

# GENERAL INFORMATION ABOUT THE SCHOOL

## 1. School

Name: Zion Lutheran School  
Address: 209 Bluejay Ave.  
City, State, Zip Code: Mayer, MN 55360  
Phone: 952-657-2339  
Email: school.office@zionmayer.org

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

Name, Complete Address:  
Zion Lutheran Church  
209 Bluejay Ave.  
Mayer, MN 55360

## 3. School Administrator(s)

Name: Mr. Joshua Baumann  
Email: joshua.baumann@zionmayer.org  
Phone: 952-657-2339 ext. 116

## 4. Pastor(s)

Name: Rev. Adam Gless  
Email: adam.gless@zionmayer.org  
Phone: 952-657-2566 ext. 102

Name: Rev. Andrew Mussell  
Email: andrew.mussell@zionmayer.org  
Phone: 952-657-2566 ext. 103

## 5. List All Agencies Currently Accrediting the School

National Lutheran School Accreditation (NLSA)

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

[Steering Committee and Subcommittees](#)

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

[LCMS School Statistical Report](#)

## Community Information

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

From the early years of the congregation, Christian Education was important to the members of Zion Lutheran Church. The school was organized to provide children of the congregation with a firm basis for their life. Religion, along with other basic skills were taught so that all could lead a useful life for their Savior. "Train up a child in the way he should go and when he is old, he will not depart from it." Proverbs 22:6. This passage has guided the members to support their school faithfully and willingly.

The school was officially incorporated on December 31st, 1912. The first school was reconstructed from the first church building. It was located just west of the church and was used for confirmation instruction until 1941, when it was sold and moved.

The present school site was purchased in 1915 for \$1000.00. The cornerstone laying of the school was held on August 15, 1920 with the present day school building dedication held on January 9, 1921.

In 1977 a new building containing two classrooms, an office, a gym and shower rooms, kitchen and storage was constructed north of the school building.

In 1980 the preschool held its first class on October 7<sup>th</sup>.

In 1988, reconstruction was done to connect the old and new school buildings with hallways leading into school as well as bigger hallways on the older school building.

In 2013, the addition of four new classrooms were added on to give the school more space. In 2016, 1st and 2nd grade were separated into single grade classrooms. Zion welcomed single grade classes for all grades in the 2022-2023 school year.

### 2. Describe the community surrounding the school.

Mayer is located approximately 35 miles west of Minneapolis. It is located on Highway 25, in between highways 5 and 7.

The population is approximately 2,500 people. This small community has had three new housing developments over the last 20 years which has brought many young families to the area. Many of the people moving to this area are commuting to the suburbs of the Twin Cities area for their professional lives.

There are a few small businesses located in Mayer, so most people need to commute to neighboring towns to meet their needs.

Zion Lutheran Church and School are the only church and the only elementary school in town. Along with that, Mayer Lutheran High School is the only high school, therefore offering a great opportunity for Christian education from preschool through 12th grade.

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

- Zion Lutheran School is the only preschool and elementary school in Mayer.
- Young, growing community with many new houses built in the last few years.
- Zion Lutheran School has added teachers to have single grade classrooms.
- Zion Lutheran School continues to have strong support from its pastors and congregation.
- Zion Lutheran Church has approved an updated master plan and Phase I building addition with groundbreaking planned for the spring of 2023.

## School Enrollment Information

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

Preschool 3	12	
Preschool 4	19	31
Kindergarten	17	
1st Grade	15	
2nd Grade	13	
3rd Grade	14	
4th Grade	11	
5th Grade	20	
6th Grade	14	
7th Grade	16	
8th Grade	16	136
		<b>167</b>

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

There are a total of 94 children in the congregation in Kindergarten-8th grade and 68 (72%) attend Zion Lutheran School. There are a total of 136 students in Kindergarten-8th grade at Zion Lutheran School. Half of the students are members of Zion Lutheran Church, 19% are members of other area LCMS churches, and 31% belong to other non-LCMS churches.

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

Age	Number of Children
0	10
1	8
2	3
3	5
4	14
5	8
6	9
7	8
8	9
9	5
10	21
11	9
12	11
13	15

<b>14</b>	7
<b>15</b>	12
<b>16</b>	14
<b>17</b>	13
<b>18</b>	13
<b>Total:</b>	<b>194</b>

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

It is our goal to enroll 14-18 students in our kindergarten class each year. Obviously that is dependent on the congregation since half of our students come from Zion Lutheran Church. With a very small 8th grade class in 2021-2022 (5 students), our numbers once again reached a new enrollment high in 2022-2023. We expect our enrollment to stay around the same number for the next five years. The numbers below are based on past history of enrollment and using 16 students in kindergarten as the basis.

2023-2024 - 168 (K-8: 136; PS 32)

2024-2025 - 168 (K-8: 136; PS 32)

2025-2026 - 170 (K-8: 138; PS 32)

2026-2027 - 166 (K-8: 134; PS 32)

2027-2028 - 171 (K-8: 139; PS 32)

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

Our Board of School Ministry has set certain limits to enrollment in our classes. We have a maximum of 12 students in our 3 year old preschool class and 20 students in our 4 year old preschool class. Enrollment in kindergarten is not to exceed 20 students. Grades 1-8 have a 26 student maximum.

In our current building and classrooms, a few classrooms are limited by space and 26 students are not possible (current 4th grade, 2nd grade, and 6th grade classrooms). With the planned building addition, all of our classrooms will be in the school building and only one classroom will not be able to have a maximum of 26 students.

## Staff Information – Teachers and Administrators

### Teachers and Administrators

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

School Administrator - [Joshua Baumann](#)

Preschool - [Robin Carlson](#)

Kindergarten - [Becky Aurich](#)

1st Grade - [Tracy Shipler](#)

2nd Grade - [Kristen Thun](#)

3rd Grade - [Mary McManus](#)

4th Grade - [Nancy Schwanke](#)

5th Grade - [Barb Laabs](#)

6th Grade - [Shannon Aurich](#)

7th Grade - [Paul Erdman](#)

8th Grade - [Kirk Shipler](#)

Writing - [Katie Baumann](#)

## Staff Information – Support Staff

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

(Please complete one sheet for ALL support staff.)

<i>Name</i>	<i>Function</i>	<i>Hours Per Week</i>	<i>Years at School</i>
Jolene Jacobs	School Secretary	30	2
Amy Guse	Church Secretary	30	2
Jen Tucholke	Office Assistant	10	1
Carolyn Toenies	Classroom Aide/Extended Care	24	8
Stacy Henning	Classroom Aide	29	3
Ann Schuette	Classroom Aide/Kitchen Assistant	22	1
Katie Baumann	School Cook	25	7
Jill Jopp	Title I	9	1
Nancy Henkel	Nurse	4	3
Jack Baumann	Custodian - Interim	20	1
Joan Anderson	Extended Care	15	3
Britney Kellermann	Extended Care	3	2
Ashlyn Guse	Extended Care	6	1
Briana Guse	Extended Care	6	1
Morgan Adams	Extended Care	3	1

## Information About Supplemental Services

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

### Curriculum Aids:

We have some supplemental materials in our yearly budget: Mystery Science, Scholastic News, Accelerated Reader, etc. We also have Google Suite for Education with our Chromebooks.

Students are able to receive instrumental music lessons through a program offered by Mayer Lutheran High School. The families pay for this service individually. This is only available for students in the fourth through eighth grade.

Students in first through eighth grade are given the opportunity to take private lessons through a piano teacher that Zion works with. These lessons take place before or after school in the sanctuary of Zion Lutheran Church.

### Materials for instruction:

The state provides a determined amount for textbooks for each child per year. We also budget for classroom materials and our PTL budgets for classroom materials and library books.

### Testing and Guidance Services:

We use NWEA's MAP Testing three times a year for all students in K-8. District 111 (Watertown-Mayer School District) provides our students with testing and resources for those students identified with special needs. The state provides a determined amount for guidance services and pays the Mayer Lutheran High School guidance counselor who is on site to work with students at certain times each week.

### Health Services:

The state provides a determined amount for health services for each child per year. Our students receive the required health services through our school nurse who is employed by Watertown-Mayer school district.

### Services relative to school attendance:

Zion uses FastDirect for attendance, tuition, lunch, and gradebook.

### Transportation:

Most families drive their students to and from school. We have several families who use the Watertown-Mayer public school bussing to get to and from Zion.

### Custodial services:

We employ our custodian.



## Surveys for School Constituents

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

- Parents
- Teachers
- Students in Grades 1 – 3
- Students in Grades 4 – 8

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

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

***Summarize the survey information in the space below:***

Full Survey Results:

[Teacher Survey](#)

[Grades 1-3 Survey](#)

[Grades 4-8 Survey](#)

[Parent Survey](#)

Standard 1: Purpose

Every student said that they learn about Jesus every day and that their teacher and principal want every student to learn. A few students (10%) in grades 4-8 do not think that the things they learn at school will help them as adults.

All eleven teachers filled out the teacher survey. All eleven teachers agree or strongly agree that they understand and embrace the purpose of Zion Lutheran School. They agree that the practices and procedures in place in their classroom reflect the stated mission and vision for the school.

We had 50 (out of a total of 99) families respond to the parent survey. The majority of parents agree that Christ is the center of all that we do at Zion Lutheran School. This is consistently shown in the annual survey that we give parents as well. There was one parent that marked strongly disagree but it appears that it was marked by accident. One parent marked neither agree nor disagree. Two parents disagree that Zion has a plan for improving student learning and nine parents marked neutral to that question.

Standard 2: Relationships

The majority of students believe that they are treated fairly (82%). Almost every student believes that their teacher wants them to do their best work. Areas to work on are students treating adults with respect (only 79% agree that students treat adults with respect) and students treating one another with respect (only 70% agree that students treat one another with respect).

The majority of teachers agree with all of the statements in this section of the survey. One teacher responded neither agree nor disagree for two questions: the church demonstrates its support of the school in tangible ways and my students relate appropriately with teachers and their peers.

Our parents answered all of the questions in this section positively. Our parents believe that Zion Lutheran Church celebrates and supports Zion Lutheran School and that we are known and respected in the community. One parent disagreed with the statement that school personnel are approachable and receptive to parental questions and concerns.

### Standard 3: Leadership

The teachers agree that school leaders openly display their Christian faith, Zion operates effectively and efficiently, and that Zion promotes high expectations for students in all classes. Three teachers gave a neutral response to receiving appropriate feedback about their teaching skills. This could be new teachers who have not been formally observed yet.

This section also had many positive responses from parents. Three parents disagreed that school leaders communicate effectively.

### Standard 4: Professional Personnel

Teachers believe that they genuinely share their faith with the students every day in their classroom and that they are actively involved in worship, prayer, and Bible Study on a weekly basis. Two teachers marked neutral to being engaged in meaningful professional development activities every year.

Parents agree that their child's teacher communicates his/her love for Jesus to my child every day. One parent marked disagree with the question that my child's teacher attends to the individual needs of my child.

### Standard 5: Teaching and Learning

All students in grades 1-3 answered that they use a computer at school. 10% of students in grades 4-8 do not think their use of computers at school helps them learn.

Teachers believe that they engage in a wide variety of teaching strategies and learning activities, stress relationships between what is being taught and everyday life, that they are an advocate for every child, prepare every child for success, meet the needs of every child, and view parents as partners in the process of educating each child. One teacher disagreed with my classroom learning is enhanced through the integration of technology and students integrate technology in their classroom learning experiences.

Parents gave high marks across the board for this section with responses of agree or strongly agree to 85% or better on these questions. Two parents disagreed with the curriculum and classroom practices appropriately challenge my child. One parent disagreed with classroom activities engage children through a variety of teaching strategies and learning activities. The curriculum response was in large part to some of our parents wanting more curriculum created by Christian publishers.

### Standard 6: Student Services

The teachers agree with the discipline code at Zion Lutheran School and that they have received training to ensure the safety and protection of students. Half neither agree nor disagree that students are provided with access to support services based on needs and over half neither agree nor disagree with Zion sponsoring a wide variety of extracurricular activities.

One parent that filled out the survey strongly disagreed and four disagreed with that statement that my child has access to support services based on his/her identified needs. All but one parent believes that the

enrollment procedure was informative and assistive. They agree with the discipline code. Four families would like to see more extracurricular activities offered at Zion.

#### Standard 7: Facilities

Four students in grades 1-3 and one student in grades 4-8 disagreed that my school is safe. The majority of students believe that their school is clean. Six students disagreed that there are quiet places in their school where they can learn.

The teachers feel that they work in a safe learning environment. One teacher does not agree that the overall quality of our school building and grounds serve to enhance students' learning and two teachers were neutral on that question.

A few families believe that the overall quality of the school building and grounds does not serve to enhance their child's learning. All but one parent believes that their child attends school in a safe environment.

## 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 section 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?**

*Sharing Hope, Teaching Christ* has been the mission statement for Zion Lutheran Church and School for many years. The current version was created with the help of a consultant in 2003 and a revision of it was worked on in 2007. The current mission of the congregation was adopted in 2009 with the school following suit. A new written mission statement with the sub-mission for the school was adopted in 2012. That process was started by the Senior Pastor and School Administrator along with input by the faculty and school board.

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

The school and church have the same mission statement and agree on the same core values of Word and Sacrament liturgical living. The strategy of the church to be the royal priesthood by sharing what we have been given through cradle to grave Christian education is displayed through Caring Conversations, Rituals & Traditions, Devotions, and Service. All four of these are part of our classrooms and interactions with families as well. The school has developed a sub-mission of being Christ Centered, Academically Strong, and Respectfully Operated.

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

The last major revision of the mission took place in 2012. Since that time, the mission is reviewed at the pre and post school year faculty & staff meetings. The Mission, Vision, and Strategy and Zion Ministry Covenant are also reviewed on a weekly basis both administratively and with the faculty at staff meetings. The Mission, Vision, and Strategy and Zion Ministry Covenant is also a part of each voters' meeting, church leadership council and Board of School Ministry meeting.

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

The school year starts and ends with a chapel service that is attended by many parents. We weekly come together on Wednesdays for chapel. Our chapel services usually follow the Service of Prayer and Preaching. Chapel messages focus on the theme of the year, catechetical instruction, seasons of the church year, and core Biblical lessons.

Jesus is not only spoken about in chapel at Zion Lutheran School. Teachers share and teach the love of Jesus from the beginning of the day with devotions to the end of the day with prayer. We emphasize Biblical virtues in all that we do and teach doctrine as a subject and way to live our lives, with special emphasis on our baptismal identity of the virtues of Christ that come with it and are lived out on a daily basis.

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

In the Preschool Classroom we strive to Share Hope and Teach Christ. We begin our day together at circle time in song and learning about Jesus through Bible stories. We sing songs that are Bible verses and also learn to sing the Lord's Prayer. We focus on sharing, being kind and having a loving heart like Jesus. In our classroom we have a cross on our bulletin board and a picture of Jesus as a central focus to remind students what Jesus did for them. We also have a huge cross with the children's handprints all over it symbolizing our love for Jesus and that he died for them. Next to the cross is a mirror for the children to look in and be reminded of who Jesus loves. We daily pray in thanksgiving for the things God has blessed us with and for those who are sick. When we have our snack we sing our song of thanksgiving for what God has blessed us with in food. As the day ends we leave with a blessing sung by all of us as the teacher gives a blessing to each student.

