

# Section II:

## Relationships

### Standard 2:

### The School Demonstrates Its Christian Mission Through Relationships with Congregation, Community, Staff, Students, and Families.

*Note: Section II: Relationships is divided into three categories: congregation, community, and climate. There will be introductory comments and necessary responses for each section, in addition to the responses to the indicators.*

### Section II-A:

### 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 in order to fulfill its purpose as a Christian school. To do this the school seeks opportunities to strengthen relationships with the local congregation(s) and The Lutheran Church—Missouri Synod.

### RESPOND TO THE FOLLOWING:

A. Describe the relationship between the school and the congregation.

**The congregation and the school are very supportive of one another and the relationship between them is very strong. The congregation provides the facilities, staff, and financing, and the school utilizes those provisions to educate the students in a Christ-centered atmosphere.**

B. In what ways does the school's student body participate in the life of the congregation? Indicate involvement of the student body as a whole and of individual students and their families.

**The student body as a whole has programs in the Fall, at Christmas time, and in the Spring. Various vocal and instrumental groups participate in church services throughout the school year. During Lutheran Schools Week, members of the congregation and community are welcomed to participate in planned activities. Students and staff work at fundraisers and other volunteer opportunities for the benefit of the congregation and community. On occasion, artwork is on display for the congregation to view. Individual students and their families worship together.**

C. How are parents of new students in the school assimilated into school and congregation activities?

**Through personal visits by teachers, verbal and written invitations to activities, such as church and school programs, Bible studies, athletic events, and organizations within the school such as Education League, musical groups, LWML, Dartball,, and fellowship after church and school activities.**

D. Describe the ways that the school accomplishes congregational goals.

**The mission statement of the congregation is "The Great Commission". If we are to teach "all nations", it begins at home-and often it is the children who bring the Gospel message home to the parents. Zion's congregation began in 1857. By 1868, the establishment of a Christian day school had begun. Today the school provides for the formal Christian education of the children from the congregation and the surrounding communities. The school provides programs for children in pre-school through the 8<sup>th</sup> grade. The parents of Zion Lutheran School look to the school for partnership and assistance in the job of raising their children "in the nurture and admonition of the Lord."**

E. Describe the relationship of your school to your LCMS district and to the Synod.

**Zion Lutheran School's faculty participates in the educational activities of the Minnesota South District of the Missouri Synod. We use curriculum materials prepared by the Synod and financially support district mission projects. The teachers and principal also attend district conferences and have served in official positions.**

## REQUIRED INDICATOR OF SUCCESS:

Indicate whether or not the school meets the required indicator of success by circling **Yes** or **No**.

**YES** NO \*2:01 The school is operated by one or more congregations of The Lutheran Church—Missouri Synod or maintains an active RSO status with the Synod.

## GENERAL INDICATORS OF SUCCESS:

General Indicators of Success help the school quantify its compliance with the Required Standard. Evaluate your school's compliance with each General Indicator of Success using the criterion defined below. In the "Comments" section related to that indicator, specify how your school falls short of full compliance for any indicator marked less than "Met in Full."

**Met in Full**—The indicator of success has been completely accomplished by the school. It is verifiable through evidence and documentation.

**Mostly Met**—The indicator of success has been partially accomplished by the school. Documentation and evidence regularly indicate that the school is well on the way toward full accomplishment of the indicator.

**Rarely Met**—Infrequent implementation of an indicator of success. This indicator rarely occurs in the school and evidence and documentation for compliance are minimally present.

**Not Presently Met**—There has been no progress by the school toward the accomplishment of this indicator of success.

2:02 The pastor(s) is acknowledged as the spiritual leader of the whole congregation, including the school.  
\_3\_ Met in Full (3) \_\_\_ Mostly Met (2) \_\_\_ Rarely Met (1) \_\_\_ Not Presently Met (0) \_\_\_ 3 \_\_\_

2:03 All persons employed by the school are actively involved in worship and congregational life in their parish.  
\_3\_ Met in Full (3) \_\_\_ Mostly Met (2) \_\_\_ Rarely Met (1) \_\_\_ Not Presently Met (0) \_\_\_ 3 \_\_\_

