success is rather intangible and subjective, that is, until we are all in heaven to do inventory.

4

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

Martin Luther High School supporting congregations do not have formal mission or vision statements; however, the LCMS as a synod has a mission statement posted on the LCMS website. Please see Appendix 8 for a snapshot of that website, or go directly to [www.lcms.org](http://www.lcms.org) and click on the "About" tab. The LCMS mission statement states,

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1. Plant, sustain, and revitalize Lutheran churches
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The second, fourth, sixth and seventh priorities correspond particularly well with the MLHS mission and vision to provide students and their families with Christ centered, Lutheran based, training and nurturing.

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

**Identify and list supporting Evidence or Practices:**

[Mission and Vision Statement](#)

LCMS church website: : <https://www.martinlutherhs.com/mission--vision.html>

**Comments:**

**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.*

**3**

The school's purpose is communicated effectively to staff, students and stakeholders.

Martin Luther High School Purpose and Vision statements are prominently displayed in each classroom, throughout the school and on the school website. In addition, the purpose and vision statements are in the Personnel Policy Manual, the Student-Parent Handbook, and the Board of Directors' job descriptions. The principal writes monthly bulletin inserts to share the school's ministry with association churches. The PTL handbook needs updating to better include the school's purpose.

**4**

The school regularly evaluates and reviews the alignment of purpose, vision, values, school goals, learner outcomes and student activities.

The purpose and vision statements for Martin Luther High School were developed for the purpose of accreditation. The first mission and vision statements were written in 2000 and

approved by the Delegate Assembly. They were revised in 2011 to improve the grammar of the statement. The statements were revised/rewritten in 2012 coinciding with accreditation. The statements were revised/rewritten again in 2014. The current mission and vision statements were developed and approved during the 2018-2019 school year.

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

**Identify and list supporting Evidence or Practices:**

[Mission and Vision Statement](#)

[Student/Parent Handbook](#)

[Personnel Policy Manual](#)

[Board of Directors Job Descriptions](#)

Martin Luther High School Website: <https://www.martinlutherhs.com/mission--vision.html>

**Comments:**

**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.*

4

The school's purpose is displayed in each classroom and in the hallways.

4

The school's purpose is readily seen on the school's website.

3

The school's purpose is included in written communications distributed to families, such as the PTL handbook and promotional materials that are supplied to prospective families.

The school's purpose is included in written communications distributed to families, such as promotional materials that are supplied to prospective families. The PTL handbook needs to be updated to better reflect this. The purpose is also communicated through monthly church bulletins and yearly advent devotion books.

4

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*

**Identify and list supporting Evidence or Practices:**

[Mission and Vision Statement](#)

[Student/Parent Handbook](#)

[Personnel Policy Manual](#)

[Board of Directors Job Descriptions](#)

[PTL handbook](#)

Martin Luther High School Website: <https://www.martinlutherhs.com/mission--vision.html>

LCMS church website: <https://www.lcms.org/about>

[Monthly church bulletins](#)

[Advent devotion book](#)

**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.*

2

New employees are given an orientation packet and have an orientation meeting with the school administrator.

There is no formal orientation packet for new employees. The job descriptions, the Student-Parent handbook and the Personnel Policy handbook are available to all employees on the school network. The school administrator does have an informal meeting with all new employees. New employees are required to read the Personnel Policy handbook and sign and acknowledge they have done so.

3

New employees utilize mentors to assist them in learning about the school's purpose and how to carry it out.

The art teacher hired in 2016 was assigned a mentor, as was the full-time music teacher hired in 2017. The Spanish teacher hired in 2017 was trained by her predecessor. More recently, hired staff were already highly experienced teachers. There is no record of mentors assigned for teachers having worked for Martin Luther High School for more than five years, although new teachers have always had mentors.

2

The school's purpose is outlined in the job description for each employee.

Several job descriptions were updated and reflect the school's purpose, but many older job descriptions need to be updated to better reflect the school's purpose, and specifically to include the mission and vision statements.

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

**Identify and list supporting Evidence or Practices:**

[Mission and Vision Statement](#)

[Personnel Policy Manual](#)

[Job descriptions](#)

**Comments:**

### 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, Martin Luther High School has met the required indicators of success.



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

An area of strength at Martin Luther High School is the Christ-centered approach that our students receive in their education and while guiding them in life skills. Our school's mission and vision statements are displayed in nearly every room of the school. We use scripture on posters of our students displaying everyday activities to capture how that activity is Christ-centered. Martin Luther works continuously to share our mission and vision outside of our school as well, with outreach to parents and families, the community, and local churches.

**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.**

One area that can use improvement is in the introduction of new employees to the school. Although new employees are made aware of the school's purpose, it could be done in a more deliberate and procedural manner. The office is developing an onboarding process for new employees, and it should include familiarizing them with the school's purpose.

Another area that could be improved is the employee job descriptions. Many of the job descriptions could use updating. The mission and vision of the school can then be more explicitly incorporated into the job descriptions. Also, duties and responsibilities could be better defined.

Finally, the PTL handbook needs updating. As part of the updating, the current mission and vision statements should be incorporated into the handbook.

**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                           | 4      |
| 1:04                           | 3.5    |
| 1:05                           | 3.8    |
| 1:06                           | 2.3    |
| <b>Total:</b>                  | 13.6   |
| <b>Average:</b><br>(Total ÷ 4) | 3.4    |

## STANDARD 2: RELATIONSHIPS

*The school demonstrates its purpose through relationships.*

*Note: Section 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. Section 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.*

### SECTION 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).

MLHS is blessed to have sixteen Lutheran Church-Missouri Synod congregations supporting this educational ministry to our young men and women. The leadership of the pastors, teachers and church board members is sincerely appreciated. God's faithful people strengthen the ministry of their Lutheran high school with their prayers, words of encouragement, students, volunteer services and their financial gifts.

All Associate congregations are committed to providing spiritual support through regular prayers and pastoral leadership. Each congregation is represented by delegates which make up the school's governing body.

Commitment includes :

- Encourage members to enroll their students at MLHS
- Participate in Association capital fund campaigns
- Celebrate MLHS Sunday and hold a door offering the first Sunday in December.
- View and promote MLHS as an extension of the congregational ministry.
- Forward financial support according to long term plans

1. Full Association Members—6% of annual budget in monthly payments from the congregational treasury (with annual increases as set by Delegates and Board of Directors) \*Churches with elementary schools are at a 4% rate.

2. Supporting Members—distribute giving envelopes to its members, continue to support MLHS at their present level and work to obtain a goal of 50% membership support (3% of annual budget with annual increases as set by Delegates and Board of Directors)

\*Excerpt from Martin Luther High School Constitution.

MLHS is fortunate to have a good working relationship with all the Association pastors and church secretaries.

- The MLHS Mission and Vision Statements clearly indicate that the school partners with area congregations.
- Association churches are provided the Association Brochure defining memberships for the congregational tract display. \*See School and Congregation Evidence Folder LCMS Congregations

- Yearly school calendars are provided to the churches in the fall and the [MLHS website](#) has a "[Live Google Calendar.](#)" [\\*See School and Congregation Evidence Folder "Calendar"](#)
- Details of special events, fundraisers and other news are provided to churches by email to be included in their Sunday bulletins or newsletters. Posters and graphics are attached by PDF and JPEG for easy use in print publications and e-news. [\\*See School and Congregation Evidence Folder "Bulletin Announcements & Inserts"](#)
- Color posters of events are distributed in person on a regular basis
- Monthly bulletin inserts are written primarily by Principal Steinhaus. For the congregations that requested, these inserts are printed at MLHS and delivered to them. Some congregations choose to print them themselves. [\\*See School and Congregation Evidence Folder "Bulletin Announcements & Inserts"](#)
- Since 2015, at the beginning of the school year, the MLHS staff annually attends worship as a group at an Association congregation and participates in a rededication ceremony. This activity was suspended in 2020 and 2021 but was resumed on [September 26, 2022](#) at St James Lutheran, Northrop. [\\*See School and Congregation Evidence Folder "TEACHER DEDICATION"](#)
- MLHS Sunday is now recognized on the Sunday before Advent. The Advent Devotions written by students and staff are distributed to the churches in advance. Families are invited to take a copy. [\\*See School and Congregation Evidence Folder "EVANGELISM PLAN."](#)  

On MLHS Sunday parents, students or staff extend a greeting from MLHS, share their appreciation for the congregational support and speak about why they are a part of the MLHS family. We try to have a speaker at all Association churches and at two or three area churches that we hope to bring into the Association. Parents who are not members of an LCMS congregation have spoken at their home churches. In 2022 the MLHS choir sang at Immanuel, Fairmont during the first service. Freshman Jayson Matasovsky played the organ for both services.. [\\*See School and Congregation Evidence Folder "MLHS Sunday."](#)
- The MLHS website ([www.martinlutherhs.com](http://www.martinlutherhs.com)) lists Association Congregations under the "Partners in Ministry " tab. Pictures of the churches and schools are provided with links to each church and school website. [\\*See School and Congregation Evidence Folder "LCMS CONGREGATIONS."](#)
- Music Director, Phil Schult, and Marge Thiesse, Director of Development are making a concerted effort to use the students' musical talents to reach out to congregations. Records are kept of where the choir has performed in the past and what churches should be chosen in the future. In November 2022 the choir sang with the Concordia Wisconsin Choir at Immanuel, Lakefield. We hope the church will join the MLHS Association and that the school will become a stronger

feeder school. [\\*See School and Congregation Evidence Folder "CHOIR PERFORMING AT CHURCHES."](#)

- Lutheran organizations that would like to use the MLHS facility for special events are not charged a rental fee. The SAGES organization and the Lutheran Laymen's League are two examples. Members of St James, Northrop and Zion, Fraser spearheaded a benefit for an MLHS Mom and her son (who is an MLHS alumni) who both have cancer. MLHS assisted with the event and no rent was charged. [\\*See School and Congregation Evidence Folder "CONGREGATIONS USING MLHS."](#)
- Association churches that have websites and/or publish newsletters do a good job of illustrating their partnership with MLHS. [St Paul, Fairmont proudly displays their membership on the front page of their newsletter.](#) St James, Northrop and St Paul's, Truman are working on updating their MLHS connection on their website. Salem, Madelia has updated their link to MLHS. Seven examples from Immanuel, Fairmont; Immanuel, Lakefield; Salem, Madelia; St James, Northrop; St Paul, Fairmont; St Paul's, Truman and St Paul's, Wilbert are shown in the [\\*See School and Congregation Evidence Folder "NEWSLETTERS, VOTERS MINUTES, AND WEBSITES FROM CHURCHES."](#)
- Parents feel that sponsoring congregations celebrates Martin Luther and supports the school in tangible ways. 6-Neutral, 18-Agree, 18-Strongly Agree  
[\\*See Parent Survey, Standard 2, RELATIONSHIPS, #1](#)

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

Pastoral involvement is always encouraged at MLHS. We are very grateful for those pastors who have a vested interest in the MLHS Ministry. Pastor Chase (St Paul's, Truman), Pastor Henry (St James, Northrop and Zion, Fraser), Pastor Daul (Immanuel, Fairmont) have a daily presence teaching Religion at MLHS. Pastor Volbrecht of Salem, Madelia taught part of a semester in 2022. He also puts together the yearly chapel schedule for pastors. Pastor Henry was actively involved in the transition of the St. James, Northrop 7th & 8th grade to MLHS. [\\*See First Gen Brochure 2022.](#) Pastor Rudy Mauer of St John's, Good Thunder (member) and Pastor Beukema of Immanuel, Lakefield (non-member congregation) both travel 45 minutes + to lead chapels. Vicar Jeff Hagen and DCE Andrew Dramstad of St John's, Sherburn (non-member congregation) also lead chapels. Pastors lead the processional at Commencement and Graduation Service. Pastor David Schulz serves as part-time Art teacher. Pastors attend the Oh! What a KNIGHT Dinner Auction and often provide items on the auction. The constitution stipulates that one pastor should serve on the Board of Directors. That person is Pastor Timothy Chase. Pastoral involvement

at MLHS is a blessing to our students and staff, therefore the 2022 yearbook was dedicated to pastors.  
[\\*See School and Congregation Evidence Folder "Pastoral Involvement."](#)

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

Individual students attend services, Sunday school, youth group and communion, as well as serving as Sunday school and VBS teachers, singing in church choir, and participating in church praise bands. The MLHS choir performs at association congregations on a rotating basis. [\\*See School and Congregation Evidence Folder "Student Involvement in Congregations."](#)

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

A brochure is displayed just inside the front door entitled "Come to Me". Families are asked about their church membership on enrollment forms. Baptismal and confirmation dates are required under student information forms. Principal Steinhaus has exchanged contact information of families that have no home church with pastors from the geographic area. Many of our families are actively involved in their home congregations. Principal Steinhaus communicates with the Board, teachers and staff about those students who are unchurched. Our focus is to teach JESUS to all students. A Benevolence Fund was set up to give extra financial help to students in need. The Board of Directors authorized a tuition waiver and donated to purchase a computer for a student who is unchurched and in need. Advent Devotions written by students and staff are provided to area congregations and mailed throughout the United States. [\\*See School and Congregation Evidence Folder "Evangelism Plan"](#)

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

The purpose of why MLHS exists is to grow the next generation of strong Christian leaders who will live and serve in congregations as lay leaders and called church workers. Five alumni serve as LCMS pastors. They are: Rev. Timothy Henning (1986)-Trinity, Mena, AR; Rev. Paul Mumme (1987)-St John, Sycamore, IL; Rev. David Mumme (1989)-Trinity, Waterville, MN and MN South District 1st Vice-President; Rev. Dr. Jonathan Mumme (1996)-Hillsdale, MI; Rev. Luke Anderson (2005)-St Paul, Grafton, WI.

Approximately twenty alumni serve as parochial school teachers at various levels. Two serve as missionaries. Other alumni serve in various capacities within their own congregations. [\\*See School and Congregation Evidence Folder "Purpose of MLHS"](#)

When St James Lutheran Church and School, Northrop approached MLHS to add their 7th & 8th grade students to the MLHS Campus, we responded and accommodated their request. After much prayerful consideration and quick action we were ready for classes in August. God's hand was truly on this transition, which is ongoing. The immediate goal was to provide for the seven St James, Northrop students; but the ministry has grown. We have added four students from outside the feeder school system. Two are homeschooled, one moved to the area and one transferred from a WELS Lutheran school.

\*See School and Congregation Evidence Folder, [Junior High at MLHS](#)

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

The MLHS Mission statement and the [LCMS Mission Statement](#) are similar. The LCMS Mission Statement is included in the [MLHS Association brochure](#) and on the [MLHS website](#).

We have six rostered teachers on staff (through the LCMS), plus four LCMS pastors that teach regularly. \*Documentation in each employee's file in the school office.

The Principal and Director of Development communicate regularly with the MN South District office.

TAG Grant: MLHS received a \$14,000 TAG Grant for "Generating a JESUS Generation: Spanish Enrichment." We were featured in the February 2023 Lutheran Witness MN South Supplement.

\*See School and Congregation Evidence Folder, [Spanish Enrichment](#)

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

Teachers and staff attend conferences and workshops and currently serve or have served on boards, for example for the Lutheran Educators Conference and for Camp Omega. Teachers also attend the Lutheran Educators Conference each year. Teachers David Bergt, Nate Watt and Tom Taylor attend the STEAM Educators Conference offered by MINNDEPENDNT (formerly Minnesota Independent School Forum.)

