

National Lutheran School Accreditation

Evidence-Based Self-Study Report

for Lutheran Schools

Revised September 2023



PART 1

The Self-Study Process

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

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

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
- Christ-centered Community

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 protocols. When this is deemed necessary by the school and approved by the District Accreditation Commission, schools may submit separate applications for different protocols 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 protocol simultaneously.

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

1. Lutheran schools strive to be Christ-centered Educational Ministries of Excellence.
2. 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.
3. Lutheran school administrators cooperate with governmental agencies unless such cooperation inhibits the free sharing of the Gospel.
4. Those who own and operate Lutheran schools, when and where appropriate, strive to meet and 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.

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
TOTAL	14	15	41

Required Evidence or Documentation

Standard	Required Evidence or Documentation
1	<ul style="list-style-type: none"> The written purpose/philosophy/mission statement
2A	<i>No evidence or documentation required</i>
2B	<ul style="list-style-type: none"> Nondiscrimination policy
2C	<ul style="list-style-type: none"> School discipline code
3A	<ul style="list-style-type: none"> Governing board handbook or policy manual, including policies relating to roles of board, administrator and pastor
3B	<ul style="list-style-type: none"> The administrator's job description
4	<ul style="list-style-type: none"> Staff development plan Non-discriminatory salary and benefit scale or policy
5	<ul style="list-style-type: none"> Curriculum documentation for every grade level for religion, mathematics, science, reading, language arts, social studies, world languages, art, music, physical education and any other subject taught (Early childhood centers need not segment learner outcomes into specific subject areas) A current schedule for each classroom, indicating clearly which subjects (activities) are taught at which times A chart illustrating the percentage of each school week allocated to each subject (activity) at each level, including a comparison with state guidelines 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
6	<ul style="list-style-type: none"> Enrollment/admission policy

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

Required Indicators of Success

Standard	Required Indicators of Success
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.
1:02	School leadership and staff members understand and accept the purpose of the school.
2A:01	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.
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.
2C:01	The climate of the school flows from and supports the school's purpose.
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.
3A:02	The operating organization has written policies clearly defining governing authority membership.
3A:03	The governing authority establishes written policies or administrative limitations that empower the administration in operating the school.
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.
4:01	All school personnel express and demonstrate agreement with the stated school purpose.
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.
5:02	The school possesses, develops and implements curriculum documentation for religion, mathematics, science, reading, language arts, social studies, art, world languages, music, physical education and any other subject taught by the school. (Early childhood centers need not segment learning outcomes into specific subject areas.)
6:01	Services offered by the school meet or exceed federal, state and local requirements.
7:01	Facilities are well maintained and free from hazards, providing a safe and productive learning environment.
7:02	Facilities conform fully to all applicable laws, including health, safety and building codes.

IDENTIFICATION OF POWERFUL PRACTICES

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. Schools are encouraged to provide the Validation Team with what the school believes to be Powerful Practices. The Validation Team will validate and if appropriate add Powerful Practices to the school's Validation Team Report.

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 and provide a separate Final School Action Plan. Schools are required to use the format included below to develop the Preliminary and the Final 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.

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. **The Final School Action must include all items recommended by the Validation Team. The School is required to submit the Preliminary School Action Plan as part of the Self-Study and then submit a separate Final School Action Plan following the Validation Team visit. In addition, if the school has a Strategic Plan, this too should be submitted with**

the Final 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 Preliminary School Action Plan, the completed Final School Action Plan and the school’s Strategic Plan must be included as separate documents with the final submission of the school’s Self-Study to the District Accreditation Commission.

NLSA Preliminary School Action Plan												
School Name: St. Paul Lutheran School												
School Address: 201 Oxford St Fairmont, MN 56031												
LCMS District: Minnesota South												
Administrator: Brian Kube												
Date of Most Recent NLSA Validation Team Visit:												
Accreditation Year		Initial		Year 1		Year 2		Year 3		Year 4		Year 5
Standard & Indicator Number	Self-Study Concerns & Strategies				Target School Year	Responsible Party	Action Taken	School Year Addressed				

NLSA Final School Action Plan

School Name: St. Paul Lutheran School

School Address: 201 Oxford St Fairmont, MN

LCMS District: Minnesota South

Administrator: Brian Kube

Date of Most Recent NLSA Validation Team Visit:

Accreditation Year Initial Year 1 Year 2 Year 3 Year 4 Year 5

Standard & Indicator Number	Self-Study Concerns & Strategies	Target School Year	Responsible Party	Action Taken	School Year Addressed

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PART 2

The Self-Study Document

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GENERAL INFORMATION ABOUT THE SCHOOL

1. School

Name: St. Paul Lutheran School
Address: 201 Oxford St
City, State, Zip Code: Fairmont, MN, 56031
Phone: 507-238-4942
Email:

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

Name, Complete Address:
St. Paul Lutheran Evangelical Church
211 Budd St.
Fairmont, MN 56031

3. School Administrator(s)

Name: Brian Kube
Email: bkube@splfairmont.org
Phone: 507-238-9492 ext 106

4. Pastor(s)

Name: Rev. Anthony Bertram
Email: abertram@splpastor.org
Phone: 507-238-9491 ext. 102

Name: Rev. Micheal Holmen
Email: rev.micheal.holmen@gmail.com

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 Members and subcommittee](#)

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

[LCMS Early Childhood Center and School Statistical Report.](#)

Community Information

Please attach a recent (within the last three years) copy of an LCEF Demographic Study (this is a free report provided by LCEF. Please contact your LCMS District's LCEF Vice President for the report).

Demographic study

1. Write a brief history of the school.

St. Paul Lutheran School was established in 1895, Twelve years after the formal organization of St. Paul Lutheran Church. In 1891 the congregation had installed Rev. Leonard Frey, a strong proponent of Christian education. Past Frey Began by conducting school and Sunday school in German language. When the congregation voted to establish a full school on July 6. 1895. Pastor Frey's two daughters, Clara and Fried, became the first two teachers. School was held in a portion of the church building for the next seven years. When the congregation replaced its house of worship the church was remodeled to serve the school.

In 1902 A.W. Banke was called from the Lutheran Normal School in Addison, Illinois to teach and to serve as church organist. Eleven years later the congregation purchased what is now the church parking lot. A brick school building was erected which served until the current school was completed in 1964.

Teacher Banke resigned after forty years of service to St. Paul Lutheran School. Mr. Banke taught all eight grades until 1916, when another teacher was added. His class sizes ranged from 55 to 80 students. He "taught to the tune of a hickory stick" and maintained at the time of retirement that the old methods, while eventually replaced, "got results."

The Great Depression had a profound effect on the school. Salaries were cut twice, the lower grades teachers were let go, and enrollment fell to 57 students. By 1947, however, the teaching staff had been increased to three. Ten years later a kindergarten was organized. PTL was formally organized in 1950 to "help parents and teachers co-operate intelligently in the Christian training of the children."

Until 1968 male teachers were tenured, and female teachers were hired on an annual basis with the understanding that the position would be continued upon mutual agreement of the School Board and the teacher. By 1968 all synodically qualified teachers were recognized as serving on a "called" basis; the staff included seven full-time teachers, at that point. By 1979 the staff consisted of two pastors, ten full-time teachers, a preschool teacher, and a preschool aide. Enrollment peaked in the 1960's and 1970's as the post-World War II babies were born and the town prospered with the food processing industries relocated and the town has seen a decline in the number of farm families in the surrounding areas and the aging of its post-war population.

Today we have 82 students enrolled in Grades K-8. There are 11 students in PK-3 and 14 students in PK4 (as of 6/21/21) for a total of 107 students being ministered and enrolled at St. Paul Lutheran School.

2. Describe the community surrounding the school.

Fairmont is a service community with a population of approximately 10,000. The city is home to five lakes which provide scenic parks, recreational opportunities, and a lovely setting. In recent years we

have seen the relocation and closing of several of our industries. Major industries and business that remain include 3M, Avery Weigh Tronix, Fairmont Foods, and Mayo Systems Fairmont Medical Center. People travel from the surrounding area for medical services, shopping, and recreation. The population is aging and all local schools have been impacted by declining enrollment. In the last five years, our 8th graders have attended Martin Luther High School. We have found that in the past five

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

In addition to the decrease in population in the community and surrounding area, the Fairmont Public School now offers free 4-year-old Preschool. St. Paul still provides a very generous assistance program to those who are unable to pay the cost of tuition. Families complete an application through TADS; then TADS recommendation is basically followed with the exception of a minimum tuition policy. All families who are able are expected to contribute at least \$200 per year. (Exceptions may be granted by the School Board.) TADS also collects tuition from our families.

School Enrollment Information

- 1. What is the total current school enrollment?** Currently enrollment 99. Our K-8 enrollment is 68 and our Preschool enrollment is 26.

- 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. List the projected enrollment for each of the next five years and the basis for these projections.**
 - 2024-25 Projection 105
 - 2025-26 Projection 107
 - 2026-2027 Projection 110
 - 2027-28 Projection 110
 - 2028-29 Projection 113

These figures are based on the current enrollment, trends that we have seen in the past 7 years and the projection of children in our church and community numbers.

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

The facility built in 1964 reflects a time when the baby-boom generation was at its height and Fairmont's Population was significantly higher than it is at this time. The school could accommodate approximately more students. The changing demographics of the area, as explained previously, have a significant impact on our enrollment. This current year started with 99, we currently have a total of 94 students enrolled. Our K-8 enrollment is 68 and our Preschool enrollment is 26. We could add 61 more students to our building.

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

Our current enrollment is 99 students in Preschool - 8th grade; of that enrollment, 86% of our student population is white. Our St. Paul Lutheran School white student population is slightly lower than that of Martin County, which is 92%. The other races in our school equal 24%, three times larger than Martin County, at 8%.

Here at SPL, in the last two years, we have added LSEM and a partially retired special education teacher to help meet the academic and social-emotional needs, and they have helped with classroom management.

Our school environment has seen a slight increase in non-Lutheran and non-churched students, who currently comprise about 17% of our student body. With this increase, we have reached and baptized eight students in the last year. We even have a family going through membership and baptism classes this year. Reaching students and families with God's grace and mercy is why St. Paul Lutheran's congregation started and continues to support SPL and Lutheran education.

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

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

14	6
15	10
16	12
17	11
18	9
Total:	151

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

School Year	Projected Enrollment	Rationale for projected enrollment
2024-25	105	We have been based on our early enrollment numbers and the trends of the recent years we project that we will be around this number.
2025-26	105	With the lower number of church members coming into our school year and what we average we believe we should stay about the same.
2026-2027	110	With the lower number of church members coming into our school year and what we average we believe we may see a increase
2027-2028	112	With the lower number of church members coming into our school year and what we average we believe we may see a increase
2028-29	112	With the lower number of church members coming into our school year and what we average we believe we should stay about the same.

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

The facility built in 1964 reflects a time when the baby-boom generation was at its height and Fairmont's Population was significantly higher than it is at this time. The school could accommodate approximately more students. The changing demographics of the area, as explained previously, have a significant impact on our enrollment.

Staff Information – Teachers and Administrators

Teachers and Administrators

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

1. Faculty Member:

2. Academic degrees held:

Degree *Institution*

3. Academic credit and continuing education units earned over the last four years:

Course *Institution* *Graduate Hours* *College Degree(s)*

4. Teaching or school administration experience:

School Name *Location* *Dates*

5. Current participation in congregational activities:

Responsibility *Participation*

6. Current membership in professional organizations:

Organization Name *Area of Focus*

7. Current teaching license(s) held:

Certificate(s) *Expiration Date*

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>
Boesch, Eileen	Administrative Assistant	18	12
Reed Wokasch	Maintenance/Custodial	40	1
Preuss, Angela	PK Aid	27	28
Michelle Shultz	PK Aid	24	14
Kathy Eyerly	Librarian	6	18
Barb Matthees	Librarian	6	11
Unibelle James	Extended care	15	3
Alacha Reimers	Extended care	15	2
Mrs Reimers	Extended Care	15	3

Information About Supplemental Services

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

Describe supplemental services in the space below:

We have a good working relationship with the public school system and receive services to which our students are entitled. We have a good working relationship with Martin Luther High School and receive services for our students. We also qualify for the textbook stipends, health and guidance services, and special education services such as speech, Title 1, Evaluation and special programming for students who qualify per IEP and 504 plans. The public system provides busing for school and for those services which are delivered on their campus. Our children are welcome to participate in band programs or athletics as regulated by the Minnesota High School League at Martin Luther High School and at Fairmont Area Schools.

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 and Staff
- Students in Grades 1 – 3
- Students in Grades 4 – 12
- Board of Education (or similar body if governed or named differently)

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. Scoring and narrative reflection of survey results for each survey are to be prepared and included in the Self-Study.

