



MNSAA
MINNESOTA NONPUBLIC SCHOOL ACCREDITING ASSOCIATION



ONSITE ACCREDITATION TEAM REPORT

November 14-16, 2023

Kindergarten - Grade 8

Mary of Lourdes

307 4th St. SE

205 3rd St NW

Little Falls, MN 56345

Matt Cleary, MNSAA Team Chair

ACKNOWLEDGEMENTS

The team would like to recognize and thank the staff for their kindness, hospitality and support during the accreditation process. We wanted to take a moment to express our heartfelt thanks for the incredible warmth and support we experienced during our recent visit to Mary of Lourdes School.

Your staff's kindness, hospitality, and genuine support made a lasting impression on us. It is clear that the Mary of Lourdes community is not just a school but a close-knit family. The strong sense of mission and dedication from each staff member was truly inspiring and created an atmosphere that embodies the very essence of your school.

During our visit, we noticed a real sense of teamwork within your leadership. We also witnessed a lively and positive atmosphere throughout the school. The team observed a calm, respectful environment that encouraged a strong sense of faith in your students. The active engagement of parents and the evident appreciation for arts and music further enhance the comprehensive educational experience you provide.

Thank you for your hospitality. Mary of Lourdes School goes beyond conventional education and instead embodies the mission of a parochial school. We were amazed at the dedication, care, and passion that converged, creating a unique and remarkable community of faith.

STATEMENT ON THE PURPOSE, USE AND DISTRIBUTION

Purpose

It is the intent of the Minnesota Nonpublic School Accrediting Association (MNSAA) Board of Directors that this report on the visit of the school be considered the official record of the findings and recommendations of the onsite visiting team.

The mission of the onsite team has been to determine and document the actual situation as it exists in the school relative to the mission and philosophy of the school. It has not been the purpose of the team to pass judgment on the mission, philosophy or individual personnel involved in the school.

The report of the onsite visit team describes the existing circumstances as they appear to trained and experienced educational professionals. The report also contains recommendations and challenges for the school to address.

Use

It is the intent that this report serves as a tool to assist the school in its ongoing process of strategic planning for improvement.

The use of this report as an assessment of any staff person's professional competency would be in violation of the professional ethics under which the accreditation process and visit is to be conducted. Therefore, such a use would be inherently unethical and invalid since at no time during the process has the visit team been concerned with the appraisal of individual school personnel.

The members of the onsite team have voluntarily placed their professional judgment in balance in arriving at the findings and recommendations in this document. They are willing to support the findings and recommendations they have made, provided the report is used appropriately. They are not to be held accountable for any injudicious or unethical use of this document.

Distribution

The Team Chair of the onsite visiting team has the responsibility to submit this report to the Executive Director of MNSAA. The Executive Director has final authority over the contents of the report published to the school administration.

Neither the Team Chair nor the members of the onsite visiting team are authorized to share any information contained in the onsite report with anyone outside those involved in the accreditation process of this school. Only the Team Chair has the authority to remove the team onsite report from the school. To assure confidentiality of the process, team members will destroy their notes taken on the visit. A copy of the Team Report is kept on file at the MNSAA office.

The school administration has the responsibility for determining the ways and means for sharing the findings and recommendations in the report with the various members and stakeholders of the school community and if required, the appropriate jurisdictional office.

Legal Requirements

Throughout this report, **LR*** references a "Legal Requirement" related to health, safety, and compulsory attendance laws that apply to K-12 nonpublic schools. Compliance with these laws is the sole responsibility of individual schools and enforcement the responsibility of the appropriate government agencies. The MNSAA onsite team looks for evidence that accredited schools are in compliance with these laws. Those laws identified in this report are not to be interpreted as a comprehensive list of all legal requirements for nonpublic schools, nor is it to imply that the scope of the references is complete.

THE SELF STUDY REPORT



The School Profile

Overview of the School Community

The School Profile is an overview of the school community that opens the Self Study Report for the onsite visiting team and stakeholders. It demonstrates an understanding of its history, students and families, the community it serves and stakeholder perceptions.