[The Personnel Policy Handbook states:](#)

#### FACULTY MINISTRY DESCRIPTION

Martin Luther Faculty Members share in the joy of ministry by bringing their students into the full knowledge and understanding of what the Christian life is and can be, by enjoying the task of lifting-up Jesus to each student every day, by loving the students, and by bringing the students into the spiritual life of the school. Additionally, the teachers strive to enable the students to



achieve academic and co-curricular proficiency, as well as providing for their emotional and physical needs while at school. A Martin Luther teacher should:

1. adhere to the teachings of the Lutheran Church-Missouri Synod. All workers are expected to support these teachings. Actions contrary to these teachings may result in termination.
2. participate in the worship program of the school –staff and student
3. pray for their students and fellow staff members
4. treat students and parents as “our customers,” making them feel welcome, appreciated, and “heard”
5. share in the efforts to recruit students
6. strive to retain students and help to ensure the success of every student
7. treat those of other faiths/churches diplomatically and with Christian love, and discuss differences accordingly
8. show love for their students and demonstrate a desire to help them grow toward Christian maturity and wisdom
9. prepare for each day’s teaching with attention to the particular needs of the class.
10. strive for and demonstrate annual personal and professional growth.
11. share in the accreditation and co-curricular responsibilities of the school.
12. strive to keep open lines of communication with students, parents, colleagues, administration, and the entire school community. Listen to and respond to all communications promptly, respectfully, and with Christian love
13. actively participate in the life of the congregation in which they hold membership.

1. How does the school support synodical missions?

As a non-profit ministry, MLHS has little cash to give to missions but we can use our time, talents and ideas to serve. The area congregations, of which our staff and students are members of, provide financial support to missions also. Various missionaries have come and led chapels here and Lisa Kube provided a place for some of them to stay. In the summer of 2022 Nate and Teri Watt helped build an outdoor worship area for Life Christian Church in Grand Marais, MN. We also offer our facilities at no charge to other Lutheran organizations.

### 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:

MLHS has a committee of delegates made up by congregational members and pastors that make decisions on behalf of the congregations. The list of Full Associate Congregations, Supporting Member Congregations and Other LCMS churches is updated frequently. A listing of Delegate members is provided at Delegate meetings and kept current.

See School and Congregation Evidence Folder, See [LCMS Congregations](#)

Comments:

The [Mission](#) and [Vision](#) Statements of Martin Luther High School mirrors the [Mission Statement of the Lutheran Church-Missouri Synod](#).

MLHS is a Recognized Service Organization of the LCMS. MLHS is owned and supported by 16 LCMS Congregations which make up the MLHS Association. See School and Congregation Folder, LCMS Congregations, [RSO Letter and Signed Agreement](#).

### 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.*

4

The pastor is acknowledged as the spiritual leader of the whole congregation, including the school.

[The congregation pastors and MLHS principal work together as the spiritual leaders of the school.](#)

3

The pastor demonstrates that he is the spiritual leader of the school and congregation.

[The congregation pastors and MLHS principal work together as the spiritual leaders of the school.](#)

4

The congregation provides spiritual support for the school and its students.

As an association school, each congregation demonstrates its support in various and unique ways. None of the following are specific examples of support for MLHS specifically, but they are examples of reaching to the high school demographic independent of the school attended. The following churches in the area have an active youth group: St. Paul Lutheran-Fairmont, Immanuel-Fairmont and St. James- Northrop/Zion- Fraser. Immanuel, Fairmont take area students on a summer Creation Tour and attends the National Youth Gathering. They also have an annual fall retreat at Wisconsin Dells. St. Paul's, Truman and St. Paul, Fairmont youth attend the Higher Things Conference. Congregations pray for the MLHS Ministry. Public prayers on behalf of the MLHS ministry during church services are not as frequent as MLHS would like.

3

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

There is very little regular contact between the pastors of the association and the high school staff/faculty with the exception of the pastors that come to MLHS as teachers. Tri-annual delegate meetings provide scheduled opportunities for pastoral input. Unfortunately, there are some association pastors who are not involved with the school.

Identify and list supporting Evidence or Practices:

Comments: [See the constitution for the defined relationships of the association congregations and their assigned delegates.](#)

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.*

3

Students participate regularly in congregational life through planned activities available and coordinated with the congregation.

Congregational activities are not specifically connected to MLHS students. Many MLHS students attend their congregation's activities.

Evidence: [Choir Performing at Churches](#), [Student Involvement in congregations](#),  
[See School and Congregation Evidence Folder](#)

3

School staff members are actively involved in worship and congregational life in their parish.

**Principal Paul Steinhaus** is an active member at Immanuel Lutheran-Fairmont

**Rebecca Oerman** is an active member at St Paul-Truman. She is a member of the choir, attends Bible Study, is a member of the Gifts & Arts committee, plays piano for special services, and volunteers serving at funerals.

**Nate Watt** is an active member at Immanuel Lutheran-Fairmont and serves on the Board of Christian Outreach.

**David Bergt** is an active member at Immanuel Lutheran-Fairmont and serves on the Board of Christian Education, is Sunday School Superintendent, teaches confirmation and is a greeter.

**Tom Taylor** is an active member at St Paul-Fairmont and attends weekly Bible Studies.

**Phil Schult** is an active member at Immanuel, Fairmont and directs the choir.

**Amanda Bergt** is an active member at Immanuel Lutheran-Fairmont, helps with Vacation Bible School, plays her flute for worship services and is a greeter.

**Lisa Kube** is an active member at St Paul-Fairmont, is a member of the Mixed Choir and teaches Confirmation, she was also core leader of the Community Bible study.

**Sarah Odegaard** is active at St Paul, Fairmont and helps with school and church activities.

**Marge Thiesse** is an active member at St Paul's-Wilbert and serves on the Altar Guild.

**Lisa Gravlin** is a member at St James-Northrop.

**Richard Behrens** is an active member at St Paul-Fairmont and serves as a Deacon.

**Teri Watt** is a member at Immanuel Lutheran, Fairmont and involved with the mission.

**Teresa Kiehl** is a member at St Paul, Fairmont and is active at the elementary school.

**Veronica Balderus** is a member at Zion, Fraser and is active at St James School, Northrop.

3

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.

While church membership and attendances are not mandatory for students to be enrolled at MLHS, we encourage them to attend church and be active in their congregation. Space for baptism and confirmation dates, and church membership are included on Freshman and New Student Enrollment Forms. [\\*See evidence folder, School and Community, Enrollment Forms.](#)

3

The school supports LCMS missions.

As a non-profit ministry, MLHS doesn't have cash to give to missions but we can serve as a leader in inspiring others to give of their time, talents and ideas to benefit missions. The MLHS facility is offered at no cost to other Lutheran organizations.

1. When appropriate news is sent to the Lutheran Witness to be published in the MN South section.
2. President Rev. Brian Friedrich and Dr. Jeffrey Burkhart of Concordia, St Paul gave a chapel and presentation encouraging students to become church workers.
3. Camp Omega leads a chapel and encourages students to be camp counselors.
4. Lydia Steinhaus, 2020 alumnus, spoke to the MLHS student body about her semester studying abroad at Cambridge University, England. She also traveled to Spain, Czech Republic, Poland, Slovakia, Italy, Germany, and participated in a mission servant trip to Cambodia. She highlighted 1 Corinthians 12:4-5, "Now there are different gifts, but the same Spirit. There are different ministries, but the same Lord." and encouraged students not to be afraid to use their gifts. [See School and Congregation Evidence Folder: Missions, Church Workers.](#)

3

Called teachers participate in required district conferences and events.

**Paul Steinhaus, Principal:** Regional Principals Meeting,

**Paul Steinhaus, Lisa Kube, Rebecca Oerman, Tom Taylor, David Bergt, Nate Watt:**

2021 MN South District Church Workers Convention

**Lisa Kube, Guidance Director:**

Also attends the virtual NACCAP Counselor Boot Camp. NACCAP is the North American Coalition for Christian Admissions Professionals.

Identify and list supporting Evidence or Practices:

Comments: MLHS faculty did not attend the 2022 District Convention because we felt it was cost prohibitive. We opted to organize a regional workshop for teachers and staff from the area Lutheran schools in Okoboji, IA.

## 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

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

MLHS has a staff that is highly active within their congregations.

A. 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 greatest challenge is a practiced and unified mission among the association, other Lutheran grade schools and MLHS in terms of promotion and finances. This area is weak in systemic cooperative ministry.

A. 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                   | 3.5    |
| 2A:03                   | 3      |
| Total:                  | 6.5    |
| Average:<br>(Total ÷ 2) | 3.25   |

## 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?

The school's demographic strongly reflects the demographics of supporting congregations.

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

MLHS employs a Director of Development as part of our team to improve public relations to the community, advertise and send out bulletin inserts and news releases. While participating in multi-school or community events, non-MLHS adults have given positive feedback on our students' behavior. Our students have a professional dress code when attending Career Day, College Day, and Government Day in Fairmont. Non-MLHS adults have thanked our students for taking those days seriously and dressing appropriately.

The Director of Development designs all MLHS materials (or approves materials made by others) to ensure that the brand recognition remains clear and the messages reflect the MLHS Mission of the LCMS.

- Printed materials
- Website
- Social Media
- Radio and Television
- All other communications

- Word of mouth
- Direct mail

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

- National Honor Society:  
Blood Drives - NHS offers two Red Cross Blood drives on site annually.  
Pennies for Patients - NHS students collect money to support children with blood cancers and host a dunk tank fundraiser.  
Trunk or Treat- NHS students assist teachers with the Trunk or Treat Event at St Paul, Fairmont. [See School and Community Evidence Folder, NHS Service](#)
- Winter Carnival - NHS and Student Council host an annual carnival event on site open to families with young children in the community. [\\*See School and Community Evidence Folder, Winter Carnival.](#)
- Step-UP Days - 5th & 6th (February) and 7th &-8th (October) visit the school for a day. Students from area parochial and public grade schools, as well as homeschool students, are invited to attend MLHS for a mini-school day with classes and games and lunch. [\\*See School and Community Evidence Folder, Step UP Days.](#)
- Arn Kind History Day  
This event is held during Lutheran Schools Week. Elementary students from St James, Northrop; St Paul, Fairmont; St Paul's, Truman; Immanuel, Lakefield; Immanuel, Cortland; Fairmont Christian School; Genesis Classical Academy; and homeschool students attend. Students from the Catholic schools in Fairmont and Madelia are always invited but have not attended. In 2023 over 150 children and adults attended.  
[\\*See School and Community Evidence Folder, Arn Kind History Day.](#)
- 3D Printing: Bolton and Menk Surveyors partners with the MLHS 3D printing to make equipment for them. [\\*See School and Community Evidence Folder, 3D Printing with Bolten and Menk Surveyors.](#)
- Adopt a Highway: For the past 30+ years students clean up garbage along Highway 15 every spring. [\\*See School and Community Evidence Folder, Adopt a Highway.](#)
- Advertising: Even though it is expensive, some newspaper and community advertising is done. A half-page ad is placed in the area Visitors Guide which targets new families moving into the community. MLHS designs a full-page ad in the Fairmont Sentinel during Lutheran Schools week featuring all four area schools. An ad is placed in the Truman paper for Life Week annually. Monthly ads were placed in the Pure Gold shopper paper promoting Lutheran education (these ads were paid for by sponsors) When a long-time supporter passed away we were asked to make an ad on the back of the funeral bulletin promoting our schools. An ad featuring the four schools was placed on the side of an area transit bus for one year. [\\*See School and Community Evidence Folder, Advertising.](#)
- Empower: Students are involved with a community-wide group called Empower which focuses on educating all area students about substance abuse.

<https://mcsapcoalition.com/youth-coalition/> Lisa Kube is the advisor. [See School and Community Evidence Folder, Empower.](#)

- Enrollment: We have streamlined the enrollment process by allowing new and returning families to enroll online. Paper copies are available upon request. [www.martinlutherhs.com](http://www.martinlutherhs.com) [A New Student Getting to Know You KNIGHT](#) is held in March. Pictures are taken of students, parents, and MLHS staff signing a commitment form and informational packets are provided. [See School and Community Evidence Folder, Enrollment.](#)
- [Fine Arts Festival](#) - MLHS hosts the annual Fine Arts Festival, where students from elementary parochial schools (seven schools total, Lutheran and other) present talents in art, music, speech, writing, and science. This event is open to the public. [See School and Community Evidence Folder, Fine Arts Festival.](#)
- Athletic Tournaments for elementary and high school teams are held at MLHS.
- Summer Camps for elementary children are advertised to the general public--Art, Basketball, Volleyball, Music, Science, Spanish etc. [See School and Community Evidence Folder, Camps.](#)
- Fireworks Stand. MLHS has a great presence in the Walmart parking lot the week prior to the 4th of July selling fireworks. \$8,000-\$10,000 is raised for the school. Students wear an "Expect More" MLHS t-shirt and every purchase receives an "Expect More" brochure promoting MLHS. [See School and Community Evidence Folder, Fireworks Stand.](#)
- Mini Golf Stand. Since 1998 MLHS has operated the Mini Golf Stand at the Martin County Fair. It is a great spot for cheap family fun and exposure to MLHS. [See School and Community Evidence Folder, Mini Golf Stand.](#)
- Other community service events include "Viewing the Heaven" in the MLHS parking lot to see the conjunction of Jupiter and Mars. Students helping in the community doing yard work. The Knights4Life compiles personal care kits for the homeless to be distributed in Mankato and Fairmont. [See School and Community Evidence Folder, Misc Service Activities.](#)
- Family Movie Night. During COVID we started showing fun, family movies in our parking lot. Nate Watt put a great big painters tarp on the side of the building. During the movie students gave away free popcorn and offered to wash windshields. [See School and Community Evidence Folder, Movie Night.](#)
- Phonathon/Thankathon. During 2020, when many people were homebound, students were given a list of donors/shut-ins to call. They extended holiday wishes and expressed thanks for supporting the MLHS ministry. [See School and Community Evidence Folder, Phonathon.](#)
- The PTL Rummage Sale held every fall and spring draws in hundreds of volunteers, donors and shoppers. People come from as far away as the Twin Cities. It provides a great community service for people--those who wish to get rid of items and those who wish to find a bargain. We get good media coverage with this event also. [See School and Community Evidence Folder, PTL Rummage Sale.](#)
- KFMC Radio 106.5 Lakes FM conducted a promotion called Teacher of the Day. We requested that Principal Steinhaus be able to narrate our advertisement. It was quite effective as he received phone calls and texts in support of his message. [See School and Community Evidence Folder, Radio Ad Teacher of the Day.](#)

- This is Most Certainly Brew Coffee is an on-going enterprise that provides 3rd source income. We sell locally and ship all over the US through our website. [www.thisismostcertainlybrew.com](http://www.thisismostcertainlybrew.com) Every shipment includes a copy of the “Our Story” brochure. We offer customized “Pastor’s Appreciation” and other greeting cards to accompany gifts.
- Recruitment is an ongoing process. Trying to reach the minds and hearts of parents and students requires a variety of strategies. Potential families names, addresses, schools and the year their child would graduate from high school are recorded in the Development Director’s Results Plus Database. [See School and Community Evidence Folder, Recruitment Posters Brochures and Newsletters.](#)
- Recruitment is most effective by word of mouth. Media students interviewed three parents. Those recordings were posted on Facebook and on the MLHS website. [See School and Community Evidence Folder, Recruitment Stories from Families.](#)
- Rental by outside groups is encouraged. The Fairmont Trap Club hosts a Gun Show here yearly on the first weekend in January. Hundreds of people come from long distances. The Martin County Conservation Club has their annual banquet here. [See School and Community Evidence Folder, Rental of MLHS by Outside Groups.](#)
- Website and Social Media. MLHS manages the website [www.lutheranschools.org](http://www.lutheranschools.org) which is designed to be a landing page for anyone searching for “Lutheran”, “parochial”, “private”, “elementary”, “high school”, “Christian”, “education”, “schools”, “southern Minnesota”, “Martin County” etc., etc. It provides a simple message and links to the four local Lutheran schools’ websites. [www.martinlutherhs.com](http://www.martinlutherhs.com). Tells the story of MLHS. The Partners in Ministry Tab provides links to the Lutheran Church-Missouri Synod, area churches, schools, and local businesses. We manage the Martin Luther JR/Sr High School Friends Group page and the public business page. [See School and Community Evidence Folder, Website.](#)
- Making Music with Children. The Schmeckle Foundation awarded us a \$20,000 grant to purchase band instruments that are provided free to elementary band students to use for band lessons. This program has been a wonderful asset to community relations since Phil Schult joined us in 2020. He has added Immanuel, Lakefield to his lessons schedule. \*See School and community Evidence Folder, [Making Music with Children.](#)
- Play It Again Golf Benefit. Started in 1998 proceeds from this event went to the music program. Since Phil Schult joined the MLHS staff, this event has grown and snowballed. It has gone from raising \$4,000 per year to raising \$18,500 in 2022. He has increased the number of Hole Sponsors and added an Eagle Club membership. It is an event that friends of MLHS look forward to every year, filling the course to the maximum and creating a great deal of good will. Proceeds from this event provide scholarships for elementary band students for lessons. \*See School and community Evidence Folder, [Play It Again Golf Benefit.](#)

1. Describe the school’s relationship with the local public schools.

We cooperate and share involvement in the Martin County Youth Coalition (Empower) against drugs and alcohol, combine pep bands with Truman and GHEC, and combine athletic teams with Truman,

Granada-Huntley-East Chain, Fairmont, Martin County, and Madelia. The Guidance departments cooperate with ACT testing, career days, Government Days, and College Fairs. We share a school nurse as well as support staff for students with learning disabilities.

