

National Lutheran School Accreditation

Validation Team Report

Revised September 2022

St. John's Lutheran Church and School

Chaska, MN 55318

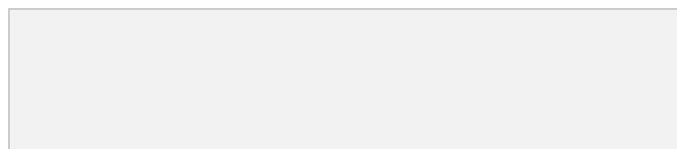
April 24-26, 2023

Jason Roslansky (Team Captain)

Emily Anderson

Dawn Regan

Bailey Bautch



FOREWORD

Becoming accredited is a strenuous process. The school and its administration are highly commended for their efforts in this ongoing accreditation process. The preparation and the arrangements for the Validation Team were well done. It is the hope and prayer of the members of the Validation Team that the enclosed document is accurate and helpful for the continued improvement of St. John's Lutheran Church and School.

The members of the Validation Team express sincere gratitude to the administration, staff and community of St. John's for the opportunity to serve on the Validation Team and for the kindness shown during the visit.

St. John's is a good program. This was reflected not only in the Self-Study Report but also in the comments and observations of the Validation Team. The school effectively represents the Christian faith and values not only to its children and families, but also to the surrounding community.

The Self-Study Report is carefully written and includes specific recommendations to be considered seriously by the school and all constituents of St. John's. Not every suggestion must be followed, however, each is to be considered and addressed in follow-up reports, specifically the annual ongoing cumulative report submitted to the school's district office.

The report was written collaboratively and edited by the Validation Team with minor editing completed by the Team Captain. The report reflects the talents and expertise of all team members. Wherever possible, specific and practical recommendations were made to help address concerns.

The Team Captain, Team Members and the Consultant pledge their continued support and assistance in the implementation process and look forward to hearing about and/or seeing the progress of the School Action Plan.

May the Lord richly bless the staff and constituents of St. John's so that with the power of the Holy Spirit they might continue to proclaim His Gospel ever more effectively to the children and families they serve.

In His Service,
Jason L Roslansky
Validation Team Captain

DISCLAIMER

Limitations on the distribution, use and scope of this document.

It is the official intent of the National Lutheran School Accreditation Commission that this report is considered a privileged document, to be submitted by the Team Captain of the Validation Team directly to the administration of the school. The distribution of the report and its availability for public consideration rests solely in the hands of the school administration.

Neither the Team Captain nor the other members of the Validation Team are authorized to release any of the information contained in this report without the approval of the administration of the school.

The primary purpose of the Validation Team was to examine the educational ministry of the school, including curriculum, learning materials, student needs and interests, staffing and facilities. The Validation Team assessed the effectiveness of the total school program in meeting the educational objectives and National Lutheran School Accreditation Standards.

It is not the purpose of the Validation Team to evaluate individual teacher performance. The use of this report as an official assessment of any staff member's professional competency is a violation of the process and is not the intent of the school evaluation. Such use is inherently invalid since at no time during the Validation Team Visit was the team concerned with the evaluation of individual teacher performance.

The Validation Team and the Validation Team Report assist the school in its own process as a guideline for continuous growth. Neither the team nor the report is presumed to be the authority for validating any claims regarding health, safety or personnel issues. Such matters are the sole responsibility of the school.

Validation Team Member Biographic Information

Dawn Regan (Team Member) currently serves as the director of Open Arms Christian Early Childhood Center in Bloomington, Minnesota. She earned a Bachelor's degree in Early Childhood Education with a minor in Bible from Crown College in St. Bonifacius, Minnesota. Professional experience includes teaching early childhood education in toddler and preschool classrooms. Experience with National Lutheran schools includes leading Open Arms Christian Early Childhood Center in their first National Lutheran School Accreditation and serving as a validation team member.

Bailey Bautch (Team Member) currently serves as one of the 4th grade teachers at Rochester Central Lutheran School in Rochester, Minnesota. She earned a Bachelor's degree in Elementary Education with an endorsement in mathematics from Bethany Lutheran College in Mankato, Minnesota. Professional experience includes; 6th grade, 5th/6th S.T.E.A.M at Milroy Public School in Milroy, Minnesota, 5th grade mathematics at St. Clair Public Elementary School in St. Clair, Minnesota, and 5th/6th/7th/8th grade mathematics and 4th grade at Rochester Central Lutheran School in Rochester, Minnesota. Her experience with National Lutheran School Accreditation includes assisting in Rochester Central Lutheran School during their 2022 Accreditation.

Jason L Roslansky (Team Captain) currently serves as the Principal/Teacher of Immanuel Lutheran Church and School, in Lakefield, MN. He earned a Bachelor's of Science in Political Science with an emphasis in education from South Dakota State University. He completed a Master's Degree in School Administration from South Dakota State University. His professional experience includes twenty-one years of teaching and administration between Lutheran Church Missouri Synod and public schools from Minnesota to Alaska.

Emily Anderson (Team Member / Consultant) serves as the administrative assistant, athletic director, and 8th language arts teacher at Immanuel Lutheran School – Silo in Lewiston, MN. Emily has a Master's Degree in Education, with an emphasis in administration, from Concordia University – Nebraska. She is proud to have taught in a variety of different single and multi-grade classrooms ranging from first grade through eighth grade including five years as a school principal as well. Her experience with NLSA began in 2013 as a team member. Emily is the Commissioner for Accreditation for the Minnesota South District and enjoys the privilege of visiting many Lutheran Schools.

REPORT SUMMARY

Overall School Performance Level

Standard	Rating Total	Possible Score
Standard 1	11	16
Standard 2	32	40
Standard 3	29	40
Standard 4	9	16
Standard 5	17	24
Standard 6	11	16
Standard 7	9	12
Total	118	164
Average (total ÷ 41, rounded to hundredths decimal)	2.88	4.00

The Validation Team’s Overall Impression of the School

The Holy Spirit is present in bringing the message of Jesus Christ to the students of St. John’s Church and School. St. John’s has stayed a light and the light is growing throughout the community of Chaska. The congregation, staff, and supporting stakeholders of St. John’s are providing an educational bedrock for the students.