In Kindergarten, we strive to be Christ-centered, putting Him first in our day with prayer, devotions, and singing. Beside our altar, we have a "prayer wall" which includes pictures of our nation's president, our governor, our principal, our pastors, our cook, the postal clerk and firefighters whom we have visited, etc. and our class. Each day we name them all, thanking God for them and asking Him to watch over them, guide them and bless them. A cross and a picture of Jesus are intentionally centered above our circle-time calendar bulletin board. We gather at our altar for daily Jesus time, using the Concordia Religion Curriculum to guide us through wonderful Bible stories which show us God's faithfulness since the beginning of time and give us hope for each day. Our altar has three candles for Father, Son, and Holy Spirit (which we light during Jesus Time) and simple paraments adorn the altar. (During the season of Advent, we use our advent wreath and candles and have our Jesus Time by candlelight, remembering that Jesus is the light of the world.) We sing praises throughout the day, filling our hearts and faces with joy and laughter. Our theme verse and other verses are posted on the walls, as well as The Ten Commandments, The Lord's Prayer, The Apostles' Creed, and our Mission, Vision and Purpose. We pray every time we hear a siren from a passing police car, firetruck, or ambulance. We diligently strive for strong academics in an inviting and respectful environment.

In the first grade classroom, the school's purpose of Sharing Hope, Teaching Christ is integrated throughout the day. We begin each day with a classroom devotion where we read a Bible passage, read a short devotional, pray, recite the Learn by Heart recitation for the week, and sing the hymn of the month and/or a Christian song. Daily we review a virtue from our virtue cards and talk about what it means and how it looks. We also do this if we are focusing on a specific word. Examples of this include Kindness, Respect, Self-Control, etc. We speak a different Bible verse before each class. These Bible verses change monthly and the goal is to help students memorize scripture. We pray before and after lunch. During classes we will often correlate our lesson to the Bible or to God's creation, or whatever aspect of God can be integrated into the lesson. We pray for each other, especially if someone is sick, will be traveling, is mourning the loss of a loved one, or has exciting news. When students have disagreements with one another, we talk it out, confess our sins, and offer forgiveness. We also discuss ways that we can show respect to one another, adults in the building, and to our property as issues arise. At the end of the day, we close with prayer or sing a benediction asking God's blessings upon us as we depart.

In the second grade classroom, our mission of Sharing Hope, Teaching Christ is implemented throughout the school day, from beginning to end. We begin every morning with devotions, prayer, a Christian song or hymn, and a study of Luther's Small Catechism. Students share their prayer requests with the class so we can all lift up our praises and requests together to God. Each day, we begin every subject with the reading of a Bible verse. The Bible verse is selected to show a connection between God's Word and our everyday learning and life. We pray before and after lunch. Our theme Bible verse and mission statement are posted in the classroom so the students can view them throughout the day. There is also a picture of Jesus and a cross that the students helped create posted on our classroom wall. Throughout the day, we take the opportunity to talk about our faith openly. At the end of the day, we close with prayer or say the benediction together.

Sharing Hope and Teaching Christ, the purpose and vision of Zion Lutheran School, is visible in many ways throughout the day in the third grade classroom. The day begins with the singing of a hymn and discussion about the meaning of the words of the hymn. Attention is then directed to the altar area complete with candles, Bible, cross, and picture of Jesus for Bible reading, devotion, and prayer. The six chief parts are discussed as Learn by Heart is practiced and recited. Chapel is attended once a week, and the other days include a study of an Old Testament story from our Religion curriculum. Throughout the day, each class begins with a Bible verse and whenever possible connections are made between the subject being taught and the teachings of the Bible. Prayers are said before and after lunch. Baptism birthdays are celebrated and an emphasis placed on being part of not only an earthly family, but a part of God's family. The selected hymn of the month and theme verse for the year is periodically reviewed. A study of church symbols and their meaning is an ongoing project throughout the year. Conflicts and discipline are dealt with as a time of confession and forgiveness. The school day ends with a closing prayer before dismissal. The school day begins, includes, and ends with Sharing Hope and Teaching Christ.

The fourth grade classroom begins with devotions each day which includes student prayer requests and Learn by Heart review. We pray before and after lunch. We begin each subject with a Bible verse, and expand subjects to include how each relates to our spiritual life. Once a week we review our Zion covenant-unity, integrity, excellence, and service. Students and teacher discuss where we are doing a good job of upholding the covenant and where we need to show improvement. Discipline matters throughout the week are handled with confession and absolution so students see the value in confessing their sin and receiving forgiveness from those involved.

The fifth grade classroom is involved daily in devotion and prayer. We regularly write in our prayer journals and have weekly memory work from Luther's Catechism. Bible verses are displayed and read at the beginning of each class. There is an emphasis on the inerrancy of the Bible, the Trinity, God's grace, and a balance of Law and Gospel during Religion class and throughout the day as it applies to any challenges, conflicts, or concerns that arise.

In the sixth grade classroom we share Christ in daily devotions. The class and teacher share prayer requests weekly. We also recite the Ten Commandments daily and discuss ways to uphold God's commands out of fear and love for Him and respect for each other. Luther's Morning Prayer is also prayed as a class daily. We close our school day with the Apostles' Creed, professing our common



faith and Lord's Prayer, which Christ himself taught us to pray. Students and teachers also consider the wonders of God's Creation and His love for us in secular subjects daily by connecting all subject areas to daily devotions or Bible lessons. When conflicts arise, we talk about Jesus' work on the cross and how it works forgiveness for all who believe. This forgiveness allows us to forgive one another.

In the 7th grade classroom the school's purpose, Sharing Hope, Teaching Christ is reflected through daily morning devotions, reading and hearing God's Word. Each Friday we focus on Zion's Ministry Covenant. We read the special Bible verse and discuss how "We intentionally create a positive and contagious atmosphere of faith, hope and love that is seen in our attitudes, our words and our deeds." All academic subjects start with a Bible verse then the class takes one minute to reflect on that verse or a Christian picture/image where students then share their thoughts about it. With academic subjects like Social Studies we can make connections and discuss how we can live out our Christian worldview to serve others and follow Christ.

In the 7th and 8th grade classroom(s), the school's purpose, Sharing Hope, Teaching Christ, is reflected everyday in devotions as the Word of God is shared and taught. Also one of Luther's six chief parts are reviewed during devotions to reinforce 'Learn By Heart' memory work from Catechesis class. We also make natural and intentional connections with what God's Word tells us as it connects to curricular areas, such as in Science - Creationism vs. Evolution, and in Social Studies - how Scripture calls us to serve and follow Christ and how that fits in with our roles as citizens of our country and the world. Connecting to the school's purpose is also natural and intentional during occurrences of discipline, conflict resolution, and review of classroom/school expectations. For example, we teach that our identity is in Christ. Therefore, we belong to Christ which serves to guide students during those times of teaching and reteaching that our words and actions are meant to serve God and others before they serve ourselves.

The school's purpose is reflected in the 7th and 8th grade writing classes in many ways. We start each class with the monthly Bible verse and end the day with a student-led prayer. Several projects offer students the opportunity to explore their faith and articulate their beliefs. Every year the 7th and 8th grade writing classes participate in the Lutherans for Life state-wide essay contest, allowing students to learn about and discuss the different challenges to our beliefs through scientific advancement and societal norms and presenting them with the opportunity to use the Bible to defend their faith. Students workshop each other's papers which allows them to practice the Christian principle of pointing out mistakes with love and a desire to help. We also pause in class at times to draw attention to the proper or improper way to interact with each other when the situations occur.

**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.**

The mission of the school is part of the interview process for new employees as questions relate to our mission. New employees are given an introduction to our purpose once they have been hired. The purpose is reviewed for all employees at the beginning of the year and we review it on a weekly basis. Teachers are encouraged to review the mission and covenant in their classrooms.

## 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](#)

## 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 Statement & Philosophy of Zion Lutheran School](#)

[Mission, Vision, & Strategy](#)

[Zion Ministry Covenant](#)

[Chapel Schedule](#)

[Morning Devotions - 4](#)

[Morning Devotions - 6](#)

[Morning Devotions - 7/8](#)

### Comments:

Zion's mission statement is Sharing hope teaching Christ through Word and Sacrament liturgical living. Zion's vision is to be disciples by following Jesus Christ to the poor, the meek, the destitute, the lonely, the burdened, the sick, to sinners, to the cross, and to the empty tomb! Zion's strategy is to be the royal priesthood by sharing what we have been given to share through cradle to grave Christian education, utilizing caring conversations, rituals and traditions, devotions, and service. The school's sub-mission therefore flows out of this mission, vision, and strategy and accomplishes the congregation's goals as it endeavors to be Christ centered, academically strong, and respectfully operated in order to educate and form children for thoughtful and informed Christian living.

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

YES

NO

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

[Installation/Dedication of Teachers](#)

[Mission - Laminated copy](#)

[Covenant - Laminated copy](#)

**Comments:**

All staff receive laminated copies of both our Mission, Vision, Strategy, and Tactics and our Team Covenant, which are regularly reviewed at every Thursday morning staff devotion. On the NLSA survey for teachers, our faculty all agreed that they accept the purpose of the school.

## General Indicators of Success

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

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

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

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

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

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

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

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

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

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

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

[BoSM Policy 1102 - Mission Statement](#)  
[BoSM Policy 1103 - Philosophy Statement](#)  
[Zion Ministry Covenant](#)

**Comments:**

The written mission statement for the school was adopted in 2012. We check in as a staff regularly to review the four parts of our covenant and to celebrate what we do well and what we can do better. Our working covenant guides our actions and gives us direction in how to interact on a daily basis. The school and church have the same mission statement and agree on the same core values of Word and Sacrament liturgical living.

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

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

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

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

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

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

[Faculty End of Year Meeting](#)  
[Parent Back to School Meeting](#)  
[Staff Start of Year Meeting](#)  
[NLSW - Administrator Address](#)  
[Office Staff Meeting](#)  
[Thursday Staff Devotions](#)

**Comments:**

The faculty and pastors review and evaluate our purpose at the beginning and ending of every school year. We also review our purpose at our weekly staff devotions. Any time that we do faculty development, we try to improve and see if what we do aligns with our purpose.

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

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

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

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

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

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

Mission Statement - [Classrooms](#), [Hallway](#) & [Banner & Theme Verses](#)

Website: [www.zionmayer.org](http://www.zionmayer.org)

Handbook - [School](#) & [PTL](#)

[Mustang Memo](#)

[Marketing Folder](#)

[Curriculum Review](#)

[School Discipline Policy](#)

NLSW Dress Up Days

Email to families - [expectations at sporting events](#)

**Comments:**

Each classroom has a *Sharing Hope, Teaching Christ* poster and they are also hanging in the hallways. The church and school share a website. On the homepage of the website there is a drop down tab for the school. The first option is our Mission and Vision. The mission of the school is also listed in the right side column of the homepage with a link to our Mission and Vision. The school handbook is sent home during the summer and has our mission statement, credo on Christian Education, and Philosophy of Zion Lutheran School on pages 7-9. Each week our Mustang Memo is published and has the Mission and Sub-mission of the school listed towards the top. Our main marketing materials have the logo along with the mission statement on the

front. The faculty and staff constantly consult the mission and vision as we review curriculum, administer discipline, and organize activities at school.



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

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

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

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

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

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

[Mentor Handbook](#)

[New Teacher Orientation Agenda](#)

[Job Descriptions](#)

**Comments:**

The School Administrator meets with new employees and walks them through the important information about the school. This is usually a one-on-one process and not necessarily done all in one day. A current teacher is assigned to the new teacher to assist them in the transition. Any staff that are hired are assigned their supervisor as a mentor.

## Summary and Response Actions

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

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

YES

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

The school's purpose is found on most walls, publications, websites, and through the spoken word in meetings and classrooms thereby showing the importance of following and passing on our mission and vision to all in whom we come in contact with. The school's purpose is used as the lens for interactions among the faculty and staff, and it is also the lens for how the faculty and staff interact with the students and their parents.

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

The challenge of the school with regard to the school's purpose is to get the parents and students to utilize the language of the mission, vision, and strategy with each other. It is one thing for the faculty and staff to utilize it with each other. It is a challenge to pass that verbiage on to students and their parents in a way that they use it as their own verbiage and live it out with each other outside of the school setting.

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

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

## STANDARD 2: RELATIONSHIPS

*The school demonstrates its purpose through relationships.*

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

### STANDARD 2A: SCHOOL AND CONGREGATION

#### Overview

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

#### Potential Evidence

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

- School and church calendars
- 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).**

Zion Lutheran Church and School is united behind the mission of *Sharing Hope, Teaching Christ* through Word and Sacrament liturgical living. The school is supported and celebrated by the congregation as an outworking of this mission. The church and school staff work under the same mission and are joined together by the principles of the congregation's ministry covenant: unity, integrity, excellence and service. The school ministry is regularly lifted up before the congregation and publicly celebrated by the congregation at the start of each school year, during National Lutheran Schools Week, and at the end of each school year. School choirs, teacher dedication, and 8<sup>th</sup> grade graduation are lifted up as part of worship services throughout the year. A staff member is prayed for each week at Zion Lutheran Church during the school year. The Mustang Memo (School Newsletter) is available to the Zion congregation and to the St. Mark congregation weekly. The Mustang Memo is also uploaded weekly to the Zion Church and School website.

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

Zion Lutheran Church has two pastors, and both are acknowledged as the spiritual leaders of our congregation and school. They both take an active, intentional interest in the excellence of the academic setting and often give suggestions to the faculty of how to incorporate certain Lutheran theology practices into the classroom. They participate in weekly staff meetings and lead devotions. Weekly chapel services are led by the pastors as well as teaching the 7/8<sup>th</sup> grade confirmation class three days a week. When spiritual questions arise, they are looked to as the first resource. The pastors generally attend all school functions and are eager to meet our new families. They also go into each classroom at least once a year.

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

Students of Zion participate in the life of the congregation by singing in church several times a year, attending Sunday School, participating in National Lutheran Schools Week activities and special services, and Youth Group. They participate in chapel services and are part of a chapel family. Individual students and their families provide babysitting for meetings, help with and attend Vacation Bible School (VBS), Trunk or Treat, and the Easter Faire. Students and families participate in outreach activities, sing in nursing homes, and greet and usher in church. The 7<sup>th</sup> and 8<sup>th</sup> grade students that are members of Zion acolyte for the worship services.

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

Parents of new students in school are welcomed to the school and congregation in various ways. Families that are completely new to the school are provided a host family. The host family is a returning family that checks in with the new family on a regular basis. The host family informs the

new family about events and answers any questions that they might have. New families receive home visits from teachers, are given a school handbook and calendar, invited to attend PTL, invited to the Back to School Event and welcomed there by existing families. There are also scheduled preschool activity nights to bring new families together in a fun setting. Families are asked to bring their children to sing and participate in church services and are always invited to weekly chapel services. Parents are always encouraged to supervise on field trips. We have intentionally created parent partner workshops where we partner with our families in that relationship between the church/school and home. The Mustang Memo, which is a weekly newsletter, includes information on classroom news, school activities, special announcements for church services and introduces new students to the school through a fun set of questions. We also incorporate parent meetings at the beginning of any athletic season so that expectations and guidelines are communicated. Parents that have a desire for their family to join the congregation are met with by the pastors. If the desire is there, the family then goes through Zion's New Member Class to be received into the congregation as baptized and confirmed members.

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

Zion's mission statement is *Sharing Hope, Teaching Christ* through Word and Sacrament liturgical living. Zion's vision is to be disciples by following Jesus Christ to the poor, the meek, the destitute, the lonely, the burdened, the sick, to sinners, to the cross, and to the empty tomb! Zion's strategy is to be the royal priesthood (1 Peter 2:9) by sharing what we have been given to share through cradle to grave Christian education. We do this by utilizing caring conversations, rituals and traditions, devotions and service. The school's sub-mission therefore flows out of this mission, vision, and strategy and accomplishes the congregation's goals as it endeavors to be Christ centered, academically strong, and respectfully operated in order to educate and form children for thoughtful and informed Christian living.

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

Zion cooperates with the district and strives to follow their guidelines. Faculty members attend district workshops. Zion uses district counselors and resources. Our administrator attends the Minnesota South Region II principal meetings, administrator conferences and retreats. We receive mailings from the district and synod which are shared with the staff.