- School Profile is present with the following components:*
 - A brief history of the school*
 - Demographic overview of the community the school serves*
 - Overview of the students and families served*
 - Enrollment trend analysis*
 - Executive Summary of the Stakeholder Satisfaction Survey*

- Stakeholder Satisfaction Survey results are present onsite*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

Comments:

- The team did not receive an executive summary of the stakeholder satisfaction survey.

Recommendations

The School Profile

The team recommends creating an executive summary of the stakeholder satisfaction survey.

Found in SSP

STANDARDS DOCUMENTATION



Standard 1: Mission and Philosophy

The Vision and Values of the School

1.01 DEVELOPMENT OF MISSION AND PHILOSOPHY: The school's stakeholders engage in a systematic, inclusive and comprehensive process to develop mission and philosophy statements that direct the educational program; this includes a regular process for stakeholders to review, clarify and revise these statements.

- Narration of Compliance*
- Written Policies and Procedures for the Development/Review Process*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

1.02 MISSION STATEMENT: The school has a mission statement that concisely articulates a shared vision for the school community and establishes a commitment to support and promote student learning.

- Written Mission Statement*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

Comments:

- The team commends Mary of Lourdes for having their mission statement drive their school and recognizes the impact that it is having on the faculty, students and family.

1.03 PHILOSOPHY STATEMENT: The school articulates a philosophy of teaching and learning that elaborates, supports, and clarifies the mission statement.

Written Philosophy/Vision Statement

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

1.04 COMMUNICATION OF MISSION AND PHILOSOPHY: The school communicates the mission and philosophy to the stakeholders in the school community.

- Narration of Compliance*
- Observable Evidence Statements are Known and Understood by Stakeholders*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

1.05 USE OF STATEMENTS: The school provides evidence that the mission and philosophy statements are the foundation for the school's goals, programs, policies, and procedures.

- Narration of Compliance*
- Observable Evidence Statements are Reflected in Developing School Goals, Programs and Policies*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

Recommendations
Standard 1: Mission and Philosophy

STANDARDS DOCUMENTATION



Standard 2: Teaching and Learning

Curriculum, Instruction and Monitoring Learner Performance

2.01 CURRICULUM STANDARDS: ^{LR*} The school has written curriculum standards that are vertically aligned to ensure every student successfully completes a rigorous academic program. Subject areas include: language arts, mathematics, science, social studies, fine arts, health, and physical education and other content areas appropriate to the school such as religion, technology, media literacy, and world language. Subject areas can be integrated or separate subjects. (**MN Statute 120A.22 – Compulsory Instruction*)

- Narration of Compliance*
- Written Curriculum Standards for each Content Area*
- High School** (if applicable): *Course Syllabi with Department/Division Objectives*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

Comments:

- The MN State Standards were available, but the team did not find standards specific to Mary of Lourdes or specific to grade levels.
- The team found comprehensive curriculum standards for Health and Theology.

2.02 CORRELATION WITH MISSION AND PHILOSOPHY: The school's curriculum standards and instructional strategies flow from the mission and philosophy.

- Narration of Compliance*
- Subject Area Philosophies that flow from Mission and Philosophy Statements*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

Comments:

- The team commends Mary of Lourdes with consistent implementation and application of the beliefs and values behind the school's mission and philosophy.

2.03 STANDARDS GUIDE INSTRUCTION: The school demonstrates that developmentally appropriate standards or curricular goals guide instruction.

- Narration of Compliance*
- Observable Evidence Standards Guide Planning, Instruction and Assessment*
- High School** (if applicable): *Course Syllabi with Department/Division Objectives*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

Comments:

- The team heard through interviews that teachers use the MN State Standards to guide their instruction, but the team did not find observable evidence of this.

2.04 INSTRUCTIONAL STRATEGIES: The school utilizes research-based instructional strategies to accommodate varying learning styles, student needs, and foster active, meaningful engagement in learning.

- Narration of Compliance (Instructional Practices Support Standards)*
- Evidence of Implementation*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

2.05 MEETING THE DIVERSE NEEDS OF LEARNERS: The school will provide opportunities that engage and motivate each learner to develop his/her social-emotional and academic abilities and talents.

- Narration of Compliance*
- Evidence of Use of Developmentally Appropriate Social-Emotional Curriculum*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

Comments:

- The team saw strategies being used to meet the diverse needs of learners but found inconsistencies.
- The team found inconsistency in social emotional curriculum throughout the grade levels.