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

A good portion of the faculty's free time is primarily devoted to their churches and school(s) with less time available for community service. Some examples include: Principal Steinhaus coaches community volleyball during the off season. He also leads a monthly Bible study from his home. Rebecca Oerman sings in community choir, Sarah Odegaard is active in 4-H, Pastor Timothy Chase is a fire fighter at Truman, and most of the staff works at Martin County Fair, Truman Days, Northrop Days, etc. Phil Schult plays in the community band.

## Required Evidence

[See School and Community Evidence Folder](#)

*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

The following phrases are included in several publications and found on our website:

["Honoring Christ...Welcoming All"](#)

["Not a Lutheran, Not a problem!"](#)

["All families are invited to take advantage of this opportunity."](#)

["All teens in grades 9-12 are invited to take advantage of the MLHS experience."](#)

[Student/Parent Handbook](#)

It is on the bottom of the homepage of [www.martinlutherhs.com](http://www.martinlutherhs.com)

Also see the next question.

## 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:

Comments:

The “non discriminatory statement” is the opening statement in the Enrollment Section on page 6 in the Student/Parent Handbook. It reads as follows:

*“Any student and family who desire Christian secondary education are welcome to enroll. Martin Luther High School does not discriminate against any qualified student in admissions or in administration of its program for reasons of sex, race, religion or national origin. Students transferring from another high school must submit current transcripts to MLHS before official acceptance.”*

[\\*See School and Community Evidence Folder “Student/Parent Handbook”](#)

We have updated our tag line to say “Honoring Christ...Welcoming All” which we feel is a better exemplification of our ministry and illustrates Christ’s love.

Concerted efforts are made to assist the four primary Lutheran feeder schools in recruitment by designing joint newspaper ads, recruitment posters, brochures, and bulletin inserts.

Recruitment activities are also directed at St Mary’s Catholic School, Madelia; St John’s Vianney Catholic School, Fairmont; Fairmont Christian School and home school families.

See School and Community Evidence Folder: [Recruitment Brochures, Posters, Newsletters](#). \*Please note the [Wagner family brochure](#).

See School and Community Evidence Folder: [Camps](#)

See [New Students Welcome Banner](#)

## 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.*

3

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

[We use community demographics to grow our student body, not to compare it to our student body.](#)

3

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

We celebrate the uniqueness of all our students.

3.8

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

The MLHS website says:

***“Cost should never prevent a student from receiving the benefit of a Christian high school education.”***

The annual income from the MLHS Student Tuition Aid Endowment Fund also provides student tuition aid for students. The endowment principle currently stands at \$420,275.60 and is invested with the Lutheran Church-Missouri Synod Foundation.

\*See School and Community Evidence: Scholarships, [Endowment Brochure 2023](#)

Families may apply for tuition assistance through the MLHS office.

Discounts are also available for multiple students from the same family, church worker and full association congregation membership.

The Virginia and Martin Krause Scholarship Fund was established in 2018 and has provided \$10,000-\$12,000 in scholarships to several students each year. This new fund received front page coverage in the Fairmont [Sentinel](#) on August 8, 2017.

\*See School and Community Folder: Scholarships

[Krause Scholarship Sentinel 8](#)

[Krause Scholarship Sentinel 8 p 2](#)

Families are provided the Enrollment and Tuition Brochure which spells out the scholarship opportunities available.

\*See School and Community Folder: Scholarships

[Enrollment and Tuition](#)

The Benevolence Fund was established in 2018 to provide additional funding that scholarship allocations do not cover.

\*See School and Community Folder: Scholarships

[Benevolence Fund Poster](#)

[Benevolence Fund Policies and Guidelines](#)



Comments:

Our area does not have significant ethnic diversity. However we celebrate all our students and their unique gifts and talents. We also look to strengthen those blessings as a student looks to steps beyond high school.

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.*

4

The school seeks ways to involve its students and teachers in service to the community.

- Blood Drives - National Honor Society (NHS) offers two Red Cross Blood drives on site annually
- Pennies for Patients - Students collect money to support children with blood cancers
- Winter Carnival - NHS and Student Council create an annual carnival event on site open to the community
- Step-up Days - 5th-8th grade students from area parochial (Lutheran, Catholic, Christian) and public schools as well as homeschool students are invited to attend MLHS for a mini-school day with classes and games and lunch.
- Hosting Events - Arn Kind History Day, Gun Show, Rummage Sale,
- Fine Arts Festival - MLHS hosts the annual Fine Arts Festival, where students from seven area parochial schools (Lutheran and non-Lutheran) are invited to present talents in art, music, writing, and science. This event is open to the public.
- Athletic Tournaments
- Summer Camps
- Adopt a Highway - One of the classes cleans ditches along Hwy 15 in the spring
- Performances - Band and choir groups go to nursing homes to offer their gifts of music to the homes

4

Staff members are encouraged and provided with opportunities, planned by the school and its congregation, to participate in community activities and service organizations.

To our knowledge, MLHS staff use much of their free time to serve their school and church communities.

4

Staff members are engaged in community service.

A good portion of the faculty's free time is primarily devoted to their churches and school(s) with less time available for community service. Some examples include: Principal Steinhaus coaches community

volleyball during the off season. He also leads a monthly Bible study from his home. Rebecca Oerman sings in community choir, Sarah Odegaard is active in 4-H, Pastor Timothy Chase is a fire fighter at Truman, and most of the staff works at Martin County Fair, Truman Days, Northrop Days, etc. Phil Schult plays in the community band.

Identify and list supporting Evidence or Practices:

\*See [School and Community Evidence Folder](#).

Comments:

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.*

4

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

We would like PTL to take on a more official role. Currently there is not a Vice-president. Meetings are poorly attended. The current President (Alison Wagner), Secretary (Libby Barr) and Treasurer (Lisa Gravlin) do a very good job. We find it difficult to get parents to commit to attending standard PTL meetings, so we try to provide some additional attractions by piggy-backing with other activities.

\*See website link under Partners in Ministry Tab/PTL

<https://www.martinlutherhs.com/parentteacher-league.html>

A short PTL meeting is held at the Back to School Party welcoming parents and inviting them to the activities planned for the year.

\*See School and Climate Evidence Folder, [Back to School Party](#)

Fall of 2022 Rep. Bjorn Olson spoke at the PTL meeting.

\*See [School and Community Evidence Folder, PTL](#)

In March 2021 we added a fun night for staff, parents and board members. It is called the ML LIVE KNIGHT. It is free. Guests play games and win prizes. The staff provides food and beverages.

\*See School and Climate Evidence Folder, [Parent Saturday KNIGHT Live](#)

4

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

The Parent/Teacher League is very active (via volunteering), yet meeting attendance is low.

[The MLHS website states:](#)

“The purpose of the PTL is to help parents and teachers achieve greater understanding in Christian education and to be supportive of the high school in all areas.

To achieve this purpose the league shall seek to:

1. Help parents increasingly understand and appreciate their children, and to provide parents with the skills needed for Christian child training;
2. Help teachers to increasingly understand the needs of the Christian home, and to extend their influence into the home;
3. Help develop a closer relationship between the home and the high school. This is achieved through closer cooperation between parents and teachers.
4. Be supportive of the high school through prayer and fund raising activities.

All parents and teachers are members of the PTL.”

The PTL has several committees. They are: Fine Arts Booster, Rummage Sale, Concession Stand, Special Events, Mission Possible Benefit Dinner, Post Prom, and OH! What a KNIGHT Dinner Auction.

The PTL raises approximately \$30,000 per year through the Spring and Fall Rummage Sales, concessions stand sales and assisting with other fundraisers.

The Spring and Fall Rummage Sales attracts donors, volunteers and shoppers from miles around. It has a reputation of having quality items at fair prices. The Rummage Sales are advertised in 3 counties and provide [Spanish posters](#) to the Hispanic communities.

The PTL contributes \$10,000 annually to assist with the operating budget.

The PTL funds “wish list” items that are presented at the meetings. Wish list items provided in the past by the PTL include: field trips, bussing to State Play-off games, athletic uniforms, concession stand equipment, carpeting for the classrooms, Art Adventure costs, History lyceum presentations, portable AED equipment, Easy Bibliography subscription for the library, gym floor upkeep, Huddle software for basketball, coaching clinics, technology firewall and subscriptions, and new equipment for the custodian etc.

The PTL assists with the “OH! What a KNIGHT! Dinner Auction” which had a net profit of \$88,000 in the spring of 2022. Parents are paired up into two family groups and provide one basket item for the auction. Some parents are on the committee to gather donations and help serve the meal. Marge Thiesse assists by maintaining donor lists and publicizing the event.

\*See School and Community Evidence Folder, [OH! What a KNIGHT Dinner Auction](#)  
Website link of 2022 [OH! WHAT A KNIGHT DINNER AUCTION](#)

The Parent Survey indicates a high level of agreement with and support of the carrying out of MLHS Vision Statement by the school.

\*See Survey Folder, [Parent Survey, Standard 1 Purpose, Question 1.](#)

We do not have an established prayer support group.

Identify and list supporting Evidence or Practices:

Comments:

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.*

4

The school is known and respected in its community.

MLHS has a good reputation and working relationship with the community.

[Parent Survey. Standard 2. Question 2.](#) “MLHS is known and respected in the community.” 2-Neutral, 23-Agree, 18-Strongly Agree.

ACT scores are annually higher than the national and community average.

[\\*See Evidence Folder: School & Community, ACT Scores](#)

Businesses in the community are quick to hire MLHS students due to the positive and trustworthy reputation of MLHS students.

4

The school regularly and frequently shares information with its constituents.

MLHS Director of Development and Office Manager are constantly sharing information with schools, churches, parents, alumni, the community at large by utilizing press releases, direct mail, website updates, emails, social media, personal conversations, and bulletin announcements.

3

Good relationships exist with the local public schools.

We cooperate and share involvement in the Martin County Youth Coalition against drugs and alcohol (EMPOWER), combine pep bands with Truman and GHEC, and combine athletic teams with Truman, Granada-Huntley-East Chain, Fairmont, Martin County, and Madelia. The guidance department cooperates with ACT testing, career days, Government Days, and College Fairs. We share a school nurse as well as support staff for students with learning disabilities.

3.3

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

MLHS offers our facilities for groups and events including but not limited to speakers, sports tournaments, and other activities such as:

- Fairmont Gun Club Gun Show.
- Lutheran Laymen’s League District Convention
- SAGES rental
- Annual Martin County Lutheran Invitational basketball tournament
- Martin County Conservation Club dinner

Identify and list supporting Evidence or Practices:

[See Evidence Folder School and Community:](#)

Comments:

## 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

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

Cooperation with area public schools in terms of athletics, special education, and even social events for students is good.

A positive reputation for the students, staff, and the school as a whole.

A. 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.

Involvement of a greater percentage of parents in activities, fundraisers, and Parent-Teacher Conferences.

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

| STANDARD                | RATING |
|-------------------------|--------|
|                         |        |
| 2B:02                   | 3.3    |
| 2B:03                   | 4.0    |
| 2B:04                   | 4.0    |
| 2B: 05                  | 3.5    |
| Total:                  | 14.8   |
| Average:<br>(Total ÷ 4) | 3.7    |

## 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

### 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 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.

MLHS has a Christ-centered "feel." Of the 42 parents who responded to the Parent Survey, 34 Strongly Agreed to the question "It is evident that Christ is the center of all that we do at MLHS." See Survey Folder, [Parent Survey, Standard 1, Question 1](#).

All classes and student activities are integrated around students' faith and how to demonstrate their faith. We expect a high level of trust between students and staff. For example, students do not need padlocks on their daily lockers. MLHS appoints a Dean of Men and a Dean of Women in charge of student discipline. We are able to create course material to meet the needs of students of a variety of academic skill levels. Students covered under the ADA and IDEA are welcome and able to learn and thrive at MLHS due to cooperation with Southern Plains Educational Cooperative, which provides support staff for students with physical and learning disabilities. Under the supervision of the Guidance Department, teachers offer modifications and diversified learning methods to reach students with learning and physical disabilities (identified or unidentified by Southern Plains Educational Cooperative).

MLHS has partnered with Lutheran Special Education Ministries and two elementary schools to hire Teri Watt as a Learning Specialist. She works with students at all three schools grades 1-12. Along with her



experience, the most important qualification she brings is that she has a heart for Jesus and understands ministry.

\*See School and Climate Evidence Folder, [LSEM TEACHER](#).

The [MLHS website](#) has several student narratives about the positive climate of the school.

\*See [School Climate Evidence Folder](#)

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

MLHS teachers are very dedicated and are always willing to do one-on-one work with students when needed. They are committed to teaching and guiding students in academics and in faith. Full-time teachers are available after school. One full-time teacher is "On Duty" after school every school day. Teachers attend outside-the-school-day events such as athletic events, concerts, drama productions, and fundraising activities. Teachers email parents regularly when a student is struggling in their class. All teachers are required to inform parents in the event their student has a D or F in a subject two weeks before the end of each quarter. Teachers support businesses where students are employed and encourage those students in their employment.

A Staff Directory poster hangs by the front door entitled "[PARTNERS IN CHRIST](#)".

Teachers also often write recommendation letters for students applying for college, for scholarships, or for jobs.

Students and parents are willing to give testimony to the nurturing atmosphere at MLHS.

\*See [School Climate Evidence folder](#)

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

Students appear to be very respectful and helpful toward teachers. Students use appropriate language toward teachers. Students who cross the line of respect go through a process of meeting with the principal, acknowledging and taking responsibility for behavior, repentance, apology to the teacher, forgiveness by the teacher, and moving toward a restored relationship. We have few discipline problems.

