

# National Lutheran School Accreditation

## Validation Team Report

*Revised September 2022*

### **Faribault Lutheran School**

Faribault, MN

November 15-17, 2023

Matthew Meier, Team Captain

Emily Anderson

Luke Dahl

Sean Martens

## FOREWARD

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

The members of the Validation Team express sincere gratitude to the administration, staff and community of **Faribault Lutheran School** for the opportunity to serve on the Validation Team and for the kindness shown during the visit.

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

The Self-Study Report is carefully written and includes specific recommendations to be considered seriously by the school and all constituents of **Faribault Lutheran School** and its sponsoring congregations, **Trinity Lutheran Church and Peace Lutheran Church**. Not every suggestion must be followed, however, each is to be considered and addressed in follow-up reports, specifically the annual ongoing cumulative report submitted to the school's district office.

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

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

May the Lord richly bless the staff and constituents of **Faribault Lutheran School** so that with the power of the Holy Spirit they might continue to proclaim His Gospel ever more effectively to the children and families they serve.

In His Service,

**Matthew Meier**  
Validation Team Captain

## **DISCLAIMER**

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

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

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

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

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

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

## Validation Team Member Biographic Information

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

**Luke Dahl** is a Minnesota native. He graduated from Concordia in Saint Paul with a BA in Elementary Education and a MA in Differentiated Instruction. He’s had the opportunity to teach all the different grade levels at three different Lutheran Schools over the past 28 years. He’s blessed to be in his 20th year teaching at Saint James Lutheran School in Howard Lake, MN and has spent the last several years serving with the church music program at First Lutheran in Glencoe, MN. One of his many joys in teaching is watching reluctant readers develop a passion for reading and learning. He hopes his students feel loved and valued in his classroom, but, more importantly, **know** they are unconditionally loved and valued by Jesus! His current administrator encouraged him to serve as an accreditation team member and he’s thankful to be part of this team.

**Sean Martens** serves as the Assistant to the President, Education and Commissioned Ministers for the Minnesota South District of the Lutheran Church—Missouri Synod. He has been a Lutheran school principal, instructor, and coach in Minnesota, Nebraska, and Nevada at the elementary, high school and college levels. He earned Bachelor’s degrees in Chemistry, Biology, and Secondary Education and Education Masters Degrees (2) in Curriculum and Instruction and Administration from Concordia University, Seward, Nebraska. Martens is a certified AoR Reconciler, a 2003 graduate of the School Leadership Development (SLED) program, and has been a SLED program mentor. Martens has served as a Consultant, Team Captain or team member on more than 25 accreditation teams and serves on the Minnesota South District Accreditation Commission. Martens also serves on COGNIA (AdvancED) accreditation teams and is ELEOT certified.

**Matthew Meier** serves as the principal at Rochester Central Lutheran School in Rochester, MN. He earned his BA from Concordia University Chicago and his MS from Illinois State University. Prior to leading RCLS Matthew has served Lutheran schools and congregations in Illinois and Texas. He has captained and served on multiple NLSA teams and has multiple times served as a School Leadership Development mentor. Matthew enjoys assisting Lutheran schools in reaching their goals for excellence and connecting them with the unchurched on their campus and in their community.

# REPORT SUMMARY

## Overall School Performance Level

Standard	Rating Total	Possible Score
Standard 1	12	16
Standard 2	27	40
Standard 3	28	40
Standard 4	10	16
Standard 5	15	24
Standard 6	11	16
Standard 7	8	12
Total	111	164
Average (total ÷ 41, rounded to hundredths decimal)	<b>2.70</b>	<b>4.00</b>

### The Validation Team’s Overall Impression of the School

Faribault Lutheran School consistently shows their commitment and implementation of their mission statement of “preparing students to be Christian leaders recognized for their discipleship, academic achievement, and service to others.” It was apparent to the team that Faribault Lutheran School cares deeply for their students and families. This was demonstrated through the openness and collegiality of the administration, faculty, staff, and board members. Families repeatedly expressed their gratitude and support of the ministry and mission of Faribault Lutheran School. The families choose to participate in the ministry of this school because of the Christ-centered, quality education the students receive.

### Outstanding Strengths

- Staff dynamics demonstrate strong relationships that are grounded in love for Christ and for one another.
- The unique composition of board members, along with a unity in mission and purpose, motivates the board of directors to carry out their work at Faribault Lutheran School.
- A strong Christ-centered ethos is evident among the staff and throughout the building.
- The administrator sets a model of life-long learning for herself and for the staff and is passionate about witnessing to the students and families of FLS.
- The association congregations support the mission of FLS in both tangible and intangible ways.

### Major Deficiencies

None

### Accreditation Recommendation

We the members of the Validation Team recommend

Accreditation in Good Standing	X
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Provisional Accreditation	
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Denying Accreditation	
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for Faribault Lutheran School of Faribault, MN

**Matthew Meier, Team Captain**

## TEAM FINDINGS

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

### Accreditation Standards and Indicators

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

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

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

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

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

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

## Standard 1: Purpose

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

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

1:01\* The school's written purpose embraces a Lutheran identity that is rooted in Holy Scripture and is committed to faith formation, academic excellence and Christian service.

YES

NO

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

YES

NO

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

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

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p><b>1:03</b> School leadership (administration and governing board) uses the mission statement as the foundation and reference for all planning.</p>	<ul style="list-style-type: none"> <li>● The school's purpose was developed in accordance with governance policy.</li> <li>● The school's purpose is engaged, aligned and enacted with its vision, values, school goals, learner outcomes and student activities.</li> <li>● The school's mission statement supports and aligns with the congregational mission statement.</li> </ul>	<ul style="list-style-type: none"> <li>● Board minutes showing approval of mission statement</li> <li>● Vision / values / actions outlined in the self-study narrative</li> <li>● Narrative in the self-study</li> </ul>	3	3
<p><b>1:04</b> School leadership (administration and board) regularly assembles school constituencies (including but not limited to faculty, staff, parents, students and congregational stakeholders) to review, clarify and renew the school's stated purpose.</p>	<ul style="list-style-type: none"> <li>● The school's purpose is communicated effectively to staff, students and stakeholders.</li> <li>● The school regularly evaluates and reviews the alignment of purpose, vision, values, school goals, learner outcomes and student activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Mission statement is posted on the FLS website</li> <li>● Mission statement is on letterhead, handbooks, social media samples</li> <li>● Narrative in the self-study</li> <li>● Interviews with teachers and board members</li> </ul>	3	3
<p><b>1:05</b> The school's purpose is displayed and reflected in school activities and in the teaching/learning environment in classrooms.</p>	<ul style="list-style-type: none"> <li>● The school's purpose is displayed in each</li> </ul>	<ul style="list-style-type: none"> <li>● Facility tour</li> </ul>	3	3