2.06 SERVICES TO SUPPORT LEARNERS: The school provides developmentally appropriate supports to ensure that every student successfully completes the educational program.

- Narration of Compliance*
- Policies/Process for Identifying, Assessing and Prescribing Services for Learners with Special Needs*
- Evidence Process is Being Used*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

Comments:

- The team did not find written policies/processes for identifying, assessing, and prescribing services for learners with special needs.

2.07 EVALUATION OF STANDARDS, INSTRUCTION AND ASSESSMENT: The school has an established collaborative process for the ongoing evaluation and development of curriculum standards, instructional strategies, assessment practices and instructional resources.

- Narration of Compliance*
- Written Policy and/or Procedures for Ongoing Evaluation of Standards, Instruction & Assessment*
- Written Curriculum Review Cycle*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

Comments:

- The team did not find a written policy for ongoing evaluation of standards, instruction, and assessment.

2.08 INSTRUCTIONAL RESOURCES: The school provides appropriate resources to meet the developmental and academic needs of students.

Narration of Compliance

Summary:

- Sufficient Indication of Compliance*
 Compliance with Concerns
 Insufficient Indication of Compliance

2.09: PHYSICAL ACTIVITY/LARGE MOTOR OPPORTUNITIES: The school provides regular developmentally appropriate opportunities for physical activity/movement.

Narration of Compliance

Summary:

- Sufficient Indication of Compliance*
 Compliance with Concerns
 Insufficient Indication of Compliance

2.10 TECHNOLOGY: The school provides safe internet access and uses technology to prepare students to be proficient users of technology and support the teaching and learning process.

- Narration of Compliance*
 Observable Evidence of Technology Use in Learning
 Technology Policies that Meet MN Statute 125B.15 Internet Access for Students

Summary:

- Sufficient Indication of Compliance*
 Compliance with Concerns
 Insufficient Indication of Compliance

2.11 PHILOSOPHY OF ASSESSMENT: The school clearly articulates a philosophy of assessment that guides teaching and learning.

- Narration of Compliance*
- Written Philosophy of Assessment*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

2.12 ASSESSMENT DEMONSTRATES ACHIEVEMENT: The school monitors and documents student growth and achievement in meeting curriculum standards using a norm-referenced standardized test and a variety of curriculum-based assessments.

- Narration of Compliance*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

2.13 ASSESSMENT RESULTS EFFECT CHANGE: The faculty uses assessment results to guide curriculum and instructional decisions.

- Narration of Compliance*
- Documented Changes in Curriculum and/or Instruction based on analysis of individuals, groups or school-wide assessments*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

Comments:

- The team did not find current evidence that assessment results guide curriculum and instruction decisions.
- The team heard in interviews that teachers use NWEA data to form groupings for classes or small group instruction but did not find documentation of this process.

2.14 CRITERIA FOR EVALUATION: The school utilizes developmentally appropriate criteria for evaluation and reporting of learner progress.

Narration of Compliance

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

2.15 ASSESSMENT RESULTS COMMUNICATED: The school communicates learner progress to students, parents and the broader community.

- Narration of Compliance*
- Evidence of Assessment Results Communicated to Appropriate Stakeholders*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

Recommendations

Standard 2: Teaching and Learning

Insert Recommendation here

Standard Addressed: 2.01

The team recommends developing curriculum standards specific to Mary of Lourdes for each grade level and subject area.

Found in SSP

Insert Recommendation here

Standard Addressed: 2.03

The team recommends consistently using standards to guide planning, instruction, and assessment and documenting this practice.

Found in SSP

Insert Recommendation here

Standard Addressed: 2.05

The team recommends implementing a plan for a consistent process to meet the diverse needs of learners.

Found in SSP

Insert Recommendation here

Standard Addressed: 2.06

The team recommends developing and implementing a process for identifying, assessing and prescribing services for learners with special needs.

Found in SSP

Insert Recommendation here

Standard Addressed: 2.07

The team recommends development and implementation of a written policy for ongoing evaluation of standards, instruction, and assessment.

Found in SSP

Insert Recommendation here

Standard Addressed: 2.13

The team recommends the school use assessment results to guide curriculum and instructional decisions.