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

Zion strives for a high level of cooperation with the district. The School Administrator works with the staff to ensure all paperwork is completed in a timely manner for all conventions, certifications and continuing education hours. Synodical procedures are in place for employing called staff. Faculty members attend district workshops.

**8. How does the school support synodical missions?**

Zion supports Synodical mission projects through chapel and congregational offerings and service projects.

## 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:**

[BoSM Policy 1101 - Board Accountability](#)

**Comments:**

Zion Lutheran congregation has established Zion Lutheran School as a ministry of the congregation. The congregation has elected the Board for School Ministry to provide for the management of the school.

## General Indicators of Success

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

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

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

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

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



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

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

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

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

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

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

- [Faculty & Staff Start of Year Development](#)
- [Faculty & Staff End of Year Development](#)
- [Thursday morning devotion](#)
- [Parent Partnership Workshop](#)
- [Chapel Schedule](#)
- [Confirmation Class](#)
- [Pastors go into classroom](#)
- [Staff Prayer Card](#)
- [Prayer for all staff](#)

**Comments:**

Zion's senior pastor works with the School Administrator to lead the faculty and staff in a Beginning of the Year and End of the Year workshop. Zion's pastors along with St. Mark's pastor lead weekly devotions with the staff on Thursday mornings. Zion's pastors along with St. Mark's pastor teach catechesis to 7th & 8th grade. Zion's pastors lead a caring conversation of the faith in each classroom each year. Zion's staff pray for each other each day. Zion's staff regularly gets together outside the school day during the school year.

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

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

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

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

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

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

[Choir Schedule](#)  
National Youth Gathering - [Reporting to Congregation](#)  
[Acolyte](#) & [Powerpoint/Livestream](#) Signup  
Christmas Service - [Preschool](#) and [K-8](#)  
[Staff Information Sheets](#)  
[Evangelism Plan](#)  
Chapel Offerings - [Ukrainian Refugee Support](#) and [Central Lutheran School](#)  
[MN South Mankato Conference](#)

**Comments:**

Zion Lutheran School has two choirs, K-4 and 5-8, that sing at church services during the school year. All Zion faculty and staff are members of Zion Lutheran Church or another area LC-MS church. They regularly attend worship services and serve their congregations in many ways. Zion Lutheran School has instituted an Evangelism Plan, which provides a blueprint for working with families that do not have a church home. Zion Lutheran School designates its chapel offerings each year to three different projects. Each school year, we

strive to help one local ministry, one ministry in the United States, and one ministry in the world. All Zion faculty participate in the yearly Minnesota South teacher's conference in Mankato.

## Summary and Response Actions

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

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

YES

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

The congregation is intentionally supportive of the school ministry and sees it as its greatest opportunity to fulfill its mission of Sharing Hope and Teaching Christ in the community. The School Administrator and Senior Pastor are in regular dialogue in striving for growth in the area of unity between church and school. Those who serve in the school actively seek to keep the members of the church informed about what is going on in the life of the school. The church is active in prayer for the school, its faculty and staff, students and their families.

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

Recognizing that Satan's goal is to stir up division, the challenge that will ever remain is the fostering of unity between the church and the school. Though this is listed above as a strength, it would be naive not to say that it is also a weakness. There is always room for growth in this area.

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

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

## STANDARD 2B: SCHOOL AND COMMUNITY

### Overview

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

### Potential Evidence

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

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

### Potential Practices

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

- The school is known and respected in its community.
- Parents are active participants, volunteering and supporting the school in a variety of ways.
- Faculty members are actively engaged in community-service activities.

- Students are recognized for their community involvement.

## Required Responses

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

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

Mayer is a predominantly white/Caucasian community and that makes up most of the race of our students.

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

- We advertise with signs along the major highways in our community.
- Worship times and Zion's news are printed in the local papers.
- We do community service projects and fundraisers as a student body when available.
- Zion advertises in the "Local Guide to the Area".
- Zion's students enter the Lutherans for Life essay and poster contest each year.
- Zion Lutheran School has a Facebook page that is updated many times each week.
- Social media is used to promote church and school events throughout the year.
- Flyers and social media are used to promote VBS, Trunk or Treat, and the Easter Faire, which are held at our school and church.
- Many times during the year, articles are submitted to local papers to inform the public about current school happenings, both academic and sports related.
- Our students visit area nursing homes at Thanksgiving.
- Flyers advertising local school fundraisers.
- Zion Church and School has a website, which is linked to the City of Mayer's website.
- Zion families have yard signs to give more visibility to the community.
- Zion students are encouraged to wear spirit wear for field trips we take out into the community.
- Our families' positive word-of-mouth conversations about Zion.
- Tuition assistance policy
- Relationship-building community field trips, including visits to the local post office, Security Bank, and the firestation.

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

Our gym is available for community rental. Mayer Knights Basketball program is an example of an organization that utilizes our gymnasium. We also share our playground and athletic fields with the community for summer recreation programs. The church provides free events which are open to the community which include Trunk or Treat and Easter Faire. Our VBS is open to the Mayer community and we typically enroll 50 or more non Zion members in that week-long program. The staff/students at Zion do local community service projects, as available, like collecting items for the food shelf and

Feed My Starving Children. Zion's girls' volleyball team serves our community by raking leaves for the elderly. Our 6th - 8th graders are encouraged to complete 10-20 service hours per year. Our students participate in the local Veterans Day event, often singing a song as a part of the program. Additional service projects include Eyeglasses for Veterans, Care Packages for the Military, Cards for Elderly community members, and softener salt delivery. We offer a safe, quality Christian education to our local small town community.

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

We meet annually with the Watertown-Mayer and Waconia school districts regarding bussing. We meet with the Watertown-Mayer school district regarding the Title I programs and non-public funding we receive for curriculum materials. We have a nurse who comes in two mornings per week and a high school counselor who comes in once a week (both supported through the local school district). All required paperwork is filed in a timely manner.

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

We like to encourage all staff members to uphold their God-given vocations as husband/wife and father/mother first as that is a fantastic way we are all serving in our community. As a school we have participated in 363days.org, Families Moving Forward, Feed My Starving Children, Bag Hunger, and serving at local nursing homes. All faculty and our administrator are members of LEA and MINNDEPENDENT and have membership in Association for Supervision and Curriculum Development (ASCD) which is an educational group. Faculty members participate in community events like the Fire Department Fish Fry and Community Meal hosted by St. Mark New Germany. Faculty members also serve as coaches for various sports in the community.

## Required Evidence

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

[Written nondiscrimination statement](#)

## Required Indicator of Success

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

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

YES

NO

### Identify and list supporting Evidence or Practices:

[BoSM Policy 2100 - Admission Policy](#)

School Handbook Page 10 - [Admission Policy](#)

Marketing Materials - [School Brochure](#)

### Comments:

The nondiscrimination statement is listed in the Board of School Ministry Policy Manual, the School Handbook, in marketing materials, and other school documents.



## General Indicators of Success

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

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

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

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

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

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

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

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

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

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

Demographics - [Fullinsight Report](#) & [Census Data](#)  
Celebrate community - [Farm Field Trip](#), [Veterans Memorial](#), & [German themed Auction](#)  
[BoSM Policy 1803 - Tuition Assistance Program](#)

**Comments:**

Mayer is a predominately white/Caucasian community. Zion’s student population mirrors its community. Zion Lutheran School has created a Tuition Assistance program to help families that are in need of financial assistance.

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

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

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

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

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

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

Volleyball [Raking Leaves](#) for Elderly Church Members

Mustang Memo with [Service Opportunities](#)

[Saved to Serve Program](#)

Service Opportunities: [Feed My Starving Children](#), [Nursing Homes](#), [Operation Christmas Child](#), [Bag Hunger](#), [Veterans Day](#) Singing, Salt Delivery, Eyeglass Collection, [Military Care Packages \(Semper Fi Flo\)](#), & [Cards for Elderly & 2](#)

[Staff Information Sheet](#)

**Comments:**

Zion Lutheran School seeks ways to involve its students and teachers in service opportunities. Students and staff participate in packing meals at Feed My Starving Children and collecting items for the food shelf. Prior to Thanksgiving, Zion students sing for residents of local nursing homes. We raised money through chapel offerings in 2021-2022 for Central Lutheran School after weather damage and in 2022-2023 for a local pastor that was diagnosed with a disease that forced him out of the ministry. Students in grades 6-8 are required to volunteer with our Saved to Serve program. Zion Lutheran Church also sponsors events like Trunk or Treat, Easter Faire, and VBS that our students help with as well. Staff members serve the community in many ways - organists at LCMS churches, contemporary worship leaders, help with community meals, coach youth sports, and other ways as well.

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

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

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

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

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

[Back to School Parent Meeting](#)

[PTL Handbook](#)

Parent [Partnership Workshops](#)

Book Fair

Mustang Memo - Articles [Example 1](#) & [Example 2](#), & [Focus on the Family](#)

**Comments:**

The weekly Mustang Memo includes articles and other resources for parents to utilize. Zion Lutheran School offers opportunities like the Parent Partnership Workshops as well. The PTL meets four times each year and supports the school in its mission.

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

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

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

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

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

---

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

Publicity/publications in [community/newspaper](#) & [building addition](#)

Holiday [Artwork](#) & [Essay](#)

[Mobil Grant](#)

[Mayer Lions Club](#)

Community Helpers - [Fire station](#), [Bank](#), [Dentist](#), [Police Officer](#), [Post Office](#), & [Plow Truck](#)

Facebook Page

Website - [www.zionmayer.org](http://www.zionmayer.org)

[Title I](#)

Newspaper Article - [Volleyball 2022](#)

[Mustang Memo](#)

Classroom Newsletters/Emails - [1st Grade](#), [Welcome 1st Grade](#), [4th Grade Email](#), [5th Grade](#), and [Welcome to Preschool](#)

[Public school correspondence](#)

[Facility Rental Policy](#)

**Comments:**

Zion Lutheran School is the only elementary school in the town of Mayer. It has a great relationship with the businesses of the community and they support the school through the SCRIP program and fundraisers. Zion Lutheran School has an active Facebook page, and the school administrator frequently addresses the congregation with information about the school. Zion Lutheran School’s teachers and administrator work

with and have a positive relationship with the Watertown-Mayer School District. Zion Lutheran School's gym is available for rent and is frequently used by the Knights program.

## Summary and Response Actions

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

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

YES

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

Zion Lutheran School seeks ways to actively engage in the community in which it is a part. Conversations with new families to the school affirm this by how they speak about the reputation of the school here in Mayer.

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

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

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

## STANDARD 2C: SCHOOL CLIMATE

### Overview

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

### Potential Evidence

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

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

### Potential Practices

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

- All types of school relationships emanate from the example of the teachings of Jesus Christ and demonstrate the proper understanding of Law and Gospel.
- Teachers' decision-making is centered on what is best for students.



- Weekly school chapel services are intentionally designed to consciously and systematically strengthen the Christian faith of students and members of the school community.
- Pastoral and school staff work cooperatively to meet the spiritual needs of school families during times of celebration, times of crisis and day-to-day life events.
- Home visits
- Student-led conferences

## Required Responses

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

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

The climate of Zion Lutheran School is committed to a culture of excellence and discipline, where our best is given in all that we do as we work for the betterment and care of those around us. We promote a positive, contagious atmosphere by being the first to greet each other and others in the building, by treating everyone who walks through our doors as a VIP, by taking an active, intentional interest in the lives of those around us and by offering words of encouragement to those around us. You can see scripture verses posted around the school as well as encouraging, positive posters which serve as a daily reminder to give our best on any given day. We intentionally celebrate and evaluate successes as well as intentionally critique and evaluate areas of growth. All of this is supported by our mission of *Sharing Hope, Teaching Christ* by being Christ Centered, Academically Strong and Respectfully Operated.

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

There are lots of positive posters, scripture verses and sayings in the hallways of Zion. It is a good reminder to everyone about the behavior we desire. We incorporate the covenant into the classrooms. Each classroom talks weekly about ways to build that loving, Christian climate. We encourage prayer and devotions before activities and meetings. Our parent partnership workshops were developed to work on pertinent family and school issues to improve the overall climate. Teachers make home visits at the beginning of the school year or meet with parents as needed throughout the school year. Teachers regularly communicate through FastDirect messages to parents.

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

Christian behavior is consistently modeled and expected from our students. We have a discipline policy that is supportive of the school's mission statement. The students respond to this mission statement and discipline policy with R.E.S.P.E.C.T. Students model this respect by fulfilling classroom expectations daily. Students and teachers focus on a specific yearly fruit of the spirit theme verse. Words that help guide our actions are assigned to each letter. Each classroom has a list of jobs that need to be done each day to ensure the classroom is kept neat and orderly. A list of expectations are reviewed and displayed in each classroom.

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

All legal rights of the parents, legal caregivers, teachers, and students are in written form in our school or staff handbooks. If issues arise, they are dealt with quickly and appropriately.

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

The congregation and school work together to provide Word and Sacrament ministry so that students

and their families are fed and nourished in their faith. This ministry permeates the school's daily life as the liturgy in worship is taught and utilized within the classrooms and chapel services. Pastors and teachers are in regular communication regarding incorporating Lutheran theology and practice within the classroom. There is prayer and devotion in each of the classrooms on a daily basis. The teachers are fully capable of answering scriptural and biblical questions. If a need arises that goes outside the realm of how comfortable a staff member would be, a referral is given to the pastor to follow up with a student. The faculty has devotions each morning and prays for one another and for students daily.

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

Again, because of the size of our school we are able to know each of our families on a personal level and develop a relationship with them. Staff encourage and are open to one-on-one family meetings outside of parent teacher conferences to discuss any areas of concern. Parents feel like their concerns are heard and attended to in a way that brings comfort or is helpful. Our staff is encouraged to use the working covenant to have a safe place at staff meetings to vent frustrations rather than to ever use a parent as a sounding board. We pride ourselves in that professional relationship that we have to ensure care and concern without crossing boundaries of giving out confidential information.

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

Zion's staff works as a team. The faculty and staff start and end the year with workshops that include team building activities. Faculty morning devotions are held daily where we pray for one another and various concerns are openly shared. The full staff meets one day each week for devotions, review of covenant and mission/vision as well as to assess what we are doing well and what we can do to be better. The use of the working covenant enables communication to flow easily as we meet together. We also meet monthly to work on development areas. A strong, unified approach from the administration that checks in regularly to help and support one another is evident.

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

Christian behavior is consistently modeled and expected from our students. We have a discipline policy that is supportive of the school's mission statement. Each classroom has a list of jobs that need to be done each day to ensure the classroom is kept neat and orderly. A list of expectations are reviewed and displayed in each classroom.

Wherever you have a mix of students and a mix of family dynamics, there will be an opportunity for everyone to grow in self-control. We use our theme verse each year at our weekly chapel services to talk about the importance of our actions and words and how we strive to R.E.S.P.E.C.T. God and one another. We encourage children to do this not because we have to, but because we want to; based on the love that Jesus has shown us first. Any instances that don't follow typical behavior expectations have been dealt with immediately.

Expectations and structure are consistent throughout the school. Therefore, students know they should model their Christian faith behavior. As they progress through the years, they are not surprised by the expectations and can adapt to changes in a new classroom more easily.

## Required Evidence

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

[School discipline code](#)

## Required Indicator of Success

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

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

YES

NO

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

[School discipline code](#)

[Covenant](#)

[RESPECT](#)

[KINDNESS](#)

[SELF-CONTROL](#)

Classroom discipline policies: [K](#), [1](#), [2](#), [3](#), [4](#), [5](#), [6](#), & [7/8](#)

**Comments:**

Teachers review the mission and covenant on a regular basis in their classrooms. The characteristics of the fruit of the Spirit for the year are reviewed regularly in chapel and in classrooms.

