

National Lutheran School Accreditation

Validation Team Report

Revised September 2022

St. John Lutheran School

Norwood Young America, Minnesota

November 12-14, 2023

Sean Martens - Captain

Gretchen Dolan

Kendra Gilmore

Jennifer Hall

FOREWORD

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

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

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

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

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

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

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

In His Service,

Sean Martens
Validation Team Captain

DISCLAIMER

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

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

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

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

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

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

Validation Team Member Biographic Information

Sean Martens - Education Executive, Minnesota South and North Districts

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

Gretchen Dolan (Team Member) currently serves at St. John's Lutheran School in Chaska, MN as the Director of Curriculum and Support Specialist. Her professional experience includes serving in Lutheran Education as an Administrator/Principal in MN for four years, a junior high Language Arts teacher in MN for twelve years, and a high school English teacher in WI and MO for four years. Gretchen holds a bachelor's degree in Secondary Education and English from Concordia University Wisconsin and completed the SLED program in 2021. She is currently working toward a master's degree in Curriculum & Instruction. Her NLSA experience includes leading her previous school through the accreditation process and serving as a validation team member.

Kendra Gilmore (Team Member) currently serves at St. John's Lutheran School in Chaska, MN as Principal where she has been serving since 2018. Her experience prior to that includes teaching middle school homeroom classes, music (1-8), technology (K-8) and coaching basketball, volleyball, and softball in Minnesota and Missouri for ten years. She earned her bachelor's degree in Elementary Education from Concordia University Nebraska and her master's degree in Educational Technology and Design from Concordia University Wisconsin. She is a 2018 graduate of the School Leadership Development (SLED) Program and a 2021 graduate of the Van Lunen Fellows Program.

Jennifer Hall (Team Member) currently serves at St. John Lutheran School in Elk River, MN as Principal. Prior to that she served congregations in Golden Valley, MN and Eagan, MN as a Director of Christian Education (DCE) concentrating in the areas of children's ministry and administration. She earned her bachelor's degree in Elementary Education and certification as a DCE from Concordia University, St. Paul. She also earned a master's degree in Organizational Leadership from the University of Northwestern in St. Paul, MN. She is currently enrolled in the School Leadership Development 23 program through the Lutheran Church-Missouri Synod.

REPORT SUMMARY

Overall School Performance Level

Standard	Rating Total	Possible Score
Standard 1	10	12
Standard 2	29	
Standard 3	24	
Standard 4	10	
Standard 5	16	
Standard 6	13	
Standard 7	9	
Total	111	
Average (total ÷ 41, rounded to hundredths decimal)	2.71	

The Validation Team's Overall Impression of the School

Outstanding Strengths

- There is a new sense of excitement, energy, and enthusiasm around the future of St. John's.
- The relationship that the pastors have with the school staff, students, and school is a strength, being in the building every day and having a strong commitment to help ensure the well-being of the school.
- Though separated physically by 5 blocks in distance, the St. John's Church and School are unified in their Mission.
- The teaching staff has a unique ability to think selflessly in a broader context... school, church... community.
- The upgraded security system, fire alarm system and door access have improved overall safety and security for the building and students.
- The team commends the creativity and professional look of the annual themes and how they encompass many aspects of education during the school year including chapels and day-to-day activities in the classrooms.
- The food service program is well regarded with outstanding practices and diligence to manage the federal lunch program.

Major Deficiencies

While a Board Policy handbook (required evidence) was provided to the team, it was clear that this, in practice, is not in use. The mission statement in the policy handbook was not the same as was throughout the school. Policies had not been updated for many years. When questioned, the new principal and board did not know of its existence. In practice, the School Board is operating as a

managing board. No one is looking to the future when the board and principal are only dealing with present realities.