Found in SSP

STANDARDS DOCUMENTATION



Standard 3: Climate for Learning

School Environment and Facilities

3.01 STUDENT BEHAVIOR EXPECTATIONS: The school communicates expectations for student behavior and enforces a student discipline code that is supportive of the school's mission and philosophy, is conducive to learning, and has bullying and harassment policies and/or procedures.

- Narration of Compliance*
- Written and Communicated Student Behavior Expectations*
- Policies and Procedures the Meet MN Statute 121A.031 Prohibiting Intimidation and Bullying*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

3.02 EFFECTIVE CLASSROOM MANAGEMENT: The school has classroom environments that are conducive to learning.

- Narration of Compliance*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

Comments:

- The team commends Mary of Lourdes for how students follow procedures and how teachers operate orderly classrooms.

3.03 CONFLICT RESOLUTION: The school communicates and uses a process for resolving conflicts and grievances within the school community.

- Narration of Compliance*
- Written and Communicated Policies and/or Procedures that Practices and Address Conflict Resolution/Grievance and Bullying Issues for all Stakeholders*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

3.04 ATTENDANCE/TARDINESS: ^{LR*} The school has attendance and tardiness policies and procedures that are written, published, communicated and enforced; in addition, the school completes annual enrollment reports as is required by the local public school district and the state, and maintains copies of such reports. (**MN Statute 120A.22 – Compulsory Instruction*)

- Narration of Compliance*
- Written Attendance/Tardiness Policy*
- Enrollment Report to District/State*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

3.05 FACILITIES AND EQUIPMENT: The school facilities are safe, sanitary, and routinely maintained to assure effective working order and compliance with legal and code requirements; the school and class enrollments are compatible with the capacity of the facility.

- Narration of Compliance*
- Secured or Observed Building Access*
- Visitor/Guest Procedures*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

Comments:

- The team commends Mary of Lourdes for extensive security camera coverage and the overall focus on keeping students safe and secure.

3.06 ENSURING THE SAFETY AND SECURITY OF STUDENTS AND STAFF: The school has written policies and procedures that meet local, state and federal safety requirements.

- Narration of Compliance*
- Written Policies and/or Procedures for Crisis Management (MN Statute 121A.035)*
- Evidence of Safety Drills (MN Statute 121A.037)*
- Evidence of Emergency Preparedness and Response Training (MN DPS)*
- Evidence of Bus Safety Training (MN Statute 123.90) – if applicable*
- Evidence School Complies with Fire Regulations (as defined by MN Uniform Fire Code)*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

Comments:

- The team observed students walking unsupervised between buildings at the middle school.
- The team noticed inconsistency in the use of posted emergency signs.
- Although the team found written policies, inconsistencies were found from classroom to classroom in regard to what each room was supposed to have according to these written policies. (ie. red and green cards)

3.07 SUPPORTING HEALTH REQUIREMENTS: The school has written policies and procedures that meet local, state and federal healthy requirements.

- Narration of Compliance*
- Written Policies and/or Procedures for First Aid and CPR Training (MN Statute 245A.40 and/or 120B.236)*
- Written Policies and/or Procedures for Immunization Requirements (MN Statute 121A.15)*
- Written Policies and/or Procedures for Preventing and Responding to Allergies (MN Statute 245A.41)*
- Written Policies and/or Procedures for Wellness and Food Preparation & Service – if applicable*
- Written Policies and/or Procedures for Safe Handling and Administration of Medication*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

Recommendations

Standard 3: Climate for Learning

Insert Recommendation here

Standard Addressed: 3.06 The team recommends the school review the safety of students transitioning between buildings at the middle school.

Found in SSP

Insert Recommendation here

Standard Addressed: 3.06

The team recommends reviewing emergency supplies in every classroom to ensure they are complete.

Found in SSP

STANDARDS DOCUMENTATION



Standard 4: Communication and Community Relations

Stakeholder Involvement in the School

4.01 ORIENTATION OF NEW MEMBERS: The school provides orientation for new staff, students, families, and volunteers. The orientation includes: school mission and philosophy, roles and responsibilities, school programs, and expectations for learners.