2:04 The congregation(s) provides spiritual support for the school and its students.  
\_3\_ Met in Full (3) \_\_\_ Mostly Met (2) \_\_\_ Rarely Met (1) \_\_\_ Not Presently Met (0) \_\_\_ 3 \_\_\_

2:05 Students participate in congregational life through planned activities available regularly and coordinated with the school curriculum.  
\_3\_ Met in Full (3) \_\_\_ Mostly Met (2) \_\_\_ Rarely Met (1) \_\_\_ Not Presently Met (0) \_\_\_ 3 \_\_\_

2:06 Student involvement in congregational life supports the spiritual growth of students.  
\_3\_ Met in Full (3) \_\_\_ Mostly Met (2) \_\_\_ Rarely Met (1) \_\_\_ Not Presently Met (0) \_\_\_ 3 \_\_\_

2:07 The school cooperates in LCMS, district and regional conventions and conferences as appropriate.  
\_3\_ Met in Full (3) \_\_\_ Mostly Met (2) \_\_\_ Rarely Met (1) \_\_\_ Not Presently Met (0) \_\_\_ 3 \_\_\_

2:08 The pastor and the school staff evidence support for each other and each other's ministry.  
\_3\_ **Met in Full (3)** \_\_\_ **Mostly Met (2)** \_\_\_ **Rarely Met (1)** \_\_\_ **Not Presently Met (0)** \_\_\_ 3 \_\_\_

2:09 The school has and effectively implements a written evangelism plan for families with children in the school who do not have an identified church home or attend church regularly.  
\_3\_ **Met in Full (3)** \_\_\_ **Mostly Met (2)** \_\_\_ **Rarely Met (1)** \_\_\_ **Not Presently Met (0)** \_\_\_ 3 \_\_\_

Total \_\_\_ 24 \_\_\_

## COMMENT ON THE SUBSECTION ON SCHOOL AND CONGREGATION:

- A. Are the required indicators of success met? **YES**
- B. Is the total for the indicators of success a minimum of 16 points? **YES**
- C. Based on this portion of the self-study, what are the strengths of your school?

**Zion Lutheran School has a wonderful relationship with its operating congregation. The school has a large large percentage of the congregation's eligible children enrolled while, at the same time, reaching out into the community to provide a Christian education alternative to non-members. The financial burden of operating the school is shared by member and non-member tuition. Faculty members are active in the congregation and participate in non-school related activities. Upon graduation, children continue to be involved as lectors, ushers, attending youth group, sharing musical talents and other activities.**

- D. Based on the concerns identified in your self-study, you will develop future plans to improve your school. Identify every item marked as less than "Met in Full" with specific plans for action to be taken by the school over the next cycle of accreditation. Any areas identified as needing improvement in the "Respond to:" component must also be included in the proposed school action plan and addressed in the cumulative annual report.

## Section II–B:

### School and Community

#### OVERVIEW:

The Lutheran school seeks to serve the community (the area in which the school is located), involving and enlisting community participation. The Lutheran school must be sensitive to local and state requirements and community needs if it is to be effective within that community.

## RESPOND TO THE FOLLOWING:

- A. Briefly describe your program of public relations to the community.

**Our church and school publish a monthly newsletter and calendar. The secretary publishes a weekly school newsletter called News and Notes. The school handbook and calendar are available online on our website. Events and articles are published in the local newspapers and are promoted through the website. Church services and Vacation Bible School dates are listed in the local newspapers and are on our website. We have an ad in the Norwood-Young America and Waconia brochures, titled "Welcome to the Area".**

- B. How does the school serve its students' families?

**Our school schedules parent-teacher conferences once a year and welcomes other parent contact as needed. Teachers make an effort to communicate regularly with the parents of students on upcoming events and assignments. Pastor teaches confirmation class and is available for counseling. Educational special needs are met through our special education teacher. Adults are encouraged to join the adult choir. The school makes use of an online grading system as well as the use of social networking sites, Facebook and Twitter. Zion Education League hosts various fundraisers benefitting the school throughout the year.**

- C. What services does the school provide for the community?