By the constitution of St. John Lutheran Church, the school board has managerial functions over the school under Section "B. Policy Making and Program Planning" unless the board specifically exercises its authority to delegate it's power under section C. "Organization and Admintion," 1. "Delegate the administration of all education agencies and work to the qualified persons subject of the approval of the Voters' Assembly." Neither the former nor the current principal indicated that they were at any time empowered by the board with this designation.

Therefore, the validation team believes that in practice the Board of Christian Education does not operate from a policy-based approach utilizing the manual provided and is in practice managing the school from meeting to meeting. **This is a major deficiency that must be corrected to remain NLSA accredited. The Board of Christian Education must:**

- 1. Stop operating as a management board.**
- 2. Update the current board policy manual or start over with a new one.**
- 3. Begin operating as a policy-based governance or hybrid model.**

In addition, the Saint John Lutheran congregation should amend bylaws to clarify the Board of Christian Education duties and roles so there is no confusion between management and policy functions. This must be completed by May 15, 2026, to remain accredited.

Accreditation Recommendation

We the members of the Validation Team recommend

Accreditation in Good Standing	
-----------------------------------	--

Provisional Accreditation	X
------------------------------	---

Denying Accreditation	
--------------------------	--

for **St. John Lutheran School of Norwood Young America, MN**

Signature of the Team Captain



TEAM FINDINGS

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

Accreditation Standards and Indicators

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

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

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

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

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

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

Standard 1: Purpose

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

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

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

YES

NO

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

YES

NO

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

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

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>1:03 School leadership (administration and governing board) uses the mission statement as the foundation and reference for all planning.</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Teacher Job Description ● Constitution ● Board of Ed Minutes ● Staff Discussion Guide on the Mission ● Pastor, Principal, Teacher Interviews ● Narrative ● Observation 	3	3
<p>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.</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Back to School Night PowerPoint ● School Website 4L’s Mission statement ● Pastor, Principal, Teacher Interviews ● Pastor Interviews ● Teacher Interviews 	3	3
<p>1:05 The school’s purpose is displayed and reflected in school activities and in the teaching/learning environment in classrooms.</p>	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Multiple Photos of Classrooms ● Website Mission Explanation ● Mission Statement in Handbook ● Newsletter Example of Mission Statement ● School Handbook ● Observation ● Narrative 	3	2

	<p>distributed to families, such as the PTL handbook and promotional materials that are supplied to prospective families.</p> <ul style="list-style-type: none"> • School events, curriculum and discipline are aligned with the school's mission statement and purpose and promote a positive teaching/learning environment. 			
<p>1:06 New employees are informed about the school's purpose and its appropriate engagement.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • New Worker Orientation Sheet • Job Descriptions • Interview 	3	2
Total			12	10
Standard One Overall Rating (Total ÷ 4, Rounded to the Nearest Tenth)			3	2.5

What is the overall Validation Team rating for Standard 1? 2.5

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

YES

NO

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

1:05 The school name and mission/mission logo are not prominently placed on theme artwork, promotional materials or yearly theme t-shirts. The school's purpose is not currently displayed on theme artwork and all promotional materials.

1:06 New teachers do not have a formal mentoring process.

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

- The 4L's (Learn, Love, Lead, Live) Mission Statement is simple, captures the heart of life, and is appropriate for both church and school.
- Though separated physically by 5 blocks in distance, the St. John's Church and School are unified in their Mission.

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

The school did not identify any concerns to validate.

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

- **1:05** Prominently place the school name and mission/mission logo on the theme artwork, promotional materials, and yearly theme t-shirts.
- **1:06** Develop and implement a formal mentoring process with different mentoring strategies for:
 - New graduates
 - New to St. John's but not new teachers
 - Non-synodically trained teachers

Standard 2: Relationships

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

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

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

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

YES

NO

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

YES

NO

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

YES

NO

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

Standard 2 Required Evidence*: Written nondiscrimination statement

YES

NO

Standard 2 Required Evidence*: School discipline code

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> School Handbook School Calendar Acolyte Schedule Pastors' Job Descriptions Chapel Schedule Pastor, Teacher, Principal interviews 	3	3
2A:03 The school concerns itself with the ministry of the whole church and seeks opportunities to support and enhance relationships with	<ul style="list-style-type: none"> Students participate regularly in congregational life through planned activities available and coordinated with the 	<ul style="list-style-type: none"> School Handbook School Calendar Acolyte 	3	3

