

**National Lutheran School Accreditation**  
Evidence-Based Self-Study Report  
for Lutheran Schools

*Revised September 2022*



# PART 1

## The Self-Study Process

# TABLE OF CONTENTS

## Part 1: The Self-Study Process

History	3
Mission, Purpose, Vision and Values	4
Introduction	5
The Self-Study Process	6
Requirements of the Self-Study Process	9
Identification of Powerful Practices	12
Constructing the School Action Plan	12

***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.***

## HISTORY

National Lutheran School Accreditation (NLSA) grew out of a strong desire on the part of The Lutheran Church—Missouri Synod’s School Ministry to help Lutheran schools accomplish their stated mission and improve the quality of schools. Under the direction of Dr. Carl Moser, Standards for Lutheran schools were developed and a national system of accreditation for LCMS schools was established. NLSA became a process designed to help Lutheran schools improve based on compliance with national Standards and according to their own unique mission. In 1986, the accreditation process was proposed for adoption by the Synod’s Board for Parish Services, which responded to the project by authorizing and approving National Lutheran School Accreditation.

In August 1999, the National Accreditation Commission approved a new method of accreditation for schools entering their second and third phases of NLSA accreditation. The Ongoing Improvement Process required continued compliance with Standards and emphasized the school’s future through the development of a detailed School Improvement Plan (SIP). The SIP was established as a result of an extensive needs-assessment process which informed the goals and charted a course for intentional improvement for schools.

In 2003, NLSA took steps to better serve early childhood centers with accreditation. Working in cooperation with the LCMS Pacific Southwest District’s Early Childhood Commission, NLSA produced a relevant and challenging accreditation process designed specifically for early childhood programs. The new process included Standards for centers and schools serving young children from birth through second grade.

In 2011, NLSA underwent a significant rewriting and editing of the Standards and Self-Study process, leading to the development of the Evidence Based Accreditation (EBA) process. The eleven Standards were consolidated into seven. These revised Standards are reflective of state requirements related to teaching and learning and reflect technology integration in the learning environment. Each Standard area is composed of Required and General Indicators of Success. Schools prepare a thorough Self-Study and assign ratings to the indicators that reflect the practices occurring in their schools. These changes in the process challenge Lutheran schools to better meet the needs of the children they serve.

NLSA is a program of continuous improvement. Since 1986, the Standards and Self-Study processes have been reviewed on a regular basis. The adopted changes assure that NLSA continues to serve schools effectively by helping them improve.

# MISSION, PURPOSE, VISION and VALUES

## Mission

NLSA encourages and recognizes schools that provide quality, Christian education and engage in continuous improvement.

## Purpose

- Help all Lutheran schools improve.
- Help all Lutheran schools evaluate themselves based on their unique purposes.
- Assure a level of quality for accredited Lutheran schools based on national standards.
- Give appropriate recognition to those schools that complete the process successfully.

## Vision

The Great Commission of our Lord Jesus Christ, “Go and make disciples,” includes ministering to children. He also encourages, “Let the children come to Me.” Lutheran schools serve children and families by providing God-pleasing, quality learning experiences, adult-child relationships and nurturing environments.

National Lutheran School Accreditation (NLSA) provides a service that empowers schools to develop and improve high-quality, Christ-centered education through a voluntary process.

## Values

- Lutheran Culture
- Educational Excellence
- Continuing Improvement
- Innovation

## INTRODUCTION

Accreditation through NLSA is a whole-school evaluation and improvement process. All programs and levels of a school can be evaluated using the NLSA process. However, in some cases, schools of multiple levels may be better served by simultaneously using two or more separate NLSA processes. When this is deemed necessary by the school and approved by the District Accreditation Commission, schools may submit separate applications for different processes and complete them at the same time. Application forms are submitted together to the appropriate District office with a letter of explanation as to the combined nature of the application. Only one application fee is required when a single school chooses to use more than one process simultaneously.

The Standards are the foundation of NLSA and are based on three assumptions:

1. Lutheran school educators believe that a high-quality educational program is required of schools for them to be good stewards of the blessings given by Almighty God.
2. Lutheran school administrators willingly cooperate with governmental agencies unless such cooperation inhibits the free sharing of the Gospel.
3. Those who own and operate Lutheran schools strive to meet and, where possible, exceed all local, state, regional and federal guidelines for public schools.

The seven Accreditation Standards for Lutheran Schools are:

- I. **Purpose** — The school is purpose-driven.
- II. **Relationships** — The school demonstrates its Christian mission through relationships.
  - a. School and Congregation
  - b. School and Community
  - c. School Climate
- III. **Leadership** — The school is governed and administered following written policy.
  - a. Governance
  - b. Administration
- IV. **Professional Personnel** — A qualified and competent staff serves the school.
- V. **Teaching and Learning** — The school's Christ-centered curriculum, instructional design and assessment practices ensure teacher effectiveness and engaged student learning.
- VI. **Student Services** — The school plans for and provides resources and activities that extend beyond standard classroom instruction.
- VII. **Facilities** — Buildings, grounds and equipment provide a safe and healthy environment that serves to enhance student learning.

# THE SELF-STUDY PROCESS

## Faculty Involvement

Since faculty members have a unique perspective and a deep understanding of the school, they must be significantly involved with all aspects of the Self-Study process. They should be involved in the decision to become accredited, fully informed of the process and its requirements, intensely invested and involved throughout the Self-Study process and aware and supportive of the general finding of the Self-Study Report.

## Self-Study Steering Committee

After the decision is made to seek National Lutheran School Accreditation, five to eight people, representing various members of the school community, are appointed as a Steering Committee. The Steering Committee's primary task is to plan, guide and coordinate all things related to the Self-Study process. Its responsibilities include appointing necessary subcommittees, preparing the Self-Study report, reviewing the report of the Validation Team Visit members and making final recommendations for continued improvement. It is suggested that Steering Committee and subcommittee membership include parents, teachers, school administrator, pastor, other church staff members and governing authority members. (See the Administrator's Manual for additional information.)

## The Self-Study Report Process

The Self-Study process begins by securing the Required Evidence and evaluating the school's compliance with the Required Indicators of Success. These are the items that must be present for the school to be accredited in good standing. If "No" is marked for any Required Indicator of Success, it is necessary to develop the required items or correct the deficiency before moving forward with the process.

The next step is a careful analysis of the school's status using the General Indicators of Success. The General Indicators of Success are specifically designed for each Standard and are written for the purpose of clarifying and explaining, but also to stimulate thought, reflection and self-evaluation by the subcommittees.

The more significant the practices and their impact related to the accomplishment of the indicator, the higher the rating. After gathering evidence and citing practices and their results, the subcommittee arrives at a consensus about the correct benchmark rating for each General Indicator of Success.

A definition for the "operational" rating (3) has been assigned to each General Indicator of Success. The task of the subcommittee is to assemble the evidence and practices to lead the group to an overall rating that agrees with the actual condition that exists in the school. To be compliant with the Standard, there is an expectation that a school will average "operational" (3) for all General Indicators of Success assigned to each Standard. General Indicators of Success ranked as "emerging" (2) or "not evident" (1) must be addressed in a well-developed school improvement plan designed to be implemented over the course of a school's assigned accreditation cycle.

The expectation for an “operational” rating is clearly defined for each General Indicator of Success. When a school exceeds the stated expectations, and its practices and evidence are powerful and replicable, the school may rate the General Indicator of Success as “highly functional” (4). A “4” rating indicates that a school performs exceptionally well and exceeds expectations in this area.

If a school does not meet the “operational” definition in one or more areas, an “emerging” rating (2) or “not evident” rating (1) is appropriate. “Emerging” ratings and “not evident” ratings are items that require action and must be targeted in the School Action Plan.

Following the subcommittee’s careful analysis, the school is ready to complete the Summary and Response Actions. This area allows each subcommittee to review its findings and to identify the school’s strengths and areas that must be improved. Any areas needing improvement are to be recognized with specific actions and assignments with target dates to meet the identified deficiencies. The Steering Committee reviews the school’s suggestions related to each assigned Standard and the sections are included in the School Action Plan.

The required comprehensive nature of the Self-Study Report is designed to stimulate thought and to assist in a thorough Self-Study and self-improvement process. It is also designed to provide enough evidence to the Validation Team Visit members and NLSA officials to determine whether the school is worthy of accreditation through NLSA.

## **The Self-Study Report**

The Self-Study Report Form is to be used as a tool for self-evaluation and overall school improvement. Each of the seven Standards are to be addressed and considered independently, but with an emphasis that all Standards are guided and directed by the school’s purpose, and in that way, the school’s purpose is integrated throughout each one. For each Standard, the report consists of the following items:

### **Potential Evidence**

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list included in the Standard area provides suggestions, but is not all-inclusive. Schools are to review the list of potential evidence and determine those present at the school. Additional evidence not listed in the potential listing area may also 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 is to be available for Validation Team Visit members to review.

### **Potential Practices**

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to



identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

### **Respond to the Following Questions**

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

### **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.

### **Required Indicators of Success**

Required indicators of Success must be answered YES and supported by evidence and comments for the school to be accredited in good standing.

### **General Indicators of Success**

General Indicators of Success help the school quantify its compliance with the required Standard. The quantification of the school's compliance for each General Indicator of Success is based on the evidence and the practices that support the rating. Each General Indicator of Success is to be rated by a subcommittee, using the benchmark and assigned point value. A subcommittee arrives at a rating after careful consideration and discussion. Written comments provide an explanation for the rating given to each indicator and 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.

**Summary and Response Actions**

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. The summary and response actions are provided related to the school's strengths and for items needing improvement. With any General Indicator of Success ratings of 1 or 2, the school must develop specific plans to improve. The plans 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.

# REQUIREMENTS OF THE SELF-STUDY PROCESS

## Indicators and Evidence

Standard	Required Evidence	Required Indicators	General Indicators
1	1	2	4
2A	0	1	2
2B	1	1	4
2C	1	1	4
3A	1	3	5
3B	1	1	5
4	2	1	4
5	4	2	6
6	2	1	4
7	1	2	3
<b>TOTAL</b>	<b>14</b>	<b>15</b>	<b>41</b>

## Required Evidence or Documentation

Standard	Required Evidence or Documentation
1	<ul style="list-style-type: none"> <li>The written purpose/philosophy/mission statement</li> </ul>
2A	<i>No evidence or documentation required</i>
2B	<ul style="list-style-type: none"> <li>Nondiscrimination policy</li> </ul>
2C	<ul style="list-style-type: none"> <li>School discipline code</li> </ul>
3A	<ul style="list-style-type: none"> <li>Governing board handbook or policy manual, including policies relating to roles of board, administrator and pastor</li> </ul>
3B	<ul style="list-style-type: none"> <li>The administrator's job description</li> </ul>
4	<ul style="list-style-type: none"> <li>Staff development plan</li> <li>Non-discriminatory salary and benefit scale or policy</li> </ul>
5	<ul style="list-style-type: none"> <li>Written curriculum 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)</li> <li>A current schedule for each classroom, indicating clearly which subjects (activities) are taught at which times</li> <li>A chart illustrating the percentage of each school week allocated to each subject (activity) at each level, including a comparison with state guidelines</li> <li>An analysis of the results of standardized tests administered for each grade level for the past three years, including a description on how this information is used to evaluate and improve student learning</li> </ul>
6	<ul style="list-style-type: none"> <li>Enrollment/admission policy</li> </ul>

	<ul style="list-style-type: none"><li>• Crisis emergency plan</li></ul>
<b>7</b>	<ul style="list-style-type: none"><li>• School floor plan</li></ul>

## Required Indicators of Success

Standard	Required Indicators of Success
<b>1:01</b>	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.
<b>1:02</b>	School leadership and staff members understand and accept the purpose of the school.
<b>2A:01</b>	The school is operated by one or more congregations of The Lutheran Church—Missouri Synod (LCMS) or maintains an active Registered Service Organization (RSO) status with the Synod.
<b>2B:01</b>	A statement of nondiscrimination is evident in school-printed materials and assures that students are admitted without regard to race, color or national origin.
<b>2C:01</b>	The climate of the school flows from and supports the school's purpose.
<b>3A:01</b>	The operating organization designates the governing authority and has written policies clearly defining lines of authority, responsibilities and/or limitations of the governing authority.
<b>3A:02</b>	The operating organization has written policies clearly defining governing authority membership.
<b>3A:03</b>	The governing authority establishes written policies or administrative limitations that empower the administration in operating the school.
<b>3B:01</b>	The administrator demonstrates a personal Christian faith, a commitment to Lutheran education and a dedication to the teaching ministry of the governing authority.
<b>4:01</b>	All school personnel express and demonstrate agreement with the stated school purpose.
<b>5:01</b>	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.
<b>5:02</b>	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.)
<b>6:01</b>	Services offered by the school meet or exceed federal, state and local requirements.
<b>7:01</b>	Facilities are well maintained and free from hazards, providing a safe and productive learning environment.
<b>7:02</b>	Facilities conform fully to all applicable laws, including health, safety and building codes.

## IDENTIFICATION OF 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.

## CONSTRUCTING THE SCHOOL ACTION PLAN

The final element of the school Self-Study process is the construction of the School Action Plan. Accreditation is an ongoing process that does not end with the Validation Team Visit. Evaluation is a stimulating force that leads to school improvement for the benefit of its students and community. Accreditation requires that schools identify strengths and concerns related to every Standard area. The strengths are to be celebrated and the areas of concern are to be considered and addressed strategically. As a result of the findings of the school during its Self-Study process and the recommendations of the Validation Team Visit team, the school establishes and implements a blueprint for ongoing improvement. That blueprint is known as the School Action Plan.

A preliminary School Action Plan is developed as the concluding process of the school’s Self-Study. This plan must address every area of concern (“emerging” [2] and “not evident” [1]), and 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.

After the school receives the Validation Team Report, the school is required to amend its preliminary School Action Plan to include additional concerns that are identified by the Validation Team. Schools are encouraged to use the format included below to develop the School Action Plan. Additionally, this format is the required documentation for the Cumulative Annual Report. The final School Action Plan and the Validation Team Report must be submitted to the District Commission within two weeks of the Validation Team Visit. A school that links an accreditation process with an intentional School Action Plan and continually uses it to better serve its students is a school on a pathway to success.

