

Rochester Central Lutheran School

NLSA

Evidence-Based Self-Study Report
for Lutheran Elementary Schools

2022

The Self-Study Document

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

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

GENERAL INFORMATION ABOUT THE SCHOOL

1. School

Name: Rochester Central Lutheran School
Address: 2619 9th Avenue NW
City, State, Zip Code: Rochester, MN 55901
Phone: 507.289.3267
Email: sulagerwaard@rcls.net

Association Church Information

Grace Lutheran Church

Pastor: Pastor William Keller – pastorkeller@gracebythelake.org
Address: 800 East Silver Lake Drive, Rochester, MN 55904
Phone: 507-289-7833
Website: <https://www.gracebythelake.org/>

Grace's Vision — Mission — Values

- A. Vision: A growing vibrant congregation where all members and the community engage in the Grace of Christ and the Congregation of Grace.
- B. Mission: Share the Wonder of God's Grace and the Blessings of Grace Congregation with our members and the community.
- C. Values: Love God Teach Truth Serve Christ and Bless Families Honor Marriage Defend Life

Holy Cross Lutheran Church

Pastor: Pastor Jeff Niederstadt – stadt@earthlink.net
Address: 2703 9th Ave NW, Rochester, MN 55901
Phone: 507-289-1354
Website: <https://www.holycross-church.org/>

Holy Cross's Vision – Values

- A. Vision - Show God's Love in Action
Come as You Are - You Are Welcome Here
Find Peace and Healing - Discover Grace, Mercy and Compassion
Grow in God's Word - Be Transformed by the Truth of Jesus
Share Life Together - Be Devoted to the Fellowship of Believers
Serve Others - Impact Our Community and Beyond

B. Values

- Grace - Grace invites everyone to consider Jesus. (2 Corinthians 5:14,20)
- The Bible - The Bible is the indisputable authority and gives us everything we need to know and believe for Christian faith and life. (2 Timothy 3:16-17)

Relationships - God uses relationships to nurture our life in Jesus. (Hebrews 10:24-25)
Prayer - God's guidance and blessing are sought through prayer. (Philippians 4:6)
Service - To follow in the footsteps of Christ is to live a life of service. (Matthew 20:28)
Compassion - Jesus looked on people with compassion. (Colossians 3:12)

Trinity Lutheran Church

Pastors: Pastor Nathaniel Schwartz and Pastor Joel Haak

Address: 222 6th Ave SW, Rochester, MN 55902

Phone: 507-289-1531

Website: <https://www.trinitylutheranchurch.org/>

Trinity's – Mission – Values

A. Mission - Making Disciples of Christ & Sharing His Love

B. Values

Bible is the Word of God & the source of truth

Embrace Lutheran teaching & worship

Deepen discipleship through:

Outreach to the community & world

Educating & Equipping the body of Christ for witness & service

Relationship building with Jesus and in our families, church & world

Stewardship of time, talents and treasures

James 1:22 – “**Be doers** of the Word, and not hearers only.”

2. School Administrator(s)

Name: Mr. Todd Baringer, Principal and Mrs. Suzanne Lagerwaard, Interim Principal

Email: tobaringer@rcls.net & sulagerwaard@rcls.net

Phone: 507.289.3267

3. Pastor(s)

Grace Lutheran Church, Pastor William Keller

Email: pastorkeller@gracebythelake.org

Phone: 507.289.7833

Holy Cross Lutheran Church, Pastor Jeff Niederstadt

Email: stadt@earthlink.net

Phone: 507.289.1354

Trinity Lutheran Church, Pastor Nathaniel Schwartz and Pastor Joel Haak

Email: pastorschwartz@trinitylutheranchurch.org / pastorhaak@trinitylutheranchurch.org

Phone: 507.289.1531

4. List All Agencies Currently Accrediting the School

National Lutheran School Accreditation

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

Committee Chairs

Purpose – Cindy Andersen (Teacher)

Relationships – Dan Kuball (Teacher)

Leadership – Robin Kaufmann
(Enrollment Director)

Professional Personnel – Lynn Schoppers
(Teacher)

Teaching & Learning – Suzanne Lagerwaard
(Interim Principal)

Student Services – Stephanie Murray
(Teacher)

Facilities – Carol Wickre (Teacher)

Committee Members (All Teachers)

Brooke Baringer, Amanda Peloquin

Becky Gustafson, Megan Kennedy, Linda Brewner

Karen Holtan, Kathy Schroeder, Susanna Stone

Zeffie Woods, Katherine Rieck, Annette Engelmann

Kim Schauer, Lonnie Strohschein

Nicole Bartsh, Scott Nelson, Bailey Bautch

Heather Woolman, Mark Pfeiler

Steering Committee

Pastor Joal Haak – Pastor of Trinity Lutheran Church

Sarah Rose – Board of Director Representative

Robin Kaufmann – Enrollment Director

Suzanne Lagerwaard – Interim Principal

6. Attach a copy of the school's most recent [LCMS Early Childhood Center and School Statistical Report](#).

Community Information

1. Write a brief history of the school.

Rochester Central Lutheran School began in 1885, eight years after the beginning of the Trinity Lutheran Church congregation. For 79 years the school buildings were at the same location, Second Avenue and Second Street Northwest. The buildings were renovated over the years to accommodate the growing enrollment. In 1958 the land off of Elton Hills Drive, NW was purchased. In 1959, the members of Grace Lutheran Church, Redeemer Lutheran Church and Trinity Lutheran Church decided to join in a mutual effort of Christian Education, and the Rochester Central Lutheran School Association was formed. A short time later, because of finances and other problems, Redeemer Lutheran Church decided to withdraw from the Association. With this support gone, new and greatly reduced plans were drawn up for the first structure on the new land. In the fall of 1963 school opened in our present building. Holy Cross Lutheran Church, the congregation next door to the school, entered the Association in 1964. Expansion was necessary by 1980 and was made possible through joint Association efforts and our gracious God. Construction began in May of 1982 to add a gymnasium, storage space, two classrooms, more office space and a new kitchen to the building. In September,

1996, three floors of classrooms and potential classroom space were added. Family of Christ Lutheran Church joined the Association in 2006. In 2019 Family of Christ merged with Holy Cross Lutheran Church. In the last ten years the school has worked to improve the outdoor play areas, adding a new play structure on the west and north side as well as a gaga ball pit. The Grace Foundation was established in 2014, with support from the Administration, the Association Churches and the RCLS Board of Directors. This foundation provides a third arm of funding with the mission of supporting the programming and facilities needs of RCLS.

2. Describe the community surrounding the school.

Rochester Central Lutheran School is located in a residential neighborhood in the northwest quadrant of the city. The city of Rochester is located on the Zumbro River's south fork, the city has a population of 213,873. It is Minnesota's third-largest city and the largest city located outside of the Minneapolis-St. Paul Metropolitan Statistical Area. It is the home of Mayo Clinic. Rochester has consistently been named as one of the best places to live in the United States. This is due to a combined ranking of abundant health care, a clean environment and a low crime rate. Most recently, the Mayo Clinic in partnership with the city of Rochester and the state of Minnesota has embarked on a ten year growth plan known as the DMC Project. The Destination Medical Center Project is projected to increase the medical personnel and population of the city by tens of thousands in the next 6 years.

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

The three congregations that RCLS is in ministry with have decreased in size in the last eight years. With this, the percentage of RCLS students attending one of the association churches has changed. Taking this change into account the RCLS Board of Directors created two non-voting seats on the BOD to provide a greater opportunity for all voices from the school's community to be heard. Three years ago the three association congregations voted to make these two seats voting members of the BOD.

**RCLS Enrollment Percentages by Church Membership
2013-2022**

Year	Association	Non-Association	Unchurched
2013-2014	35%	60%	5%
2014-2015	35%	63%	2%
2015-2016	31%	62%	7%
2016-2017	27%	64%	9%
2017-2018	27%	63%	10%
2018-2019	24%	64%	12%
2019-2020	23%	66%	11%

2020-2021	24%	65%	11%
2021-2022	22%	62%	16%

School Enrollment Information

- 4. **What is the total current school enrollment?** 394
- 5. **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.**

RCLS hired an Enrollment Director in 2017. At that time we were seeing an increase in enrollment in middle school but not in the Pre K, K classes. From 2018 to present the Enrollment Director focused on “developing the RCLS story”, the school’s website and the school’s blog. We now have 45 – 55 kindergarten students enroll each year. In addition, we are now almost two years into school life with a pandemic. RCLS remained in-person during 90% of the pandemic which increased enrollment throughout the grade levels. We have waiting lists in several grade levels for next year.

- 6. **How many children attend the supporting congregations?**

Grace Lutheran Church	50
Holy Cross Lutheran Church	90
Trinity Lutheran Church	<u>200</u>
 Total	 340

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

2022-23	435
2023-24	488
2024-25	523
2025-26	581
2026-27	603

Why has RCLS seen a steady enrollment increase over the last 6 years?

- 1. Leadership
 - Increased rigor of curriculum & improved materials
 - Professionalism, knowledge of Rochester parents, educational services
 - Deep understanding of learning needs and attention to individual family needs
 - Strategy: increase marketing to non-LCMS families

- “Elbow grease”—when something is needed or an opportunity presents itself, leadership has advocated and provided for that opportunity
2. Controversy at Schaeffer Academy in 2016, which resulted in migration of some key non-denominational families to RCLS.
 3. Destination Medical Center (DMC - Mayo Clinic Growth)
 4. Hiring of Enrollment Director in 2017, who established these priorities:
 - A consistent brand (imaging & messaging) that appeals to Rochester market
 - A winsome digital presence (website & social media--blog, video, storytelling)
 - Targeted marketing to young families
 - Word-of-mouth marketing (facilitated rather than just hoping word-of-mouth happens)
 - Ongoing relationships with prospective families from inquiry to first day of school and beyond
 5. Licensed, professional teachers who consistently go “above and beyond” to educate and care for children
 6. Great families and kids, who attract other great families and kids
 7. Covid has increased interest and inquiries
 - Importantly, note that RCLS was experiencing a steady pace of growth prior to Covid. Because of all of the above, RCLS was poised to seize the opportunity of increasing enrollment during Covid.

Why will RCLS continue to grow?

1. DMC
 2. Distrust and dissatisfaction of Rochester Public Schools (RPS), boundary changes, large class sizes, school hours change
 3. Society’s shifting priorities, which have not just Christian families seeking a return to traditional methods of teaching and learning, but unchurched families, as well. Prospective families most often articulate these concerns about public education:
 - Too much reliance on technology rather than foundational skills of reading, writing, math.
 - Lack of structure and behavior management in classrooms
 - Increasingly, skepticism about the perceived turn from merit-based achievement
 4. More great families and kids reach more families with word-of-mouth marketing
- There has been a shift in enrollment pattern. 5 years ago, we worked to retain students from PK to K, in addition to enrolling from outside. Now, parents in Rochester seem to be aware that there is a demand for RCLS, so they enroll in PS/PK with the intention of matriculating to Kindergarten.

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

We can accommodate 440 students in the current building. We expect next year’s enrollment to reach 435.

Strategic Planning is needed. Growth should take place in stages:

- Stage 1, next 8-18 months:**
1. Create additional classroom space for PS-Grade 3. This action primarily serves existing families, but it also opens the possibility of additional (limited) growth.
 2. Hire additional administrative staff to accommodate for rapid enrollment growth/additional faculty over the last 5 years.
 3. Plan for programming needs: resource and enrichment/gifted & talented

Stage 2: Long-term strategic planning, beginning as soon as Stage 1 is initiated.

This should be done by a committee that includes a board member, a head administrator, enrollment director, faculty, and parents. Priorities for this stage include:

1. A plan to expand the south wing of campus to accommodate current PS-2 students which will be in the south wing by 2025.
2. Additional office space.
3. Future directions.

What is the ideal size? Maintain 50-60 kids in a grade? Bigger than that starts to feel like a “big school” for parents. Need to engage parents in the planning process.

Middle school expansion

1. Market opportunity for gifted & talented programming, since services in RPS are increasingly limited and “merit-based” achievement is de-prioritized. Significant population in Rochester that seeks accelerated learning options.

High school

1. This requires surveys, market analysis, feasibility study, capital campaign, but may be imagined as a small start and may not require a massive capital campaign to begin.
2. Note that we may move forward with Lower EL expansion and even south wing expansion without a plan to start a high school.
3. High school is a separate, more complicated discussion that can take place as we maintain/grow a Lower-El population large enough to project need for a high school.

Staff Information – Teachers and Administrators

Teachers and Administrators Complete List

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>
Nichole Catevenis	Office Manager	40	4
Betty Millwood	Office Assistant	40	1
Bridget Linder	Clubhouse Director	40	23
Amber Anderson	Clubhouse Staff	15	4
Felicia Boisen	Paraprofessional	25	15
Jeff Boisen	Technology Coordinator	20	14
William Burnes	Custodian	40	5
Stephanie Fisk	Paraprofessional	40	1
Robin Kaufmann	Enrollment Director	30	5
Suzanne Lagerwaard	Interim Principal	40	9
Sharai Liu	Clubhouse Staff	15	2
Aubrey Smith	Paraprofessional	20	1
Lisa St. Peter	Stepping Stones Teacher	20	11
Naomi Thomas	Clubhouse Paraprofessional	10	1
Danielle Waters	Paraprofessional	40	4
Ben Torrens-Burton	Paraprofessional	40	5
Alex Jerabek	Custodian/Kitchen Assistant	40	1
Robert Thalmann	Head Cook	40	3

Information About Supplemental Services

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

Describe supplemental services in the space below:

Service	Provider
1. Individual Service Plans (ISPs) for students with special needs in the areas of speech, academics, ELL, emotional, occupational and/or physical therapy	ISD 535
2. Guidance services for students in grades 6-8	ISD 535
3. Title I support for students on RCLS Student Learning Plans via Resource Program	ISD 535
4. Title II support for professional development of faculty	ISD 535
5. Busing service for before and after school	ISD 535
6. Busing service for students on an ISP to and from their point of service	ISD 535
7. Fire Safety	Rochester Fire Department
8. Cascade Meadow Environment Center	St. Mary's University
9. Oxbow Park	Rochester Park and Recreation
10. Quarry Hill Nature Center	ISD 535
11. Piano Tuning	Arnold Kuntz
12. Public Health Services	Olmsted County Public Health
13. Art Adventures	Minneapolis Institute of Arts
14. Naturalist Program	Mayo Clinic
15. Lego Robotics	IBM
16. The Reading Center	Rochester, MN
17. Prairie Care Medical Group	Rochester, MN
18. COVID Guidelines	Olmsted County Public Health
19. Bluestem Counseling Center	Rochester, MN
20. Licensing	Minnesota Department of Education
21. Fort Snelling	Minneapolis, MN
22. Park Square Theater	St. Paul, MN
23. Mystery Caves	Forestville, MN

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.