<p>its congregation, its district and the national church body.</p>	<p>congregation.</p> <ul style="list-style-type: none"> • 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. 	<p>Schedule</p> <ul style="list-style-type: none"> • Chapel Schedule • Personnel Manual • LEA Convocation Attendance Email • Confirmation Information • District Hearts for Jesus Participation • Pastor, Teacher, Principal Interview 		
<p>2B:02 The school's student population reflects the ethnic, racial and economic diversity of the community in which it is located.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Narrative • NYA Demographics • TADS Aid • SJS Tuition Fact Sheet • Principal, Board interview 	<p>3</p>	<p>3</p>
<p>2B:03 The school promotes and encourages the involvement of its teachers and students in community activities.</p>	<ul style="list-style-type: none"> • The school seeks ways to involve its students and teachers in service to the community. 	<ul style="list-style-type: none"> • Community Events: Yellow Ribbon Singing, Grandparents 	<p>3</p>	<p>3</p>

	<ul style="list-style-type: none"> • 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. 	<p>Day Schedule, Flags for Veterans Day, Singing at Assisted Living, Vendor Fair, Harvest Party,</p> <ul style="list-style-type: none"> • Staff Involvement with National Night Out and Faith & Family Night 		
2B:04 The school has an active Parent-Teacher Organization and/or other parent support groups.	<ul style="list-style-type: none"> • The school sponsors educational opportunities for parents and provides a wide variety of parenting resources. • Support groups (i.e., Parent Teacher League, Booster Club, prayer support groups) contribute to the overall good of the school and congregation to support and maintain the school's mission and goals. 	<ul style="list-style-type: none"> • New PTL Constitution • PTL Budget • Mental health Talk • Beyond Birds and Bees • Family Tech Talk Event • School Calendar • Dance Watch Party 	3	3
2B:05 The school is known, respected and maintains a positive perception in its community.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Facebook Screenshot • Narrative • Board, Staff, Principal interview 	3	2
2C:02 The school's Christ-	<ul style="list-style-type: none"> • Students demonstrate love 	<ul style="list-style-type: none"> • Class 	3	3

<p>centered ethos is visible and evident to visitors.</p>	<p>for others in response to Christ’s love for them.</p> <ul style="list-style-type: none"> ● 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. 	<p>Schedules</p> <ul style="list-style-type: none"> ● Chapel Schedule ● School Handbook ● “Activate your Faith” Theme Logo ● Staff, Principal Interviews 		
<p>2C:03 Teachers and staff members recognize, value and respect the needs of students.</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Class Schedule ● Confirmation Information ● School Handbook ● Students Anti-Bullying Policy ● Parent Anti-Bullying Policy ● School T-shirt Theme Design ● Student Bibles ● NLSW Theme ● Christian Discipline Code ● Board, Pastor, Principal, Staff Interview ● Parent Interview 	<p>3</p>	<p>3</p>

	<ul style="list-style-type: none"> ● 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. 			
<p>2C:04 School personnel model Christ's love in their relationships with parents and guardians.</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Grandparent's Day Schedule ● School Handbook ● Walkathon ● Classroom Dinners ● Field Trip Chaperone Pics ● Interviews 	3	3

<p>2C:05 Faculty and administration respect and support one another as individual, fellow members of the body of Christ.</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Staff Retreat Overview ● Mid-year Staff Retreat Reflection Questions ● Faculty Awards ● Staff Prayer Cards ● Retirement Party ● Staff, Principal, Pastors Interviews 	3	3
Total			30	29
Standard Two Overall Rating (Total ÷ 10, Rounded to the Nearest Tenth)			3	2.9

What is the overall Validation Team rating for Standard 2? 2.9

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

YES

NO

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

2B:05 Scarce evidence was provided by the school that there is a positive perception of the school, or even awareness, in the greater Norwood Young America community and surrounding area. Interviews of the pastors, principal, board, and staff were mostly inconclusive or contradictory to these benchmarks.