Outstanding Strengths

- St. John’s Lutheran Church and School has a strong commitment to Lutheran doctrine with the intent to remain steadfast in this teaching.
- St. John’s has outstanding staff members; administration, teachers, and other support personnel are highly committed to the mission of the church and school.
- There is direct, purposeful, and personal communication in many avenues (church to school; school to church; school/church to families).
- St. John’s has an intentional plan to meet the needs of all students.
- There is strong congregational support of St. John’s Lutheran School and encourages the faith development of students and their families.
- St. John’s is blessed with a large, well-maintained facility.

Major Deficiencies

NONE

Accreditation Recommendation

We the members of the Validation Team recommend

Accreditation in Good Standing	Yes
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Provisional Accreditation	
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Denying Accreditation	
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for **St. John’s Lutheran School of Chaska, MN**

Team Captain Principal Jason L. Roslansky

TEAM FINDINGS

The Team Findings section presents the Validation Team's evaluation of the NLSA Standards and Indicators. It also identifies Strengths, Concerns and related Recommendations that were identified by the Validation Team through a review of the school's prepared documentation along with observations and interviews that were conducted during the visit.

Accreditation Standards and Indicators

Standards define what's important for schools to be successful. In an accreditation self-study process they provide the educational community with the opportunity to evaluate a school's effectiveness, identify strengths and concerns and plan for intentional and continuous improvement. They establish benchmarks that schools must achieve through intentional planning and assessment. The NLSA standards are a compilation of expectations related to what is most important for Lutheran schools. They have been refined and adjusted and align closely with the research based standards that have been prepared by secular partner accrediting agencies. They allow Lutheran schools to use the very best that the educational community has prepared while staying true to the mission of sharing Christ with children and families.

This section contains an evaluation of each NLSA Accreditation Standard and Indicators, conclusions related to strengths and concerns that were identified by the visiting team and evidence and practices that led to the team's conclusions. Indicators are evaluated and rated individually by the visiting team using a four-level performance rubric. The Standard Performance Level is the average of the indicator scores for the standard.

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.

Standard 1: Purpose

The purpose/philosophy/mission statement serves as the basis for forming school goals, learner outcomes and actions 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.

Does the school comply with the Required Indicators for Standard 1?

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

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

YES

NO

Are required evidentiary pieces for Standard 1 prepared and in good order?

Standard 1 Required Evidence*: Written purpose/philosophy/mission statement

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>1:03 School leadership (administration and governing board) uses the mission statement as the foundation and reference for all planning.</p>	<ul style="list-style-type: none"> ● The school's purpose was developed in accordance with governance policy. ● The school's purpose is engaged, aligned and enacted with its vision, values, school goals, learner outcomes and student activities. ● The school's mission statement supports and aligns with the congregational mission statement. 	<ul style="list-style-type: none"> ● Our Promises to You ● School Visioning PPT (Meeting - November 2019) ● School Strategic Plan 2019-2020 ● School Strategic Plan 2020-2021 ● School Website ● Church Website ● Staff Meeting Minutes ● Interview during tour 	3	3
<p>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.</p>	<ul style="list-style-type: none"> ● The school's purpose is communicated effectively to staff, students and stakeholders. ● The school regularly evaluates and reviews the alignment of purpose, vision, values, school goals, learner outcomes and student activities. 	<ul style="list-style-type: none"> ● Meeting Minutes ● Strategic Planning Documents ● Survey Results ● Narrative in Self-Study ● Interview with Administration 	3	3
<p>1:05 The school's purpose is displayed and reflected in school activities and in the teaching/learning environment in classrooms.</p>	<ul style="list-style-type: none"> ● The school's purpose is displayed in each 	<ul style="list-style-type: none"> ● Photos of mission statements ● School Website ● News & Notes Examples ● Staff Updates 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>classroom and in the hallways.</p> <ul style="list-style-type: none"> ● The school's purpose is readily seen on the school's website. ● The school's purpose is included in written communications distributed to families, such as the PTL handbook and promotional materials that are supplied to prospective families. ● School events, curriculum and discipline are aligned with the school's mission statement and purpose and promote a positive teaching/learning environment. 	<ul style="list-style-type: none"> ● Observations 		
<p>1:06 New employees are informed about the school's purpose and its appropriate engagement.</p>	<ul style="list-style-type: none"> ● New employees are given an orientation packet and have an orientation meeting with the school administrator. ● New employees utilize mentors to assist them in learning about the 	<ul style="list-style-type: none"> ● Mentor Checklist ● Personnel Manual ● Parent & Student Handbook ● Weekly Staff Updates ● Conversation with Principal 	<p>3</p>	<p>2</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	school's purpose and how to carry it out. <ul style="list-style-type: none"> • The school's purpose is outlined in the job description for each employee. 			
Total			12	11
Standard One Overall Rating (Total ÷ 4, Rounded to the Nearest Tenth)			3	2.8

What is the overall Validation Team rating for Standard 1? 2.8

Did the Validation Team change any ratings that were assigned by the school?

YES

NO

If YES, what was the justification for changing the rating?

- 1:06 The school’s purpose is not clearly defined in job descriptions.

What strengths have been validated by the team in this area?

- The online presence on St. John’s website clearly communicates the mission of the school.
- The mission statement is clearly communicated to staff and new staff members
- It is evident that St. John’s is mission-minded and intentional.
 - Intentional community outreach
 - Plans to stay in the center of the town
 - Future partnership with the city on shared spaces

What concerns have been validated by the team in this area?

None

What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?

- 1:04 The wording of the mission statement is inconsistent from the online publications to the printed materials (specifically the Personnel Manual on page 2).
- 1:06 Job descriptions are missing the “Mission Statement and/or Purpose”. Update job descriptions to include the mission statement.

Standard 2: Relationships

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.

Note: Section 2 is divided into three categories: school and congregation, school and community and school climate. 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.

Does the school comply with the Required Indicators for Standard 2?

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

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

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

YES

NO

Are required evidentiary pieces for Standard 2 prepared and in good order?