In the survey analysis:

- For each survey administered, answer whether the minimum response rate goal was met for each group; any trends in the comments concerning the administration of the surveys; and any trends that were significant to address.
- Discuss each constituent's group results. Address noted strengths, areas for improvement, variances between the groups, variations over time (if applicable), and plans to address any scores which are lower than expected.
- Discuss how the results confirm or conflict with other feedback measures the school has collected. These could be focus groups, informal surveys, classroom evaluations, etc.
- Provide evidence of how data from surveys has been analyzed and used to adjust instruction, the school environment, or other aspects of the school program for the past three years (if applicable).
- Discuss how constituent feedback has helped further the mission of the school over the past three years.

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

Summarize the survey information in the space below:

- [Teachers](#)
- [Students in Grades 1 – 3](#)
- [Students in Grades 4 – 8](#)
- [School Board Survey](#)
- [Synodical Report](#)

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.

Parent Survey was sent to 73 parents, and 43 parents responded, so 59% of our participants were included in the survey. From the information gathered, our parents 100% strongly agree or agree that Christ is the center of what we do here at St. Paul Lutheran. Again, with the second question of whether our school is focused on students' success, 58% strongly agree and 41% agree. 85% of the families that responded to the survey either strongly agree or agree that we have a plan to improve the students' learning.

With standard 2 relationships, 61% of our parents believe strongly that the congregation celebrates the school and supports in tangible ways. 8% were either neutral or disagreed with the statement. So 92% of the families agree that the church celebrates and supports the school. Another area where we scored 96% with strongly agree or agree be that the school is known and respected in the community. We see this witness in the interaction with our public school throughout our community. When you look at the relationship standard, you will find that our parents either strongly agree or agree with over 90% of the relationships in our school and in the community. When dealing with the Leadership of the school, the parents that strongly agree with the question on Standard 3 ranged from 86%- to 94%, who considered this a strength in communicating effectively with them, 11% find this a need for improvement. Standard 4 found that 95% of our children believe that Jesus is connected with them daily. Parents found that 95% believed that the teacher met their child's needs, but they did not need the teacher to help them understand their child's progress. Regarding understanding children's grading, 11% believe they must be better informed about the grading process. In Standard 5, we scored 90% or better in all of the questions with strongly agree or agree, except in computers and other technology that enhances learning. With Standard 6 student services, we found that this area needs more attention. We ranged from 78% to 85% with parents who strongly agree or agree in the area of student services. With Standard 7, we were back the 90% or more when it comes to the facilities and safety of our school.

Student survey for grades 1-3: 29 of 30 students participated in 100% of the students believe the teacher wants them to learn. We also had 100% of the students learning Jesus, which is what we are all about. The area where the students rated us in the 93% was in knowing our teachers want them to do their best. The areas where the surveys showed a need for improvement are families knowing how their child is doing in school. Another area where we may need to improve in is other teachers talking with students outside their area.

The students in grades 4-8 had 25 of 27 students respond due to long absences. 100% of the students agree or somewhat agree that they learn about Jesus daily. We learned that 100% believe that the teachers and the principal want them to learn. The survey revealed that students do not believe that they are treated fairly or that they treat adults fairly or each other; the scores range from 56% to 64%.

Board Survey: only 2 of the 7 members filled out the survey. They see Jesus as a focus of our school—that it is Christ-centered, and where the Gospel is taught and lived out in our staff and students. The other area was split. They also agreed that the pastors support the school in words and actions. The principal also shows that he is the leader of the school in words and actions that were split between strongly agree and agree. This

was also the case for the principal and pastors working together. They also agreed with the parents' survey when it comes to parent involvement. They also see a need for a school improvement plan.

8 of the 10 teachers responded to the survey. 100% of them either Strongly agree or agree that they understand and embrace the purpose of the school. The teachers were split: 50% strongly agreed -50% agreed on those who found the vision of their classroom reflected the school's mission. The teachers agreed with the students regarding relating to each other. There appear to be concerns with them effectively and efficiently how our school operates. One area that jumped out was the need for improvement in the area of meaningful professional development that helps them grow as Lutheran School teachers.

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.

- Written school policies align with philosophy/mission.
- School social media presence and postings align with the school’s purpose.
- School learning objectives align with the school’s purpose.
- School policies align with the school’s purpose.
- The school’s presence in community marketing pieces highlights the school’s purpose.
- School publications, handbooks, marketing materials provide evidence of Lutheran identity.
- Promotional materials give evidence of Lutheran identity.
- School website provides evidence of Lutheran identity.
- School evangelism plan or written document outlining practices of sharing the Gospel in the school and community.
- Christian symbols are appropriately and prominently displayed throughout 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 Lutheran 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 unchurched 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.
- Co-curricular and extra-curricular activities enhance the school's purpose.
- Part-time employees and volunteer coaches, directors and extra-curricular adult leaders embody and reflect the school's purpose.
- Service projects are informed by the school's purpose.

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 purpose of St. Paul Lutheran School was established at the time of its beginning. The founder, Pastor Frey, was a strong believer in Lutheran education and was passionate about educating the congregation's children, not only in academic subjects, but also in Biblical studies and the doctrine of the Lutheran faith. Thus, the school sought to educate children for their lives in this world as well as the world to come.

St. Paul's Mission Statement reflects a similar purpose today. It states, *"The mission of St. Paul Lutheran School is to share Christ's love and the Gospel in an academically-sound environment and to assist families in preparing their children for this life and for eternity."* While our curriculum has evolved over the years, the purpose of the school is to provide education grounded in the Word of God and in the doctrine of the Lutheran Faith. This continues to be the first and foremost reason for our existence.

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

The school is aligned with the supporting congregation's purpose by assisting parents in achieving their God-given responsibility to provide Christian education for their children. Article II of the church's constitution includes the words, "The purpose of this congregation shall be to nurture Christians in God's Word and sound Lutheran doctrine," and "to carry out Christ's command to "make disciples of all nations." St. Paul Lutheran School seeks to carry out the command of Scripture and fulfill the stated purpose of this church.

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

The Mission Statement-school purpose is reviewed approximately every five years and either reaffirmed or modified. As with any change in policy, it goes through levels of authority, beginning with the School Board and proceeding to the Council of Deacons. The Mission Statement is posted throughout the school and appears on the church and school website and various school publications. Parents are informed of our purpose when their children are admitted as students. They are reminded throughout the year with various communications and posted Mission Statements.

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

Our school has a Bender religion curriculum, constructed around the Six Chief Parts of Luther's Small Catechism. Memory work, Bible stories, hymns, and prayers are part of the curriculum. Daily chapels

and religion materials from second grade through eighth grade reinforce the catechetical teaching. Seventh and eighth-grade religion classes include catechesis three days a week, which is taught by one of our pastors, while the other pastor is teaching students in other classrooms on a rotating basis.

5. How does the school's purpose inform its strategic plan?

The strategic plan helps us to continue cooperating with the congregation which keeps the mission alive by sharing the Gospel of Christ with our students and families.

6. Describe how the school's purpose is reflected in the teaching/learning environment in classrooms.

The decor of all classrooms helps reflect the school's purpose. Crosses, Bible verses, posters, bulletin boards, and artwork reflect our Christian and Lutheran emphasis. Most classrooms have altars and worship areas. Prayers are held throughout the day: the beginning and end of school, meals, special requests, and classroom devotions are some examples. Students participate in various monetary and hands-on chapel projects each school year to train them in stewardship and Christian discipleship.

7. Describe how the school's purpose is evident within informal teaching/learning environments and co-curricular and extra-curricular events. How does the school's purpose inform daily operational processes and procedures?

Here at St. Paul Lutheran school we begin each day with chapel. This provides a focus for both students and teachers to rely on Christ and share Him throughout the day.

8. Describe the process used to inform new employees about the school's purpose and the appropriate engagement employees are expected and encouraged to model.

All professional teachers are synodically trained or enrolled in a colloquy program. Currently, our teacher aides, custodians, lunch servers, librarians, and extended care staff are members of LCMS churches in the area. Potential employees are instructed at the time of the interview that we are a Lutheran School and that all employees are to model Christian behavior at all times. All employees receive a handbook stating the school's purpose. Job descriptions reflect our Lutheran expectations. New teachers are assigned mentors who are teachers or former teachers at St. Paul Lutheran School, and all employees are accountable to either the Principal or a member of the Board of Deacons.

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.

Final School Action Plan from the previous accreditation (if applicable)

Strategic Plan (if applicable and currently utilized by the school)

Written purpose/philosophy/mission statement

Required Indicators of Success

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

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

YES

NO

Identify and list supporting Evidence or Practices:

- The Mission of St. Paul Lutheran School is to share Christ's love and the Gospel in an academically sound environment and to assist families in preparing their children for this life and for eternity.
- This Mission Statement is posted throughout the building, in the St. Paul Lutheran School Handbook. It is also included on cards which are made for congregational members observing birthdays, anniversaries, and special occasions.
- <https://www.splfairmont.org/school.html>
- [SPL Handbook](#)
- <https://www.splfairmont.org/school.html>
- [Link to faculty Handbook](#)
- [NLSA Annual Report](#)
- [Long Range Vision Plan](#)

Comments:

The Parent Teacher League/Public Relations Committee communicates the mission of the school with parents using Fast Direct messages and our Facebook page.

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

YES

X

NO

Identify and list supporting Evidence or Practices:

- [Mission Statement](#)
- [School Board Minutes](#)
- [Teacher Meeting Agenda](#)

Comments:

General Indicators of Success

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

See Page 8 of the Self-Study for Rating Rubric.

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: (need to add these)

- [School Board Policy Book](#)
- [School Board Minutes](#)
- [Church mission Statement](#)
- [Long Range Vision Plan](#)

Comments:

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

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

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

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

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

Highly Functional (4)


3

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

 Church Assembly Jan 23 - Jan 24

[February School Board Agenda](#)

[Deacon Agenda](#)

[School Board Minutes and Agenda](#)

[Bookkeeper and Budget](#)

Comments:

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

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

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

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

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

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

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

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

Identify and list supporting Evidence or Practices:

- [Mission Statement](#)
- [SPL Website](#)
- [School Resources](#)
- [LCMS Childhood Report](#)

Comments:

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

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

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

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

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

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

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

Identify and list supporting Evidence or Practices:

- [SPL School Board Job Description](#)
- [New teacher handbook](#)
- [Mentorship](#)
- [Faculty Handbook](#) x

Comments:

The Policy Manual of the School Board requires that all new teachers at St. Paul Lutheran School should have mentors assigned to them. The requirement is for first year teachers as well as experienced teachers new to our school. The mentorship policy has not been consistently implemented.

Summary and Response Actions

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

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

yes

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

The Church is fully in support of the school both financially and with words and actions.

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

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

STANDARD	RATING
1:03	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
- Church and school websites
- Church bulletins and newsletters
- Minutes from congregational meetings emphasizing the church-school relationship
- List of educators' participation in the activities of the sponsoring congregation(s)
- Summary of students' church attendance statistics
- Summary of climate survey results
- Faculty handbook describing church-school relationship
- Written school evangelism plan or written document outlining practices of sharing the Gospel in the school and community
- Attendance at District conferences and events

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
- Student involvement in activities of the sponsoring congregation(s)
- Pastoral involvement
- Pastor relates well, offering services to school families who do not belong to the sponsoring congregation(s)
- Teachers regularly worship and actively participate in activities of the sponsoring congregation
- Teachers participate in school-required conferences and events
- 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).

St. Paul Lutheran Church and School have an extremely close and interdependent relationship. This has been reaffirmed many times throughout the years. In our last “vision planning,” the congregation overwhelmingly voted to keep that relationship intact. The church maintains a joint facility. Students attend daily chapel services, most of which are conducted by our pastors. While the church and school have a unified budget and some funds are held independently, finances are also jointly administered, and the church assumes ultimate responsibility for the costs which are incurred by the school. We benefit from the volunteer labor of many of the congregational members and also receive financial support in the form of donations, fundraisers, and memorials. Our sister congregation, Immanuel Lutheran, is a sponsoring congregation, contributing a portion of the tuition costs for their members. The Immanuel pastors conduct occasional Wednesday chapel services, and they publicize our events and projects.

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

Our pastors are a real blessing to SPL. They conduct most of the chapel services. Pastor Bertram instructs catechism class, and Pastor Holmen teaches Religion on a three week rotation in each classroom. This year, our Pastors are leading a weekly faculty devotion for the upcoming Chapel and Religion class readings. They are helpful and supportive of staff members who seek guidance and meet with students who need help or counseling. They are respectful of the roles and authority of the school staff and administration. They also provide encouragement and participate in school events as needed and as their schedules permit. One pastor is a member of the school board, and both work together to coordinate our religion curriculum and chapel services. Our pastors are open to working with us to help improve and guide the quality of our school.

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

Our students are encouraged to participate in regular worship services and in the life of our congregation. Like many Lutheran schools, we have experienced an increase in the percentage of non-member and non-Lutheran students in our school enrollment. While we respect their need to be involved in the lives of their own churches, we do encourage them to participate in our worship services. Weekly Church and Sunday school attendance are taken in each classroom and recorded on the report cards. Students in our school make birthday cards for each church member over 80, and anniversary cards for milestone marriage anniversaries. Our students are invited to sing for our church services. Each year the children present their Christmas service during the last week of Advent.