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

They are protected by the law just like anyone else. MLHS abides by the laws and principles of the Bible, county, state, and country.

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

The churches allow the pastors to be active in teaching, guiding, and leading students. They are here for Religion classes and Chapels. Pastors are available for family and/or individual counseling.

\*See School Climate Evidence folder: [Chapels](#)

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

Teachers keep parents informed of their students' progress through conferences, email communications, and day-to-day conversations.

Of the 42 parents responding to the question, "School personnel are approachable and receptive to parental questions and concerns", 22 Strongly Agreed, 18 Agreed and 2 were Neutral. See Survey Folder, [Parent Survey, Standard 2, Question 6.](#)

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

The faculty and staff show each other respect and kindness in the presence of students and parents, meet each day at 7:40 a.m. before school for devotions, offer to help each other, work together on projects, and meet regularly to enhance the school environment.

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

The [Student/Parent Handbook](#) delineates the school's discipline policy. Teachers, non-teaching staff, the principal, and the Deans of Male and Female Students work to implement the policy with a fair application of Law and Gospel. Students and parents have access to the handbook online via the school website so there should be no surprises when disciplinary action must be taken. That being said, we are blessed to rarely need to implement disciplinary actions. MLHS has a reputation for being a school with strong discipline and well-behaved students.

## 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 |
|---|

School discipline code

MLHS has a [Student/Parent Handbook](#) that describes what is expected of the students and the discipline that will be handed out if needed.

## 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.

See photo evidence in School and Climate Evidence Folder:

[Back to School Party](#)

[CANDIDS](#)

[CHAPELS](#)

[CLASSROOMS](#)

[FIRST DAY OF SCHOOL](#)

[GRADUATION](#)

[NEW STUDENT GETTING TO KNOW YOU KNIGHT](#)

[SPIRIT CLUB ACTIVITIES](#)

[SPIRIT WEEK](#)

YES

NO

Mission Statement: "Preparing students for discipleship until Christ's return."

Vision Statement: "Martin Luther High School is:

**P**artnered with Families and Congregations

**E**mpowered by the Gospel

**A**cademically Accredited

**C**hrist-Centered and Cross-Curricular

**E**ngaged in Excellence

Identify and list supporting Evidence or Practices:

[Mission](#) and [Vision](#) Statements are posted in the school lobby, office and every classroom.

Comments:

## 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.*

4

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

Students show respect for each other; support each other at athletic events, concerts, drama productions, and fundraisers; and work together to support the Heaven's Table food shelf.

4

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

Teachers show care for students through involvement in school activities, one-on-one work with students, attending student activities, writing letters of recommendation, and being willing to listen when students need someone to talk to.

4

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

Students worship together in daily devotions and prayers in class, at all-school chapel/devotions three times a week, in small group Bible studies, and with a student-led morning prayer group.

\*See School Climate Evidence folder: [Chapels](#)

4

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

Classrooms, hallways, and other rooms are generally neat, clean, and colorful, with posters, wall murals, and other decorations with Christian concepts and other positive ideas. Student artwork is displayed in a case in the front hallway. Student work from other classes is displayed in the classroom or hallway as appropriate.

The cafeteria, hallways, locker rooms and bathrooms have Christian posters featuring students' in action. They are updated on a regular basis with the "retired" posters sold on the auction to graduate's families. See School Climate Evidence folder: [Posters](#)

4

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

Day to day student interaction is very respectful and trusting. Students encourage each other and support one another. Sports, concerts, events, etc. all have student support by attending as spectators.

Identify and list supporting Evidence or Practices:

Comments:

See [School Climate Evidence folder](#).

See [MLHS website](#).

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.*

4

Teachers demonstrate love for all students in Christ.

Teachers are dedicated to the students' success. Teachers are willing to stay after school with them, help them study, and frequently help them before school starts.

4

Teachers attend to the individual needs of students.

Teachers work to make sure the individual needs of students are met. Teachers will often come early before or stay after school to help make sure students' needs are met.

4

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

Teachers attend chapel and full-time teachers are required to lead devotions and Bible studies. First hour teachers also lead devotions at the beginning of the day. Teachers also sometimes pray with students during the day.

4

Students are challenged to do their best.

The MLHS curriculum is designed to require students to work hard and demonstrate their knowledge. It is a very challenging school and the students dedicate a lot of time and energy to do well. Post Secondary Enrollment Option (PSEO) and Advanced Placement (AP) courses are offered to help prepare students for college-level courses and to provide them with college credits.

4

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

The entire day, from classroom activities to chapel and after school activities, the Christ-centered aspect always comes first.

4

Law and Gospel are properly divided when discipline is administered.

When discipline is administered, the adults involved work to show (explain to) students what wrong has been done, but also to remind them that they are forgiven

4

Staff demonstrates positive school spirit.

Staff is involved and participates in all school activities. The students make sure the teachers are very involved by asking them if they are coming to the game/performance/fundraiser. Teachers often dress up during Spirit Week, Christmas, for home games, etc.

See School Climate Evidence Folder: [Spirit Week](#)

4

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

There are "levels" of discipline--the hammer isn't dropped immediately, giving students the opportunity to learn from mistakes through warnings. Disciplinary meetings are opened and closed with prayer.

The Holy Spirit is at work in this building; it is gratifying to watch students grow in faith and maturity.

\*See School Climate Evidence Folders, [STUDENT TESTIMONY](#)

4

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

Each class has student officers and there is an active Student Council. Students are encouraged to approach the faculty with ideas about improving the school, its climate, and its rules

Identify and list supporting Evidence or Practices:

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.*

4

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

4

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

Parents are asked to be involved in all aspects of the MLHS education process, from being involved in PTL, committee groups, and other activities. Parents are informed of their students' progress, both positive and negative, and encouraged to talk with their students about their progress, projects, etc. This occurs through emails, phone calls, and face-to-face conversations. Parent-Teacher Conferences are held twice a year, and parents are strongly encouraged to attend.

4

Staff members understand and relate appropriately with school families.

Parents are welcome at MLHS at any time. Parents are key to helping run MLHS on a daily basis. Staff frequently work side-by-side with parents.

4

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

There is a great deal of social interaction with parents because they play a vital role in running the school and keeping it successful.

\* See School Climate Evidence Folder, [PARENT SATURDAY KNIGHT LIVE](#)

4

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

PTL committees, concessions, help with sporting events (scorekeeping, time clock, ticket takers), decorating and serving snacks at concerts & activities, etc.

4

The legal rights of parents and legal guardians are protected.

Steps are followed to maintain privacy, proper notification, etc. (See "Student/Parent Handbook" for details)



4

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

Emails are often sent out asking for help with various events (concerts, rummage sale, etc.) and parents will often comply and help. Sign UP Genius is used. Parents are asked to speak positively to their friends and neighbors and to the community in general about MLHS and their experience with MLHS. Parents extend a greeting to their congregation on behalf of MLHS and speak about why they chose MLHS on MLHS Sunday. Some testimonies are used for public relations purposes.

The first "RAVING FANS" event was held on February 22, 2022 at the Red Rock Art Center. We had a catered dinner and invited past, present and future parents. It was an elite group of supporters. Everyone in attendance received an "MLHS RAVING FANS" t-shirt. They brainstormed and shared why they chose MLHS and why others should choose MLHS for their students. They were provided with follow-up talking points to take with them when recruiting students to MLHS. It was highly successful.

\*See SCHOOL CLIMATE EVIDENCE FOLDER, [RAVING FANS](#).

Identify and list supporting Evidence or Practices:

Comments:

[See School Climate Evidence Folder:](#)

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.*

4

Faculty and administration gather for devotions regularly.

They both attend and lead chapels and devotions on a weekly basis. Faculty devotions are held every morning before school.

3.3

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

Yes, we are a fairly cohesive team.

3.3

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

Office staff and faculty have to function as “one group.” This area could use improvement. Faculty and staff cover for one another in absences and for requested leaves, which includes after school duty, games duties, illnesses etc.

Identify and list supporting Evidence or Practices:

Comments: Team building always needs attention and we have unique differences in our small team due to the variety of subject areas that we teach.

In the Fall of 2022 Principal Steinhaus organized a two-day retreat for all area Lutheran teachers at the Lutheran Camp Okoboji, IA. It was led by the enthusiastic Peter Baye. It focused on Identity, Mindset and Communication and was very unifying and uplifting.

\*See School Climate Evidence Folder, [STAFF RETREAT](#)

### 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

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

Discipline is handled in a way that shows students their errors (Law), but also shows they are forgiven (Gospel)

Faculty and staff are involved in the activities of the students as advisors/coaches and as spectators at games/concerts/etc.

A. 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.  
Faculty and staff must continue to work together as one, building each other up and helping each other

A. 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                   | 4.0    |
| 2C:03                   | 4.0    |
| 2C:04                   | 4.0    |
| 2C:05                   | 3.5    |
| Total:                  | 15.5   |
| Average:<br>(Total ÷ 4) | 3.875  |

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

| Section Totals<br>(NOT Averages) |        |
|----------------------------------|--------|
| STANDARD                         | RATING |
| 2A                               | 6.5    |
| 2B                               | 14.8   |
| 2C                               | 15.5   |
| Total:                           | 36.8   |
| Average:<br>(Total ÷ 10)         | 3.68   |

## 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 most recent external audit or financial 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.

- 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.**

#### **Delegate Assembly**

- The governing authority at Martin Luther High School is the Delegate Assembly. MLHS is owned and operated by 15 association LCMS congregations. Each congregation holding membership in this Association shall select, from its midst, delegates (and their alternates) who shall be accredited to the Secretary of this Association. They shall preferably be a pastor, a Lutheran school teacher, and a layman. Congregations with a communicant membership under 500 shall select four delegates; 500-1000 six delegates; and over 1000 eight delegates.
- At any meeting of the Association each accredited delegate (or alternate) present shall be entitled to one vote.
- There shall be three meetings of this Association annually. These meetings shall be held in the spring, summer, and fall (with meeting dates as determined by the Board of Directors). The summer meeting shall be designated as the annual meeting at which time elections shall take place. Delegates shall be notified of the meeting, and the agenda, at least ten days in advance.

#### **Duties and Powers of Delegates**

- All powers and authorities exercised by all boards and committees of the Association, or their assigns, rest ultimately with the voting delegates present at any regularly called meeting of the Assembly of Delegates. These powers and authorities may at any time be enlarged, reduced or withdrawn by the delegates present.
- The principal powers of the delegates shall be as follows:
  1. To conduct all business of the corporation, except such business as may be delegated to the Board of Directors.
  2. To elect the members of the Board of Directors from its midst by ballot (cumulative voting is not permitted).
  3. To adopt, at the annual meeting, a budget for the next fiscal year, which shall begin in July.
  4. To approve the incurring of any extraordinary liabilities, and the expending of monies therefore, which are not provided for in the budget.
  5. To purchase or sell real or personal property and authorize major repairs.
  6. To keep their congregations informed about the activities and progress of the Association, serve as liaison between the congregation and the Association,

actively participate in the recruitment of students, and foster financial support for the Association. One delegate from each participating congregation shall be designated as chairperson of the respective delegation.

7. The Assembly of Delegates functions only when it is convened in regular meetings or committee of the whole. An individual delegate has no authority to speak for the Delegate Assembly unless such authority is delegated by the Delegate Assembly.

### **The Board of Directors**

- The Board of Directors are elected by, and shall report to, the Delegate Assembly.
- The Board shall consist of nine persons; one shall be an active full-time pastor, one shall be an active full-time Lutheran school teacher, and the rest laymen. \*The number of pastors and Lutheran school teachers shall not exceed four members. (Constitution & By-Laws, Article 5, Section 1)

### **Duties of the Board of Directors (Constitution & By-Laws, Article 5, Section 5 listed below)**

1. The Board shall have control and be responsible for policy-setting for the general management of the affairs and business of the Association. The Board shall in all cases act by a majority at regularly convened meetings, and they will abide by the rules and regulations for the conduct of their meetings and the management of the Association as set forth in the Constitution, By-laws, and the latest edition of Robert's Rules of Order.
2. The meetings of the Board of Directors are held the second Monday of each month at 7 PM, unless rescheduled due to extenuating circumstances. Meeting dates are published on the MLHS Google Calendar for public viewing. Special meetings may be called by the president at any time. Non-board members may attend meetings, or portions of meetings, with the prior knowledge of the board chair and administrator. (Constitution & By-Laws, Article 5, Section 5 - 2)
3. The Board shall be empowered to provide for the appointment of committees deemed necessary for the best interests of the Association. All Board members are required to participate on at least one committee during each year of service. Board members are encouraged to attend all meetings of the Delegate Assembly to offer input and guidance.
4. The Board shall require proper bond for members who are charged with the handling of funds for the Association.
5. The Board is to only function when in official session; at other times its members have no administrative authority regarding school matters.
6. To hold all monies and property, real and personal and mixed, howsoever acquired and shall use, manage and conduct the same under the direction and for the use and benefit of this organization; to accept or reject gifts, grants, bequests, legacies, and devices; at the direction of the Association to acquire, sell, transfer and convey, mortgage and pledge all real and personal property for the Association.

7. To provide for an annual audit of the financial records of the Association; to provide for financial needs of the Association and administer its funds.
8. To call or employ and dismiss, if necessary, personnel of the school.
9. To report its actions at each regular meeting of the Association; to prepare the agenda for each meeting of the Association.
10. To determine annually the salaries to be paid to all faculty members and employees of this corporation.
11. To determine annually the amount of tuition to be charged students.
12. To prepare the annual budget of the school.

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

It shall be the duty of the Nominating Committee from the Board of Directors to prepare a slate designating two candidates for each office who have indicated their willingness to serve; and to present such a slate to the delegates at the annual meeting. Any delegates of the Association may propose additional candidates from the floor (however, anyone nominated from the floor must give permission for their name to be put into nomination). The Association shall accept or reject all nominations by a majority vote of the delegates present. ([Constitution & By-Laws, Article 4, section 2](#))

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

A request can be made to the office to obtain a copy.

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

These delegates, or in their absence their alternates, shall attend all meetings of the Association and shall make regular reports to their representative congregations. ([Constitution & By-Laws, Article 3, Section 1](#))

**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.**

Re-structured tuition assistance based on income and free-and-reduced lunch standards, changing school attendance policies in regard to extra-curricular activities to go into effect in the 2023-2024 school year, continued to work on greater options for electives (including PSEO courses), built a greenhouse and implemented aquaponics and agriculture classes, combined with another local schools for more sports participation options, updated the grading and student management software with professional training for more seamless communication with, and accessibility to, parents and students, and have started to house 7th and 8th grade students to build and grow a junior high school.



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

Recommendations for systematic planning can come from a student, the student council, a family, a board member, or any other interested member of the community. Recommendations are brought to the Board of Directors. The person or group may be added to the agenda of the Board of Directors meeting to present their recommendation, or may give the recommendation to a board member to present. The board will discuss the idea and vote on it. If warranted, the board would bring the idea to the next delegate meeting for a vote.

**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 Directors Job Description](#), [Constitution & By-Laws](#), and [Personnel Policy Manual](#) are attached.

**Comments:**

The job descriptions and policies in the attached manuals are followed.

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

YES

NO

**Identify and list supporting Evidence or Practices:**

Board of Directors Job Description, Constitution & By-Laws, and Personnel Policy Manual are attached.

**Comments:**

The job descriptions and policies in the attached manuals are followed.

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

YES

NO

**Identify and list supporting Evidence or Practices:**

Board of Directors Job Description, Constitution & By-Laws, and Personnel Policy Manual are attached.

**Comments:**

The job descriptions and policies in the attached manuals are followed.