Summarize the survey information in the space below:

Parent Survey:

The responses indicate a high percentage of agreement with most questions with the exception of: Student Services, Question 1: My child has access to support services through the school's resource room and through collaboration with District 535, based on his/her identified needs.

70% said yes, 5% said no, and 25% said, don't know. In reflection we understand that families that do not need these services may not know that they exist. To increase awareness we will highlight these services in a blog on the school's website, share information regarding these services during Back to School Night and include information in the school's handbook. Student Services, Question 5: The teachers and staff receive ongoing training to ensure the safety and protection of the students and to handle medical emergencies and crisis intervention if they were to occur. 76%, said yes and 24% said, don't know. RCLS will share the annual training plan via the school's month newsletter: *The Paw Print*. Relationships, Question 1: The sponsoring congregations (Grace, Holy Cross and Trinity Lutheran Church) celebrate the school and support it in tangible ways. 71% said, yes and 29% said, don't know. A high percentage of our families belong to other congregations thus, this response is understandable.

Teacher Survey:

The responses indicate a high percentage of agreement with most questions with the exception of: Professional Personnel, Question 2: I am a practicing Christian who is actively involved in worship, prayer, and bible study on a weekly basis. 80% said yes, 20% said no. Weekly participation in worship and prayer are at 100% however, not all staff participate in a weekly bible study. This is something that will be encouraged and discussed in terms of how bible study is an important part of nurturing and growing our spiritual souls. Professional Personnel, Question 3: I am qualified with synodical roster status. 60% said yes and 40% said no. RCLS will continue to encourage and financially support the participation in the Colloquy program which provides non-rostered faculty

the opportunity to become rostered. RCLS will continue to commit to hiring rostered faculty. Teaching and Learning, Question 5: I engage in intentional strategies that meet the needs of every child in my classroom. 89% said yes, 11% said no. During team meetings faculty will be encouraged to focus on a given subject within the curriculum and share how they differentiate their instruction to meet learner's needs with one another. Faculty will be encouraged to utilize the Student Support Team to access instructional strategies to support students on Tier 1, 2, or 3 of their Response to Intervention (RTI).

Student Survey, Grades 4-8:

The responses indicate a high percentage of agreement with most questions with the exception of: Relationships with My Teacher, Question 6: My teachers invite my family to church and school activities. 19% said no, 42% said don't know, and 39% said yes. In the last ten years the "non-churched" families attending RCLS have increased from 2% to 16%. We are getting close to one in five families. This is a large mission field. As a faculty we will discuss intentional ways to invite families to the association churches to reach this group and spread the gospel. For example, RCLS could include a page of association church opportunities within the monthly school newsletter, The Paw Print.

Student Survey, Grades 1-3:

The responses indicate a high percentage of agreement with most questions with the exception of the following question: My teacher is fair to me. 81% said yes, 4% said no, and 15% said I don't know. At this age children are developmentally in the concrete operational stage. In this stage if a decision is made or a thought is shared that they disagree with, it is difficult for them to understand the other viewpoint. Thus, for the 19% that did not know or did not agree this is not a negative answer but, rather an honest answer.

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 actions plans, as well as determining a direction for all activities of the school. Throughout the Self-Study process, every area of the school program is evaluated to determine if each aligns with the stated purpose.

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

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

Potential Evidence

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

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

Potential Practices

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

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

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

Required Responses

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

- 1. How was the school's purpose developed?**

[Question 1 Document](#)

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

[Question 2 Document](#)

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

[Question 3 Document](#)

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

[Question 4 Document](#)

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

[Question 5 Document](#)

- 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.**

[Question 6 Document](#)

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 Full Analysis](#)

Comments:

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

YES

NO

Identify and list supporting Evidence or Practices:

[Mission Statement Full Analysis](#)

Comments:

General Indicators of Success

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

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

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

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

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

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

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

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

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

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

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

Please see [required questions](#).

Comments:

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

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

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

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

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

Please see [required questions](#).

Comments:

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

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

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

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

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

School events, curriculum and discipline are aligned with the school’s mission statement and purpose and promote a positive teaching/learning environment.

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

Please see [required questions](#).

Comments:

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

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

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

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

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

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

Please see [required questions](#).

Comments:

- Handbooks will be distributed online and by paper.
- Technology needs by August 15 will include email access, keys/fobs, chromebook/laptop.
- Orientation for technology components will be scheduled the week of August 15..
- Policies and procedures covered by principal/mentors during the week of August 15 .
- Standard sign off form between mentor and mentee will be completed monthly to show accountability for meeting the monthly objectives.

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)

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

The process by which the mission of the school was thoughtfully developed.

The language that supports the mission statement, derived from the faculty, staff and students.

The New Employee Mentorship program

The branding of the mission statement throughout all communications to new and existing families

The faithfulness of the governing board, administration and faculty to pointing toward the mission of GRACE, FAITH and Learning for Life in all decision making and planning.

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.

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

STANDARD	RATING
1:03	4
1:04	4
1:05	4
1:06	3
Total:	15
Average: (Total ÷ 4)	3.75

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). [Evidence](#)

RCLS has a very positive relationship with its association of three congregations. This association includes Grace, Holy Cross, and Trinity Lutheran Churches of Rochester. (See documentation) The four pastors have an active role in the mission and ministry of the school. Each congregation has elected representation on the RCLS Board of Directors depending on church size, while each pastor is also an ex officio member of the board. (See documentation)

The student population of RCLS is growing and diverse, reaching a cross section of the community and representing many different churches. Of the 324 student enrollment in the 2020-2021 school year, 79 students, 24%, are members of an association church. Approximately 10% of the student population has no church home. (See documentation) The association churches provide financial support to the school directly (see documentation) and also provide tuition financial assistance for the member families through various programs (*NEED DOCUMENTATION*)

With increased enrollment, the staff of RCLS has grown as well. The current teaching staff of thirty includes sixteen called workers. Thirteen of these called workers belong to one of the association churches, while the remaining three called workers belong to non-association LCMS churches. The remaining staff of fourteen represent a variety of church memberships in our community. To retain the distinctive Lutheran mission and ministry of the school, the school leadership and the congregations have a responsibility to ensure that the school teaching staff and leadership have been taught Lutheran theology and how it impacts daily practice in the school. Some options could include completion of the colloquy program or other Lutheran theology class. Membership in an association congregation could be encouraged.

Teachers are encouraged to actively demonstrate a faith life and participate in their own church life through worship, education and service. (See documentation). At RCLS the teachers have morning devotions and weekly accountability teams/prayer partners. (See documentation)

The past months of the Covid19 epidemic have impacted the implementation of many relational practices throughout our school and congregations.

When Covid 19 mitigation practices allow, all students and families are encouraged to actively demonstrate a faith life and participate in their church life through worship, education and service. The school emphasizes worship and involvement for both staff and student families in both the personnel and parent handbooks (see documentation), and the website (see documentation) and enrollment information. It is also encouraged and demonstrated through role modeling at the school with yearly school themes, theme shirts (see documentation), chapel families (see documentation), weekly chapel service (see documentation), service projects (see documentation), daily all-school

devotions on Facebook (see documentation), streaming chapel to the classroom (see documentation), and a variety of service opportunities (see documentation). RCLS has become an additional church home to the staff and students enrolled! All of the association congregations also offer programming for students at their churches (see documentation). Due to varied worship offerings during Covid, worship attendance records are not being kept at RCLS at this time.

When Covid19 mitigation practices allow, the association pastors participate in a variety of ways with the school administration, students, and staff of the school. They provide spiritual leadership, encouragement, support, and prayers...personally and from their congregations. When able, they participate in Board Meetings, lead chapel (see documentation), staff devotions (see documentation) and Bible studies (see documentation), lead retreats (see documentation) and lead in school events such as graduation services (see documentation). They visit the classroom and many school events. (see documentation)

The facility is used by the association churches for social gatherings, VBS, and other large events (see documentation). The school also used the facilities of our congregations for events such as retreats and weekly chapel (see documentation).

Publicity at RCLS has grown with the use of technology with a strong presence on the internet and social media. (see documentation) Not all congregation members are aware of this presence nor of the links to the website, daily opening devotions, streaming of chapel, school newsletters, and the scheduling of school events. Non- technology methods are still needed in addition to online. Although this is done (see documentation), with increased intentionality by both the school and congregations, this area could grow.

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

One of the benefits of an association is that we have many different pastors and church workers that can use their gifts and abilities in many different aspects of the school. When Covid mitigation practices allow, pastors and church workers take leadership roles at RCLS by leading chapel, attending board meetings, visiting teachers and students in the classroom, guest speaking in classrooms, advising administration, participating in the chapel band, leading faculty devotions, and Bible studies (see documentation). The association pastors and church workers are a weekly visible presence at RCLS even though only one of the association churches is located at RCLS. The pastors rotate taking a turn with faculty devotions in the morning, being a part of our before school teacher retreat, and leading our Chapel services on Wednesday (see documentation). Pastor Haak spends time with grades K-8 students in the classroom on a rotating schedule. (see documentation).

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

Even though two of our association churches are not located on campus, RCLS takes an active role in having our students participate in the association churches and other LCMS congregations. Our music department schedules our choir, band, and handbells to play at the association churches as well as other local LCMS congregations (see documentation). Congregational facilities are used for concerts and performances (see documentation). Our school expects participation in Overflow Hours of service to others, and tracks the service hours of our 5-8th graders. (see documentation) Many of these

hours are at our association churches. The school has developed extensive in-service and chapel family projects to further the mission and ministry in our local area and around the world. (see documentation).

When Covid mitigation practices allow, each association church offers different activities for youth and families (see documentation). Every church offers Sunday school programs, Bible studies, service opportunities, and social activities for the youth and families of RCLS (see documentation). Many of our churches advertise these activities on their website, bulletin, and newsletters (see documentation). Students may be involved in activities such as VBS, Sunday School, bell ringers, choirs, youth groups, and Confirmation.

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

Evidence

New families to the school are made aware that the school is part of an association of three Rochester LCMS congregations, and encouraged to seek out these congregations if they do not presently have a church home. In the 2020-2021 school year only 10% of our families were unchurched. Only 24% of the students were members at an association church, so many of our families go to local community churches (see documentation).

Should a family seek out an association congregation, each church has an individual approach. Once a family contacts or visits a church, each congregation uses their own outreach program. It may include a pastor or church worker visit, welcome packets with all the church information, or an invitation to Bible studies, new member classes, and social events (NEED documentation). RCLS has a written evangelism/outreach plan (see documentation). RCLS has become a role model of a thriving church family to students and staff! Our outreach efforts could be developed with more intentionality of networking the complete family with the association congregations.

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

RCLS is “Grounded in Grace, Formed in Faith, Committed to Learning for Life” (see website <https://www.rcls.net/about/welcome>). The mission is to use the vehicle of a quality educational ministry to reach out to those unchurched and new families as well as those in church membership. The school partners with the churches by continuing the teaching of God’s Grace, encouraging families to join our various churches and becoming active members in our church and school families.

Each association church has a slightly different mission statement (see documentation), but all revolve around sharing the love and grace of Jesus Christ to those around us. These mission statements align with RCLS’s statement of “Grounded in grace, formed in faith, and committed to learning for life.”

- A. Vision: A growing vibrant congregation where all members and the community engage in the Grace of Christ and the Congregation of Grace.
 - B. Mission: Share the Wonder of God’s Grace and the Blessings of Grace Congregation with our members and the community.
 - C. Values: Love God Teach Truth Serve Christ and Bless Families Honor Marriage Defend Life
- Mission Statement: Grace for All: Everyone + Everywhere + Every Day

Holy Cross Lutheran Church –

- A. Vision - Show God's Love in Action
- Come as You Are* - You Are Welcome Here
- Find Peace and Healing* - Discover Grace, Mercy and Compassion
- Grow in God’s Word* - Be Transformed by the Truth of Jesus
- Share Life Together* - Be Devoted to the Fellowship of Believers
- Serve Others* - Impact Our Community and Beyond
- B. Values
- Grace - Grace invites everyone to consider Jesus. (2 Corinthians 5:14, 20)
- The Bible - The Bible is the indisputable authority and gives us everything we need to know and believe for Christian faith and life. (2 Timothy 3:16-17)
- Relationships - God uses relationships to nurture our life in Jesus. (Hebrews 10:24-25)
- Prayer - God's guidance and blessing are sought through prayer. (Philippians 4:6)
- Service - To follow in the footsteps of Christ is to live a life of service. (Matthew 20:28)
- Compassion - Jesus looked on people with compassion. (Colossians 3:12)

Trinity Lutheran Church

- A. Mission - Making Disciples of Christ & Sharing His Love
- B. Values
- Bible is the Word of God & the source of truth**
- Embrace Lutheran teaching & worship**
- Deepen discipleship through:**
- Outreach to the community & world**
- Educating & Equipping the body of Christ for witness & service**
- Relationship building with Jesus and in our families, church & world**
- Stewardship of time, talents and treasures**
- James 1:22 – **“Be doers of the Word, and not hearers only.”**

Overall, our association churches and RCLS strive to live and teach the love and grace of Jesus Christ to everyone (see documentation).

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

RCLS seeks to maintain a close relationship with the Minnesota South District and the Lutheran Church Missouri Synod. When we are seeking to fill positions at school we turn to the district office for guidance and names of potential candidates. RCLS completes the required statistical information annually. When the LEA Convocation is offered, the RCLS faculty attends. Also, a faculty member is an instructor with the Tech -21 program. He attends programming over the

summer to prepare for the upcoming year and leads classes monthly for fellow MN South District educators. We as a school community also participate in NLSW. We seek every opportunity to utilize our connection with the district and the synodical offices.

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

The RCLS faculty attends the Minnesota South District Fall Educators conference held each October. The faculty also participated in the virtual mental health sessions that were offered by the district during the winter of 2020-2021. Faculty members serve on various District committees including the MN South District NLSA Accreditation Team, some have served as captains, consultations and members of visiting teams for Lutheran schools in the district, the MN South District Teacher's relicensure committee, another serves as an instructor for the Tech-21 classes that are offered both at the District level and the Synodical level. The administration team also participates in the Region 3 Administrator's Group.