4. What are the ways the school connects families to association churches and their ministries?

Many of our new families already have church homes. Some belong to LCMS congregations; others are affiliated with a different church body. We invite all families to attend our worship services, but we do not recruit those who already have a church home. For example, during announcements after chapel services, Principal Kube will announce the times of our worship services and Sunday school. This information is also listed in the newsletter. Parents of new students receive personal verbal encouragement to attend our church. There is an abundance of information available through our joint website, church and school newsletters, and various posters. School children are also encouraged to participate in church services throughout the year. Our pastors are encouraged to visit with potential families during such activities as Back to School Night or other special events. Member school families have been very welcoming to new families.

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

The school maintains an appropriate relationship with the Minnesota South District and the National Synodical office. The District office is always available for support in conversations with staff. The District office and National Office send messages of support that are relayed to staff.

6. Describe how all teachers are engaged in-service, workshops, and volunteer efforts.

The only required in-service or workshop activities that are currently being completed are health and safety training sponsored by the Fairmont School District Vector Training Program.

7. Describe the involvement of called workers in required district conferences, workshops and volunteer efforts.

The district has not provided a fall conference or workshop post-covid; however, the majority of our staff has attended conferences hosted by Mayer Lutheran High School.

The principal provides such information as is requested looking to the District for guidance. Our teachers, individually and collectively, attend workshops, conferences, and Regional meetings sponsored by the District or by the LEA. The principal utilizes the LEA for information through LEADnet and responds as he feels necessary to be helpful to other schools.

8. How does the school support the work of the Lutheran Church – Missouri Synod?

We participate in many chapel offering projects including the LCMS Comfort Dogs, Camp Omega, and local charities like Heaven's Table. We have also supported Trinity Lutheran in Minneapolis with chapel offerings.

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 Recognized Service Organization (RSO) status with the Synod (if an RSO, provides the latest RSO renewal).

YES

NO

Identify and list supporting Evidence or Practices:

[Church calendar](#)

[Church Bulletins](#)

[Church Website](#)

[Minutes from Vision Meeting](#)

[Pastor Notes for Weekly Religion](#)

[Pictures of Chapel](#)

Comments:

St. Paul Lutheran Church and School have an extremely close and interdependent relationship. This is evident in the Mission Statement: *The Mission of St. Paul Lutheran School is to share Christ's love and the Gospel in an academically-sound environment and to assist families in preparing their children for this life and for eternity.*

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.

See Page 8 of the Self-Study for Rating Rubric.

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:

[Church Bulletins](#)

[Church Calendar](#)

[List of Educators’ Participation](#)

[Pastor Notes for Weekly Religion](#)

[Pictures of Chapel](#)

Comments:

Our pastors are a real blessing to SPL. They conduct most of the chapel services. Pastor Bertram instructs catechism class, and Pastor Holmen teaches Religion on a three week rotation in each classroom. This year our Pastors are leading a devotion every Thursday for the upcoming Chapel reading and Religion class readings. They are helpful and supportive to staff members who seek guidance and meet with students who need help or counseling. They are respectful of the roles and authority of the school staff and administration. They also provide encouragement and participation in school events as needed and as their schedules permit. One pastor is a member of the school board and coordinates our religion curriculum and chapel services. Our pastors are open to working with us in any way possible to help improve and guide the quality of our 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:

[Church & Sunday School Attendance](#)

[List of Educators’ Participation](#)

[Chapel Offerings](#)

[More Chapel Offerings](#)

[Conference Participation](#)

[Picture of Kids Serving](#)

[Pictures of Chapel](#)

Comments:

The district has not provided a fall K-8 conference or workshops post-covid; however, the majority of our staff has attended conferences hosted by Mayer Lutheran High School. The principal and Pastor will be working on a new plan to run out this next school year. The staff take Church and Sunday school attendance and encourage families to attend church.

Summary and Response Actions

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

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

Yes

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

St. Paul Lutheran has phenomenal pastors who lead our dedicated faculty and staff to meet the goals of our Mission Statement.

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 is a need to increase the spiritual support of the congregation for the school and its students.

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
- School enrollment policy
- List of parent education programs
- Constitution, bylaws, organizational and/or flow chart of parent support groups
- Parent and student handbooks
- Parent Education Resources
- Written guidance for volunteers serving in the school
- Student involvement in community activities
- Guidelines for preparing school volunteers
- Calendar and schedule of building use
- List of class field trips to community resource centers
- School newsletter articles describing community-service projects
- Parent climate survey results
- Demographic study

Potential Practices

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

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

Required Responses

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

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

In the Fairmont community, there is some fluctuation in the ethnic profile of our student body. We follow the traditional Lutheran pattern of the bulk of our membership coming from northern European ancestry, and so the majority of our students are caucasian. Within the past fifteen years, however, we have had several Asian students, many Hispanic students, and a number of African-American or biracial students. We welcome students of any background and receive positive feedback from those families of minority groups who send their children here.

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

Our school receives coverage from the Fairmont Sentinel, a local newspaper, and our alumni newsletter. Not only do we benefit from feature stories, but our special events, activities, and lunch menus are published on a regular basis. We have an open house in the spring inviting the community to attend or make individual appointments to visit if they desire. The digital sign on our school building is a tool that we can use to reach the community with different events, messages, and church service schedules. Our PR committee uses our Facebook page to promote the Christian fellowship of our students, families, faculty, and staff.

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

Our school has a shift on Friday night at the SPL Fairstand where we meet, prepare and serve food, and greet members of the community. The staff and families also work at our Cookie Shack at the Martin County Fair. Individual classes and the school, as a whole, visit nursing homes to sing and do projects with residents. We collect food for our local food pantry, Heaven's Table. Our student body has knitted hats for cancer patients, and we also give donations to support Operation Christmas Child.

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

We have been blessed with a positive relationship with our public school. We have a long-standing Track and Field Day, and the public school allows us to use their track and field for this event. We have an ongoing band and orchestra program in which our students may participate. The Title 1 teacher comes to our school to provide services; students involved in other special programs are transported to the public school. Speech and ESL are offered through the public school via Zoom. Interschool mail helps to make sharing documentation between special education, ESL, and speech teachers easy to do.

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

Our teachers are involved both as school representatives and as individuals according to their preferences and needs. We have participated in the annual community Glows Parade with students, which kicks off Christmas lighting in November. Our staff works the Friday evening shift at the fairstand, and members help operate the Cookie Shack at the annual county fair. We host a Trunk or Treat event each October. Teachers have helped run a food stand at the Minnesota Livestock Expo as well. A staff member has helped with "Emmalynne's Angel Day" which is a community project that supports families of medically fragile children. Our PTL takes on the majority of the planning for many of these projects, as well as other fundraisers that support our school.

Required Evidence

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

Written nondiscrimination statement

Required Indicator of Success

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

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

YES

NO

Identify and list supporting Evidence or Practices:

[Nondiscrimination Statement](#)

Comments:

This can be found on our website.

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.

See Page 8 of the Self-Study for Rating Rubric.

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

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

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

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

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

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

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

Identify and list supporting Evidence or Practices:

[Student Statistics](#)

[Demographic Report](#)

Comments:

Our school environment has seen a slight increase in non-Lutheran and non-churched students, who currently comprise about 17% of our student body. With this increase, we have reached and baptized eight students in the last year. We even have a family going through membership and baptism classes this year. Reaching students and families with God's grace and mercy is why St. Paul Lutheran's congregation started and continues to support SPL and Lutheran education.

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:

[List of Educators’ Participation](#)

[Event Photos](#)

[Parent Survey Results](#)

[Faculty Handbook](#)

Comments:

In the past years, we have participated in an Earth Day clean-up for our surrounding grounds, which a group of students organized, and Mr. Kube was the sponsoring teacher. Our school also performs and has had art displayed at the Red Rock Center in Fairmont and another community house. Our staff has also been involved in Community Bible study and Speaking at the Rotary Club. We have also provided our community with a trunk or treat event. As a Church and School, we are also heavily involved at our County Fair, volunteering in several different booths and having a presence with our own two booths at the Fair.

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:

[Pictures of Events](#)

[Parent Survey Results](#)

[Classroom Newsletter](#)

Comments:

We currently send home information we receive for the Minnesota South and other community groups in the area. Two teachers attended a conference this year and brought back a program we look forward to implementing: Faithfirst Parenting and Faith Grandparenting next year. We have seen an uptick in Grandparents raising grandchildren, and we believe these programs could help us reach out to the families.

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:

[Parent Survey Results](#)

[School Newsletter](#)

[Classroom Newsletter](#)

[Email from Special Ed Teacher](#)

Comments:

The Church Deacon Board and Trustees have final approval on any outside group using our facility, although we find it challenging to allow community groups to use our facilities because of our Church and School layout. Besides not being able to use our building, St. Paul has a strong relationship with the community.

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)

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

The strengths of our school include the willingness of the faculty, staff, and PTL/PR groups to reach the community through the use of Facebook, signage, events, volunteering at multiple food stands, and other outreach opportunities.

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.

Currently, St. Paul Lutheran School does not offer any parent education programs or facility rentals. We see the benefit of offering a parent education program as a way to strengthen our families and community. However, the church has made the executive decision to refrain from offering facility rentals.

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

STANDARD	RATING
2B:02	3
2B:03	2
2B:04	2
2B: 05	2
Total:	9
Average: (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
- Bell Schedule (daily, weekly, monthly schedules and/or calendars)
- Evidence of the spiritual nurturing of students such as chapel, large and small group activities
- 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.
- Regular school chapel services are intentionally designed to consciously and systematically strengthen the Christian faith of students and members of the school community.
- The school staff work cooperatively with area pastors and church workers to meet the spiritual needs of school families during times of celebration, times of crisis and day-to-day life events.
- Pastoral and school staff work cooperatively to meet the spiritual needs of school families.
- Home visits
- Parent/Teacher Conferences
- 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.

There are words of Scripture above the lockers and crosses throughout the building to remind the children that Christ is always present in their lives. We try to instill in our students to care for the facility. Students help to wipe tables after lunch, collect chapel offerings, and set up for events here at St. Paul Lutheran School. The hallways are decorated with student art work which fosters pride and a sense of community and accomplishment.

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

We support our students academically in a variety of ways, including FastBridge testing, IXL, and other scaffolding techniques. Deb Bertram, a special education teacher, volunteers at our school one day a week, and we have doubled our allotted time for our LSEM teacher, Teri Watt. We offer before and after school care each day to support working families.

Before a new school year begins, we host a pool party as well as Back to School Night to encourage our families to reconnect with each other and welcome new families into our school.

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

The manner in which students relate tends to change as the students grow and develop. On the preschool level students might give their teachers hugs and share stories. As the students develop, the hugs become high-fives, knuckles, or elbow bumps. Teachers and students attend chapel daily reminding them of the love and forgiveness modeled by Christ.

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

St. Paul is very concerned about protecting the honored legal rights of parents, caregivers, teachers, and students. In recent years, we have seen an increase in the number of students on whose behalf the court or social service system has intervened. The decisions of these agencies are upheld by the school and communicated to pertinent staff. Our preschool teachers use a sign-out form to ensure students are picked up by an appropriate adult. All students must have on file the names of people to whom the student may be released. We require notes, emails, text messages, or phone calls should anyone else take the child for any reason. Parents sign blanket waivers for photos to be used. No names are shared with newspapers or in public relations material without parental approval. If such permission is denied, the parents' wishes are honored. Parents are involved in decisions related to promotion and retention, receipt of special services or tutoring, and immunization. Parents are invited to attend IEP meetings and receive regular progress reports on their children. While staff may strongly advise a certain course of action, the parents/guardians remain the final authorities as indicated by state and federal law unless neglect or abuse is suspected.

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

The school and church work together to meet the spiritual needs of students and their families by beginning each day with chapel, followed by Religion and confirmation classes led by the classroom teachers and/or pastors. Memory work is practiced each day in chapel and recited to classroom teachers on a weekly basis. We pray together before lunch and dismissal each day. Second grade students are presented with hymnals and third grade students are given Bibles during the first week of each school year. Pastors are available to help with students who may need counsel, are in distress, or need additional emotional support. We support our families with prayer and invitations to our daily chapel and weekly church services. Our school newsletters include "Kube's Korner" which is a short devotional.

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

One of the main ways that teachers support students and their families is through communication. Many teachers communicate regularly with our Fast Direct system, via emails, text messages, notes, and phone calls. Parents come in regularly to get their children after school or to inquire about them. Teachers' phone numbers are readily available on the school website. We send home a weekly newsletter, and some teachers also send home classroom newsletters. Pictures of activities are posted on Facebook, and the school's website keeps current information. The preschool classes send home monthly calendars and newsletters so that parents and students can be prepared for each day's activities. Parent-teacher conferences are held in the fall and spring to discuss student progress and growth in all areas of development.