### **General Indicators of Success**

*General Indicators of Success help the school to quantify its compliance with the Required Standards.*

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

**Highly Functional (4) — This is an area of outstanding strength of the school.** It not only meets ALL the benchmarks related to the General Indicator of Success, but is supported by extensive

documentation and/or observable practices that exceed expectations related to the indicator. This indicator establishes practices for other Lutheran schools to consider. The Validation Team verifies that these practices and/or documentation exceed the Operational (3) level.

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

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

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

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

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

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

**4**

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

Grievance and Due Process Procedure (taken from Student/Parent Handbook):

- Martin Luther High Schools follow Matthew 18 when dealing with grievances and due process. When dealing with a concern (i.e. child behavior, discipline, grades, etc) with a MLHS staff or faculty member please follow these steps
  - A. Take the concern to the individual (parent, staff or faculty member) on a one-to-one basis. Voice your concern to that individual and try to work towards a mutual understanding.
  - B. If you feel that your concern was not addressed take your concern to the principal.
  - C. If you feel that your concern was still not addressed, you may bring your concern, in writing, to the Board of Directors. They will review your concern and will make a decision to act on.
  - D. Unresolved differences may result in the student transferring to another school.

4

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

The Board shall hold regular meetings. Special meetings may be called by the President at any time. Non-board members may attend meetings or portions of meetings with the prior knowledge of the board chair and administrator. ([Constitution & By-Laws](#), Article 5, Section 5.2)

4

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.

The Board shall have control and be responsible for policy-setting for the general management of the affairs and business of the Association. The Board shall in all cases act by a majority at regularly convened meetings and they will abide by the rules and regulations for the conduct of their meetings and the management of the Association as set forth in the Constitution, By-laws, and the latest edition of Robert's Rules of Order. ([Constitution & By-Laws](#), Article 5, Section 5.1)

4

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

The Secretary shall countersign all deeds, leases and conveyances executed by the corporation, and keep a record of the proceedings of all meetings of the Association and the Board of Directors; he/she shall conduct all necessary correspondence and safely and systematically keep all books, papers, records, and documents belonging to the corporation, or in any wise pertaining thereof, except the books and records incidental to the duties of the Treasurer. ([Constitution & By-Laws](#), Article 7, Section 3)

The Board shall have control and be responsible for policy-setting for the general management of the affairs and business of the Association. The Board shall in all cases act by a majority at regularly convened meetings and they will abide by the rules and regulations for the conduct of their meetings and the management of the Association as set forth in the Constitution, By-laws, and the latest edition of Robert's Rules of Order. ([Constitution & By-Laws](#), Article 5, Section 5)

4

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

The Secretary shall countersign all deeds, leases and conveyances executed by the corporation, and keep a record of the proceedings of all meetings of the Association and the Board of Directors; he/she shall conduct all necessary correspondence and safely and systematically keep all books, papers, records, and documents belonging to the corporation, or in any wise pertaining thereof, except the books and records incidental to the duties of the Treasurer. ([Constitution & By-Laws](#), Article 7, Section 3)

4

Governing authority policies are collected into a policy manual, separate from the minutes.  
Any changes to policy, or new policies, are added to the appropriate policy manual.

3

The governing authority makes appropriate reports to the operating organization(s).  
The governing authority reports to the delegates at the scheduled delegate meetings, and those delegates are expected to report back to their churches.

3

Neither the governing authority nor its individual members involve themselves in the day-to-day operations of the school.  
The Board is only to function when in official session; at other times, its members have no administrative authority regarding school matters. ([Board of Directors Job Description and Handbook II E](#))

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

**Identify and list supporting Evidence or Practices:** [Supporting evidence listed under each question.](#)

**Comments:** [The Delegate Assembly and Board of Directors operates according to Robert's Rules of Order, keeps minutes, and is run professionally.](#)

**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.*

4

Written policy delineates roles and responsibilities of the board or governing authority.  
[The Board of Directors Job Descriptions has these items clearly explained.](#)

3

Comprehensive job responsibilities and/or limitations are in place for the administrator.  
[The Personnel Policy Manual clearly describes the administrator's duties, along with the Job Description for the Principal document.](#)

2

The governing authority or the administrator's direct supervisor evaluates the head administrator annually based on the job description.

It is expected that the administrator be evaluated by the governing authority annually.

3

The governing authority receives reports from the administrator or the administrator's direct supervisor at each meeting.

The administrator gives a "Principal's Report" at each Board of Directors and delegate meetings.

3

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*

**Identify and list supporting Evidence or Practices:**

The Principal's nature and scope of job,, along with job functions and responsibilities are defined in the Job Description for Principal document.

**Comments:**

This was last amended at the December 2017 Board of Directors' meeting to better identify the requirements.

**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.*

3

Written policies define qualifications for board or governing authority members.

This is found in the Board of Directors Job Description and Handbook.

3

Governing authority members are required to participate in professional development regarding roles and responsibilities of the governing body and its individual members.

The Board of Directors is working to implement an onboarding process for defining and learning roles and responsibilities of each position of the Board.

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

**Identify and list supporting Evidence or Practices:**

**Comments:** Evidence listed after each question.

**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.*

**3**

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.

The NLSA.

**3**

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

Yes, along with consistency tied to the mission statement.

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

**Identify and list supporting Evidence or Practices:**

**Comments:** Answers listed after each question

**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.*

**3**

The board or governing authority establishes policies that provide for sound budget planning and fiscal operations.

The Board carefully sets the tuition each year, adjusts the tuition aid practices to best suit the families/enrollment and the financial needs of the school, and studies the budget each year before recommending to the Delegate Assembly for adoption.

**3**

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 determines annually the amount of tuition to be charged to students and prepares the annual budget of the school. (Constitution and By-Laws, Article 5, section 5.11 & 5.12)

**3**

The board or governing authority accepts, reviews and devises

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

**Identify and list supporting Evidence or Practices:** [Board of Directors policy manual](#)

**Comments:** [Answers listed after each question.](#)

**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?**

There are very clear explanations of duties and responsibilities for all parties related to the running of the school with follow-through in all areas.

**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.**

The greatest challenge of the school is budgeting and tuition as a small school in a rural area. However, the Board does its best to budget, keep expenses as low as possible, recruit additional students, advertise, and fundraise to the best of its abilities. Finances are often discussed at length at Board of Directors meetings and Delegate meetings. The Board also works in an ever-changing environment with demographics and church involvement, requiring adaptive and creative thinking.

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

| STANDARD                       | RATING |
|--------------------------------|--------|
| 3A:04                          | 3.75   |
| 3A:05                          | 3.6    |
| 3A:06                          | 3      |
| 3A:07                          | 3      |
| 3A:08                          | 3      |
| <b>Total:</b>                  | 16.4   |
| <b>Average:</b><br>(Total ÷ 5) | 3.3    |

## STANDARD 3B: ADMINISTRATION

### Overview

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

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

### Potential Evidence

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

- Job-specific criteria
- 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.**

There are eight class periods per day with chapel sessions three times per week and Student Active Learning Time (SALT) two times per week. SALT is a designated time for school clubs to meet, students to receive guidance needed, and students to engage with teachers in areas they need additional assistance. Each day, the first period teacher opens with a devotion. Announcements outlining the days' or weeks' activities are made each morning. In addition, communications to parents and students regarding the weekly and monthly activities are sent through direct emails and announcements. There is an administrator or faculty member on duty starting at 7 AM, as well as a designated faculty member on duty after school until 5 PM each day.

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

1. High priority shall be made to employ qualified faculty who are trained at Lutheran Church-Missouri Synod colleges or seminaries. However, based on school needs, other qualified faculty who are members of the LCMS, as well as other qualified confessing Christians, should also be considered.
2. All employees will hold active membership in an LCMS congregation or in the Christian congregation of their respective Christian tradition if not a LCMS Lutheran. Regular

attendance at worship services, the Lord's Supper, Bible Classes, Voters' Assemblies and holding of offices and/or membership in auxiliary organizations is encouraged to the extent that it does not distract from nor interfere with work at Martin Luther High School.

3. All faculty are required to have a Bachelor's Degree and meet accrediting requirements as specified in the Policies and Criteria manual of the North Central Association of Colleges and Schools. College transcripts and evidence of additional credits earned are to be on file with the office. The final decision as to the qualifications of faculty for a specific teaching assignment will be determined by the administrator.
4. Non-academic employees must meet the requirements for the positions for which they are hired. Qualifications and duties of these positions are outlined in specific job descriptions. Workshops and other professional growth experiences are encouraged and will be funded for each full-time employee as is practical.
5. Faculty are responsible for keeping their certification current and are required to provide to the office their current state teacher's certification.

(From Staff Qualifications section of the [Personnel Policy Manual](#))

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

Principal Steinhaus authors monthly bulletin inserts on relevant topics of today's society and how these are intertwined with Lutheran education and teaching students with a Jesus-first mentality, and has also been known to lead Bible studies, substitute for pastors, and act as a liaison for church subcommittees. He is also involved in community groups like the Chamber of Commerce, Kiwanis, the Empower Group, and will often interact and be in contact with other Christian schools in the area.

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

Principal Steinhaus helps put the budget together, works closely with the bookkeeper, the development director, and the treasurer, troubleshoots financial concerns, and is part of the team that manages the distribution of larger undesignated gifts. He is also involved in the writing of various grants.

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

Principal Steinhaus attends church and Bible study regularly and he has substituted as a Sunday school teacher and adult Bible study leader. He also authors brief messages in the area church bulletins monthly regarding MLHS and the important role of Christian education.

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

Principal Steinhaus often emphasizes his faith and permeates Christ in the culture of the school. He partakes in the development and promotion of the school theme - based on a Bible verse -

each year, leads daily devotions with the faculty, holds one-on-one student meetings, engages in class discussions, and promotes school advertising in the building and the community. He demonstrates his faith at board meetings, teaches religion classes at MLHS, and leads chapel at MLHS and occasionally at the area Lutheran grade schools. He takes personal responsibility that MLHS operates by a ministry-first approach, where Jesus is front and center.

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

Principal Steinhaus collaborates with faculty and staff within the school and others in the community on a daily basis. For example, he works with Mr. Watt (science teacher) for grants for the science department, the Director of Development on grants, the bookkeeper to brainstorm and keep abreast of the financial status of the school, the Guidance Director on students with extra needs, the Deans of the school on disciplinary issues, and collaboratively with others regarding decisions about daily operations and problems that may arise. He also teams up with multiple pastors to teach different topics in religion classes, providing greater opportunities for enhancing education. He also works closely with area Lutheran grade school principals and initiates collaborations with other area schools, regardless of denomination, for a cohesive approach to education.

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

Principal Steinhaus demonstrates the importance of daily devotion, prayer, and church attendance by making them a priority in his own life. He also encourages staff to attend conferences and workshops. This past school year, he created an opportunity for the MLHS faculty, and local grade school faculty members, to attend a professional development weekend at Camp Okoboji.

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

The goal of the current supervisory model is to integrate Jesus whenever possible and strive for excellence, not to micromanage the classroom. He also uses informal conversation and discussion with students as a classroom evaluation tool.

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

Principal Steinhaus attends student activities such as games, concerts, and plays. He often attends events for school families like weddings, funerals, and anniversary parties.

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

Principal Steinhaus attends Region IV Principal Meetings and the LCMS High School Principal's Meeting, as well as the Blue Earth Area Circuit Pastors' Meetings. He also ensures that Called teachers attend the district's annual educational conference. He also participates in

conversations outside of conferences and standard district meetings in order to maintain a Lutheran worldview at the 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.*

### **Administrator's job description**

Daily to:

1. Serve as chief spiritual and academic leader of the school.
2. Serve as chief student recruitment contact.
3. Serve as MLHS representative and communicator to the community at large.
4. In conjunction with other employees, plan and oversee the day-to-day calendar activities of the school.
5. Handle any spontaneous staff/student/parent concerns.
6. Serve as head of search committee for replacing any open employee positions.
7. Has responsibility for evaluation and supervision of personnel related to curriculum and instruction; counseling; co-curricular activities; and spiritual life.
8. Carry out the policies developed by the Board of Directors.
9. Provide information in regards to public relation and recruitment activities of the school to the Director of Public Relations and Recruitment.
10. Oversee the display of U.S. & Christian flag on campus.
11. Approve and sign all official correspondence for the school.
12. Resolve or refer to the Board of Directors any disputes that arise over discipline decisions made by the Dean of Students.
13. Advise athletic director in issues of concern in regards to the school's athletics program.

Monthly to:

1. Prepare Principal's report for monthly Board of Directors meeting.
2. Write agenda and report for monthly faculty meeting the week before meeting.
3. Attend monthly Board of Directors meeting as ex officio member.
4. Inform Board Chairman of any agenda items.
5. Receive input from the Student Council.
6. Prepare Principal's report for monthly Faculty meeting.

Quarterly to:

1. Meet with PTL Board and give report.
2. Delegate assembly duties: prepare agenda with Board Chairman, meet with and give report.
3. Attend Region 4 Lutheran Administrator meetings.

Annually to:

1. Complete annual Lutheran School Statistics form
2. Complete Lutheran Annual form
3. Prepare annual report for Pastors and Delegates
4. Prepare and follow through on employee contracts for the upcoming year
5. Generate and send annual 'accreditation report' due no later than May 15th
6. Plan faculty pre-school meeting in August
7. Prepare School Year Calendar
8. Recommend and approve graduation speaker in conjunction with Senior Class and Advisor
9. Recommend Martin Luther High Award recipient to the Board of Directors
10. Preside over end of school evaluation meeting
11. Follow through on faculty registration and attendance at District meeting and conferences that are required

(Taken from Principal/Administrator Ministry Description Summary section of Personnel Policy Manual)

### 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:** Answer listed after each question.

**Comments:** This is very evident when you see him in a public setting or at school/church functions.

## 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.*

4

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

[He is a member at Immanuel Lutheran Church - LCMS, Fairmont, MN.](#)

4

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



Immanuel Lutheran Church is an Association member of MLHS. Principal Steinhaus attends church and Bible study regularly.

2

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

He has his teaching certification/license, but does not have an administrator's license.

2

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.)

He has an advanced degree in apologetics, not administration.

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

**Identify and list supporting Evidence or Practices:**

**Comments:** Answers listed after each question.

### **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.*

3

Release time is provided for administrative duties for the school's primary administrator.

Yes, it is provided. However, due to budgetary constraints, he substitutes often during his release time.

3

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.)

He is responsible for teaching two and a half class periods per 8 period day.

4

Secretarial assistance is available for school purposes for at least one-fourth of each school day for every 50 students enrolled.

Office Manager hours are 7:30am-3:30pm five days a week, as well as special weekend events.

4

In a school with more than 200 students, an individual is designated as assistant administrator with associated administrative duties.

Our school currently operates with less than 200 students. There is no assistant administrator, but there is a Dean of Women and a Dean of Men to help with disciplinary issues. They are both faculty.

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

**Identify and list supporting Evidence or Practices:**

**Comments:** Answers listed after each question.

### **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.*

3

The administrator communicates frequently and regularly with pastor(s) and teachers individually and collectively.

Yes. He sets the agendas, attends and participates in regular staff meetings, and has an "open door" policy for staff to meet individually. He meets with area pastors for collective communication. He attends community and area church and Lutheran school events to interact on an individual basis. He also reaches out to address specific concerns as needed.

3

The administrator communicates effectively and frequently with families and students of all ages.

He communicates with parents at conferences, and as needed, regarding individual student success. He is also active in the community, at sporting events, and at area church and Lutheran school activities, building relationships and recruiting when opportunity arises.