- Narration of Compliance*
- Written Description of Orientation Processes*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

Comments:

- The team commends Mary of Lourdes for how concise and organized their handbooks are.

4.02 COMMUNICATION: The school provides effective and regular communication and interaction, both internally and externally, that builds relationships and advances the mission of the school.

- Narration of Compliance*
- Samples of Internal Communication*
- Samples of External Communication*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

4.03 PARENT/GUARDIAN INVOLVEMENT/SUPPORT: The school partners with parents or guardians to engage and involve them in the education of their children and offers them educational opportunities.

- Narration of Compliance*

- Evidence of Opportunities for Parent/Guardian Involvement*

Summary:

- Sufficient Indication of Compliance*
 Compliance with Concerns
 Insufficient Indication of Compliance

4.04 COMMUNITY RELATIONSHIPS: The school is involved in the community to promote and advance its mission.

- Narration of Compliance*

Summary:

- Sufficient Indication of Compliance*
 Compliance with Concerns
 Insufficient Indication of Compliance

Comments:

- The team did not find evidence of involvement with business, parish, civic, community, service projects, or service organizations.

4.05 MARKETING AND ENROLLMENT: The school establishes marketing initiatives to recruit and retain students and foster relationships that advance the school's mission.

- Narration of Compliance*

Summary:

- Sufficient Indication of Compliance*
 Compliance with Concerns
 Insufficient Indication of Compliance

4.06 ADVANCEMENT: The school establishes development initiatives that advance the school's mission.

- Narration of Compliance*

Summary:

- Sufficient Indication of Compliance*
 Compliance with Concerns
 Insufficient Indication of Compliance

Comments:

- The team feels the narration does not apply to advancement.
- The team did not find evidence of any current initiatives to market and advance the school's mission, outside of the Kindergarten "Come and See" parent information night.

4.07 ANNUAL REPORT TO STAKEHOLDERS: The school annually provides a state-of-the-school report to stakeholders that at a minimum communicates progress on strategic initiatives and plans for future improvement. A quality state-of-the-school report will include assessment results, use of financial resources, and enrollment trends.

- Narration of Compliance*
- Evidence of an Annual State-of-the-School Report*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

Recommendations

Standard 4: Communication and Community Relations

Insert Recommendation here

Standard Addressed: 4.04

The team recommends Mary of Lourdes increase opportunities for students to engage and impact their community.

Found in SSP

Insert Recommendation here

Standard Addressed: 4.06

The team concurs with the school to implement initiatives to market and advance the school's mission.

Found in SSP

STANDARDS DOCUMENTATION



Standard 5: Personnel

The Qualifications, Evaluations, and Development of the Staff

5.01 ADMINISTRATOR QUALIFICATIONS: The school has a principal/administrator who has Minnesota administrative licensure; or at a minimum has a masters degree in education (curriculum and instruction, educational leadership, or school administration) from an accredited institution.

- Narration of Compliance*
- Verification of Compliance*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

5.02 PRESCHOOL TEACHER QUALIFICATIONS: The preschool staff meet the requirements set forth by the State of Minnesota and show ongoing education in early childhood development and learning.

- Narration of Compliance*
- Verification of Compliance for All Preschool Teachers (if applicable)*
- DHS License*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*
- Not Applicable*

5.03 ELEMENTARY TEACHER QUALIFICATIONS: The elementary school's grade level teachers and those teaching math, science, social studies, or language arts have Minnesota teacher licensure; or at a minimum have a baccalaureate degree in education from an accredited institution.

***Middle school teachers may be qualified by meeting either Standard #5.03 or #5.04.**

- Narration of Compliance*

- Verification of Compliance for All Elementary Teachers (if applicable)*

Summary:

- Sufficient Indication of Compliance*
 Compliance with Concerns
 Insufficient Indication of Compliance
 Not Applicable

5.04 SECONDARY TEACHER QUALIFICATIONS*: The secondary school's teachers have Minnesota teacher licensure; or at a minimum have a baccalaureate degree from an accredited institution and demonstrate proficiency in the content area taught.