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

School personnel demonstrate the concept of a real Christian family. Their caring attitude toward each other is evident in the way they speak to each other, help each other, cover for each other, and work together for the good of the school. Outside of the school, they genuinely care about each other and assist with needs. When life-altering situations arise, everyone is quick to step in with support through gifts, meals, prayers, and Christian fellowship. Each staff member is treated with respect and is valued for their contribution to the well-being and functioning of the school. The staff enjoys a Christmas and last day of school party each year. We see ourselves as part of "a ministry of all believers."

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

Our school's discipline policy resembles Matthew 18:15-17 and is written as follows :

- a. between the student and the teacher
- b. between the student, teacher, and parents/guardians
- c. between the Principal, the teacher, the parents, and the student
- d. referred to the pastors or Board of Education for counseling or possible exclusion

This discipline policy, when followed as stated, would be ideal for our school climate. However, there are areas in this plan that need to be addressed.

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 policy and procedures

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:

[Discipline Policy](#)

Comments:

The school and church work together to meet the spiritual needs of students and their families by beginning each day with chapel, followed by Religion and confirmation classes led by the classroom teachers and/or pastors. Memory work is practiced each day in chapel and recited to classroom teachers on a weekly basis. We pray together before lunch and dismissal each day.

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.

See Page 8 of the Self-Study for Rating Rubric.

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:

- [Classroom Schedule](#)
- [Pictures of Chapel](#)
- [Signs of a Lutheran School](#)
- [School Pamphlet](#)

Comments:

The teacher and students help nurture each other's behaviors and attitudes. The 5-8th grades do this as chapel group leaders, on the playground, and field trips. Students in their class try to help each other out to do what is right and comfort them when needed.

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:

[Classroom Schedules](#)

[Pictures of Chapel](#)

[Pictures of Events](#)

[Parent Survey](#)

[Student Survey 1-3](#)

[Student Survey 4-8](#)

Comments:

One of the best things about St. Paul Lutheran School is the opportunity to worship together every school day. Teachers, Pastors, and students share the grace of our Lord daily. Students are encouraged and given opportunities to help set up activities for Lutheran school activities, and rewards are given to each other. This school year, our 5-8th grades encouraged us to bring back our bell choir, which we have not had available to them because of the loss of 2 teachers who had the music gift. We listened to them, and they helped us to reach out to a church member who has led the bell choir this year.

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:

- [Classroom Newsletter](#)
- [School Website](#)

[Pictures of Events](#)

[Signs of a Lutheran School](#)

[Photography Privacy form](#)

Comments:

St. Paul Lutheran School we encourage parents to be active in the classroom, or come along on field trips.

Teachers and parents are encouraged to communicate with each other by email and phone before school or after school, and they are encouraged to set up meetings. Parents are encouraged to attend chapels or other school events that may happen during the school day. Our parents are outstanding at volunteering to help in the classroom or even running an activity.

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:

[Pastor Notes on Weekly Religion](#)

Comments:

Our faculty meets Monday and Thursday for morning devotions, and Mr. Kube leads a devotion during faculty meetings. The staff at SPL support each other well through classroom support, personal emotions and activities.

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)

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

Our strengths are our staff and school personnel including teachers, pastors, volunteers, office staff, etc.

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 challenges of the school related to Standard 2C are that not all of the steps of our discipline plan are followed. Consequences are not consistently enforced, and the balance of administering Law and Gospel are not properly divided.

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

STANDARD	RATING
2C:02	3
2C:03	3
2C:04	3
2C:05	3
Total:	12
Average: (Total ÷ 4)	3.0

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	5
2B	7
2C	12
Total:	24
Average: (Total ÷ 10)	2.4

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.

St. Paul Evangelical Lutheran Church and School

Article IX Council of Deacons

The Council of Deacons shall consist of twelve (12) Deacons carefully selected according to the guidelines given in God's Word in Timothy 3:8-13 and as specified in the By-Laws. The congregational president is to serve as the chairman of the quarterly Congregational Assembly. The Congregational Assembly delegates its authority to the Council of Deacons to plan and implement the congregation's mission, with the Deacons assuming responsibility and held accountable for their actions as defined in the By-Laws. As such, the men serving as Deacons are empowered to represent the congregation in all legal matters. The Council of Deacons shall have the board authority to act on behalf of the congregation in all matters except as restricted by the Constitutional Assembly.

By- Laws: Article VI - The Council of Deacons

The Deacons shall appoint one of its members to serve as Chairman of the Council of Deacons, one member to serve as School Board Chair, and shall appoint one Deacon to chair each of those boards deemed necessary by the Deacons to carry out the mission of the congregation. Such boards may include:

1. Lutheran School (The Principal shall be an ex officio member)

The School Board has traditionally consisted of the Deacon, six appointed Board members, the Principal and a Pastor. A teacher representative was added in the Spring of 2010 (Policy Manual Section "Teacher at the school board meeting" under Staff). A Secretary shall be appointed each year. Two School Board members shall be selected to serve on the School Endowment Fund Committee.

2. Responsibilities

The School Board's main function is establishing policies. Policies direct and allow the Principal and staff to make decisions and carry out their work on a daily basis with the confidence that they are within the parameters established by the Board. Policies remove the need for the Board to make administrative decisions, which should be left up to the Principal.

Policies assure continuity of administration as new Board members and staff members assume positions. The school Principal is the chief executive officer of the Board and administrator of the policies in the area of the Lutheran School.

- #### **3. The Board of Education will be called upon to formulate policies that dictate the educational direction of the school. To formulate policies wisely, the board must follow the procedures below.**
- Identify the problem or situation that needs a solution, not necessarily one requiring disciplinary action

- Study data on the issues - this includes faculty opinions, recommendations from the school administrator, resource materials, personal views, etc.
- Consider possible solutions by evaluation of the data gathered
- Project future consequences that might occur by adopting any given solutions
- Determine if the proposed policy fits the school mission, philosophy, and objectives
- Formulate policy

4. The board has a supervisory function in which it should ensure that policies are being followed. Since it is the Principal's responsibility to carry out the spirit and intent of the policy, it is the Board's function to supervise the work of the Principal. Through the Principal, the Board oversees supervision of staff, curriculum, public relations, and other functions. Since the Board normally administers these responsibilities through the Principal, the Board should refrain from direct involvement in areas of school operation. The Principal has the responsibility of reporting pertinent information to parents in the school newsletter, Fast Direct, and to other staff members. Copies of the Board Agenda and the Board minutes are available to all school staff. Both the Principal and Board Chairman report information to the Deacons each month.

5. Meetings Times

The School Board meets monthly on the first Wednesday. The meetings begin at 5:30 PM except when Advent, Lenten, or other services fall on that date. Times may be adjusted accordingly.

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

By-Laws Article VI- The Council of Deacons

Each representative Deacon shall, then, in conjunction with the Pastors and any ex officio member of his board, and pending approval of the entire Council of Deacons, appoint qualified men and women for the communicants of the congregation to serve with him on his board as needs arise. These appointed board members shall be installed at a Divine Worship service following their appointment, and the Congregational Assembly shall recognize all board members for any given year in a regularly scheduled meeting. Members of boards shall normally be appointed or reappointed by the Deacons annually. The creation of boards and their members shall be published for the membership of the congregation prior to the final approval of the Council of Deacons. Individuals may not be appointed to serve on boards without prior consent. The Deacons may reappoint willing individuals to serve on congregational boards when this is deemed necessary or advantageous to the board's work. No individual shall usually serve more than five consecutive years on any one board.

3. Describe the process for regular evaluations of the lead administrator.

The School Board in March or April annually reviews the Administrator's performance of duties. They complete a questionnaire and then meet with the Administrator and review the report. They also set goals to be met by the administrator.

4. How are governing authority policies and minutes accessed for review?

The Board policies are filed electronically and are available by request from the Church and School office. The minutes of the School Board meetings are published for report to the Council of Deacons monthly, and a summary of the minutes is published for report to the Congregational Assembly quarterly. The minutes are also filed electronically and are available to the public by request.

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

The School families are informed about policies, decisions, and plans during school events, emails, and mailings before the academic year begins, through weekly newsletters given to each student during the school year, and are made available online.

The operating congregation is informed about the governing board's policies, decisions, and plans through monthly board reports given at Council of Deacons meetings, and reports given at quarterly Congregational Assemblies. A copy of the school weekly newsletter is available to church members at the Welcome Center. It also may be found in the Sunday bulletin.

6. 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.

Several major decisions regarding the school have recently been made. The school offers a full-day preschool program for 3-year-old and 4-year-old students. Extended care is available for PK-8th grade students. Improvements have been made in the safety of the building with cameras. The building is locked during school hours. They also have approved Google Chromebooks for K-8 grade students. We also have an electronic sign outside of our building. They have also supported our playground with new equipment.

7. Describe the process that is used for systematic and strategic planning.

The Self-Study Accreditation process furnishes an excellent model for the school's long-range planning. Annually, there are staff and curriculum reviews. The Principal, in conjunction with the Budget and Finance Committee, constructs an annual budget, which then passes through the appropriate channels and is approved by the Congregational Assembly. The teaching staff meets at the beginning and end of each school year to share ideas and discuss ways to improve the school and meet the needs of our students.

8. Describe the process for financial oversight of the school practiced by the governing authority.

The Administrator works on a prepared budget with help from the Chairman of the School Board. At the April Board meeting, the Administrator and Chairman of the School Board present it to the rest of the School Board members who then vote to submit our preliminary budget to the Budget and Finance Committee. The Budget and Finance Committee then presents the combined Church and School budget to the Congregation in the April Congregational Assembly meeting. The congregation votes on the Budget at the June Congregational Assembly Meeting.

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

Board Training Schedule/Agenda

Required Indicators of Success

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

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

YES

NO

Identify and list supporting Evidence or Practices:

[Board of Education Lutheran School Policy Manual](#)

[St. Paul Lutheran Church and School Constitution and Bylaws](#)

Comments:

When a new member joins the School Board, the Board Chair or outgoing Board Chair will review the policy and provide guidelines for the role of the SPL School Board. This past year, as part of our monthly meeting, we have been going page by page through the Lutheran School Policy Manual. It has been helpful and useful to inform each board member of the operation of the school.

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

YES

NO

Identify and list supporting Evidence or Practices:

[School Board Policy Manual](#)

[St. Paul Lutheran Church and School Constitution and Bylaws](#)

[Church Assembly Meeting Minutes](#)

Comments:

Members of the School Board, Deacons, and Budget and Finance Board each follow the proper checks and balances to make sure the school, employees, and the School Board procedures are compatible with church policies. They all give monthly reports to the Council of Deacons and quarterly reports to the Congregational Assembly.

Overview

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:

[School Board Policy Manual](#)

[St. Paul Lutheran Church and School Constitution and By laws](#)

Comments:

An updated policy book is being reviewed currently during this school year 2023-2024.. This will continue till it is completed during each School Board meeting. We also closely follow the bylaws of our constitution and report regularly to the Deacon Board and well as our congregation assembly quarterly meetings.

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.

See Page 8 of the Self-Study for Rating Rubric.

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:

[School Board Policy Manual](#)

[School Board Minutes and Principal Reports](#)

Comments:

The governing body is involved in assuring that the school is consistently operating by following the policies set by the congregation. It brings issues that arise to the principal. This may happen privately or in a regular monthly meeting.

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:

[Faculty Handbook](#)

[Monthly Reports](#)

[Review](#)

Comments:

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

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

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

Written policies define qualifications for board or governing authority members.

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

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

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

Identify and list supporting Evidence or Practices:

[School Board Policy](#)

[Went over test of school Fastbridge](#)

Comments:

The board learned how the faculty is to interpret our achievement testing in order to guide the school in needed improvements in instruction in both reading and mathematics. (The achievement testing currently in use does not measure progress in other areas such as grammar, capitalization, spelling, punctuation, social studies, and science.) When new members join the Board, the Board Chair or outgoing Board Chair will go through the policy and provide guidelines for the role of the SPL School Board. This past year as part of our monthly meetings, we have been reviewing each page of our Lutheran School Policy Manual. It has been helpful and useful to educate board members of their responsibilities.

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

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

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

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

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

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

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

Identify and list supporting Evidence or Practices:

[Faculty handbook](#)

[Pastors Meeting with staff Weekly](#)

[Fastbridge scores](#)

Comments:

The School Board is also reviewing the Lutheran School Policy Manual on a page to page manner at each meeting to make sure we are following the protocol set by previous school boards and administrators. The board was informed about how to interpret our school’s achievement test results in order to understand how faculty members may use them to address strengths and weaknesses that may be revealed. Pastors meet weekly with the staff to review the next week’s chapel readings and give them background information to help instruct the students in religion classes.

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:

- [Bookkeeper notes](#)
- [Accounts notes and Budget updates](#)
- [School Board Minutes and Reports](#)
- [Church Assembly Minutes](#)
- [Tuition Letter](#)
- [Annual Fiscal Report St. Paul Lutheran Church and School](#)

Comments:

The School Board cooperates with the Budget and Finance Board to determine the budget. The School Board will submit a primary budget by the second Wednesday of April, and then the Budget and Finance Board will send it on to the congregation. When the Finance Board has any question about the proposed School Budget, they set up a meeting with the Principal and/or the Chairman of the Board.