4

A wide variety of venues both personal (one-to-one) and public are regularly used to facilitate effective communication.

Principal Steinhaus is present and speaks at various school and church events about the daily happenings of MLHS, speaks at board and faculty meetings, and has an "open door" policy for students, staff, faculty, parents, and community members. He also reaches out through email, phone communications, and personal meetings if needed for a more private conversation.

3

The administrator regularly spends a significant percentage of time listening, observing and speaking with parents, students and teachers.

Yes.

3

The administrator effectively communicates and works together with local public school officials.

Principal Steinhaus will contact local public school teachers, administrators, and officials on various topics for discussion when needed. He has developed multiple relationships with local schools in order to promote greater opportunities for extra-curricular activities as well.

3

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.

Principal Steinhaus is an active participant in policy management and creation.

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

**Identify and list supporting Evidence or Practices:**

**Comments:** Answers listed after each question.

**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.*

3

The administrator is involved in developing and managing the budget, including expenditures.

He is a critical part of putting together the annual budget along with the bookkeeper and treasurer. He also promotes good stewardship of the school's resources.

3

The administrator has overall responsibility to assure that the budget is managed responsibly, using generally accepted bookkeeping procedures and safeguards.

He is in regular communication with the bookkeeper and treasurer.

3

The administrator provides leadership in securing funds and resources, which may include individual, private, corporate, and/or governmental sources.

Yes, with the assistance of the Development Director, bookkeeper, and treasurer.

4

Funds provided by auxiliary organizations are allocated per governing board policy, in consultation with the school administrator and regularly audited.

Endowment funds are managed by The LCMS Foundation and they provide regular statements. The income is then deposited into the designated accounts.

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

**Identify and list supporting Evidence or Practices:**

**Comments:** Answers listed after each question.

**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.*

4

The administrator provides spiritual leadership for the school community and in the congregation(s) through word and example.

He lives his faith for all to see.

1

The administrator is a member of professional organizations.

Principal Steinhaus is not currently a member of any professional organizations.

3

The administrator provides leadership in curriculum development, staff development, congregational service, public relations, student evaluation and other school-related activities.

Principal Steinhaus encourages staff to try different things in the classroom and is always working to bring more PSEO classes to MLHS, as well as developing and expanding curriculum to integrate options such as the newly-built greenhouse. Periodically he works to bring in speakers for faculty meetings. He is

strong with PR in the local Lutheran elementary schools, leading chapels and occasionally teaching science units. Principal Steinhaus is also very involved in evaluating test scores for the school as a whole, as well as individual students.

2

Levels of responsibility and accountability are clearly defined. The administrator provides leadership for implementation of current educational technology, including necessary staff development and training.

There are clear descriptions of job duties and responsibilities listed in the Personnel Policy Manual. Accountability practices are always a work in progress and is a team effort between the principal and all staff members. Principal Steinhaus worked to implement Google Classroom with training for all teachers in order to provide students with learning opportunities when they are not able to be in the classroom. Teachers have also undergone training for a new student record system (JMC) implemented this past school year.

2

The administrator engages in an ongoing program of professional staff supervision.

There is not currently a professional organization performing evaluations on staff, and there is no set plan for staff supervision. Principal Steinhaus often engages in conversation with students, receiving feedback on teachers and their classrooms. Teachers also converse with each other frequently, giving and receiving feedback.

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

**Identify and list supporting Evidence or Practices:**

**Comments:** Answers listed after each question.

### 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?**

Principal Steinhaus is a very dedicated and active faith-oriented administrator who does a great job of recruiting and being an example of a faith-based leader.

**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.** There are concerns about Principal Steinhaus not having an administration degree, however he does have a teaching degree and a Masters in apologetics. With a school the size of MLHS, it may not be a relevant concern as he is meeting expectations and degrees of excellence without an administration degree. Principal Steinhaus would benefit from improving effective and clear communication, asserting leadership, and holding staff accountable. This may be best suited by having evaluations performed from inside and/or outside the organization, or attending professional development courses or workshops.

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

| STANDARD                       | RATING |
|--------------------------------|--------|
| <b>3B:02</b>                   | 3      |
| <b>3B:03</b>                   | 3.5    |
| <b>3B:04</b>                   | 3.1    |
| <b>3B:05</b>                   | 3.3    |
| <b>3B:06</b>                   | 2.4    |
| <b>Total:</b>                  | 15.3   |
| <b>Average:</b><br>(Total ÷ 5) | 3.06   |

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

| Section Totals<br>(NOT Averages) |        |
|----------------------------------|--------|
| STANDARD                         | RATING |
| <b>3A</b>                        | 15.3   |
| <b>3B</b>                        | 16.4   |
| <b>Total:</b>                    | 31.7   |
| <b>Average:</b><br>(Total ÷ 10)  | 3.2    |

## 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.

- [Personnel Policy Manual](#)
- [Job descriptions](#) for all non-administrative school positions
- Teacher portfolios
- Professional personnel files related to teacher qualifications and competency
- [Professional 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
- [Staff 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.

All teachers are required to have a Bachelor's Degree and meet accreditation requirements as specified in the Policies and Criteria manual of the North Central Association of Colleges and Schools. College transcripts and evidence of additional credits earned are to be on file with the office. The final decision as to the qualifications of a teacher for a specific teaching assignment will be determined by the administrator. (Information obtained from Personnel Policy Manual, p. 9)

1. What is the current student-teacher ratio?

Each class ratio varies, but typically it is a minimum of 1:1 and maximum of 27:1 ratio. Average is about an 8:1 ratio (9:1 when Jr Hi is not included).



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

Employees are encouraged to attend enrichment opportunities. For required in-service programs and conferences attended by employees, the full costs will be paid. Additional funding may be provided for coursework, conferences, clinics, or workshops that may be of particular need to the operation of MLHS. Decisions regarding funding will be made by the administration according to the expressed needs and availability of funds. The Parent-Teach League may also provide support. (information obtained from the Personnel Policy Manual, p. 12)

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

Faculty meetings occur on an “as needed” basis, where the full-time faculty are required to attend and part-time faculty are welcome to attend. Most faculty members meet every morning before school for devotions and to discuss any present issues, which includes student needs, athletics, schedules, etc. The morning meetings are sufficient for the day-to-day items and help with dealing with things more immediately. Full staff meetings are needed for more in-depth discussion of bigger items. Full meetings open with devotions/Bible study and then have a set agenda of a principal’s report, guidance director’s report, and reports from other staff and advisors. (Additional information in Staff Survey, Column H)

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

Teachers are to participate in the worship program of the school and also actively participate in the life of the congregation in which they hold membership. They are also to enrich the students emotional and spiritual life at the school by leading devotions and prayer before classes. Teachers generally agree that they share their faith with their students on a day-to-day basis. There is a rotation for leading chapel. Staff also participate in their congregations through choir and other music groups, attending Bible study, teaching Sunday school and/or VBS, and serving on various boards and committees. (additional information in Staff Survey, Column C)

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

There really isn't an induction process, per se. Position openings at MLHS are Called positions whenever possible. Exceptions to this would be situations where an unanticipated vacancy occurs or specialized skills are required. A Called staff member at MLHS is a minister of religion and is commissioned. High priority shall be made to employ teachers who are trained through a Lutheran School, preferably Missouri Synod. All staff are required to have a criminal background check which is kept in the staff member's personnel file. (Information obtained from the Personnel Policy Manual, p. 9)

1. Describe the ways teachers and staff members are equipped in current instructional technology. Staff members are encouraged to take seminars on technology use, which includes the option of STEAM conferences. Teachers are to incorporate student technical devices in their instruction. MLHS will occasionally hold our own in-services to address specific needs as well.

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

When non-rostered teachers are interviewed, they are asked about their Christian background and the importance of MLHS as a ministry of the LCMS. They are informed as to how that relates to the day to day operations of their classroom. If they are hired, they may learn by the daily devotions or through Lutheran continuing education seminars.

## 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 ( Information found in [Strategic Plan](#))

Nondiscriminatory salary and benefit scale (Information found in [District Compensation Guidelines](#))

## 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:

[See attached surveys completed by staff members.](#)

Comments:

## 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.*

4

All teachers demonstrate a personal relationship with Jesus Christ and a dedication to teaching in the Lutheran school.

Rating of 4. The teachers all belong to and are active in their congregations. Many of them have been teaching in the Lutheran system for upwards of 20+ years.

2

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.

Rating of 2. All full time faculty are currently on the roster, except the junior high teacher, who was just hired.

4

Teachers have been prepared and vetted following prescribed federal and state mandates for background checks and training.

Rating of 4. All personnel are required to have a background check completed. This is stated in the current Personnel Policy Manual.

4

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

Rating of 4. All teachers have current teaching certificates; however, some are from different states.

Identify and list supporting Evidence or Practices:

Teaching certificates are on file in the office.

Comments: The faculty and staff understand and live out the significance of their ministry here at MLHS.

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.*

3

Programs for teacher supervision/evaluation/growth have been adopted and are implemented by the administrator.

Rating of 3. Teachers were evaluated two years ago (2021) by the administrator. Copies of evaluations are available in teachers' files.

4

Teachers engage in professional development, including spiritual development and are accountable for implementation that supports student learning.

Rating of 4. Opportunity is provided for STEAM teachers to attend STEAM conferences on a yearly basis. Teachers also take advantage of webinars and other conferences in the area, including the Lutheran Educators Conference.

3

Teachers attend workshops, conferences, seminars and training appropriate to their position and discipline.

Rating of 3. Full time teachers are encouraged to attend the Lutheran Educators Conference to support their professional and spiritual development and aid in learning new techniques for student learning. Finances are sometimes a hindrance to participation in other conferences, such as the LEA Convocation.

3

LCMS Rostered teachers are provided opportunities to attend LCMS events.

Rating of 3. Teachers are provided opportunities to attend some of these events, but not all of them.

3

Teachers hold membership in professional organizations.

Rating of 3. Teachers are encouraged to belong to a professional organization, but it is not required. See staff survey for further information.

3

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

Rating of 4. Professionals in technology have come in to provide training to the staff. Staff also attend seminars on a regular basis. We also have our own technology department brief our staff on updates and changes as necessary. For example, a representative from JMC (our new grading program) came in and trained staff on how to use the program.

Identify and list supporting Evidence or Practices: See attached surveys completed by staff members.

Comments:

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.*

2

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

Rating of 2. Majority of the new staff are given support with informal (not assigned) mentors.

4

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

Rating of 4. Staff have attended various workshops to improve their knowledge and skills. See surveys for more information.

4

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

Rating of 4. Policies are in place. There is a Personnel Policy Manual for reference.

4

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

Rating of 4. Student:Teacher ratios vary from 1:1 to 27:1.

4

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

Rating of 4. Current student population is 51 (62 with junior high) and 17 teachers and staff. School policy states that for dances, parties, class trips, etc., there must be at least one adult supervisor/chaperone per 10 students (gender specific for class trips).

3

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

Rating of 3. The MN South District's salary and benefit scale is used as a guideline.

Identify and list supporting Evidence or Practices:

See attached completed surveys by staff members. The MLHS Personnel Policy Manual was also used for reference.

Comments:

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.*

3

Support staff (e.g., teacher assistants, student teachers, nurse) meets state requirements for their specific assignments.

Rating of 3. All meet state requirements.

2

Appropriate policies related to support staff are established and practiced.

Rating of 2. General policies are listed in the Personnel Policy Manual. However, policies specific for support staff do not exist.

3

Adequate training for support staff is provided.

Rating of 3. Support staff participate in annual blood-borne pathogen and first aid training.

2

Appropriate policies and training for volunteers are in place.

Rating of 2. Background checks are required, and volunteers are expected to be aware of and follow all school policies. However, policies and training specific to volunteers do not exist.

3

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

Rating of 3. Staff members strive to make this a better rating, but improvements can always be made in this area.

From a public school itinerant staff member: "I have worked as an itinerant staff member at Martin Luther High School for over twenty-five years on increasingly complex cases that include at-risk students. As of these past few years as I have entered the building for student problem-solving meetings, I have anticipated having the team come to the conclusion that they cannot serve the student based upon the high needs of the student. In every case, the teachers



and administration at Martin Luther High School make it their mission to surround the student with God's love and grace and they work hard as a team to help the student become successful. It is such a witness to me and I, in turn, get to tell this story to other educators. With integrity and passion, Martin Luther High School staff relate to students and families like no other school."

Identify and list supporting Evidence or Practices:

See attached surveys completed by staff members. The Personnel Policy Manual was also used for reference.

### 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

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

The strengths of this school are Christ-centered teachers and the opportunities to continue professional and spiritual growth.

A. 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.

The challenges for the staff are implementing techniques that have been gained from their professional development training, assigning veteran teachers to support and mentor the new staff, and creating and implementing policies related to support staff and volunteers.

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

| STANDARD                | RATING |
|-------------------------|--------|
| 4:02                    | 3.5    |
| 4:03                    | 3.2    |
| 4:04                    | 3.5    |
| 4:05                    | 2.6    |
| Total:                  | 12.8   |
| Average:<br>(Total ÷ 4) | 3.2    |

## 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.).**
  - ACT objectives and Jr. High ACT Aspire test
  - College expectations (Concordia-St. Paul being one example due to our relationship with them as we offer several PSEO courses on campus through them)
  - Minnesota state guidelines and standardized testing
  - The Bible and integrating the faith
  - Advanced Placement (AP) test expectations
  - Interviews with other teachers from the same field
  - Resources from college education classes
  - Jr. High materials from St. James Lutheran School Northrop, MN
  - Websites (i.e. modelinginstruction.org)
  
2. **Describe the curriculum changes implemented in the school during the past three years and the impact of these changes related to student learning.**
  - "Writing for Job Applications" unit for 10th grade English to teach students how to apply for jobs
  - Incorporated historical novels in U.S. History and Global Studies II to teach perspective
  - Modified AP Computer Science course to integrate the Replit coding environment
  - Intro to Tech curriculum to incorporate Ozaria on-line tool to increase technology integration
  - PE weight training program which created more interest in the class
  - Encourage seniors to take Consumer Math class to teach basic economic life skills

- Involvement of pastors into religion classes
- Inclusion of 7th and 8th grade from Northrop impacts changes that are significant to the expansion of MLHS and the continued growth of Christian education

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

- Lecture - using Google Slides or Powerpoint
- Question & Answer (both textbook & student-driven)
- Labs & modeling, group activities
- Student presentations
- Worksheets
- Oral reading
- Guest instructors and speakers
- Videos
- Multiple intelligence and hands-on teaching strategies
- Simulations
- Games
- Technology integration (Google Classroom, Google Docs & Slides, Quizlet, Gimkit, Kahoot, Actively Learning, EdPuzzle, Nearpod, Escape Rooms, Learning Legends, Go Formative, etc.)