8. How does the school support synodical missions?

Chapel project during spring of 2021 - Comfort Dogs

Fall 2021 Chapel project - Lutheran HS in New Orleans

The eighth grade class is given the opportunity to determine the focus of the Chapel projects for the course of the year. The class looks at several possibilities and conducts research into each potential project. Some of the potential projects are synodical missions. After the class has chosen the projects the students generate a video or presentation to share with the whole school on the chapel projects and how RCLS will be supporting various causes.

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:

RCLS is an extension and ministry partner of three LCMS churches – Grace, Holy Cross and Trinity. Each congregation has members that serve on the Board of Directors and many of the faculty and staff are members of the congregations. The churches have information about RCLS in their bulletins, newsletters and websites.

Comments: Having a discussion with the pastors will reveal the relationship between RCLS and the association congregations.

General Indicators of Success

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

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

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

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

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

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

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

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

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

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

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

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

The pastors of the association congregations are involved in leading chapel and attending Board of Directors meetings. Pastors also serve on special committees such as Call Teams. Pastor Haak makes classroom visits for all grades PS - 8. Pastors are involved in the opening and closing chapel services and any special services such as graduation.

Comments:

We seek to have a continued focus on the bond and relationships between students and their families and the association churches.

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

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

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

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

The school and congregation plan and work together on behalf of families who do not have an identified church home or who do not attend church regularly.

The school supports LCMS missions.

Called teachers participate in required district conferences and events.

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

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

Identify and list supporting Evidence or Practices:

RCLS seeks to make sure that the student body is given the opportunity to be seen in the three congregations. Choirs and bands visit the congregations on a yearly basis to share talents during the services. The administration and teachers also make presentations to congregations about the happenings within the school. Information is provided with congregations to put in their newsletters and Sunday bulletins.

Comments:

We would like to see more information made available in the Pawprint in regards to classes, Bible studies, and other functions that are happening within the Association congregations. RCLS and the Association congregations need to develop and follow a deliberate plan of ministering to families who are seeking a church and having faith based 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 2A? (YES / NO)

Yes

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

The RCLS faculty and staff is involved in the congregations by attending and leading Bible studies, Sunday School classes and service on committees. The Association churches have a passion for Christian education. They support families attending RCLS both financially and spiritually. Evidence of Christ's love abounds as one visits and explores the hallways and classrooms of RCLS. Families look forward to and eagerly participate in events and activities hosted by RCLS.

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.

Include in the Pawprint information about classes and studies offered by Association churches.

Continue striving towards calling trained LCMS teachers and providing education/support to understand the practices and beliefs of the LCMS for non-called teachers.

RCLS and the Association congregations need to develop and follow a deliberate plan of ministering to families who are seeking a church and having faith based questions.

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	4
2A:03	3
Total:	7

Average: (Total ÷ 2)	3.5
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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](#)
- [Parent and student handbooks](#)
- [Guidelines for preparing school volunteers](#)
- [Calendar and schedule of building use](#)
- [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?

It is very similar to the demographic profile of the community.

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

RCLS has partnered with Rochester Mom by sponsoring events for them and we have also guest blogged for them. In addition, RCLS has partnered with SPARK through event sponsorship. SPARK is a children's hands-on museum in Rochester. RCLS works closely with the local newspaper, The Rochester Post Bulletin as the past several years our Early Childhood Development Center has been a part of the "Best of the Best" in Rochester campaign.

Educationally we have partnered with the Rochester Reading Center by sharing their assessment and interventions services with our families. We have a strong partnership with Rochester Public Schools (RPS) specifically in the following areas: Title I, II and IV support. Special Education collaboration as our students who qualify for an IEP are directly supported by RPS staff. RCLS students greatly benefit from the opportunity to participate in athletics at the high school level. RCLS has a non-continuation agreement with RPS allowing our middle school students to participate in cross country, soccer, volleyball, wrestling, golf, softball, track and basketball.

We have opened our facility for use by our association churches for example, the annual Trinity Lutheran Church Picnic and for organizations such as the Rochester Figure Skating Club for their annual photo session. Autumn Ridge Church has opened their doors to us for our beginning of the year Faculty Retreat on many occasions.

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

1. In 2019 RCLS collected new and gently used winter coats, snow pants, boots, gloves, hats, and scarves for Channel One's Coat Drive. (see A) In 2019 the RCLS Cross Country team supported Hiawatha Homes by running in their fundraiser \$5 5K event.
2. We created 600 toiletry bags for Dorothy Day House in December, 2019. see B
3. We built backpacks for the Olmsted County Foster Care Project, February, 2018. see attached
4. We supported the Sharing Tree in December, 2018.
5. In January 2021 RCLS collected donations of socks, underwearfor the Landing.
6. In 2020 our chapel families collected food for Channel One.

A. <https://www.rcls.net/fs/comms-manager/view/e396f8cb-65a1-4c60-9b6f-c3ced6b5a3e9>

B. <https://www.dorothydayrochestermn.org/index.html>

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

We have a good relationship with the Rochester Public School District. The majority of our students do well in the public school system when they leave RCLS to attend the public school system. There are staff members and students are involved with the public school sports and music programs; some students attending RCLS have parents that are employed by the public school system. RCLS works closely with the public school system in a variety of ways such as: participating on the child study teams to ensure that RCLS students on IEPs receive any additional academic support needed. In addition RCLS participates in the Title I, II and IV programs and works with the public schools to facilitate the grant writing process and the allocation of these resources. The Rochester Public Schools also provides RCLS with assistance in ordering textbooks and materials as they manage the state funds allocated to each of our students. Lastly, RCLS receives counseling services to support the well-being of our students through the public schools.

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

The RCLS faculty are involved in Rochester and surrounding communities in a variety of ways: Coaching youth athletics, participating on city athletic teams, leading bible studies, teaching Sunday school, completing volunteer hours with organizations such as Ronald McDonald House, the public library, Dorothy Day House, participating in altar guild, singing in the church choir, playing in the handbell choir, acting as a deacon, 4-H Club leaders and supporting and attending mission trips and events, to name a few.

RCLS faculty belong to civic organizations such as United Way.

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:

The statement of nondiscrimination can be found on the RCLS website in the [enrollment section](#) and the [school handbook](#).

Comments:

The RCLS student body is reflective of the demographics of the Rochester area.

General Indicators of Success

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

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

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

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

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

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

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

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

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

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

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

Observe the RCLS and larger Rochester community. The teachers strive to incorporate lessons and activities that will allow students to explore and understand the greater ethnic diversity of the world they live in. Spanish class not only teaches the students the language, but also the customs and traditions of various Spanish speaking countries.

Comments:

Classroom instruction needs to continue to include the successes and struggles of various cultures in our society.

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

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

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

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

Staff members are engaged in community service.

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

RCLS has many opportunities during the course of the school year to be involved in the community. Students and teachers have packed boxes for Operation Christmas Child, Also they packed backpacks for the Olmsted County Foster Care Closet. We have collected clothing and toiletries for the Landing. Students, parents and teachers work with Holy Cross to provide food to the community through Ruby Pantry. RCLS has also partnered with the local children's museum SPARK to sponsor events at the museum. Students in grades 5 - 8 are encouraged to complete service projects that connect them with other people and groups within the Rochester community.

Comments:

RCLS strives to be a school that looks beyond the walls. We seek ways to reach into the community to uplift our neighbors both near and far.

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

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

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

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

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

Parents at RCLS have a number of opportunities to be connected to RCLS - Moms in Touch, the Grace Foundation, volunteering in the classrooms, events, and the library. Corey Nelson did a tech presentation for the fourth and fifth grade families for Back to School Night on using Chromebooks. [There's Tech in The House Presentation](#)

Comments:

Continued efforts should be made to provide opportunities for parent education and parents to be involved in the activities at RCLS.

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

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

The school is known and respected in its community.

The school regularly and frequently shares information with its constituents.

Good relationships exist with the local public schools.

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

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

RCLS is viewed as a palace for community groups (Skating Club, 4-H, baseball) to gather. Robin works with SPARK (Children’s Museum) to sponsor events at SPARK, Conversations that parents have with co-workers at work to talk about RCLS and they share the value of RCLS. Evidence of community connections can be found in the Pawprint. We seek ways to bring forth the ministry of RCLS in various ways around the community.

Comments:

RCLS has built a reputation not only as an environment of high quality education, but also a place that is open to the community and connected with various events in Rochester.

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?

RCLS has a strong presence in the Rochester community. RCLS is known to provide a high-quality education. Yearly we seek ways where our students can reach beyond the walls of RCLS and help those in our community, country and world.

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.

Educational opportunities and parenting resources are needed and should be geared to the population of the RCLS community.

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	4
2B:03	4
2B:04	3
2B: 05	4
Total:	15
Average: (Total ÷ 4)	3.75

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](#)
- [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.

Central Lutheran School focuses on the climate of the school by planning events that bring not only the school staff together, but the Rochester Central Lutheran School community. An example of this would be our annual *Blue and White night*.

Our mission statement is: ***RCLS is a school grounded in GRACE formed in FAITH and committed to learning for LIFE.*** Our climate is truly one that radiates God's love and grace. We are the family of God, with the Spirit working among us. We are responsive to the needs of our students, our families, and each other. There is a warm, safe, comfortable, upbeat, and energized atmosphere. The students feel valued by the staff, and are confident learners. The students we serve respond in a positive manner. They know that their Father loves them, forgives them, and desires to be in relationship with them. Our prayer is that this stays with them throughout their lives. The impact is eternal.

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

The number one way that teachers at RCLS support their students and families is through prayer. Teachers also share frequent communication, whether it be conversations, emails, newsletters, calls, conferences, parenting articles, or other notes. We start building the relationship in the summer, with an opportunity to meet the teacher. We also have a Back to School Night in the first weeks. Teachers are approachable and receptive to parental and student concerns. Teachers listen, encourage, pray, and share. We also provide necessary one-on-one learning, meet individual needs, attend student activities both in and out of school, and more. Support is academic, spiritual, and emotional.

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

Positive relationships between students and teachers at RCLS are seen everywhere you look. The relationships are built through many activities/experiences, in addition to daily classes:

- Mornings greetings
- Prayer
- Devotions
- Chapel/worship
- Drama

- Music- choir and band
- Athletics
- Tutoring/POST
- Church/Sunday School
- Other “outside” activities

Students and teachers have an ease in conversation, a positive rapport, and mutual respect. The relationship is professional, healthy, and appropriate, yet still personal. Teachers listen to their students, whether they’re experiencing hardships or joys; because of this, students feel comfortable talking with their teachers. The relationship is genuine. Often, this relationship lasts for many years after the student leaves RCLS.

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

As stated on p. 3 of the RCLS parent handbook: Admissions *Rochester Central Lutheran School admits students of any race, color, national and ethnic origin, or gender to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin, or gender in administration of its educational policies, admission policies, and athletic and other school-administered programs.*

As stated on p. 11 of the RCLS employee handbook: policy 2.110: Equal Opportunity Employment Act.

Rochester Central Lutheran School is in full agreement with the intent of the Civil Rights Laws. It is our firm belief that the basis of employee selection for hiring, promotion, transfer, job assignment, hours of work, rate of pay, and working conditions should be according to ability, not age, race, color, national origin, ancestry, gender, disability or any other factors not considered pertinent to performance.

As stated on p. 12 of the RCLS employee handbook: policy 2.120: New Hire Act

By federal law all employers are required to report newly hired employees to the designated state agency in the state where the employees are hired within 20 days of the hire date. This requirement is the result of legislation designed to improve child support enforcement by locating parents who have neglected to pay support.

As stated on p 13 of the RCLS employee handbook: 2.410 Overtime and Minimum Wage

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

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

Pastors from the four association churches (plus others) lead us in Chapel on Wednesdays and other special days. Some of the Pastors visit classrooms, for a variety of reasons- teaching, answering questions, getting to know the students, etc. Pastors and staff from our association churches reach out to our unchurched families. Finally, our school newsletter (Paw Print) includes invitations and announcements about different church activities and events.

6. List and describe the ways teachers and the school are intentional in establishing and maintaining positive relationships with school parents. [Evidence](#)

RCLS is proud of the fact that we strive to have an environment where people feel that they are a part of a family. We know that when a person feels connected to the larger entity they feel that they are truly cared for and valued. RCLS employs numerous activities and events that draw families in and give people a chance to connect with each other.

- Kindergarten Signing Night
- Tours
- Meet the Teacher Night
- Back to School Night
- Chapel
- Field Day
- Field trips
- Newsletters
- Classroom newsletters
- Open Houses - talk about Kindergarten
- Volunteers
- Family support - flowers on a death, meals for families dealing with death or health issues
- Hallelujah Carnival
- Fall plays and Spring Musicals
- Christmas Programs and Concerts
- Graduation
- Weekly, bi-monthly and monthly newsletters
- Email parents as needed to continue open communication home to school and school to home
- Meet the Teacher Day, drop off school supplies, meet the teacher, find desk, talk to teacher about any concerns or questions and host an Ice Cream Social
- Parent Orientation in preschool and Back to School Night K-8 grade, where parents come to classrooms, learn specifically about classes & syllabus
- Very Important Day: students can invite someone special to join us for the morning

- Directly greeting parents in hallway, at school functions, etc.
- Attending school plays, concerts, athletic events
- Parent volunteers in classrooms, helping, reading
- Send out reminders of tests, upcoming special days
- Reply to parent email within 24 hours

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

The faculty and staff of RCLS seek to create an environment that is supportive, encouraging, and uplifting to one another. Faculty is involved in devotions on Monday and Tuesday of the week. Wednesdays are dedicated to Accountability Partners. Accountability Partners are teams of three teachers that gather before school to connect with each other and also pray with each other. Friday mornings are for “Glory Stories”. This is a time for the faculty to gather and celebrate that good that has happened during the week. We close that time in prayer. The faculty also has various social gatherings during the year for staff to connect outside of school.

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

RCLS’s discipline policy can be found on pages 20 - 27 of the [Parent/Student Handbook](#).

Like Paul’s declaration to the people of Corinth, it is expected that the behavior and conduct of all RCLS students reflect “the mind of Christ.” “For who has known the mind of the Lord that he may instruct him? But we have the mind of Christ.” 1 Corinthians 2:16 Mutual respect, honor, inclusion, and service are attributes that should be nurtured and reinforced both inside and outside the classroom. It is expected that the commitment to enhance the spiritual and social growth of the student in the classroom will be reinforced at 20 homes. In this way, school and home serve as partners in ministry.