In December each year, the School Board approves the tuition for the next school year. Enrollment for the next school year is opened the last week in January during National Lutheran Schools Week.

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?

The Policy manuals have addressed many issues. The Board is willing to study and update the policy manual as they become more familiar with it.

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.

Training for Board members needs to be consistently done.

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

STANDARD	RATING
3A:04	3
3A:05	3
3A:06	3
3A:07	2
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 Principal oversees the day-to-day operations of the school. The teachers manage their classrooms. The Principal supervises the conduct and performance of the teachers and support staff through walk-through visits, individual consultations, faculty meetings, and written reports for purposes of improving and maintaining quality Christian education within a Lutheran dimension. The Principal intends to implement his Christian objectives for the school. The principal serves as a team member with the pastors and teachers. The Principal reports to the Board of Education regarding policy making as well as establishing agendas and representing the board at congregational meetings. The Principal directs, controls and manages all matters having to do with the school. The Principal is responsible for all school programs, religious services, projects, and leadership in securing qualified candidates for teaching positions. The Principal approves all admissions, transfers, promotions, retentions, suspensions, and expulsions of pupils within policies. The Principal is responsible for maintaining up-to-date curriculum. The principal maintains appropriate records as required by the state and Synod. The Principal concerns himself with the safety conditions of the school as well as the reporting of such conditions and/or problems to the Board of Trustees. The Principal is responsible for sound bookkeeping with regards to monies collected and expenditures. The Principal, on behalf of the school, develops appropriate handbooks and promotional pieces while working to increase enrollment. The Principal is familiar with state laws and federal programs as they apply to non-public schools. The Principal also reports to the pastors on a regular basis regarding the operations of the school. Finally, the Principal may be asked to serve in other areas than those outlined in the Policy Manual.

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

The Principal must have a Master's Degree in school administration or be working towards that goal. He or she must have successful teaching experience, be a rostered member of the Lutheran Church Missouri Synod, and have congregational membership in St. Paul Evangelical Lutheran Church in Fairmont, Minnesota.

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

The principal attends and participates in the Board of Education, Budget and Finance, Trustees, and Deacons meetings. He also has membership in the Region IV Principals' group. The Principal is linked to the MN South District Educational and Synodical Lutheran programs. The Principal is also a member of Lutheran Education Association (LEA). He is currently enrolled in a Masters Program through Concordia University, St. Paul, studying Educational Leadership.

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

The Principal attends Budget and Finance board meetings where the budget is discussed monthly. He offers suggestions for budgetary requirements at these meetings, as well as the Board of Education meetings. The budget process starts with the Principal bringing a preliminary financial proposal for the upcoming school year, which he develops with members of the school board and Budget and Finance. The draft goes to the school board where it approves the budget and submits it to the Budget and Finance Board who then recommend proposals to the Board of Deacons. It is combined with the overall Church and School budget. The proposed overall budget awaits final approval through a congregational voters' meeting.

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

Principal Kube and his family are members of St. Paul Lutheran Church and regularly attend worship services and Bible studies. Principal Kube and his wife have led Financial Peace University for our members and the community, and they have also led a young family Bible class. He attends not all, but various board meetings in an advisory role when relevant background knowledge information is required. The Pastors and the Principal meet regularly to discuss a wide range of topics. He coordinates with the church and school secretaries in scheduling school and church related events.

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

He attends worship services, chapel, helps lead chapels, writes weekly newsletters, works at the SPL county fair booths, and has walked in the Glows parades with SPL students and staff. He also speaks at different events in our community when asked.

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

The Principal participates and/or leads in-service sessions for the faculty twice a month during the school year. He encourages staff to sign up for continuing education units to keep teacher certification current. Encouragement is frequently given to the faculty and staff to expand their use of available resources for faculty or personal devotions. The Principal counsels with the athletic director, music coordinator, school secretary, staff, PTL, School Board, and other boards of the Church to see where services are needed.

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

He is currently enrolled in a Masters Program in Educational Leadership at CSP. He also attends conferences to further his education. He leads devotions for faculty meetings, and he attends Sunday Adult Bible class. He has attended LEA conferences.

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

Formal and/or informal classroom and teacher observations are completed. After each formal observation, a post-conference is held. An evaluation conference between the principal and teacher is held. At this time, discussion includes goal setting for the teacher towards subject objectives such as teaching style and methodology.

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

The Principal tries to greet students and families at the door in the morning and be around for dismissal at the end of the day. He spends part of his day teaching and then is allowed time for administrative duties. The Principal spends time in the classrooms, and interacts with the students, teachers, and support staff at lunch, chapel, sporting events, extended care, and other church and school-related functions that he can attend. Faculty, staff, and parents are encouraged to visit with him as they have the opportunity or need. The Principal is open and approachable with the faculty of the church and school, as well as students and parents, on a daily basis.

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

The Principal attends regularly and is familiarizing himself with the conferences and workshops offered by the Minnesota South District, state, and nationally. He attends, receives, and reviews the meeting minutes and other information from the Minnesota South District and Region 4.

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:

[Newsletter](#)

[Faculty Meetings](#)

Comments:

Mr. Kube attendance Bible study, and and has lead a young family bible study in the past, as well as a Financial Peace program here at St. Paul Luther school.

General Indicators of Success

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

See Page 8 of the Self-Study for Rating Rubric.

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:

[Concordia University St. Paul Masters Program](#)
[CSP Master Program](#)

Comments:

Mr. Kube is seeking an Education Leadership Masters degree currently through Concordia University, St. Paul, where he is pursuing principal certification.

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

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

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

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

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

Identify and list supporting Evidence or Practices:

[Mr. Kube’s Daily Schedule](#)

[Teacher Schedule](#)

[Pictures of Eileen’s Hours](#)

Comments:

Mr. Kube and Mrs. Boesch work well together in communicating their schedules. Eileen averages about 20 hours a week during the school year.

x3B:04: The administrator is an effective communicator.

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

- The administrator communicates frequently and regularly with pastor(s) and teachers individually and collectively.
- The administrator communicates effectively and frequently with families and students of all ages.
- A wide variety of venues both personal (one-to-one) and public are regularly used to facilitate effective communication.
- The administrator regularly spends a significant percentage of time listening, observing and speaking with parents, students and teachers.
- The administrator 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) **3 Operational (3)** **Emerging (2)** **Not Evident (1)**

Identify and list supporting Evidence or Practices:

[School Newsletter](#)

[Morning Meeting Agenda](#)

[Lunch Room](#)

[FastDirect messages](#)

[Message Boards](#)

Comments:

The Principal communicates through Fast Direct, phone messages, newsletters, the electronic school sign, and appointments. He also is available when parents bring and retrieve their children. He visits with students in the hallways and the lunchroom. With these communication tools, he shares upcoming events for the school and church. He also communicates with the students at the end of chapel each morning.

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) 3 Operational (3) Emerging (2) Not Evident (1)

Identify and list supporting Evidence or Practices:

[Budget School](#)

[School Minutes](#)

Comments:

The School board and Mr. Kube provide a preliminary Budget and Finance committee and review it with the principal. The Budget and Finance committee presents the combined budget to the Church at the April Assembly meeting, which will get approved at the June meeting.

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) **3 Operational (3)** **Emerging (2)** **Not Evident (1)**

Identify and list supporting Evidence or Practices:

[LEA Membership](#)

[Tech 21](#)

[FastBridge inservice](#)

[Google Classrooms](#)

[IXL training](#)

[Smart Board Training](#)

[Active Shooter Training](#)

[Teacher working together to understand students](#)

Comments:

Summary and Response Actions

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

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

Yes

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

A Board strength is that we have a number of teachers and former teachers currently serving on our board. We also have parents and alumni parents who are on the board. They work well together and have a wide range of ages.

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.

Mr. Kube is currently seeking his Masters Degree in Educational Leadership. He also plans to apply for an Administrative License.

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	3
3B:03	2
3B:04	3
3B:05	3
3B:06	3
Total:	14
Average: (Total ÷ 5)	2.8

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

Section Totals (NOT Averages)	
STANDARD	RATING
3A	14
3B	14
Total:	28
Average: (Total ÷ 10)	2.8

STANDARD 4: PROFESSIONAL PERSONNEL

A qualified and competent staff serves the school.

Overview

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

Potential Evidence

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

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

Potential Practices

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

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

Required Responses

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

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

Teachers are required to hold a current state of MN teaching license. We expect all of our teachers to use their God-given talents in every area of their ministry. Mrs. Closs, Mrs. Gratz, Mrs. Simpson, Mrs. Taylor, Mrs. Abel, Mr. Engelby, and Mr. Kube are synodically trained. Mrs. Wokasch is working through the Colloquy program offered through Concordia-Portland CUEnet. Mrs. Holmen is has not yet enrolled in the Colloquy program.

2. What is the current student-teacher ratio?

St. Paul Lutheran School currently has 99 students in PK-8th grade. We have seven full-time teachers, two part-time teachers, and a full time Principal. We currently have two early childhood aides. We also have contracted with LSEM for two sections a week, and we have a teaching specialist who comes in one day a week. St. Paul Lutheran students have access to the Southern Plains Special Education services. The teacher-to-student ratio is 10 to 1.

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

SPL analyzes and then focuses on different areas to grow and improve instructional practice by adhering to the Minnesota Licensing Certification process. The Principal and the staff work together and follow a list of areas to focus on relevant needs that still fall within Minnesota Department of Education licensing. The appropriate amount of Continuing Education Units (CEUs) are obtained to ensure continuing licensing. An additional focus of growth is staying current in classroom instruction to provide the best quality of Christian education.

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

All teaching staff members meet two days a week for morning devotions and our Pastors lead Thursday morning devotions. At the beginning of the school year, the staff holds multiple meetings to review the calendar for the year, develop professional days, adhere to state training (i.e., bloodborne pathogens), and implement the curriculum. We also have faculty meetings twice a month on the first and third Wednesdays. At the end of the school year, the staff reviews the school year and discusses ways to improve the next school year. All meetings are opened with devotion and end with a prayer.

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

SPL teachers demonstrate their personal relationship with Jesus Christ in daily devotions with students, staff devotions two days a week, and in chapel services each morning. During chapel services the staff is praying, listening to the Bible passage, singing, and reciting the catechism with the students. They pray with the students throughout the day including before lunch time, and model personal relationships with Jesus Christ in all they do within the school and community. SPL faculty also shows their dedication to Lutheran Education by attending the LCMS teacher convention. Each teacher also demonstrates his/her own faith by being an active member of an LCMS congregation either at St. Paul Lutheran or in an area sister LCMS Church.

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

St. Paul Lutheran Church and School has an Installation Service for new teachers in August or September for the faculty. If a hiring process is needed, it begins with the school board president and/ or school administrator collecting information on potential candidates using the following methods in no specific order. Notices are posted in the congregation's newsletters for the job opening. Information is collected on potential candidates from CMIF through the MN south District office. The Concordia University Systems are also used to find potential candidates. These candidates are narrowed down by the administrator and school board, and then the interview process begins. The interview process is conducted by the school administrator, board members, and at least one faculty member. Background checks are conducted, and references are checked prior to the hiring decision. The school board will make the final decision on which candidate to hire with a recommendation from the call committee or interview team.

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

SPL Staff use web-based curriculum through IXL, Google classroom, Superkids, and Sadlier Math. Students in Kindergarten through 8th grade have Chromebooks to use for technology class in the classroom. Staff have flexibility to use projectors, smartboards, document cameras, and tablets.

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

Once a week on Thursday morning the teaching staff get together with the pastors to review the next week's Bible readings and are given notes to use when teaching their religion classes. They also are encouraged to ask our Pastors, Principal, or other faculty members to correctly understand the teaching and doctrine of the Lutheran Church-Missouri Synod. Teachers who are not synodically trained are required to complete the colloquy program.

Required Evidence

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

- School's staff development plan
- Non-discriminatory salary and benefit scale or policy
- MinistrySafe Training for all school employees, coaches, sponsors (encouraged to have all volunteers also trained)

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:

All teachers are synodically trained or going through the colloquy program.

[St Paul Evangelical Lutheran Church & School - Church](#)

[Staff Develop](#)

[5-10 Minute Classroom Visit](#)

[MNS Educator Compensation Guidelines](#)

[2023-20C24 Salary Comparison](#)

Comments:

Our Mission Statement is: *The Mission of St. Paul Lutheran School is to share Christ's love and the Gospel in an academically-sound environment and to assist families in preparing their children for this life and for eternity. We will be adding MinistrySafe Training for the upcoming school 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.

See Page 8 for Scoring Rubric.

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:

Teacher portfolios/files may be found in the principal’s office.

Comments:

- The current faculty is dedicated to teaching at St. Paul Lutheran School. They average 18.3 years at SPL.
- Two full-time teachers are not synodically trained. One teacher is in the colloquy program. The remainder of the faculty are synodically trained and are on the LCMS roster of Commissioned Ministers of Religion.
- All teachers must pass a background check.
- All but one of the teachers has a current MN teaching license. Each licensed teacher maintains updated credentials.