<b>Standard &amp; Indicator Number</b>	<b>Self-Study Concerns &amp; Strategies</b>	<b>Target School Year</b>	<b>Responsible Party</b>	<b>Action Taken</b>	<b>School Year Addressed</b>

**National Lutheran School Accreditation**  
Evidence-Based Self-Study Report  
for Lutheran Schools

**PART 2**

The Self-Study Document



# TABLE OF CONTENTS

## Part 2: The Self-Study Document

General Information About the School	16
<b>Standard 1: Purpose</b>	23
<b>Standard 2: Relationships</b>	
2A: School and Congregation	33
2B: School and Community	41
2C: School Climate	50
<b>Standard 3: Leadership</b>	
3A: Governance	60
3B: Administration	72
<b>Standard 4: Professional Personnel</b>	83
<b>Standard 5: Teaching and Learning</b>	93
<b>Standard 6: Student Services</b>	106
<b>Standard 7: Facilities</b>	117
Identification of Powerful Practices	126
Preliminary School Action Plan	127
School Action Plan	128

***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: Faribault Lutheran School  
Address: 526 4th St NW  
City, State, Zip Code: Faribault, MN 55021  
Phone: (507) 334-7982  
Email: administrator@flsweb.org

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

Trinity Lutheran Church  
530 4th St NW  
Faribault, MN 55021

Peace Lutheran Church  
213 6th Ave SW  
Faribault, MN 55021

## 3. School Administrator(s)

Name: Chrysteena Saehler  
Email: administrator@flsweb.org  
Phone: (507) 334-7982

## 4. Pastor(s)

Name: Rev. Matthew Lane (Peace Lutheran)  
Email: pastormatthewlane@gmail.com  
Phone: (507) 334-9610

## 5. List All Agencies Currently Accrediting the School

- NLSA

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

### Steering Committee

1. Chrysteena Saehler - FLS Administrator
2. Sara Hewitt - FLS Board Member, Trinity Lutheran Church Member, & FLS Parent
3. Jackie Denninger - Trinity Lutheran Church Member
4. Teasha Archambault - Peace Lutheran Church Member & FLS Parent
5. Eileen Kline - FLS Parent

**Standard 1:** Chrysteena Saehler - FLS Administrator

**Standard 2:** Bailey Gare - Teacher ; Sarah Meyer - Teacher

**Standard 3:** Chrysteena Saehler - FLS Administrator

**Standard 4:** Erin Banks - Teacher ; Joyce Kromminga - Teacher

**Standard 5:** Sierra Jacob - Teacher

**Standard 6:** Jennifer Jarocki - Teacher ; Diana Kitzman - Teacher

**Standard 7:** Mark Meyer - Teacher

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

2022-2023 Statistical Report

## Community Information

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

Faribault Lutheran School began when the congregations of Trinity Lutheran Church and Peace Lutheran Church voted to combine their respective schools and pool resources to build a stronger school. In 1995 the school formed an association and began operating jointly as Faribault Lutheran School during the 1996-1997 school year. Faribault Lutheran school is partially supported by its affiliated churches, Peace Lutheran Church and Trinity Lutheran Church and governed by a Board of Directors representing each respective church's interests.

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

- Approximately 25,000 residents
- Located about 30 miles south of the Twin Cities area on Interstate 35
- Diverse community with the following schools
  - MN School for the Blind
  - MN School for the Deaf
  - Shattuck St Mary's
  - Divine Mercy Catholic School (elementary)
  - Bethlehem Academy (Catholic high school)
  - STEM Charter School (K-8)
  - Faribault ISD #656
  - South Central Technical College
- Ethnic makeup:
  - 68.9% Caucasian
  - 14.2% Black or African American
  - 13.2% Hispanic
  - 1.7% Asian
  - 1.4 % Two +
  - 0.4% Native
  - 0.1% Isalnder
- 11 lakes within 11 miles of Faribault
- An extensive trail system for biking/running/walking etc
- Riverbend Nature Center
  - 743 acre nature preserve
  - Over 10 miles of trails
  - Provides many opportunities for class field trips and activities outside of school hours.

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

The Faribault Public School system has shifted into a negative light by much of the Faribault community. Shifts in teaching a diverse community of learners has changed the makeup of the public school system and a recent failed tax referendum has impacted the perception of the school district by the Faribault area. Parents are actively looking for alternative education options for their children. Faribault Public school district has been losing students each year to private schools and neighboring communities. This positions FLS with both a unique opportunity and challenge to capture students in the K-8 setting.

## School Enrollment Information

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

Total enrollment - 142 Students

Kindergarten - 24

1st Grade - 24

2nd Grade - 17

3rd Grade - 10

4th Grade - 22

5th Grade - 13

6th Grade - 13

7th Grade - 10

8th Grade - 9

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

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

Age	Number of Children (Peace)	Number of Children (Trinity)
0	1	3
1	8	3
2	7	8
3	3	4
4	3	6
5	5	8
6	7	15
7	5	5
8	4	6
9	6	21
10	11	12
11	10	11
12	7	11
13	7	12
<b>Total:</b>	<b>84</b>	<b>125</b>

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

## [FLS Enrollment Projection](#)

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

The maximum number of students for enrollment at Faribault Lutheran School is 200 at 20 students per class. This is based on building capacity, classroom size and teacher to student ratios.

## Staff Information – Teachers and Administrators

Information can be found here: [Staff Information Folder](#)

## 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>
Jessica Lewis	Administrative Assistant	40	3
Natalie Evenmo	After School Care	15	7 months
Karen Kisamore	Morning School Care	10	9 months
Colleen Johnson	Food Services	30	5
Doug Lewis	Janitorial	15	2
Cassandra Thompson	Paraprofessional	28	9 months

## 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:***

ISD 656 (Faribault Public Schools) provides the following services for FLS:

- Individual Service Plans for students with special needs in the areas of speech, academics, English Language Learners, emotional, occupational and physical therapy.
- Guidance Services for grades 6-8
- Title 1 support
- Title 2 support
- Title 4 support
- Bussing Services for all students within ISD 656
- Nursing Services (shared by all private schools in ISD 656)

River Bend Nature Center

- Outdoor education services (K-8)
- In-service event

Oxbow Park

- Outdoor education program (K-2)

Paradise Center for the Arts

- Ceramics art experience (K-8)

Northwest Evaluation Association (NWEA)

- Achievement Testing



## Surveys for School Constituents

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

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

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

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

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

- [Condensed Parent Survey](#)
- [Condensed Teacher Survey](#)
- [Condensed Student Survey \(Grades 1-3\)](#)
- [Condensed Student Survey \(Grades 4-8\)](#)

## STANDARD 1: PURPOSE

*The school is purpose-driven.*

### Overview

The purpose/philosophy/mission statement serves as the basis for forming school goals, learner outcomes and action plans, as well as determining a direction for all activities of the school. Throughout the Self-Study process, every area of the school program is evaluated to determine if each aligns with the stated purpose.

The purpose of the 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?

The development of the current mission, philosophy, vision, and values is a direct result of the 2018 accreditation process. After reviewing the existing purpose, the Accreditation Standard Committee agreed a more focused and concise statement of purpose needed to be drafted.

*"Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age." Matthew 28:19-20*

Using Matthew 28 as our basis we drew on the two aspects of what Jesus instructed; equip others with the Word and empower them through baptism. Building on those aspects the wording "empowering and equipping students for Christian discipleship and academic success" was developed. The committee was committed to keeping the focus of our purpose on the Christian aspect of why we exist. But the committee also acknowledged that it is through educational excellence that the opportunity for empowering and equipping students will happen.

*"Now that I, your Lord and Teacher, have washed your feet, you also should wash on another's feet. I have set you an example that you should do as I have done for you." John 13:14-15*

The question was asked of the committee, "For what purpose are we empowering and equipping students?" The question drew the committee to John chapter 13. Jesus empowered and equipped his disciples for a purpose and he demonstrated that purpose to them by washing their feet. And at that point, followers of Jesus became "feet washers."

*The mission of Faribault Lutheran School is to empower and equip students for Christian Discipleship and Academic Success to serve others for Christ.*

The mission, vision, philosophy, and values were shared with both the faculty and the Board of Directors (made up of members of both Peace and Trinity Lutheran Churches). The committee took the input from both the faculty and Board of Directors and created a revised draft of the mission, vision, philosophy, and values. This document was again shared with both the faculty and Board of Directors. After three revisions, based on faculty and Board of Directors' input, the current document containing the school's mission, vision, philosophy, and values was adopted (June 2017).

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

Both Trinity and Peace are LCMS churches that strive to connect people to God's saving grace. Both are rooted in God's foundation through grace, hope, faith, and love. The purpose of Faribault Lutheran School reflects the foundation of the supporting association churches. We are committed to using God's Word with the purpose of empowering and equipping students in the same grace,

hope, faith, and love. This is done so that they can make a positive impact not just on our school but on our community and on the world.

FLS and its primary purpose is to not only instruct the children of Trinity Lutheran Church and Peace Lutheran Church in the Lutheran faith, but to be the purpose of an outreach ministry. To offer the scriptural teachings, Christian values, and that students and families know the love of Christ and how He has the power to transform lives.

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

When looking at the school's purpose, it is reviewed and thought about many times throughout the years. It is brought up at school board meetings as a way to remind the board of what the purpose of our school is and to make sure that the decisions made are aligned with the purpose.

At the same time, teachers are asked about how they are able to apply the school purpose in their teaching and in their everyday lives. This is a way for them to not only be able to live by the purpose during the school day, but then to show the students and their families how the purpose affects their time outside of school as well.

FLS explains to the students about equipping them to be disciples of God, but we also need to show them what this means as well. By having our teachers show this and constantly review what they are doing to make sure that the purpose is shown, can help the students better understand how to be equipped.

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

The theme for the 2022-2023 school year is "Making Disciples for Life," the synodical theme for 2022-2023. This theme works well with the school's mission of "empowering and equipping students" as students are able to take what they have learned and go and tell others.

*Vision: Faribault Lutheran School prepares students to be Christian leaders recognized for their discipleship, academic achievement, and service to others.*

Values:

- *Christ at the center of all we do spiritually, academically, socially, emotionally, and physically*
- *An educational process that supports standards of academic excellence and achievement*
- *A safe Christian environment where students are loved, respected, and socially accepted*
- *The partnership between home, school, and church*
- *Forgiveness, grace, and the hope that is ours in Christ our Lord*

Actions / Alignment:

- Chapel topics
- Chapel families

- Chapel projects
- Leadership development – grades 7 / 8
- Marty Party
- National Lutheran Schools Week
- Community garden – grades 5th-8th
- Random Acts of Kindness – Kindergarten
- Faculty Devotions
- Attendance at MNS District Teacher Conference

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

Empowering:

Each and every day students are able to experience God’s love through hearing His word in Scripture, in prayer, in singing, and in their interactions with not only their teachers but other staff members of FLS. There is allotted time each day to spend strictly in God’s Word.

Every Wednesday, students get into chapel families for worship. Chapel families are a mix of students in grades K-8. They get the opportunity to experience fellowship with other students as they reflect on God’s word. Students are given opportunities to serve others and experience the joy of making a difference for Christ through chapel family projects.

Through their mission offerings, students are given the opportunity to touch the lives of others as Christ touches our lives and cares for us. Chapel offerings are decided at the beginning of each year with the mindset to help local, state, and national organizations.

Students learn every day that being a follower of Christ is to be a disciple and carry out all that Christ instructed us to do.

Equipping:

Through the curriculum at FLS, students are able to learn of Christ’s teachings and apply that knowledge to their own personal faith and relationship with Christ.

Students are grounded with and learn the basic skills in language arts, math, social studies, science, fine arts, physical education, and health.

Students learn responsibility and accountability to be all that God intends them to be.

Students are given the opportunity to grow their leadership skills and know the importance of being responsible citizens.

Teachers look at students as the focus of God’s love and strive to work with students to help them be successful learners.

**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.**

A new teacher is assigned a mentor to partner with them and aid with the following:

- Complete the [Mentor Program](#) that was developed from the [NLSA Mentoring Program](#) and the [MN South Mentoring Program](#)
- Provide knowledge and understanding of the procedures at FLS
- Provide information on the curriculum and materials available
- Provide encouragement and support as the new teacher is integrated into the school culture

The administrator will assign the new teacher with a veteran teacher. Once the mentoring pair is established, they will go through the expectations at FLS and go through the responsibilities of them while they are at FLS. This is done throughout the year as events and other activities come to the forefront so that they are able to apply what they have been discussing recently.

## 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

- FLS [mission statement](#), written within the faculty/staff, school and board handbooks. It is also located on information that comes from the school office and is on our school website.

## 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:

- [Curriculum](#)
- Interaction among students and staff on a daily basis-[Picture](#)
- [https://drive.google.com/file/d/1s1ZdQjMulPhbfFrnLCLbVshuK8fTLX83/view?usp=drive\\_link](https://drive.google.com/file/d/1s1ZdQjMulPhbfFrnLCLbVshuK8fTLX83/view?usp=drive_link)
- [https://drive.google.com/file/d/1cO7cn3mc-3bsV1W1DO8s-h5ZcMsPW\\_G/view?usp=drive\\_link](https://drive.google.com/file/d/1cO7cn3mc-3bsV1W1DO8s-h5ZcMsPW_G/view?usp=drive_link)
- Devotions - both student and staff led
- [https://drive.google.com/file/d/1GFXTs3vzghJEFIRoNBUf8cujrKxofSJr/view?usp=drive\\_link](https://drive.google.com/file/d/1GFXTs3vzghJEFIRoNBUf8cujrKxofSJr/view?usp=drive_link)

### Comments:

FLS starts the day in prayer with each other. Each class has a designated Religion time that is rooted in our Lutheran identity. Students also participate in chapel topics that are given out by LuthEd that match with our school theme. Students and staff also participate in chapel family projects throughout the year that help in spreading the love of Christ to our community, state, country, and the world.

We do all of these things with the mission statement in mind. The mission statement of FLS is to empower and equip all students for Christian Discipleship and Academic Success in serving others for Christ and His church.



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

**YES**

**NO**

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

- Attendance at church
- [Church involvement](#)
- 9 staff members are rostered workers -<https://locator.lcms.org/worker>
- Many support staff personnel are members of either association church: [Trinity Memberships](#);  
[Peace Memberships](#)

**Comments:**

Teachers are asked to review “Why teach at a Lutheran school?” at the beginning and end of every school year. Through this they are able to answer this question with confidence that they are here to teach not only the students but the families as well about Jesus and to embrace the mission statement of FLS.

## 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:**

- Board meeting minutes regarding the mission statement - [2017 Board Process for Approval of Mission Statment](#)
- Trinity Lutheran’s Mission Statement [What We Believe – Trinity Faribault](#)
- Peace Lutheran’s Mission Statement [Beliefs – Peace Lutheran](#)
- Students are able to use Christ’s teachings that they have learned in the classroom and are able to apply them to their lives -[Picture](#)

**Comments:**

The mission statement is what drives the teaching at FLS and how everything is handled from day to day. The mission statement is also listed on any communication that goes out to the community and any formal communication that comes from the school office. The purpose of FLS is understood by not only the teachers and staff, but by the FLS school board as well.

**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:**

- The mission statement is listed on communications that come from the [office](#)
- Missions statement is listed on the main page of the school’s website: [flsweb.org](http://flsweb.org)
- When decisions are made at a school board meeting, it is important to keep the purpose at the forefront of the board members’ minds

**Comments:**

Teachers and board members need to have a good understanding of the purpose so that everything that happens at FLS can be guided back to the purpose of the school. There are many times during school board meetings that it is reminded to the members that they are there to make decisions that best align with the school’s purpose.

Teachers are held to the same expectation. They need to be able to explain how what they are doing, whether in teaching or social interactions, aligns with the purpose of the school. The administrator has begun to ask them more about how they are aligning with the purpose of the school and if they still are able to find themselves presenting the purpose of FLS effectively.

**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:**

- The mission statement is displayed in the classrooms.-[Picture](#)
- The current, and previous, school theme is displayed in the K-3 hallway-[Picture](#)
- [FLS Website](#)
- [FLS Gala Website](#)
- [FLS Facebook Page](#)
- [FLS Parent/Student Handbook](#)
- 

**Comments:**

The mission statement is located in the school not only in the hallway, but in the classrooms, and other rooms that students and their families may utilize. It is also posted on the social platforms that current FLS families may use and in social media platforms that the community may find as well.