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

- The team commends the creativity and professional look of the annual themes and how they encompass many aspects of education during the school year including chapels and day-to-day activities in the classrooms.
- The relationship that the pastors have with the school staff, students, and school as a whole is a strength. They are in the building everyday and have a strong commitment to help ensure the well-being of the school.

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

No concerns were identified by the school to validate.

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

Standard 3: Leadership

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

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

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

YES

NO

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

YES

NO

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

YES

NO

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

YES

NO

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

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

YES

NO

Standard 3 Required Evidence*: Administrator’s job description

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
3A:04 The governing authority is organized around written policy and understands and operates within its role and function.	<ul style="list-style-type: none">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.	<ul style="list-style-type: none">Appeal Procedure/Due Process PolicyConstitution and Bylaws	3	1

- 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.			
	<ul style="list-style-type: none"> • 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. 			

<p>3A:05 Governing authority policy supports effective personnel.</p>	<ul style="list-style-type: none"> ● 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 evaluates the head administrator annually based on the job description. ● The governing authority receives reports from the administrator at each meeting. ● The governing authority has written policies or position descriptions clearly delineating relationships between the head administrator and pastor(s). 	<ul style="list-style-type: none"> ● Constitution and Bylaws ● General Function of the Board of Education ● SJS Administrator Job description. ● Principal Evaluation and Performance Review 2022 ● Principal Report 4-23 ● Senior Administrative Pastor Job Description ● Pastor, Principal, Board interviews 	<p>3</p>	<p>2</p>
<p>3A:06 Governing authority members meet prescribed qualifications and are trained regarding roles and responsibilities.</p>	<ul style="list-style-type: none"> ● Written policies define qualifications for board or governing authority members. ● Governing authority members are required to participate in professional 	<ul style="list-style-type: none"> ● General Function of the Board of Education ● Board Training PPT ● Best Practices Conference 2019 	<p>3</p>	<p>2</p>

	development regarding roles and responsibilities of the governing body and its individual members.			
3A:07 The governing authority establishes and employs systematic planning for school improvement.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> NLSA Surveys Principal Evaluation Survey to Parents Joint Meeting Long Range Planning Pastor Interview BOE Agenda Annual Mid-Year Survey (as seen on Action Plan) 	3	3
3A:08 The governing authority provides strong financial leadership for the school.	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 2023 Proposed Budget 5-Year Tuition Plan SJS BOE Calendar and Tasks Document Principal Interview 	3	2

	react to concerns expressed in the annual financial audit.			
3B:02 The administrator meets qualifications required for the position.	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Wisconsin Teaching License ● Michigan Teaching License ● FACT Diploma 	4	2

	18 semester hours in early childhood education, or is actively working toward accomplishing this requirement.)			
3B:03 The administrator is provided adequate support to complete required tasks.	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Principal Interview ● Principal Schedule 	3	3

	duties.			
3B:04 The administrator is an effective communicator.	<ul style="list-style-type: none"> ● The administrator communicates frequently and regularly with pastor(s) and teachers individually and collectively. ● The administrator communicates effectively and frequently with families and students of all ages. ● A wide variety of venues both personal (one-to-one) and public are regularly used to facilitate effective communication. ● The administrator regularly spends a significant percentage of time listening, observing and speaking with parents, students and teachers. ● The administrator effectively communicates and works together with local public school officials. ● The administrator compiles such policies, procedures or practices as appropriate for effective 	<ul style="list-style-type: none"> ● Pastor Interview ● Principal Interview ● Staff Meetings each morning ● Morning Announcements ● Observation ● Principal Schedule ● Pizza dinner with eh principal ● Parent Interview 	2	3