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:

- This is the 2nd year that we have had a teacher attend Tech 21 and update the faculty on information learned there. Erin Simpson is the teacher attending this year.
- LEA membership

Comments:

- District conferences address the professional and spiritual development issues, as do staff devotions, meetings, and workshops.
- Teachers hold memberships in professional organizations including: LEA, The Superkids Bulletin, Teaching Second Grade, Science of Reading Kinder/Firstie Curriculum with Tara West, Fabulous Firsties: First Grade Teachers Group, First Grade Superkids Reading Program, First Grade Fun Times - Teacher’s Group, Whole Brain Teaching 1st-2nd, Fearless 1st grade teachers: Education to the Core, Science of Reading: The Community K-2, The Reading and Writing Strategies Community, Superkids ELA K-2 Educators, Lucky 2nd Grade Teachers, Kindness 101, Teaching Post COVID-19

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:

New Teacher Guidelines and Survival Guide

-  08.23+Educator+K-12+Commissioned+Minister+Salary+Guidelines_updated+1+10+2024.pdf
-  Parsh+Professionals+Compensation+Guideline+2023_updated+1+10+2024.pdf
-  2023_Pastor_Compensation_Guidelines_Updated_Revised_2023_updated+1+10+2024.pdf

Comments:

- Curriculum and technology are reviewed and updated as needed. This year each classroom has a smart board.
- We have one part time teacher for 8th grade Algebra.

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:

[Volunteer handbook](#)

https://drive.google.com/file/d/1_551CrXhU01hvGmwHt8z7s5cQIDKr6ha/view?usp=sharing

Comments:

Support staff receive instruction in their areas of assignment. All are required to pass background checks and meet whatever requirements are set by law (e.g. food workers have passed the food service requirements, the maintenance supervisor holds boiler certification). Volunteers are either retired Lutheran teachers or people who have been instructed in relevant policies and procedures. Volunteers who have direct contact with students work under the direct supervision of teachers.

Summary and Response Actions

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

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

Yes

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

We offer a Christ-centered education. The majority of our current staff is synodically trained and have a MN teaching license. The faculty meets on a regular basis for devotions and discussing school matters. We have a low student-teacher ratio.

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.

Although teachers meet the requirements for renewing their teaching licenses, perhaps something could be done to make the time they spend more meaningful to their ministry (not just putting in the hours necessary).

Also, it would be helpful if all personnel were annually given a report on exactly how their compensation is determined (base, years of experience, etc), including all benefits paid.

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
Total:	12
Average: (Total ÷ 4)	3

STANDARD 5: TEACHING AND LEARNING

*The school's curriculum documentation guide
and ensure teacher effectiveness and student learning.*

Overview

Curriculum is the central guide for Lutheran educators as to what is essential for teaching and learning. A Lutheran school of excellence prioritizes the continuous development of its instructional program and the documentation that guides that program. In each grade level and each course, curriculum documentation should reflect the sequence of steps that provides a plan for instruction.

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.

The instruction at St. Paul Lutheran School is aligned with the Minnesota Academic Standards and adapts to meet the needs of our students providing a place of excellence for students and our families. In addition to fulfilling academic needs, we are also fulfilling the mission of our church. Our curriculum is Christ-Centered using the Bible, Small Catechism, Lutheran Service Book, All God's People Sing, and Concordia Publishing House material, and a modified Bender religion curriculum.

2. Describe the integration of the Lutheran faith in the curriculum.

SPL uses a simplified, one-year version of the Bender curriculum for our religion classes and it is woven into our chapel services. We have a curriculum that is based upon Christian belief. Our science curriculum is published by a Christian publishing house. We encourage teachers to confess and teach the Lutheran faith in all content areas, regardless of the textbook publisher.

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

In the academic year of 2021 Superkids was purchased for grades K-2 to address reading standards. The curriculum allows for more variety in reading instruction, as well as phonics and spelling. In 2022, a reading curriculum was purchased for 3rd-6th grade. This curriculum allows students to transition their writing from a closed writing environment to a virtual collaborative environment.

In the academic year of 2023 the Sadlier Math program was implemented for K-8. IXL is a cloud-based service provided by IXL Learning which can be accessed through its web-based interface. The IXL web practice service provides more than 7,000 skills across math, English language arts, science, Spanish, and social studies for students in grades PreK-12.

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

SPL teachers use a variety of teaching methods in order to best reach the needs of the students while considering the content. The list below provides a spectrum of those teaching methods: direct, indirect, group discussion, independent, cooperative learning, hands-on activities, experiments, Google classroom, and small group instruction.

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

At the beginning of the year, during our inservice meeting, faculty members meet with teachers at grade levels older and younger than their students to discuss pupils' success. They collaborate with each other to make sure they meet the needs of their students. During faculty meetings, teachers also share information to ensure the success of both students and faculty.

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

SPL works with Southern Plains for special education needs for our students. Beginning in 2022, we have contracted with LSEM for additional help. We also have a learning specialist at school weekly to help students. We have access to Title services and consulting services for our students.

7. Describe the process of recording and reporting learner progress to parents or guardians.

St. Paul Lutheran School has weekly newsletters that address both schoolwide and individual classroom activities. Students and parents can access their child's grades and many varieties of personal communication through Fast Direct, email, phone calls, text messages, and morning and afterschool interaction. Formal parent-teacher conferences are held twice a year at all levels. Report Cards are sent home after each quarter throughout the school year. We also use Fastbridge testing three times a year, and these results are given to parents.

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

Teachers use a variety of instructional materials throughout the day. This is not an all-inclusive list, but it gives examples of resources which teachers may use in addition to the textbook.

- Bible and Luther's Small Catechism
- Sadlier Math manipulatives
- Accelerated Reader
- IXL
- Educational websites
- Superkids
- 100 Chromebooks
- Charts and Posters (Social Studies, Math, Religion, Spelling)
- Physical Education equipment
- Physically challenging age-appropriate playground equipment
- Various center materials in the preschool and kindergarten classrooms
- Library is available throughout PK-8th grade

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

St. Paul Lutheran School has Chromebooks for each student from kindergarten through eighth-grade. Smart Boards are available in kindergarten through 8th grade classrooms. Each class has a scheduled library time every week. Bibles are given to third grade students, Hymnal to Second students, and catechisms are given to 7th grade students.

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

Teachers use every opportunity to integrate God's Word and our faith in all areas of instruction. Concepts are taught from our Christian faith perspective, and that is different from how the world views those concepts. Students in grades K-8th use the Bender curriculum as well as Bibles and

Luther's Small Catechism. A life-long walk with Christ is inspired by musical selections for chapel, school choir programs, and school events. The school choirs sing at St. Paul Lutheran Church. Classrooms visit local nursing homes and assisted living facilities. Each classroom attends chapel service, and we invite parents, church members and other special guests. The school presents a Christmas service and a spring musical program to the public. Bulletin boards throughout the building are used to communicate faith. Memory work is used in K-8th grade. Various art projects are done that allow children to express their faith in and through their work. Puppets and props are used to enhance faith learning opportunities in early childhood.

11. Describe how students who struggle academically are supported.

SPL teachers will work with the students to help them grow academically. Accommodations may be made for students by may be shortened or tests administered orally if necessary. SPL works with Southern Plains for special education needs for our students. Beginning in 2022, we have contracted with LSEM for additional help. We also have a learning specialist available weekly to assist students. We have access to Title services and consulting services for our students.

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.

- Curriculum documentation is developed and implemented for every grade level for religion, mathematics, science, reading, language arts, social studies, world languages, art, music, physical education and any other subject taught. (Early childhood centers need not segment learner outcomes into specific subject areas.)
- A current schedule is prepared for each classroom or teacher, indicating clearly when subjects (activities) or classes are taught and during what periods.
- Provide a chart illustrating the semester/yearly instructional minutes of all content offered, percentage of each school week allocated to each subject (activity), at each level, including a comparison with state guidelines (If your state does not have minute requirements, provide all other information and note there are no state requirements).
- Analysis of the results of standardized tests administered for each grade level (required for grades 3 and above) for the past three years, including a description of how this information is used to evaluate and improve student learning, is provided.

Required Indicators of Success

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

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

YES

NO

Identify and list supporting Evidence or Practices:

[Teacher Schedules](#)

[Percentage teaching](#)

[Winter Fastbridge Testing Results](#)

[Fastbridge testing Results 2021-2024](#)

Comments: The faculty at SPL takes time each day to share their faith with the students. Chapel/Jesus Time is the way each day of school begins. In other subjects and throughout the school day, the faculty uses Biblical teaching and faith activities to show students how God works and helps their faith grow. Cards are made for members of the congregation for special birthdays and anniversaries, lunch prayers are said, conversations and teaching about character and what it means to be a Christian happens in our classrooms. For example, when teaching science, the Biblical perspective is presented - how God is present in the world and all His creation and what He does for us. Even at the end of the school day, each class uses prayers and songs before sending students home. Fastbridge lost all of our data before 2021 so we had to upload the information again. We have been trying to work with them to retrieve the information but at this point, any data before 2021 is lost.

5:02* Curriculum documentation is developed and provided for religion, mathematics, science, reading, language arts, social studies, world languages, 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:

[Superkids K](#)

[2nd grade Curriculum](#)

[1st grade Curriculum](#)

[Reading Side By Side](#)

[5th grade Curriculum](#)
[6th Grade Curriculum](#)
[7th and 8th Grade Curriculum](#)
[Sadler Math K-8](#)
[Religion](#)
[Physical Education](#)
[Curriculum Review](#)
[Winter Fastbridge Testing Results](#)
[Art](#)
[3rd and 4th curriculum](#)
[Kindergarten Science and Social Studies](#)

Comments:

We are planning in the next five years to evaluate our curriculum. We are going to do two subjects a year. We are currently looking at different models to use.

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.

See Page 8 for Scoring Rubric.

The teaching of Lutheran faith is evident at St. Paul Lutheran School. First are the daily chapels, at the start of the day, prayers at meal times, and at the end of the day. All students are taught the Lord’s Prayer and memorization of the Lutheran Catechism, starting in Kindergarten through the 8th grade.

Secondly our Christian faith is shared through daily lessons. SPL uses the Bender religion curriculum in the classroom and the pastors meet the staff on Thursday morning to go over the upcoming lesson and Bible readings and memory work for each level. Every student receives a student Bible in 3rd grade and Hymns in 2nd grade to read and use during school time.

Outside of religion class and chapel, Christ is shared through music classes, Bell choir, Choir and the annual school musical which is always Bible-based. In core subjects, discussions of what God has done and wants for us are sprinkled throughout, whether it be when discussing the history of the world, how people are created differently, being thankful for healthy bodies, or how and why physical objects look the way they do.

Finally, our Christian faith is evident through the behavior that the teachers model and also in the behaviors that are explicitly taught to the students. Every classroom has numerous Christian symbols, such as posters, crosses, Bibles, photos, visible as a constant reminder of our core values. When there is conflict between

peers, Christian values are incorporated into finding a solution and all people - students and faculty - are taught and encouraged to ask for forgiveness from one another.

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:

[Chapel Groups](#)

[Newsletter Honor Roll](#)

[Fastbridge](#)

[Report Cards](#)

[IXL Report](#)

[Parade Glows](#)

[AR Reading](#)

[Fastbridge testing results](#)

Comments:

We will publish students' names in our school newsletter which is also posted on our website, as well as showing accomplishments of a class or group of students on the school sign. We also post a number of items on our school facebook page about the activities and learning that is going on here at St. Paul Lutheran.

Teachers are encouraged to attend conferences to learn and grow their skills in various areas to help the school prepare students for their future.

5:04: The school’s Christ-centered, 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

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

- [Religion](#)
- [Science](#)
- [Science](#)
- [Reading Side by Side](#)
- [Pictures/projects](#)
- [School Musical](#)
- [Caroling/Christmas Program/Cards](#)
- [Fastbridge testing results](#)

Comments:

We are working on setting up the alignment with our state standards. It is one of our goals that we will be working on during the next few years till accreditation. Our Superkids curriculum does show where we align with state standards.

The pastors will meet with the teachers on Thursday morning to review the following week's Chapel readings and Religion classes.

5:05: Teachers use 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 responsible Christian citizens.
- Classroom instruction involves teaching 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:

- [Sadler math](#)
- [LSEM](#)
- [Pictures of Classroom](#)
- [Examples of possible Learning](#)
- [Pictures](#)
- [Science](#)
- [Religion](#)
- [Teacher Activity March 1, 2023](#)
- [Inservice Speaker](#)

Comments:

Our teachers work with each other as well as LSEM and a teaching specialist to continue to improve our skills in reaching our students' needs. Faculty attend inservice trainings and conferences that also help to learn additional teaching strategies.