General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>classroom and in the hallways.</p> <ul style="list-style-type: none"> <li>● The school's purpose is readily seen on the school's website.</li> <li>● 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.</li> <li>● School events, curriculum and discipline are aligned with the school's mission statement and purpose and promote a positive teaching/learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>● Mission statement is posted on the website</li> <li>● Mission statement is in the parent handbook</li> <li>● FB posts</li> <li>● Observations</li> <li>● Interviews with teachers</li> </ul>		
<p><b>1:06</b> New employees are informed about the school's purpose and its appropriate engagement.</p>	<ul style="list-style-type: none"> <li>● New employees are given an orientation packet and have an orientation meeting with the school administrator.</li> <li>● New employees utilize mentors to assist them in learning about the</li> </ul>	<ul style="list-style-type: none"> <li>● Mentoring guide</li> <li>● New employee checklist</li> <li>● Narrative in the self-study</li> <li>● Interview with teachers</li> </ul>	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	school's purpose and how to carry it out. <ul style="list-style-type: none"> <li>• The school's purpose is outlined in the job description for each employee.</li> </ul>	<ul style="list-style-type: none"> <li>• New teacher mentoring handbook</li> <li>• New hire checklist</li> <li>• Teacher job descriptions</li> <li>• School website</li> </ul>		
<b>Total</b>			12	12
<b>Standard One Overall Rating (Total ÷ 4, Rounded to the Nearest Tenth)</b>			3.0	3.0

**What is the overall Validation Team rating for Standard 1? 3.0**

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

**YES**

**NO**

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

N/A

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

- Teachers, administrator, and board members are unified in their commitment to the mission of the school.
- The school's mission and purpose are communicated clearly to school families and is prominently displayed throughout the school.

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

N/A

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

- 1:05 Intentionally include the mission statement on all school publications, including improvement plan (capital campaign) literature.
- 1:05 Consider further development and implementation of a school-wide discipline philosophy and approach.

## Standard 2: Relationships

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

*Note: Section 2 is divided into three categories: school and congregation, school and community and school climate. Section 2A, School and Congregation, does not apply when a Lutheran school is operating outside of a highly developed relationship with a single congregation or group of congregations.*

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

2A:01\* The school is operated by one or more of the congregations of The Lutheran Church—Missouri Synod (LCMS) or maintains an active Registered Service Organization (RSO) status with the Synod.

YES

NO

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

YES

NO

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

YES

NO

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

Standard 2 Required Evidence\*: Written nondiscrimination statement

YES

NO

Standard 2 Required Evidence\*: School discipline code

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p><b>2A:02</b> The school is an extension of the ministry of its sponsoring congregation(s). Church and school work together effectively to accomplish goals related to a well-defined purpose.</p>	<ul style="list-style-type: none"> <li>● The pastor is acknowledged as the spiritual leader of the whole congregation, including the school.</li> <li>● The pastor demonstrates that he is the spiritual leader of the school and congregation.</li> <li>● The congregation provides spiritual support for the school and its students.</li> <li>● Pastor(s) and school staff</li> </ul>	<ul style="list-style-type: none"> <li>● Interviews: teachers, pastor, administrator</li> <li>● Board of Ed policy handbook</li> <li>● Church bulletins</li> <li>● Narrative</li> <li>● Board of Ed minutes</li> <li>● Interviews</li> <li>● Narrative</li> <li>● Observations</li> </ul> <ul style="list-style-type: none"> <li>● Interviews</li> <li>● Observation</li> <li>● Church newsletters</li> </ul> <ul style="list-style-type: none"> <li>● Interviews</li> </ul>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	regularly demonstrate support for each other's ministry.			
<p><b>2A:03</b> The school concerns itself with the ministry of the whole church and seeks opportunities to support and enhance relationships with its congregation, its district and the national church body.</p>	<ul style="list-style-type: none"> <li>● Students participate regularly in congregational life through planned activities available and coordinated with the congregation.</li> <li>● School staff members are actively involved in worship and congregational life in their parish.</li> <li>● 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.</li> <li>● The school supports LCMS missions.</li> <li>● Called teachers participate in required district conferences and events.</li> </ul>	<ul style="list-style-type: none"> <li>● Interviews</li> <li>● Narrative</li> <li>● NLSW materials</li>   <li>● Observation</li> <li>● Staff involvement document</li>   <li>● Interviews</li> <li>● Narrative</li>   <li>● Interviews</li> <li>● Staff involvement documents</li> </ul>	2	2
<p><b>2B:02</b> The school's student population reflects the ethnic, racial and economic diversity</p>	<ul style="list-style-type: none"> <li>● The school studies the community</li> </ul>	<ul style="list-style-type: none"> <li>● Faribault demographic</li> </ul>	1	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
of the community in which it is located.	<p>demographics and compares the information to the demographics of the student body.</p> <ul style="list-style-type: none"> <li>● The school embraces and celebrates the demographic diversity of the students it serves and the surrounding community.</li> <li>● The school has developed ways to enroll students from the community who do not have the economic resources to support tuition-driven enrollment.</li> </ul>	<ul style="list-style-type: none"> <li>● Narrative</li> <li>● Interview with administrator</li> <li>● TADS</li> </ul>		
<b>2B:03</b> The school promotes and encourages the involvement of its teachers and students in community activities.	<ul style="list-style-type: none"> <li>● The school seeks ways to involve its students and teachers in service to the community.</li> <li>● Staff members are encouraged and provided with opportunities, planned by the school and its congregation, to participate in community activities and</li> </ul>	<ul style="list-style-type: none"> <li>● Pictures</li> <li>● Social media</li> <li>● Observation</li> <li>● Church bulletins</li> <li>● Church and school newsletters</li> </ul>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>service organizations.</p> <ul style="list-style-type: none"> <li>Staff members are engaged in community service.</li> </ul>	<ul style="list-style-type: none"> <li>Interviews</li> </ul>		
<p><b>2B:04</b> The school has an active Parent-Teacher Organization and/or other parent support groups.</p>	<ul style="list-style-type: none"> <li>The school sponsors educational opportunities for parents and provides a wide variety of parenting resources.</li> <li>Support groups (i.e., Parent Teacher League, Booster Club, prayer support groups) contribute to the overall good of the school and congregation to support and maintain the school's mission and goals.</li> </ul>	<ul style="list-style-type: none"> <li>Narrative</li> <li>Interviews</li> <li>PTO agendas and documents</li> <li>PTO sponsored events</li> </ul>	2	2
<p><b>2B:05</b> The school is known, respected and maintains a positive perception in its community.</p>	<ul style="list-style-type: none"> <li>The school is known and respected in its community.</li> <li>The school regularly and frequently shares information with its constituents.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher interviews</li> <li>Crossways magazine</li> <li>Social media posts</li> <li>Board of Ed minutes</li> </ul>	3	3