Standard 2 Required Evidence*: Written nondiscrimination statement

YES

NO

Standard 2 Required Evidence*: School discipline code

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>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.</p>	<ul style="list-style-type: none"> ● The pastor is acknowledged as the spiritual leader of the whole congregation, including the school. ● The pastor demonstrates that he is the spiritual leader of the school and congregation. ● The congregation provides spiritual support for the school and its students. ● Pastor(s) and school staff 	<ul style="list-style-type: none"> ● Photos of pastors leading chapel. ● Pastors teach confirmation and religion class ● Confirmation Handbook ● School Website ● Church Website ● Job Description / Director of Family Ministry ● Director of Music /Job Description ● Staff Interview ● Pastor Interview 	<p>3</p>	<p>4</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	regularly demonstrate support for each other's ministry.			
<p>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.</p>	<ul style="list-style-type: none"> ● Students participate regularly in congregational life through planned activities available and coordinated with the congregation. ● School staff members are actively involved in worship and congregational life in their parish. ● The school and congregation plan and work together on behalf of families who do not have an identified church home or who do not attend church regularly. ● The school supports LCMS missions. ● Called teachers participate in required district conferences and events. 	<ul style="list-style-type: none"> ● Acolyte Training Video ● Chapel Schedule ● Preschool in Church Service ● K-8 in Church Service ● Teacher District Conference Form ● St. Johns Bylaws pg 8-9 ● Board Interview ● Administrative Interview ● Chapel Offering Designations ● Interview with pastors 	3	3
<p>2B:02 The school's student population reflects the ethnic, racial and economic diversity</p>	<ul style="list-style-type: none"> ● The school studies the community 	<ul style="list-style-type: none"> ● Demographic Report 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
of the community in which it is located.	<p>demographics and compares the information to the demographics of the student body.</p> <ul style="list-style-type: none"> ● The school embraces and celebrates the demographic diversity of the students it serves and the surrounding community. ● The school has developed ways to enroll students from the community who do not have the economic resources to support tuition-driven enrollment. 	<ul style="list-style-type: none"> ● School Growth Committee ● Participation in Community Events ● St. John's Demographics ● Tuition Rate Statement ● Scholarship Application Form 		
2B:03 The school promotes and encourages the involvement of its teachers and students in community activities.	<ul style="list-style-type: none"> ● The school seeks ways to involve its students and teachers in service to the community. ● Staff members are encouraged and provided with opportunities, planned by the school and its congregation, to participate in community activities and 	<ul style="list-style-type: none"> ● Photos of Community Events ● Photos of Service Events ● Pastor is Chaplain for local police department ● Interviews with the Teachers ● Interviews with Pastors 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>service organizations.</p> <ul style="list-style-type: none"> • Staff members are engaged in community service. 			
<p>2B:04 The school has an active Parent-Teacher Organization and/or other parent support groups.</p>	<ul style="list-style-type: none"> • The school sponsors educational opportunities for parents and provides a wide variety of parenting resources. • 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. 	<ul style="list-style-type: none"> • Parent (Moms) Bible Study Group • Photos of PTL Sponsored items • Parent Education Events • Interviews with Parents 	3	3
<p>2B:05 The school is known, respected and maintains a positive perception in its community.</p>	<ul style="list-style-type: none"> • The school is known and respected in its community. • The school regularly and frequently shares information with its constituents. 	<ul style="list-style-type: none"> • Facility Calendar • Food Distribution to Community • Chapel Led by MLHS staff • Band offerings through local Lutheran high school • NLSW gatherings • Interviews with pastors 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> ● Good relationships exist with the local public schools. ● School facilities are available, when practical, for use by appropriate community groups and activities. 			
<p>2C:02 The school's Christ-centered ethos is visible and evident to visitors.</p>	<ul style="list-style-type: none"> ● Students demonstrate love for others in response to Christ's love for them. ● Teachers' care for student needs is prominently enacted throughout the school. ● Students worship together daily, either in each classroom or in a school-wide appropriate worship experience with other students. ● Classroom environment, hallway decorations and posted classroom projects demonstrate respect for 	<ul style="list-style-type: none"> ● Classroom Observations ● Observation of Chapel ● Photos of Bulletin Boards ● Student Led Prayers ● Narrative in Self-Study ● Tribe (Chapel Family) Events ● Interviews with parents ● Prayer List ● Interviews with Staff 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>teachers and peers.</p> <ul style="list-style-type: none"> ● Student behavior is appropriate to encourage growth and to maintain the school's chosen teaching/learning environment. 			
<p>2C:03 Teachers and staff members recognize, value and respect the needs of students.</p>	<ul style="list-style-type: none"> ● Teachers demonstrate love for all students in Christ. ● Teachers attend to the individual needs of students. ● Teachers integrate faith principles throughout the day and pray with their students. ● Students are challenged to do their best. ● Students' spiritual needs are given appropriate support by church and school. ● Law and Gospel are properly divided when discipline is administered. 	<ul style="list-style-type: none"> ● Classroom Observations ● Parent & Student Surveys ● School Discipline Code ● Student Council ● Administrative interview ● Pastor Interview ● Board Interview ● Parent interviews 	<p>3</p>	<p>4</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> ● Staff demonstrates positive school spirit. ● Through the school's discipline code, students are assisted to grow in self-control out of love for Christ. ● When desirable and practical, students are given the opportunity to participate in making school decisions. 			
<p>2C:04 School personnel model Christ's love in their relationships with parents and guardians.</p>	<ul style="list-style-type: none"> ● School personnel are approachable and receptive to parental questions or concerns. ● Parents are viewed by teachers as school partners in the education process. ● Staff members understand and relate appropriately with school families. ● Parents and guardians are made to feel welcome at the school. ● The school provides opportunities for 	<ul style="list-style-type: none"> ● Survey Results ● Parent & Student Handbook ● Promotional Materials inviting parents to events ● PTL Minutes ● PTL Agendas ● PTL Volunteers ● Observations of staff / family interactions. ● Interviews with teachers ● Interviews with parents 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	parents to be involved at the school. <ul style="list-style-type: none"> ● The legal rights of parents and legal guardians are protected. ● Parents are encouraged to be positive and supportive of the school. 			
2C:05 Faculty and administration respect and support one another as individual, fellow members of the body of Christ.	<ul style="list-style-type: none"> ● Faculty and administration gather for devotions regularly. ● Faculty and administration speak positively about their co-workers at the school. ● Faculty and administration demonstrate support of one another in tangible ways. 	<ul style="list-style-type: none"> ● Staff Prayer & Devotion Schedule ● Prayer Request List ● Staff Meeting Notes ● Interviews with teachers ● Observation of staff devotion and prayer ● Interview with pastors 	3	3
Total			30	32
Standard Two Overall Rating (Total ÷ 10, Rounded to the Nearest Tenth)			3.0	3.2

What is the overall Validation Team rating for Standard 2? 3.2

Did the Validation Team change any ratings that were assigned by the school?