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:

- [Faculty meeting Teacher work together](#)
- [Fastbridge testing](#)
- [IXL Training](#)
- [Thursday Meetings](#)
- [Inservice Time](#)
- [Sadler Math Training](#)

Comments:

Our staff is committed to looking for ways to reach students and to assess them in different ways to meet the child's academic needs. We meet regularly with Southern Plains who work with our IEP Students, as well as communicating with parents and other staff members to find ways to gauge improvement.

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 enhances curriculum, instruction, assessment and is used by teachers to personalize, enhance and improve instruction.
- Student technology is monitored and filtered to promote appropriate 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:

Smart Boards
Chromebooks
[Google Classroom](#)
[Technology Policy](#)
[Smartboard Training](#)
[IXL Training](#)
Tech 21
Go Guardian

Comments:

IXL Math is used to help students grow or improve skills in math. We also have LSCM to help with enrichment. Students that have Individual Education Plans, need extra school help, or social and emotional guidance may receive these services. Our school uses GoGuardian to monitor students while online to keep them safe as they do research and explore while learning from the internet.

5:08: Curriculum, instruction and assessment are regularly monitored and adjusted through the collection and analysis of data-driven information.

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 personalize 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:

- [IXL Progress Reports](#)
- [Fastbridge](#)
- [Sadlier Progress Test](#)

Comments:

Besides the testing listed above, the teachers also will have children orally present the test or skill. IXL Math is used to help students grow or improve skills in math. We also have LSEM to help with enrichment. Students that have Individual Education Plans, need extra school help, or social and emotional guidance may receive these services.

Summary and Response Actions

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

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

Yes

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

St. Paul Lutheran School strives to bring Christ into everything we do and teach.

The staff is always on the lookout for curriculum that will benefit our students' learning.

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.

We are planning out our curriculum mapping process to help us make sure and know what is being taught at each grade level. We are also mapping out our curriculum to meet our state standards.

C. 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	2
5:05	3
5:06	3
5:07	3
5:08	2
Total:	16
Average: (Total ÷ 6)	2.7

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 it 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 it 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 to whom the school refers students and families
- Evidence of background checks and MinistrySafe training for staff and volunteers
- List of first-aid materials
- Wellness plan
- Volunteer handbook
- Admissions counselor position
- Enrollment Handbook
- Registration Handbook

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 personnels' 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
- Procedures surrounding student involvement in co-curricular and extracurricular activities and service

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.

The families interested in our school are asked to fill out our prospective student form which is found online on our website. <https://www.spfairmont.org/prospective-students.html>

This is sent to the principal who contacts them by email to set up a time to take a tour of the school, meet our teacher or teachers, and spend time with the principal. After this is completed, the principal sets up a time to call and make another contact to answer any questions. We then schedule them online through TADS. Our administrative assistant will make calls or emails after a week or so to follow up with any questions or help with the TADS process.

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

There are a variety of counseling services available to students and families. The principal is always available for conversation and guidance for the student and family. The pastors have also provided good counsel to students and families. We work through the Fairmont Area School System as well, referring students for extra services and psychological counseling as indicated. We also refer families and students to local counseling services.

As far as guidance and counseling is concerned, the upper grade students and families are welcome to meet with the academic counselor at Martin Luther High School or Fairmont Area High School to help them make decisions about their future school attendance.

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

When a family indicates an interest in St. Paul Lutheran School, they are encouraged to set up an on-site visit. The principal meets with the family, provides a tour of the facility, answers questions, and gives them our enrollment information. The potential classroom teacher receives information of the visit and is encouraged to come to the tour or make contact with the family. Our PTL generally sponsors a back to school event and invites all families, teachers, and staff. Teachers set up a peer helper to guide the student throughout the day. A back to school night is held prior to the start of school so students can meet their teachers and tour the classroom and put away materials. School newsletters are sent out weekly. Fast Direct is an information/gradebook system for parents and teachers to communicate. Parent Teacher League (PTL) plans events to bring people together. Examples include the back to school bash, trunk or treat, and other activities throughout the year. Mandatory Fall Parent/Teacher conferences and Spring Parent/Teacher conferences are held. Teachers and the principal are available to consult as needed.

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

Teachers strive to make sure students know the required state curriculum before transitioning to the next grade level. The school has established procedures for evaluating students for promotion and/or graduation including FastBridge testing three times a year. The St. Paul Lutheran teaching staff also collaborates, sharing concerns and strategies that have worked with students in the past and may be helpful in the next grade level.

Students going into high school have multiple options: Martin Luther High School, Fairmont High School, as well as other area high schools. Martin Luther High School hosts many events for elementary and junior high age students. St. Paul students are always welcome. Their goal is to give students an opportunity to consider continuing with a high school Christ-centered education.

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

St. Paul Lutheran School offers programs in the following sports for the girls: volleyball, cheerleading, and basketball. It offers volleyball and basketball for boys. Co-ed soccer and co-ed softball are also scheduled. SPL has participated in the Minnesota State Lutheran basketball tournament. In addition to these sports, SPL has musicals, concerts, fine arts performances, participates in chess tournaments, a spelling bee, and a fine arts festival.

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

Every Kindergarten through 8th grade student is part of a chapel family. The older students assist the younger ones during chapel. They participate in activities together throughout the year, including a walkathon for private schools, service projects, games, and Lutheran school week activities. Chapel offerings are collected each week. They provide students the opportunity to support two different organizations throughout the year. We are supporting the Heaven's Table food shelf and the Lutheran Hour Ministries Comfort Dog program with our chapel offerings for the 2023-2024 school year. Students are given many chances to engage in prayer during each school day. Classes begin with the pledges of allegiance to both the US Flag and the Christian flag. In addition to daily chapel, individual classes pray before meals and end their days with prayer. Prayers are offered before music and sporting events. Students sing on a rotating basis at St. Paul Lutheran Church. The school presents a Christmas service on the third Wednesday evening of Advent.

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

Staff are prepared for supervising students during activities through orientation and on the job training. The lead teacher of an event will then train the volunteers who supervise the event.

Field Trips: Supervisors for field trips are told the expectations or procedures for any particular event by the teacher(s.) Supervisors may be required to bring in a copy of their license and insurance information if they are driving students.

Sports: The Athletic Director explains expectations to the coaches for each particular sport or activity.

Teachers have been trained in CPR, First Aid, and anaphylactic shock. Diabetic children and students with severe allergic reactions will carry their emergency packs with them containing their medication. For younger students, the teacher may carry the packs for them at recess, gym, or field trips. When we leave the building, the teachers bring emergency contact information with them.

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

In the past 4 years we have started an extended care program which operates before school from 7am to 8am and after school from 3pm to 6pm. We have hired people to run the program and at times have used teachers to help run and supervise the program. Families are charged monthly for this service. This program allows students to play, study, read, draw, and do other activities.

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

N/A

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

N/A

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


Fire Drill times: Sep 12, 2023 , Oct 18, 2023 , Nov 3, 2023 , Mar 11, 2023 , and Apr 25, 2023

Tornado Drill times: Oct 4, 2023 and Apr 3, 2023

Crisis Lockdown Drill: Aug 9, 2023 , Sep 15, 2023 , Nov 15, 2023 , Mar 14, 2023 , May 8, 2023

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

Crisis plan sheet

 Crisis plan 2.doc

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

St. Paul Lutheran School has a crisis policy that is reviewed by the staff on a yearly basis. Staff have also undergone first aid and CPR training. The public school nurse also attends one of the first staff meetings of the year to review medical procedures, talk about children taking medication, children with asthma, and any other children teachers will have in their classrooms. The staff also reviews blood borne pathogen training and child abuse training.

14. How are student health records maintained and used?

The student health records are kept electronically through TADS or are kept confidentially in the school office. The health records are maintained by a registered nurse from Fairmont Area Schools who is assigned to our school. Pertinent information is shared with appropriate personnel. Classroom teachers receive training if a student has a recurring health problem which may need attention. At the time of enrollment, or at the beginning of each year, parents are asked to share any pertinent health information.

15. Describe the food services provided.

St. Paul Lutheran School contracts our breakfast and lunch programs with Chartwells, through the Fairmont Area School District. They provide the meals and a server for lunch; they also train our morning staff to serve breakfast.

16. How does the school provide for the mental health of its faculty, staff and students?

The St. Paul Lutheran School Health Plan, through Concordia Plans, provides mental health for staff members who have the Plan. We also have had a few inservice training sessions for staff members about mental health. Both students and staff can find some information on our entrance bulletin board. They are welcome to talk with the principal and the pastors for more information and help.

Required Evidence

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

Enrollment / admission policy

Crisis emergency plan

MinistrySafe training certificates for all staff, coaches, activity sponsors, and volunteers working directly with students

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:

[See School Handbook:](#)

See Crisis plan:

[Crisis plan 2.doc](#)

Comments:

We have used Vector K-12 Education Compliance Training. We will be using MinistrySafe this upcoming school year 2024-2025.

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.

See Page 8 for Scoring Rubric.

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)**
-

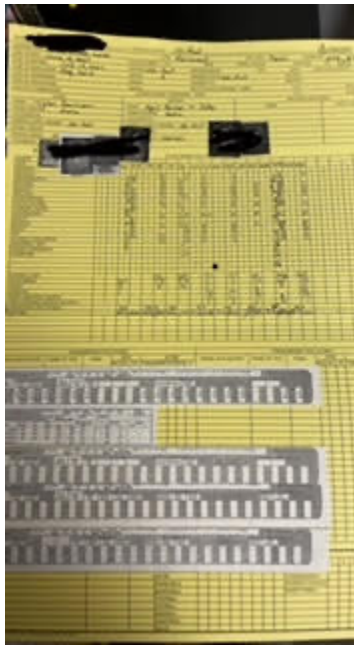
Identify and list supporting Evidence or Practices:

See School Handbook: See Enrollment Policy on pg 13, Tuition Agreement on Pg 26, Report card and testing on page 22

https://www.splfairmont.org/uploads/1/3/7/6/13768230/2023-2024_spls_handbook.pdf

Permanent records with cumulative files are kept in the file cabinet in the SPL school office, also page 26 of the school handbook addresses school records (see above link).

Picture of cumulative record:



Comments:

The above photo is a picture of the a report cards covering each grade of a student.

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:

See Student Handbook, pg. 10 for list of extracurricular activities.

https://www.splfairmont.org/uploads/1/3/7/6/13768230/2023-2024_spls_handbook.pdf

Volunteers at SPL go through the Volunteer Handbook with the principal and/or AD.

[W Volunteer handbook.docx](#)

Comments:

Volunteers go through the handbook but the background checks have not been consistently done. This is an area in which we need best practice input from the accreditation team.

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:

 Copy of Technology Policy

The Fairmont Area School Nurse files and conducts audits of student health records. She also keeps track of student immunization and files accordingly with the state.

There are multiple first aid kits attached to the walls around the building. They are easily accessible to anyone in need. There is an AED located in the church entry. First aid kits are checked monthly and refilled as needed by the school custodian.

Mr. Kube, principal, plans all the drills and then documents and keeps records on his spreadsheet.

 [Emergency Drill Sheet 2022-2023](#)


Training is done through an online program, Vector Solutions-Safe Schools, with the Fairmont Area School District. All teachers are required to watch videos and complete quizzes on blood-borne pathogens, CPR, first aid training, and epi pens (when we have them in the building). Fairmont area school nurse, April Tordsen, has a record of teachers who have completed the training.

Here is a link to the SPL staff who have completed the 23-24 training and all the training that was completed. (Note: Krystilyn Bishop, Michael Kutch, and Brenda Shane are no longer on the staff.)

 [Vector Training, K-12 Edition Compliance By Person 2024-03-01 09_56_15.xlsx](#)

Proof of background checks, on teachers, can be found in the staff cumulative files which are located in the principal's office.

Students and parents read the Technology Use Policy and affix their signature.

 [Copy of Technology Policy](#)

Comments:

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:

Our food program is provided by the Fairmont Area Schools. Fairmont Area Schools uses the lunch program through Chartwells which falls under the Compass Group umbrella which is a nation wide food service organization. Our lunch staff, Shannon Singleton, is required to complete all the Chartwells training and is ServSafe Certified. Her certificate is linked here, ( 1323_001.pdf) and also posted in the lunchroom kitchen. Our kitchen goes through an annual certification and is licensed through the county. The license is linked here ( 1324_001.pdf) and is also posted in the kitchen. Mrs. Singleton must follow all cleaning and serving guidelines required in the ServeSafe Certification classes. Menus are made through the Chartwells Food program. Here is a link to the school breakfast/lunch menus:

<https://fairmontareaschools.nutrislice.com/menu/st-pauls-lutheran-school>

Comments:

Summary and Response Actions

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

A. Are the Required Indicators of Success met for Standard 6? (YES / NO)

No

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

St. Paul Lutheran School has a student handbook that has information needed for parents. The handbook is available online. Paper copies are available for SPL families at the beginning of the year. Our school lunch program is run well due to contracting with the Fairmont Area School District and Chartwells. Our staff training is also well organized and tracked through the Fairmont Area School District.

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.

Volunteers go through the handbook, but the background checks have not been consistently done. This is an area we would like to seek advice on best practices. We also need to plan to implement Ministry Safe Training.