General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> <li>● Good relationships exist with the local public schools.</li> <li>● School facilities are available, when practical, for use by appropriate community groups and activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Narrative</li> <li>● Interviews</li> </ul>		
<p><b>2C:02</b> The school's Christ-centered ethos is visible and evident to visitors.</p>	<ul style="list-style-type: none"> <li>● Students demonstrate love for others in response to Christ's love for them.</li> <li>● Teachers' care for student needs is prominently enacted throughout the school.</li> <li>● Students worship together daily, either in each classroom or in a school-wide appropriate worship experience with other students.</li> <li>● Classroom environment, hallway decorations and posted classroom projects demonstrate respect for</li> </ul>	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Posted classroom rules</li> <li>● School expectation poster</li> <li>● Observations</li> <li>● Observations</li> <li>● Chapel rotation schedule</li> <li>● Chapel families</li> <li>● Observations</li> <li>● Facility tour</li> <li>● Classroom art and room arrangement</li> </ul>	3	3

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

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> <li>● Staff demonstrates positive school spirit.</li> <li>● Through the school's discipline code, students are assisted to grow in self-control out of love for Christ.</li> <li>● When desirable and practical, students are given the opportunity to participate in making school decisions.</li> </ul>	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Teacher interviews</li>   <li>● Classroom posters</li> <li>● Observations</li> <li>● Parent handbook</li>   <li>● Observation</li> </ul>		
<p><b>2C:04</b> School personnel model Christ's love in their relationships with parents and guardians.</p>	<ul style="list-style-type: none"> <li>● School personnel are approachable and receptive to parental questions or concerns.</li> <li>● Parents are viewed by teachers as school partners in the education process.</li> <li>● Staff members understand and relate appropriately with school families.</li> <li>● Parents and guardians are made to feel welcome at the school.</li> <li>● The school provides</li> </ul>	<ul style="list-style-type: none"> <li>● Parent survey</li>   <li>● Parent interviews</li>   <li>● Parent interviews</li> <li>● Parent surveys</li>   <li>● Parent interviews</li> <li>● Observations</li>   <li>● Parent teacher organization</li> </ul>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>opportunities for parents to be involved at the school.</p> <ul style="list-style-type: none"> <li>● The legal rights of parents and legal guardians are protected.</li> <li>● Parents are encouraged to be positive and supportive of the school.</li> </ul>	<ul style="list-style-type: none"> <li>● Parent survey</li> <li>● Sign Up Genius</li>   <li>● Office observations</li>   <li>● Crossways</li> <li>● Parent handbook</li> </ul>		
<p><b>2C:05</b> Faculty and administration respect and support one another as individual, fellow members of the body of Christ.</p>	<ul style="list-style-type: none"> <li>● Faculty and administration gather for devotions regularly.</li> <li>● Faculty and administration speak positively about their co-workers at the school.</li> <li>● Faculty and administration demonstrate support of one another in tangible ways.</li> </ul>	<ul style="list-style-type: none"> <li>● Observations</li> <li>● Devotion schedule</li>   <li>● Observation</li> <li>● Board of Ed interviews</li>   <li>● Observation</li> <li>● Administrator interviews</li> </ul>	3	4
<b>Total</b>			26	28
<b>Standard Two Overall Rating (Total ÷ 10, Rounded to the Nearest Tenth)</b>			2.6	2.8

**What is the overall Validation Team rating for Standard 2? 2.8**

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

**YES**

**NO**

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

- 2B:02 The validation team acknowledges that there is evidence of the benchmarks of embracing demographic diversity and that FLS is aware of areas to improve in terms of reaching the community.
- 2C:05 There is a distinguished, palpable relationship among the FLS staff members. They demonstrate Christian love and support for each other.

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

- FLS staff members act as a team and support each other.

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

- 2B:02 FLS needs to continue to develop ways to embrace the diversity of the surrounding community.
- 2B:04 FLS does not currently sponsor parent-education events.

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

- 2A:02 / 2A:03 Develop a plan in which to unite lay people from both congregations to build relationships with school families, especially the identified unchurched, with intentional evangelism.
- 2B:01 Ensure that the non discrimination statement appears on all materials related to enrollment.
- 2B:02 Determine ways for FLS staff and students to engage the community in all its diversity.
- 2B:04 Reinstigate parent-education opportunities.

## Standard 3: Leadership

*Leadership of the school is a major factor in the successful development, implementation and evaluation of the school. Leadership is provided by a variety of groups and people. Two primary leadership components are the board or governing authority and the appointed administrator(s), although some schools may function effectively without a school board. In that case, Section 3A: Governance, would not apply.*

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

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

YES

NO

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

YES

NO

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

YES

NO

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

YES

NO

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

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

YES

NO

Standard 3 Required Evidence\*: Administrator’s job description

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
3A:04 The governing authority is organized around written policy and understands and operates within its role and function.	<ul style="list-style-type: none"> <li>The governing authority provides for grievance and due process resolution procedures.</li> <li>The governing authority meets regularly and has clearly defined policies regarding open attendance at meetings and executive sessions.</li> <li>The governing authority has</li> </ul>	<ul style="list-style-type: none"> <li>Staff handbook</li> <li>Parent / Student handbook</li> <li>FLS Board by-laws</li> <li>FLS Board handbook</li> <li>FLS Board by-laws</li> </ul>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>established process policies that set forth the style and rules by which the governing authority will complete its tasks and processes.</p> <ul style="list-style-type: none"> <li>● Governance policies are determined at official meetings and recorded in the minutes, including appropriate updates and changes to policy.</li> <li>● Minutes are recorded for each meeting and circulated to all members.</li> <li>● Governing authority policies are collected into a policy manual, separate from the minutes.</li> <li>● The governing authority makes appropriate reports to the operating organization(s).</li> <li>● Neither the governing authority nor its individual members involve themselves in the day-to-day operations of the school.</li> </ul>	<ul style="list-style-type: none"> <li>● FLS Board handbook</li>   <li>● FLS Board by-laws</li> <li>● FLS Board handbook</li>   <li>● FLS Board by-laws</li> <li>● FLS Board handbook</li> <li>● Board of Ed meeting minutes</li>   <li>● FLS Board policy manual</li>   <li>● Interviews with Board</li> <li>● Board of Ed meeting minutes</li>   <li>● Administrative interview</li> <li>● Board of Education interviews</li> </ul>		