**Our school students seek to strengthen relationships with senior citizens through nursing home visits. The students and youth group are also involved in raking leaves in yards and picking up trash along road ditches. Our sledding hill, playground and ball field are regularly used by the community. Our chapel offerings often support the local food shelf. A special Thanksgiving food offering is also sent to the local food shelf. The community is welcomed to our annual Soup and Pie Supper, Polka Service, Pancake Breakfast/Silent Auction, Fish Fry and Pork Chop Dinner.**

## ATTACHMENTS:

- A sampling of public relations material.
- Your enrollment policy.
- Your school calendar.
- The parent-teacher organization's programs for the year.
- Your school's non-discrimination policy.
- Parent/Student handbooks.

## REQUIRED INDICATOR OF SUCCESS:

Indicate whether or not the school meets the required indicator of success by circling **Yes** or **No**.

**YES** NO \*2:10 A statement of nondiscrimination is evident in school printed materials and assures that students are admitted without regard to race, color, or national origin.

## GENERAL INDICATORS OF SUCCESS:

General Indicators of Success help the school quantify its compliance with the Required Standard. Evaluate your school's compliance with each General Indicator of Success using the criterion defined below. In the "Comments" section related to that indicator, specify how your school falls short of full compliance for any indicator marked less than "**Met in Full**."

**Met in Full**—The indicator of success has been completely accomplished by the school. It is verifiable through

evidence and documentation.

**Mostly Met**—The indicator of success has been partially accomplished by the school. Documentation and evidence regularly indicate that the school is well on the way toward full accomplishment of the indicator.

**Rarely Met**—Infrequent implementation of an indicator of success. This indicator rarely occurs in the school and evidence and documentation for compliance are minimally present.

**Not Presently Met**—There has been no progress by the school toward the accomplishment of this indicator of success.

- 2:11 An effective public relations program communicates information about the school to its constituents and to all segments of the community in which it is located.  
\_\_3\_\_ **Met in Full (3)**   \_\_ \_\_ **Mostly Met (2)**   \_\_ \_\_ **Rarely Met (1)**   \_\_ \_\_ **Not Presently Met (0)**   \_\_3\_\_
- 2:12 The use of volunteers in the school’s educational program and student services enhances student growth.  
\_\_3\_\_ **Met in Full (3)**   \_\_ \_\_ **Mostly Met (2)**   \_\_ \_\_ **Rarely Met (1)**   \_\_ \_\_ **Not Presently Met (0)**   \_\_3\_\_
- 2:13 Teachers use educational resources of the congregation and the community to facilitate student growth.  
\_\_3\_\_ **Met in Full (3)**   \_\_ \_\_ **Mostly Met (2)**   \_\_ \_\_ **Rarely Met (1)**   \_\_ \_\_ **Not Presently Met (0)**   \_\_3\_\_
- 2:14 The school has a parent–teacher organization and/or other parent support groups.  
\_\_3\_\_ **Met in Full (3)**   \_\_ \_\_ **Mostly Met (2)**   \_\_ \_\_ **Rarely Met (1)**   \_\_ \_\_ **Not Presently Met (0)**   \_\_3\_\_
- 2:15 Parent education programs and resources are available through the school.  
\_\_3\_\_ **Met in Full (3)**   \_\_ \_\_ **Mostly Met (2)**   \_\_ \_\_ **Rarely Met (1)**   \_\_ \_\_ **Not Presently Met (0)**   \_\_3\_\_
- 2:16 All parents and family members of prospective, former, and current students, whether members or non–members of the operating congregation(s), are made to feel welcome at the school and the operating congregation(s).  
\_\_3\_\_ **Met in Full (3)**   \_\_ \_\_ **Mostly Met (2)**   \_\_ \_\_ **Rarely Met (1)**   \_\_ \_\_ **Not Presently Met (0)**   \_\_3\_\_
- 2:17 All staff faculty members do participate in community activities and service organizations.  
\_\_3\_\_ **Met in Full (3)**   \_\_ \_\_ **Mostly Met (2)**   \_\_ \_\_ **Rarely Met (1)**   \_\_ \_\_ **Not Presently Met (0)**   \_\_3\_\_
- 2:18 The school facilities are available, when practical, for use by appropriate community groups and activities.  
\_\_3\_\_ **Met in Full (3)**   \_\_ \_\_ **Mostly Met (2)**   \_\_ \_\_ **Rarely Met (1)**   \_\_ \_\_ **Not Presently Met (0)**   \_\_3\_\_
- 2:19 The length and number of school days meets or exceeds any required state regulations.  
\_\_3\_\_ **Met in Full (3)**   \_\_ \_\_ **Mostly Met (2)**   \_\_ \_\_ **Rarely Met (1)**   \_\_ \_\_ **Not Presently Met (0)**   \_\_3\_\_
- 2:20 The school maintains good relations with the local public schools.  
\_\_3\_\_ **Met in Full (3)**   \_\_ \_\_ **Mostly Met (2)**   \_\_ \_\_ **Rarely Met (1)**   \_\_ \_\_ **Not Presently Met (0)**   \_\_3\_\_