## General Indicators of Success

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

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

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

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

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

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

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

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

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

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

---

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

[Mission Statement Signs](#)

[Chapel schedule](#)

[Chapel](#)

Classroom devotions - [Kindergarten](#) & [7th & 8th grade](#)

Facebook page

Hallway pictures - [Kindergarten](#), [Advent](#), 1st [Gingerbread Houses](#), 3rd [Apple Stories](#), and [K & Chapel Leader Theme Verse](#) & Shirts

[RESPECT/Fruit of the Spirit](#)

Reading [Buddies](#); [Preschool/Grade 3](#); [Kindergarten/Grade 6](#)

Chapel Families - [Amazing Race](#) & [Bag Hunger](#) & [Thank you notes](#)

**Comments:**

Zion Lutheran School is like a family. The students work with each other, not just in their classes but with other groups in the school. We have multigrade chapel families. Students work with other classes like our reading buddies (preschool and 3rd/4th grade and kindergarten working with sixth graders). Bulletin boards are constantly updated with student work and sometimes displays are placed in the halls.

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

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

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

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

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

---

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

[RESPECT](#)

[School discipline policy](#)

[Bible verse each subject](#)

[Prayer Sheets for students](#)

Prayer - [Kindergarten](#), [2nd Grade](#), & [4th Grade](#)

[National Day of Prayer](#)

[Voting on Dress Up Days](#)

Students prayer request/praying for absent/sick students

School Administrator [7th/8th grade survey](#)

**Comments:**

Prayer is a part of every classroom. Each day class starts with devotions and subjects start with Bible verses. Each day the faculty prays for each other and for an individual student. Students and staff wear their theme shirts many times throughout the school year. Students are sometimes asked to vote on school choices (like dress up days). The school administrator meets with students individually and in groups to get their feedback.



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

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

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

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

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

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

[School Handbook](#)

[PTL Handbook](#)

[Parent-Teacher Partnerships](#) Mustang Memo from School Administrator

Helpful Hints [Grade 4](#)

[Mustang Memo](#) with volunteer opportunities & invitation to NLSW service

Classroom Newsletters - [Game Day Help](#)

Classroom - [Gingerbread house help](#) & [Christmas Stockings](#)

[Covenant](#) - contagious atmosphere on page 2

[BoSM Policy 1401 - Parent Communication](#)

Fast Direct as a communication tool

[Grandparents Day](#)

[NLSW meal with someone special](#)

Field Trips - [Digger Day](#)

[Parent/Teacher Conferences](#)

[Walk-A-Thon](#)

**Comments:**

Zion Lutheran School believes that the partnership between the home and school is very important. Zion Lutheran School loves its volunteers and encourages parents to get involved at the school. These activities create ways for parents and families to be connected.

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

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

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

---

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

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

---

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

[Faculty Devotion Schedule](#)

[Faculty & Staff Prayer List](#)

[Covenant](#)

[Cards to Faculty & Staff](#)

[Staff Birthday List](#)

[Faculty & Staff Happy Hour](#)

**Comments:**

Zion's faculty and school administrator meet daily at 7:20 for devotions. Pastors lead devotions with the faculty and staff members on Thursday morning. Zion's faculty and staff model the covenant for our students and families on a daily basis.

## Summary and Response Actions

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

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

YES

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

There is a regular sense of respect between the students and the faculty and staff members that is displayed through how they greet one another in the hallways and interact with one another in conversation. At the center of it all is Christ and how He guides the climate of our school.

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

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

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

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

Section Totals (NOT Averages)	
STANDARD	RATING
2A	6
2B	12
2C	12
<b>Total:</b>	30

<b>Average:</b> (Total ÷ 10)	3
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## 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.**

The Board of School Ministry (BoSM) of Zion Lutheran School consists of eight members, the School Administrator, and Dean of Education. Six members are elected from the Zion congregation and 2 members are elected from the St. Mark, New Germany congregation and follow their respective election procedures and term policies. St. Mark members are voting members on the board but cannot hold either the chairman or vice-chairman position. Members are elected for a two year term with a maximum of three terms. The board meets on the third Thursday of each month at 7:00 pm. The board can add nonmember board members to represent families that do not belong to either Zion or St. Mark Lutheran Churches. The board added one nonmember for a two year term that started in January 2023.
- 2. How are members of the governing authority and its officers selected?**

Members of the Board of School Ministry at Zion Lutheran School are nominated by the board itself. Lists of potential nominees are turned into the Zion congregation nominating committee. The nominating committee determines which candidates get recommended for each board. These recommendations are then put on the ballot and a vote is held during the Zion voter's meeting in November. Top candidates are elected to the board for a two year term. Officers for the BoSM are elected during the December BoSM meeting for the following year.
- 3. How are governing authority policies and minutes obtained for observation?**

Board policies are maintained in a policy manual (electronic copy) which can be obtained from the school administration. A paper copy of the policy manual is kept in the school office. Board members also have a copy of the policy manual and any updates that are made throughout the year. Meeting minutes are presented at the monthly church council meetings and voter's reports are available at the voter's meetings. Meeting minutes are also kept on file in the school office.
- 4. How are the school's community and operating congregation(s) informed about the governing board's policies, decisions and plans?**

The School Administrator and Dean of Education report verbally to the staff at morning devotions. The BoSM and School Administrator reports are presented monthly to the Church Council and semi-annually to the Voter's Assembly. The School Administrator updates school families either in the Mustang Memo or through email on important decisions. Occasionally the School Administrator updates the congregation at church services.
- 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.**



The BoSM approved updating the security entrance at the office doors. This provided a camera to view the guest from the secretary desks and a button to unlock the door for the guest.

The BoSM approved a Back to School Roadmap following the COVID-19 shutdown. This allowed for the school to safely reopen at the start of the 2020-2021 school year.

As a result of increased enrollment, the BoSM moved the entire school to single-grade classrooms for the 2022-2023 school year. This has been an ongoing process that started six years ago by splitting our first and second grade combined classroom. This school year two new teachers were hired so that all grades were made single-grade classrooms. The BoSM has also been active in the process to add classrooms on to the school so that all classrooms will hopefully be in the school building and Christ Corner will not have to be used for extended care.

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

Zion staff meets prior to the beginning of each school year to discuss the objectives and goals for the year. During monthly BoSM meetings, the School Administrator and Dean of Education work with the board to set the meeting agenda to ensure topics are covered that mandate action to either plan or accomplish the plan set forth for the school. A monthly “to do” calendar has been established by the BoSM to ensure annual topics are covered in a timeframe needed to meet the action required. The School Administrator is currently working on a project in the Van Lunen fellowship to create Zion Lutheran School’s first strategic plan.

## 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:**

[BoSM Policy 1101 - Board Accountability](#)

[BoSM Policy 1104 - Board Role and Function](#)

[BoSM Policy 1105 - Board Responsibilities](#)

**Comments:**

The BoSM Policy manual is clear regarding lines of authority and responsibilities/roles of the board in the ministry/operation of Zion Lutheran School.

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

YES

NO

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

[BoSM Policy 1201 - Board Membership](#)

[St. Mark Lutheran Church contract](#)

**Comments:**

The BoSM Policy Manual identifies board membership and election. The constitution of Zion Lutheran Church outlines this in more detail. After St. Mark Lutheran School in New Germany closed, a partnership between Zion Lutheran Church and St. Mark Lutheran Church was formed and St. Mark was granted two members to the Board of School Ministry.

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

YES

NO

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

[BoSM Policy 1300B - School Administrator](#)

[BoSM Policy 1300C - Dean of Education](#)

**Comments:**

Leadership roles for those in leadership positions are clearly delineated by board policies.

## General Indicators of Success

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

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

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

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

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

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

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

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

- The governing authority provides for grievance and due process resolution procedures.
- The governing authority meets regularly and has clearly defined policies regarding open attendance at meetings and executive sessions.
- The governing authority has established process policies that set forth the style and rules by which the governing authority will complete its tasks and processes.
- Governance policies are determined at official meetings and recorded in the minutes, including appropriate updates and changes to policy.
- Minutes are recorded for each meeting and circulated to all members.
- Governing authority policies are collected into a policy manual, separate from the minutes.
- The governing authority makes appropriate reports to the operating organization(s).
- Neither the governing authority nor its individual members involve themselves in the day-to-day operations of the school.

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

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

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

[BoSM Policy 1400 - Due Process - Parent](#)

School Handbook - [Due Process](#)

[BoSM Yearly Calendar](#)

[BoSM Policy 1104 - Board Role and Function](#)

[BoSM Policy 1105 - Board Responsibilities](#)

[BoSM Policy 1106 - Annual Goals](#)

[BoSM Policy 1200 - Policy Information](#)

[BoSM Policy 1205 - Board Meeting Procedures - Visitors](#)

[BoSM Meeting Minutes](#)

[BoSM Voter's Report](#)

School Administrator Report - [BoSM](#), [Council](#), & [Voter's](#)

**Comments:**

The BoSM meetings are held on the third Thursday of the month. A monthly calendar guides the agenda. Minutes are kept at each BoSM meeting. After the meeting, the minutes are distributed via email to all board members for approval prior to presentation at the Church Council meeting. Minutes are available upon request. Visitors are welcome to address the BoSM after speaking with the School Administrator and chairman of the board.

Policy updates are motioned and approved at BoSM meetings, included in meeting minutes, and updated appropriately in the BoSM policy manual. BoSM policy manual is kept and updated appropriately. BoSM Chairman reports monthly to the Zion Church Council and semi-annually to the voter's assembly. The School Administrator submits reports to the BoSM, Council, and Voters.

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

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

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

- Written policy delineates roles and responsibilities of the board or governing authority.
- Comprehensive job responsibilities and/or limitations are in place for the administrator.
- The governing authority or the administrator’s direct supervisor evaluates the head administrator annually based on the job description.
- The governing authority receives reports from the administrator or the administrator’s direct supervisor at each meeting.
- The governing authority has written policies or position descriptions clearly delineating relationships between the head administrator and pastor(s).

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

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

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

- [BoSM Policy 1104 - Board Role and Function](#)
- [BoSM Policy 1105 - Board Responsibilities](#)
- [BoSM Policy 1202 - Board Officer Duties \(Chairman of the Board\)](#)
- [BoSM Policy 1203 - Board Officer Duties \(Secretary of the Board\)](#)
- [BoSM Policy 1204 - Board Officer Duties \(Vice-Chairman of the Board\)](#)
- [BoSM Policy 1300B - School Administrator](#)
- [School Administrator Evaluation](#)
- [School Administrator Report](#)

**Comments:**

The School Administrator’s monthly report is provided and presented at each BoSM meeting. Evaluations are conducted annually by the BoSM for the School Administrator. Evaluations are also received from the pastors, faculty, and staff for the School Administrator. The evaluation for the Dean of Education is completed by the School Administrator. The BoSM then reviews and discusses the evaluations that were conducted. Job descriptions are in place for School Administrator and Dean of Education.



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

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

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

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

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

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

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

Zion Lutheran Church [constitution](#) & [bylaws](#)  
[BoSM Policy 1201 - Board Membership](#)  
[BoSM Professional Development](#)

**Comments:**

BoSM Policy 1201 outlines all of the qualifications for members to the board. The School Administrator leads the board members in development of the roles and responsibilities.

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

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

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

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

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

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

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

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

[Annual Parent Survey](#)

[BoSM Policy 1106 - Annual Goals](#)

**Comments:**

The annual survey, as well as input from the faculty, staff, and administrator, is the key tool that the BoSM uses to identify and assess school needs to plan appropriately from year to year. As part of the Van Lunen Fellows program, the School Administrator’s project is working on a strategic plan for Zion Lutheran School.

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

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

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

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

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

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

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

[2022-2023 BoSM Budget](#)  
[BoSM Calendar](#)

**Comments:**

Policies created are aligned with the Zion congregation budgetary planning process. Zion currently does not use an external financial review or audit.

## 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?**

By regularly evaluating the policies established, the school is able to operate in an efficient manner that maintains consistency from one year to the next. Also, by incorporating the voices of St. Mark and now a non-member on the Board of School Ministry, the school is able to tend to the needs of its students and their parents in a more complete fashion.

**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.**

Zion needs to use an external review or audit.

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

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

## STANDARD 3B: ADMINISTRATION

### Overview

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

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

### Potential Evidence

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

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

### Potential Practices

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

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

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

## Required Responses

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

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

Zion Lutheran School has a School Administrator that attends to the daily activities. Zion also has a Dean of Education that assists the School Administrator in the area of curriculum.

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

The Job Specifications for the School Administrator as listed in the job description:

1. Accepts and supports the Old and New Testaments as the inspired word of God and is willing to uphold the confessional teachings of the Lutheran Church - Missouri Synod, particularly those presented in Luther's Small Catechism.
2. Has a bachelor's degree and experience in leadership and management.
3. Has distinct, administrative and leadership abilities.
4. Is passionate about people and Zion's ministry and the power of God's Word to work in their lives.
5. Appreciates and values team ministry.
6. Maintains and models healthy boundaries in family and work.
7. Is willing to become a member of Zion Lutheran Church, Mayer, MN

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

**Congregation:** The School Administrator regularly attends worship services. He also visits St. Mark Lutheran Church to attend worship services there. The School Administrator attends all meetings required of the position - BoSM, Church Council, and Voter's Assembly - along with PTL, Walk-A-Thon, and Auction Committees.

**Community:** The School Administrator works to schedule regular service events in the community. He attends events when possible. He also passes along information about the school to the local newspapers.

**Professional Organizations:** The School Administrator is a member of LEA (Lutheran Education Association), MINNDEPENDENT (Minnesota Independent Schools), and ASCD (Association for Supervision of Curriculum Development). The School Administrator is currently participating in the Van Lunen Fellows program.

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

Zion Lutheran School's budget is proposed each year by the BoSM and then is presented to Zion's Church Council and finally the Voter's assembly. The School Administrator leads the process in establishing the budget by tracking expenditures and monitoring upcoming expenses. The School Administrator oversees the spending throughout the year to ensure that school spending stays in-line with the budget approved by the Voters.

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

The administrator attends weekly worship services. The administrator frequently addresses the congregation to keep them informed about school events and how their support for the school furthers the mission of the congregation. The administrator fills in for confirmation class when the pastors are not available. The administrator helps at Vacation Bible School.

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

The administrator attends weekly worship services. The administrator communicates the purpose of the church and school, Sharing Hope and Teaching Christ, while promoting school events and activities to the congregation all during the school year. The administrator leads the students weekly in reciting the theme Bible verse for the school year at chapel and introducing and reviewing different aspects of Respect, Kindness, and our fruit of the spirit. The administrator's faith can be clearly seen in his section of Mustang Memo, the school's weekly newsletter.

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

The administrator provides many opportunities for faculty and staff to provide input or collaboration or take the lead in some tasks. Collaboration regarding educational topics/trends and best practices is shared on a weekly and monthly basis as the administrator and faculty reads articles and books pertaining to such topics. The faculty and administrator are collaborating on this very process of accreditation. Members of the faculty are leaders of each accreditation section. The administrator and faculty collaborate on various activities such as the Christmas Service, School Dramas/Musicals, service projects - like Bag Hunger and Feed My Starving Children, National Lutheran Schools Week activities, etc. At times, various faculty members take leadership roles in these activities based on prior collaboration as a group. A great deal of collaboration between faculty and administrator also takes place during before and after school year meetings. Issues that come up during the school year and have an effect on the administrator and faculty are addressed during regular morning faculty meetings and regular monthly after school faculty meetings as well.

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

The School Administrator identifies and assigns books for the staff to read and discuss. He provides a weekly article for the staff to read and discuss on Fridays. The School Administrator attends the yearly Minnesota South District Educators' Conference with the staff. He has also attended LEA's Leadership Conference. He regularly attends Region II administrator meetings. He participates in MINNDEPENDENT conferences and workshops. He is currently participating in the Van Lunen Fellows program.