General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p><b>3A:05</b> Governing authority policy supports effective personnel.</p>	<ul style="list-style-type: none"> <li>● Written policy delineates roles and responsibilities of the board or governing authority.</li> <li>● Comprehensive job responsibilities and/or limitations are in place for the administrator.</li> <li>● The governing authority evaluates the head administrator annually based on the job description.</li> <li>● The governing authority receives reports from the administrator at each meeting.</li> <li>● The governing authority has written policies or position descriptions clearly delineating relationships between the head administrator and pastor(s).</li> </ul>	<ul style="list-style-type: none"> <li>● FLS Board by-laws</li> <li>● FLS Board handbook</li> <li>● Administrator job description</li> <li>● Review template</li> <li>● Board of Ed Interviews</li> <li>● Monthly principal's reports</li> <li>● Interviews</li> <li>● Board policy handbook</li> </ul>	3	3
<p><b>3A:06</b> Governing authority members meet prescribed qualifications and are trained regarding roles and responsibilities.</p>	<ul style="list-style-type: none"> <li>● Written policies define qualifications for board or governing authority members.</li> <li>● Governing authority members are required to participate in</li> </ul>	<ul style="list-style-type: none"> <li>● FLS Board by-laws</li> <li>● Board task calendar lists training</li> <li>● Board of Ed interviews</li> </ul>	2	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>professional development regarding roles and responsibilities of the governing body and its individual members.</p>	<ul style="list-style-type: none"> <li>Board retreats</li> </ul>		
<p><b>3A:07</b> The governing authority establishes and employs systematic planning for school improvement.</p>	<ul style="list-style-type: none"> <li>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.</li> <li>Long-range goals or desired outcomes are developed from the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>Parent surveys are utilized and feedback is documented cumulatively</li> <li>Communication samples with board assignments</li> </ul>	3	2
<p><b>3A:08</b> The governing authority provides strong financial leadership for the school.</p>	<ul style="list-style-type: none"> <li>The board or governing authority establishes policies that provide for sound budget planning and fiscal operations.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Financial policy &amp; procedures documents</li> <li>Past &amp; current budget samples</li> <li>interviews with Board</li> </ul>	3	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> <li>The board or governing authority accepts, reviews and devises strategies to react to concerns expressed in the annual financial audit.</li> </ul>	<ul style="list-style-type: none"> <li>Interviews with Board of Education and administrator</li> </ul>		
<p><b>3B:02</b> The administrator meets qualifications required for the position.</p>	<ul style="list-style-type: none"> <li>The principal is a member of The Lutheran Church – Missouri Synod, Rostered or eligible for Roster status.</li> <li>The administrator holds active membership in the congregation supporting the school and is regular in Church attendance and Bible study.</li> <li>The administrator holds current, appropriate state certification or is actively working toward obtaining required certification.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Principal is a rostered worker</li> <li>List of staff congregational participation &amp; volunteer work</li> <li>Interviews with teachers</li> <li>Administrator holds a current MN Teaching license</li> <li>SLED certificate</li> <li>Administrator has Masters Degree</li> <li>Masters Degree in Education Leadership</li> </ul>	4	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>administrator of an early childhood center has a bachelor's degree, with no fewer than 18 semester hours in early childhood education, or is actively working toward accomplishing this requirement.)</p>			
<p><b>3B:03</b> The administrator is provided adequate support to complete required tasks.</p>	<ul style="list-style-type: none"> <li>● Release time is provided for administrative duties for the school's primary administrator.</li> <li>● 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.)</li> <li>● Secretarial assistance is available for school purposes for at least one-fourth of each school day for every 50 students enrolled.</li> <li>● In a school with more than 200 students, an</li> </ul>	<ul style="list-style-type: none"> <li>● Administrator job description</li> <li>● Interview</li> <li>● The administrator does not have any teaching responsibilities</li> <li>● Full-time administrative assistant support</li> <li>● N/A</li> </ul>	<p>4</p>	<p>4</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>individual is designated as assistant administrator with associated administrative duties.</p>			
<p><b>3B:04</b> The administrator is an effective communicator.</p>	<ul style="list-style-type: none"> <li>● The administrator communicates frequently and regularly with the pastor(s) and teachers individually and collectively.</li> <li>● The administrator communicates effectively and frequently with families and students of all ages.</li> <li>● A wide variety of venues both personal (one-to-one) and public are regularly used to facilitate effective communication.</li> <li>● The administrator regularly spends a significant percentage of time listening, observing and speaking with parents, students and teachers.</li> <li>● The administrator effectively communicates and works together with</li> </ul>	<ul style="list-style-type: none"> <li>● Text screenshots</li> <li>● Social media posts</li> <li>● Newsletter samples</li> <li>● Website announcements</li> <li>● Observation of staff meeting</li> <li>● observations</li> <li>● Email communication samples</li> <li>● Administrator has open invitation for lunches with principal in the park</li> <li>● Parent survey results</li> <li>● Parent interviews</li> <li>● Narrative</li> <li>● Emails</li> <li>● interviews</li> <li>● Public school Document</li> </ul>	<p>4</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>local public school officials.</p> <ul style="list-style-type: none"> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● School publications</li> <li>● Parent/Student Handbook</li> </ul>		
<p><b>3B:05</b> The administrator is engaged in the process of developing and managing the budget.</p>	<ul style="list-style-type: none"> <li>● The administrator is involved in developing and managing the budget, including expenditures.</li> <li>● The administrator has overall responsibility to assure that the budget is managed responsibly, using generally accepted bookkeeping procedures and safeguards.</li> <li>● The administrator provides leadership in securing funds and resources, which may include individual, private, corporate, and/or governmental sources.</li> </ul>	<ul style="list-style-type: none"> <li>● Financial policy &amp; procedures</li> <li>● Check/payment authorization forms</li> <li>● Monthly principal reports</li> <li>● Board meeting minutes</li> <li>● Financial policy &amp; procedures</li> <li>● Title funds allocations</li> <li>● EANS reports</li> <li>● Capital campaign</li> <li>● Crossways publications</li> </ul>	<p>4</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> <li>● Funds provided by auxiliary organizations are allocated per governing board policy, in consultation with the school administrator and regularly audited.</li> </ul>	<ul style="list-style-type: none"> <li>● Board of Education interviews</li> </ul>		
<p><b>3B:06</b> The administrator is committed to personal development and the development of staff members.</p>	<ul style="list-style-type: none"> <li>● The administrator provides spiritual leadership for the school community and in the congregation(s) through word and example.</li> <li>● The administrator is a member of professional organizations.</li> <li>● The administrator provides leadership in curriculum development, staff development, congregational service, public relations, student evaluation and other school-related activities.</li> <li>● Levels of responsibility and accountability are clearly defined. The administrator provides leadership for implementation of current</li> </ul>	<ul style="list-style-type: none"> <li>● Newsletter samples</li> <li>● Administrator is a current member of LEA</li> <li>● Administrator participates in District trainings and professional development opportunities</li> <li>● interview with administrator</li> <li>● Observation</li> </ul>	4	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>educational technology, including necessary staff development and training.</p> <ul style="list-style-type: none"> <li>The administrator engages in an ongoing program of professional staff supervision.</li> </ul>	<ul style="list-style-type: none"> <li>Staff Google classroom is maintained for professional development</li> </ul>		
<b>Total</b>			34	28
<b>Standard Three Overall Rating (Total ÷ 10, Rounded to the Nearest Tenth)</b>			3.4	2.8