The teachers, staff and parents of RCLS are committed to nurture and enhance the spiritual, academic, social, physical, and emotional growth of each student. While academic excellence is stressed, the most important blessing shared by all students at RCLS is the Christ-centered learning environment, which is an effective, positive, and safe place in which to learn. Each student has unique God-given gifts and talents, and all are members of the body of Christ. It is only with Christ at the center of academic and extracurricular life, that students will be able to grow in faith and service to Him. In order to accomplish this task, an effective, positive, and safe environment must be maintained. Discipline is not to be thought of in terms of punishment, but rather the development of self-control and good decision-making according to biblical principles.

In a Lutheran Christian school, the teacher has God's Word, both Law and Gospel, to serve as a guide and example in dealing with student conduct and overall discipline. The ultimate purpose for any student conduct plan is to help students learn and grow closer to Jesus.

It is expected that all members of the RCLS family (students, teachers, administration, staff, parents, and guardians) will reflect "the mind of Christ" in their conduct at school or during any school-related function. Ultimately, we pray that our Christian walk becomes a way of life.

Further, it is imperative that teachers, staff and parents work together to ensure that students develop Christian attitudes and behavior reflecting what Scripture teaches. It is also imperative that students learn the importance of knowing right from wrong, confessing sin and seeking forgiveness. Finally, it is most essential that students know the forgiveness of Christ when they have failed.

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.

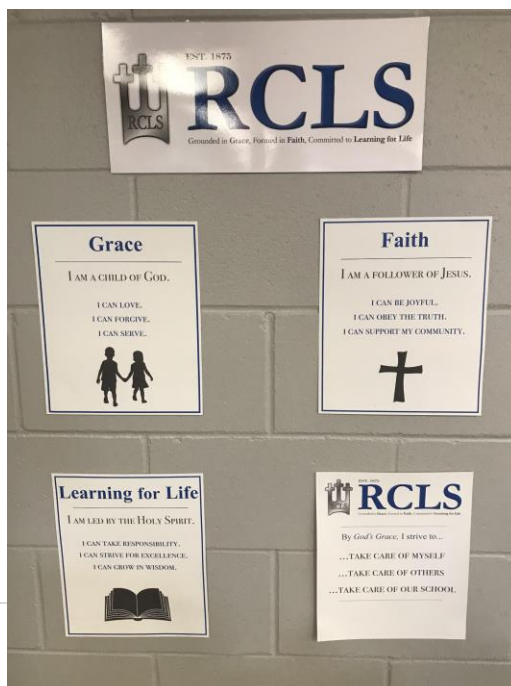
YES

NO

Identify and list supporting Evidence or Practices:

The mission and purpose of RCLS is evident throughout the whole building and within the people who work at RCLS. Our purpose is driven from our mission which is painted on our walls and posted in the classrooms. RCLS is grounded in grace, formed in faith, and committed to learning for life.

Comments:



General Indicators of Success

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

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

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

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

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

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

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

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

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

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

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

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

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

Visit the classrooms and witness the interaction between students and teachers. See how the teachers have purposely designed their environments to show the love of Christ through what is displayed in the classrooms and through daily conversations. Because of the examples established by their teachers, students show care, concern and grace to each other.

Comments:

The love of Christ is evident in all areas of RCLS.

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

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

Teachers demonstrate love for all students in Christ.

Teachers attend to the individual needs of students.

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

Students are challenged to do their best.

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

Law and Gospel are properly divided when discipline is administered.

Staff demonstrates positive school spirit.

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

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

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

The faculty seeks ways to involve students in the decision making process. The eighth graders make the decisions on Chapel projects. They are also involved in the planning of dress up days for NLSW. Teachers and students love to get involved on school dress up days and on Chapel t-shirt days. A visit to the classrooms can verify the interaction between students and teachers.

Comments:

The students at RCLS are happy and content. They love to come to school and want to engage with each other in a positive, healthy environment.

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

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

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

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

Staff members understand and relate appropriately with school families.

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

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

The legal rights of parents and legal guardians are protected.

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

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

Teachers are willing to conference with parents when the need arises to discuss their child's education. Parents are involved in the Hallelujah Carnival, classroom volunteers, classroom donations. Teachers and staff are visible during morning and afternoon carline and always seeking ways to connect with parents. RCLS seeks a variety of ways for parents and teachers to be involved and connected with each other.

Comments:

The environment at RCLS is designed to be a welcoming space where parents are free to visit and work with the staff to better enhance the educational opportunities for the students.

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

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

Faculty and administration gather for devotions regularly.

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

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

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

The faculty gathers for Prayer Partners, devotions and Bible study. The administration also drops off small gifts and notes to provide encouragement. Classroom visits

Comments:

The faculty and staff look forward to our Wednesday morning Prayer Partners when we can connect and pray with each other. Our devotion time is always a time for encouraging and uplifting each other

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?

All the happens and occurs at RCLS stems from its mission and purpose. RCLS is grounded in grace, formed in faith and committed to learning for life. We strive to take care of myself, take care of others and take care 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.

There are no challenges related to Standard 2C.

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	4
2C:03	4
2C:04	4
2C:05	4
Total:	16
Average: (Total ÷ 4)	4

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	7
2B	15
2C	16
Total:	38

Average: (Total ÷ 10)	3.8
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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 last audit

Potential Practices

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

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

Required Responses

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

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

[Question 1 Document](#)

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

[Question 2 Document](#)

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

[Question 3 Document](#)

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

[Question 4 Document](#)

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.**

[Question 5 Document](#)

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

[Question 6 Document](#)

Required Evidence

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

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

Required Indicators of Success

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

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

YES

NO

Identify and list supporting Evidence or Practices:

[Board of Directors Policy Manual](#)

Comments:

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

YES

NO

Identify and list supporting Evidence or Practices:

[Board of Directors Policy Manual](#)

[Board of Directors Job Description](#)

Comments:

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

YES

NO

Identify and list supporting Evidence or Practices:

[Board of Directors Policy Manual](#)

[Principal's Job Description](#)

Comments:

General Indicators of Success

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

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

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

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

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

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.

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

[Board of Directors Website](#)

[Board of Directors Policy Manual](#)

Comments:

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

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

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

Written policy delineates roles and responsibilities of the board or governing authority.

Comprehensive job responsibilities and/or limitations are in place for the administrator.

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

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

The governing authority has written policies or position descriptions clearly delineating relationships between the head administrator and pastor(s).

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

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

Identify and list supporting Evidence or Practices:

[Board of Directors Policy Manual](#)

[Principal’s Job Description](#)

Comments:

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

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

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

Written policies define qualifications for board or governing authority members.

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

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

[RCLS Bylaws](#)

[Board of Directors Job Description](#)

Comments:

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

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

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

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

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

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

[Vision 2019 Executive Summary](#)

[Board of Directors Policy Manual](#)

Comments:

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

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

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

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

The board or governing authority approves the budget (including annual tuition and fees) for the school or has developed policies to empower individuals with that responsibility.

The board or governing authority accepts, reviews and devises strategies to react to concerns expressed in the annual financial audit.

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

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

Identify and list supporting Evidence or Practices:

[Board of Directors Policy Manual](#)

Comments:

Summary and Response Actions

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

- A. Are the Required Indicators of Success met for Standard 3A? (YES / NO)
- B. Based on evidence, what are the strengths of the school related to Standard 3A?
[RCLS Board Policy Manual](#)
[Job Descriptions](#)
[Vision 2019 Strategic Plan](#)
- 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.
- 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	3
Total:	15
Average: (Total ÷ 5)	3.0

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.**

[Question 1 Document](#)

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

[Question 2 Document](#)

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

[Question 3 Document](#)

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

[Question 4 Document](#)

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

[Question 5 Document](#)

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

[Question 6 Document](#)

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

[Question 7 Document](#)

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

[Question 8 Document](#)

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

[Question 9 Document](#)

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

[Question 10 Document](#)

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

[Question 11 Document](#)

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:

[November 2020 Paw Print](#)

[NLSW Presentations](#)

[Trinity Bulletin](#)

Comments:

General Indicators of Success

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

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

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

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

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

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

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

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

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

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

The administrator has a master’s degree in education, with no fewer than 12 semester hours in administration or supervision or is actively working toward such a degree. (The administrator of an early childhood center has a bachelor’s degree, with no fewer than 18 semester hours in early childhood education, or is actively working toward accomplishing this requirement.)

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

[Trinity Bulletin](#)

[MN Teaching and Principal License](#)

[Diploma of Vocation](#)

Comments:

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

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

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

The school administrator is released from teaching duties for at least one-fourth of each day for every 50 students enrolled. (If administrative duties are shared, then release time may be shared.)

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

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

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

[Enrollment Director Job Description](#)

[Office Manager Job Description](#)

[Office Assistant Job Description](#)

Comments:

- Currently, school administrator and administrative staff regularly serve as school nurse, lunch and recess monitor, counselor, and as other needs arise in school.
- A rapid increase in enrollment in the past 5 years has increased administrative demands.
- Together, these realities suggest a need for more administrative support in areas that include enrollment, development, human resources and event management.

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

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

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

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

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

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

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

The administrator compiles such policies, procedures or practices as appropriate for effective communication to the various school communities into student and/or parent handbooks/manuals.

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

[Parent / Student Handbook](#)

[Paw Print November 2020](#)

[Weekly Update](#)

Comments:

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

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

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

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

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

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

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

[May Finance Committee Meeting Agenda](#)

[Year-end Development Letter 2020](#)

[Title I and II Applications: 2017-18, 2018-19, 2019-20, 2020-21](#)

Comments:

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

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

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

The administrator is a member of professional organizations.

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

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

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

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

[Administrative Observation Summary](#)

[RCLS Professional Observation Schedule 2019-20](#)

[Blackbaud Virtual Training Schedule](#)

[Principal Job Description](#)

[Devotion Schedule 2021-22](#)

Comments:

Summary and Response Actions

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

- A. Are the Required Indicators of Success met for Standard 3B? **YES / NO**
- B. Based on evidence, what are the strengths of the school related to Standard 3B?
Administrative Leadership
- 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.
- 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	4
3B:03	3
3B:04	4
3B:05	3
3B:06	4
Total:	18
Average: (Total ÷ 5)	3.6

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

Section Totals (NOT Averages)	
STANDARD	RATING
3A	15
3B	18
Total:	33
Average: (Total ÷ 10)	3.3

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 your professional personnel.

The RCLS teacher is part of the ministry team of Rochester Central Lutheran School and the RCLS Association. The teacher provides quality instruction in the school in accordance with the guidelines of the RCLS Board of Directors and under the supervision of the school principal. They also provide ministry and Christian education in accordance with the teachings of The Lutheran Church-Missouri Synod and the mission of RCLS.

A complete list of qualifications can be found in the teacher and principal job descriptions. These are included in the evidence file of [Employee Job Descriptions](#)

2. What is the current student-teacher ratio?

2021-2022 Student enrollment for Preschool-preK: 4 teachers and 4 paras **8 staff**

2021-2022 Student enrollment for Student enrollment **80 students**

Preschool/preK student teacher ratio is **10:1**

2021-2022 Student enrollment for K-8th grade is 318

2021-2022 Full time professionals on staff are 25

Ratio of students to teachers for 2021-2022 is **14:1**

2021-2022 Total school teacher ratio is 13:1

[RCLS student:teacher ratios sheet](#)

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

The RCLS professional development plan is set at the beginning of each year. The initiatives for the year are based on instructional needs, as viewed by the faculty. One example of such an initiative might be "Differentiation." Annual staff goals are used to determine training for the year so staff can have necessary tools to best meet student needs.

Building safety needs are also considered when determining inservices for the year. See the [Training](#) folder.

RCLS teachers are evaluated on an annual basis by the principal. This is a formal, documented review, but casual and undocumented discussions between staff and administrator will also be a part of the performance evaluation. The form is available [here](#). This review is intended to provide support for the individual; to improve the performance of the individual by providing meaningful constructive feedback on the adequacy of performance; and to assist in the development and fulfillment of professional and personal growth goals, as well as the ministry plan of the school. In addition, all new employees will have an initial performance review during the first semester of their employment.

RCLS supports professional development by monetary reimbursements to its employees. Per item 3.805 in the RCLS [Employee Handbook](#), employee expenses for participating in professional organizations or job-related programs may be eligible for reimbursement by the school if it can be demonstrated that the school will benefit from the participation. Per item 3.810, RCLS will reimburse 50% of the cost of tuition for a maximum of six credits per year.

Teachers at RCLS are engaged in high-quality spiritual development (see Wednesday Meeting Schedules from [2018-2019](#) and [2019-2020](#)). Staff attend a “Back to School” Retreat each August. They also attend retreats and other spiritual inservices throughout each school year.

Teachers attend the Minnesota South District Lutheran Educators Conference annually. This has been held most often in Mankato, MN. The conference for the fall of 2021 was held in Mayer, MN. Every third year teachers attend the Lutheran Education Association National Conference: [2019 LEA Convocation Schedule](#). All teachers hold membership in the LEA. Teachers attend numerous workshops, seminars, training, and other development opportunities each school year. They use the information they attain and skills they learn to support best practices of student learning.

To best facilitate distance learning, RCLS teachers were trained in Seesaw and Google Suite. Teachers learned how to make and upload quality videos, upload and embed files in their chosen platform, design online activities, and engage in video conferences with parents. We continue to offer remote learning services to those families in need.

[Book studies \(title II funds\)](#)

During the 2020-2021 school year, the RCLS K-5 faculty participated in a 12 hour virtual and interactive Bridges math classroom training session.

During the 2020-2021 school year, the RCLS K-5 faculty participated in a 6 hour virtual training on ReadyGen classroom training session.

During the 2018-2019 school year the Early Childhood faculty wrote curriculum for both preschool and pre-kindergarten using vertical alignment.

During the summer of 2019 & 2021, a large group of faculty received training in Responsive Classroom.

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

The entire faculty attends meetings once per month. Administration with input from faculty and staff sets the agenda and sends out prior to the meeting. Each meeting begins and ends with a prayer. During the meeting, calendar items, operational effectiveness and school procedures are discussed. [Minutes](#) are recorded and sent to the staff. (See [2020-2021](#), [2019-20](#), [2019-2018](#) meeting schedule - Personnel subfolder)

Department Meetings:

Middle School (6-8) holds department meetings each week. The meetings usually cover three main topics of calendar items, students, and other important notes. ([Minutes are taken at each meeting - Personnel subfolder](#))

Upper Elementary (5-3) holds monthly department meetings. These meetings typically include topics of calendar items, school procedures, and recess issues. ([Minutes are taken at each meeting - Personnel subfolder](#))

Lower Elementary (K-2) holds monthly departmental meetings. The meetings generally consist of calendar items and school procedures. ([Minutes are taken at each meeting - Personnel subfolder](#))

Stepping Stones (Preschool and Pre-K) holds meetings monthly. Topics discussed at these meetings are calendar items, upcoming events, curriculum, student concerns, as well as the rules, laws, and guidelines from the MN Department of Human Services. ([Minutes are taken at each Meeting - Personnel subfolder](#))

Specials Teams (PE, art, Spanish, Technology, and Music) meet as needed to discuss students, calendar, grading, and space. ([Minutes are taken at each Meeting - Personnel subfolder](#))

Department Heads meet monthly to discuss calendar items. Those in attendance include representatives from each department grade level, as well as the athletic director, food service manager, facilities manager, music teacher, and officer managers.