When the new middle school curriculum was developed it was developed with the mission statement in mind. How are students able to take ownership of their actions, but then how are they able to reflect on their actions. When a student visits the school administrator they spend time not only reflecting on what their actions were but they also spend time reflecting on God's Word.

**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:**

- Each new teacher is paired with a current teacher and together they go through a mentorship program. During the year they will talk about different items that specifically pertain to FLS, but the veteran teacher also guides them through their first year of transition at FLS.
  - [MN Mentoring Guide](#)
  - [FLS Mentoring Guide](#)
  - [NLSA Mentoring Guide](#)
- During interviews and the job search process, future employees are told about the mission at FLS and what we expect from them as well when they are hired.
  - [Job Descriptions](#)
  - [Employment page on FLS website](#)
  - [Job Postings on Facebook](#)
- [New Hire Checklist and Orientation Packet](#)

**Comments:**

It is important that potential employees align with the purpose of FLS. If they do not, then it becomes a harder job to fulfill. It is also important that the veteran teachers at FLS still hold the purpose of FLS so that they are able to help teach and new staff members of the purpose and to set good examples of how to apply it so that students and their families can see the purpose of FLS.



## Summary and Response Actions

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

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

Yes, the required indicators of success have been met.

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

A strength that FLS has in purpose is that it is in everything that is done by the teachers and staff and it is posted and sent out to the community. By seeing the students applying their teachings of Christ to their lives, it fully embodies the mission statement set by Faribault Lutheran School.

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

The mentor program could be a little stronger and it could have more interaction with the administrator. It would be beneficial to create more of an orientation packet prior to a new teacher starting that way they are understanding of what is expected of them. It would also be beneficial for other staff members, besides teachers, to gain an understanding of how their role plays an important part of the mission at Faribault Lutheran School.

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

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

## STANDARD 2: RELATIONSHIPS

*The school demonstrates its purpose through relationships.*

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

### STANDARD 2A: SCHOOL AND CONGREGATION

#### Overview

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

#### Potential Evidence

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

- School and church calendars: [2022-2023 School Calendar - Faribault Lutheran School \(flsweb.org\)](#)
- Church and school websites: [Home - Faribault Lutheran School \(flsweb.org\)](#) [Homepage - Peace Lutheran \(peace-lcms.org\)](#) [Trinity Faribault](#)
- Summary of students' church attendance statistics
- Summary of climate survey results - [Surveys](#)

#### 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.
- Supporting congregation provides advent and lenten devotions for FLS families
- 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).**

FLS is an association school of Peace and Trinity Lutheran Churches, both of Faribault, MN. At one time the school, Trinity Lutheran School, had grades located on both campuses. As the school enrollment decreased, the decision was made to bring the school, grades kindergarten - 8th, to the Trinity campus. At that time the school became Faribault Lutheran School.

The Board of Directors of FLS is made up by members of both Peace and Trinity Lutheran Churches. The congregations have equal representation. The pastors of both congregations are ex-officio members of the Board of Directors. The Board of Director's chair meets regularly with both governing bodies of the two churches. Any change to the constitution and by-laws needs to be approved by both congregations. Both churches provide financial support based on church membership.

At FLS, 34% of our students are members at an association church and attend worship regularly. The partnership between home, school, and the Church is emphasized with our parents as stated in our philosophy and values (see mission, philosophy, vision, and values) found in the Parent / Student Handbook. With 30% of our students unchurched, FLS, along with Peace and Trinity Lutheran Churches, have a great opportunity to reach out and develop a relationship with these families.

Most of our teachers and staff are members of one of the association churches. A number of our teachers actively participate in supporting roles within their congregations. Several are in choir, others play handbells, others help out with VBS and youth group, and one of our teachers serves on the preschool board at Peace Lutheran Church.

The relationship between the churches and school is one of mutual respect and support for the LCMS ministry of Faribault. The pastors are supportive of the school and find ways to actively participate in school activities and events. Regular efforts are made to keep both churches informed of what is happening at the school. They receive a copy of the school calendar and a copy of the monthly school newsletter. There is concern that there should be greater visibility of the students at the various churches. Both congregations are invited to attend Christmas services, school plays, *The Souper Bowl*, the school carnival, and other school sponsored activities and events. There continues to be room for improvement in communication and extending this ministry into the community.

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

There are three pastors between the churches (Peace - Pastor Lane / Trinity - Visitation pastors). The pastors of each church have been given the responsibility of focusing on FLS and its ministry. All pastors have been present and involved at many times throughout the school year. The ways in which Pastors are involved at FLS include:

- Lead chapel services
- Participate in classroom instruction and activities when invited
- Lead devotions for the FLS Board of Directors on a regular basis
- Involvement in school activities and events
- Spiritual and emotional support for students, staff, and parents
- Counseling as needed and appropriate
- Praying for the staff, students, board, and parents of FLS and offering their spiritual support
- Leading special services of worship within the association congregations; commissioning of teachers, NLSW service, and graduation service
- Offer prayers within the association congregations for FLS, families, students, and staff

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

Students are involved in life of the association congregations in the following ways:

- They are invited and encouraged to attend Sunday school, VBS, Trunk or Treat (Peace event), and other activities that are sponsored by the association churches
- Confirmation is not taught in FLS but each supporting congregation provides their own program; homework is kept minimal on Wednesdays to support programs
- During National Lutheran Schools week, a joint service is held with both congregations and the children sing / this service is rotated between churches
- They interact and learn from the ladies quilting group at Trinity
- They acolyte for worship services, play music during communion services, help with soundboard and streaming of services, and serve as ushers
- They set up and take down tables and chairs for Soup Supper and other congregation events at Trinity
- They participate in service projects at both congregations (pulling weeds / spreading mulch and other odd jobs at Peace)

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

- Congregations provide orientation or assimilation meetings that new parents can attend.
- They are invited to Sunday School at Trinity
- Information on activities and events happening at our association churches are published through our newsletter, handouts that go home with our students, and on our website.
- This is an area that can be improved on

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

- FLS helps the association congregations achieve their mission of spreading the good news of Jesus to the community by:

- Welcoming people of all faiths (or no faith) to our school and teaching those children Jesus' love through religion classes and regular chapel services.
- Encouraging baptism for those students not yet baptized.
- Modeling the love and passion of Christ with service to others through community service projects and "random acts of kindness".
- Using Chapel family projects to reach out to the community at different levels: local, state, national, and global. (door hangers with a prayer, bible verse and treat to nurses, etc.)
- As stated in our philosophy statement, *"FLS has, as its primary purpose, to instruct the children of Peace Lutheran Church and Trinity Lutheran Church in the Lutheran faith in keeping with the teachings of the LCMS."*
- Teachers worship and participate in activities of the association congregations.

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

FLS staff regularly attend Minnesota South District conferences.

- FLS relies on our district and national offices for direction and guidance when developing handbooks, policies, and compensation packages.
- The district office provides support for FLS during the call process through lists of qualified called workers, along with prayers and encouragement.
- FLS uses synod's School Ministry theme each year as our theme for the school year and takes advantage of the resources provided including the chapel talks. Our theme for 2022-23 "Making Disciples for Life"
- FLS supports district wide mission efforts as encouraged - *Hearts for Jesus*
- FLS completes the required reports from LCMS in support of their efforts to track Lutheran school statistics.

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

Called workers are engaged in the MN South District events. They have attended the conferences that are offered during the yearly MEA break. Teachers also took part in the newer event that was held at Concordia St. Paul in the fall of 2022. This event allowed for the teachers to talk with other teachers of the same grade range to discuss what is going on in their classrooms. This allowed for FLS teachers to gain more insights of what is happening in other Lutheran schools within the MN South district.

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

Each year teachers help to decide where chapel offerings should be allocated towards. During this time it is always important for them to find what mission program the MN South district is supporting and we will follow suit. This year, we are using our quarter 4 chapel offerings to go towards "Hearts for Jesus."

In the past, FLS has also helped other Lutheran schools that may have been damaged due to natural disasters. In the 2019-2020 school year FLS was able to help a school in Iowa that was impacted due to the derecho. In the 2020-2021 school year FLS was able to help a Lutheran high school in

Louisiana that had been damaged due to a hurricane. During these times, we remind students that throughout the world there are other students going to a Lutheran school just like them.

## 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:**

- [Statistical Report](#)
- [Peace Lutheran Church](#)
- [Trinity Lutheran Church](#)

### Comments:

Faribault Lutheran School is supported by two association congregations, Trinity Lutheran Church and Peace Lutheran Church. Both churches began to support the mission of FLS when the consolidation occurred in 1995. The congregations support the school in many ways: through prayer, volunteer support, building use, and financial support.



## 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:**

- [Trinity Bulletins](#) (Example)
- Church bulletins and newsletters: [Trinity Bulletins](#), [Trinity Newsletters](#), [Peace Bulletins/Newsletters](#)

**Comments:**

Peace Pastor and Vacancy pastor (Trinity)

Nancy Simonson, Trinity Family Ministry Lead, has helped in connecting Trinity Lutheran and FLS by providing devotions during Advent and Lent. She is also involved in helping to find ways to connect the church and school.



**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:**

- [Staff Involvement Document](#)
- School artwork display at [Trinity](#) and [Peace](#)
- List of teachers’ involvement in worship, Bible studies, governance, service projects and social activities of the sponsoring congregation(s) [Staff Involvement at Supporting Congregations](#)
- Newsletters providing what chapel offerings are used for

- LEA Convocation - St. Louis and Milwaukee in the past 5 years
- Minnesota South District Conferences
- Beginning of the year MN South District event held at CSP in August of 2022
- Churches invite school families to their specific events (VBS, Trunk-or-Treat, Fall Fest, etc.)[Trinity VBS](#), [Peace VBS](#) [Trinity Fall Fest](#) [Peace Trunk-or-Treat](#)

**Comments:**

While there are not many activities that are planned between Faribault Lutheran School, Peace Lutheran Church, and Trinity Lutheran Church, there are plans to try to host more events together. The upcoming school year calendar is going to reflect students participating more in either church with planned days for providing songs during church. This topic has been discussed among the teachers many times and if there is a set date, we are hoping that it helps to start the interaction between all parties.

## 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, the Required Indicators of Success have been met.

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

FLS comes from a long tradition of support for Lutheran education at both Peace and Trinity Lutheran Churches. While the course of that tradition has taken many turns along the way, there is still strong support for the school and for providing Lutheran Christian education to children. Trinity Lutheran Church shares their facility with FLS. Both association churches provide financial support for the school. Both association congregations provide scholarship support for their families.

Teachers are members of the churches and are involved, Pastors are involved in our school, and parents are involved in both school and church. The Word of God taught in truth and purity, children are nurtured, respected, and valued by the teachers and one another, and Christ's love fills the classrooms, hallways, and enters into every relationship. While we may not always agree on everything, we all believe in the importance of the school and the eternity of our children.

**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.**

There are two challenges that need to continue to be addressed. More frequent and intentional communication between FLS and association congregations is needed. Second, FLS and association churches need to more intentionally work together to encourage families without a church home.

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

STANDARD	RATING
2A:02	3
2A:03	2
Total:	5
Average: (Total ÷ 2)	2.5

## 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: [FLS Facebook Page](#)
- School enrollment policy
- [FLS Bylaws](#)
- Parent and student handbooks [22-23-P-S-Handbook-Updated-8 3 2022.pdf](#)
- Calendar and schedule of building use: [22-23 School Calendar](#) / Building space is maintained by Jennie, Trinity's Secretary
- [RiverBend Nature Center Contract](#)
- School newsletter articles describing community-service projects
- [Parent climate 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.

- 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?

FLS's demographic profile does not reflect the surrounding community. Rice County has a unique population demographics that due to their religious beliefs, would likely not send their children to a Lutheran school.

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

FLS's public relations with the community includes students joining Bethlehem Academy band and the Faribault sports teams for sports not offered at FLS.

We also advertise many of our events that are open to the community, i.e., The Souper Bowl or any school performance, to the community through the use of our social media. We utilize our social media and do paid advertising for various posts to increase our visibility and reach within the community.

We send out press releases to our local newspaper for important events such as National Lutheran Schools Week, athletic achievements and more.

In Fall of 2022, we published 300 copies of our first magazine, Crossways, to hand out at our churches, to potential families, and distributed to area businesses across the Faribault community.

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

Souper Bowl- [Event Page](#) ; [Event Pictures](#)

[Spring Carnival](#)

FLS Gala- [Event Page](#) ; [Event Folder](#)

Students attended Veteran's Day program at City Hall

Blessing Bags for homeless in our community-[Picture](#)

Chapel Offering

Chapel Family Projects-[Picture](#)

Public Library: [Picture](#)

Paradise Theatre: Students make pottery nativity scene pieces and add to it each year by making a new piece -[Picture](#)

Learn about proper flag etiquette with veterans from American Legion [Picture 1](#)[Picture 2](#)



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

Our relationship with the public school assists with special education meetings, Speech, sports (if we do NOT offer at FLS they can join public school teams),and transportation. The administrator is in communication with the public school regarding Title funds and is updated with amounts when she is asked about them. The public school has helped in letting us know what we can use title funds for to help utilize the funds to the best of our ability.

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

Trivia team, Hockey coordinating, attend and support community events like Farmer's market, international festival, and parades.

## 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

- [FLS Parent/Student Handbook](#)

## 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:

- [FLS Parent/Student Handbook](#)
- [FLS FAQ Page](#)
- [FLS Application and Enrollment Page](#)

### Comments:

Any student is welcomed at FLS. Families have the opportunity to tour FLS prior to enrolling to make sure that the school is best fit for their wants and needs of a school. After a tour, a student is also able to attend a shadow day at FLS. During this time, the student is put into the class that they would be joining to make sure that they feel comfortable and that they understand how a day looks for a FLS student.

Academic needs are served through Faribault Public Schools. Academic or behavioral needs are bussed to the respective public school. Speech services are served through a speech/language teacher from FPS who comes to FLS.

## 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)**

**X Not Evident  
(1)**

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

- TADs
- [Faribault, Minnesota Demographics](#)

**Comments:**

Our surrounding community consists of a high non-Lutheran population.

**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:**

- FLS students, families, and staff participate in town parades (both in Faribault and outside of Faribault)-[Picture](#) [Picture](#)
- FLS shares activities available to students through the local library and Parks and Recreation via our newsletter, website, email, and social media. [Website](#) [Facebook](#) [Athletics](#)

**Comments:**

For the past few years, FLS has had a float in multiple parades throughout the summer. During the parades, students, parents, and FLS staff members are encouraged to ride/walk alongside the float and hand out items to the community members.

**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:**

- [PTO Folder](#)
- [PTO Christmas Extravaganza](#)
- [PTO Cheesecake Fundraiser](#)
- [PTO Glow Dance](#)
- [PTO Policy](#)

**Comments:**

The PTO has taken off within the past two years. After Covid, there was a need to have more parents interacting with the school and to help run and sponsor school wide events. They now support three big events at FLS: Christmas Extravaganza, Glow Dance, and Spring Carnival. They have also done a cheesecake fundraiser to help build funds to hopefully have more events at school. The PTO meets on the second Tuesday of each month, and will meet more frequently if they need to plan for events. They do help in sponsoring goodies for teachers during Teacher Appreciation Week. The reinstatement of the PTO has been a blessing to FLS.