	<p>communication to the various school communities into student and/or parent handbooks/manuals</p>			
<p>3B:05 The administrator is engaged in the process of developing and managing the budget.</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Principal Interview ● Proposed Budget ● EANS Funding Submission Approval ● Endowment Funds ● Interview with Financial Manager ● Principal is a member of the Finance Committee 	4	3

<p>3B:06 The administrator is committed to personal development and the development of staff members.</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Observation ● LEA, Minndependent, ALSS Memberships ● New math curriculum - Big Ideas ● Chapel Schedule ● Singing schedule for church ● Curriculum Review Schedule ● Staff Development Plan 2023 ● Teacher Interview 	<p>3</p>	<p>3</p>
Total			32	24

Standard Three Overall Rating (Total ÷ 10, Rounded to the Nearest Tenth)	3.2	2.4
---	-----	-----

What is the overall Validation Team rating for Standard 3? 2.4

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

YES

NO

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

- **3A:04** The School Board does not have established processes and policies by which it governs itself.
- **3A:04** The School Board does not utilize a policy manual to support effective personnel.
- **3A:04** The Constitution of the congregation has language that influences the School Board into managing the school.
- **3A:05** The governing authority does not regularly evaluate the head administrator based on the job description.
- **3A:06** Board members are not selected to meet prescribed qualifications and are trained regarding roles and responsibilities.
- **3A:08** There has not been an annual audit nor a financial review by someone outside of the congregation.
- **3B:02** The administrator does not have a Minnesota school administrator's license.
- **3B:04:**The administrator is an effective communicator. This score was raised from a "2" to a "3." The validation team feels that the present administrator is an effective communicator by all evidence presented and the "2" may have been a remnant of the transition from the previous administrator.
- **3B:05:** The validation team did not find evidence supported by extensive documentation that the administrator's process of developing and managing the budget to such an extent for other Lutheran schools to consider. The school administrator's budgetary input is operational.

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

- The Endowment Fund provides financial support and stability to the school.
- There is a new sense of excitement, energy, and enthusiasm around the future of St. John's.

- Both the Senior Pastor and the Principal express a desire to move towards a policy governance or hybrid model.
- The new principal has made great strides at building up effective parent communication.

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

-

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

- **3A:04** Re-establish a board policy manual that defines the board's own role through self-governing policies that are regularly reviewed and sets the direction and policies of the schools whereby the school administrator and staff know the direction and space they are to function.
- **3A:04** Consider changing the portions of the congregation bylaws that influence the school board to be managerial rather than policy-based over the school.
- **3A:05** Study best practices in the evaluation of education staff (Principal and teachers) and implement a new system based on your findings.
- **3A:06** Define the member roles, select specific members by needs, and prepare Board members for their service.
- **3A:08** Complete an annual audit or review from someone outside of the church and school leadership (an unrelated to them) and then act on the findings of the review or audit.
-

Standard 4: Professional Personnel

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

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

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

YES

NO

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

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

YES

NO

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

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
4:02 Christ-centered teachers have qualities and qualifications	<ul style="list-style-type: none"> All teachers demonstrate a personal relationship with Jesus Christ and a dedication 	<ul style="list-style-type: none"> Teacher licenses Teacher interview Interview with 	3	3

<p>necessary for success in their defined areas of service.</p>	<p>to teaching in the Lutheran school.</p> <ul style="list-style-type: none"> ● Full-time faculty members are on the Roster of the LCMS, eligible to be on the Roster of the LCMS or are actively enrolled in the colloquy program. ● Teachers have been prepared and vetted following prescribed federal and state mandates for background checks and training. ● Full-time professional staff members have appropriate teaching certificate(s) from the state and meet requirements for their specific assignments. 	<p>Financial Manager</p> <ul style="list-style-type: none"> ● Personnel Files ● Principal Interview ● Staff Development Plan ● Observation ● Staff Information Pages ● Several teachers are going through or have gone through the colloquy process. 		
<p>4:03 Teachers are informed of, and subsequently evaluated and supported in the continuing pursuit of professional growth and development.</p>	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Staff Information Pages ● Principal Interview ● Teacher Interviews ● Observation ● Funds are available to attend conferences and other professional development opportunities. ● Several teachers have attended TEC 21. 	<p>3</p>	<p>2</p>