**What is the overall Validation Team rating for Standard 3? 2.8**

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

**YES**

**NO**

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

- 3A:06 The validation team found evidence that both benchmarks are met for this standard and gave an operational rating.
- 3A:07 FLS does not have a current strategic plan for assessing needs and future planning.
- 3A:08 FLS has not had an annual audit or review completed.
- 3B:02 Despite the accumulation of many professional development certifications, including a master's degree, the administrator does not have the administrator's license as required by the state of MN.
- 3B:04 The validation team changed the rating from a 4 to a 3. FLS is doing what is expected of a strong Lutheran school.
- 3B:05 The validation team changed the rating from a 4 to a 3. FLS is doing what is expected of a strong Lutheran school.
- 3B:06 The validation team changed the rating from a 4 to a 3. FLS is doing what is expected of a strong Lutheran school.

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

- The board of directors and the school administrator are united under the mission of the school and use it as a driving force for decision making.
- FLS board members bring a variety of experiences and expertises to the board and are willing to use their perspectives for the betterment of the school.
- The administrator sets an example of working with others in Christian love, grace, and forgiveness.

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

N/A

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

- 3A:05 Ensure that the administrator's evaluation is aligned with the expectations set forth in the administrator's job description.

- 3A:07 Develop a strategic plan that includes a needs assessment and plans for future needs including finances and facilities.
- 3A:08 Utilize an outside source to conduct an annual review or audit of finances.
- 3B:02 The Administrator should have or be working towards a state administrator's Licensure.

## Standard 4: Professional Personnel

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

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

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

YES

NO

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

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

YES

NO

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

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<b>4:02</b> Christ-centered teachers have qualities and qualifications necessary for success in	<ul style="list-style-type: none"> <li>All teachers demonstrate a personal relationship with Jesus Christ and a dedication to</li> </ul>	<ul style="list-style-type: none"> <li>Pledge for called and contract teachers</li> <li>Pastor interview</li> </ul>	3	2

<p>their defined areas of service.</p>	<p>teaching in the Lutheran school.</p> <ul style="list-style-type: none"> <li>● Full-time faculty members are on the Roster of the LCMS, eligible to be on the Roster of the LCMS or are actively enrolled in the colloquy program.</li> <li>● Teachers have been prepared and vetted following prescribed federal and state mandates for background checks and training.</li> <li>● Full-time professional staff members have appropriate teaching certificate(s) from the state and meet requirements for their specific assignments.</li> </ul>	<ul style="list-style-type: none"> <li>● Narrative</li> <li>● Minnesota Informed Consent Form – 123B.03 Background check form</li> <li>● Background Checks</li> <li>● Teacher and principal interviews</li> <li>● Observation</li> <li>● Interview</li> </ul>		
<p><b>4:03</b> Teachers are informed of, and subsequently evaluated and supported in the continuing pursuit of professional growth and development.</p>	<ul style="list-style-type: none"> <li>● Programs for teacher supervision/evaluation/growth have been adopted and are implemented by the administrator.</li> <li>● Teachers engage in professional development, including spiritual development and are accountable for implementation that supports student learning.</li> <li>● Teachers attend workshops, conferences, seminars and training appropriate to their position and discipline.</li> <li>● LCMS Rostered teachers are provided opportunities to attend LCMS events.</li> <li>● Teachers hold membership in professional organizations.</li> </ul>	<ul style="list-style-type: none"> <li>● PD Calendar</li> <li>● Principal Interview</li> <li>● PD Calendar</li> <li>● Principal Interview</li> <li>● PD Calendar</li> <li>● PD Calendar</li> <li>● Narrative</li> <li>● Principal and staff interviews</li> </ul>	<p>3</p>	<p>3</p>

	<ul style="list-style-type: none"> <li>The school provides opportunity, training and support so that teachers may effectively and appropriately engage technology in classroom instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Tec21</li> <li>Teacher and principal interview</li> </ul>		
<p><b>4:04</b> Teachers and support staff are empowered and equipped to effectively accomplish their assigned task.</p>	<ul style="list-style-type: none"> <li>New teachers receive thorough orientation and are supported with experienced, assigned teaching mentors.</li> <li>Teachers demonstrate and continuously improve knowledge and skills necessary for effective instruction and modeling of Christ-centered values.</li> <li>Policies related to teachers and support staff are established and practiced.</li> <li>The average student-professional personnel ratio is appropriate for the age and level of the students and ensures optimal student growth.</li> <li>The number of staff members is adequate to provide effective instruction and supervision for students at all school activities.</li> <li>The nondiscriminatory salary and benefit scale is adopted and implemented for all personnel.</li> </ul>	<ul style="list-style-type: none"> <li>New Teacher Mentoring Program</li> <li>Teacher surveys</li> <li>Parent surveys</li> <li>Faculty and Staff Handbook</li> <li>Teacher Job Description</li> <li>Music Teacher Job Description</li> <li>K para job description</li> <li>Nurse job description</li> <li>cook job description.</li> <li>Narrative</li> <li>Statistical Reports</li> <li>2022-2023 Budget</li> <li>Board interview</li> </ul>	3	2
<p><b>4:05</b> Employees and volunteers serving in</p>	<ul style="list-style-type: none"> <li>Support staff (e.g., teacher assistants, student teachers,</li> </ul>	<ul style="list-style-type: none"> <li>Nurse from Public School</li> </ul>	3	3