Each year school committees meet to work on curriculum, enhancements, and long range goals. Some examples of these committees include: Common Language Committee, Crisis Committee, Technology Team Makerspace Development, Student Support Team, and Chapel/Mission Projects.

Evaluate Effectiveness:

The faculty can look back to answer procedural questions they may have or access the needed information when the minutes are shared.

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

Each faculty member chooses how they wish to serve their congregation. RCLS sets no requirements for faculty members.

Devotions are held every Monday, Tuesday, and Friday morning. Faculty members, LCMS pastors or DCEs lead. Accountability/prayer partners meet every Wednesday morning. A schedule can be found [here](#). These are small groups that attend to the specific prayers of their group members as well as support our dedication to the Lutheran Teaching Vocation by supporting each other in personal, spiritual and professional topics. An example of the teams can be found [here](#).

Faith is also woven throughout the day in classroom devotions, prayer, classroom décor, and conversations seasoned with grace. Grade levels take turns leading chapel with their classes. Our school pillars include faith, grace, and learning for life. These pillars are the common language that our school uses to carry out our mission with our students. The RCLS pillars banners are [here](#).

During the course of the year, the faculty often participates in a Bible study one Wednesday of each month. In [2017-2018](#), we studied the Book of Acts. In 2018-2019, we did a book study on *Awakened* by Angela Watson. In [2019-2020](#), we read *Experiencing God* by Henry and Richard Blackaby, and Claude King. Evidence of these book studies can be found in the [Book Studies folder](#).

Finally, a majority of teachers do mission projects through their classrooms as well as with chapel families.

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

Once new staff have been hired, the process of induction begins with a background check. They will also meet with the principal to discuss points of the position for which they have been hired. This includes giving them their job description, RCLS handbook and paperwork regarding benefits. In some departments the new hire will have a co-teacher that they will work closely with to understand the curriculum and specifics of the grade level that they will be teaching. This co teacher may or may not also be their mentor to whom they are assigned and introduced to. The mentor will assist them as they navigate RCLS and will be a resource from whom the new staff may seek clarification on items. Other specifics will be covered by the department as a whole during the beginning of year meetings as well as monthly staff and department meetings.

Background checks are done on all teaching and the following support staff: Aides, paras, Volunteers, cooks, cafeteria staff, custodial staff, child care staff and coaches.

Due to licensing requirements for the State of Minnesota, all Stepping Stones staff must complete background checks prior to being allowed to work with children.

[Background check form](#)

[Mentor:Mentee notebook](#)

[Department Meetings](#)

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

RCLS recognizes the importance of technology in schools today. Both students and teachers are well-equipped with a variety of technological resources.

Each teacher is equipped with a laptop for connecting to a SMARTboard, and some also have a touchscreen laptop. Kindergarten through 8th grade classrooms have a SMARTboard. RCLS also has two portable SMARTboards. SMARTboards were ordered in June 2021 for the Preschool, Pre-K, and Art classrooms.

One of the faculty members is the technology coordinator. We have two technology teachers; one for K-2 and one for 3-8.

RCLS has an IT person that works at maintaining our network.

Teachers have access to Samsung tablets, portable microphones, and tripods for remote learning purposes.

The technology teachers have access to:

- 22 10" Samsung Tablets
- 20 8" Samsung Tablets
- 22 Samsung Galaxy S5 Phones
- 2 3D printers and filament
- 20 Mini Drones
- 16 Medium Drones
- 4 Camera Drones
- 2 Professional Drones
- 8 Dash robots
- 12 mBot robots
- 10 Makey Makey kits with supplies
- 16 Tripods
- 5 Merge Cubes
- 20 VR Headsets

When new teaching materials are purchased, training is provided on how to access and best use the online materials. ([Seesaw Training Certificate](#))

To best facilitate distance learning, RCLS teachers were trained in Seesaw and Google Suite. Teachers learned how to make and upload quality videos, upload and embed files in their chosen platform, design online activities, and engage in video conferences with parents. We continue to offer remote learning services to those families in need.

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

Full-time professional staff are encouraged to go through the Colloquy program and RCLS is committed to financially assist in cost. Staff are also encouraged to attend chapel, devotions, and Bible studies at both school and the association churches. The faculty also attends LEA Convocation and any district conferences for the purpose of professional and spiritual growth. Each rostered faculty member is open to discussion with non-Rostered staff about the Lutheran Church-Missouri Synod teachings and doctrines.

Other Evidence

[Faculty handbook-Employee Handbook](#)

[Job descriptions for all non-administrative school positions](#)

Teacher portfolios-Available upon request in the school office and the ECDC office.

Professional personnel files related to teacher qualifications and competency- Available upon request.

[List of teachers' professional organization memberships](#) - All are members of LEA

Policies related to support staff - [see Employee Handbook](#)

[Current salary and benefits scale](#)

New teacher induction guidelines- [See new Employee Orientation Document](#)

Required Evidence

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

School's staff development plan

Non-discriminatory salary and benefit scale or policy

Required Evidence

[School Staff Development Plan](#)

[Nondiscriminatory salary](#) and [benefits 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:

Comments:

General Indicators of Success

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

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

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

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

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

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

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

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

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

<input type="checkbox"/> Highly Functional (4)	<input 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:

This information can be verified by checking personnel files in the school office and Stepping Stones office. Teachers’ relationship with Jesus Christ and their commitment to the mission of RCLS is evident upon classroom observations, peer interactions, and interviews.

Comments:

Not all full-time faculty members are currently rostered. RCLS will pay a portion of the tuition for anyone working toward that goal. Teachers without a current Minnesota teaching license are in the process of completing the requirements needed to obtain their license.

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

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

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

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

<input checked="" type="checkbox"/> Highly Functional (4)	<input type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)
--	---	--	---

Identify and list supporting Evidence or Practices:

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

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

Teachers are provided opportunities to attend LCMS events.

Teachers hold memberships in professional organizations.

The school provides opportunities, training and support to effectively and appropriately engage technology in classroom instruction.

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

Comments:

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

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

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

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

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

New teachers receive a thorough orientation and are supported with experienced teachers assigned to them as 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.

The average student:professional personnel ratio is appropriate for the age and level of the students.

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

A nondiscriminatory salary and benefits scale has been adopted and implemented for all personnel.

Comments:

The quality of our mentorship program has improved; as evidenced by the one hundred percent retention rate of first teachers.

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

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

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

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

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

- [RCLS employee handbook and mentoring program](#)
- [Coaches handbook](#)
- [Volunteer handbook](#)
- [Stepping Stones employee handbook and orientation](#)
- [Clubhouse employee handbook](#)

Comments:

Summary and Response Actions

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

A. Are the Required Indicators of Success met for Standard 4? Yes

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

One of the greatest strengths of RCLS can be found in our faculty. Our professionals seek to use current best practices in education as they teach faith and grace in addition to learning. The faculty's dedication to living the mission of RCLS fosters the development of the whole child keeping them grounded in grace and formed in faith as they begin their journey of learning for life.

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.

Increase the number of classroom paraprofessionals working at RCLS contingent upon student needs.

D. What is the school's average rating for all General Indicators of Success for Standard 4, rounded to the nearest tenth? 3.25

STANDARD	RATING
4:02	3
4:03	4
4:04	3
4:05	3
Total:	13
Average: (Total ÷ 4)	3.25

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.).**

[Question 1 Document](#)

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

[Question 2 Document](#)

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

[Question 3 Document](#)

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

[Question 4 Document](#)

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

[Question 5 Document](#)

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

[Question 6 Document](#)

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

[Question 7 Document](#)

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

[Question 8 Document](#)

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

[Question 9 Document](#)

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

[Question 10 Document](#)

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

[Question 11 Document](#)

Required Evidence

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

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

A current schedule is prepared for each classroom, indicating clearly when subjects (activities) are taught and during what periods.

A chart is prepared illustrating the percentage of each school week allocated to each subject (activity), at each level, including a comparison with state guidelines.

Analysis of the results of standardized tests administered for each grade level for the past three years, including a description of how this information is used to evaluate and improve student learning, is provided.

[Classroom Teaching Schedules](#)

[Hours Spent on Curricular Areas](#)

[Master Curriculum Documents](#)

[NWEA Result Analysis](#)

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:

[Hours Spent on Curricular Areas](#)

Comments:

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

YES

NO

Identify and list supporting Evidence or Practices:

See Teaching and Learning Required Responses, Questions: 1.

[Master Curriculum Documents](#)

Comments:

General Indicators of Success

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

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

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

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

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

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

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

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

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

The school quantifies, tracks and publicly celebrates student success.

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

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

See Teaching and Learning [Required Responses](#), Questions: 1, 2, 3, 6, 7, 8.

Comments:

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

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

The curriculum is aligned with delineated standards.

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

The curriculum reflects research, best practices and high standards in education and it is designed to ensure that every student receives Christ-centered, rigorous and sequential academic preparation.

The curriculum is aligned with LCMS teachings.

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

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

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

See Teaching and Learning [Required Responses](#), Questions: 1, 2, 7, 10.

Comments:

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.

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

See Teaching and Learning [Required Responses](#), Questions:3, 5, 7, 9, 11.

Comments:

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

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

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

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

Teachers work together to share responsibility for student learning.

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

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

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

[Evidence 5:06](#)

Comments:

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

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

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

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

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

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

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

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

In the Teaching and Learning [Required Responses](#) please see question 7 and 11. In addition see the [Evidence 5:07](#)

Comments:

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

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

The school monitors, reviews, evaluates and modifies its curriculum based on the use of school-wide student data that is generated by multiple tools and surveys.

Multiple forms of student assessment drive instructional strategies.

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

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

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

In the Teaching and Learning [Required Responses](#) please see questions 1 through 11. In addition see [Evidence 5:08](#)

Comments:

Summary and Response Actions

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

- A. Are the Required Indicators of Success met for Standard 5? (YES / NO)**
- B. Based on evidence, what are the strengths of the school related to Standard 5?**
 Challenging Curriculum that Prioritizes Foundation Learning in the Primary Grades
 Exceptional Preparation for High School
 Rich in Technology Tools and Fiber Optics
 Sophisticated Technology Curriculum and Program
 Resource Program Supporting 504 Students
 Ongoing Curriculum Review Process
 Strong Special Area Offering: Music, Band, Bells, Choir, PE, Art, Technology and Spanish
 Daily English Class and Daily Literature Class in Middle School
 21 Century Teaching Methodologies Practiced
 In-Depth Material Review Process Leading to Rigorous Material Purchases
 Excellent Collaboration with Local Public School System to Support IEP Needs
 Consistent MAP/NWEA Use Providing Long Term Data to Analyze Student Progress
- 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	4
5:04	3
5:05	4
5:06	4
5:07	4
5:08	3
Total:	22
Average: (Total ÷ 6)	3.67

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

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

Please see the link below from the Parent/Student Handbook, pages 6-7, outlining the admissions procedures.

[Parent/Student Handbook](#)

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

A counselor is available to students in grades 7-8 on Mondays and Fridays from 11 a.m.-3 p.m. The counselor is also on call for elementary students (K-6) who are struggling or need to regulate their emotions. During 2020-2021, the counselor provided Second Step (SEL) lessons for teachers to use in their classrooms. The RCLS website also includes blog posts with pertinent information for parents regarding students' social and emotional needs. The links below include two resource handbooks provided for families, SEL lessons, and blog posts.

[Parent/Student Handbook](#) (page 14)

[Resource Guide for Families](#)

[Family Resource Directory](#)

SEL Example Lessons for Middle School:

- [School Community Values](#)
- [Making Our School Community Better](#)
- [Resilience Module/Getting a Good Night's Rest](#)
- [Transition to Online Learning](#)

Blog Posts:

- [Tips for Teens and Pre-teens for Managing \(Pandemic\) Stress](#)
- [A Time to Teach Empathy: Resources for Home](#)
- [Resources and Inspiration for the Next Weeks of Remote Learning](#)
- [Building Skills for Life: An Introduction to Second Step Curriculum](#)
- [Making the Most of Technology: Tips and Tools for Productive Screen Time](#)
- [Encouraging Grace and Goodness](#)

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

New and returning students are invited to Meet-the-Teacher in August to become acclimated to the classroom, meet new classmates, and place supplies in lockers. In September, families are invited to attend Back-to-School Night where more specific curriculum information is shared by the teacher. A virtual Back-to-School Night took place in September 2020 due to RCLS's COVID risk-mitigation strategies. All families are given a parent handbook, and many grades have grade level handbooks as well. Middle school teachers provide syllabi for different courses to help students understand expectations. They also post lesson plans for students to keep track of classwork and assignment due dates. Teachers post grades on Blackbaud so that families may track assignments. A monthly newsletter called the Pawprint is also sent out, highlighting procedures as well as community building information. Weekly classroom newsletters are sent out in the elementary grades; middle school sends out homeroom newsletters every other week to share important classroom announcements and a summary of what students are learning in the classroom. Parent Ambassadors help RCLS create community by planning family events, connecting with new school families, acting as a class liaison for Blue & White Night, and serving as an advocate for the school at Open Houses, in the community, and online.

[7th Grade Back-to-School Night Video](#)

[Parent/Student Handbook](#)

[7 Literature Syllabus](#)

[Middle School Lesson Plans](#)

[Pawprint](#)

[7th Grade Newsletter](#)

[What is a Parent Ambassador](#)

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

At the end of the school year, teachers are asked to complete placement forms on each student. These forms help to provide consistent information from year to year. Each compiled class receives a total score. We try to be sure that these scores are balanced in two- and three-section grade levels. NWEA scores and cumulative records are two other documents used in this process. Within the RCLS departments, team meetings occur to help the next teachers understand the needs of each student. These team meetings happen in the spring/summer once class lists have been formed. Students complete NWEA testing in early September. This information helps the teachers see the learning trends for specific students with the intent to meet each student's needs.