**Middle school teachers may be qualified by meeting either Standard #5.03 or #5.04.*

- Narration of Compliance*
 Verification of Compliance for all Secondary Teachers (if applicable)

Summary:

- Sufficient Indication of Compliance*
 Compliance with Concerns
 Insufficient Indication of Compliance
 Not Applicable

5.05 SPECIALIST TEACHER QUALIFICATIONS: The school's specialists (world language, fine arts, technology, library, physical education, religion, etc.) have a baccalaureate degree from an accredited institution; or at a minimum demonstrate proficiency in the teaching area.

- Narration of Compliance*
 Verification of Compliance for all Specialty Teachers

Summary:

- Sufficient Indication of Compliance*
 Compliance with Concerns
 Insufficient Indication of Compliance
 Not Applicable

Comments:

- The team found a contradiction in the narration regarding specialist teacher licensure. The report states, "All the specialist teachers... hold a State of Minnesota teaching license with the

exception of Norm Pollock...” However, the music teacher does not hold a Minnesota teaching license.

- The team acknowledges licensure is not required to meet MNSAA standard 5.05.

5.06 CRIMINAL BACKGROUND CHECKS: ^{LR*} The school requires criminal history background checks on individuals who are employed in the school. (**MN Statute 123B.03 and 122A.18 – Background Check*)

- Narration of Compliance*
- Evidence that a Criminal Background Check has been completed for each employee*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

5.07 CODE OF ETHICS: The school publishes and maintains a professional code of ethics for its employees.

- Narration of Compliance*
- Written and Communicated Code of Ethics Statement*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

5.08 JOB DESCRIPTIONS: The school provides written job descriptions for all school employees, which include roles, responsibilities, and accountability.

- Narration of Compliance*
- Written Job Descriptions for All Employees*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

5.09 EVALUATION PROCESS: The school has an evaluation process for all school employees that includes regular and ongoing supervision, annual documented reviews, and when needed, suggested courses of action to improve performance.

- Narration of Compliance*
- Written Description of Evaluation Process and Procedures*
- Annual Report in all Personnel Files (onsite)*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

Comments:

- The team found evaluations for teachers but not all staff.
- The team did not find a written description of the evaluation process and procedures for staff.

5.10 SUPPORTING PROFESSIONAL EXCELLENCE: The school's professional development plan supports on-going training in areas such as curriculum, instruction and assessment strategies that result in high levels of student achievement.

- Narration of Compliance*
- Written Professional Development Plan*
- Evidence of Implementation of the Professional Development Plan*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

Comments:

- As stated in the narration, there is not currently a professional development plan.

5.11 ONGOING DEVELOPMENT OF SUPPORT PERSONNEL: The school provides opportunities for ongoing education and development for support staff.

- Narration of Compliance*

Summary:

- Sufficient Indication of Compliance*

- Compliance with Concerns*
- Insufficient Indication of Compliance*

5.12 PERSONNEL RECORDS: The school maintains accurate and confidential personnel records and credentials as required by law and as necessary for its effective operations.

- Narration of Compliance*
- Personnel Files for All Employees (may be in more than one office)*
- Evidence of W-4 and I-9 Immigration Forms*
- Criminal Background Checks*
- Evidence of Written Evaluation and Performance Appraisals*
- Job Descriptions*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

Recommendations
Standard 5: Personnel

<p>Insert Recommendation here Standard Addressed: 5.09 The team recommends developing and implementing a formal evaluation process for school staff and teachers.</p> <p style="text-align: right;"><input type="checkbox"/> Found in SSP</p>
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<p>Insert Recommendation here Standard Addressed: 5.10 The team recommends developing a professional development plan.</p> <p style="text-align: right;"><input type="checkbox"/> Found in SSP</p>

STANDARDS DOCUMENTATION



Standard 6: Leadership, Administration and Governance

Responsibility for the Educational and Organizational Effectiveness of the School

6.01 ADMINISTRATION: The school has a clearly defined leadership structure that articulates a clear mission and vision, is responsible for the development and oversight of personnel, directs the development and continuous improvement of curriculum and instruction, identifies responsibility for the day-to-day operations, and ensures the operational vitality of the school.

Narration of Compliance

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

6.02 ADMINISTRATOR EVALUATION: The school has a defined evaluation process for its administrator(s) based on job descriptions.