**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:**

- [Monthly School Newsletters](#)
- [Principal Reports for the Churches](#)
- [FLS Facebook Page](#)
- [FLS Crossways Magazine](#)

**Comments:**

The marketing committee has been improving on ways to keep communication more open with the community about what is happening at Faribault Lutheran School. The magazine that was created this year, is one of the new ways that FLS is trying to reach community members. Magazine ads were sponsored by local businesses and also distributed to local businesses as a way for people to keep up with FLS.

The administrator also provides monthly school newsletters to the parents to help them keep up-to-date with events that are happening, along with the school calendar, a scripture verse for the month to reflect on, and to encourage parents to volunteer with items around the school. The administrator also provides a

written monthly report for both congregations as well as attends both Trinity Lutheran's LLB monthly meetings, Peace Lutheran Church Council meetings, and each congregation's voters' meetings.



## 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, the required indicators of success have been met.

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

A strength that Faribault Lutheran School has is the amount of communication that is going out to the community. This helps the school to begin and maintain being a positive school within the Faribault community. By allowing others to see what is going on within the school building, whether it be during or after school, gives the community a realization that we are not a closed door campus school.

**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.**

A weakness of Faribault Lutheran School is that it does not represent the diversity among the Faribault community. While we have communications out to the public about FLS and what our mission is, it still does not help in getting the full diverse community of Faribault attending our school.

**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	1
2B:03	3
2B:04	2
2B: 05	3
<b>Total:</b>	9
<b>Average:</b> (Total ÷ 4)	2.25

## STANDARD 2C: SCHOOL CLIMATE

### Overview

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

### Potential Evidence

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

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

### Potential Practices

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

- All types of school relationships emanate from the example of the teachings of Jesus Christ and demonstrate the proper understanding of Law and Gospel.
- Teachers' decision-making is centered on what is best for students.
- Weekly school chapel services are intentionally designed to consciously and systematically strengthen the Christian faith of students and members of the school community.
- Pastoral and school staff work cooperatively to meet the spiritual needs of school families during times of celebration, times of crisis and day-to-day life events.
- Home visits
- Student-led conferences

## Required Responses

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

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

The climate of Faribault Lutheran School is one that serves the whole child. FLS believes in educating, supporting, and enlightening children spiritually, mentally, physically and emotionally. FLS does this by teaching a curriculum that satisfies state standards as well as set FLS standards, providing bi-weekly physical education classes as well as an all school fitness activity once a week, intermixing grades in chapel families as well as classroom buddies, and teaching daily bible classes as well as weekly chapels and quarterly service projects. Students are impacted by all four of these whole child based categories through their classroom interactions as well as all-school based events and activities.

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

Teachers participate in active communication with students and parents. Teachers support students in and out of the classroom on a regular basis by communicating on a personal and educational level, attending sporting and musical events, praying for students and families, tutoring outside of school hours, working one-on-one or in small groups within school hours, and providing a safe, trusting environment. Teachers support parents by keeping open communication through face-to-face conferences and conversations, emails through Fast Direct, weekly newsletters, phone calls and texts, and, when necessary, home visits.

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

Students relate to their teachers in many ways at FLS. Students see their teachers at events that the school puts on like the Carnival, volleyball tournament and more. Students also shift to different classrooms with different teachers for certain subjects, giving them a chance to relate to other teachers throughout the building.

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

FLS follows state and school protocol for confidentiality for students, parents, and personal information. Student performance issues are discussed only with necessary teachers and parents. Personal information is stored in the school office that is locked when not occupied. Student cumulative files are also stored in the locked office, within a locked filing cabinet.

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

FLS and its two association churches have a good relationship. A variety of students and families attend each church as well as participate in their Sunday school and confirmation classes. All FLS students gather during National Lutheran Schools Week to sing at a joint church service. Both congregations are also invited and encouraged to attend school events. Both churches and the school pray for each other on a regular basis.

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

One of the most important aspects of FLS teachers is keeping a positive relationship with parents. Teachers do this by keeping open communication through conferences, email, and phone, having an open-door policy in which parents are invited into the classroom at any time, and maintaining professional boundaries by discussing their students honestly and in a Christ-like manner. FLS, as a school, also vows to keep positive relationships with parents. It does this by maintaining an active Facebook and Webpage to keep parents informed, monthly school newsletters that highlight activities and biblical studies, and having open communication with the school administrative assistant at any time during the school day.

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

FLS teachers and staff members keep a close relationship in and out of the school. Teachers meet on a weekly basis to discuss school issues, scheduling of events, and in-service opportunities. The positive relationships that teachers and staff members have developed keep an open and loving environment for students and families. The camaraderie helps to maintain consistency for all people involved with FLS. With this said, when there are instances of disagreements they are handled in a Christ-like manner with involved parties and support staff.

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

The discipline policy is different for lower and upper grades. In lower grades, teachers use more of a Conscious Discipline approach. They review the difference between natural and logical consequences of students' actions. Teachers in Kindergarten will also use the block system as a visual way for students to see how their behavior was at the end of the day. This holds them accountable for their actions throughout the day.

In upper grades, teachers use a system that entails them to connect the five school rules to the student's actions. They work on a step system. There is a folder that will follow the classes, this maintains the documentation of student behavior that occurs throughout the day. This was implemented as a way for teachers to keep in communication of behavior without it affecting teaching time to talk to the other teachers. Once a student is on step three, they will visit the administrator. During this time, the administrator will have the student fill out a reflection worksheet and then have a discussion with them based on their actions. The administrator will follow up with the parents via email or phone call. Students are also sent with a copy of their

reflection sheet and are to take it home to have a follow-up discussion with their parents. If a student gets on step four they are to stay after school to have a longer discussion and develop a plan to improve their behavior for the next day.

## Required Evidence

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

### School discipline code

- [Parent/Student Handbook](#)
- [Middle School Discipline Forms](#)

## 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:

- Seen throughout the building-[Picture](#)
- In the teachers and staff [Picture](#)
- The interactions between students in different grade levels-7/8th and 1st grade partners, Knd & 4th grade buddies - [Picture](#)
- [FLS Facebook Page](#)

### Comments:

The school climate at FLS flows through the students, teacher, staff and families. The school's purpose is evident in how everything is formed at FLS and how it runs. When developing the new middle school discipline, the school's purpose was thought about and in the design of it, it incorporates the five school rules as the core of the plan.

## 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:**

- [Chapel Schedule](#)
- Chapel Family Projects-[Picture](#)
- Chapel Families [Families List](#)
- Example of Natural/Logical Consequences - [Visual in the 2nd grade classroom](#)
- [School Expectation Poster](#)

**Comments:**

Throughout the school building there are many examples of being Christ centered. This is seen by the decorations from the students as well as the bulletin boards that are also located throughout the school. It is also seen throughout the interactions of the students.

**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:**

- [2nd Grade Personalized Learning Plan Outline](#)
- School Discipline: [Parent/Student Handbook](#), [Middle School Discipline Forms](#), [School Expectations Poster](#)
- [Morning School Prayer during announcements](#)
- Teacher/Staff Positive School Spirit [Photo 1](#) [Photo 2](#) [Photo 3](#) [Photo 4](#)
- Students assist with leading and designing chapel services [Photo 1](#) [Photo 2](#)

**Comments:**

The teachers and staff at Faribault Lutheran School are committed to being there for each and every student. This is done throughout the day and regardless of grade level, a teacher will step in to help another student. They value the love that Christ has for us and they show that same love to the students.

**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:**

- [Sign-Up Genius Report](#)
- [PTO Parent Interest Form](#)
- [Parent Survey](#)
- [Teacher Weekly Communications](#)
- [Event List and Communications](#)

**Comments:**

The teachers and staff value the connections that they are able to make with the families of FLS. They will interact with them on a regular basis to let them know what is going on specifically in the classroom.

Teachers are also able to have in-person parent/teacher conferences, the fall conferences are mandatory for all parents to attend. This is to build that relationship with the families.

With the PTO starting back up, it has also been helpful for the teachers to just attend extra events rather than planning the event and running it. This has allowed for teachers to interact more with the students and their families that attend the events.

**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:**

- Teacher Survey Results [Condensed FLS Teacher Survey](#)
- [Devotion in the morning \(Tuesday, Thursday, & Friday\)](#)

**Comments:**

The center of everything for not only the students at FLS but the teachers as well is Christ. He is the firm foundation for us to go to in times of need and in times of joy. This is seen in the relationships among the teachers. They are able to support each other in times of need but at the same time are able to praise each other. This is mainly done in morning devotions and staff meetings, but they also share outside of school hours. The bond that the teachers have with each other is rooted in Christ.

## 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, the required indicators of success have been met.

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

The strength that FLS has for Standard 2C is that the teachers and staff are able to recognize and help the needs of the students. Many of the teachers will go above and beyond their calls to stay after school with students or go through the necessary steps to get them academic help if they need.

**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.**

The students can find a challenge on how they can provide for the overall school climate. Teachers could help this by teaching students how their individual actions can affect the overall climate of the school.

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

STANDARD	RATING
2C:02	3
2C:03	4
2C:04	3
2C:05	3
<b>Total:</b>	13
<b>Average:</b> (Total ÷ 4)	3.25

**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	3



<b>2B</b>	9
<b>2C</b>	13
<b>Total:</b>	25
<b>Average:</b> (Total ÷ 10)	2.5

## STANDARD 3: LEADERSHIP

### *The school is governed and administered effectively following written policy.*

*Note: Standard 3 is divided into two categories: governance and administration. Introductory comments and necessary responses are required for each of the two sections.*

*Note: Leadership of the school is a major factor in the successful development, implementation and evaluation of the school. Leadership is provided by a variety of groups and people. Two primary leadership components are the board or governing authority and the appointed administrator(s), although some schools may function effectively without a school board. Introductory comments and necessary responses are required for both sections.*

*Note: All schools have a “governing authority” regardless of the style and format of governance used in the school. As such, ALL schools are required to respond to Standard 3A: Governance and Standard 3B: Administration and respond to each indicator as it relates to the school’s governance model.*

## STANDARD 3A: GOVERNANCE

### Overview

As the policy-making agency for the school, it is vital that the governing authority understands its role and function, operates efficiently and keeps accurate records. The governing authority empowers school leadership to maintain day-to-day autonomy and provide a high-quality, Christ-centered education for students.

### Potential Evidence

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

- Governing authority policy, procedures and practices
- Agendas and minutes from meetings

- NLSA School Improvement Plan
- Strategic plan
- Survey results regarding functions of the board or governing authority
- Anecdotal stakeholder input and feedback
- School handbook
- Teacher handbook
- Communications to stakeholders about policy decisions
- Governing body policies on roles and responsibilities, relationships, conflict of interest, etc.
- Three-year financial plan
- Policies and procedures related to financial aid
- Itemized school budget and auxiliary organization budgets
- Copy of grievance process
- Copy of most recent external audit or financial review

### Potential Practices

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

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

## Required Responses

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

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

Faribault Lutheran School's governing authority is the School Board of Directors. The board's members are a combination of 3-5 members from each association church (Trinity Lutheran Church and Peace Lutheran Church), who are elected to the board by the churches. They are joined by the FLS administrator and 1 pastor from each church, who are in an advisory position and thus are non-voting members.

Currently, there are 4 members from each church on the board, as well as the administrator and the pastor from Peace Lutheran Church, with no pastor from Trinity, as there are two vacancies presently.

According to the Board Policy Manual, board members are expected to:

- Have sufficient understanding of the board's policy manual to help in making appropriate decisions
- Be active in their faith and in their congregations
- Interact with others with integrity and honesty
- Attend meetings and other important events as specified
- Follow board policy and keep information confidential as needed

The primary responsibilities of the board "include establishing policy, evaluating achievement of school goals, providing for financial support, and providing counsel and assistance to the school administrator." (BGM1.0)

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

The churches each select candidates for representatives and present them at congregational voters' meetings. The board members nominate candidates (or volunteer) for officer positions and are elected by majority vote. Members serve 3-year terms, with a limit of 2 consecutive terms, while officers are elected yearly.

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

The elected secretary takes the minutes, which are approved by the board. The minutes are posted at Trinity Lutheran Church, though they are currently not posted at Peace.

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

Minutes are posted after they are approved. Key decisions are announced in churches by the pastors or the administrator. If other individuals or parties need to be involved in decisions or plans, they are contacted as needed.

**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.**

- A new administrator has been hired to lead the school in working as disciples of Christ.
- Three contracted teachers and two called workers have been hired to teach students, as well as support staff (including cooks, part-time music teacher, custodial staff, para-educators, and before/after school care).
- A new playground was installed in 2020 to replace the vandalized playground.
- New flooring was installed in the eastern hallway and adjoining classrooms, in addition to carpet in two additional classrooms.
- Bathrooms were updated with new flooring and touchless facilities in accordance with Covid policies.
- Water bottle filling stations were installed.
- New Wi-Fi routers were installed.
- New iPads and Chromebooks were purchased for students' use at school.
- Clevertouch boards were installed in most classrooms.
- Humidifiers/purifiers were purchased for each classroom as well as the office.
- Updated curriculums were purchased in the areas of math, social studies, and language arts.
- A new student information system was approved, which allows the K-4 students to use standard-based grading and 5-8 students to use letter-based grading.
- New equipment was approved for teacher/office use, including a laminator and two copiers.
- FLS Spiritwear is now available year-round online.
- The payroll personnel was switched to being handled internally as opposed to hiring an outside source.
- A phone was installed in the music room.
- *Crossways* magazine was created for marketing and communication purposes.

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

The Board utilizes enrollment and financial projection models to assist in budgets and longer term staffing planning for the coming years.

The board also utilizes a financial worksheet that projects the current school year's final income and expense, on a monthly basis. The projected income and expense is then compared to the approved budget. This tool provides the Board and administrator with a more complete picture of the financial health of the school and allows adjustments to spending to be made with a more complete financial picture.

Agendas are formed throughout the month through collaboration between the board chair and the administrator, as well as committee leaders and topics brought by members of congregations and families.

### 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:**

- [FLS Board Manual](#)
- [FLS Administrator Job Description](#)

**Comments:**

The board utilizes the board manual for governing policies and procedures. Each board member receives a copy of the board manual. It is used for reference during meetings when questions arise about authority and actions of the board.

The board utilizes written descriptions for the established roles of chair, vice chair, treasurer and secretary and has written roles and expectations for committees.

The board manual should continue to be looked at each year, revised as needed and voted upon.

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

YES

NO

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

- [FLS Parent/Student Handbook](#)
- [FLS Staff Handbook](#)
- [FLS Bylaws](#)

**Comments:**

The by-laws for the school govern representation on the board, membership and voting rights. Our bylaws are readily available for anyone who requests them and each board member is provided a copy when they join the board.

One practice that should be completed that the board isn't currently doing, is yearly bylaw review. This should be completely yearly to ensure organizational practices such as quorum and meeting structure- especially with the change to have virtual meetings be available post-Covid - are updated in the bylaws.

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

**YES**

**NO**

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

- [Administrator Job Description](#)

**Comments:**

The board has given the administrator parameters within the job description. There is good communication between the administrator and the school board that allows for these parameters to work. If there is ever a question about anything from either side, it is asked and reviewed.