[Student Placement Form](#)

As 8th graders, students are given support and guidance as they register for classes in high school. The RCLS counselor and middle school teachers communicate information regarding high school tours and shadow days.

[High School Info Class of 2020](#)
[8A Newsletter](#)

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

Jazz Band is an extracurricular group open to students in grades 5-8 who are members of the band. Membership in the group is either auditioned or at the discretion of the director. The group meets outside the school day and performs at various engagements throughout the year and in the school music concerts. See page 15 of the Parent/Student Handbook.

[Parent/Student Handbook](#)

Safety Patrol participants gain leadership experience. This yearly commitment is open to students in grades 5-8. Safety patrol participants assist others in safely arriving and leaving the school. Safety patrol is another excellent opportunity to witness Christian service. Shifts are 15 minutes before and/or after school. Students will receive Overflow hours for this activity. See pages 13 and 15 of the Parent/Student Handbook.

[Parent/Student Handbook](#)

Drama

RCLS Theater provides opportunities for students to be involved with drama in a variety of ways. Besides acting on the stage, students can participate in running lights and sound, being part of the stage crew, helping with hair and makeup, and being student directors. The fall play is usually produced in October and is open for grades 4-8 to audition. The spring musical is usually produced in March and is open for grades K-8 to audition. See page 15 of the Parent/Student Handbook.

[RCLS Drama Participation](#)

[Parent Note for Charlotte's Web](#)

[Rehearsal Schedule for Charlotte's Web](#)

[First Rehearsal Note for Willy Wonka](#)

[Parent/Student Handbook](#)

Math Teams

1. The RCLS Math Team allows 6-8th grade students to stretch themselves individually and as a part of a team. Each year the RCLS Math Team meets once a week beginning in early September. The team participates in five competitions per year. [RCLS Math Teams](#)
2. MathCounts is a competition held in February for students in grades 7 and 8. Practices begin in January. See page 15 of the Parent/Student Handbook.

3. RCLS 5th graders have an opportunity to participate in MathMasters. Practices are held beginning in early February with a completion in early March. See page 15 of the Parent/Student Handbook.
4. RCLS 6th graders have an opportunity to participate in MathMasters. Practices are held beginning in March with a competition in early April. See page 15 of the Parent/Student Handbook.

[Parent/Student Handbook](#)

Lego Robotics Club

This club is open to 4th-8th graders. Lego Robotics allows students to build robots and solve challenges while expanding their abilities in science, technology, engineering, and math. The RCLS Lego Robotics Group has joined the ILEO (IBM Lego Education Outreach). Under the guidance of IBM engineers and the Lego Club faculty leader, we join several area schools in conquering challenging projects each year.

The RCLS Lego Robotics Club meets once each week from 3:15-4:45 pm from September to December. The ILEO (IBM Lego Education Outreach) competition is in December.

[RCLS Lego Robotics](#)

Lego Club

Lego Club is open to students in K-8th grade and is typically run in February and March. Students have access to thousands of Legos and have the opportunity to build in collaboration with peers.

[Lego Club](#)

Run Club

Run Club is available to K-8 students in April and May. Students train together after school, accumulating miles toward a full marathon. The final leg is run at the Med-City Marathon on Memorial Day Weekend in Rochester. [Run Club](#)

Innovation Club

Innovation Club activities are offered periodically and make use of technology and creative materials at the school. Activities and units are announced as they arise. [Innovation Club](#)

Blog Post: [STEAM Matters: A Foundation of Art and Integration](#)

Chess, Ukulele, and More

You never know what sort of activities might be highlighted in a short-term after-school activity club! RCLS strives to offer many new opportunities and experiences for students. Past offerings have included chess, ukulele, and knitting.

Athletics

“For physical training is of some value, but godliness has value for all things, holding promise for both the present life and the life to come.” 1 Timothy 4:8

RCLS offers a complete athletic program, including soccer, cross country, volleyball, girls basketball, boys basketball, softball, and track and field. The athletics program is designed to develop Christian character through team sports and to train student-athletes—spiritually, academically, and physically.

Our teams compete in the Southeast Minnesota Lutheran Athletic Conference (SEMLAC) and, in some sports, against area public and non-public schools. The teams are coached by faculty members, volunteer parents, or volunteer friends of RCLS. Exhibiting Christian sportsmanship is a high priority, and student-athletes are encouraged to witness their faith with their words and actions, including hard, aggressive, and fair play.

All registration materials, schedules, handbooks, etc. can be found on the RCLS website.

[RCLS Athletics](#)

Grade 7-8 Trips

8th-grade Camping Trip

The 8th grade camping trip is a highly anticipated class adventure. The 8th graders spend much of the school year planning the details of this annual trip. After the 8th graders graduate on the last Tuesday in May, they, their class advisor, and many parent chaperones enjoy tent camping and a water park in central Wisconsin. This beloved tradition generates much excitement and lasting memories for these students in their final days as RCLS students.

RCLS provides two out-of-state travel opportunities for 7th and 8th grade students to extend their learning. On alternating years, students travel to Washington, D.C. and the Florida Keys. Fundraising activities help cover the cost.

1. Washington D.C. History Trip

The Washington D.C. trip grants students an up-close experience with American government and history. Students visit the Smithsonian museums, the U.S. Capitol, the new Bible museum, and other monuments and landmarks in the nation's capital. Students also use writing prompts from their tour book to reflect on their learning throughout the trip.

[Washington D.C. Tour Book](#)

2. Florida Keys Marine Biology

In Key Largo, Florida, students study marine life in the classroom and in the water. This hands-on learning experience is an invaluable enrichment opportunity for RCLS middle schoolers.

[Florida Keys Marine Biology Trip Slides](#)

[Grade 7-8 Trips](#)

Blog Post: [Involve Yourself in All the Opportunities at RCLS](#)

Summer Academy

In 2017 and 2018, RCLS provided several optional learning experiences through the RCLS Summer Academy. A RCLS parent survey in 2019 stated that families have a variety of other options and

activities in Rochester and the surrounding communities. The beginning of COVID in 2020 also drastically reduced the amount of activities hosted during the summer months.

[RCLS Summer Academy Classes](#)

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

Student-led Chapel: Each classroom is given an opportunity to lead a chapel. Through this, students are able to share their faith and grow in their knowledge of various Bible stories. There are also Google Slides created to help students follow along. This was especially helpful during COVID when many students had to view chapel from the classroom using the RCLS Morning Announcements Facebook page.

[4th Grade Chapel 2021](#)

[4th Grade Chapel Slides](#)

[7th Grade Chapel April 2021](#)

[7th Grade Chapel Slides](#)

Chapel Families: Our 8th grade students are given an opportunity every year to lead a group of students from each grade level in various activities, such as service projects and the all-school relay at Track and Field Day. This allows them the opportunity to demonstrate their faith and grow their leadership skills as they mentor the younger students in their chapel family. The 8th grade students also choose which organizations RCLS will support with our chapel offering (see blog posts below).

[Student Life: Faith and Friendship](#)

Blog Posts:

- [In Their Words: 8th Graders on RCLS's Community and Giving Projects](#)
- [Giving Thanks Through Service](#)
- [Celebrating Service, Minding What Matters](#)

Morning Announcements/Prayer: 7th and 8th grade students lead morning announcements every day. Students lead prayer, pledges, and make announcements to the school. Through this, older students are given another opportunity to show younger students their faith and grow their leadership skills.

[2020 January Morning Announcements Script](#)

Volunteer Opportunities: Starting in 5th grade, volunteer hours are required for students. These are also called overflow hours to represent how service is a way to overflow God's love to others.

Students need to go into the community and volunteer in a variety of capacities. 5th graders are encouraged to complete five service hours in the ministry setting and/or the community. The number of hours increases each year with 8th graders completing 8 service hours during the year.

[Overflow Records Form](#)

Blog Post: [Celebrating Service, Minding What Matters](#)

Student-athletes demonstrate their faith by praying before sporting events. Students can also demonstrate their faith by wearing their theme t-shirt out in the community and once a month during the school year.

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

The athletic director has a coaches meeting at the beginning of the year as well as a parent/athletes/coaches (PAC) meeting at the beginning of the season. At the PAC meetings the athletic director shares expectations and so do the coaches. All coaches have a background check through the school and have medical information on file. The Athletic Handbook is available on RCLS website.

[Athletic Handbook](#)

[Volunteer Handbook 2018-2019](#)

[Background Check Form](#)

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

On-site childcare, **Clubhouse**, for children ages 3 through 2nd grade is available from 6:30 a.m.-8:10 a.m. and 3:00-6:00 p.m. Monday – Friday and non school days 6:30 a.m.- 6:00 p.m.

RCLS School Age Care (**Clubhouse**) provides developmentally appropriate activities and allows children to make many of their own activity choices. Some of these activities include:

- Manipulative toys
- Art/Media
- Religious Concepts
- Science Concepts
- Dramatic Play
- Building/Lego Center
- Indoor/Outdoor play
- Homework Area

Post

Post is RCLS's school-age care for students in grades 3-8. It is conducted as a homework academy with age-appropriate free-time activities available after homework is done. Hours are 6:30-8:10 a.m. and 3-5 p.m. Students still needing supervision after 5 p.m. will be checked into Clubhouse to await parent pick-up.

Students attending Post are provided a snack from 3-3:15 p.m. Students are given opportunities to complete homework and to read silently for a minimum of 30 minutes in a quiet, supervised environment. Assistance with homework assignments will be available. Students that have completed their homework and have read silently for 30 minutes may play board games and utilize electronic devices such as Chromebooks and iPads. Although the Post instructor will provide suggestions, when a student finishes her/his homework (or if a student does not have any homework on a given day) and has completed the reading requirement, the student is responsible for engaging in a quiet activity that is not disruptive to others.

[School-age Care: Clubhouse and Post](#)

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

On-site childcare for children ages 3 through 2nd grade is available from 6:30 a.m.-8:10 a.m. and 3:00-6:00 p.m. Monday – Friday.

RCLS School Age Care (**Clubhouse**) provides developmentally appropriate activities, and allows children to make many of their own activity choices. Some of these activities include:

- Manipulative toys
- Art/Media
- Religious Concepts
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homework on a given day) and has completed the reading requirement, the student is responsible for engaging in a quiet activity that is not disruptive to others.

[School-age Care: Clubhouse and Post](#)

In the summer, students can attend Camp RCLS. Camp RCLS is a fun, Christian camp environment led by trained and nurturing staff for children entering preschool through grade 5. This includes daily devotions, reading time, field trips, outdoor play, and arts and crafts.

[Camp RCLS](#)

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

Those interested in employment with The Clubhouse or Camp RCLS are asked to submit an application. Candidates must be 18 years of age or older and must pass a background check before being employed. CPR and First Aid training are provided by the school and required for all faculty and staff. The Clubhouse and Camp RCLS staff work as a team and strive to provide a positive and grace-filled environment for the students in their care.

[School-age Care: Clubhouse and Post](#)

[Background Check Form](#)

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

In cooperation with state guidelines, RCLS teaches and practices fire, severe weather, and lockdown procedures. All drills are monitored and adjustments are made per the suggestions and observations of the school faculty and staff. Please see the attached document for the specific dates, times, and duration of the emergency drills from the last five years. The Crisis Manual also describes the procedures for crisis situations.

[Emergency Drill Records 2016-21](#)

[Crisis Manual](#)

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

In each classroom, an updated crisis plan is located in a binder near the door. The crisis plan includes pertinent information during and after a crisis, such as phone numbers, class lists, the RCLS Incident Command System Organization, emergency procedures, and contact information for pastors and the school counselor. A school map near the door displays the different routes for that classroom to follow during each emergency. Practice drills are implemented throughout the year to prepare students and faculty for the possibility of different crisis situations. Teachers are advised to

take their cell phones when leaving the building for drills. Classroom phones are labeled with a green sign to allow for quick identification, and emergency numbers are taped to the phone. A first aid kit is also available in each classroom. A defibrillator is located near the front doors, and the other one is in the basement near the music classrooms. All homeroom teachers can see health information about their students on Blackbaud and receive additional information or training from the school nurse. Parents also complete an emergency contact form at the beginning of the year on Blackbaud.

[Crisis Manual](#)

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

Teachers are trained in CPR and defibrillator use every other year. There are two defibrillators located in our building. Teachers receive EpiPen use training annually.

[Skills Testing Checklist](#)

14. How are student health records maintained and used?

The student health forms are updated at least once a year. Starting in the fall of 2021, parents complete a health information form on Blackbaud. Updated immunization records can also be sent to office@rcls.net or delivered to the office in person. Per MDH guidelines, this vaccination information is used to determine whether students will need to get tested or quarantine in the event of an exposure to a positive COVID case. Daily medication and emergency binders are accessible for office staff and the nurse in the nurse's office. Health records are kept on Blackbaud and in individual cum folders. Certain forms are also found in the nurse's office as well. This health information allows staff to adequately provide care for students during school.

[Health Questionnaire](#)

15. Describe the food services provided.

RCLS provides several nutritious lunch options. Parents, students, and staff members are able to look at lunch options in advance on the school website. Starting in 4th grade, students have the option of ala carte food items including salad, sandwich, and hot lunch. RCLS does follow the Minnesota and national dietary guidelines and go through a written and onsite visit with the state nutrition auditor every three years. More information can be found in the Parent/Student Handbook on pages 13 and 33.

[Parent/Student Handbook](#)

[Lunch Menu](#)

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:

RCLS participates in the following federal/state programs:

- [Title I, Title II, and Title IV](#)
- [Transportation Services](#)
- Food Service
- [Nursing Care Services \(Student Report for Aids to Nonpublic Students\)](#)
- [Counseling Services \(Student Report for Aids to Nonpublic Students\)](#)
- [Individualized Education Plan Services \(Child Study Referral Form and Student Report for Aids to Nonpublic Students\)](#)

Comments:

Transportation, nursing, counseling, and IEP services are provided by ISD 535. The child study referral form is used to document current interventions and determine if additional services from ISD 535 are necessary. See question 15 in the required responses for more information about food services.

General Indicators of Success

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

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

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

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

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

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

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

Student applicants are admitted per established written admission criteria.

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

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

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

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

- Written admission criteria explained in [Parent/Student Handbook](#) and [online](#)
- Permanent cumulative records
- Team meetings ([Middle School Meeting Notes](#))
- Counseling Services
- Interventions ([Response to Intervention Handbook](#), [Student Plan](#), and [Child Study Referral Form](#))

Comments:

RCLS used Educate and then transitioned to Blackbaud in the summer of 2021 for enrollment and billing. There are established written admission criteria in the Parent/Student Handbook, but there are no specific assessments required prior to admission. When students transfer from the Rochester Public Schools, there is often a delay in receiving data that would help the teacher determine the student’s current mastery in each subject. Teachers may not have accurate data on students until NWEA tests in the middle of September.