- Narration of Compliance*
- Evidence of Annual Evaluation for All Administrators*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

6.03 GOVERNANCE: The school has a clearly defined governance structure which includes administrative accountability and established written roles and responsibilities for membership and includes representatives knowledgeable of all levels of programming.

- Narration of Compliance*
- Approved Constitution and Bylaws*
- Policies Outlining Roles & Responsibilities of Governing Bodies, Individuals and Consultative Groups*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

6.04 GOVERNANCE DEVELOPMENT: The school provides formation for governing body through orientation, ongoing development and training, and self-evaluation.

- Narration of Compliance*
- Documentation of Orientation/Training*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

Comments:

- The team did not find evidence for the Governing Board's self-evaluation process.

6.05 SCHOOL POLICIES: The governing body systematizes the policies of the school's operations to ensure faithfulness to the mission and continuity through leadership changes.

- Narration of Compliance*
- Policy Documents*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

6.06 FINANCIAL SUSTAINABILITY: The school engages in a financial planning process that includes defined revenue sources, delineation of costs, and projections for the future.

- Narration of Compliance*
- Tuition and Fee Structure*
- Previous Year's Budget*
- Current Year's Budget*
- Current Financial Reports*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

Comments:

- After numerous interviews, the team found a theme of concern regarding long-term financial security.

6.07 FINANCIAL SUPPORT OF THE PROGRAM: The school's budget supports and sustains the delivery of the educational program by providing for facilities, equipment, resources and technology needs.

- Narration of Compliance*
- Annual Budget that Addresses Programming, Facilities, Equipment, Resources and Technology Needs*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

Comments:

- Through interviews, the team learned about the income the school is not receiving from one of its parishes.
- The team acknowledges that the school is concerned that 46% of the revenue is coming from the local parishes.

6.08 COMPENSATION: The school has a written process for determining employee compensation that is regularly reviewed and communicated.

- Narration of Compliance*
- Policies and/or Procedures for Determining Compensation*
- Evidence of Policies/Procedure Communicated to Staff*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

Comments:

- After several interviews, the team heard concerns about compensation as it applies to staff retention and recruitment.

6.09 EMPLOYEE HANDBOOKS: The school has published current policies and procedures related to employment.

- Narration of Compliance*
- Employee Handbook*
- Published Policies and/or Procedures related to Employment Law and Regulations*
- Evidence of Biohazard Waste and Right to Know Training (MN Statute 182.6555)*
- Policies and/or Procedures for Reporting Maltreatment of Minors (MN Statute 626.556)*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

6.10 PARENT AND STUDENT HANDBOOKS: The school provides parents and students a school handbook that reflects current policies and procedures.

- Narration of Compliance*
- Parent/Student Handbook*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

6.11 ADMISSIONS POLICY: The school defines admissions policies and procedures in accordance with legal, ethical, and professional practices.

- Narration of Compliance*
- Nondiscrimination Policy*

Summary:

- Sufficient Indication of Compliance*

- Compliance with Concerns*
- Insufficient Indication of Compliance*

Comments:

- The team commends Mary of Lourdes on their use of “The Parent Partnership Agreement Form”. It articulates the parent’s and the school’s responsibilities in the partnership.

6.12 STUDENT RECORDS: ^{LR*} The school maintains student records necessary for the operation of a quality educational program.

- Narration of Compliance*
- Policies and/or Procedures as Defined by the Family Educational Rights & Privacy Act*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

Recommendations

Standard 6: Leadership, Administration and Governance

Insert Recommendation here

Standard Addressed: 6.04

The team recommends the Governing Board establish a process for self-evaluation.

Found in SSP

Insert Recommendation here

Standard Addressed: 6.06

The team recommends creating a viable long-term plan for financial security.

Found in SSP

Insert Recommendation here

Standard Addressed: 6.07

The team recommends reviewing how the budget supports and sustains the delivery of the educational program.

Found in SSP

Insert Recommendation here

Standard Addressed: 6.08

The team concurs with the school's plan to address concerns related to compensation and how it impacts staff retention and recruitment.