	<p>professional organizations.</p> <ul style="list-style-type: none"> • The school provides opportunity, training and support so that teachers may effectively and appropriately engage technology in classroom instruction. 			
<p>4:04 Teachers and support staff are empowered and equipped to effectively accomplish their assigned task.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • St. John's Personnel Manual 2020 • New Worker Orientation Sheet • Interview with Financial Manager • Interview with Principal • Interview with Teachers • Parent and Student Surveys 	3	2
<p>4:05 Employees and volunteers serving in support roles have the qualifications and training necessary for</p>	<ul style="list-style-type: none"> • Support staff (e.g., teacher assistants, student teachers, nurse) meets state requirements for their specific 	<ul style="list-style-type: none"> • Volunteer Policy • St. John's Personnel Manual 2020 • Observations 	3	3

success in their defined area of service.	<p>assignments.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Teacher Interviews • Principal Interview • New Worker Orientation 		
Total			12	10
Standard Four Overall Rating (Total ÷ 4, Rounded to the Nearest Tenth)			3	2.5

What is the overall Validation Team rating for Standard 4?

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

YES

NO

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

4:03 Not all teachers hold membership in professional organizations.

4:04 New teachers do not receive thorough orientation and/or are supported with experienced, assigned teaching mentors.

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

- The teaching staff has a unique ability to think selflessly in the broader context of the wider school and community. They are able to envision what the future potential of St. John's could be and are willing to help make that a reality. They strive to make strong connections with students and parents.

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

No concerns were identified by the school to validate.

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

- **4:03** Encourage all teachers to hold membership in professional organization and consider financially supporting their memberships.
- **4:04** Implement a new teacher mentorship program with the goal of easing the transition of new teachers and bringing an expectation of excellence, while building relationships for retention.
- **4:05** Consider a more formalized volunteer policy be put in place and adhered to.

Standard 5: Teaching and Learning

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

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

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

YES

NO

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

YES

NO

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

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

YES

NO

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

YES

NO

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

YES

NO

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

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
5:03 The school community builds and maintains a vision, direction and focus for student learning.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Teacher Interviews Board Interview Principal Interview Written Curriculum Assessment Data and Analysis Parent Survey Student Surveys 	3	3

	<ul style="list-style-type: none"> • 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. 			
<p>5:04 The school's Christ-centered, written curriculum provides challenging learning experiences and ensures that students have sufficient opportunities to develop life skills, critical thinking skills and applied learning.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Written Curriculum • Friendly Curriculum • Classroom Observations • Curriculum Review Schedule 	3	2
<p>5:05 Teachers use a wide</p>	<ul style="list-style-type: none"> • Teachers implement 	<ul style="list-style-type: none"> • List of 	3	3

<p>variety of instructional strategies that engage students and ensure mastery of learning expectations.</p>	<p>classroom instructional strategies that provide students with the knowledge, creativity, skills and understanding to become problem solvers, decision makers and socially responsible global citizens.</p> <ul style="list-style-type: none"> ● Classroom instruction involves a variety of strategies and settings that address diverse student needs and accommodate individual learning styles as fully as possible. ● Evidence of active student engagement exists in every classroom. ● Service learning is a component of the school’s required program. 	<p>Instructional Strategies</p> <ul style="list-style-type: none"> ● Classroom Observations ● LSEM Resource Teacher Interview ● Photos of Student Engagement / Activities 		
<p>5:06 Teachers intentionally communicate and collaborate to improve instruction and student learning.</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Teacher Interviews ● Principal Interview ● Written Curriculum ● Faculty Inservice and Meeting Agendas 	<p>3</p>	<p>3</p>