<p>support roles have the qualifications and training necessary for success in their defined area of service.</p>	<p>nurse) meets state requirements for their specific assignments.</p> <ul style="list-style-type: none"> <li>● Appropriate policies related to support staff are established and practiced.</li> <li>● Adequate training for support staff is provided.</li> <li>● Appropriate policies and training for volunteers are in place.</li> <li>● Staff members understand and relate appropriately with students and their families.</li> </ul>	<ul style="list-style-type: none"> <li>● Principal interview</li> <li>● Faculty and Staff Handbook</li>   <li>● Faculty and Staff Handbook</li> <li>● Nurse job description</li> <li>● cook job description.</li>   <li>● Observation</li> <li>● Principal interview</li>   <li>● Volunteer policy</li> <li>● Volunteer point App</li> <li>● Parent surveys</li> </ul>		
<b>Total</b>			12	10
<b>Standard Four Overall Rating (Total ÷ 4, Rounded to the Nearest Tenth)</b>			3.0	2.5

**What is the overall Validation Team rating for Standard 4? 2.5**

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

**YES**

**NO**

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

- 4:02 Not all teachers are licensed.
- 4:04 The implementation of the nondiscriminatory salary and benefits scale showed non uniform discrepancies.

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

- FLS teachers share a mutual understanding of team ministry that is demonstrated building each other up, offering flexibility and transparency with one another.

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

N/A

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

- 4:02 Support teachers in obtaining appropriate licensure.
- 4:02 Ensure that all non-Lutheran teachers receive appropriate training specifically regarding faith-integration.
- 4:03 FLS should develop a plan for professional development based on specific identified needs.
- 4:04 Work towards the full and accurate implementation of a nondiscriminatory salary scale without having to lower the pay for any individuals.

## Standard 5: Teaching and Learning

*Student learning requires the integration of a well-developed curriculum and instructional design supported by intentional and ongoing assessment. When teaching, learning and assessment are correctly aligned and students are engaged, learning results. In this way, Lutheran schools accomplish one of their primary objectives.*

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

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

YES

NO

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

YES

NO

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

Standard 5 Required Evidence\*: Written curriculum is developed for every grade level for religion, mathematics, science, reading, language arts, social studies, art, music, physical education and any other subject taught. (Early childhood centers need not segment learner outcomes into specific subject areas.)

YES

NO



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

YES

NO

Standard 5 Required Evidence\*: A chart is prepared illustrating the percentage of each school week allocated to each subject (activity), at each level, including a comparison with state guidelines. The evidence for this is partially complete.

YES

NO

Standard 5 Required Evidence\*: Analysis of the results of standardized tests administered for each grade level for the past three years, including a description of how this information is used to evaluate and improve student learning, is provided.