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

Faculty devotions are held every school day morning and Bible study is held every Thursday morning. Faculty meetings are led by the Administrator and Dean of Education monthly. Faculty development meetings are led by the School Administrator monthly. Zion's covenant and mission are reviewed to ensure we are clearly striving toward the mission of Zion. Teacher observations are done four times



per year by the School Administrator. In Faculty development, books are read by the faculty for professional development during summer and during the school year. In Faculty meetings, ways to help struggling students and better utilize MAP testing results to help our students are key topics.

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

The School Administrator is the face of Zion Lutheran School. The administrator greets all students as they arrive at school and dismisses the students at the end of the day. He also is often seen interacting with parents at these times as well as many other times in the office as the administrator's door is often open. The administrator also interacts with students regularly after weekly chapel. He is also seen frequently visiting the classrooms. He has worked with the 7th and 8th graders on topics such as leadership and the school's covenant/best practices. The administrator clearly models one of the school's sub-missions under the school's purpose, which is 'Respectfully Operated.' The administrator relates and interacts with parents, students, and faculty/staff in a clear, confident, and respectful manner. The administrator is visible at school events including sporting events, activities, meetings, and fundraisers. The administrator plays a very important role in welcoming potential families into the school and gives a great positive first impression to those families.

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

The administrator attends the conferences and workshops of the Minnesota South District. The administrator also attends Region II administrator meetings. The administrator has attended national conferences as well.

## Required Evidence

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

[Administrator's job description](#)

## Required Indicator of Success

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

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

YES

NO

### Identify and list supporting Evidence or Practices:

Worship Attendance - [Zion](#) & [St. Mark](#)

Membership in [LEA](#)

[Conferences](#)

[Rostered](#) Educator

Mustang Memo [messages](#)

### Comments:

There is no doubt that the School Administrator's personal Christian faith is evident. The administrator's dedication to his faith is often seen in his weekly message in the Mustang Memo. The administrator attends worship regularly. The administrator maintains membership in LEA, attends district educators conferences, and is a rostered educator in the LCMS. The administrator has a passion for Zion to be the best school that it can be, making excellence, which is a part of Zion's covenant (sub-mission of Zion's overall purpose) evident in his day to day tasks.

## General Indicators of Success

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

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

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

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

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

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

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

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

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

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

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

- [Rostered](#)
- [Teaching License](#)
- [BoSM Letter](#)
- [SLED Program](#)
- [Van Lunen Program](#) & [Schedule](#)

**Comments:**

The administrator currently holds a valid Missouri state teaching license as well as a masters degree in history. The administrator is a graduate of the SLED program. Even though the administrator has neither a masters in education nor 12 semester hours in administration, the job description only requires a bachelor’s degree and the BoSM is pleased with the skills, experience, and competence of the administrator and are confident in his ability to lead the school, which he has demonstrated during the last 9 years. The BoSM supports the professional development that the School Administrator is participating in. Currently, the School Administrator is participating in the Van Lunen Fellows program.

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

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

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

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

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

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

[BoSM Policy 1300B - School Administrator](#)

[BoSM Policy 1300C - Dean of Education](#)

[BoSM Policy 1300L - Administrative Secretary](#)

[BoSM Policy 1300M - Office Assistant](#)

**Comments:**

The School Administrator currently has no classroom teaching duties. The church and school share office space and there are three secretaries employed by the church and school. The school secretary is budgeted for 30 hours a week. The School Administrator is also serving as Athletic Director, which may need to be assigned to another person.

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

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

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

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

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

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

[Faculty Bulletin](#)

[Parent Email](#)

[NLSW Message](#)

[Mustang Memo](#)

Public School [Communication](#)

[School Handbook](#)

Teacher Observation - [5 Minute Walk](#) and [Evaluation](#)

**Comments:**

Communication with those around him - faculty, staff, students, and parents - is a definite strength of Zion’s School Administrator. The administrator communicates effectively through faculty email, the Mustang Memo, and parent email (FastDirect). He also addresses parents and the congregation at meetings and at the end of church services. The administrator communicates regularly with public school officials in meetings and email. Policies regarding appropriate and effective communication are found in the school handbook. The

administrator also keeps documentation of teacher observations and communicates regularly and professionally with the teaching staff regarding those observations.

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

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

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

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

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

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

[2022-2023 BoSM Budget](#)

[Expenditure History](#)

[Region II Comparison](#)

[Powerpoint](#) for BoSM Meeting

[Requisition Request](#)

Donation Request - [Memorial](#) and [Letter](#)

[Auction for Education](#)

[Walk-A-Thon](#)

**Comments:**

The School Administrator leads the development of the school budget and manages the budget throughout the year. The School Administrator is required to approve expenditures prior to purchase. The School Administrator is passionate about helping Zion Lutheran School raise funds. Prior to our current administrator, Zion did not have an annual Auction for Education. He has headed up this event each year since accepting his call to Zion. This year will be Zion’s 9th Auction for Education.



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

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

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

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

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

[Devotions on School Theme](#)  
Membership in [LEA](#), [MINNDEPENDENT](#), and [ASCD](#)  
[Van Lunen Fellows program](#)  
[MINNDEPENDENT Conference](#)  
[Faculty Development Meetings](#)  
[Faculty Book Assignment](#)  
[Faculty Article](#)  
Observations - [Question](#) & [Engagement](#)

**Comments:**

The School Administrator has a desire to grow in knowledge and use of best practices in education and a desire for the faculty to grow in these areas as well. The administrator leads the staff in choosing a theme verse for the school year. The administrator is a member of LEA, MINNDEPENDENT, and ASCD. The administrator assigns weekly articles and yearly books for the faculty to read. The administrator conducts observations four times a year and provides yearly evaluations to the teachers.

## 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?**

The School Administrator is heavily involved in the many aspects that it takes for a school to run smoothly while Sharing Hope and Teaching Christ. The School Administrator is highly organized and has a consistent desire to maintain excellence for the school's ministry.

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

The School Administrator does not have a master's degree in education.

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

STANDARD	RATING
3B:02	2
3B:03	3
3B:04	3
3B:05	3
3B:06	3
<b>Total:</b>	14
<b>Average:</b> (Total ÷ 5)	2.8

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

Section Totals (NOT Averages)	
STANDARD	RATING
3A	14

<b>3B</b>	14
<b>Total:</b>	28
<b>Average:</b> (Total ÷ 10)	2.8

## STANDARD 4: PROFESSIONAL PERSONNEL

*A qualified and competent staff serves the school.*

### Overview

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

### Potential Evidence

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

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

### Potential Practices

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

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

## Required Responses

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

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

#### 1. Called Personnel:

All Missouri Synod trained qualified workers shall be eligible for a call to serve the congregation. The Call document issued by the congregation will follow Synod guidelines.

All faculty members of Zion Lutheran School must be members of the Lutheran Church - Missouri Synod and professing Christians according to the confessional writings of this church body. Zion's teachers are to be active members of Zion Lutheran Church or a sister congregation.

All employees shall have a criminal background check in compliance with state law.

#### 2. Contract Personnel:

Contracts will be issued to those staff members not eligible for a Call. The appropriate board will issue these contracts.

#### 3. Teacher License in Elementary Education:

All teachers have a current Minnesota State Teaching License. If a new teacher has an expired license, they are required to work to make it current.

#### 4. All Other Employees:

All employees not having a Call or written contract previously described above are "at will" employees. Either party may terminate employment at any time with or without cause.

### 2. What is the current student-teacher ratio?

2022 – 2023 School Year

School:	1:15
Preschool 3	1:12
Preschool 4	1:19
K:	1:17
1st Grade:	1:15
2nd Grade:	1:13
3rd Grade:	1:14
4th Grade:	1:11
5th Grade:	1:20
6th Grade:	1:14
7th Grade:	1:16
8th Grade:	1:16

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

Both the church and the school have monetary resources available for teachers to use for continuing education classes. A substitute is provided if a teacher attends a class or conference during the school day. Teachers are free to pick out classes that pertain to their subject area or position. The administrator gives teachers relevant articles to read each week and it is discussed at Friday morning devotions. He also passes on articles to individual teachers that pertain to their position. The staff also reads at least one educational book each year and discusses it.

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

The faculty meets every morning for devotions and updates. A staff and faculty devotion meeting is held once a week. In addition, a senior staff update meeting is held twice a month. Monthly meetings are held for long range planning. Faculty development meetings are held once a month. There are also meetings prior to and following the school year for the purpose of future planning and yearly wrap up evaluations. These meetings are vital to helping the staff share information, spend time in the Word together, and keep in touch with daily issues.

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

Teachers are involved in personal and staff devotions and attend church regularly. Some also participate in Bible Study groups. Many are involved in the music program and other programs within the church. Teachers lead devotions and share their faith in the classroom on a daily basis. Teachers also spend many hours at school and home preparing for the school day as they minister to individuals and families.

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

For Faculty:

- 1) The administrator posts a vacancy notice in the church bulletin and contacts the Minnesota South District Office for potential candidate names. Congregational members may also present names for consideration.
- 2) The call committee as outlined in the bylaws II.C evaluates the candidate resumes.
- 3) Interviews are done by the call committee in person, if possible, or via telephone/virtually.
- 4) A hiring decision is made by consensus of the call committee. A background check is then done and if acceptable, the recommended candidate is presented to the congregation for approval per VI.A.b of the constitution. The position is then offered to the chosen candidate.
- 5) The teacher is installed at the opening service of the school year.

For Staff:

- 1) The administrator posts a notice of the vacancy in the church bulletin and area newspapers if necessary.
- 2) The applications and resumes are reviewed by the administrator and appropriate boards.
- 3) A hiring decision is made by this group.
- 4) A background check is done and if acceptable, the position is offered to the candidate.

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

New teachers are trained on the current technology that is used in the building. If questions arise regarding technology, a staff or congregational reference person is available to solve problems and help with training. The current 8th grade teacher is available for any technology training needed. Each year, specific teachers are trained in the TEC21 Workshop Program. They are able to incorporate the lessons they learn into their classroom with their students.

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

We have four non-rostered teachers who are LCMS born and raised. They are active members in their congregations (Zion, St. Mark in New Germany, Our Savior in Excelsior). Zion does not hire non-LCMS teachers.



## 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](#)

[Nondiscriminatory salary and benefit scale](#)

## 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:

Mission Statement posted in each [classroom](#) and [hallways](#)  
[Faculty & Staff Meetings](#)  
[Faculty Surveys](#)

### Comments:

Zion Lutheran School's Mission Statement is displayed in the hallways and classrooms. Teachers lead by example the Mission Statement on a daily basis. Faculty and staff meetings review the Mission Statement on a regular basis.

## General Indicators of Success

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

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

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

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

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

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

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

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

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

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

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

All teachers are LCMS - [Staff Information Sheets](#)  
[Teacher Survey Results](#)  
[Rostered Status](#)  
Background checks - on file in office  
[Teaching Certificates](#)

**Comments:**

Teachers participate in staff devotions five mornings a week, weekly Bible Studies, congregational worship and Bible Study groups. Our teachers minister to individuals and families in the school. Christ is a daily focus throughout the day. Teachers and students attend chapel weekly. All full-time teachers at Zion have from 1 year to 29 years experience teaching in Lutheran schools. All full-time faculty members employed by Zion are required to be Lutheran Church Missouri Synod (LCMS) members. All professional staff have the required teaching licenses to comply with state licensure requirements or are working towards it. Staff members hold current licenses for PS-6, K-6, 1-6 or K-12. One staff member has a K-12 certificate with vocal and classroom music. We have four non-rostered teachers who are LCMS born and raised. They are active members in their congregations (Zion, St. Mark in New Germany, Our Savior in Excelsior). Zion does not hire non-LCMS teachers. Faculty members go through training at the start of every school year.

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

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

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

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

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

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

[Teacher Performance Self-Evaluation, Observation, & Professional Development](#)

Observations - [5 Minute](#), [Questioning](#), & [Engagement](#)

[Faculty Development Meetings](#)

[MN South District Conference](#)

[Staff Information Sheets](#) with CEUs linked

[TEC21](#)

**Comments:**

Zion uses an evaluation process and a standard assessment form that is done by the school administrator a minimum of twice a year. This includes an assessment of the teacher’s classroom environment, strengths and weaknesses. The faculty is assigned books by the school administrator during the school year and during the summer to support spiritual and professional growth. The staff development plan calls for the staff to meet seven times a year to review needed areas of improvement and develop new professional teaching strategies.

The school policy on continuing education and providing funds for such indicates the value Zion places on professional growth. The staff handbook has additional policy information in the section on education reimbursements and professional growth. Teachers are required to attend district and regional educators' conferences. Zion's teaching staff is part of MINNDEPENDENT and LEA. Zion provides appropriate instruction for technology in the classroom. Zion's Parent Teacher League (PTL) provides funding for technological training as requested by the teacher. The congregation provides resources as well. Each year, specific teachers are trained in a TEC21 Class. They are able to incorporate the lessons they learn into their classroom with their students.

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

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

- New teachers receive thorough orientation and are supported with experienced, assigned teaching mentors.
- Teachers demonstrate and continuously improve knowledge and skills necessary for effective instruction and modeling of Christ-centered values.
- Policies related to teachers and support staff are established and practiced.
- The average student-professional personnel ratio is appropriate for the age and level of the students and ensures optimal student growth.
- The number of staff members is adequate to provide effective instruction and supervision for students at all school activities.
- The nondiscriminatory salary and benefit scale is adopted and implemented for all personnel.

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

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

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

[New Teacher Orientation](#)

Helpful Hints for New Teachers - [FastDirect](#), [Report Cards](#), [Google Classroom](#), [Reading Curriculum](#), & [SMART Board](#)

[CEUs](#)

[Back to School Meetings](#)

[Staff Handbook](#)

[Teacher Orientation & Handbook](#)

[BoSM Policy 1300 - Job Descriptions](#)

[BoSM Policy 2002 - Non-Professional Staff - Paraprofessionals](#)

[BoSM Policy 2003 - Non-Professional Staff - Paraprofessional Ethics](#)

[BoSM Policy 2000 - Non-Professional Staff - Volunteers](#)

[Salary and benefit scale](#)

**Comments:**

All employees receive and are expected to refer to and follow the Staff Handbook. A fellow teacher acts as a mentor for new teachers and the entire staff is available to help and support new teachers. Zion has an acceptable student/teacher ratio and the Board of School Ministry regularly discusses each classrooms' ratios. School Board Policy 2302 provides information on student teacher ratios. We have moved to single grade classrooms to ensure effective instruction and supervision for students.

Teachers' input and the individual student needs of each classroom are considered when implementing staffing. Teachers are encouraged to improve their knowledge and skills by attending conferences, reading books and educational articles, and taking classes that apply to their position. Zion uses the Compensation Decision Support Tool to make sure all teachers are on the same level.

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

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

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

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

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

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

[BoSM Policy 2002 - Non-Professional Staff - Paraprofessionals](#)

[BoSM Policy 2003 - Non-Professional Staff - Paraprofessional Ethics](#)

[BoSM Policy 2000 - Non-Professional Staff - Volunteers](#)

Instructions for Teacher Aides - [Responsibilities](#) & [Grading](#)

[Volunteer Guidelines](#)

[Staff Handbook](#)

[CPR/First Aid training](#)

[Parent/Teacher Conferences](#)

[Parent Survey Results](#)

[Student Survey Results](#)

**Comments:**

We utilize nursing services through Watertown-Mayer ISD 111, which follows the state licensing standards. All employees receive and are expected to refer to and follow the Staff Handbook. Training for aides is done by the classroom teachers per policy 2002 which is located in the Board of School Ministry policy manual. Training for office staff is done by current office staff or the School Administrator. Training for volunteers is done by the classroom teachers per policy 2000 which is located in the Board of School Ministry policy manual. Volunteers working in the office are trained by current office staff or the School Administrator. Zion



Volunteer Guidelines can be found in the PTL Handbook and the School Administrator discusses this at the Back to School Parent Meeting. Parent/Teacher Conferences are held twice a year and parents are encouraged to reach out to teachers whenever they have questions.