Total    \_\_30\_\_

## COMMENT ON THE WHOLE

## SUBSECTION ON SCHOOL AND COMMUNITY:

- A. Is the required indicator of success met? **YES**
- B. Is the total for the indicators of success a minimum of 20 points? **YES**
- C. Based on this portion of the self-study, what are the strengths of your school?  
**Zion Lutheran School has enjoyed a positive relationship with our community. Our students are active in the community through summer recreation programs, scouts, and 4H. They play on several of the Norwood Young America and Waconia sports teams. Our parents and members are also involved in community organizations such as Lions and the volunteer Fire Department.**
- D. Based on the concerns identified in your self-study, you will develop future plans to improve your school. Identify every item marked as less than "Met in Full" with specific plans for action to be taken by the school over the next cycle of accreditation. Any areas identified as needing improvement in the "Respond to:" component must also be included in the proposed school action plan and addressed in the cumulative annual report.

## Section II-C: 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 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.

### RESPOND TO THE FOLLOWING:

- A. Describe the climate of your school and its impact on the lives of students.  
**We feel that the overall climate of the school is good. The students have a Christian faith that we hope will stay with them when they leave Zion. Parents, faculty and students work together for the benefit of the students. We have parent volunteers that help with various projects as needed. Academically, the education that students receive at Zion is outstanding. When they go to High School, they are well prepared to compete with their peers.**
- B. Describe the worship experiences in which students and staff participate.  
**Students and faculty participate in daily devotions. Daily religion classes are taught by each teacher. A weekly chapel service is held in the sanctuary, with the faculty taking turns leading the service.**
- C. In what ways do faculty members and administrators support one another?  
**The faculty and administrator communicate daily in many ways. The faculty has the opportunity to share during daily devotions as well as throughout the day. The faculty uses block scheduling to meet individual teaching strengths. Teachers share materials, methods and ideas. The teachers often offer to change recess or bus duty with another to accommodate schedules.**
- D. What are the characteristics of the teaching/learning environment that make it appropriate for each level of child served by your school (e.g. middle grades, early childhood, primary)?  
**The classrooms enjoy a low teacher-student ratio. The teachers use age appropriate curriculum and materials, but can easily adapt curriculum as needed. Policies and procedures are appropriate as well as flexible to meet individual needs.**

## ATTACHMENTS:

- Your most recent form used to survey parents, teachers, and students about school climate. (See “Administrator’s Manual,” p. 34 ff.) Summarize the results.
- Discipline materials.

## REQUIRED INDICATOR OF SUCCESS:

Indicate whether or not the school meets the required indicator of success by circling **Yes** or **No**. Evaluate the level of implementation for each of the other indicators of success, total your points, and explain your responses in the comment section.

**YES** NO \*2:21 A developmentally appropriate teaching/learning environment is evident.

### General Indicators of Success:

General Indicators of Success help the school quantify its compliance with the Required Standard. Evaluate your school’s compliance with each General Indicator of Success using the criterion defined below. In the “Comments” section related to that indicator, specify how your school falls short of full compliance for any indicator marked less than “**Met in Full.**”

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**Not Presently Met**—There has been no progress by the school toward the accomplishment of this indicator of success

2:22 A loving, Christian climate is obvious throughout the school and during all school activities.