YES

NO

If YES, what was the justification for changing the rating?

- 2A:04 The pastors demonstrate spiritual support and leadership beyond what is expected.
- 2C:03 St. John's staff consistently seek to meet the needs of all students. The addition of a new staff position for the upcoming school year will further support the academic success of the students.

What strengths have been validated by the team in this area?

- St. John's teachers demonstrate Christian care and concern for each student's entire well-being.
- The school climate represents that of a loving family.

What concerns have been validated by the team in this area?

None

What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?

None

Standard 3: Leadership

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. In that case, Section 3A: Governance, would not apply.

Does the school comply with the Required Indicators for Standard 3?

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

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

YES

NO

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

YES

NO

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

Are required evidentiary pieces for Standard 3 prepared and in good order?

Standard 3 Required Evidence*: Board or governing authority handbook or policy manual including policies relating to roles of board, administrator and pastor

YES
 NO

Standard 3 Required Evidence*: Administrator’s job description

YES
 NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>3A:04 The governing authority is organized around written policy and understands and operates within its role and function.</p>	<ul style="list-style-type: none"> The governing authority provides for grievance and due process resolution procedures. The governing authority meets regularly and has clearly defined 	<ul style="list-style-type: none"> Personnel Manual Section 6.2 Congregational Bylaws Board of Ed Policy Document Board Minutes Executive Council Minutes Interview with Board Members 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>policies regarding open attendance at meetings and executive sessions.</p> <ul style="list-style-type: none"> ● The governing authority has established process policies that set forth the style and rules by which the governing authority will complete its tasks and processes. ● Governance policies are determined at official meetings and recorded in the minutes, including appropriate updates and changes to policy. ● Minutes are recorded for each meeting and circulated to all members. ● Governing authority policies are collected into a policy manual, separate from the minutes. ● The governing authority makes appropriate reports to the operating organization(s). ● Neither the governing authority nor its individual 			

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>members involve themselves in the day-to-day operations of the school.</p>			
<p>3A:05 Governing authority policy supports effective personnel.</p>	<ul style="list-style-type: none"> ● Written policy delineates roles and responsibilities of the board or governing authority. ● Comprehensive job responsibilities and/or limitations are in place for the administrator. ● The governing authority evaluates the head administrator annually based on the job description. ● The governing authority receives reports from the administrator at each meeting. ● The governing authority has written policies or position descriptions clearly delineating relationships between the head administrator and pastor(s). 	<ul style="list-style-type: none"> ● Voters Annual Report ● Leadership Flow Chart ● Principal's Job Description ● Business Manager Job Description /Congregational Bylaws 	<p>3</p>	<p>2</p>
<p>3A:06 Governing authority members meet prescribed qualifications and are trained regarding roles and responsibilities.</p>	<ul style="list-style-type: none"> ● Written policies define qualifications for board or 	<ul style="list-style-type: none"> ● Board of Ed Training ● Interview with Board 	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>governing authority members.</p> <ul style="list-style-type: none"> Governing authority members are required to participate in professional development regarding roles and responsibilities of the governing body and its individual members. 	<ul style="list-style-type: none"> Congregation By-Laws Leadership Flow Chart 		
<p>3A:07 The governing authority establishes and employs systematic planning for school improvement.</p>	<ul style="list-style-type: none"> The governing authority has a process in place for evaluating the effectiveness of the school that includes a needs-assessment process integral to school-wide systematic planning. Long-range goals or desired outcomes are developed from the planning process. 	<ul style="list-style-type: none"> Teacher Evaluation Forms Strategic Planning Staff Interviews Board Interviews Administration Interview Business Manager Interview 	3	3
<p>3A:08 The governing authority provides strong financial leadership for the school.</p>	<ul style="list-style-type: none"> The board or governing authority establishes policies that provide for sound budget planning and fiscal operations. The board or governing authority approves the budget (including annual tuition and fees) for 	<ul style="list-style-type: none"> Voters Annual Report Interview with Business Manager Interview with Administrators Tuition Model Options 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>the school or has developed policies to empower individuals with that responsibility.</p> <ul style="list-style-type: none"> • The board or governing authority accepts, reviews and devises strategies to react to concerns expressed in the annual financial audit. 			
<p>3B:02 The administrator meets qualifications required for the position.</p>	<ul style="list-style-type: none"> • The principal is a member of The Lutheran Church – Missouri Synod, Rostered or eligible for Roster status. • The administrator holds active membership in the congregation supporting the school and is regular in Church attendance and Bible study. • The administrator holds current, appropriate state certification or is actively working toward obtaining required certification. • The administrator has a master’s degree in education, with no fewer than 	<ul style="list-style-type: none"> • Van Lunen Certificate • Masters Degree • SLED Certificate • Interview with principal 	<p>2</p>	<p>2</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>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.)</p>			
<p>3B:03 The administrator is provided adequate support to complete required tasks.</p>	<ul style="list-style-type: none"> ● Release time is provided for administrative duties for the school's primary administrator. ● The school administrator is released from teaching duties for at least one-fourth of each day for every 50 students enrolled. (If administrative duties are shared, then release time may be shared.) ● Secretarial assistance is available for school purposes for at least one-fourth of each school day for every 	<ul style="list-style-type: none"> ● Assistant Principal Schedule ● Assistant Principal Job Description ● Business Manager Job Description ● Principal's Job Description ● Principal's Schedule ● Events Coordinator Job Description ● Preschool Director Job Description ● School Secretary Job Description ● Interview with administration department 	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>50 students enrolled.</p> <ul style="list-style-type: none"> In a school with more than 200 students, an individual is designated as assistant administrator with associated administrative duties. 			
<p>3B:04 The administrator is an effective communicator.</p>	<ul style="list-style-type: none"> The administrator communicates frequently and regularly with pastor(s) and teachers individually and collectively. The administrator communicates effectively and frequently with families and students of all ages. A wide variety of venues both personal (one-to-one) and public are regularly used to facilitate effective communication. The administrator regularly spends a significant percentage of time listening, observing and speaking with 	<ul style="list-style-type: none"> Weekly Staff Update Staff Meeting Minutes Teacher Evaluation News and Notes Principal Report to Brd of Ed District 112 Communication Parent Student Handbook Pastor Interview Board Interview Parent Interview 	<p>3</p>	<p>4</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>parents, students and teachers.</p> <ul style="list-style-type: none"> ● The administrator effectively communicates and works together with local public school officials. ● The administrator compiles such policies, procedures or practices as appropriate for effective communication to the various school communities into student and/or parent handbooks/manuals. 			
<p>3B:05 The administrator is engaged in the process of developing and managing the budget.</p>	<ul style="list-style-type: none"> ● The administrator is involved in developing and managing the budget, including expenditures. ● The administrator has overall responsibility to assure that the budget is managed responsibly, using generally accepted bookkeeping procedures and safeguards. ● The administrator provides leadership in securing funds and resources, 	<ul style="list-style-type: none"> ● Voters Annual Report ● All For One Funds ● Interview with Administrative Team ● Interview with Business Manager ● Interview with Board 	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>which may include individual, private, corporate, and/or governmental sources.</p> <ul style="list-style-type: none"> ● Funds provided by auxiliary organizations are allocated per governing board policy, in consultation with the school administrator and regularly audited. 			
<p>3B:06 The administrator is committed to personal development and the development of staff members.</p>	<ul style="list-style-type: none"> ● The administrator provides spiritual leadership for the school community and in the congregation(s) through word and example. ● The administrator is a member of professional organizations. ● The administrator provides leadership in curriculum development, staff development, congregational service, public relations, student evaluation and other school-related activities. ● Levels of responsibility and 	<ul style="list-style-type: none"> ● Staff Evaluations ● SLED Certificate ● Van Lunen Certificate ● Teacher Evaluation Material ● Staff Teams ● Staff Flow Chart ● Church Bylaws ● Administrative Interview ● Staff Interview 	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>accountability are clearly defined. The administrator provides leadership for implementation of current educational technology, including necessary staff development and training.</p> <ul style="list-style-type: none"> The administrator engages in an ongoing program of professional staff supervision. 			
Total			29	29
Standard Three Overall Rating (Total ÷ 10, Rounded to the Nearest Tenth)			2.9	2.9