## Summary and Response Actions

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

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

YES

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

All teachers have a strong personal relationship with Jesus Christ and have demonstrated their dedication by sharing hope and teaching Christ.

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

Four of our teachers are not LCMS rostered teachers; however, they are active members in their LCMS churches.

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

STANDARD	RATING
4:02	2
4:03	3
4:04	3
4:05	3
<b>Total:</b>	11
<b>Average:</b> (Total ÷ 4)	2.8

## 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.).**

There are no state mandates concerning the construction of curriculum. We consult with area Lutheran schools regarding textbooks. Within the last five years the faculty spent countless hours evaluating several curriculums to search for the one that best meets the needs of our students. We currently use Concordia Publishing House (CPH) One in Christ curriculum for teaching religion in all grade levels through sixth grade. The remainder of the textbooks are secular. We currently use MAP (Measurement of Academic Progress) testing. The testing is done three times a year and the results are analyzed to help student growth and instruction, as well as helping to guide curriculum decisions.

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

In 2019 a writing class was added to the 7th and 8th grade curriculum to address noticed inadequacies in writing skills to better prepare middle school students for the next level of education in high school. Teachers in the younger grades made a conscious effort to spend more time on writing skills and allowing students to free write in order to help them gain a better understanding of logical thinking and how to put their thoughts into words. Also after faculty study and evaluation, a new social studies curriculum was adopted. Students are now presented with magazines for each unit. The magazines are published yearly and allow for more current information to be included than in a standard textbook. This curriculum also aligned most appropriately with our mission statement and values.

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

Although the teaching methods vary, most lessons are formatted according to a pattern which includes a review, a focusing event or anticipatory set, and teacher-led presentation of materials, student interaction, assigned work that is assessed for understanding, and monitoring of student progress. These methods may vary based upon the teacher, the grade level, the subject, and whether the material is all new standards, building on previous learning, or review of materials. It is during the presentation and student interaction where many of the differences and variations occur.

Presentation devices such as games, role-playing, skits, manipulative objects, collaborative learning, hands-on exploration of material, modeling and practicing, and storytelling are more appropriately used for the lower grades. The upper grade teachers may employ cooperative learning, research activities, teacher-led presentations, individual and group student presentations, and independent work.

All grades make use of both hands-on and discovery methods in subjects where it is appropriate to do so. The use of SMART Boards is effectively used in all classroom situations. All learning styles are

accommodated both through the teacher's plans and the resource teacher (Title I). Thematic units are primarily used in preschool and kindergarten, and are also used in the lower grade reading classes, which incorporate the teaching of fundamental reading skills and phonics. All areas of the curriculum are taught from a Christian perspective with a goal of *Sharing Hope, Teaching Christ*.

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

The teachers communicate during daily morning devotions, faculty meetings, staff development, and with one on one conversations throughout each day. Various curriculums are chosen and followed for continuity. Teachers that are experts in certain areas (technology and writing for example) lead professional development opportunities as needed.

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

Students have the opportunity for one on one and/or small group instruction. This not only happens in the classroom with the classroom teacher, but may also be facilitated by the Title I teacher provided by the public school and/or our teacher aides. Needs of students may be met through using a variety of multi-sensory learning. For students with special learning needs, we collaborate with the local public schools for assessment and development of IEPs and ISPs and 504 plans for student educational support.

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

Report cards are sent home at the end of each trimester. These reports include classroom grades and attitude/behavior evaluations. Mid-trimester reports are also written for students in grades first through eighth. Parent teacher conferences are scheduled twice each year, one after mid-trimester and one during second trimester. The parents have access to student grades online through FastDirect. These are updated on a regular basis so parents can follow the progress of their child. The school uses MAP testing as the standardized assessment. This test is given three times each year and as the series of tests is evaluated, the results are provided to the parents.

Some teachers send home graded assignments and tests for parents to sign, and others maintain a file of student work that shows the child's progress throughout the year. Student achievement is acknowledged through the school newsletter for those students who achieve the Honor or Merit Roll for that given trimester. These achievements are given for the fifth through eighth grades. This encourages pride and ownership in our school. Individual student grades are maintained in privacy, confidentiality, and respect for the student. Parents are welcome to contact the teacher with questions that arise on student work or that show up on the electronic grade book.

Because teachers and families worship together on a regular basis, there is also opportunity for informal reports of student progress. The goal is to educate the child well, be open in grade reporting, acknowledge positive progress and behavior, and directly deal with any problems promptly so they do not continue. In all parent-teacher contacts, we are reminded to follow the principles defined in Matthew 18.

**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.).**

Zion uses the 4 C's of 21st century learning to help guide teaching and learning. The 4 C's are critical thinking, communication, collaboration, and creativity. Faith is always an active ingredient when students critically think in any curriculum. Current events are incorporated into different classrooms through materials such as Let's Find Out and specific websites. Service projects are also a key part of the learning process at Zion. Students participate in singing at local nursing homes, Feed My Starving Children, collections for the military, Stuff a Truck through the local grocery store, and other projects through chapel offerings. Classroom activities and service projects allow students to have hands-on, real world experiences to better understand the world around them. Students in grades 6-8 are required to earn service hours each school year. This allows them autonomy in their choice of service and teaches them to actively participate in their community.

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

Teachers at Zion use many instructional materials besides textbooks. Current events are explored through Let's Find Out and News websites along with YouTube videos. Chapter books and novels are used in grades 3-8. Chromebooks are available at a one to one ratio for every student in grades Kindergarten through eighth which allow students to use educational websites (for example, [www.typing.com](http://www.typing.com) and [www.abcya.com](http://www.abcya.com)) and educational apps. Mystery Science is used to supplement some of our science curriculum. Students in fifth through eighth grade also use Gale Research Tool, No Red Ink, canva.com, edublogs, and Scratch. Arts Attack is used in grades K-8. Math manipulatives are used with the curriculum for hands-on learning. SMART Boards are used in many different ways in each classroom. Teachers in middle school record some of their classes for absent students. Many of Zion's teachers are gifted musically and use a piano or keyboard to incorporate songs with learning.

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

Students are provided with access to materials to enhance learning through leveled books, Chromebooks, AR tests, typing web, educational websites, google classroom, the school library, student I.D.s for additional reading resources in our reading curriculum, educational apps, GoNoodle, puzzles, and individual whiteboards. Gale Research Tool is available for research projects and has varying levels of difficulty for learners of different abilities.

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

Teachers use different faith-based materials for each instructional level. Teachers in preschool through grade six use Concordia Publishing House curriculum for their religion courses. In grades seven and eight, there is a specific catechesis curriculum taught. In all grades preschool through eighth, the Bible, the Hymnal, the Catechism and several devotional books are used to communicate the Christian faith. A variety of Christian songs are also used for teaching. Bible Gateway is an internet site that some teachers use as well to supplement their resources. The teachers use all of these resources in every area of curriculum to explain our Christian perspective, especially in Science and Health. In the younger classrooms, dress up clothes and role playing are also used to act out stories from the Bible. Students in grades 4-8 participate in the Lutherans for Life poster contest. Middle school students participate in the Lutherans for Life Essay contest as a part of the writing curriculum. They also write a blog post about a Bible verse of their choice and are continually encouraged to share their faith in their writing. Catechesis students complete an essay outlining their

faith walk.

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

At Zion there is a variety of technology in use, some of which has been previously mentioned. All classrooms have Chromebooks for use by teachers and students. Students are monitored in their Internet access so that it is used only for educational purposes. Many classes are taught with SMART Board technology. Our MAP testing is done on a computer, and all grades are accessible by parents through FastDirect and updated on a regular basis.

Online accessibility is different in each classroom and based on age appropriateness. All students first through eighth grade sign an Acceptable Use Policy. This policy states that they will adhere to the policies and regulations of school when visiting Internet websites. All computers have a white list/black list and open DNS installed on them, which ensures a greater mode of security for appropriate content.

Specifics by grade level:

Kindergarten – All computer access is via teacher instruction only.

1<sup>st</sup>/2<sup>nd</sup> Grade – Students have online access to complete Accelerated Reading tests. They are taught to use academic games and typing.com exercises.

3<sup>rd</sup>/4<sup>th</sup> Grade – Students have online access to complete Accelerated Reading tests. These grades also use typing web and Google searches to gather information for class assignments.

5<sup>th</sup> through 8<sup>th</sup> Grade – Students use a Chromebook throughout the day in various subjects.



## 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](#), [literature](#), [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.)  
[Health](#), [Technology](#), [Preschool 3](#), [Preschool 4](#)
- A current schedule is prepared for each classroom, indicating clearly when subjects (activities) are taught and during what periods. [Preschool](#) and [K-8](#)
- 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:

[Class Schedules](#)

[Bible Verses](#) at start of each subject

[Chapel](#)

Comments:

Each classroom begins their day with devotions and prayers except on Wednesdays when we gather at church for chapel as an entire school. At the beginning of a new class we say a Bible verse to get us started and transition into a new curriculum. These verses change each month. Any time there is a relevant connection between our faith or Bible story during our regular instruction of other classes, we bring it into the discussion so the students can see the connection. This way the students are able to see that the Lord is in every aspect of our lives.

5:02\* The written curriculum is developed and is implemented for [religion](#), [mathematics](#), [science](#), [reading](#), [literature](#), [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.) [Health](#), [Technology](#), [Preschool 3 & 4](#)

YES

NO

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

Curriculum - see above

**Comments:**

Goals have been written in all curriculum areas that we teach. We strive to teach all students these goals as we daily teach the different subjects and grade levels.

## General Indicators of Success

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

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

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

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

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

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

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

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

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

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

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

Communication with MLHS - [Writing](#)  
MAP Test Results - [Math](#), [Reading](#), & [Grammar](#)  
[Honor Roll](#) listed in Mustang Memo  
[Spelling Bee](#) listed in Mustang Memo  
PTL [Spring Banquet](#)  
Implementation of a writing class - [presentation](#) for staff

**Comments:**

Zion intentionally strives to prepare students for the next level by having written goals and following up with the next grade level teacher to ensure that the students are meeting the goals. We also check with Mayer Lutheran High School to see where our curriculum has strengths and weaknesses in accordance with how our Zion students do academically once they move on to high school. We consistently receive feedback that our students are well-prepared for math at the high school level. As a result of feedback about our writing skills, we implemented a new writing curriculum and have worked with the faculty at Mayer Lutheran High School to ensure that our students are better prepared for high school writing. We also have an honor and merit roll for students in grades 5-8 who meet the stated requirements. These students are listed in the Mustang Memo and given an award at the awards ceremony in the spring. The administrator also evaluates the instructional practices of the teacher four times a year. He also provides educational articles and books for

the teachers to read to help them improve. MAP Tests are used to help identify where students are excelling and struggling and this helps guide teaching and the curriculum.

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

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

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

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

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

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

Curriculum - [Religion](#), [Mathematics](#), [Reading](#), [Literature](#), [Language Arts](#), [Science](#), [Social Studies](#), [Art](#), [Music](#), [Physical Education](#), [Health](#), [Technology](#), [Preschool 3](#), & [Preschool 4](#)  
[Credo on Christian Education](#)

Religion curriculum from [CPH](#)

[Bio](#) Paragraph

Answers in Genesis - [Text](#) & [Worksheet](#)

Challenges Students - [Christmas Story](#), [Biome Project](#), [Blood Typing](#), [Earthquake Towers](#), & [Frog Dissection](#)

Proclaim the Gospel - [Visualizing the Christmas Story](#), [Past Present & Future Verbs](#), [Lenten Poem](#), [Blog Post](#), & [Lutherans for Life Essay](#)

**Comments:**

Zion has written goals and objectives for each subject taught and these are reviewed on a yearly basis. Zion has purchased Curriculum TRAK and we are in the process of merging our goals and objectives into the program. Faculty evaluate curriculum to find the one that best meets the needs of our students and does not contain anything that is contrary to our beliefs as LCMS Christians. Faculty intentionally look for ways to

incorporate our faith into each curriculum that we teach. During the 2021-2022 school year, four of our five eighth grade students took geometry as they took Algebra I as seventh graders.



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

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

- Teachers implement classroom instructional strategies that provide students with the knowledge, creativity, skills and understanding to become problem solvers, decision makers and socially responsible global citizens.
- Classroom instruction involves a variety of strategies and settings that address diverse student needs and 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.

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

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

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

Problem Solvers - [Solomon Temple](#), [STEM Challenge](#), [Blood Typing](#), [Steps for Blog Post](#)

Decision Makers - [STEM Design a Slide](#)

Responsible Citizens - [Persuasive Letter](#)

Individual Learning Styles - [Gingerbread Houses](#), [Box Project](#), [Letter Workshop](#)

Student Engagement - [Wall of Jericho](#), [Outdoor Education](#), [Paper Mache](#), [SmartBoard](#), [Frog Dissection](#), [History SEL Debate](#)

<https://padlet.com/shannonaurich/5pegnsjbybzteyaf>

Writing Assignments [rewritten](#)

[Saved to Serve](#) & [Bag Hunger](#)

**Comments:**

Zion practices the 4 C's of 21st Century Learning - critical thinking, communication, collaboration, and creativity. Teachers use a variety of instructional strategies to engage student learning. Service projects are also a key part of the learning process at Zion. Students in grades 6-8 are required to complete service hours through our Saved to Serve program.

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

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

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

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

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

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

Faculty Development [Plan](#)  
Mr. Shipler leading technology [inservice](#)  
Mrs. Baumann leading [writing](#) curriculum  
[Articles/Books](#) assigned by School Administrator  
Working together - [Mentors](#), SMART Boards, [Resources](#)  
Dean of Education - [Class Management Strategies](#)  
[Classroom Management Strategies](#)  
[Budget](#)

**Comments:**

Once a month we have regular faculty meetings and faculty development. Teachers intentionally share and talk through difficulties they may be having with a particular student or curriculum. Brainstorming is done to try to solve the problem and to help find resources that may be helpful. The administrator is also part of these discussions and regularly gives advice or helpful articles that may be used by the teachers. Teachers communicate with the Title I teacher regarding students with special needs. Teachers work together at the beginning and end of the school year to pass information to the next grade level teacher.

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

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

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

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

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

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

[Technology Use Policy](#)

[Chromebook Rules](#)

[Recorded Class](#) for absent students

[TEC21](#)

Technology in Classroom - [Kindergarten](#), [2nd Grade Audio Features](#), [Chromebook research](#), [No Red Ink](#), Blog Post: <https://zionmayer78.edublogs.org/>, and [8 Tinkercad](#)

Grade 6 <https://read.bookcreator.com/gKZolKtGNJVmF3rKuvbKFhCbOI53/32Ti629pRbyJvflr-sWMMMA>

1st Grade Padlet - <https://padlet.com/tracyshipler/first-grade-rocks-aqgm7mwcjy2rxmrp>

**Comments:**

Faculty members model good technology practices through use of the SMART Board and Chromebooks. Faculty members attend workshops or conferences to enhance their technology skills. We have had four teachers participate in the TEC21 program. Students in grades 1-8 are required to sign the Technology Use Policy at the beginning of the school year and teachers go over this policy in their classrooms. The use of Chromebooks has greatly enhanced technology into the curriculum and instruction.