## 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:**

- [FLS School Board Manual](#)
- [FLS Bylaws](#)
- The executive committee of the Board of Directors checks in with the administrator between meetings
- [Principal letter in Trinity newsletter](#)

**Comments:**

FLS needs to confirm that board meeting minutes are being sent to and posted at both churches for members to read and have access to. Each church has different policies for this, so moving forward, best practices for each church organization to disseminate minutes will be discussed and decided on. It could also be better advertised that the Board of Directors meetings are open to the public and all are welcome to attend. The board meetings are listed on the school website, school calendar, school newsletter, and explained in the school handbook, but rarely is it mentioned that they are open to parents and church members.

**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:**

- [FLS Administrator Monthly Reports](#)
- [Board Manual](#)

- [FLS Administrator Job Description](#)
- [FLS Administrator Review \(Board and Teachers\)](#)

**Comments:**

Overall the relationship between the Board of Directors and the teachers has improved over the years. They support the teachers fully and the teachers feel comfortable going to them if they are in need of something for their students that would require a budget line item. There are events that are held as a way for the two groups to interact outside of school time including a Christmas party and early-summer event each year.

**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:**

- [FLS Board Bylaws](#)
- [Board Calendar of Annual Duties](#)

**Comments:**

The FLS Board of Directors does use material provided by the LCMS regarding boards, however, it would help if they had individual training on being a school board member of a Lutheran school. Board members have minimal training when it comes to taking on an officer role and while there is a description of the officers, a formalized procedure for training in new officer positions by those leaving the board needs to be established.

**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:**

- [End of the year survey](#)
- [Curriculum update cycle](#)
- FLS Board Retreat and plan (Annual)
- [FLS Board Calendar](#)
- [FLS Communications Calendar](#)

**Comments:**

The end of the year survey needs to be improved by what questions are asked of the families, students, and teachers. Survey results have been discussed more in detail, however, action plans need to be made addressing the questions that scored the lowest. This would help the board to reevaluate the question throughout the year instead of waiting until the next survey to see if the response changed.

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

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

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

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

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

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

*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:**

- [School Financial Policies](#)
- School Budget Documents: [2022-2023 School Year](#); [2023-2024 School Year](#)

**Comments:**

An audit needs to be performed each year by an outside source.

The treasurer does a good job of creating the budget with input from the principal, board and member-representation of each church for board approval.

The board is developing a document for how to utilize reserve funds moving forward and how to replenish that fund.



## Summary and Response Actions

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

**A. Are the Required Indicators of Success met for Standard 3A? (YES / NO)**

Yes

**B. Based on evidence, what are the strengths of the school related to Standard 3A?**

Have worked a lot on policies and implementing them.

Substantial amount of time spent on the budget to make it is sound for the school.

**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.**

Long-term planning and goals. Making an objective assessment process.

**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	2
3A:07	3
3A:08	3
Total:	14
Average: (Total ÷ 5)	2.8

## STANDARD 3B: ADMINISTRATION

### Overview

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

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

### Potential Evidence

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

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

### Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to

identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

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

## Required Responses

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

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

The school functions according to the daily and yearly calendars that are created and approved by the administrator prior to the school year. The schedule involves teaching by multiple instructors, with grades 5-8 operating in a departmentalized setting.

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

According to the Principal Job Description (PJD), the principal is professionally rostered on the Lutheran Church-Missouri Synod by graduating from a Synodical school or through colloquy. The administrator is required to hold a state teaching certificate and a master's degree with credits in Administration and Supervision. The administrator also should have 5-20 years of teaching experience, with a part of that being administrative. The administrator must be a member in good standing of one of the two association LCMS churches (Peace Lutheran or Trinity Lutheran) that support the school, or be willing to become a member. The administrator also should show a "lifestyle that reflects a dynamic relationship with Christ." (PJD, H1)

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

According to the Principal Job Description (PJD), the administrator is responsible for serving as a representative for the faculty and staff at board meetings, as well as acting as a spokesperson for the board to the faculty and staff. At the monthly board meetings, the administrator gives a principal report.

The administrator also attends board/council meetings for both association churches and the quarterly regional administration meetings for Region 3 of Minnesota. In addition, the administrator is a member of LEA.

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

According to the Principal Job Description (PJD), the administrator is responsible for administering the school budget and school-related financial matters, following purchasing procedures under the direction of the Board Treasurer. The administrator is also responsible for maintaining/providing information regarding costs and needs to aid in preparing the annual budget, as well as assisting in five-year financial projections and approving school fundraising events.

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

According to the Principal Job Description (PJD), "The Principal demonstrates a lifestyle that reflects a dynamic relationship with Christ." Our current administrator has been a member of one of our association churches since 2018. She has been involved in leading the youth group since 2020. She participates in the

handbell choir and takes on a leadership role in Vacation Bible School, as well as being one of the greeters. She makes announcements on behalf of the school at both churches as needed.

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

As previously stated, our current administrator has been a member of one of our association churches since 2018, being a regularly attending member. The administrator has been involved in leading the youth group since 2020. The administrator participates in the handbell choir and takes on a leadership role in Vacation Bible School, as well as being one of the greeters. The administrator regularly leads the chapel and also leads the school in prayer daily via intercom.

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

The administrator leads weekly meetings with faculty, including creating agendas of necessary items for discussion. In collaboration with the School Board President, the administrator creates the agenda for school board meetings, as well as working together with school board members on assorted tasks. The administrator provides an article for Trinity's monthly newsletter and creates a monthly newsletter for the school.

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

The administrator arranges in-service professional development for the faculty and staff, including first-aid/CPR training every three years and other training in response to needs.

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

The administrator performs informal walkthroughs in classrooms, in addition to two scheduled observations each year. The fall observation is the teacher's choice of lesson, while the spring observation is administrator-chosen. There is a post-observation meeting to discuss the observation in detail, with the administrator providing feedback and following up as needed.

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

The administrator is highly engaged with working to develop and improve the school's relationship with students and families. The administrator communicates using email and social media about school events and important information, including sending a monthly newsletter. Over the summer, the administrator sets up picnics in the park to stay connected with families.

The administrator prepares and runs weekly meetings with staff, as well as a relevant book study each year. The administrator also provides opportunities for staff to bond and develop positive relationships.

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

The administrator attends Region 3 meetings quarterly and district conferences yearly. The administrator is enrolled in the SLED program and attends their events. The administrator has also helped with a special district project.

## 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:**

- [Administrator Job Description](#)
- [Administrators involvement at church](#)

### Comments:

Administrator is active at Trinity Lutheran Church. Administrator is in hand bells and teaches the high school youth group at the church. The Administrator regularly attends church and other church events.

Administrator does bible studies with the faculty and staff routinely.

Administrator's background includes the Concordia University system for both their masters' and bachelor's degrees where they had additional faith coursework. They have become a member of the Lutheran Educators Association and routinely join additional faith-based educational trainings and conferences.

## 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:**

- [Master’s Degree from CSP](#)
- Membership at Trinity Lutheran Church Faribault
- [Rostered worker](#)
- [Administrator’s MN Teaching License](#)
- [SLED Certificate](#)

**Comments:**

The administrator recently completed her SLED certification through LCMS in addition to her Bachelor's and Master's degrees.

**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.*

**X**

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

**X**

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.)

**X**

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

**N  
/  
A**

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:**

- [Region 3 Meeting Agendas](#)
- Administrator's Schedule

**Comments:**

The school has a full time administrative assistant available for school purposes.  
The administrator's primary duties are that of an administrator and not that of a teacher.

**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 the 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:**

- [Monthly Newsletters](#)

- [Textedly App](#)
- [Middle School Meeting at Back to School BBQ](#)
- [School Facebook Page](#)
- [School website announcements](#)
- [Communication with the Public School](#)
- In-person meetings

**Comments:**

The administrator communicates through a variety of ways and methods to reach parents effectively. The administrator introduced a texting app in 2022 to send out alert messages and important reminders to parents via text message. The administrator also held an in-person meeting for middle school parents at the beginning of the 2022-2023 school year to discuss expectations and behaviors. The plan is to continue this on a yearly basis.

The administrator utilizes the monthly newsletter, school Facebook page and website for additional announcements and information.

**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:**

- [Board Meeting Minutes](#)
- [FLS Financial Policy](#)
- [Copy of check approval form](#)
- [Copy of monthly financials](#)
- [Copy of Title allocations](#)
- [EANS Funding Receipts](#)
- [Online donation receipt form](#)
- [FLS Gala - funds for special capital improvement projects](#)
- [FLS Connected Future Campaign](#)

**Comments:**

Administrator works directly with the board treasurer and a board representative to develop the budget each year for board approval.

A donation receipt form was developed in early 2023 to keep a better record of donations and specific allocations of funds to honor donor wishes and give recognition.

**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:**

- [LEA Membership](#)
- [List of Staff Developments](#)
- [Google Classroom for Teachers](#)
- [SLED Certificate](#)
- Invited Dr. Steve Gerner to assist in classroom management
- [Classroom Observations](#)



**Comments:**

Administrator has been active in SLED training and provided classroom management observation from Dr. Gerner and action plans from his visit for instructors. The administrator does a good job of seeking out additional professional development opportunities for the faculty and staff of the school. The administrator observes all teachers regularly and helps provide oversight on classroom instruction and curriculum as part of their normal duties.

## Summary and Response Actions

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

### **A. Are the Required Indicators of Success met for Standard 3B? (YES / NO)**

Yes, the required indicators have been met.

### **B. Based on evidence, what are the strengths of the school related to Standard 3B?**

The FLS Board of Directors have developed parameters for the administrator which have been met in the following examples:

Administrator is active at Trinity Lutheran Church. Administrator is in hand bells and teaches the high school youth group at the church. The Administrator regularly attends church and other church events.

Administrator does bible studies with the faculty and staff routinely.

Administrator's background includes the Concordia University system for both their masters' and bachelor's degrees where they had additional faith coursework. They have become a member of the Lutheran Educators Association and routinely join additional faith-based educational trainings and conferences.

Administrator has been active in SLED training and provided classroom management observation from Dr. Gerner and action plans from his visit for instructors. The administrator does a good job of seeking out additional professional development opportunities for the faculty and staff of the school. The administrator is a good advocate for the teachers and provides professional development for them. Administrator observes all teachers regularly and helps provide oversight on classroom instruction and curriculum as part of their normal duties.

Administrator works directly with the board treasurer and a board representative to develop the budget each year for board approval. A donation receipt form was developed in early 2023 to keep a better record of donations and specific allocations of funds to honor donor wishes and give recognition.

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

The administrator needs to make sure that time is spent in both association congregations (Trinity Lutheran Church and Peace Lutheran Church). Since Trinity Lutheran Church is the administrator's home church body, it is important for the administrator to also spend time in and engage with members at Peace Lutheran Church as well.

Based on feedback from the parent survey, newsletters for the 2023-2024 school year will be sent out to families on a weekly basis, rather than a monthly basis.

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	4
3B:04	4
3B:05	4
3B:06	4
<b>Total:</b>	20
<b>Average:</b> (Total ÷ 5)	4

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	10
3B	20
<b>Total:</b>	30
<b>Average:</b> (Total ÷ 10)	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
  - [Administrative Coordinator Job Description](#)
  - [Teacher Job Description](#)
  - [School Cook Job Description](#)
  - [Paraprofessional Job Description](#)
  - [Before/After School Care Job Description](#)
- Teacher portfolios
- Professional personnel files related to teacher qualifications and competency
- List of teachers' professional organization memberships
- Policy and procedures on preparing volunteers
- Policies related to support staff
- [Current salary and benefits scale](#)
- Qualifications and training of school volunteers
- New teacher induction guidelines
- [Survey results](#)
- School Calendar (PD schedule) [2023 Standard IV Professional Personnel](#)

### Potential Practices

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

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

## Required Responses

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

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

[Faribault Lutheran School Teacher Job Description](#)

[Principal Job Description](#)

[All Other Job Descriptions](#)

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

Faribault Lutheran School employs 9 full-time regular teachers and 2 para professionals. The current enrollment of FLS is 136 students. The ratio of teachers/paraprofessionals to students is 12.4:1.

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

FLS Teachers attend LEC annually. FLS Teachers attend LEA Convocation when it is offered.

Professional Development days are scheduled throughout the school year. Staff meetings occur once a week. Teachers are involved in a book study annually (current Reclaiming the Joy of a Church Vocation)

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

Staff meetings occur most Wednesdays after normal school hours for a duration of approximately 45 minutes. An agenda is created by the administrator and shared with staff, to include devotions, calendar items, events, and concerns.

Staff meets 3 times per week before school for staff devotions.

Teacher Professional Development per calendar

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

Teachers display their personal relationship with Christ and dedication to Lutheran teaching in many different ways. Teachers attend church regularly and participate in different church groups that are offered at their congregation. Teachers will also attend special events that are held at their congregation to interact with the members.

Each teacher will engage in their own personal devotion and prayer time on top of the devoted time they will pray and attend devotions together.

Teachers are required to lead chapel and chapel family projects throughout the school year. They will sometimes use their own personal talents during chapel.

Lastly, teachers display their love for Christ and follow Christ's example in their daily lives within the school walls and outside of the school walls. By doing this they are able to model a Christian life for the students they see on a daily basis.

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

Applicants must submit a signed application form, which is provided by the Faribault Lutheran School Office, to the school administrator. Applications and resumes, if provided, become a permanent part of an employee's personnel file. The application process includes a request for authorization of a background check and employment is contingent upon the results of the background check. Call documents are also to be included in a called workers personnel file (Faculty & Staff Handbook p.6-7).

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

The administrator of Faribault Lutheran School provides different opportunities for the teachers to maintain themselves up to date with technology that is evolving in education. The teachers attend the Lutheran Educators' Conference that is held by the Minnesota South District and often times there is a technology breakout session that is provided to the teachers.

Teachers have also shared what they have found or learned about new technology during the weekly staff meetings. Teachers have learned new technology through the program TEC21. FLS has historically sent a teacher to attend this professional development each year and then have the teacher that attends provide feedback to the staff. This is beneficial for all teachers to attend and rotates throughout the years.

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

Non-rostered teachers are provided with LCMS Doctrine Paperwork, which includes: a mentor teacher and mentor paperwork, opportunity to attend new worker orientation. Non-rostered teachers are required to initiate the LCMS Colloquy Program or the Seminar Program within 3 years of hire.

## 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.

No

### School's staff development plan

- [School Calendar with PD days listed](#)
- Google Classroom for virtual PD days
- [Google Sheets of past and upcoming PD](#)

### Non-discriminatory salary and benefit scale or policy

- [MN South Pay Scale](#)
- [Budget Document](#)

## 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:

- Personnel Files
- Daily interactions with kids
- Development plan located in Administrator's office

### Comments:

Faculty all sign letters of intent with the school each year.



## 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 have completed or are actively enrolled in the Colloquy or Seminar Program through the Concordia University Education Network (CUEnet).

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*

**Highly  
Functional (4)**

**Operational (3)**

**Emerging (2)**

**Not Evident  
(1)**

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

- Regular church attendance, all called staff are active members of our supporting congregations.
- Participation in church groups and events.
- Continued education through Colloquy classes for Lutheran teaching.
- Daily, personal, prayer, devotions, and bible study.
- Served on various local/state committees for the Minnesota South District.
- Served in a variety of roles and committees, such as Secretary for Region III, Secretary for the MN South Lutheran Elementary Conference, Nominating Committee, Resolutions

Committee, Program Committee, Region III representative on the MN South Continuing Education Relicensure Committee for several terms.