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p><b>5:03</b> The school community builds and maintains a vision, direction and focus for student learning.</p>	<ul style="list-style-type: none"> <li>The school prepares students for the next level of education and life.</li> <li>The school aligns its goals, curriculum and measures to those of the next level so that students</li> </ul>	<ul style="list-style-type: none"> <li>Parent survey</li> <li>Narrative</li> <li>Publications</li>   <li>FLS Standards documentation</li> </ul>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>transition successfully.</p> <ul style="list-style-type: none"> <li>● The school quantifies, tracks and publicly celebrates student success.</li> <li>● School leaders monitor and support the improvement of instructional practices used by teachers to ensure student success.</li> </ul>	<ul style="list-style-type: none"> <li>● Wildcat Wow</li> <li>● Honor Roll</li> <li>● Valedictorian/Salutatorian</li>   <li>● Administrator interview</li> <li>● Board interview</li> <li>● Observation Schedule</li> </ul>		
<p><b>5:04</b> The school's Christ-centered, written curriculum provides challenging learning experiences and ensures that students have sufficient opportunities to develop life skills, critical thinking skills and applied learning.</p>	<ul style="list-style-type: none"> <li>● The curriculum is aligned with delineated standards.</li> <li>● The curriculum is documented, assessed, monitored and challenges all students.</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● FLS Standards documentation</li>   <li>● FLS Written Curriculum</li>   <li>● FLS Standards provide definition and sequence of standards but lacks a written integration of faith.</li> <li>● Narrative</li> <li>● Teacher interviews</li> </ul>	3	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> <li>● The curriculum is aligned with LCMS teachings.</li> <li>● The curriculum ensures that students can pursue their God-given talents and passions.</li> <li>● The curriculum is used as an opportunity to proclaim the Gospel.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher interviews</li> <li>● Administrator interview</li> <li>● Narrative statements</li> <li>● Teacher interviews</li> <li>● Electives descriptions</li> <li>● One in Christ Curriculum link</li> <li>● Teacher interviews</li> </ul>		
<p><b>5:05</b> Teachers use a wide variety of instructional strategies that engage students and ensure mastery of learning expectations.</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Classroom instruction involves a variety of strategies and settings that address diverse student needs and accommodate individual learning</li> </ul>	<ul style="list-style-type: none"> <li>● Electives definitions</li> <li>● Classroom observations</li> <li>● Sample of learning plans</li> <li>● Electives definitions</li> <li>● Classroom observations</li> <li>● Sample of learning plans</li> </ul>	2	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>styles as fully as possible.</p> <ul style="list-style-type: none"> <li>● Evidence of active student engagement exists in every classroom.</li> <li>● Service learning is a component of the school's required program.</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom observations</li> <li>● Administrator interview</li> <li>● Board interview</li> </ul>		
<p><b>5:06</b> Teachers intentionally communicate and collaborate to improve instruction and student learning.</p>	<ul style="list-style-type: none"> <li>● Teachers regularly participate in staff development activities designed to provide professional growth, improve instruction and enhance student learning.</li> <li>● Teachers pursue opportunities to interact with colleagues seeking ways to improve.</li> <li>● Teachers work together to share responsibility for student learning.</li> <li>● Teachers regularly share content, resources, instructional techniques and management skills.</li> <li>● School leaders empower teachers with time and resources that</li> </ul>	<ul style="list-style-type: none"> <li>● Professional development book studies</li> <li>● District sponsored educational conferences</li> <li>● Personal development days (calendar)</li> <li>● Teacher interview</li> <li>● Observations</li> <li>● Teacher interviews</li> <li>● Observation</li> <li>● Board interviews</li> <li>● Teacher interview regarding collaboration</li> <li>● Administrator interview</li> <li>● Board interview</li> </ul>	<p>2</p>	<p>2</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>facilitate opportunities for communication and collaboration.</p>	<ul style="list-style-type: none"> <li>● School calendar</li> <li>● Book study</li> </ul>		
<p><b>5:07</b> Technology enhances and enriches the students' learning environment.</p>	<ul style="list-style-type: none"> <li>● Faculty members are users, instructors and participants in the process of engaging technology with the learning process in schools.</li> <li>● Faculty members acquire the necessary technology skills to use personally and integrate and guide student learning.</li> <li>● Clear and intentional planning and protocols for technology are in place.</li> <li>● Technology is integral to curriculum, instruction, assessment and a tool for teachers to personalize, enhance and improve instruction.</li> <li>● Student technology skills are sharpened and advanced through the integration of</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom observations</li> <li>● Technology inventory</li> <li>● Building tour</li>   <li>● Teachers participate in Tec21</li>   <li>● Technology protocol documentation</li>   <li>● Classroom observations</li> <li>● Building tour</li>   <li>● Classroom observations</li> <li>● Minimal curriculum</li> </ul>	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	technology into the learning process.	<ul style="list-style-type: none"> <li>● Materials in curriculum files</li> </ul>		
<p><b>5:08</b> Curriculum, instruction and assessment are regularly monitored and adjusted systematically in response to multiple assessments of student learning and examination of professional practice.</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Multiple forms of student assessment drive instructional strategies.</li> <li>● Student learning is monitored, tracked, recorded and reported regularly and continuously during the time the student is enrolled at the school.</li> <li>● A comprehensive program that examines student achievement with frequent progress monitoring is used to individualize instruction for student success.</li> </ul>	<ul style="list-style-type: none"> <li>● NWEA Assessment results</li> <li>● Teacher interviews</li>   <li>● NWEA assessments</li>   <li>● Online grading system</li> <li>● Cumulative folders</li> <li>● Sample report cards</li> <li>● Narrative</li>   <li>● Narrative</li> </ul>	2	2
<b>Total</b>			15	15
<b>Standard Five Overall Rating (Total ÷ 6, Rounded to the Nearest Tenth)</b>			2.5	2.5

**What is the overall Validation Team rating for Standard 5? 2.5**

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

**YES**

**NO**

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

- 5:05 The validation team found enough evidence to move the rating up to operational.
- 5:04 Documented faith integration pieces are missing from the written curriculum.

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

- FLS teachers use a balance of teaching with technology that enhances student learning.
- FLS teachers routinely integrate the faith in the delivery of their classroom lessons.

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

- 5:06 There isn't adequate time for curriculum development.

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

- 5:04 Follow through with the complete curriculum review and development process by creating a uniform document, integrating the faith across the curriculum, aligning curriculum to standards, and mapping the curriculum.
- 5:04 Faith integration needs to be included in the documented and written curriculum for all content areas.
- 5:06 Integrate time into the school year calendar for collaborative time to work on curriculum writing and development.

## Standard 6: Student Services

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

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

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

YES

NO

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

Standard 6 Required Evidence\*: Enrollment / admission policy

YES

NO

Standard 6 Required Evidence\*: Crisis emergency plan

YES

NO



General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p><b>6:02</b> Admission policies, guidance services, behavior-management programs and ancillary services provide a protective framework of necessary support for students to successfully complete the school program.</p>	<ul style="list-style-type: none"> <li>● Student applicants are admitted per established written admission criteria.</li> <li>● Permanent cumulative records for each student are maintained, stored and shared in compliance with state and federal law.</li> <li>● The school administers and practices written procedures for addressing students' emotional, social and psychological needs.</li> <li>● Procedures are established for evaluating students for promotion and/or graduation.</li> </ul>	<ul style="list-style-type: none"> <li>● Admission policy</li> <li>● Website "Application &amp; Enrollment"</li> <li>● Cumulative File sample</li> <li>● Observation</li> <li>● Wellness policy</li> <li>● Harassment policy</li> <li>● Friendly curriculum</li> <li>● Principal Interview</li> </ul>	3	3
<p><b>6:03</b> Extracurricular activities provide opportunities for students to further enhance God-given talents and abilities.</p>	<ul style="list-style-type: none"> <li>● The school provides a variety of extracurricular activities that meet the needs and interests of the students and reflect the purpose of the school.</li> <li>● Extracurricular activities are carefully</li> </ul>	<ul style="list-style-type: none"> <li>● Athletics section of handbook</li> <li>● Parent permission and health screening</li> <li>● Narrative</li> <li>● Interview</li> </ul>	3	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>supervised by trained personnel.</p> <ul style="list-style-type: none"> <li>● Those who supervise extracurricular activities accept the purpose of the school.</li> <li>● Background checks are completed and on file for those who supervise extracurricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Interview</li> <li>● Background checks</li> </ul>		
<p><b>6:04</b> The school enacts a wide variety of policies and procedures that ensure the safety of each student and allow the school to comply with national, state and local mandates.</p>	<ul style="list-style-type: none"> <li>● Immunization documentation, health tests and screenings conducted at the school conform with local and state laws.</li> <li>● First-aid supplies are available and readily accessible to authorized personnel.</li> <li>● Requirements for safety are conducted and recorded (i.e., fire, tornado, intruder and other drills).</li> <li>● Plans are developed and implemented for blood-borne pathogens, asbestos, CPR,</li> </ul>	<ul style="list-style-type: none"> <li>● Interview</li> <li>● health policy</li> <li>● Observation</li> <li>● AED machine</li> <li>● Interview</li> <li>● Safety drill record</li> <li>● CPR cards</li> <li>● Interview</li> </ul>	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>first-aid training and the distribution of medication.</p> <ul style="list-style-type: none"> <li>● Background checks are conducted for all who have contact with students on a regular basis.</li> <li>● 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.</li> <li>● The school ensures the safety and security of its students when online.</li> </ul>	<ul style="list-style-type: none"> <li>● Background checks</li> <li>● Principal Interview</li>   <li>● MinistrySafe</li>   <li>● Technology policy</li> <li>● iPad contract</li> <li>● Narrative: Internet firewall and content filter</li> </ul>		
<p><b>6:05</b> School food services meet or exceed national and state guidelines.</p>	<ul style="list-style-type: none"> <li>● Care is taken to ensure cleanliness where meals or snacks are consumed.</li> <li>● 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</li> </ul>	<ul style="list-style-type: none"> <li>● MDE Health Inspection Report</li> <li>● Lunch/snack policy</li> <li>● Lunch schedule</li> <li>● Observation</li> <li>● Interview</li> <li>● Observation</li> <li>● Interview</li> </ul>	3	3