  3   Met in Full (3)      Mostly Met (2)      Rarely Met (1)      Not Presently Met (0)     3  

2:23 Students, teachers, and administrators respect each other as individual, fellow members of the body of Christ.

   Met in Full (3)    2   Mostly Met (2)      Rarely Met (1)      Not Presently Met (0)     2  

**Comments: Respect for fellow students, teachers, and parents is taught to the students at every level. The students are taught that as Christ first loved us, we are to love others. Students are urged to resolve conflicts as they come up. Because we all sin, there will continue to be issues that need to be resolved.**

2:24 Where desirable and practical, faculty members, parents, legal care-givers, and students participate in making school decisions.

   Met in Full (3)    2   Mostly Met (2)      Rarely Met (1)      Not Presently Met (0)     2  

**Comments: Zion enjoys a core of parents that are active and willing to share concerns and work for resolutions. We continue to reach out to all families to be a part of the decision making process.**

2:25 Students demonstrate love for all people out of love for Christ.

   Met in Full (3)    2   Mostly Met (2)      Rarely Met (1)      Not Presently Met (0)     2  

**Comments: We instill the love Christ has for all people in our students starting at an early age. Inappropriate choices are often made, and when they are, we continue to admonish and correct behavior.**

2:26 Student behavior is appropriate to encourage growth, and to maintain the school's chosen teaching/ learning environment.

3 **Met in Full (3)**      **Mostly Met (2)**      **Rarely Met (1)**      **Not Presently Met (0)**     3  

2:27 Students' spiritual needs are given appropriate help by church and school.

3 **Met in Full (3)**      **Mostly Met (2)**      **Rarely Met (1)**      **Not Presently Met (0)**     3  

2:28 The legal rights of parents, legal caregivers, teachers, and students are protected.

3 **Met in Full (3)**      **Mostly Met (2)**      **Rarely Met (1)**      **Not Presently Met (0)**     3  

2:29 Students worship together daily either in each classroom or in an appropriate worship experience with other students.

3 **Met in Full (3)**      **Mostly Met (2)**      **Rarely Met (1)**      **Not Presently Met (0)**     3  

2:30 Students are helped to grow in self-control out of love for Christ.

3 **Met in Full (3)**      **Mostly Met (2)**      **Rarely Met (1)**      **Not Presently Met (0)**     3  

2:31 Faculty members and administrators are supportive of one another.

3 **Met in Full (3)**      **Mostly Met (2)**      **Rarely Met (1)**      **Not Presently Met (0)**     3  

2:32 Students and staff demonstrate a positive school spirit.

3 **Met in Full (3)**      **Mostly Met (2)**      **Rarely Met (1)**      **Not Presently Met (0)**     3  

2:33 Staff members understand and relate appropriately with students.

3 **Met in Full (3)**      **Mostly Met (2)**      **Rarely Met (1)**      **Not Presently Met (0)**     3  

2:34 Staff members understand and relate appropriately with families.

3 **Met in Full (3)**      **Mostly Met (2)**      **Rarely Met (1)**      **Not Presently Met (0)**     3  

Total   36  

## COMMENT ON THE WHOLE SUBSECTION ON SCHOOL CLIMATE:

- A. Is the required indicator of success met? **YES**
- B. Is the total for the indicators of success a minimum of 26 points? **YES**
- C. Based on this portion of the self-study, what are the strengths of your school?  
**We believe that our school's strength lies in our church and school families. Parents, grandparents, students and staff work together to create a positive atmosphere where children can grow academically and in their love for Christ and all people.**
- D. Based on the concerns identified in your self-study, you will develop future plans to improve your school. Identify every item marked as less than "Met in Full" with specific plans for action to be taken by the school over the next cycle of accreditation. Any areas identified as needing improvement in the "Respond to:" component must also be included in the proposed school action plan and addressed in the cumulative annual report.



Add the point totals from the three subsections related to Section II, Relationships to determine the total score for Section II. 62 points are required to demonstrate compliance with the standard.

**Total Points:**   90