- Participation in a community women's bible study as a way to both live out faith in the community as well as to further biblical education.
- Participation in worship, and lead all-school chapel services.
- Youth group involvement
- Read books and listen to podcasts about helping parents and also about growing in faith.
- Use musical gifts in worship when needed.
- Treat people with the love and respect they deserve, following Christ's example.
- Find joy in the process of teaching kids that Christ came to earth, lived, died on the cross, rose again, and lives again - all because of His love for them.
- Support and volunteer at outdoor ministry organizations (ex. volunteering at Camp Omega in Waterville, MN)
- Personnel Files - Located in the Administrator's Office

**Comments:**

The teachers and staff at FLS are all very qualified for their positions and make a concentrated effort to ensure that Christ is the center of everything they do at FLS as indicated in the comments above. In addition, our parent survey has consistently shown that Christ is the Center of FLS.

Currently developing a plan to help teachers obtain their certification for the equity standard so that it is deemed appropriate for teacher relicensure.

Not all teachers are currently rostered. We currently have one teacher that does not have their MN teaching license. The teacher is currently working towards getting 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*

**Highly  
Functional (4)**

**Operational (3)**

**Emerging (2)**

**Not Evident  
(1)**

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

- Teachers participate in staff devotions three times a week.
- Teachers participate in daily personal devotions and prayer

- Teachers prepare daily classroom devotions, Bible study, and weekly chapel services for students.
- Teachers arrange chapel family “service” projects within church bodies and the community.
- Teachers ensure student participation in LCMS appointed memory work.
- A continued emphasis on bringing outside professionals into FLS, to help with professional development is ongoing.
- Teachers attend LEC yearly
- Teachers attend LEA National Conference when offered..
- Teacher Professional Development per calendar
- Staff attends LCMS events/retreats in our supporting congregations.
- Participation in handbells and choir in supporting congregations.
- Kindergarten teachers holds a membership to Illinois Association for Supervision and Curriculum Development
- Fifth grade teacher holds a membership to National Alliance on Mental Illness (NAMI)
- Administrator is a member of LEA
- Minnesota Independent School Forum
- Teacher inservice in December 2022 for NWEA Training

**Comments:**

Overall, the continued education and support of the FLS staff is extremely important and implemented. However, there is room for improvement through the continued increased offering of outside professional development and encouraging teachers and staff to become members of professional organizations (currently none and that is why we are rated a 2).

We have 4 staff that are members of professional organizations.

**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*

**Highly  
Functional (4)**

**Operational (3)**

**Emerging (2)**

**Not Evident  
(1)**

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

- A teacher mentorship program was established in the 2016-2017 for new teachers.
- Teachers participate in staff devotions three times a week and participate in daily personal devotions and prayer.

- Teachers prepare daily classroom devotions, Bible study, and weekly chapel services for students. --
- Teachers arrange chapel family “service” projects within church bodies and communities. And ensure student participation in LCMS appointed memory work.
- All teachers are required to be called, whether through original course work, or through colloquy (within 5 years of hire).
- Policies related to teachers and support staff are outlined in the faculty handbook and are followed as outlined.
- Faribault Lutheran School employs nine full-time regular teachers, and one 0.25 music instructor, with an enrollment of 143 students, making the student-teacher ratio 15.9:1.
- There are policies in place, and past practice, to hire paras for grades that need additional assistance when enrollment is higher than expected
- There is a plan in place to hire an additional middle-school teacher as the budget and enrollment allows.
- Salary and benefits scales were implemented per Minnesota South District guidelines for all personnel.
- A Parent-Teacher Organization was reestablished in 2022 to organize school activities and throughout the year parents volunteer at these school events. Staff are required per faculty handbook to attend specific school activities.

**Comments:**

The effectiveness and overall ability of our teachers is crucial to the successful teaching of students at FLS. The staff is extremely dedicated to the LCMS mission and continuously looks for ways to improve and strengthen the educational and spiritual experience at FLS.

**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*

**Highly  
Functional (4)**

**Operational (3)**

**Emerging (2)**

**Not Evident  
(1)**

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

- [FLS Background Check Form](#)
- [FLS Volunteer Policy](#)
- [FLS Volunteer Point App](#)
- [Lego Club Lead Required to Complete Additional Training Through First Lego League](#)

**Comments:**



FLS instituted a volunteer policy for the 2023-2024 school year that requires each family to provide 10 hours of volunteer time or they forfeit a \$100 check. The policy includes specific outlines for when a background check is needed, who is allowed to volunteer and volunteer opportunities. Background checks are completed on volunteers who will be alone with students at any given time - such as in a classroom or athletic activity.

## Summary and Response Actions

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

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

Yes, the required indicators of success have been met.

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

- All teachers are Christ-centered and demonstrate a strong personal relationship with Jesus Christ.
- All teachers demonstrate a dedication to the Lutheran Teaching Profession.

**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.**

- Adequate training and policies are lacking for volunteers. As mentioned above, while the need is not immediate, a training plan should be put in place, so it is available when volunteers are needed within the school.

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

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

## 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.).**

The curriculum used at Faribault Lutheran School was constructed using a variety of many different resources. The teachers broke down MN State Standards along with Common Core standards to help develop what should be taught within the curriculum and how students would be graded. Results from the NWEA testing also play an important part in what is taught within the classrooms.

FLS has selected to continue using the CPH curriculum "One in Christ." There has been discussion of changing curriculums; however, the current curriculum is adequate for our students. Students receive both Law and Gospel within their religion classes.

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

2022-2023:

Kindergarten - 5th Grade: Math-In Focus. The new math curriculum was approved to replace Engage NY. The previous curriculum, while it allowed for a more common core approach than Saxon, was not grade level appropriate. Teachers deliberated about which curriculum to use and selected this curriculum because students would be able to complete the assignments more independently after the lesson is taught.

2021-2022:

3rd Grade: New reading curriculum from Read-Side-by-Side. This curriculum was selected to better match K-2's language arts curriculum Superkids, as this curriculum was developed as a companion curriculum for older grades. It was selected so that students could dive into more novel studies to better prepare them for 4th grade.

5th Grade: New Geography curriculum from Abeka. This was done to align the level of understanding and comprehension for the 5th grade students. The previous curriculum was at a high school level.

2020-2021:

4th Grade: Shurley English. This curriculum was implemented to bring the grammar and language use curriculum up to date. This was to start an implementation of a new English curriculum for the upper grades to follow with, however, this implementation for the upper grades has been put on pause to allow other curriculum revision to be completed first, based on needs from the faculty.

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

The most predominant teaching method at FLS is teacher directed instruction. In the lower grades, teachers utilize small group instruction and in the upper grades more peer instruction is used. There are certain times when teachers will do more self directed instruction when it comes to the subject and age of the students.

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

All teachers communicate in multiple methods, including daily meetings, evaluating schedules and curriculum review. Each grade level collaborates within an age appropriate corresponding grade to ensure ideas and methods are shared. This method of instruction helps ensure consistent teaching methods, learning plans, and individual child progress knowledge, along with the class as a whole, for that subject through these multiple years. All grades talk daily about successes and challenges of individual students as needed because of departmentalization within the following grades:

Grades K-2: Physical education, art, STEM, music, and Spanish.

Grades 3-5: Physical education, social studies, music, science, art, and computer.

Grades 6-8: English, Physical Education, art, music, Geography

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

Faribault Lutheran School accommodates students with different learning potentials by meeting students individually where they are at. This is done by teachers meeting with students and planning goals for the students, helping them during one-on-one teaching, and student-led methods that can support their learning styles and needs. There are many different teaching practices that take place in the classroom that can also help support the unique learning differences between students.

Some students have more significant learning needs and they may need a 504 plan or to meet with our Title 1 teacher. Our Title 1 teacher meets with students K-5 who need extra support in their learning. These accommodations are discussed with the families and the student so that they understand that these practices are put into place to help the student to be successful and confident in their learning. Along with helping the learning needs, teachers will also provide accommodations with fidgets, flexible seating, and different ways to help students perform to the best of their ability. Some instructors offer additional tutoring options after-hours.

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

Educate is our new grading system that is used schoolwide. This maintains our Standards Based

reporting for students in Kindergarten through 4th grade and traditional grading for students in 5th through 8th grade. Parents and students are able to access Educate at any given time and grades are maintained by the teachers to give them the most accurate grades.

Teachers will also contact parents through weekly communication, emails if needed, and parent-teacher conferences that occur twice throughout the school year.

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

Faribault Lutheran School teachers regularly use a wide variety of instructional materials other than textbooks. In middle school, teachers utilize Google Classroom, Khan Academy, and Desmos. These programs help students to enhance their individual learning and most of the programs provide more immediate feedback. This allows for students to do a self-check on where they are within a subject. Lower grades students utilize iPads more throughout the day and teachers are able to link curriculum to specific apps. This allows students to go through the lessons and practice what they have learned and allows them to apply it in a different way rather than just with paper and waiting for teacher feedback.

FLS was also able to install 6 new Clevertouch boards to upgrade the technology within the classrooms. These are interactive boards that allow teachers to pull up worksheets and other assignments that students are working on and show them exactly how to complete the assignment. Chromebooks are widely used throughout the building in all grade levels. Students in K-3 have shared devices and specific times throughout the week that allow them to learn new skills on the devices and how to create during that time. Students in 4th grade utilize their own in-class devices throughout the day to strengthen skills in different subjects or to learn new skills on devices. Students in grade 5-8 are able to bring their own devices or they have a classroom device. These students use their devices primarily in every class to finish assignments, practice skills learned in class, or take notes during class. A big part of teaching with technology is to teach the students the difference between creating with technology and consuming with technology. This is a focal point for many of the teachers when they allow their students to use technology throughout the day.

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

Some of the instructional materials that are used regularly by teachers and students are Smart Boards, Clevertouch, chromebooks, and iPads. Students use hands-on materials in reading and math, experiments in science, and projects in social studies. They utilize the media through educational DVDs, YouTube, Google classroom, music, etc. Teachers regularly use Teachers Pay Teachers to supplement their curriculum options.

In addition, FLS classrooms offer classroom libraries, Bibles, Accelerated Reader, guest speakers and field trips both locally and in the Metro area. We cooperate with the Paradise Center for the Arts (a community arts initiative) for an art experience with clay. We provide drama/theater experiences

through a 3-6 musical, a K-2 musical and 7-8 play performances. We also go to River Bend Nature Center for hands-on learning out in our community with objectives like Science life cycles and mapping skills.

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

Teachers at Faribault Lutheran School use many different materials to differentiate their lessons with the use of a variety of resources. They use educational DVDs, YouTube and other media to enhance the lesson to meet all learners. They may incorporate hands-on manipulatives, charts, library books and novels. Teachers also look for opportunities to give the students real life experiences outside of school. Different grades will use Chromebooks for both keyboarding instruction and access to online research as needed. Grade 2 uses the Extra Math app for additional math resources. Grades 4-8 are set up with individual Google Drive accounts. Grades five through eight have their own devices that are used within their classroom as directed. Grades K-6 have access to the Prodigy app for additional educational resources. Typing.com is another resource utilized by our upper grade levels.

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

Christian values are a very high priority to all of the teachers and staff at Faribault Lutheran School. It is integrated throughout the school day whether the teacher is praying, problem solving using scripture, or showing their faith. It is communicated in all aspects of life at FLS. Students are also encouraged to pray in their classrooms and at times lead in devotions. Many classes will also prepare and lead a chapel service for the school. With FLS using the CPH curriculum it does allow for teachers to assign their students memory verses that apply to the lessons they are learning and teachers will also have students memorize from Luther's Small Catechism.

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

Faribault Lutheran School provides a dual wireless network throughout the building. Students are able to access a private network "FLS Student" while staff are able to access a different private network "FLS". Both networks were greatly improved during the summer of 2020 to help update the security and reliability of the networks.

The internet access is filtered and can be monitored. Students have access to the internet in all classrooms and spaces on the school side of the building. Students can access the use of the internet on school Chromebooks, iPads, and on their own devices for students in grades 5-8.



## Required Evidence

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

X

**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.)**

X

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

X

**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.**

X

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

## Required Indicators of Success

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

**5:01\* The teaching of the Christian faith is recognized as the major purpose of the school, is allotted appropriate time in the daily schedule and is integrated intentionally throughout the curriculum and instruction.**

X

**YES**

**NO**

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

- [Written Curriculum](#)
- [Classroom Schedules](#)
- [Teaching/Learning Chart Comparison](#)
- [NWEA Test Results](#)

**Comments:**

Religion is taught daily in each classroom. Faith is also integrated into teaching additional core curriculum subjects. Students attend chapel every Wednesday. Religious music is taught as part of the music curriculum as well, and students perform religious songs for musicals and for church services.

**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:**

- [FLS Standards](#)
- [Curriculum List](#)

**Comments:**

Curriculum is an important part of FLS. When reviewing curriculum, the teachers make sure that it is in line with MN State Standards, FLS standards, and our LCMS Lutheran doctrine, and that it is grade-level appropriate.

## 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:**

- [Wildcat Wow](#) is a system in which teachers, students, and parents can nominate a student who is going above and beyond the school rules but also shows the love of Christ. [This is given during chapel.](#)
- [Quarter honor](#) roll recognition at [chapel](#)
- Educate System - grading system is updated by teachers
- Teachers discuss what is being taught at each grade level to determine what they need going on to the next grade level
- We recognize a [valedictorian and salutatorian](#) each year from the eighth grade class.
- Many [former students](#) have become valedictorian, salutatorian, or student of the month at their respective high schools

- Students are recognized for their achievements at the year-end school award [ceremony](#).

**Comments:**

Academics is an important part of Faribault Lutheran School. Many students go on to be the top of their class at their respective high schools after they leave FLS. Students at FLS are prepared for the next grade level.

We celebrate academic success at FLS and student character as well. The Wildcat Wow is an award in which students are nominated by their teachers and other students. A student going above and beyond expectations at FLS may be nominated for the award each month. At the end of each month, two students are selected from the list of nominees from grades K-3 and from grades 4-8. Awards are displayed on the Wildcat Wow bulletin board, highlighted in the monthly school newsletter and at the year-end award ceremony.

**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:**

- [FLS Standards](#)
- [“One in Christ”](#) from Concordia Publishing House is used in all grades

- [Curriculum Document](#)
- Math curriculum was reviewed and approved by the school board - [Meeting Minutes](#)
- [Elective options for grades 5-8](#)
- Elective options for grades K-4

**Comments:**

FLS teachers discuss curriculum often, and also find ways to adapt curriculum if the need arises. Students are challenged by the curriculum and the additional resources that teachers implement within the curriculum.

Electives are an important part of FLS as it allows for students to explore subjects that are outside the core subjects. Students begin with STEM, Spanish, Art, and PE classes in Kindergarten.

Once a student is in the Middle School, there is time dedicated for students to participate in other subjects such as strategic gaming, journalism, cooking, sewing, basket weaving, gardening, and 7th and 8th play. These electives vary from year-to-year as teacher interest allows. A teacher will teach an elective class that they are passionate about to allow for students to see them teaching a different subject. By doing this, students are able to see a teacher's God given talent outside of teaching in the classroom.

Additional music electives are offered during the school day including tone chimes, handbells and band.