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

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

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

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

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

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

MAP Reports - [Class Report](#), [Growth Summary](#), and [Student Progress](#)

Classroom Assessments - [Kindergarten](#), [1st Grade Sight Words](#), [2nd Grade Response Fans](#), [Grade 3 Geography Test](#), [Grade 4 Math](#), [Grade 5 Biome](#), [Grade 6 Literature Test](#), [No Red Ink](#), [Science](#), [Research Paper](#), & [Algebra Cumulative](#)

[SAXON Math Placement](#)

[Report Card](#)

[Student Record](#)

**Comments:**

Zion uses MAP Testing to evaluate how their students are doing in the core subjects - math and reading. Grammar is added in 3rd grade and science is added in 5th grade. These tests are given three times a year - fall, winter, and spring. Teachers use some of the MAP reports to identify areas of strength and weakness of students. The results are used to help determine which students need to have access to Title I and/or other resources. Assessments in reading and math (and many other subjects) are also given at the end of specific units or lessons. This helps in tracking whether the students are learning the material. Teachers use other assessments to determine mastery of content or areas needing more focus. Our Title I teacher has done reading testing of all students in grades 1-5.

## 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?**

Teaching the Christian faith throughout the curriculum and publicly celebrating student success.

**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.**

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

STANDARD	RATING
5:03	3
5:04	3
5:05	3
5:06	3
5:07	3
5:08	3
<b>Total:</b>	18
<b>Average:</b> (Total ÷ 6)	3

## STANDARD 6: STUDENT SERVICES

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

### Overview

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

### Potential Evidence

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

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

### Potential Practices

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

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

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

## Required Responses

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

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

Zion Lutheran School accepts enrollment of all students seeking a Christ Centered education. Zion was established primarily for the Christian education of the children of our congregation. Children of sister churches, non-members, and the community are welcome, subject to space and class size limitations. Zion Lutheran School encourages children from the community to enroll, embracing students from any race, color, or national and ethnic origin as we see this as a huge mission opportunity.

The following steps are taken by the school administrator: the school is visible in marketing materials and social media, prospective families are offered a tour of the school and a meeting with the administrator, prospective students are invited to shadow a student for a day, a welcome packet is sent to the family, the administrator contacts the family to send additional information about registration and tuition assistance, transcripts are requested, MAP tests are given to students coming from homeschool settings, and the administrator reviews and accepts applications accordingly.

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

The students and parents at Zion are blessed with having many counseling options available to them. The teachers, pastors, school administrator, and counselor from Mayer Lutheran High School (MLHS) are available to students and their families if they indicate a desire for counsel. Every week the counselor from MLHS instructs the 7<sup>th</sup> and 8<sup>th</sup> grade class in life skills. Some of the subjects they discuss concern drug and alcohol prevention, mental health issues, social and emotional development and healthful ways to deal with conflict resolution. In the event a student needs outside counseling services, Zion has a list of local resources available.

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

Zion Lutheran School wants all new students and their families to feel comfortable and welcomed. With the increase of new students the past few years, Zion has offered a New Parent Orientation meeting prior to the school year. The school also provides the following:

- Meet with the school administrator
- Informal introduction of the family to teachers and pastors
- The opportunity to visit a classroom during a typical school day
- Welcome packet, which contains information about school, church, mission, and philosophy statement
- Home visits by the teacher(s)
- Host family program
- Back to School event is held at the start of each year with an informative parent meeting and a student/teacher meeting



- School Handbook provided to each family
- FastDirect, an online web-based education tool
- Parent Teacher conferences twice a year
- Parent Teacher League (PTL)
- Weekly school newsletter (Mustang Memo)

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

Zion's teachers and administration use progress reports, report cards, and standardized testing to monitor student progress throughout the school year. The faculty meets once a month to discuss struggling students and discusses steps to take to help those students. Zion uses annual reports from Mayer Lutheran High School to assess the successful transition of Zion graduates into their freshman year. The 8th grade teacher fills out reports on each graduating 8th grader attending MLHS and other high schools upon request. These reports paint an academic picture of each student, highlighting their strengths and bringing awareness to any weaknesses. Zion also encourages 8th grade students to shadow at their prospective high school. The counselor who visits weekly talks about preparing for high school with grades 7-8.

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

Zion offers many activities to students, always with the knowledge that Christ is at the center of each activity. Every year students from Zion participate in a Spelling Bee and the top students move on to the Mayer Lutheran Spelling Bee. Each year, the whole school presents a Christmas service and a school musical, play, or variety show. Zion has a K-4<sup>th</sup> grade choir and a 5<sup>th</sup>-8<sup>th</sup> grade choir which sing at local church services and local nursing homes (nursing home visits have not taken place the past three years because of COVID). Band and piano lessons are offered through independent instructors. Depending on volunteers, students have the option of participating on the yearbook committee, lego robotics program, stem club, Creative Club, Ski Club, and pep squad. Grades 5-8 are offered basketball, cross country, track and field, and volleyball at Zion. Grades 7-8 have the opportunity to participate in Mayer Lutheran High School activities such as: soccer, softball, baseball, cross country, trap shooting, golf, dance, track and field, wind ensemble, pep band, and drama productions. The 7<sup>th</sup> and 8<sup>th</sup> graders acolyte in the church for chapel and Sunday worship. All students are encouraged to play instruments and/or share their talents in weekly chapel services. Mayer Lutheran High School has a Knights program that includes activities for grades 1-8 that many Zion students participate in.

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

Zion students are taught through word and deed how to show their faith during every activity in which they participate. They know that it is by the grace of God that they are able to participate. They sing to the glory of God during choir practice, in church services, in local nursing homes, and at other programs during the year. Students in grades 3-8 pack food at Feed My Starving Children. Students collect food in the area for Bag Hunger. Children sing at MLHS for the Veteran's Day program and collect supplies for local veterans. Chapel offerings go to local, state, national, and international mission projects. Prayers, either student led or staff led, are said before and after events and meals. Christian sportsmanship is portrayed in athletic games and practices. Older students show a willingness to teach the younger athletes how to advance. Athletes respect their coaches,

teammates, opponents and officials. Instead of giving gifts to each other at Christmas time, the students give gifts to others in need. All activities are accomplished by giving thanks to God for the talents He has given. The students in 4th-8th grade have the opportunity to make posters or write essays to promote pro-life issues through the Carver County Lutherans for Life. The 3<sup>rd</sup>-4<sup>th</sup> graders submit artwork on what Christmas means to them for the local newspaper.

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

Supervisors are usually parents, volunteers, or teachers who are interested in the activity. Teachers are prepared by their education and on the job experience. The school administrator walks parents through the Volunteer Guidelines at the Back to School meeting and at Athletic meetings. Parents have varied and numerous talents. They receive encouragement and advice from teachers, the school administrator, or the athletic director. Rehearsals and practices are planned. Supervisors and chaperones are aware of the students in their care and do not leave them alone. Our supervisors are well versed in the need for prayer before and after events. The staff and volunteers are aware of Zion's mission statement and philosophy.

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

Zion's Extended Care Program offers care for enrolled students in grades preschool through 8th grade for an additional cost. As an extension of Zion Lutheran Church and School, the program provides a safe, fun, Christian environment for students before and after school. The program utilizes Christ Corner located between church and school, as well as the Mayer Community Center playground, Zion's School gymnasium and Zion's playground. Extended Care follows the same guidelines and rules as Zion Lutheran School. Hours of operation are from 6:45 a.m. to 8:00 a.m., after pre-school from 11:15am to 3:00pm, and 3:00 p.m. to 6:00 p.m. In addition to before and after school care, Zion's Extended Care Program offers childcare services during weather related late starts and early dismissals. When there is no school due to a holiday, Extended Care is closed.

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

Before and after school care is the only child care services offered at this time.

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

Child care personnel are carefully selected through an interview process conducted by the program director. Child care experience is recommended. All applicants must pass a background check and are required to receive first aid training through the nurse. All staff must accept and model Zion's mission of *"Sharing Hope, Teaching Christ"*. Personnel are equipped with toys, games, and activities ranging from preschool through 8<sup>th</sup> grade. This includes outdoor equipment, reading materials, arts and crafts, board games, puzzles, Legos, computer and video games. Personnel are provided first aid supplies and emergency numbers are posted in a prominent location.

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

Fire Drill: The alarm sounds, and each classroom evacuates the building according to the route posted in their rooms. They remain outside the building at a safe distance until signaled to return by the person in charge. In September of 2022 Zion had five fire drills and will have two more in the

spring of 2023. The time of day that the drills are run is different so the children will experience evacuating from different locations in the school. Evacuation routes are posted in all rooms. Tornado Drill: The alarm signal is sounded, and children and staff go to designated areas marked on posters in each classroom. All of these areas have brick walls. Zion has one tornado drill each spring during Severe Weather Awareness Week.

Lockdown Drills: There are two types of lockdown drills at Zion: Lockdown with Warning and Lockdown with Intruder.

Lockdown with Warning: Two drills performed in the fall of 2022 and one in the winter of 2023.

- You will hear “Lockdown with warning”
- Bring everyone inside
- Close windows and pull shades
- Clear hallways, restrooms and other rooms not secured
- Control all movement but continue class
- Lock exterior doors
- Administrator will announce “all clear”

Lockdown with Intruder: One drill performed in the fall of 2022 and one will be in the spring of 2023.

- You will hear “Lockdown with Intruder” several times
- Lock your doors
- Put shade on door
- Close windows and pull blinds
- Turn off lights
- Keep out of sight
- Do not respond to someone at door until all clear
- Administrator will announce “all clear”

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

Every 2 years staff is trained and certified in CPR and First aid. Because there is not a nurse always on site, staff will need to address some medical emergencies. Medical emergency and crisis intervention is reviewed annually with teachers and is available in the Emergency Procedure Manual. Staff will assess the student and provide medical attention as needed. If it is an emergency, they will call 911. They will call the school nurse and see if she is close by to help. They will also call the parent(s) or guardian(s). Staff is trained in Epi-Pens and medication administration if needed.

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

All of our teachers are aware of the need for proper evacuation procedures for Fire, Tornado, and Lockdown (with and without intruder). They are aware of the posted routes and know where to safely gather students under their care. These procedures are reviewed at faculty meetings.

Teachers are certified in CPR, First aid, and Blood-Borne Pathogens every 2 years. Before school starts in the fall, the school nurse meets with teachers and reviews Epi-Pen administration and any health concerns of students at the school. When new health concerns arise, the school nurse will notify teachers so that they are aware.

**14. How are student health records maintained and used?**

Student health records are updated yearly by parents. They are looked over by the school nurse where she will put together a confidential Health Concerns List for the teachers to review. The original health record is put in the student's file. The health record is a way for the nurse to see if there are any health concerns or medications that the student may be taking, and if the student has any allergies that the school needs to be aware of.

**15. Describe the food services provided.**

Zion daily provides students with a nutritionally sound, well balanced hot lunch. The students also have the option to bring a bag lunch from home. We adhere to the Minnesota Department of Health standards. Students are offered a protein, side, fruit and vegetable each day. Zion offers chocolate, whole, and 1% white milk for lunches and morning breaks. Students in preschool are provided with daily nutritious snacks selected by the teacher.

## 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:**

[Crisis emergency plan](#)

[School handbook](#)

[Extended Care handbook](#)

[Procedures for dispensing medication](#)

[MN Department of Health](#)

**Comments:**

Zion Lutheran School strives to meet or exceed all federal, state, and local requirements concerning student services to ensure the safety and well-being of the students in our care.

## General Indicators of Success

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

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

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

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

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

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

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

- Student applicants are admitted per established written admission criteria.
- Permanent cumulative records for each student are maintained, stored and shared in compliance with state and federal law.
- The school administers and practices written procedures for addressing students’ emotional, social and psychological needs.
- Procedures are established for evaluating students for promotion and/or graduation.

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

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

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

- [BoSM Policy 2100 - Admissions Policy](#)
- [BoSM Policy 2102 - Entrance by Transfer](#)
- [BoSM Policy 2103 - Grade Level Advancement Policy](#)
- [BoSM Policy 2107 - Retention](#)
- [Records File Cabinet](#)
- [MLHS Counselor](#)
- [Student Care](#)
- [RESPECT, Kindness, & Self-Control](#)

**Comments:**

The faculty has spent many hours the past five years working on social, emotional, and psychological needs and learning. We work on the characteristics of Kindness and Respect throughout the school year. Teachers have incorporated SEL in their classroom instruction. Along with the counselor from Mayer Lutheran, our pastors are also available to help students.

**6:03: Extracurricular activities provide opportunities for students to further enhance God-given talents and abilities.**

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

- The school provides a variety of extracurricular activities that meet the needs and interests of the students and reflect the purpose of the school.
- Extracurricular activities are carefully supervised by trained personnel.
- Those who supervise extracurricular activities accept the purpose of the school.
- Background checks are completed and on file for those who supervise extracurricular activities.

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

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

Sports/activities (VB -  $\frac{5}{8}$  &  $\frac{7}{8}$ ; BB - Boys  $\frac{7}{8}$  &  $\frac{5}{8}$ ; BB - Girls  $\frac{7}{8}$  &  $\frac{5}{8}$ ) offered plus [Knights Program](#)

[Volunteer Guidelines](#)

[Background Checks](#)

[Creative Club](#), [Ski Club](#), & [Lego Robotics](#)

[Piano](#) & [Band](#) - Students playing at chapel

Athletic Parent [Meeting](#) & [Handout](#)

[Athlete Contract/Parent Code](#)

**Comments:**

Zion works to provide a variety of extracurricular activities that meet the interests of students. Supervisors of these activities are staff or parents who work to enhance students' talents and abilities and are supported by the school. Each years' offerings depend on the volunteers available. We are currently in the process of creating an Athletic Handbook.



**6:04: The school enacts a wide variety of policies and procedures that ensure the safety of each student and allow the school to comply with national, state and local mandates.**

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

- Immunization documentation, health tests and screenings conducted at the school conform with local and state laws.
- First-aid supplies are available and readily accessible to authorized personnel.
- Requirements for safety are conducted and recorded (i.e., fire, tornado, intruder and other drills).
- Plans are developed and implemented for blood-borne pathogen, asbestos, CPR, first-aid training and the distribution of medication.
- Background checks are conducted for all who have contact with students on a regular basis.
- Training for the recognition of child abuse and the protection of children is required for all who have contact with students on a regular basis.
- The school ensures the safety and security of its students when online.

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

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

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

[Beginning of School Year Faculty Meetings](#)  
First-aid supplies located in [office](#)  
First-aid packet located in each [classroom](#)  
[Medication Distribution](#)  
[Background Checks](#)  
[Drill List](#)

**Comments:**

Zion is concerned about the safety of each student in its care and follows national, state, and local mandates. Fire and lockdown drills are held in the fall and spring. Tornado drill is held in April. Immunizations are checked at the beginning of the school year. If a child is not up to date on immunizations, a letter is sent home for a reminder. Immunizations are reported to the state in November. A record is kept in the school

nurse binder. For those students that are missing immunizations, the school nurse follows up with them during the school year to make sure that they get done or proper documentation is on file. Faculty has completed the Safeschool (Vector Solutions) training in the past few years. As the school has increased the number of computers and Chromebooks, it has improved its ability to protect students on the Internet. All computers have a white list/black list and open DNS installed on them, which ensures a greater mode of security for appropriate content.

**6:05: School food services meet or exceed national and state guidelines.**

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

- Care is taken to ensure cleanliness where meals or snacks are consumed.
- Where food service is provided, adequate and qualified personnel are available to plan and serve a variety of well-balanced, wholesome meals in full accordance with federal guidelines.

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

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

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

[Sinks and disinfecting wipes](#) in each classroom

[Health Inspection](#)

[Health License](#)

[Certified Food Protection Manager Certification](#)

[Food Safety Training Certification](#)

[Lunch Menu](#)

**Comments:**

Zion offers a nutritionally sound and well-balanced hot lunch program. The school cook works with the school administrator to make sure that a variety of well-balanced, wholesome meals are served. The school cook follows state requirements for operating the kitchen.