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

- Morning meetings with whole faculty
- “Monthly” staff/faculty meetings
- Beginning and End-of-Year staff/faculty meetings
- Inter-department communication
- Email
- Face-to-face communication
- Daily mail
- Announcements
- Informal staff discussions
- Various committees
- IEP meetings
- Devotions
- Chapel
- Text discussions

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

- Following all guidelines in student IEP's and 504 plans
  - Shortened homework assignments where necessary
  - Modified tests (such as a test read to a student)
  - Extra time for assignments
- Small class sizes allow more individual attention and more 1-on-1 time
- Participation grades
- Sharing of student notes prior to a quiz or test
- Flex classes for student learning paths
- Seating arrangements modified for student success
- Modified lab
- Allow math students to correct errors
- Chunk large assignments to assist with planning and deadlines
- School counselor and addition of a Lutheran Special Education Ministries teacher to provide consultation and intervention

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

- JMC - online grading and communication system for students, parents, teachers, and staff
- Email to parents prior to tests or large projects, or if there is a student concern
- Art projects are displayed around the school for parents/visitors to see
- Parent/Teacher conferences are held twice per school year and as needed
- Two week notices are sent out via email to students who have a D or F two weeks prior to the end of the grading period

**7. Describe the 21<sup>st</sup> 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.).**

- Attending LEC conferences
- Attend STEAM conference annually for math and technology
- Keeping Minnesota and other teaching licenses up-to-date
- Attending workshops (i.e. Traverse des Sioux Library Co-op, focused on technology)
- Traveling to shared experiences
- Earning Master's degrees
- Participating in Webinars
- Personal reading pertaining to subject matter

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

- DVD's
- Online videos (Youtube)
- Google Slides, Docs, and Spreadsheets
- Kahoot, Quizlet, Gimkit, Typing.com, EdPuzzle, Actively Learn, Deck Toys)
- Noodle Tools
- Simulations
- Audio books
- ELM4you.com
- Maps & Pictures
- Calculators
- Sound system
- Phone applications where appropriate
- Guest speakers
- Field trips

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

- Teachers share links to online resources with their students through Google
- School library is accessible for books and magazines for student use
- Teachers teach how to use websites and evaluate online resources
- Interviews are conducted with community members pertaining to subject matter where appropriate.
- [elibrary.MN.org](http://elibrary.MN.org), Concordia St. Paul library, MLHS library,
- Noodle Tools
- Internet use (everyone has access to a device)

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

- 1st hour classes begin with a devotion & prayer
- Literature classes make Biblical connections
- Bible verses and hymn verses are incorporated into homework and tests where possible
- Christ-centered art themes (i.e. 500th anniversary of the Reformation)
- Selection of choral music to confess the Christian faith
- Study both Biblical and secular worldviews from an apologetic standpoint to defend our faith (i.e. Science)
- Focus on a Christian's role in our nation's government
- Daily Confirmation class for 7th and 8th grade
- Chapels three times a week (Monday, Wednesday, Friday)



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

- 1-to-1 devices for students
- School is equipped with Wi-Fi for all students to have access
- Higher speed internet access
- School allows students who do not have a device access to one from the computer lab
- See Technology Plan in documentation

**Required Evidence**

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

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

**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:**

[See teacher surveys question #10](#)

[Current Schedule](#)

**Comments:**

- Chapel is conducted three times a week (Monday, Wednesday, Friday)
- Religion classes are required for every student, every 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:**

- [Written Curriculum](#)

**Comments:**

- Curriculum is implemented as seen in curriculum documentation.

## 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.*

4

The school prepares students for the next level of education and life.

4

The school aligns its goals, curriculum and measures to those of the next level so that students transition successfully.

4

The school quantifies, tracks and publicly celebrates student success.

3

School leaders monitor and support the improvement of instructional practices used by teachers to ensure student success.

**Identify and list supporting Evidence or Practices:**

[See school mission and vision statement](#)

[Analysis of the results of standardized tests](#)

[Teacher survey](#)

**Comments:**

- See question #1 in teacher survey
- Students are taking PSEO and AP classes on MLHS campus
- School publishes honor roll in local newspapers

**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.*

3

The curriculum is aligned with delineated standards.

3

The curriculum is documented, assessed, monitored and challenges all students.

3

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.

3

The curriculum is aligned with LCMS teachings.

3

The curriculum ensures that students can pursue their God-given talents and passions.

4

The curriculum is used as an opportunity to proclaim the Gospel.

**Identify and list supporting Evidence or Practices:**

[Teacher survey](#)

[Written Curriculum](#)

**Comments:**

- All full-time faculty are installed Lutheran-Missouri Synod church workers

**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.*

4

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.

3

Classroom instruction involves a variety of strategies and settings that address diverse student needs and accommodate individual learning styles as fully as possible.

3

Evidence of active student engagement exists in every classroom.

3

Service learning is a component of the school's required program.

**Identify and list supporting Evidence or Practices:**

- See [teachers surveys](#) (questions 2, 3, 5, 7, 8, 9, 11)

**Comments:**

- Food drives annually for Heaven's Table in Fairmont, MN
- Children's Winter Carnival annually for the community
- Junior class participates in Adopt-a-Highway program
- Senior class assists area Lutheran schools with Field Day

**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.*

3

Teachers regularly participate in staff development activities designed to provide professional growth, improve instruction and enhance student learning.

3

Teachers pursue opportunities to interact with colleagues seeking ways to improve.

4

Teachers work together to share responsibility for student learning.

3

Teachers regularly share content, resources, instructional techniques and management skills.

3

School leaders empower teachers with time and resources that facilitate opportunities for communication and collaboration.

**Identify and list supporting Evidence or Practices:**

- [teachers surveys](#)

**Comments:**

- Daily devotions and mini-staff meetings
- See teacher survey question 4
- The school has hired a part-time special education teacher
- Teachers use email correspondence if there are students needing additional support

**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.*

3

Faculty members are users, instructors and participants in the process of engaging technology with the learning process in schools.

3

Faculty members acquire the necessary technology skills to use personally and integrate and guide student learning.

3

Clear and intentional planning and protocols for technology are in place.

3

Technology is integral to curriculum, instruction, assessment and a tool for teachers to personalize, enhance and improve instruction.

3

Student technology skills are sharpened and advanced through the integration of technology into the learning process.

**Identify and list supporting Evidence or Practices:**

- [teachers surveys](#)
- See [updated technology plan](#)

**Comments:**

- See teacher surveys (questions 2, 3, 8, 11)

**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.*

3

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.

3

Multiple forms of student assessment drive instructional strategies.

3

Student learning is monitored, tracked, recorded and reported regularly and continuously during the time the student is enrolled at the school.

3

A comprehensive program that examines student achievement with frequent progress monitoring is used to individualize instruction for student success.

**Identify and list supporting Evidence or Practices:**

[Teacher survey](#)

[Analysis of the results of standardized tests](#)

**Comments:**

- See teacher surveys (questions 1, 5, 6, 12)
- JMC online grading program allows students and parents to view grades online at any time.



## 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?**

Teachers use a wide variety of teaching strategies, and teachers use technology to enhance the learning environment.

**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.**

Improving the school leaders' abilities to monitor and support the instructional practices of the teachers.

**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                           | 3.7    |
| 5:04                           | 3.3    |
| 5:05                           | 3.3    |
| 5:06                           | 3.2    |
| 5:07                           | 3      |
| 5:08                           | 3      |
| <b>Total:</b>                  | 19.5   |
| <b>Average:</b><br>(Total ÷ 6) | 3.25   |

## 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 section 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 - [Student Parent Handbook](#) Pg 6-8
- [Admissions counselor position](#)
- Policies related to student matriculation - [Student Parent Handbook](#) Pg 9-15
- Policy for preparing volunteers
- [Athletic handbook](#)
- Samples of student cumulative records - [Held in the office](#)
- 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 - [Student Parent Handbook](#) Pg 6-8
- [Procedures for administering medication](#)
- Policies or procedures related to student matriculation - [Student Parent Handbook](#) Pg 9-15
- Teachers or supervisory personnel active involvement in recess supervision - NA
- Annual training for coaches and school volunteers -[Jaguar Activities Handbook](#) p. 6-8
- Daily cleaning and sanitizing schedules for areas where food is served or consumed - see: [custodian responsibilities](#)
- 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.  
There is an application form as well as other miscellaneous forms. If the family/student is not enrolled in one of our Lutheran grade schools and does not have a known history, an interview with the administration is conducted. The office is willing to answer any questions. We also run a day called Launch day for paperwork / admissions / club sign ups, etc.
2. Describe the counseling services available to students and their parents.  
MLHS has a guidance director on staff. The primary role of the guidance director is to assist

students to graduate from high school and assist them in the transition to post-secondary education (college applications, college entrance exams, and scholarships).

MLHS also helps implement specialized education plans (ISP's and 504's) for qualifying students done in conjunction with the special education department of the local public school system and our own learning specialist through the Lutheran Special Education Ministries Teacher (LSEM) . The MLHS learning specialist will also work with students who are identified as having additional needs that may not need an ISP, or 504, for either short term strategies or longer term help. All teachers are available for individualized academic assistance. Also, all teachers are available for spiritual guidance and prayer.

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

There is a "Back to School Social" held at the start of each school year. As part of that, all new parents and new students in attendance participate in a brief small group orientation with staff members. The Guidance counselor also meets with new families to distribute schedules, discuss student goals, and answer questions. The Student/Parent Handbook is shared with all families. Email/text communications are our primary means of connecting schools and families. There are frequent updates that roll out electronically. Our new grading system (JMC) also allows for immediate communication opportunities with families.

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

MLHS uses a broad academic base with accelerated courses as upper class electives as well as PSEO opportunities, both on campus and off. We also utilize standardized testing to assist students with strengths and weaknesses in addition to providing practice test taking that reflects college entrance exams, like the ACT. Freshman and Sophomores are slated to take the ACT Aspire test. Sophomores also take the ASVAB test. Juniors take the PSAT. Incoming freshmen take the Algebra Prognosis Test to see which math class they should be placed and also the PRE ACT Test. These standardized tests are consistently evaluated and reviewed for relevance and cost effectiveness.

The Guidance Counselor meets one-on-one with each student at least twice a year, and a Post High School Planning Night is hosted every November. Students also participate in ACE Career Days and the Education Fair held at Fairmont High School. Upperclassmen are allowed a limited number of excused absences for college visits, and college representatives come to MLHS to talk

with students about post high school planning.

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

- Basketball - (girls & boys); C, B, & A squads; co-oped with Truman H.S. & GHEC H.S .
- Soccer - (girls & boys); C, JV & Varsity; co-oped with Fairmont H.S.
- Volleyball (girls); C, B, & A squads; co-oped with Truman H.S. and GHEC H.S.
- Football (boys); C, JV & V; co-oped with Fairmont High School
- Cross County - (boys & girls); co-oped with Madelia and Truman.
- Track - (boys & girls); co-oped with Truman, GHEC, & Madelia H.S.
- Wrestling - (boys); co-oped with Fairmont, Martin County West and GHEC High Schools.
- Golf - (boys & girls); co-oped with Truman H.S. & GHEC H.S.
- Hockey (boys & girls); co-oped with Fairmont H.S.
- Softball - (girls) co-oped with Truman H.S. & GHEC H.S.
- Baseball - (boys); co-oped with Truman H.S. & GHEC H.S.
- Robotics - (boys & girls); Co-oped with Fairmont High School.
- Cheerleading - Winter - Co-oped with GHEC and Truman High Schools
- Drama - (boys & girls); MLHS alone
- Spirit Club - (boys & girls); MLHS alone
- Student Council - (2 reps from every class, plus a president & vice president chosen at large from Junior and Senior class); MLHS alone
- National Honor Society - MLHS alone (candidates from 10th, 11th, & 12th grade). MLHS alone
- Trap - (boys & girls) - MLHS alone. Fall and Spring.
- The Shield yearbook (boys and girls) -MLHS alone
- The Knightly News newspaper (boys and girls)-MLHS alone
- Class officers (boys and girls)-four members elected from each class
- Knights for Life
- Empower - With Martin County Schools.

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

- ★ As a school we have made “Wrapped in Jesus Love” packages and donated them to food shelves, funeral homes, and pregnancy centers in order to send the message of Jesus’s love to those who may need to hear it.
- ★ All of our senior classes complete a mission oriented project as part of (or before) their class trip.
- ★ We have put together “Operation Christmas Child” boxes.
- ★ Students donate (time, talents and items) to the Dinner Auction.

- ★ Seniors leave a legacy gift to the school from their class funds.
- ★ The Student Council conducts a Food Drive annually.
- ★ The MLHS Choir sings at area churches.
- ★ The Junior and Senior students write an Advent Devotional book that gets distributed to the area congregations as well as with alumni (some international students) and their families as well as financial supporters throughout the US.
- ★ Each Grade at MLHS leads one chapel during the school year.
- ★ Students are allowed and encouraged to help with the music at chapels. We have a student play piano for the hymns.
- ★ Other opportunities are seen in athletic teams praying together. Good sportsmanship is a visible means of displaying our Christian faith.
- ★ The school “rewards” these actions by offering a Service Extra-curricular Letter distinguished as the “5:16” award: named after Matthew 5:16. This award does need to be applied for.

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

We have staff rotations to cover after-school duty, game supervision, chaperoning of dances, etc. Some events include parent volunteers either by request or by means of PTL, or other committee responsibilities. Coaches and Athletic Directors have meetings before the season with parents and players in order to go over the rules of the MSHSL and the Joint Jaguar Sports.

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

It is not an “official” child care program, but a different staff member each week stays until 5 pm so that any remaining students waiting for rides will be supervised.

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

NA

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

NA

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

We do disaster drills yearly (weather permitting) as well as lockdown drills. We have not recorded the dates of these drills.

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

[See Crisis Management Plan](#)

[See Student Parent Handbook page 41 Safety Procedures](#)

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

Each fall every staff member is encouraged to go through a Blood Borne Pathogen training as well as other classes covering bullying, seizures, concussions and other health issues. We either attend a seminar or take an online class & test. We have also been involved in CPR and AED training. Lockdown procedural training is provided by the Martin County Sheriff Department.

14. How are student health records maintained and used?

Health records are held and maintained by the Fairmont Public School System. We work with them as their health services are provided to us as part of the public school structure. We receive regular nurse visits and health screenings for our students.

15. Describe the food services provided.

Several local restaurants take turns catering warm food (about two days a week) and St. James Lutheran in Northrop will cater the other three days for student lunches. Many times this will include Gluten Free options. Students may also bring in their own lunch. The catered lunch cost is \$4.50 and includes the meal and a glass of milk.

### 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

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:

[Student-Parent Handbook](#) - IEP, ISP, IHP, or 504 policy page 30-31

[Student-Parent Handbook](#) - PSEO classes on pages 10-11

Comments:

1 - We comply with all the requests of the Public School district in regards to student services. We will also lobby on behalf of students and families for evaluations for special needs with the help of the Lutheran Special Education Ministries Teacher if we deem them necessary. We will also write our own 504 plan for students; sometimes this is a collaborative effort with the Public Schools. If an ISP plan is needed, this is collaborative. Samples can be shared in the office.

## 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.*

3

Student applicants are admitted per established written admission criteria.

3

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

2

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

3

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

Identify and list supporting Evidence or Practices:

All this information is provided in our [Student/Parent Handbook](#) pages 6-7, 9, 30-31, 9-15.

Comments:

2 - We have a well documented pattern of success in the application process as well as customizing a plan to help students with special needs. School records are kept securely in the office with restricted access. The guidance counselor, administrator, and faculty are available to help address emotional, social, or psychological needs. Requirements for grade promotion and graduation are published in the handbook and discussed with students and families.

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.*

3

The school provides a variety of extracurricular activities that meet the needs and interests of the students and reflect the purpose of the school.

2

Extracurricular activities are carefully supervised by trained personnel.

3

Those who supervise extracurricular activities accept the purpose of the school.

3

Background checks are completed and on file for those who supervise extracurricular activities.

Identify and list supporting Evidence or Practices:

Extracurriculars, see [Student/Parent Handbook pages 34-39](#) and [Athletic Policy](#)

Supervision, see [Student/Parent Handbook page 17](#)

See background check form - [Ministry Mobilizer](#)

Comments:

3 - MLHS works to provide a variety of opportunities for students. As a school we look to be excellent in the areas of curricular and extracurricular opportunities as well as in the area of faith development. MLHS operates as a member school of the Minnesota State High School League. MLHS sufficiently provides these opportunities and trained personnel to supervise them.