Found in SSP

STANDARDS DOCUMENTATION



Standard 7: School Strategic Plan

The Strategies and Tools for Improving the School

7.01 DEVELOPMENT OF SCHOOL STRATEGIC PLAN: The school has a systematic, inclusive, and comprehensive process for developing its School Strategic Plan for improvement. This plan identifies measurable, end-result objectives, strategies for achieving the objectives, and time-specific action steps for fulfilling the strategies

- Narrative description of process used to develop the strategic plan*
- School Strategic Plan for Improvement on the Required Template*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

Comments:

- The team did not find a narrative describing the process used to develop the SSP.
- The team identified multiple non measurable objectives.

7.02 QUALITY OF PLAN: The school has developed a written School Strategic Plan for improvement in conformity with the Quality Expectations of MNSAA.

- Narration of Compliance advising how the plan clearly meets MNSAA's Quality Expectations*
- The Plan is Valid*
- The Plan is Connected*
- The Plan is Supported*
- The Plan is Visionary*
- The Plan is Reasonable*
- The Plan is Student Focused*

Summary:

- Sufficient Indication of Compliance*
- Compliance with Concerns*
- Insufficient Indication of Compliance*

Comments:

- The team found the SSP was supported by stakeholders.
- The team found the SSP did not meet MNSAA quality expectations in the areas of Valid, Connected, Visionary, Reasonable, or Student Focused.

7.03 COMMUNICATION OF PLAN: The school has a process for communicating the School Strategic Plan for improvement which includes regular updates on progress to the various stakeholders of the school community.

- Narration of Compliance describing school's process and means for regularly communicating progress achieving improvement initiatives and plans*

Summary:

- Sufficient Indication of Compliance*
 Compliance with Concerns
 Insufficient Indication of Compliance

7.04 EVALUATION OF THE PLAN: The school has a systematic and inclusive process for the review and revision of the strategic plan.

- Narration of Compliance describing the school's process for review and revision of the plan*

Summary:

- Sufficient Indication of Compliance*
 Compliance with Concerns
 Insufficient Indication of Compliance

Comments:

- The team did not find evidence of a systematic and inclusive review of the SSP.

Insert Recommendation here

Standard Addressed: 7.01

The team recommends that all objectives listed on the SSP are measurable.

The team recommends the school develop a process for creating the SSP that meets MNSAA guidelines.

Found in SSP

Insert Recommendation here

Standard Addressed: 7.02

The team recommends that the school review and revise the SSP to meet MNSAA Quality Expectations.

Found in SSP

Insert Recommendation here

Standard Addressed: 7.04

The team recommends developing and implementing a schedule for reviewing the SSP regularly.

Found in SSP

SUMMARY OF VISIT - *Name of School, City*



Most Significant Areas of Strength

- The school's leadership team is in agreement with their mission as a school. The leadership is unified and dedicated to their self-identified areas of growth.
- The school has comprehensive safety protocols with camera coverage and for general supervision.
- The school's mission statement is prevalent in the school culture and lived out through teachers, students and families.
- The school community (teachers, staff, students, and families) is incredibly welcoming, warm, and supportive. The students' well-being is at the forefront of the school culture.
- The teaching staff is passionate and invested in their students and school community. There is an incredible sense of teamwork and camaraderie between staff members.

Most Significant Areas Identified for Growth/Improvement

- The team recommends reviewing and evaluating the budget to ensure it supports the educational program. (6.07)
- The team recommends developing written curriculum standards specific to Mary of Lourdes at every grade level and using those standards to guide planning, instruction, and assessment. (2.01 & 2.03)
- The team recommends developing and implementing a system for identifying and supporting students who are struggling academically or behaviorally. (2.06)
- The team recommends developing a plan to aid in teacher and staff recruitment and retention. (6.08) [Found in the SSP]
- The team recommends Mary of Lourdes increase involvement with the greater community to promote and advance their mission. (4.04)
- The team recommends reviewing and revising the school strategic plan to ensure it meets MNSAA's quality expectations. (7.02)

ONSITE VISITING TEAM MEMBERS



Mikala Wahl

Amy Heimer

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Heidi Wright

Nativity of Mary, Bloomington

Holy Spirit, Rochester

Lakeview Christian Academy, Duluth

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ONSITE VISITING TEAM CHAIRPERSON(S)



Matt Cleary

Torah Academy, St. Louis Park

Signature of Team Chairperson(s)

A handwritten signature in black ink, appearing to read "Matt Cleary".

Date: November 16, 2023