The RCLS cumulative records are kept in the main office and are confidential. They include previous grades, standardized testing, and Individualized Education Plans (if applicable). Please see Ms. Betty Millwood or Mrs. Nichole Catevenis in the main office if you have questions.

Teaching teams meet regularly. Agendas are developed, and minutes are kept. The purpose of these meetings is to discuss upcoming events and collaborate on ways to best support students' academic, social, emotional, spiritual, and physical well being. See 6:01 for more information about the counseling services from ISD 535. We currently have one part-time counselor for middle school students; the younger grades would also benefit from this support of students' social and emotional needs.

Classroom teachers are responsible for differentiating instruction, and interventions are implemented when needed. More support is available for students, such as an RCLS Student Plan or an Individualized Educational Plan through the Rochester Public Schools. These plans address academic, behavioral, and social needs. As enrollment increases, our committee suggests looking into the possibility of special education and/or gifted education services on campus.

RCLS has a complete curriculum for grades Preschool through Grade 8. Students receive quarterly report cards in each grade level. Through the spring of 2021, these report cards were sent home for students through Grade 5. Middle school report cards were posted on Educate. Starting in the fall of 2021, all report cards are now posted on Blackbaud for parents to view after each quarter. Students will advance to the next grade level by successfully meeting the standards of that particular grade. If there are any concerns about advancing to the next grade level, the administration, teachers, and parents will determine the appropriate course of action.

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

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

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

Extracurricular activities are carefully supervised by trained personnel.

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

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

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

- Please see [required response](#) question 5 for evidence.

Comments:

RCLS offers a variety of extracurricular activities for the upper grades. An area for growth could be creating more opportunities for the elementary students, such as an arts and crafts club. Due to our increasing enrollment, some RCLS sports teams have more participation than other Lutheran schools in our conference. These co-ed teams may not be as competitive as some students may like.

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

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

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

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

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

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

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

Training for the recognition of child abuse and the protection of children is required for all who have contact with students on a regular basis.

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

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

- Please see required [responses questions](#) 7, 10, 11, 13, and 14 for evidence.

- [Technology Use Form](#)
- [Car Line and Recess Supervision Schedule](#)

Comments:

Every teacher's classroom has a first-aid bag which includes band-aids of assorted sizes, disposable latex free gloves, sterile gauze pad package, and non-sterile gauze. These items are refillable throughout the year as needed. First-aid supplies are available in the classroom, but teachers may need to check and get refills from the office more consistently to make sure the adequate supplies are still present. Located in the nurse's office are the following supplies: disposable latex free gloves of various sizes, kleenex, band-aids of various sizes, bandage tape, conforming gauze, sterile gauze sponges, non-sterile gauze sponges, cold compresses, disposable one-time use cold packs, cotton tipped applicators, gauze pads, cotton balls, finger guards, sterile pressure bandage butterfly closures, a wheelchair, crutches, scale, blankets, and WypAll. Since the beginning of COVID, there has been a sterilizer gun in the nurse's office. There are also backpacks for field trips that include a folder with important health information, medication, medicine cups, gauze, gloves, and a CPR shield.

Staff receive training videos to watch for recognition of child abuse. Staff are also actively involved in car line and recess supervision to ensure the safety of students.

While in the building, students are monitored when they use technology. For instance, middle school students must ask permission prior to completing academic work on their Chromebook. Certain features, such as Google Chat, are only enabled for upper grade students. More information about how technology is integrated in the classroom can be found on the [RCLS website](#). During the pandemic, students and teachers had to adapt to a different learning environment as we entered distance learning (see this [blog post](#)). Remote learning etiquette, expectations, and schedules were communicated to students and parents via email, newsletters, and on the [RCLS website](#).

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

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

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

Where food service is provided, adequate and qualified personnel are available to plan and serve a variety of well-balanced, wholesome meals in full accordance with federal guidelines.

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

- [Elementary Cleaning Schedule](#)
- [Middle School Cleaning List](#)
- [Cafeteria Sanitation Schedule](#)
- [Kitchen Daily Cleaning Checklist](#)
- Please see [required responses](#) question 15 for evidence.

Comments:

All staff have a safe disinfectant that can be used in the classroom. During 2020-2021, staff were instructed to clean desks three times a day and remind students to sanitize their hands when entering and exiting a classroom. After lunch, three middle school students help clean tables prior to returning to class. There is a daily schedule posted in the lunchroom.

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, the required indicators of success are met for Standard 6.

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

RCLS provides many extracurricular opportunities for students. This includes athletics, drama, clubs, and field trips. Not only are students building community during school hours but also outside of class. Our crisis emergency plan helps faculty and staff prepare for crisis situations, and the drills ensure students understand and can follow the plan. Our lunch menu gives students well-balanced meal options.

C. Based on evidence, what are the challenges of the school related to Standard 6? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.

Our enrollment has increased by approximately 100 students in the last five years. Due to this change, there is a need for increased programming on campus, such as special education or gifted education. Elementary students would also benefit from more access to a counselor.

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	2
6:03	3
6:04	3
6:05	3
Total:	11
Average: (Total ÷ 4)	2.75

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 your property (building and grounds)

Rochester Central Lutheran School was founded in 1875 and has been at its current location of 2619 9 Ave. N.W. in Rochester, MN since 1963. The school currently has 393 students, and sprawls over 11 acres. Before entering the school, you will see a fenced playground area which is designated for the **ECDC Program**. There are many areas for children to play in within that area which includes a paved path for small trikes. There's a climbing area, sandbox, green space to play and have fun.

Upon entering the building through one of the three main doors, you will see the main office directly in front of you. The main office consists of five rooms and a main area. The main area is where our receptionist and office manager work. Behind their work area, are the rooms which mainly serve as offices. The principal, vice-principal, Director of Enrollment, and counselor each have rooms/ offices to work in. The nurse's office is inside the main office open area. In the nurse's office there are two cots and a bathroom.

To the north of the office is a mechanical room which houses the boiler's, there eleven classrooms, a storage/ copy room for these teachers as well as a boys and girls restroom. We call this area the lower elementary. At the end of the hallway there is a door to exit to the playground area.

To the south of the office is a large room we call the Clubhouse which is geared towards preschool-second grade before and after school care. To the south of the Clubhouse is the gymnasium with bleachers, girls and boys restrooms, a storage room for all the PE equipment, boys and girls locker rooms with showers and a coach's room.

Continuing on this main floor to the west is the area where the second, fourth and fifth grade classrooms are located in addition to the library. There are girls and boys restrooms as well as elevator access and two custodial storage closets, one with water, sink and chemicals. On the west end of the hallway there's a set of double doors which goes out to the playground area.

There is an area between the main and second level which we refer to as the mezzanine. The mezzanine overlooks the gymnasium and is an area used for theater and individual classroom storage. This area is also used to store concession stand items for the athletic department. These items include a popcorn machine, pizza and pretzel warmer.

The lowest level in the building is where the band and art rooms are with the kitchen and cafeteria. At the end of the hallway on this level are boys and girls restrooms, access to the elevator and two custodial storage areas which contain elevator equipment, electrical panel, two water heaters, water softener and the water main.

The second floor has six classrooms and two offices as well as a girls and boys restroom. There is also elevator access. The Athletic Director and Facilities Manager occupy the two offices. At the west end of the hallway there is a set of double doors which exits down to the playground area.

An additional K-8 playground area is located on the north side of the building. In this area there's a climbing gym and web, blacktopped gaga ball pit, kickball field, swing set, 9 square game area and sandbox for students to play in. There is a storage shed which contains play equipment.

2. Describe how general maintenance and repair of the physical facilities are ensured.

When there's a maintenance request, staff email the Facility Manager directly via email or phone depending on the timeliness of the situation. The Facility Manager responds within 24 hours.

3. Describe how your school ensures that it complies with laws, health and safety requirements and building codes. (This documentation is kept in the Facility Manager's office or the Food Services Office.)

1. The cafeteria is reviewed annually by the Olmsted County Public Health Services and a Food Safety Assessment report is submitted.
2. The cafeteria is reviewed annually by the Olmsted County Public Health Services and Food and Beverage Assessment Report is submitted.
3. A Food and Beverage license/ permit from Olmsted County Public Health Services is posted in the cafeteria.
4. The ECDC program holds a license from the state of MN and complies with the laws as written in the Department of Human Services *Child Care Center Laws & Rules* handbook.
5. Boilers are inspected annually by a boiler inspector provided by our insurance company.
6. The sprinkler system and fire panel are annually inspected by the state of MN and Viking Sprinkler.
7. A master plumber, of our choosing, performs a reduced pressure zone maintenance check, (RPZ), annually, per boiler code.
8. The school complies with codes listed on the inspection checklist from the state fire marshal.
9. There are two double check valves that are also inspected annually and are located in the boilers room, emergency STOP for boilers. These emergency STOP valves are located in: one in custodial maintenance room and the other is underground in tunnel underneath boiler room.

4. Describe the maintenance and cleaning schedule of your facility.

There are checklists throughout the building in which custodial staff use a checklist to guide their daily operational tasks. After completing and initialing the checklist, it is then placed in the Facilities Manager mailbox at the end of his/her shift. In the morning, the Facilities Manager performs a walk through to evaluate the work that was done the prior evening and is completed before the start of the new school day.

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

The school administrator is a member of the RCLS Trustees committee which meets each month. The Trustees oversee long-range planning and purchasing. The administrator has daily communication with the Facilities Manager. Currently, there is one full time Facilities Manager, one full time

custodian, one part-time custodian and one summer part-time custodian who report directly to the Facilities Manager. Custodians meet regularly to discuss the daily cleaning operations.

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

There have been many changes at RCLS over the last three years.

2017

- Flooring in middle school hallway
- Installed new gym floor
- Gym painted
- New boilers installed
- New roof installed

2018

- Flooring in library hallways
- Started replacing student desks and chairs
- Started installing LED lighting in classrooms

2019

- Locker rooms painted, new flooring installed, new plumbing, toilets & lockers installed
- New bell system installed
- Pea rock removed and playground mulch installed on playground
- Continued replacing student desks and chairs
- Continued installing LED lighting in classrooms
- Big A Fans installed in gym

2020

- 10 classrooms flooring in lower elementary
- Completed painting of interior of building
- Continued installing LED lighting in classrooms
- Bipolar ionization system installed
- Stairwell painted from lower to upper level
- Expanded fencing for Stepping Stones program

2021

- Replaced retaining wall
- Replaced parking lot
- Removed and replaced can recycling spot
- Installed exterior lighting
- Replaced doors on E2 entrance
- Front doors replaced to be ADA compliant
- Installed heating for front walk and sidewalk
- Continued installing LED lighting in classrooms, 85% complete YTD
- Refurbished entire Clubhouse
- Replaced the middle school fire exit stairs
- Upgraded key fob system
- Upgraded security system
- Added 2--“temporary” classrooms in the library
- New lockers in the library and lower elementary hallways

Eagle Scout projects: Gaga ball pit installed, 9 square pit installed

7. What long-range plans do you have for ground and site development?

The Board of Trustees has developed the following long-range plans for RCLS

The Trustees and Facilities Manager are working on a long range plan and here are some of the items:

- Classroom 107 & 108 need new univents
- The RTU rooftop unit for the middle school is 26 years old and nearing its life expectancy
- Remove carpet and replace with tile, music room needs new carpet
- Mulch for playground
- New lockers for grades 6-8
- New flooring switched to all tile as CDC will likely recommend this in next 3-5 years
- Add motors to existing bleachers
- Install new rubber surface in Stepping Stones playground area to ride trikes
- Fresh air intake economizer and possible condenser units for office
- Additional set of staff restrooms and more student restrooms, update bathrooms
- Capital Improvement project of upgrading age appropriate restrooms and more stalls

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

- RCLS has a security system consisting of a camera and buzzer which is posted outside the front doors. The security system enables staff, students, parents, visitors, etc. to gain access to the building by pressing the call button and being able to communicate with someone inside the building. This is all live feeds sent to the office, Clubhouse and preschool room. There is a box where those that have keys are able to use fobs/key cards to gain access.
- There is a panic button in the main office and when pressed the police are immediately dispatched to RCLS.
- The building doors are locked 24 hours a day, 7 days a week with the exception of arrival and dismissal times in which the doors are propped open.
- All visitors to the building are asked to check and sign in at the main office, sign the visitor's register upon arrival and departure. Visitors are given an apple pin to wear which alerts others they are a visitor to the building. There is a sign alerting visitors to go to the main office.
- Students must travel with a buddy when going somewhere without his/her class.
- Children leaving school for services from the district must verbally check out and back in with office staff.
- Safety Patrol members are stationed at the crosswalk during arrival and dismissal daily. Safety Patrol is overseen by one adult in the morning and three in the afternoon. The morning time is 8:10-8:30 AM and afternoon time is 3:00-3:25 PM.
- Parents are notified of the drop off and pick up procedures in the RCLS Parent Handbook, Back to School Night, and electronic notification in the Paw Print.
- The evening custodian performs a walk through at the end of his/her shift, making sure all doors are closed and locked.

Required Evidence

Required evidence must be attached to the self-study document and will be used by the subcommittee to arrive at its conclusion related to each general indicator.

[School floor plan](#)

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each general indicator. The list included provides suggestions, but is not all-inclusive. Schools should review the list of potential evidence and determine those present at the school. Additional evidence not listed in the potential listing may be presented. Ratings are based on the actual condition related to the evidence and practices in place at the school. Evidence, or the lack thereof, will assist the subcommittee in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but should be available for the visiting team to review.

Job descriptions for maintenance and cleaning staff, including reporting responsibilities and lines of accountability.

[Job Description 1](#) [Job Description 2](#) [Job Description 3](#)

Long-range plan for facility improvements, additions, or expansion

([Attach Action Plan](#))

Budget line items committing financial support of ongoing maintenance and immediate facility improvements

([Attach Repairs and Maintenance Budget #4160 Years 2014-2017](#))

Certificates of compliance related to health and safety practices

([Attach Summit Fire Sprinkler Inspection](#))

([Attach Fire Department Inspection](#))

([Attach Fire Alarm Inspection](#))

([Attach Fire Inspection Check List](#))

([Attach Safety Data Fact Sheet I](#))

([Attach Safety Data Fact Sheet II](#))

([Attach Safety Data Fact Sheet III](#))

([Attach Food and Beverage Assessment Report Version 2](#))

([Attach ServSafe Certification](#))

Cleaning schedules and custodial duties

([Attach custodial checklist new wing](#))

([Attach custodial checklist old wing](#))

School lockdown plan

([Attach Lockdown Procedure](#))

Potential Practices

Like potential evidence, potential practices are collected to show how 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 at the school. Schools should identify the practices in place. Practices listed provide suggestions, but this is not an all-inclusive list. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. The combination of evidence and practices provides the support needed to arrive at an indicator rating.