What is the overall Validation Team rating for Standard 3? 2.9

Did the Validation Team change any ratings that were assigned by the school?

YES

NO

If YES, what was the justification for changing the rating?

- 3A:05 The principal does not receive a formal, annual evaluation.
- 3B:04 The validation team believes that Principal Gilmore goes above and beyond the expectations in terms of communication.

What strengths have been validated by the team in this area?

- Principal Kendra Gilmore is an outstanding school administrator as demonstrated through her involvement, commitment, and care shown to staff, students, and the entire school community.
- St. John's has a clear organizational structure for leadership that supports the success of the school.
- The administrative team has delegated responsibilities well, and has effectively worked to maintain a strong Lutheran school.

What concerns have been validated by the team in this area?

- 3B:02 The administrator does not have the appropriate state certification to be a principal.

What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?

- 3A:05 Conduct formal, annual principal evaluations.
- 3B:02 Consider the feasibility and reality of the principal obtaining a MN principal's license.

Standard 4: Professional Personnel

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.

Does the school comply with the Required Indicators for Standard 4?

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

YES

NO

Are required evidentiary pieces for Standard 4 prepared and in good order?

Standard 4 Required Evidence*: School's staff development plan

YES

NO

Standard 4 Required Evidence*: Non-discriminatory salary and benefit scale or policy

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
4:02 Christ-centered teachers have qualities and qualifications necessary for success in	<ul style="list-style-type: none"> All teachers demonstrate a personal relationship with Jesus Christ and a dedication 	<ul style="list-style-type: none"> Survey Results Personnel Manual 	2	2

<p>their defined areas of service.</p>	<p>to teaching in the Lutheran school.</p> <ul style="list-style-type: none"> ● Full-time faculty members are on the Roster of the LCMS, eligible to be on the Roster of the LCMS or are actively enrolled in the colloquy program. ● Teachers have been prepared and vetted following prescribed federal and state mandates for background checks and training. ● Full-time professional staff members have appropriate teaching certificate(s) from the state and meet requirements for their specific assignments. 	<ul style="list-style-type: none"> ● Background Study List ● Discussions with staff ● Observation of Religious Instruction 		
<p>4:03 Teachers are informed of, and subsequently evaluated and supported in the continuing pursuit of professional growth and development.</p>	<ul style="list-style-type: none"> ● Programs for teacher supervision/evaluation/growth have been adopted and are implemented by the administrator. ● Teachers engage in professional development, including spiritual development and are accountable for implementation that supports student learning. ● Teachers attend workshops, conferences, seminars and training appropriate to their position and discipline. ● LCMS Rostered teachers are provided opportunities to attend LCMS events. ● Teachers hold membership in professional organizations. 	<ul style="list-style-type: none"> ● Teacher Evaluation Materials ● Personnel Files ● Devotion Schedule ● Continuing Education Certificates ● Discussions 	<p>2</p>	<p>2</p>