	<ul style="list-style-type: none"> ● 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. 			
<p>5:07 Technology enhances and enriches the students' learning environment.</p>	<ul style="list-style-type: none"> ● Faculty members are users, instructors and participants in the process of engaging technology with the learning process in schools. ● Faculty members acquire the necessary technology skills to use personally and integrate and guide student learning. ● Clear and intentional planning and protocols for technology are in place. ● Technology is integral to curriculum, instruction, assessment and a tool for teachers to personalize, enhance and improve instruction. 	<ul style="list-style-type: none"> ● STEM lab ● TEC21 Participation ● Classroom Observations ● Online Learning Programs 	3	3

	<ul style="list-style-type: none"> • Student technology skills are sharpened and advanced through the integration of technology into the learning process. 			
<p>5:08 Curriculum, instruction and assessment are regularly monitored and adjusted systematically in response to multiple assessments of student learning and examination of professional practice.</p>	<ul style="list-style-type: none"> • The school monitors, reviews, evaluates and modifies its curriculum based on the use of school-wide student data that is generated by multiple tools and surveys. • Multiple forms of student assessment drive instructional strategies. • Student learning is monitored, tracked, recorded and reported regularly and continuously during the time the student is enrolled at the school. • A comprehensive program that examines student achievement with frequent progress monitoring is used to individualize instruction for student success. 	<ul style="list-style-type: none"> • Written Curriculum • Teacher Interviews • Various Testing/ Assessment Platforms 	3	2
Total			18	16
Standard Five Overall Rating (Total ÷ 6, Rounded to the Nearest Tenth)			3	2.7

What is the overall Validation Team rating for Standard 5? 2.7

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

YES

NO

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

5:04 Current mapping of written curriculum does not strongly delineate how standards are met. Evidence of the process by which curriculum is selected or developed is lacking and does not reflect research or best practices used to make curricular decisions.

5:08 There is no clear system/plan in place for regular evaluation, monitoring, and adjustment to curriculum and instruction based on assessment of students.

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

- Faith integration is evident in instruction and curriculum.
- The addition of a new STEM lab provides exciting potential for further enhancement of student learning.

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

- The school identified that ensuring newly adopted curriculum alignment with changing state standards is a challenge and needs to be done annually.

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

- **5:04** Create plans for thorough mapping of all curriculum so as to identify more specifically how the curriculum meets delineated standards.
- **5:07** Consider using technology more intentionally as a way to encourage collaboration, creativity, and higher level thinking.
- **5:08** Develop a plan by which teachers use student assessment data to drive individualized instruction.

Standard 6: Student Services

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

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

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

YES

NO

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

Standard 6 Required Evidence*: Enrollment / admission policy

YES

NO

Standard 6 Required Evidence*: Crisis emergency plan

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>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.</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Admission Policy ● Friendly Curriculum ● School Handbook ● Student Files 	3	3
<p>6:03 Extracurricular activities provide opportunities for students to further enhance God-given talents and abilities.</p>	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● School Handbook ● Athletic Handbook ● Athletic Calendar ● Background Check Authorization Form ● Interview with Principal 	3	3

	<p>carefully supervised by trained personnel.</p> <ul style="list-style-type: none"> • Those who supervise extracurricular activities accept the purpose of the school. • Background checks are completed and on file for those who supervise extracurricular activities. 			
<p>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.</p>	<ul style="list-style-type: none"> • 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 (i.e., fire, tornado, intruder and other drills). • Plans are developed and implemented for blood-borne pathogen, asbestos, CPR, first-aid training 	<ul style="list-style-type: none"> • First Aid Kits in classrooms • Drill Logs • Bloodborne Pathogen Training Attendance Sheet • CPR/First Aid Cards • Background Check Forms • Use of Go Guardian 	3	3