Buildings and grounds reflect the institution’s commitment to maintaining a safe and productive learning environment for students

Regular routine inspections and safety inspections as required by local mandate (e.g. fire marshal, health inspector, lunchroom audit, emergency light log, fire extinguishers, facility walkthrough, etc.)

[\(Attach Summit Fire Sprinkler Inspection\)](#)

[\(Attach Fire Department Inspection\)](#)

[\(Attach Fire Alarm Inspection\)](#)

[\(Attach Fire Inspection Check List\)](#)

[\(Attach Safety Data Fact Sheet I\)](#)

[\(Attach Safety Data Fact Sheet II\)](#)

[\(Attach Safety Data Fact Sheet III\)](#)

[\(Attach Food and Beverage Assessment Report Version 2\)](#)

[\(Attach ServSafe Certification\)](#)

Regularly scheduled maintenance

The RCLS Trustees determine the maintenance goals both on short and long term basis.

[\(Attach Action Plan\)](#)

Daily cleaning and sanitizing

[\(Attach custodial checklist new wing\)](#)

[\(Attach custodial checklist old wing\)](#)

Required Indicators of Success

Required indicators must be answered “yes” and supported by evidence and comments in order for the school to be accredited in good standing.

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

[\(Attach custodial checklist new wing\)](#)

[\(Attach custodial checklist old wing\)](#)

[\(Attach](#)

[Summit Fire Sprinkler Inspection](#))
([Attach Fire Department Inspection](#))
([Attach Fire Alarm Inspection](#))
([Attach Fire Inspection Check List](#))
([Attach Safety Data Fact Sheet I](#))
([Attach Safety Data Fact Sheet II](#))
([Attach Safety Data Fact Sheet III](#))
([Attach Food and Beverage Assessment Report Version 2](#))
([Attach ServSafe Certification](#))
([Attach Action Plan](#))

Comments: We feel there are safety issues due to lack of shredded hardwood mulch on playground and some fencing that is old.

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

- Paper products and dispensers are being streamlined to one dispenser style for hand towels and one for toilet paper.
- Terry towels were purchased to minimize the use of paper products.
- RCLS uses a security system consisting of a camera and buzzer which is posted outside of the front doors. This enables someone to gain access to the building by pressing the call button. Live feeds are then sent to the office, Stepping Stones room, and preschool room. A box enables staff to speak to the visitor via call station, and release the door lock. RCLS staff, coaches, and board members are issued fobs/keys to allow them building access.
- A panic button is located in the office. When pressed, the police are dispatched immediately to RCLS.
- The school doors are unlocked from 8:10-8:30 AM to allow students and families to enter the building. The doors are again unlocked from 3:00-3:20 PM PM to allow families access to the building.
- All visitors to the building are asked to sign the visitors book in the office when arriving and departing. They are given a visitors badge to wear for the duration of their stay. This procedure is printed in the handbook and reviewed in the classroom during back to school night. Visitors to RCLS are reminded to come to the office when they are buzzed in by office personnel. Sign: *Visitors please report to the office.*
- The Stepping Stones program has directions for signing a child into and out of the program listed in their handbook. Before and after school, parents are to buzz in using the security system. Live feeds are then sent to the Stepping Stones room.
- Children must travel with a buddy when going somewhere in the building without their class.
- Children receiving special services from the district must verbally check in/out at the office prior to being transported to another school. This ensures that office staff are watching them walk to and from the van being driven by Rochester public school staff.
- Safety Patrols are stationed at the crosswalk before and after school for arrival and dismissal.

- Parents are alerted to student drop off and pick up procedures via the parent handbook and by staff during the back to school night. One adult oversees the safety patrol during the morning drop off, 8:10-8:30 AM and three staff oversee patrols during the afternoon dismissal times of 3:00-3:20 PM.
- The evening custodian performs a walk through at the end of his shift, checking all doors to ensure they are locked.
- All needed inspections are coordinated by the Facility Support Technician and the Food Service Manager
 - ([Attach Food and Beverage Assessment Report Version 2](#))
 - ([Attach Fire Alarm Inspection](#))
 - ([Attach Fire Inspection Check List](#))
 - ([Attach Safety Data Fact Sheet I](#))
 - ([Attach Safety Data Fact Sheet II](#))
 - ([Attach Safety Data Fact Sheet III](#))

Comment: Due to COVID-19, paper towels are being used rather than terry cloth towels.

General Indicators of Success

General indicators of success help the school quantify its compliance with the required standard. Quantify your school's compliance by evaluating the criterion defined below. Provide specific evidence and/or practices for each indicator that led to your rating selection. Please write a response under the "Comments" section on all indicators.

General Indicators of Success

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

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

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

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

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

7:03: Buildings, grounds and equipment are well maintained, clean and appropriate for the age and number of students.

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

The size and design of the buildings and teaching/learning areas are appropriate for the school’s programs and achievement of learner outcomes (objectives), meet state and local code requirements and provide for special needs.

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

The buildings are cleaned daily and the restrooms are sanitary.

School furniture is sufficient in quantity and age appropriate.

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

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

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

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

1. The spaces within the school are all up to code in terms of size and design.
2. All areas are properly ventilated. The lighting is being updated to include LED lighting. We have begun this project in the gymnasium and plan to continue throughout the inside and outside of the building.
3. As per the custodial checklists, all areas of the building are cleaned and sanitized daily.
No
4. Each June we inventory the furniture in each area to be certain the correct size and style are in each of the spaces based on the age of the child being served in the space.
5. The Principal meets with the Facility Support Technician on a daily basis to receive updates and provide support in the safety and maintenance of the building. The Principal also participates on the Trustees committee which oversees all of the facility needs.
6. RCLS is blessed with enough spaces to meet **all of the programming needs** of the students, faculty and staff and to expand when needed.

Comments:

7:04: Physical facilities provide specific (crosses, signs, etc.) and non-specific (attractive, adequate, etc.) Christian witness to the community.

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

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

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

A cross is hung in a prominent place.

An outdoor sign is a witness to the community.

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

1. The Christian Flag and the American Flag are hung in each classroom.
2. Christian banners, pictures and posters are hung throughout the entire school.
3. There are several crosses hung throughout the building. One of the largest, just to the right as one comes into the entryway.
4. There is a message board that is continually updated at the exit to the parking lot.

Comments:

More crosses are needed throughout the entire building. All classrooms should have altars; currently they don't.

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

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

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

The playground and athletic field have fences or other restraints to prevent students from entering streets or adjoining property and to prevent vehicular traffic during school hours.

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

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

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

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

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

Each room in the school has a Crisis Manual that includes class list, procedures for take cover, fire, and stranger/flee. Practice drills are performed and logged in the school office and also in the ECDC book. Signs pointing out the phones are visible in each room. A list of emergency extensions are taped to each telephone. A list of room numbers and phone extensions are given to each teacher. See evidence:

1. [Parent Handbook](#)
2. [ECDC Handbook](#)
3. [ECDC logbook](#)
4. [Crisis Manual](#)
5. [extension and room number list](#)

6. [photo of phone with emergency numbers](#)
 7. [Trustees 5-year Plan](#)
- **The playground and athletic field have fences or other restraints to prevent students from going onto streets or adjoining property and to prevent vehicular traffic during school hours.**
See evidence:
 1. [Images of the Grounds](#)
 - **The school limits access to the facility, has locked entrances, and is secure during normal school hours.**
See Evidence:
 1. Camera/lock systems in place: “RCLS uses a security system consisting of a camera and buzzer which is posted outside of the front doors. This enables someone to gain access to the building by pressing the call button. Live feeds are then sent to the office, Stepping Stones room, and preschool room. A box enables staff to speak to the visitor via call station, and release the door lock. RCLS staff, coaches, and board members are issued fobs/keys to allow them building access.”
 2. Times when doors are unlocked and relocked: “The school doors are unlocked from 8:10-8:30 AM to allow students and families to enter the building. The doors are again unlocked from 3:00-3:20 PM PM to allow families access to the building.”
 3. [Parent Handbook](#)
 - **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. Crossing guards are on duty in the morning and after school times: See evidence: safety patrol schedule; safety patrol handbook. Procedures are in place for drop off and pick up.
See evidence:
 1. Procedures for car line in [Parent Handbook](#);
 2. [Car line map](#)
 3. Drop off and pick up procedures for Preschool and PreK printed in [ECDC handbook](#)

Comments:

Both playgrounds need more shredded hardwood mulch and updating of fences. Timbers need to be replaced on both playgrounds. Drainage (Tile system) needs to be installed in the back playground to deal with ice build 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)

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

This space is well-kept, organized and clean. Green cleaning products are now being used at RCLS and paper products are being streamlined. RCLS also has a lot of green space for the students to play and learn. The property allows for building expansion if needed.

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.

One of the challenges facing RCLS is fencing in the play areas of the entire 8.5 acre property. Although much of the property already has fences or natural barriers, a few additions are needed. The second challenge is to replace the pea rock in the back (K-8) and front (preschool-preK) play areas. The trustees have it on their high priority long range plans for RCLS. Lastly, in compliance with our auditors request, in the next year, RCLS will be doing a complete school inventory of equipment and furnishings with values attached to them.

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	4
7:04	4
7:05	3
Total:	11
Average: (Total ÷ 3)	3.7

IDENTIFICATION OF POWERFUL PRACTICES

Identify and provide an explanation of any practices (no more than three) that may be *Powerful Practices*. It should be noted that schools may meet all accreditation standards without identifying any *Powerful Practices*.

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

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

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

Identify any potential Powerful Practices in the space below:

PRELIMINARY SCHOOL ACTION PLAN

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

NLSA Preliminary School Action Plan												
School Name: Rochester Central Lutheran School												
School Address: 2619 9th Avenue NW, Rochester MN 55901												
LCMS District: Minnesota South												
Administrator: Todd Baringer												
Date of Most Recent NLSA Validation Team Visit: 2017												
Accreditation Year	X	Preliminary		Year 1		Year 2		Year 3		Year 4		Year 5

Standard & Indicator Number	Self-Study Concerns & Strategies	Target School Year	Responsible Party	Action Taken	School Year Addressed
1:06	Orientation for technology components will be scheduled the week of August 15 of each school year as part of the new staff mentoring program.	2022-2023	Technology Director		
1:06	Standard sign off form between mentor and mentee will be completed monthly to show accountability for meeting the monthly objectives.	2022-2023	Administrator Mentor Mentee		
2A: 03	We would like to see more information made available in the Pawprint in regards to classes,	2022	Administration and Office Staff		

	Bible studies, and other functions that are happening within the Association congregations. More information provided to association congregations about the events and activities happening at RCLS.		and Association Churches		
2A:03	Continue striving towards calling trained LCMS teachers and providing education/support to understand the practices and beliefs of the LCMS.for non-called teachers.	2022	Administration and Board of Directors		
2A: 03	RCLS and the Association congregations need to develop and follow a deliberate plan of ministering to families who are seeking a church and having faith based questions.	2023	RCLS and Association Congregations		
2B: 04	Continued efforts should be made to provide opportunities for parent education and parents to be involved in the activities at RCLS.	2022	Administration and Teachers		
3B:03	Given the increase in enrollment at RCLS in the past 5 years, demands on administrative/office staff have increased. Currently, school administrator and administrative staff regularly serve as school nurse, lunch and recess monitor, counselor, and	2023	Head Administration and BOD		

	<p>as other needs arise in school.</p> <p>Areas of administrative need include enrollment support, development, human resources, and event management.</p>				
3B:05	<p>Committee notes leadership plans for and manages the budget appropriately, but note the need for increased transparency regarding an annual budget. This could be accomplished via the Annual Meeting.</p>	2023	Head Administrator and BOD		
3A:04	<p>Committee notes Board of directors hold monthly meetings and posts minutes, but a concern arises around whether all staff anticipate these monthly meetings (date/time) and then know where to locate minutes following the meeting. Provide staff with clear knowledge of meetings and where minutes can be accessed.</p>	2022	Board of Directors		
4:05	<p>Increase the number of classroom paraprofessionals working at RCLS contingent upon student needs.</p>	2023-2024	Administration		

5:04	An ad-hoc task force will evaluate the current Resource Program and make recommendations for increasing this program to serve students on both ends of the learning continuum.	2022-23 (Research) 2023-24 (Begin Implementation)	Administration, Faculty, and Parents		
5:08	Individualized Student Learning - RCLS will use NWEA data to develop individual student goals to jumpstart student motivation and success	2022-2023	Administration, Faculty, and Parents		
6:02	Research and develop an assessment for new students who transfer from other schools as well as an assessment when entering kindergarten.	2022-2023	Administration and BOD		
6:04	Provide monthly checks of our first aid kit to ensure adequate supplies are available in classrooms at all times. A part-time nurse would help support the needs of our growing student population.	2022-2023	Teachers, Administration, BOD		
7:01	Although much of the property already has fences or natural barriers, a few additions are needed.	2023-2024	Administration and Trustees		
7:03	Refreshing the mulch in the playground areas.	2022-2023	Administration and Trustees		
7:03	Complete a school inventory of equipment	2023-2024	Administration and Trustees		

	and furnishings with values attached to them.				
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SCHOOL ACTION PLAN

NOTE: DO NOT Complete Prior to Validation Team Visit

The School Action Plan is developed from the Preliminary School Action Plan originally submitted with the school’s Self-Study and updated with the input from the Validation Team. The plan must address every area of concern (“emerging” [2] and “not evident” [1]). Each concern must be noted and addressed. “Operational” [3] indicators may also be addressed in the School Action Plan. This Plan will guide the school through the next five years in a process of continuous improvement prior to the next Self-Study process and Validation Team visit.

The completed School Action Plan must be included with the final submission of the school’s Self-Study to the District Accreditation Commission.

NLSA School Action Plan												
School Name:												
School Address:												
LCMS District:												
Administrator:												
Date of Most Recent NLSA Validation Team Visit:												
Accreditation Year		Initial		Year 1		Year 2		Year 3		Year 4		Year 5
Standard & Indicator Number	Self-Study Concerns & Strategies				Target School Year	Responsible Party	Action Taken	School Year Addressed				