	<ul style="list-style-type: none"> The school provides opportunity, training and support so that teachers may effectively and appropriately engage technology in classroom instruction. 			
<p>4:04 Teachers and support staff are empowered and equipped to effectively accomplish their assigned task.</p>	<ul style="list-style-type: none"> New teachers receive thorough orientation and are supported with experienced, assigned teaching mentors. Teachers demonstrate and continuously improve knowledge and skills necessary for effective instruction and modeling of Christ-centered values. Policies related to teachers and support staff are established and practiced. The average student-professional personnel ratio is appropriate for the age and level of the students and ensures optimal student growth. The number of staff members is adequate to provide effective instruction and supervision for students at all school activities. The nondiscriminatory salary and benefit scale is adopted and implemented for all personnel. 	<ul style="list-style-type: none"> Continuing Education Certificates Teacher Surveys Parent Surveys Salary Guidelines Personnel Manual Teachers Manual Interview with business manager 	2	2
<p>4:05 Employees and volunteers serving in support roles have the qualifications and training necessary for success in their defined area of service.</p>	<ul style="list-style-type: none"> Support staff (e.g., teacher assistants, student teachers, nurse) meets state requirements for their specific assignments. 	<ul style="list-style-type: none"> Volunteer Guidelines Survey Results Interviews with Board of Education 	3	3

	<ul style="list-style-type: none"> • Appropriate policies related to support staff are established and practiced. • Adequate training for support staff is provided. • Appropriate policies and training for volunteers are in place. • Staff members understand and relate appropriately with students and their families. 	<ul style="list-style-type: none"> • Interview with principal • Staff Meeting agendas 		
Total			9	9
Standard Four Overall Rating (Total ÷ 4, Rounded to the Nearest Tenth)			2.3	2.3

What is the overall Validation Team rating for Standard 4? 2.3

Did the Validation Team change any ratings that were assigned by the school?

YES

NO

If YES, what was the justification for changing the rating?

N/A

What strengths have been validated by the team in this area?

- St. John’s has an experienced, and highly dedicated staff who are true servants to the Call.

What concerns have been validated by the team in this area?

- 4:02 Not all teachers are rostered or eligible for roster.
- 4:03 Teachers lack memberships in professional organizations.
- 4:05 There is no formal training process for volunteers.

What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?

- 4:02 Continue the supporting of all staff members in the pursuit of the colloquy process
- 4:03 Consider supporting staff members in obtaining memberships in professional organizations that would enhance their teaching abilities.
- 4:05 Implement formal policies and training for volunteers.

Standard 5: Teaching and Learning

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.

Does the school comply with the Required Indicators for Standard 5?

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

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

Are required evidentiary pieces for Standard 5 prepared and in good order?

Standard 5 Required Evidence*: 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.)

YES

NO

Standard 5 Required Evidence*: A current schedule is prepared for each classroom, indicating clearly when subjects (activities) are taught and during what periods.

YES

NO

Standard 5 Required Evidence*: 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.

YES

NO

Standard 5 Required Evidence*: 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.

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
5:03 The school community builds and maintains a vision, direction and focus for student learning.	<ul style="list-style-type: none"> The school prepares students for the next level of education and life. The school aligns its goals, curriculum and measures to those of the next level so that students 	<ul style="list-style-type: none"> SWCHS Recommendation - online from high school. This link is expired but is an example. SWCHS Recommendation Email Map Testing Acadience Testing Gradelink 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>transition successfully.</p> <ul style="list-style-type: none"> ● The school quantifies, tracks and publicly celebrates student success. ● School leaders monitor and support the improvement of instructional practices used by teachers to ensure student success. 	<ul style="list-style-type: none"> ● Staff Mid-Year Meeting Form ● Staff Observation Form ● Licensure Certificate - Technology Training ● Licensure Certificate - Gradelink Training ● Licensure Certificate - Math Curriculum Training ● Mentor New Staff Checklist ● Spelling Bee Participants & Awards ● Presidential award winners ● Honor & Merit Rolls - posted each trimester in News & Notes ● Artwork/projects created by students are highlighted in frames outside of the school office ● Discussions ● Curriculum Guide 		
<p>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.</p>	<ul style="list-style-type: none"> ● The curriculum is aligned with delineated standards. ● The curriculum is documented, assessed, monitored and challenges all students. ● The curriculum reflects research, best practices and 	<ul style="list-style-type: none"> ● Curriculum Guide ● Classroom Schedule K-4 ● Classroom Schedule 5-8 ● MN Standards for Education ● Chapel Picture ● Narrative in the Self-Study ● Curriculum Rationale Document ● Interview with Teachers 	3	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>high standards in education and it is designed to ensure that every student receives Christ-centered, rigorous and sequential academic preparation.</p> <ul style="list-style-type: none"> ● The curriculum is aligned with LCMS teachings. ● The curriculum ensures that students can pursue their God-given talents and passions. ● The curriculum is used as an opportunity to proclaim the Gospel. 			
<p>5:05 Teachers use a wide variety of instructional strategies that engage students and ensure mastery of learning expectations.</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Survey results K-3 ● Survey Results 4-8 ● Extras for Students ● Out of Classroom Extras ● Enrichment Opportunities ● Math Class Splits ● Water Experiments ● Escape Room ● STEM Project ● 8th graders laying wreath on Korean War Memorial in DC ● Laying a Wreath on Tomb of the Unknown in DC ● Feed My Starving 	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> ● Classroom instruction involves a variety of strategies and settings that address diverse student needs and accommodate individual learning styles as fully as possible. ● Evidence of active student engagement exists in every classroom. ● Service learning is a component of the school's required program. 	<p>Children</p> <ul style="list-style-type: none"> ● 8th Grade Veterans Breakfast ● 8th grade Veterans Day Chapel ● Reading Buddies with upper grades ● Dissection in Science ● Faith in Blue ● National Day of Prayer ● LSW Mission Video ● Tribe Events 		
<p>5:06 Teachers intentionally communicate and collaborate to improve instruction and student learning.</p>	<ul style="list-style-type: none"> ● Teachers regularly participate in staff development activities designed to provide professional growth, improve instruction and enhance student learning. ● Teachers pursue opportunities to interact with colleagues seeking ways to improve. ● Teachers work together to share responsibility for student learning. 	<ul style="list-style-type: none"> ● Licensure Certificate - Technology Training ● Licensure Certificate - Gradelink Training ● Licensure Certificate - Math Curriculum Training ● 2022-2023 Job Responsibilities ● Staff Meeting Agenda '23 ● LEA Convocation ● Principal attended Van Lunen ● Colloquy Program ● Outstanding Teacher of the Year Certificate ● Mentor Checklist 	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> ● Teachers regularly share content, resources, instructional techniques and management skills. ● School leaders empower teachers with time and resources that facilitate opportunities for communication and collaboration. 			
<p>5:07 Technology enhances and enriches the students' learning environment.</p>	<ul style="list-style-type: none"> ● Faculty members are users, instructors and participants in the process of engaging technology with the learning process in schools. ● Faculty members acquire the necessary technology skills to use personally and integrate and guide student learning. ● Clear and intentional planning and protocols for technology are in place. ● Technology is integral to curriculum, instruction, assessment and a 	<ul style="list-style-type: none"> ● Curriculum Guide Including Method Materials and Assessments ● Technology Curriculum ● Technology Use Form ● Technology Policy ● IXL ● Lexia ● MAP testing ● Students in Computer Lab ● Survey Results ● Classroom observations 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>tool for teachers to personalize, enhance and improve instruction.</p> <ul style="list-style-type: none"> Student technology skills are sharpened and advanced through the integration of technology into the learning process. 			
<p>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.</p>	<ul style="list-style-type: none"> The school monitors, reviews, evaluates and modifies its curriculum based on the use of school-wide student data that is generated by multiple tools and surveys. Multiple forms of student assessment drive instructional strategies. Student learning is monitored, tracked, recorded and reported regularly and continuously during the time the student is enrolled at the school. A comprehensive program that examines student 	<ul style="list-style-type: none"> Curriculum Update Schedule Gradelink MAP Testing MAP Test Results Acadience Student Permanent Records #1 Student Permanent Records #2 Sample Kindergarten Report Card Sample 2nd grade info letter Teacher Interview 	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	achievement with frequent progress monitoring is used to individualize instruction for student success.			
Total			18	17
Standard Five Overall Rating (Total ÷ 6, Rounded to the Nearest Tenth)			3	2.8