**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:**

- Lower grades will use [centers](#) for small group instruction and to teach to different learner levels
- Students participate in classroom discussions and during teaching
- [2nd Grade Individualized Learning Plan](#)
- [Survey Results](#)

**Comments:**

When looking at students being actively engaged in learning at FLS, it is apparent that they enjoy learning throughout the day and that they are engaged in their classes. Students are given the opportunity to learn in their classrooms in many different ways. One component that is missing for FLS students is to implement more of a service learning component that would encompass all grades.



**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:**

- Electives are taught by different teachers so students can learn from other teachers besides their homeroom classroom teacher
- [Staff PD days within school calendar](#)
- Attend [LEA convocation](#)
- Attend conferences held by the MN South District

**Comments:**

Teachers attend the LEA conference and the MN South District Conference as applicable. Teachers are also given professional development days throughout the school year.

Teachers share educational resources and professional developments during weekly staff meetings with their peers. Teachers do a good job of sharing and asking for help as needed from the administrator and their fellow teachers.

**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:**

- Teachers use iPads for [stop motion projects](#)
- [Clevertouch](#) or Smart Boards are located in each classroom including the music room
- [Teach students how to create not just consume](#)
- [BYOD contract](#)
- [Google Classroom](#)
- [iPads](#) have apps that are designated to align with FLS curriculums

- Teachers have attended TEC 21 and plan to attend for the upcoming school year: [Ms. Meyer Agreement](#)

**Comments:**

Teachers are constantly looking for ways to incorporate technology into the classroom. By keeping up-to-date with technology, it allows for teachers to provide new ideas to students. Students also understand that having the technology that is provided at FLS is a privilege for them. With that, they also know the expectations that they have when they are using technology at FLS.

**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:**

- [NWEA Results](#)
- [Report Cards](#)
- [Cumulative Folders](#)
- [FLS Standards](#)

**Comments:**

Teachers use a variety of methods to determine how to approach teaching within their classrooms.

Teachers will also use test scores from NWEA to determine what students are in specific groups.

Online grades are updated and maintained by the teacher to allow for parents to check their student's progress in real time rather than waiting for a progress report or report card.

In the future years, FLS needs to utilize student progress to update the curriculum that is used. It would also be helpful to look at the FLS school standards and update them as the MN State Standards change.



## Summary and Response Actions

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

**A. Are the Required Indicators of Success met for Standard 5? (YES / NO)**

Yes, the required indicators of success have been met.

**B. Based on evidence, what are the strengths of the school related to Standard 5?**

FLS teachers are always trying to find ways to incorporate technology into their curriculums, and to also teach students that there is a difference between creating and consuming. Teachers are always trying to keep students engaged in their learning and finding ways to be able to reach every student.

**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.**

FLS needs to have a better curriculum review rotation. At least one curriculum subject should be reviewed each year.

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

STANDARD	RATING
5:03	3
5:04	3
5:05	2
5:06	2
5:07	3
5:08	2
<b>Total:</b>	15
<b>Average:</b> (Total ÷ 6)	2.5

## STANDARD 6: STUDENT SERVICES

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

### Overview

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

### Potential Evidence

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

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

### Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to

identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

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

## Required Responses

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

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

[Admission Overview](#) and [Procedures](#)

[Admissions Website](#)

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

Pastors at the cooperating churches are available for any of our school children. As a private school in Faribault ISD #656, counseling/mental health services are also available to students in grades 7 and 8.

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

Kindergarten students are assessed before the school year begins by Kindergarten teachers in a one-on-one setting. Preschool families are invited to a "prep for kindergarten" night in the last winter each year which gives them tools and techniques to prepare for kindergarten. In August, all students are invited to a Back-to-School night to meet their teachers and see their classrooms prior to the first day of school. All new students entering the school in grades 1-8 will meet with the administrator and/or the grade level teacher. During this meeting, student needs are discussed and conversations about school policy and procedure are reviewed to help ensure a smooth transition. A prospective student is also invited to shadow for a day if desired/possible. Upon acceptance into the school, teachers communicate frequently with the new student's parents to make sure the transition goes well.

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

FLS students commonly attend one of two secondary schools in Faribault. Both the public high school and the private high school share information with our 8th grade students about campus tour days, enrollment procedures, graduation requirements, and anything else to help ease their transition to these schools. Students complete the NWEA/MAP testing three times/year to assess students progress and determine if additional intervention is necessary to maintain grade level requirements. FLS uses Minnesota State Standards at each grade level. FLS has hired a teacher using Title 1 funds who works with students in grade K-4 as needed.

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

FLS provides volleyball, cheerleading, and basketball. Basketball is offered through a co-op program with the local Catholic school. Students in grades K-3 can also participate in a mini cheer camp. If a

student desires to compete in another sport, such as football, wrestling, dance, or hockey, they are encouraged to participate with our public school's athletic program or with another local private school that may offer extracurricular activities. FLS will continue to seek other opportunities for our students when we do not have enough participation to host our own teams.

In addition to athletics, FLS offers additional music opportunities to students in grades 5-8. Students can participate in tone chimes, hand bells, and band. Band is offered through another local private school. Lessons are taught at the school and full band practice happens on their campus. Private violin lessons are available during the school week through a congregation member who comes to the school to meet with students after school.

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

- a. Every student is a member of a chapel family. Older students are chapel family leaders and assist students from the younger grades during chapel and other activities. Each classroom also assists in a chapel service once per year.
- b. Students in chapel family groups complete a minimum of four chapel family projects per year. These vary from year to year, but are often part of the school year theme and/or are used as a community service project. Most recently, students created and distributed door hangers for neighboring homes and also prayed for each home.
- c. Eighth grade students served, socialized and helped to clean up after a dinner held for senior citizens after the Reformation service.
- d. Chapel offerings are collected and distributed to various local, national, and worldwide groups that are in need. Recent groups include a local pastor's family struggling with health issues, a statewide organization that collects Winter weather gear. We also helped with hurricane relief.
- e. Prior to games, students are asked to pray and to read the Christian Sportsmanship pledge. Student-athletes also take turns ending each athletics practice with prayer.

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

All supervising adults complete a background check. The athletic director usually begins practices and is present at all games and tournaments.

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

FLS runs a before and after school program. Our before-school program runs from 6:30-7:45 a.m. The after-school program runs from 3:00-5:30 pm. These programs are offered for grades K-8. Anywhere from 1-5 children use the before school program, and up to 15 children use the after school program. We are also cooperating with Peace Preschool to provide a summer care program.

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

Peace Lutheran Church sponsors a preschool with children ages 18 months to five years with a variety of schedules. The administrators from both schools maintain contact and communication to make a seamless transition for students who graduate preschool and desire to remain within a Lutheran school setting.

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

First, we place an ad in our association churches' bulletins. Following that, we place an advertisement in our local paper and on the job site Indeed. After receiving applications, we set up interviews with the administrator. Once someone is selected and accepts the position, they receive a background check before beginning employment.

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

We practice fire drills, tornado drills, and lockdown procedures. We also have established snow emergency plans with parents which include procedures for snow closures. Use the following links to view lockdown procedures:

[Lockdown Procedures](#)

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

FLS is currently using a crisis plan that does need to be updated. This process was started this year as the school went through a safety evaluation, performed by Front Line Security. This showed ways on how FLS needs to add safety features but what is currently in place has been working well. The new plan will be discussed and approved prior to the start of the 2023-2024 school year.

In the case of a medical emergency, we continue to follow the current crisis plan. This will be reviewed at the same time the building crisis plan is reviewed as well.

[Crisis Plan](#)

[Threat Assessment](#)

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

Our school has a crisis plan in place and is reviewed prior during teacher training at the beginning of each school year and as needed throughout the school year. Each room in the building has an emergency bag with supplies needed for various types of emergency. Every staff member is CPR, First-aid, and AED certified and certifications are renewed every two years. FLS also carries a First-aid pack from our nurse on field trips or any off campus outings. In October of 2022, the entire staff was

trained by Frontline Industries for school intruder response.

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

Faribault ISD #656 assigns FLS a school nurse that is shared with the private schools in the district. The nurse, with the assistance of our administrator and our school secretary, maintains our students' health records. Each student has a health record file, which is kept locked in the administrator's office. Our nurse is the one who keeps those records up to date and lets us know when a file is incomplete. Files are used to determine student's health needs and maintain a record of any allergies that may affect students on our campus.

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

FLS participates in the federal school lunch program and offers the opportunity for all families to apply for free or reduced lunch. All prices are set at the beginning of the school year. Breakfast in the state of MN is free for all Kindergarteners. Our staff includes a certified food service director in compliance with recent USDA standards.

## 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](#)  
[Admissions Website](#)

[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:**

[Report Card](#) for 5th- 8th grade that correlate with MN State Standards

[Report Card](#) for other grades that correlate with MN State Standards

**Comments:**

FLS pays close attention to all federal and state requirements in order to ensure children are growing educationally, emotionally and socially, but strives to go above and beyond those expectations as we educate them spiritually. Our goal in admitting families to FLS is to assist them in educating their children academically and in strengthening their faith in Jesus Christ.



## 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:**

- [Admission Policy](#)
- [Admission Information](#)
- [Cumulative File](#)
- [Enrollment Procedure](#)
- [Wellness Policy](#)
- [Harassment Policy](#)

**Comments:**

FLS has a specific middle school discipline policy to address emotional, social and psychological needs of the student through conversation. Teachers track discipline events throughout each school day and communicate well with other teachers as needed on an individual basis.

Faribault Lutheran School has a hierarchy level of admissions process giving preference to members of our two partner churches along with siblings of current students.

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

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

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

Extracurricular activities are carefully supervised by trained personnel.

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

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

*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:**

[Athletic Pages](#)

[Questionnaire for Athletes](#)

[Background Check](#)

[Cheer Camp Photo](#)

[Volleyball Camp Photo](#)

**Comments:**

All staff and coaches should be trained using SafeSport or other child health and safety programs. Although we generally provide mostly athletic programs, FLS could provide its students with other extracurricular activities if there is interest.



**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 pathogens, 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:**

[Technology Policy](#)

[CPR cards](#)

[Health Record Sheet](#)

[IPad contract](#)

[Health Policy](#)

[Background check](#)

**Comments:**

All staff and coaches could go through the same training regardless of their roles. This would ensure that everyone has the same training and could help out at a moment's notice if they are at an event held at school.

**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:**

[MDA Health Inspection](#)

[Lunch/snack policy](#)

[Lunch schedule](#)

**Comments:**

All children at FLS are provided with an excellent lunch that meets all state and federal guidelines. Families are also provided with the opportunity to participate in our snack cart program. Children have adequate time to eat lunch each day.



## 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 have been met.

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

FLS strives to provide students with a safe environment in which to learn, understanding that if children do not feel safe, they cannot learn. We try to closely supervise students' technology use. Adults who have contact with children have current background checks and are trained in first aid and CPR. They use discipline as consistently as possible according to our school's discipline procedures. We provide excellent food service that follows state and federal mandates.

**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.**

Improvements could be made to provide children with more opportunities for extracurricular activities in the arts and athletics if there is an interest. Our admissions policies could be more specific for children entering the upper grades, perhaps including a trial period for new students.

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

STANDARD	RATING
6:02	3
6:03	3
6:04	3
6:05	3
<b>Total:</b>	12
<b>Average:</b> (Total ÷ 4)	3

## STANDARD 7: FACILITIES

*Buildings, grounds and equipment provide a safe and healthy environment that serves to enhance student learning.*

### Overview

The Lutheran school's physical facilities include the buildings, land, equipment, maintenance of the property and provisions for health, safety and sanitation. The school is both a place and instrument for learning. As a place for learning, the facilities help children grow spiritually, physically, mentally, socially and emotionally. As an instrument used in the learning process, the facilities demonstrate principles of beauty, harmony, order and utility. Its furnishings and décor are reflective of the Christian mission and purpose of the school.

### Potential Evidence

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

- Job descriptions for maintenance and cleaning staff, including reporting responsibilities and lines of accountability
- Long-range plan for facility improvements, additions or expansion
- Budget line items committing financial support of ongoing maintenance and immediate facility improvements
- Inventory of instructional hardware and equipment, including technology infrastructure
- Certificates of compliance related to health and safety practices
- Cleaning schedules and custodial duties
- School lockdown plan

### Potential Practices

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

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

- Buildings and grounds reflect the institution’s commitment to maintaining a safe and productive learning environment for students
- Regular and routine inspections (e.g. fire marshal, health inspector, lunch room audit, emergency light log, facility walkthrough, etc.)
- Regularly scheduled maintenance
- Daily cleaning and sanitizing
- Safety inspections as required by local mandates

## Required Responses

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

### **1. Describe the property (building and grounds).**

Faribault Lutheran School resides on the property of Trinity Lutheran Church. The property is located near the center of Faribault, MN, along Highway 60 (4th Street NW). The surrounding neighborhood is a mixture of housing and commercial buildings. Trinity owns the majority of the real estate on the block on which FLS resides, including green space, and two rental properties. There is one building on the block that does not belong to Trinity congregation.

The school building itself has several different structures that were built at different times. The tower that holds the upper grade classrooms was constructed in 1915, while the Gymnasium lower grade hallway was built in the 1950s. The Church is the newest structure as it was built in 1990. The area used by FLS is 30,850 sq ft. ([see buildings map](#)).

As it is used at this time, the two Kindergarten through 3rd grade classes are held in the east (lower hallway) section and 4th grade through 8th are held in the three story section. In addition to those classrooms, there is an after-school care room in the east section, the gymnasium (a full elementary size gym) with stage and bleachers, boys and girls locker rooms, a music room, a library, and four restrooms (two in the east section and two in the stack).

Weekly chapel and religious school programs are held in the church sanctuary.

Two parking lots are located on the west and east sides of the building. Near the east parking lot is the school playground area with playground equipment plus a grass lot used for green space play. Most of the recess areas are surrounded by chain link fencing.

The technology infrastructure consists of both wired and wireless connections to all classrooms and school areas. The internet connection is brought into the building through a fiber optic connection at a speed of 50 Mb/s download and 10 Mb/s upload. The school is protected from the internet by a high-quality firewall system which includes a built-in Internet Content Filter as required by the State of Minnesota. A router then distributes the data by Ethernet cabling to all areas of the building. For a wireless connection, the school has a managed wireless Wi-Fi system with multiple access points that cover the entire school area. This is the major method of connection to the laptops and tablets used by the student. The Wi-Fi system is secured with a layered (teacher/student) password system. The maintenance of the internet distribution equipment is handled by the FLS Technology Support team. A list of equipment making up the infrastructure components is [included](#).

### **2. Describe how general maintenance and repair of the physical facilities is ensured.**

Trinity Lutheran church handles almost all building and grounds maintenance. FLS maintains the playground area on the outside of the building and the School's interior property, such as

furnishings, electronic equipment, books, and other school materials.

Maintenance involving cleaning, waxing, bulb replacement, etc. is done by Trinity's custodial staff. All major repairs on the school facilities are handled by Trinity's Properties Manager and Property Committee.

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

FLS complies with all the laws required of it, federal, state, and local. As a private school, because of our religious beliefs, there are some requirements of public schools that do not have to be complied with.

We have a non-discrimination policy, and we comply with all health guidelines and requirements. The school nurse, an RN, is supplied by school district #656. She is available on-call and stops in periodically. She keeps any required health records of the FLS students.