We also need to work on training with our volunteers on a more regular basis as well as maintain updated background checks.

Our crisis plan needs to be updated. It will be updated and reviewed on a regular basis.

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	2
6:04	2
6:05	3
Total:	10
Average: (Total ÷ 4)	2.5

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. As a place for learning, the facilities help children grow spiritually, physically, mentally, socially and emotionally. School facilities demonstrate principles of 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, elevator, fire extinguishers, etc.)
- Regularly scheduled maintenance
- Daily cleaning and sanitizing
- Safety inspections as required by local agencies
- Annual review of emergency management procedures and response
- Custodial care and/or Cleaning Service
- Service of students with specialized learning needs

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).

St. Paul Lutheran Church and School are stone and brick structures with a gym and hallways connecting the church and school. The church was constructed in 1950 and the school in 1964. The church basement is used for the school breakfast and lunch programs, and the church itself is used for chapel services daily. Handicap-accessible restrooms are located in the school portion of the complex, and an elevator provides handicapped access from ground level to either level of the school. The school has eleven regular classrooms, a smaller classroom for remedial and gifted sessions, a library, a teacher workroom, a health room and four storage rooms as well as locked closets for custodial supplies on each floor. Each level has restrooms for boys and girls and a handicap accessible restroom. Lower level restrooms connect to the locker rooms, which are accessible from the gym. There is a Fellowship Room used for meetings by school and church groups. The school is equipped with cameras, and the church and school are locked during the school day. We have two access points which are the school's main entrance on Oxford Street and the church entrance on Budd Street. The grounds include two parking areas. One is south of the church located on Budd Street, which has a black top surface. The other one is west of the school and has a concrete surface. Beyond the school parking lot is a playground with a fenced section with playground equipment, wood chips, and a grassy area for games. There is a new storage shed for maintenance equipment and overflow items located near the playground and the grassy area.

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

General maintenance and repairs are done in a variety of ways. Our custodian is responsible for regular maintenance and minor repairs. We have a Board of Trustees to which larger maintenance and improvement issues are referred. Like most churches, we have several members with professional expertise in contracting, and they often provide services on a volunteer basis or for the cost of the materials. Larger projects are generally taken to the Congregational Assembly for approval. The trustees, principal, and custodian work together to manage the maintenance of the church and school.

3. Describe how the school ensures that it complies with laws, health and safety requirements and building codes and American with Disabilities Act (ADA).

Our school is subject to inspection by a variety of agencies. Each year our insurance company conducts an on-site survey and mandates or suggests certain items or procedures. Our kitchen has regular inspections by appropriate state licensing authorities. Our contracted lunch program is inspected by the government. Our fire extinguishers are inspected and maintained by the Mankato-Fairmont Fire and Safety Company. Our elevator is maintained and inspected according to

law. Our current custodian passed the boiler safety course necessary for him to check our heating system daily. Any project requiring a building permit or inspection is handled according to law.

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

We have a contracted custodian. He is responsible for setting his own schedule. During the school year his hours are based on school hours. He sweeps and cleans bathrooms, mops the hall floors, and vacuums carpeted areas and rugs. He weekly cleans the church and also cleans after any additional services during the week. He is available for emergencies and attends to the principal or teacher's requests. After the students leave, he cleans the lunch room and classrooms in the afternoon. Trash is emptied each day as needed. Special cleaning projects are either scheduled or done as necessary. The church kitchen and Fellowship Room receive thorough cleaning by some of the ladies' circles of the LWML.

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

There is an excellent rapport between the school administration, faculty, and custodian. The faculty will email or text him with any special request that may arise. The administration and custodian talk on a regular basis.

6. What part of the physical plant and property has been changed in the past three years?

We have paved the school parking lot. An electronic sign was attached to the school building, and security cameras have been installed. The school and church have new secure entrance doors. They are kept locked during school hours. We built a new storage shed and updated our playground with some additional play equipment. New basketball backboards and supports were replaced two years ago. A new door was put in the equipment room in the gym, along with new gym stage mats.

7. What long-range plans are in place for site plan development?

A new roof is needed. We plan to replace trim and flashing around the school front entry windows. We plan an addition to our GaGa Pit, sandbox, and a smaller climbing structure to the playground.

8. How are students protected from external threats on campus before, during and after school?

We have installed new entrance doors equipped with automatic locks and a button to alert the office, principal, and custodian when someone arrives. We consult with the Fairmont Police and Martin County Sheriff's departments to discuss the safety of our building. The church and school have assembled a Security Committee to review and make recommendations to the Congregational Assembly. A staff member accompanies preschool students while in the halls. Kindergarten students have their own bathrooms in their classroom, and are supervised by their teacher. Families must sign our extended care program students in and out each day. Our preschool teachers also record who picks up their students at the end of the day. Parents must notify the school office, principal, or classroom teacher when a student's plans change. A posted sign directs visitors to report to the office. Lockdown, tornado, and fire drills are held and documented as required by law.

9. Describe how the school property is used by the community and outside groups and any procedures/policies that govern the use.

The SPL playground is open to the public and is used regularly by our neighborhood and community members. The community can contact the principal and/or trustees for the option of renting the building or grounds. We host multiple events each year, and each event is subject to our rental agreement.

10. Describe athletic facilities and training facilities and proper monitoring, sanitation, and safety procedures in place.

The trustees, with the custodian, administration, and athletic director are responsible for monitoring and upkeep of the facilities. The custodian cleans the gym floor. He also cleans and sanitizes the lavatories and locker rooms.

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

School Crisis Management Plan (including evacuation and reunification plans)

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 for all students.

YES

NO

Identify and list supporting Evidence or Practices:

1. The custodian closets are locked at all times.
2. Wet Floor Signs are used when the custodian mops the floors.
3. Waste Management picks up garbage every Thursday.

[Crisis Plan](#)

[Floor Plan](#)

Comments:

A full time custodian works daily to clean and maintain the facility. The Trustees oversee all projects and repairs.

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

YES

NO

Identify and list supporting Evidence or Practices:

[Fire Extinguisher List](#)

[Mankato Fire Safety Contract](#)

[Emergency Light List](#)

[Exit Light List](#)

[Elevator Service Contract](#)

[Fire Routes](#)

[Crisis Management Plan](#)

[Human services](#)

[State of Minnesota Engineers Lic.](#)

Comments:

Listed above are the different licenses and contracts that we have in place at SPL.

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.

See Page 8 for Scoring Rubric.

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 has appropriate technology infrastructure.

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:

[Job requirements for custodian listing his daily duties on schedule provided.](#)

[Pictures of school furniture.](#)

[Smart Board InvoiceClassroom](#)

[Midco Internet](#)

[New BB backboards](#)

[New Gym Stage Mats](#)

[New doors for the equipment room in the gym.](#)

[Miracle Recreation Equip. Co. Playground equipment upgrades and parts replacement.](#)

[Monthly Expense Report for Building Maintenance](#)

Comments:

New school classroom windows and blinds have been installed. New school front entry security doors and video cameras were installed. Also, new Smart Boards are being used in each classroom. We have new gym stage mats and new basketball backboards. We replaced various parts and equipment on the playground.

7:04: Physical facilities provide specific (crosses, signs, etc.) and non-specific (attractive, adequate, etc.) Lutheran 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 buildings contain evidence that the school is a Lutheran Christian school.

- 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 provides evidence of a Lutheran Christian School 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:

- [Banners, pictures, posters](#)
- [Crosses](#)
- [Outdoor Sign](#)

Comments:

There is a Christian flag and three banners hanging in the gym. There is a plaque and cross in the front entryway. There are posters on the front entry bulletin board and in a glass case in the upstairs hallway. There is a large cross at the end of the upstairs hallway . There is an electronic sign outside on the northwest corner of the school building. Also, there is a large cross and the school’s name on the west front of the school building.

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, athletic field(s), and school grounds are properly supervised, safe and fenced when appropriate and needed.

- 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 when and 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:

- [Technology Use Policy](#)
- [Fire Extinguisher list](#)
- [Mankato Fire Safety contract](#)
- [Emergency light list](#)
- [Elevator service info.](#)
- [Classroom/School Fire Exit Routes](#)
- [Crisis Management Plan](#)
- [Active Shooter Training](#)
- [Human Services Lic.](#)
- [ServSafe Certification](#)
- [Recess Duty schedules K-8.](#)
- [Playground Fence](#)
- [Doors locked, Security camera](#)
- [Lockdown Procedures](#)
- [Fema Lic./ Second Class Engineer Lic./ Emergency Medical Responder \(Reed Wokasch\)](#)
- [Crossing Guard](#)
- [Principal greets families as they enter school](#)

[Supervised procedure for loading and unloading students](#)

[Tornado, Fire, Lockdown drills](#)

[Before/After School Drop Off/Pick Up](#)

Comments:

There is teacher and principal supervision outside for after school student pickup.

Teachers are responsible for supervision at recess time.

Mr. Kube (principal) is at the front entry doors every morning greeting students and parents.

There are scheduled tornado, fire, and lockdown drills each year along with Active Shooter Training.

Summary and Response Actions

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

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

Yes

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

There are plans in place for managing a crisis situation. We have the necessary requirements in place to follow the laws the city and state require. Our church and school provide a clean and appropriate environment for our students and staff. It is apparent to any visitor that comes to our school that we are a Lutheran Christian school.

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.

An ongoing challenge of our school based on Standard 7 is the overall maintenance and upkeep of an older facility. Another challenge is keeping up with ever changing laws and regulations.

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

STANDARD	RATING
7:03	3
7:04	3
7:05	3
Total:	9
Average: (Total ÷ 3)	3

IDENTIFICATION OF POWERFUL PRACTICES

Identify and provide an explanation of any practices (please limit to 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*.

NLSA seeks to identify and share powerful practices that make it a highly respected educational institution in its community. *Powerful Practices* are carefully researched, collaboratively established and dynamically affect student learning and/or ministry opportunities in a Lutheran school. These are the practices that have the potential for replication in other Lutheran schools.

A school's *Powerful Practice* is much more than an expectation that quantifies Standard compliance. It innovates and exceeds accreditation expectations. It is a calculated risk that results in significant reward for students. Therefore, it is a desirable condition that has ramifications for schools throughout the LCMS.

Identify any potential Powerful Practices in the space below:

PRELIMINARY SCHOOL ACTION PLAN

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

NLSA Preliminary School Action Plan												
School Name: St Paul Lutheran School												
School Address: 201 Oxford St												
LCMS District: Minnesota South												
Administrator: Brian Kube												
Date of Most Recent NLSA Validation Team Visit: 2015												
Accreditation Year		Preliminary		Year 1		Year 2		Year 3		Year 4		Year 5
Standard & Indicator Number	Self-Study Concerns & Strategies			Target School Year	Responsible Party	Action Taken	School Year Addressed					
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.			2024	School Board							
2B:05	The school is known, respected and maintains a positive perception in its community.			2025	School Board							
2B:04	The school has an active Parent-Teacher Organization and/or			2024	PTL/Principal							

	other parent support groups.							
5.04	The school’s Christ-centered, curriculum provides challenging learning experiences and ensures that students have sufficient opportunities to develop life skills, critical thinking skills and applied learning.	2024-2028	Staff/Principal					
5.08	Curriculum, instruction and assessment are regularly monitored and adjusted through the collection and analysis of data-driven information.	2024-2028	Principal					
6.03	Extracurricular activities provide opportunities for students to further enhance God-given talents and abilities.	2025	Principal					
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.	2024-2025	Principal					

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 NLSA Final School Action Plan must be included along with a separate copy of the NLSA Preliminary School Action Plan and the school’s Strategic Plan in the final submission of the school’s Self-Study to the District Accreditation Commission.

NLSA Final School Action Plan											
School Name: St Paul Lutheran School											
School Address: 201 Oxford St											
LCMS District: Minnesota South											
Administrator: Brian Kube											
Date of Most Recent NLSA Validation Team Visit: 2024											
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Accreditation Year		Preliminary		Year 1		Year 2		Year 3		Year 4	Year 5
Standard & Indicator Number	Self-Study Concerns & Strategies					Target School Year	Responsible Party	Action Taken	School Year Addressed		
2A:03	The school concerns itself with the ministry of the whole church and seeks opportunities to support					2024	School Board				

	and enhance relationships with its congregation, its district and the national church body.						
2B:05	The school is known, respected and maintains a positive perception in its community.	2025	School Board				
2B:04	The school has an active Parent-Teacher Organization and/or other parent support groups.	2024	PTL/Principal				
5.04	The school's Christ-centered, curriculum provides challenging learning experiences and ensures that students have sufficient opportunities to develop life skills, critical thinking skills and applied learning.	2024-2028	Staff/Principal				
5.08	Curriculum, instruction and assessment are regularly monitored and adjusted through the collection and analysis of data-driven information.	2024-2028	Principal				
6.03	Extracurricular activities provide opportunities for students to further enhance God-given talents and abilities.	2025	Principal				

6.04	<p>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>		2024-2025		Principal					
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