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

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

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

**YES**

**NO**

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

- 6:03 Extracurricular opportunities are minimal and there is a desire for additional opportunities that require training for proper implementation.

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

- The personnel files are well organized.
- FLS has implemented a capital campaign that will greatly impact the ability to continue to offer student services and extracurricular activities.

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

N/A

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

- 6:03 Create and communicate an orientation process for coaches, sponsors, and supervisors of extracurricular activities to reflect the mission of the school.

## Standard 7: Facilities

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

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

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

YES

NO

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

YES

NO

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

Standard 7 Required Evidence\*: School floor plan

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p><b>7:03</b> Buildings, grounds and equipment are well maintained, clean and appropriate for the age and number of students.</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● All teaching/ learning areas are properly ventilated, lighted and have adequate space for the number and size of the students.</li> <li>● The buildings are cleaned daily and the restrooms are sanitary.</li> <li>● School furniture is sufficient in quantity and age appropriate.</li> <li>● The school administrator(s) participates in the supervision of those who maintain the physical facilities.</li> <li>● Adequate provisions exist for offices, area for</li> </ul>	<ul style="list-style-type: none"> <li>● Floor plan</li> <li>● Photos of seating and study areas</li> <li>● Invoices for improvement services</li>   <li>● Classroom observations</li> <li>● Facility tour</li>   <li>● Contract/letter with cleaning service</li> <li>● Custodian job description</li> <li>● Observation</li>   <li>● Narrative in Self-Study responses</li> <li>● Contract/letter with cleaning service detailing specific requirements</li>   <li>● Facility tour</li> <li>● Floor plan</li> </ul>	<p>3</p>	<p>2</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>students needing care, recreation, library/media center and space for small-group instruction.</p> <ul style="list-style-type: none"> <li>The school facility supports and provides for the integration of technology and learning.</li> </ul>	<ul style="list-style-type: none"> <li>List of technology infrastructure</li> <li>Narrative in Self-Study</li> </ul>		
<p><b>7:04</b> Physical facilities provide specific (crosses, signs, etc.) and non-specific (attractive, adequate, etc.) Christian witness to the community.</p>	<ul style="list-style-type: none"> <li>The Christian flag flies alongside the American flag at the same entrance.</li> <li>Christian banners, pictures and posters are displayed in the hallway, entryway, gymnasium and classrooms.</li> <li>A cross is hung in a prominent place.</li> <li>An outdoor sign is a witness to the community.</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>Classroom photos and observations</li> <li>Facility tour - cross mural on wall at main school entrance</li> <li>Outdoor sign</li> </ul>	3	3
<p><b>7:05</b> The building and grounds provide a safe school environment.</p>	<ul style="list-style-type: none"> <li>Policies and procedures are in place to maintain a safe school environment.</li> <li>The playground and athletic field have fences or other restraints to prevent students from entering</li> </ul>	<ul style="list-style-type: none"> <li>Kitchen inspection report</li> <li>Exit signs properly located throughout the facility</li> <li>Lockdown Procedures</li> <li>Security cameras in use</li> <li>Playground is fenced in</li> </ul>	3	3



General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>streets or adjoining property and to prevent vehicular traffic during school hours.</p> <ul style="list-style-type: none"> <li>● The school limits access to the facility, has locked entrances and is secure during normal school hours.</li> <li>● Crossing guards, lanes and school speed zones are provided where needed.</li> <li>● A safe, carefully supervised procedure for loading and unloading students in cars, buses and other vehicles is in effect.</li> </ul>	<ul style="list-style-type: none"> <li>● A permanent fence blocks street traffic</li> <li>● Entrances are locked and monitored</li> <li>● Student crossing guards attend training camp</li> <li>● Interview with students</li> <li>● Observation of drop off / pick up process</li> <li>● Diagrams provided for drop off / pick up procedures</li> <li>● Cars use signage for identification</li> <li>● Teachers supervise pick up</li> </ul>		
<b>Total</b>			9	8
<b>Standard Seven Overall Rating (Total ÷ 3, Rounded to the Nearest Tenth)</b>			3.0	2.7

**What is the overall Validation Team rating for Standard 7? 2.7**

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

**YES**

**NO**

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

- 7:03 Not all classroom spaces are handicap accessible.
- 7:03 The school lacks welcoming entrance spaces that are easily accessible, safe, and clearly identifiable.

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

- Faribault Lutheran School has a thorough plan for building improvements and updates.

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

N/A

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

- 7:05 Finalize the Emergency Plan & Procedures by acquiring and inserting the applicable phone numbers that are missing.
- 7:03 Review and update the custodian job description which is currently dated 2009.
- 7:03 Develop an appropriate strategic plan for addressing long-range ministry needs, including facility needs.
- 7:03 In future planning, consider options that would provide a more welcoming entrance for students, staff, and visitors to the facility and address the handicap accessibility within the older portions of the school.

## Review of the School Action Plan

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

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

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

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

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

The Visiting Team for Faribault Lutheran School believes the school action plan as developed is realistically attainable during this upcoming NLSA cycle. The team especially recognizes that it will take some time to revise and modernize the current non discriminatory salary scale (4:04). We believe that the school has addressed all School Action Plan items as identified in their Self-Study Report. The team is also in consensus that the action items identified by Faribault Lutheran School are comprehensive and appropriate. There are no additional action items being identified by the Visiting Team.