	<p>and the distribution of medication.</p> <ul style="list-style-type: none"> • 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. 			
<p>6:05 School food services meet or exceed national and state guidelines.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Current MN Health Dept. License • Staff, Teacher, Principal Interviews • Observation 	3	4
Total			12	13

Standard Six Overall Rating (Total ÷ 4, Rounded to the Nearest Tenth)	3	3.25
--	---	------

What is the overall Validation Team rating for Standard 6? 3.25

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

YES

NO

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

- **6:05** Outstanding practices and diligence by the school cook to administer the federal nutrition program are evident.

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

- **6:05** The administration of the breakfast and lunch program and the management of the kitchen by the school cook is excellent in meeting state and federal guidelines.

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

No concerns were identified by the school to validate.

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

- **6:04** Create a policy for background checks relative to frequency and documentation.
- **6:04** Create a plan for all staff to complete the Ministry Safe training through the Minnesota South District.

Standard 7: Facilities

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

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

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

YES

NO

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

YES

NO

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

Standard 7 Required Evidence*: School floor plan

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>7:03 Buildings, grounds and equipment are well maintained, clean and appropriate for the age and number of students.</p>	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Food Production Manager Certification ● MN Dept. of Health License ● Floor Plan ● Tour of Facility ● Custodian Job Description ● Custodian Checklist posted ● Administrator’s Job Description ● EANS money used to purchase air purifiers for classrooms ● Integration of Technology - STEM classes, Cleverboards, Chromebooks, and use of educational games 	3	3

	<p>provisions exist for offices, area for students needing care, recreation, library/media center and space for small-group instruction.</p> <ul style="list-style-type: none"> • The school facility supports and provides for the integration of technology and learning. 			
<p>7:04 Physical facilities provide specific (crosses, signs, etc.) and non-specific (attractive, adequate, etc.) Christian witness to the community.</p>	<ul style="list-style-type: none"> • The Christian flag flies alongside the American flag at the same entrance. • Christian banners, pictures and posters are displayed in the hallway, entryway, gymnasium and classrooms. • A cross is hung in a prominent place. • An outdoor sign is a witness to the community. 	<ul style="list-style-type: none"> • Flags visible throughout the building • 5th graders put the flags up in the morning. • Christian artwork, word art visible throughout the building • Cross in gymnasium 	3	3
<p>7:05 The building and grounds provide a safe school environment.</p>	<ul style="list-style-type: none"> • Policies and procedures are in place to maintain a safe school environment. • The playground and athletic field have fences or other restraints to prevent students 	<ul style="list-style-type: none"> • Key card access • Observation of drop off and pick up procedures • Personnel Manual • Inspection of the playground • 	3	3

	<p>from entering streets or adjoining property and to prevent vehicular traffic during school hours.</p> <ul style="list-style-type: none"> • The school limits access to the facility, has locked entrances and is secure during normal school hours. • Crossing guards, lanes and school speed zones are provided where needed. • A safe, carefully supervised procedure for loading and unloading students in cars, buses and other vehicles is in effect. 			
Total			9	9
Standard Seven Overall Rating (Total ÷ 3, Rounded to the Nearest Tenth)			3	3

What is the overall Validation Team rating for Standard 7? 3.0

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

YES

NO

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

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

- Security system and key card access
- Dedicated space for art, STEM, and library
- Large outdoor play space

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

- Lack of supervision in the school health office when a child needs to lay down or is feeling ill.

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

- **7:04** Increase visibility to the school by adding signage and ensuring common messaging.

Review of the School Action Plan

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

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

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

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

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

Below is the recommended school action plan. The validation team feels this action plan as a whole is attainable and will continue to make St. John Lutheran School a better place for children to grow in their faith as well as their education while maintaining a safe environment. The school action plan and the self study report support each other and all items are addressed in both. The validation team does NOT wish to target any additional action items.

Action Plan