## Summary and Response Actions

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

**A. Are the Required Indicators of Success met for Standard 6? (YES / NO)**

YES

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

Zion deeply cares about the welfare of each student in its care. Our strengths can be seen in our student activities, both extracurricular and faith-based.

**C. Based on evidence, what are the challenges of the school related to Standard 6? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.**

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

STANDARD	RATING
6:02	3
6:03	3
6:04	3
6:05	3
<b>Total:</b>	12
<b>Average:</b> (Total ÷ 4)	3

## STANDARD 7: FACILITIES

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

### Overview

The Lutheran school's physical facilities include the buildings, land, equipment, maintenance of the property and provisions for health, safety and sanitation. The school is both a place and instrument for learning. As a place for learning, the facilities help children grow spiritually, physically, mentally, socially and emotionally. As an instrument used in the learning process, the facilities demonstrate principles of beauty, harmony, order and utility. Its furnishings and décor are reflective of the Christian mission and purpose of the school.

### Potential Evidence

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

- Job descriptions for maintenance and cleaning staff, including reporting responsibilities and lines of accountability
- Long-range plan for facility improvements, additions or expansion
- Budget line items committing financial support of ongoing maintenance and immediate facility improvements
- Inventory of instructional hardware and equipment, including technology infrastructure
- Certificates of compliance related to health and safety practices
- Cleaning schedules and custodial duties
- School lockdown plan

### Potential Practices

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

- Buildings and grounds reflect the institution's commitment to maintaining a safe and productive learning environment for students
- Regular and routine inspections (e.g. fire marshal, health inspector, lunch room audit, emergency light log, facility walkthrough, etc.)
- Regularly scheduled maintenance
- Daily cleaning and sanitizing
- Safety inspections as required by local mandates

## Required Responses

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

**1. Describe the property (building and grounds).**

The original two-story school building was built in 1921. In 1977 two new classrooms and a gym addition were built next to the older building. In 1988 the two buildings were connected and the 1921 section was completely remodeled. In 2013 the addition of four new classrooms were constructed to provide a wonderful learning and teaching environment. The property is well kept and regularly maintained. Recently, firewall and wifi access throughout the building were updated. The playground is regularly maintained. A building addition of three classrooms and restrooms was approved by the voters of Zion Lutheran Church in September 2022.

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

The custodian inspects the facility and does the routine maintenance and repair of the facility. The trustees oversee the general maintenance and repair of the facility. When the maintenance and repair is beyond the skill set of the custodian or requires extensive labor, the trustees will contract the project with a professional contractor. These projects are coordinated with the trustees, school administrator, pastors, and staff and approved by the church council and voters.

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

Respective employees (school administrator, custodian, cook) and trustees stay informed of and attend to the necessary laws and requirements to ensure all are met accordingly, including inspections and safety compliance.

**4. Describe the maintenance and cleaning schedule of the facility.**

The facility is cleaned by the custodian daily. Areas included are: classrooms, halls, gym, and restrooms. All classroom and hallway floors are dry mopped daily. Restrooms are sanitized daily. Carpet is vacuumed daily. Trash and recycling are removed daily. Before school starts in the fall, the walls are painted as needed and the Vinyl Composition Tile (VCT) floors are stripped and waxed.

The kitchen is inspected annually by the MN Department of Health. The kitchen is operated as required to meet the MN Department of Health Standards, and is operated in a safe and sanitary way. Prep area and floors are sanitized daily.

The exterior lawn care and snow removal is done by outside contractors. The sidewalks are salted and shoveled as needed to prevent slips and falls by the trustees or snow removal contractor.

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

The faculty and staff at Zion are like a family and communicate very well. The school administrator,

faculty, and custodial staff communicate daily to resolve maintenance and repair issues as quickly as possible.

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

Due to a lightning strike, the firewall was updated. Seven new wifi access points were added and a building-to-building wifi bridge was added in order to use the church basement as a classroom. The library was moved to use it as a classroom. New locks and keys for the church and school were installed in 2022. The office was remodeled. A wall was removed so that all of the secretaries are in one area and a new school administrator's office was created by adding a wall in the workroom.

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

Phase I building plan has been approved by the voters assembly (Sept. 2022), which includes adding three additional classrooms and restrooms onto the west side of the facility to meet our immediate enrollment needs. Phase II includes the addition of six to eight classrooms to the west side of the facility. The current rental-house property is being rezoned to be used for the additional three classrooms and parking. The 15-20 year plan includes demolition of the old two-story school building and Christ Corner house, the construction of a new church sanctuary and fellowship hall with access to the school building, and a middle-school gym. New offices and student drop-off area are also part of the future plans.

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

Zion's school day officially begins at 8:15 am and ends at 2:50 pm. Most students are dropped off and picked up by their parents. A few students ride the bus or walk to school. The school doors open at 8:00 am. All students are to be picked up from school by 3:05 pm unless under the direction of an adult supervisor. Zion's Extended Care program runs from 6:45-8:00 am and 2:50-6:00 pm.

The School Administrator dismisses the bus riders first. After the bus riders are gone, the School Administrator calls students whose parents are waiting in the car line to pick up their children from school. Parents that do not wait in the car line must get out of the vehicle and come into school to get their child(ren) and assist them to the car. Once the cars are gone, the School Administrator will call anyone who is walking home for the day. Students who are going to Extended Care are dismissed to the gym where the Extended Care supervisor is waiting for them.

Most preschool parents walk their child into the school building and classroom. The preschool parents wait in the main hallway by the office to pick up their child. Children are released to their caregiver after signing the sign-out sheet.

The new school entrance doors are locked all day except when the School Administrator welcomes students into the building from 8:00-8:15 am and during dismissal from 2:50-3:05 pm. All students that arrive after 8:15 must check in at the office. Students that leave during the day also must be checked out at the office. Anyone entering the building must check in at the office and sign the visitor log. All exterior doors are locked during the school day.

A video monitoring system has been installed whereby visitors must be buzzed in to be allowed entrance to the building and report to the office.



## 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 - [Gym & West 1st Floor, 1st Level Old Building, & 2nd Level Old Master Plan 2022](#)

## Required Indicators of Success

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

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

YES

NO

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

[Custodian Job Description](#)

[Custodian Work List](#)

[MN Department of Health Inspection Report](#)

Fire and safety [consultant](#) (i.e. [tags on extinguishers](#))

[Asbestos Re-inspection Report](#)

**Comments:**

Our Custodian takes great pride in his work and does an excellent job. All exterior doors are locked during the day.

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

YES

NO

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

[MN Department of Health Inspection Report](#)

Fire and safety [consultant](#) (i.e. [tags on extinguishers](#))

[Boiler Inspection](#)

**Comments:**

The custodian inspects the facility and does the routine maintenance and repair of the facility. The trustees oversee the general maintenance and repair of the facility. Respective employees (school administrator, custodian, cook) and trustees stay informed of and attend to the necessary laws and requirements to ensure all are met accordingly, including inspections and safety compliance.

## General Indicators of Success

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

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

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

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

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

**7:03: Buildings, grounds and equipment are well maintained, clean and appropriate for the age and number of students.**

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

- The size and design of the buildings and teaching/learning areas are appropriate for the school's programs and achievement of learner outcomes (objectives), meet state and local code requirements and provide for special needs.
- All teaching/learning areas are properly ventilated, lighted and have adequate space for the number and size of the students.
- The buildings are cleaned daily and the restrooms are sanitary.
- School furniture is sufficient in quantity and age appropriate.
- The school administrator(s) participates in the supervision of those who maintain the physical facilities.
- Adequate provisions exist for offices, area for students needing care, recreation, library/media center and space for small-group instruction.
- The school facility supports and provides for the integration of technology and learning.

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

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

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

[BoSM Policy 2302 - Class Size Limitations](#)

[Custodian Job Description](#)

[Custodian Work List](#)

[Smart boards](#), [Chromebooks](#), wifi with proper content controls per state guidelines

New [bleachers](#) are safety compliant

Office Update - [1](#), [2](#), [3](#), & [4](#)

[Master Plan](#) adopted September 2022

**Comments:**

The BoSM has established class size limitations based on research when designing the new classrooms. The new classrooms each have their own ventilation system and climate control. The custodian cleans the school on a daily basis and follows the work list. The School Administrator communicates regularly with the custodian and provides reviews on an annual basis. As the enrollment in the school has grown, we are utilizing some of the space that had been used for small-group instruction. We have a master plan in place that includes building new classrooms on the west side of the building. We updated our wifi capacity and have integrated Chromebooks into the school. Zion possesses enough Chromebooks for a one-to-one ratio. The office was remodeled so that all of the secretaries are in the same location. The sick room has been relocated into the office in a private space.

**7:04: Physical facilities provide specific (crosses, signs, etc.) and non-specific (attractive, adequate, etc.) Christian witness to the community.**

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

- The Christian flag flies alongside the American flag at the same entrance.
- Christian banners, pictures and posters are displayed in the hallway, entryway, gymnasium and classrooms.
- A cross is hung in a prominent place.
- An outdoor sign is continually updated with various messages of witness to the community.

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

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

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

[Flag Pole](#)

Exterior witness: [East side](#) of building and [North side](#) of building

Gym [Cross](#)

Theme Banner, [Wall Display](#), [Entry](#), [Classroom Cross](#), [Classroom Display](#), [Bulletin Board](#), [Bulletin Board](#), [Bulletin Board](#)

**Comments:**

The United States flag and Christian flag are raised every school day by the main entrance by the offices. The bulletin boards in the hallways are updated frequently with Christian messages and Bible verses. The school building has canvases and pictures on the walls with scripture verses as well as crosses in the halls. The exterior of the building has a cross and picture of Jesus along with the name of the school. There is a large cross that hangs in the gym with the United States flag and Christian flag. Classrooms have various Christian pictures and posters. Zion has used an outdoor portable sign to display messages in the past.

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

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

- Policies and procedures are in place to maintain a safe school environment.
- The playground and athletic field have fences or other restraints to prevent students from entering streets or adjoining property and to prevent vehicular traffic during school hours.
- The school limits access to the facility, has locked entrances and is secure during normal school hours.
- Crossing guards, lanes and school speed zones are provided where needed.
- A safe, carefully supervised procedure for loading and unloading students in cars, buses and other vehicles is in effect.

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

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

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

[General Expectations](#) in School Handbook

Entrance Door Signs - [Main](#) & [Drop off/pick up](#)

Pictures of [Speed Zone](#) with fence & [Slow Green Men](#) & [Morning Drop Off](#)

School Administrator supervises [drop off](#) and [pick up](#)

**Comments:**

The School Handbook includes a section on General Expectations. The teachers review this prior to the beginning of the year and other appropriate times with students. There is a fence by the main road that goes past Zion Lutheran School. All exterior doors are locked during the day. There are posted school speed zones and a crossing lane by the new school entrance. The School Administrator supervises morning drop off and afternoon pick up.

## Summary and Response Actions

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

**A. Are the Required Indicators of Success met for Standard 7? (YES / NO)**

YES

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

Zion has been looking to the future by purchasing adjacent land in order to update and expand our facility. Zion is also willing to spend money doing updates such as a buzzing in system to increase safety for our students and staff.

**C. Based on evidence, what are the challenges of the school related to Standard 7? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.**

Zion would be benefited by creating a foyer area at its main entrance to ensure that no one enters the building past the main offices unless permitted to do so. Zion is currently looking into the addition of a more expansive security system that provides more cameras in place that provide recorded video of entrants into the building at any time of day or night.

**D. What is the school's average rating for all General Indicators of Success for Standard 7, rounded to the nearest tenth?**

STANDARD	RATING
7:03	3
7:04	2
7:05	3
Total:	8
Average: (Total ÷ 3)	2.7



## IDENTIFICATION OF POWERFUL PRACTICES

Identify and provide an explanation of any practices (no more than three) that may be *Powerful Practices*. It should be noted that schools may meet all accreditation standards without identifying any *Powerful Practices*.

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

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

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

***Identify any potential Powerful Practices in the space below:***

## PRELIMINARY SCHOOL ACTION PLAN

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

<b>NLSA Preliminary School Action Plan</b>												
<b>School Name: Zion Lutheran School</b>												
<b>School Address: 209 Bluejay Ave., Mayer, MN 55360</b>												
<b>LCMS District: Minnesota South</b>												
<b>Administrator: Joshua Baumann</b>												
<b>Date of Most Recent NLSA Validation Team Visit: 2018</b>												
<b>Accreditation Year</b>		<b>Preliminary</b>		<b>Year 1</b>		<b>Year 2</b>		<b>Year 3</b>		<b>Year 4</b>		<b>Year 5</b>
Standard & Indicator Number	Self-Study Concerns & Strategies				Target School Year	Responsible Party	Action Taken	School Year Addressed				
3A:08	Zion Lutheran Church and School currently does not utilize an external financial review or financial audit.				2024							
3B:02	The School Administrator does not have a master’s degree in education with 12 or more hours in administration or supervision.											
4:02	All full-time faculty members are not on the Roster of the LCMS or actively enrolled in the colloquy program.											
7:04	Zion does not have an outdoor sign that is continually updated with various messages of witness to the community.											

# SCHOOL ACTION PLAN

**NOTE: DO NOT Complete Prior to Validation Team Visit**

The School Action Plan is developed from the Preliminary School Action Plan originally submitted with the school’s Self-Study and updated with the input from the Validation Team. The plan must address every area of concern (“emerging” [2] and “not evident” [1]). Each concern must be noted and addressed. “Operational” [3] indicators may also be addressed in the School Action Plan. This Plan will guide the school through the next five years in a process of continuous improvement prior to the next Self-Study process and Validation Team visit.

**The completed School Action Plan must be included with the final submission of the school’s Self-Study to the District Accreditation Commission.**

<b>NLSA School Action Plan</b>												
<b>School Name: Zion Lutheran School</b>												
<b>School Address: 209 Bluejay Ave., Mayer, MN 55360</b>												
<b>LCMS District: Minnesota South</b>												
<b>Administrator: Joshua Baumann</b>												
<b>Date of Most Recent NLSA Validation Team Visit: 2018</b>												
<b>Accreditation Year</b>	<input checked="" type="checkbox"/>	<b>Initial</b>	<input type="checkbox"/>	<b>Year 1</b>	<input type="checkbox"/>	<b>Year 2</b>	<input type="checkbox"/>	<b>Year 3</b>	<input type="checkbox"/>	<b>Year 4</b>	<input type="checkbox"/>	<b>Year 5</b>
Standard & Indicator Number	Self-Study Concerns & Strategies				Target School Year	Responsible Party	Action Taken	School Year Addressed				
1:06	The church and school mission statement is not outlined in the job descriptions as required.				2024	BoSM						
2C:03	Law and Gospel are not balanced in regard to discipline. The Gospel is not reflected in the policy. Forgiveness and repentance is not evident in the discipline policy.				2025	Faculty & BoSM						
3A:08	Zion currently does not use an external financial review or audit.				2024	BoSM & Leadership Council						
3B:02	The administrator has a masters but not in education nor 12 semester hours in administration.											

4:02	Three faculty members are not eligible to be rostered or enrolled in the colloquy program.	2024	Faculty		
5:04	The school should review the curriculum and align it with delineated standards and incorporate the school's purpose of Sharing Hope, Teaching Christ into the curriculum. The Credo on Christian Education should flow into and be infused within the curriculum.	2027	Faculty		
7:04	Zion does not have an outdoor sign that is continually updated with various messages of witness to the community.	2028	BoSM		
7:05	The outdoor play area is not fenced off from the adjoining property.	2027	BoSM		
7:05	Second Street is not marked with crosswalk lines on the street although students cross the street for Chapel.	2023	BoSM		