What is the overall Validation Team rating for Standard 5? 2.8

Did the Validation Team change any ratings that were assigned by the school?

YES

NO

If YES, what was the justification for changing the rating?

- 5:02 Curriculum is not aligned to any specific delineated standards.

What strengths have been validated by the team in this area?

- The curriculum guide is a strength observed by the validation team.
- The intentional integration of faith is evident in curriculum and instruction.

What concerns have been validated by the team in this area?

N/A

What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?

- 5:02 Continue working with curriculum documents to align with desired standards.
- 5:03 Formalize a method of seeking input from St. John’s alumni and parents regarding the academic and social transition to secondary education.
- 5:04 Take the curriculum to the next step by mapping it out to delineated standards.
- 5:06 Provide teachers with designated time to collaborate, plan, and share resources.
- 5:08 Provide formalized documentation of their analysis of how they use testing to address student needs.

Standard 6: Student Services

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.

Does the school comply with the Required Indicators for Standard 6?

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

YES

NO

Are required evidentiary pieces for Standard 6 prepared and in good order?

Standard 6 Required Evidence*: Enrollment / admission policy

YES

NO

Standard 6 Required Evidence*: Crisis emergency plan

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>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.</p>	<ul style="list-style-type: none"> ● Student applicants are admitted per established written admission criteria. ● Permanent cumulative records for each student are maintained, stored and shared in compliance with state and federal law ● The school administers and practices written procedures for addressing students' emotional, social and psychological needs. ● Procedures are established for evaluating students for promotion and/or graduation. 	<ul style="list-style-type: none"> ● Parents are to register on TADS ● Admissions Process Page ● Admissions Checklist ● New Student Application ● Parent Student Handbook ● Photos of files stored in locked cabinets ● Observation of locked files ● Discussion with office personnel regarding student file policies ● Counselor Monthly Schedule ● Suicide Prevention / Behavior problem ● Uses Friendly as an SEL curriculum ● Specific grade parent and student information letters ● Report card 	3	3
<p>6:03 Extracurricular activities provide opportunities for students to further enhance God-given talents and abilities.</p>	<ul style="list-style-type: none"> ● The school provides a variety of extracurricular activities that meet the needs and interests of the students and reflect the purpose of the school. ● Extracurricular activities are carefully 	<ul style="list-style-type: none"> ● Athletic Handbook ● Website ● After school art class ● Church members or teachers supervise ● Observations ● Interviews with staff/students ● Background Check Form 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>supervised by trained personnel.</p> <ul style="list-style-type: none"> ● Those who supervise extracurricular activities accept the purpose of the school. ● Background checks are completed and on file for those who supervise extracurricular activities. 	<ul style="list-style-type: none"> ● Parent & Student Surveys 		
<p>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.</p>	<ul style="list-style-type: none"> ● Immunization documentation, health tests and screenings conducted at the school conform with local and state laws. ● First-aid supplies are available and readily accessible to authorized personnel. ● Requirements for safety are conducted and recorded (i.e., fire, tornado, intruder and other drills). ● Plans are developed and implemented for blood-borne pathogen, asbestos, CPR, 	<ul style="list-style-type: none"> ● Technology policy and Permission Form ● Suicide Prevention / Behavior problem policies ● Record of Emergency Drills ● AED Machine ● Emergency Handbook ● First Aid Kits ● Immunization Policy and records ● Accident Report ● CPR and First Aid Certificates ● Discussion with school nurse 	3	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>first-aid training and the distribution of medication.</p> <ul style="list-style-type: none"> ● Background checks are conducted for all who have contact with students on a regular basis. ● Training for the recognition of child abuse and the protection of children is required for all who have contact with students on a regular basis. ● The school ensures the safety and security of its students when online. 			
<p>6:05 School food services meet or exceed national and state guidelines.</p>	<ul style="list-style-type: none"> ● Care is taken to ensure cleanliness where meals or snacks are consumed. ● Where food service is provided, adequate and qualified personnel are available to plan and serve a variety of well-balanced, wholesome meals in full accordance 	<ul style="list-style-type: none"> ● Kitchen License ● Kitchen Inspection Report ● Lunch Menus ● Contract with District 112 food service ● Observation of cleaning after meals 	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	with federal guidelines.			
Total			12	11
Standard Six Overall Rating (Total ÷ 4, Rounded to the Nearest Tenth)			3.0	2.8

What is the overall Validation Team rating for Standard 6? 2.8

Did the Validation Team change any ratings that were assigned by the school?