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.*

3

Immunization documentation, health tests and screenings conducted at the school conform with local and state laws.

3

First-aid supplies are available and readily accessible to authorized personnel.

1

Requirements for safety are conducted and recorded (i.e., fire, tornado, intruder and other drills).

2

Plans are developed and implemented for blood-borne pathogens, asbestos, CPR, first-aid training and the distribution of medication.

3

Background checks are conducted for all who have contact with students on a regular basis.

3

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.

3

The school ensures the safety and security of its students when online.

Identify and list supporting Evidence or Practices:

[Immunization documentation is held by Fairmont Public Schools.](#)

See [First Aid supplies document](#).

See [Medication Distribution document](#).

See [Child Abuse Policy](#)

See [Computer Safety 4.0](#)

See [Crisis Policy for first aid and crisis management](#).

Comments:

4 - We meet the criteria as laid out; however tornado drills and lockdown drills must be done more regularly.

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.*

2

Care is taken to ensure cleanliness where meals or snacks are consumed.

3

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.

Identify and list supporting Evidence or Practices:

Comments:

5 - Lunch is catered into the school. There is significant time and effort to make sure there is adequate diversity and portion sizes for the students all at a cost that demonstrates good stewardship.

### *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)

A. Based on evidence, what are the strengths of the school related to Standard 6?

Martin Luther High School is open and cooperative to working with the public sector to the benefit of the students and families of the school.

MLHS operates a thoughtful battery of tests to assist in the students’ success.

A. 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.

Whereas, all areas need the flexibility for improvement, presently, all of the necessary pieces of the student services seem to be in place.

A. What is the school’s average rating for all General Indicators of Success for Standard 6, rounded to the nearest tenth?

| STAND<br>ARD               | RATING |
|----------------------------|--------|
| 6:02                       | 2.75   |
| 6:03                       | 2.75   |
| 6:04                       | 2.57   |
| 6:05                       | 2.5    |
| Total:                     | 10.57  |
| Average:<br>(Total ÷<br>4) | 2.64   |

## 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  
[https://drive.google.com/file/d/1T7pVHqV2VhH0HWS\\_FeXgOmFd0No-KWR/view?usp=share\\_link](https://drive.google.com/file/d/1T7pVHqV2VhH0HWS_FeXgOmFd0No-KWR/view?usp=share_link)
- Long-range plan for facility improvements, additions or expansion
- Budget line items committing financial support of ongoing maintenance and immediate facility improvements  
[https://drive.google.com/file/d/1Y3pdJdBL7GNIQQn2XYZQTMLBDTi4sHD7/view?usp=share\\_link](https://drive.google.com/file/d/1Y3pdJdBL7GNIQQn2XYZQTMLBDTi4sHD7/view?usp=share_link)
- Inventory of instructional hardware and equipment, including technology infrastructure

[https://docs.google.com/spreadsheets/d/1MEMIzJgNLQEdSZp6lqa34FUwa7pO2n9861zXxY-awwl/edit?usp=share\\_link](https://docs.google.com/spreadsheets/d/1MEMIzJgNLQEdSZp6lqa34FUwa7pO2n9861zXxY-awwl/edit?usp=share_link)

[https://drive.google.com/file/d/1COXGpoHzAqXw08lCgVCfHRP-10wAe9kS/view?usp=share\\_link](https://drive.google.com/file/d/1COXGpoHzAqXw08lCgVCfHRP-10wAe9kS/view?usp=share_link)

- Certificates of compliance related to health and safety practices
- Cleaning schedules and custodial duties

<https://drive.google.com/open?id=1kltufV-9xHHkDXZDD2BHlpzxwGm3YRXI>

- School lockdown plan

[https://drive.google.com/open?id=1FRoDmX1\\_oozMR4ilnrMAv7kX4CMj93oO](https://drive.google.com/open?id=1FRoDmX1_oozMR4ilnrMAv7kX4CMj93oO)

## 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).

[https://drive.google.com/file/d/1LwnzWLS1OV7CTWe22MgAFZ2vCNyMhWTQ/view?usp=share\\_link](https://drive.google.com/file/d/1LwnzWLS1OV7CTWe22MgAFZ2vCNyMhWTQ/view?usp=share_link)

Martin Luther Association churches owns ten acres of land located in Martin County within Rutland Township which is the site of Martin Luther High School at 315 Martin Luther Drive, Northrop, Minnesota. The main school building is attached to a metal structure known as the Lutheran Activity Center (gymnasium). The LAC also houses a classroom, a weight room, three storage rooms and a concession stand/kitchen. The main school building has eight classrooms, three bathrooms, two locker rooms, a faculty workroom, a cafeteria, and four offices. A nearly finished greenhouse is adjacent to the science classroom. The greenhouse has two rooms: one of which is used for growing plants and housing an aquaponic system, the other room is a classroom/shop.

The grounds include a grass soccer/playing field, renovated softball field, two dugouts, two storage sheds one of which is newly built in 2019, and a large gravel parking lot.

Another small parcel located in Northrop on Bridgeman Street is where the MLHS baseball field is located. This consists of 3.3 acres and has a concession stand, two sets of bleachers, two dugouts, a complete outfield fence and a wooden storage shed. A new chain link fence backstop was installed in 2019. This field is also completely lit for night games.

1. Describe how general maintenance and repair of the physical facilities is ensured.

The school administrator has regular discussions with trustees and the custodian as well as the faculty and staff about any maintenance issues that need to be completed. Large projects and renovations are planned and implemented through small committees and approved by the board. Outside contractors are hired as deemed necessary.

1. Describe how the school ensures that it complies with laws, health and safety requirements and building codes.

To the best of the knowledge of this committee, there are no required annual building/grounds inspections that need to be added at this time. All plumbing and electrical work required at the facility is performed by licensed individuals. Fire extinguishers are also inspected on an annual basis. MLHS has installed designated handicap parking stalls. Emergency exit routes are established and posted in each classroom. MLHS does not have a commercial kitchen for the cafeteria, eliminating food preparation and the concerns that would entail.

1. Describe the maintenance and cleaning schedule of the facility.



MLHS has a very dedicated custodian that cleans the school building 6 to 7 times per week depending upon weekend and evening activities at the school. The washrooms are cleaned daily at a minimum, and twice daily on game days. MLHS PTL purchased an automatic floor scrubber and carpet cleaner to assist with his duties. Attached is the detailed job description for the part-time custodian.

1. What is the relationship of the school administrator and faculty with the custodial staff?

The school administrator and faculty have open lines of communication with the part-time custodian and regularly discuss any maintenance issues that need to be completed.

1. What part of the physical plant has been changed in the last three years?

A nearly finished greenhouse was built that contains a greenhouse half and classroom half. A large storage shed was built to replace older storage. An outdoor chapel/stage area was built during the covid crisis. A stove and dishwasher were added to the kitchen. Front door video monitoring and lock was installed in 2018.

1. What long-range plans are in place for ground and site development?

No immediate plans are being considered other than upgrades and improvements within our existing facilities. There may be some need to flip rooms as the population of the school changes with the integration of a Jr. High program.

1. How are students protected from outsiders before, during and after school?

Individual classrooms are locked throughout the school day, the main entrance doors are locked and video monitored by the office during the school day.

## 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.

Although there are no absolutely hazard free environments, potential hazards have been addressed by MLHS. The school is free of electrical hazards. Fire exits are all open to provide emergency egress. The only stairs in the entire facility are to access the weight room, and they are not accessible to the public. The halls have been covered with a non-slip epoxy to help eliminate slips, trips, and falls.

YES

NO

Identify and list supporting Evidence or Practices:

MLHS staff conducts several fire and tornado drills as well as lock-down drills throughout the school year to keep the procedures fresh in the students' minds . All location Fire Extinguishers are updated and verified annually by Mankato-Fairmont Fire & Safety organization. The building is completely handicap accessible for all public purposes.

Comments:

7:02\* Facilities fully conform to all applicable laws, including health, safety and building codes.

To the best of the knowledge of this committee, there are no required annual building/grounds inspections that need to be added at this time. All plumbing and electrical work required at the facility is performed by licensed individuals. Fire extinguishers are also inspected on an annual basis. MLHS has installed designated handicap parking stalls. Emergency exit routes are established and posted in each classroom. MLHS does not have a commercial kitchen for the cafeteria, eliminating food preparation and the concerns that would entail.

YES

NO

Identify and list supporting Evidence or Practices:

MLHS has installed designated handicap parking stalls. All location Fire Extinguishers are updated and verified annually by Mankato-Fairmont Fire & Safety organization.

Comments:

### 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.

The school and individual classrooms are adequately sized for the current number of students. The inside of the school is cleaned on a daily basis, and the grounds are mowed by volunteers from area congregations to maintain an attractive setting.

*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.*

3

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.

3

All teaching/learning areas are properly ventilated, lighted and have adequate space for the number and size of the students.

3

The buildings are cleaned daily and the restrooms are sanitary.

3

School furniture is sufficient in quantity and age appropriate.

3

The school administrator(s) participates in the supervision of those who maintain the physical facilities.

3

Adequate provisions exist for offices, area for students needing care, recreation, library/media center and space for small-group instruction.

3

The school facility supports and provides for the integration of technology and learning.

Identify and list supporting Evidence or Practices:

The school and individual classrooms are adequately sized for the current number of students. The learning areas are supplied with desks of appropriate size to accommodate the number, age and size of students at MLHS. Most classrooms have been updated with permanent projectors.. The classrooms are all on one level, facilitating access of all classrooms by a student in a wheelchair. A wireless network provides internet access anywhere in the facility. The entire facility, with the exception of the gym and the classroom associated with the gym, is air conditioned to provide a comfortable learning environment during warm fall and spring days. Furnaces and air conditioning units are inspected yearly.

MLHS has a very dedicated custodian that cleans the school building 6 to 7 times per week depending upon weekend activities at the school. The washrooms are cleaned daily at a minimum, and twice daily on game days. MLHS PTL purchased an automatic floor scrubber and carpet cleaner to assist with his duties.

There are ample desks and/or tables to supply each classroom with sufficient seating for each student. The nature of having only secondary education age allows for the fact that full sized desks are adequate

for each classroom. The number of lockers is more than sufficient to allow each student his or her own locker.

The school administrator has regular discussions with trustees and the custodian about any maintenance that needs to be completed. Large projects and renovations are planned and implemented through small committees and approved by the board. Outside contractors are hired as deemed necessary.

MLHS addresses the student needs by having multiple uses for many rooms. For example, Room 101 serves multiple purposes as the English room as well as the library and media center. Although MLHS has the library/media center located in Room 101, it is not separated from the classroom area of the room, potentially creating disturbance of either the class taking place or the use of the library/media material. The faculty room can be used if a student requires isolation from the group in the event of illness, but the room is not specifically designed as a health area. Although there is sufficient space and privacy in the counselor's office, the remainder of the office area space is quite limited. Our front lobby contains additional gathering space and gives the students a more relaxed study environment with several couches and a conference table. There are several storage locations located throughout the school as well as a storage building located on the school grounds. Space is provided for athletic events in the gymnasium, softball field, and baseball diamond.

Audio-visual presentations are made possible in all classrooms. MLHS Technology committee has implemented a high level of wireless connectivity throughout the entire facility, including all corners of the gymnasium. MLHS maintains a cooperative learning experience with Gemini Studios of Fairmont, conducting classes at MLHS using high-tech video equipment and computers. Their classroom in the gymnasium allows them to live-stream athletic and fine arts events on the world wide web.

Comments:

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.*

3

The Christian flag flies alongside the American flag at the same entrance.

3

Christian banners, pictures and posters are displayed in the hallway, entryway, gymnasium and classrooms.

3

A cross is hung in a prominent place.



An outdoor sign is continually updated with various messages of witness to the community.

NA

Identify and list supporting Evidence or Practices:

The Christian and American flags are flown on the outdoor flagpole, in the Music Room where all chapels are conducted, and in the gymnasium where sporting and other events are held. Various wall hangings and posters are displayed throughout the hallways and classrooms. We have several types and sizes of crosses with the most prominent public display being a backlit cross that may be seen from the parking lot and as far away as Highway 15.

Non-specific witnesses include the tidy, well-lit school grounds, but also include events held at the school including rummage sales, the benefit auction, other school events, fundraisers, and external organization events (via MLHS rental) that bring the general public into the school where the specific witness tools mentioned below can be seen. Specific Christian witnesses to the community include, but are not limited to:

- "Martin Luther" High School signs located on the main highway
- Periodic billboards in the local community
- Mini golf booth at the county fair
- Booth at the county fair promoting Christian education sponsored by MLHS with area Lutheran grade schools
- Bible verses on signs and banners throughout the facility
- Prayer opens all sports events that take place in the gymnasium.
- Cross located in the gym
- Posters and Christian flags are displayed in the individual classrooms.

Our outdoor signage consists of a solar lit cement logo sign and flag pole located in the front yard that is visible to all traffic. A television located in the front lobby is continually displaying current events,

relevant public announcements and student accomplishments. Due to budget constraints, we do not have an outdoor sign with the capabilities of continually updating messages.

Comments:

7:05: The building and grounds provide a safe school environment.

[https://drive.google.com/file/d/1JYa6pXgpl6kEFG8FsbHgXQfYS6\\_bu-kz/view?usp=share\\_link](https://drive.google.com/file/d/1JYa6pXgpl6kEFG8FsbHgXQfYS6_bu-kz/view?usp=share_link)

*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.*

3

Policies and procedures are in place to maintain a safe school environment.

3

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.

3

The school limits access to the facility, has locked entrances and is secure during normal school hours.

3

Crossing guards, lanes and school speed zones are provided where needed.

3

A safe, carefully supervised procedure for loading and unloading students in cars, buses and other vehicles is in effect.

Identify and list supporting Evidence or Practices:

Although there are no absolutely hazard free environments, potential hazards have been addressed by MLHS. The school is free of electrical hazards. Fire exits are all open to provide emergency egress. The



only stairs in the entire facility are to access the weight room, and they are not accessible to the public. The halls have been covered with a non-slip epoxy to help eliminate slips, trips, and falls.

The baseball field and softball field both have fences to provide a boundary between players and streets. Considering the large amount of space between the school and the highway and the fact that the school itself is bordered by only one road, this greatly limits the access by vehicle.

The main entrance doors are locked during the school day, individual classrooms are locked throughout the school day. MLHS is equipped with a security camera and remote lock system for the front door during school hours.

Loading and unloading of students occurs on private property and the school building itself is essentially isolated from traffic; therefore, crossing guards are not necessary. There is a cement driveway from the school to the connecting 175th Street, where the general public travels. The posted speed zone is 25 MPH when students are present on the adjacent 175th Street. No Parking Zones signs are posted for a fire lane outside the building along with the yellow No Parking stripe directly outside the front door.

Comments:

## 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

A. Based on evidence, what are the strengths of the school related to Standard 7?

We provide a clean, well-maintained learning facility that we feel students can thrive in.

- A. 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.

As with many private schools, budget constraints will not easily be resolved; therefore, security and unnecessary expenses such as lit welcoming signs are not at the top of the expenditures list.

- A. What is the school’s average rating for all General Indicators of Success for Standard 7, rounded to the nearest tenth?

| STAND<br>ARD            | RATING |
|-------------------------|--------|
| 7:03                    | 3      |
| 7:04                    | 3      |
| 7:05                    | 3      |
| Total:                  | 9      |
| Average:<br>(Total ÷ 3) | 3      |