In terms of safety drills, we have procedures for fire, tornado, and intruder lockdowns. The school carries out the required drills: tornado (2), fire (5) and lockdown (5). A log of these are kept in the school office. FLS recently purchased a new PA system to ensure that everyone in the school, and outside the school, can be safely alerted, should an emergency situation occur. The various safety drill procedures are uploaded in Section 6 documentation materials.

FLS abides by all Minnesota statutes concerning kitchen and food safety. The standards are established by the Minnesota Department of Health and all schools are required to comply with them. The FLS cook is a Certified Food Safety Manager and has gone through all the training and testing to be certified as such. We have kitchen inspections done at least once a year by state inspectors. Reports on those inspections are available for all to read. The last inspection was done in February of 2022. Logs of the temperatures in both the walk-in freezer and walk-in cooler are kept and are available.

Other school safety inspections done annually include State of Minnesota or Insurance Company boiler inspections for safety compliance, fire extinguisher inspections that are done each year (and extinguishers filled as required), and the water fountains have been inspected for lead content (one was found suspect and has been shut down until any real issue can be confirmed and corrected). Faribault Lutheran School has also had the Faribault Fire Marshall walk through our building to help identify areas of improvement. Since that walk through, several concerns have already been addressed.

We have a [wellness policy](#) which covers the requirements of our lunches and snacks.

We are not a wheelchair friendly facility as we do not have an elevator. However, should the need arise, FLS could rotate classrooms so the particular grade of the student was always located on the main floor.

We are compliant with all local and state building codes. As a part of the process of renovating the

building over the last two years, the city/state inspector looked over the facilities and found us to be in compliance for a "grandfathered-in" building. This means that we are in compliance with what was required originally and everything is in good shape. If we ever did any major modifications to the buildings, then everything would need to be upgraded to modern building codes. A structural analysis was done three years ago by an engineering firm and our buildings were found to be fully structurally sound.

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

One part-time custodian performs the light maintenance and the cleaning of the school. The church's maintenance and cleaning is done separately. They are supervised by the Trinity Church Business Manager and handle any tasks requested by the school staff. They come in to clean each weekday morning before school and each afternoon about the time school gets out. Additional cleaning, floor waxing, and additional maintenance is taken care of on weekends. Should an issue occur during hours in which the custodians aren't there, it can be handled by the school secretary, or a member of the church staff.

The custodian's job description is [attached](#).

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

FLS employs their own custodial staff for cleaning of the school Monday - Friday. The custodian also assists as needed with cleaning up after school events. Trinity Lutheran Church also employs custodial staff that is supervised by the Trinity Property manager for cleaning of additional spaces that the school also uses such as the Sanctuary and Music Room. The school administrator and staff can ask the custodians for any specific need and they are good about responding to those needs.

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

In the summer of 2023, FLS utilized donated funds to install a new epoxy floor in the school library and improve furniture and shelving as necessary.

In the summer of 2023, Trinity Lutheran Church did a large water pipes replacement project, replacing outdated piping that provided water to bathrooms, faucets, etc. in the majority of the school building.

In the summer of 2022, the school doors to the gymnasium were updated. Additionally Luxury Plank vinyl flooring was added to the main hallways of the school, as well as all classrooms on the East hallway. In 2020-2021, the school playground area was redone and expanded with newer equipment.

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

Currently, the school board has approved a capital campaign to start a gymnasium renovation

project that will span two years. This project includes updated HVAC, a new gymnasium floor, new skylights and new bleachers.

The board is also pricing out additional security cameras to be installed inside the school stack and lower level hallways.

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

All entrances to the school are secured with electronic locks and cameras. Anyone coming to any entrance must either have an electronic key fob or must be buzzed in by either the school or church secretary after being scanned by the camera and spoken to through the intercom. In the case of the key fobs, only specific people, church members/staff and school staff, are given fobs and each is registered uniquely to each person by the Trinity Church Business Manager. All entrances except one are controlled by the school office.

When someone buzzes to request entrance, the secretary first verifies who they are and then electronically unlocks the door. In the case of the glass door entrance on 4th Street (the church entrance), the church secretary handles it in the same way. Visitors are required to stop in the school office and if staying for any extended period of time, receive a visitors badge they must wear on their shirt.

Lockdown procedures are practiced and documented. In the case of an actual lockdown or test lockdowns, the school office broadcasts the warning message over the PA system to all areas of the school, including the playground and Church. The planned procedure for lockdown is that all classroom doors are locked and the teacher and students remain out of sight and quiet until the police arrive. The PA system is also used for severe storm situations.

## Required Evidence

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

### School floor plan

[Updated Floor Plan](#)

## Required Indicators of Success

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

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

YES

NO

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

- [New bathroom equipment / Bathroom quote](#)
- [Old Capital Improvement Plan / Gymnasium Improvement Plan](#)
- [Custodian Job Description](#)
- [Library Floor Invoice](#)
- [Library Floor Photo 1](#) [Library Photo 2](#)

#### Comments:

The gym floor is in need of replacement. We are currently working on beginning our capital campaign to replace the floor, install new HVAC and new skylights. The remainder of the building is being repaired as we are able. The main school entrance door crossbars were replaced with new ones that allow for the doors to fully latch. The bathrooms and floors were redone in the summer of 2019. The bathrooms are now equipped with touchless equipment. Likewise, the flooring throughout the school has been redone due to the wear and tear on the old floor including the installation of a new anti-microbial, waterproof epoxy floor in the library. Additional shelving and seating was also purchased for the library.

Air purification systems and humidifiers were put into each classroom to help with the cycling of the air within each room.



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

**YES**

**NO**

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

- [Asbestos plan](#)
- [Food and Beverage Establishment Inspection Report](#)

**Comments:**

Recently the administrator began working with the Lay Leadership Board at Trinity Lutheran Church to fulfill the required asbestos plan. They approved hiring an outside company to do all of the testing and forming the plan. Testing was done from March 28 - March 30. While the plan is not complete, we will have it in summer 2023. This plan has been discussed with the FLS school board numerous times prior and along with Trinity's Property Manager.

Faribault Lutheran School was grandfathered into fire codes for our building. This would need to be updated if a major project would be completed. However, the school does have automatic releases for the doors that can be propped open with magnets. There are also two fire doors on either side of the stack, with fire doors exiting from the stack onto the main sidewalk.

While the bleachers just recently became out of compliance with the state code, these will be replaced with the gymnasium project.

## 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)**

**3 Operational (3)**

**Emerging (2)**

**Not Evident  
(1)**

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

- [Building Layout](#)
- [Technology Infrastructure](#)
- [Classroom Inventories](#)
- [Photo of Kindergarten Seating](#)
- [Photo of Additional Study Areas 1](#)
- [Photo of Additional Study Areas 2](#)
- [Photo of bathroom 1](#)
- Updated piping: [Invoice 1](#), [Invoice 2](#)
- [Photo of new CleverTouch Boards](#)
- Fire Marshall is present for the first fire drill of the year
- Sanitation Schedule is carried out by the Custodian, who maintains their own schedule for cleaning.

**Comments:**

While the building is aging, we are trying to maintain the furniture and cleanliness as best as we can. The chairs for the Kindergarten - 2nd grade classrooms were updated fall of 2021. New desks were also purchased in the fall of 2021 to accommodate the increase in middle school students.

Our custodian is able to come into school after it gets let out at the end of each day. While it would be ideal that he could be here during the day, we have him on as part time and he is able to clean after school. The classrooms get swept/vacuumed every night along with garbage/recycling gets taken care of everyday as well. The bathrooms are not mopped every night, but they are walked through each day to clean any major messes throughout the week and then mopped every Friday (or the last day of the week if not Friday). Hallways and shared spaces are vacuumed everyday and mopped at the end of the week.

Each classroom, with the exception of the 2nd grade classroom, has windows to allow air flow. While our school does not have ceiling fans for the classrooms, there are standing and box fans that help with air circulation. Each classroom also has both a humidifier and air purifier as of September 2021.

**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:**

- Flags are in every classroom ([Both American and Christian](#))
- [Cross Mural in entry](#)
- Signs on South side of school
- Christian décor is in every classroom and all hallways
- [Christian flag is displayed in gymnasium](#)

**Comments:**

The school has evidence of Christ throughout the décor and building in the forms of crosses, photos of Jesus, Christian flags and more.

A new mural was added to reflect Christ at the center of the school in summer 2023. It is done in shades of FLS school colors - gold, black and white.



**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:**

- [Pictures of outdoors facilities](#)
- [Pickup/Drop off Procedures](#)
- [Lockdown Plan](#)
- [Crossing Guard Training](#)
- [School Emergency Plan & Procedures](#)

**Comments:**

We have crossing guards (school safety patrols) but no school speed limit signs. A teacher always monitors when students are actively crossing other students. An adult must be present whenever patrols cross anyone on 4th St. (Hwy 60).

While there is access to the playground from both sides, students stay within the fence. There are signs for the public that lists that the playground area is closed during the school day.



## Summary and Response Actions

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

**A. Are the Required Indicators of Success met for Standard 7? (YES / NO)**

Yes, the required indicators of success have been met.

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

A strength is FLS provides Christian visuals throughout the building including crosses, photos of Jesus, stained glass artwork as well as the Christian flag. While the teachers, students, and staff are able to show Christ's love, the building is also a representation of this. This is done both inside and outside of the building.

The building provides adequate space for our classrooms, a gymnasium/auditorium space, lunch room, church for chapel services, a large playground area, separate music room as well as locker rooms and a school library. The strengths of having additional spaces for our students and staff is an advantage.

The building's location is in a high-traffic area, giving the school an opportunity to be very visible within the community. Trinity church does a good job of providing landscaping that reflects a joyful, outward appearance.

**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.**

FLS strives to maintain the safety for all students. This is an ongoing process to keep updating our building with the security system. By having the threat assessment completed it allowed for us to see what needs to be fixed and updated for the building.

FLS is also working on updating spaces within the building. The biggest updating that needs to occur is with the current gymnasium space. The second would be repairing and updating the library's space. Both of these projects will need to be presented to the congregation to keep them updated as Faribault Lutheran School does not own the building and it is the property of Trinity Lutheran Church.

**D. What is the school's average rating for all General Indicators of Success for Standard 7, rounded to the nearest tenth?**

STANDARD	RATING
7:03	3

<b>7:04</b>	3
<b>7:05</b>	3
<b>Total:</b>	9
<b>Average:</b> (Total ÷ 3)	3

## 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:***

### Kindergarten Open House Night - Prep for Preschool

Each year, the Kindergarten teacher, themes a prep for kindergarten open house night that is open to the public. Attendees do not have to register or attend school at FLS. The program is open to all Faribault community members with a preschooler who may be entering Kindergarten as an outreach event. Previous themes have been “The Sweet Shop,” and “Candy Land - Kinderland.” Pre-schoolers can participate in themed activities that prepare them for kindergarten. Parents are given tangible activities and ideas for their children to practice prior to entering kindergarten in the fall.

Current parents and volunteers dress up as characters and work these activity stations to create connection with current family members at the school.

### Marty Party - Held Each Fall

Students participate in different activity stations that are tied to Martin Luther and Reformation in place of a Halloween party. This celebration helps students learn more about Martin Luther and his influence on Lutheran doctrine. Parents volunteer to help at stations and provide supplies for the event.

Activity stations include:

- > Nailing the 95 theses to a pumpkin (instead of a door)
- > Create Luther’s Rose with pancakes, strawberries and blueberries
- > 95 Theses scavenger hunt
- > Reformation Day Trivia Game



## PRELIMINARY SCHOOL ACTION PLAN

A preliminary School Action Plan is developed as the concluding process of the school’s Self-Study. The plan must address every area of concern (“emerging” [2] and “not evident” [1]). Each concern must be noted and addressed. “Operational” [3] indicators may also be addressed in the preliminary School Action Plan. The preliminary School Action Plan must be attached to the Self-Study document.

<b>NLSA Preliminary School Action Plan</b>												
<b>School Name: Faribault Lutheran School</b>												
<b>School Address: 526 4th St NW Faribault, MN 55021</b>												
<b>LCMS District: Minnesota South</b>												
<b>Administrator: Chrysteena Saehler</b>												
<b>Date of Most Recent NLSA Validation Team Visit:</b>												
<b>Accreditation Year</b>	<input type="checkbox"/>	<b>Preliminary</b>	<input type="checkbox"/>	<b>Year 1</b>	<input type="checkbox"/>	<b>Year 2</b>	<input type="checkbox"/>	<b>Year 3</b>	<input type="checkbox"/>	<b>Year 4</b>	<input type="checkbox"/>	<b>Year 5</b>
Standard & Indicator Number	Self-Study Concerns & Strategies				Target School Year	Responsible Party	Action Taken	School Year Addressed				
1:06	The administrator needs to be able to sit down with new staff members to inform them of their roll and the expectations of their position at FLS				Year 1	FLS Administrator						
2A:03	With the two association churches, the school needs to be more present in them regarding the students. We are planning on slowly implementing more activities for the students to be at either church on Sunday. Also going to work on having more activities that will encompass all parties (Peace, Trinity, and FLS).				Year 3	FLS Administrator with help from both churches						
2B:02	While our student body does not reflect the community in Faribault, the different cultures should be taught. Students should have more				Year 4	FLS Teachers						

	of a worldview of the cultures that encompass not only the Faribault community, but the entire nation and world.				
2B:04	FLS needs to provide parents with documents to help them with how to bring Christ into their house and provide parents with more educational opportunities for parents on topics specifically for their children	Year 3	FLS Administrator		
2A Summary	FLS and association churches need to be more intentional to encourage school families who do not have a church home	Year 2	FLS Administrator Peace Pastor Trinity Pastor		
3A:05	Consistent evaluations of the administrator and sitting in on teacher evaluations	Year 2	FLS Administrator FLS Board		
3A:06	There needs to be school board training and an understanding of the roles of each member.	Year 3	FLS Board Peace Pastor Trinity Pastor FLS Administrator		
3A:07	There needs to be a plan for growth at FLS and a plan regarding the future of FLS.	Year 2	FLS Board FLS Administrator		
4	A more thorough plan needs to be in place for non-rostered teachers. For example, meetings with the pastor, LCMS information presented, mentorship program.	Year 3	FLS Board FLS Administrator Peace Pastor Trinity Pastor		
5:06	More intentional teacher collaboration time through the school year.	Year 3	FLS Administrator FLS Teachers		
5:08	A new curriculum review cycle needs to be developed and implemented	Year 2	FLS Administrator FLS Teachers		
6:02	A written and well developed admission criteria form needs to be developed (placement testing, behavior probationary period, etc)	Year 3	FLS Administrator FLS Teachers FLS Board		
7:03	The school gymnasium has heaving and cracks in the floor and needs a	Year 2	FLS Administrator		

	<p>new HVAC system for proper air filtration. The school has a 2 year phased plan for the project along with bids from companies and a budget for fundraising.</p> <p>There is a formed committee who is overseeing the project and fundraising. Completion time of the project will depend on fundraising.</p>		<p>FLS Board FLS Gymnasium Committee</p>		
--	---	--	--	--	--

# 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												
<b>School Name:</b>												
<b>School Address:</b>												
<b>LCMS District:</b>												
<b>Administrator:</b>												
<b>Date of Most Recent NLSA Validation Team Visit:</b>												
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				