X

YES

NO

If YES, what was the justification for changing the rating?

6:04 changed from 3 to 2 because there is not regular training for recognition of child abuse and mandated reporting.

What strengths have been validated by the team in this area?

- St. John’s has a comprehensive plan in place for admissions. They ensure that the LCMS beliefs are clearly communicated in the admissions process.
- St. John’s offers additional extracurricular opportunities beside sports.

What concerns have been validated by the team in this area?

N/A

What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?

- 6:04 Implement training for child abuse recognition and prevention.

Standard 7: Facilities

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.

Does the school comply with the Required Indicators for Standard 7?

7:01* Facilities are well-maintained and free from hazards, providing a safe and productive learning environment.

YES

NO

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

YES

NO

Are required evidentiary pieces for Standard 7 prepared and in good order?

Standard 7 Required Evidence*: School floor plan

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>7:03 Buildings, grounds and equipment are well maintained, clean and appropriate for the age and number of students.</p>	<ul style="list-style-type: none"> ● The size and design of the buildings and teaching/ learning areas are appropriate for the school’s programs and achievement of learner outcomes (objectives), meet state and local code requirements and provide for special needs. ● All teaching/ learning areas are properly ventilated, lighted and have adequate space for the number and size of the students. ● The buildings are cleaned daily and the restrooms are sanitary. ● School furniture is sufficient in quantity and age appropriate. ● The school administrator(s) participates in the supervision of those who maintain the physical facilities. ● Adequate provisions exist for offices, area for 	<ul style="list-style-type: none"> ● Tour of Facility ● Narrative in Self-Study ● Cleaning Schedule ● Inspection / Maintenance Reports ● Photos of Safety Equipment ● Kitchen License ● Floor Plans ● Observation ● Conversation with Building Manager 	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>students needing care, recreation, library/media center and space for small-group instruction.</p> <ul style="list-style-type: none"> • The school facility supports and provides for the integration of technology and learning. 			
<p>7:04 Physical facilities provide specific (crosses, signs, etc.) and non-specific (attractive, adequate, etc.) Christian witness to the community.</p>	<ul style="list-style-type: none"> • The Christian flag flies alongside the American flag at the same entrance. • Christian banners, pictures and posters are displayed in the hallway, entryway, gymnasium and classrooms. • A cross is hung in a prominent place. • An outdoor sign is a witness to the community. 	<ul style="list-style-type: none"> • Tour of Facility • Photos of Banners, Crosses, and Christian imagery • Classroom observations 	3	3
<p>7:05 The building and grounds provide a safe school environment.</p>	<ul style="list-style-type: none"> • Policies and procedures are in place to maintain a safe school environment. • The playground and athletic field have fences or other restraints to prevent students from entering 	<ul style="list-style-type: none"> • Locked entrances with buzzer system • Playground Inspection • Observations of arrival and dismissal • Emergency Handbook • Conversations with Principal 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>streets or adjoining property and to prevent vehicular traffic during school hours.</p> <ul style="list-style-type: none"> • The school limits access to the facility, has locked entrances and is secure during normal school hours. • Crossing guards, lanes and school speed zones are provided where needed. • A safe, carefully supervised procedure for loading and unloading students in cars, buses and other vehicles is in effect. 	<ul style="list-style-type: none"> • Conversation with before care teacher 		
Total			9	9
Standard Seven Overall Rating (Total ÷ 3, Rounded to the Nearest Tenth)			3.0	3.0

What is the overall Validation Team rating for Standard 7? 3.0

Did the Validation Team change any ratings that were assigned by the school?

YES

NO

If YES, what was the justification for changing the rating?

N/A

What strengths have been validated by the team in this area?

- Christian theme is displayed throughout the building
- Well maintained, clean, and organized building. Students show pride in their hallway by keeping personal items in lockers.
- St. John's is thinking about the future and has plans in place for property acquisition for growth potential.

What concerns have been validated by the team in this area?

- The concern that utilization of the 2nd floor cannot be used for the K-1 grade classes due to the initial design of not have a sprinkler system in the space

What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?

- 7:05 Continue to advocate for the installation of school speed zone signage on the streets.
- 7:03 Continue to investigate the utilization of the 2nd floor by furthering the expansion of the sprinkler system into that space.

Review of the School Action Plan

As a school conducts its Self-Study process, it identifies areas needing improvement. These items are usually rated as **2 (Emerging)** showing that the condition is recognized as important by the school but is inconsistently or irregularly applied. It is not supported with sufficient practices, evidence or documentation and there is room for improvement in this area. A rating of **1 (Not Evident)** means there is observable conflict or deficiency with the condition at the school or that the school does not enact this condition.

Items that have been identified as **2 (Emerging)** or **1 (Not Evident)** require planned improvement actions. Over the course of the school's accreditation cycle, the items must be targeted (with a completion date), assigned, evaluated and completed. The School Action Plan is the organization's roadmap, guiding the improvement process during the school's accreditation cycle.

Certain items will be rated as **3 (Operational)**, and while the condition is in place and functionally supported and practiced, it may not always be fully enacted or easily evidenced in every aspect of the school program. The school functions acceptably in this area and the school is not required to develop ways to improve in this area.

In a narrative, please address the following aspects of the school action plan:

- What is the Validation Team's evaluation of the realistic attainability of the plan as a whole?
- Were any items not addressed in the School Action Plan that were identified by the school in its Self-Study Report?
- Does the team wish to target additional action items not identified by the school in its Self-Study Report?

The Validation Team believes that St. John's Lutheran Church and School has the resources and foresight to attain the items mentioned in the School Action Plan. Many tasks included in the Action Plan can be accomplished with minimal effort. The challenge will be holding individuals accountable to making the necessary changes. The Validation Team did find several additional action items to include in the Action Plan.